# CHAPTER 1

# INTRODUCTION

This chapter consists of several parts, there are: background of the study, research question, objective of the study, significance of the study, scope and limitation, and definition of key terms.

## A. Background of the Study

Textbook is one of the important media in teaching learning that should be owned by the teachers and students. In the textbook, it can be found the materials that should be learned. Nurhaedah Gailea and Yumna Rasyid stated that textbook is one of the influential media which can help teachers and students in teaching learning process[1].

In addition, the textbook has some parts. There are cover, front matter, half title page, series title page, title page, copyright page, (table of) contents, list of illustrations, list of tables, foreword, preface, acknowledgements, introduction, list of abbreviations or chronology, back matter, appendix, notes, glossary, bibliography or references, list of contributors, index, and resources[2].

Based on the parts of textbook above, the first page that every person looks from the textbook is the cover. It is important to the reader before reading the textbook to preview at the cover. Previewing the cover before reading can help

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[1] Nurhaedah Gailea & Yumna Rasyid, "A Study Of The English Textbooks For Senior High School In Four English Skills On Gender Equality In Serang City – Banten", *International Journal of Language Education and Culture Review*, Vol. 1 (1), (June: 2015), 97-104.
[2] Valerie Peterson, *The Parts of Book and the Elements Content,* 2017, http://www.thebalance.com/ was accessed on 31 December 2017.

the reader to know the content of the textbook and to decide whether to read or not.

In education, there are many kinds of textbook, such as science, geography, biology, math book, etc. Those books have their own identifying mark on the cover to show the content of the book. Identifying mark of the cover can be seen from the element that used on the cover. Elements on the cover can be images and written text.

As it is stated earlier that the content of the textbook can be represented by the cover, it is important for the researcher to conduct the research on the cover of textbook. Doing research on the cover of the textbook, there are many theories for analysing such as multimodal, text and image, visual grammar, etc. However, the appropriate theory to analyse the cover of textbook is visual grammar. Because, cover of the textbook is related to producer, viewer, and participant in the images.

Visual grammar is the theory proposed by Gunther Kress and Theo van Leeuwen. Visual grammar consists of two words "visual" and "grammar". Written text and image are the visual elements. Kress and van leeuwen stated that a word, a block of written text, an image, and a number or an equation are "visual" element, those are visual structure relate visual element to each other however themselves may be heterogeneous[3]. It means that visual element is not only about image, but also everything that people look. In addition, the word

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[3]Gunther Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design,* 2nd ed, (New York: Routledge, 2006), 57-58.

'Grammar' it can be found in the structure of spoken or written text. When people speak or write the text to communicate to each other, they have to use grammar, in order to understand the message that they want to say. Based on the theory of visual grammar proposed by Kress and van Leeuwen, there are three parts of meaning to analyse, namely representational meaning, interactional meaning, and compositional meaning[4]. The researcher uses them to analyse the grammar of visual design that find in the cover of textbook.

In this era, grammar does not only apply in spoken or written text but also uses between written text and image too. In the cover of textbook, people always find visual element. Visual element in the cover has the grammar to arrange for each element to make it easy to understand what the topic is about. And every visual element in the cover has meaning.

The arrangement or set up that apply in the visual element which consisted of image and written text can be analysed by grammar of visual design. The theory grammar of visual design proposed by Gunther Kress and Theo van Leeuwen. Kress and van Leeuwen stated that ". . .visual grammar will describe the way in which depicted elements–people, places and things–combine in visual 'statements' of greater or lesser complexity and extension"[5].

In doing this research, the researcher reviewed the previous researches at the similar research topic in book's covers. Yvonne Reed identified the front and back cover of course book. One of the course book are from programmes which

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[4] Ibid., 114-214.
[5] Ibid., 2.

have received national recognition for excellent in design. Another course book was designed and co-produced by the South African Institute of Distance Education (SAIDE). The researcher used Halliday's systemic functional grammar, Kress and van Leeuwen's grammar of visual design and Berstein's work on pedagogic discourse are drawn on in order to analyse some of the ways in which meanings are made and some meanings privileged over others in the designing, both visual and discursive of the three course book prepared for teacher education programmes in South Africa[6].

Furthermore, Anna Korepanova investigated the expressions of the bodily in autobiography through the lens of intermediality. The researcher used the term of gestalt proposed by Rodriguez and Dimitrova and *Practices of Looking by* Sturken and Cartwright to analyse four autobiographical[7].

The researches above have the same objects: book's cover (course book and Autobiography). Those studies above have made a great contribution to the knowledge of the book's cover. However, those researches does not focus on the visual elements itself which analyse that related to the participants in the cover, the producer, and the viewer. That's why this study focus on the visual element itself by using visual grammar proposed by Gunther Kress and Theo van Leeuwen.

In addition, the analysis of visual grammar in Indonesian EFL textbook's covers had never been done previously. Here, the researcher uses Indonesian

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[6] Yvonne Reed, "Making Meaning(s) with Cover Designs", *Per Linguam,* vol. 24 (2), (2008), 45-62.

[7] Anna Korepanova, *Judging a Book by its Cover: The Manifestation of the Bodily in Contemporary Autobiography,* Thesis, Centre for Languages and Literature: Lund University, 2013, 1-60.

Senior High School English textbook's covers to analyse because it is more complex in using visual elements and more colourful. Thus, the researcher takes the title in this thesis, "**Visual Grammar Analysis on Indonesian Senior High School English Textbook's Covers**".

## B. Research Questions

Based on the background of the research, the researcher has some research questions:

1. What types of visual grammar are used in Indonesian Senior High School English textbook's covers represented visual element on the cover?

2. How are visual grammar represented in the Indonesian Senior High School English textbook's covers?

## C. Objectives of the Study

Based on the research question above, the researcher decides the objective of the study, they are:

1. To know the type of visual grammar used in the Indonesian Senior High School English textbook's cover represented visual element on the cover.

2. To know how visual grammar represented the Indonesian Senior High School English textbook's cover.

**D. Significance of the Study**

The researcher hopes that the study can be useful for:

1. The designer of the textbook

   Hopefully, the designer of the textbook will know what visual elements to improve to construct the images in the Indonesian Senior High School English textbook's cover of senior high school. It will more useful when it will make student's interest in reading textbook.

2. Students

   From this research, the students will know the function of the visual elements in the Indonesian Senior High School English textbook's cover of senior high school.

**E. Scope and Limitation**

To make a good study, the researcher makes scope and limitation of the research. The scope of the study is the theory of visual grammar proposed by Kress and van Leeuwen. It is limited on perspective representational meaning, interactive meaning, and compositional meaning. The scope of the object in this study uses Indonesian Senior High School English textbook's covers. It is limited on 6 Indonesian Senior High School English textbook's covers.

**F. Definition of Key Terms**

This section gives understanding about the definition of key term used in the study. Those are:

1. Visual Grammar

   Visual grammar is the theory proposed by Gunther Kress and Theo van Leeuwen. It is used to analyse the media that consist of image only or combination between image and written text. From visual grammar design theory will show us that visual element at those media has meaning with appropriate arranging or setting up of the visual element. There are three types of visual grammar is used to analyse, namely representational meaning, interactive meaning, and compositional meaning.

2. English Textbook's Cover

   Cover is a part of the book placed at the front page. The cover consists of visual element. The cover function is to introduce the reader to know the content of the book without opening the book. Here, English textbook's cover is the cover that in the front page of the English textbook.