



**EXPLORING THE USE OF MUL  
TIMODALITY IN ENGLISH TEXTBOOK  
ENTITLED MY NEXT WORD FOR 121 GRADE  
OF ELEMENTARY SCHOOL**



**FARIHA DWI KAMALA**  
**SN. 2521049**

**2025**



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**A THESIS**

*Submitted in Partial Fulfillment of The Requirement for The Degree of  
Sarjana Pendidikan in English Education Department*



By:

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
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2025**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“EXPLORING THE USE OF MULTIMODALITY IN ENGLISH TEXTBOOK ENTITLED MY NEXT WORDS FOR 1<sup>st</sup> GRADE OF ELEMENTARY SCHOOL”** ini benar-benar karya saya sendiri bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik Sebagian atau seluruhnya pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan.

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UIN K.H. Abdurrahman Wahid  
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di  
PEKALONGAN

*Assalamu'alaikum Wr. Wb*

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara:

Nama : Fariha Dwi Kamala

NIM : 2521049

Prodi : Tadris Bahasa Inggris

Judul : **Exploring The Use Of Multimodality In English Textbook  
Entitled My Next Words For 1st Grade Of Elementary  
School**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyan dan Ilmu Keguruan UIN. K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqosah

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Pekalongan, 24 Juni 2025  
Pembimbing,



Dr. M. Ali Ghufroon, M.Pd.  
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Title : **Exploring The Use Of Multimodality In English Textbook  
Entitled *My Next Words* For 1<sup>st</sup> Grade Of Elementary School**

Has been examined and approved by the panel of examiners on Tuesday, 8<sup>th</sup> July 2025 as a partial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education

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1. The author dedicated this thesis to my beloved family. My father, Supri and my mother, Indayani who always provide peace, comfort, motivation, the best prayers, and set aside their finances, so that author can complete this studies. As well as for my two sisters, mbak Miftahul Husnul Suluki and adek Fatharina Irsyada Hapsari who always provide support, enthusiasm, and prayers. The author really loves and cares for you all.
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## MOTTO

"Seeing the world from many angles, understanding meaning beyond words and images."

“The world is a place of struggle, rest is in heaven.”  
-Sheikh Ali Jaber -

*With all my heart and love I dedicate this to  
my beloved parents and two sisters.*



