



COMPOSITIONAL MEANING REPRESENTED IN INDONESIAN EFL LEARNERS POWERPOINT SLIDES: A MULTIMODAL VIEWPOINT

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ABSTRACT

A proper layout is one of the essential fragments of PowerPoint's slides. Due to it is one of instruments that needed to display graphs, thin data-density, chartjunk, encoded legends, etc. Therefore, to achieve ideal PowerPoint's layout, the analysis of compositional meaning is necessary. Compositional meaning consists of information values, salience, framing, based on theoretical frame work which is in accordance with the applicable provisions of color selection, layout, size, positioning must be relevant. The method of this research is qualitative descriptive analysis technique by using the concept of Kress and van Leeuwen focusing on compositional meaning represented in Indonesian EFL learners PowerPoint slides. The result revealed that the designers of the PowerPoint used the bright color that it clearly differ subheading of the layout. Additionally, the text was positioned properly by placing the priority text on the top part of slide then the less important text was placed in the bottom part. Unfortunately, the designers made the text tone were almost the same tone with the background of the slides. Through the analysis of compositional meaning, it can be used as the rules for students in making PowerPoint.

Keywords: Multimodal Analysis, Compositional Meaning, PowerPoint

INTRODUCTION

The important of choosing appropriate learning media plays a significant role in determining the success of teaching and learning process in the classroom. By selecting a suitable media for teaching learning, both of students and teachers are able to interact more effectively in the classroom, in addition, learning media is also needed to create an enjoyable classroom environment and improve student interest and motivation (Hafis, 2016). Recently, the importance of PowerPoint as a learning media (hereafter PPT) for evaluating attainment toward the expanding number of work and educational situation has been widely recognized and discussed in around the professional and academic literature (Zhao et al., 2020). It will also facilitate learners to shape their mental picture and imaginary system which are necessary to help them master English lesson well. PowerPoint is one of portions of technology bestows numerous of advantages. The advantages are: first, it provides many tools to helps the learners obtain the information through various ways, for example visual, audio and audio visual as well (multimodally provided). It is really important to integrating the visual, audio, and audiovisual to the teaching and learning process in the classroom as Xingeng and Jianxiang argued, PowerPoint can demonstrate an abstract thing that hard to be drawn by chalkboard like the shift of molecular movement through the animation (2012). Moreover, Tandiana et al. (2017) emphasized that integrating and evaluating information are

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vital skills required by the learner in the current age. Thus, the role of a teacher as the information giver through the use of PPT also need to be considered. Oommen (2012) said that the help of PPT able to aid teachers to organize their teaching delivery more efficiently so that students gain better understanding. Therefore, the occurrence of PPT as a tool that provides the effective features in receiving and delivering information is really needed.

The multimodality-based teaching is needed to facilitate students' learning process to understand teaching-learning materials effectively since it involves various sensory modalities, such as visual, auditory, tactile, olfactory, gustatory and kinaesthetic modes (Abdullah et al., 2020). PowerPoint is one of the effective tool to facilitate teaching-learning process, the features of PowerPoint slides can help the teachers or learners to deliver and process the information related with the learning context better. Additionally, Ajayi (2009) stated that multimodal teaching able to promote the students in literacy learning which changes dynamically depends on the semiotics orientation, diverse text types, technologies, and meaning-making alternatives at the current age. In a multimodal context, PowerPoint slides are considerable to process the information from each other and verbal text on the slides.

PowerPoint slides have to be made properly to make the presentation effective. Due to proper PowerPoint slides that utilizes of both language and non-verbal modalities are bearers meaning (Kress & van Leeuwen, 2006; Qu & Chai, 2006; Guijarro, 2011; Qinfeng & Yulian, 2020) also seen as communication tools (Andrianim Yuniar, & Abdullah 20201). Then, the delivery of teaching materials will be easier and more understandable. Therefore, the designer of PPT slides have to understand the composition of excellent slides, e.g. how to design, how to choose right font, how to adjust color, how to place the object, e.g. how to select a proper size and position, etc. Those influential things are proposed by Kress and van Leeuwen (2006) called compositional meaning. dimension : the design of software, the composition of the slides, and the slide show to supported presentation. Furthermore, the PowerPoint slides are considered in accompanying in the presentation, because the PowerPoint slides completed with the features helpfully to describe the material presented through the features of PowerPoint such as theme, design, graphic, sound effect, animation, etc.

