Relations Between Verbal Language and Visual Image in Student's Textbook Implementing the Concept of Metafunctions

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Article Info	Abstract
	This research is about the use of verbal language and visual image to realize the metafunctions in student's textbook. In order to see the process of meaning making in multimodal text, the researcher analyses the implementation of ideational, interpersonal, and textual meaning. The data was taken from conversation sections in *Interchange Student's Book 1*. It consists of verbal language in the form of dialogues and visual image in the form of pictures. There were 16 conversation sections chosen from 16 chapters in the book. This research uses multimodal discourse analysis; using three instruments to classify the data. The checklists are from Eggins (2004) about metafunctions in verbal language, Van Leeuween (2006) about metafunctions in visual image, and Royce (2007) about the relations in verbal language and visual image. In ideational meaning, the result of the study shows that verbal language which dominates the conversation is the material proces; while in visual image, the reactional process is the highest number of process happens. Thus, the verbal-visual relations in ideational meaning found are collocation and repetition. Furthermore, the result in interpersonal meaning finds out that the most common verbal language used is statement; while in visual image, the medium shot is mostly found. Thus, the verbal-visual relation in interpersonal meaning realized through reinforcement of address is interaction between represented participant and represented participant. Moreover, in textual meaning, the result of verbal language shows that the most common used theme is topical theme; while in visual image, the information value is mostly left-right. Thus, the verbal-visual relation in textual meaning shown in reading path is left-right.

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INTRODUCTION

Images are found everywhere surrounding the students' activity; whether in textbooks they read as well as in the social media they use. So, in order to take advantage of those affordances, learners may need some guidance and specific metalanguage to read these multimodal texts. Cited from Unsworth, 2006, p. 1165, 1202; language teachers should play important roles in giving instructions to their children to make sense of and explore the visual and verbal resources in the texts which is the "image-text relations" or the "co-articulation of image-verbiage". Thus, based on those pedagogical interests, this research aims to contribute to the discussions regarding image analysis to foster learning, more specifically, learning English as a foreign language. As cited by Christie, 2005; Heberle, 2010; Unsworth, 2001, 2013; the analysis of images is necessary because communication is increasingly multimodal, especially in educational contexts.

As one of the developing countries, Indonesia uses English as a foreign language. But, the government prioritizes English to become one of the subjects tested in National Exam, with the intention of preparing the young generation in facing global era. Therefore, many English courses for any levels in Indonesia are found to support formal education outside the school. There are also many kinds of textbook which contain multimodality to deliver the materials better. Hutchinson and Torres (1994) argue that during periods of change, a course book can serve as a tool for supporting teachers; also, be an instrument of modifications and alterations. Most teachers consider course books to be valuable aids offering useful material and support. Besides, McGrath (2002) states that learners needed course books to guard them towards the hard process of learning. In brief, a course book provides teachers and learners with the structure of teaching and learning, methodological support opportunities for revision and preparation. Moreover, according to Liu and Qu (2014), language textbooks in multimodal have a close relationship with the effectiveness and efficiency of teaching and

learning (p. 136). Subsequently, in this study, the researcher realizes that a lot of English courses in Indonesia use multimodal-textbooks as the teaching and learning media. Thus, in this research, the researcher focuses on analysing the relation between verbal language and visual images based on the concept of metafunctions. Through this analysis, it is proposed to build awareness of the importance of a good-designed book for some language learners, especially English, of a solution and deeper understanding of English learning in fun way outside the school.

Kress (2010) also states that written language is often subordinate to visual images as the primary mode that readers draw upon to construct meaning. Through the visual images, it will lead student to understand more easily in meaning making. Therefore, the researcher tends to analyse the implementation of three metafunctions in vaerbal language and visual images. There are ideational/ representational meaning, interpersonal/ interactional, and textual/ compositional; in order to give the overview how verbal-visual modes play major role in helping students making the language meaning; also, in enhancing their competence. Thus, the researcher tends to analyse the relation between verbal language and visual images in textbook, to help the students understand the function of the language relates to the context and situation. Students can also know how to make and find the coherent idea in communication to achieve the communicative purpose.

