



Multimodal Discourse Analysis for Video of Learning

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui seberapa baik siswa dalam menyampaikan idenya tentang materi pembelajaran dan untuk mengetahui perasaan dan kondisi siswa. Penulis menggunakan monolog siswa di Kelas Bahasa Inggris. Video dianalisis berdasarkan teori dalam analisis *multimodal discourse*. Prosedur dalam menganalisis data mengacu pada beberapa sumber semiotik seperti ucapan dan fitur kinetik seperti tatapan, gerak tubuh dan postur tubuh siswa. Hasil dari penelitian ini menunjukkan siswa menyampaikan materi pembelajaran yang baik. Untuk fitur kinetik, siswa menunjukkan mencoba untuk mengingat dengan keras; itu mengacu pada tatapan siswa. Untuk gerak tubuh dan postur tubuh siswa, keduanya menunjukkan kurangnya kepercayaan diri siswa ketika menyampaikan idenya dan memiliki sesuatu untuk disembunyikan. Artinya siswa memahami materi pembelajaran tetapi perasaan dan kondisinya tidak percaya diri. Hasil Penelitian ini diharapkan dapat membantu para mengajar untuk tidak hanya mengetahui kemampuan akan tetapi juga kondisi siswa saat belajar, sehingga dapat membuat proses penyampaian materi berjalan lancar.

Kata Kunci: *Gestur, Monolog, Analisis Wacana Multimodal*

Abstract

The aims of this research are to find out how good the student in delivering his idea about the material of learning and to know the students' feelings and condition. The writer uses a monologue of student as in English Class. The video is analyzed based on the theoretical in multimodal discourse analysis. The procedures in analyzing data refer to some semiotic resources such as speech and kinetic features of student. The result presents for the kinetic features, the student shows remembering very hard; it refers to the gaze of student. For the students' gesture and body posture, both of them show the student lack of self-confidence when delivers his idea and has something to hide. It means the student comprehends the material of learning but his feelings and the condition are unconfident. It is able to help teachers know the abilities and condition of students when learning.

Keywords: *Gesture, Monologue, Multimodal Discourse analysis*

INTRODUCTION

Man is a social being that always communicate to each other in their life. It is because they are not able to live without other people. There are some ways to do a communication in order to express their ideas or feelings. One of the ways is by using language. According to Macaulay, (2011) language is that it is a way of communicating meaning where it is as a system of communication using sounds

or symbols that enable us to express our feelings, thoughts, ideas, and experiences. Language related to the discourse that refers to the spoken and the written text that are used by people in order to communication.

Drid (2010) states Discourse is the verbal or written exchange of ideas. Any unit of connected speech or writing that is longer than a sentence and that has a coherent meaning and a clear purpose is referred to as discourse. Regarding its interactive nature, all discourses need to be placed in social contexts where we as members of that society or as individuals can construct their meaning. Which is Discourse can also be when someone expresses their ideas on a particular subject in a formal and orderly way, either verbally or in writing.

Kamalu & Osisanwo (2015) Discourse analysis is a broad field of study that draws some of its theories and methods of analysis from disciplines such as linguistics, sociology, philosophy and psychology. We call on insights from all of the interdisciplinary areas we have mentioned. But our primary interest is the traditional concern of the descriptive linguist, to give an account of how forms of language are used in communication.

Furthermore, Drid (2010) states discourse Analysis is to uncover the regularities of language that surpass the sentence the traditional highest unit of description and that encompass the context of its use. Discourse Analysis is interdisciplinary in nature and has applications in several fields to which language has a particular relevance. Roughly speaking, it refers to attempts to study the organization of language above the sentence or above the clause, and therefore to study larger linguistic units, such as conversational exchanges or written texts. It follows that discourse analysis is also concerned with language use in social contexts, and in particular with interaction or dialogue between speakers.

In short, discourse analysis is the analyzing of language use, it means why and how the language is used that consider some aspects such as the purpose of discourse, how can the speaker choose the language, why the speakers produce the language, then what is the relationship between the language and the speaker's feelings till what is the effect of the speaker's language in society. Therefore, in order to analyze the discourse there are some approaches in discourse analysis. In this paper, the writer uses multimodal analysis approach to analyze the video of monologue of a student.

The previous studies that related to the multimodal analysis in this paper are O' Halloran, KL (2011) Multimodal Analysis and Jewitt, Carey (2012) "Multimodal approaches to video analysis of digital learning environment" and Anne (2009) analyzing multimodal communication around a shared tabletop display. These researches contain the analysis of speech and the other semiotic resources that related to multimodal discourse analysis. The result shows some points of view refer to the other element of discourse that is produced by someone or group. It can be analyzed by multimodal discourse analysis that uses the analysis according to their face, gesture or body posture and the other semiotic resources.

Halloran (2011) multimodal discourse analysis (MDA) is an emerging paradigm in discourse studies which extends the study of language per se to the study of language in combination with other resources, such as images, scientific symbolism, gesture, action, music and sound. Moreover, Jewitt (2010) states multimodal discourse analysis draws attention to the range of different modes that people use to make meaning beyond language-such as speech, gesture, gaze, image and writing-and in doing so, offers new ways of analyzing language.

