Multimodal Perspective in BIPA Textbook
Element of Textbook and Teacher's Responses

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Abstract. The presence of illustrations in second language textbooks has long been known to provide many benefits for improving students' understanding. A theory to examine text and visuals contained in textbooks is Multimodal Discourse Analysis (MDA). However, MDA research in Indonesian for Foreign Speakers textbooks (better known as BIPA) is very limited. This study aims to analyze the visual aspects and the accompanying text as well as the perceptions of BIPA teachers. The multimodal framework, a combination of Halliday's Systemic Functional Linguistics (SFL), and Kress & Van Leeuwen's Visual Grammar Theory (VGT) were used to identify multimodal elements appearing in textbooks and to analyze whether the images presented help BIPA learners in understanding the text. The data source comes from the *Sahabatku Indonesia* textbook published by the Language and Book Development Agency, Indonesia in 2019 and the perception of BIPA teachers obtained from the results of questionnaires distributed via Google Form. Based on the research results, ideational functions as well as text and visual elements contained in the images presented in textbooks provided pedagogical benefits, especially in the aspect of students' understanding of Indonesian language and culture. In addition, BIPA teachers suggested improvements for the textbook to improve image quality: non-verbal language, background, and image quality. These improvements are to support multimodal pedagogy and the idea of multiliteracy in the world of second language learning.

Keywords: BIPA · Multimodal · Visual Grammar Theory · Perception

1 Introduction

Indonesian language learning programs for foreign speakers are increasingly in demand by foreigners. This is evidenced by the number of institutions that hold BIPA learning, both at home and abroad. Badan Bahasa [1] reports that in 2020 there are 355 BIPA implementing institutions in 41 countries with 72,746 students. Another fact is that Indonesian has been taught in schools and even universities abroad as a subject [2, 3]. In addition, several countries have designated Indonesian as a second foreign language, especially in ASEAN countries. The growing number of BIPA students in Indonesia is caused by 3 factors, namely Indonesia is a potential country for foreign students to

study, establish business relations with Indonesians, travel, or work in Indonesia [4, 5]. The development of BIPA learning must be supported by improving the quality of BIPA learning aspects, one of which is the quality of the textbooks used during learning.

Textbooks in learning a second language are one of the important aspects in improving language skills. Textbooks are the main source of teachers and students in learning a second language so that the quality of textbooks determines the success of learning [6, 7]. Textbooks are considered practical and effective as inputs in language learning because they contain texts, explanations, activities or assignments [10]. Textbooks for second language learners provide not only linguistic knowledge, but also social and cultural knowledge. Culture is an important aspect that plays a role in second language learning [8–10].

The indicator of the success of learning a second language is that students have communicative competence (linguistics, pragma linguistics, socio pragmatics, strategies, and discourse). The five communicative aspects must be integrated in the second language learning textbook. Therefore, one way to achieve the communicative competence of second language learning textbook writers is to complete the book not only with verbal elements, but also visuals or pictures. The existence of images or visual and verbal elements in second language learning textbooks can provide benefits in learning [11]. In addition, multimodal studies of textbooks can reveal things that are introduced, planted, and what students and teachers feel [12]. Based on this information, applying MDA in a textbook will provide insight into the contents of the book, in the context of this research it is applied in the context of a BIPA textbook. Examining the visual context in textbooks also provide an overview of the pedagogical principles of second language learning [13]. Therefore, this research is important because it is an effort to evaluate the quality of BIPA textbooks.

The use of multimodal texts in BIPA textbooks can help describe language information, both theoretically and in use (socio-cultural aspects). Multimodal in textbooks can help BIPA students to understand language thoroughly when used when communicating [5]. Another thing, multimodal texts can help improve the cognitive abilities, creativity, and attention of BIPA students in learning. Multimodal in the text in the book does not only use text or verbal means, but also visuals, images, or graphics. The visuals, images, or graphics are analyzed to identify meaning in the textbook. Kress and Leeuwen [14] stated that there are three principles of multimodal text composition, namely informative value, salience, and framing. In addition, research on MDA in the context of BIPA has not been done much.

