

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents findings and discussions that will address one research question that is what are modes of visual analysis found in the text book. Analysis of visual meaning use theory from Kress & van Leeuwen (2006), which consists of three modes, namely Representational, Compositional, and Interactive.

A. Findings

This finding is related to the realization of visual meaning in the English textbook from Unit Pengembangan Bahasa of UIN Antasari Banjarmasin entitled *Your English Partner: Beginner* which focuses on multimodal texts consisting of images and text. There are 18 images varying from Chapters 1-8 in the book to be analyzed.

a. Representational Mode

Representational mode is related to how images represent people, animals, places and object, as well as the characteristics and qualities associated with them. Initially, the first step in analyzing this mode is to identify the images and the frequency with which they appear. The results show that of the 18 images found in Chapters 1 to 8 studied, 12 images have human participants as the main theme, and 6 images have non-human participants as representations (5 objects and 1 location).

These findings indicate that human participants appear more often than non-humans so that the images depict a realistic picture in which human relationships and actions come to life. Table 4.1 summarizes information about the distribution of participants based on type and frequency of attendance.

Table 4.1 Modes and frequency of Representational Chapter 1-8 Your English Partner: Beginner Level

Representational Mode		Frequency
Human	Child	2
	Mature	10
Non human	Animals	-
	Location	1
	Object	5

1) **Human**

Human representations in images or visuals usually focus on individuals or groups of humans showing their actions, expressions and interactions.

a) **Child**

In terms of appearance, 5 of the human participants described one of the majority religious norms in Indonesia, namely, Islam as an example; hijab woman. However, this does not mean anything against any particular occupation or social class or ethnicity above. In other words, the participants' appearance respected

religious norms in Indonesia. Figure 4.1 and Figure 4.2 provide examples of this case.

NAMES
First name
Middle
Name
Last name

CONVERSATION
Introducing yourself
A : What is your full name?
B : Farah Fadilla
A : Is that F - A - R - A - H ?
B : Yes, that is right
A : How do you spell your last name? Is it F - A - D - I - L - A ?
B : No, it is F - A - D - I - L - L - A

The slide features a light blue background with a faint, repeating pattern of the text 'My name is...'. On the right side, there is a cartoon illustration of a woman wearing a green hijab and a long green tunic, standing with her hands on her hips. The text is arranged in a clear, organized manner, with the 'NAMES' section in a rounded box and the 'CONVERSATION' section below it.

Figure 4.1 Representational Mode (Child)

Based on the Representational mode analysis, there is an illustration of a female character wearing a hijab which shows a cultural context and can be used to represent diversity or to connect with students from various backgrounds.

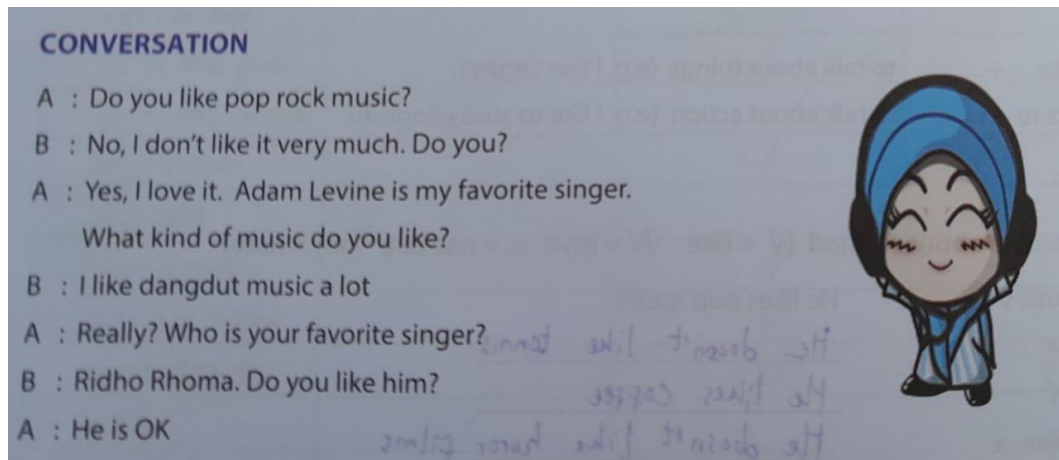


Figure 4.2 Representational Mode (Child)

Based on Representational Mode, you can see a beautiful woman who is dressed quickly and covered in the same color, namely blue, she also appears to be using headphones as if listening to music, as seen from her smiling face.

b) Mature

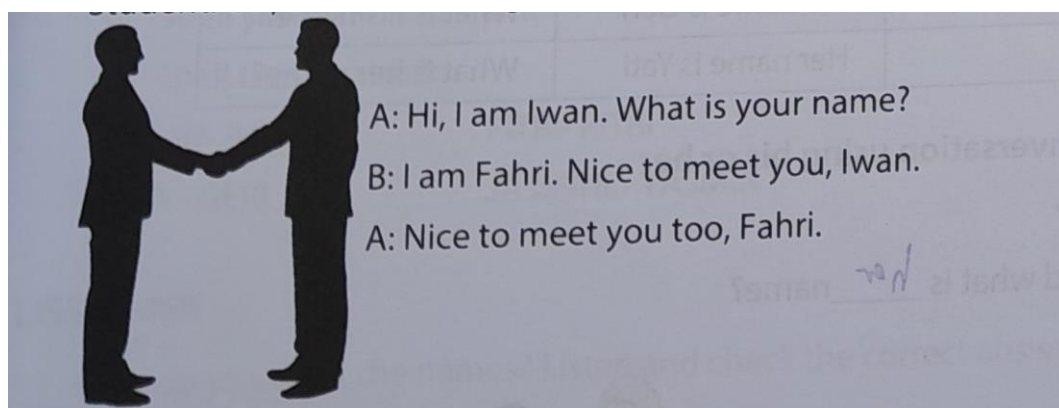


Figure 4.3 Representational Mode (Mature)


Based on representational mode analysis, the image shows two men shaking hands. Their outstretched and meeting arms create a vector that emphasizes the

interaction between these two individuals. This act of shaking hands implies a meeting or introduction, supported by the dialogue text beside it.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Lionel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.




Figure 4.4 Representational Mode (Mature)

Based on Representational Mode analysis there are two images framed by white space, separating them from the text and each other. This separation shows that although the images are related to their respective conversational texts, they are different elements in the overall page layout. The conversation itself is about identifying individuals and learning about their background, which is reflected in the images: one image shows someone being discussed in the conversation, and another image shows someone likely the subject of a second conversation. These images serve to provide visual context to the text so that the conversation becomes more interesting and easy to understand.

All human participants depicted with Indonesian appearance and clothing have names that are also uniquely Indonesian (e.g. Fateema, Arum, Kiran, etc.) to honor Indonesian social identity.

CONVERSATION

Introducing others

Anna : Hi Tony, how are you?
Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new classmate.
Tony : Hi Diego. Nice to meet you.
Diego : Hi Tony. Nice to meet you, too
Tony : Where are you from Diego?
Diego : I am from the United States
Tony : So, you are American.
Is English your first language?
Diego : No, my first language is Spanish

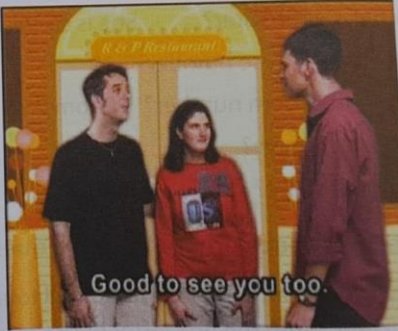
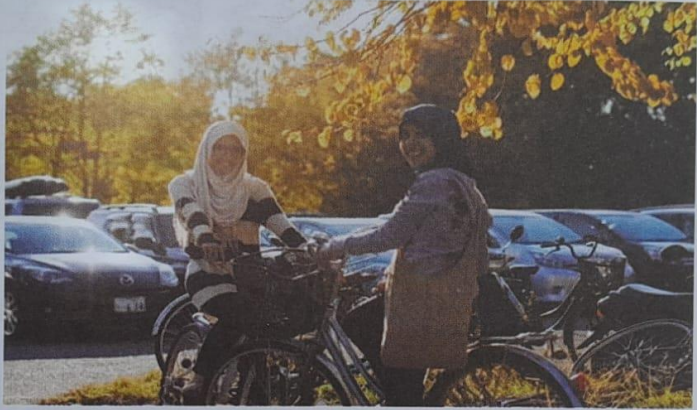


Figure 4.5 Representational Mode (Mature)

Using Representational mode Analysis, this image depicts three people involved in social interaction, which shows a narrative of meeting and greeting each other. The characters are positioned facing each other, which indicates that a conversation is taking place. There is a representation of three teenagers consisting of one girl and two boys, namely Anna, Tony, and Diego, known from the existing conversation text. They are seen facing each other and talking, and below the picture there is the writing "Nice to meet you too". Thus, the images and text of this conversation are conversations related to introductions.

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.

Kiran : Good idea. But is it cold outside?
I am not wearing scarf nor jacket. They are at home.

Arum : I am wearing scarf, but I am not wearing jacket.

Kiran : It looks warm and sunny outside. I think we are fine like this.

Arum : Are you wearing your socks?

Kiran : Yes. I am wearing socks. I feel warm enough.

Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.6 Representational Mode (Mature)

Using Representational Mode analysis, there is an image of two people on bicycles, showing an outdoor activity, namely cycling. The setting appears to be a park or recreation area with trees and cars in the background, indicating a leisure context.

Diane : Hi Ben, I heard you and Bella graduated last year.
What do you do now?

Ben : I am a journalist in a local newspaper.

Diane : Great. How do you like your job?

Ben : It is great. Being a journalist is my dream.

Diane : And what does Bella do?

Ben : She is a teller at Morgan Stanley Bank.
And, where do you work?

Diane : I sing in a restaurant. I perform four nights a week.
Friday, Saturday, Sunday, and Monday night.

Ben : Sounds fun. What restaurant do you work for?

Diane : It is fun. Come around sometime! I sing in Caruso Restaurant every.

Ben : Great. I will come around sometimes.




Figure 4.7 Representational Mode (Mature)

Through representational mode analysis, the image shows two people sitting at a table, engaged in conversation. This is a social interaction and suggests a relaxed and friendly gathering. They engage in dialogue, which is reinforced by the adjacent text, which depicts real-life conversations.

What do you do, exactly?

Adrian : Bambang, I heard you have a new job.

Bambang : Yes. I am a magician now.

Adrian : Really? What do you do, exactly?

Bambang : I perform on the stage and do some tricks and magic.

Adrian : Your job is interesting!
I want to see your performance.

Bambang : Yeah...I like my job a lot. Come over sometime.
And, do you still work in that oil company?

Adrian : Yes, I do. I like working there.

Bambang : What do you do, exactly?

Adrian : I am the technician.
I take care of the machine maintenance.

Bambang : Wow, you have an important job.




Figure 4.8 Representational Mode (Mature)

Based on the representational mode analysis, the image depicts two people engaged in conversation, indicating social interaction. The two people actively communicate, which is in line with the text dialogue. The participants' gestures and expressions demonstrate a friendly and interesting discussion, reinforcing the narrative provided by the text.

READING
Look at these photos.
Which job looks the best? Why?

ACTRESS



Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER



Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER



Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER



Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.9 Representational Mode (Mature)

Based on Representational Mode analysis, actresses are shown in costumes

that indicate their involvement in theater or film. The narrative is about her double life: working as a waitress and auditioning for roles. This image emphasizes his dedication to his dream of acting, despite many challenges. Then there is a Video Game Tester, the image shows someone playing a video game, representing a job that might appeal to most teenagers. This image conveys the idea of a paid job to do something enjoyable. Then there is the Dog walker, a woman walking several dogs showing the daily routine of a professional dog walker. This job is presented as active and outdoorsy, appealing to those who love animals and nature. Finally, the teacher is interacting with the students, highlighting a typical classroom environment. This image underscores the importance of education and the role of teachers in student development.

CONVERSATION

There aren't any chairs

Chris : This apartment is great

Linda : Thanks. I love it, but I really need some furniture.

Chris : What do you need?

Linda : Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.

Chris : And there's no sofa here in the living room.

Linda : And there aren't any chairs. There's only this lamp.

Chris : So let's go shopping next weekend.




Figure 4.10 Representational Mode (Mature)

Based on Representational Mode analysis, this image shows two characters, Chris and Linda looking like they are in a new apartment, surrounded by boxes, and discussing the need for furniture.

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on
 Jim : No, I don't. I rent a house now.
 Jenna : That's great. What's it like?
 Jim : It's really comfortable. I love it.
 Jenna : Nice! Is it big?
 Jim : Well, it has two bedrooms, a bathroom and toilet,
 a small kitchen, and a quite spacious living room.
 Jenna : Does it have yard and garage?
 Jim : It has front yard and garage,
 but it doesn't have backyard.
 Jenna : Where is it?
 Jim : It's on Markham Road near the university library.
 Jenna : Good. That's a convenient neighborhood!
 Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant,





Figure 4.11 Representational Mode (Mature)

Based on Representational Mode analysis, the Image shows two characters, Jenna and Jim, engaged in conversation in what appears to be a cafe or restaurant. They appear to be discussing Jim's new house. This image illustrates the friendly relationships between the characters and provides a visual context for their dialogue about home and residence.

READING



Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitalented, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

(Pict : Maudy Ayunda's Instagram)

Figure 4.12 Representational Mode (Mature)

Through Representational mode analysis, this image does not show a specific action or event. This image is conceptual because it depicts a character (Maudy Ayunda) in a static pose. This image provides visual information about Maudy Ayunda wearing her graduation attire, which shows her academic achievements. The text accompanying the image provides detailed information about Maudy Ayunda's background, education, and career.

2) Non Human



It can be seen that the non-human participants are 1 location and 5 objects, as well as common public objects such as houses, smartphone, food, etc. in a naturalistic form.

c) Location

READING

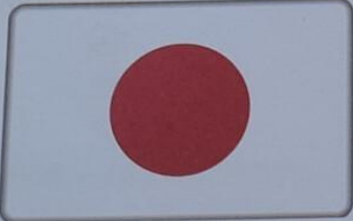

COUNTRY FACTS

AUSTRALIA

- The name 'Australia' is from the Latin word 'australis', meaning southern.
- The population of Australia is over 22 million people.
- Australia is sometimes known as the 'island continent'.
- The capital city of Australia is Canberra.
- The indigenous people of Australia are Aborigines.
- A desert area is known as the 'outback'.
- Unique animals from Australia are koala, kangaroo, emu, and platypus.
- Australia has over 750 different reptile species.
- The Great Barrier Reef in the eastern coast of Australia is the world's largest reef system.

JAPAN

- The Japanese name for Japan is "Nihon" or "Nippon" which means "sun origin".
- There are over 127 million people living in Japan.
- The highest point in Japan is Mount Fuji.
- Tokyo is the capital city of Japan.
- Japanese is the official language of Japan.
- Japan has many volcanoes and experiences many earthquakes.
- Popular dishes are sushi, sashimi and tempura.
- Sumo is the national sport of Japan.
- Famous companies from Japan are Toyota, Honda, Sony, Nintendo, Canon, Panasonic, Toshiba, and Sharp.