METHOD

Jesse Pirini, on her research *Approaches to Multimodal Discourse Analysis* (2017), states that multimodal discourse analysis named a range of approaches to studying social interaction and meaning as multimodal, that is, produced with and through multiple modes. However, multimodal discourse analysis is not about identifying and studying modes as isolated but rather about understanding the world as multimodal. In accordance to the research topic, this research was the analysis of multimodality implementation of three metafunctions in verbal

language and visual image in EFL student's book published by Cambridge; *Interchange Student's Book 1* (Fourth Edition). It was used by EFL class in one of the certified English courses in Semarang, Indonesia; and it contained multimodality in all of the chapters on it.

The researcher determines a textbook based on purposive sampling which means that it does not seek to generalize from the data collected; the *Interchange Student's Book 1*. Next, the researcher reads and highlights the data. The book is in the form of e-book. Some important points from the textbook are highlighted in order to be classified and analysed. Then, the researcher classifies and analyses the data. The researcher prepares the intended data including 16 conversation sections consisted of dialogues and images related each other. Then, the data is classified using instruments. There are three instruments used in this research. The first is the checklist of the verbal analysis by Eggins (2004) to analyse the verbal language that represented three metafunctions in the textbook. The second is the checklist table for visual image analysis by applying the theory of Kress and Van Leeuwen (2006). The last is also the checklist table to find the relations between verbal language and visual image of each metafunction. The checklist table contains some classifications of the relation based on the theory of Royce (2007). These are the examples of instrument table used:

Table 1. Verbal Language

Sentence/turn
Ideational
Interpersonal
Textual

Table 2. Visual Image in Textual Meaning

Textual Metafunction in Visual Image		
Information Value	Salience	Framing
Left-right	Top-bottom	Centre-margin

Table 3. Verbal-Visual Relation in Textual

Reading Path	Total
Left-right	
Top-botton	
Center-margin	

After analysing and interpreting the data, the researcher then reported the data in the form of in-depth explanation through descriptive qualitative method. In describing the result, the researcher would explore the implementation or realization of three metafunctions in verbal language and visual images based on the instrument which had been made.

RESULTS AND DISCUSSIONS

The finding of this research contains of: (1) the relations between the verbal language and the visual image to realize ideational meaning in the student's textbook; (2) the relations between the verbal language and the visual image to realize interpersonal meaning in the student's textbook; and (3) the relations between the verbal language and the visual image to realize textual meaning in the student's textbook. Thus, the explanations would be delivered in the following sections.

The Relations Between Verbal Language and Visual Image to Realize the Ideational Meaning in Student's Textbook.

Ideational meaning in language is about representation of the experience expresses by transitivity system; contains participants, processes, and circumstances. From totally 16 conversations, the conversations are showing the reader some sentences to greet, to ask about something, to explain something, to offer something, also to say thank you, please, sorry, etc. The dialogues mostly present some participants, processes, and circumstances which could be seen the percentage from this following table.

Table 4. Ideational Meaning in Verbal Language

Participants	Total	Process Type	Total	Circumstance	Total
Actor	67	Material	67	Place	34
Carrier / Token	46	Relational	46	Time	24
Senser	37	Mental	37	Manner	0
Sayer	0	Verbal	0	Cause	0
Behaver	13	Behavioral	13	Accompaniment	0
Existent	25	Existential	25	Matter	0
				Role	0

Narrative Process	Senser	1
	Action	7
	Reactional	12
	Speech and Mental	2
	Conversion	0
	Geometrical	0
Classification Process	Overt Taxonomy	0
	Covert Taxonomy	16
Analytical Process Circumstance	Carrier and Attributive	9
	Locative	13
	Means	12
	Accompaniment	4

From the result, in *Interchange Student's Book 1,* the participants are actor, carrier, senser, existent, and behaver. While the process happened are material, relational, mental, existential, and behavioral; and the circumstances found are only place and time.