In this study, the overall meaning of multimodal texts is also not only obtained from the elements of the textbook, but also from the teacher's perception of the textbook. Perception is the response of an individual or a group of communities to what is observed, experienced, and understood related to certain things around them [15], based on sensory observations. Likewise, it states that perception is the result of human assessment of what is happening around it [16]. Based on this, the assessment of perceptions will provide information about views on a matter, in the context of this study providing information related to the presence of visual or multimodal in BIPA textbooks. The perception of the BIPA teacher will certainly provide a positive or negative picture which can later be used as a consideration for improving BIPA learning tools.

Research on MDA in foreign language learning textbooks is not new, it has been carried out by many researchers in various countries. Abroad, research focusing on MDA was conducted on foreign language learning books, for example, focusing on looking at gender representation in ELT textbooks [11]. In Indonesia, several studies that focus on MDA have been conducted by several researchers on foreign language learning textbooks and BIPA. Some examples in BIPA textbooks focus on examining the use of culturally charged multimodal texts to improve the literacy skills of BIPA students [5] and focus on gender representation [17]. In addition, in English textbooks, the focus is on looking at cultural representations [18] and focusing on visual elements and students' perceptions of textbooks [19]. Meanwhile, in BIPA textbooks until now there has never been a multimodal analysis that focuses on book elements (visual and verbal) and the teacher's perspective on the images provided in the textbook. Based on this, this research can be used as a pilot study and an attempt to fill the gap.

This study focuses on two aims, which are describing and representing BIPA textbooks based on their elements, such as verbal and visual, and describing the teacher's perspective on images or visuals in BIPA textbooks. This study can be used as a reference for the study of social semiotics on visual elements in pedagogical textbooks.

2   Literature Review

In analyzing the verbal elements, the writer uses Halliday's theory related to the ideational meaning function with the aim of being able to describe the conversation process, participants, and the circumstances when the language was produced. Meanwhile, visual elements are described based on the pattern of representation, interaction, and composition.

2.1   Multimodal Discourse Analysis

Multimodal relates to the use of a combination of various semiotic modes in a product or work. The combination of semiotic modes in a product or work aims to strengthen the message to be conveyed [20]. Text analysis using multimodal theory aims to examine language in combination with other sources, such as images, signs, actions, sounds, or music [21]. There are 5 elements from a multimodal theoretical perspective, namely (1) focalization, (2) affect, (3) emotion (pathos), (4) ambiance, and (5) graduation [14]. Focalization relates to the point of view of the way a text is presented. In addition, in analyzing from the perspective of affection and emotion, it focuses on the emotional effect caused by visuals and verbal in the text to the reader. Not only these three things, the use of color and atmosphere is also considered in multimodal analysis. Color for visual element analysis is a semiotic model that can represent the three meta functions of SFL, namely ideational, interpersonal, and textual [22].

Multimodal theory is an amalgamation of Systemic Functional Linguistics (SFL) by Halliday and Visual Grammar (VGA) by Kress. In multimodal, it contains verbal and image elements. Verbal elements with this theory can be analyzed using the SFL meta functions framework, namely ideational, interpersonal, and textual functions. Kress and Leeuwen [14] describe that ideational meaning is based on narrative and conceptual

representations. The ideational function deals with experience and logic. The text is viewed from a passive participant or someone who is influenced by the text and the circumstances in which the text is produced. The ideational function aims to provide an overview of the conversation and participants in the textbook. Therefore, this research uses an ideational function for the verbal element of its meaning. Visual elements are done by identifying images using VGA theory. The identification aims to represent the meaning of the image. There are 3 patterns that can be used for visual elements, namely (1) representational patterns, (2) interactions, and (3) composition [14].

Multimodal text consists of a combination of several modes that contain a certain composition. Adami and Kress describe multimodal text as a combination of two different types of modes, namely verbal and nonverbal which are harmoniously and logically related [23]. The composition connects the text with representational meaning and interactive meaning. There are three principles of multimodal text composition, namely (1) information value, (2) salience, and (3) framing [14]. Information value indicates that the multimodal text contains information value that can be seen. Salience shows that in multimodal text there are certain elements as characteristics, such as relative size, contrast in coloring, sharpness of images and colors, and so on. Framing shows framing that connects image elements or other signs that contain certain meanings.