(source: <http://www.sciencekids.co.nz/sciencefacts/countries.html>)

Figure 4.13 Representational Mode (Location)

Using Representational Mode Analysis, these photos function as representational elements that depict iconic aspects of each country. The Australian photo shows the Sydney Opera House and Sydney Harbor Bridge, showing the country's modern urban aspects and cultural significance. The Japanese photo shows Mount Fuji and a traditional pagoda, surrounded by cherry blossoms, which symbolize the natural beauty and cultural heritage of Japan.

d) Object

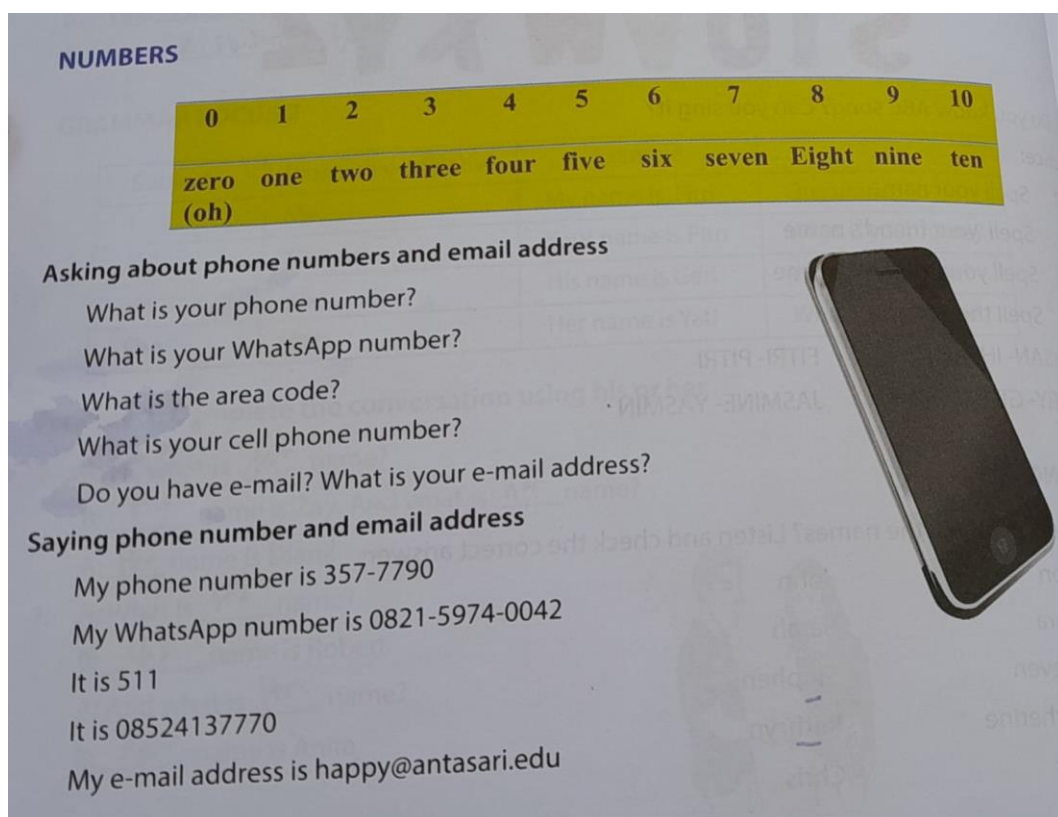


Figure 4.14 Representational Mode (Object)

By using Representational Mode analysis, there is an image of a smartphone as an example of a real-life object in the text. The image visually represents the

topic being discussed (communication via phone number and email). The numbers at the top are highlighted on a yellow background, making them stand out and giving them importance. This shows the importance of these numbers in the context of the lesson.

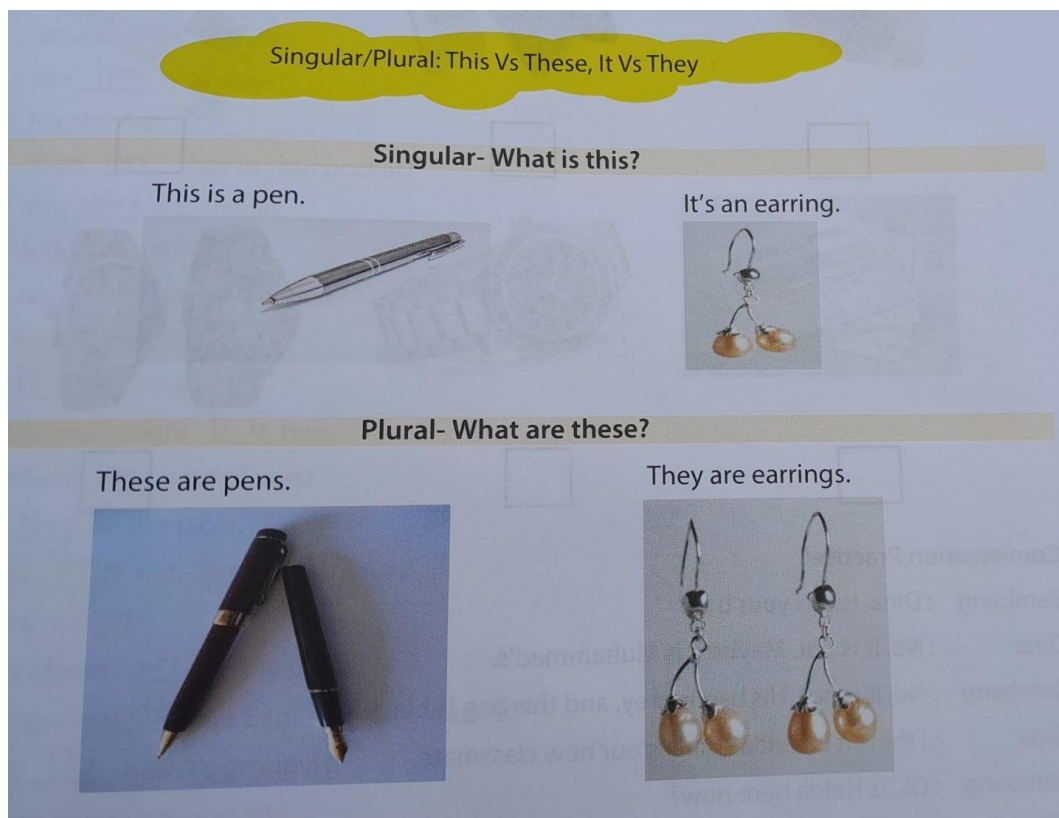



Figure 4.15 Representational Mode (Object)

Based on Representational Mode Analysis, the images are used to show real-life examples of the concepts being taught. The pen and earrings are depicted as photo-realistic, serving as direct representations of the objects referenced in the text. Then the images are directly related to the text, creating a cohesive interaction between visual and verbal elements. The use of questions ("What is this?" and


"What is this?") invites students to engage with the content, and the answers provided reinforce the learning objectives.


MY FAVORITE THING



My name is Afif. This is my car and I love it. It is Honda Civic and it is black, my favorite color. It is really, really fast, really comfortable and has fantastic CD player. It is just great!

My name is Gusti. I play music and my guitar is very important to me. It is Yamaha and has very good sound. Actually I have 3 guitars but this one is my favorite. It is a gift from my father on my 17th birthday.





I am Cici. My favorite thing isn't really a thing, it is our pet cat, Pororo. We have four cats in our family, but Pororo is my favorite. She is orange and white and has long tail. She is fat because she eats a lot!

I am Rosa. My favorite thing is my laptop. It isn't new but I really like it. It has everything I want, the internet, video player, photo editor, and some really good games on it. I love my laptop!




Figure 4.16 Representational Mode (Object)

Based on the Representational mode analysis, there are images of cars, guitars, cats, and laptops, each of which tells a story about someone's favorite object. The images are connected to text, explaining why the items are important to that individual. The images serve as symbolic representations of an individual's interests and personality. For example, cars represent speed and comfort, guitars represent music and creativity, cats represent friendship and affection, and laptops

represent technology and entertainment.

CONVERSATION

Dialog 1:

A : Are you hungry?
B : I am hungry
A : Do you like Chines food?
B : No, not really. Do you like Hamburger?
A : Yes, I do. I love it!
B : Let's have it
A : Great idea!




Figure 4.17 Representational Mode (Object)

Based on Representational Mode Analysis, the image represents a hamburger, which is a common symbol of fast food or American cuisine. It is depicted in a way that emphasizes the ingredients, such as lettuce, tomato, and beef patty, which conveys freshness and appeal. This image is likely a form of product shot, designed to captivate the viewer and relate to the topic of food in conversation.

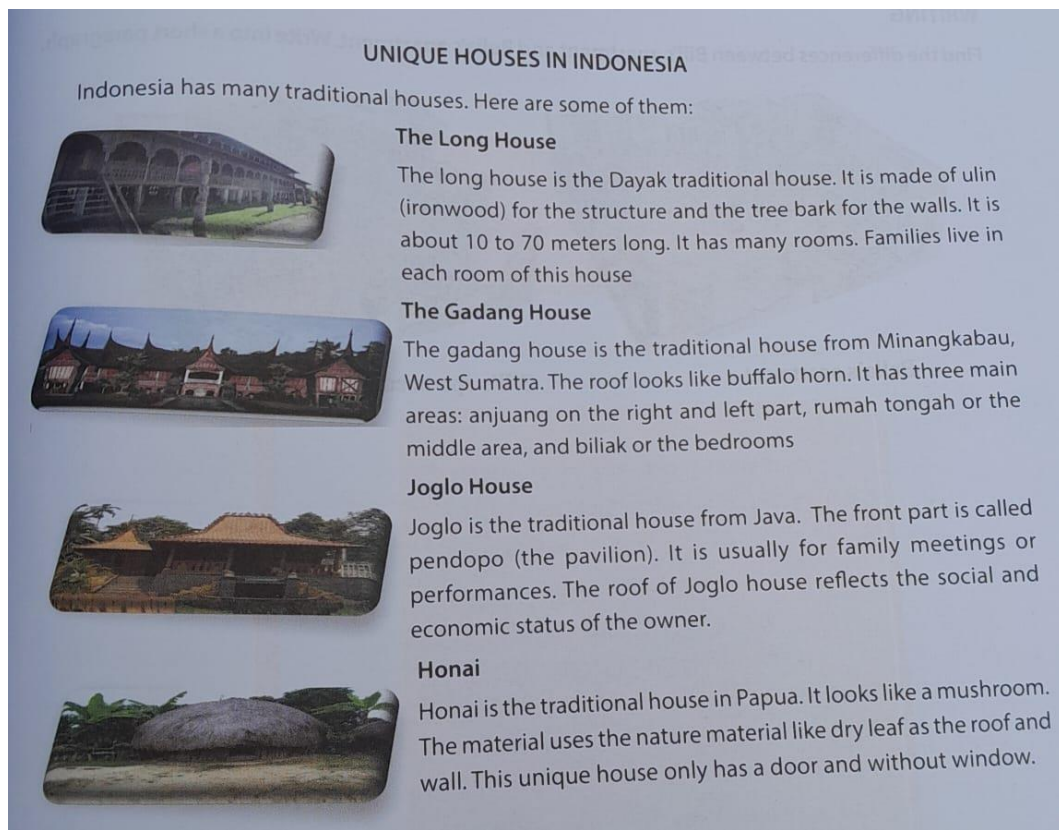


Figure 4.18 Representational Mode (Object)

Based on Representational mode analysis, these images of traditional houses in Indonesia depict static objects. Each picture of the house (The Long House, The Gadang House, Joglo House, Honai) is accompanied by a description explaining the characteristics and function of the house. Image elements function to identify and classify house types based on their shape and material.

b. Compositional Mode

Compositional mode is related to the layout of the page to analyze between images and text of various compositions that allow to convey meaning. The following is summarized in Table 4.2.

Table 4.2 Modes and frequency of Compositional Chapter 1-8 Your English Partner: Beginner Level

Compositional Mode	Category	Frequency
Text Image Status	Informative	1
	Illustrative	16
	Decorative	-
Information Value	Given	6
	New	11
	Ideal	3
	Real	-

1) Text-image status



Image relationship with text can check the status of the image. As can be seen in Table 4.2, most of the images analyzed are of the illustrative type, namely 16. This type of image acts as a complement to provide evidence of the truth made in the linguistic section and helps students to relate to making it easier to understand the text. The reason for the significant frequency of this type of illustrative image is because most of the texts in this book motivate students to think creatively so that they speak actively, because the aim of this textbook is to communicate actively.

a) Informative

Informative type images were also observed, namely the type of image that provides most of the information content of the text. Figure 4.19 provides information to students about the flags and famous destinations of each country, so they are expected to get information from the picture.



READING
COUNTRY FACTS

AUSTRALIA

- The name 'Australia' is from the Latin word 'australis', meaning southern.
- The population of Australia is over 22 million people.
- Australia is sometimes known as the 'island continent'.
- The capital city of Australia is Canberra.
- The indigenous people of Australia are Aborigines.
- A desert area is known as the 'outback'.
- Unique animals from Australia are koala, kangaroo, emu, and platypus.
- Australia has over 750 different reptile species.
- The Great Barrier Reef in the eastern coast of Australia is the world's largest reef system.

JAPAN

- The Japanese name for Japan is "Nihon" or "Nippon" which means "sun origin".
- There are over 127 million people living in Japan.
- The highest point in Japan is Mount Fuji.
- Tokyo is the capital city of Japan.
- Japanese is the official language of Japan.
- Japan has many volcanoes and experiences many earthquakes.
- Popular dishes are sushi, sashimi and tempura.
- Sumo is the national sport of Japan.
- Famous companies from Japan are Toyota, Honda, Sony, Nintendo, Canon, Panasonic, Toshiba, and Sharp.

