



**PERFORMANCE OF METAFUNCTIONAL STRATEGIES  
AND INTERSEMIOTIC RELATIONS IN MULTIMODAL  
PERSUASIVE PRESENTATIONS BETWEEN NOVICE  
AND PROFESSIONAL MARKETERS**

**DISSERTATION**

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in English Language Education**

**By  
Ni Putu Era Marsakawati  
NIM 0201615004**

**ILMU PENDIDIKAN BAHASA  
PASCASARJANA  
UNIVERSITAS NEGERI SEMARANG  
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## APPROVAL OF THE EXAMINERS

The dissertation entitled "Performance of Metafunctional Strategies and Intersemiotic Relations in Multimodal Persuasive Presentations between Novice and Professional Marketers, the work of:


name : Ni Putu Era Marsakawati  
student number : 0201615004  
study program : Language Education (English), S3, Pascasarjana  
Universitas Negeri Semarang

has been defended in front of the board of examiners in the dissertation examination phase 2 on Tuesday, February 19<sup>th</sup>, 2019.

Semarang, February 22<sup>nd</sup>, 2019

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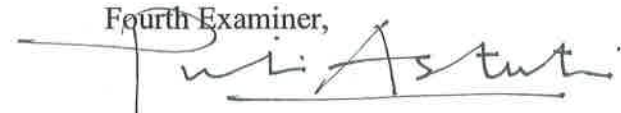
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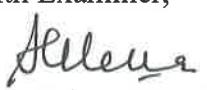
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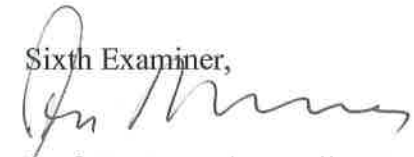
Fourth Examiner,

  
Puji Astuti, S.Pd., M.Pd., Ph.D.  
NIP 197806252008122001

Fifth Examiner,

  
Dra. Helena I. R. Agustien, M.A., Ph.D.  
NIP 195308161980032002

Sixth Examiner,

  
Prof. Dr. Januarius Mujiyanto, M.Hum.  
NIP 195312131983031002

## PERNYATAAN KEASLIAN

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nama : Ni Putu Era Marsakawati

nim : 0201615004

program studi : Ilmu Pendidikan Bahasa (Bahasa Inggris)

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## **MOTTO AND DEDICATION**

### **Motto:**

“The use of both language and gesture in a multimodal persuasive presentation could help the speakers to convey meanings to the audience effectively”.

I dedicate this dissertation to:

1. The academic community of Universitas Negeri Semarang
2. The academic community of Universitas Pendidikan Ganesha

## ABSTRACT

Marsakawati, N. P. E. 2019. Performance of Metafunctional Strategies and Intersemiotic Relations in Multimodal Persuasive Presentations between Novice and Professional Marketers. Dissertation. English Language Education. Post Graduate Program. Promotor: Prof. Dr. Januarius Mujiyanto, M.Hum., Co-Promotor: Dra. Helena I.R. Agustien, M.A., Ph.D., Member Promotor: Puji Astuti, S.Pd., M.Pd., Ph.D.

Key words: multimodal presentation, metafunction, gesture, novice, professional

The study aimed at analyzing metafunctional strategies performed by a novice and a professional marketer through language and gestures in multimodal persuasive presentations. The intersemiotic relations between language and gestures employed by these two marketers were also analyzed. The study used a qualitative case study with the help of videography. There were two video data used as main sources of data. To triangulate data, non-participant observation was also conducted. The data were analyzed using ten steps: 1) transcribing data manually, 2) analyzing the clauses produced by the two marketers, 3) classifying the clauses into Process, Participants, and Circumstances, 4) classifying the clauses into Attitude, Engagement, and Graduation, 5) classifying the clauses into Topical Theme, Interpersonal Theme, and Textual Theme, 6) classifying gestures into indexical, presenting, and representing actions, 7) classifying gestures into Process, Participants, and Circumstances, 8) classifying gestures into Attitude, Engagement, and Graduation, 9) classifying gestures into specificity and directionality, and 10) classifying gestures into parallel intersemiosis and polysemy intersemiosis.

The results of the study demonstrated that the professional marketer used more effective metafunctional strategies through language and gesture than the novice marketer. In addition, the professional marketer also used more semiotic relations than the novice marketer. In so doing, the professional marketer could produce a more rigid structure of persuasive text. These research findings showed evidence that there was a huge gap between the performance of the novice and the professional marketer in conveying meanings through language and gestures in multimodal persuasive presentations. This study might suggest English lecturers to familiarize students with specific language features and gestures to compose powerful multimodal persuasive texts.

## ABSTRAK

Marsakawati, N. P. E. 2019. Penampilan Strategi Metafunction dan Hubungan Intersemiosis dalam Presentasi Persuasif Multimodal antara Pemasar Pemula dan Profesional. Disertasi. Ilmu Pendidikan Bahasa. Pascasarjana. Promotor. Prof. Dr. Januarius Mujiyanto, M.Hum., Co-Promotor: Dra. Helena I.R. Agustien, M.A., Ph.D., Member Promotor: Puji Astuti, S.Pd., M.Pd., Ph.D.

Kata-kata kunci: presentasi multimodal, metafunction, gestur, pemula, profesional

Penelitian ini bertujuan untuk menganalisis strategi metafunction melalui Bahasa dan gerak tubuh yang digunakan oleh seorang pemasar pemula dan pemasar profesional. Relasi semiotik antara Bahasa dan gerak tubuh dari kedua pemasar ini juga dianalisis. Penelitian ini menggunakan pendekatan penelitian studi kasus dengan bantuan videografi. Ada dua data video yang digunakan sebagai sumber data utama. Untuk melakukan triangulasi data, observasi non-partisipan juga dilakukan. Data dianalisis menggunakan sepuluh langkah: 1) membuat transkrip data secara manual, 2) menganalisis klausa yang dihasilkan oleh dua pemasar, 3) mengklasifikasikan klausa ke dalam *Process*, *Participant*, dan *Circumstance*, 4) mengklasifikasikan klausa ke dalam *Attitude*, *Engagement*, dan *Graduation*, 5) mengklasifikasikan klausa ke dalam *Topical Theme*, *Interpersonal Theme*, and *Textual Theme*, 6) mengklasifikasikan gestur ke dalam *indexical actions*, *presenting actions*, dan *representing actions*, 7) mengklasifikasikan gestur ke dalam *Process*, *Participant*, dan *Circumstance*, 8) mengklasifikasikan gestur ke *Attitude*, *Engagement*, dan *Graduation*, 9) mengklasifikasikan gerakan ke dalam *directionality* dan *specificity*, dan 10) mengklasifikasikan gestur ke intersemiosis paralel dan intersemiosis polysemi.

Hasil penelitian menunjukkan bahwa pemasar profesional menggunakan strategi metafunction yang lebih efektif daripada pemasar pemula. Pemasar profesional juga menggunakan lebih banyak relasi semiotic dibandingkan dengan pemasar pemula. Dengan demikian, pemasar profesional mampu membuat struktur teks persuasive yang baik. Temuan penelitian ini menunjukkan bukti bahwa ada kesenjangan yang besar antara *performance* pemasar pemula dan pemasar profesional dalam menyampaikan makna melalui bahasa dan gestur dalam presentasi persuasif multimodal. Studi ini selanjutnya menyarankan para dosen bahasa Inggris untuk membiasakan para siswa menggunakan fitur-fitur bahasa dan gestur-gestur khusus untuk menyusun teks-teks persuasif multimodal yang kuat.

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The Researcher

Ni Putu Era Marsakawati

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# **CHAPTER I**

## **INTRODUCTION**

This section presents the background of the study, identification of the problems, scopes of the study, research questions, purposes of the study, and significance of the study.

### **1.1 Background of the Study**

This dissertation research, broadly speaking, is concerned with the use of metafunctional strategies through language and gestures by two types of marketers (novice and professional) in multimodal persuasive presentations. Novice marketers were students of English DIII in one of the state universities in Bali, Indonesia, majoring in Speaking for Business Purposes course. They had no experience working in business industries. Professional marketers were business executives. They had experience working in business industries. They were persons that advertise or promote the company's product.

In this study, I investigated the ways these two kinds of marketers used language and gestures to construe strands of meanings (ideational, interpersonal, and textual), more specifically, I studied their similarities and differences in conveying such meanings. The study showed that there was a huge gap between the novice and the professional marketer's performance in using language and gestures to achieve an effective communication. Compared to the professional marketer, the novice marketer was considered less skillful in utilizing both language and gestural resources. This gap needs to be addressed by English practitioners in order to enable the students to communicate effectively.

The investigation on the area of multimodal persuasive presentations is important to document how different marketers used semiotic resources to convey meanings. As multimodal persuasive presentation is a meaning-making process, it is essential to study the metafunctional strategies through language and gestures performed by both novice and professional marketers. When marketers are presenting persuasively, they basically communicate meanings to their audiences (Eggins, 2004; Halliday & Matthiessen, 2004). To convey these meanings effectively, the marketers need to select appropriate meaning resources/modes (language and gestures) to meet their communicative purposes. These semiotic resources/modes are orchestrated in such a way to enhance the intended aspect of meanings.

Based on my preliminary observation, the novice and professional marketers made use of semiotic resources/modes in their multimodal persuasive presentations differently. Compared to the professional marketer, the novice marketer tended to produce less effective resources. For example, when a novice marketer uttered: "Here is the place of our new office", he gestured by pointing his hand to the laptop. In fact, the gesture performed by the novice marketer confused the audience as the novice marketer did not point to the exact direction. In this case, even though he employed both language and gesture, the meaning was not effectively conveyed.

