

**MULTIMODAL ANALYSIS OF ENGLISH COURSE
BROCHURES IN MEDAN**

SKRIPSI

*Proposed in Partial Fullment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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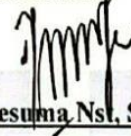
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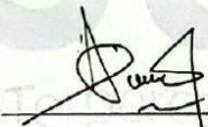
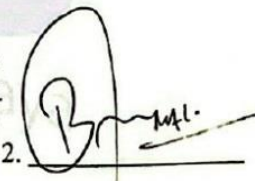

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
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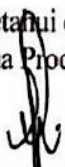
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PERNYATAAN KEASLIAN SKRIPSI

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Dengan ini menyatakan bahwa skripsi saya yang berjudul "**Multimodal Analysis of English Courses Brochures in Medan**" adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana kemudian 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 diperbuat dengan sesungguhnya dan sebenar-benarnya.

Medan, 15 November 2022

Yang membuat pernyataan,

Shah Fika Rizad



Shah Fika Rizad

ABSTRACT

Shah Fika Rizad.1802050035.This skripsi entitled “**Multimodal Analysis Of English Course Brochures In Medan**” is a linguistic study of multimodal text which is concerned with texts that contain the interaction with both verbal and visual semiotic modes in order to achieve the communicative functions of the text. Multimodality or multimodal discourse analysis provides the tools and techniques to analyse texts which employ more than one mode of discourse. The objectives of this study are (1) to identify the verbal and visual elements of English Courses brochures advertisement and (2) to describe the representation of verbal and visual elements of English Courses' brochures advertisement. This study used qualitative descriptive to describe printed advertisement texts featuring verbal and visual elements consisted in the advertisements. In this study, the data that the writer analyzed is brochures of English Courses which located in Medan, Indonesia. The instruments of collected data in this study are observation and documentation. Halliday's Ideational Function and the Representational by Kress and van Leeuwen are used to analyze the verbal and the visual texts. The results of the analysis found that the most common verbal element used in the brochures is Announcement and the most common visual element used in the brochures is Lead. The verbal and visual elements are frequently represented by Action Process.

Keywords: *Multimodal Analysis, Discourse Analysis, Verbal, Visual, Advertisement*

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language as a means of communication has been developed into many forms in order to provide good interaction among people in the world, one of which is advertisement. Hearing the word “advertisement” today is certainly not a strange thing. There are many types of advertisements that people often encounter, usually found in electronic and printed media such as television, brochures, and others. Nowadays, every companies in every countries use advertisement as their media to communicate more effectively in order to introduce their products or services to public, with the aim of persuading the customers. Advertisement is not only served to provide information to the audience, but more than that, it should be able to persuade audiences to behave in an appropriate way to marketing strategies for the purpose of making a profit (Jekfins 1997: 15).

Advertisement is usually made with the aim of influencing, reminding, informing, prohibiting, persuading, and seducing the target audience. One of the most instrumental elements in an advertisement is ad text which can affect the target audience. The purpose of advertisement is to get people’s attention in order to make them choose the product or service. There are two types of advertisement; informative and persuasive. Providing specific and verifiable facts regarding the product, informative ads highlight functional advantages of the advertised

product, whereas, persuasive ads accentuate emotional advantages the customer might obtain.

In the current digital era, brochures are still very effectively used as print advertising media. According to Rhenald Kasali (1992), what is included in the printed media are all forms of circular printed on a medium, including booklets and brochures. Brochure is very different from other mass media. Brochure is a sheet, printed with relatively good paper, lay-out attractively arranged with all the potential to be promoted. Besides providing information in a form of texts and pictures, brochures can also attract more readers, made as creative as possible with a touch of color, images and text to appeal to readers so that brochure ads can be accepted by the public. (Yoeti, 1992) Regarding to the importance of learning English, Medan, as one of the biggest cities in Indonesia, provides so many English courses starting with the lower to the higher levels.

The existence of these courses certainly make them have to be able to compete in order to promote their own courses or programs. One of the most widely used strategies on the English course is through advertising. In accordance of English Courses, advertisement plays a big role to influencing, reminding, informing, prohibiting, persuading, and seducing the target audience. The type of advertisement used in this research is print media advertisement that is brochure.

Consumers response to brochure depends on the brochure itself. Response is where consumers can receive the advertisements as a marketing communication strategy carried out by the company. Today, brochure advertising is still very

effective in providing detailed and accurate information at affordable prices and a flexible system that can be accepted by consumers. The structure of text in printed advertisement consist of verbal, visual, or combination between two of the texts. The multimodal analysis becomes an alternative to know the meaning contained in advertisement message. Here is one of the brochures that would be examined by the researcher:



Figure 1.1 An Example of English Brochure

Firstly, the researcher would analyze the brochures based on the attention, symbol, and logo. Those elements are used as a criterion, which capture public attention when looking at a brochure.

Based on the picture above, it can be seen that the red speaker and the written expression (Ayo!!!) are the centre of attention of British Learning Centre's brochure as they are the main focus of attention that catch the viewers eyes. The display of red is very distinctive compared to other components which are generally colour in blue and white. The display is incongruent because the

object is realized through symbolization (speaker). It also shows that the brochure does not have emblem or the company's logo. It can be concluded that British Learning Centre, as one of the courses in Medan, doesn't fully have the complete elements to highlight their brochure advertisement.

Based on the phenomenon above, the researcher tries to investigate the issues that occur in advertising field, specifically in brochures of English courses in Medan. It is interesting to see that the brochure as a medium to highlight the informative and persuasive advantages of the company still may be lacking of the verbal and visual elements in the making to achieve the desired aim. Therefore, the researcher chose a media (brochure) to be observed using multimodality analysis, which is very interesting to be analyzed by the researcher.

This research is analyzed based on Halliday (2004) Ideational Function in analysing the verbal text. Specifically, the researcher focuses on the experiential function, which is also classified into one main grammatical system in terms of Transitivity System in analysing the Participant, Process, and Circumstance.

Based on the linguistic analysis which focus on Transitivity System, the researcher applies the Representational by Kress and van Leeuwen (2006) to analyze the visual text. Representation analysis is classified into two categories; Narrative and Conceptual in the sense of the realization of process which identifies participants' doings and happenings.

The analysis is completed with Cheong (2004) Generic Structure of Potential in analysing the structure of the Printed Advertisements which consists

of Lead, Display dan Emblem for the visual text. The verbal text is formed by several elements which are Emblem, Announcement, Enhancer, Tag, and Call-and-Visit Information. For this research, the researcher analyzes ten brochures that have been collected from several English Courses in Medan. The ten brochures are chosen as the representatives of English courses in Medan.

Being the famous ones among other courses, it can be concluded that those english courses get the most attention from public. This occurrence leads the analysis of the ten brochures of English courses in Medan to be challenging and interesting, as the brochures play the big role as the courses' advertisement strategies in persuading people. From this research, we can find out the meaning of a photo, text, color and elements in a brochure such as based on its verbal and visual texts.

B. Problems of the Study

The problems of this research identified as follow:

1. Lower comprehending the visual and verbal of English courses brochures in Medan
2. Lower comprehending how to represent the visual elements and verbal elements represent in English Course Brochures in Medan

C. Formulation of the problem

1. What are the visual and verbal elements of English courses brochures in Medan?

2. How are visual and verbal elements represent in the English courses brochures?

D. Objectives of the Study

1. To identify the visual and verbal elements of English Courses brochures
2. To describe the representation of visual and verbal elements of English Courses brochures

E. Scope and limitation of the Study

The researcher focused on on the brochures analysis of English courses which are based in Medan City. There are numbers of English courses in Medan which publish their brochures, but ten brochures chosen as the representatives of English courses in Medan. They are British Learning Centre, Australia Centre, Briton English Education, Forward Education, Studyland English Education, Harford Institute, SAS English Laboratory, ILTC (International Language Training Center), XYZ English Course, Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA).

F. Significance of the Study

The result of this study provided theoretical and practical meaning.

1. Theoretically

This research is expected to add insight and scientific knowledge in the field of multimodal advertising analysis, especially how the elements (visual and

verbal) have meaning and how are the visual and verbal elements represented in printed advertisement.

2. Practically

The result of this study are useful for lecturers as reference for the future researches who focus on multimodal brochures advertising, and also for general people who want to make brochures to know how the semiotics resources in this advertisement reveal the meaning and how linguistic elements strenghten the meaning of visual and verbal texts.

CHAPTER II

REVIEW IN LITERATURE

A. Theoretical Framework

1. Multimodal

Multimodality is a terminology used to refer to the way people communicate using different modes at the same time. (Kress & van Leeuwen, 1996) A multimodal text is concerned with texts that contain the interaction with both verbal and visual semiotic modes in order to achieve the communicative functions of the text. As stated by Kress and van Leeuwen (2006), multimodal communication is comprised of multiple “modes” or communicative forms (i.e., digital, visual, spatial, musical, etc) to produce text with specific meanings. “These modes are combined to strengthen, complete, or exist in a certain composition” (Kress & van Leeuwen, 2001). Therefore, the text which uses more than one modality is termed as multimodal text.

Kress and van Leeuwen (1996) in Young and Fitzgerald (2006: 170) stated that the importance of multimodal analysis is as a result of the rise of modern texts that not only contain verbal texts but also visual texts that are caused by technological advances in the printing industry Multimodality or multimodal discourse analysis provides the tools and techniques to analyze texts which employ more than one mode of discourse. Multimodal discourse analysis is a combination of combined discourse and technology with other sources, such as pictures, scientific symbolism, movement, action, music, and voice (O’Halloran,

2011). It is interesting to see how different semiotic resources are deployed simultaneously in the process of making the intended meaning well-projected by the advertisement designers to the viewers, the potential buyers of the advertised product.

1.1 Generic Structure of Potential

The theories use in this research are based on Halliday's (1994) Systemic Functional Grammar and Cheong's (2004) Generic Structure Potential (GSP) of print advertisements. The Description of Generic Structure of Print advertisement are summarized in Table 1.1 below:

Table 1.1 Generic Structure Potential (From Cheong, 2004)

Visual Components	<p>Lead: Locus of Attention (LoA), Complement of LoA</p> <p>Display: Explicit/Implicit, Congruent/Incongruent</p> <p>Emblem: Logo of the product</p>
Verbal Components	<p>Announcement: Primary, Secondary 1, Secondary 2</p> <p>Enhancer: (usually in paragraph form)</p> <p>Emblem: Brandname of product</p> <p>Tag:</p>

	(information not included in the enhancer) Call and Visit Information: (contact information as to where, when, how, the product is available to consumers)
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Furthermore, this analysis is focused on ideational metafunction that is concerned with understanding the environment (Halliday, 1994:xiii), and enabling people to represent of what goes on around and inside them (Halliday, 1994:106). In addition, the elements of printed advertisement are divided into two. Those are visual and linguistic elements. Halliday's transitivity is used to analyze the texts in the linguistic elements. It is to find what verb processes are used in the advertisements. Meanwhile, Cheong's GSP of printed advertisement is used to reveal the elements of the advertisements. Cheong proposed the Generic Structure Potential of printed advertisement as follows:

Lead^(Display)^Emblem^(Announcement)^(Enhancer)^(Tag)^(Call-and Visit-Information)

A. Visual Elements

According to Kress and Van Leeuwen (in Baldry and Thibault, 2006) said that various visual elements in the text were moralized to show attitudes and evaluative attitude, visual elements can be moralized just like linguistic elements. Halliday (1994) says that visual images as a form of non-verbal communication can be studied and understood in a way that is similar to language and can be

analyzed using grammatical texts. There are three visual elements in multimodal, namely:

1. Lead

Lead is the main part of an advertisement. This element plays an important role in print advertisements, displayed in the size, position and/ or colour which should have the potential to create an impression and meaning for the user. Cheong (2004: 165) classifies the components of Lead into the Locus of Attention (LoA) and Complement to the Locus of Attention (Comp. LoA). LoA serves as the core of advertising messages, displayed in the size and color with distinctive quality compared with other visual components while Comp. LoA functions as a liaison and to focus public attention on specific parts in LoA. The ideational function that isLoA serves in explaining the reality created by the advertiser to attract attention and interest of society to this reality is a trick of manipulation. The interpersonal function is to attract the attention of the audiences and its textual function serves as a springboard for the development of core messages. (cited in O.,Halloran, 2004:163).

