

CHAPTER 1

INTRODUCTION

A. Research Background

English education is a school subject from kindergarten to university level. As the world is moving forward more and more towards globalization, English as a language plays an essential part in cross cultural communication to academic professional environments. English at university aims to develop more complicated communication skills and structures than just basic grammar, so it can increase a deeper understanding of the language. Studying English at the university level also helps in sharpening one's critical thinking, analytical and problem solving capabilities as well. This aims to prepare students of the significance learning English for both academic and non-academic success, as well career reinforcement support in the world work (Megawati, 2016). Therefore, all universities in Indonesia, especially the State Islamic University, require its students to take English courses at the beginning of the semester. So, this is the driving force for the State Islamic University of Antasari Banjarmasin to establish a language institution, which is Unit Pengembangan Bahasa (UPB) primarily aims to offer effective English and Arabic language learning experiences for its students over two semesters through intensive courses of Arabic and English. Textbook is essential components in the language teaching and learning process, serving as both sources and references that help meet learning goals. Unit Pengembangan Bahasa contains textbook written by tutors with communicative objectives at three levels - beginner,

basic and pre-intermediate - tailored by tutors with communicative objectives in mind. This material covers many aspects of language competence such as speaking, listening, reading and writing abilities as well as audio, visual, role-playing methods as well as technology use for learning purposes.

This is in line with the Al-Qur'an surah An-Nahl verse 78:

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ وَالْأَبْصَارَ
وَالْأَفْئِدَةَ ۗ لَعَلَّكُمْ تَشْكُرُونَ

Based on the interpretation of Hamka (2015), it is briefly described that the verse conveys the greatest gift from Allah SWT. in the form of hearing, sight, and heart. With hearing, humans can hear various sounds, with vision, humans can see various colors, and with the human heart can consider what is heard and seen. Meanwhile, gratitude in the verse is interpreted as a favor from Allah SWT to be used as well as possible so that we can become meaningful human beings.

From the surah above, it is explained how important it is to utilize various senses such as sight and hearing in increasing students' potential to gain knowledge easily, but still don't forget to be grateful for the blessings given by Allah SWT. Where in its application there are textbooks that present pictures and writing to improve reading skills as well as links containing audio or video to improve listening and speaking skills. So textbooks in the learning process have a very important role.

The learning process is a series of activities to shape changes in behavior, attitudes, knowledge and skills in individuals within the scope of education. So this process certainly involves teachers and students. The learning process can take place in various contexts and involve various learning methods and techniques that are adapted to the needs and characteristics of students. One technique that is quite well known today is multimodal discourse, which provides understanding by analyzing the meaning in text through depicting various different semiotic functions such as text, images, gestures, audio, video, etc. (Permata Yanda, 2018).

Learning media is a tool used by teachers to convey information to students (Supriyo, 2015). In the learning process, teachers must be able to choose and use learning media that are effective and appropriate to the learning objectives, such as textbooks, modules, images, videos, etc. Although in reality the media used in the learning process has limitations.

Textbooks are the learning media most widely used by teachers at all levels of school. This is because textbooks are considered very easy for teachers to use in providing teaching materials, especially textbooks written by people who really master their fields (Alfanda Hafiz, 2024). In addition, textbooks usually contain various semiotic modes such as images and text. Where the use of various semiotic modes simultaneously is known as multimodal. According to Kress & van Leeuwen (2006), multimodal texts are texts that achieve their communication goals by carrying out combined interactions between semiotic modes in the form of visual and verbal.

Multimodal Discourse Analysis is a combination that makes connections between text and visuals, sound, and so on with the aim of forming a meaning (Paltridge, 2012). This is in line with the opinion of Smith, J., & Johnson, R. (2018) that images and language are related to each other so that they form a meaning in accordance with the context of multimodal communication theory. Apart from that, through the analysis they carried out, it was found that language and images indeed merged into one element to convey a broader and easier to understand meaning. Images are a multimodal form that is always present and should be included in textbooks because they can help students visualize difficult material. Apart from that, students can also connect the material being studied with previous knowledge through images that represent these concepts. So that students are able to develop their knowledge more deeply and gain a more comprehensive perspective by looking at specifically drawn images and real examples of the material presented. Relevant and high-quality images also play an integral role in engaging students during the learning process, increasing knowledge and comprehension of material presented.

