

**MULTIMODALITY IN ELT TEXTBOOKS: A COMPARATIVE STUDY
BETWEEN LOCALLY AND INTERNATIONALLY PUBLISHED
EFL TEXTBOOKS IN INDONESIA**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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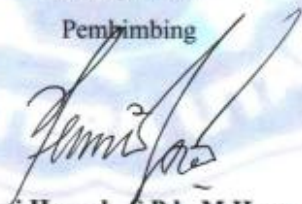
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Dengan ini menyatakan bahwa skripsi saya yang berjudul **“Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia”** adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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(Sri Veny Aryand Tanjung)

ABSTRACT

Tanjung, Sri Veny Aryand. 1802050066. Multimodality in ELT Textbooks: A Comparative Study between Locally and Internationally Published EFL Textbooks in Indonesia. Skripsi. English Education Department Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. 2022.

This study aimed to investigate the verbal and visual modes found in the locally and internationally published EFL textbooks. The study applied the theory of multimodal, a combination of Halliday's (1994) Systemic Functional Linguistic and Kress and van Leeuwen's (2006) Grammar Visual Design to identify the verbal and visual modes. This study also used a qualitative research method proposed by Miles, Huberman, & Saldana (2014). The data used from 11 chapters in the locally published EFL textbook entitled 'English, Think Globally Act Locally' published by the Indonesian Ministry of Education and Culture in 2018 and from 18 chapters in the internationally published EFL textbook entitled 'Cambridge Global English for Cambridge Secondary 1 English as a Second Language Stage 9' published by Cambridge University Press in 2016 related to multimodality verbal and visual modes in the form of images containing text from each chapter in both books. The results of the study found that the verbal and visual modes contained in EFL textbooks published locally and internationally had similarities and differences. It was also found that EFL textbooks published internationally were more dominant in applying verbal and visual modes. Therefore, internationally published EFL textbooks are recommended to be used as EFL textbooks for 9th-grade junior high school students in Indonesia because it contained more multimodalities that can contribute to students' cognitive abilities and increase creativity, attention, engagement generation, and literacy changes in students (Torres, 2015).

Keywords: Multimodality, Verbal Modes, Visual Modes, Locally and Internationally EFL Textbooks

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Medan, September 2022
The Researcher,

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TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
CHAPTER I: INTRODUCTION	1
A. Background of Study.....	1
B. Identification of the Problem	5
C. Focus of Study.....	5
D. Formulation of the Problem	5
E. Objective of Study.....	6
F. Significance of Study	6
CHAPTER II: THEORETICAL REVIEW	8
A. Theoretical Framework	8
1. Multimodality.....	8
1.1. Systemic Functional Grammar.....	9
1.1.1 Ideational Function.....	10
1.1.2 Interpersonal Meanings.....	12
1.1.3 Textual Meanings.....	13
1.2. Grammar Visual Design.....	14

1.2.1 Pattern of Representation	14
1.2.2 Pattern of Interaction.....	15
1.2.3 Pattern of Composition	15
2. Textbook	17
2.1. Indonesian Published EFL Textbook	19
2.2. Internationally Published EFL Textbook	20
B. Previous Related Study	21
C. Conceptual Framework	24
CHAPTER III: METHOD OF RESEARCH	26
A. Research Design	26
B. Data and source of Data	26
C. Instrument of Study.....	27
D. Technique of Collecting Data	27
E. Technique of Analyzing Data	28
1. Data Condensation	28
2. Data Display.....	29
3. Drawing and Verifying Conclusion	29
CHAPTER IV: FINDINGS AND DISCUSSION.....	30
A. Findings	30
1. Verbal Modes	32
1.1. Verbal Mode in the Locally Published EFL Textbook.....	33
1.2. Verbal Mode in the Internationally Published EFL Textbook.....	36
2. Visual Modes	39

2.1. Visual Mode in the Locally Published EFL Textbook	39
2.2. Verbal Mode in the Internationally Published EFL Textbook.....	42
3. Discussion	44
CHAPTER V: CONCLUSION AND SUGGESTION	47
A. Conclusion	47
B. Suggestion	48
REFERENCES	50
APPENDICES	55

LIST OF TABLES

Table 2.1 Process Types, Their Meanings, and Key Participants	11
Table 4.1 The Verbal and Visual Modes Represented in the Locally and Internationally EFL Textbooks	31

LIST OF FIGURES

Figure 2.1 Conceptual Framework.	25
Figure 3.1 Components of Data Analysis	28

LIST OF APPENDIXES

- Appendix 1 The Presentation of Verbal and Visual Modes in Locally Published EFL Textbook “English Think Globally Act Locally for Junior High School/MTs Grade IX”
- Appendix 2 The Presentation of Verbal and Visual Modes in International Published EFL Textbook “Cambridge Global English for Junior High School Grade 9”
- Appendix 3 Permohonan Persetujuan Judul Skripsi
- Appendix 4 Form K-1
- Appendix 5 Form K-2
- Appendix 6 Form K-3
- Appendix 7 Berita Acara Bimbingan Proposal
- Appendix 8 Berita Acara Seminar Proposal
- Appendix 9 Surat Keterangan Melaksanakan Seminar Proposal
- Appendix 10 Lembar Pengesahan Hasil Seminar Proposal
- Appendix 11 Surat Keterangan Izin Riset
- Appendix 12 Surat Keterangan Selesai Riset
- Appendix 13 Berita Acara Bimbingan Skripsi
- Appendix 14 Surat Pernyataan Bebas Plagiarisme

CHAPTER I

INTRODUCTION

A. Background of the Study

A series of occasions over the past two decades have made it necessary for English teachers to instruct students using a variety of materials, including textbooks, diagrams, pictures, and drawings (Ajayi, 2012). The contents provided in the textbooks are closely entangled with the way students grasp the materials (Fitriana & Wirza 2021). Therefore, there are things to consider the reasons why designing textbooks. Elmiana (2019) examined textbooks as one of the prioritized learning sources that are crucial, hence textbooks are created for all educational levels to help students comprehend the content of teaching and learning.

With the current development and the increasing growing importance of multimodal teaching and learning in ELT and EFL textbooks, it is essential to explore the multimodality of ELT and EFL textbooks to help design high-quality multimodal textbooks (Liu & Qu, 2014). Hence, this multimodality requires the development of a new semiotic grammar for someone sensitive and responsive to both visual and verbal discourse of a particular modality within the text and with the reader (Macken-Horarik, 2004).

A more nuanced approach is needed to analyses textbooks regarding the potential meanings evoked through textual and visual materials, which seem to encourage primarily linguistic competence in the materials development process as pedagogical tools to support students' classroom-based language learning

(Weninger & Kiss, 2013; Weninger 2020). In the educational context, Serafini (2011) stated more progress had been made in identifying the comprehension strategies needed for multimodal text. Multimodal texts frequently dominate what middle and high school students read. In this case, Lankshear & Knobel (2006) and Nagy (2020) argued teachers should require new instructional strategies, vocabularies, and knowledge as adolescents start interacting with textbooks more frequently in school to support comprehension processes to be more critical of multimodality.

Because of the lack of critical awareness of language studies and multimodality, multimodal analysis can be used to improve teaching activities and significantly develop teachers' and students' critical and multimodal language awareness. A study by Torres (2015) stated that the use of multimodal had been shown to contribute to students' cognitive abilities and enhance their creativity, attention, engagement generation, and literacy changes. In addition, Iedema (2003) and Chen (2010) interpreted the importance of multimodal in textbooks as all verbal and visual semiotic sources that can be used to realise the types and levels of dialogical involvement in a textbook.

There are numerous studies discussing multimodality in the ELT textbooks. The research by Kirkgöz & Ağçam (2011) investigated cultural elements in locally published English textbooks used for Turkish primary school students, while Setyono & Widodo (2019) also conducted a similar study but focused on the multicultural values contained in EFL textbooks for Indonesian senior high school students. Then, Liu & Qu (2014) explored the multimodality comparison

of parallel EFL textbooks for Chinese students. In summary, these previous studies were insightful and very in-depth. However, many studies have examined multimodality concerning cultural elements in only one textbook for elementary and senior high school students. Still, there is no comparative research on the multimodality of EFL textbooks with two different publishers for junior high school students in Indonesia, therefore the researcher saw how multimodal is used in both internationally and locally published EFL textbooks.

Based on the explanation above, this study aimed to investigate the multimodality between locally and internationally published EFL textbooks used as guidebooks and learning by 9th grade Junior High School (SMP) students in English subjects in Indonesia by comparing visual and verbal sources by focusing on the content of the textbooks. The study's theoretical foundation was mainly on Systemic Functional Linguistics (Halliday, 1994) and the view of Grammar Visual Design (Kress & Leeuwen, 2006) to find the similarities and differences between locally and internationally published EFL textbooks in Indonesia. Therefore, the researcher did this study to provide a broader understanding of multimodal EFL textbooks, especially locally and internationally published EFL textbooks in Indonesia, for all the parties to be a comparison for creating competent EFL textbooks for junior high school students in Indonesia.

The usage of picture and text in designing EFL coursebooks have recently been introduced into the global market, including that of Iran. Most available EFL coursebooks feature eye-catching images, pictures, cartoons, and photos that beg to be explored and draw in even the most reluctant learners. Although it may seem

a superficial way of judging a book, the reality is that students' experience of using a book and having confidence in it is much affected by how it looks, and whether it contains appealing images and short sentences to describe the image. The reader's eyes meet pictures before texts and it is no secret that young readers' first impression is usually shaped by the book's appearance; hence, colorful pictures and alluring illustrations give rise to positive impressions and attitudes. But pictures can do even more than hook learners into the book.

B. Identification of the Problem

The problems of this research can be identified as follows:

1. The verbal and visual modes were found in the locally and internationally published EFL textbooks in Indonesia need to be analyzed.
2. The similarities or differences were found in the locally and internationally published EFL textbooks in Indonesia by investigating their verbal and visual modes.

C. Focus of the Study

This study focused on multimodality in the locally and internationally published EFL textbooks for the ninth grade of junior high school in Indonesia.

D. Formulation of the Problem

The problems were formulated as the following:

1. How were the verbal and visual modes of multimodality in the locally published EFL textbook in Indonesia represented?
2. How were the verbal and visual modes of multimodality in the internationally published EFL textbooks in Indonesia?
3. How were the comparisons of verbal and visual modes in the internationally published EFL textbooks in Indonesia?

E. Objective of the Study

Based on the research problems above, the objectives of this study were as follows:

1. Investigated the verbal and visual modes of multimodality in the locally published EFL textbooks in Indonesia.
2. Investigated the verbal and visual modes of multimodality in the internationally published EFL textbooks in Indonesia.
3. Compared the similarities and differences in the locally and internationally published EFL textbooks regarding verbal and visual modes.

F. The Significance of the Study

This study was expected to be useful for all parties so the significances of this study were divided into two things, theoretically and practically.

1. Theoretically

This study was expected to enrich the knowledge of semiotics study regarding multimodality, especially how the verbal and visual elements were represented in the locally and internationally EFL textbooks. Hopefully, this study can be useful to add the reader's insight and be useful for further research in the same field.

2. Practically

a. For Government

This study was expected to help the government, especially the Indonesian Ministry of Education and Culture, to be more selective in providing and publishing the best EFL textbooks based on comparative studies between locally and internationally published EFL textbooks.

b. For EFL Students

This study contributed to helping students with EFL textbooks by presenting interactive and informative pictures in the textbooks to enhance student learning maximally.

c. For Teachers

The results of this study addressed to help teachers or educators to be more selective in choosing EFL textbooks for junior high school students based on the comparative studies between locally and internationally published EFL textbooks.

d. For English Textbook Writers and Publisher

This study hopefully helps writers and publishers of EFL textbooks to create effective textbooks by teaching materials that are by the competence of junior high school students based on comparative studies between locally and internationally published EFL textbooks.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

1. Multimodality

Multimodality is not a new phenomenon. Kress (2003) recognized in 1988 that the extension of discourse analysis was increasingly predominant in the visual and spatial aspects of communication in a screen-based communication environment, with theory and research communication that uses two different modes, verbal and visible at the same time and is combined by two semiotic systems, meaning, and expression known as multimodality. Multimodal is a term widely discussed by linguists in studying aspects of semiotics as a sign in society. Kress (2010) & O'Halloran (2004), explained that multimodal communication simultaneously uses two modes, verbal and visual, and is combined by two semiotic systems, meaning and expression.