## ABSTRACT

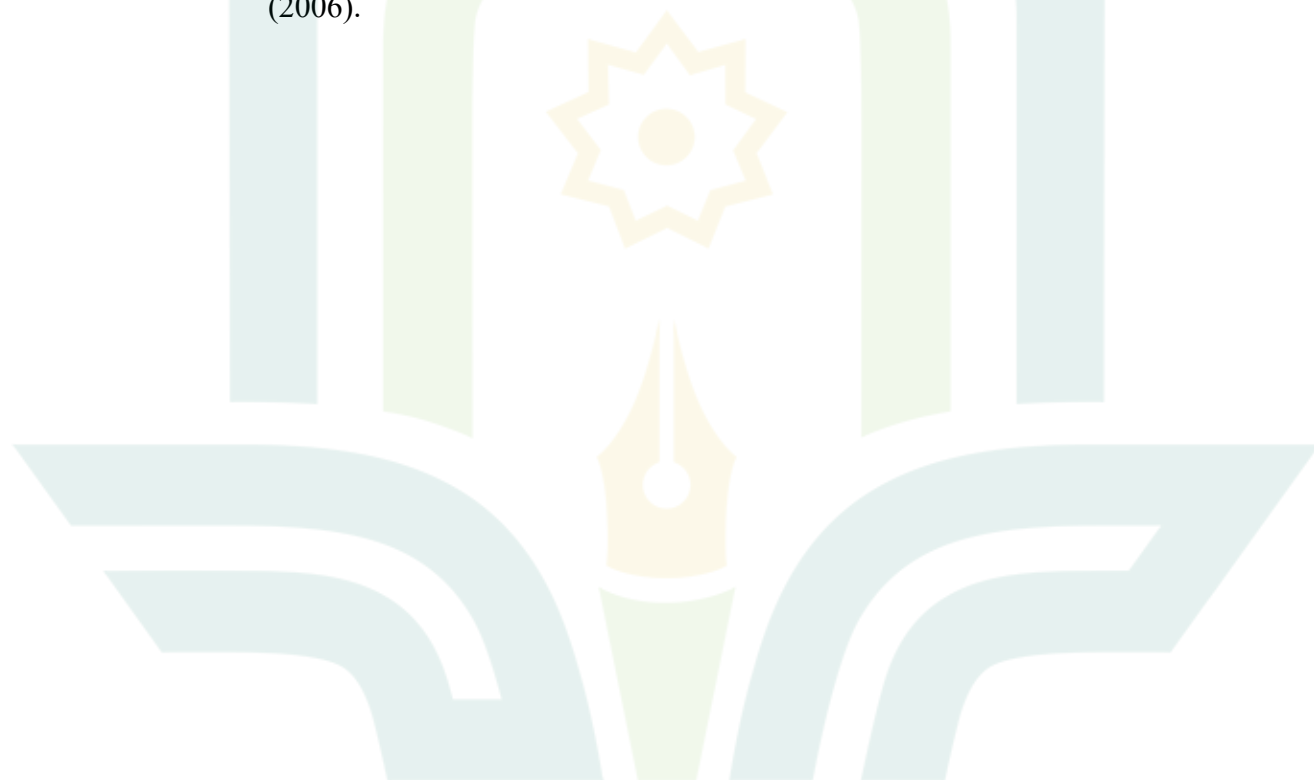
Penelitian ini bertujuan untuk mengeksplorasi penggunaan multimodalitas dalam buku pelajaran bahasa Inggris berjudul *My Next Words* yang digunakan di tingkat sekolah dasar. Fokus utama penelitian ini adalah visual grammar dari Kress dan van Leeuwen (2006). Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data berupa dokumen buku teks. Temuan penelitian dari chapter 1-13, diambil beberapa gambar yang sesuai dengan rumusan masalah yaitu menunjukkan bahwa buku ini secara konsisten menerapkan tiga makna yaitu representational, interaktif, dan komposisional. Gambar-gambar dalam buku tersebut mengandung struktur naratif dan konseptual menggunakan representasi. Makna interaktif menemukan gambar dengan demand, offer, frontal, long shot, dan modality dalam satu gambar. Sedangkan makna komposisi, ditemukan gambar dengan struktur kiri-kanan, pusat-pinggir, atas-bawah, penonjolan, dan pembingkai terbuka yang membantu menyampaikan pesan pedagogis secara visual. Penelitian ini juga menggunakan pendekatan Multimodal Discourse Analysis (MDA). Implikasi dari temuan ini adalah pentingnya memahami multimodalitas sebagai bagian integral dari pembelajaran bahasa, serta perlunya pelatihan bagi pendidik dan penulis buku ajar dalam merancang bahan ajar berbasis pendekatan multimodal yang efektif dan komunikatif.

**Kata kunci:** Multimodalitas, buku teks bahasa Inggris, visual grammar, Kress & Van Leeuwen (2006)

## ABSTRACT

This study aims to explore the use of multimodality in English textbooks entitled *My Next Words* used at the primary school level. The main focus of this research is Kress and van Leeuwen's (2006) visual grammar. This research used a qualitative approach with data collection techniques in the form of textbook documents. The findings of the research from chapter 1-13, some images were taken that are in accordance with the problem formulation, which shows that the book consistently applies three meanings namely representational, interactive, and compositional. The images in the book contain narrative and conceptual structures using representations. The interactive meaning finds images with demand, offer, frontal, long shot, and modality in one image. While the compositional meaning found images with left-right, center-edge, top-bottom, protrusion, and open framing structures that help convey pedagogical messages visually. This research also uses the Multimodal Discourse Analysis (MDA) approach. The implication of this finding is the importance of understanding multimodality as an integral part of language learning, as well as the need for training for educators and textbook writers in designing effective and communicative multimodal approach-based teaching materials.

**Keywords:** Multimodality, English textbooks, visual grammar, Kress & Van Leeuwen (2006).



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Praise be to Allah SWT, the Almighty God, for His endless abundance of mercy, guidance, and grace as well as sholawat and salam for the Prophet Muhammad SAW and his followers, so that the author can complete this thesis entitled **“Exploring the Use of Multimodality in the English Textbook Entitled ‘My Next Words’ for Grade 1 of Elementary School”**. Writing this thesis is a form of academic responsibility and a requirement to obtain a Bachelor of Education degree in the English Education Department Faculty of Education and Teacher Training, UIN K.H Abdurrahman Wahid pekalongan.