(source: <http://www.sciencekids.co.nz/sciencefacts/countries.html>)

Figure 4.19 Compositional Mode (Informative)

b) Illustrative

Illustrative image functions to illustrate or describe what is presented in the text. Images do not add new information but reinforce or visualize information already conveyed in the text. In the book has 16 illustrative image that show from figure 4.20 until figure 4.35

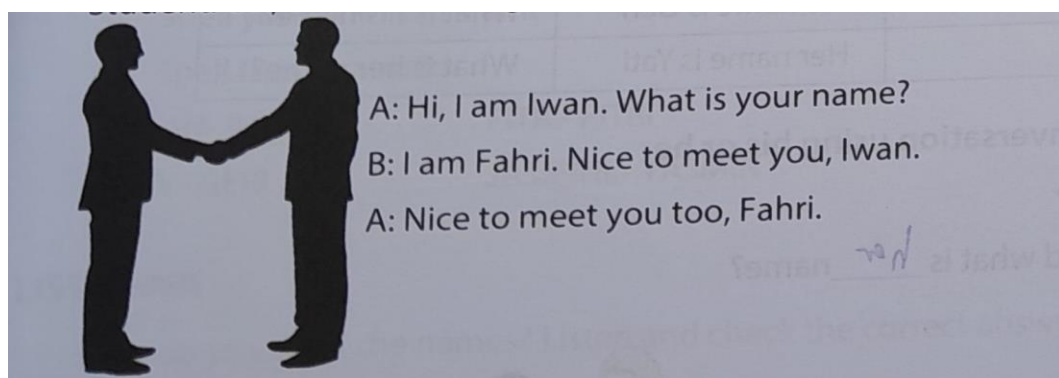


Figure 4.20 Compositional Mode (Illustrative)

NAMES
 First name
 Middle Name
 Name
 Last name

CONVERSATION
Introducing yourself
 A : What is your full name?
 B : Farah Fadilla
 A : Is that F - A - R - A - H ?
 B : Yes, that is right
 A : How do you spell your last name? Is it F - A - D - I - L - A ?
 B : No, it is F - A - D - I - L - L - A

Figure 4.21 Compositional Mode (Illustrative)

NUMBERS

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	Eight	nine	ten
(oh)										

Asking about phone numbers and email address

- What is your phone number?
- What is your WhatsApp number?
- What is the area code?
- What is your cell phone number?
- Do you have e-mail? What is your e-mail address?

Saying phone number and email address

- My phone number is 357-7790
- My WhatsApp number is 0821-5974-0042
- It is 511
- It is 08524137770
- My e-mail address is happy@antasari.edu





Figure 4.22 Compositional Mode (Illustrative)


Singular/Plural: This Vs These, It Vs They

Singular- What is this?

This is a pen.




It's an earring.



Plural- What are these?

These are pens.



They are earrings.






Figure 4.23 Compositional Mode (Illustrative)


MY FAVORITE THING



My name is Afif. This is my car and I love it. It is Honda Civic and it is black, my favorite color. It is really, really fast, really comfortable and has fantastic CD player. It is just great!

My name is Gusti. I play music and my guitar is very important to me. It is Yamaha and has very good sound. Actually I have 3 guitars but this one is my favorite. It is a gift from my father on my 17th birthday.





I am Cici. My favorite thing isn't really a thing, it is our pet cat, Pororo. We have four cats in our family, but Pororo is my favorite. She is orange and white and has long tail. She is fat because she eats a lot!

I am Rosa. My favorite thing is my laptop. It isn't new but I really like it. It has everything I want, the internet, video player, photo editor, and some really good games on it. I love my laptop!




Figure 4.24 Compositional Mode (Illustrative)

CONVERSATION

Introducing others

Anna : Hi Tony, how are you?
 Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too
 Tony : Where are you from Diego?
 Diego : I am from the United States
 Tony : So, you are American.
 Is English your first language?
 Diego : No, my first language is Spanish

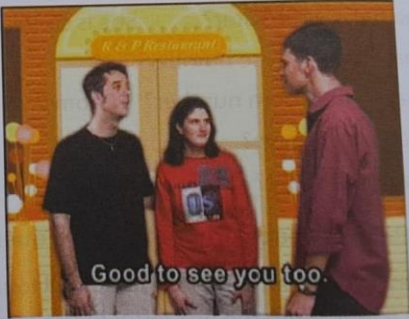


Figure 4.25 Compositional Mode (Illustrative)

CONVERSATION

Dialog 1:

A : Are you hungry?
 B : I am hungry
 A : Do you like Chines food?
 B : No, not really. Do you like Hamburger?
 A : Yes, I do. I love it!
 B : Let's have it
 A : Great idea!




Figure 4.26 Compositional Mode (Illustrative)

CONVERSATION

A : Do you like pop rock music?
 B : No, I don't like it very much. Do you?
 A : Yes, I love it. Adam Levine is my favorite singer.
 What kind of music do you like?
 B : I like dangdut music a lot
 A : Really? Who is your favorite singer?
 B : Ridho Rhoma. Do you like him?
 A : He is OK


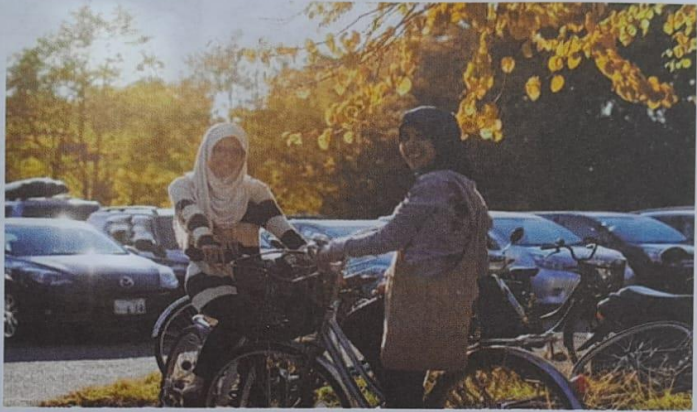


Figure 4.27 Compositional Mode (Illustrative)

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.
 Kiran : Good idea. But is it cold outside?
 I am not wearing scarf nor jacket. They are at home.
 Arum : I am wearing scarf, but I am not wearing jacket.
 Kiran : It looks warm and sunny outside. I think we are fine like this.
 Arum : Are you wearing your socks?
 Kiran : Yes. I am wearing socks. I feel warm enough.
 Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.28 Compositional Mode (Illustrative)

Diane : Hi Ben, I heard you and Bella graduated last year.
 What do you do now?
 Ben : I am a journalist in a local newspaper.
 Diane : Great. How do you like your job?
 Ben : It is great. Being a journalist is my dream.
 Diane : And what does Bella do?
 Ben : She is a teller at Morgan Stanley Bank.
 And, where do you work?
 Diane : I sing in a restaurant. I perform four nights a week.
 Friday, Saturday, Sunday, and Monday night.
 Ben : Sounds fun. What restaurant do you work for?
 Diane : It is fun. Come around sometime! I sing in Caruso Restaurant every.
 Ben : Great. I will come around sometimes.




Figure 4.29 Compositional Mode (Illustrative)

What do you do, exactly?

Adrian : Bambang, I heard you have a new job.
 Bambang : Yes. I am a magician now.
 Adrian : Really? What do you do, exactly?
 Bambang : I perform on the stage and do some tricks and magic.
 Adrian : You job is interesting!
 I want to see your performance.
 Bambang : Yeah...I like my job a lot. Come over sometime.
 And, do you still work in that oil company?
 Adrian : Yes, I do. I like working there.
 Bambang : What do you do, exactly?
 Adrian : I am the technician.
 I take care of the mechine maintenance.
 Bambang : Wow, you have an important job.




Figure 4.30 Compositional Mode (Illustrative)

READING

Look at these photos.
 Which job looks the best? Why?

ACTRES



Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER



Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER



Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER



Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.31 Compositional Mode (Illustrative)

CONVERSATION

There aren't any chairs

Chris : This apartment is great

Linda : Thanks. I love it, but I really need some furniture.

Chris : What do you need?

Linda : Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.

Chris : And there's no sofa here in the living room.

Linda : And there aren't any chairs. There's only this lamp.

Chris : So let's go shopping next weekend.




Figure 4.32 Compositional Mode (Illustrative)

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on

Jim : No, I don't. I rent a house now.

Jenna : That's great. What's it like?

Jim : It's really comfortable. I love it.

Jenna : Nice! Is it big?

Jim : Well, it has two bedrooms, a bathroom and toilet, a small kitchen, and a quite spacious living room.

Jenna : Does it have yard and garage?

Jim : It has front yard and garage, but it doesn't have backyard.

Jenna : Where is it?

Jim : It's on Markham Road near the university library.

Jenna : Good. That's a convenient neighborhood!

Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant,





Figure 4.33 Compositional Mode (Illustrative)


UNIQUE HOUSES IN INDONESIA

Indonesia has many traditional houses. Here are some of them:




The Long House

The long house is the Dayak traditional house. It is made of ulin (ironwood) for the structure and the tree bark for the walls. It is about 10 to 70 meters long. It has many rooms. Families live in each room of this house




The Gadang House

The gadang house is the traditional house from Minangkabau, West Sumatra. The roof looks like buffalo horn. It has three main areas: anjuang on the right and left part, rumah tongah or the middle area, and biliak or the bedrooms



Joglo House

Joglo is the traditional house from Java. The front part is called pendopo (the pavilion). It is usually for family meetings or performances. The roof of Joglo house reflects the social and economic status of the owner.




Honai

Honai is the traditional house in Papua. It looks like a mushroom. The material uses the nature material like dry leaf as the roof and wall. This unique house only has a door and without window.

Figure 4.34 Compositional Mode (Illustrative)

READING



Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitalented, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

(Pict : Maudy Ayunda's Instagram)

Figure 4.35 Compositional Mode (Illustrative)

2) Information Value

The information value of the image is described in terms of left/right and top/bottom arrangement. follows a left/right arrangement where text is placed on the left side of the page and images appear on the right side. This states a certain point because it is important that the pictures provide the information students need to understand the text.

Some of the images follow an up/down button pattern where the text is at the top (Ideal) and the image appears below the text (Real). the Ideal/Real distinction in textbooks conveys specific meanings; the upper part deals with more general and abstract, conceptual information, while the lower part collects specific and concrete, concrete, observable information. Therefore, the images are positioned below the text to provide clues for students to understand the attached text. Most images have a vertical top-down structure; the image is at the top and the text is at the bottom. This is applied in the case of the 'reading section' of the lesson or where an image is placed at the top of the leader that captures the important meaning of the section.

a) Given

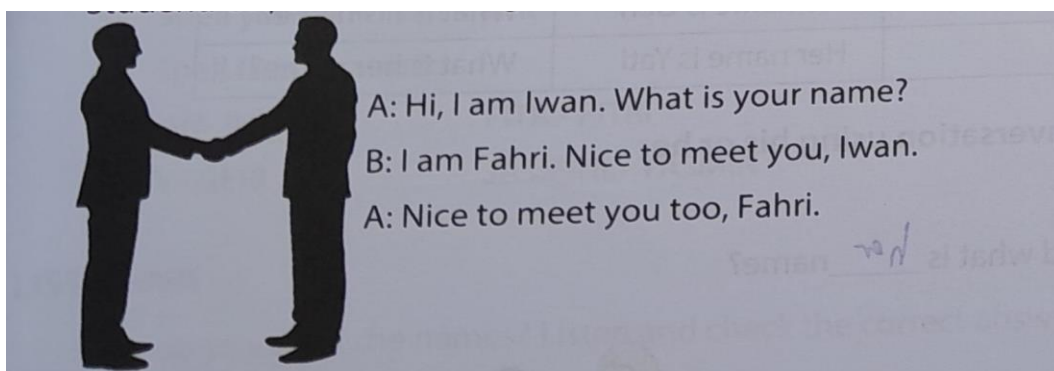


Figure 4.36 Compositional Mode (Given)

In compositional mode analysis, the image is placed to the left of the text, which can generally be considered a representation of "old" or information that is already known in some cultures. However, in this context, the image acts more as an illustration. In this image layout, the image is on the left, usually identified as "Given" (in some cultures reading from left to right). This means that the image can be considered as context or basic information underlying the text.

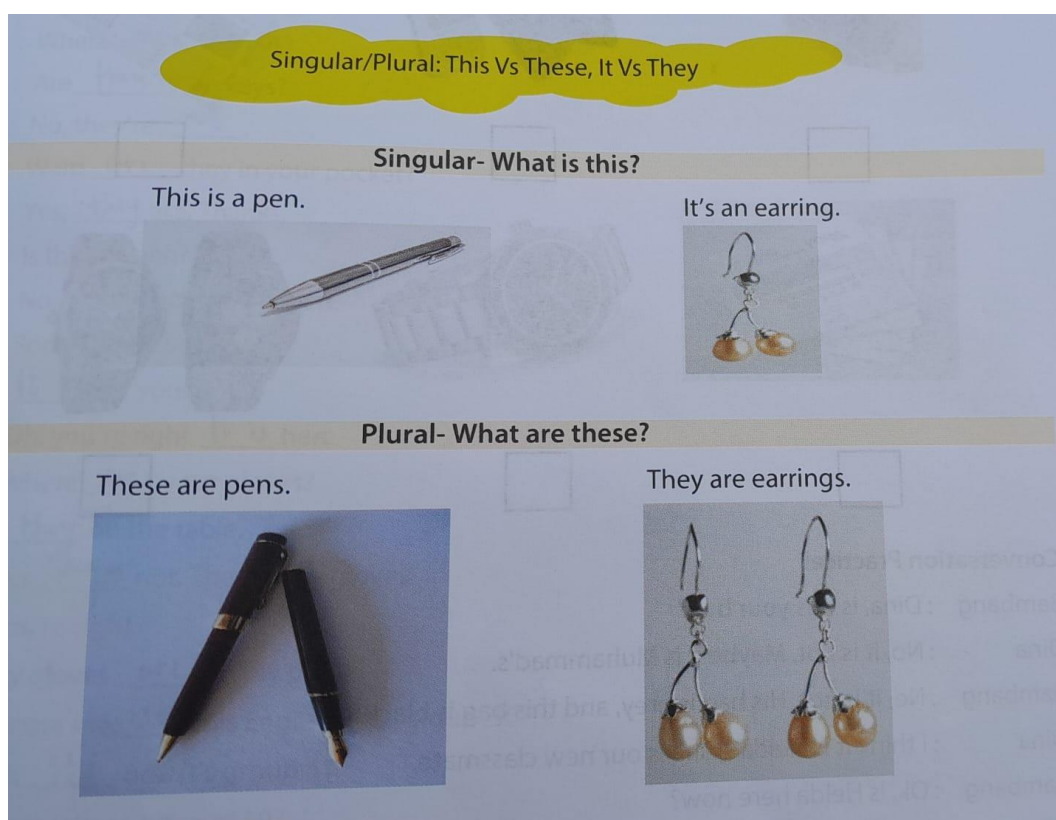



Figure 4.37 Compositional Mode (Given)

Through Compositional Mode Analysis, the top of the image has a title in a yellow cloud-like shape that reads "Singular/Plural: This Vs This, This Vs Them," which sets the context for the information beneath it. On the left side of the image, we have an image of the object with the corresponding text below it. The left side is usually associated with 'given' information in Western culture, which is information that the reader already knows or is familiar with. On the right side, we


have the textual description or answer to the question asked on the left. The right side is often associated with 'new' information, that is, information that is presented as something that the reader must learn or take in.


MY FAVORITE THING



My name is Afif. This is my car and I love it. It is Honda Civic and it is black, my favorite color. It is really, really fast, really comfortable and has fantastic CD player. It is just great!

My name is Gusti. I play music and my guitar is very important to me. It is Yamaha and has very good sound. Actually I have 3 guitars but this one is my favorite. It is a gift from my father on my 17th birthday.





I am Cici. My favorite thing isn't really a thing, it is our pet cat, Pororo. We have four cats in our family, but Pororo is my favorite. She is orange and white and has long tail. She is fat because she eats a lot!

I am Rosa. My favorite thing is my laptop. It isn't new but I really like it. It has everything I want, the internet, video player, photo editor, and some really good games on it. I love my laptop!




