CHAPTER I

INTRODUCTION

This chapter deals with introduction that consists of background of study, research questions, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of Study

Language is really important in human life and society. It is a means of communication between individuals and has become a social phenomenon. It also brings them into relationship with their environment. Language is therefore socially learned behavior, a skill that is acquired as we grow up in society. Language is a means that is used for communicating with other people in society. According to Guy (1989) states that the language in use for communication is called discourse . It can be said that all forms of language in use to communicate among people are named 'discourse'. It is the relation between languages at the context in which it is used.

There are two types of language that are used by human being as a means of communication. Spoken and written language. A spoken language is in the forms of conversation, speech, storytelling, etc. Furthermore, the written language is reflected in the forms of newspaper, magazine, book or textbook. We will find many things in newspaper, magazine, book or

textbook as news, advertisement, opinions, etc, but here the researcher want to analyze of textbooks covers by using visual grammar especially in representational meaning which proposed by Kress and Van Leeuwen (1996).

Visual grammar is the theory proposed by Gunther Kress and Theo Van Leeuwen. Visual grammar consist of two word , there are "Visual" and "Grammar". Kress and Van Leeuwen (2006) stated that a word, a block of written text, an image and a number of an equation are visual element. It means that the visual element is not only an image, but also everything that people look. Then the grammar can be found in the structure of spoken or written text. It means that every people when they speak or write text to communicate to each other, they have to use grammar to make their listener or reader understand about what they say.

Based on the theory of visual grammar proposed by Kress and Van Leeuwen (2006), there are three parts of meaning to analyze, i.e, representational meaning, interactive meaning, and compositional meaning. But in this study the reseacher focus on analyzing representational meaning used on Indonesian Junior High School English Textbooks Covers.

Research on representational meaning has been done by several researchers, for examples Chi Cheung (2011) focused on the representational meaning used in gender present on textbook. Chen and Gao (2014) focused on the representational meaning used in movie poster.

In previous study, researchers conduct study on representational meaning in movie poster, and gender present or content on textbooks. Differently to previous study, this research conducted representational meaning on Indonesian Junior High School English textbooks covers. Because textbook cover is the one of important parts on textbook that interest the reader to read the textbook.

In This study, researcher observe an analysis of representational meaning on Indonesian Junior High School English textbooks covers that researcher collect from online article. The research have made a great contribution to the knowledge of the representational meaning analysis and have a further enrichment to visual grammar analysis theory exactly on representational meaning. The researcher used theory of Kress and Van Leeuwen about reading image especially in representation meaning because several previous study have been done and success conducted their studies. Besides that the researcher want to understand well how to reading image.

The cover is one of the important parts in the textbook or book. Initialy the function of cover just for protection from the contents or sheet of paper which had been put together, but book has become a mandatory requiremenrt or main commodity, so the presentation of the cover has changed and the value of beauty and ability to sell books, a cover must be a major concern.

The cover is the first page of the book which indirectly tell the content of the book, is the book interested and attract the reader or not. The cover will make the reader curious about the book or textbook. Then five textbooks cover has been chosen as an object of this study because all of the textbooks covers are used 2013 curriculum which are mostly used on the Indonesian Junior High School which is has been published by Indonesian Ministry of Education and Culture.

In addition, to get the clear meaning in the English textbooks covers, the researcher need an analysis of images which contained in the textbooks covers as a sign and the object. The English textbooks covers using the pictures combining with the text make the researcher interests and encourages to conduct the research. Thus, the researcher takes the title in this thesis, **"An Analysis on Representational Meaning in Indonesian Junior High School English Textbooks Covers".**

B. Research Questions

Based on the above-mention background, the researcher wants to analyze:

1. What types of representational meaning used in Indonesian Junior High School English textbooks covers?
2. What is the most dominant type of representational meaning used on Indonesian Junior High School English textbooks covers?