2. Display

Cheong says that Display is visualization of product or service in the advertisement (cited in O.,Halloran, 2004:171). The visual component Display serves to describe the product in a real and explicit way, but the implicit function shown here is the realization of products or services that are not real to become real through another medium. Meanwhile, the visual component display Congruent serves to realize a product without going through symbolization and

display Incongruent realizes a product through symbolization. (cited in O.,Halloran, 2004:171).

3. Emblem

The visual element Emblem is visually realized through the advertised product logos of the product. Emblem provides identity or status for the product lying on any side to adjust the proportion of the advertisement texts. The emblem position is anywhere in the advertisements.

B. Verbal Elements

According to Cheong (2004: 165-174) provides further explanation about The Generic Structure of Potential (GSP). Following Cheong,,s analysis (2004:173), the main verbal elements which reveal and give the essence of the meaning contained in an advertising message text are announcement in an advertisement text is to provide three possible 14 explanations: announcement of the only advertisement message, the most important interpersonal aspects of the among other messages in the text, and aspects of the catch – phrase. There are five verbal elements, they are:

1. Emblem

Verbal elements realized through form of a brand name or trademark. Emblem provides identity or status for the product lying on any side to adjust the proportion of the advertisement texts. The emblem position anywhere is in the advertisement.

2. Announcement

The most important linguistics component in an advertisement text is Announcement. Primary Announcement contains three meanings, that is: 1. As the only one advertisement message, 2. Important part interpersonally between the other messages in a text, 3. As a catch – phrase. Secondary Announcement has a meaning interpersonally that is not really important in an advertisement text (Cheong, 2004: 173).

3. Enhancer

Enhancer only consists of verbal elements, usually in the form of paragraph. Enhancer function to develop or modify a meaning which is comes from interaction between Lead and Announcement. Ideationally, Enhancer functions to show the power of the product so that it is deserved to be consumed. Interpersonally, Enhancer functions to influence the public. Because of that, Enhancer contains words emotionally and culturally, the words that contains values in a social system. Logically, Enhancer explains the relationships among clauses (Cheong, 2004: 173).

4. Tag

Certain elements of information about a product/service that are not included in the Enhancer are captured in the Tag. The Tag is usually in the form of one- liners in small print and is typically non-Salient as illustrated in preceding labelled advertisements. Grammatically, Tags are usually realized as nonfinite (cited in O.,Halloran, 2004:174).

5. Call and Visit

Information Cheong describes that Call-and-Visit Information consists of contact information as to where, when, how the product/service is available to the consumer (cited in O.,Halloran, 2004:174).

2. Advertisement

One of the texts which used several modes which is both the verbal and visual elements to deliver the meaning or message is advertisement. Advertising can be seen as a form of communication and promotion. Promotion is a part of marketing consists of advertising, sales promotion, personal sales, publicity and direct marketing called a promotion mix. Of these five variables, advertising is the most common and most widely used promotions tool especially for products consumption (Kotler, 2012: 75).

In the world of advertising, capturing the readers attention is very important, because the main purpose of advertisement is to persuade people to buy the product or to use the service. Advertisement does not only invite the audience to buy their promoted products but also to entertain, to inform, or to remind them of something (Cook,1992). As stated by Jekfins (1997), advertisement is more than providing information to the audience. It also should be able to persuade audiences to behave in an appropriate way of marketing strategies for the purpose of making a profit.

Cook (2001) proposes that the defining feature of an advertisement as a discourse genre is that it seeks to change the behaviour of those who view it, the

change based on the persuasion of the advertisement, whether that change is to buy the product or something else that the advertisement wants people to do. (Goddard: 1998) argued that advertisement as a text involves complex ideas about the audience, where the audience must work hard to understand the message delivered in the advertisement. In this development, Cheong (2004) offers a framework to analyse print advertisement by looking at both the visual and linguistic component that work together in making meanings.

In order to attract the customers, companies have to find the strategies to highlight their advertisements in all forms of media. The printed advertisement is one of the best choice to do it. The structure of text in printed advertisement consist of verbal, visual, or combination between two of them. When everyone means to see the meaning which is containing in an advertisement message, everyone must do the analysis of both text components. It means that the multimodal analysis becomes an alternative to know the meaning contained in advertisement message. (Kress & van Leeuwen, 1996).

3. Systemic Functional Language

Systemic Functional Language was developed by M.A.K Halliday during the 1960s in the UK and then in Australia. Halliday (1994) and Halliday and Matthiessen (2004) constructed Systemic Functional Grammar that made it possible to say sensible and useful things about any text, spoken or written, in modern English. Text is limited to its functional meaning in a social context, confirming that the text can be in the form of one text, paragraphs, complex

clauses, phrases, groups, or sounds. In addition, the text is studied based on the SFL approach which focuses on the meaning of a text.

This confirms that no matter how small the language unit, as long as the language unit has meaning in the social context it is still called the text. Text which is a unit of language that has meaning in the social context occurs due to the interaction in communication. All of these interactions are called multimodal (Sinar, 2002). Language has evolved to serve human needs, as such that one needs to focus on how people use the language in order to understand it. The way language is organised is functional with respect to the human needs. The first sense of function is in the technical, grammatical sense, in which a grammar is interpreted in terms of functions rather than clauses, to get one from the system to the text. The second sense is that the whole paradigmatic organisation of the grammar is functional in the way the systems are interrelated. The systems consist of metafunctional categories which are referred as the ideational, interpersonal, and textual. The third sense of functional is related to the equality in using the function. (Sinar, 2002 : 38).

3.1 Language Metafunction

Language metafunction emphasizes that language cannot stand alone in determining meaning, but meaning will be formed from the use of language that is framed by social context (Suardana, 2021). Language metafunction is a language device that appears and used to describe and explain meaning when language (text) is interpreted (Saragih, 2006). Language meta function emphasizes three main functions of language, because language is built for three main purposes,

namely; 1) talk about what is, will, and has happened; 2) to interact or communicate ideas; 3) To produce the above two functions in a complete coherence

.Systemic Functional Language approach is used world-wide and for a number of purposes like discourse analysis. SFL has been used for analysing different types of texts including advertisements. Following Halliday SFL Theory, meaning is deployed by three main functions which they simultaneously contribute to the meaning of a text as a whole. These metafunction are known as the ideational, interpersonal, and textual. The ideational function views the language with the way reality is represented involving the inner and outer experiences of our surroundings. It explains the reality, about what is happening, who is involved, when, and where. The speaker has role as an observer.

There are two sub functions of ideational function, which are experiential and logical function. It is also classified into one main grammatical system in terms of Transitivity System. Transitivity system analyzes verbal and includes with three aspects: the processes (verbal group), the participants (human or nonhuman), and the circumstances (the prepositional and adverbial group). The interpersonal metafunction views language as the interaction in which the speaker does exchange or action with the listener. It is used to establish the speaker's role in a communicative way. One of its main grammatical systems is Mood and Modality.

The textual meanings are concerned with how we create the text so that it is able to convey meanings and messages between various parts of a text. One of the main textual systems is Theme and Rheme.

4. Transitivity System

According to Halliday, Transitivity is a development of the old concept. Whether a verb takes or does not take a direct object is not a prime consideration. There are three components of what Halliday calls a “Transitivity Process”, process, participants, and circumstances. And the concepts of transitivity depends on how these components interact in the sentence. Processes are central to transitivity. Participants and circumstances are incumbent upon the doings, happenings, feelings, and beings. This suggests that there are different kinds of goings on, which necessarily involve different kinds of Participants in varying Circumstances. (Gerot & Wignell, 1994).

Transitivity Analysis uses a functions and participants represented in clauses to determine the joint ideologies of social actuality combined with linguistic semantics to understand the processes participants by examining who did what to whom (or what), where, when, how, and why. Transitivity system consists of seven types of processes identified by Halliday. The seven types are classified into two types based on the orders of doing and being. The processes of Doing consists of material, behavioural, mental, and verbal processes. Meanwhile, the Process of Being and Having consists of relational and existential processes.

1. Material Process

Material Process concerns with outer experience including the processes of doing and causing. Fairclough (2000:163) argued that one important thing we must look for in texts is where who acts and who has responsibility has been obscured. It involves physical actions. According to Marin (1997), material process is a process in which the actin carries over to affect an additional participant.

Table 4.1 Material Process

Process Types	Participants	Circumstances
Material Process	Actor, Goal, Recipient	Extent, Location (Time,place)

2. Mental Process

As stated by Halliday and Matthiessen (2004: 197), mental processes are referred to as our experience of consciousness. It occurs in our inner feelings and mind. There are two participants in this process. The sense is the one who perceives and the phenomenon is described as something which is perceived. There are three types of mental process namely Cognitive, Perception, and Desideration and Affection processes.

Table 4.2 Mental Process

Process Types	Participants	Circumstances
Mental Process	Sensor, Phenomenon	Manner, Cause

3. Behavioural Process

Behavioural Processes are processes of physiological and physiological behaviour, like watching, crying, smiling, and so on. It stands between material and mental processes. Behavioural processes is the least distinct processes as they have no clear cut characteristics of their own and their boundaries are intermediate. (Halliday & Matthiessen, 2004).

Table 4.3 Behavioural Process

Process Types	Participants	Circumstances
Behavioural Process	Behaviour (Phenomenon)	

4. Verbal Process

Verbal process is about the processes of saying^s, or more accurately, of symbolically saying. It is released by two distinct clauses: The Sayer and Verbal. The sayer is the participant who is always involved to produce the message and the utterance which is called Verbiage. There are three other Participants that may be incumbent upon Verbal Processes: Receiver, Target, and Range.

Table 4.4 Verbal Process

Process Types	Participants	Circumstances
Verbal Process	Sayer, Target, Verbiage, Recipient	

5. Relational Process

Relational Process expresses the notion of becoming in a wide sense. These processes are realized through varieties of verbs „to be“ and „to have“ and can be categorized as Attributive and Identifying.

Table 4.5 Relational Process

Process Types	Participants	Circumstances
Relational Process	Attribute, Carrier	Accompainment, Matter

6. Existential Process

Existential Processes are processes of existence. The word “there” is distinguished in these processes because it has no representational function. It is required just to be a Subject in an English clause. Existential Processes are expressed using verbs of existing, such as be, exist, arise in any kind of phenomenon.