Figure 4.38 Compositional Mode (Given)

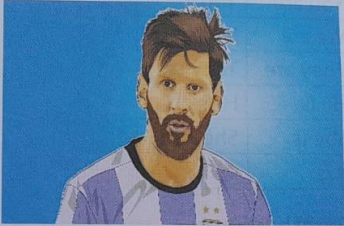
Based on the Compositional mode, the Information Value on this page is divided into four sections, each with a different color background, indicating a different topic or subject. Each section has a left-aligned image and a right-aligned text block, indicating that images and text are equally important in conveying the message. The image is placed in the 'Given' position (on the left), which is where information already known or accepted by the viewer is usually placed, while the text is in the 'New' position (on the right), which introduces new information or elaborates on the image. Salience Images attract attention because of their size,

color, and placement. Images are the most prominent element in each section, most likely because they are intended to visually represent the favorite things being discussed. The text, while not particularly prominent visually, provides necessary context and a personal connection to the image. framing: Each piece is framed by a colored background, separating the different subjects from each other. This helps the viewer understand that each block of text and its corresponding image, is a different unit of information. The absence of frames in each section shows the relationship and interdependence between images and text.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Lionel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.








Figure 4.39 Compositional Mode (Given)

Based on the Compositional Mode, the images are placed on the left showing a woman. Images support the text by providing a visual representation of what is conversation in the text.

UNIQUE HOUSES IN INDONESIA

Indonesia has many traditional houses. Here are some of them:

The Long House
The long house is the Dayak traditional house. It is made of ulin (ironwood) for the structure and the tree bark for the walls. It is about 10 to 70 meters long. It has many rooms. Families live in each room of this house

The Gadang House
The gadang house is the traditional house from Minangkabau, West Sumatra. The roof looks like buffalo horn. It has three main areas: anjuang on the right and left part, rumah tengah or the middle area, and biliak or the bedrooms


Joglo House
Joglo is the traditional house from Java. The front part is called pendopo (the pavilion). It is usually for family meetings or performances. The roof of Joglo house reflects the social and economic status of the owner.

Honai
Honai is the traditional house in Papua. It looks like a mushroom. The material uses the nature material like dry leaf as the roof and wall. This unique house only has a door and without window.

Figure 4.40 Compositional Mode (Given)

Through Compositional Mode, the house images are placed on the left showing that these images are known elements. Images support the text by providing a visual representation of what is described in the text.

READING



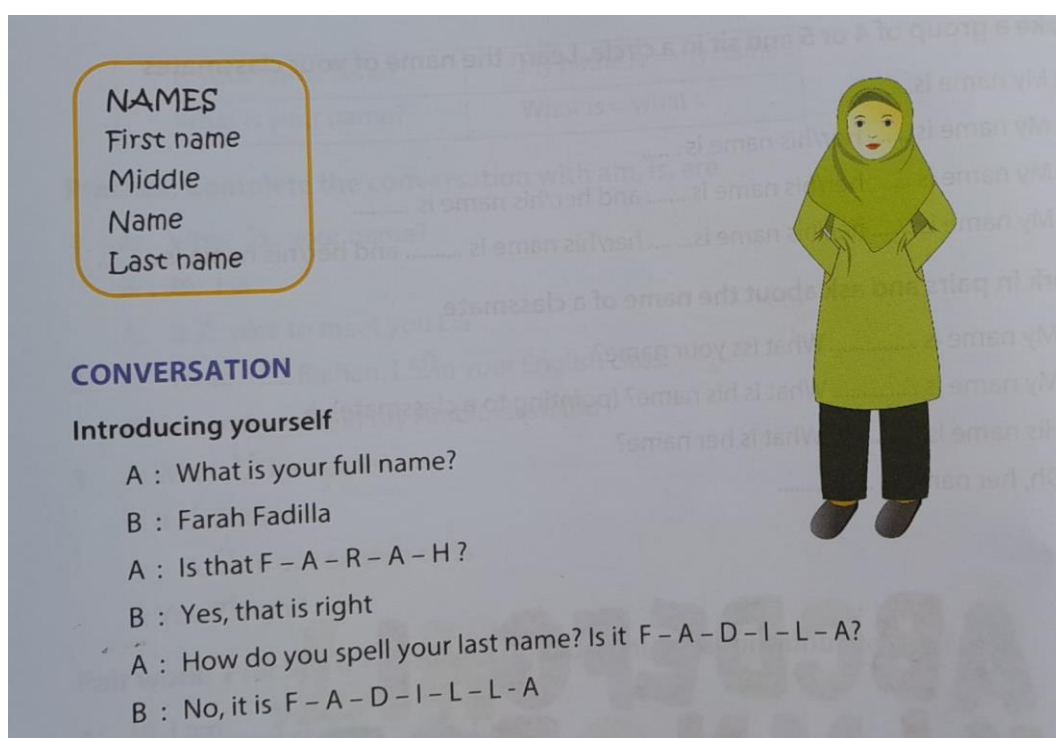
Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitasking, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

(Pict : Maudy Ayunda's Instagram)

Figure 4.41 Compositional Mode (Given)

Compositional Mode, Maudy Ayunda's image is placed on the left, while descriptive text is on the right. This suggests that images provide initial visual context, and text supplements with detailed information. This placement also follows the general left-to-right reading flow. Text and images work together to provide complete information. The image shows the milestone (graduation), while the text provides context and further details about Maudy Ayunda's life and career.

b) New



NAMES
 First name
 Middle Name
 Last name

CONVERSATION
Introducing yourself
 A : What is your full name?
 B : Farah Fadilla
 A : Is that F - A - R - A - H ?
 B : Yes, that is right
 A : How do you spell your last name? Is it F - A - D - I - L - A ?
 B : No, it is F - A - D - I - L - L - A

Figure 4.42 Compositional Mode (New)

Composition Mode Analysis, the image is positioned to the right of the text. According to Kress and van Leeuwen, the elements on the right are often "new" information, indicating that the image adds a new layer of understanding to the conversation depicted in the text.

NUMBERS

0	1	2	3	4	5	6	7	8	9	10
zero	one	two	three	four	five	six	seven	Eight	nine	ten

Asking about phone numbers and email address

- What is your phone number?
- What is your WhatsApp number?
- What is the area code?
- What is your cell phone number?
- Do you have e-mail? What is your e-mail address?

Saying phone number and email address

- My phone number is 357-7790
- My WhatsApp number is 0821-5974-0042
- It is 511
- It is 08524137770
- My e-mail address is happy@antasari.edu





Figure 4.43 Compositional Mode (New)

The right side is often associated with 'new' information, that is, information that is presented as something that the reader must learn or take in. but in real, all of people know that function of smartphone.


Singular/Plural: This Vs These, It Vs They

Singular- What is this?

This is a pen.

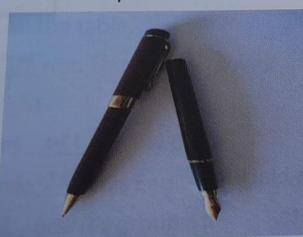


It's an earring.



Plural- What are these?

These are pens.



They are earrings.




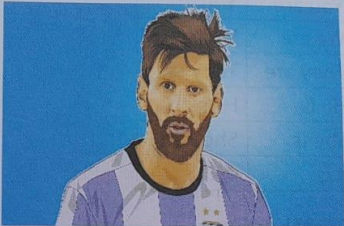
Figure 4.44 Compositional Mode (New)

Through Composition Mode Analysis, the top of the image has a title in a yellow cloud-like shape that reads "Singular/Plural: This Vs This, This Vs Them," which sets the context for the information beneath it. On the left side of the image, we have an image of the object with the corresponding text below it. The left side is usually associated with 'given' information in Western culture, which is information that the reader already knows or is familiar with. On the right side, we have the textual description or answer to the question asked on the left. The right side is often associated with 'new' information, that is, information that is presented as something that the reader must learn or take in.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Lionel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.




Figure 4.45 Compositional Mode (New)

Through Composition Mode, Image Saliency draws attention due to its placement and the fact that the image is the only visual element in the text. The image on the top right has a plain blue background, which makes the image stand out more. The image on the bottom left is more integrated into its environment, with the background providing context.

CONVERSATION

Introducing others

Anna : Hi Tony, how are you?
 Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too
 Tony : Where are you from Diego?
 Diego : I am from the United States
 Tony : So, you are American.
 Is English your first language?
 Diego : No, my first language is Spanish

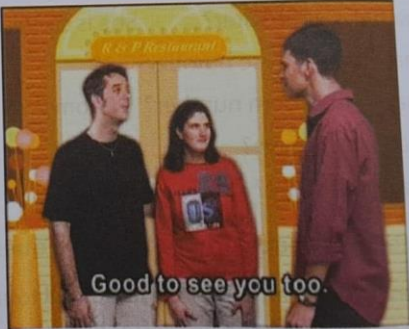


Figure 4.46 Compositional Mode (New)

Compositional Mode Analysis, the image is positioned to the right of the text. The elements on the right are often "new" information, indicating that the image adds a new layer of understanding to the conversation depicted in the text.

CONVERSATION

Dialog 1:

A : Are you hungry?
 B : I am hungry
 A : Do you like Chines food?
 B : No, not really. Do you like Hamburger?
 A : Yes, I do. I love it!
 B : Let's have it
 A : Great idea!




Figure 4.47 Compositional Mode (New)

Using Compositional Meaning, the Hamburger is positioned on the right side of the image, which in Western culture is often associated with 'new', 'given',

or 'ideal'. This placement may indicate that the hamburger is presented as a desirable or ideal option in the context of a conversation about food. The Saliency Hamburger is the most prominent element in the image, due to its size, sharpness, and color contrast with the background. This grabs the viewer's attention, emphasizing the importance of this element in the context of a conversation about hunger and food choices. The angle of the shot is direct, which gives the viewer a clear and direct view of the hamburger. This directness could be interpreted as an invitation to consider hamburgers as a real and accessible option. Composition The image is balanced, with the hamburger placed in the center, which gives a sense of stability and focus. The background is blurred, which keeps attention on the hamburger and suggests that the hamburger is the main subject of interest.

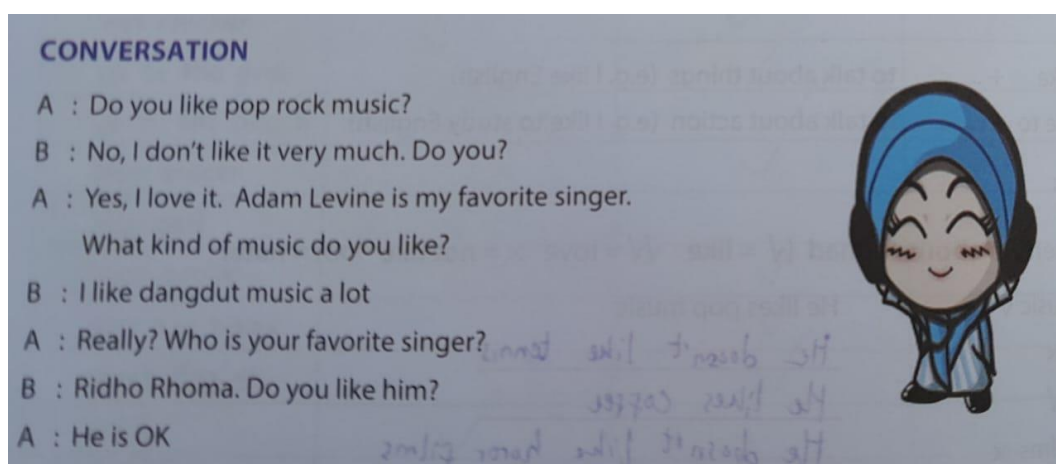


Figure 4.48 Compositional Mode (New)

Through Composition Mode, the text is a printed conversation between two people (labeled A and B) discussing their musical preferences. The illustration is a cartoon character of a person wearing a blue hijab and smiling. The characters do not directly interact with the text but appear to be placed there to add a visual element to the page, perhaps to make the content more interesting or memorable. The character does not provide additional information or context to the conversation, so his role is more decorative than informative. Information Value According to Kress and Van Leeuwen, different parts of an image can have different information values: the left part is given for 'Given' information, the right

part for 'New' information, the top part for 'Ideal', and the bottom part for 'Real' '. In this image, the text is positioned on the left side, which can be interpreted as 'Given' information, as this is the main focus and is most likely information that the reader already knows. The illustration on the right side can be seen as 'New' information, although in this case, the illustration does not add new content, but rather provides a visual break or decoration.

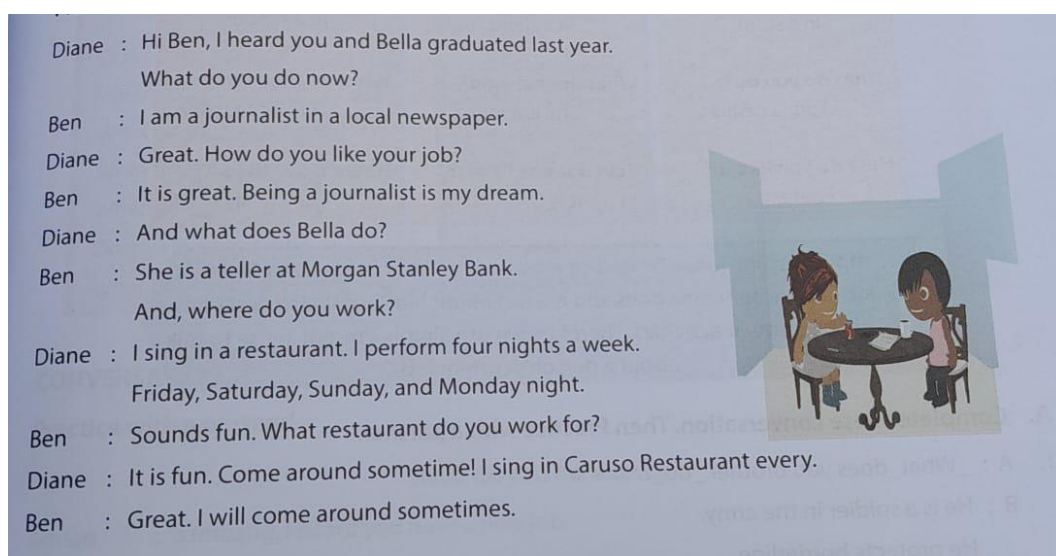


Figure 4.49 Compositional Mode (New)

Composition Mode Analysis, the image is positioned to the right of the text. According to Kress and van Leeuwen, the elements on the right are often "new" information, indicating that the image adds a new layer of understanding to the conversation depicted in the text. The text on the left serves as "given" information, providing context and narrative to the visual interaction. The text provides detailed conversations, explaining the context of the meeting and the professions of the characters. Images visually support the text, helping readers visualize scenarios and making conversations more understandable and engaging.