Today's society will experience the world's multimodality and in turn make meaning from their experiences of multimodality using language, images, gestures, actions, sounds and other resource (Baldry & Thibault, 2008) s. In the context of text analysis, multimodal is understood as an analysis that combines linguistic analysis tools and steps, such as systemic functional linguistics (SFL) or functional grammar with analytical tools to understand images, when the text being analyzed uses two modes, verbal and image. Multimodal discourse analysis is based on the idea that textual structure is often realized visually, through layout,

colour, and typography, both at the level of the clause and at the level of the discourse, in many areas of contemporary writing (Januarty & Nima, 2018).

Eisenmann & Summer (2020) appropriate texts can be found more easily by checking the genuine characteristics of the texts and asking how well they meet the requirements of the learning group. Due to the quality of the text, the multimodal text is of great value for educational purposes. With the advent of technology and the ease of image creation and implementation, multimodal texts are increasingly appearing in the mass media, creating a predicament for sign analysts who have long been interested in verbal sign decoding (Marefat & Marzban, 2014).

1.1 Systemic Functional Grammar

The grammar of a language is defined and described by many linguists. One of them (Halliday, 1994) stated that in any grammatical interpretation of English, we need to pay attention to all possible forms explaining how and why they differ, they are all related, and real in a systemic way. Therefore, systemic functional grammar is the study of meaning building through a system of lexical grammatical decisions that function in social and cultural contexts. In systemic functional grammar, it shows simultaneous strands of meaning. Halliday (1994) then breaks down the way a language is used into three different metafunctions: ideational, interpersonal, and textual.

1.1.1 Ideational Function

The realm of phenomena pertaining to things (living and non-living, abstract and concrete), what is happening (what the things are or do), and the circumstances surrounding these happenings and doings are covered by ideational functions. The ideational features encompass experiential characteristics and logical characteristics. Experiential characteristic refers to the grammatical picks that permit the audio system to make meanings approximately the sector around us and inner us and is found through Participants, Processes, and Circumstances.

Participants are individuals or institutions involved in the process. In traditional grammar, participants are referred to as the subject or object of a sentence. Participants are linked by a process realized as a verb. Participants in a passive role can be a person or something impacted by the done-to or receiver of the processes.

A process is the type of event or state described. Ideally, there are four non-relational processes (the processes of doing), two relational processes (the processes of doing), and two relational processes (processes that exist). The process is traditionally realized by verbs that are defined to perform. Processes are a major element of transitivity and distinguish between ways of execution. Halliday (1994) identified 6 process types, they are material process, behavioural, mental process, verbal process, relational process, and existential process.

- a. Material Process is a process of doing something bodily, physically, and manually.
- b. Behavioral Process is a process of behaving physiologically.

- c. Mental Process is a process of emotionally, intellectually, and sensory sensing.
- d. Verbal Process is a process of saying.
- e. Relational Process is a process of being equal to the same attribute.
- f. Existential Process is a process that represents something that exists or happens.

Table 2.1 Process Types, Their Meanings, and Key Participants
(Halliday, 1994)

Process Type	Category Meaning	Participants
Material: action event	'doing' 'doing' 'happening'	Actor, Goal
Behavioural	'behaving'	Behaver
Mental: perception affection cognition	'sensing' 'seeing' 'feeling' 'thinking'	Senser, Phenomenon
Verbal	'saying'	Sayer, Target
Relational: attribution identification	'being' 'attributing' 'identifying'	Carrier, Attribute Identified, Identifier: Token, Value
Existential	'existing'	Existent

Circumstances are the answer to the when, where, why, and how of the process involved in the text. Halliday (1994) classified circumstances into:

- a. Temporal, tells the circumstances related to time, frequency, and duration.
- b. Spatial, tells the circumstances related to location, places, and distance.
- c. Manner, tells the circumstances related to means, quality, and comparison.
- d. Cause, tells the circumstances related to reason, purpose, and behalf.
- e. Contingency, tells the circumstances related to condition, concession, or default.
- f. Accompaniment, tells the circumstances regarding with or without someone or something.
- g. Role, tells the circumstances related to the example and similarity.
- h. Matter, tells the circumstances related to references about someone or something.

1.1.2 Interpersonal Meanings

Interpersonal meaning is the meaning that expresses the attitude and judgment of the speaker. It means working with others and acting with them. This type of meaning is most centrally influenced by the discourse tenor. The meaning of interpersonal relationships is reflected in the placement of words through mood and modality patterns. The meaning of interpersonal relationships allows us to interact with others, build relationships with those around us, and express opinions about situations and events. The meaning of interpersonal relationships is the exchange of clauses because the most basic purpose of the exchange is to

provide and request a "commodity". Commodities are verbal information, non-verbal goods, and services. This results in functional designations: statements (verbal offers), questions (verbal demands), offers (non-verbal offers), and orders (non-verbal demands).

1.1.3 Textual Meanings

Textual meaning is the relationship between the language and its environment. This includes both linguistic (previously said or written) and non-verbal (situational) environments. This kind of meaning is most centrally influenced by the mode of discourse. These meanings are realized through Themes and patterns of rheme and cohesion.

The theme is the first element of the sentence. Represent the starting point of a new message from the previous message. The rest of the sentence is the new information namely rheme. The theme is usually the first noun group in a sentence and also serves as the subject information for the sentence. Themes are divided into ideational, interpersonal, and textual themes.

Cohesion refers to resources within a language that provides text continuity beyond what is provided by sentence structure or complexity. Cohesive relationships are non-structural relationships that help text be cohesive. There are three types of cohesion: references, lexical cohesion, and conjunctions.

1.2 Grammar Visual Design

To analyze the visual text contained in the book, the researcher used the visual grammar framework of Kress & Leeuwen (2006). This is a systematic method developed to read and explain the grammar of visual images. This method extended the social semiotic understanding of Halliday's language to a type of visual communication. Kress & Leeuwen (2006) then breaks down the visual grammar into three different functions through the following patterns: representation, interaction, and composition.

1.2.1 Pattern of Representation

The first element that supports the representation is the participant, as the representation itself refers to the participant represented in the image. Participants are the people, places, and objects depicted in the image. Representation also includes ways in which participants are meaningfully related to each other. This is where the second support element works. The second element is a vector which diagonal line consisting of an arrow, body, limb, or tool. The existence of a vector creates a narrative expression, and the absence of a vector creates a conceptual expression.

The classification process combines different participants into a single image and symmetrically distributes it throughout the image to show that they belong to the same class. The analysis process connects participants to the overall structure of the part in which the concept or entity is defined by showing where and how the concept or entity is constructed. The analysis process involves two

types of participants: *carrier* (whole) and any number of *possessive attributes* (the parts). The symbolic attribution process defines the meaning or identity of a participant (*carrier*) through a participant who represents the meaning of the identity itself (*symbolic attribute*). Human participants in the symbolic attribution process usually pose to the viewer.

1.2.2 Pattern of Interaction

According to the framework, the image has two participants. First, these are the represented participants, which are explained in more detail in the representative section above. Next is the interactive participant. Interactive participants are people who communicate with each other through images. In this case, it's an image-maker and an image viewer. There is a relationship between the image-maker and the image viewer. This leads to the attitude that the viewer should take towards the expression given by the image-maker. This attitude leads the image viewer to at least agree with the message, or in most cases agree with the image creator's ideology. The elements of the image that support the interaction pattern are gaze, framing size, horizontal angle, and vertical angle.

1.2.3 Pattern of Composition

The composition pattern refers to the placement of all the elements of the previous two patterns, the participants of the representation pattern with or without the vector, and the gaze, size of the frame, and angle from the interaction patterns. The configuration pattern looks at how these elements of the two

patterns relate to each other and integrate into a meaningful whole. As Kress and van Leeuwen suggest, three interrelated systems interpret the meaning of the composition. They are information value, salience and framing.

The system of information value is the placement of elements in picture zones that reflect the value of specific information. It involves placement, left and right, top and bottom, centre, and edges. Based on the habit of writing from left to right, the left symbolizes an area of written information that has already happened and is directed to a particular thing in the past. But the area on the right conveys the idea that it is a place for inscriptions, expectations, introductions to the future, and uncertainties. Therefore, the area on the left was given and the area on the right was dubbed new. On the other hand, the upper position provides a general view of the information, the ideal, called the ideal, and the lower position provides more specific information, called more realistic, and accurate. The centre reflects the source of mediation from the edges (sides). The middle zone is an important position in the composition. Centre margins, combined with left-right and top-bottom placement, typically divide the page area into four zones.

Salience is the placement of drawn or representative participant elements to attract the viewer's attention to varying degrees. These include foreground or background placement, the relative size of participants, contrast tones (or colours), and differences in sharpness. Salience can determine the hierarchy between participants in the image and use the information values to determine the location of the most prominent participants.

Framing is related to the presence or absence of borders. It is used to connect or disconnect the participants or multiple images displayed on the page. Framing is achieved by the elements that form the real or imaginary dividing lines or the actual frame lines. Boundary elements such as walls, trees, and empty spaces make the elements in the image look disjointed. Physical boundaries are called "separations". Simply put, the degree describes the connection and/or separation of elements. Free space as a fictitious frame can be measured by the degree of free space between image elements. The actual frame can increase the degree of separation by thickening the frame line and decreasing the degree of separation by using a thin frame line.

2. Textbook

The spread of communication media is a big change at this time, especially in the ability to make meaning that goes beyond language. This change can be seen from the increasing role of images so that whatever the field of communication there seem to be more images than ever before and all types of text are becoming multimodal. As a means of cultural diffusion, EFL textbooks are no exception to multimodality enhancement (Yassine, 2014).

The textbook is an important part of learning for both students and teachers. Furthermore, Norberg (2022) said that the purpose of the book's text is to present the relevant content and work together with the reader to comprehend that content. Textbooks are considered the basis of courses in the teaching and learning process. Textbooks are frequently viewed by EFL teachers as an important tool

for reaching the goals and objectives outlined in various curricula (Teo & Zhu, 2018).

Textbooks do not contain all the information needed for the teaching and learning process, but being available as an educational tool is important. They served as excellent tools in the process of education and learning, reflecting individual or national beliefs and views (Widia, Sudarso, & Nugraha, 2022). The source culture textbook represents the learner's culture and the target culture textbook reflects the target language used as the primary language. International target cultures have influenced different cultures not only from English-speaking countries but also from non-English-speaking countries that consider English an international language.

Textbooks always place an essential role in the implementation of the new curriculum. In textbooks' multimodality, mainly linguistic textbooks in education, as claimed by Fitriana & Wirza (2021), were closely linked to the effectiveness and efficiency of education. By referring to textbooks, teachers can manage teaching materials and use them in activities inside and outside the classroom. Widodo (2016) noted that the 2013 ELT curriculum emphasises the quality of national education to equip individuals with hard and soft skills. Multimodality has provided an overview of the pictures in Indonesian school EFL textbooks. The findings on the representational mode show that the images depict the reality and habits of students aged 15–17 years and also describe the socio-cultural identity of the Indonesian people. In addition, human images represent Indonesian cultural, historical and religious customs marked by characters wearing headscarves and

local fairy tales. On the other hand, the selection of some settings in the textbook is not related to the place in Indonesia and the lack of objects that represent the latest technology currently prevalent in Indonesian society (Elmiana 2019).

2.1 Indonesian Published EFL Textbook

In Indonesia, the presence of internationally published materials made locally produced materials the "stepchildren" of their homes. Where internationally published material is widespread, locally produced material will be redundant. Zacharias (2005) argued that the term "locally published material" refers to materials created and produced by Indonesian ELT experts, and "internationally published material" refers to Cambridge University Press, Oxford University Press, and Pearson Education.

In the opinion of Kirkgöz & Ağçam (2011), some locally produced EFL textbooks primarily reflect the source culture of a particular country, not the international destination or target culture. In particular, in implementing the 2013 ELT curriculum, all schools were instructed to use the English textbook (Bahasa Inggris) published by the Indonesian Ministry of National Education (MONEC). Setyono & Widodo (2019) argued that in a book published by the MONEC, it was found that this study showed how multicultural values are reflected in ELT textbooks published by the government in a country that positions English as a foreign language. The textbooks analyzed articulate multicultural ideologies by appreciating and respecting the various traditions of different ethnic groups in Indonesia. Although textbook writers seem to be aware of the multicultural

diversity that exists in Indonesia and elsewhere, English teachers, and textbook users, may not be aware of this. Therefore, it is necessary to find out how English teachers use cultural references in their education, even those found in textbooks. To analyze the moral and religious values and gender values that are implicitly or explicitly expressed in other EFL textbooks published by various publishers in other countries where English is studied as an international language needs more important textbook research.