The ideational or representational meaning in visual image, as well as in verbal language, deals with the process, participants, and circumstances shown on the picture of the text. In *interchange Student's Book 1*, each conversation section uses picture beside the dialogue and shows the participants, process, and circumstances of the dialogue. The percentage of participants, process, and circumstances shown by the pictures in textbook will be delivered by this following table.

Table 5. Ideational Meaning in Visual Image

Process		Total
Participant	Actor	3
	Goal	3
	Interactors	8
	Reacter	5
	Phenomenon	3
	Speaker	1

Based on the table, in conversation section 1 to 16, the pictures are dominated by reactional process, action, speech and mental, classification, and analytical process. The data taken are all conversational sections in *Interchange Student's Book 1*, which have almost the same characteristics and elements on each section.

The researcher finally analyses the relation between verbal language and visual image to realize the ideational meaning in *Interchange Student's Book 1.* Based on Royce (2007), the relations are classified into Repetition, Synonymy, Antonymy, Hyponymy, Meronymy, and Collocation. The data then are being classified by the researcher in the following table.

Table 6. Verbal-Visual Relation in Ideational Meaning

Relations in Ideational	Total
Repetition	6
Synonymy	0
Antonymy	0
Hyponymy	0

Meronymy	0
Collocation	10

Based on the table, the researcher finds out that there are Repetition and Collocation in the conversation sections (16 conversations). It is clearly seen from the pictures and dialogues that there are repetitions of lexical and visual elements in some sections; also, there are general representations between verbal and visual element called collocation.

The Relations Between Verbal Language and Visual Image to Realize the Interpersonal Meaning in The Student's Textbook.

In verbal language, the interpersonal meaning was realized through its speech functions. Speech functions happened in this research were statement, question, command, offer, and answer. The data were classified into this following table.

Table 7. Interpersonal Meaning in Verbal Language

Speech Functions	Total
Statement	84
Question	58
Command	3
Offer	5
Answer	59
Acknowledgement	0
Accept	0
Compliance	0

All of the conversation sections consist of speech function of statement- declarative mood. In declarative mood, the sentence indicates to state or explain something. Besides, there are question- interrogative mood and answer- elliptical declarative mood used in almost all of the conversation sections to relate to the topic. In some dialogues, there are also found command- imperative mood which is marked by the exclamation and functioned to tell another participant what to do. Moreover, there are offer-modulative interrogative mood found which are functioned as giving someone an option what should be done.

The use of visual image to realize interpersonal meaning in the textbook is important to see the relationship between represented participants in the pictures and the reader; which is analysed through the contact/ gaze, frame size/ shot, and point of view. Here, the researcher will show the table of the findings related to interpersonal meaning in visual image of conversation section 1-16 from the *Interchange Student's Book 1.*

Table 8. Interpersonal Meaning in Visual Image

Interpersonal in Visual		Total
Gaze	Direct	0
	Indirect	16
Frame/ Social Distance	Close	0
	Very Close	0
	Medium Close	2
	Medium	10
	Medium Long	1
	Long	4
	Very Long	0
Point of View	Vertical	0
	Frontal Horizontal	0

Oblique Horizontal	16

From the table above, the gaze of all of the picture is indirect. The indirect gaze indicates that the participants do not directly look at the camera. In visual grammar analysis, the picture contains participants with indirect gaze means that the pictures are offering something or information that may have no relationship with the object in it. In the conversation 1-16, the focus is on the dialogue and its participants. Thus, the pictures only show the reader about what happens to the participants on the dialogue. There is no tends to invite the reader to engage in the personal dimension with the picture. Moreover, from the result, the frame/ social distance shows medium close shot, medium shot, medium long shot, and long shot. The frame size shapes the relationship between picture and the reader. The closer the picture, the closer the relationship. Furthermore, the last element of interpersonal meaning in visual image is point of view. It shows the attitude; the involvement and the power of reader's equality or inferiority. The point of view in conversation section 1-16 is all Oblique Horizontal. This kind of point of view shows that what the reader see is not the part or something related to them. The reader is not involved with or detached from the picture; shown by the picture taken from the side. In conversation section 1-16, all of the point of view is oblique horizontal because all of the picture focuses on what happens on the dialogue. Thus, the reader is only the outsider of the story represented.

