

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the study, statement of the problem, objective of the study, limitation of the study, significant of the study, and definition of key term.

A. Background of Study

In Indonesia, students' book is important in the learning process, because the material included in this book are suitable and appropriate with the social or cultural condition of the students surrounding. The teacher can teach well with the good material if there is available student's book which is guiding the teacher need. Textbook is usually used by the students.

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. Sources and author textbook lesson are varieties. The essence of the textbook lesson is to provide information and materials to the students through the material in the shape of edition. The textbook contains the subject matter coupled with the relevant information thoroughly and completely so that the use of a textbook lesson can be used side by side or without learning resources or other learning media.

In education, there are many kinds of textbook, such as science, geography, biology book and math book. Those books have their own identifying mark on the cover to show the content of the book. Usually we

found many kinds of the text used on the textbooks, like as: narrative text, recount text description text and procedure text. Procedure text is an instructional text that describes how to make something or how a series of sequenced steps or phases. Identifying mark of the procedure texts can be seen from the element that used on the procedure text.

The previous explanation, there are many ways to analyze procedure texts by evaluating the textbooks based on the content or culture but also based on the multimodal analysis. Multimodal is one of method to analyze the complex media consist of visual grammar. In this research, the researcher will be analyze the visual grammar used in the *Procedure Texts in an Indonesian EFL Textbook* such as, attributes, settings, and and how it represented in the textbook. The visual grammar on the procedure texts represents the material through pictures and text. By analyzing procedure texts based on visual grammar, it can help the teachers identify particular strengths and weakness of textbook.

Visual grammar is the theory proposed by Gunther Kress and Theo van Leeuwen.¹ Visual grammar consists of two words “visual” and “grammar”. The word ‘Grammar’ it can be found in the structure of spoken, reading or written text. When people speak, read or write the text to communicate each other, they have to use grammar, in order to understand the message that they want to explain. In this era, grammar does not only apply in the spoken, reading or written text but also use between written texts and pictures too.

¹ Gunther Kress and Theo van Leeuwen, *Reading Image “the grammar of visual design”*, second edition (London and New York: Routledge Taylor and Francis group, 2006).

Based on the procedure texts function, it is important for the researcher to conduct the research on the procedure texts in an Indonesian EFL textbook. Because each elements on the procedure texts itself have a lot of meaning with appropriate arrangement. Elements on the procedure texts can be pictures and written text.

Finally, based on the idea, research about the visual grammar in an Indonesian EFL Textbook, it is important to know what are the multimodal uses in EFL textbook. Some researchers recently have investigated the multimodal discourse analysis of visual grammar on some So, the researcher is intended to conduct this research entitled, *“Multimodal Discourse Analysis on Visual Grammar of Procedure Texts in an Indonesian EFL Textbook Entitled “English in Focus”*”. The result of this research is expected to be useful for teachers and learners.

B. Research Question

Based on the background above, the problems of this study are formulated as follows:

1. What kinds of visual grammar are used on procedure texts in an Indonesian EFL textbook entitled “English in Focus”?
2. How are the visual grammars represented on procedure texts in an Indonesian EFL textbook entitled “English in Focus”?

C. Objectives of the Study

From the research question stated, the research objectives are:

1. To know the kinds of visual grammar used on procedure texts in an Indonesian EFL textbook entitled “English in Focus”
2. To analyze how visual grammar represented on procedure texts in an Indonesian EFL textbook entitled “English in Focus”

D. Significance of the Study

It is expected that the result from this study can give contribution on valuable information. By reading this study the readers are expected to be useful guide, as well as referrals and references for consideration in making thesis better research and should relevant to this study and also expected to understand about the topic that discussed both theoretically and practically. Theoretically, the readers can improve their knowledge on the multimodal discourse analysis especially visual grammar. Practically, this study might show different result of analyzing advertisement.

E. Scope and Limitation

This study is uses visual grammar used in an Indonesian EFL textbook entitled “English in Focus”. The limitation of this study is first; describe the visual grammar on textbook using visual grammar theory by Gunther Kress and Van Leeuwen.² Second is the textbook Entitled “*English in Focus for grade IX Junior High School (SMP/MTs) based on KTSP*” which is published by Ministry of Education and Culture. The researcher focuses on any reading

² Gunther Kress and Theo van Leeuwen, *Reading Image “the grammar of visual design”*, second edition (London and New York: Routledge Taylor and Francis group, 2006).

material especially “Procedure text” on the textbook which contains many various visual grammars.

F. Definition of Key Terms

To avoid misconception of some terms in this study, the key terms are defined as follows:

1. EFL textbook is defined as a textbook which contains necessary knowledge. Language skills and information about English speaking countries and preparing them for interaction with people from foreign countries and different cultural background.³
2. Multimodal discourse analysis is to analyze how several or all of the different semiotic modes intertwine together to create a unified text or communicative event.⁴
3. Visual Grammar is developed based on Halliday’s Systemic Functional Linguistics which is originally conceived for linguistic text.⁵ Like linguistic text, visual text fulfills three major functions: ideational which is the main concern of this study, interpersonal and textual functions.⁶
4. Procedure text is an instructional text that describes how to make something or how a series of sequenced steps or phases.

³ Biljana & Jagoda, “Textbooks in the EFL Classroom: Defining, Assessing, and Analyzing”, *Collection of papers of the Faculty of Philosophy*, 3(2016), 138.

⁴ Van Leeuwen & Carey Jewitt, *The Handbook of Visual Analysis*, (SAGE 2001), 113.

⁵ Fei, V.L, Developing an integrative multi-semiotic model in K.L. O’Halloran *Multimodal discourse analysis: Systemic functional perspective*: London: Continuum, (2004), 7.

⁶ Gunther Kress and Theo van Leeuwen, *Reading Image “the grammar of visual design”*, second edition (London and New York: Routledge Taylor and Francis group, 2006).