Kress (2008) states the aim of multimodal discourse analysis is to elaborate tools that can provide insight into relation of the meaning of a community and its semiotic manifestations. In addition, Multimodal discourse analysis the textual "threads" are many and they are materially diverse: gesture, speech, image (still or moving), writing, music (on a website or in film. The terminology in MDA is used somewhat loosely at present as concepts and approaches evolve in this relatively new field of study. For example, language and other resources which integrate to create meaning in "multimodal" (or "multisemiotic") phenomena (e.g. print materials, videos, websites, three-dimensional objects and day-to-day events) are variously called "semiotic resources", "modes" and "modalities" (Halloran, 2011).

The Approaches to multimodal discourse analysis are contextual approaches have been developed for speech, sound and music (Van Leeuwen, 1999), scientific texts (Lemke, 1998), hypermedia (Lemke, 2002), action and gesture (Martinec, 2000), educational research (Jewitt, 2006) and literacy (Kress, 2003) and grammatical approach by working closely with specific "texts" (i.e. paintings, architectural designs and sculptures) to derive frameworks which can be applied to other works (OToole, 2010).

According to the experts describe above, we can conclude that discourse is the spoken and written text that are produced by speaker or writer in order to communicate with the other people. It is beyond of sentence, it has the power and function to influence the others. And then, it can also make the interpretation and some reactions of listener or reader. Therefore, discourse analysis becomes important aspect to be discussed because if we know and understand about the discourses that are produced by speaker or writer, it can make the language for communication will be understandable. Consequently, the purpose and the meaning of the information will be conveyed properly to the others in society and social structure.

This paper presents a discourse analysis of video of learning about a short monologue of a student, where the student elaborates his idea about the drugs. It refers to hortatory exposition text that has the social function is to persuade the readers that something should or should not be the case. Based on the senior high school curriculum in Indonesia, hortatory exposition is one of the texts that should be learnt by students.

As a teacher, the writer is interested in analyzing this video in order to answer two questions or problems. They are (1) how is the performance of the student in delivering his idea about the hortatory exposition text? and (2) how is

the students' feelings and condition in the delivering the text? This video has duration about 03 minutes and 12 seconds. The speech is delivered by someone from twelve years student of senior high school. The writer uses the Multimodal Discourse Analysis in order to know how good the student explores his idea through language, gaze, gesture and body posture based on the video.

METHODOLOGY

According O'Halloran, K.L (2011) states that the theoretical in multimodal analysis are semiotic resources, it is such as images, gesture, movement and sound which are topological in nature. Inter-Semiotic Expansions refers to the meaning potential of different resources are accessed and integrated; for example, in text-images relation, gesture and speech, and language, image and mathematical symbolic.

The research design is a qualitative research approach. According to Creswell (2012) qualitative research is a research problem in which you do not know the variables and need to explore. In this research, the problem that be explored is the discourse by using multimodal discourse analysis of short monologue of student. then, The data is a short monologue video of learning when a student of senior high school delivered his idea in front of the class. Then, data resources is taken from the process of learning in an English class.

In order to find out how good is the student in delivering his idea about the material of learning, the writer uses a document in collecting the data. The document here is the video of short monologue of student. This video has duration about 3 minutes and 12 seconds. The procedures are the content of the student's speech, it refers to language expression that is used by student. Then, the other semiotic resources such as gaze, gesture, and body posture are identified and analyzed.

The video of short monologue of student is designed in English learning of hortatory text material. At the beginning, the writer analyzed the language expressions of the student based on the content of his speech. It includes the analysis of the meaning of language used by student. After that, the writer analyzed the other semiotic such as gaze, gesture and body posture. In term of gaze, the writer focused on the eyes movement of student. Then for the gesture, the analysis refers to movement of hands, legs, fingers. Finally, the writer analyzed the body posture, it indicates to the position of body of student. The video is taken in 2022, 13th January at Senior High School Bekasi.

RESULT AND DISCUSSION

According to the procedures above, the writer uses some theories as the basis of multimodal analysis to analyze the video of learning. They are speech that refers to the language that is used by students, gaze contains to the eye movement, gesture indicates the movement of hands, legs, fingers and the body posture relates to the position of body.