2.2 Internationally Published EFL Textbook

Essentially, EFL textbooks are primarily designed to help teachers achieve their target language proficiency while providing teachers with everything they need to provide lessons. The subsequent textbook analysis examines the utility and quality of the product about the development of these skills. Over time, the scope of textbook analysis has expanded to include issues such as cultural expression and how products help students learn English better in a multicultural and globalized world.

In addition, Alptekin (1993) argued that internationally published textbooks often use the cultural elements of the target language (British or American culture) to present English, which tends to interfere with the natural tendencies of the culture-specific cognition of EFL learners. Smith (2021) argued EFL textbooks published globally are the ‘first wave’ of multimodal discourse conveying certain ideologies and rhetoric that encourage students to subscribe. McKay (2002) cited in Chao, (2011) emphasized the importance of increasing

cross-cultural sensitivity while learning English as an international language (EIL), followed by three cultures of source, destination, and international culture in English. It suggests that it should be included in the textbook to reflect the actual needs of the various English learners in the global village. Zacharias (2005) also felt that the English tertiary teacher's beliefs about materials published internationally in Indonesia were culturally too distant to understand or even the language too difficult.

B. Previous Relevant Study

In addition to theories from experts as a reference in conducting this study, there were several previous studies related to multimodality which also used as references. The first study was done by Liu & Qu (2014) with the title 'Exploring the Multimodality of EFL Textbooks for Chinese College Students: A Comparative Study'. In this study, the researcher explored the multimodality of two representative EFL textbook series for Chinese students by comparing visual and verbal semiotic modes. In this study, the researcher compared two textbooks, namely Experiencing English (EE) and New Century College English (NCCE). The researcher found that; (1) EE and NCCE are similar in the fact that their representative multimodal texts are visually-verbally coherent and both exhibit salient features for intersemiotic semantic relationships; (2) their difference is that EE displays a higher level of intersemiotic complementarity and multimodality facilitates the realization of different modern educational concepts – constructivism in EE and humanism in NCCE; and (3) the difference is related to

or may be partly due to differences in the textbook language difficulty and English proficiency of the target learner.

Another study was also done under the title *Pedagogical Representation of Visual Images in EFL Textbooks: A Multimodal Perspective* by Elmiana (2019). This study adopted the framework proposed by K&V to analyze visual images in Indonesian high school EFL textbooks, to explain their function as well as their suitability for pedagogical purposes. The researcher found that the meaning of the pictures in the EFL textbooks showed an objective and impersonal relationship between the pictures and the viewer so the arrangement of the pictures in the three EFL textbooks in Indonesian high school gave and emphasized the concepts and meanings in the texts.

Then, Guo & Feng (2017) in their study under the title ‘A Multimodal Discourse Analysis of Advertisements-Based on Visual Grammar’ investigated other words, symbols, colours, statues, photos, music, etc. also often used by participants to express themselves in communication. This study aimed to present how semiotics acts effectively to realize real business goals to reflect the unique significance of multimodal discourse analysis. This study analyzed the 2014 Brazil World Cup advertisement based on Visual Grammar theory from the perspective of representational meaning, interactive meaning, and compositional meaning. This study aimed to prove that different modes in an advertisement are interdependent and have interdependent relationships and these relationships have different roles in different contexts.

More studies that were used as references for this research are the research from Christine (2019) with the title *A Multimodal Analysis of the Textbook Reading Explorer Foundations*. This study analyzed the verbal and visual elements contained in the Reading Explorer Foundations textbook for seventh-grade junior high school students. The data selected are data related to historical topics, which is one of National Geographic's ideologies and also that historical texts are the most accurate examples of multimodal texts. This study used multimodal theory, a combination of Halliday's Systemic Functional Linguistic theory and Kress and van Leeuwen's Visual Grammatical Design theory, to explain multimodal elements and to analyze the meaning created by the combination of these elements. The results of this study found three patterns in visual elements and experiential functions in verbal elements.

In summary, these previous studies were insightful and very detailed, but there was no comparative study on the multimodality of EFL textbooks by two different publishers for Indonesian junior high school students. Therefore, the researcher has conducted this study to provide a broader understanding of the multimodal EFL textbooks, especially EFL textbooks published locally and internationally in Indonesia, with all stakeholders at an intermediate level competent. The researcher would like to make a comparison of both locally and internationally published EFL textbooks.

C. Conceptual Framework

Multimodality influenced the analysis of linguistic textbooks as published studies increasingly explored the range of other semiotic modes as well as the linguistic aspects of textbooks (Weninger, 2020). In this study, the researcher analyzed multimodality under the branch of semiotics using Grammar Visual Design (Kress & Leeuwen, 2006) to determine the visual modes and using Systemic Functional Linguistics (Halliday, 1994) to determine the verbal modes contained in the locally and internationally EFL textbooks. The result of this study ultimately produced a comparison of multimodality in both textbooks. Figure 2.1 on the following page is the conceptual framework applied in this study.

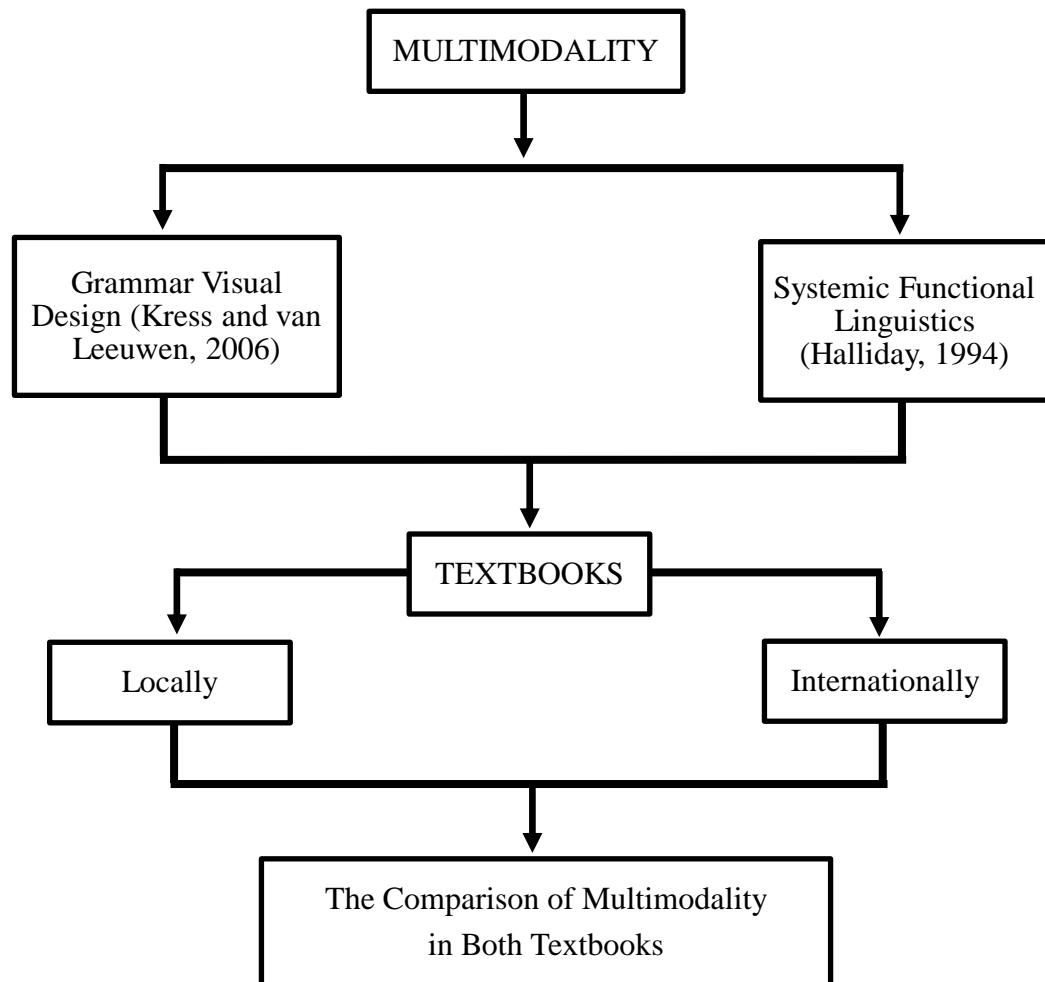


Figure 2.1 Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This study used a qualitative descriptive method. As stated by Miles, Huberman, & Saldana (2014), qualitative data is a rich and well-founded source of information for explaining human processes. The qualitative research method is considered appropriate for text multimodality research because this method has advantages and strengths to describe and analyze the data in this study. This type of study deals with meaning, the definition of concepts, characteristics, metaphors, symbols, and explanations of things. This study was intended to find and explain how the meaning of verbal and visual modes can be found in locally and internationally published EFL textbooks by adopting Halliday's (1994) to investigate the verbal mode and Kress & van Leeuwen's (2006) to investigate the visual mode.

B. Data and Source of Data

The data for this study were multimodality of verbal and visual modes taken from the two EFL textbooks for ninth-grade students of junior high school. In addition, the sources of data for this study were 11 chapters of the locally published textbook entitled 'Bahasa Inggris, Think Globally Act Locally' compiled and published by the Indonesian Ministry of Education and Culture in 2018 and 18 chapters in the internationally published textbook entitled

‘Cambridge Global English for Cambridge Secondary 1 English as a Second Language Stage 9’ written by Chris Barker and Libby Mitchell published by Cambridge University Press in 2016.

C. Instrument of the Study

In gathering the data, the researcher needed tools as an instrument. Because this study was designed qualitatively, the researcher herself became the instrument in this study. In this respect, it served as a key instrument in conducting the research.

D. Technique of Collecting Data

In collecting data, the researcher collected the data through the documentation technique. As said by Bowen (2009), document analysis is a systematic process of reviewing or evaluating a document both printed and electronic (computer-based) materials. In this study, there were several steps to collect the data:

1. Read the EFL textbooks to find the visual and verbal modes of multimodality.
2. Identified the visual and verbal modes of multimodality that appeared in EFL textbooks.
3. Classified the visual and verbal modes of multimodality in EFL textbooks for easier analysis.

E. Technique of Analyzing Data

The data analysis in this study used the proceeds of the interactive model proposed by Miles, Huberman, & Saldana (2014) to get the result and conclusion. This method has three concurrent flows of activity: (1) data condensation, (2) data display, and (3) drawing/verification conclusion. The following figure illustrates the flow of the steps of analysis.

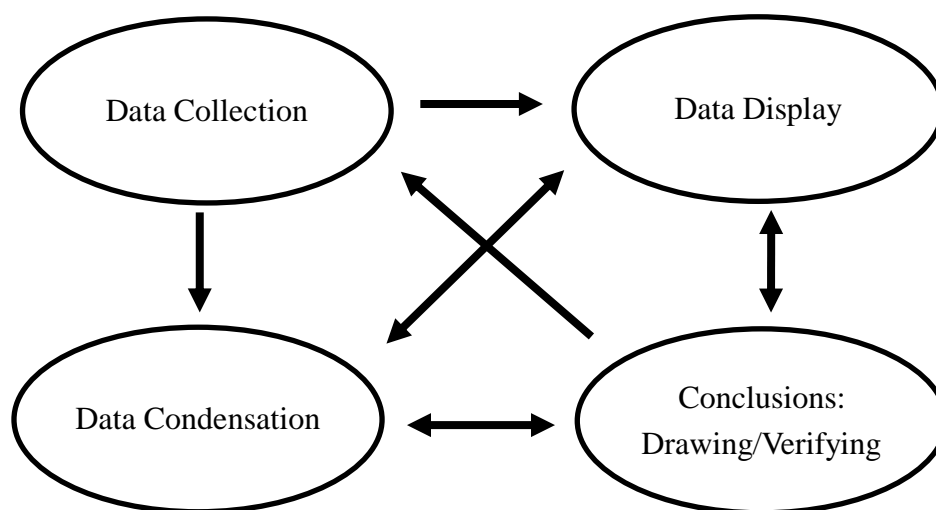


Figure 3.1 Components of Data Analysis: Interactive Model

(Miles, Huberman, & Saldana, 2014)

1. Data Condensation

Data condensation means selecting, focusing, simplifying, abstracting, and displaying data in a complete corpus of written field notes, interview records, documents, and other empirical material. In this study, the data selected from EFL textbooks and focused on the images and the texts that refer to verbal and visual modes in multimodality.