C. Objectives of the Study

The study aims at achieving the following objective:

1. To know types of representational meaning used in Indonesian Junior High School English textbooks covers.
2. To know the most dominant types of representational meaning used in Indonesian Junior High School English textbooks covers.

D. Significance of the study

This research is expected to give a valuable finding to the field of Discourse Analysis studies, especially about representational meaning which proposed by Kress and Van Leuuwen on visual grammar theory. The result of study dealing with multimodal discourse analysis on the Indonesian Junior High School English textbooks covers. Furthermore, this study hopefully gives an understanding that can invite the audience to read and understand the meaning of symbols or image on the Indonesian Junior High School English textbooks covers.

E. Scope and Limitation

The scope of study is representational meaning which is proposed by Kress and Van Leeuwen in the visual grammar theory. Then the writer focuses on the analysis of Indonesian Junior High School English

textbooks covers. It is limit on 5 Indonesian Junior High School English textbooks covers, especially on the 2013 curriculum.

F. Definition of Key Terms

In order to avoid the misunderstanding and misinterpretation of different term used, the researcher gives the definition of following essential terms:

1. Visual Grammar

   Visual Grammar is the theory which proposed by Gunther Kress and Theo Van Leeuwen. The theory used to analyze only for images or combination between image and text. There are three parts of Visual Grammar : Representational meaning, Interactive meaning, and compositional meaning.

2. Representational meaning

   One of three types of visual grammar which concern on the visual resources for representing interactions and conceptual relations between people, places and things in visuals. Kress and van Leeuwen recognize two major processes: Conceptual and Narrative processes.

3. Textbooks Cover

   The first page of textbook that protective covering used to bind together the pages of textbook. The function of cover is to

introduce the reader about the content of the book without open the book. In this study, English textbook cover is the cover which in the first page of the Indonesian Junior High School English textbook.

4. Kress and Theo Van Leeuwen

The main developer of social semiotics who continue to contribute and investigate the common principles behind multimodal communication. They are who proposed theory about reading image which called Visual Grammar.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of literature related to the study. The review of literature includes visual grammar, representational meaning and textbooks cover.

A. Visual Grammar

The theory that plays role of the placement of image is called visual grammar. It means that how the image appear in the cover, advertisement, poster, brochure and so on to attract the people read. Kress and Van Leeuwen are the develop the theory about visual grammar from Halliday's theory which known systemic functional linguistic. Halliday (1978) state that Systemic-Functional Linguistics is an approach to linguistics that considers language as a social semiotic system.

Kress and Van Leeuwen adopted the theory of visual grammar from michael Halliday of the theoritical notion of metafuction. There are three metafunction based on michael halliday (1994), the ideational, the interpersonal and the textual. So from that theory, Kress and Van Leeuwen used the different term in the same subjects. They devided to ideational to be representational meaning, interpersonal to be interactive meaning and the textual to be compositional meaning.

Then Kress and van Leeuwen's theory of social semiotics that adopted from Halliday, applies to the visual image is called the visual grammar, should therefore benefit from visual explanation and elaboration. According to Callow (1999), Jewwit and Oyama (2001) states that theory or method for reading the visual is based on semiotic principles, it means that how meaning is made and understood, and is widely used by academics and practitioners in the areas of functional linguistics and visual discourse analysis. It provides detailed and explicit methods for analysing the meanings established by the syntactic relations between people, places and things illustrated in images. These meanings are elaborated as not only representational as like the representation of entities, whether physical or semiotic, but also interactive which including images construct the nature of relationships among viewers and what is viewed and compositional which discuss about the distribution of information value or the relative emphasis among elements of the image.

In the representational structures in the visual transitivity system, or the visual resources for representing interactions and conceptual relations between people, places and things in visuals.Kress and van Leeuwen recognise two major processes those are Conceptual and Narrative processes. Both these processes represent patterns of experience and phenomena in terms of sequences of process configurations, and configurations of processes, participants, and circumstances, objects, qualities, and quantities.