Table 4.6 Existential Process

Process Types	Participants	Circumstances
Existential Process	Existent	-

5. Visual Grammar Analysis

The framework of visual grammar analysis in this research is based on a term by Kress and Leeuwen (1996) called Representation. This framework is originally proposed by Halliday to analyze the linguistic texts using the ideational, interpersonal, and textual metafunction. Kress and van Leeuwen (2001) suggest that “the visual, like all semiotic modes, has to serve several communicational (and representational) requirements, in order to function as full system of communication.” Kress and van Leeuwen (1996) then adopted the Halliday’s theory of SFL and proposed the different names of the terms for the same functions, which become representational, interactive, and compositional. Example,

Figure 5.1 An Example of Visual Grammar Analysis



General findings of those three metafunctions are AH as a top ranked YouTuber is expected by the producer to introduce the Smartfren product and ask him to invite people to buy and use it. AH as the icon shows excitement using the

Smartfren product. It can be found with narrative and conceptual structures in finding ideational metafunction realizations. There is an imaginary of a friend relationship between AH and the audience which is interpreted from a close personal distance relation. This can be found in interpersonal metafunction realization. The text and picture arrangement infer that AH introduces the Smartfren offer and product so that people will buy and use it. This can be found in compositional metafunction realizations.

5.1 Representational

In accordance with multimodal text analysis tool, especially the one which combines verbal and visual elements, Kress and van Leeuwen (1996, 2006) offers something considered as visual “grammar”. Leaning on Halliday’s perspective (1994, 2004) who didn’t see grammar as a rule but as a source to see and deliver message. Kress and Leeuwen contemplated that image can be “treated” as language based on three metafunctions, Ideational/logical, Interpersonal, and Textual metafunction.

Based on the linguistic analysis which focus on Transitivity System, the researcher would also apply the same perspective adapted from Halliday’s metafunctional theory. Kress and van Leeuwen (2006) introduced “representation” analysis which is drawn on Halliday’s ideational function in analysing visual elements. Objects or elements in visual images would be called Participants. These processes are related with participants which can be people, things, places, and perhaps with circumstances. Representation analysis is classified into two

categories; Narrative and Conceptual in the sense of the realization of process which identifies participants doings and happenings.

Kress and van Leeuwen stated that the differences between Narrative and Conceptual Representation is the presence and absence of vectors respectively. Narrative uses vector to connect the participants and actions while Conceptual has no vector but has structures. Vector, as the distinctive feature of narrative processes, is usually realized by elements appearing in pictures that form “an oblique line, often quite strong, diagonal line” (Kress & van Leeuwen, 2006, p.59).

5.1.1 Narrative Representation

Narrative representation refers to participants who are connected by lines called vector when doing something to or for each other. In order for an image to be classified as a narrative representation, the participants in the image must be connected with a vector. Vectors represent courses or directions that connect participants by the invisible lines. Therefore, the viewers understand that the participants are interacting with one another. According to Kress and Leeuwen, the vectorial patterns illustrate the “unfolding actions and events, processes of change, transitory spatial arrangements.” (Kress & van Leeuwen, 2006)

This analysis consists of two participants: Actor and Goal. The Actor is defined as the object in the image that is viewed as the active participant. In order to be an actor, the object must be creating or interacting with a vector to convey action. The goal is the object that do the passive action. The goal is connected with the actor’s vector.

Different kinds of Narrative Representation can be distinguished based on the kinds of vectors and the kind of participants included in visual images. Based on the kinds of the participants and the types of the vectors, Narrative Representation can be differentiated as follows:

1. Action process: In this process, the Actor must either form a vector or have a vector coming out of it. According to Kress and Leeuwen, a transactional image is when an image only has one participant so that participant is the Actor. Meanwhile, the transactional process is realized when both Actor and Goal connected by vector in the image.
2. Reactional Process: In this process, “the vector is formed by an eye line, by the direction of the glance of one or more of the represented participants.” (Kress & van Leeuwen, 2006). It consists of Reactor and Phenomenon. The participant who does the looking is called a Reactor and the passive participant is called the Phenomena. This process also can form in transactional and non-transactional processes.
3. Mental Process : In this process, the vectors are being highlighted from speakers to their thoughts and connect the Sayer and Phenomenon (Royce, 1999)
4. Verbal Process: In this process, the sayer and utterance are connected by shaping a vector.
5. Conversion Process: In this process, a participant is a goal with of one participant and the Actor with respect to another. (Kress & Leeuwen, 2006).

Narrative process may present some information in the form of circumstances which are subdivided into setting (locative), means (tools), and accompaniment. The Circumstance of Setting concerns contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness, colour saturation, detail (in painting) or focus (in photography). The Circumstance of Means concerns the object with which the action was carried out. It forms part of the vector and, as such, can be realised by parts of the body such as a finger or hand. the Circumstance of Accompaniment. This concerns who is present during the action, but not involved in any way with it, which is to say that they have “no vectorial relation with other participants” (Kress & Leeuwen, 2006: 75)

5.1.2 Conceptual Representation

Kress and van Leeuwen state that this process is involving “representing participants in terms of their more generalized and more or less stable and timeless essence, in terms of class, or structure or meaning” (Kress & van Leeuwen, 2006). Conceptual Representation is a non-narrative process because its different from Narrative Representation in many ways. Despite lacking of vectors, Conceptual Process is also representing a static concept rather than engaging their participant is some kind of actions. Compared with Narrative Representation, Conceptual Representation has no vector and also has three structures involved: Classificational, Analytical, and Symbolic Processes.

1. **Classificational Process:** In this process, participants are related to each other “in terms of a kind of relation, or a taxonomy: at least one set of

participants would play the role of Subordinates with respect to at least one other participant, the Superordinate” (Kress & van Leeuwen, 2006). This process often relates their participants through a taxonomy and attempt to present the participants without context and be as objective as possible.

2. Analytical Process: In this process, a part-whole structure is related with the participant to make them fit together. Two participants involved in these processes are Carrier (the whole) and Possessive Attributes (the parts).
3. Symbolic Process: In this process, they focus to see what the images mean in connection with the messages or symbolism conveyed by the participant relations illustrated. Symbolic Attribute represents the achievement of Carrier and Symbolic Attributive to fulfill their identities. Meanwhile, Symbolic Suggestive has only one participant exists, which is the Carrier.

B. Relevant Studies

There are five relevant studies use in this research as references. The first is a research done by Leni (2019). The researcher examined the multimodal analysis based on Representation in Kress and van Leeuwen’s Visual Analysis. Furthermore, the research is focused on the ideational metafunction to analyze the linguistic elements in the verbal text, meanwhile Cheong’s GSP is used to analyze the structure of the printed advertisements. This study explores the metafunctions in multimodal discourse appearing on a Smartfren advertisement; namely ideational, interpersonal and textual metafunctions. This study also follows the procedures of analyzing multimodal discourse proposed by Hermawan (2013) to

find the metafunctions realization of visual text. The three metafunctions show a representation of young people full of courage as a result of this study. It can be concluded that the use of Atta Halilintar as the icon gives the impression that Smartfren users are young people who actively use the internet with big quotas in order to support their activity.

The second research was done by Yusnita (2013). In this research, the data is analyzed using the multimodal analysis which is developed based on the theories proposed by Cheong (2004). The analysis is conducted using systemic functional approach in multimodality Cheong (2004) formulation of Generic Structure Potential for print advertisement. Furthermore, the researcher interpreted the multimodal expressions based on the combination of verbal and visual data elements.

The third is a research done by is a research done by Aisha (2017). The researcher examined the multimodal analysis based on Systemic Functional Language, especially Halliday's (1994) Transitivity System, as well as Representation in Kress and van Leeuwen's Visual Analysis. Furthermore, the research is focused on the ideational metafunction to analyze the linguistic elements in the verbal text, meanwhile Cheong's GSP is used to analyze the structure of the printed advertisements.

The fourth is a research done by Lubis (2013). In this research, the data is analyzed using the multimodal analysis which is developed based on the theories proposed by Halliday and Kress and van Leeuwen. The analysis of verbal elements uses Halliday's language metafunction whereas the analysis of visual

elements used the multimodal analysis pioneered by Kress and Leuween (2006). Furthermore, the researcher interpreted the multimodal expressions based on the combination of verbal and visual data analysis.

Nugroho in his article written based on SFL proposed by Halliday (1994, 2004) focuses on the three metafunctions: Ideational, Interpersonal, and Textual. The author uses Cheong's (2004) framework to analyze the generic structure of the advertisement. Furthermore, this journal article to analyze the generic structure of the advertisement also examines the interplay of the language and the visual image in the meaning-making process of print advertisement based on Wee's (2009) intersemiotic mechanisms.

C. Conceptual Framework

This research will focus on the verbal and visual elements of printed English courses brochures. The data will analyze Halliday (2004) Ideational Function in analysing the verbal text. Specifically, the researcher focus on the Experiential Function. The researcher applies the Representational by Kress and van Leeuwen's (2006) to analyze the visual text. The structure of the printed advertisement in the brochures will analyze by using Cheong's (2004) Generic Structure of Potential. The framework below is the theoretical concept of the current research in analysing the verbal and visual texts consisted in English courses brochures.

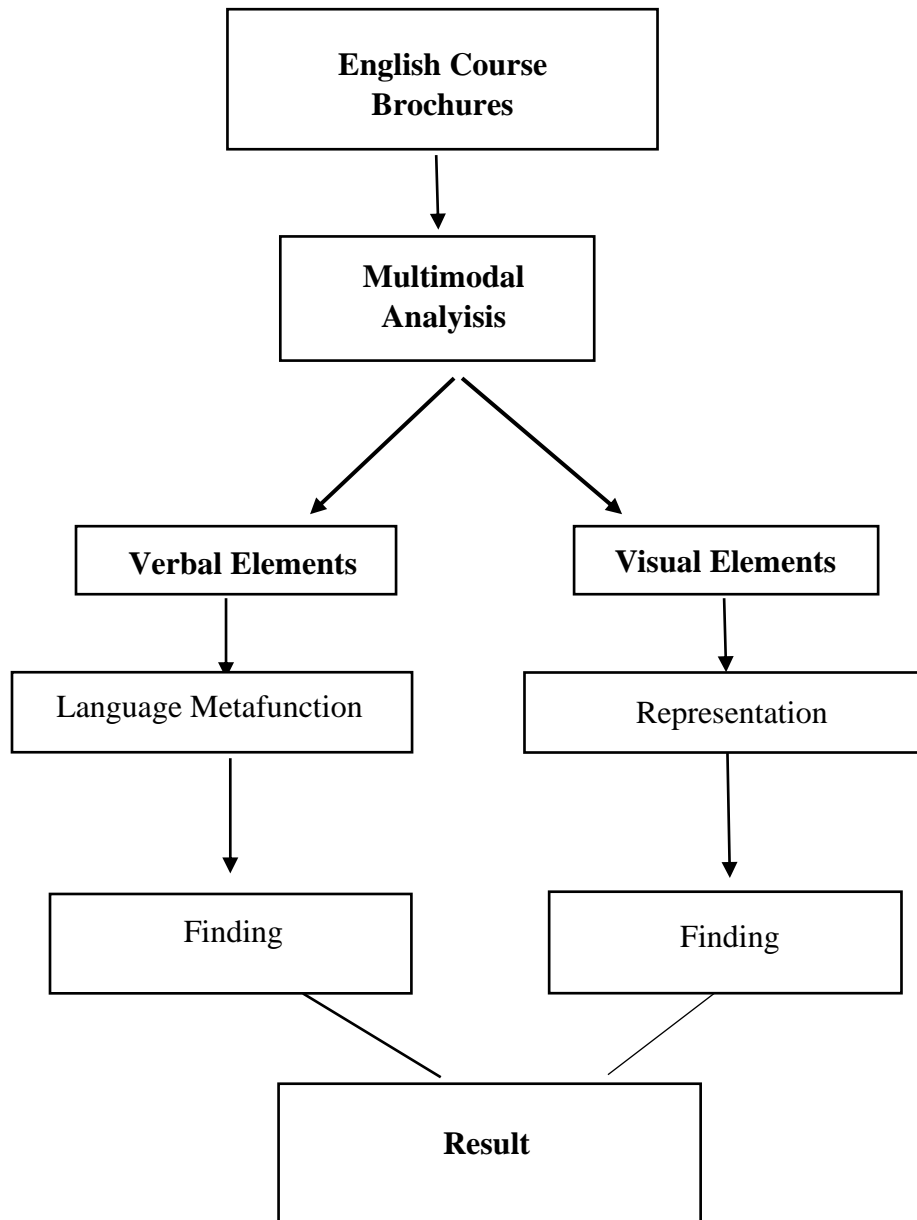


Figure 1 Conceptual Framework Multimodal Analysis Of English Course Brochures In Medan

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research used qualitative approach, especially qualitative descriptive to describe printed advertisement texts featuring verbal and visual elements consist in the brochures. According to Denzin and Lincoln (1994), qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. The descriptive research use to describe the description, recording, analysis, and interpretation of the present nature.