2. Data Display

Data display is an organized, condensed collection of information that provides inference about plots and actions. Displays help us understand what's happening and do something based on that understanding. In addition to the old extended text, the display can also be in the form of tables, matrices, graphs, diagrams, and networks. This display was intended to present research data in a way that the study can understand. In this study, the data displays were the images and the texts from the locally and internationally EFL textbooks with multimodality. In addition, the researcher used the table to display the data.

3. Drawing and Verifying Conclusion

Drawing and verifying conclusions was the last step of data analysis. Miles, Huberman, & Saldana (2014) stated that drawing and verifying conclusions referred to data collecting the qualitative analysis that interpreted what things mean by noting patterns, explanations, casual flows, and propositions. In this study, the data collected and analyzed was using a combination of the three metafunctions of Kress and van Leeuwen's Grammar Visual Design (GVD) and Halliday's Systemic Functional Linguistic (SFL). Grammar Visual Design described the visual data and Systemic Functional Linguistic explains the verbal data. This analysis was expected to answer the research questions leading to conclusions.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter presented the findings of related study in answering research questions. The researcher discussed how researcher investigating verbal and visual modes found in the locally published EFL textbook “English Think Globally Act Locally for Junior High School/MTs Grade IX” and in the internationally published EFL textbook “Cambridge Global English for Junior High School Grade 9”. Based on the data analysis, researcher used Halliday (1994) for the verbal modes and Kress & Leeuwen (2006) as the theoretical foundation for this study. In verbal modes proposed by Halliday, there are three meta-functions namely ideational, interpersonal, and textual meaning. In this case, researcher focused on the ideational function including participant, process, and circumstances.

Meanwhile in the visual mode, the researcher followed the theory proposed by Kress & Leeuwen (2006). In visual mode, Kress & Leeuwen classified into three elements namely representation, interaction, and composition. Regarding to this, the researcher focused on the composition elements including information value, salience, and framing to investigate and answer the research question. The researcher investigated the verbal and visual modes through pictures that contain text in both locally and internationally published EFL textbooks. The Table 4.1 in the following page was the result of the analysis.

Table 4.1 The Verbal and Visual Modes Represented in the Locally and Internationally Published EFL Textbooks

MODES		Occurrences		Percentage	
		Locally	Internationally	Locally	Internationally
Verbal	Participants	11	18	35.5%	36.7%
	Process	11	16	35.5%	32.7%
	Circumstances	9	15	29%	30.6%
TOTAL		31	49	100%	100%
Visual	Information Value	11	18	39.3%	40.9%
	Salience	11	18	39.3%	40.9%
	Framing	6	8	21.4	18.2%
TOTAL		28	44	100%	100%

Based on the table above, there were 31 verbal modes contained in the locally published EFL textbook “English Think Globally Act Locally for Junior High School/MTs Grade IX” as many as 31 with results that can be seen more dominant in the participants and process with 11 values each and the percentage was 35.5%. Therefore, the lowest was 9 for circumstances so that it got a percentage value of 29%. As for the visual mode, there were 28 indications with 11 dominant results for each information value and saliency with a percentage value of 39.3%. In the framing, there were only 6 occurrences so that it can be presented as 21.4% so that the framing was lower than the information value and saliency.

In addition, in the internationally published EFL textbook “Cambridge Global English for Junior High School Grade” there were 49 verbal modes found. The more dominant value was found in the identified participant as many as 18 with a percentage value of 36.7%, therefore it can be seen that the lowest value of 15 was found in the circumstances with a percentage of 30.6%. In addition, the

were 44 visual mode identified with the most dominant on information value and salience at 18 occurrences for each with the percentage value of 40.9% and the lowest value on framing as much as 8 with a percentage of 18.2%.

The following were a simple examples of how this step of analysis was applied to locally and internationally published EFL textbooks. The analysis was carried out on six images containing verbal and visual modes from both books. The researcher below described separately the results of the analysis of images containing verbal and visual modes in each of the locally and internationally published EFL textbooks.

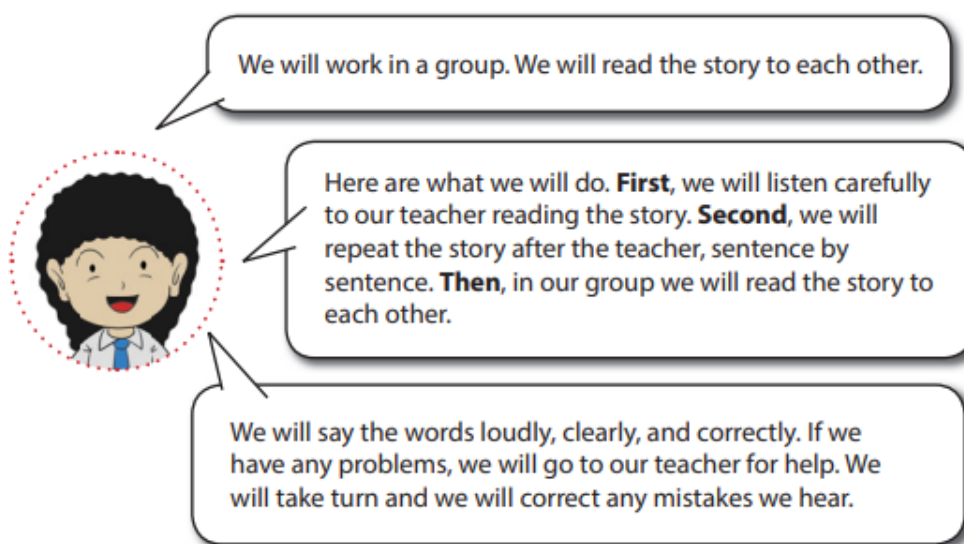
1. Verbal Modes

Many linguists defined and described a language's grammar. According to one of them, Halliday (1994) in any grammatical interpretation of English, systemic functional grammar is the study of meaning construction through a system of lexical grammatical decisions that operate in social and cultural contexts. In this study, the verbal mode used are based on the Systemic Functional Linguistic theory proposed by Halliday (1994). There were three meta-functions based on Halliday's, namely ideational, interpersonal, and composition. In this case, the researcher focused on ideational functions that included participants, processes, and circumstances which reviewed in the locally and internationally published EFL textbooks.

1.1 Verbal Mode in the Locally Published EFL Textbook

In fact, in the locally published EFL Textbooks, several verbal modes were found that matched Halliday's (1994) theory. The following is data relevant to the theory used.

Data 1



[U7P134.Ve/Vi.LPT]

Data 1 above was taken in chapter 7 on page 134. In the picture above there was a participant, namely a female student who is located on the left of the picture, but it can also be seen that the conversation bubble contains verbal elements. For example, the sentence “*We will say the words loudly, clearly, and correctly*” contains elements of participants, process, and circumstances.

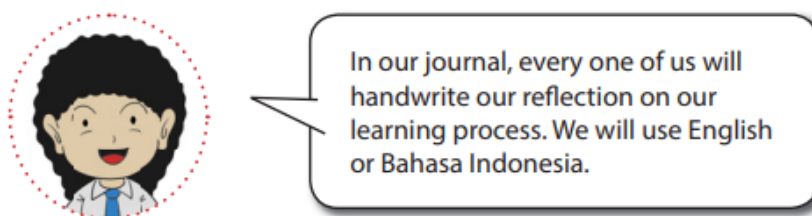
Based on the sentences above, there are participant element that can be seen. Participants containing *sayer* was found in the word “*We*”. The word “*We*” became *sayer* because it referred to the process that occurred in the word “*say*” which was a verbal process. Regarding with that, *Sayer* is the participants

responsible for the verbal process. Because in the context of the sentence, the word "We" as a subject means that we must be loud, clear, and correct in pronouncing words.

As mentioned above, the word "say" in the sentence above contains verbal processes. Verbal process can occur if a process contains saying lingually and signaling. Additionally, verbal process in the word "say" was something that provides a process that indicated the giving of information lingual or orally. In another example, the use of the word "say" is also the same as the use of the word "tell" in verbal processes.

Then circumstances were contained in the word "loudly, clearly, and correctly" because the words in the sentence were adverbial. The quality category is usually expressed with adverb groups, with the adverb '-ly' as the core. So that the words above contained circumstances *manner* from the quality sub category which is usually expressed in adverb groups.

Data 2



[U11P208.Ve/Vi.LPT]

Data 2 above was taken in chapter 11 on page 208. Similar to Data 1, in Data 2 above was a picture of a female student located on the left of the picture meanwhile on the right picture there was a conversation bubble containing verbal

elements. It can be seen that there was a slight difference between Data 1 and Data 2, namely in the element of circumstances.

Data 2 contained the same participants as Data 1. For example, we can see the sentence "*We will use English or Indonesian*". In this sentence, there were two participants in the word "*We*" (subject) and in the word "*English or Indonesian*" (object). In contrast to Data 1 which only has one participant, that was *sayer*, by referring to the context in the sentence in Data 2, the word "*We*" was the *actor* as the first participant and "*English or Indonesian*" was the *goal* as the second participant. The use of participant actor and goal in the sentence referred to the material processes contained in the sentence.

As mentioned above, the sentences in Data 2 contained material process where the material process is the process of doing something. In the context of the sentence, the material process contained in the word "*use*" where the word implied that something was being done. It can be seen again in the sentence "*We will use English or Indonesian*", it can be interpreted that the subject carried out the process using English and Indonesian (object).

In contrast to Data 1 which contained circumstances manner (in the quality category), Data 2 did not have element circumstances. Therefore, the researcher did not give a check mark for the verbal modes column in the circumstances category (see Appendix 1: Unit 11) when investigating the verbal modes contained in the locally published EFL textbooks.

1.2 Verbal Mode in the Internationally Published EFL Textbook

In the locally published EFL Textbooks, several verbal modes were found which matched Halliday's (1994) theory. The following are data that were relevant to the theory used.

Data 3



The West-Eastern Divan Orchestra is a youth orchestra based in Seville, Spain. Its members are from, or have close family connections with, the Middle East or Spain. Every year, the orchestra advertises for young musicians to audition for its summer workshop and international tour which take place in July and August. To apply to join the orchestra, you need to be between 14 and 28 years old. (However, if an applicant is under 14 or over 28, they are sometimes considered if there are special circumstances.) In order to audition for the orchestra, applicants should send a video recording of themselves playing their instrument. The recording must be at least 10 minutes long.

[U4P32.Ve/Vi.IPT]

Data 3 above was taken in chapter 3 on page 32. Data 3 above contained many participants, including people that was playing musical instruments. However, in this section, the researcher focused on the text under the picture to investigate the verbal modes in the form of participants, process, and circumstances based on the ideational functions contained in the text. For example, in the sentence “*The West-Eastern Divan Orchestra is a youth orchestra based in Seville, Spain*” there was a relational attributive process so that the

participants contained first participant in the sentence was *carrier* for the word “*The West-Eastern Divan Orchestra*” and second participant was *attribute* for the word “*a youth orchestra*”.

As mentioned above, the sentence “*The West-Eastern Divan Orchestra is a youth orchestra based in Seville, Spain*” contained relational processes. The relational process has two forms, namely attributive and identifying, in the sentence the relational process contained was attributive because the sentence was intensive in the passive form. Unlike identifying, the clause in the attributive cannot be reversed, so if the sentence above is reversed it becomes passive “*A youth orchestra based in Seville, Spain is The West-Eastern Divan Orchestra*” then the meaning will not be the same because if we look further, it turns out that not only The West-Eastern Divan Orchestra The West-Eastern Divan Orchestra alone is a youth orchestra based in Seville, Spain.

Then the circumstances contained in the sentence “*The West-Eastern Divan Orchestra is a youth orchestra based in Seville, Spain*” is located in the adverb of the place in the word “*in Seville, Spain*”. The circumstances contained in the word “*in Seville, Spain*” was circumstances spatial (place) which indicates the adverb of place in the sentence. So it can be seen that The West-Eastern Divan Orchestra is located in Seville, Spain.

