Motto

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

"*Indeed there is easiness after difficulties.*" (Qur'an Surah Al-Insyirah ayat 5-6).

DEDICATION

I dedicate my thesis to:

1. My beloved father “Hosnan” and mother “Syakhrani” who always support, pray, give me love and give me motivation to finish my thesis.
2. My beloved Aunty “Napsiyeh”, younger sister “Liwa’ul Wilayah” and my younger brother “Imam Syafi’I” who always support and give me motivation then also pray for me.
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Finally, I truly realize that this thesis is still being perfect. Thus I will always appreciate for the constructive criticism and suggestion from the readers. Hopefully, this study can give valuable contribution to education system.

Kediri, 24 May 2018

The writer

ABSTRACT

Islamiyah, Nur, 2018. *Multimodal Discourse Analysis on Visual Grammar of Procedure Texts in an Indonesian EFL Textbook.* Thesis. Department of English Language Education, Faculty of Education and Teacher Training, State Islamic Institute of Kediri. Advisors: (I) Burhanudin Syaifulloh, M.Ed, (II) Chothibul Umam, M.Pd.

Keywords: visual grammar, EFL textbook, procedure text

Textbook is all book used in the teaching and learning process, including working book, modules, and reference book. It means that textbook plays the important roles in English teaching learning. Beside, textbooks are the instruments that help both of teachers and learners in process of English language learning. Some of learning material cannot be taught without textbook. The textbook should be valued on the visual grammar. The researcher aimed to analyze the kinds of visual grammar and how the visual grammar are represented in an Indonesian EFL textbook which is used by the third graders of Indonesian junior high school.

This study used descriptive qualitative approach with social semiotic analysis. The researcher analyzed the types of visual grammar and how the visual grammar represented in 4 Procedure Texts in an Indonesian EFL Textbook for the third graders in junior high school by using checklist. The checklist was constructed by the researcher to categorize the data. The theory of visual grammar by Gunther Kress and Theo van Leeuwen was adapted to develop the checklist. In collecting the data, first, the researcher downloads some textbook and selects it. Second, reads the reading passages chapter by chapter and categorized the textbook into representational, interactional and compositional meaning. Finally, the researcher prepares the data to be analysis.

The researcher found that the EFL Textbook showed three types of visual grammar namely representational meaning, interactional meaning and compositional meaning. Furthermore, the representational meaning is generally represented by narrative process (Action process) and conceptual process (classificational process). The interactional meaning is represented by contact, social distance and attitude. The compositional meaning is usually represented by information value, framing and salience.

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MULTIMODAL DISCOURSE ANALYSIS ON VISUAL GRAMMAR OF PROCEDURE TEXTS IN AN INDONESIAN EFL TEXTBOOK

THESIS

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