



## **THE IDEATIONAL MEANINGS OF MULTIMODAL TEXTS PRESENTED IN AN EFL TEXTBOOK**

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### **ABSTRACT**

This study explores the ideational meanings of multimodal texts in an EFL textbook entitled "*Bahasa Inggris: When English Rings a Bell*". This study aims to describe the meanings of visual and verbal modes from ideational aspects. The visual modes were analyzed by using Visual Grammar Design framework (Kress & van Leeuwen, 2006). Meanwhile, the verbal modes were analyzed using Systemic Functional Grammar theory focusing on the Transitivity system (Halliday, 1994). The ideational aspects of this study focus on components like participants, processes and circumstances. This study applied Systemic Functional Multimodal Discourse Analysis (henceforth SF-MDA) methodology. The findings of this study found that the dominant process types used in realizing the ideational meaning of the verbal text is relational process. Meanwhile, the ideational meaning of visual text is realized mostly through speech process. This study showed that the presentation of multimodal texts in the EFL textbook is relevant to the teaching and learning activity for the Junior high school students.

**Keywords:** multimodality, ideational meaning, systemic functional grammar, multimodal analysis

### **INTRODUCTION**

English textbook, as language teaching materials as well as a facility to provide teachers and learners with better resources for their teaching and learning activities, comes up with the use of various multimodal texts which commonly integrates pictures and other visuals (Weninger, 2018). Multimodal texts offer information in many modes, such as written languages, visual images, design components, and other semiotic resources (Jewitt & Kress, 2003).

Multimodal texts, which integrate pictures and other visuals, can be easily found in the school environment. Through the usage of textbooks, which are utilized by both teachers and students to plan and deliver lessons, multimodal texts are integrated in the teaching and learning process. It is now widely understood that the visual, along with the verbal and textual, has enormous meaning-making potential and merits careful examination in a variety of contexts (Lyons, 2016). The use of text and visual image materials as modes to communicate the meaning in a textbook aimed for fostering readers' understanding toward the materials presented in the textbook. Visual image resources are tools that teachers and students can utilize in the classroom to enhance language learning (Jahangard, 2007). Therefore, visual images and verbal texts are crucial to be presented in EFL textbook.

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The textbook used in this study is an EFL textbook which was published by the Ministry of Education and Culture in 2017 with the title "*Bahasa Inggris: When English Rings a Bell*". Several considerations are provided to address the rationale for choosing this textbook in analyzing the ideational meaning of presented multimodal texts. First, the Indonesian government offers and recommends this textbook as the primary textbook utilized in the process of teaching and learning for seventh-grade students in junior high schools in Indonesia. Moreover, this textbook is developed as a part of curriculum 2013 implementation. Consequently, this textbook is massively used in public junior high schools in Indonesia. Secondly, the materials in the textbook are mostly provided by combining visual images and verbal texts (multimodal texts) to attract students' interest in reading the book as well as to engage in the learning process joyfully. As a result, this textbook was chosen to analyze the ideational meaning found in the multimodal texts that were provided.

This study was under the discussion of multimodality studies. The term "multimodality" initially originated in the middle to late 1990s and is now broadly used in the academic community. Charles Goodwin used the phrase in a prominent article at that time (Jewitt, Bezemer & O'Halloran, 2016). Since its first emergence, the term of multimodality is widely used and developed by numerous writers (see e.g., Kress & van Leeuwen, 1996; Goodwin, 2000; Kress & van Leeuwen, 2001; Goodwin, 2001; Kress & van Leeuwen, 2006; Jewitt, 2008; Kress, 2010; Mills & Unsworth, 2018). Multimodality has also been studied as a key component of semiotic activities in classrooms and in instructional materials that are intended to support learning. As a result, the multimodal turn has also affected assessments of language textbooks that emphasize both additional semiotic modes as well as the textbook's linguistic aspects (Weninger, 2020).

The concept of multimodality relates to how people construct meaning through a range of techniques (Kress, 2010). In order to be explicit, the term "multimodal turn" refers to the recognition that language is often used in combination with other semiotics resources and that meanings are formed multimodally as an effect of the consonance of these resources (Jewitt, 2009). Therefore, according to Jewitt, Bezemer, and O'Halloran (2016), there are three main foundations of multimodality: 1) Different semiotic resources are used to create meaning; each one has unique potentials and constraints, and 2) meaning-making entails the creation of multimodal wholes. 3) We must pay attention to how all semiotic resources are employed to create a complete whole if we wish to research meaning.