2.2   BIPA Learning Textbook

Textbooks are an important part of BIPA learning. The existence of textbooks plays a major role because they are able to facilitate students in learning BIPA because of their nature which can serve as curriculum references and instructors in learning [24, 25]. The textbook contains all the material to achieve competency standards or learning achievement indicators. Students have dependence on textbooks because they contain material and activities carried out in learning [7]. Based on this, the BIPA textbook becomes a guide for students to learn the target language, Indonesian.

BIPA textbooks are prepared by considering the needs and skills that will be achieved by students. Second language learning textbooks can function (1) as teaching manuals in learning, (2) as effective and efficient sources of information, and (3) as language inputs for language learners in improving their communicative abilities [10]. Based on this, the BIPA textbook is one of the learning tools that serves as a link in forming Indonesian knowledge and understanding of learning materials. Therefore, BIPA textbooks can also show a curriculum map, both language and cultural skills that must be mastered by students. The BIPA textbook consists of a certain level according to the curriculum reference used in developing the book, it can also be developed independently according to needs [16]. The book is arranged systematically which consists of four language skills.

BIPA textbooks must be able to provide socio-cultural information using visuals, texts, and assignment styles so that they are not only information related to language (linguistics). It aims to make it easier and faster for students to use language according to everyday contexts. In addition, socio-cultural information tends to transmit cultural awareness to BIPA students either consciously or unconsciously [5]. Understanding of culture can also avoid misunderstandings by BIPA students when practicing

or speaking in Indonesian. Therefore, BIPA learning textbooks must contain Indonesian socio-cultural elements to make it easier for BIPA students to adapt in the real environment.

BIPA textbooks that use multimodal concepts can make BIPA learning effective and efficient. Students feel more guided by the presence of multimodal texts in textbooks because the context can be clearly understood through visuals/images. Multimodal textbooks can encourage BIPA students to understand linguistic competence. Marefat and Marzban [11] explain that visuals in language textbooks are a unit that can represent social identity, social reality, and social relation. Thus, the visuals contained in second language learning textbooks are sought to be close to the target language being studied, visuals in second language learning textbooks contain representations of the community being studied [13], as examples of visuals contained in textbooks. BIPA will showcase the richness of Indonesian language and culture.

3   Method

This research is qualitative research with content analysis type. Pratiwi et al. stated that qualitative research with the type of content analysis is research that conducts data collection, analysis, and interpretation of narrative and visual data with the aim of gaining insight related to the phenomena that occur in the documents being reviewed [26]. This study aims to collect data, analyze, and provide interpretations of the images contained in the BIPA textbook and the practitioners' perceptions of the images. To get the perception of BIPA teachers, the researchers provide a questionnaire, see Table 1. The questionnaire was given via Google Form to BIPA teachers, who had experience teaching students from various continents and levels. There is no obligation for them to be involved so the freedom depends entirely on them.

The data source comes from the BIPA level 1 textbook entitled Sahabatku Indonesia, published by the Language and Book Development Agency, Indonesia in 2019. The book was written by Hardina Artating Yolanda Putri Novytasari. Some of the reasons this book needs to be explored are that it is used by BIPA program organizers on a national and international scale, written by professional practitioners in the field of second language learning, especially BIPA learning, and leading publishers.

Furthermore, textbooks can be included in the category of multimodal texts with one of the considerations, namely the author of the textbook conveys meaning through verbal and visual media. Based on this, MDA is the most effective analysis to be used in research to gain in-depth understanding, is a new paradigm in discourse studies to study language combined with other resources, such as: pictures, scientific symbolism, signs, actions, music, and sound. Specifically, in analyzing pictures and texts, research is guided by the framework of Kress & Van Leeuwen on social semiotics in reading pictures, the framework of this theory is actually based on Halliday's Systemic Functional Linguistics [27].

