

# Textual Meaning of the Lecturers' Utterances and Gestures Used in Teaching Reading and Writing: A Systemic Functional Multimodal Discourse Analysis (SFMDA)

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**Abstract.** Lecturers' utterances, and gestures are two modes that are important in the teaching and learning processes. These two modes contribute meanings that support those processes. Those meanings can be ideational, interpersonal, or textual ones. This study is aimed at describing the textual meaning of the lecturers' utterances and gestures used in teaching Reading and Writing. A systemic functional multimodal discourse analysis (SFMDA) proposed by Lim (2011) was used as the framework of the study. The data in this study are in the form of utterances (spoken languages) produced by two lecturers and gestures used during the teaching of Reading and Writing. The qualitative data which are in the form of the lecturers' utterances and gestures were analyzed using qualitative data analysis offered by Creswell (2009). The results showed that the textual meaning of the lecturers' utterances are realized in many types of theme and rheme. The themes mostly used in the utterances of both lecturers in Reading and Writing are topical (unmarked) because they use the topics being discussed in the classrooms as the subject of the clause. Interpersonal theme is also used in "wh" interrogative to ask the students about the topics being discussed. The textual meaning of the lecturers' gestures are realized in two ways, they are pointing directionality and pointing specificity. Pointing specificity is used more than pointing directionality because the lecturers mostly performed specificity pointing to the students using hands, or certain fingers. Directionality pointing is also performed to the white board or screen.

**Keywords:** gestures; utterances; sfmda; teaching reading and writing; textual meaning.

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## INTRODUCTION

In teaching Reading and Writing, the lecturer should not focus only in one mode. All teaching and learning in the classroom should involve a range of modes including speech, writing, gesture, gaze, body-posture, movement, and so on. In other words teaching and learning in the classroom are multimodal (Kress *et.al*, 2001). These modes are expected to have meaning that support the teaching and learning process in the classroom and help the students understand the lesson easily.

The lecturers' utterances and gestures are two types of mode that are very important in the process of teaching and learning. The lecturers use these utterances to be the means of exchange that happen in the classroom. From their utterances the lecturers can give some information or explanation to the students or can ask or demand the students to do something. Lecturers' gestures are also suggested to be done in the teaching and learning process because these gestures contain meanings that may support those

teaching. (Ajayi, 2008)

There are several approaches that can be used to analyze the meanings of those modes. One of them is Systemic Functional Multimodal Discourse Analysis (SF-MDA). Based on this approach, every mode conducted by the lecturer in teaching, both in Reading and writing, may contribute meaning. Different mode will have different meaning. There are several studies that discuss the multimodal analysis, two of them are the ones conducted by O'Halloran (2008), and Lim (2011).

O'Halloran (2008), by using SF-MDA approach, analyzed meanings of the use of multiple semiotic resources in discourses which range from written, printed and electronic texts to material lived-in reality. Lim (2011) analyzed two lessons of the General Paper subject in a Junior College in Singapore. Language, gesture and the use of space through the positioning and movement of the two lecturers are discussed in relation to the pedagogy that they realized.

This study also uses Systemic Functional

Multimodal Discourse Analysis (SF-MDA) approach to investigate the textual meanings of utterances and gestures used by the lecturers in a classroom discourse, that is teaching and learning processes of Reading and Writing.. As mentioned above, Lim (2011) used male and female lecturers who are teaching the same subject, General Paper, in a Junior College in Singapore, but this study used two female lecturers who are teaching *Reading* and *Writing* in Universitas Dian Nuswantoro Semarang, Indonesia. The researcher chose Reading and Writing classes since they are different skills, one is receptive and the other is productive.

## LITERATURE REVIEW

There are several theories discussed in this study. They are Systemic Functional Linguistics (SFL), Metafunction, Systemic Functional Multimodal Discourse Analysis (SFMDA), Utterances, Gestures, and Systemic Functional Approach to Gestures.

### Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics is one of linguistic branches in which language is a resource for making and expressing meanings, both what we would think of as linguistic meanings and higher – level meanings relating to various aspects of social systems (culture) (Matthiessen, 1995:1). This model of language illustrates the realization and exchange of meaning by interactants involved. Once a person has an experience, he has to construe his experience to become meaning by using language so that he is able to share or communicate his experience to others. Language bridges from cultural meanings (social hierarchies and role relationships, social processes and so on) to sound (or writing) and it does this by moving from higher orders of abstraction to lower ones (Matthiessen, 1995:3).

These orders of abstraction are organized into three levels or strata – semantics (the system of meaning), lexicogrammar (the system of wording) and phonology (the system of sounds); or graphology (the system of writing). Orders of abstraction deals with how people construe their experiences in order to communicate them to others. Abstractly, the meaning one person has must go through this processes of realization in order to communicate it. For example, when people interact with each other, they exchange meanings by saying some utterances or by writing some sentences, and their utterances and

sentences are realized as sequences of sound, pitch movement, etc. or as sequences of letters, syllables. Therefore meanings are realized by wordings in the forms of phonology or graphology. This process of realization is known as stratification of language.

The stratification is an ordering in symbolic abstraction of the subsystems of language: Semantics is realized (expressed, coded, symbolized) by lexicogrammar and lexicogrammar is realized by phonology (Matthiessen, 1995:5). Based on this explanation, it is known that there are three strata used in construing experience to meaning through language: semantics, lexicogrammar, and phonology.

Semantics is a resource for making meaning. It is the broadest resource that may be construed by any means of communication, depending on the cultural and situational contexts. Semantics is the interface between language and context of situation (register). Therefore it is concerned with the meanings that are involved with three situational variables: Field, Tenor, and Mode. Field refers to what is happening, to the nature of the social action that is taking place: what it is that the participants are engaged in. Tenor refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationship obtain among the participants, including permanent and temporary relationships of one kind and another, both the type of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved. Mode refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text, the status that it has, and its function in the context.

Lexicogrammar is the level of wordings of meaning so that it can be accessed by and be able to be communicated to others, by means of words, their arrangements, and meanings. Lexicogrammar includes lexis (vocabulary) as well as grammar in one unified system. Lexis is interpreted as the most specific (delicate) part of grammar (Matthiessen, 1995:5). This kind of grammar mixes the syntax and the semantics: structure and meaning. According to this grammar, people communicate not only by using appropriate grammar but also appropriate lexis. In communication people choose appropriate grammar and vocabulary simultaneously. On the subject of stratification as presented above,

lexicogrammar plays the role as resource for wording meanings. This is the middle stratum that abstractly bridges the realization of meaning in the form of wording by means of grammatical and lexical items.

Phonology is a resource for sounding wordings. It plays role for realizing abstract wordings as sound (Matthiessen,1995:6). It includes intonational resources which serve to realize grammatical choices directly, as well as resources of rhythm and of syllabic and phonemic articulation, which are not in a direct realization related to grammar. The previous two strata are both in the abstract forms. In addition, this third stratum is the one that is in the concrete form. This stratum realizes the lexicogrammar concretely. From the top strata meaning is abstractly realized by lexicogrammar, and this grammar is then concretely realized by phonology. Moreover, in construing an experience to be a meaning through language, the realization of the meaning by lexicogrammar is natural. It means that in the level of lexicogrammar,, most languages construe meanings in natural way. Lexicogrammar realizes experience in natural way. However, when it comes to the phonology, the realization of the lexicogrammar is based on convention of the language use.

