



## **Analyzing the Multimodal Discourse of the Tenth Grade English Work in Progress Textbook**

**Alfanda Hafiz\***

Raden Intan State Islamic University,  
INDONESIA

**Dewi Kurniawati**

Raden Intan State Islamic University,  
INDONESIA

**Septa Aryanika**

Raden Intan State Islamic University,  
INDONESIA

**Heni Verawati**

Raden Intan State Islamic University,  
INDONESIA

**Wihda Yanuar Firdaus**

IAIN Metro Lampung  
INDONESIA

---

### **Article Info**

#### **Article history:**

Received: January 16, 2024

Revised: February 13, 2024

Accepted: March 14, 2024

---

#### **Keywords:**

English Textbook

Image

Multimodal Discourse Analysis

Visual Grammar Analysis

---

### **Abstract**

The most widely utilized educational tool across all grade levels is the textbook. Visual images are just one of the many crucial elements in a textbook. Textbook images serve a crucial purpose to improve students' learning and comprehension as they aid in the implementation and visualization of abstract or difficult ideas. Understanding multimodality is necessary in order to understand the meaning of an image. Thus, multimodal discourse analysis (MDA) is the most suitable approach for this research because it will evaluate parts of visual image elements in full detail. The purpose of this study is to determine the characteristics of certain English textbooks are most dominant and how visual pictures might be represented using multimodal discourse. The framework for this qualitative study is multimodal discourse analysis. visual data was taken from the question sheets from chapters 1 through 6 of the English Work In Progress textbook for the tenth grade Merdeka curriculum. Kress and Van Leeuwen used visual grammar analysis to analyze visual data. The analysis conducted by the research found that every image on the question sheet matched the text provided, either as an instruction or a question. The images were made in a style that is typically used by high school students and were highly detailed. and provide information to help students develop critical and creative thinking. To help students in understanding the questions, the majority of the images are placed below the informative text. According to Kress and Van Leeuwen's theory of visual grammar analysis, in the representational mode the most dominant is the male subject or human image which accounts for 50% of the images in the textbook. In the interactive mode, the most dominant is medium shot and full color saturation with 19% and the last most dominant compositional mode is informative with 39%.

---

**To cite this article:** Hafiz, Alfanda., Kurniawati, Dewi., Aryanika, Septa. (2024). Analyzing the Multimodal Discourse of the Tenth Grade English Work in Progress Textbook. *Multidisciplinary Journal of Social Science and Literature*, 2(1), 139-153

---

## **INTRODUCTION**

Learning media is a tool to facilitate the teaching and learning process in conveying a message. A medium is called the educational medium, when the medium transfers message for teaching and the use of media is important and it is impossible to coordinate teaching with learning without using media (Kuo, 1991). The use of learning media has been widely applied in teaching in schools because of the flexible nature of learning media that can be applied to all levels of students and all subjects.

Learning media can also be used as a driving force for students to be more responsible and able to control their own learning. Since media give many advantages, a teacher should consider a medium to be used in teaching- learning process which requires a medium such as textbook.

Textbooks are a popular teaching tool used by students of all grade levels in schools. Textbooks are employed because they are created by people who are experts in their subject, assisting teachers and students in supplying material and facilitating student comprehension. For example, textbooks are the primary source of information used in the learning process. Textbooks include multimodal verbal texts and visual images that use more than one semiotic mode at once. The term "multimodality" describes how humans communicate simultaneously in several modes. Multimodal texts, in texts that interact with verbal and visual semiotic modes in order to fulfill the text's communication purpose (Kress and Leeuwen, 1996). Theory of Systemic Functional Linguistics, conceptual meaning, in particular, is the focus of multimodal study (Halliday, 2004). Multimodality is an alternative term for communication goals and describes the blending of writing, voice, visuals, sound, music, and other media.

An image is the multimodal form that has to be included in a textbook because they may help students in implementing and visualizing abstract or difficult topics, images in textbooks play a crucial function in promoting student learning and comprehension. Students can better understand the ideas presented and connect them to previous knowledge by looking at images that represent these concepts. Students may further develop their learning and get a more comprehensive perspective by seeing images that depict specifics, relationships, or actual examples of the subject. because images may explain instructions in questions or give visual examples to enhance problem-solving, it can assist students in answering to questions that have already been asked. In addition to increasing student interest and making it easier for them to visualize topics, images in textbooks can also replace lengthy, difficult-to-understand explanations with shorter, simpler explanations that can aid in working on questions. Use of pertinent, understandable, and high-quality images in textbooks is crucial for achieving effective learning. Images can interest students, make learning more interesting, and motivate them to actively participate in their learning experience, which improves knowledge and memory of the material.

Students are better able to comprehend a textbook's subject matter and information when there are visuals present. To utilize the linguistic elements and competences covered by the textbook, learners still require the teacher as a guide when they read this multimodal work. Textbooks have a lot of illustrations and characters because they help students visualize the subject. Teaching students about the "image-text relationship" or "co-articulation of image-verbiage" might help them better grasp and utilize the visual and verbal resources in these books (Unsworth, 2006). Teachers can support students' language learning by encouraging them to study visuals rather than only textual text in textbooks as English Foreign Language (EFL) learners in the classroom advance in their proficiency with the language. The use of photos in textbooks, which promote learning, and the fact that the meaning of pictures (and other semiotic codes) is constantly connected to and, to some extent, dependent on the spoken text, all help to the development of learners' imagination (Kress and Leeuwen, 2006).