This thesis is prepared as part of the author's reflection and contribution to the development of education, especially in the field of multimodality and visual literacy studies at the level of English language learning for early childhood. The author believes that in an era characterized by media diversity and the rapid development of communication technology, a learning approach that involves various semiotic modes is no longer an additional option, but a necessity. Thus, the main focus of this thesis is to examine how multimodality that includes text, visual, gesture, and other elements is implemented in learning media, in this case English textbooks for children.

Throughout the process, the author has tried to maintain a strong theoretical foundation through the utilization of Halliday's framework on the metafunction of language as well as Kress and van Leeuwen's visual grammar theory. This study is expected to provide a new perspective in reading the content and structure of textbooks critically and functionally-not only as a collection of materials, but as a semiotic tool that shapes and conveys meaning to learners.

The preparation of this thesis is also a form of a long endeavor colored by the process of learning, searching for meaning, and self-reflection. Behind every paragraph and page written, there is an intellectual and emotional journey in understanding and compiling relevant and meaningful arguments. This thesis is present not merely as an administrative obligation, but as clear evidence of the author's sincerity and love for the world of education and language.



The author is fully aware that this work is not perfect. However, it is hoped that the contents of this thesis can provide benefits, expand academic discourse, and become a spark for further research that is more in-depth and applicable in the future. I would like to extend my sincere gratitude to :

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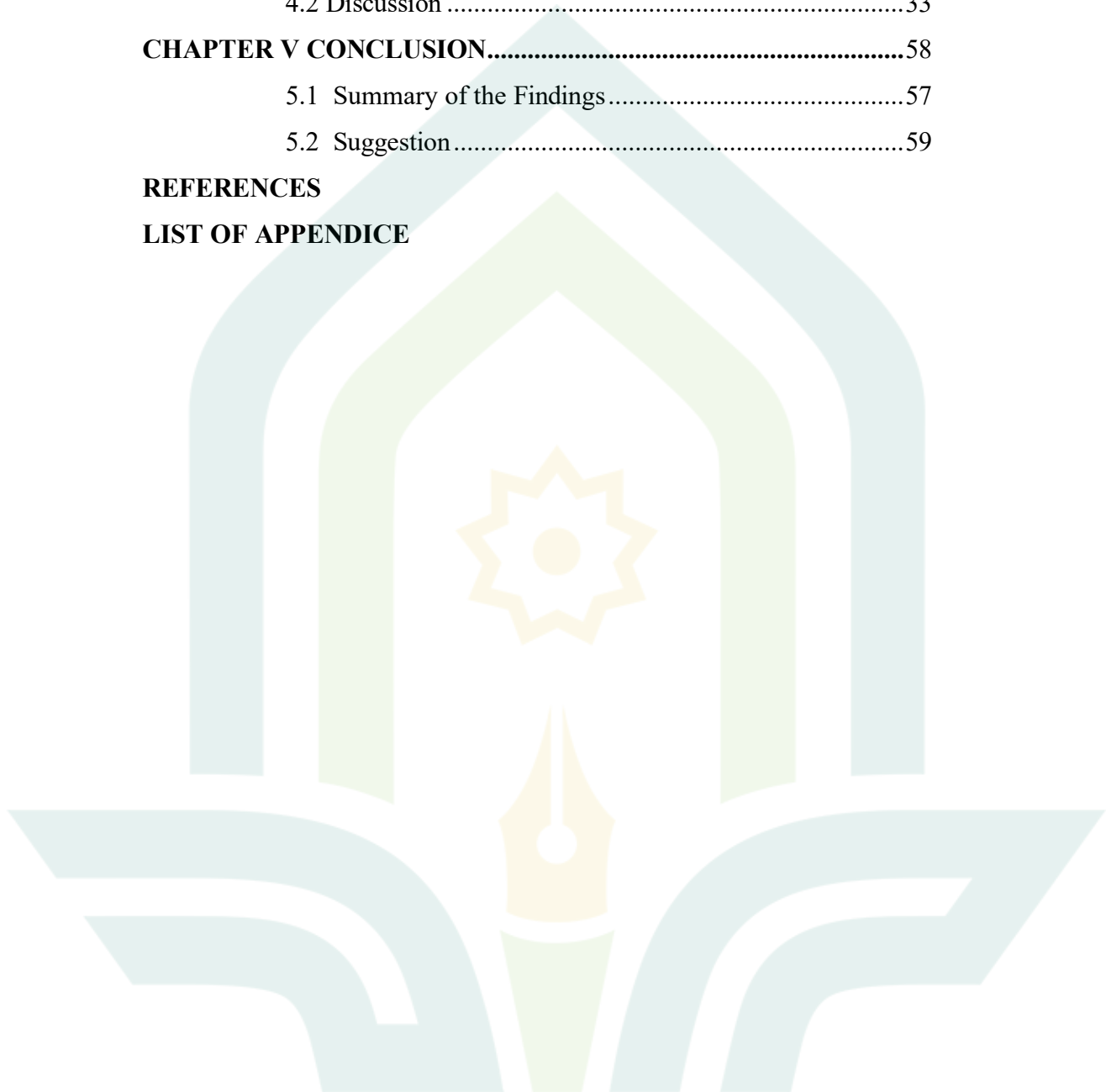
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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Language is a communication tool used by everyone to convey ideas and feelings to other people. According to Keraf (2004), language is a tool and system of communication between communities in the form of sound symbols and using arbitrary vocal symbols. Learning a language also requires understanding its knowledge. We often call the science of language linguistics. Linguistics is a science that studies and analyze language to be able to understand communication even in different regional environments. The forms of language are verbal and non-verbal language. Non-verbal language is language in the form of movements, sounds, objects, gestures, and others. Non-verbal communication embraces all body language communication, and also includes clothing and adornment, environmental factors and even the manner in which we use time (Eunson, 2015).