The researcher finally analyses the use of verbal language and visual image to realize interpersonal meaning in *Interchange Student's Book 1.* Thus, the findings are delivered by this following table.

Table 9. Verbal-Visual Relation in Interpersonal Meaning

Reinforcement of Address	Total
Represented Participant & Represented Participant	16
Represented Participant & Interactive Participant	0

From the findings, it is seen that the main form of address is the exchange of information happens between the represented participants and other represented participants. The interaction between them is realised verbally through the use of pronounce which is not directly said or even asked to the reader to join with the topic being discussed on the text. Moreover, the absence of the participant's visual contact to the reader shows that the activity is only happened to the represented participants. This relations between verbal language and visual image through the interpersonal meaning shows that all of the conversation section in *Interchange Student's Book 1* is the relation between represented participant and represented participant; in terms of the Reinforcement of Address. This is important to realize the interpersonal meaning because it can affect the reader's way to read and interpret the text.

The Relations Between Verbal Language and Visual Image to Realize the Textual Meaning in The Student's Textbook.

The implementation of textual meaning is related to the composition of the text. The verbal language is related to the cohesiveness of the text; realized through the theme and rheme. The theme of a clause includes an obligatory topical theme; and may also include optional features such as interpersonal theme and textual theme. According to Halliday (1994), theme includes everything up to the first topical (ideational) element. Topical theme is an obligatory part of theme; realized by circumstantial adjunct. While, interpersonal theme functions to explicitly construe the writer's viewpoint is realized by modal adjunct. Moreover, the textual theme helps structuring the text by developing links to other clauses and are

realized by conjunctive adjunct. Therefore, the researcher classifies verbal language from conversation section 1-16 in this following table.

Table 10. Textuan Meaning in Verbal Language

Theme System	Total
Topical	60
Interpersonal	7
Textual	21

From the classified data, the researcher then finds that the most common theme used is Topical Theme. It shows that the sentences used are mostly simple sentences; in the form of nominal sentences. The reason of using topical theme in most of the sentences may be because it is a book for English learner; so, it can ease the learner in meaning making.

The visual image is related to the composition of picture's information; realized through the value, salience, and framing. In *Interchange Student's Book 1,* the researcher classifies the data in this following table.

Table 11. Textuan Meaning in Visual Language

Textual Metafunction in Visual Image		Total
Information Value	Left-right	14
	Top-bottom	2
	Center-margin	0
Framing	Connection	16
	Disconnection	0

The researcher finds out that the kinds of information value in conversation 1-16 are Left-right and Top-bottom. In left-right information value, the left picture shows the first participants in the dialogue and the next participants on the right. While, in top-bottom, the first information revealed by the participant is in the top, while the next information is delivered in the bottom. The next element of textual meaning in visual image is salience. It refers to the importance of information based on the size, color, sharpness, and other features. In *Interchange Student's Book 1,* the researcher finds that all of the pictures are using the balance size, color, and sharpness. The pictures focus on its participants, process, and circumstances of the dialogue. Thus, those elements of the pictures are important. Furthermore, the framing of the visual images in conversation section 1-16 are connection. It can be seen that the pictures are visually joined together to the other elements. It can also be seen from the similarity of color, size, and shape. There is no space which separates the participants in each picture; all of the participants are bolded together without any distinction.

The last relation between verbal language and visual image is to realize the textual meaning. In this part, the element shows those relation is the reading path. The researcher will deliver the finding by this following table.

Table 12. Verbal-Visual Relation in Textual Meaning

Reading Path	Total
Left-right	16
Top-botton	0
Center-margin	0

From the table, the reading path of all conversations being analysed is left-right reading path. The placement of the picture is all in the left-right form. This verbal- visual relations in textual meaning is important to give the reader clue where they are going to in reading the text.