The necessity for teachers and students to comprehend and be familiar with multimodality in textbooks served as the researcher's motivation for conducting this study. The purpose of this study was to learn more about how the multimodal discourse that appears in the images on worksheets or in the questions of the Work in Progress English Textbook for Grade Ten might convey the meaning of visual imagery regardless of the curriculum, so teachers and students in particular can easily understand and work on the questions in the textbook. The purpose of this research was slightly different from that of other studies that looked at books that followed the K13 Curriculum, focused on a single area of visual grammar analysis, and produced fewer specific findings. It is hoped that by conducting this research, it was possible to produce more specific and comprehensive information that was helped the reader understand the background of this issue. The multimodal hypothesis put forward by Kress and Van Leeuwen in previous studies was used in this study to generate the relevant research findings. This study has already been done by same researcher, including Wenty Fitriana and Yanti Wirja in 2021 with the title "Multimodal Text Analysis of Middle School EFL Textbooks in Indonesia in Helping Students' Text Comprehension", Salbego et al in 2015. "Visual analysis of English textbooks: scaffolded multimodal learning" and research by Anna Nuriskia, Sofyan

A Gani and Saiful Marhaban in 2021 "A visual analysis of English textbook "Pathway to English 3" Used by Indonesian Senior High School." However, the research carried out by the current researcher differs from earlier research because it includes several updates. For example, the research object is a new curriculum book published by the Ministry of Education and Culture, and a new topic is added to the study, Specifically, by using the three components Representational, Interactive, and Compositional of Kress and Van Leeuwen's theory of visual grammar analysis, which in earlier studies only employed one of these categories. And after completing preliminary research, it was discovered that the book English Work in Progress and the researcher's research questions shared many similarities. This is because the textbook has several images on practically every page, particularly the test sheets. The English Work in Progress textbook was thus the researcher's choice for the study's research object. With the explanation provided, the researcher is motivated to carry out the study "**Analyzing the Multimodal Discourse of the English Work in Progress Textbook**".

## METHOD

This study investigates how might the meaning of visual images be revealed through multimodal discourse by descriptively elaborating the realization occurred in the data by the modes of visual meaning which are representational, interactive, and compositional by interpreting the images. Thus, the qualitative descriptive approach is used. Data analysis is a systematic search for meaning (Hatch, 2002). It is a way to process qualitative data so that what has been learned can be communicated to others. In addition, qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through word or picture (Creswell, 1994).

Qualitative research is a research procedure that produces descriptive data where the available data is obtained through written or oral words from people and their behavior, then from the results of the data collected was examined (Muhammad, 2014). In other words, qualitative analysis stresses the degree of the information acquired by researchers. This study interprets the meaning of the study's object subjectively by researcher perspective in interpreting the pictures to relate to the text. Thus, the method of this study is qualitative descriptive as the common use in discourse analysis. and the type of qualitative research used is content analysis because this research analyzes documents, namely textbooks. The descriptive method is a method in which the researcher collects, analyzes the data, and finally draws general conclusion. The researcher qualitatively interprets the data based on investigation. Then, the result of the investigation is presented descriptively to draw a conclusion.

### Source of Data

The data source for this research is the English textbook Work in Progress: Merdeka Curriculum, published by the Center for Curriculum and Books of the Ministry of Education and Culture in 2022.

### Unit of Analysis

This study analyzing how might the meaning of images be revealed through multimodal discourse and what are the most dominant based on the three visual analysis modes namely representational, compositional and interactive. So, the unit of analysis consisted of images in the Work in Progress textbooks from Chapter 1 until 6 especially in question sheets. I analyzed by multimodal analysis then identified through three units of analysis as proposed by Kress & van Leeuwen's modes of visual meaning, those are:

1. Representational mode of each image (the relation between participants depicted).
2. Interactive mode of each image (the relation between image and viewer).
3. Compositional mode of each image (the relation between elements of the text and elements of the image).

### Research Instrument

The researcher is a major instrument in qualitative research. This means that the researcher is ultimately responsible for selecting the appropriate instrument for her/his research. In addition, the human investigator is also the human investigator is the main instrument for data collection and

analysis (Donald, 2010). One benefit of conducting a qualitative analysis is that the researcher is free to choose how to organize the study, gather the data, analyze the data, and present the results.

Journals, articles, books, and computers are the supporting instrument. We get knowledge on pertinent theories through books, journals, and articles. As this is going on, a final study report is created on the computer using the data. The entire process of conducting a qualitative study is carried out by the primary researcher, starting with data collection and analysis and ending with the analysis of the findings.

### Data Collecting Technique

Data collecting techniques, we can methodically gather details on the subjects of our studies (people, objects, and phenomena), as well as the environments in which they take place. The researcher's methods for gathering data in this study are observation and documentation. The documents that was used by the researcher is English Work in Progress Textbooks. There are several steps to collect the data:

1. Collect pictures on questions or assignments from all pages of the textbook and then take an inventory of them
2. Observe and carefully examine the images that have been inventoried.
3. Interpreting each picture in the context of visual grammar analysis (Kress & van Leeuwen) which is discussed in three modes representational, interactive and compositional.

### Research Procedure

The research procedure includes several steps (Creswell, 1994), including the following:

- a. Determining the Subject of the Research

The subject of this research was the English textbook Work in Progress and was analyzed using the multimodal discourse proposed by Kress & van Leeuwen.