Qualitative research used by collected and analyzed the data based on observations, interviews, documents, and artifacts (Miles, Huberman, & Saldana, 2014). This means that qualitative descriptive research studies things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them which is taken by collecting, analyzing, and interpreting data.

This study was conducted using a descriptive-qualitative research method to describe the information realize in the English Courses'' brochures text and the interactions in both verbal and visual elements through the analysis of Halliday''s Language Metafunction and Kress and van Leeuwen''s Representational.

C. Data and Source of Data

The data in this research are verbal and visual texts. The verbal text consists of words, phrases, and clauses. Meanwhile, the visual text consists of the images components of the brochures. The source of data is brochures of English Courses in Medan. There are ten choose in English Courses Medan. There are ten choose English Courses, which are British Learning Centre, Australia Centre, Briton English Education, Forward Education, Studyland English Education, Harford Institute, SAS English Laboratory, ILTC (International Language Training Center), XYZ English Course, Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA).

D. Technique of Data Analysis

In this research, the researcher use a descriptive technique to analyze the data. The data was analyzed using Multimodal Analysis based on Halliday Experiential Metafunction to analyze the verbal elements and Kress and van Leeuwen's Representational to analyze the visual elements. Based on the statement above, the data will analyze by interactive model analysis of Miles, Huberman, and Saldana (2014). There are some steps of analyzing data; data collection, data condensation, data display, and conclusion drawing or verification.

1. Data Collection

Data collection techniques allow us to systematically collect information about our objects of study (people, objects, phenomena) and about the settings in

which they occur. In this research, the researcher uses the observation, documentation, and interview as the data-collecting procedures. The documents that used the researcher are the English Courses'' brochures in Medan.

2. Data Condensation

Data Condensation refers to the selection process (selecting), focusing, simplifying, abstracting, and transforming data

3. Data Display

Data display is an organized, compressed assembly of information that allows conclusion drawing and action. The most frequent form of display for qualitative data is an extended text such as tables, charts, or graphics. Visual displays provide a multidimensional space to organize data and show connections between different pieces of relevant data (Dey, 1993). This research displays the data analysis of verbal and visual texts consisted in the ten brochures of English Courses in Medan.

4. Conclusion Drawing and Verification

Conclusion is the goal to answer the questions as completely the previous studies and verification is as brief as a fleeting to develop notion about this research more explicitly. The research concludes the data according to the formulation of the problem that has been put forward. The data that have been described in general are summarized. It means, in this step the researcher gives the clear information of the result and then draws the conclusion or verification the result.

CHAPTER IV

DATA ANALYSIS AND FINDINGS

A. Data Analysis

This research is analyzed based on Halliday's (2004) Ideational Function in analysing the verbal text. Specifically, the researcher focuses on the experiential function, which is also classified into one main grammatical system in terms of Transitivity System in analysing the Participant, Process, and Circumstance.

Based on the linguistic analysis which focuses on Ideational Function, the researcher applies the Narrative Representation based on the Representational theory by Kress and van Leeuwen's (2006) to analyze the visual text. The analysis is completed with Cheong's (2004) Generic Structure of Potential in analysing the structure of the Printed Advertisements which consists of Lead, Display dan Emblem for the visual text. The verbal text is formed by several elements which are Emblem, Announcement, Enhancer, Tag, and Call-and-Visit Information.

1.1 Data Analysis of British Learning Centre Brochure

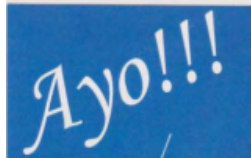
Data 1



Figure 4.1 British Learning Centre Brochure

1.1.1 The Analysis of Verbal Elements in British Learning Centre Brochure

a. Primary Announcement



<i>Ayo!!!</i>
Verbal pr

Secondary Announcement



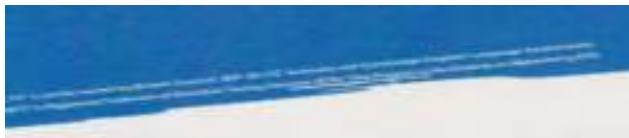
<i>Raih skor TOEFL atau IELTS impianmu dengan mengikuti Kelas Persiapan di BLC</i>					
<i>Raih</i>	<i>Skor TOEFL atau IELTS impianmu</i>	<i>dengan</i>	<i>mengikuti</i>	<i>Kelas Persiapan</i>	<i>di BLC</i>
Material pr	Goal		Material pr	Goal	Circ: place

TOEFL	is	Registered Trademark of EducationTesting Services (ETS).
Carrier	Relational pr	Attribute
This program	is not endorsed or approved	by ETS.
Goal	Material pr	Actor

British Learning Centre

b. Emblem

British Learning Centre



c. Tag

IELTS	is jointly owned	by Bristish Council, IDP, IELTS Australia & Cambridge.
Goal	Material pr	Actor



d. Call and Visit Information

<i>Komplek Multatuli Indah Blok CC No. 52-54 Medan-20151</i>	
0853 5928 4689	(061) 4555 123

The verbal text of British Learning Centre consists of Primary and Secondary Announcement, Emblem, Tag, and Call and Visit Information. The Primary Announcement, as the most highlighted word that catch the viewer eyes, represented in the word *Ayo!!!* „Come on!!!” in Bahasa Indonesia consists of Material Process. The result revealed that the Material Process fall at the highest rank with 4 out of the total 6 processes occurred in the text. The researcher believed that Material Process is used more since the advertiser or the course tries to make the people join the programs offered. Material process expresses a process of doing and the notion that some entity physically does something-which may be done to some other entity. The result also shows that the Relational process was found in the Tag element and Verbal process in Primary Announcement. The researcher believed that Verbal process is highlighted as the Primary to symbolically give signal to people to join the class. Relational process is used to share knowledge, achievements, and information of the course in order to encourage the public to purchase their services.

1.1.2 The Analysis of Visual Elements in British Learning Centre (BLC) Brochure

a. Lead (Locus of Attention)

Based on the picture above, for the visual text, it can be seen that the Speaker is the lead of British Learning Centre's brochure as it is the main focus of attention that catch the viewer's eyes. Lead is the first impression people see on an advertisement. It is classified into two, Locus of Attention (LoA) and Complementary Locus of Attention (Comp. LoA). LoA is the most salient item because it is shown in designated color and size, different with other visual components. The display of red is very distinctive compared to other components



which are generally coloured in blue and white.

b. Display: Incongruent and Implicit

In this ad, the display is incongruent because the object is realized through symbolization (speaker). Moreover, the lead in this brochure is implicit because the picture displays an intangible object through the speaker which has function to connect the verbal element (Ayo) with the lead (Speaker) as a medium that usually used to make voice louder.

1.1.3 The Structure of Multimodal Ideational of “British Learning Centre (BLC) Brochure”

a. Action Process

In this process, the Actor must either form a vector or have a vector coming out of it. The lead shows an image of a speaker that has some lines coming out of it. The image implies that „The speaker is on.“ However, the most salient participant in the image is the speaker itself.

When image has only one participant, this participant is usually an actor. The action is a non-transactional process because it has no Goal, as it is not done or aimed at anyone or anything.

b. Circumstance of Setting

The Circumstance of Setting concerns with the contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness, and the colour saturation. The background of the brochure is white. Blue colour partially overlaps the background as it has function as the foreground.

1.2 Data Analysis of Australia Centre

Data 2

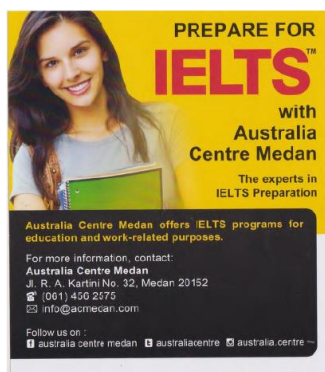


Figure 4.2 Australia Centre Medan

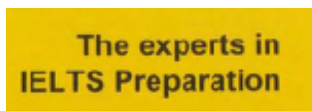
1.2.1 The Analysis of Verbal Elements in “Australia Centre Brochure”

a. Primary Announcement

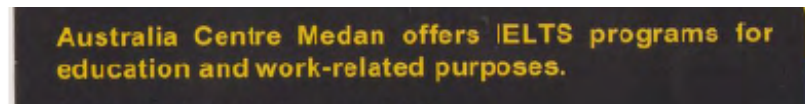


Prepare	For IELTS	With Australia Centre Medan
Material Pr	Goal	Circ: Accompaniment

Secondary Announcement

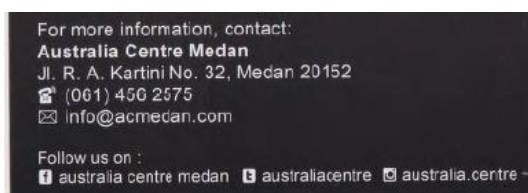


The experts in IELTS Preparation
Actor



b. Enhancer

Australia Centre Medan	offers	IELTS programs	for education and work- related purposes.
Sayer	Verbal pr	Target	Circ: purpose



c. Call and Visit Information

For more information,	contact:	Australia Centre Medan
Circ: Purpose	Verbal pr	Goal

Jl. R.A. Kartini No. 32 Medan 20152 (061) 456 2575 info@acmedan.com

Follow	us	on Australia Centre Medan ...
Material pr	Goal	Circ: spatial

The verbal text of Australian Centre consists of Primary and Secondary Announcement, Enhancer, and Call and Visit Information. The Announcement, as the most highlighted word that catch the viewers eyes, represented in the clause Prepare for IELTS with Australia Centre Medan, The experts in IELTS Preparation consists of Material Process. The result revealed that the Material Process fall at the same rank with Verbal process with the total 2 processes of each. The researcher believed that Material and Verbal Processes were used more since the advertiser or the course tries to make the people join the programs offered by projecting symbolic signal realised by the Verbal process. Material

process expresses a process of doing and the notion that some entity physically does something-which may be done to some other entity.