Furthermore, according to Macken-Horarik (2004), multimodality is concerned with social and educational issues. She claims that multimodal texts are used frequently in societies' daily activities and that multimodality has gradually become a feature of school curricula. Therefore, the multimodality study is relevant to be researched nowadays. Multimodality has received a lot of attention in the literature as both a goal of literacy education and a crucial element of semiotic practices in classrooms and in teaching materials that are recommended to promote learning. As a result, the multimodal trend has consequently altered evaluations of language textbooks, which now concentrate on various semiotic modes in addition to the textbook's linguistic elements (Weninger, 2020).

Focus of this study comprises in the visual images and texts (multimodal texts). Then, there are two units that are going to be analyzed; the visual and the verbal modes from the textbook or in other words the visual images and the texts accompanied the images which are presented in the textbook. Therefore, the analysis of images follows the theory proposed by Kress and van Leeuwen's (2006) framework model of visual grammar and the theory of systemic functional grammar (Halliday, 1994) in analyzing verbal or textual modes in the textbook.

Visual Grammar is a framework for analyzing visual elements (e.g., pictures) in this study. The visual Grammar relies on Kress and van Leeuwen (2006) theory of the images. In fact, recent studies on multimodality actually suggest that some of the ideas and characteristics that are typically associated with language can also be present in other modes. For instance, Kress and van Leeuwen (2006) demonstrated that picture possesses

both a "grammar" and the linguistic counterpart of what linguists refer to as lexis in their research of image.

Kress & van Leeuwen (2006) works on images took an inspiration from Halliday's systemic functional linguistics. They suggested that modes, like images and text, are built up of components and rules for mixing them, and that these components and rules can be employed to perform three basic social functions that are referred to as semiotic resources' metafunctions, which are; (1) to construct experience of the word (ideational meaning), (2) to establish social relationships (interpersonal meaning), and (3) to make the message cohesive (textual meaning). In the other words, pictures convey the *ideational*, *interpersonal* and *textual* metafunctions, or to use their term, *representational*, *interactive* and *compositional* meanings.

The systemic functional linguistic approach to language, which includes systemic functional grammar, is a social semiotic approach. The systemic functional method of grammar that Halliday and his associates created (see, for e.g., Halliday, 1994, 2002; Halliday & Matthiessen, 2004; Martin & Rose, 2003, 2008; Rose, 2006; Christie, 2005) view language as a resource for creating meaning. Halliday (1994) mentioned that the term of system in systemic functional grammar refers to interrelated sets of options for making meaning, then, it is said to be systemic in any natural language. He added that Systemic grammar is unique in that it prioritizes paradigmatic relationships and views language as a network of systems rather than a collection of components. Moreover, in any natural language it is called functional as well because it has developed to serve basic human needs, purposes or functions for creating meaning (Emilia, 2014, p. 25). Therefore, according to Halliday (2002), all natural languages that have developed to meet fundamental human needs are expressed through the use of three metafunctions: ideational, interpersonal, and textual.

Ideational metafunction, which is associated with experience representation (Emilia, 2014), entails selecting specific linguistic constructions to convey our perception of the world (Macken-Horarick, Love & Unsworth, 2004). Among the ideational functions are the logical and experiential functions. The experiential metafunction has a relevance to Transitivity System. It is in line with the statement proposed by Martin, Matthiessen & Painter (1997), as they state that transitivity system is the primary grammar tool for interpreting events and is a part of the experience metafunction. The term Transitivity in functional grammar is relevant to traditional grammar; however, they are different in some extents (Emilia, 2005, 2014).

Traditional grammar recognizes 10 components of speech, including nouns, verbs, adjectives, adverbs, pronouns, numbers, articles, prepositions, conjunctions, and interjections. On the basis of their functions, each of these classes is then subdivided. English words are divided into four major categories according to functional grammar: noun group, verb group, adjective group, and prepositional group. Traditional grammar breaks down a phrase into its subject, predicate, object, attributive, adverbial, and complement, whereas functional grammar assigns each clause a new functional label depending on one of three types of metafunctions. (Feng, 2013).