- b. Collecting the Data

The process of selecting, recording and classifying the representational meaning contained in textbooks. In selecting data, the researcher first read and understood the English Work In Progress textbook, after that the researcher collected pictures in the textbook, especially the pictures on the question sheet, then the researcher divided the collected pictures into three categories in accordance with the theory of visual grammar analysis, namely representational, interactive and compositional.

- c. Analyzing the Data

It is the process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusions, and supporting decision-making. In analyzing the data, researchers used Kress and Van Leeuwen's theory of visual grammar analysis to obtain results in accordance with the research questions, the first category is representational which consists of human and non-human, then there is interactive, namely contact, social distance, perspective and modality and finally compositional consists of text image status and information value. After analyzing all the existing images, the researcher counted the images to find the most dominant among the three categories.

- d. Reporting the Data

It is the stage of reporting and summarizing the research findings as the last procedure of the study. At this stage the researcher makes conclusions according to the results obtained and then presents them in accordance with the guidelines for writing a thesis at UIN Raden Intan Lampung.

### Data Analysis

In terms of qualitative data analysis, Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate in order to improve your own understanding of them and to enable you to present what you have discovered to others (Sugiono, 2010). After the data have been collected the next step is data analysis.

There are three various kinds of data analysis, according to Ibrahim's quotes from Miles and Huberman as described in Dea Ivana. The following three categories of data analysis can be explained (Ivana, 2018):

a. Data Reduction

Data reduction is the first type of data analysis. In this case, the researcher attempts to organize the data and classify it according to the focus element. The researcher can determine which data are appropriate or not from this process. Although improper data are separated, appropriate data are organized in a methodical manner. Thus, it is trying to verify that there are no improper or irrelevant data.

b. Data Display

Data display comes after data reduction as the next type of data analysis. In order to analyze this research, the researcher controls the data, codes it, and organizes it. The researcher performs certain data analysis steps at the start of the data display.

c. Conclusion Drawing/ Verification

The final category of data analysis is verifications or conclusion drawing. After creating a data display, the researcher was able to draw conclusions and do verifications based on the study's objectives. It indicates that after the researcher gets the data from the data display, the following stage is to make conclusions or conduct verifications based on the research's objectives. The data that have been generally described are condensed. This means that the researcher explains the result in this step before drawing any conclusions or verifying the result.

### The Trustworthiness of The Data

In a study, the data must be valid. This section of the study focuses on how data may be trusted. There are four techniques to determine the validity of the data, in order to keep the data are responsible and true namely credibility, transferability, dependability, and conformability. According to that, techniques was used to test the validity as follow (Sugiono, 2010):

a. Credibility

Credibility in qualitative research concerns the truthfulness of the inquiry's findings of the study. Credibility or truth-value involves how well the researcher has established confidence in the findings based on the research design. The researcher has an obligation to represent the realities of the research accurate as possible. Based on the statement, this research uses triangulation theories. The researcher uses more than one theoretical scheme to interpret the phenomenon.

b. Transferability

Transferability is the degree to which the findings of qualitative study can be applied or generalized to the other context or to other groups. Based on the statement, this research is demanded to report the conclusion about multimodal discourse analysis of the covers of selected English textbooks clearly, systematically, and acceptably. To the result of this research, it can be transferred to the similiar classes which learn about multimodal discourse analysis.

c. Dependability

Dependability is the consistency or stability of the results, the extent to which the same general result would occur with different set of people or in the different settings and times. From the statement, this research gives the true report about the multimodal discourse analysis if the covers of selected English textbooks. In qualitative research, dependability is same like realibility. In this research, all of data in this research was checked to know the data dependable. This test would be done by auditing for all of the process of research. It means to know the data is dependable, the researcher can show the entire activities in the field.

d. Conformability

Conformability is a term used in qualitative research. Equivalent to validity in qualitative research. Related to the degree to which findings in a study can be corroborated by the other investigating the same situation. Based on the statement, this research follows the procedure of the research scientifically which have been applied and confirmed by the previous studies in order to reach the conformability of the research findings.

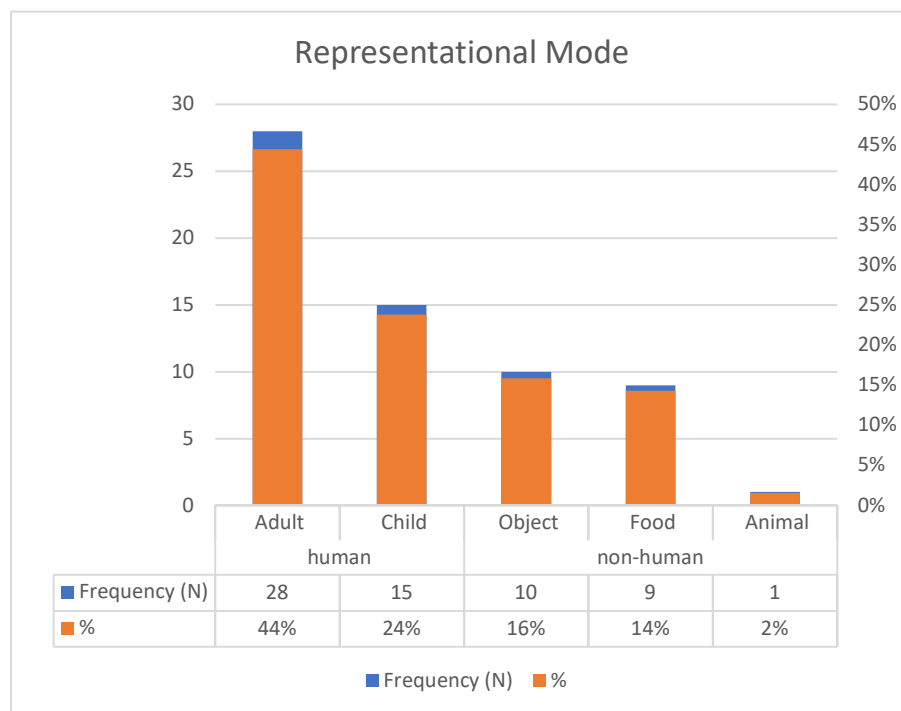
The trustworthiness of the data analysis result is necessary to reduce the researcher's biases and prejudices. In this study, the researcher used triangulation to check the trustworthiness of the data analysis. Triangulation is the process of strengthening the findings by cross-checking information. Triangulation identifies several types, including (1) triangulation of data sources, (2) investigator triangulations, (3) theory triangulations, and (4) methodological triangulation (Miles and Huberman, 2018). In this research, the researcher used investigator triangulation. The investigator in this research is a researcher who is an expert in the field of multimodal at the Bandar Lampung University (UBL). Thus, the data triangulation for the research was done by Analyzing The Multimodal Discourse Of The Merdeka Curriculum's Tenth Grade English Work In Progress Textbook.