### **Metafunctions – Three Strands of meanings**

Since language is viewed as a resource for making meanings, there are three different types of meaning in language, they are ideational meaning, interpersonal meaning, and textual meaning. These types of meaning are called three strands of meaning. Halliday (1994: xiii) says that the fundamental components of meaning in language are functional ones. The first function is the interpersonal function, the second one is ideational, and the third one in textual. (Kress, 1976) These functional components are called metafunctions. Furthermore, Halliday says that Functional grammar is based on the premise that language has two major functions, metafunctions, for its users, it is a means of reflecting on things – though the only things it is possible to act on by means of a symbolic system such as languages are humans (and some animals). Halliday calls these two functions the ideational‘ content’ function, and interpersonal function. Both these functions rely on a third, the textual function, which enables the other two to be realized, and which ensure that the language used is relevant. The textual function represents the language user’s text

forming potential. (Malmkjær,1995:142)

Those metafunctions are used for describing language in each functional term. By concerning its function, it will be easier to understand each function of metafunctions.

While Eggins and Slade (1997:48) say that the three types of meaning or metafunctions can be glossed as follows:

1. Ideational meanings: meanings about world.
2. Interpersonal meanings: meanings about roles and relationship
3. Textual meanings: meanings about the message.

Textual metafunction deals with the information structure. Where or in what part of a clause any information is put has substantial impact on the meaning of the overall clause, because in English position reflects its importance. Logically information is arranged in such a way to give focus on a certain part of the clause to deliver. Moreover, this arrangement has an impact on what is considered old and what is new. What is put in the beginning is considered more important than the one put next. Everything which comes in the beginning is considered as Theme, and the rest is considered as Rheme. Here the Theme functions in the structure of clause as message. The Theme is the element which serves as the point of departure of the message; it is that with which the clause is concerned. The remainder of the message, the part in which the Theme is developed, is called the Rheme. As a message structure, therefore a clause consists of a Theme accompanied by a Rheme; and the structure is expressed by the order - whatever is chosen by the Theme is put first. (Halliday,1994:37)

The Themes are categorized into three Themes; Topical Theme, Interpersonal Theme, and Textual Theme. Topical Theme is the whole nominal group, verbal group, adverbial group or prepositional phrase filling the first Participant, Process, or Circumstance slot.

The Interpersonal Theme is in the beginning of the clauses which indicating the kind of interaction between speakers or the positions which they are taking. The Interpersonal Theme includes Finite (in interrogative clauses), initial Vocatives, and Mood and Comment Adjunct.

The Textual Theme is realized in the conjunctions. Although conjunctions occur at the beginning of clauses and considered thematic, they do not fulfill the primary requirement of Theme which is to signal the point of departure

for the experiences in the clause, Butt *et.al.* (2001 137).

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

Systemic Functional Multimodal Discourse Analysis (SF\_MDA) is an approach that is used to analyze multimodal discourse. Multimodal discourse is a text or any form of communication that contains more than one mode. Several media of communication is analyzed under the approach of Systemic Functional Multimodal Discourse Analysis (SF-MDA). Various scholar reports have been written on the innumerable non-linguistic means of communication, e.g. architecture, rhythm, and images (O'Halloran, 2007b). Like sentences, images also depict processes, participants in those processes, and the circumstances in which the two are manifested (O'Halloran, 2008).

Jewitt (2008b) points to three distinct approaches in the study of the multimodal phenomenon. Jewitt (2008b: 28-39) describes them as the Social Semiotic Multimodal Analysis approach, the Multimodal Discourse Analysis approach and the Multimodal Interactional Analysis approach. The approach taken in this study aligns within the second approach, more specifically termed as the Systemic Functional Multimodal Discourse Analysis (SF-MDA) approach (O'Halloran, 2008).

The Social Semiotic Multimodal Analysis approach is pioneered by Kress & van Leeuwen (2001). Jewitt (2008b: 29) argues: "The differences between these three approaches stem from the historical influences and directions that have shaped them, as well as the emphasis each gives to context, the internal relations within modes or modal systems (eg level and rank), and the agentive work of the sign-maker".

Another perspective on the different approaches in multimodal studies is outlined by O'Halloran & Smith (2010). They distinguish two main discernible strategies and describe the two corresponding approaches. The first approach "is to explain theory, using text analysis as both test and illustration of the discussion of general principles; and the other is explore actual texts, working from such analyses towards generalization".