In interactive meanings in visual grammar theory, Kress and van Leeuwen (1996) recognise that visual forms of communication also utilise resources which both create and maintain interaction between the producer and viewer of a visual. As pointed out earlier, Kress and van Leeuwen posit that reading or viewing a visual involves two kinds of participants, the interactive participants, and the represented participants. The former are the participants who communicate with each other via visual means for example the photographer and the viewer, and the latter are what is actually illustrated in a visual (the people, places and things shown). As it is between speaker/writers and listener/readers, the interactive meaning in relation to visual communication is also concerned with the representation of social relations, in this case between the visual and the viewer. This is important because the placement of the viewer and the visual socially will have a significant influence on how the visual is read and used, or in other words, their relative social placement affects what may be represented, the ways that it is represented, as well as how it may be read and put to use.

Up to this point this review has discussed and evaluated Kress and van Leeuwen's description of the ways that various kinds of visuals organise and represent their meanings representationally and the ways that visuals attempt to address their potential viewers in interactional terms. Then the compositional meanings or textual in their visual grammar, Kress and van Leeuwen (1996) analyse the ways visuals are composed or structured, and the kinds of meanings

transfer by the various possible compositions. These include single mode forms, as in the composition of just a single visual, and multiple mode forms, as in the composition of a text comprising one or more visuals and accompanying verbal text. The compositional features in multimodal texts are related to the principles of layout, or the way in which the representational and interactive elements are made to relate to each other, the way they are integrated into a meaningful whole. Kress and van Leeuwen (1996) raise the question of how the products of the various codes operating in one text should be examined; whether the meaning of the whole should be viewed as the sum of the meanings of its parts, or whether they should be viewed in an interactive way, such that the textual parts should be viewed as interacting with and affecting each other.

B. Representational Meaning

Kress and van Leeuwen (1996) startes that the representational meaning refers to how semiotic systems show objects and relations between them outside the representational system or in the context of a culture. It is related to the internal relations between the represented participants, things, the action they perform as well as the setting of the circumstance. Representational meaning has divided into two patterns, there are narrative process and conceptual process.

1) *Narrative process*

Narrative process presents the development of actions and events, the processes of change and impermanent spatial arrangement, and its hallmark is the existence of a vector.

According to the types of vector and the number and kind of participants involved, narrative process can be classified into three sub-processes those are action process, reactional process, as well as speech and mental process.

In the action process, there are two kinds of participants, the actor and the goal. The actor is the represented participant which appears the vector, or which itself, in part or in whole, forms the vector. While the goal is the represented participant at which the vector is aimed, so it is also the objective of the action.

Then based on Kress and van Leeuwen (1996) reactional process is when the vector is formed by the eye line of the represented participants.

The last is speech process and mental process typically refers to oblique protrusions of thought balloons or dialogue balloons used to connect a human being or an animal with his or her inner mental process or speech in comic strips. The participant who emanates the balloons is called sensor, it is in the case of a thought balloon or speaker, in the case of the dialogue balloon.

2) *Conceptual process*

In contrast to the dynamic nature of narrative process, conceptual process is more stable and more general, and it represents participants in terms of types, structure and meaning.

According to Jing yang and Yi Zhang (2014) Conceptual processes can be classified into three sub-processes: classificational process, analytical process and symbolic process.

The first is classificational process, the represented participants are related to each other in terms of taxonomy, among which several participants play the part of subordinates while at least one other acts as the superordinate. In an overt taxonomy, the superordinate is represented in the image overtly.

The second ones is anaytical process, analytical process relates represented participants within a part-whole structure.

The last is symbolic process, symbolic process is about what a represented participant means or symbolizes. The represented participant whose nature or significance is demonstrated in the symbolic relation is called the carrier, while the one who represents the meaning or identity itself is termed as the attribute.