In today's communication there is also a need to study multimodality. Multimodal means combining various semiotic mode systems at the same time so that it becomes a medium. According to Kress and Van Leeuwen (1996), multimodal is the way each person communicates using several different modes simultaneously. A multimodal approach in learning English can have an impact on students and meet student needs. Every student has a different.

According to Gardner (1987), students' learning styles as indicated by 8 main intelligences: linguistic, logical-mathematical, visual-spatial, musical, kinesthetic, interpersonal, intrapersonal, and naturalist (Gardner, 1987). Student learning styles influence student success in learning. Students can have good motivation in learning if students are given a learning style that suits their needs. To help teachers navigate curriculum and pedagogical approaches for a deeper comprehension and appreciation of e-literacy and literacy learning with digital resources (Tan et al., 2016). Multimodality refers to the integration of multiple modes of communication such as language, images, gestures, and sounds to enhance understanding and meaning-making. This concept has evolved significantly, particularly in fields like ethnography, linguistics, and technology, emphasizing the importance of diverse communicative resources in human interaction. By using many modalities to support the current meaning, the multimodal principle can simplify communication and make the message more understandable (Herman et al., 2023).

Elementary students still need attractive learning media, not just writing, namely lots of pictures, colors and songs. The skills possessed by elementary school children need to be carefully considered because at that age, children are still in the process of development. The skills that elementary school children need to acquire are language, counting, writing, social, reading, physical, cognitive and speaking skills. The use of this multimodal approach will later be able to help elementary school students develop skills (Crane-Deklerk, 2020). Students' listening and speaking abilities are included in language and cognitive skills.

In this textbook, the characters shown are unique, namely Kimi the cat, Made, Joshua, Cici, Aisyah, and the teacher (Education Standards, Curriculum and

Assessment Agency Ministry of Education, Culture, Research, 2022). The shapes and colors also vary, not just round shapes but also balloons, chairs, bags, and so on. Grade 1 children are more likely to be active in learning. learning styles that are more physical movements are called kinesthetic. The version of kinesthetic learning considered here will take place in the classroom with the objective of introducing and strengthening concepts as well as connecting ideas together. Therefore, when the terms, “active” or “activity” appear below, they quite literally mean some type of physical activity that is intended to stimulate deep thinking (Tranquillo, 2008).