### **Utterances**

An utterance is the smallest unit of speech. Utterance can also be called as a spoken language. It is a continuous piece of speech beginning and

ending with a clear pause. In the case of spoken language, it is generally, but not always, bounded by silence. Utterances do not exist in written language, however, only their representations do. They can be represented and delineated in written language in many ways. (Lim, 2004)

In oral/spoken language, utterances have several characteristics such as paralinguistic features, which are aspects of speech such as facial expression, gesture, and posture. Prosodic features include stress, intonation, and tone of voice, as well as ellipsis, which are words that the listener inserts in spoken language to fill gaps. Moreover, other aspects of utterances found in spoken languages are non-fluency features including: voiced/un-voiced pauses, tag questions, and false starts, or when someone begins uttering again to correct themselves. Other features include fillers (i.e. "and stuff"), accent/dialect, deictic expressions (utterances such as "over there!" that need further explanation to be understood), simple conjunctions ("and," "but," etc.), and colloquial lexis (everyday informal words. (Cambridge English Dictionary).

### **Gestures**

Gesture is one type of modes. It is also called a body movement. The use of gesture is recognized as an important resource for meaning making. Gestures are essential parts of communication - not only the gesticulatory body language of everyday face-to-face communication and the signing of deaf communicators, but also in the production of speech and in the production of acts of writing, typing, manual code and many other varieties of communication. (Lim, 2004)

According to Kendon (2004) in Lim (2011), gestures are divided into two types, they are performative and communicative gestures. Performative is movement performed practically to execute a task. It may not be semantically loaded or wilfully performed to communicate meaning. Examples of performative gesture include picking up a pen, rubbing of one's temple to ease a headache or scratching one's neck to ease an itch. Communicative Gesture is aligned with Kendon (2004), and Lim (2011) is a gesture as an action which communicates meanings. In terms of its relationship with language, Communicative Gesture is sub-classified as, Language Independent Gesture and Language Dependent Gesture. Language Independent Gestures are gestures that occur in the absence of language and makes meaning on their own.

Language Dependent Gestures are gestures which co-occur with language and require the accompanying language to fully access and interpret their meanings.

### Systemic Functional Approach to Gestures

Research in gesture from the Systemic Functional perspective classifies actions according to their realizations of ideational, interpersonal, and textual metafunctional meanings (Martinec, 2004 and Hood, 2011).

Ideational meanings of gestures are realized in the processes done within the gestures such as material, mental, or behavioral ones. (Martinec, 2000) Interpersonal meanings in gestures are realized in the appraisal systems, that is the attitude done in the gestures is positive or negative one. Textual meanings in gestures are realized in directionality pointing or specificity pointing. Pointing of directionality is performed by pointing to certain object such as laptop or book, while pointing of specificity is performed by pointing to the students whether in group or individual using the index finger, with the entire hand, a fist or with specific fingers.

### METHOD

#### Research Goal

The goal of this research is to figure out the textual meaning of the lecturers' utterances and gestures used in teaching Reading and Writing.

#### Data and Data Collection

The data in this study are in the form of utterances (spoken languages) produced by two lecturers and gestures used during the teaching of Reading and Writing. There are two classes of Reading and two classes of Writing. An utterance is the smallest unit of speech. It is a continuous piece of speech beginning and ending with a clear pause. In the case of oral languages, it is generally, but not always, bounded by silence. Utterances do not exist in written language, however, only their representations do. Gestures are the lecturers' body movements. They are performative and communicative gestures. Performative is movement performed practically to execute a task. It may not be semantically loaded or performed to communicate meaning. Communicative Gesture is a gesture as an action which communicates meanings. (Kendon, 2004)

The data in this study were collected using the following steps: Observing and taking notes on the teaching and learning process of Reading and

Writing, video recording the teaching and learning process of Reading and Writing, viewing the completeness of the data, transcribing the recorded data which were in the form of lecturers' utterances into the written forms, doing the video cutting to get the gestures performed by the lecturers during the teaching and learning processes of Reading and Writing.