On the contrary, the professional marketer was considered more skillful in using language and gestures than the novice one. The gestures were mainly used to strengthen the meanings produced from the language. For example, when a professional marketer uttered: "I am happy to welcome you, all", he did not only

produce this clause alone, but he was also gesturing by opening his arms and put smile on his face. In so doing, this utterance had a strong impact to the audience emotionally.

The aforementioned phenomenon is not only interesting but also crucial to be investigated. By comparing the performance of the novice and the professional marketers, the gaps of the marketers' performances can be found. These gaps might provide a link for the novice marketers to possess the skills needed in their workplace. As communication is basically multimodal, the novice marketers need to be skillful in selecting and performing appropriate semiotic resources/modes in their communication, particularly in a multimodal persuasive presentation. This might facilitate them to develop a multimodal literacy competency. When they could not have this competency, I argue that they would be difficult to participate socially in their future workplaces.

The multimodal competency has been believed as one of the most important competencies in this era in which it might be beneficial for them to carry out their professions in the future. Moreover, in this 21<sup>st</sup>-century era, the competency of being a multimodal literate person is highly needed by all individuals and it becomes one of the main competencies required by most of the companies. Therefore, it is only natural that nowadays many companies require their employee candidates and existing employees to master this competency (Lesley, 2016; Syafryadin, 2017; Vo, Wyatt, & McCullagh, 2016).

Even though research of multimodal presentation is crucial to conduct, few researchers have addressed it. The previous studies only provided more focus on the single mode of communication used in the presentation: mostly the spoken



language produced by the marketers (see Bhattacharyya, 2013; Brooks & Wilson, 2015; Ghasani & Sofwan, 2017; Kakepto, Habil, Omar, & Said, 2012; Kakepto, Said, Habil, Nemon, & Umrani, 2013; Miles, 2012; Pathak & Le Vasan, 2015; Ruiz-Garrido, 2015; Seliman & Fuad, 2010; Seliman & Naitm, 2014; Zivkovic, 2014). Little attention has been given on the investigation of gestures performed by marketers.

In fact, there are plentiful studies that have examined the issue of multimodality both in academic context (see Ajayi, 2012; Camiciottoli, 2015; Chaffee, 2016; Diani, 2015; Fortanet-Gomez & Ruiz-Madrid, 2014; Howard, 2015; Jamani, 2011; Liu & Qu, 2014; Mujiyanto, 2016a, 2016b; Oman & Hashemi, 2015; Shanahan, 2013; Sissons, 2012; Stone, 2012; Tan, Smith, O'Halloran, 2015; Wild, 2015; Yumin, 2009) and in non-academic field (see Bietti & Castello, 2013; Cheng & Liu, 2014; da Silva, 2017; Denton & Jannedy, 2011; Djordjilovic, 2012; Ford & Stickle, 2012; Limanta, 2015; Lyons, 2014; Maier, 2011; Natashaia, 2015; Norris, 2011a, 2012; Oyebode & Unuabonah, 2013; Swandi, 2017; Yang & Zang, 2014; Zolfagharkhani & Ramezani, 2012). However, limited studies have investigated persuasive presentation genre. Additionally, few researchers examined how meanings (ideational, interpersonal, and textual) are conveyed in a multimodal communication, particularly in oral presentation genre. Despite numerous studies on the presentation and multimodality, there are still some important elements that are missing.

In relation to the oral presentation, there are three fundamental issues needed to be investigated further. First, the reviewed studies have not addressed the importance of becoming a highly skillful multimodal marketer in a persuasive

presentation. Their focus of attention is mostly on one single mode of communication whereas communication is basically multimodal, in which people rarely communicate only through language. When they are communicating to their interlocutors, they usually make use of different semiotic resources such as space, posture, gestures, and gaze to their recipient (Norris, 2004, 2011b). In other words, the deployment of one single mode of communication, that is, verbal language is not sufficient to provide a complete understanding of the message conveyed by the speakers (Camiciottoli & Fortanet-Gomez, 2015; Fortanet-Gomez & Ruiz-Madrid, 2014; Kress, 2000, 2011a, 2011b; Saputra & Sutopo, 2016; Wandera, 2016). Accordingly, it is important to expand the focus of the study from monomodal presentation to multimodal presentation (Kress, 2011b; Kress & van Leeuwen, 2001; Ledema, 2003).

Second, little research has studied the use of language metafunctionally. Indeed, there are a collection of studies investigating language metafunctions (see Achsan & Sofwan, 2016; Apriliani & Priyatmojo, 2016; Bumela, 2012; Hermawan & Sukyadi, 2017; Khalim & Warsono, 2017; Mafruchattunnisa & Agustien, 2016; Mujiyanto, 2017; Priyanka, 2013; Sugiarto, Sofwan, & Sutopo, 2015; Sutopo, 2014; Yuliana & Imperiani, 2017), however, it was unfortunate to find out that their research focus is not on the multimodal presentation genre.

Third, little attention has been given to picturing the performances of the novice and professional marketers. The reviewed studies mostly focus on investigating the performances of novice marketers (students) (see Bhattacharyya, 2013; Brooks & Wilson, 2015; Ghasani & Sofwan, 2017; Kakepto, Habil, Omar, & Said, 2012; Kakepto, Said, Habil, Nemon, & Umrani, 2013; Miles, 2012; Pathak &

Le Vasan, 2015; Ruiz-Garrido, 2015; Seliman & Fuad, 2010; Seliman & Naitm, 2014; Zivkovic, 2014). The performances of the professional marketers in a business discourse are relatively scarce to find. In fact, studies aimed at comparing the performances of the novice and the professional marketers are needed to benefit the novice marketers about the language and skills needed to become professional ones.

In relation to the study of multimodality, there are two areas that need to be further investigated. First, few researchers have addressed the issue of multimodality in persuasive presentation genre in business contexts; whereas, this is considered as the most important skill for successful individuals and it plays an important role among students and working personnel (Seliman & Fuad, 2010; Seliman & Naitm, 2014). Second, limited studies investigating the use of students' multimodality in the context of English for Specific Purposes, especially business communication. It is in line with Bargcela-Chiappine, Nickerson, and Planken's (2007) argument that unlike other fields of English for Specific Purposes, business communication is not normally investigated in the perspective of English language pedagogy. In fact, this is a critical issue to investigate because it could arouse awareness on the need of becoming a multimodal literate person, especially for students majoring in English for Specific Purposes.

The impetus for this study also came from my personal and professional experiences as English language learner, pre-service English teacher, and in-service English teacher. Through these journeys, I have learned that there is a need to master the use of gesture to help speakers convey their meanings effectively to their listeners. I learned English formally since I was in junior high school. As a learner,

I was not exposed by natural texts. The classroom practices were mostly about translating English texts into Indonesian, reading aloud, answering questions, and performing guided role play. These classroom practices also existed when I learned English in Senior High School. Through these activities, teachers provided less opportunity for students to use English as natural as possible. Speaking skill was given a small portion in the classroom. Additionally, the position of English as foreign language in Indonesia also limit the exposure of using English naturally outside the classroom. As a result, I did not have enough confidence in using my English.

Having graduated from senior high school, I registered in one of state universities in Bali. I took tourism as my major. In this institution, speaking was given much attention. Almost every course assigned the students to present in English in front of the class. This classroom practice had challenged me to improve my English. In speaking course, English lecturers also provided a lot of opportunities for students to use English. However, the emphasis of language resource alone is not sufficient to deliver message effectively to the listeners. Very often, the speakers need gesture to help them convey the meanings. Unfortunately, the use of gesture seems to be neglected.

Personally, I myself has recognized that gesture does help me to deliver my message. I noticed this when I conducted my job training as a receptionist for three months in a four-star hotel in Bali as one of the requirements for finishing the study. Remembering that front office is regarded as the hub and center of the hotel, every guest and staff from other sections always comes and communicates with the front office staff, especially receptionist. When I performed my job, I had a direct contact

to the guests. Very often, the guests came to the hotel and asked me about many things. As a receptionist, I had to be ready to serve the guests. Sometimes, in answering the guests, I needed to use gesture to help them understand the meanings. The recognition of the importance of gesture to help speakers communicate effectively had led me to carry out a research report focusing on investigating the use of gesture as a communication strategy performed by vendors in Tenganan Pegeringsingan Village.

Having graduated from this department, I continued my study in teacher education department. Through the process of learning in this department, I put much concern on finding ways to help Indonesian learners communicate effectively in the target language. I still believe that besides mastering English language, students also need to master other semiotic resource, such as gesture to help them communicate. I did my teacher training in one of private schools. During this period, I have learned that students really need other medium-gesture to help them deliver their message in English. This calling then has driven me to conduct a study on investigating how students used gestures as their strategies to communicate in their speaking activities. My two studies mentioned previously have confirmed that gesture does help the speakers to communicate effectively to the audience.

In 2006, I taught as a non-permanent English teacher in one of private vocational schools in Karangasem, Bali. In 2007, I moved to teach in one of vocational department in Singaraja, Bali. During these periods, I again noticed that the students needed to be taught how to use gesture appropriately and effectively. In addition, I realized that my classroom practices did not help the students to use English as authentic as possible. Even though there were audio visual materials, the

materials were not designed to facilitate them to communicate in their target community.

When I began my doctoral degree program in 2015, I still put similar concern on the importance of using gesture to communicate. However, I was still unclear about the theoretical lens that I used to investigate my study. During this period, I immersed myself with reading research articles in relation to the use of semiotic resources, including gesture, I discussed intensively with all of my supervisors, and I attended international conferences in relation to English language teaching. Through these activities, I was introduced with systemic functional discourse analysis. This theoretical lens is considered new and is used to investigate how language users convey meanings to the audience by using semiotic resources, such as language and gesture. The study, which focuses on investigating such issue has been scarce to find.