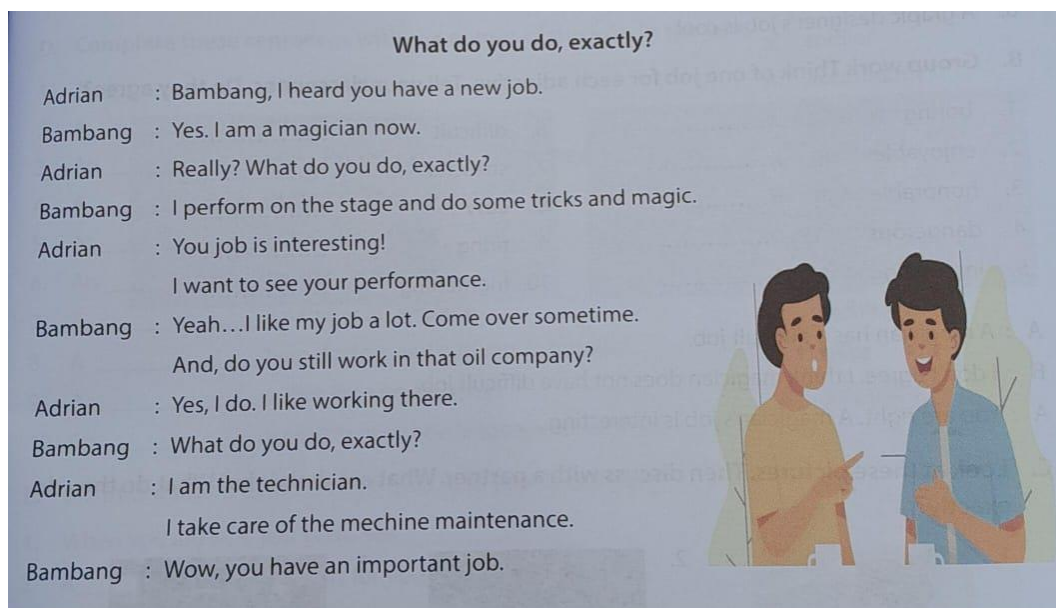


Figure 4.50 Compositional Mode (New)

Through Compositional Mode Analysis, the image is placed to the right of the text, which usually signifies "new" information according to Kress and van Leeuwen. This placement indicates that the visual adds to or elaborates on the conversation described in the text. The text on the left provides context and detailed information about the conversation and the character's profession, serving as "given" or already known information. The text presents a detailed dialogue between Adrian and Bambang, discussing their professions and work experiences. The images visually support this text by depicting two characters having a conversation, enhancing the narrative and making it easier for readers to understand.

CONVERSATION

There aren't any chairs

Chris : This apartment is great

Linda : Thanks. I love it, but I really need some furniture.

Chris : What do you need?

Linda : Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.

Chris : And there's no sofa here in the living room.

Linda : And there aren't any chairs. There's only this lamp.

Chris : So let's go shopping next weekend.




Figure 4.51 Compositional Mode (New)

Through Compositional Mode, the Illustration image on the right complements the text by visually representing the conversation setting. The illustration of the figures in the middle of the boxes stands out because it depicts the activity in progress (unpacking and arranging).

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on

Jim : No, I don't. I rent a house now.

Jenna : That's great. What's it like?

Jim : It's really comfortable. I love it.

Jenna : Nice! Is it big?

Jim : Well, it has two bedrooms, a bathroom and toilet, a small kitchen, and a quite spacious living room.

Jenna : Does it have yard and garage?

Jim : It has front yard and garage, but it doesn't have backyard.

Jenna : Where is it?

Jim : It's on Markham Road near the university library.

Jenna : Good. That's a convenient neighborhood!

Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant.




Figure 4.52 Compositional Mode (New)



Through Composition Mode, the Illustration Image on the right complements the text by providing a visual representation of the conversation. These illustrations serve as contextual anchors, helping readers visualize the setting and characters involved.

c) Ideal

READING



COUNTRY FACTS

AUSTRALIA

- The name 'Australia' is from the Latin word 'australis', meaning southern.
- The population of Australia is over 22 million people.
- Australia is sometimes known as the 'island continent'.
- The capital city of Australia is Canberra.
- The indigenous people of Australia are Aborigines.
- A desert area is known as the 'outback'.
- Unique animals from Australia are koala, kangaroo, emu, and platypus.
- Australia has over 750 different reptile species.
- The Great Barrier Reef in the eastern coast of Australia is the world's largest reef system.

JAPAN

- The Japanese name for Japan is "Nihon" or "Nippon" which means "sun origin".
- There are over 127 million people living in Japan.
- The highest point in Japan is Mount Fuji.
- Tokyo is the capital city of Japan.
- Japanese is the official language of Japan.
- Japan has many volcanoes and experiences many earthquakes.
- Popular dishes are sushi, sashimi and tempura.
- Sumo is the national sport of Japan.
- Famous companies from Japan are Toyota, Honda, Sony, Nintendo, Canon, Panasonic, Toshiba, and Sharp.

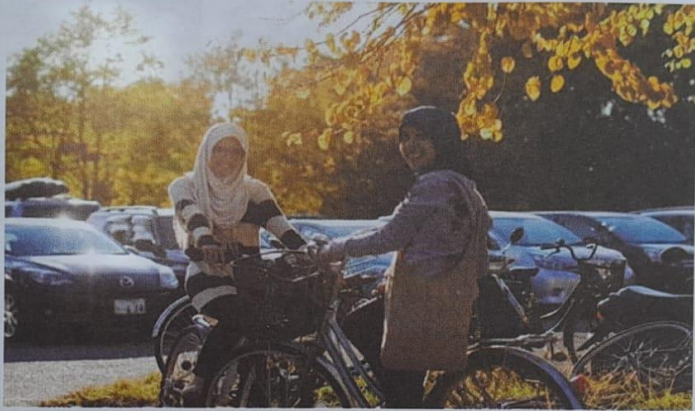
(source: <http://www.sciencekids.co.nz/sciencefacts/countries.html>)

Figure 4.53 Compositional Mode (Ideal)

Compositional Mode Analysis concerns the arrangement of elements in an

image, including information value, prominence, and framing. The flag is placed at the top of each part of the country, indicating its importance as a national symbol. The photos are placed next to the flag, with the text underneath, creating a clear hierarchy of information. The layout is balanced and orderly, with each country's section mirroring the other's, indicating the equal importance given to both countries in the context of the textbook.

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.
 Kiran : Good idea. But is it cold outside?
 I am not wearing scarf nor jacket. They are at home.
 Arum : I am wearing scarf, but I am not wearing jacket.
 Kiran : It looks warm and sunny outside. I think we are fine like this.
 Arum : Are you wearing your socks?
 Kiran : Yes. I am wearing socks. I feel warm enough.
 Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.54 Compositional Mode (Ideal)

In composition mode, the image is central and has the highest information value, providing context for the text. The left side of the image, which traditionally holds 'already given' information, shows one person ready on his bike, while the right side, which holds 'new' information, shows another person, showing progress or readiness for the activity.

READING

Look at these photos.
Which job looks the best? Why?

ACTRES

Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER

Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER

Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER

Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.55 Compositional Mode (Ideal)

c. Interactive Mode

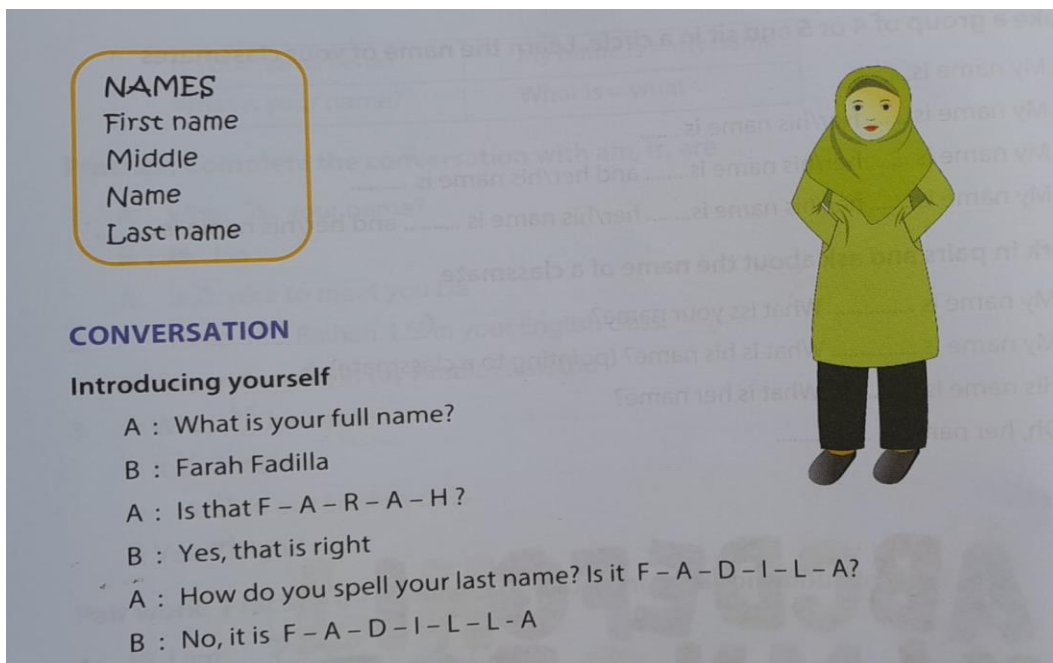
The interaction between images and viewers in the images studied is analyzed based on three aspects, namely social distance, modality perspective according to Kress & van Leeuwen (2006). Table 4.3 below shows the interactive mode analysis with realization.

Table 4.3 Modes and frequency of Interactive Chapter 1-8 Your English Partner:
Beginner Level

Interactive Mode		Frequency
Contact	Demand	4
	Offer	8
Social Distance	Intimate/Personal	3
	Social	7
	Impersonal	3
Modality	High Modality	9
	Low Modality	7

1) Contact

a) Demand



NAMES
First name
Middle Name
Last name

CONVERSATION
Introducing yourself

A : What is your full name?
B : Farah Fadilla
A : Is that F - A - R - A - H ?
B : Yes, that is right
A : How do you spell your last name? Is it F - A - D - I - L - A ?
B : No, it is F - A - D - I - L - L - A

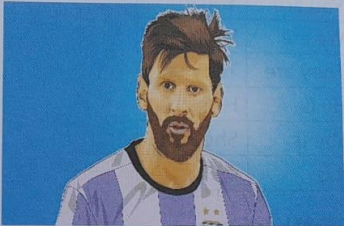
Figure 4.56 Interactive Mode (Demand)

Through Interactive Mode, the character in this image faces directly toward the viewer, indicating a 'demanding' gaze according to Kress and Van Leeuwen. This means the character seems to engage with the reader, inviting them to participate in the learning activity.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Leonel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.




Figure 4.57 Interactive Mode (Demand)

Using Interactive Mode, there are two separate images, the male image in the upper right corner directly facing the viewer, which creates a high level of engagement with the viewer. This direct gaze establishes a connection as if the man acknowledges the presence of the viewer.

CONVERSATION

A : Do you like pop rock music?
 B : No, I don't like it very much. Do you?
 A : Yes, I love it. Adam Levine is my favorite singer.
 What kind of music do you like?
 B : I like dangdut music a lot
 A : Really? Who is your favorite singer?
 B : Ridho Rhoma. Do you like him?
 A : He is OK





Figure 4.58 Interactive Mode (Demand)

By Interactive Mode analysis, the characters in these illustrations make direct eye contact with the viewer, which in Kress and Van Leeuwen's theory indicates an invitation for engagement and personal connection. The character's eyes look wide and friendly, which can be interpreted as friendliness and interest.

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.
 Kiran : Good idea. But is it cold outside?
 I am not wearing scarf nor jacket. They are at home.
 Arum : I am wearing scarf, but I am not wearing jacket.
 Kiran : It looks warm and sunny outside. I think we are fine like this.
 Arum : Are you wearing your socks?
 Kiran : Yes. I am wearing socks. I feel warm enough.
 Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.59 Interactive Mode (Demand)

Through Interactive Mode, the characters in this image faces directly toward the viewer, seems to engage with the reader, inviting them to participate in the learning activity.

b) Offer

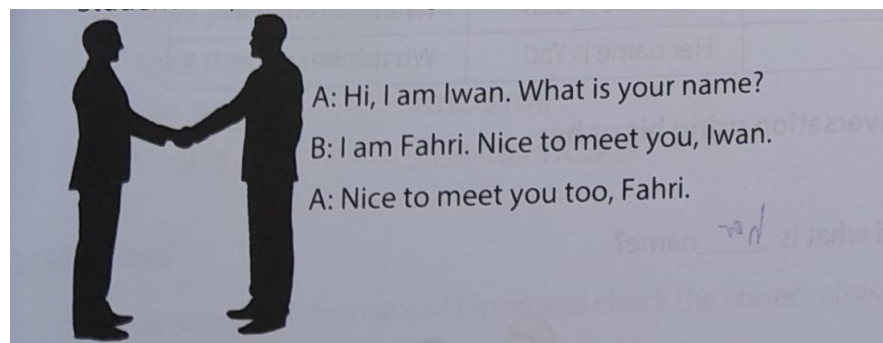


Figure 4.60 Interactive Mode (Offer)

Through interactive mode analysis, this image is an "offer" because there is no direct request made to the reader. Rather, it offers a view of a formal introductory interaction.

CONVERSATION
Introducing others
 Anna : Hi Tony, how are you?
 Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new, classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too
 Tony : Where are you from Diego?
 Diego : I am from the United States
 Tony : So, you are American.
 Is English your first language?
 Diego : No, my first language is Spanish

Figure 4.61 Interactive Mode (Offer)

Through Interactive Mode Analysis, the characters do not look at the audience, which creates a sense of separation. The audience is an observer of the scene, not a participant.

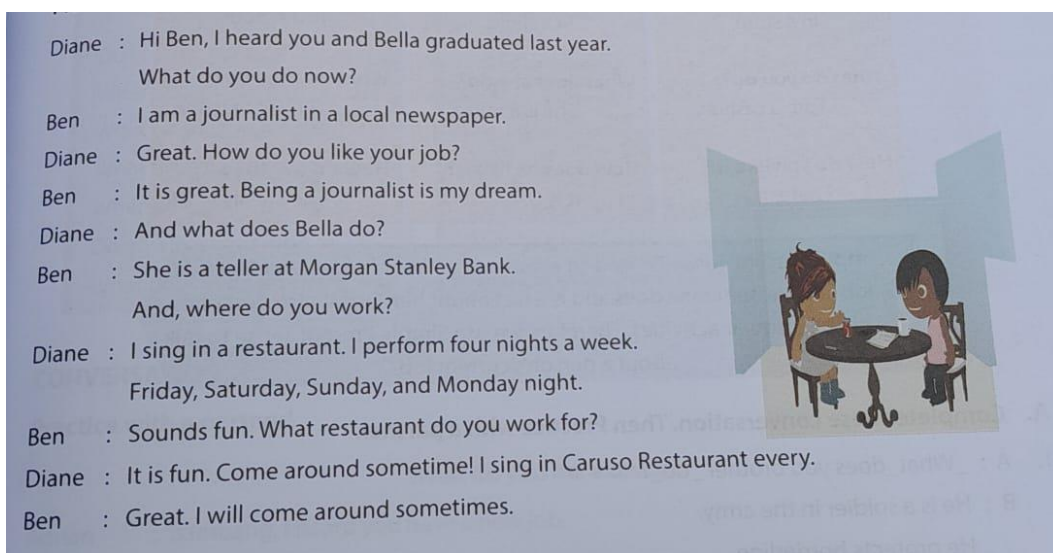


Figure 4.62 Interactive Mode (Offer)

.Interactive Mode Analysis, participants in the image do not make direct eye contact with the viewer; instead, they focus on each other. This type of image is an *offer*, inviting the viewer to observe, rather than interact directly. The image shows the two participants from a moderate distance, indicating a personal interaction that is not too intimate, but not too distant either. This middle ground makes the scene feel familiar and easy for the viewer to understand.

