



A Multimodal Analysis of English Courses' Printed Advertisement at South Jakarta

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Abstract:

This research entitled "A Multimodal Analysis of English Courses' Printed Advertisement In South Jakarta" 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 thesis is using qualitative descriptive to describe printed advertisement texts featuring verbal and visual elements consisted in the advertisements. In this thesis, the data that the writer analyzed is brochures as printed media of English Courses which located in South Jakarta. The instruments of collecting data in this thesis are observation, interview, 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 is 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 Material Process and Action Process.

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

INTRODUCTION

Language is one of the communication tools used to be able to convey and receive the information

needed. It is also as a mean of communication which has been developed into many forms in order to provide good interaction among people

in the world and delivered within both electronic and printed media. We are also familiar with the word “advertisement” that is also part of communication activities. Advertising is a means of communication with the users of a product or service. An 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. There are two types of advertisement; informative and persuasive. In the current digital era, it is still very effective to use printed 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 informations 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, many English courses provide some programs to improve English Language capability in South Jakarta. 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 printed media advertisement. The structure of text in printed advertisement consist of verbal, visual, or combination between two of the texts. Based on the phenomenon above, the researcher tries to investigate the issues that occur in advertising field, specifically in brochures .

The multimodal analysis becomes an alternative to know the meaning contained in advertisement message. This research is analyzed based on Halliday’s (2004) Ideational Function in analysing the verbal text. Specifically, the researcher focuses on the experiential funtion, 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’s (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.

For the visual text analysis, the researcher uses representational by Kress and van Leeuwen’s (2006), and in analyzing the verbal text, the researcher uses Ideational Function by Halliday (2004). The verbal and visual texts consisted in the brochures would be classified by using Cheong’s (2004) Generic Structure of Potential in analysing the structure of the Printed Advertisements.

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.

Thus, multimodality or multimodal discourse analysis provides the tools and techniques to analyze texts which employ more than one mode of discourse. 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.

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 marketin g called a promotion mix. Of these five variables, advertising is the most common and most widely used

promotions tool especially for productsconsumption (Kotler, 2012: 75).

In the world of advertising, capturing the reader’s attention is very important, because the main purpose of advertisement is to persuade people to buy the product or to use the service. 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. 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.

METHODOLOGY

This research uses qualitative approach, especially qualitative descriptive to describe printed advertisement texts featuring verbal and visual elements consisted in the advertisements. It is also conducted by using descriptive-qualitative research method to describe the informations realized in the English Courses’ printed advertisements 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. 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 printed media. The source of data is brochures as one of printed advertisement of English Courses in South Jakarta . There are four chosen English Courses namely Perfect English Course, NF English,

English First (EF), and Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA. The data were taken directly from the courses. The data is analyzed using Multimodal Analysis based on Halliday's 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 would be analyzed 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. The researcher uses the observation, documentation, and interview as the data-collecting procedures. The documents that would be used by the researcher are the English Courses' brochures as printed media of advertising.

RESULT AND DISCUSSION

This research is analyzed based on Halliday's (2004) Ideational Function in analysing the verbal text. Specifically, the researcher focuses on the 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.

Data Analysis of Perfect English Course

There are five verbal elements that found in this advertisement, they are Primary announcement (Membuat mu percaya diri!!!), and Secondary announcement (the clauses in the middle), Emblem (Perfect English Course) as the name of the company. It also consists of tag (tiny sentences under the speaker) and ends with the Call and Visit information. Based on the picture above, for the visual text, the students picture is the lead of Perfect English Course'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 white is very distinctive compared to other components which are generally coloured in pink, yellow and black. The structure of multimodal ideational of visual text of Perfect English Course brochure consists of action process and setting.

Data Analysis of NF English.

There are four verbal elements that found in this advertisement, they are Primary announcement (General English Class), Secondary Announcement (untuk SMA dan umum), Enhancer as the explanation of the announcement, and call and visit information. 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 "General English Class". There are two visual elements that found in this brochure, which are the lead and display. For the visual element, it can be seen that the desk, dictionary and laptop are the leads of NF English printed advertisement as they are the main focus of attention that catch the viewers' eyes. Lead is the first impression people see on an advertisement. In this process, the images must either form a vector or have a vector coming out of it. The lead shows an image of a desk, dictionary and laptop that are precisely useful for learning language. 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 grey and green. Black colour partially overlaps the background as it has function as the foreground.