1.2.2 The Analysis of Visual Elements in “Australia Centre Brochure”

a. Lead (Locus of Attention)

Based on the picture above, for the visual element, it can be seen that the girl is the lead of Australia Centre’s brochure as it is the main focus of attention that catch the viewer’s eyes. Lead is the first impression people see on an advertisement. It can be seen from the brochure that the model is the most salient item as it is the biggest visual object and the only tangible among other visual



components.

b. Display: Congruent and Explicit

In this ad, the display is congruent because it’s using the real object without using symbolization. Moreover, the lead in this brochure is explicit because the tangible object is described in a real way. The girl is holding a book as a way to describe a student who wants to study. It’s relevant with the brochure, because the course is doing a promotion and asking people to join and learn with Australia Centre.

1.2.3 The Structure of Multimodal Ideational of Australia Centre Brochure

The structure of multimodal ideational of visual text of Australia Centre's brochure consists of Action Process and Setting.

a. Action Process

In this process, the Actor must either form a vector or have a vector coming out of it. The lead shows an image of a girl who is holding a book. The visual representation is a way to represent the process in English as „The girl is holding a book. However, there are two participants in this image, which are the girl and the book. The vector formed by the participants resulting an action process. When a narrative visual proposition has two participants, one is the Actor and the other is the Goal. In this brochure, the girl is the Actor and the book is the Goal. The action is a transactional process because it has Goal, and done or aimed at something.

b. Circumstance of Setting

The Circumstance of Setting concerns with the contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness, and the colour saturation. The background of the brochure is yellow and white. Black colour partially overlaps the background as it has function as the foreground.

1.3 Data Analysis of Briton English Education

Data 3



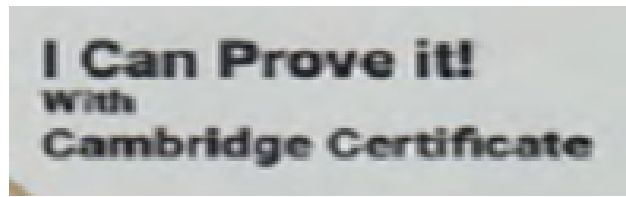
Figure 4.3 Briton English Education Brochure

1.3.1 The Analysis of Verbal Elements in Briton English Education Brochure



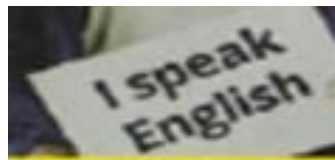
a. Primary Announcement

English for Young Adults



Secondary Announcement

I	can prove	it!	with Cambridge Certificate
Actor	Material pr	Goal	Circ: accompaniment



I	speak	English
Sayer	Verbal pr	Verbiage

b. Emblem



Cambridge English



Your success	begins	here
Goal	Material pr	Circ: place

C. Tag

MAKASSAR | MEDAN | PEKANBARU | BALIKPAPAN | SAMARINDA | KENDARI | PAPUA | MANADO

MAKASSAR MEDAN PEKANBARU BALIKPAPAN SAMARINDA
KENDARI PAPUA MANADO

d. Enhancer

Terbukti paling diminati oleh siswa/i SMP dan SMA. Program variatif yang tidak membosankan, dengan grammar activity yang menarik dan tanpa teraca siswa bisa speaking!

Terbukti paling diminati oleh siswa/i SMP dan SMA.

<i>Terbukti</i>	<i>paling diminati</i>	<i>oleh siswa/i SMP dan SMA</i>
Material pr	Circ: role	Actor

Program variatif yang tidak membosankan, dengan grammar activity yang menarik dan tanpa terasa siswa bisa speaking!

<i>Program</i>	<i>dengan</i>	<i>dan</i>	<i>tanpa</i>	<i>siswa</i>	<i>bisa</i>
<i>variatif yang</i>	<i>grammar</i>		<i>terasa</i>		<i>speaking!</i>
<i>tidak</i>	<i>activity yang</i>				
<i>membosankan</i>	<i>menarik</i>				
Actor	Circ: accompaniment		Circ: manner	Actor	Behavioural pr

Dengan sertifikat Cambridge University:

- ✓ Pasti lebih mudah dapat beasiswa
- ✓ Lulus di universitas ternama
- ✓ Dapat karir yang lebih baik

Dengan sertifikat Cambridge University

- *Pasti lebih mudah dapat beasiswa*
- *Lulus di universitas ternama*
- *Dapat karir yang lebih baik*

<i>Dengan sertifikat Cambridge University</i>	<i>Pasti lebih mudah</i>	<i>dapat</i>	<i>beasiswa</i>
Circ: accompanient	Circ: manner	Material pr	Goal
<i>Lulus</i>	<i>di universitas ternama</i>		
Material pr	Circ: place		
<i>Dapat</i>	<i>karir yang lebih baik</i>		
Material pr	Goal		

PUTRI HIJAU ☎ 4567722 |  britonschoolofficial
DR. MANSUR ☎ 8227579 |  www.britonschool.or.id
SETIA BUDI ☎ 8222726

Putri Hijau (4567722)
 Dr. Mansur (8227579)
 Setia Budi (8222726)
 Britonschoollfficial
 www.britonschool.or.id

The verbal text of BEE consists of all the verbal elements proposed by Generic Structure of Potential. It has Announcement, Enhancer, Emblem, Tag, and Call and Visit Information. The Primary Announcement, as the most highlighted word that catch the viewers eyes, represented in the word English for Young Adults. It is strengthened by the presence of Secondary Announcement with the clause “I Can Prove it with Cambridge Certificate and I Speak English.”. It shows that, the course is not only want to highlight that they are the most qualified

provider to learn English in Medan, but they also try to encourage that they would be able to improve the consumers speaking ability. The result revealed that the Material Process fall at the highest rank with the total 6 out of 8 processes represented in the brochure. The researcher believed that Material Process is used more since the advertiser or the course tries to make the people join the programs offered. Material process expresses a process of doing and the notion that some entity physically does something-which may be done to some other entity (Gerot & Wignell, 1994). The result also shows that the brochure also consists of Verbal Process. The Verbal Process are the process of saying, such as speak, one of the action words consisted in the brochure. It is so relevant with the targeted customers of English Course which mainly directed them to be able to speak English.

1.3.2 The Analysis of Visual Elements in Briton English Education Brochure

There are three elements that found in this brochure, which are the lead, display, and visual emblem.

a. Lead (Locus of Attention)

Based on the picture above, for the visual element, it can be seen that the boy and the girl are the lead of Briton'S brochure as it is the main focus of attention that catch the viewer's eyes. Lead is the first impression people see on an advertisement. It can be seen from the brochure that the models are the most salient item as it is the most highlited visual object where the attention is centered at. The boy is holding a certificate and the girl emphasizes that she's able to speak

English by the paper she's holding. It's a form of promotion to show that Briton can give a valuable and trusted learning experience

b. Display: Congruent and Explicit

This component shows the characteristics of Lead in a real way. It is congruent because the object is realized without symbolization. It is explicit because the tangible object is described in a real way of a boy holding a certificate and a girl staring at the boy.

c. Visual Emblem

Finally, the last element of the visual resource is the Emblem. Visual emblem of Briton's brochure shows an image in a shape of a flag as the company's logo. It is to accompany the brand name as the linguistic emblem.



1.3.3 The Structure of Multimodal Ideational of Briton English Education Brochure

The structure of multimodal ideational of visual text of Briton's brochure consists of Action Process, Reactional Process, and Setting.

a. Action Process

In this process, the Actor must either form a vector or have a vector coming out of it. The lead shows an image of a girl who is holding a paper and a boy holding a certificate. In this brochure, both of the girl and the boy have their own

roles as the Actor and the paper is the Goal. The action is a transactional process because it has Goal, and done or aimed at something. The vector formed by the participants resulting an action process.

b. Reactional Process

When the vector is formed by the direction of glance of one or more of the represented participants, the process is reactional. In this brochure, the Reactor or the participant who does the looking is the girl. However, the phenomenon is the boy. There's a vector formed by the direction of her eye line or glance. It can be transcoded that. The girl is looking at the boy. However, there are two participants in this image, which are the girl and the boy. The vector formed by the participants resulting a transactional process.

c. Circumstance of Setting

The Circumstance of Setting concerns with the contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness, and the colour saturation. The basic colour of the background of the brochure is grey. The foreground has two tone of colours which are yellow and red where they have announcement, emblem, and enhancer written on it. Moreover, there's little addition of black at the bottom to highlight the call and visit information.

1.4 Data Analysis of Forward Education



Data 4

Figure 4.4 Forward Education Brochure

1.4.1. The Analysis of Verbal Elements in Forward Education Brochure

There are four elements that found in this advertisement, they are Primary announcement (FORWARD), and Secondary Announcement (the clauses in the middle), Emblem F as the logo of company. It also consists of Enhancer and Call and Visit Information.

FORWARD

a. Primary Announcement

FORWARD

Secondary Announcement

DAFTAR GRATIS

<i>Daftar</i>	<i>Gratis</i>
Material pr	Circ: Purpose

b. Emblem



F

c. Enhancer



Juni 2021

Circ:Extent



<i>Ayo</i>	<i>Segera Daftarkan</i>	<i>Putra/Putri Anda</i>	<i>Di Forward</i>
Verbal pr	Material pr	Goal	Circ:place



<i>Tempat Terbatas</i>
Circ:place

d. Call and Visit Information



<i>Jln. Platina Raya No.57 Rengas Pulau</i>
<i>Medan-Marelan</i>

1.4.2 The Analysis of Visual Elements in Forward Education Brochure

There are two elements that found in this brochure, which are lead, display and visual emblem.

a. Lead (Locus of Attention)

Based on the picture above, for the visual element, it can be seen that girls are the lead of the Forward brochure because they are the main focus of attention that attracts the attention of viewers. A lead is the first impression people see on an ad. It can be seen from the brochure that the girl model is the most prominent



item because it is the most prominent visual object where attention is focused.

b. Display: Congruent and Explicit

In this ad it looks congruent because it uses real objects without using symbolization. Moreover, the leads in this brochure are explicit because real objects are depicted in real terms. The girl looks like she is studying with a smile. This is relevant to the brochure, because this course carries out promotions and invites people to join and learn with Forward.

c. Visual Emblem

Finally, the last element of the visual resource is the Emblem. Visual emblem of Forward's brochure shows an image in a shape of an alphabet as the company's logo. It is to accompany the brand name as the linguistic emblem.

1.4.3 The Structure of Multimodal Ideational of Forward

a. Action Process

In this process, the Actor must form a vector or have a vector coming out of it. The lead shows a picture of a small child studying with a smile. Visual representation is a way to represent the process in English as a child learning by holding a pencil.” However, there are two participants in this picture, namely a child and a pencil. The vector formed by the participant results in a process of action.

When a narrative visual proposition has two participants, one is the Actor and the other is the Destination. In this brochure, the little boy is the Actor and the ongoing learning while holding the pencil is the Goal. Action is a transactional process because it has a purpose, and is done or aimed at something.

b. Circumstance of Setting

The Circumstance of Setting deals with the contrast between the foreground and background of the narrative structure in terms of darkness and light, and color saturation. The background of the brochure is a combination of light brown and white, as it shows the room in a blur.