What do you do, exactly?

Adrian : Bambang, I heard you have a new job.
 Bambang : Yes. I am a magician now.
 Adrian : Really? What do you do, exactly?
 Bambang : I perform on the stage and do some tricks and magic.
 Adrian : You job is interesting!
 I want to see your performance.
 Bambang : Yeah...I like my job a lot. Come over sometime.
 And, do you still work in that oil company?
 Adrian : Yes, I do. I like working there.
 Bambang : What do you do, exactly?
 Adrian : I am the technician.
 I take care of the mechine maintenance.
 Bambang : Wow, you have an important job.




Figure 4.63 Interactive Mode (Offer)

Using Interactive Mode Analysis, the characters in the image engage with each other, not the viewer, making it an *offer*. This invites the viewer to observe the interaction without direct involvement.

READING
 Look at these photos.
 Which job looks the best? Why?

ACTRES



Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER



Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER



Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER



Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.64 Interactive Mode (Offer)

By using Interactive Mode, No image displays a direct gaze and offers information.

CONVERSATION

There aren't any chairs

Chris : This apartment is great
 Linda : Thanks. I love it, but I really need some furniture.
 Chris : What do you need?
 Linda : Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.
 Chris : And there's no sofa here in the living room.
 Linda : And there aren't any chairs. There's only this lamp.
 Chris : So let's go shopping next weekend.




Figure 4.65 Interactive Mode (Offer)

By using interactive mode, the characters in the image do not make direct eye contact with the reader, which indicates an offer of information, not a request.

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on
 Jim : No, I don't. I rent a house now.
 Jenna : That's great. What's it like?
 Jim : It's really comfortable. I love it.
 Jenna : Nice! Is it big?
 Jim : Well, it has two bedrooms, a bathroom and toilet, a small kitchen, and a quite spacious living room.
 Jenna : Does it have yard and garage?
 Jim : It has front yard and garage, but it doesn't have backyard.
 Jenna : Where is it?
 Jim : It's on Markham Road near the university library.
 Jenna : Good. That's a convenient neighborhood!
 Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant.





Figure 4.66 Interactive Mode (Offer)

By using Interactive Mode, the characters in the image do not make direct eye contact with the reader, which indicates an offer, not a request. This positions the viewer as an observer of the interaction.

READING



Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitalented, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

(Pict : Maudy Ayunda's Instagram)

Figure 4.67 Interactive Mode (Offer)

Through Interactive Mode, the image does not have direct eye contact with the audience because Maudy Ayunda in the image is not looking directly at the camera, but slightly to the side. This creates a more natural and candid impression.

2) Social Distance

a) Intimate/personal

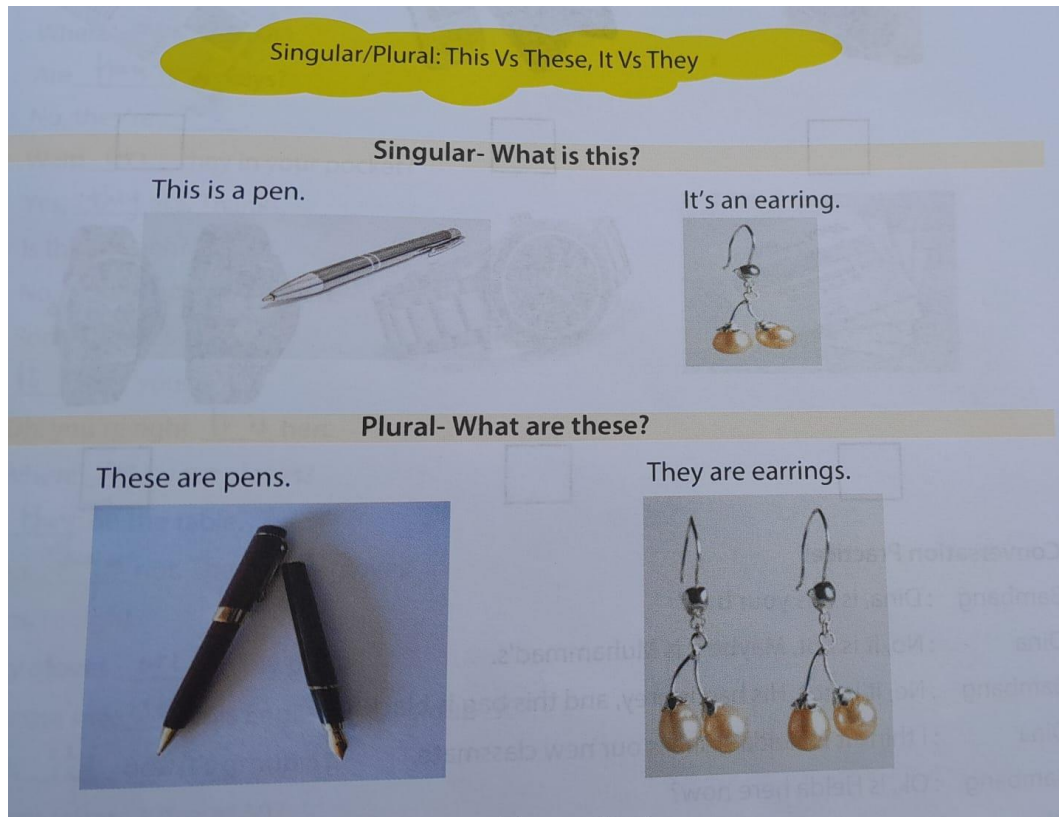


Figure 4.68 Interactive Mode (Personal)


The images are intended to be purely informative, serving as visual aids to the textual content. Objects are shown close-up, without background context, which minimizes social distancing. This close-up view allows the viewer to focus on the details of the object without any distractions, facilitating learning and recognition. The perspective is neutral and objective. Images are taken from angles that show objects clearly and easily recognized, without any subjective or artistic

interpretation. This is in line with the educational goal of the material, namely conveying information clearly and unambiguously.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Lionel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.




Figure 4.69 Interactive Mode (Personal)

Both images are accompanied by text, which is a conversation that gives context to the image. The conversation is about identifying individuals and sharing information about them, which is a common social practice. Text alongside the images serves to provide viewers with additional information that cannot be gleaned from the image alone, such as the man being identified as a soccer player from Argentina and the woman being from Saudi Arabia.

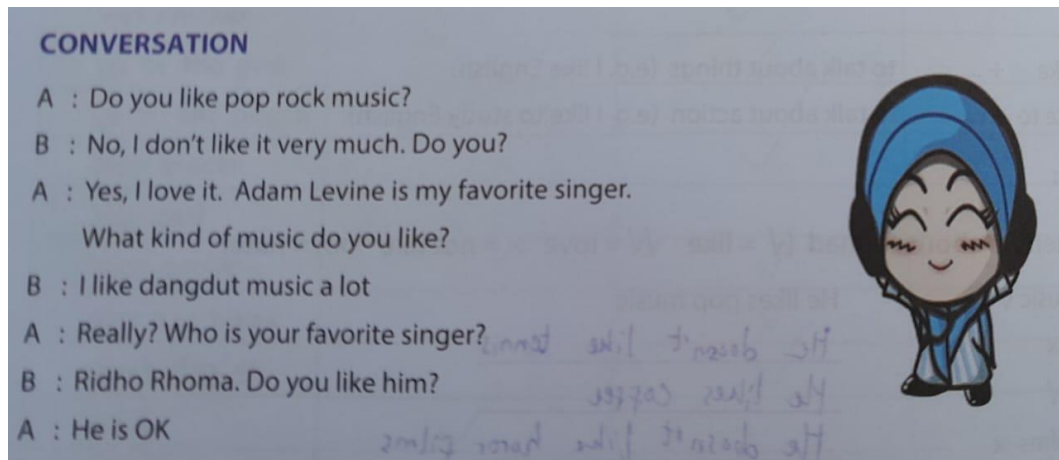


Figure 4.70 Interactive Mode (Personal)

Character is depicted in close-up medium, which usually represents personal distance in Kress and Van Leeuwen's framework. This shows a level of intimacy and familiarity as if the character is in a social or personal space that is neither too close nor too far.

b) Social

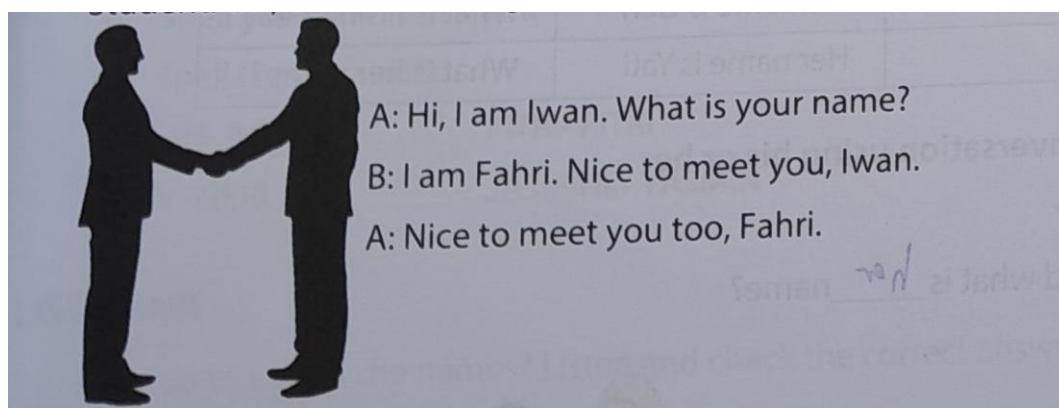


Figure 4.71 Interactive Mode (Social)

Then the social distance in this image shows social distance because it depicts a polite and professional interaction between two individuals who may have just met. The perspective of this image is from a neutral and equal point of view. There is no high or low angle, indicating that both individuals are on an equal footing in their interaction.

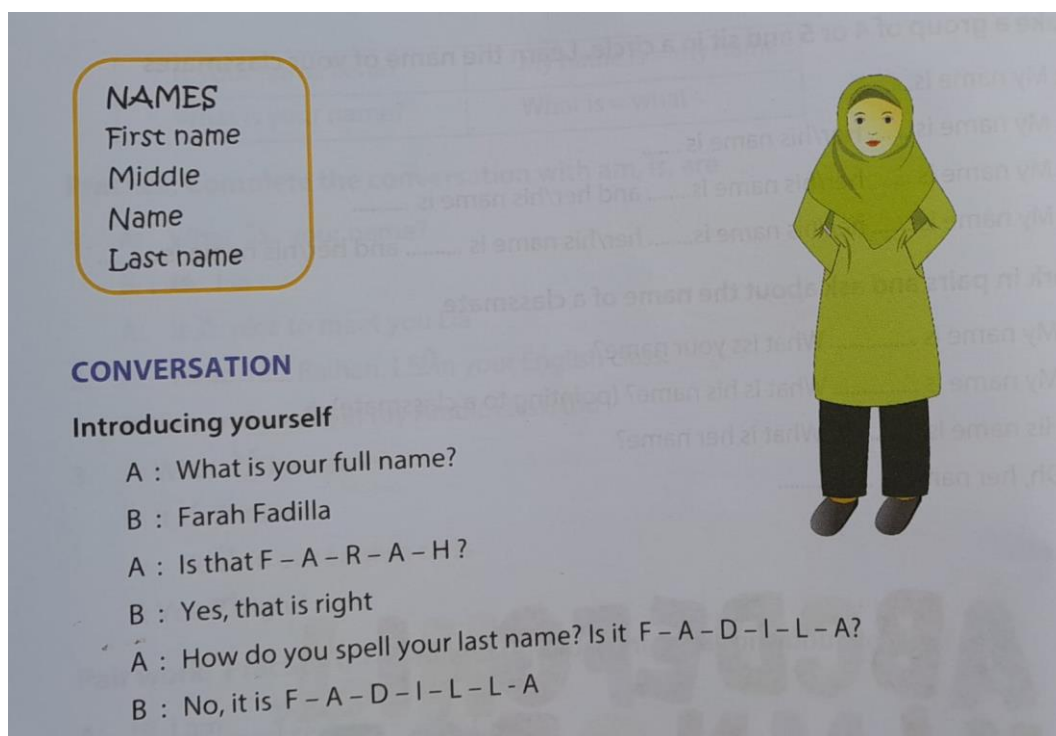


Figure 4.72 Interactive Mode (Social)

Character is depicted in medium shots, this distance is often used to represent personal interactions, indicating spaces where personal subjects or informal interactions can occur. This distance is neither too close, which would imply intimacy, nor so far that it would suggest detachment. Then the characters are stylized and simplified, with a lack of detail and fine textures that would be present in photos.

CONVERSATION

Introducing others

Anna : Hi Tony, how are you?
 Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too.
 Tony : Where are you from Diego?
 Diego : I am from the United States.
 Tony : So, you are American.
 Is English your first language?
 Diego : No, my first language is Spanish

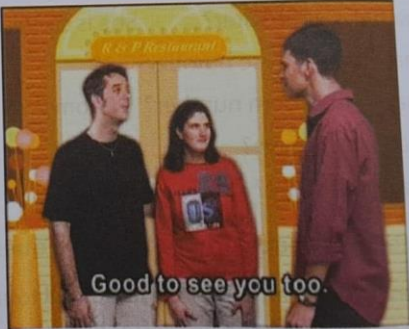


Figure 4.73 Interactive Mode (Social)

The shot is a medium shot, showing the character's upper body, which provides the typical social distance for a conversational setting.

What do you do, exactly?

Adrian : Bambang, I heard you have a new job.
 Bambang : Yes. I am a magician now.
 Adrian : Really? What do you do, exactly?
 Bambang : I perform on the stage and do some tricks and magic.
 Adrian : Your job is interesting!
 I want to see your performance.
 Bambang : Yeah...I like my job a lot. Come over sometime.
 And, do you still work in that oil company?
 Adrian : Yes, I do. I like working there.
 Bambang : What do you do, exactly?
 Adrian : I am the technician.
 I take care of the machine maintenance.
 Bambang : Wow, you have an important job.




Figure 4.74 Interactive Mode (Social)

READING

Look at these photos.
Which job looks the best? Why?

ACTRESS



Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER



Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER



Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER



Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.75 Interactive Mode (Social)

The image is at a medium social distance, showing a full body shot or medium shot. This distance creates a sense of involvement without being too personal, suitable for the context of showing different professions.