Systemic Functional Grammar centering on the Transitivity System proposed by Halliday (1994) used to analyze textual mode to realize the ideational meaning of the text. The Transitivity system divides up the realm of experience into a manageable group of process categories (Halliday, 1994). According to Halliday and Matthiessen (1999), the clause interprets a quantity of change experientially as a figure, such as a figure of happening, doing, sensing, saying, being, or having. To put it another way, the arrangement of a process, the people involved in it, and any other circumstances like time, space, cause, method, or one of a few other categories (Halliday & Matthiessen, 2004). Therefore, ideational meaning is realized through process, participants and circumstances.

Process types in English are divided into: material, mental, verbal, relational, behavioral, and existential. The explanation of each process type and participant are provided in the following paragraphs.

Material process expresses the idea that some entities carry out an action. Material processes “construe doing and happening” (Halliday, 1994; Martin, Matthiessen & Painter, 1997; Halliday & Matthiessen, 2004). They express the notion that some entities do something. The one who perform the action is the Actor, while the one who is targeted by the action is the Goal. Therefore, the material processes are investigated to address the question ‘*what did x do?*’. Given a Goal and Actor of the material process, thus, the representation might be expressed in two forms: either active or passive. In the following figures are the examples of material processes.

Table. 1 Material Process with an Actor and A goal (active form).

Zahra	wrote	a letter
<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>

Table. 2 Material Process with an Actor and A goal (passive form).

A letter	was written	by Zahra
<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>

A participant in a material process may be referred to as a Beneficiary, which is another term for a participant who benefits from the doing (the one who is given to or done for), or as a Range, which refers to a person who specifies the parameters of an event (Martin, Matthiessen & Painter, 1997). Regarding the Range, Halliday (1994) argues that Range may be a thing that exists apart from the material process, yet it refers to the region where the process happens. The roles of these participants can be seen through the examples below.

Table. 3 Material Process with a Beneficiary.

She	built	the house	For her parents
<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>	<b>Beneficiary</b>

Table. 4 Material Process with Range and Beneficiary.

Her husband	has never done	anything	For her
<b>Actor</b>	<b>Process: material</b>	<b>Range</b>	<b>Beneficiary</b>

Mental process (sensing verbs) conceals meaning of thinking or feeling. Mental processes are those that involve emotional, intellectual, and sensory perception as well as our awareness of the world as it exists in our own consciousness (Halliday & Matthiessen, 2004). In addition, mental process (sensing verbs) conceals meaning of thinking or feeling (Halliday, 1994), because we frequently speak about our thoughts and feelings rather than what we are doing (Eggins, 2004). Consequently, in investigating the mental process, we are requesting information about mental reactions to thoughts, feelings, and perceptions rather than actual actions or doings. Because it is no longer logical to ask ‘*what did x do to y?*’ mental processes can be distinguished from physical processes. See the examples below.

What did you do to the examination? *I hated it.*

What did she do to his arguments? *She does not trust them.*

Mental processes are classified into three classes, which are: ‘*cognition*’ (processes of thinking, knowing and understanding) for e.g. *I don't understand the course*; ‘*affection*’

(processes of liking, fearing) for e.g. *I like him*; and 'perception' (verbs of seeing, hearing) for e.g., She *heard it on the internet* (Halliday, 1994; Eggins, 2004; Halliday & Matthiessen, 2004).

Sensing processes can be seen as either emanating from or encroaching onto awareness. Consequently, unlike material processes, mental activities always involve two participants (Eggins, 2004). The initial participant in the mental process, or "Senser," must be a conscious human person. Either a person or an anthropomorphized non-human must be the Senser, who feels, thinks, or perceives. The second participant, a phenomenon, is that which the conscious senser thinks, feels, or perceives and which is realized by a nominal group or embedded sentence. The examples of mental process can be seen in the following.

Table. 5 Mental Process with two participants.

My brother	likes	English subject
<b>Senser</b>	<b>Process: Affection</b>	<b>Phenomenon</b>

However, there are occasions when there is only one participant in mental processes (Emilia, 2014), as presented in the following example.

Table. 6 Mental Process with one participant.

I	Do believe
<b>Senser</b>	<b>Process: Cognition</b>

Sensing verbs are concerned with people's emotions, feelings, and desires in addition to their thoughts and thoughts. Sensing verbs include actions of perception, or those that entail using our senses: seeing, hearing, tasting, and smelling (Derewianka, 2011). For example:

He **heard** the cows mooing loudly.