1.5 Data Analysis of Studyland English Education Brochure

Data 5



Figure 4.5 Studyland English Education Brochure

There are three elements that found in this advertisement, they are primary announcement (Studyland English & Education), Secondary Announcement (English For PG, TK, SD, SMP,SMA & UMUM), Enhancer as the as the explanation of the announcement, and Call and Visit Information

1.5.1. The Analysis of Verbal Elements in Studyland English Education Brochure



a. Primary Announcement

Studyland English & Education

Secondary Announcement

ENGLISH FOR PG, TK, SD, SMP, SMA & UMUM

English For	PG, TK, SD, SMP, SMA & UMUM
Actor	Goal

**Menerima
Siswa/i Baru**
CAMBRIDGE CURRICULUM

b. Enhancer

<i>Menerima</i>	<i>Siswa/i Baru</i>	<i>Cambridge Curriculum</i>
Material pr	Goal	Circ:Acompaniment

50% OFF REGISTRATION*

50% OFF REGISTRATION

c. Call and Visit Information



0812-4940-7541
Jln Tentram No 20A Panggon Indah Ps. IV Barat Marelan

1.5.2. The Analysis of Visual Elements in Studyland English Education

Brochure

a. Lead (Locus of Attention)

Based on the picture above, for the visual element, it can be seen that there are children playing as Locus of Attention, because all of them are displayed to highlight their own titles or programs.



b. Display: Congruent and Explicit

In this ad it looks congruent because it uses real objects without using symbolization. Moreover, the leads in this brochure are explicit because real objects are depicted in real terms. The children who were lined up showed that they were playing while learning. This is relevant to the brochure, because this

course promotes and invites the public to join and study with the Studyland English Education Brochure.

1.5.3 The Structure of Multimodal Ideational of Studyland English Education Brochure

The structure of multimodal ideational of visual text of Studyland English Education Brochure consists of Action Process and Setting.

a. Action Process

In this process, the Actor must form a vector or have a vector coming out of it. The lead shows a picture of some children playing. Therefore, the most prominent participants in the picture are the children themselves. When a picture has only one participant, this participant is usually an actor. Action is a non-transactional process because it has no Purpose, because it is not done or to anyone or anything.

b. Circumstance of Setting

The Circumstance of Setting deals with the contrast between the foreground and background of the narrative structure in terms of darkness and light. The brochure background is a combination of yellow and orange colors. Seen some children playing. The foreground is the setting that contrasts the most and highlights the announcement as the main concern of the brochure. The foreground is yellow and orange.

1.6 Data Analysis of Harford Institute Brochure

Data 6



Figure 4.6 Harford Institute Brochure

There are four elements that found in this advertisement, they are Primary announcement (Harford Institute), Secondary Announcement (Garansi Mahir Berbahasa Inggris Dalam Waktu 3 bulan), Enhancer as the explanation of the announcement, and Call and Visit Information.

1.6.1 The Analysis of Verbal Elements in Harford Institute Brochure



a. Primary Announcement

Harford Institute



Secondary Announcement

<i>Garansi</i>	<i>Mahir Berbahasa Inggris</i>	<i>Dalam Waktu 3 bulan</i>
Actor	Goal	Circ:Extent

b. Emblem



Since 1989



c. Enhancer

Speak English	With Us
Material pr	Circ: Accompaniment



<i>Telah Dibuka</i>	<i>Harford Institute</i>	<i>Branch Setia Budi</i>
Material pr	Goal	Circ: Place

d. Call and Visit Information



<i>Jl. Abadi No. 21 Tj. Rejo – Medan Sunggal</i>
<i>Hp. 0823 6171 8147</i>



<i>Hubungi kami</i>	<i>Call Center</i>
Circ: Purpose	Verbal pr

061-455-8250
0811 611 746
harford_institute
harford_institute
www.harfordinstitute.com

1.6.2 The Analysis of Visual Elements in Harford Institute Brochure

a. Lead (Locus of Attention)



Based on the picture above, for the visual text, it can be seen that the Speaker is the leader of the Harford Institute Brochure because it is the main focus of attention that attracts the attention of the viewers. A lead is the first impression people see on an ad. It is classified into two, Locus of Attention (LoA) and Complementary Locus of Attention (Comp. LoA). The LoA is the item that stands out the most because it is displayed in the specified color and size, as opposed to the other visual components. The appearance of white and yellow is very distinctive compared to other components which are generally pink and white.

b. Display: Incongruent and Implicit

In this ad, the display is incongruent because the object is realized through symbolization (speaker). Moreover, the lead in this brochure is implicit because the picture displays an intangible object through the speaker which has function to connect the verbal element (Ayo) with the lead (Speaker) as a medium that usually used to make voice louder.

c. Visual Emblem

Finally, the last element of the visual resource is the Emblem. Visual emblem of Briton's brochure shows an image in a shape of a flag as the



company's logo. It is to accompany the brand name as the linguistic emblem.

1.6.3 The Structure of Multimodal Ideational of Harford Institute Brochure

A. Action Process

In this process, the Actor must either form a vector or have a vector coming out of it. The lead shows an image of a speaker that has some lines coming out of it. The image implies that „The speaker is on.“ However, the most salient participant in the image is the speaker itself.

When image has only one participant, this participant is usually an actor. The action is a non-transactional process because it has no Goal, as it is not done or aimed at anyone or anything.

b. Circumstance of Setting

The Circumstance of Setting concerns with the contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness. The background of the brochure is white. Pink colour partially overlaps the background as it has function as the foreground.

1.7 Data Analysis of SAS English Laboratory Brochure

Data 7



The brochure features the SAS English Laboratory logo on the left, which includes a blue circle with 'SAS' in white and 'English Laboratory' in a smaller font below it. To the right of the logo is a photograph of a woman and a young boy looking at a book together. The main text is on a red and orange background. The headline reads 'ingin cepat berbahasa inggris !!!' in white. Below it, in smaller white text, is 'MARI BERGABUNG BERSAMA SAS ENGLISH LABORATORY'. The main offer is '3 BULAN LANGSUNG LANCAR' in large blue letters, followed by 'Metode Belajar Conversation' in red and '1 GURU 1 MURID (FACE TO FACE)' in white. At the bottom of the red section, it says 'Ruang Belajar Nyaman Full AC', 'Waktu Yang Fleksibel', and 'Ada Toefl nya Juga Lho' in white. A dark blue bar at the very bottom contains the text 'INFO HUBUNGI : Alamat : Jl. Bilal No. 82 Medan (Depan Komplek Bilal Prima)' in white.

Figure 4.7 SAS English Laboratory Brochure

There are four elements that found in this advertisement, they are Primary announcement (Harford Institute), Secondary Announcement (Garansi Mahir Berbahasa Inggris Dalam Waktu 3 bulan), Enhancer as the explanation of the announcement, and Call and Visit Information.

1.7.1 The Analysis of Verbal Elements in SAS English Laboratory Brochure

a. Primary Announcement

**ingin cepat
berbahasa inggris !!!**

<i>Ingin Cepat</i>	<i>Berbahasa inggris</i>
Material pr	Goal

**MARI BERGABUNG
BERSAMA SAS ENGLISH LABORATORY**

Secondary Announcement

<i>Mari</i>	<i>Bergabung</i>	<i>Bersama SAS ENGLISH LABORATORY</i>
Verbal pr	Material pr	Circ: Accompaniment



b. Emblem

SAS English Laboratory

3 BULAN LANGSUNG LANCAR

c. Enhancer

<i>3 Bulan</i>	<i>Langsung Lancar</i>
Target	Goal

Metode Belajar Conversation

<i>Metode Belajar</i>	<i>Conversation</i>
Material pr	Goal

1 GURU 1 MURID (FACE TO FACE)

1 Guru 1 Murid (Face to Face)

*Ruang Belajar Nyaman Full AC
Waktu Yang Fleksibel
Ada Toefl nya Juga Lho*

<i>Ruang Belajar</i>	<i>Nyaman</i>	<i>Full AC</i>
Behaver	Material pr	Goal

<i>Waktu yang fleksibel</i>
Target

<i>Ada Toefl nya</i>	<i>Juga lho</i>
Goal	-

d. Call and Visit Information



INFO HUBUNGI :

Alamat : Jl. Bilal No. 82 Medan (Depan Komplek Bilal Prima)

<i>INFO HUBUNGI:</i>

Circ. Purpose

<i>Alamat: Jl. Bilal No. 82 Medan (Depan Komplek Bilal Prima)</i>

1.7.2 The Analysis of Visual Elements in SAS English Laboratory Brochure

a. Lead (Locus of Attention)



Based on the picture above, for the visual element, it can be seen that a woman teaching a boy is the main part of the SAS English Laboratory brochure because it is the main focus of attention that attracts attention audience's eyes. A lead is the first impression people see on an ad. Can it can be seen from the brochure that the second model is the most prominent item because the most prominent visual object on which attention is focused.

b. Display: Congruent and Explicit

In this ad it looks congruent because it uses real objects without use symbolization. In addition, the instructions in this brochure are explicit because Real objects are depicted in real terms. The boy smiled as a way to describe students who love to learn. Teacher and students discuss something in the learning

process. This is relevant to the brochure, because course is doing promotion and inviting people to join and learn with SAS English Laboratory.

c. Visual Emblem

Finally, the last element of the visual resource is the Emblem. Visual emblem of SAS English Laboratory's brochure shows a verbal-like image of S, A and S letters as the company's logo. It is to accompany the brandname as the linguistic emblem.



1.7.3 The Structure of Multimodal Ideational of SAS English Laboratory

Brochure

a. Action Process

In this process, the Actor must form a vector or have a vector coming out of it. The main character shows a picture of a woman teaching the boy. the visual representation is a way to represent the process in English as a woman teaching. However, there are two participants in this picture, namely the teacher and the student. In this brochure, teacher and student are the Goal. Action is a transactional process because it has a Purpose, and is done or at something. It vectors formed by participants that produce an action process.

b. Reaction Process

When a vector is formed by the direction of view of one or more of representing the participants, the process is reactionary. In this brochure, Reactor or the participant who did the search was that student. However, the phenomenon is teacher . There is a vector formed by the direction of his eye line or gaze. It could be transcoded that the Student enjoyed studying with the teacher.” However, there were two participants in this picture, its a girl and a boy. Vector formed by participants generate transaction processing.

c. Circumstance of Setting

The Cicumstance of Setting relates to the contrast between foreground and background narrative structure in brightness. Brochure background is a combination blue, white and orange, as they represent the distinctive colors of the emblem.

1.8 Data Analysis of ILTC (International Language Training Center)

Brochure

Data 8



Figure 4.8 ILTC (International Language Training Center) Brochure

1.8.1 The Analysis of Verbal Elements in ILTC (International Language Training Center) Brochure

a. Primary Announcement



Batch 25

Secondary Announcement



Toefl Class

Target

b. Emblem



ILTC (International Language Training Center)

c. **Enhancer**



<i>Hanya untuk</i>	<i>40 Peserta</i>
	Goal



<i>Biaya Belajar hanya IDR 500.000</i>
<i>Pendaftaran IDR 150.000</i>
<i>Sudah termasuk TOEFL Bersertifikat Nasional</i>



<i>Mempelajari</i>	<i>Hingga</i>	<i>Mahir</i>
Material pr		Goal

1. Listening Comprehension
2. Structure & Written Ex[ression
3. Reading Comprehension

d. Call and Visit Information



<i>Lokasi Belajar</i>
Circ: Place

Jl. Kangkung No.24 A/B Medan

1.8.2 The Analysis of Visual Elements in ILTC (International Language Training Center) Brochure

a. Lead (Locus of Attention)



Based on the picture above, for the visual element, it can be seen that the boy is the lead of the ILTC (International Language Training Center) Brochure because it is the main focus of attention that attracts viewers' attention. A lead is the first impression people see on an ad. It can be seen from the brochure that the male model is the most prominent item because it is the most prominent visual object where attention is focused.

b. Display: Congruent and Explicit

In this ad it looks congruent because it uses real objects without using symbolization. Moreover, the leads in this brochure are explicit because real objects are depicted in real terms. The boy showed this flyer as a way to describe the class here as good. The two women also showed that this toefl class was good. This is relevant to the brochure, because this course carries out promotions and invites people to join and learn ILTC (International Language Training Center) Brochure.

c. Visual Emblem

Finally, the last element of the visual resource is the Emblem. Visual emblem of ILTC (International Language Training Center) brochure shows a verbal-like image of ILTC letters as the company's logo. It is to accompany the brand name as the linguistic emblem.