To fill this need, I conducted my study by focusing on investigating how different speakers used language and gesture to convey meanings to the audience. From this study, the students and the English lecturers could reflect on what they have gained so far. The research findings might be used as a guide to either maintain or improve the multimodal persuasive presentation performances of the students in conveying meanings (ideational, interpersonal, and textual). This also might provide a hint on the importance of boosting the students' multimodal literacy competency from the perspective of social semiotic theory of language, which believes that language as a network of systems, which are functional in contexts (Hammond, Burns, Joyce, Brosnan, & Gerot, 1996; Mikan & Lopez, 2017; Tan, Smith, & O'Halloran, 2015). Accordingly, lecturers of Business English should

provide appropriate texts (Agustien, 2016) to achieve the purpose of communication in certain contexts.

To accomplish the research objective, a qualitative case study with the help of videography was applied. In videography, the researcher used video as the main instrument for collecting and analyzing data (Knoblauch, 2012). Additionally, Jewitt (2012) argues that the issue of multimodality can be best studied through the implementation of videography because it can capture all semiotics resources/modes that are employed by the participants. The research findings might provide a holistic and detailed picture of the novice and professional marketers' strategies in conveying meanings in multimodal persuasive presentations. This would be used as a basis to develop courses, especially Speaking for Business Purposes Course in the vocational institutions.

## **1.2 Identification of the Problems**

This study is triggered by four main problems. First, when marketers are performing a multimodal persuasive presentation, they commonly convey ideational meanings by sharing information, ideas, and content to their audiences. This meaning is realized by utilizing different semiotic resources/modes, such as language and gesture. As the characteristics of the two marketers (the novice and professional one) are different, they have different ways in employing such semiotic resources to realize meaning ideationally. Thus, it is interesting and important to investigate how they convey this kind of meaning by utilizing different semiotic resources in their persuasive multimodal presentations.

Second, in a multimodal persuasive presentation, marketers usually construe their interpersonal meanings by expressing their feelings, judgements, and

attitudes to their audience. This is employed to establish a relationship to the audience and to show the audience about their stand or position toward the presented issue. This is expressed by making use of different semiotic resources such as language and gesture. Since the two marketers have different characteristics, they have different ways in executing such semiotic resources to express their meaning interpersonally. Therefore, this area of investigation is interesting and crucial to be investigated.

Third, when marketers are presenting persuasively, it is also important for them to use different semiotic resources such as language and gesture to convey textual meanings. This is done by organizing their ideas and feelings in such a way in order to enable their audience to follow their intentions. Since the novice and professional marketer do not have similar characteristics, their ways of organizing their ideas and feelings are also different. Therefore, the differences found between them are interesting and important to be investigated.

Fourth, in the case of presenting persuasive presentation, the novice and professional marketer need to make use of different semiotic resources such as language and gesture. Commonly, these two semiotic resources are produced concurrently in their presentation. Hence, it is interesting and important to investigate how these two resources work together to help the marketers to achieve the communication purpose of the presentation.

### **1.3 Scopes of the Study**

This study focuses on four scopes. Firstly, the present study was conducted to investigate how speakers (novice and professional) used language resources in a spoken persuasive text. Thus, this study was limited to analyze the ways the



speakers used their semiotic resources in this genre. Other genres, such as narrative, procedure, and explanation were not counted in this study.

Secondly, the study focused on investigating two semiotic resources: language and gesture. Other semiotic resources, such as facial expression, posture, movement, and gaze were excluded in this study. For the sake of the study, language and gesture investigated in this study are termed as semiotic resources.

Thirdly, the sources of data used in this study were the student's videotaped persuasive multimodal presentation in the Speaking for Business Purposes course and the business executive's videotaped multimodal presentation in the real social practice.

Fourthly, many studies have been investigating multimodality by using social semiotic multimodality approach and multimodal interactional analysis. In this study, however, these approaches to investigate multimodality were not used. Instead of using one of these approaches, this study used systemic functional multimodal discourse analysis (SF-MDA) as the theoretical lens. This was because the study was intended to analyze how speakers conveyed meanings (ideational, interpersonal, and textual) through semiotic resources (language and gesture) to the listeners/audience in spoken persuasive presentations. Following this approach, the study used three main theories: the theory of language metafunction proposed by Halliday and Matthiesen (2004), the theory of gesture metafunction proposed by Hood (2011), and the theory of intersemiotic relations proposed by Lim (2011).

## **1.4 Research Questions**

Following the background of the study and the delineation of the focal areas for investigation, there are four major research questions formulated in this study. They are as follows.

- 1.4.1 How did the novice and the professional marketer convey ideational meanings through semiotic resources in multimodal persuasive presentations?
- 1.4.2 How did the novice and the professional marketer convey interpersonal meanings through semiotic resources in multimodal persuasive presentations?
- 1.4.3 How did the novice and the professional marketer convey textual meanings through semiotic resources in multimodal persuasive presentations?
- 1.4.4 How were intersemiotic relations between semiotic resources performed by the novice and the professional marketer in multimodal persuasive presentations?
- 1.4.5 How effective was the use of semiotic resources performed by the novice and the professional marketer in multimodal persuasive presentations?
- 1.4.6 How did the performance of metafunctional strategies and intersemiotic relations in multimodal persuasive presentations between the novice and the professional marketers contribute to English language teaching?

## **1.5 Purposes of the Study**

In relation to the aforementioned research questions, there are four major research purposes to be achieved in this study. They are:

- 1.5.1 To analyze clauses and hands movements in order to explain the ways the novice and the professional marketer conveyed ideational meanings through semiotic resources in multimodal persuasive presentations.
- 1.5.2 To analyze clauses and hands movements in order to explain the ways the novice and the professional marketer conveyed interpersonal meanings through semiotic resources in multimodal persuasive presentations.
- 1.5.3 To analyze clauses and hands movements in order to explain the ways the novice and the professional marketer conveyed textual meanings through semiotic resources in multimodal persuasive presentations.
- 1.5.4 To analyze clauses and hands movements in order to explain intersemiotic relations between semiotic resources performed by the novice and the professional marketer in multimodal persuasive presentations.
- 1.5.4 To analyze clauses and hands movements in order to explain the effectiveness of semiotic resources performed by the novice and the professional marketer in multimodal persuasive presentations.
- 1.5.6 To analyze clauses and hands movement in order to provide contribution to English language teaching

## **1.6 Significance of the Study**

In line with the objectives of the research, there are four pedagogical contributions of the study. They are as follows.

- 1.6.1 The present study can document how the novice and the professional marketer make use of linguistic and non-linguistic features to convey ideational meanings in multimodal persuasive presentations. The research might boost awareness of both English lecturers and learners on the

importance of utilizing various semiotic resources to convey such meanings. As a result, English lecturers, especially those who are teaching Speaking for Business purposes could provide English for Foreign Language (henceforth EFL) learners with explicit language features and specific gestures used to convey ideational meanings in order to achieve the social purpose of the texts effectively. The Transitivity analysis used as the framework in the present study might help both English lecturers and students to build and construe the inner and outer world through the lexicogrammatical choices (Processes, Participants, and Circumstances).

1.6.2 The present study shows how the novice marketer and the professional one conveyed interpersonal meanings through linguistic and non-linguistic features in multimodal persuasive presentations. The study might provoke English lecturers and EFL learners' understanding about the importance of utilizing various semiotic resources to deliver such meanings. Consequently, English lecturers, especially those who are teaching Speaking for Business Purposes might facilitate students with a well-established scaffolding to familiarizing and mentoring students with spoken persuasive texts. The Appraisal framework used in the study would benefit English lecturers and EFL learners on linguistic and non-linguistic resources used to express their feelings and attitude in order to meet the communicative purpose of the text effectively.

1.6.3 The present study describes how the novice and professional marketer conveyed textual meanings through linguistic and non-linguistic features in multimodal persuasive presentations. This research would arouse awareness

of English lecturers and EFL learners that using language only to communicate might contribute partial understanding of the meanings. As a consequence, English lecturers, particularly those who are teaching *Speaking for Business Purposes* could revisit teaching techniques to facilitate students to convey their textual meanings in persuasive spoken texts. The framework of textual analysis used in the present study might help English lecturers and EFL learners to create a cohesive and coherence text through appropriate linguistic and non-linguistic resources. By so doing, the determined communicative purpose of the text would be achieved well.

- 1.6.4 The present research reports intersemiotic relations between language and gesture performed by the novice and the professional marketer in multimodal persuasive presentations. This research might provide evidences that language alone is insufficient to convey meanings holistically. Therefore, this study might be used as a stepping stone to revisit teaching practices in *Speaking for Business Purposes*. English lecturers would create classroom practices that give an equal balance to the use of linguistic and non-linguistic resource to convey meanings in persuasive multimodal presentations.
- 1.6.5 The present study reports the effectiveness of semiotic resources performed by the novice and the professional marketer in multimodal persuasive presentation. The study shows which marketer was more effective in using semiotic resources to convey meanings to the audience. This research finding provides shred of evidences about effective semiotic resources that

were used by the speaker. In so doing, this study can be used as a reference for marketers, not only novice marketers but also real marketers, about the semiotic resources that they can be used to convince their target consumers to buy the product or services.

- 1.6.6 The present study contributes to English language teaching, particularly Speaking for Business Purposes. The study has provided the English teachers with a step by step guidance, including techniques and natural texts, which can be applied in the classroom. In so doing, the English teachers can help the students to use effective semiotic resources to convey meanings to audience.

## **CHAPTER II**

### **LITERATURE REVIEW, THEORETICAL FRAMEWORK, AND FRAMEWORK OF THE STUDY**

This section provides an overview of the key theories and concepts relevant to the study. It consists of three main parts: literature review, theoretical framework, and framework of the present study. The literature review discusses studies on multimodality in two contexts: academic context and business context and the review of the use of semiotic resources by the language users either novice and professional ones in persuasive texts. The theoretical framework discusses key theories and concepts related to the study. It includes the concept of multimodality, multimodal persuasive presentation and systemic functional multimodal discourse analysis (henceforth SF-MDA). The framework of the present study includes the theoretical foundations that have informed the study and are used as the framework for this study.