He **saw** the farmers harvest their plants

He **felt** his chest thumping.

He **smelled** the beef roasting.

Verbal processes involve saying things, such as '*what did you say?*' (Halliday, 1994), however this category also includes semiotic processes that are not always verbal, such as displaying and pointing, in addition to the various modes of talking including asking, commanding, offering, and stating (Martin, Matthiessen & Painter, 1997).

The participant roles in verbal processes, according to Halliday (1994), Eggins (2004), and Halliday & Matthiessen (2004), can be divided into the Sayer, the participant who is responsible for the verbal process; the Receiver, the person to whom the verbal process is directed and who can be the Subject in the clause that is passive (for example, I wasn't told the truth); the Target is the object that the verbal process is intended to target, and the Verbiage is a nominalized expression of that process. Verbal processes do not need a conscious participant like mental processes do. Anything that emits a signal can be the Sayer. Examples of these participants in verbal process are presented as follows.

Table. 7 Verbal Process with its participants.

They	will talk	about their score	to their parents
<b>Sayer</b>	<b>Process: Verbal</b>	<b>Verbiage</b>	<b>Receiver</b>

Table. 8 Verbal Process with its participants.

I	told	him	a big secret
<b>Sayer</b>	<b>Process: Verbal</b>	<b>Receiver</b>	<b>Verbiage</b>

Furthermore, the content of a statement can be expressed as a distinct clause (a locution) that quotes or reports what was said. A projected clause is the name given to this quoted or reported sentence (Martin, Matthiessen & Painter, 1997). It is comparable to Derewianka's (2011) observation that experience may occasionally be communicated orally instead of directly. Here are a few frequent verbs that people often utter. In general, we may determine whether a verb has the potential to be a "saying verb" by determining whether it can be followed by words like "that," "whether," or "what," for instance:

Ani said **that** she would go back.

Mr. Hartono claimed **that** it was an accident.

They explained **what** had been bothering them.

We asked **whether** we could take the examination.

Relational processes are processes of being (Halliday, 1994). Relational clauses interpret being and doing in one of two ways: attribution or identification (Martin, Mathiessen, & Painter, 1997). There are two main principal relational clause types with different sets of participant roles: (i) *attributive clauses* with Carrier + Attribute, and (ii) *identifying clauses* with Token + Value. A participant's relationship to its general qualities or description is known as a relational attributive, and its relationship to its identity, function, or significance is known as a relational identifying (Eggins, 2004; Emilia, 2005).

When an entity has a quality assigned to it, this quality is referred to as the "Attribute" in attributive clauses, and the entity to which it is assigned is referred to as the "Carrier." Meanwhile, in identifying clauses, the terms "Token" and "Value" relate to what is being defined and, in an active clause, respectively. In a passive clause, the terms "Definition" and "Token" are synonymous. Examples of these participants realized in relational process are given as follows.

Table. 9 Relational Process with Attributive Relational Clause.

Diana	is	a talkative dinner guest
I	won't	a loser
<b>Carrier</b>	<b>Process: Intensive</b>	<b>Attribute</b>

Table. 10 Relational Process with Identifying Relational Clause.

You	are	the prettiest here
The first winner	Must be	Sinta
<b>Value</b>	<b>Process: Intensive</b>	<b>Token</b>

Behavioral Processes are the process of behaving physiologically, for example: breath, grin, dream, frown, smile, etc., (Eggins, 2004). These processes often involve just one person and are intermediate between mental and physical processes (Halliday, 1994; Eggins, 2004; Thompson, 1996) that must be a conscious being or the one who is behaving and called the '*Behaver*'. In the following are the examples of behavioral process.

Table. 11 Behavioral Process with its participant.

You	Are daydreaming!
All students	Are always smiling.
<b>Behaver</b>	<b>Process: Behavioral</b>

The verb *is* is frequently used in existential processes to mean synonyms like exist, arise, and appear. Existential processes interpret a participant as being engaged in a process of being, much like relational clauses (Martin, Matthiessen & Painter, 1997), they also represent experience by postulating that *there was/is something* (Halliday & Matthiessen, 2004, p. 256). The structure in existential processes involve the use of the word '*there*', thus, they are easy to identified (Eggins, 2004). According to Eggins (2004) and Halliday and Matthiessen (2004), the structural "there" in an existential process serves

to denote the quality of being and is required interpersonally as the verb's subject. In an existential process, the 'Existent' is the sole necessary participant who is given a functional label. In the following figure is the example of existential process.