#### Analyzing of Data

The data collected were analyzed in various ways in order to answer the research questions. The qualitative data which are in the form of lecturers' utterances and lecturers' gestures were analyzed using qualitative data analysis offered by Creswell (2009). Those steps were organizing and preparing data for analysis, segmenting and coding the data based on themes and descriptions, identifying and classifying the data, interrelating themes and descriptions, and interpreting the meanings of themes and descriptions.

### RESULTS AND DISCUSSION

#### Textual Meanings of Lecturers' Utterances in Teaching Reading and Writing

Textual meaning discusses the point of where the text is going by creating 'signposts'. Signposts are the starting point. "English speakers and writers use the first position in the clause to signal to their audience what the message is about" Butt (2001:135). These signposts are called Theme, and the rests of the text or clause are called Rheme. The Themes are categorized into three Themes; Topical Theme, Interpersonal Theme, and Textual Theme. Table 1 below shows the types of theme found in the lecturers' utterances in Reading and Writing classes.

Table 1. Types of Themes Found in the Lecturers' Utterances in Teaching Reading and Writing.

N o	Theme Types	Reading Classes		Writing Classes		$\Sigma$
		1	2	1	2	
1	Topical	2	2	1	3	98
		1	6	4	5	4
		6	3	8	7	
2	Textual	1	2	1	2	81
		6	3	5	6	6
		8	2	4	2	
3	Interpers onal	2	1	7	3	78
		6	0		5	
		4	5	3	6	18
Total		1	1	0	5	78
		0	0	9	4	

Table 1 showed that there are three types of theme found in the lecturers' utterances in Reading and Writing classes, they are topical, textual, and interpersonal theme. Topical theme is dominant in both Reading classes and Writing classes because in teaching there are several topics or things discussed. These themes are usually in the form of nominal group. Textual themes are also found in both Reading and Writing classes. They are in the form of conjunctions that relate one clause and the other. The conjunction can be additive or adversative ones. They can also be dependent or independent conjunctions. Interpersonal themes are also used in both classes, but the number is not as many as the ones of topical or textual. The Interpersonal theme is in the beginning of the clauses which indicating the kind of interaction between speakers or the positions which they are taking. It can be in the form of initial Vocatives, and Mood and Comment Adjunct such 'Okay, sure, probably, all right' etc.

In this part some examples and discussion of the types of theme used by the lecturers in Reading and Writing class are presented.

### 1. Topical Theme

Topical theme is the whole nominal group, verbal group, adverbial group or prepositional phrase filling the first Participant, Process, or Circumstance slot. The following excerpts are the examples of topical themes on the lecturers' utterances.

#### Excerpt 1.

*You can also do that instead of writing a cooking instructions.*

<i>You</i>	<i>can also do that instead of writing a cooking instructions</i>
Theme: topical	Rheme

The topical theme of the clause in excerpt 1 above is the word 'You'. The word 'You' is categorized into topical theme because it is the starting point of the message or the clause and it is a noun referring to the students in the class..

#### Excerpt 2.

*Narrative texts are found in short stories novels something like that*

<i>Narrative texts</i>	<i>are found in short stories novels something like that</i>
Theme: topical	Rheme

The topical theme of the clause in excerpt 2 above is the word 'Narrative texts'. It is categorized into topical theme because it is the starting point of the message or the clause and it is a noun referring to the genre of the texts discussed in the classroom, that is narrative.

#### Excerpt 3.

*Some of the texts have explicit materials and ingredients*

<i>Some of the texts</i>	<i>have explicit materials and ingredients</i>
Theme: topical	Rheme

The topical theme of the clause in excerpt 3 above is the word 'Some of the texts'. It is categorized into topical theme because it is the starting point of the message or the clause and it is a noun referring to some of the texts discussed in the class.