1.8.3 The Structure of Multimodal Ideational of ILTC (International Language Training Center) Brochure

a. Action Process

In this process, the Actor must form a vector or have a vector coming out of it. The main character shows a picture of a man who shows this toefl class is good and two women who smile and show that this toefl class is good. In this brochure, both women and men have their respective roles as Actor and the paper is Destination. Action is a transactional process because it has a Purpose, and is done or at something. The vector formed by the participant results in a process of action.

b. Circumstance of Setting

The Circumstance of Setting deals with the contrast between foreground and background narrative structures in brightness. The background of the brochure is a blue color combination.

1.9 Data Analysis of XYZ English Course Brochure

Data 9

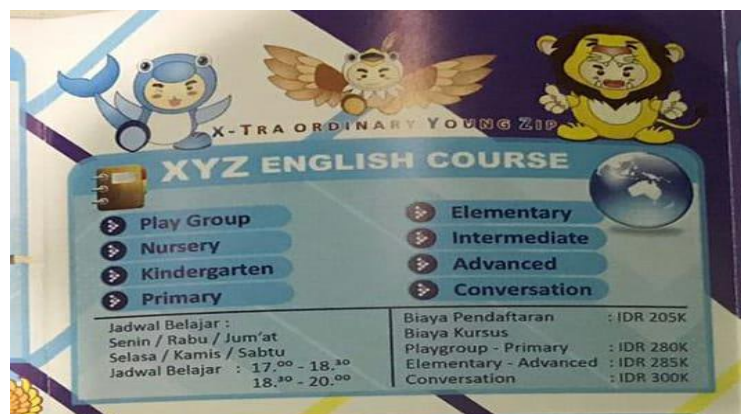
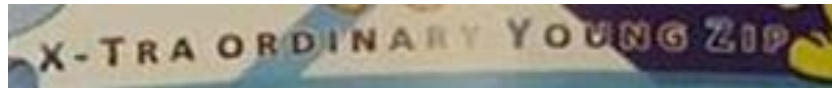


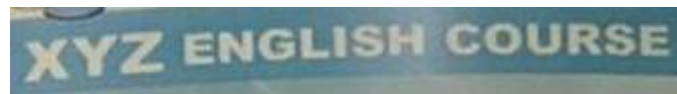
Figure 4.9 XYZ English Course Brochure

1.9.1 The Analysis of Verbal Elements in XYZ English Course Brochure

a. Primary Announcement



X-TRA ORDINARY YOUNG ZIP



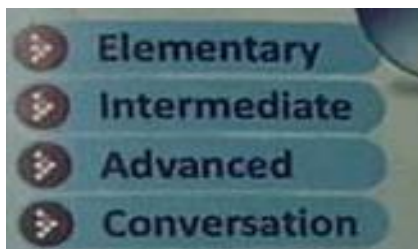
Secondary Announcement

XYZ ENGLISH COURSE

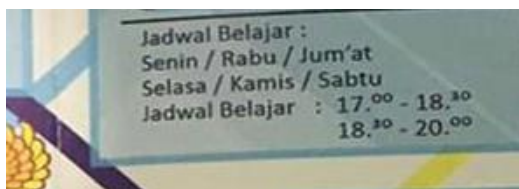
b. Enhancer



Play Group
Nursery
Kindergarten
Primary



Elementary
Intermediate
Advanced
Conversation



<i>Jadwa Belajar</i>
<i>Senin/ Rabu/ Jum'at</i>
<i>Selasa / Kamis / Sabtu</i>
<i>Jadwal Belajar : 17.00- 18.00</i> <i>18.30 -20.00</i>

Biaya Pendaftaran	: IDR 205K
Biaya Kursus	
Playgroup - Primary	: IDR 280K
Elementary - Advanced	: IDR 285K
Conversation	: IDR 300K

<i>Biaya Pendaftaran :IDR 205K</i>
<i>Biaya Kursus</i>
<i>Playgroup – Primary : IDR 280K</i>
<i>Elementary – Advanced : IDR 285K</i>
<i>Conversation : IDR 300K</i>

1.9.2 The Analysis of Visual Elements in XYZ English Course Brochure

a. Lead (Locus of Attention)



Based on the picture above, for the visual text, it can be seen that some animals cartoons are the leaders of the XYZ English Course brochure because they are the main focus of attention that attracts the attention of viewers. A lead is the first impression people see on an ad. It is classified into two, Locus of Attention (LoA) and Complementary Locus of Attention (Comp. LoA). The LoA is the item that stands out the most because it is displayed in the specified color and size, as opposed to the other visual components.

1.9.3 The Structure of Multimodal Ideational of XYZ English Course Brochure

a. Circumstance of Setting

The Circumstance of Setting deals with the contrast between foreground and background narrative structures in brightness and dark. The background of the brochure is a blue and white color combination.

1.10 Data Analysis of Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA) Brochure

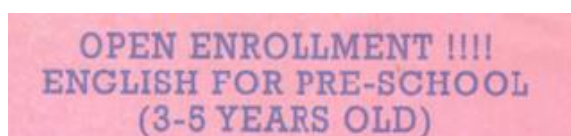
Data 10



Figure 4.10 Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA)

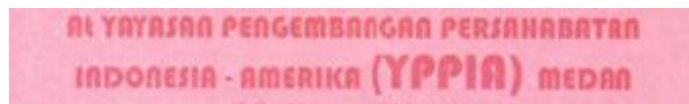
1.10.1 The Analysis of Verbal Elements in Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA)

a. Primary Announcement

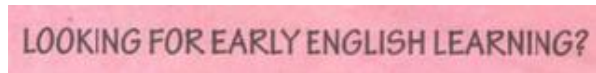


Open	Enrollment!! English for Pre-School (3-5 Years Old)
Material pr	Goal

Secondary Announcement



<i>At Yayasan Pengembangan Persahabatan Indonesia – Amerika (YPPIA) Medan</i>
Circ: place



Looking for	early English learning?
Material pr	Goal

CLASS STARTS ON AUGUST 13th 2018

Class	starts	on August 13th 2018
Actor	Material pr	Circ: extent



Enroll	now	&	join	the fun English class.
Material pr	Circ: extent		Material pr	Goal

b. Call and Visit Information



<i>Jl. Dr. Mansyur III No. 1A</i> <i>(061-8213197 / 8211240)</i>

The verbal text of YPPIA only consists of Primary and Secondary Announcement, and Call and Visit Information. The Primary Announcement, as the most highlighted word that catch the viewer's eyes, represented in the clause "Open Enrollment! English for Pre-School and the process is Material Process. The clause shows that the course wants to highlight that they are opening a program, and they also direct the consumers to the place of registration within the Secondary Announcement. The result revealed that the Material Process fall at the highest rank represented in the brochure, as it is the only process presents within the elements. The researcher believed that Material Process is used more since the advertiser or the course tries to make the people join the programs offered.

Material process expresses a process of doing and the notion that some entity physically does something-which may be done to some other entity.

1.10.2 The Analysis of Visual Elements in Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA)

a. Lead (Complementary of Attention)

The main attention in this brochure is realized directly through the verbal primary announcement without an image showed to accompany the main attention. The picture of kids at the side of the brochure has function as the Comp. LoA because the position is as the background to highlight the important information.

b. Display (Incongruent and Implicit)

The images in this ad is displayed in a form of animations in a shape of human. The service of the program is not described in a real activity. Moreover, the kids are displayed in implicit way because the service is given tangible form through another medium. They are just looking to the front but in a happy way in order to attract the public, especially kids, to gather in joyful atmosphere if they join YPPIA.

1.10.3 The Structure of Multimodal Ideational of Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA)

a. Action Process

In this process, the Actor must either form a vector or have a vector coming out of it. The lead shows an image of some smiling kids. Therefore, the most salient participant in the image is the kids themselves. When image has only one

participant, this participant is usually an actor. The action is a non-transactional process because it has no Goal, as it is not done or aimed at anyone or anything.

b. Circumstance of Setting

The Circumstance of Setting concerns with the contrasts between the foreground and the background of a narrative structure in terms of darkness and lightness, and the colour saturation. The background of the brochure is a combination of a lot of colours, but it is dominated by blue and green. It looks like a green hill with a blue sky and some kids playing around. The foreground is the most contrast setting and it highlights the announcement as the main attention of the brochure. The foreground is pink and plain.

B. Analysis Result

The multimodality found in the six English courses' brochures are visual and verbal elements. The identification of visual and verbal elements consisted in the brochures was analyzed with Cheong's (2004) Generic Structure of Potential in analysing the structure of the Printed Advertisements. Each brochure contains Announcement, Call & Visit Information, Lead, and Display.

Halliday's Ideational Function and Narrative Representation based on the Representational theory by Kress and van Leeuwen's were used in analysing the verbal text and the visual text. Each brochure contains verbal and visual components of Participant, Process, and Circumstance. The most common used process is Material Process. The other processes applied in the brochures are Relational, Behavioural, and Verbal Processes.

Different kinds of Narrative Representation can be distinguished based on the kinds of vectors and the kind of participants included in visual images. Based on the analysis, Action Process is the most common used process in the brochures. The other processes applied in the brochures are Reactional and Mental Process.

The representation of verbal and visual elements in English Courses'' brochures appear along each other to make the message more comprehensible. The recapitulation above can be seen in the following table:

2.1 Multimodal Analysis of the Verbal and Visual Elements of Generic Structure of Potential (GSP)

The identification of visual and verbal elements consisted in the brochures was analyzed with Cheong's (2004) Generic Structure of Potential in analysing the structure of the Printed Advertisements.

Table 4.1 Multimodal Analysis of the Verbal and Visual Elements of Generic Structure of Potential (GSP)

No	10 Selected English Courses Brochures	Verbal					Visual		
		Anno- un- ce- ment	Enha- ncer	Embl- -em	Tag	Call & Visit	Le ad	Disp- lay	Emb- lem
1	British Learning Centre	2	-	1	1	1	1	1	-
2	Australia Centre	2	1	-	-	1	1	1	-
3	Briton	3	1	2	1	1	1	1	1

	English Education								
4	Forward Education	2	3	1	-	1	1	1	1
5	Studyland English Education	2	2	-	-	1	1	1	-
6	Harford Institute	2	2	1	-	1	1	1	1
7	SAS English Laboratory	2	4	1	-	1	1	1	1
8	ILTC (International Language Training Center)	2	3	1	-	1	1	1	1
9	XYZ English	2	4	-	-	-	1	-	-
10	Yayasan Pengembangan Persahabata	5	-	-	-	1	1	1	-

	n Indonesia Amerika (YPPIA).								
	Total	24	20	7	2	9	10	9	5
	Percentage	38.7%	32.2%	11.2%	3.5 %	14.5 %	16. 1%	14.5%	8.0%

It can be seen that the most widely used verbal elements in the ten English Course brochures are Announcements and Enhancers, where most of the Process Materials are contained. Researchers believe that Announcement as the most highlighted word in the ad, will work best with the presence of Enhancer. When consumers begin to show interest, they will try to dig deeper information about the service. That's also why all brochures have Call and Visit Information, and it's important as a place where target consumers can sign up for the service.