C. Textbooks Cover

Textbooks are very important parts in teaching and learning process. Both teachers and students, mostly, use them as the basic foundations of courses in the classrooms. Therefore, every book or textbook which have been printed actually have a cover. The cover consists of visual eleement. A book cover is any protective covering used to bind together the pages of a book.

Azam Behshad and Saeed Ghaniabadi (2015) that the cover is the important role of images in current newspapers, magazines, public relations materials, advertisements and various kinds of books cannot be disregarded. According to Ned Drew and Paul Stemberg (2005) states that the cover is a book's first communication to its reader, a graphic representation not simply of its content, but of its points in history (p.8). its mean that it is quiet interesting then, that for manuscript composed enterely of text, a visual image should be the first representation. In addition, Marco Sonzogni (2011) points that cover of textbook it provides the potentian reader with a visual summary of the book's content.

D. Theoretical Framework

Theoretical framework that used in this research is Multimodal Discourse Analysis. It based on Kress and Van Leeuwen Reading Image theory (Kress and Van Leeuwen 1990). Actually there are three types of reading image theory, there are representational meaning, interactive meaning and compositional meaning,

but this research just focusing on the point of analyze of Representational Meaning.

Kress and Van Leeuwen (1996) states that representational meaning means how semiotic systems can show the objects and relations between them outside the representational system or in the context of a culture. This relates to the internal relationship among participants, things, actions and setting of the situation.

Yunru Chen and Xiaofang Gao (2014) states that participant mention in the representational meaning are divided into two kinds. These are represented participant like places,things and people depicted in an image and interactive participants is people who communicate with each other through image including image producers and viewers.

Kress and Van Leeuwen (1996) states there are two types of representational meaning. They are narrative process and conceptual process. The most important signal for distinguishing the two processes is wether there exist a vector. In narrative process structure used vector, however in the conceptual process have no structure of vector.

Narrative process means that when participants are connected by a vector, they are represented as doing something to or for each other. Vectors are usually created by an obligue line which is formed by the represented elements. There are many kinds of vectors, its can be number and kinds of participants include in visual image, different kinds of narrative processes could be distiguished. Based

on the types of vector and number and kind of participants involved, narrative process can be classified into three sub-processes, those are action process, reactional process and speech and mental process.

a. Action process

In narrative process actor is one participant from which vector departs. If in the visual image only include of one participant, it is usually an actor. So this process is non-transactional in which action has no Goal. However, transactional structure consist of both actor and goal. Goal is the participant at whom or which the vector is direct.

b. Reactional process

When the vector is formed by an eye line or eye contact , by the direction of the view of one or more of the participants its namely by Reactional process. In the reactional process contains of two components, they are reactor and phenomena. Reactor is one who conducts the looking behavior, it can be human or human like animal. Then the phenomena is the participant at whom or which the reactor is looking.

c. Speech an mental process

Speech and mental process commonly refers to obligue protusions of thought balloons or dialogue balloon used to connect a human being or an animal with his or her inner mental process or speech in comic strips. Yunru chen and Xiaofang Gao (2014) states that the participant who emanates the

ballon is called sensor, in the case of a thought balloon or speaker, in the case of the dialogue balloon.

In Conceptual process represents participant in term of their more generalized and less stable and timeless essence, in term class or stucture of meaning. Conceptual process also divided into three process, classificational process, analytical process and symbolic process.

a. Classificational process

When the participant are related to each other in term of taxonomy , among which several participants play the part of subordinate while at least one other act as the superordinate is namely classificational process.

It categorized into two kinds , there are covert taxonomy and overt taxonomy. As viewers could figure out the superodinate from the similar features vusially existing between subordinates or only verbally in the accompanying text, this stucture is covert taxonomy.

1) Network, the network is modeles on a form of social organization which is a vast labyrinth of intersecting local relations in which each node os related many different ways to other node in its immediate enviroment, but in which it is difficult, if not impossible to form a coherent view of the whole.