Table. 12 Existential Process with its participant.

All around them	was	A silence
There	was	a cup of tea
	<b>Process: Existential</b>	<b>Existent</b>

Circumstances, which are frequently conveyed by adverbs, are the answers to the questions of when, where, why, and how of the process required in the text. Adverbial phrases are made up of a preposition and a noun group, according to Droga & Humphrey (2003 referenced from Emilia, 2014). Halliday (1994); Halliday & Matthiessen (2004) identify nine types of circumstances. They are: extent, location, manner, cause, contingency, accompaniment, role, matter and angle.

Meanwhile, the visual modes presented in the textbook are analyzed through a framework namely Visual Grammar Design (Kress & van Leeuwen, 2006). In ideational or representational meaning of image analysis by using visual grammar framework (Kress & van Leeuwen, 2006), there are three relations in realizing the visual meaning namely *Transactional relation* is recognized by the vector which connects the visual images known as the oblique lines; *Locative relation* is achieved using overlapping, focus gradients, color saturation levels, and other techniques, which highlights the contrast between the foreground and background; and *instrumental relation* is established when a tool is held in the gesture of holding by the gesture of holding. Analyzing the portrayed individuals allows us to explore representational meaning in narrative or conceptual representation (all entities shown in the picture). Narrative representations in this study includes participants, processes (Actional Process, Reactional Process, and Speech Process), and circumstances.

Participants, in functional semiotic theory, are identified by using terms like 'Actor' and 'Goal'. Actor is the person from which the vector originates or the one who does the action. Goal is the participant towards which the vector directs or the one to whom the action is done. Action process includes the participants (actor and goal), reactional process deals to the Reacter that is the participant must be a creature with discernible eyes and the ability to show emotion, either necessarily human or otherwise. The reactional process, where the terms of Actor and Goals do not take into account, talks about the phenomena. The speech process refers to the use of dialogue balloons as the process of speech itself. In relation to circumstances, there are three different categories of circumstances; *Setting, Means, and Accompaniment*. Setting refers to the geographical conditions that connect one participant to other individuals. Means are the tools used in action process. Lastly, Accompaniment circumstances mean that there is no vector to relate the two participants presented in visual images.

Meanwhile, interactive meanings based on contact, gaze, social distance, attitude, and angle between participants portrayed in the image. Contact is realized by 'gaze' given by the represented participant to the interactive participants or the viewers of the image. If eye contact occurs presented in the image, then, it is called as 'demand' image, meanwhile, the image with an absence of eye contact called as 'offer' image. Social distance is established through the size of the frame dependent on the distance and selection of shots of photos. The distance choice of shots in visual images can be close-up shot, medium shot and long shot that can suggest various relationships between represented participants and viewers. Regarding to the angle, there are two angles that have roles in presenting interactive meaning of visual images; they are horizontal and vertical angles.

The compositional (textual) meaning refers to the arranging to create integrated and coherent discourse. The representational and interactive meanings of the image are

connected to one another through three interconnected systems, namely information value, salience, and framing. Information value deals with the placement of elements in the image zones (left and right, top and bottom, center and margin) that demonstrate values of specific information. Salience is concerned with how things are arranged inside the participants who are being shown in order to direct viewers' attention in various ways. Salience can create a hierarchy of importance among the elements and determine the location of the most prominent participants, with the help of information value. Framing is associated with the presence or absence of a boundary line.

Those aforementioned elements of analyzing the text as well as image modes utilized in conducting the multimodal text analysis presented in EFL textbook. However, this study did not cover all the three metafunctions to be analyzed. This study merely focused on the ideational meaning of multimodal texts provided in the textbook. Therefore, it is reasonable to put the focus of this study on Transitivity system of SFL theory (Halliday, 1994) as well Visual Grammar Design theories (Kress & van Leeuwen, 2006) to realize the verbal and visual ideational meaning in multimodal texts presented in the EFL textbook.

## METHODS

This study focused on text analysis using Systemic Functional Multimodal Discourse Analysis (henceforth SF-MDA) in order to analyze the visual and verbal representations of multimodal texts presented in an English textbook. In this study, meaning analysis theory and practice are discussed in relation to the utilization of various semiotic resources to produce meaning (O'Halloran, 2008). The verbal texts and visual images offered in the textbook are referred to as semiotic resources in this study.