#### **2.1 Literature Review**

This section reviews some previous studies that are related to the present research. The reviewed studies are grouped into three themes: research concerning multimodality in academic context, research concerning multimodality in business context, and research concerning the use of semiotic resource by language users (novice and professional) in persuasive presentation. Following the review, I mention the missing areas in these previous studies.

### **2.1.1 Previous Studies on Multimodality in Academic Context**

Studies investigating multimodality in academic context have been conducted by scholars. In the year of 2011, Jamani studied how signs or multiple semiotic modalities (verbal and visual modes) signified meanings in a science discourse and how these signs were interpreted in a science education context. He conducted his study in physic classes and employed two teachers as his participants. His study revealed that the participants performed both verbal and visual modes in their performance.

Different from Jamani (2011) that studied multimodality in the science context, Lim (2011) investigated multimodality in the linguistic field. In his study, Lim studied a pedagogical discourse used by two lecturers in a literacy course. Additionally, he also investigated the accompanying semiotic resources (gaze, gesture, and posture) produced by the lecturers. The lecturers were different in terms of the year of teaching experiences. The lecturer who had a longer teaching experience was labeled as the experienced lecturer, while the other was termed as the novice one. The lecturers' teaching performances were recorded by using CCTV. The study revealed that both lecturers performed the investigated semiotic resources with different degree of richness.

Besides Lim (2011), Fortanet-Gomez and Ruiz Madrid (2014) also conducted a research on the linguistics field. They investigated the performance of two guest lecturers in using some semiotic resources to interact with their students in the classroom. These two lecturers had different background: one lecturer was an English native lecturer and the other one was a non-native English lecturer.



Different from that of Lim (2011), Fortanet-Gomez and Ruiz Madrid's (2014) study focused on analyzing questions of the lecturers and non-verbal features that accompanied their questions. Their study revealed that the English native lecturer produced more semiotic resources than the non-native one.

Camicciottoli (2015) continued to broaden the context of multimodality in the academic settings. The aim of the study was to investigate linguistic and non-linguistic elements performed by humanities lecturers in explaining teaching materials to their students. Five research participants took part in this study: a Philosophy lecturer, a History lecturer, an English lecturer, a Religion lecturer, and an American Studies lecturer. The results showed that the research participants used both linguistic and non-linguistic features in their explanations. The non-linguistic elements were used to engage themselves with the students and to reinforce meanings interpersonally.

Even though the studies of Lim, Fortanet-Gomez and Ruiz Madrid, and Cammiciottoli might have filled the gaps in the research context, there is still another problem needs to be investigated further. The previous studies (Jamani, 2011; Lim, 2011; Fortanet-Gomez & Ruiz Madrid, 2014; Cammiciottoli, 2015) have discussed more about semiotic resources used by teachers/lecturers. To provide a balanced investigation on the multimodality studies, research focusing on investigating how students use semiotic resources in their communication is also important to be carried out. The followings were some studies addressing this issue.

To begin with, Stone (2012) investigated how learners employed various semiotic resources to build their interpersonal relationships. This research was conducted in a classroom setting by focusing on students' group works. The

students were observed while they were interacting with their peers in the group. The results showed that the students did not only employ language but also other kinds of semiotic resources such as gaze, posture, and gesture to build and maintain their interpersonal relationships.

Plastina (2013) further carried out a study to address how a multimodal assignment could influence learners' motivation, engagement, and awareness in an English for Specific Purposes Course. Seventeen Italian postgraduate students took part in this study. They were assigned to create a multimodal text in the field of Clinical Pathology through the use of a free web-based video-making tool. The research findings demonstrated that participants could produce content-specific knowledge in a specialized context of use by combining the linguistic elements with other semiotic resources creatively. Additionally, the multimodal tasks created in the study could boost students' motivation to learn, arouse students' engagement toward learning and foster a critical thinking and decision-making skills.

Similar to Plastina (2013), Shanahan (2013) also conducted a study to investigate how the fifth-grade students conveyed ideational meanings in their multimodal texts. Twenty-three students were selected to participate in this study. These research participants were assigned to compose digital multimodal texts about the effect of acid rain on the environment with the help of HyperStudio Software program. To analyze data, Plastina implemented the framework of Unsworth that categorizes the interaction of ideational meanings interaction (image language relation) into three categories: concurrence, complimentary, and connection. The research findings indicated that students used concurrence relation more than the other two categories in their multimodal texts.

In 2013, Tamarit and Skorczynska also conducted a study on examining the use of verbal and non-verbal semiotic resources in an oral business discourse. They focused their attention on the argumentative strategies used by students in delivering presentations. The study showed that the argumentative strategies never came alone. These strategies were strongly reinforced by the use of repetitive gestures. This study, hence, provided hints for the scholars to give more attention to the multimodality in a business discourse either in classrooms or professional contexts.

Wild (2015) further examined the use of students' multi semiotic resources in a classroom. He investigated how learners of Mandarin Chinese used multiple semiotic resources to interact with native vendors in the market. Five students, who were learning Mandarin Chinese took part in the study: two of them were native English speakers, the other two were native German speakers and the rest was a native Dutch speaker. All of them had a low proficiency of Chinese. The study revealed that the participants employed some semiotic resources other than language, such as eye gaze and gesture. These semiotic resources were employed to mediate interaction as well as to aid communication since their language (Chinese) had not fully developed.

Different from Wild (2015), Palmer-Silveira (2015) studied how students used semiotic resources in their business presentations. The study was conducted in Persuasive Language and Business Presentation course. In this study, twenty-five students were asked to perform a business presentation. In their presentations, they had to employ not only linguistic strategies but also paralinguistic ones such as body language, gesture, facial expression, posture, and gaze. Their performance was

video recorded. However, only three out of those twenty-five students' performance were used as data. It was because the three students shared similarities in terms of the presentation's duration and their level of English competence. The study revealed that the three students performed multimodal presentations in which the non-verbal resources were functioned as the visual aid in their presentations.

Mujiyanto (2016a) conducted a research that aimed at finding out the dependence of verbal passages on visual representation in meaning-making in Indonesian context. He questioned to what extent meaning making was dependent on the visual representation of texts. The research participants of his study were the sixth semester of English Department students, who were selected randomly. These participants were given questionnaires to find out their perceptions on the dependence of verbal texts on their respective visual representations. In addition to this technique of collecting data, he also conducted a documentary study and an observation technique. Surprisingly, the results showed that verbal texts were not totally dependent on the accompanying visual images. This might have been due to the text types and the education degree of the participants.

The missing areas found in the aforementioned reviewed studies include: a) few studies investigated the deployment of semiotic resources performed by students in Business English contexts, b) limited studies have focused on how speakers/presenters convey meanings through semiotic resources in multimodal persuasive presentations, and c) in investigating the presentation performance, the previous studies have only addressed the language used by the speakers. In fact, there is another important element that might contribute to the effectiveness of the presentation, that is, the use of gestures.

### **2.1.2 Previous Studies on Multimodality in Business Context**

In comparison to the research of multimodality in the academic settings, the studies of multimodality in the context of business are quite scarce. The reviewed studies were instigated by the study of Djordjilovic (2012). In his study, Djordjilovic attempted to investigate how team identity was constructed by two people during a series of regular meetings of a work group in Serbia. These meetings were video recorded. The data were analyzed by using the conversational analysis. The result showed that the identity of the team was visibly constructed through the interaction of linguistic mode and non-linguistic modes-gaze, eye contact, and nodding through the talk.

Still in the same year, Ford and Stickle (2012) carried out a study that investigated turn taking and reciprocity in workplace meetings. They attempted to look at the variation of multimodal practices (lexico-grammatical forms, prosodic, and bodily-visual actions) performed by non-primary speakers in the meetings. The meetings were video recorded. This study used the conversational analysis framework. The study revealed that the non-primary speakers made effective use of specific bodily-visual actions and of lexico-grammatical practices.

Having reviewed the previous studies, I found that some areas still need to be explored further. The missing areas in the aforementioned reviewed studies are: a) limited studies have investigated multimodal persuasive presentation, b) few studies have studied how speakers convey meanings by using semiotic resources in their communication, and c) few studies have attempted to compare multimodal persuasive presentations' performance of people who have no experiences in business field with the ones who have experiences in that field. This study, then,

tried to fill the determined gaps and might provide a reasonably clear paint on how people with no working experiences and people with working experiences made use of semiotic resources to convey different strands of meanings in multimodal persuasive presentations.

### **2.1.3. The Use of Semiotic Resources by Language Users (Novice and Professional) in Persuasive Texts**

Studies concerning how language users either novice or professional use their semiotic resources in persuasive texts have been conducted by some researchers. Xinghua and Thompson (2009) have investigated how students (novice and expert) made use of evaluative language in their argumentative texts. The study was conducted in a writing course. Their study demonstrated that the expert students employed more language of evaluation than the novice ones.

Similar to Xinghua and Thompson (2009), Liu (2013) also conducted a study aiming at investigating how students with different level of English proficiency employed appraisal resources in their argumentative writing. The study revealed that compared to the low English proficiency students, the high English proficiency students used more appraisal language in his argumentative essay.

Miller, Mitchel, and Pesoa (2014) also have investigated how students with different English proficiency used appraisal language, more specifically engagement resources in their argumentative history writing. This study supports the study conducted by Xinghua and Thompson (2009) and Liu (2013) that students who had high English language proficiency employed more appraisal language than students who had low English language proficiency.

In 2017, Amornrattanasirichok and Jaroongkhongdach continued to study appraisal language used by native English and non-native English authors in research articles. They limited their study on engagement resources only. The study showed that native English authors deployed more engagement resources in their research article to build their positions than the non-native authors.