2) Flowchart are modeled on the principle of authoritatively prescribed, structured, goal-oriented activity.

3) Taxonomy is modeled on a static, hierarchical organization in which everything has its pre-ordained place in a grand scheme unified by a sigle source of authority.

b. Analytical Process

In the conceptual process, analytical process represents participant in term of a part-whole structure. The kinds of participants are carrier and possesive attribute. The carrier is the whole and possesive attributes is the parts. On the other hand, in which each child is Carrier relation to a number of (prototypical , essential) possesive attributes are (skins colour, colour and kind of hair , colour of eyes, items of clothing) attributes which create visual conceptor their different ethnicities.

c. Symbolic Process

Symbolic process focuses on what a participants means or symbolize. In the symbolic process there are have two term about the type of structure paticipant. The first symbolic attributive, it means that the process when two participants are included the structure , the carrier achieves its meaning or fulfil of its identity in this process while the symbolic attribute represent the meaning or identity itself. While the symbolic suggestive means the process when only one participant exists in this structure.

E. Previous Study

Research of representational meaning has been done by some researchers. They conducted it on a variety of different objects. It could be movie posters, English editorials in the economist, Gender Stereotyped Professional Occupation Images on Selected Malaysian English Language Textbooks.

Representational meaning on movie posters has been conducted by Chen and Gao (2014). In their research, they used interpretative approach to interpret seven movie posters. They conducted them, because at the moment many researchers analyze movie posters but only focus on the elements of text and the aesthetic. Few researchers analyzed the movie poster by focusing on the elements of semiotic modes.Through the discussion of their research can be concluded that representational meaning is applied to reflect the internal relationship of represented participants in movie posters. It also indicated that representational meaning both of narrative process and conceptual process mightly existed in those posters.

Representational meaning on English editorials in the economist has been conducted by Yang and Zhang (2014). In their research, they used case study to analyze thirteen english editorials from online The Economist. They chosen them from the magazines of the 2010 and 2011 year. They conducted them, because there is an urgent need to analyze and to discuss how visual images combine with verbal texts in the multimodal discourse to reflect social reality and culture.

Then Shamsuddin and Hamid (2017) has been conduct their research on Representational meaning used in gender stereotyped professional occupation images on selected Malaysian English Language Textbook.In their research, they used analysis document to analyze gender stereotyped professional occupation images in KBSR textbooks used in primary schools all over Malaysia from 2004-2009 for the goal of conducting a PhD study into semiotic analysis of textbook images.

This study is related to those previous studies but in this study researcher used English textbooks covers on Indonesian Junior High School level as an object. The illustration of pictures and text on the textbooks covers will be analyze by used representational meaning which proposed by Kress and Van Leeuwen theory.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research design, research instrument, data source, data collection, data analysis and triangulation.

A. Research Design

Research design is a way that someone does to find the truth by investigating problem.The following purpose of this study that is to know how the representational meaning of Kress and Van Leeuwen theory can express the meaning of Indonesian Junior High School English textbooks covers. In this research, the researcher uses discriptive qualitative research.

According to Donald (1979), a qualitative research design emphasizes in inductive and imperative methods to produce a descriptive data. Qualitative research studies were design to obtain information concerning the current status of phenomenon and type in these research is content analysis because analyze the content of textbook. Qualitative research in descriptive that the researcher is interested in process, meaning and understanding gained through words or pictures.

In this descriptive qualitative, the researcher analyzes English textbooks covers. The researcher analyzes some Indonesian Junior High

School English textbooks covers by using the representational meaning of Kress and Van Leeuwen's Theory.

B. Research Instrument

According to Bogdan (1982), qualitative has the natural setting as the direct source of data and the researcher is the key instrument. The researcher as the planner, data collector, analyst and reporter of the research finding. So the instrument of this research is the researcher herself who have guided from the representational meaning in the Kress and Van Leeuwen's theory of Visual grammar.