In relation to this case, systemic functional theory was used to illuminate this study. It has been applied, altered, and expanded to investigate how spoken and written language, as well as non-linguistic materials like images, 3D objects, sounds, music, and other similar things, contribute to the construction of meaning (Jewitt, Bezemer, & O'Halloran, 2016). Systemic functional theory is therefore ideally placed to give theoretical concepts for MDA, because the metafunctional principle provided in Systemic Functional theory gives an integrated platform for conceptualizing the way in which semiotic resources communicate the meaning (O'Halloran, 2008).

Furthermore, considering that this study explored on how ideational meaning presented in visual and verbal modes in the EFL textbook, SF-MDA approach is assumed to be appropriate in this study because it has significances for conceptualizing and analyzing multimodal semiosis (O'Halloran, 2008). In addition, Jewitt, Bezemer & O'Halloran (2016) state that the empirical focus of the SF-MDA approach shifts to educational media (such as textbooks and other educational materials). Hence, it affirms the appropriateness of SF-MDA to be employed in this study.

Fundamentally, the data source was collected from an English textbook for seventh grade students of junior high school entitled "*Bahasa Inggris: When English Rings a Bell (Edisi Revisi 2017)*". This textbook contains of 8 chapters, they are; *Chapter I. Good morning. How are You?*, *Chapter II. This is Me!*, *Chapter III. What Time Is It?*, *Chapter IV. This is My World*, *Chapter V. It's a beautiful day!*, *Chapter VI. We love what we do*, *Chapter VII. I'm Proud of Indonesia!*, and *Chapter VIII. That's what friends are supposed to do*. Regarding to the visual images (multimodal texts) presented in this textbook, it consists of 118 visual images which are deployed in every chapter of this textbook. The visual images in every chapter of this textbook can be seen in the table below.

Table.11 The quantity of visual images in each chapter of the textbook

Chapter	Quantity of the Visual Images
<i>Chapter I. Good morning. How are You?</i>	35
<i>Chapter II. This is Me!</i>	6

<i>Chapter III. What Time Is It?</i>	16
<i>Chapter IV. This is My World</i>	3
<i>Chapter V. It's a beautiful day!</i>	12
<i>Chapter VI. We love what we do</i>	6
<i>Chapter VII. I'm Proud of Indonesia!</i>	0
<i>Chapter VIII. That's what friends are supposed to do</i>	0

From the table 11 above, it is shown that visual images are presented mostly in the first chapter of the textbook, there are 38 visual images in this chapter, which contains the materials about greetings, thanking, and apologizing. Mostly, the materials in this chapter presented through dialogue among several people. Following the first chapter, the third chapter also has a great number of visual images in delivering the materials. Generally, the existence of visual images is intended to guide the students in doing the tasks about expressing time. Meanwhile, the eight chapter of the textbook does not provide any visual images since it discusses about message in a song and the nine chapter present the description text about things, place or person. To summarize, the visual images presented in every chapter of the textbook are presented through dialogue between two people or more. Because each chapter includes speech balloons that contain both the image and the text that goes with it, it is therefore feasible to analyze each visual image both visually and verbally.

## FINDINGS AND DISCUSSION

The results of this study's analysis of verbal modes' transitivity will be shown first, and then the results of an analysis of the visual text of the EFL textbook will be presented next. Based on the findings of this study, which is conducted by evaluating and analyzing the EFL textbook entitled "When English Rings a Bell for seventh grade junior high school students as a whole in purpose to know how many processes comprised in the verbal modes for each chapter of the textbook, it is found that the total of process types presented in the textbook are 78 processes which consist of relational, mental, material and existential processes. The verbal modes which are analyzed in this paper are those verbal or textual modes provided in a speech balloons like comic strips to express the dialogue script from the images. Then, the amount usage of each process type is divided by total of the process types as a whole to obtain the percentage of each process type.

Therefore, the analysis found that the total of **relational process** which mostly used in the textbook is 55 occurrences, which is **70.5%**. Meanwhile, there are other processes used in the textbook; **mental process 16.6%** with 13 occurrences, **material process 9%** with 7 occurrences and **existential 3.8%** with 3 occurrences. Furthermore, each of the process types in English used in the textbook is explained as follows.