## RESULTS AND DISCUSSION

### Data Analysis

#### a. Diagram of Representational Mode

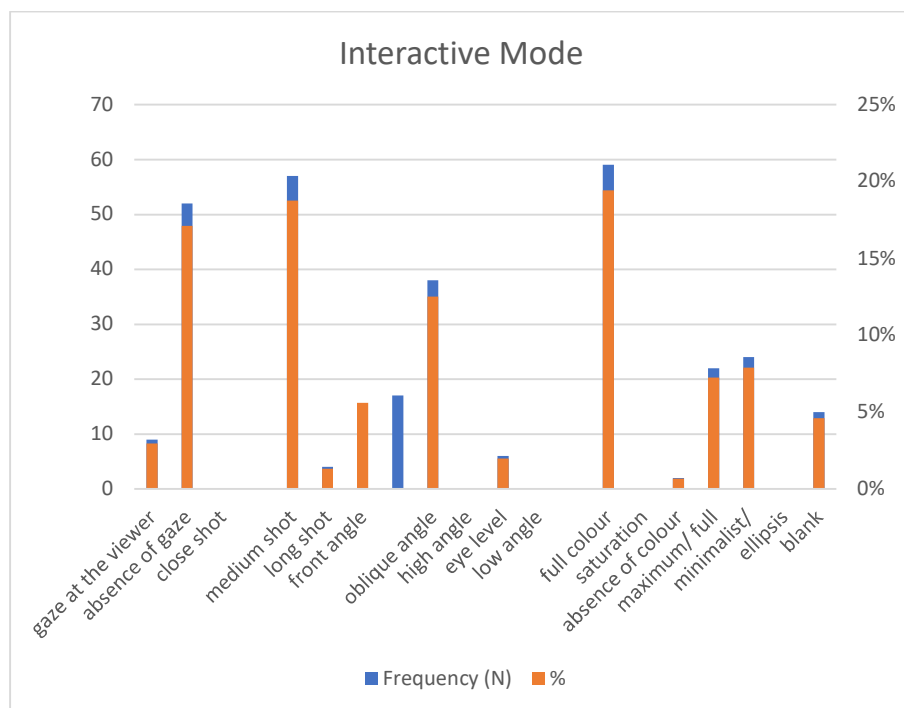
Diagram 3.1



According to Kress and Van Leeuwen, the representational mode relates to the ways in which visual structures represent people, animals, and places; their actions, experiences, and relationships; as well as the characteristics and qualities attributed to them (Kress and Van Leeuwen, 2006). The first stage of analyzing this mode is to identify the type of participant and the frequency of their presence. The results were found from all the pictures on the question sheets in chapters 1 to chapter 6 that were studied. It was observed that human participants (68%) namely men found 28 (44%) and women 15 (24%) then for non-human images (32%) including objects found 10 (16%), food 9 (14%) and animals 1 (2%). In the representational mode, after analysis, it was found that images of the human category (men) were very dominant in this textbook, namely 44%.