The reviewed studies have only addressed the use of language in the written persuasive texts. To my knowledge, further studies concerning how language users use other semiotic resources (for instance gestures) to convey meanings in persuasive texts are needed. Additionally, to provide a balanced investigation on the use of semiotic resources in persuasive texts, studies focusing on spoken genre are also important to conduct. With these arguments in mind, I conducted my study to answer the calling of these needs.

The review of previous studies presented in section 2.1 shows that most studies on multimodality were conducted to show 1) how people used semiotic resources (language and gesture) in academic context, 2) how language users used semiotic resources in business context, and 3) how language users (novice and professional) used semiotic resources in persuasive texts. From these reviewed studies, little research has been conducted to investigate how language users either novice or professional convey meanings (ideational, interpersonal, and textual) through language and gesture in spoken persuasive genre. Studies in this area are needed to generate practical pedagogical implications to promote the use of semiotic resources to convey meanings in spoken persuasive presentation genre. In other words, how people use semiotic resources to convey meanings in spoken persuasive genre warrants research.

## **2.2 Theoretical Framework**

This section presents key theories and concepts related to the study: multimodality, multimodal persuasive presentation, and systemic functional multimodal discourse analysis (SF-MDA).

### **2.2.1 Multimodality**

Multimodality refers to an event that is experienced by people that when they are communicating, they construe meanings through the repertoire of semiotic resources, such as gesture, facial expression, posture, and gaze (Lim, 2011; O'Halloran, 2008). Even in written texts, the writing system alone is not sufficient to convey meanings to readers effectively. There are other semiotic resources that are also significant to be interpreted in order to fully understand texts such as layout, size, visual image, and color.

The phenomenon of multimodality then means that the present time, language is not seen as a dominant resource used in a communication. Indeed, the understanding of the language per se does not necessarily guarantee the success of communication. This is because language is almost always co-deployed alongside with other semiotic resources and makes meaning as a result of the orchestration of these resources (Kress, 2011b). Hence, examining the meanings made by language alone offers only a partial understanding of communication (Norris, 2004).

### **2.2.2 Multimodal Persuasive Presentation**

The phenomenon of multimodality occurs in various contexts and across genres, including persuasive presentation. In a persuasive presentation, the speakers seldom employ only one semiotic resource to convey their meanings. They employ several semiotic resources, such as language, gesture, gaze, facial expressions,



posture, and movement, instead. This is called a multimodal persuasive presentation.

The multimodal persuasive presentation has become an important aspect in modern workplaces (Bhattacharyya, 2013; Kakepto, Habil, Omar, & Said, 2012; Kakepto, Said, Habil, Memon, & Umrani, 2013, Pathak & le Vasan, 2015; Prior, 2013). It is an action of communication in which one speaker is doing most of the sending and a number of listeners are doing most of the receiving. Most of the staff in the companies perform this kind of communication action to persuade potential customers to buy their products and services. This is done when the marketers promote newly launched products or services of companies. In order to meet the communicative purpose of the persuasive presentation, the marketers need to follow some structures and linguistic features, such as the use of verbs of being and having, the use of vocabulary items that indicate the speaker's attitude, the use of strong modality to indicate the speaker's attitude and the use of verbs of doing (Hammond, Burns, Joyce, Brosnan, & Gerot, 1992; Hyland, 2004).

Presentations are important in many situations such as pitching for a business, putting a case for funding, addressing staff meetings, or even as part of the application procedure for a new job. Interestingly, the presentation is not only frequently performed by the people working in companies but also habitually executed by students, in particular, the students in higher educations. Its aims are to enabling the students to function successfully in a future professional surrounding and preparing them for their possible further academic career (Brooks & Wilson, 2015; Miles, 2012; Zivkovic, 2014).

### **2.2.3 Systemic Functional Multimodal Discourse Analysis (SF-MDA)**

To investigate the phenomenon of multimodality, there are three main approaches that can be applied. The first approach is social semiotic multimodality. This is mainly applied when researchers aim at investigating how people use modal resources in a certain social context (see Adami, 2014; Maier, 2011; Michelson & Valencia, 2016; Oyeboode & Unuabonah, 2013; Puento, Romero, & Garcia, 2015; Tan, Smith, & O'Halloran, 2015; Wandera, 2016). This is originally pioneered by the work of Halliday's (1978) systemic functional linguistics and the work of Kress and van Leeuwen (2001) and van Leeuwen (2005).

The second approach is systemic functional multimodal discourse analysis. Its name clearly suggests that it is inherited from Halliday's systemic functional grammar (Halliday & Matthiessen, 2004) and is grounded in the systemic functional theory (O'Halloran, 2004). This approach intends to analyze the meanings (ideational, interpersonal, and textual) of semiotic resources and how they function and integrate each other to contribute meanings in certain contexts (see O'Halloran, 2007a, 2007b, 2008; Lim, 2011; Wee, 2009).

The third approach is multimodal interactional analysis, which was developed by Scollon and Scollon (2003). It combines interactional sociolinguistics, intercultural communication, and multimodal semiotics (see Norris, 2004, 2011a, 2011b, 2012). This approach mainly focuses on the notion of context and situated interaction: how participants in a communicative event express and react to in specific situations.

For the sake of this study, the multimodality is viewed from the second approach: systemic functional multimodal discourse analysis (henceforth SF-

MDA). The major strength of SF-MDA is the Halliday's (1978) metafunctional principle that provides an integrating platform for theorizing how semiotic resources interact to create meaning. As its name suggests, SF-MDA is rooted from two approaches: multimodal discourse analysis and systemic functional theory of language.

Multimodal discourse analysis is concerned with how different semiotic systems complement one another in the creation of meanings. Kress (2011b, p.37) assumes that language whether as speech or writing, is one means among many available for representation and for making meaning. This means that in order to understand the meaning of a text, the whole existing semiotic resources/modes must be well interpreted and understood by the listeners. Multimodal discourse analysis then aims to elaborate tools that can provide insight into the relation of the meanings of a community and its semiotic manifestations.

To achieve the aims of multimodal discourse analysis, systemic functional approach to language was adopted in this method of inquiry. Multimodal discourse analysis is viewed from Halliday's (1978) perspective of language. Systemic functional linguistic is a part of the social semiotic theory that illuminates how people use language to make meanings (Halliday & Matthiessen, 2004). In this theory of language, language is seen as functional in which it is a systemic resource for making and exchanging meaning and intentional acts of meaning (Halliday, 1978). This means that language basically serves some functions that include ideational (representing experiences of the world), interpersonal (enacting social roles/role identities), and textual (creating a coherent whole). In Halliday's (1978)

term, they are called metafunction. These three metafunctions can be used analytically to describe three different layers of meanings of language in use.

The perspective of Halliday (1978) in the systemic functional language is also adopted in other semiotic resources, such as gesture. Thus, the term systemic functional multimodal discourse analysis appears. It involves developing theoretical and practical approaches for analyzing written, printed and electronic texts, three-dimensional sites and other realisms of activity where semiotic resources (for examples, spoken and written language, visual imagery, mathematical symbolism, sculpture, architecture, and gesture) combine to make meaning (O'Halloran, 2004, 2008).

The aforementioned reviews (reviews in the previous studies and in the reviews of relevant concept) have indicated that much attention has been dedicated for investigating how individuals use semiotic resources in their communication. While most studies have shown that the use of semiotic resources could help language users to convey meanings more effectively, the specific strategies used by them to construe such meanings still remain unclear. This literature review has shown how my study was located relative to the existing literature and how it would address the gaps in the literature by revealing the use of metafunctional strategies in language and gesture in multimodal persuasive presentation. Thus, in this study, I used three main theories as the framework of the study: language metafunction, gesture metafunction, and intersemiotic relations between language and gesture. Each of which is presented in section 2.3.

## **2.3 Framework of the Study**

Framework of the study helped me to examine the variables and research focus in the study. Additionally, it also guided me in analyzing data needed in this study. Thus, in line with the research questions, I adopted three main theories used for the framework of the study: metafunctions in language, metafunctions in gesture, and intersemiosis (relations between different semiotic resources/modes in a text).

### **2.3.1 Language Metafunction**

In relation to language metafunction, this study followed the framework of Halliday (1978), which proposes that language is used to perform three different functions: ideational function (to say something about the world), interpersonal function (to say something about those involved in the communicative event), and textual function (to say something about the text). This means that language as a semiotic resource is considered as the main tool to build a meaningful communication among people. This statement is supported empirically by numerous studies (see Anggun, 2016; Arifin, 2018; Aziz, Fata, & Balqis, 2018; Emilia, Moecharam, & Syfa, 2017; Hartono, Saleh, Warsono, & Anggani, 2017; Kusumaningrum, Rukmini, Li, 2016; Yuliasri, 2015; Latjuba, 2016; Nurlaelawati & Novianti, 2017; Pratama & Hartono, 2018; Santosa, Priyatno, & Nuraeni, 2016).

In order to uncover the ideational metafunction of language produced by the research participant, the Transitivity system proposed by Halliday and Matthiessen (2004) was applied. In the system of Transitivity, the ideational meaning is expressed through Process type with the choice of Processes implicating associated Participant roles and Circumstances (Eggins, 2004).

The types of Processes include Material (processes of doing or tangible actions, e.g., Diana gave some blood), Mental (processes of sensing: feeling, thinking, and perceiving, e.g., Mark likes new clothes), Behavioral (processes of physiological and psychological behavior, such as breathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, and pondering, e.g., Mark snores loudly), Verbal (processes of saying, e.g., Simon told them a story), Relational (processes of being and having, e.g., Paul Keating is an artist), and Existential (processes of existence, e.g., There was snow on the ground) (Eggin, 2004; Gerot & Wignell, 1994; Halliday & Matthiessen, 2004).