Table 1. Teacher's Perception

Questionnaire	Choice
Based on experience in the BIPA teaching, what is your opinion about the images and texts presented in the book?	Interesting, so that they help students in understanding the material and social communication.
	They should be improved.
What variables do you think need to be improved from the presented images? Leave a comment regarding your chosen variable	Color and sharpness
	Conversation setting
	Uniform used
	Body language

4 Findings and Discussion

4.1 Verbal and Visual Elements in BIPA

Textbooks BIPA textbooks level 1 consists of visual elements with three categories. First, the image followed by the text after it. Second, an image in which there is a conversational text. Third, the picture is accompanied by a monologue conversation. As an example of focusing on the second type of data, see Fig. 1. Other information found in almost every task has a visual element. Such a step is deliberately made by textbook authors in helping foreign language learners to understand the learning context or material [18].

Based on Fig. 1, it allows BIPA students to identify the main character, it can be seen from the way they interact with each other and the context of the conversation behind it. There are two main characters in the picture who don't seem to know each other. A woman wearing a white hijab act as a speaker and a woman using a black hijab act as an interlocutor. Based on the picture, this conversation takes place in a certain social context such as being in a school or office area, it is strengthened by the clothes that are generally used in various institutions (in Indonesia a white top combined with black on the bottom is usually used in formal situations), outside room when you need help in the form of information from others. The participants stand and communicate with each other, BIPA students can focus on the gestures of the speech actors. They particularly can focus on facial expressions and both hands when they are actively engaged in conversation. In addition, Fig. 1 can be a source of knowledge for BIPA students because it represents how the Indonesian people interact: being friendly, caring, and polite. This can all be known through body language and the chosen linguistic device [28]. As well as clothing that is generally used by women which can be found in Indonesia.

Figure 1 represents a transactional reaction, two women standing and focusing in one direction of view. This is reflected in their body language: slightly bent bodies, coupled with hands pointing in a certain direction, and emitting warmth from their eyes when they have a dialogue. Of course, the visual is an effort to help BIPA students achieve interactional competence in the form of non-verbal language (for example eye contact, hand gestures, and nodding), one type of communicative competence that must be achieved by second language students [29]. This finding shows how textbook writers

Fig. 1. BIPA 1 page 96

attempt to introduce Indonesian body language to BIPA students, which they can use when communicating in real life.

Furthermore, the arm and right hand of a woman who uses a black hijab form a vector indicating that she is trying to explain something to her interlocutor, a reflection of the body language indicates that the other person is going to the place described. Of course, this interpretation is corroborated by the verbal data that appears. Seeing from the location of the conversation can also help BIPA students to understand what and who the speech actors are in the picture. For example, Muslim women in Indonesia because there is a hijab marker. Language learning textbooks in Indonesia represent the community, one of which can be seen from what is worn such as the hijab [30].

Next, focus on the language used which is presented in the picture. The language used in this image is functional. It seems that this is intentional by the textbook writers with the aim that BIPA students know the real situation, native Indonesian speakers when interacting use less standard language, the language of origin of the interlocutor understands without considering grammatical aspects. This is also in line with what was expressed by Suyitno et al., [31] which said that BIPA students at low levels should be introduced to functional language, in short, the language can be used to encourage them to be more communicative. In addition, in terms of VGT analysis which represents value, the speech "permisi mbak, kantin di mana ya?" (Excuse me sister, where is the canteen) showing politeness carried out by the Indonesian people, the word permisi (permission) is a sign of politeness [28]. In addition, the use of question speech is considered more polite than the declarative type when asking for help from others [32], in this context information related to the location plan. Another thing that needs to be highlighted is the use of the honorific mbak "sister" which is also a sign of respecting or respecting the interlocutor that is often used in Indonesia, especially in the Java Island area, this type of greeting usually does not look at age and kinship [33]. The interlocutor also responded well and helped, this was strengthened by the speech "dari sini lurus, perempatan belok kiri" (from here go straight, crossroads go left).

In addition, Fig. 1 also contains a compositional aspect. Therefore, the position of speech actors in pictures and gestures "hand movements and facial expressions" can help improve BIPA students' understanding of using language and asking things that are not known. Of course, this understanding is very important for BIPA students, they are

required to not only know the structure of the language, but also other things such as the culture of using Indonesian [4].