According to the result of Transitivity analysis of the verbal texts, it is found that the use of material process reaches the percentage 9%. The material processes are used in the first, third, and fourth chapter of the textbook in realizing the ideational meaning of verbal modes accompanied by the visual modes. One of material processes found in the textbook is presented as follows:

*-Hi Dayu, we're **going** to the canteen for lunch. Are you **coming** with us?*

Hi Dayu	we	are going	to the canteen	for lunch
<b>Adjunct</b>	<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>	<b>Circumstance</b>

Are you	coming	with us
<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>

- *No, I'm sorry. I'm **waiting** for Siti.*

I	am waiting	for Siti
<b>Actor</b>	<b>Process: material</b>	<b>Goal</b>

From the examples of material processes above, it can be seen that **going, coming** and **waiting** are presented the material process. Related to the question of material process, it can address the question of *what did x do?* X went to the canteen and waited for Siti.

Regarding to the mental process, it is found that the use of material process reaches the percentage 16.6%. Mental processes are the way we perceive things cognitively, emotionally, and physically and are related to our perspective of the world within our own awareness (Halliday & Matthiessen, 2004). Several mental processes found in the textbook is provided as follows:

- *Good evening, Mom. I **feel tired and hungry**.*

I	feel	tired and hungry
<b>Senser</b>	<b>Process: Affection</b>	<b>Phenomenon</b>

- *I am not **feeling** well, mom.*

I	am not feeling	well	Mom
<b>Senser</b>	<b>Process: Affection</b>	<b>Phenomenon</b>	

From the examples of mental processes above, the active participant 'I' the verb 'feel' can be categorized as 'affection' (processes of liking or fearing). So, the clause points the participants feeling about themselves as well as answers the question '*what did x do to y?*'. Through the use of mental process in the textbook, it is assumed that the author of the textbook provides an example to the readers on how to perceive something related to their interest.

The Transitivity analysis of the verbal texts found that the relational processes are commonly used in realizing the ideational meaning of the verbal modes in the textbook. These relational processes are used in every chapter of the textbook or 70.5% in percentage. Some of relational processes found in the textbook are seen in the following:

- *Good morning, Lina. How **are you**?*
- *Good morning, Mrs. Rita. **I'm** fine. Thanks.*

I	am	fine
<b>Carrier</b>	<b>Process: Intensive</b>	<b>Attribute</b>

The aforementioned clauses are nominal sentences with the carrier and attributive as the two participants. The pronouns you (Lina) and I carry information about Lina's condition while the words 'are' and 'am' are relational constructions. Meanwhile, an example of an attribute is the adjective fine. According to Humprey, Droga, and Feez, (2012), relational processes are fundamentally important for constructing definition and description as well as for classifying and evaluating phenomena. Relational processes are crucial for creating definition and description as well as for categorizing and evaluating phenomena (Humprey, Droga, and Feez, 2012). As a result, the employment of relational processes is relevant to the linguistics elements of descriptive text for describing the characteristic or physical features of people, animals, and objects (Jauhara, Emilia & Lukmana, 2021).

In relation to the existential process, it is found that the use of existential reaches only 3.8%, in which, the existential process is only used in the fourth chapter of the textbook. The examples of the usage the existential process is provided in the following.

- ***There are five plates on the table.***

There	are	five plates	on the table.
	<b>Process: existential</b>	<b>Participant: existent</b>	

The clause above indicates that the word **there** in those clauses refers to the existence of **five plates**. Moreover, the existential process is used to introduce **five plates** as a central participant.

The ideational (representational) meaning is focused with the representation of experience (Emilia, 2014). According to this claim, representational meaning pertains to how we interpret our perception of the environment. In addition, by examining the persons who are portrayed, representational meaning within narrative or conceptual representation is examined (all entities presented in the picture). According to the analysis conducted on the visual text of the EFL textbook, it is found that the textbook primarily presents narrative representation, which is made possible by the presence of a vector connecting the participants shown in the images. Narrative Representation appears to be characterized mainly by the Speech processes, which occurs in most of the chapters of the textbook

Based on the result of representational or ideational meaning analysis of the visual modes in the EFL textbook, it is found that the dominant participants are reactor and phenomena or called as speech process (60%) and the second most appeared participants are actor and goal or called as actional process (40%). The dominance of the Speech process in the textbook is consistent with the claim made by Kress and van Leeuwen (2006, p. 68), who claim that speech and mental processes are frequently found in school textbook. They contend that speech and linguistic processes link human beings to content; in the instance of dialogue balloons, speech vectors are the speech's content.

