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Moving Forward"**

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the Indonesian Researchers For Language Learning and Teaching (iRecall)

Pada Hari Sabtu, 31 Juli 2021

FIKRI YANDA

Presiden



FRIDA AKMALIA

Panitia Pelaksana



Anisah Setyaningrum

A stylized landscape illustration within a white trapezoidal frame. It features a light blue sky with a single white cloud, and rolling green hills in shades of light and dark green at the bottom.

**Multimodality in the Indonesian
Ministry of Education and
Culture-Endorsed EFL Textbook:
A Critical Discourse Analysis**

Abstract



English as a foreign language (EFL) has become a compulsory secondary school subject across many non-English-speaking countries. EFL teaching materials become an important part in the learning process.

This study examines an EFL textbook for lower secondary schools in Indonesia. It aims to explore multimodality in an Indonesian EFL textbook of lower secondary school.

A social semiotic approach was applied with multimodal analysis technique to see how the pictures and written texts in the form of comic strips were displayed or presented.

Findings of the study show that the textbook contains some combination of representation, communication and interaction as something more than language to achieve the desired communicative goals.

Keywords:

EFL textbooks;
multimodality;
Indonesian lower
secondary school

Introduction

Any source of verbal and visual semiotics that can be used to determine the type and level of dialogical involvement in a text of multimodal approach that is crucial in learning is referred to be multimodal.

The multimodal method attempts to help students grow as readers and creators of multimodal text by focusing on the many sources used to make sense of the text, as well as the ways in which a particular decision helps to achieve the desired communicative goals.



Introduction

Furthermore, multimodal techniques aid in meeting diversity by assuring inclusivity, which promotes intellectual quality and allows students to engage in a diverse learning experience.

Students can choose the object of learning, or representation, that best meets their capital preferences based on their dominant learning style with a multimodal approach.

As a result, educators and teachers will be able to satisfy the needs of various learners in a language learning environment. This current study aims at exploring the multimodality in an Indonesian EFL textbook of lower secondary school.





Literature Review

Discourse Analysis

Stubbs (1983: 1): a study that explores or analyzes natural language in both written and oral form.

Cook (1986: 6): a study that examines discourse, whereas discourse is the language used to communicate.



Literature Review

The Meta-functional Discourses (Halliday's SFL):

- ideational perspective
- interpersonal perspective
- textual perspective.



Method

This research uses a qualitative content analysis. The researchers interpret picture and text in the form of comic strips in every chapter of the book. Then, the researchers analyzed them from the three perspectives of meta-functional discourses (Halliday's SFL), they are from an ideational perspective, interpersonal perspective, and textual perspective.

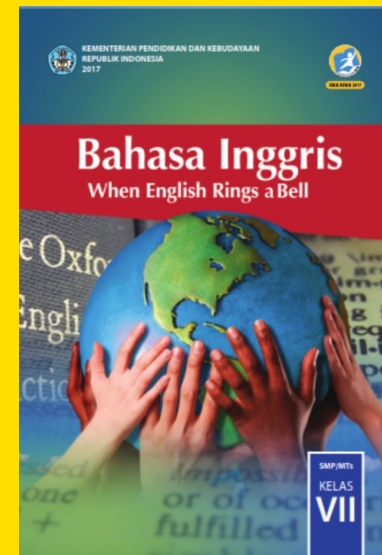
The basic objective of this study is to assess the multimodality contained in the student book teaching materials, and the data investigated are verbal data that are not in the form of numbers but in the form of words, so this approach was chosen.

Source of Data



The data source used in this study is multimodality in English teaching materials. It is a Student Book "When English Rings a Bell" Grade VII for lower secondary school Curriculum 2013 issued by the Ministry of Education and Culture Revised Edition 2017.

It was written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.



Source of Data

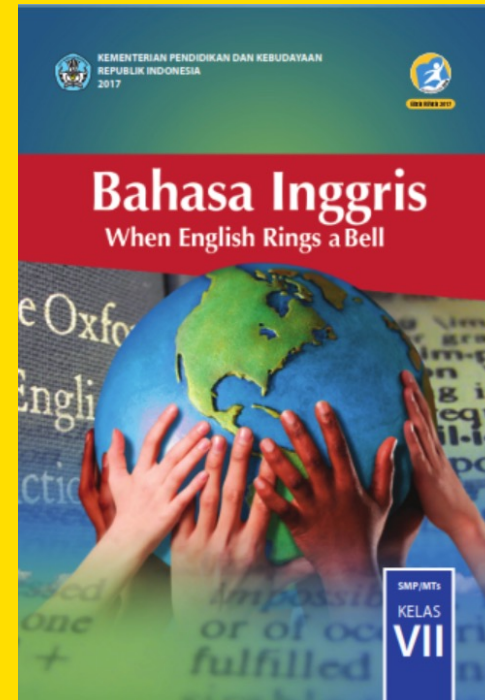


This book contains eight chapters



Daftar Isi

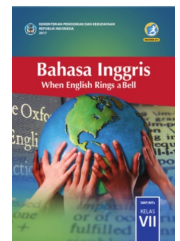
Kata Pengantar	iii
Daftar Isi	v
Chapter I. Good morning. How are You?	1
Chapter II. It's Me!	21
Chapter III. What Time Is It?	37
Chapter IV. This is My World	59
Chapter V. It's a beautiful day!	99
Chapter VI. We love what we do	127
Chapter VII. I'm Proud of Indonesia!	149
Chapter VIII. That's what friends are supposed to do	177
Daftar Pustaka	183



Finding and Discussion

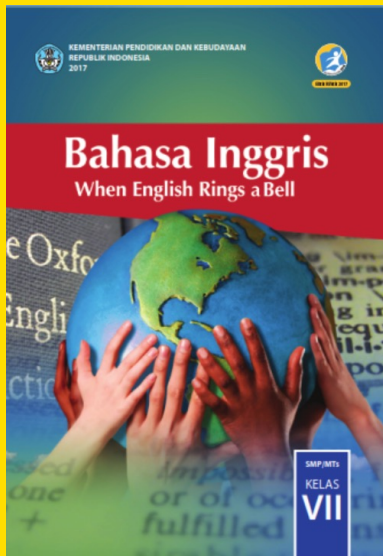


Representation of multimodality in EFL textbook for lower secondary school



Chapter	No.	Comic Strips Topic	Page	Ideational	Interpersonal	Textual
1	1	Greeting (morning)	4	Caring	entertaining	Greet people to show a caring and creating a good relationship with family member, friends, and teacher.

Finding and Discussion



Representation of multimodality in EFL textbook for lower secondary school

Chapter	Comic Strips Total	Ideational	Interpersonal	Textual
1	11	√	√	√
2	4	√	√	√
3	8	√	√	√
4	3	√	√	√
5	6	√	√	√
6	2	√	√	√
7	14	√	√	√
8	0	√	√	√
Total	48			

Conclusion



To conclude, the comic strips as media in learning English which are provided in the EFL textbook for lower secondary school are multimodal. It can be seen from three perspectives of meta-functional discourses (Halliday's SFL), they are from an ideational perspective, interpersonal perspective, and textual perspective.

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