Finally, in this article, the researcher delivers the example of analysis done in a conversation section 3; defides based on the metafunctions, as follows:

Figure 1. Conversation Section 3. *It's Really Pretty*

The verbal analysis of the conversation section 3 which is previously esplained will be delivered by the researcher. Here, the process mostly happens is relational process. There are attributive and identifying process found through the participant carrier and token in most of the sentences. Since this conversation is about buying things, the participants mostly ask about the price of something. The process is relational shown by carrier and attribute used. The adjectives are also used much in this section

Ideational Meaning.

The reader could see from the picture above that the man was looking at the woman, and the woman was looking to the man back with her lips opened as she said something. They looked at each other; seemed like the conversation happened between them. Here, the reader could decide that the man and woman were the interactors. The eye line of those two participants in the picture obviously showed the reactional process. While, action process also clearly seen from the woman holding gloves with lips opened as she talked to the man. The picture was also included as classification process because of the same size of participants there; called covert taxonomy. It showed the reader about the focus equality on what happened in the picture; that both participants were equally important. The analytical process also could be seen from the woman holding the gloves; as they were a carrier and attributive in a pert-whole structure. Furthermore, the picture showed that the setting of the conversation was a store. This background was locative circumstance. While, the gloves which was held by the woman was the

tool she used when she talked to the man; this was called circumstance of mean.

There is repetition in conversation section 3. This conversation shows clearly about the participants and what happens in the pictures; the same as what is explained in dialogues beside them. The dialogue written is about a salesclerk and customer asking and talking about the price of gloves and scarf. While, in picture side by side, the reader can also see the pictures of salesclerk, customer holding gloves and the scarf on the shop display; shows exactly what the participants are talking about.

Interpersonal Meaning.

In conversation section 3, the picture focus is on the dialogue and its participants. Thus, the pictures only show the reader about what happens to the participants on the dialogue. There is no tends to invite the reader to engage in the personal dimension with the picture. Thus, it has the indirect gaze. Also, there is found that it uses medium shot, which cuts off subject approximately at knee level. It shows a "familiar social" relationship with the reader. In those pictures, the participants are talking about buying things, which tries to show the familiar topics to the reader through the medium shot frame size. Furthermore, the point of view of conversation 3 is Oblique Horizontal. It shows that what the readers see is not the part or something they are involved. The reader is not involved with or detached from the picture; shown by the picture taken from the side. The picture focuses on what happens on the dialogue; thus, the reader is only the outsider of the story represented.

The interaction between participants is realised verbally through the use of pronounce which is not directly said or even asked to the reader to join with the topic being discussed on the text. Moreover, the absence of the participant's visual contact to the reader shows that the activity only happens between the represented participants. This relations between verbal language and visual image through the interpersonal meaning is between represented participant and represented participant; in terms of the Reinforcement of Address. This is

important to realize the interpersonal meaning because it can affect the reader's way to read and interpret the text.

Textual Meaning.

The conversation section 3 delivers the informational value of the pictures from left to the right. The left picture shows the first participant in the dialogue, while the next participant is showed on the right. Also, the picture is using the balance size, color, and sharpness. It focuses on its participants, process, and circumstances of the dialogue. Thus, those elements of the pictures are all important. Furthermore, the framing of the visual image used is connection. It can be seen that the picture visually joins together to the other element. It can also be seen from the similarity of color, size, and shape. There is no space which separates the participants in the picture; all of the participants are bolded together without any distinction. Lastly, the reading path of all conversations being analysed is Left-right reading path. The placement of the picture is all in the Left-right form. This verbal- visual relations in textual meaning is important to give the reader clue where they are going to in reading the text.

Based on the data analysis related to ideational meaning, the highest number in verbal language is material process; 36%. Meanwhile, the process happens in visual image to realize ideational meaning mostly is reactional process; 57%. Moreover, the result of verbal-visual relations implementing ideational meaning are the process of Repetition 65% and Collocation 35%. The result about the use of verbal language to realize ideational meaning is in line with another research done by Bondar, Gusman Keizer & Tangkas, I Wayan Dirgeyasa (2018) in English Vocational High School Textbook. The results of the analysis in general are relevant with the process of teaching and learning English. Related to that process, ideational meaning is a resource for construing experiences in terms of configuration of a process, participants and circumstances. The result is also in line with another research by Andini, Citta Raissa (2019) in an English Textbook (A Discourse Analysis of Bahasa Inggris Kelas X by Indonesian Ministry