2.2 The Representation of Verbal Elements in English Courses' Brochures

Halliday's Ideational Function were used in analysing the verbal text and the visual text. Each brochure contains verbal and visual components of Participant, Process, and Circumstance. The most common used process is Material Process. The other processes applied in the brochures are Relational, Behavioural, and Verbal Processes.

Table 4.2 The Representation of Verbal Elements in English Courses Brochures

No	10 Selected English Courses Brochures	Experiential Function					
		Material	Mental	Relational	Verbal	Behavioural	Existential
1	British Learning Centre	4	-	1	-	-	-
2	Australia Centre	4	-	-	-	-	-
3	Briton English Education	6	-	2	1	-	-
4	Forward Education	1	-	-	1	-	-
5	Studyland English Education	1	-	-	-	-	-
6	Harford Institute	2	-	-	1	-	-
7	SAS English Laboratory	4	-	-	1	-	-
8	ILTC (International	1	-	-	-	-	-

	Language Training Center)						
9	XYZ English	-	-	-	-	-	-
10	Yayasan Pengembangan Persahabatan Indonesia Amerika (YPPIA).	5	-	-	-	-	-
Total		28	-	3	4	-	-
Percentage		80%	-	8,5%	11%	-	-

The representations of verbal and visual elements in the English Course brochure appear on top of each other to make the message more comprehensive. Experiential Function according to Halliday (2004) is used to identify verbal texts. The verbal elements are mostly represented by clauses which consist of Material Processes. The material process (80%) is mostly displayed in verbal elements where the Announcement and Enhancer are presented.

The results show that Material Process is at the highest rank with a total of 80% of processes represented in the brochure. Researchers believe that Material Process is more widely used because advertisers or courses are trying to get people to join the offered program.

On the other hand, Mental and Existential processes are not common in any verbal elements. There is not much action or action in exercising sense in both processes. Therefore, the brochure is not valid because it must carry out promotions to show its quality and encourage customers to join the service. Therefore, the Material Process is the most dominant process used as a representation of verbal elements, because the Material Process expresses a process of doing and the idea that an entity physically does something that might be done to another entity. (Gerot & Wignell, 1994).

2.3 The Representation of Visual Elements in English Courses' Brochures

Representational theory by Kress and van Leeuwen's were used in analysing the visual text. Different kinds of Narrative Representation can be distinguished based on the kinds of vectors and the kind of participants included in visual images.

Table 4.3 The Representation of Visual Elements in English Courses' Brochures

No	10 Selected English Courses Brochures	Narrative Representation				
		Action	Reactional	Mental	Verbal	Conversion
1	British Learning Centre	1	-	-	-	-
2	Australia	1	-	-	-	-

	Centre					
3	Briton English Education	2	1	-	-	-
4	Forward Education	1	-	-	-	-
5	Studyland English Education	9	-	-	-	-
6	Harford Institute	-	-	-	-	-
7	SAS English Laboratory	2	-	-	-	-
8	ILTC (International Language Training Center)	3	-	-	-	-
9	XYZ English	3	-	-	-	-
10	Yayasan Pengembangan Persahabatan Indonesia Amerika	1	-	-	-	-

	(YPPIA).					
Total	23	1	-	-	-	
Percentage	95,8%	4,1%	-	-	-	

The representations of verbal and visual elements in the English Course brochure appear on top of each other to make the message easier to understand. Research based on the term ideational representation for analyzing both verbal and visual texts, resulted that the visual elements represented in the English Course brochure were identified by Narrative Representation by Kress and van Leeuwen (2006). All of these brochures represent the Action Process as the process that occurs most often in the brochures. The process is realized with a vector that is directed to the Goal or a vector that exits the Actor. Another process applied in the brochure is the Reaction and Mental Process.

Based on data selected from ten English Course brochures in this study, it is realized that visual and verbal signs in advertisements play an important role in conveying meaning to promote their services.

C. Findings

The analysis provides some research findings. The findings of the research are as follow:

1. In the selected English Courses brochures, the research found verbal and visual elements identified with Cheong's Generic Structure of Potential (GSP). The structure of GSP created by the analysis for the verbal elements

is Announcement^Enhancer^Call and Visit Information^Emblem^Tag.

The verbal elements consist of 24 Announcement (38.7%), 20 Enhancer (32.2%), 7 Emblem (11.2%), 2 Tag (3.5%), and 9 Call and Visit Information (14.5%). The total of verbal elements are 62. All of the brochures consist of Announcement and Call and Visit Information.

2. The structure of GSP created by the analysis for the visual elements is Lead^Display^Emblem. The visual elements consist of 10 Lead (16.1%), 9 Display (14.5%), and 7 Emblem (8.0%). The total of visual elements are 24. Five courses have no visual emblem. They are BLC, Australia Centre, Studyland English Education, XYZ English and YPIIA.
3. The verbal elements are represented in the six proposed processes, which are Material, Relational, and Verbal Processes. However, 28 Material (80%) and 3 Relational (8,5%) processes were the most common ones. Meanwhile, no brochures apply the Mental, Behavioural and Existential Processes.
4. Visual elements are represented in the Narrative Representation which consists of Action, Reactional, Mental, Verbal, and Conversion processes. The action process (95.8%%) is the process that most often occurs in brochures and discloses the activities promoted by the company to introduce their program.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion and suggestion of the present study. The conclusion contains brief description of research based on the research questions. The next section is suggestion in relation with the findings in analysing the multimodal of English Courses brochures.

A. Conclusion

The most dominant verbal element shown in the brochures are Announcement (24), Enhancer (20), Call and Visit Information (9), Emblem (7), and Tag (2). Furthermore, the most dominant visual elements occur in the brochures are Lead (10), Display (9), and Visual Emblem (7). In the verbal text of ten English Course brochures, verbal elements are represented through clauses consisting of experiential functions, namely Material, Relational, and Verbal Processes. The participants are Actor, Goal, Token, Sayer, Target, Behavior, Verbiage, Carrier, equipped with Circumstances. In the visual text of ten English Course brochures, visual elements are represented through pictures consisting of Narrative Representations namely Action, Reaction Process and completed by The Circumstances of Accompaniment, Means, and Setting.

B. Suggestions

This study focuses on the verbal and visual elements in English Courses Brochures. Similiar research can be conducted on other media or advertisement to highlight the differences, such as banner, poster, etc. It is suggested for other

researchers who want to conduct a research by other theories in order to make a wider interpretation of the meaning of printed advertisement. The next researcher might use Interpersonal or Textual Functions and other theories of Multimodal to analyze the verbal and visual texts.

The study also suggests that the advertiser would take more attention in making advertisement to build a relation with public's eye. Meanwhile, public as the target of the promotion should be able to see the special elements occurred in the advertisement.

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APPENDICES

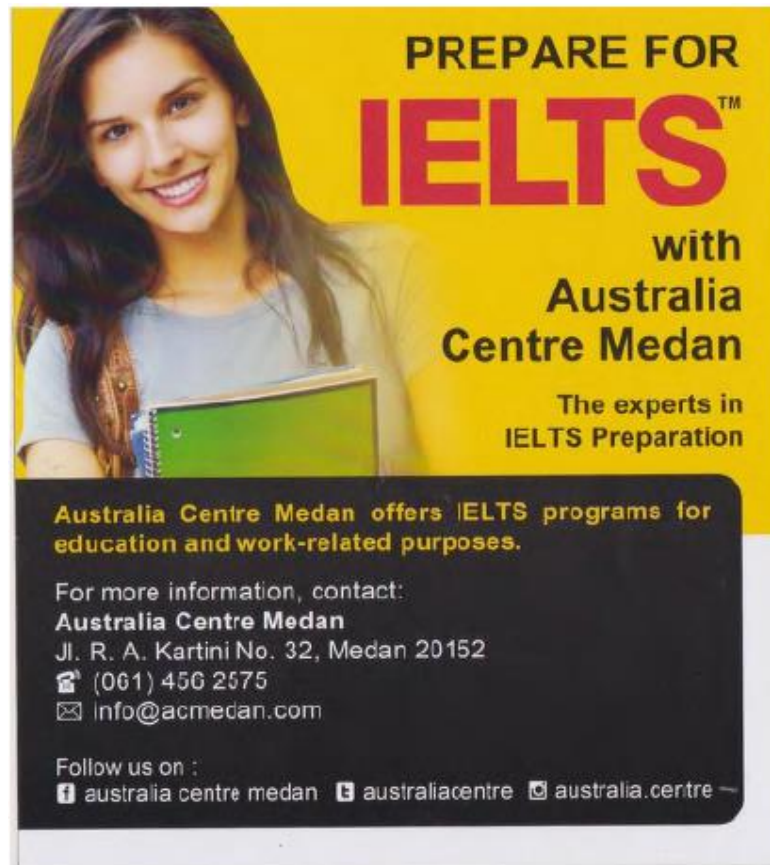


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 Agama : Islam
 Status Perkawinan : Belum Kawin
 Nomor Pokok Mahasiswa : 1802050035
 Program Studi : Pendidikan Bahasa Inggris
 Alamat : Desa Masjid lama, Tanjung Tiram
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 Program Studi : Pendidikan Bahasa Inggris
 Judul Proposal : Multimodal Analysis Of English Course Brochures In Medan

Pada hari Senin, tanggal 05, bulan September, tahun 2022 sudah layak menjadi proposal skripsi.

Medan, September 2022

Disetujui oleh:

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst., M.Hum)

Dosen Pembahas

(Dr. Bambang Nur Alamsyah., M.Hum)

Diketahui oleh
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- WAJIB MENGIKUTI SEMINAR**





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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

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 : **Shah Fika Rizad**
NPM : 1802050035
Prog. Studi : Pendidikan Bahasa Inggris

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

Multimodal Analysis In English Course Brochures

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. **Dr. Hj. Dewi Kesuma, M.Hum**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

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

Medan, 22 Juni 2022
Hormat Pemohon,


Shah Fika Rizad

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan



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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 di bawah ini:

Nama Mahasiswa : **Shah Fika Rizad**
 NPM : 1802050035
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 115 SKS

IPK= 3.47

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
<i>22/6/2022</i> 	Multimodal Analysis In English Course Brochures	<i>22/6/22</i>
	Linguistic Landscape On Coffe Shop's Singboards In Medan Sunggal	
	A Visual Semiotic Analysis On Webtoon True Beauty	

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

Medan, 22 Juni 2022
 Hormat Pemohon,

Shah Fika Rizad

Keterangan:


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



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Shah Fika Rizad
 NPM : 1802050035
 Program Studi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Multimodal Analysis In English Course Brochures	

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

Medan, 22 Juni 2022

Disetujui oleh
 Dosen Pembimbing



(Dr. Hj. Dewi Kesuma, M.Hum)

Hormat Pemohon



(Shah Fika Rizad)



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
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 Lamp : ---

Medan, 23 Shafar 1444 H
 19 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 : **Shah Fika Rizad**
 N P M : 1802050035
 Program Studi : Pendidikan Bahasa Inggris
 Judul Penelitian : **Multimodal Analysis of English Course Brochures in Medan.**

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



Dra. H. Svamsuyurnita, MPd.
 NIDN : 0004066701

****Pertinggal**