Data 4**[U15P120.Ve/Vi.IPT]**

Data 4 above was taken in chapter 15 on page 120. It can be seen that there is a very striking difference between Data 3 and Data 4, namely in the process and circumstances elements. We can see that Data 3 has a reading passage that describes the related images, while in Data 4 there is only a little text that explains the image. On each image there were captions that only explained the name of the image. So that it contained only participants, as in the words *"a pencil"*, *"a fountain pen"*, *"a biro"*, and *"a smartphone"*.

Thus, Data 4 did not contain a process element that indicates a process of doing something as well as circumstances. And also the researcher did not find elements of circumstances contained in Data 4 above. Therefore, the researcher did not give a check mark for the verbal modes column in the circumstances category (see Appendix 2: Unit 15) when investigating the verbal modes contained in the locally published EFL textbooks.


2. Visual Modes

The researcher employed Kress and Leeuwen's (2006) visual grammar framework to analyze the visual mode in the EFL textbook. This was a method for reading and explaining the grammar of visual images. Kress and Leeuwen then broke down visual grammar into three distinct functions by using the following patterns: representation, interaction, and composition. In this case, the researcher focused on compositional functions that include information value, salience, and framing which are reviewed in the locally and internationally published EFL textbooks.

2.1 Visual Mode in the Locally Published EFL Textbook

Regarding to the Kress and Leeuwen's (2006) theory used in investigating visual modes, the following data are relevant to the theory that used in this study.

Data 5

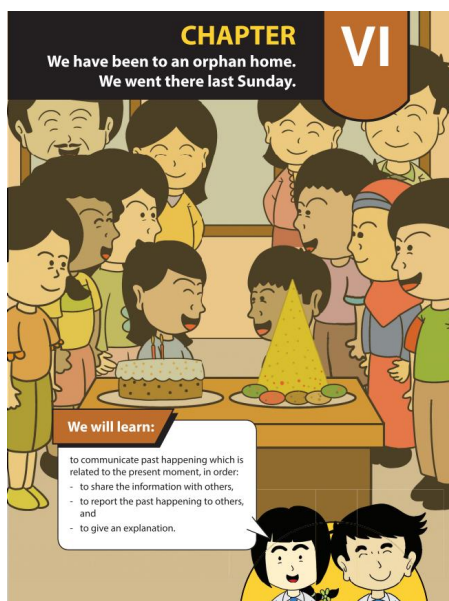


NOVEL APPLE PUDDING	
Ingredients	Method
4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water	<ol style="list-style-type: none"> 1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.
Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes	

[U4P55.Ve/Vi.LPT]

Data 5 above was taken from chapter 4 on page 55. In investigated the visual mode from a composition point of view, the information value contained in the position of the apple pudding image in data 5 which located above (upper) the image while at the bottom (lower) there was information in the form of recipes and how to make an apple pudding. According to Kress and Leeuwen (2006) what is placed above is *ideal* which can be interpreted as everything that is known to the public and what is placed below is *real* which can be interpreted as information about realistic visualization. Then for the salience in the picture, there is an apple pudding on a plate that looks bigger so it is very conspicuous in the picture. The framing contained in the image above is separated by white space between the apple pudding image and the information about the recipe below the image.

Data 6



[U5P81.Ve/Vi.LPT]

Data 6 on the previous page was taken from chapter 5 on page 81. Regarding to the visual mode from a composition point of view, the information value contained in the position of the people who gathered and celebrated something that can be seen in the cheerful faces in the picture as well as the cake and yellow rice *tumpeng* on the table which indicated a celebration at that moment located above (upper) the image while at the bottom (lower) there was information regarding what can be learned from pictures that indicate celebration.

Then for the salience in the picture, the image below was more striking because of the sharpness of the color compared to the image above which has more faded colors and did not contrast with the image below so that when viewing the entire image, the reader would focus more on the student's image below and read the text in the conversation bubble. And the image did not have framing because there was no single image that distinguished one image from another. The picture of a pleasant person did not have a dividing line so the picture was overwritten by other pictures and writings around the picture.

2.2 Visual Mode in the Internationally Published EFL Textbook

In the internationally published EFL Textbooks, several visual modes were found which matched Kress and Leeuwen's (2006) theory. The following are data that were relevant to the theory used.

Data 7

Reading

1 Read the magazine article. How many people live together in each family?

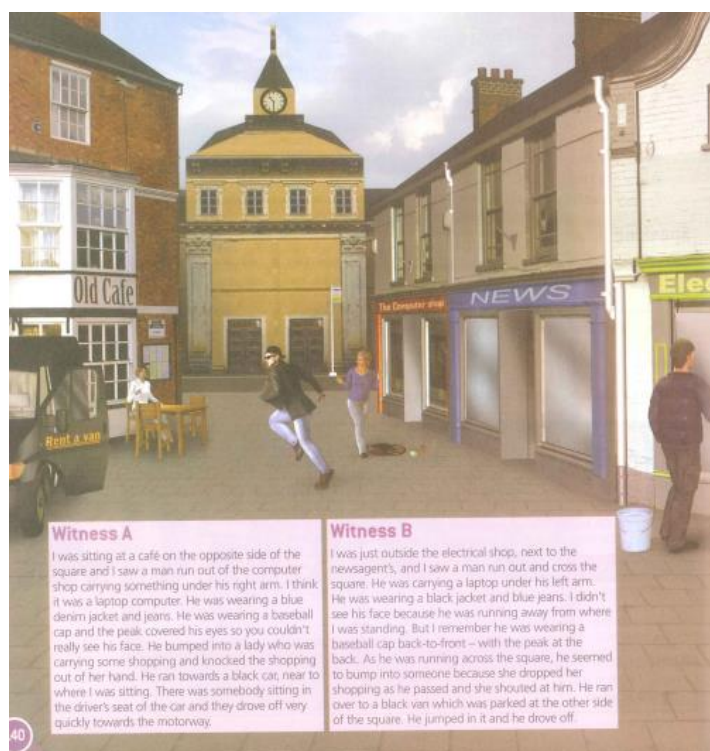
			
<p>Dan lives in Liverpool with his mum, dad and ten brothers and sisters. The two oldest children in the family, David and Sara, are in fact Dan's stepbrother and stepsister.</p> <p>'Because there are so many of us, we all have to help with jobs around the house. It's OK, though. We sometimes argue and the house can be really noisy at times but we have a lot of fun and we get on well most of the time. And of course, we've got a ready-made football team! The only problem is that the queue for the bathroom in the morning is quite long!'</p>	<p>Hua lives in Shenyang. She's an only child.</p> <p>'I have no siblings and both my parents are only children so I have no cousins, aunts or uncles. But I've never felt lonely because I've always had lots of friends. My grandparents looked after me when I was little, so I'm very close to them, especially my maternal grandmother. I still visit all my grandparents in the holidays.'</p>	<p>Yousef lives in Tunis with his parents and his three brothers.</p> <p>'I don't have much time for my own interests. There's a lot of pressure to do well at school, which means I get a lot of homework, and I often have to stay in to look after my brothers when my parents are at work because I'm the oldest. I think my youngest brother is spoilt. He never gets told off – he gets away with everything.'</p>	<p>Salma lives in Dubai with her parents, her brother and her sister-in-law.</p> <p>'My brother is ten years older than me. He's married and my sister-in-law has just had a baby. My friends think it's really funny that I'm 14 and I'm already an aunt! But I love it. My nephew is just six weeks old. He's so cute.'</p>

[U1P8.Ve/Vi.IPT]

According to the compositional function, the information value contained in Data 6 is similar to Data 7 which was located above (upper) the image while at the bottom (lower) there was information regarding the description of each image. The picture above referred to as the ideal which in picture it is known together

that there are several faces of teenagers with various racial, religious, and cultural backgrounds. As in a teenage girl wearing a hijab, it can be seen from the style of dress and stature on her face that the child is a Muslim from the East. This is also supported by the information located under the picture (real) which describes that the child lives in Dubai so the information value in data 7 was in the top and bottom positions. Then the salience contained in data 7 is the sharpness of the color in each image so that the reader who sees it immediately focuses on seeing the images one by one. The framing contained in data 7 is in the form of a longitudinal line that separates one image from another. So that it gives more detail to an image with other images that have different meanings from each other.

Data 8



[U16P128.Ve/Vi.IPT]

Data 8 on the previous page taken from chapter 18 on the page 128. In the visual mode from a composition point of view, it can be seen in the picture above which was ideal. We can see, the condition that occurred in the picture above (upper) was common situation in a small town surrounded by several shops. So at the bottom (real) there are two texts that describe in detail what happened in the image above.

Then for the salience in the picture, the image of a man wearing a black jacket became the most dominant center of attention because a person wearing a black shirt and mask with a running body gesture was an unusual thing to happen. Then in Data 8, the image did not have framing because the image did not have a dividing line so the picture was overwritten by a description text column containing relevant information in the image above.

B. Discussion

Based on the results of research related to verbal and visual modes contained in the locally and internationally published EFL textbooks for ninth graders of Junior High School, the researcher found several findings that need to discuss. In verbal modes, it only focused on the ideational function which includes participants, process, and circumstances between locally and internationally published EFL textbooks. It found that both EFL textbooks contained participants and process with the same value. The first findings were on participants and processes in 11 chapters of locally published EFL textbooks with 11 findings (35.5%) and 18 findings (36.7%) from 18 chapters of internationally published

EFL textbooks. So overall in locally and internationally EFL textbooks the most dominant were participants and process. Meanwhile, the lowest findings between the two books were the circumstances contained in the locally published EFL textbook with 9 findings (29%). Therefore, the most dominant verbal modes between the two books are found in the internationally published EFL textbook.

Regarding visual modes found in the locally and internationally published EFL textbooks for ninth graders of Junior High School, the researcher found that the composition function which is divided into 3 parts, namely information value, salience, and framing in both textbooks and for the results were same with each other. In the locally published EFL textbooks, information value and salience were investigated from the total number of chapters (11 chapters), there are 11 findings (39.3%) and framing only 6 findings (21.4%). Similar to the locally published textbook, the internationally published EFL textbook also has the same value in information value and salience, with 18 findings (40.9%) investigated in all chapters (18 chapters). As for framing, there are only 8 findings (18.2%) so framing is the least found in the internationally published EFL textbook. Therefore, same as the visual modes, the most dominant visual modes between the two books were found in the internationally published EFL textbook.

In addition, the results of this study was not in line with previous research conducted by Christine (2019) regarding multimodal visual and verbal modes in Reading Explorer Foundations related to the topic history for junior high school students. Although both used the combination theory of multimodal SFL (1994) and GVD from Kress and van Leeuwen (2006), the multimodal elements used in

conducting the research were quite different. Christine's study used all visual mode (representation, interaction, composition) while in this study only focused on using compositional elements (systems of information value, salience, and framing). Then, on the verbal mode of Christine's and this study both used ideational/experiential elements (participants, processes, and circumstances).

The results and findings based on Christine (2019), the visual mode found was the representation elements was the most dominant element, namely the narrative representation which is dominated by non-human participants, in the interaction element the most dominant was offering, public, separate and equal, and the compositional element was the image above, the left position, without a frame and highlighting the color. In contrast to this study which only focused on compositional elements (information value, salience, and framing), the results and findings showed that information value and salience elements were equally dominant in both EFL textbooks.

Furthermore, the most dominant verbal mode in Christine (2019) was the emergence of processes and circumstances elements. In contrast to this study, the most dominant elements were participants and process elements in locally published EFL textbooks and only participant elements was dominant appeared in internationally published EFL textbooks. Overall, the study conducted by Christine (2019) was almost the same as this study, however this study was a comparative between locally and internationally published EFL textbooks for Junior High School students in Indonesia so that the results and findings between Christine's (2019) quite different with this study.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After investigating the verbal and visual modes contained in the locally and internationally published EFL textbooks, the researcher concluded that the verbal mode from Halliday (1994) and the visual mode by Kress and Leeuwen (2006) in the locally and internationally published EFL textbooks have been fully applied. However, there were still some pictures as well as text that still did not contain verbal and visual modes in the two books with different publications.

Based on the results of the research, the verbal and visual representations of the modes in the two textbooks show differences and similarities in each textbooks. The similarities found between the two textbooks were in the verbal mode, especially in the participants and process elements. Both EFL textbooks contained participants and processes in each chapters. Likewise with the visual mode in the information value and salience elements, both EFL textbooks contain the number of occurrences of information value and salience in each chapters.