of Education and Culture). The material process is dominant in English Textbook because presumably, texts under analysis belongs to an instructional/ procedural genre that typically draw on the material processes heavily. In this regard, Halliday mentioned, "The material clauses construe the procedure as a sequence of concrete changes" (2004, p. 179). It can be seen in English textbook instructions which has a procedure consisting of concrete steps. Furthermore, the research findings about the use of visual image ideational meaning also to realize ideational meaning shows that visual design implemented in textbook can help students in the process of teaching and learning. It is in line with the research of Damayanti (2014); Nugroho (2010); Rizki, Rukmini, & Sutopo (2013); Vu & Febriyanti (2018); Khasbani (2018). Those researches agree that visual image can help readers in interpreting the abstract concept of the verbal text. Thus, the English learner can easily relate the picture to their reality in understanding concept of the verbal language. Moreover, the Collocation and Repetition shows that the verbal language and visual image used in each conversation are all related each other. The repetition meant there are same verbal element and visual element existed in the text. While, collocation shows that the visual element presents more generally than what the verbal element delivers.

Based on the findings related to interpersonal meaning, the verbal language mostly used to realize interpersonal meaning is statement; 40%. Meanwhile, the highest result for the use of visual image to realize interpersonal meaning is medium shot; 70%. Moreover, the percentage of the verbal-visual relation in interpersonal meaning was 100% Represented Participant & Represented Participant in terms of Reinforcement of Address. This finding is in line with the research of Susanto & Watik (2018) which also finds that declarative mood is the highest number in newspaper. As the informative media, the student's book and newspaper are almost the same in terms of giving information. The similar research related to the finding is from Rukmini (2009); Jatikusumo (2012); Firmansyah

(2015); Mujiyanto (2017); Solihah, Warsono, & Fitriati (2018). They are agreed that interpersonal meaning is mostly delivered in daily life, so it is important to prevent the misunderstanding in performing speech function; thus, statement is the main kind of sentences used, especially in textbook. Moreover, the result about the use of visual image to realize interpersonal meaning is mostly dominated by medium shot. It shows that what happens on the pictures can be one of the reader in general thing; or even the things which the readers can be experienced in. Furthermore, the relation between verbal language and visual image to realize interpersonal meaning is shown in the result of reinforcement of address; which is RP & RP. It shows that all of the conversation section 1-16 consists of the relation between only the represented participants in the dialogue and does not involve the readers in the conversation.

Related to the results in textual meaning, the use of verbal language to realize textual meaning is shown by the percentage of Topical 88%. Meanwhile the use of visual image to realize textual meaning is the information value Left-right 87%. Furthermore, the verbal-visual relation in textual meaning finds out that the reading path is Left-right 100%. These findings are in line with another research by Gunawan & Aziza (2017); Nurjamin (2017); Yunita (2018); which says that topical theme is the highest number used in a text. Those researches also agree that the theme and rheme in text can show the cohesive and coherence of the text; so, the purpose of the text will be clearly delivered and make sense. Furthermore, the result about the use of visual image to realize textual meaning shows that the information is given from left to the right of the text. This is shown by looking at the picture. The readers will see the given information (mostly participants) in the left side of the picture, while the right side is something new to be observed later on. In terms or verbal-visual relation to realize textual meaning, the reading path of all conversation sections analysed is left-right. It means that the attention should be paid is from the left to the right. It is clearly seen from the dialogue and the picture side by side. The reader

could determine that the first participant is on the left side in the picture.

CONCLUSIONS

The researcher concludes that the *Interchange Student's Book 1* combines the verbal language and visual image. It is designed as a multimodal media used in learning English. The multimodality aspect then eases the reader to learn and understand the topic more. The reader can relate to the topic more, rather than reading the verbal text only. It is proven that the use of visual image related to the verbal text is effective to deepen the reader's understanding. Thus, the use of multimodal text is very important; as much as the students and teachers understanding about how to analyse multimodal textbook.

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