Gambari et al. (2015) argued that PowerPoint presentations can be categorized as a proper instructional medium and a key for facilitating an effective teaching learning process. PowerPoint contained lot of features in making a digital presentations with a form of slides. For instance the option to add videos, audios or images so that presentations become more interesting for the participants. Additionally, Gambari et al. (2015) also stated that the reason which makes PowerPoint presentations though it slides become so effective is that they add complementary, multisensory events designed to spark an emotional response among audience members. This helps maintain audience attention and improves cognitive achievement. PowerPoint also gives the designer the opportunity to integrate visual and auditory aspects to a presentation slide which permit variety of manipulations by editing or text modification, organize the slide by adding new slides or deleting the existing slides to make teaching-learning process be more effective and flexible. Supported by the statement by Shigly et al. (2016) that teaching and learning methods employed in vital education placed the role of audio visual media as the most popular among the other methods because it provides a multisensory experience to the students. Another feature provided by the PPT is related with the display of the slide design that available in various designs and animations, can be made in various formats, and attractive templates as background for slipping presentation material. The different senses that presented through the PPT design tend to play a key role in developing the memory of the student to help them easily remember the presented content embedded in PPT (Shigly et al., 2016) Therefore in making power points, both in terms that can be read, and easily understood for the reader.

As a technology for meaning-making, PowerPoint is integral to communication in the classroom, it provides important meanings for pedagogic recontextualization. (Zhao & van Leeuwen, 2014). Semiotic technology refers to a technology that is designed for meaning-

making and has meaning-making potentials built into the technology through various semiotic modes e.g. layout, texture, color, animation, sound, etc. Thus, PowerPoint slides are one of the semiotic technology that can be integrated with pedagogical discourse in the classroom. The use PowerPoint in a classroom as a type in pedagogical discourse, which is allow embedding of the knowledge and specialized skills of a particular discipline. This research focuses on the PPT viewed by teaching viewpoint with the aim to investigate compositional meaning on the use of PPT in Indonesian EFL learners. In order to make a proper presentation slides, this research hoped helps the designer to understand the multimodal skill in PPT arrangement. Additionally, Hidayati et al. (2021) stated that the students must be provided with suitable skills and knowledge on technology to ease them adapt to the times. In this case, the skills that are needed in PPT arrangement not only need technological skill but also multimodal skill as well.

Truthfully, the study about PPT through the sight of multimodal area has been conducted by some researcher (Gordani & Khajavi, 2020; Zhao, Djonov & Van Leeuwen, 2014), but few studies have investigated in the field of compositional meaning in making a power point. The first is study by Gordani & Khajavi (2020) talked about the impacts of multimodal PowerPoint presentation toward the EFL students' content knowledge attainment by using a quantitative approach. The second study is conducted by Zhao et al. (2014) that focuses on the use of PPT as a media for developing social semiotic multimodal theory toward the relation between semiotic technologies, or technologies for making meaning, and semiotic practices. This present study attempted to explore the compositional meaning of slide from EFL learners.

METHODS

The data that have been analyzed in this research were Indonesian EFL learners' PowerPoint slides. There are 21 slides and consequently, only 3 slides of PowerPoint were analyzed. The general objective of this research was to analyze three PowerPoint slides (5, 14, and 15) of Indonesian EFL learners' which adopted from Literature in ELT course in order to explore how did compositional meaning in Indonesian EFL learners' PowerPoint was represented multimodality.

Kress and van Leeuwen (2006) visual grammar was used to create meaning in PowerPoint slides. The visual composition of PowerPoint was analyzed using the meaning of compositional through three interrelated systems. The three interrelated systems of composition can be applied to visuals which combine text and image, and other graphic elements such as computer screen. The three interrelated systems are:

1. Information value. The placement of elements (participants and syntagms that relate them to each other and to the viewer) endows them with the specific informational values attached to the various 'zones' of the image: left and right, top and bottom, center and margin.
2. Saliency. Saliency means different degrees of attraction by the visual elements in images for viewers. In other words, the elements (participants as well as representational and interactive syntagms) are made to attract the viewer's attention to different degrees, as realized by such factors as placement in the foreground or background, relative size, contrasts in tonal value (or color), differences in sharpness, etc.
3. Framing. Framing is concerned with the fact of whether there exists framing devices to separate or connect visual elements in an image. The presence or absence of framing devices (realized by elements which create dividing lines, or by actual frame lines) disconnects or connects elements of the image, signifying that they belong or do not belong together in some sense (p. 177). On the other hand, visual shapes, vectorial structures, likeness of colors can also be used to connect visual elements in pictures. In

that case, continuity, complementation and a sense of belonging and involvement are indicated.