Regarding to the differences of both EFL textbooks, in the locally published EFL textbook, there were fewer verbal and visual modes than those contained in the internationally published EFL textbook. Therefore, the most dominant textbook that applied verbal and visual modes was in the internationally published EFL textbook entitled Cambridge Global English for Cambridge Secondary 1 English as a Second Language Stage 9 written by Chris Barker and

Libby Mitchell published by Cambridge University Press in 2016.

Locally published and internationally published EFL textbooks both have advantages and disadvantages in each books. However, based on the findings of this study related to the multimodality of verbal and visual elements, internationally published EFL textbooks mostly applied the theory proposed by Halliday (1994) and Kress and Leeuwen (2006). Thus, the internationally published EFL textbook can be used as a textbook in the learning process for grade 9 junior high school students in Indonesia because it contains many interesting pictures to support student learning that is more interesting.

B. Suggestion

Regarding the findings of verbal and visual modes in the locally and internationally published EFL textbooks, the researcher recommends:

1. For the Indonesian Ministry of Education and Culture, to be more selective in providing, preparing, and publishing the best EFL textbooks related to multimodality for junior high school students to assist teachers and students in their learning processes.
2. For the teachers, to be more selective in choosing EFL textbooks for junior high school students to support the learning process for teachers and students.
3. For English textbook writers and publishers, to create effective textbooks by teaching materials that are by the competence of junior high school students.

4. For the next researcher, to increase knowledge related to multimodality and make this research a reference in conducting research pertaining to multimodality in the EFL textbooks.

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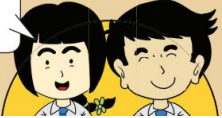
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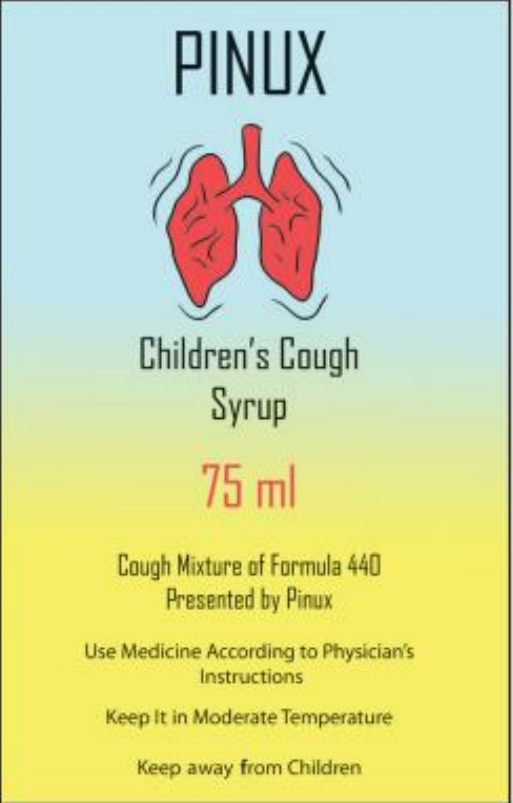
APPENDICES

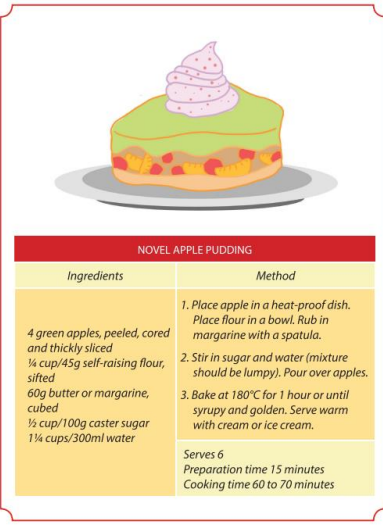

APPENDIX 1

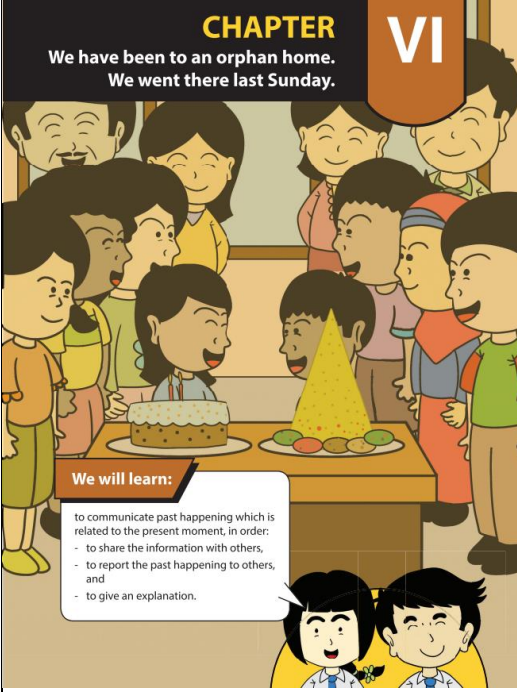

The Presentation of Verbal and Visual Modes in Locally Published EFL Textbook “English Think Globally Act Locally for Junior High School/MTs Grade IX”




Unit/Page	Multimodality Objects	Modes						Code Data
		Verbal			Visual			
		P	Pro	Cir	I.V	Sal	Fr	
1/P.2	<p>The winner of the story-telling competition in this class is Lina. Congratulations, Lina!</p> <p>Congratulations, Lina!</p> <p>Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the story-telling competition of our school next month.</p> <p>Thank you, Ma'am. Thank you, everybody.</p> <p>Prepare your best for the competition, will you? I hope you win the first prize, too. Good luck!</p> <p>I hope so too, Ma'am. Yes, I'll do my best.</p>	√	√	√	√	√	-	U1P2.Ve/Vi.L PT


<p>2/P.17</p>	<p style="text-align: center;">CHAPTER Let's live a healthy life!</p>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>We will learn:</p> <ul style="list-style-type: none"> - to state the purpose or intention to do something, and - to agree or disagree with a suggestion or an idea. </div> 	√	√	√	√	√	√	<p>U2P17.Ve/Vi.</p> <p>LPT</p>
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<p>3/P.35</p>		<p>√</p>	<p>√</p>	<p>-</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>U3P35.Ve/Vi. LPT</p>
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<p>4/P.55</p>	 <p style="text-align: center;">NOVEL APPLE PUDDING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Ingredients</th> <th style="width: 50%; text-align: left;">Method</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water</p> </td> <td style="vertical-align: top;"> <p>1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.</p> <p>Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes</p> </td> </tr> </tbody> </table>	Ingredients	Method	<p>4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water</p>	<p>1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.</p> <p>Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes</p>	√	√	√	√	√	√	<p>U4P55.Ve/Vi.</p> <p style="text-align: center;">LPT</p>
Ingredients	Method											
<p>4 green apples, peeled, cored and thickly sliced ¼ cup/45g self-raising flour, sifted 60g butter or margarine, cubed ½ cup/100g caster sugar 1¼ cups/300ml water</p>	<p>1. Place apple in a heat-proof dish. Place flour in a bowl. Rub in margarine with a spatula. 2. Stir in sugar and water (mixture should be lumpy). Pour over apples. 3. Bake at 180°C for 1 hour or until syrupy and golden. Serve warm with cream or ice cream.</p> <p>Serves 6 Preparation time 15 minutes Cooking time 60 to 70 minutes</p>											
<p>5/P.81</p>	 <p>Hey, that's Dayu. Dayu! Dayu!</p> <p>I don't think she hears you. She has her earphones on her ears. Maybe she's turning on the music loudly.</p>	√	√	√	√	√	-	<p>U5P81.Ve/Vi.</p> <p style="text-align: center;">LPT</p>				


<p>6/P.107</p>	<p>CHAPTER VI</p> <p>We have been to an orphan home. We went there last Sunday.</p>  <p>We will learn:</p> <p>to communicate past happening which is related to the present moment, in order:</p> <ul style="list-style-type: none"> - to share the information with others, - to report the past happening to others, and - to give an explanation. 	√	√	√	√	√	-	<p>U6P107.Ve/Vi</p> <p>.LPT</p>
<p>7/P.134</p>	 <p>We will work in a group. We will read the story to each other.</p> <p>Here are what we will do. First, we will listen carefully to our teacher reading the story. Second, we will repeat the story after the teacher, sentence by sentence. Then, in our group we will read the story to each other.</p> <p>We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help. We will take turn and we will correct any mistakes we hear.</p>	√	√	√	√	√	√	<p>U7P134.Ve/Vi</p> <p>.LPT</p>

8/P.146	 <p>Satay or 'sate' is made of chicken, beef, or lamb. 'Sate ayam' is made of chicken, 'sate kambing' is made of lamb, and 'sate sapi' is made of beef. Small pieces of meat are marinated in spicy soy sauce. Some pieces of well marinated meat are skewered. Then, on skewers, satay is grilled over very hot charcoal. It is served with peanut sauce or soy sauce.</p>	√	√	√	√	√	-	U8P146.Ve/Vi .LPT
9/P.178	 <p>Sponge</p> <p>There are different types of sponges. Some sponges are natural and come from animals that live in warm seas. Most sponges found in the house are made of rubber. Sponge absorbs water well. Water is held in tiny holes inside a sponge. It will only come out when the sponge is squeezed. The best sponges mop up lots of water.</p> <p><small>(Adapted from Learn Science, Dorling Kimberley, 2010)</small></p>	√	√	√	√	√	-	U9P178.Ve/Vi .LPT
11/P.208	 <p>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p>	√	√	-	√	√	√	U11P208.Ve/ Vi.LPT



10/P.192	<p style="text-align: center;">Fried Kepok Banana Sensation</p>  <p style="text-align: center;"><i>Come and taste our hot and sensational fried bananas of your choice</i></p> <p style="text-align: center;">Chocolate banana - Coconut banana - Original banana IDR3,000/pack of 3 pieces Every Wednesday & Friday At the school canteen 12 pm – 3 pm Maria, 0812345678 Murni, 0812098765</p>	√	√	√	√	√	√	U10P192.Ve/ Vi.LPT
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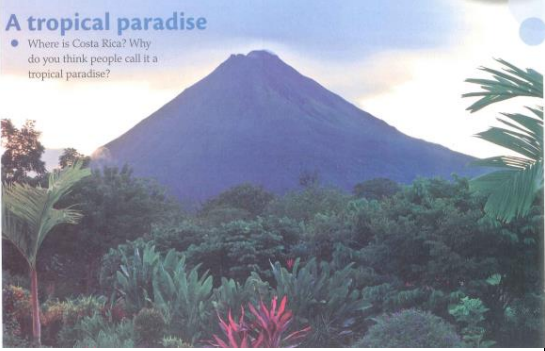
APPENDIX 2



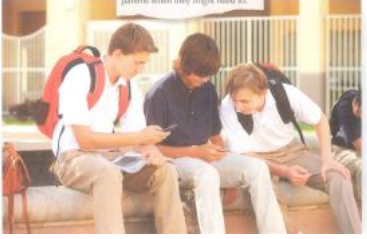
The Presentation of Verbal and Visual Modes in International Published EFL Textbook “Cambridge Global English for Junior High School Grade 9”


Unit/Page	Multimodal Objects	Modes						Code Data
		Verbal			Visual			
		Par	Pro	Cir	Inf Val	Sal	Fra	
1/P. 8	<p>Reading</p> <p>1 Read the magazine article. How many people live together in each family?</p>  <p>Dan lives in Liverpool with his mum, dad and ten brothers and sisters. The two oldest children in the family, David and Sara, are in fact Dan's stepbrother and step-sister. 'Because there are so many of us, we all have to help with jobs around the house. It's OK, though. We sometimes argue and the house can be really noisy at times but we have a lot of fun and we get on well most of the time. And of course, we've got a ready-made football team! The only problem is that the queue for the bathroom in the morning is quite long!'</p> <p>Hua lives in Shenyang. She's an only child. 'I have no siblings and both my parents are only children so I have no cousins, aunts or uncles. But I've never felt lonely because I've always had lots of friends. My grandparents looked after me when I was little, so I'm very close to them, especially my maternal grandmother. I still visit all my grandparents in the holidays.'</p> <p>Youssef lives in Tunis with his parents and his three brothers. 'I don't have much time for my own interests. There's a lot of pressure to do well at school, which means I get a lot of homework, and I often have to stay in to look after my brothers when my parents are at work because I'm the oldest. I think my youngest brother is spoilt. He never gets told off - he gets away with everything.'</p> <p>Salma lives in Dabai with her parents, her brother and her sister-in-law. 'My brother is ten years older than me. He's married and my sister-in-law has just had a baby. My friends think it's really funny that I'm 14 and I'm already an aunt! But I love it. My nephew is just six weeks old. He's so cute.'</p>	√	√	√	√	√	√	U1P8.Ve/Vi.I PT