## b. Diagram of Interactive Mode

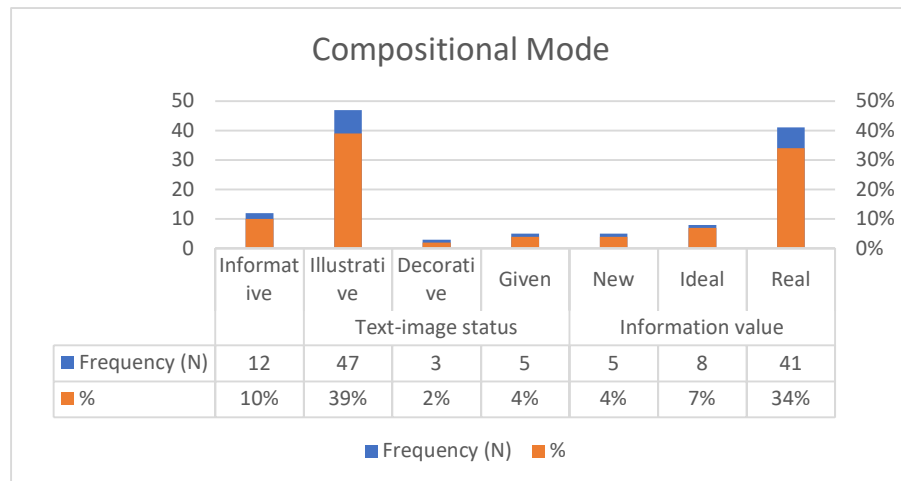
Diagram 3.2



Interactions between the picture and viewer in the pictures under study were analyzed based on four aspects, they are contact, social distance, perspective, and modality. In line with the expert in chapter 2 (Kress and Van Leeuwen, 2006). The first stage of analyzing this mode is to identify the type of participant and the frequency of their presence. The results were found from all the pictures on the question sheets in chapters 1 to chapter 6 that were studied. It was observed that in contact (demand and offer), namely gaze at the viewer, it was 9 (3%), absence of gaze 52 (17%), in social distance (intimate, personal social and impersonal), namely close shot 0 (0%), medium shot 57 (19%), long shot 4 (1%), then perspective (involvement, detachment, viewer power equality and represented participant power) namely front angle 17 (6%), oblique angle 38 (13%), high angle 0 (0%), eye level 6 (2%) and low angle 0 (0%) and in modality (colors and contextualization), namely color: full color saturation 59 (19%) and absence of color 2 (1%), then contextualization: maximum full 22 (7%), minimalist/ellipsis 24 (8%) and blank 14 (5%). In interactive mode, after analysis, it was found that images in the contact medium shot and full color saturation category were very dominant in this textbook with 19%.

### c. Diagram of Compositional Mode

Diagram 3.3



The first stage of analyzing this mode is to identify the type of participant and the frequency of their presence. The results were found from all the pictures on the question sheets in chapters 1 to chapter 6 that were studied. It was observed that the text image status (51%), namely informative found 47 (10%), illustrative 12 (39%) and decorative 3 (2%), then information value (49%) included given found 5 (4%), new 5 (4%), ideal 8 (7%) and real 41 (34%). In compositional mode, after analysis, it was found that the illustrative category images were very dominant in this textbook, namely 39%.

#### Data Description

Chapter 2: Sports Events



### A Look and Answer

Look at the pictures and answer the questions.



Picture 2.1 Watching live sports event



Picture 2.2 Watching sports event at home

1. What do you see in the picture? Tell the class.
2. How can you tell if someone is a loyal fan of a team or a player?
3. Which activity do you prefer? Why?

There are two pictures on the question sheet above, but they are still related to one another because there is an instructional text on the right side asking students to look at the four pictures and identify them in order to respond to the question. When utilizing the representative mode to analyze the first image, picture 2.1, we find that it shows a group of people (men) watching a football match in a stadium. This is obvious from the way that men appear in the image, including their short hairstyles and the well-built man on the poster. In addition, picture 2.1 provides evidence that men prefer to watch football matches over women. To help students identify the image, the text "picture 2.1 watching live sports event" is written under the picture. The image that follows, picture 2.2, is identical to picture 2.1 in picture 2.2. It shows a group of people, all of them guys, watching a football match on television. This can be concluded from the image's reference to men, which includes short hairstyles and posters. A strong body that represents a man. To help students identify the image, the writing "picture 2.1 watching sports event at home" is placed under it.

When analyzing in an interactive mode, it is obvious that the two images above show people not looking at the viewer or not focusing at all. In this image, readers or students are only asked to guess or identify the image without help or absence of gaze. In other words, the reader is just an observer. The long shot utilized to show the social distance in Figure 2.1 shows a full activity. The reader or student can determine the type of activity being participated in by the participants represented by taking a close-up of the top corner of the image, which depicts a group of people watching a football match. This allows students to view the image in full, in detail, and as a coherent whole. A medium shot is shown in Figure 2.2, which is a medium shot since it includes all of the picture's elements. In addition, the picture is in the picture as a whole to help students understand and fill in the picture, and there is text on the right side of the image to help students understand the image's main meaning. The viewpoint shown in images 2.1 and 2.2 is an oblique angle, which, in the words of Kress and Van Leeuwen, creates a feeling of solitude, allowing the reader to just observe the picture rather than being asked to participate in the scene represented. High and maximum/full color saturation are represented by the modality in the two images above, which helps students comprehend what is given and presented.

In terms of composition, image types 2.1 and 2.2 are informative in that they offer textual information content. An example of this can be found in the image above, where the four images either answer the questions above or provide additional information in the text or questions. In contrast, the image is displayed as a "given" according Kress and Van Leeywen Given is presented as commonsensical, selfevident" (Kress and Van Leeuwen, 2006). On the left side of the image, with the text on the right, making it easier for students to answer pre-existing questions and to see the question text and images together in an organized way.



Image 4.10 is on the mentioned above question sheet. If we examine it in the representational mode, we find an image of a human being (a man and a woman). Based on their image, the image shows three individuals, two of them men and one woman, conversing with one another. The two males are dressed in gray pants and white shirts, and the three of them are high school students. In addition, the woman in the image is wearing glasses, a gray skirt, a white hijab, and a white shirt. There is a description of the image found at the bottom. "Picture 4.10 Gallery Walk" is written on the image to help students in comprehending the meaning of the question text.