Based on the findings, the images presented in the BIPA textbook aim to build students' understanding of the verbal text provided. Therefore, the verbal element in the textbook has fulfilled the meta functional meaning of the ideational part proposed by Halliday [27]. Meanwhile, the findings based on the VGT analysis: representation, interaction, and composition of Kress and Van Leeuwen [14] in Fig. 1, show that text-book authors have made efforts to provide knowledge and understanding in learning Indonesian to foreign students. This can be proven by the actions of the textbook writers who provide written conversations and pictures that represent real situations from the conversations being studied. Not only that, the author of the textbook also considers body language such as facial expressions and hand gestures that can contribute to increasing foreign students' knowledge of language culture and interaction. In short, the authors of the textbooks make every effort through the textual and visuals provided to assist BIPA students in achieving communicative competence, for the description of the communicative competencies that foreign language students must achieve, see [34] and [29].

4.2 BIPA Teachers' Perceptions of Visual Elements in Increasing Understanding

Eleven BIPA teachers involved as research subject of this study. There were two types of responses they gave in the questionnaire. First, the responses related to the image which are accompanied by their arguments about the image. Second, the responses related to the parts that must be corrected in the pictures presented in the textbook.

Based on the results of the questionnaire for the first question presented in Fig. 2, as many as 58% of BIPA teachers responded that the images presented did not need to be corrected because they were quite interesting and could provide a stimulus for foreign students to learn and understand the material. Based on the perception of the teachers, texts presented visually have a contribution to the pedagogical learning, contributing to guiding second language learners such as BIPA in understanding readings and certain social contexts. In line with that, the results of research from Li [35]; Nuriskia et al., [13] in the context of EFL learning concluded that visual presence is very useful in learning because it helps teachers in explaining materials and assignments to students. In short, visuals in textbooks can function as a medium in introducing the language and culture of the target language in real life.

Although 42% of respondents agree that the image still needs to be improved. Findings related to improvements to images must certainly be addressed because they can affect the learning outcomes of foreign students, textbooks have long been known as one of the factors and elements that affect learning outcomes [16]. Based on the multimodal perspective in second language learning textbooks, Smith [12] says the role of visuals in textbooks makes foreign students' understanding of social and culture increase. Thus, it seems that quality visuals and the development of BIPA teaching materials that consider multimodal theory really need to be carried out in the future to achieve learning objectives.

Furthermore, Fig. 3 provides information regarding things that must be improved in the multimodal content contained in the BIPA 1 textbook. Things that need to be
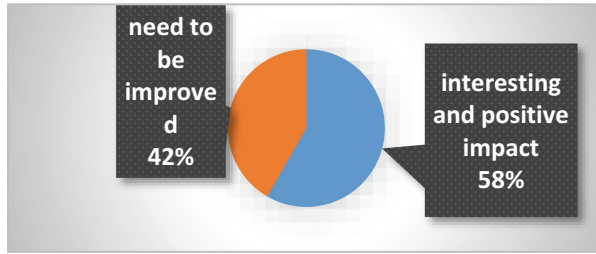
Fig. 2. Teacher's perception of visuals

improved are related to gestures or body language, as many as 46% of respondents gave such responses. Followed by the uniform used and the location of the conversation with 23%, and finally related to color and sharpness as much as 8%. First, it relates to the body language of the conversationalist in the picture. BIPA teachers realize that body language or part of non-verbal language is the most important aspect that must be mastered by BIPA students so that they try to respond and provide input regarding this matter, see quote 1. Second, related to the location of the conversation, BIPA teachers realize that visuals are in accordance with the context of the conversation and are more meaningful the need for situations that better describe the real situation, even though the images presented are appropriate and acceptable, see quote 2. Finally, the color and sharpness of the photos are not of high quality, quote 3. These responses will be useful to improve the quality of BIPA textbooks, at least as a consideration in the preparation and inclusion of text and visuals in delivering learning materials.

"Pelaku percakapan dalam gambar kurang ekspresif dan bahasa tubuh yang kaku. Akibatnya kurang mencerminkan kejadian yang alamiah, khususnya perempuan yang menggunakan hijab berwarna putih yang terlihat tidak menampakkan kebingungan, malah terlihat bahagia" kutipan 1.

"The conversationalists in the picture are less expressive and show stiff body language. As a result, it does not reflect natural event, especially the woman who wear white hijab who don't look confused, but instead look happy" quote 1.