<p>2/P.14</p>	<p>All dressed up</p> <ul style="list-style-type: none"> Look at the people in the pictures. Which of these words would you use to describe what the people in picture 1 are wearing? <p>traditional formal informal</p> <p>Would you use the same words for the people in picture 2?</p> 	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>U2P14.Ve/Vi.I</p> <p>PT</p>
<p>3/P.24</p>	<p>Ups and downs</p> <ul style="list-style-type: none"> Would you describe yourself as an emotional person? Why? <p>Vocabulary</p> <p>1 How do you think these people are feeling? Write an adjective for each photo. Compare your ideas. Did you all write the same words?</p> 	<p>√</p>	<p>√</p>	<p>-</p>	<p>√</p>	<p>√</p>	<p>√</p>	<p>U3P24.Ve/Vi.I</p> <p>PT</p>



<p>4/P.32</p>	 <p>The West-Eastern Divan Orchestra is a youth orchestra based in Seville, Spain. Its members are from, or have close family connections with, the Middle East or Spain. Every year, the orchestra advertises for young musicians to audition for its summer workshop and international tour which take place in July and August. To apply to join the orchestra, you need to be between 14 and 28 years old. (However, if an applicant is under 14 or over 28, they are sometimes considered if there are special circumstances.) In order to audition for the orchestra, applicants should send a video recording of themselves playing their instrument. The recording must be at least 10 minutes long.</p>	√	√	√	√	√	-	<p>U4P32.Ve/Vi.I</p> <p>PT</p>
<p>5/P.42</p>		√	-	-	√	√	√	<p>U5P42.Ve/Vi.I</p> <p>PT</p>


<p>6/P.52</p>	<p>Friends part for ever – wild geese lost in cloud.</p>  <p>Wake, butterfly – it's late, we've miles to go together.</p>  <p>Violets – how precious on a mountain path.</p> 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>U6P52.Ve/Vi.I</p> <p>PT</p>
<p>7/P.56</p>	<p>A tropical paradise</p> <ul style="list-style-type: none"> Where is Costa Rica? Why do you think people call it a tropical paradise? 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>-</p>	<p>U7P56.Ve/Vi.I</p> <p>PT</p>

<p>8/P.62</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Water and agriculture</p> <p>From earliest times, farmers have had to find ways of irrigating their land in order to grow crops. It is believed that Chinese engineers in the 5th and 4th centuries BCE were the first to develop ways of taking water to places where crops were grown.</p>  <p>However, it is thought that an Egyptian waterwheel was already in use as early as the 7th century BCE. Waterwheels moved water from low ground to high ground, to irrigate crops. This meant that even land that was not near water could be used for growing crops.</p> <p>In mountainous areas around the world, terraces were built to make good use of shallow soil and to create areas that could be irrigated for growing food. The Incas, for example, built terraces on the slopes of the Andes, where they grew crops such as potatoes. Canals, just a metre wide, were constructed to bring water from higher in the mountains to each terrace level.</p>  <p>Farmers in areas with little or no rainfall are now growing crops without soil. The system is called hydroponics. Plants are grown in a mineral solution that is pumped around their roots. The main advantage is that far less water is needed than for irrigating crops grown in soil because the water doesn't escape into the ground. Also, the water can be recycled. Other benefits are that the plants grow more quickly than in soil so that you get more food from the same amount of land.</p> <p>Vegetables and salad are already grown hydroponically on the International Space Station. Plants grown hydroponically are considered to be a useful source of sustainable food for space missions.</p> 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>U8P62.Ve/Vi.I</p> <p>PT</p>
<p>9/P.74</p>	<p>More than 90% of British teenagers have a mobile phone, which they usually take to school. Schools, however, are rethinking their mobile phone policy because a recent study by the London School of Economics has shown that banning them in school improves students' results.</p> <p>Researchers looked at schools in four English cities and found that exam marks went up by more than 6% after banning phones.</p> <p>According to a recent study, banning mobile phones from schools significantly improves results. Almost all British teenagers own a mobile phone and the study has shown that banning the phones reduces inequality between high-achieving and low-achieving students.</p> <p>The research took a sample of schools in four English cities and found exam results improved by over 6% after banning phones, with low-achieving students and those from low-income families improving the most.</p> <p>Strict mobile phone policies had little effect on both high-achieving students and younger teenagers. It is thought that high achievers are less likely to be distracted by mobile phones and that younger teenagers use phones less often.</p> <p>However, there is at least one argument against banning mobiles. A complete ban prevents students from getting in touch with their parents when they might need to.</p> <p>A recently published survey has asked schools to rethink their policy on mobile phones. Richard Murphy and Louis-Philippe Beland surveyed 91 schools in four English cities (Birmingham, London, Leicester and Manchester) before and after mobile phones were banned in the classroom. Mobile phone ownership among British teenagers is high, at 90.3%.</p> <p>The 12-year study found that students' exam results improved by 6.4%. Low-achieving students benefited most from the ban, with test scores increasing by 14.25%. The study concluded that banning phones for these students was equivalent to an additional hour a week in school, or to increasing the school year by five days.</p> 	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>-</p>	<p>U9P74.Ve/Vi.I</p> <p>PT</p>

<p>10/P.85</p>	<p style="text-align: center;">A LITTLE HISTORY OF THE WORLD</p> <p>There are two things for which I am especially grateful to the Arabs. First, the wonderful tales they used to tell and then wrote down, which you can read in <i>One Thousand and One Nights</i>. The second is even more fabulous than the tales, although you may not think so. Listen! Here is a number: '12'. Now why do you think we say 'twelve' rather than 'one-two' or 'one and two'? 'Because,' you say, 'the one isn't really a one at all, but a ten.' Do you know how the Romans write '12'? Like this: 'XII'. And '112'? 'CXII'. And '1112'? 'MCCXII'. Just think of trying to multiply and add up with Roman numbers like these! Whereas with our 'Arabic' numbers it's easy. Not just because they're attractive and easy to write, but because they contain something new: place value – the value given to a number on account of its position. A number placed on the left of two others has to be a hundred number. So we write one hundred with a one followed by two zeros.</p> <p>Could you have come up with such a useful invention? I certainly couldn't. We owe it to the Arabs, who themselves owe it to the Indians. And in my opinion that invention is even more amazing than all the Thousand and One Nights put together.</p> <p style="text-align: right;"><i>by E.H. Goodrich</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Did you know?</p> <p>There are seven symbols from which all Roman numbers are made:</p> <table style="font-size: small;"> <tr> <td>I</td><td>1</td> <td>C</td><td>100</td> </tr> <tr> <td>V</td><td>5</td> <td>D</td><td>500</td> </tr> <tr> <td>X</td><td>10</td> <td>M</td><td>1000</td> </tr> <tr> <td>L</td><td>50</td> <td></td><td></td> </tr> </table> <p>There is no equivalent of 0. Look at the numbers 3 to 12 on the clock face using Roman numerals. Explain how the Romans made the numbers 6, 7, 8, 11 and 12. Then explain how they made the numbers 4 and 9.</p> </div> 	I	1	C	100	V	5	D	500	X	10	M	1000	L	50			√	√	√	√	√	-	<p>U10P85.Ve/Vi</p> <p style="text-align: center;">.IPT</p>
I	1	C	100																					
V	5	D	500																					
X	10	M	1000																					
L	50																							
<p>11/P.91</p>	<p>Abseiling and rope activities</p> <p>Overcome your fear of heights by taking part in abseiling. You'll wear a harness and a helmet and you'll lower yourself from a high point to the ground.</p> <p>Camping and other training</p> <p>You'll learn to put up a tent and build a shelter. You'll also learn to store and prepare food.</p> <p>First aid</p> <p>First aid is an important skill to learn. You will be able to administer first aid on water or in the bush. You will learn to dress wounds and to make splints and stretchers. You will learn how to deal with emergencies.</p> <p>Navigation</p>	√	√	√	√	√	√	<p>U11P91.Ve/Vi</p> <p style="text-align: center;">.IPT</p>																



<p>12/P.96</p>	<p>Part-time and summer jobs</p>  <p>Am I allowed to get a job?</p> <p>What the law in England says: You have to be at least 13 to have a job.</p> <p>If you're between 13 and 14, you can work for up to five hours a day on Saturdays and during school holidays. But you must not work for more than 25 hours a week.</p> <p>All children must have at least two weeks when they're not working during the summer holidays.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>-</p>	<p>U12P96.Ve/Vi</p> <p>.IPT</p>
<p>13/P.105</p>	<p>Is immigration the answer for Japan?</p> <p>Since the 1950s, the birth rate in Japan has been below replacement level. By 2050, the population will have fallen from today's 127 million to 95 million. What is more, by 2050 almost 40% of that 95 million will be over the age of 65, because life expectancy in Japan will have risen significantly.</p> <p>"Population is a central problem confronting Japan. A falling birth rate and an aging population mean that the country has far too few young, productive workers. This will become even more noticeable as the current working generation begins to retire," says Hidenori Sakanaka, former director of the Tokyo Immigration Bureau. His solution is to welcome immigrant workers, some of whom would be care workers to look after the elderly. He estimates that Japan needs to accept about 10 million immigrants over the next 50 years.</p> <p>"Because Japan has traditionally been such a homogeneous place," says Mr Sakanaka, "many have feared the prospect of greater immigration. Yet a pro-immigration policy doesn't have to undermine</p>  <p>Japanese values or culture." It's a big step for Japan, but the country needs to become more multi-racial. At the moment, it's hard for immigrant workers to settle in Japan. They have to pass a very difficult Japanese language exam, and they are only allowed temporary residence. This needs to change.</p> <p>Mr Sakanaka may not have all the answers, but he's making constructive and realistic proposals which should be considered.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>-</p>	<p>U13P105.Ve/</p> <p>Vi.IPT</p>

<p>14/P.112</p>	<p style="text-align: center;">Let's celebrate!</p> <p>In Japan babies between the ages of 6 months and 18 months take part in <i>naki-zumo</i>, a 400-year-old tradition. The word <i>naki-zumo</i> means 'crying baby sumo'. Two babies are placed on cushions next to each other. A referee tries to make them cry. The baby who cries longest and loudest is the winner. The competition is inspired by the Japanese proverb 'crying babies grow fast'.</p> <p>To mark an engagement in Pakistan, a special ceremony called a <i>mangni</i> is held. It gives the families of the future bride and groom a chance to meet. The bride's dress for the <i>mangni</i> ceremony is given by the groom's family.</p> <p>Traditionally, the bride is given garlands of flowers and sweet things to eat by seven married women from the groom's family. The groom is expected to propose marriage formally. Rings are exchanged and a date for the wedding is set.</p> <p>In Mexico, Cuba, Puerto Rico and in Central and South America, a girl has a special party given by her parents to celebrate her 15th birthday. The girl's closest friends and family members are invited. Long dresses are worn by the girls and the boys wear formal suits. During the party, the <i>quinceañera</i> (the girl celebrating her 15th birthday) changes her flat shoes for a pair of high-heeled shoes given to her by her father. This is to mark her passage from childhood towards adulthood.</p> <p>In Greece, as in many European and Latin American countries, name days are celebrated. Traditionally families held 'open house' for a family member's name day party and friends and neighbours could drop in for food and sweets. Today guests are usually invited and they bring a small gift or flowers, or they send a card.</p> 	√	√	√	√	√	-	<p>U14P112.Ve/</p> <p>Vi.IPT</p>
<p>15/P.120</p>	<p>Speaking</p> <p>1 Work in pairs. Discuss the advantages and disadvantages of using each of the following:</p> <p>The main advantage of using a pencil is that ... One of the disadvantages is that ...</p> 	√	-	-	√	√	-	<p>U15P120.Ve/</p> <p>Vi.IPT</p>