When analyzing an image in terms of interactive mode, it is obvious that the viewer is not looking at the audience or that there is no gaze. Instead, the reader or student is only asked to guess or identify the image without help or by taking a piece of it. In other words, it can be said that the reader is just an observer in this case. Figure 4.10 presents a medium shot at social distance because it includes all of the picture's details and has text underneath it that helps students recognize and comprehend the main message. Additionally, there is instructional text above the picture that explains the intended meaning for students to be given. The perspective shown in Figure 4.10 is an oblique angle. In line with the expert in chapter 2, oblique angles create a feeling of solitude, allowing the viewer to simply observe the image rather than be urged to participate in what is represented. High and maximum/full color saturation is represented by the modality in the eight images above, which helps students comprehend what is given and displayed.

In terms of composition, image type 4.10 is an illustrative type which stimulates critical and creative thinking in addition to helping students in finding answers to preexisting concerns and the illustrative type, which provides information about the image as a supporting image. In contrast, the visuals are presented as "real" information (more practically oriented) Kress and Van Leeuwen state Real presents more specific information, 'down-to-earth' information, or practical information (Kress and Van Leeuwen, 2006), and the text carrying instructions is above, giving students direction in how to interpret the material.

## Chapter 6: Fractured Stories


**Task 1**

**Let's Ponder**

Think about the questions carefully before you answer.

1. What would happen if the hare won the race?



Picture 6.1 Hare race

2. What would happen if Malin Kundang's mother forgave him?

Image 6.1 on the above question sheet shows two creatures running a race; the first is a brown rabbit, and the second is a green turtle. If we evaluate this picture in representative mode, we can see that it contains two animals. A turtle follows after the rabbit as it races to cross the finish line, which is identified by a red line. Students can learn more about the picture and its meaning by reading the explanation text titled "picture 6.1 Hare Race" that is at the bottom of the image.

When investigating in terms of interactive mode, it is obvious that the image 5.8 above shows a person not looking at the audience or avoiding their gaze. However, readers or students are asked to guess or identify the image without helping or interfering, or it could be said that the reader is just an observer in this case. Because image 5.11 includes all of the image's information, it is shown as a medium shot since the picture is drawn equally between the reader. Because the image draws equally between the reader and the image in image 6.1, the perspective is eye level and was helped students relate to the image. The modality in image 6.1 above represents high and maximum/full color saturation which contributes to students' understanding of what is depicted and presented.

In terms of composition, Figure 6.1 provides an illustrated type which stimulates critical and creative thinking while helping students in finding answers to preexisting difficulties and the illustrative type, which provides information about the image as a supporting image. In contrast, the visuals are presented as "real" information (more practically oriented) Kress and Van Leeuwen state Real presents more specific information, 'down-to-earth' information, or practical information (Kress and Van Leeuwen, 2006), and the text carrying instructions is above, giving students direction in how to interpret the material.

## Discussion

As previously stated, comprehension and interpretation of multimodality in textbooks are essential to the process of learning a language. This section examines and discusses 61 images from the chosen textbooks using Kress and van Leeuwen's theory to determine How might the meaning of visual images be revealed through multimodal discourse and What are the most dominant is in the Work In Progress Tenth Grade book based on the three visual analysis modes namely representational, compositional and interactive?

### a. Representational Mode

The English Work in Progress class 10 Merdeka curriculum textbook had 68% human images, split 44% male and 24% female, followed by 16% objects, 14% food, and 1% animals,

according to the researchers. The presence of human subjects in the picture may create a connection between the student and the represented figure. The book shows well-known people, things, food, and animals in realistic poses. Nonetheless, the majority of those shown participated in activities such as playing, exercising, and conversing. They paint an accurate and consistent picture of the world with the student's real-life experiences. Realistic visual arts are currently often used in teaching materials. Although humorous cartoons have the benefit of arousing students' motivation and interest in learning a foreign language, it has been argued that the widespread use of fantasy in educational settings risks encouraging "childish" ideologies. Which underestimates students' ability to learn language from texts that seriously address a variety of real contexts. Thus, the realistic style of textbooks studied seems to be the best choice for high school. It was also revealed that in the representation mode the whole image represents Indonesia at all, for example there are many pictures of proud Indonesian athletes such as Anthony Sinisuka Ginting, Boaz Salosa and Aries Susanti Rahayu, then typical Indonesian food is displayed such as gado-gado, pempek, green banana ice etc. The entire image is also depicted very realistically and in detail to make it easier for students to understand the image. The pictures in this textbook also include religious norms in Indonesia, such as: women wearing the hijab. This doesn't mean anything and is not a dictation or racism towards certain jobs, social classes or ethnicities, this is just an appreciation for the cultural diversity that exists in Indonesia. In other words, the participants' appearance appreciated the religious norms that exist in Indonesia. The fact that the images represent practices in a local way is of great value. For example, image 4.10 shows three people two men and one woman all dressed in uniforms typical of high school students in accordance with Indonesian educational culture. Additionally, the female participant is shown with a hijab, covering nearly all of her body in order to conform to religious norms Islam. Additionally, the graphics are properly produced in accordance with reality so that students can understand the images that are being presented with easy.