Each type of Process assigns a particular role to each Participant, which causes the clauses to vary. Halliday and Matthiessen (2004) classify the types of Participants to the types of clauses. In Material Processes, four Participants can appear: Actor (the doer of the action), Goal (that which is affected by the action), Beneficiary (entities benefiting from the doing), and Range (entities specifying the scope of happening). In Mental Processes, two types of Participants can appear: Senser and Phenomenon. Senser is the one who feels (emotionally), thinks, and perceives. Phenomenon is that which is felt (emotionally), thought about, or perceived. In Behavioural Process, the participant is called Behaver and Behaviour. Behaver is the entity who behaves. Behaviour indicates behaviours performed by the participant. In Attributive clauses, there are two Participants involved: Carrier (the participant carrying the characteristics or attributes) and Attribute (the characteristics assigned to the Carrier). In identifying clause, there are two Participants involved: Token (the identified participant) and Value (the identifier). Verbal Process has three Participants: Sayer (the addresser of the speech), Receiver

(the addressee, or the entity targeted by the saying) and Verbiage (the content of what is said or indicated). Existential clause has only one type of Participant called Existent. The Existent is simply that which is construed existentially.

Circumstantial elements add information about time (when), place (where), manner (how), and reason/cause (why, for what/who). They can be probed with where, why, how, and when. Halliday and Matthiessen (2004) classified Circumstances into nine categories. Extent (it provides information about interval), Location (it provides information about place and time), Manner (it answers a question “How?”), Cause/Reason (it answers “Why?”), Contingency (it answers “Under what circumstances?”), Accompaniment (it answers “With whom/what?”), Role (it answers “As/into what?”) and Matter (it answers “About what? as for what?”). The summary of Process types, their meanings and Participants is presented in Table 2.1.

Table 2.1 Process Types, Their Meanings and Characteristics Participants adopted from Halliday & Matthiessen (2004)

Process Type	Category Meaning	Participants, Directly Involved	Participants, Obliquely Involved
Material: Action Event	‘doing’ ‘doing’ ‘happening’	Actor, Goal	Recipient
Behavioural	‘behaving’	Behaver	Behaviour
Mental: perception cognition desideration emotion	‘sensing’ ‘seeing’ ‘thinking’ ‘wanting’ ‘feeling’	Senser, Phenomenon	Receiver, Verbiage
Verbal	‘saying’	Sayer, Target	Receiver, Verbiage
Relational attribution identification	‘being’ ‘attributing’ ‘identifying’	Carrier, Attribute Token, Value	
Existential	‘existing’	Existent	

The example of Transitivity analysis is shown in Table 2.2. This is taken from Eggins (2004, p.211).

Table 2.2 Transitivity Analysis of a Clause

But	George	in Switzerland	they	Give	You	a cognac
		Circumstance: location	Actor	Process: Material	Beneficiary	Goal

Table 2.2 shows the type of Circumstance, Participant, and Process used in the clause. The nominal group “they: is a Participant called Actor as it does an action; the verbal group “give” is categorized as Material Process because it shows a doing process. The nominal group “you” is another Participant called Beneficiary that indicates for whom something is done. The nominal group “cognac” is also a Participant. In this clause, it is labeled as Goal also as it is affected by the doing process. The adverbial group “in Switzerland” is categorized as Circumstance of location because it indicates place.

Besides ideational language metafunction, the present study also aimed at analyzing the interpersonal meaning conveyed by the marketers. To achieve this aim, the Appraisal framework of Martin and White (2005) was used in this study. This Appraisal framework is a system of interpersonal meaning that can be used by people to negotiate their social relationships by telling their listeners how they feel about things or people. There are three kinds of Appraisal system that can be used by the speakers to enact their interpersonal meaning.

The first subsystem is Attitude. Attitude is concerned with the speakers’ feelings, including emotional reactions, judgments of behavior and evaluation of things. Thus, it is divided into three regions of feelings: Affect, Judgement, and Appreciation. Affect refers to resources for expressing different types of feelings



such as Happiness (e.g., the captain is happy), Security (e.g., the captain is confident), and Satisfaction (e.g., the captain is absorbed).

Judgement deals with resources for judging characters and behaviours of people in terms of Social Esteem and Social Sanction. Judgement of Social Esteem can be broken down into Normality (how unusual someone is, e.g., It is very strange of him to act that way), Capacity (how capable someone is, e.g., He is a clever man), and Tenacity (how resolute someone is, e.g., He is determined to keep going). Judgement of Social Sanction can be viewed in terms of Veracity (how truthful someone is, e.g., He is honest) and Propriety (how ethical someone is, e.g., He is a generous person).

Appreciation is the subsystem of resources for aesthetic evaluation of objects, artifacts, entities, presentation, and other natural phenomena. It has three subtypes: Reaction (it is related to affection, e.g., The painting is beautiful), Composition (it is related to perception, e.g., The picture is symmetrical), and Valuation (it is related to cognition, e.g., This decoration is unique). These three resources of Affect can be positive and negative and are expressed explicitly or implicitly. Table 2.3 presents lexical items used in Attitude system adopted from Martin and White (2005).

Table 2.3 Attitude Resources

Types of Attitude	Positive	Negative
<b>Affect</b>		
Inclination	miss, long for, yearn for, demand, request, .....	fearful, tremble, terrorized,....
Happiness	cheerful, love, laugh, happy,.....	cry, sad, hate, dislike, .....
Security	confident, assured, comfortable, trusting, .....	Uneasy, anxious, startled, freaked out, .....
Satisfaction	involved, absorbed, satisfied, impressed, .....	furious, angry, furious, bored with, ....
<b>Judgement</b>		
Normality	lucky, fortunate, familiar, fashionable,....	unlucky, odd, unpredictable, dated, .....
Capacity	Powerful, healthy, fit, clever, .....	Weak, whimpy, immature, childish, ....
Tenacity	brave, resolute, reliable, loyal, ....	timid, impatient, distracted, unfaithful, ....
Veracity	truthful, honest, credible, tactful, .....	deceptive, manipulative, devious, manipulative, ....
Propriety	ethical, sensitive, caring, humble, .....	corrupt, mean, snobby, selfish, ....
<b>Appreciation</b>		
Reaction	captivating, fascinating, lovely, beautiful,.....	Dull, boring, plain, nasty, ....
Composition	balanced, symmetrical, detailed, precise, ....	unbalanced, flawed, unclear, simplistic,....
Valuation	innovative, timely, unique, authentic, ....	Insignificant, conventional, worthless, useless, ....

The second resource of the Appraisal system is Engagement. It deals with sourcing attitudes and the play of voices around opinions in discourse. It is concerned with the diverse range of linguistic resources whereby speakers adjust and negotiate the arguability of their utterances. Resources in Engagement are dialogic in nature. Martin and White (2005) classify Engagement into four taxonomies: Disclaim (resources used to reject or negate propositions, e.g., You

don't need to give up potatoes to lose weight), Proclaim (resources used to represent highly warrantable propositions, e.g., Of course, he is happier now), Entertain (resources used to present propositions indicating possible positions, e.g., Probably, he is lying), and Attributive (resources used to present propositions as grounded in the subjectivity of an external voice, e.g., The doctor claims that it is poisonous). Disclaim and Proclaim are grouped in Contraction resources; meanwhile, Entertain and Attribute are categorized as Expansion resources. Table 2.4 presents examples of lexical items used in Engagement adopted from Martin and White (2005).

Table 2.4 Engagement Resources

Types of Engagement	Resources
Disclaim	negation forms, although, even though, however, yet, but
Proclaim	naturally, of course, obviously, admittedly, contend, X has demonstrated that
Entertain	it seems, the evidence suggests, apparently, I hear, perhaps, probably, maybe, it's probable, it's almost certain that, may/will/must
Attribute	X said..., X believes..., according to X, in X's view, X claims that..., it's rumoured that...

The third resource of Appraisal system is Graduation. It attends to grading phenomena whereby feelings are amplified and categories are blurred. Martin and White (2005) divide Graduation into two areas: Force and Focus. Force refers to the system of resources to scale the intensity of meanings from low to high or vice versa or turning the volume up and down. This can be done through the intensification of quality (e.g., He is very smart) or process (e.g., He looked closely at the book) or through quantification of number, mass or extent (e.g., It is a huge problem).

Focus can be understood as the system of resources to broaden and or narrow terms that symbolizes a particular category membership. This can be done through sharpening (e.g., He is my real friend) or softening (e.g., I am kind of upset by what you said). These two areas of Graduation are also mentioned in the framework of Appraisal proposed by Eggins and Slade (1997), in which they divided Graduation into Enrichment (resources used to add an attitudinal coloring to a meaning, Augmenting (resources used to amplify attitudinal meaning), and Mitigation (resources used to down- play speakers' personal expressions). Having studied Graduation taxonomies of Martin and White (2005) and Eggins and Slade (1997), I decided to apply the framework of Graduation proposed by Martin and White (2005) because it covers the three areas of Graduation resources mentioned by Eggins and Slade (1997). Table 2.5 presents lexical items used in Graduation adopted from Martin and White (2005).

Table 2.5 Graduation Resources

Types of Graduation	Resources
Force	
Intensification	Very, rather, fairly, extremely, somewhat, slightly, greatly, quite, absolutely, totally, perfectly, thoroughly, always
Quantification	Many, little, tiny, big, far, near, recent, ancient, long lasting, wide, narrow
Focus	
Sharpening	real, true
Softening	sort of, kind of

In addition to ideational meaning and interpersonal meaning, the textual meaning of language produced by the participants was also studied in the present study. In order to analyze the textual meaning, the element of Theme and Rheme need to be identified. According to Halliday and Mathiessen (2004), Theme is the

element that serves as the point of departure of the message. Theme typically contains familiar or “old” information, i.e. information that has already been mentioned somewhere in the text or is familiar from the context. The identification of Theme is based on the order in which it can be found in the first place of the clause. Meanwhile, Rheme is the part of the clause in which the Theme is developed. It contains unfamiliar or “new” information. Rheme can be identified by finding out element which is not Theme. It is in line with Eggins (2004)’s definition about Rheme that everything that is not Theme is Rheme.