C. Data Source

According to the research design, the researcher uses documentation as the method. It shows that the researcher take textbooks covers from Internet is the way to collect the data.The researcher will analyze five of Indonesian Junior High School textbooks covers based on 2013 curriculum by using representational meaning of Kress and Van Leeuwen's Theory.

D. Data collection

The technique in collecting data in this analysis involved several activities, those are:

a) Reading

The first step of the data collection procedure is reading and examining the English textbooks covers.

b) Understanding every parts of the component pictures in the Indonesian Junior High School English textbooks covers.

c) Identification

After understanding the component pictures on the textbooks covers, the next step is identification. The researcher will identifiy the data of the Indonesian Junior High School English textbooks covers.

E. Data Analysis

After collecting the data from the Internet and classifying the data, the reseacher tries to do some steps to analysis the data. These steps are:

1. Start to identify the pictures on the Indonesian Junior High School English textbooks covers by using Kress and Van Leeuwen's Theory of Multimodality actually in representational meaning.Analyze the pictures

on Indonesian Junior High School English textbooks covers is the first step on analysis the data.

2. The researcher identifies the data by classifying them into types of representational meaning, these are:

a. Narrative Process

    a) Action process

    b) reactional process

    c) Speech and mental process

b. Conceptual Process

    a) Classificational process

    b) Analytical process

    c) Symbolic process

3. The last step of this study is make a conclusion. Make a conclusion after having the result of the data.By analyzing the data, the reseacher will be get some information includes the meaning which purpose of the Indonesian Junior High School English textbooks covers by using representational meaning of Kress and Van Leeuwen's Theory.

F. Triangulation

        The researcher in this study uses triangulation technique. According to Cohen (2000), triangulation tecnique means that the

researcher uses two or more tecniques in collecting the data to get validity. Then the purpose of triangulation is to increase the credibility and validity of the studies. Denzin (1978) states that there are four different types of triangualation, these are data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

In this study, the researcher use inverstigator triangulation. Investigator triangulation involves the use of multiple investigators or evaluator in this study. The researcher asked Mrs. Dewi Nur Suci, M.Pd to be her evaluator to re-check the result of this study.

CHAPTER V

CONCLUSION

This chapter presents the conclusion besed on the findings and discussion in previous chapter and the suggestion for next research.

A. Conclusion

Based on the findings and discussion of the study, the researcher found two types of representational meaning used in Indonesian Junior High School English textbooks covers. Those are narrative process and conceptual process.

Furthermore, the study investigated the types of representational meaning used in the Indonesian Junior High School English textbooks covers. For the first, the representational meaning is represented through narrative process which includes action process, reactional process and mental and speech process. Then the second, the representational meaning is represented by conceptual process which includes classificational process, analytical process and symbolic process.

After the researcher analyzed 5 textbooks covers in previous chapter, it is only found 39% of action process and 3% of reactional process on the narrative process. For conceptual process, the researcher found 13% of analytical and 45% of symbolic process on every textbooks covers. There is no speech and mental process on narrative process, then on conceptual

process the classificational process is not found. So, the most dominant type of representational meaning used in the the textbooks covers of this study is conceptual process, that is the part of symbolic process.

B. Suggestion

By revising the conclusion of this study, the researcher offers a suggestion regarding the cover of English textbook.

1. For next researchers who want to conduct study on the same field are suggested to explore the representational meaning in textbooks covers. Beside that for the other researcher can compare with other theories and the level of education especially in the textbooks cover.

2. For readers and students, the researcher hopes that this study can be useful and help the students to give some knowledges about reading image.

3. For designer of textbooks cover, the researcher hopes that they consider about the repesentation of cover. It has purposed to attract the reader has interested to read the textbook. Furthermore, to make good cover, the designer can used theory of Kress and Van Leeuwen as representational meaning.

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