Visual images will make understanding subject material simpler for students, but they still require guidance from a mentor or teacher in achieving competency covered in the textbook. Teachers can teach their students not just textual information; using images (and other semiotic codes) in textbooks may increase student imagination (Kress & van Leeuwen, 2016).

Researchers conduct this research with the intention of helping teachers and students become familiar with multimodality found within textbooks, prompting this investigation. The aim of this research is to find out how multimodal discourse in the form of images in the material in the *Your English Partner: Beginner* textbook is able to convey visual meaning, so that teachers and students can easily understand the material presented in the textbook. It is hoped that with this research the information obtained will be more specific and comprehensive. The multimodal hypothesis used in this research was proposed by Kress and Van Leeuwen to obtain relevant research results.

Previously, this research was carried out by several researchers, namely Muhammad Hafiz Ilham Akbar in 2021 with the title "An Analysis Of English For Young Learners' Text Book Through Multimodal Discourse Perspective" and Alfanda Hafiz's research in 2024 "Analyzing The Multimodal Discourse Of Language Textbooks Ongoing Tenth Grade English". However, there are differences between the research conducted by current researchers and previous studies. One of them is that the research object used is a new book released by Unit Pengembangan Bahasa in 2022 and this book is used specifically for new students at Antasari State Islamic University, Banjarmasin. Then the images to be analyzed are images contained in the material designed to increase students' comprehension, in previous research the researcher focused on analyzing images included within questions. Initial observations revealed that *Your English Partner: Beginner* was closely connected with the research questions. This is because in the textbook there are many pictures and there are even several pictures in each chapter. Therefore,

the textbook *Your English Partner: Beginner* became the primary object of investigation for this researcher.

Beginner-level English textbooks typically cover the basics of English, such as vocabulary, grammar and basic communication skills (listening, speaking, reading and writing). The topics generally relate to daily life or general matters - hence textbooks are designed with lots of pictures or illustrations for visual comprehension and drawing meaning conclusions more easily.

Based on the explanation above, researchers focus on the modes of visual analysis in textbooks to increase students' interest and abilities based on actual contexts in daily life. So the results of this research can increase the implications and provide the values contained in the textbook.

Based on the explanation above, the researcher is interested in conducting research entitled "A Multimodal Discourse Analysis On A Beginner Level Text Book By Unit Pengembangan Bahasa"

B. Definitions of Key Terms

The following are some words used in this thesis to avoid misunderstandings in interpretation:

1. Textbooks are books that contain descriptions of material about a field which are arranged systematically based on learning objectives. In this research, textbook is used as research objects to collect data.

2. Social semiotics is a communication approach that aims to understand how people communicate in a social environment. In this research, social semiotics is used to describe social, cultural and ways of communicating that are presented in pictures in textbooks.

3. Visual Grammar Analysis is the formation of meaning and delivery of messages from various semiotic sources. In this research, visual Grammar Analysis is used to understand how visual elements in images function to convey meaning, similar to the way language is used in verbal communication.

4. Multimodal Discourse Analysis is the study of language combined with images, symbols, sounds, gestures, etc. for better interpretation. In this research, multimodal discourse analysis is used to analyze images from various aspects such as images, colors, scientific symbols, gestures, etc. that contribute visually.

C. Research Questions

The main research question is determined as follows:

1. What are modes of visual analysis found in the text book?

D. Research Objectives

1. To find out what visual analysis appears in textbook

C. Significance of Research

This research is useful for students, teachers and researchers because multimodal can create a more creative and varied learning orientation using textbooks, making it easier for students to improve their English language skills. In

addition, many studies state that using various modes simultaneously in language learning can improve students' understanding.

It is hoped that this research can be used as a reference or sample thesis for further research related to multimodal discourse analysis. Hopefully the results of this research can be useful for all readers.