### 2. Interpersonal Theme

The Interpersonal Theme is in the beginning of the clauses which indicating the kind of interaction between speakers or the positions which they are taking. The Interpersonal Theme includes Finite (in interrogative clauses), initial Vocatives, and Mood and Comment Adjunct. Some examples of interpersonal themes found in the lecturers' utterances.

#### Excerpt 4.

*Sometimes it has instructions.*

<i>Sometimes</i>	<i>It</i>	<i>has instructions</i>
Interpersonal	Topical	Rheme
Theme		

The clause in excerpt 4 above has two kinds of sub-category of theme, interpersonal and topical theme. The interpersonal theme is realized by the word 'sometimes'. In this clause, 'sometimes' is some kind of mark to show an adverb in the utterance. The next theme in this clause is topical one that is realized in the word It. It refers to a procedure text.

#### Excerpt 5.

*Obviously procedure text are steps.*

Obviously	procedure text	are steps
Interpersonal	Topical	Rheme
Theme		

The clause in excerpt 5 above has two kinds of sub-

category of theme, interpersonal and topical theme. The interpersonal theme is realized by the word 'obviously'. In this clause, 'obviously' is some kind of mark to show an adverb of manner in the utterance. The next theme in this clause is topical one that is realized in the word procedure text.

#### Excerpt 6

*Probably some of you like to read novels or short stories*

<i>Probably</i>	<i>some of you</i>	<i>like to read novels or short stories</i>
Interpersonal	Topical	Rheme
Theme		

The clause in excerpt 6 above has two kinds of sub-category of theme, interpersonal and topical theme. The interpersonal theme is realized by the word 'probably'. In this clause, 'probably' is some kind of mark to show an uncertainty in the utterance. The next theme in this clause is topical one that is realized in the word 'some of you' that refers to the students in the class.

### 3. Textual Theme

The Textual Theme is realized in the conjunctions. Although conjunctions occur at the beginning of clauses and considered thematic, they do not fulfill the primary requirement of Theme which is to signal the point of departure for the experiences in the clause, Butt (1994: 137). The following excerpts are the examples of textual themes used in the lecturers' utterances.

#### Excerpt 7

*But we will see the difference later.*

<i>But</i>	<i>we</i>	<i>will see the difference later</i>
Textual	Topical	Rheme
Theme		

The clause in excerpt 7 has two types of theme, they are textual and topical one. The textual theme is realized in the conjunction 'but' that show the contrast with the previous clause. The topical theme in this clause is realized in the noun "we" that refers to the lecturer and the students in the class.

#### Excerpt 8.

*Because I don't have money to buy it.*

<i>Because</i>	<i>I</i>	<i>don't have money to buy it.</i>
Textual	Topical	Rheme
Theme		

The clause in excerpt 8 has two types of theme, they are textual and topical one. The textual theme is realized in the conjunction 'because' that show the cause and effect relationship with the previous clause that the lecturer (she) likes to rent book. The topical theme in this clause is realized in the noun 'I' that refers to the lecturer in the class.

#### Excerpt 9.

*When I was in elementary school.*

<i>When</i>	<i>I</i>	<i>was in elementary school</i>
Textual	Topical	Rheme
Theme		

The clause in excerpt 9 has two types of theme, they are textual and topical one. The textual theme is realized in the conjunction 'when' that show the temporal relationship to the next clause. The topical theme in this clause is realized in the noun 'I' that refers to the lecturer in the class.

### Textual Meanings of Gestures Performed by the Lecturers in Teaching Reading and Writing.

The textual meanings of gestures performed by the lecturers in teaching Reading and Writing can be seen on table 2.

Table 2. Textual Meanings of Lecturers' Gestures in Reading and Writing Classes

N0	Textual Meanings of Gestures	Reading Classes	Writing Classes	$\Sigma$
		$\Sigma$	$\Sigma$	
1	Directionality pointing	33	9	42
2	Specificity pointing	54	68	122
Total		87	77	164

Table 2. showed textual meanings of the lecturers' gestures are realized in two ways, they are pointing directionality and pointing specificity. The majority of the textual meaning of gestures is the pointing specificity. It is performed more than pointing directionality. Both lecturers perform specificity pointing to the students whether individual or in group using hands or certain fingers. Some examples of the lecturers' gestures and their meanings are presented below:

#### 1. Lecturers' Gestures in Reading Classes

In this part, the examples of gestures performed by the lecturer in Reading classes and their analysis are presented.