Data Analysis of English First (EF)

There are five verbal elements that found in this advertisement, they are Primary announcement (Frontrunner), Secondary Announcement (The highlights or titles of each program), Emblem as the logo of the company, Enhancer as the explanation of the announcement, and Call and Visit Information. The verbal text of English First of Primary and Secondary Announcement, Enhancer, and Call and Visit Information. The Primary Announcement, as the most highlighted word that catch the viewers' eyes, represented in the word "FRONTRUNNER". This word is strengthened by the presence of secondary announcement with the clause "Develop The Skills To Be

Competitive in The Global Marketplace. It shows that, the course does not only want to highlight that they are the greatest provider to learn English in Medan, but they also try to encourage that they would be able to develop one's skill. The result also shows that the brochure also consists of Relational, Verbal, and Behavioural Processes. The researcher believed that Relational process is used to share knowledge and information in order to encourage the public to purchase their services. In this brochure, the Relational Process is used to express the specific quality of EF. According to Gerot and Wignell (1994), the Behavioural Process are the process of psychological behaviour, such as study, one of the verbal words consisted in the brochure. It is so relevant with the targeted customers of English Course which mainly directed towards students. There are three visual elements that found in this brochure, which are the lead, display, and visual emblem. For the visual element, it can be seen that the boy is the lead of English First'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. For the next page, there are two different images as the Complementary of Attention based on how these pictures complementing the main attention or LoA. Both of the images consist of four people. By the gesture that shows, it seems that one of them is an instructor and the others are students who are studying. It composes the Complement of Locus of Attention (Comp.LoA). Both of them supplement the LoA, the learning process and discussion produce a relation commonly suggesting that students would be active and happy if they study at EF. In this ad, the display is congruent because it's using the real object without using

symbolization. Finally, the last element of the visual resource is the Emblem. Visual emblem of English First's brochure shows a verbal-like image of E and F letters as the company's logo. It is to accompany the brandname as the linguistic emblem. The structure of multimodal ideational of visual text of English First's brochure consists of Action Process, Reactional Process, Setting and Accompaniment.

Data Analysis of Lembaga Bahasa dan Pendidikan Profesional (LBPP) LIA

There are five verbal elements that found in this advertisement, they are Primary announcement (Lia Takes You Everywhere), Secondary Announcement (The highlights or titles of each program), Emblem as the logo of the company, Enhancer as the explanation of the announcement, and Call and Visit Information. Of the total 4 brochures, LIA has the most amount of verbal elements with Announcement in the highest rank. The total of Announcement consisted is 12 with the function to highlight every program promoted by LIA. Moreover, the material Process is the most common used to represent the verbal elements in this brochure. The result also shows that the brochure also consists of Relational Process and Behavioral Process. The researcher believed that Relational process is used to share knowledge and information in order to encourage the public to purchase their services. In this brochure, the Relational Process is used to express the specific quality of LIA and it is consisted in the Enhancer. There are three visual elements that found in this brochure, which are the lead, display, and visual emblem. for the visual element, it can be seen that the hand which is holding a gadget is the lead of (LBPP) LIA's brochure as it

is the main focus of attention that catch the viewers' eyes. Lead is the first impression people see on an advertisement. It can be seen from the brochure that the hand tells us that learning english is only a phone away. It means that LIA would give a very easy, practical, and joyful experience to learn English. The display is incongruent because it's using the hand as a symbol of getting the knowledge of English. The images on the second page are displayed in a form of animations in a shape of human. The services of the programs are not described in real activities. The leads are showed in an implicit way because the service is given tangible form through another medium. The people are highlighting their own titles or programs, but they are not real.

Finally, the last element of the visual resource is the Emblem. Visual emblem of English First's brochure shows a triangle which represents LIA as the company's logo. It is to accompany the brandname as the linguistic emblem. The structure of multimodal ideational of visual text of LIA's brochure consists of Action Process, Mental Process, Setting, and Means

CONCLUSION

After analyzing the verbal and visual elements based on Cheong's Generic Structure of Potential (GSP) in previous chapter and analyzing the verbal and visual elements represented in the English Courses' brochure based on Experiential Function by Halliday and the Narrative Representation by Kress and van Leeuwen's, this chapter provides conclusions about the analysis that can be explained as follows:

The most dominant verbal element shown in the brochures are Announcement (20), Enhancer (6), Call

and Visit Information (4), Emblem (4), and Tag (2). Furthermore, the most dominant visual elements occur in the brochures are Lead (8), Display(4), and Visual Emblem (2).

In the verbal texts of four English Courses brochures, the verbal elements are represented through the clauses consist of experiential function, which are Material, Behavioural, Verbal, and Relational Processes. The participants are Actor, Goal, Token, Value, Sayer, Verbiage, Carrier, and Attribute, completed by the Circumstances. In the visual text of six English Courses" brochures, the visual elements are represented through the images consisted of Narrative Representation, which are Action, Reactional, and Mental Processes and completed by The Circumstances of Accompaniment, Means, and Setting.

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