According to Eggins (2004), there are three kinds of Theme: Topical Theme/Ideational Theme (when an element of the clause to which a Transitivity can be assigned occurs in the first position in a clause), Interpersonal Theme (when a constituent assigns a Mood label occurs in the beginning of a clause) and Textual Theme (when a constituent does cohesive work in relating the clause to its context). Figure 2.1 represents the language metafunction investigated in the study.

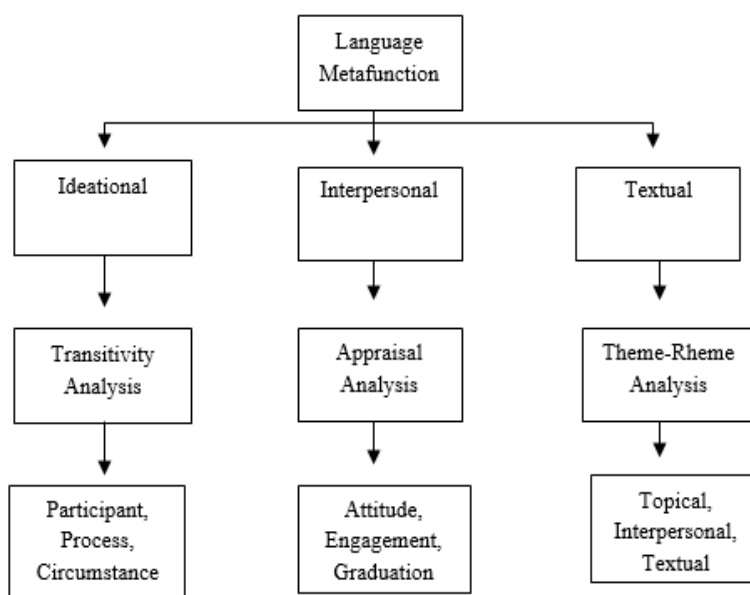


Figure 2.1 Language Metafunction Investigated in the Study

### 2.3.2 Gesture Metafunction

Similar to the use of language in the presentation, the deployment of gesture also reveals the three metafunctions: ideational, interpersonal, and textual. To identify these functions, gestures are classified into three actions: presenting action (gestures that do not serve a semiotic or signifying function and may not embody semantic meaning), representing action (gestures that serve conventional semiotic or signifying function), and indexical action (gesture that dependent to language). With regard to ideational metafunction, gestures representing the three classifications of actions are analyzed. By following the framework of Martinec (2000, 2004), ideational meaning of gesture can be realized through Transitivity Processes analogs to language: Participant, Process and Circumstance.

Different from ideational meanings, in analyzing interpersonal meanings, presenting actions are excluded because these gestures do not serve any meanings. Similar to language, interpersonal meanings are realized by using Appraisal resources such as Attitude, Engagement, and Graduation. To analyze Attitude, the present study adopted the framework of Appraisal for gesture proposed by Hood (2011) who broadly classifies the system of Attitude into two areas: positive and negative. This is because gestures generally signify either positive or negative attitude; instead of Affect, Appreciation, and Judgement (Pan, 2016).

To analyze Graduation, the present study followed the Hood's (2011) framework of analysis classifying Graduation into Focus and Force. Gestures accompanied by tensed muscles are categorized as Force, while gestures accompanied by relaxed muscles are categorized as Focus. Engagement is identified by following the framework of Engagement proposed by Hood (2011).

He classifies Engagement resources into two areas: Expansion and Contraction. Expansion is realized by an open palm or palms up position. Contraction is indicated by a palms-down gesture.

To analyze textual meanings, the framework proposed by Hood (2011) was applied in this study. Following her framework, indexical actions are divided into two categories: directionality indicating direction of the pointing action and specificity indicating whether the pointing is done through the use of one finger, a combination of more than one finger, or by a palm. Overall, Figure 2.2 below represents language metafunction investigated in the study.

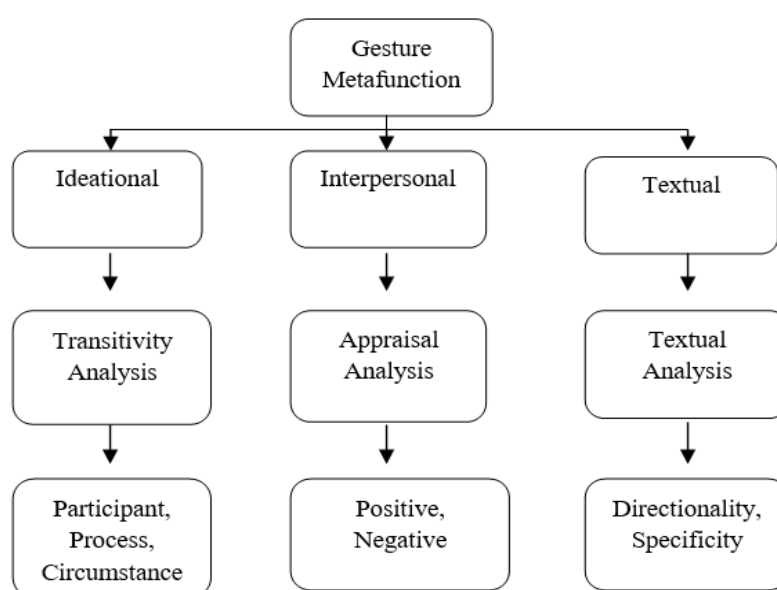


Figure 2.2 Gesture Metafunction Investigated in the Study

### 2.3.3 Intersemiotic Relations between Language and Gesture

Intersemiotic relations is a term used to describe the relationship between semiotic resources (in this study: language and gesture) to convey meanings. As proposed by O'Halloran (2005), intersemiosis describes the meaning arising across semiotic resources. Empirically, intersemiosis had been investigated by many

scholars including the works of Royce (1998, 2006). In his works, he found out that in the case of intersemiosis, visual and verbal modes complement each other to produce a single textual phenomenon.

In relation to the present study, the complementary intersemiosis was not the only one area to be investigated. I expanded the issue of intersemiosis by following the work of Liu and O'Halloran (2009), in which intersemiotic relations are divided into two areas: parallelism intersemiosis and polysemy intersemiosis. The former refers to a relation that interconnects both language and gestures when the two semiotic components share a similar form. In this case, similar meanings are made both in language and gesture. The latter indicates that the relation between language and gesture that share multiple related meanings in multimodal texts. This means that language and gesture do not share similar meanings. The overall theoretical framework used in this study can be seen in Figure 2.3.

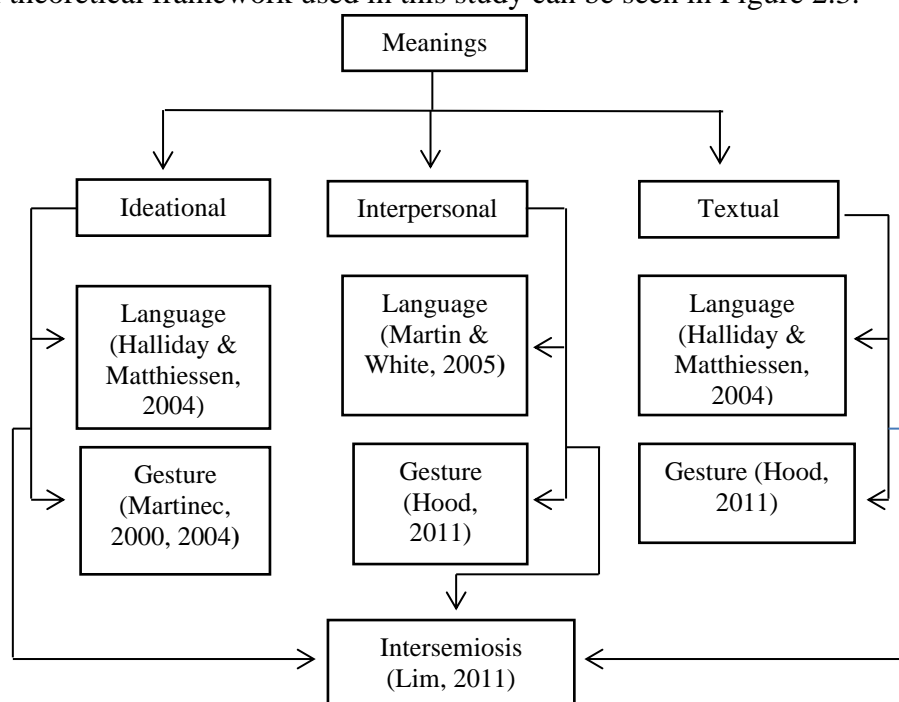


Figure 2.3 Theoretical Framework



## **CHAPTER V**

### **CONCLUSION**

This chapter presents conclusion of the study, pedagogical implications of the study, and suggestions. Conclusion includes some points related to the answers of the research questions formulated in the present study. Pedagogical implications consist of pedagogical recommendations in relation to the research findings of the study. Following the pedagogical implications, suggestions for future researchers also presented. The suggestions are drawn from the limitation of the study.

#### **5.1 Conclusion**

In line with the main objectives of the study, the study concludes as the followings.

5.1.1 The novice and the professional marketer had both similarities and differences in conveying ideational meanings through language and gesture in their multimodal persuasive presentations. In terms of language, both marketers conveyed their ideational meanings by using similar types of Process and Participants in their clauses, in which the Relational and Material Process were the two most dominant types of Processes used by the two marketers. This means that either the novice marketer or the professional one construe their world through relation and material by describing or identifying things and telling the human actions. However, these two dominant types of Processes were different in the number of occurrences. The novice marketer used Material Processes more than

Relational Processes; meanwhile, the professional marketer expressed Relational Processes more than Material Processes.