The representational meanings relate to speech process of visual modes found in the textbook are provided in the following image.

Image. 1 Speech Process  
Taken from *When English Rings a Bell*, p. 4



From the image 1 above, in term of analyzing the representational meaning of the visual modes, we can identify the participants and the activities deployed in the image. The main participants are a student and a teacher. The girl with a junior high school uniform is regarded as a student and a woman looks older and wears formal suit is seemed as a teacher. Analyzing the depiction reveals that it just depicts two humans, with no background characters.

By observing the image above, the participants are standing up facing each other and their gestures indicate that they are having a conversation, which is greeting to each

other. Furthermore, the participants are related through a vector which originates from the teacher's eyes to the student's eyes and vice versa. Hence, it is assumed that to identify that they represent a speech process since the participants' activity of having conversation is depicted through the use of speech balloons. Both student and teacher play a role as speaker. Similar to transactional reactions, these processes link a human (or animate) with content (Kress & van Leeuwen, 2006).

Despite the fact that it appears as though the student and teacher are reacting to one another, the transactional reaction phenomena and the content of the thought or dialogue balloon are instead conveyed through a reactor, a speaker (in the case of the dialogue balloon), or senser (in the case of a thought balloon).

In term of actional process in representational meaning, it comes from one participant and is typically addressed to another participant, where participant can be a human being, an animal, or an object. There are two different types of action processes: non-transactional action and transactional action. Non-transactional action occurs when there is only one participant in the images and no goal, and transactional action occurs when there are two participants in the visual proposition: one acts as an actor and the other is the goal. See the example of actional process below.

Image. 2 Transactional Action Process  
from *When English Rings a Bell*, p. 39



From the image 2, it is showed that there are three students as the main participants who enjoy their food during lunch time in the school. This image is categorized as transactional action where the vector is created through their action in holding and eating their food. So, the students are regarded as the Actor and the food they are holding are the Goal of their process. Moreover, a context or locative condition is presented in this image as another element of the representational or ideational meaning. As from the image, the students are enjoying their food on the grass, so that it can be assumed that they are eating in a park. In addition, as they are wearing uniform, it can be also noticed that they are in the school area while eating their food.

## CONCLUSION

The study has discussed the potential ideational meaning of verbal and visual modes in the EFL textbook. In addition to the analytical techniques from reading images theory, transitivity analysis has been used to dig into the verbal text and reveal the representation in the images. As a result, the paper has made an effort to demonstrate, like many other academic papers, how Systemic Functional Linguistic-derived theories might be used to interpret multimodal texts.

This study revealed that the dominant used process presented in the textbook is relational process that is 70.5 %. Since the EFL textbook is purposed for the seventh junior

high school students, then, the use of relational process is appropriate with the level of difficulties for a beginner in learning English.

The dominant use of relational process in presenting the verbal text in the textbook is important to increase students' learning process. The mainly used of relational process in the textbook can provide the students about the experience of the world or phenomena because the relational process can describe the characteristic or physical features human, animal and things. The degree of difficulty for a beginning learning English is relevant to the usage of relational processes. Next, the second most frequent processes appear in an EFL textbook is mental process, that is 16.6 %, which may give a good example for the readers, or in this case students, when they want to express their feeling supposedly.

Regarding the result of visual text analysis, it is found that the ideational or representational meanings of the visual images are realized mostly in narrative structure. By presenting the vector, the most process found in depicting the visual modes is speech process with 60%. The dominant use of speech process found in the textbook is due to the fact that most of the images are the depiction of two or more people who are having a conversation toward each other. During the conversation, those people are facing and talking toward each other which construct the speech process.

Based on the result of visual and verbal text analysis, it showed that the presentation of multimodal texts in the EFL textbook is relevant to the teaching and learning process for the Junior high school students. It is due to the fact that the ideational meaning of the multimodal texts in the textbook are appropriately communicated to the students by providing certain people and activities in the texts. However, since this study did not explore on how the meaning of multimodal texts in fulfilling other social needs (interpersonal and textual), hence the researcher would like to propose a recommendation for other researchers who are interested in conducting such a study within similar topic in order to discuss this topic more thoroughly.

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