#### **b. Interactive Mode**

Researcher found the most dominant is medium shot 57 (19%) and full color saturation 59 (19%). The type of shot (long, medium, or close) that implies social distancing can help students a lot in using the picture to interpret the textual part of the activity. In this textbook, the use of medium shots dominates most of the images with 19%, where medium shots contain all the details of the image in detail so that students can easily identify they, Apart from that, medium shots also provide a focused point of view so that the image displayed can be seen as a whole and images that use medium shots are usually impersonal in nature, where the image shows a movement or pose that is commonly done or the image actually refers to something that can be seen. seen in everyday life. The image modality contained in the textbook has bright and colorful colors, both in the depiction of objects and the background, because the modality relies on culturally and historically determined standards regarding what is considered real. Nowadays, with the rise of globalization, the pictures in EFL textbooks seem to be developing rapidly in technology. Most of the images in the English Work in Progress textbook are full color saturation or varying colors, not monochrome or greyscale. This fact can contribute to students' understanding of the scene depicted and the image represented also has a naturalistic modality and also full color saturation helps students analyze the images given and colorful images also make students not get bored when looking at the image. Apart from that, the image looks more realistic, like reality, then the colors and images symbolize something different depending on the situation and the creator's intention. the image so that the image does not become too monotonous and can help in finding differences in the image. For example, image 1.2 shows Anthony Sinisuka Ginting, the proud badminton player from Indonesia. The image is presented in a medium point of view, making it highly detailed and visible in every detail in picture 1.2 we can see how the creator provides a medium point of view so that the image presented is detailed in the facial expression. We can see that he is focused on the match and his body pose suggests that he is in a badminton match and is trying to ward off his opponent's blow, apart from that In Figure 1.2, the background contains silhouettes of people watching the badminton match, which is intended to emphasize that it is an official badminton match., making it simpler for students to identify. In picture 1.2 we can see how the creator provides a medium point of view so that the image presented is detailed in the expression on his face. We can see that he is focused on

the match and his body pose suggests that he is in a badminton match and is trying to ward off his opponent's blow, apart from that In Figure 1.2, the background contains silhouettes of people watching the badminton match, which is intended to emphasize that it is an official badminton match. It is also colored in a variety of ways, making it attractive and drawing their attention to it so they can concentrate and correctly respond to the instructions. In picture 1.2, Anthony Sinika Ginting is wearing a yellow shirt and black trousers both of which are the same colors worn by Indonesian national badminton athletes. This means that the image is made as realistic as possible according to what exists in reality so that students can easily understand the meaning and answer the questions.

### c. **Compositional Mode**

Researcher found the most dominant is illustrative 12 (39%) in the English Work in Progress class 10 Merdeka curriculum textbook. As shown by the results in the composition mode, in terms of text-image status, most of the images have an illustrative function which is not just a picture or a decorative function but is also rich in functional value and also allows students to think critically and creatively and helps students in answering existing questions. And also illustrative images have hidden information so that students' answers to each other can be different and not the same, then illustrative images also give a deep impression on students in answering existing questions. Another composition feature is the information value of the image. The image follows a top/button pattern where the text is on top (Ideal) and the image appears below the text (Real) to provide more specific and practically oriented information as well as provide guidance to students in interpreting the text and images. For example, the text image status is displayed as illustrative in chapter 2 task 4's pictures 2.3 to 2.14 because the pictures as a whole are still related to one another in a single question sheet. The picture is presented in this way to encourage students to think critically and come with original answers to the questions. Apart from that, the entire picture is made in detail about every action in the picture so that the picture has information value to answer the existing question. Thus, the picture is displayed as "real" information (more practically oriented) and the text with directions is above, giving students help in understanding the image.

A result of the different data, this finding is different from the a previous study, Because this research provides a reasonable and justifiable analysis of the objectives stated in Chapter 1. In contrast to previous studies, this research aims to analyze how the meaning of images can be expressed through multimodal discourse, especially in textbooks, in depth and specifically because it is not only image, but the text of the question is also one of the focuses in analyzing the image so that the results obtained can be even more valid. This research is also intended to make students aware that images in textbooks, especially on question sheets, cannot be taken lightly because these images have an important role and can help in answering existing questions. Moreover, previous studies analyzed images using only one aspect and focused on the image alone without paying attention to the written text. By presenting how the image influences students to answer questions better, the results of the analysis are different from other previous studies. Therefore, it is hoped that this research can fill gaps and enrich related fields of scientific study. The pictures in the tenth grade English work-in-progress textbook Merdeka Curriculum, it is concluded, can serve as an example of how the visuals in the textbook under study helps students in achieving learning objectives in the teaching and learning process. This is because the pictures are detailed and realistically depicted in accordance with the times; they are also given colorful or varied colors that attract students' attention; and the majority of the images are placed below the instructional text to help students in understanding the instructions. Specifically for the use of the Merdeka curriculum, students are required to be more active in exploring themselves. The findings also suggest that images aid in student learning since they help students improve their critical and creative thinking skills in order to provide answers to the given questions. The Indonesian Ministry of Education and Culture's Merdeka Curriculum Work In Progress English textbook for class X students is considered as good based on the multimodal discourse.

## **CONCLUSION**

This study analyzes the visual grammar analysis contained in the English Work in Progress Merdeka Curriculum textbook published by the Indonesian Ministry of Culture. After analyzing the data and research results, it can be concluded as follows: First, using the theory of Kress and Van

Leeuwen, it was found that, in terms of representational mode, the images in the English work-in-progress textbook are presented in a style that senior high school students have grown used to, and the images are supported by sentences that provide context for the content. to facilitate student's ability to recognize images. In the interactive mode, students can quickly recognize the images in the textbook because they are presented in great detail. In compositional mode, text image status images found in English work-in-progress textbooks primarily give information to answer questions and stimulate critical and creative thinking in students. This helps students develop a critical mindset in addition to answering questions and solving task problems. However, the majority of the pictures have informative text above and images below the text that are presented as "real" (more practically oriented) information to help students understand the text or questions. Aside from that, analysis showed that every image on the question sheet matched the instruction text or question text provided; no picture was discovered that did not match the question text provided, indicating that the pictures actually helped students in answering the questions that were presented. Second, based on an analysis of the textbook English Work in Progress using the theory proposed by Kress and Van Leeuwen, in the representational mode the most dominant is the male subject or human image which accounts for 50% of the images in the textbook. In the interactive mode, the most dominant is medium shot and full color saturation with 19% and finally the most dominant compositional mode is informative with 39%. It is clear from the previous conclusion that multimodal discourse in the English Work in Progress textbook is crucial to improving learning and for assisting students in developing a critical and creative mindset when responding to the textbook's questions. From the perspective of multimodal discourse, the English Work in Progress textbook Merdeka Curriculum for tenth grade students published by the Indonesian Ministry of Education and Culture is considered good.