"Jika gambar tersebut tidak disertai dengan teks percakapan, saya rasa akan sulit bagi siswa untuk mengenai apa yang sedang terjadi dan apa yang mereka bahas. Mungkin akan lebih bagus jika gambar terkait dengan apa yang ditanyakan terjadi di depan persimpangan beberapa ruangan gedung, bukan halamannya" kutipan 2.

"If the picture is not accompanied by conversational text, I think it will be difficult for students to understand what it happened and what they discussed. Maybe it would be better if the content of the picture situated in the intersection of several building rooms rather than in front of the buildings." quote 2.

"Kualitas gambar harus ditingkatkan, kualitas yang rendah mengakibatkan gambar kurang jelas dan berwarna, singkatnya, mengakibatkan gambar ngeblur. Gambar dengan kualitas tinggi mungkin akan berdampak pada minat pelajar dalam memahami materi" kutipan 3.
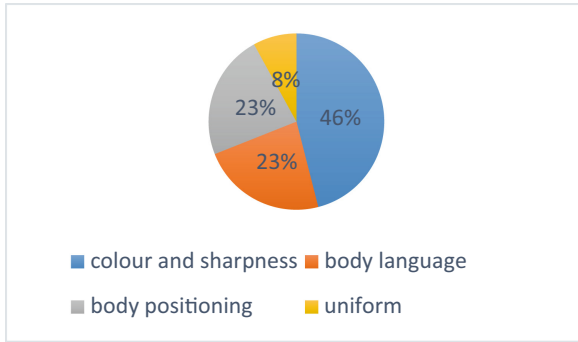
Fig. 3. Variables that need to be improved

"Image quality should be improved since low quality results in unclear and blurry images. High quality images may increase students' interest in understanding the material" quote 3.

Based on the responses from the teachers, they realized the importance of visuals or multimodal texts with higher quality standards and relevant to the text being presented. present in supporting the learning process. In line with that, their responses are in accordance with the principle of developing language learning materials that utilize visuals, Tomlinson [36] said that the visuals provided in language textbooks should support and enhance the learning process of students. In short, the response indirectly conveys that the accompanying visual and text will have an impact on the interest and motivation of BIPA students in learning. This response also proves how visuals or readings accompanied by pictures really have to be prepared and consider the application of the principles of functional linguistic theory in the world of learning, as a step to help foreign students quickly achieve their communicative competence. When the presence of visuals in second language learning textbooks that are not in line with the text being studied, the text will only become a cognitive burden for second language learners [13].

Another thing that needs to be considered from these findings for the future is the readiness of teachers, institutions, and developers of BIPA teaching materials regarding the direction of future learning, namely multimodal pedagogy, which refers to pedagogy, curriculum, evaluation processes, and determines communication in the language learning environment in the technology era. Multimodal pedagogy will certainly encourage foreign language learners to carry out their learning in various modes or adapt to their learning styles [37]. In the context of BIPA, for example, with technological advances that are integrated in the world of education, the learning process can use multimodal that combines audio, images, text, and video in digital form (eg, PowerPoint, blogs, mini-documentaries, and digital stories), of course this is in line with the idea of multi-literacy [35]. In short, in this context, the ability of BIPA students to build meaningful knowledge through activities that are tailored to their respective modes and learning styles (audio, visual, or kinesthetic) in reading, observing, understanding, responding, and finally being able to produce and interact. with digital multimodal text.

5   Conclusions and Recommendations

The author of the textbook Sahabatku Indonesia seems to have considered the principles of functional linguistics in developing learning materials. In this context the author of the textbook has considered the ideational meaning of the three meta functional elements conceptualized by Halliday and the three visual elements of Kress and Van Leeuwen which can be applied in selecting text that is reinforced with images. Other results, the perception of BIPA teachers show that they had perceived the presence of visuals to be very useful for learning Bahasa, especially in creating context in discussing learning materials. Even though the visuals and texts in the textbook need to be improved, their presence is still acceptable. This study is limited in the number of textbooks analyzed and few participants involved. For further research, it is expected more textbooks and participants will be studied, and the perceptions of BIPA students also need to be considered. This research hopefully provides suggestions related to visual elements in learning materials to be considered in the development of second language textbooks, especially BIPA learning.

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