In terms of gestures, both marketers used all three types of gestures representing ideational meanings. Additionally, they both used indexical actions the most in their multimodal presentations. Another similarity is that both marketers realized ideational meanings in the presenting action mostly through Process actions. Even though the marketers had similar types of gestures in realizing ideational meanings, a delicate analysis revealed that the professional marketer had more degree of richness of indexical and presenting gestures compared to the novice one.

5.1.2 The novice and the professional marketer had both similarities and differences in conveying interpersonal meanings through language and gesture in their multimodal persuasive presentations. In terms of language, the novice and the professional marketer expressed all types of Appraisals: Attitude, Engagement, and Graduation in their multimodal persuasive presentations. In Attitude subsystem, both marketers performed Appreciation items the most, and Judgement values the least. In Graduation, both marketers used Force resources the most. Even though the types of occurrences were similar, the degree of richness was different.

Compared to the novice one, the professional marketer employed a higher degree of richness of the mentioned types of Appraisal resources. Additionally, both marketers had different favored in the Engagement resources: the novice marketer used Entertain items the most; meanwhile, the professional marketer employed Disclaim resources the most. In terms

of gestures, both marketers used positive Attitude and Expansion of Engagement resources the most. However, a detailed analysis showed that the professional marketer had a higher degree of richness in terms of the Appraisal resources used.

5.1.3 The novice and the professional marketer had both similarities and differences in conveying textual meanings through language and gesture in their multimodal persuasive presentations. In terms of language, both marketers used the three types of Theme: Topical, Interpersonal, and Textual. Among these three kinds of Theme, the two marketers similarly employed interpersonal Theme the least. Even though they expressed similar types of Theme, the most dominant Theme used by them was different: the novice marketer expressed Textual Theme the most; meanwhile, the professional marketer employed Topical Theme the most. Additionally, a further analysis evidently showed that compared to the novice marketer, the professional marketer had more variations and more effective of Textual Theme.

In terms of gestures, both marketers used their whole-hand to point the most. Even so, the direction of pointing was different: the novice marketer pointed at the objects the most; meanwhile, the professional marketer pointed at the audience the most. Besides, in the specificity dimension, it is found out that the novice marketer used his thumb to point. This contrasted with the professional marketer who did not use such finger in the pointing action.

- 5.1.4 The novice and the professional marketer had both similarities and differences in realizing intersemiotic relations between language and gesture in their multimodal persuasive presentations. In terms of the similarity, both marketers similarly produced intersemiotic parallelism in their performance. In terms of the differences, the professional marketer produced more variations in the parallelism intersemiosis compared to the novice one, in which he produced such intersemiosis either in language correspondent gesture or language independent gesture. In addition, the professional marketer also created more types of intersemiosis compared to the novice marketer, in which he produced both parallelism and polysemy intersemiosis.
- 5.1.5 The performance of the professional marketer in using semiotic resources was more effective than that of the novice marketer. He used more appropriate and richer linguistic and non-linguistic resources to attract the audience's attention to buy the presented product.
- 5.1.6 The performance of the novice marketer and the professional marketer in using semiotic resources has contributed to English language teaching. The classroom practices need to be revisited by implementing text-based approach.

## **5.2 Pedagogical Implications**

The presented conclusion stated in section 5.1 leads me to provide some pedagogical recommendations.

- 5.2.1 The research findings on the performances of the novice and the professional marketer in conveying ideational meanings through language

and gesture in the multimodal persuasive presentation have contributed to the pedagogical field. The study reports that even though there are similarities between the performances of the novice and the professional marketer in conveying ideational meanings, there is still a gap between them. In sum, the professional marketer is empirically found to be more skillful in utilizing both language and gestures to express his ideational meanings. In order to bridge this gap, it is needed to revisit the teaching and learning processes. It is suggested that the lecturers teaching in the business communication contexts could provide activities that facilitate students to learn how to express ideational meanings through language and gesture. The lecturers can, for instance, model the students with authentic materials of the performance of professional marketers' presentation, such as TED speakers. Through this activity, the lecturers can introduce the students explicitly and systematically on resources available for making meanings about human experiences through language and gesture. For example, the lecturers can provide scaffoldings on specialized features of Processes, Participants, and Circumstances used in certain types of texts, in particular, persuasive texts. Additionally, the lecturers also would provide a good model on how to use indexical gestures, presenting gestures, and representing gestures effectively to realize ideational meanings.

Besides for the lecturers, the research findings related to the gap revealed in the performances of the novice and the professional marketers also provide recommendations for the material designers and the policymakers. It is suggested that the material designers and policymakers

can provide a balanced emphasis on the use of language and gestures in spoken communications. Thus, specific gestures used to realize ideational meanings need to be inserted in the teaching materials and the teaching syllabus. The teaching materials, such as textbooks should include explicitly the area of gestures that can be used by the students in their spoken interactions. Thus, they have knowledge and skills on what supposed to be performed in spoken production along with the accompanying verbiage. For instance, the teaching materials may include the importance of pointing gestures and enumerating gestures in the representing action to strengthen meanings.

5.2.2 The performances of the novice and the professional one in conveying interpersonal meanings provide pedagogical recommendations for the lecturers, the material designers, and the policymakers. The research findings related to the interpersonal meanings indicate that there is a gap between the performances of the novice marketer and the professional one. This gap can be filled by revisiting the social practices commonly performed in the classrooms. In this case, the lecturers need to provide a good model by providing authentic materials of how professional marketers expressed their emotions, feelings, opinions, and judgments to the audience through language and gestures. Additionally, the students are also introduced explicitly on how the speakers grade their attitude through language and gestures in their structure of presentations so that the aim of the presentations can be achieved effectively. In doing this, the lecturers can

train the students to perform a multimodal presentation by employing these two semiotic resources.

In addition to the lecturers, the results of the present study in relation to the interpersonal meanings expressed by the two marketers also offer recommendations to the material designers and the policymakers. As empirically founded that there is a gap between the two performances, thus it needs to insert Appraisal resources of both language and gestures in the textbooks and the syllabus. It is suggested for the material designers to explicitly provide vocabulary lists that help learners to include and adjust the point of view in their texts. For examples, lexical items for expressing attitude, lexical items for engagement, and lexical items for grading point of view. Besides, pictures of realizing interpersonal meanings should be clearly included in the textbooks and in the syllabus. Thus, the students can have a holistic knowledge and skills on how to express their meanings in spoken communication through effective language and gestures. Thus, the aim of their communication can be well-achieved.

5.2.3 In a spoken presentation, it is important to organize both ideational meanings and interpersonal meanings so that they flow thematically through the whole text in such a way that the audience can follow the meanings from beginning to end. However, the results of data analysis in relation to the textual analysis performed by the two marketers indicate that compared to the professional marketer, the novice marketer is less skillful and less effective in expressing textual meanings either through language or gestures. To bridge this gap, the lecturers need to provide a good model for

the students on how to organize their meanings through language and gestures. In the case of the language, the teachers can introduce the students explicitly with resources used to signpost the messages through Topical, Interpersonal, and Textual Theme. In the case of the gestures, the lecturers can provide a good model of the authentic materials of professional marketer's performance on how to express their textual meanings through dimensions of directionality and specificity.

The research findings related to the discrepancy of the textual meanings expressed by the two marketers also provide recommendations for the materials designers and the policymakers. Since the results of data analysis revealed that the novice marketer was less skillful than the professional one in expressing textual meanings through language and gestures, thus the teaching materials consisted resources of conveying textual meanings through language and gestures need to be included in the textbooks and teaching syllabus. For example, in terms of language, the teaching materials of textual Theme can be created by providing examples of conjunctions and other connecting words and phrases. In terms of gestures, the teaching materials may include specificity and direction of fingers used by the marketers to point. Additionally, it is necessary also to introduce the students with variations of gestures performed by people from different cultures as the study indicated that culture did influence the use of gestures.

- 5.2.4 The research findings in relation to the variation of intersemiosis between language and gestures produced by the novice and professional marketer



also contribute pedagogical recommendations. For the lecturers, it is suggested to provide scaffoldings on the use of gestures in spoken presentations. The lecturers can use some authentic materials showing the performance of professional marketers of the native speaker of English in multimodal presentations. More importantly, the lecturers also need to provide opportunities for the students to get them accustomed to the use of gestures in their communications. This can be achieved by modeling the use of gestures in communicating, particularly in presenting.

Additionally, the results of the study indicating differences in the intersemiotic relations produced by the two marketers also suggest the material designers and the policymakers provide a larger portion of the use of gestures in the students' presentations. For example, in assessing students' spoken presentation, the lecturers need to provide a similar weigh on the use of language and gesture. By so doing, students become aware that the use of gestures is as important as the use of language in their spoken communication, particularly in a multimodal presentation.

### **5.3 Suggestions**

I acknowledge that some limitations are still found in my study. The first limitation is the semiotic resources analyzed in this study. I recognize that there are other semiotic resources such as intonation, facial expressions, eye contact, and posture that also can contribute meanings to business discourse. However, in this study, these semiotic resources are not included. In addition, the study also excluded the use of visual images used in the marketer's presentations. However, limiting the analyzed semiotic resources provided me with a detailed and rich analysis of data.

Thus, it can reflect the performance of the multimodal presentation performed by the participants in this context. However, to expand the study of multimodality, I suggest future researchers to investigate areas of investigation, which had not been investigated in my study, for example, posture, eye contact, and facial expression.

The second limitation is due to the different settings used in the study. I acknowledge that there are some factors triggering speakers to use their semiotic resources in a communication. One of them is anxiety and nervousness. To mitigate this limitation, I familiarized the students with the tools used and I took natural data of the professional marketer from YouTube Channel.

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