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on
 Jim : No, I don't. I rent a house now.
 Jenna : That's great. What's it like?
 Jim : It's really comfortable. I love it.
 Jenna : Nice! Is it big?
 Jim : Well, it has two bedrooms, a bathroom and toilet,
 a small kitchen, and a quite spacious living room.
 Jenna : Does it have yard and garage?
 Jim : It has front yard and garage,
 but it doesn't have backyard.
 Jenna : Where is it?
 Jim : It's on Markham Road near the university library.
 Jenna : Good. That's a convenient neighborhood!
 Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant,





Figure 4.76 Interactive Mode (Social)

The social distance in the picture is relatively close, showing the character of the medium-close shot. This creates a sense of involvement and intimacy, making the reader feel like they are part of the conversation.

READING



Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitalented, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

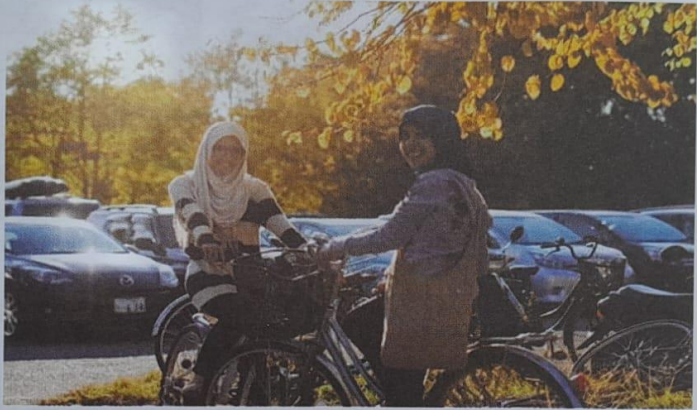
(Pict : Maudy Ayunda's Instagram)

Figure 4.77 Interactive Mode (Social)

The image was taken from a medium distance, providing a clear view but not too close. This creates a comfortable social distance, providing enough detail without feeling too intimate.

c) Impersonal

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.
 Kiran : Good idea. But is it cold outside?
 I am not wearing scarf nor jacket. They are at home.
 Arum : I am wearing scarf, but I am not wearing jacket.
 Kiran : It looks warm and sunny outside. I think we are fine like this.
 Arum : Are you wearing your socks?
 Kiran : Yes. I am wearing socks. I feel warm enough.
 Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.78 Interactive Mode (Impersonal)

Diane : Hi Ben, I heard you and Bella graduated last year.
What do you do now?

Ben : I am a journalist in a local newspaper.

Diane : Great. How do you like your job?

Ben : It is great. Being a journalist is my dream.

Diane : And what does Bella do?

Ben : She is a teller at Morgan Stanley Bank.
And, where do you work?

Diane : I sing in a restaurant. I perform four nights a week.
Friday, Saturday, Sunday, and Monday night.

Ben : Sounds fun. What restaurant do you work for?

Diane : It is fun. Come around sometime! I sing in Caruso Restaurant every.

Ben : Great. I will come around sometimes.




Figure 4.79 Interactive Mode (Impersonal)

The image shows the two participants from a moderate distance, indicating a personal interaction that is not too intimate, but not too distant either. This middle ground makes the scene feel familiar and easy for the viewer to understand.

CONVERSATION

There aren't any chairs

Chris : This apartment is great

Linda : Thanks. I love it, but I really need some furniture.

Chris : What do you need?

Linda : Oh, I need lots of things. There are some chairs
in the kitchen, but there isn't a table.

Chris : And there's no sofa here in the living room.

Linda : And there aren't any chairs. There's only this lamp.

Chris : So let's go shopping next weekend.




Figure 4.80 Interactive Mode (Impersonal)

3) Modality

a) High modality

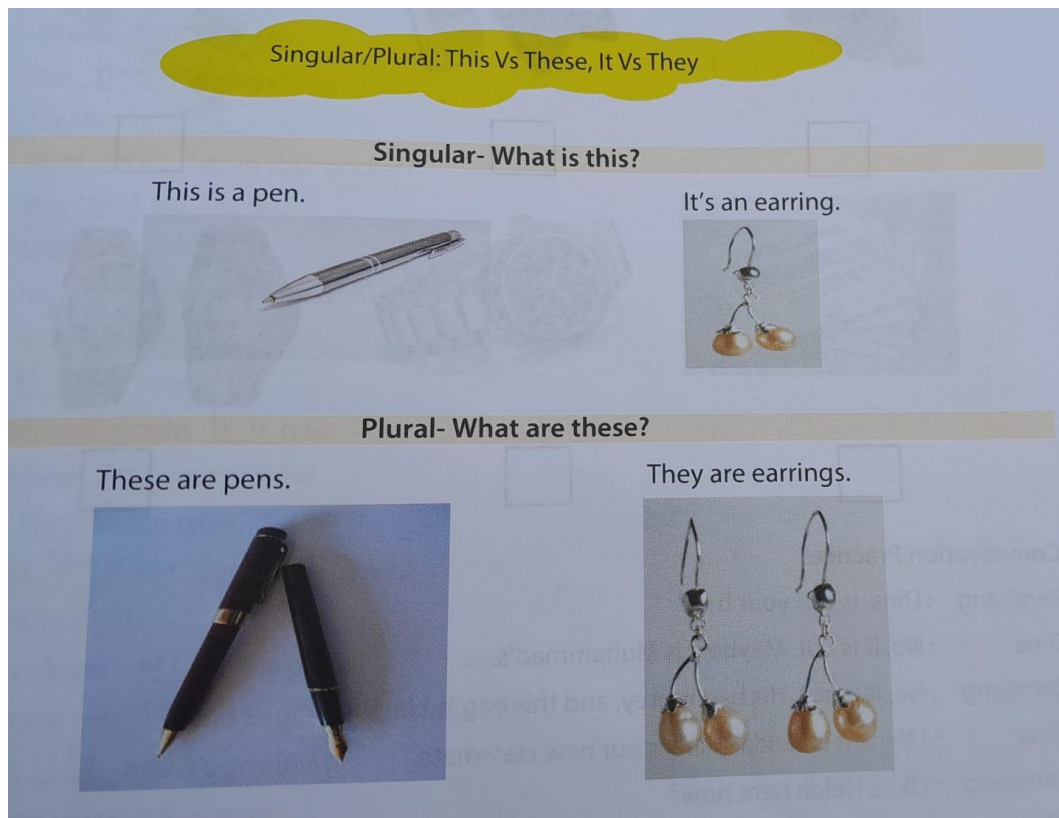


Figure 4.81 Interactive Mode (High Modality)


The modality is high, because the images are realistic and detailed, providing a clear representation of the real object. The photos are of good quality, with sufficient resolution and lighting to make the details of the pen and earrings easily visible. This high modality helps students to connect words with the actual

objects they represent.

CONVERSATION

Conversation 1

A : Look, who is that?
 B : Oh, he is a new football player
 A : What is his name?
 B : I think his name is Messi.
 A : Lionel Messi? Where is he from?
 B : He is from Argentina
 A : He is so handsome!



Conversation 2:

A : Fateema, where are you from?
 B : I am from Saudi Arabia
 A : What is your last name?
 B : My last name is Mahmood
 A : Hey, who is that?
 B : She is Neslihan, my roommate.




Figure 4.82 Interactive Mode (High Modality)

CONVERSATION

Introducing others

Anna : Hi Tony, how are you?
 Tony : Good. How are you?

Anna : Not bad, Tony, this is Diego, our new classmate.
 Tony : Hi Diego. Nice to meet you.
 Diego : Hi Tony. Nice to meet you, too
 Tony : Where are you from Diego?
 Diego : I am from the United States
 Tony : So, you are American.
 Is English your first language?
 Diego : No, my first language is Spanish

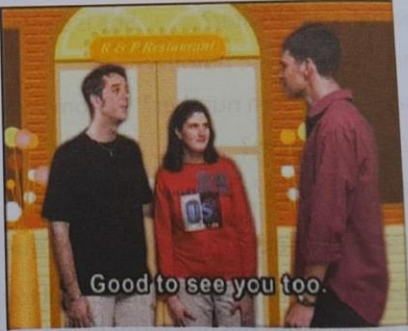


Figure 4.83 Interactive Mode (High Modality)

READING

COUNTRY FACTS

AUSTRALIA



- The name 'Australia' is from the Latin word 'australis', meaning southern.
- The population of Australia is over 22 million people.
- Australia is sometimes known as the 'island continent'.
- The capital city of Australia is Canberra.
- The indigenous people of Australia are Aborigines.
- A desert area is known as the 'outback'.
- Unique animals from Australia are koala, kangaroo, emu, and platypus.
- Australia has over 750 different reptile species.
- The Great Barrier Reef in the eastern coast of Australia is the world's largest reef system.

JAPAN



- The Japanese name for Japan is "Nihon" or "Nippon" which means "sun origin".

- There are over 127 million people living in Japan.
- The highest point in Japan is Mount Fuji.
- Tokyo is the capital city of Japan.
- Japanese is the official language of Japan.
- Japan has many volcanoes and experiences many earthquakes.
- Popular dishes are sushi, sashimi and tempura.
- Sumo is the national sport of Japan.
- Famous companies from Japan are Toyota, Honda, Sony, Nintendo, Canon, Panasonic, Toshiba, and Sharp.

(source: <http://www.sciencekids.co.nz/sciencefacts/countries.html>)

Figure 4.84 Interactive Mode (High Modality)

CONVERSATION

Dialog 1:

A : Are you hungry?
 B : I am hungry
 A : Do you like Chines food?
 B : No, not really. Do you like Hamburger?
 A : Yes, I do. I love it!
 B : Let's have it
 A : Great idea!





Figure 4.85 Interactive Mode (High Modality)

Images are high modality; They look realistic with bright colors and clear texture, which enhances the appeal of food and makes it look appetizing. The use of warm colors (brown, green, and red) in the hamburger image conveys a sense of warmth and richness, which can be associated with delicious, satisfying food.

I am not wearing a jacket!



Arum : Hey, are you free? Let's go cycling.
 Kiran : Good idea. But is it cold outside?
 I am not wearing scarf nor jacket. They are at home.
 Arum : I am wearing scarf, but I am not wearing jacket.
 Kiran : It looks warm and sunny outside. I think we are fine like this.
 Arum : Are you wearing your socks?
 Kiran : Yes. I am wearing socks. I feel warm enough.
 Arum : Alright. Let's go. I like going cycling here in Japan.

Figure 4.86 Interactive Mode (High Modality)

Modality has a moderate level of modality; realistic enough to be believable, but not so detailed that it could be mistaken for real life. Lighting and colors appear natural, which supports the realism of the scene.

READING

Look at these photos.
Which job looks the best? Why?

ACTRES

Julie Aday has two jobs. She works as a waitress at night, but she is really an actress. During the day, she auditions for plays and television shows. Her schedule is difficult, and she is tired a lot. But she is following her dream.

VIDEO GAME TESTER

Lots of teenagers want Bruce Hank's job. He plays video games for eight hours a day. And gets paid for it! Bruce is a video game tester for a big video game company. Is it ever boring? Never. Bruce almost always wins!

DOG WALKER

Andrea Heinrich walks in the park every day for many hours – rain or shine. Andrea is a professional dog walker. She walks dogs for other people. Sometimes she takes 20 dogs to the park at one time!

TEACHER

Don Martin is a busy man. He plans lessons, grade homework, helps with after-school activities – and of course, he teaches. His salary isn't great, but that is OK. His students like his class, so he is happy.

Figure 4.87 Interactive Mode (High Modality)

The images are high modality in terms of color and clarity, which means, they are realistic and straightforward. This realism helps in conveying the actual nature of the work depicted.

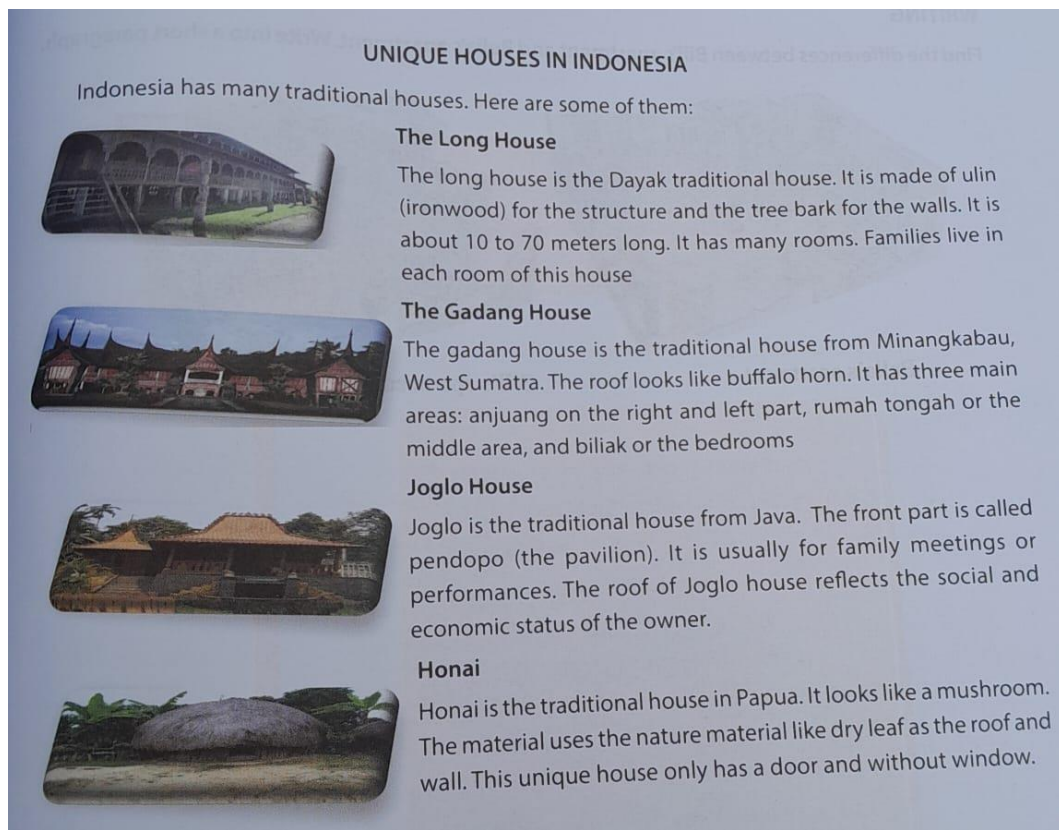



Figure 4.88 Interactive Mode (High Modality)

Image modality is quite high as these images are realistic and colorful, providing an accurate and informative representation of the houses. The color, shape, and material details of the house are displayed clearly, increasing the authenticity and trustworthiness of the information conveyed.