Based on the video, there is a student describes his idea about drugs. The material in this video is the hortatory text. He uses the language to express his

idea about the material of learning. In this case, the writer analyzed his speech that includes the meaning of language expressions. The table below shows the tape script and the kind of language expressions that is used by student.

table 1. tape script and the kind of language expressions that is used by student

Script	Language Expression
I am talk about drugs. Everybody must pay attention more to drugs.	Introducing of the topic
Aa Because drugs is very big addictive to our body and our daily life.	Going to state general argument of the topic
aa in term of health drugs can cause many ..many addictive affect and sickness to our body and health.	Expressing his argument
Hhm Drugs can cause unconscious and nervous and can make someone stress more stress out because the addictive point in the drugs	Describing the cause and effect
mmmm also it can cause the sickness of our liver and our metabolism and it can cause stopping the blood circulation to our body. Also In term of religion, not is also provident in the religion because hmmm drugs is including the badness of healthy living in daily life also it can make new sense to our religion ya to our religion yaa to our religion and..	Adding his argument about the topic
to the last point drugs also can make our teenager future into darkness and trouble because from the data aa 32 present of drug users in Indonesia from teenager age aa because you know teenager is our future for our nation and country	Adding his argument about the topic
so drug is break our healthy break our religion and nation and country	Giving recommendation

According to the table above, the red sentence in column script means that the sentence refers to introducing topic in language expression column. Then, the blue sentence refers to going to state general argument of the topic in language expression column. The purple sentences indicate the student expressing his argument in language expression column. Next, the dark blue sentences mean the student describing the cause and effect. The orange sentences related to adding his argument about the topic in language expression column. And then, the yellow sentences indicate also adding argument about the topic. At last, the black sentence related to giving recommendation in language expression column.

Therefore, we can show that the student has expanded his idea based on the generic structure of hortatory exposition text completely. Sriwismajayanti (2010) states that the generic structure of hortatory exposition text are : 1. *Thesis*: Statement or announcement of issue concern. Example of sentence in video : "I am talk about drugs. Everybody must pay attention more to drugs 2. *Arguments*: Reasons for concern. Example: sentence in video "Because drugs is very big addictive to our body and our daily life 3. *Recommendation*: Statement of what

should or should not happen or be done based on the given arguments. Example sentence in video: “so drug is break our healthy, break our religion and nation and country”. Based on the content of language of the student, he explores his idea by following the generic structure of hortatory text. It means that he understands about the structure of hortatory text as an English learning material.

One of the semiotic resources that analyzed in this paper is Gaze. It refers to facial expression such as eye, eyebrows, lips and chin. According to Philip (2015) eyes movement indicate an auditory process such as remembering sounds and words. Down and left indicate internal dialogue or self-talk and down and right indicate a tactile or visceral feeling.

In the following chart, the writer captures some model of gaze based on the video.



Frame 1.



Frame 2.

In these two frames, the student indicates some eyes movements and automatically related to the gaze. In the first frame shows his eyes move to the right and in the frame 2 the eyes move down. These denote that the speaker tries to remember something very hard, and looks like he talks to himself.

In addition, the analysis of the video in this paper is also related to the gesture. It refers to movement of hands, legs, fingers etc. One of the definitions of gestures explained by Philip (2015) is hand to face or hand to mouth: A gestural pattern that indicates timidity, shyness or lack of self-confidence. Hands that cover the mouth while speaking or wrap around the lips or play with the side of the face or cheek are examples of nonverbal language that spells poor self-confidence.

In the next frames from the video indicate “Hand to face and hand to mount gesture.



Frame 3.



Frame 4.

In the Frame 3, the speaker moves his hands to near the face. While in Frame 4, he covers his mouth with one of his hands. These obviously show that the speaker feels shy or lack of self-confidence when delivering his idea.

Last, the kinetic feature that analyzed in this video is body posture. It refers to the position of body. According to Philip (2015) one of the body postures is hands in pockets. This posture shows a comfort position, but also one that reveals insecurity and a lack of confidence and in more extreme cases even secretiveness as if a person has something to hide. From the video we can find these two frames which indicate hands in pocket.



Frame 6.



Frame 7

Based on the picture above; both of the frames show us that the position of body of the student related to the analysis of body posture. In Frame 6, we see that the speaker puts his two hands in his pocket, while in Frame 7 he only puts his right hand in the pocket. His body posture in Frame 6 indicates that he feels comfort but in Frame 7 has impression that he has lack of confident as if he has something to hide.

Finally, concerning the research above the writer hopes it be able to give the contributions to the future researches that have same interests. For suggestions, it will be better if the number of the object of student is more than one in order to know the comparison. Moreover, this research only focuses on three aspects of multimodal discourse analysis like gaze, gesture and body posture. Hopefully, for the future research should provide more deep analysis that be able to take and add some aspects of multimodal discourse analysis theories.

CONCLUSION

According to the analysis above, the multimodal discourse analysis helps us in describing and analyzing about the discourse that are produced by someone or group. The analysis includes many aspects such as gesture, speech, image, writing etc. It makes us more understand about something around us. Based on the analysis of short monologue in this paper, multimodal discourse analysis contributes us that we do not only have to know the student understanding about the material that should be learnt, but we also have to consider about the students' feeling and condition while he is expressing his idea and exploring his knowledge in front of the class and the teacher. By knowing the gaze, gesture and or body language of the students, it will help us to understand what their feeling in the classroom, whether they are comfortable enough, insecure, embrace or they aren't confident and consequently make us help them to solve their problems.

ACKNOWLEDGMENTS

Terima kasih yang sebesar-besarnya kepada pihak sekolah, guru, dan siswa yang telah membantu dan mendukung saya dalam melaksanakan penelitian ini.

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