## REFERENCES

- Biljana, Jagoda. (2016). *Textbooks in the EFL Classroom: Defining, Assessing and Analyzing*. Collection of Papers of the Faculty of Philosophy XLVI. Volume 3.  
<http://dx.doi.org/10.5937/ZRFFP46-12094>
- Cresswell, J.W. (1994). *Research Design: Qualitative and Quantitative Approach*. California: SAGE Publication Inc.
- Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford. England: Heinemann.
- Chen, Y. (2010). *The semiotic construal of attitudinal curriculum goals: Evidence from EFL textbooks in China*. *Linguistics and Education*,
- Donald Ary, et.al. (2010). *Introduction to Research in Education*. Canada: Wadsworth. Eight edition.
- Dea Ivana. (2018). *An Analysis of Code Mixing by English Teachers in Teaching Learning Process at MAS PAB 2 Helvetia*. (Thesis, State Islamic University of North Sumatera Medan).
- Fitriana, W., Wirza, Y. (2021). *An Analysis Of Multimodal Text In EFL Textbook Of Secondary School In Indonesia In Assisting Students Text Understanding*. *Journal Education and Humanities*. Volume 546.  
<https://doi.org/10.2991/assehr.k.210427.095>
- Gerot, L. And Wignell, P. (1995). *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.

- Halliday, M. A. K. (1985). *An Introduction to Functional Grammar (1st ed.)*. London: Edward Arnold.
- .....(2004). *An Introduction to Functional Grammar*. London and New York: Arnold.
- Jewitt, C and Oyama, R. (2001). *Visual meaning: A semiotic approach*. In T Van Leeuwen and C. Jewitt. (Eds). *Handbook of visual analysis*. London: Sage.
- John Benjamins. O'Halloran, K.L. (ed.) (2004a) *Multimodal Discourse Analysis*. London: Continuum.
- Kress, G. & Leeuwen, T. (1996). *Reading Images: The Grammar of Visual Design*. London: Routledge
- .....(2006). *Reading images: The grammar of visual design. 2nd ed*. London, Routledge.
- Kiki Amalia. (2019). *A Multimodal Analysis of Bukalapak Advertisement*. Thesis, University of Muhammadiyah Sumatera Utara Medan.
- Li-Ling Kuo, Christine. (1991). *The Importance of Educational Media in Teaching*. *Buletin of Social Education*, Volume 20.
- Iedema, R. (2001). *Analysing Film and Television: A Social Semiotic Account of Hospital: An Unhealthy Business*. Dalam T. van Leeuwen, & C. Jewitt (Penyunt.), *Handbook of Visual Analysis*. London: SAGE.
- Muhammad. (2014). *Metode Penelitian Bahasa*. Yogyakarta: Ar-Ruzz Media.
- Martin, J. R. (1985). Process and text: two aspects of human semiosis. Systemic perspectives on discourse
- Nuriskia, A., Gani, A. S., Marhaban. S. (2021). *A visual Analysis Of English Textbook "Pathway To English 3" Used By Indonesian Senior Highschools*. *English Education Journal (EEJ)*. Volume 12. No 1. <https://doi.org/10.24815/eej.v12i1.19119>
- Hatch, J. Amos. (2002). *Doing Qualitative Research in Education Settings*. New York: State University of New York.
- Olowu, A. & Akinkurolere, S. O. (2015). *A Multimodal Discourse Analysis of Selected Advertisement of Malaria Drugs*. *English Review: Journal of English Education*, 3(2).
- Reka Purnama Rambe. (2019). *A Multimodal Analysis of English Courses Brochures Advertisement in Medan*. Medan: University of Sumatera Utara Medan.
- Salbego, N., Hebele, V., Silva, M. (2015). *A visual analysis of English textbooks: Multimodal scaffolded learning*. Universidade Federal de Santa Catarina Programa de Pós-Graduação em Inglês Campus Reitor João David Ferreira Lima, Trindade 8804-586
- Shuting Liu. (2019). *A Multimodal Discourse Analysis of the Interactive Meaning in Public Service Advertisement*. *Journal of Advances in Linguistics*. Volume 10. <http://dx.doi.org/10.24297/jal.v10i0.8196>
- Sugiyono. (2010). *Metode Penelitian Kuantitatif, Kualitatif, and R&D*. Bandung: Alfabeta.
- Thibault, Paul J. 1991. *Social Semiotics as Praxis. Text, Social Meaning Making and Nabokov's Ada*. Minneapolis: University of Minnesota Press.

Unsworth, L. (2006). *Image/text relations and intersemiosis: towards multimodal text description for multiliteracies education*. In: International Systemic Functional Congress, 33, São Paulo.

Ventola, E., Charles, C. and Kaltenbacher, M. (eds) (2004) *Perspectives on Multimodality*. Amsterdam.