FINDINGS AND DISCUSSION

PowerPoint had become an important parts of the teaching learning because it can support the teachers in delivering the lesson or even students in delivering their presentation. De Wet (2006) stated that there five components/design to be considered for effective presentation, as follow: text, font, color, design issues, and presentation issues. Therefore whoever wanted to use PowerPoint in the classroom, they have to know about some components in order to make an effective presentation. The five components mentioned above is aligned with the compositional meaning from Kress and van Leeuwen (2006) that consist of information values, salience, framing. The three compositional meaning above were used as a method to analyzed the PowerPoint slides. This section delineates the analysis for the three slides of PowerPoint.

Information Value, Salience, and Framing Analysis of the Slides



Figure 1. Slide 5

The analysis of the information starts from the heading of the slide, which is "Film Genre." It is placed on the left upper on the slide with a small font. The heading of the text should has larger font than the text, because it can help readers to understand what are they read about. Whereas, the texts on the yellow square with a larger small than the heading are the types of film genre. Unfortunately, the color of the text is contrast with the yellow square and it might can be complicate readers to read the text. The correct thing is that the text is placed on the centre of the slide in order to emphasize that it is the main part of the slide and important thing that needed to be read. The placement of those element above are covered as an information value.

The salience are the background color, size, contrast in tonal value (colour), sharpness. The background of the slide is red color which shows the warmth, energy, salience (Kress, 2009). The yellow square is foregrounded which emphasize the text on that yellow square, but the colour of the text is white on the yellow square and it made the text unreadable.

The framing between text and visual elements are connected due to there is no barrier that distinguish the text and the visual elements. In addition, framing between background and foreground are disconnected because it shows a strong differentiation from the color choosing.

BASIC LAYOUT

Sample Activity

Pre-watching (8')	While-watching (60')	Post-watching (22')
<ul style="list-style-type: none"> Teacher delivers some questions orally to students about their knowledge about the related topic. (1' 30") Cognitive skill can be evaluated. Introduce the film (1') Giving them related vocabulary used in the film. (5') Giving them the instruction to write important informations while watching the film (30") 	<ul style="list-style-type: none"> Teacher plays the film 'Frozen' with English subtitle (60') Observational skill can be developed. English skills can be enhanced 	<ul style="list-style-type: none"> Teacher asks the students to make a small group (3-4 persons) (1') Good rapport with classmates can be developed Teacher asks the students to share their own interpretation of the film to their group. (10') Creativity can be developed English skills can be enhanced Teacher asks each group critical questions. (10') More complex language production by learners and higher-order thinking Conclusion all of students interpretation. (1')

Figure 2. Slide 14

The information value about the placement of element are the heading of this slide is "Sample Activity." It is placed in the left upper of the slide. In this slide, the font of heading have a larger font rather than the text. Then, the text of the slide starts from the left to the right which means the priority text starts from the left side. In addition, it is aligned with the natural characteristic of human being as a reader who always read from the left side at first. Then, there are visual icons which support the text.

The background of the slide is red color. The subheading (pre-watching, while-watching, and post-weaching) is larger than the text. It is also placed in a rectangles to differentiate it with the text. The text of subheading is smaller than subheading. Then, framing between the background and the text are connected because there is no barrier.

BASIC LAYOUT

Things to consider

Students

1. The learners' level of proficiency
2. The topics that are covered during the related session
3. The learners' background knowledge
4. Educational level

Film

1. The visual image in the film should support verbal message so that the students can comprehend what is going on.
2. The genre (Adventure, Comedy, Drama, Epic, Fantasy, Fantasy, Musical, Fantasy, Animation, Live action)
3. Accents and pace of dialogue
4. Length
5. Plot

Figure 3. Slide 15

The text of the slide is placed in the centre that presents "the nucleus of information on which all the other elements are in some sense subservient" (Kress & van Leeuwen, as cited in Hussein, 2019) and it plays an important part in establishing a transition between the Given and the New or the Ideal and the Real. Moreover, the heading is placed on the left upper of the slide with a small font resulting it is difficult to read. Since the readers have to

know what are they currently read about. The background of the slide is red color which shows the warmth, energy, salience (Kress & Leeuwen, 2006). The yellow square is foregrounded which emphasize the text on the yellow square, but in addition, the color of the text is white and it made the text unreadable. Moreover, the size of the text is too small in which it strengthens the unreadable of the text. Framing between the multimodal cues are disconnected.