<p>16/P.128</p>	<p>The science of colour</p> <p>Research shows that colour really does affect our minds and bodies. The colour blue helps us to feel calm. Red, on the other hand, can make us feel angry. Football teams seem to play better when wearing red. They are more likely to win matches than those wearing other colours.</p>  <p>After analysing recent sales of works of art, a leading expert concluded that pictures with red in them fetch higher prices than those without.</p> <p>Colour is how our eyes interpret light. It is the way our brain perceives mixtures of different light wavelengths falling on the retina of the eyes. Human vision is trichromatic. We have three different colour receptors (cones) in our eyes, each designed to pick up different wavelengths of light. These are red, green and blue. People who are colour-blind only have two kinds of receptors, meaning they can only detect green and blue wavelengths.</p> <p>There are people who are 'tetrachromatic', which means they have an extra cone type in their eyes. The average person can see approximately 1 million colours, whereas people who have tetrachromatic vision can see 99 million.</p> <p>Birds are also tetrachromatic - they have four colour receptors and see things that we see as red as many different shades of colour. This is very useful for them while searching for food.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>U16P128.Ve/ Vi.IPT</p>
<p>17/P.140</p>	 <p>Witness A I was sitting at a cafe on the opposite side of the square and I saw a man run out of the computer shop carrying something under his right arm. I think it was a laptop computer. He was wearing a blue denim jacket and jeans. He was wearing a baseball cap and the peak covered his eyes so you couldn't really see his face. He bumped into a lady who was carrying some shopping and knocked the shopping out of her hand. He ran towards a black cat, near to where I was sitting. There was somebody sitting in the driver's seat of the car and they drove off very quickly towards the motorway.</p> <p>Witness B I was just outside the electrical shop, next to the newsagents, and I saw a man run out and cross the square. He was carrying a laptop under his left arm. He was wearing a black jacket and blue jeans. I didn't see his face because he was running away from where I was standing. But I remember he was wearing a baseball cap back-to-front - with the peak at the back. As he was running across the square, he seemed to bump into someone because she dropped her shopping as he passed and she shouted at him. He ran over to a black van which was parked at the other side of the square. He jumped in it and he drove off.</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>-</p>	<p>U17P140.Ve/ Vi.IPT</p>

<p>18/P.142</p>	<p>Read about three theatre traditions. Which of them still exists today?</p> <p>In Ancient Greece plays were performed at the Festival of Dionysus in March and April. This was when the sailing season started. People used to come to Athens from all over the Greek world to see the plays.</p> <p>The Greeks loved competition. The playwrights would compete against one another to write the best play. They were each sponsored by a rich man who would pay for the production. Each member of a specially selected jury voted for the play which they thought was the best. The play with the most votes won. If you were the winner, your name and your sponsor's name were written on the walls of the theatre for everyone to see. No prize money was involved; it was all about glory.</p> <p>The plays were performed in open-air theatres. The audience sat in tiered rows in a semi-circle or horse-shoe shape. In both comedies and tragedies, only three actors performed all the speaking roles. The actors wore masks, which made it possible to change character. In addition to the actors, there was a chorus of 12 people who would comment on the action as it was happening. The three best-known playwrights, Aeschylus, Sophocles and Euripides, wrote tragedies. They were all Athenians and all lived in the 5th century BCE.</p>	<p>Kabuki, the popular theatre of Japan, has captured the hearts and minds of audiences from its appearance at the beginning of the seventeenth century to the present day. Plays range from realistic tragic-dramas to fantastic adventure stories. Music and dance are skilfully employed, bringing to life characters from the Japanese past, both real and imaginary. Impressive costumes and make-up, and startling stage effects, add to the drama.</p> <p>The 'Theatre of Shadows' is an ancient art form, still performed today in Java, Indonesia and neighbouring islands. Modern performances can last through the night and are carried out by a single puppeteer who manipulates the characters, often two in one hand. The puppeteer speaks the parts of all the characters and conducts the accompanying music performed by a gamelan orchestra, beating the time with a wooden hammer held in his toes.</p> <p>This puppet depicts Bima, one of the heroes of the Indian epic, the Mahabharata. It was used in performances of this epic during a 'Theatre of Shadows' performance at the Japanese court.</p>	✓	✓	✓	✓	✓	-	<p>U18P142.Ve/</p> <p>Vi.IPT</p>
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Note:

P : Page

U : Unit

Ve : Verbal Mode

Vi : Visual Mode

LPT : Locally Published Textbook

IP T : Internationally Published Textbook

APPENDIX 3



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia	<i>Aee</i> / <i>22/03</i> / 2022

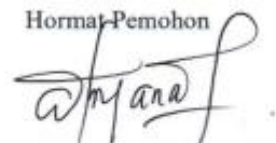
Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris.

Medan, Maret 2022

Disetujui oleh,
 Dosen Pembimbing


 Yenni Hasnah, S.Pd. M.Hum.

Hormat Pemohon


 Sri Veny Aryand Tanjung

APPENDIX 4



MAJELIS PENDIDIKAN TINGGI
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Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal: **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Sri Veny Aryand Tanjung
NPM : 1802050066
Program Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 137

IPK = 3,66

Persetujuan Ket/Sekret, Prog.Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
23/05/2022 <i>[Signature]</i>	Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia	4/23/22 <i>[Signature]</i>
	Multimodality of MOP: Mother of Pearl Cosmetic by Tasya Farasya Advertisement	
	Stylistic Level of Covid-19 Omicron Variant News Headlines in BBC and CNN Online Newspaper	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2022
Hormat Pemohon,

Sri Veny Aryand Tanjung

Keterangan:

Dibuat rangkap 3 : - Untuk Dekan Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

APPENDIX 5



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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Form K-2

Kepada Yth : Bapak Ketua/Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Assalamu 'alaikum Wr.Wb

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut ini :

- Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu :

- Yenni Hasnah, S.Pd., M.Hum.

Sebagai Dosen Pembimbing Proposal/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2022
 Hormat Pemohon,

Sri Veny Aryand T

Keterangan:

Dibuat rangkap 3 : - Asli untuk Dekan/Fakultas
 - Duplikat untuk Ketua/Sekretaris Jurusan
 - Triplikat Mahasiswa yang bersangkutan

APPENDIX 6



FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 736 /IL3-AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Sri Veny Aryand Tanjung
NPM : 1802050066
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Multimodality in ELT Textbook; A Comparative Study Between
Lovally and Internationally Published EFL Textbooks in In Indonesia

Dosen Pembimbing : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 28 Maret 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

Medan, 25 Sya'ban 1443 H
28 Maret 2022 M



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR



APPENDIX 7



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Nama : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Multimodality in ELT Textbooks: A Comparative Study
 Between Locally and Internationally Published EFL
 Textbooks in Indonesia
 Nama Pembimbing : Yenni Hasnah, S.Pd., M.Hum.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
16-03-2022	Consulting research title	
23-03-2022	Approving research title	
10-06-2022	Chapter 1	
29-06-2022	Chapter 1	
30-06-2022	Table of contents, Chapter 1-3, References	
01-07-2022	Table of contents, Chapter 1-3, References	
02-07-2022	Approving proposal for seminar	

Diketahui/Disetujui,
 Ketua Prodi Pendidikan Bahasa
 Inggris

Pirman Ginting S.Pd., M.Hum

Medan, Juni 2022

Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum.

APPENDIX 8



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

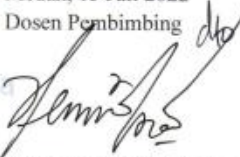
BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at tanggal 15 Juli 2022 telah diselenggarakan Seminar Proposal Program Studi Pendidikan Bahasa Inggris menerangkan bahwa :


Nama Mahasiswa : Sri Veny Aryand Tanjung
NPM : 1802050066
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Multimodality in ELT Textbooks: A Comparative Study
Between Locally and Internationally Published EFL Textbooks
in Indonesia

BAB I	<i>provide more detailed explanation about the purpose of textbooks and the analysis using multimodality</i>
BAB II	<i>explore more details about the usage of Multimodality</i>
BAB III	<i>explain what research design is used, why / how it is used</i>
LAINNYA	<i>please revise</i>
KESIMPULAN	

Dosen Pembahas

Rita Harisma, S.Pd., M.Hum

Medan, 15 Juli 2022
Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum

PANITIA PELAKSANA

Ketua

Pirman Ginting, S.Pd., M.Hum

Sekretaris

Rita Harisma, S.Pd., M.Hum

APPENDIX 9



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email : fkip@umsu.ac.id

SURAT KETERANGAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan bahwa :

Nama Mahasiswa : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada :

Hari : Jum'at
 Tanggal : 15 Juli 2021
 Dengan Judul Proposal : Multimodality in ELT Textbooks; A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia

Demikianlah surat keterangan ini kami keluarkan/diberikan kepada mahasiswa yang bersangkutan, semoga Bapak/Ibu Pimpinan Fakultas dapat segera mengeluarkan surat izin riset mahasiswa tersebut. Atas kesediaan dan kerjasama yang baik kami ucapkan banyak terimakasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Dikeluarkan di : Medan
 Pada Tanggal : 15 Juli 2021

Wassalamualaikum Wr.Wb
 Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd.,M.Hum.

APPENDIX 10



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Muchtar Basri No .3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata – 1 bagi :

Nama Lengkap : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia

Dengan diterimanya proposal ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

Diketahui oleh :

Diketahui/Disetujui Oleh
 Ketua Program Studi

Pirman Ginting S.Pd., M.Hum

Dosen Pembimbing

Yenni Hasnah, S.Pd., M.Hum

APPENDIX 11



Bila merjesab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Kapten Mochtar Besri No. 3 Medan 20238 Telp. (061) 6622400
 Website : <http://fkip.umsu.ac.id> E-mail : fkip@yahoo.co.id

Nomor : 1849 /II.3/UMSU-02/F/2022
 Lamp : ---

Medan, 7 Shafar 1444 H
 3 September 2022 M

H a l : Izin Riset

Kepada : Yth. Bapak/Ibu Kepala
 Perpustakaan UMSU
 Di
 Tempat.

Bismillahirrahmanirrahim
 Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama : Sri Veny Aryand Tanjung
 N P M : 1802050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



Wassalam
 Dekan



Drs. H. Samsuunnita, MPd.
 NIDN : 0004066701

****Pentinggal**



APPENDIX 12



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT. PERPUSTAKAAN

Terakreditasi A Berdasarkan Ketetapan Perpustakaan Nasional Republik Indonesia No. 00059/LAP/PT/IX.2018
 Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567
 @ <http://perpustakaan.umsu.ac.id> ✉ perpustakaan@umsu.ac.id ♦ perpustakaan.umsu.ac.id

SURAT KETERANGAN

Nomor : 401 /KET/IL.3-AU/UMSU-P/M/2022

Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama : Sri Veny Aryand Tanjung
NIM : 1802050066
Univ./Fakultas : UMSU/Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi : Pendidikan Bahasa Inggris

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

“Multimodality in ELT Textbooks: A Comparative Study Between Locally and Internationally Published EFL Textbooks in Indonesia”

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 21 Shafar 1444 H
 17 September 2022 M

Kepala UPT Perpustakaan



Muhammad Arifin, S.Pd, M.Pd

APPENDIX 13



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Sri Veny Aryand T
 N.P.M : 1802050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Multimodality in ELT Textbooks: A Comparative Study between
 Locally and Internationally Published EFL Textbooks In Indonesia

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
02-09-2022	Research Data	
12-09-2022	Research Data Display, Finding, Data Analysis and Discussion	
15-09-2022	Abstract, Acknowledgements, Chapter I-V, Appendices	
16-09-2022	Abstract, Acknowledgements, Chapter I-V, References	
17-09-2022	Abstract, Acknowledgements, Chapter I-V, References, and Appendices	
17-09-2022	Approving thesis to proceed on the green table exam	

Diketahui oleh:
 Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 17 September 2022
 Dosen Pembimbing

(Yenni Hasnah, S.Pd., M.Hum.)

APPENDIX 14



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mochtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website : <http://www.fkip.umsu.ac.id> Email: fkip@umsu.ac.id

SURAT PERNYATAAN

Assalamu'alaikum Warahmatullahi Wabarakaatuh
 Saya yang bertandatangan di bawah ini :

Nama Mahasiswa : Sri Veny Aryand Tanjung
 NPM : 1802050066
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : Multimodality in ELT Textbooks: A Comparative Study
 Between Locally and Internationally EFL Textbooks in
 Indonesia

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 15 Juli 2022
 Hormat saya,
 Yang membuat pernyataan

Sri Veny Aryand Tanjung
 Sri Veny Aryand Tanjung

Diketahui oleh Ketua Program Studi
 Pendidikan Bahasa Inggris

Pirman Ginting, S.Pd., M.Hum.