Multimodal approach in learning can provide effective in students' reading ability. Multimodal-based learning has been proven effective in developing students' reading literacy skills, this approach has been able to accommodate the diversity of students' learning styles, students' academic abilities, and even students' cultural diversity (Abidin, 2022).

## **1.2 Formulation of the Problem**

This study provides three research questions. The researcher explore:

1. How representational meaning displayed in the pictures with categories narrative and conceptual in My Next Words book for grade 1?
2. How interactive meaning constructed between the image and the reader with categories contact, perspective, social distance, and modality in My Next Words book for grade 1?
3. How compositional form visual meaning with categories information value, salience, and framing in My Next Words book for grade 1?

## **1.3 Operational Definitions**

To avoid misunderstandings and differences in interpretation related to this



research, the researcher provides operational definitions, namely:

### **1.3.1 Multimodality**

Multimodality refers to the use more than one mode of communication in a text to create meaning. In the text, the discourse analysis used is multimodal: oral, written, and sign. If a 'means for making meaning' is a 'modality', or 'mode', as it is usually called, then we might say that the term 'multimodality' was used to highlight that people use multiple means of meaning making (Jewitt et al., 2016). But According to Halliday (1978), multimodality centers on the process by which an individual makes meaning, a process of making choices from a network of options: choosing one modal resource (meaning potential) above another. In the text, the discourse analysis used is multimodal: oral, written, and sign.

### **1.3.2 Visual Grammar**

Visual grammar is a theory that explains how images and visual elements systematically construct meaning, similar to how grammar organizes verbal language. Visual grammar refers to a set of rules and practices, which are used to communicate messages through visual design (Moerdisuroso, 2017). According to Kress and van Leeuwen (2006), visual grammar consists of three main categories of meaning: representational meaning, interactive meaning, and compositional meaning.

### **1.3.3 Representational Meaning**

Representational meaning indicates the ideational meaning of the image, the content or visual story conveyed through the participant (human, animal, object that appears in the image), process (the action or activity that the

participant performs), circumstance (the setting of the place, time, or atmosphere that accompanies the activity). The term “representational” in visual communication refers to the depiction or portrayal of participants, objects, or processes to convey meaning about the world (Widianita, 2023).

#### **1.3.4 Interactive Meaning**

Interactive meaning is the way an image builds social relationships between visual participants and viewers. According to Kress & van Leeuwen (2006), this meaning is realized through gaze, social distance, and point of view. Interactive meaning in visual communication refers to the relationship between the image's producer, the viewer, and the represented participants, focusing on how visuals position viewers and establish social interactions (Widianita, 2023).

#### **1.3.5 Compositional Meaning**

Compositional meaning is the way an image organizes visual elements to form an overall meaning. The aim is to create a coherent visual structure and direct the reader's attention to the important information in the image. Compositional meaning in visual communication refers to the arrangement of elements within a visual to create coherence, structure, and emphasis, guiding the viewer's interpretation (Widianita, 2023).

#### **1.3.6 Multimodal Discourse Analysis (MDA)**

Multimodal Discourse Analysis is a discourse analysis approach that emphasises that meaning is not only shaped through verbal language, but also through various semiotic modes such as images, colour, layout, gestures, and sound. Multimodality refers to the discourse which implies more

characteristics of communication apart from spoken discourse such as voice, gestures, facial expressions or aspects of self-presentation (Luca, 2020). Kress and van Leeuwen (2001) state that modern communication is multimodal, where various modes work together to form a complete meaning.

#### **1.4 Aims of the Study**

Considering the above statement of the problem, there are several objectives for this research, namely:

1. To find out how representational meaning displayed with categories narrative and conceptual in My Next Words textbook for grade 1.
2. To find out how the interactive meaning constructed between the image and the reader with categories contact, perspective, social distance, and modality in My Next Words textbook for grade 1.
3. To find out how the compositional form visual meaning with categories information value, salience, and framing in My Next Words textbook for grade 1.

#### **1.5 Significances of the Study**

This research has a significance of study which consists of theoretical, empirical, and practical significance which are described as follows:

##### **1.5.1 Theoretical Use**

This research extends the application of Kress & van Leeuwen's (2006) theory in the visual analysis of English textbooks at the elementary school level, especially in the context of Indonesian culture and curriculum.