READING



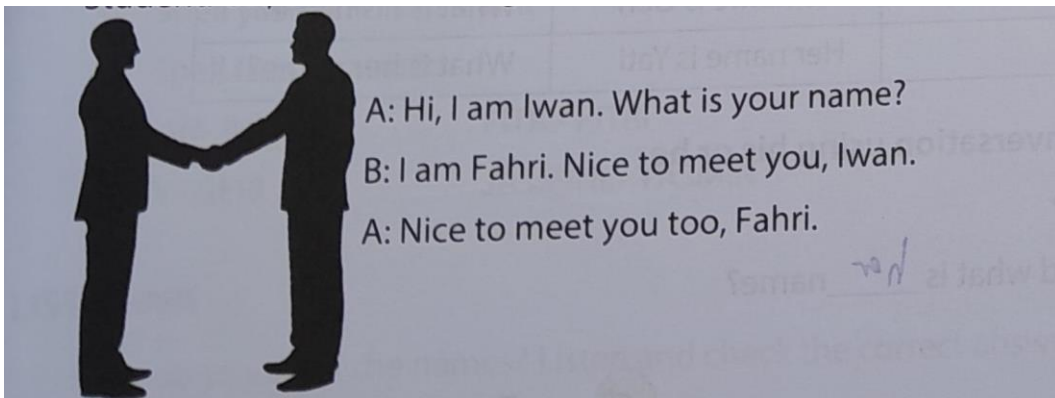
Maudy Ayunda. Her full name is Ayunda Faza Maudya. She was born in Jakarta, 19 December 1994. She is a famous singer, actress and model. There are 4 people in her family. They are her father, mother, and one younger sibling. Her father's name is Didit Jasmedi. Her mother is Muren Murdjoko. Her sibling is Amanda Khairunnisa. Her hobbies are singing, reading, and writing. She can play piano and guitar. Maudy is smart, multitalented, beautiful, friendly and funny. She was a runner-up in a speech competition at her school. She can speak English, Mandarin and Spanish. After graduating from the British International School, she continues her studies to Oxford University. Maudy started acting through the film "Untuk Rena". Her name is increasingly recognized by the public with starring in several films such as "Sang Pemimpi", "Rumah Tanpa Jendela", "Tendangan dari Langit", "Malaikat Tanpa Sayap", "Perahu Kertas", "Perahu Kertas 2", "Refrain", and "2014". Ayunda also released several albums. She has launched a book entitled "A of Fables", and the sale of the book given to the tsunami victims in Aceh.

(Pict : Maudy Ayunda's Instagram)

Figure 4.89 Interactive Mode (High Modality)

. Image modality is quite high. This image is colorful and clear, providing a realistic and detailed representation of Maudy Ayunda and her achievements. Natural colors and sharp details enhance the authenticity and believability of the image.

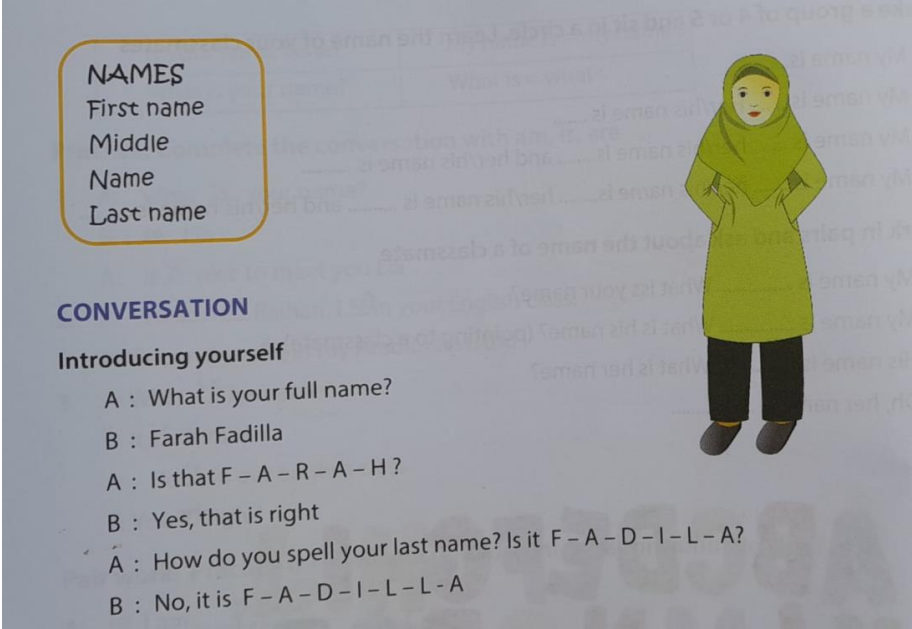
b) Low modality



A: Hi, I am Iwan. What is your name?
 B: I am Fahri. Nice to meet you, Iwan.
 A: Nice to meet you too, Fahri.

Figure 4.90 Interactive Mode (Low Modality)

Regarding the modality in this image, it uses a simple black silhouette, which means it does not try to display high realism.



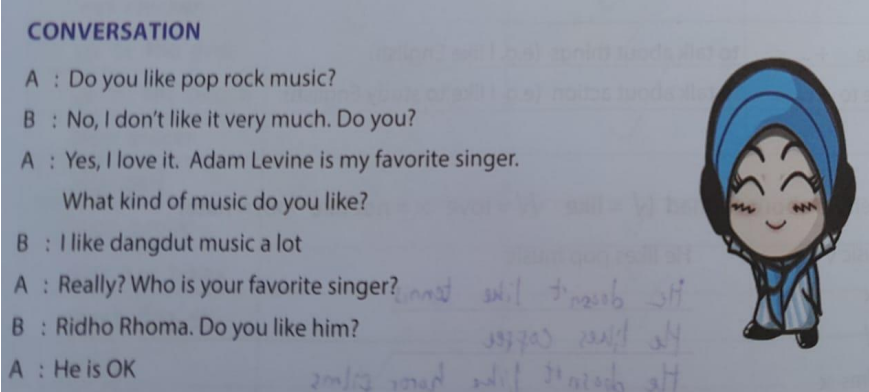
NAMES
First name
Middle Name
Last name

CONVERSATION
Introducing yourself

A : What is your full name?
B : Farah Fadilla
A : Is that F - A - R - A - H ?
B : Yes, that is right
A : How do you spell your last name? Is it F - A - D - I - L - A ?
B : No, it is F - A - D - I - L - L - A

Figure 4.91 Interactive Mode (Low Modality)

Then the characters are stylized and simplified, with a lack of detail and fine textures that would be present in photos. Colors are flat and uniform, and character features are generalized rather than individualized. This indicates a lower modality, meaning that the image represents less of an accurate representation of reality and more of a concept or idea, in this case, the act of introducing oneself.



CONVERSATION

A : Do you like pop rock music?
B : No, I don't like it very much. Do you?
A : Yes, I love it. Adam Levine is my favorite singer.
What kind of music do you like?
B : I like dangdut music a lot
A : Really? Who is your favorite singer?
B : Ridho Rhoma. Do you like him?
A : He is OK

Figure 4.92 Interactive Mode (Low Modality)

The modality of the characters is drawn in a cartoon style with simplified features and exaggerated expressions. A high level of stylization indicates low modality, meaning that the image does not attempt to represent reality in a detailed or naturalistic manner. Rather, these images serve a symbolic or representational purpose, which tends to make the content more interesting or easy to understand for its intended audience.

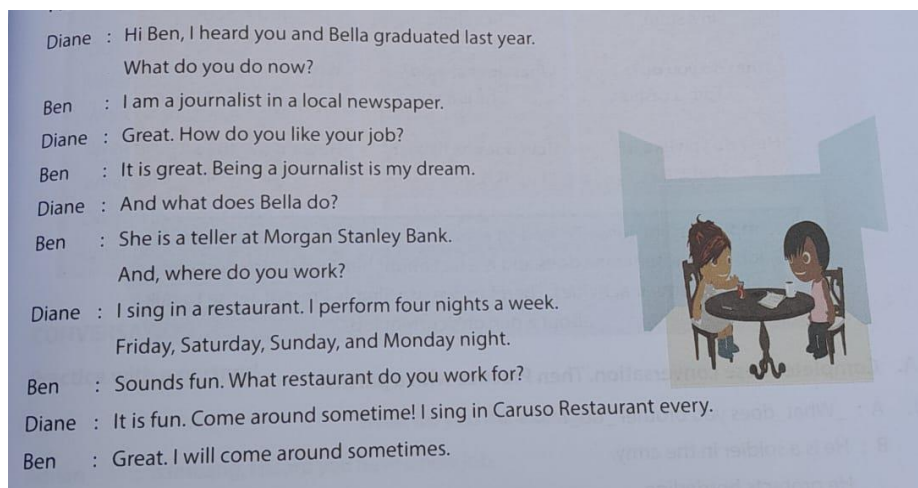


Figure 4.93 Interactive Mode (Low Modality)

. Modalities with cartoon-like stylized images. This reduces the sense of reality, but increases relatability and approachability, making interactions appear friendly and light.

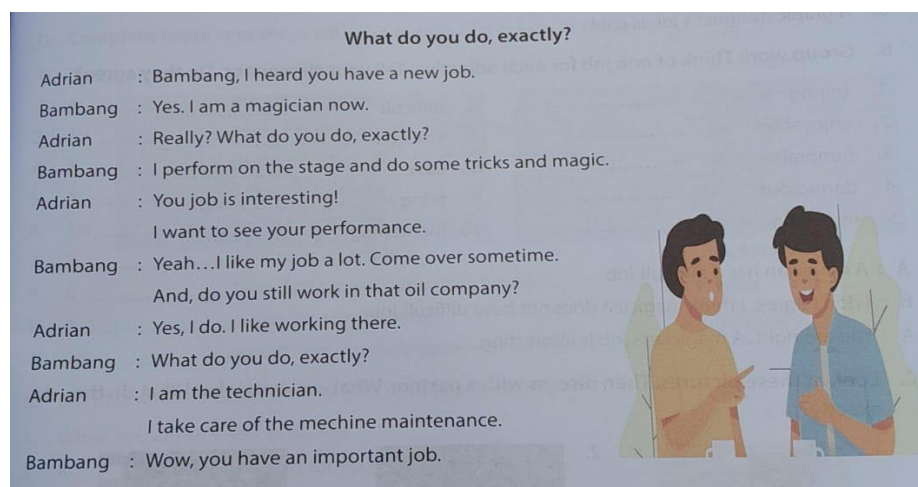


Figure 4.94 Interactive Mode (Low Modality)

The image modality is like a cartoon. So it looks interesting, but still clearly describes the nature of the interaction.

CONVERSATION

There aren't any chairs

Chris : This apartment is great
 Linda : Thanks. I love it, but I really need some furniture.
 Chris : What do you need?
 Linda : Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.
 Chris : And there's no sofa here in the living room.
 Linda : And there aren't any chairs. There's only this lamp.
 Chris : So let's go shopping next weekend.




Figure 4.95 Interactive Mode (Low Modality)

The illustration style is simple, providing enough detail to establish context, but remains approachable and easy to understand, fitting for the casual nature of the conversation.

CONVERSATION

It doesn't have a backyard

Jenna : Do you still live in that rent room on
 Jim : No, I don't. I rent a house now.
 Jenna : That's great. What's it like?
 Jim : It's really comfortable. I love it.
 Jenna : Nice! Is it big?
 Jim : Well, it has two bedrooms, a bathroom and toilet, a small kitchen, and a quite spacious living room.
 Jenna : Does it have yard and garage?
 Jim : It has front yard and garage, but it doesn't have backyard.
 Jenna : Where is it?
 Jim : It's on Markham Road near the university library.
 Jenna : Good. That's a convenient neighborhood!
 Jim : Yeah... It's close to the library, grocery, a bus stop, and a restaurant,




Figure 4.96 Interactive Mode (Low Modality)

B. Discussions

Interpreting and understanding of the multimodality in textbook are needed in language learning process. In this section, thus, 18 pictures from the selected textbook are analyzed and discussed based on MDA (Kress & van Leeuwen, 2006) in order to help students to interpret texts or activities. This section is organized around research question, such as: 1) What are modes of visual analysis found in the text book? The problem formulation above can be explained as follows:

From the findings of this research, there are three modes of visual analysis, namely representational, compositional, and interactive. In representational there are human (child and mature) and non-human (location and object). Where in the findings it was found that there were more human images than non-human images. They represent a realistic picture of the world that is coherent with everyday life. This is in line with Thibault's (1991) theory, namely social semiotic theory to increase understanding in language learning through various modes such as visual, verbal, aural, or any combination. The 12 human participants (children and adults) in the images can create a connection between the participants represented and the students. The book presents familiar participants, objects and places in naturalistic form. However, the majority represent participants who carry out conversation, play, or whatever activities without background or are described in minimalist contextualization that can hardly be associated with students in defining the context or situation. In terms of appearance, 5 of the human participants described one of the majority religious norms in Indonesia, namely, Islam as an example; hijab

woman. However, this does not mean anything against any particular occupation or social class or ethnicity above. In other words, the participants' appearance respected religious norms in Indonesia. This is in line with Ferdinand de Saussure's theory (1916) that semiotics is the science of sign life in society.

In compositional mode, in terms of text-image status, most images have illustrative and informative functions that have functional value. Another compositional feature is the information value of the image. 3 images follow the top/button pattern where the text is on top (Ideal).

The results of the interactive mode analysis, the type of social distance (long, medium, or short) implies several things. Social distance can help students a lot in using images to interpret the textual content of part of the activity (Kress & van Leeuwen, 2006). In this case, participant choice and representativeness are highly valued; Such depictions foster students' identification and engagement with the image by enhancing a sense of group identity and solidarity (Van Leeuwen & Jewitt, 2001).

Finally, the first consideration concerns the image modality. As Kress & van Leeuwen (2006) note, modalities depend on culturally and historically established standards of what is considered real. 9 images are high modality with full color saturation or varying colors, while the other 4 images provide illustrative images and images in monochrome or gray scale. This fact can contribute to students' understanding of the scene depicted and the image represented also has a naturalistic modality. Kress & van Leeuwen (2006) distinguish a continuum of

color modalities for a naturalistic coding orientation that goes from “color saturation to color absence; it's black and white”.

In representational mode, human images are more common than non-human images. With a total of 12 images in the form of 2 images of children and 10 images of adults, while the number of non-human images is 6 in the form of 1 location and 5 objects. Human representation in images or visuals usually focuses on individuals or groups of humans showing their actions, expressions and interactions. These representations can involve activities, actions, facial expressions, gestures, etc. (Kress & van Leeuwen, 2006). Most of the human images presented in this textbook are speaking activities between two people, apart from that there is also a focus on gestures and facial expressions.

In compositional mode, in the text image status, the illustrative is the most prominent image with 16 images, while the informative image only has 1 image. Then in the information value itself, new is the most prominent image, numbering 11, given with 6 images, and ideal with 3 images. Illustrations usually appear more often in textbooks because images are only used to illustrate the text without adding any information. In accordance with the theory of Kress & van Leeuwen (2006) the image functions to illustrate or describe what is presented in the text. Images do not add new information but reinforce or visualize information already conveyed in the text.

In interactive mode, prominent contact is offer with 8 images while demand is 4 images. Prominent of social distance is social with 7 images, personal 3,

impersonal 3. Then Modality, high modality with 9 images and log modality 7 images. So it can be seen that high modality is the most prominent image.