Excerpt 10. (Reading class 1)



In excerpt 10, the gesture performed by the lecturer is showing the materials to the students. This gesture is categorized into communicative one because this gesture supports the teaching and learning process in the classroom. This gesture is also classified into language dependent gesture since this gesture is performed together with the language *“Have you got all the materials?”*.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is directed to all the students in the class using certain object, in this case is paper.

Excerpt 11. (Reading class 1)



Excerpt 11 is a gesture performed by the lecturer while pointing the object in her hand. This gesture is categorized into communicative gesture since it is supporting the teaching and learning process. It is also classified into language dependent gesture since it is performed together with the language *“but it got English, Indomie doesn’t have English”*.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is directed to all the students in the class using certain object, that is the noodles (Indomie).

Excerpt 12. (Reading class 1)



Excerpt 12 is a gesture performed by the lecturer to invite the students to read. This gesture

is categorized into communicative gesture since it is supporting the teaching and learning process. It is also classified into language dependent gesture since it is performed together with the language *“okay one of you, who wants to read?”*.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is directed to all the students in the class.

## 2. Lecturers’ Gestures in Writing Classes

In this part, some examples of gestures performed by the lecturer in Writing classes and their analysis are presented.

Excerpt 13. (Writing class 1)



In excerpt 13, the lecturer performed a gesture that she pointed the screen of the class. This gesture is categorized into communicative one because this gesture supports the teaching and learning process in the classroom. This gesture is also classified into language dependent gesture since this gesture is performed with utterance *“So we’re going to talk about procedure”*.

From the textual meaning, this gesture is categorized as ‘directionality pointing’ since this gesture is performed to certain object that is the TV.

Excerpt 14. (Writing class 1)



In excerpt 14, the lecturer performed a gesture by waving her hand from left to right. This gesture is categorized into communicative one because this gesture supports the teaching and learning process in the classroom. This gesture is also classified into language dependent gesture since this gesture is performed with utterance *“So if it is not, the mission is not complete.”*. By this utterance, she was explaining the consequence when writing a procedure text.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is performed to the students without using certain object.



Excerpt 15. (Writing class 1)



In excerpt 15, the lecturer performed a gesture by raising her right. This gesture is categorized into communicative one because this gesture supports the teaching and learning process in the classroom. This gesture is also classified into language dependent gesture since this gesture is performed with utterance “*If someone who eat it and then 'nah it's nothing'*”. By this utterance, she was explaining another consequence when writing a procedure text and the result is failed one.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is performed to the students without using certain object.

Excerpt 16. (Writing class 1)



In excerpt 16, the lecturer performed a gesture in which she tried to visualizing certain move in cooking instructions. This gesture is categorized into communicative one because this gesture supports the teaching and learning process in the classroom. This gesture is also classified into language dependent gesture since this gesture is performed with utterance “*Cut, slice, chop...*”. By this utterance, she was explaining the difference between those terms.

From the textual meaning, this gesture is categorized as ‘specificity pointing’ since this gesture is directed to the students without using certain object.

## CONCLUSION

Based on the explanation in the previous part, it can be concluded that in textual meaning, the themes mostly used in the utterances of both lecturers in Reading and Writing are topical (unmarked) because they use the topic being discussed as the subject of the clause.

Interpersonal theme is also used in “wh” interrogative to ask the students about the topics being discussed.

In textual meanings, the lecturers’ gestures are realized in two ways, they are pointing directionality and pointing specificity. Pointing specificity is used more than pointing directionality because the lecturers mostly performed specificity pointing to the students using hands, or certain fingers. Directionality pointing is also performed to the white board or screen.

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