##### **1.5.2 Empirical Use**

This study presents empirical data in the form of images from the book My Next Words and examines their meaning through multimodal analysis

based on visual grammar.

### **1.5.3 Practical Use**

The findings of this study can serve as a reference in designing textbooks that are aligned with early childhood learning styles and support the principles of the Merdeka Curriculum visually and multimodal.





## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Conclusion**

This research analyze multimodality mode in Chapter 1-13 of My Next Words textbook for Grade 1 published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. According to the data analysis and research results in the previous chapter, the following conclusions can be drawn.

First, the findings support Kress & Van Leeuwen's (2006) hypotheses by showing that the participants are portrayed in the pictures in ways that senior high school students are accustomed to. The pictures support the content in the interactive mode, suggesting a sensation of disengagement. When it comes to text image status in the compositional mode, the images that go with the texts mostly serve as informational or contextual signals for the exercises. Additionally, the photos primarily follow a top or button structure, with the captions at the top (ideal) and the photographs below (real), providing more precise and useful information.

My Next Words Grade 1 book consistently uses the principles of representational, interactive, and compositional meaning in conveying visual meaning. The images are systematically organized to reinforce educational, interpersonal, and contextual meaning. The visual structure helps students understand vocabulary, recognize objects, express quantities, and develop social skills. Representational meaning, pictures show human and non-human participants through narrative and conceptual processes. Narrative shows real activities such as walking, gardening, fishing, feeding animals. Conceptual shows classifications such

as parts of the house or family identity. interactive meaning, the analysis of contact (demand/offer), social distance (long/medium shot), point of view (frontal), and setting (background/non-background) shows children as active participants, interacting with each other or the reader indirectly. The frontal and long shot illustration styles create an inclusive and communicative atmosphere.

Compositional meaning, the image is developed with left-right, top-bottom, and center-periphery structures, as well as salience and framing aspects. Information is given in stages, from general to detailed, or from ideal to reality. Salience elements highlight the main participants, while framing maintains visual unity and focus of meaning. Situational and cultural context using MDA analysis involves, context of situation consists of field (learning, playing, interacting activities), tenor (equal and educative social relations), and mode (visual and verbal communication). Context of culture, namely local cultural values such as togetherness, courtesy, diversity, and environmental exploration are clearly depicted in the illustrations. Images reflect the Merdeka Curriculum approach that encourages visual literacy, meaningful learning, and children's character. Furthermore, the results from the textbooks under study demonstrate that the relevant exercises in every chapter are helpful in directing practice and strengthening and recruiting the knowledge and skills that students have acquired. Students also participate in activities that critically analyze the information that is presented to them, including written texts, pictures, sounds, and more. The foundation of transformed practice is this. It is the notion that students start creating their own practices based on the new information in the same context or in a different context after learning how various text kinds are generated.

## **5.1 Suggestion**

Based on the results of the multimodal analysis and discussion in the previous chapter, the author offers the following suggestions:

### **5.1.1 For Textbook Authors**

This study shows that visual elements in textbooks have a very important role in shaping meaning and supporting students' understanding. Therefore, book authors should consciously consider visual grammar principles such as salience, framing, gaze, and composition in designing illustrative images. The arrangement of visual and verbal content follows the principle of multimodal coherence, so that educational messages are not only conveyed linguistically but also visually, in line with the cognitive abilities of elementary school-age children.

### **5.1.2 For Elementary English Teachers**

Teachers can utilize multimodal elements in textbooks as a more dynamic learning tool. Encourage students to critically analyze images through questions such as "Who seems important in this picture?" or "What is this character doing based on the direction of view?" Integrate visual literacy activities into learning, for example by connecting text and images through discussions or small assignments.

### **5.1.3 For Future Researchers**

This research is still limited to the analysis of one textbook. Therefore, to enrich multimodal studies in the context of education. It is recommended to conduct a comparison between textbooks from various levels or curricula. The analysis can be expanded by involving students' responses as visual readers, to

see how multimodality affects their real meaning and engagement.

#### **5.1.4 For Government and Curriculum**

Multimodality needs attention in the preparation of the national curriculum, especially in developing textbook evaluation guidelines that include visual aspects as part of pedagogical content, not just aesthetic elements. Develop training for teachers and book editors to have an understanding of multimodal literacies according to students' needs.



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