The three slides of PowerPoint have been analyzed using three compositional meaning including information value, salience, and framing. All the three slides have attractive color combination. The colors combinations that are rated highest exist on the slides are red background color and yellow foreground color. The colors of the text are mostly use white color. It is contrast with the yellow foreground color since the text is placed in the foreground. It is good because it highlight the important information by using a bright color (De Wat, 2006), but it makes difficult for readers to read the text. In addition, the font size is too small. De Wat (2006) suggested that 28-point type font is recommended to use. Then, the heading font size is also small, it didn't differentiate the title and the text. Moreover, there are no additional arrows, animation, labels, or underlining text to keep attention focused. The texts are also too long. It should be noted that people read text on a computer screen about 28% slower than oriented text (De Wat, 2006). Therefore it would be better if the text should keep in a short sentence. Even the font size is too small, but the font type is easier to read. To conclude, it needs considerations to make a good PowerPoint for effective presentation (De Wat, 2006).

The result from this research is that PowerPoint is one of instructional media used for helping facilitator and learner in their presentation. Saettler (1990) has also stated that the material housed in school museums are viewed as supplementary curriculum materials. They are not intended to supplant the teacher or the text- book PowerPoint (PPT) is one of instructional media that is used for helping facilitator and learner in their presentation. It has become one of important instructional of teaching process since it is one of instruments that needed to display graphs, thin data-density, chart junk, encoded legends (Tufte, 2003 as cited in Mackiewucz, (2007). Power point has an important part of teaching because it facilitates material. Therefore, anyone who wants to use PPT in class, they must know about some of the rules related to slide making. One of the rules that must be fulfilled is composition; meaning consisting of information values, salience, framing. The preceding critical characterizations of PowerPoint might give the misleading impression that we are about to engage in a harangue of the type: "PowerPoint bad, non-PowerPoint good." However, such is not the case. We simply want to go beyond the content of the usual clichéd fare of literature on PowerPoint. This is preponderantly of three major types. First, is the literature which provides technical advice on how to prepare PowerPoint presentations (e.g. Coursey,2003; Jones, Keller, 2003). Second, is literature which outlines the advantages and disadvantages of PowerPoint. Much of this is in the form of PowerPoint presentations that are accessible through keyword search using Google, such as tock (2005)—although some appears in scholarly journals such as Jones (2003). Third, is literature which takes a titillating swipe at the ostensible evils of PowerPoint or provides an unapologetically jaundiced account of its unsurpassable virtues (e.g., Nun berg, 1999; Stewart, 2001). Because power point is an important part of a learning process, so don't just choose, set, design a slide is needed because, when a power point uses an original design, it's not interesting but it is difficult to understand the meaning, color selection needs attention, matching colors, don't just choose one color that is considered interesting, but note the meaning of the selection of words, note that the right framing should not be determined, we must see the perspective of the information to be delivered whether good or not, so that the audience who pay attention to our power point slides not confused. PowerPoint (PPT) is one of instructional media that is used for helping facilitator and learner in their presentation. It has become one of important instructional of teaching process since it is one of instruments that needed to display graphs, thin data-density, chartjunk, encoded legends (Tufte, 2003 as cited in Mackiewucz, (2007). Henceforth, PPT has widely used as instructional media of teaching, including used by

Indonesian EFL learners. PPT as one of portions of technology bestows numerous of advantages. The advantages are: first, it provides many tools to helps learners the tools are for example visual, audio and audio visual as well multimodally provided.

CONCLUSION

PowerPoint can facilitate for teachers and learners in the teaching-learning process. The tools of PowerPoint can help teachers/learners to design presentation slides to visual, audio, and audiovisual. In addition, in the PPT arrangement not only needs the technological skill bur also multimodal skill. Therefore, in terms of multimodal view there are some suggestions to make a PowerPoint: first we have to consider the colour and the sharpness of the text, background, and foreground. For example, the red and yellow colors are both bright colors, because if it is used for the background in the presentation, these bright colors have a tendency in making the eyes tired. Second, we have to consider the size whether it is text elements or visual elements. The recommendation for selecting the size of the elements of the slide suggested not too big or too small, it means the size of the elements have got to be relevant to other cues, such as writing, pictures, chart, etc. In addition, the recommendation for positioning text and visual element within the slide has got to be able to consider the meaning of the position, for example the meaning for the position of left and right, top and bottom, etc.

Although the present study offers valuable contributions to effective presentation, notably PowerPoint design for EFL Learners, it has some limitations. First, the present study only employed some of the slides of presentation from one group of EFL learners. For future research, it is best to use more representative slides from numerous EFL learner groups. Second, this study merely focused on the compositional meaning of the presentation slide. Future studies should focus on compositional meaning in any other learning media. Lastly, this study only utilized a single data collection technique, namely document analysis. Future studies should use triangulation data collection such as observation, interview, or administration to obtain more justification data.

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