



THE IMPLEMENTATION SIGNIFICANT OF IMAGES AND TEXTS IN STUDENTS' POWERPOINT SLIDES

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ABSTRACT

In the recently, students have to understand multimodal text become understanding so, probing into students' PowerPoint Slides can impact an overview of the students' multimodal literacy. To add to this body of research, the present study attempts to analyze the implementation and logical meaning of six senior high school students' PPT slides, which explain natural and social phenomena. Through the qualitative design, students' PPT focusing on the students' slides capturing the images and texts were collected. These data were analyzed using the concept of the representational meanings of images proposed by Kress & van Leeuwen, the representational meaning of text proposed by Halliday, and the logical meanings of images and text comprising status and logico-semantic relation suggested by Martinec & Salway, which are under the Approach of Systemic Functional Multimodal Discourse Analysis (SF-MDA). The analysis reveals that experientially the Actional processes and the Relational Process are dominantly used in Students' PPT, and logically the complementary relation and logico-semantic of exemplification with Text more general are the most frequent logical meaning realized in Students PPT. The results offer a practical implication and suggestion for further research. The practical implication is that multimodal learning is necessary to emerge in the language instructions for scaffolding the learners' multimodal literacy. Besides, further research is recommended to investigate different and foci of analysis to develop Multimodal Discourse Analysis

Keywords: SMDA, Representational Meaning, Logical Meaning, Images and Text, PowerPoint Slides

INTRODUCTION

Recently when the rapid advance of social, science and technology comes to the fore, the communication process has changed significantly. The communication process today uses various semiotic resources; hence, the meaning realized is not only through language but also through the integrated use of a wide range of semiotic resources including static and dynamic ones (Liu, 2013). In other words, due to the development and advancement of society, science, and technology, the communication representation changes from print as the primary medium of dissemination to digital media (Kress, 2003; Jewitt 2008, and Wang. 2015).

This communication shift leads to a new idea of literacy nowadays, in which being literate is not merely able to read and write but also is able to comprehend non-linguistic modes such as gestural, visual, spatial mode 21"- century new literacy moves beyond the cognitive and analytical processes of written and spoken language (Jewitt, 2005; Jewitt, 2008, Curwood, 2012). It represents a meaning-making process that combines two main elements of literacy-written or spoken language and multimodal elements (Aufa, 2014). It is associated with the ability to understand and compose different modes (e.g. speech, written, visual, audios, motions, or spatial modes) which also possibly result in meaning-making.



Accordingly, to address current demands and challenges in society, some developments in educational practice are promoted in all parts of the world, including Indonesia. The traditional literacy view, relying on the printed text, is considered as a limited and restrictive approach in learning and teaching activity (Marchetti & Cullen, 2016, pp. 41-42). It is necessary to expand and develop various forms associated with information and multimedia technologies in instructional practice to engage students with various modes and semiotic resources demonstrated by print- and screen-based technologies (Jewitt, 2005) Therefore, Trice (2012) emphasizes that 21st century students have to master multiple literacies to become knowledgeable not only in the analysis of the written or spoken word, but also in comprehending and composing different modes of multimodality (e.g. visual, audio, motions, and spatial modes of learning) in order to comprehend, and use information wisely and intelligently.

In realizing those demands, PowerPoint, which is the most common and famous presentation tool, needs to be utilized in the learning process. It is believed that PowerPoint as a digital genre can enable the students' awareness of literacy because it provides the integration of various signs to create meaning and transfer messages (Brumberger, 2005, Zhao et al, 2014). However, little attention has been paid to analyze the ideational meaning of modes realized in PowerPoint presentations designed by students. It is believed by understanding the meanings of modes (at least the images and text) realized in the PowerPoints facilitate the teacher to get an overview of the students' knowledge of the multimodal system of meaning in PowerPoint (Zhun & O'Halloran, 2019).

To date, the analysis of an image or the image-text relations in the Systemic Functional Multimodal perspective has been developed significantly. Some of the researchers have applied multimodal analysis

to analyze image in various genres: advertisements (Triristina, 2012; Ananda et al., 2019, Guo & Feng, 2017), textbooks (Hermawan, 2013; Haiyan, 2018, Hermawan & Rahyono, 2019), online media (Wignel et al., 2018), picture books (Guizarro & Sanz, 2008, Hermawan & Sukiadi, 2017, Wu, 2014), printed & electronic media (Martinec, 2013: Martinec & Salway, 2003), cartoon (Royce, 2015), poster (Chen & Gao, 2014); an answering system (Komalijnslijper, 2007), and badge (Yang, 2016). Those studies probe into a different area of analysis. Some of them focus on analyzing a representational meaning (Ananda et al., 2019, Hermawan, 2013, Royce, 2015, Chen & Gao, 2014), while others analyze a representational and an interactive meaning (Hermawan & Rahyono, 2019) or a representational, interactive, and compositional meaning (Guizarro & Sanz, 2008; Guo & Feng. 2017: Triristina, 2012, Yang, 2016), and on analyzing a logical relation of image and text (Haiyan, 2018; Wignel et al., 2018, Wu, 2014; Matinec, 2013: Martinec & Salway, 2005, Komalijnslijper, 2007).

However, there is scant attention to multimodal analysis focusing on the meaning which involves the experiential and the logical representation in Image and text. Moreover, among the genres mentioned earlier, PowerPoints have received only limited attention in the fields of semiotic research. Accordingly, the present study attempts to analyze the representational meaning of image and text in PowerPoint Presentation. Especially in probing into the relations of images and text in PowerPoint Presentation, it uses the Systemic Functional Multimodal Discourse Analysis (hereafter SFMDA) theory to figure out the Representational meaning which involves the experiential and logical meaning of the image and text

METHODOLOGY

The methodology employed is qualitative methodology, which is, under

qualitative design. This qualitative design is considered appropriate for the present study owing to several reasons.

First, the study aims at providing details, in-depth, and careful description, categories, analysis, and interpretation (Mackey & Gass, 2005, Yin, 2011. Creswell, 2012, Creswell, 2003; Richards, 2003) of multimodality used in students English oral presentation as well as the extent to which the use of multimodality is able to facilitate students' meaning-making in English oral presentation in the classroom.

Second, this study focuses on the exploration of individual or entity (Gillham, 2000; Heigham & Croker, 2009; Richards, 2003) which is senior high school student, and addresses a particular phenomenon or unit (Hancock & Algozzine, 2006, Richards, 2003)-e. English oral presentation activity without creating any generalization of the findings to broader population.

Furthermore, the phenomenon being investigated occurs in a natural setting and context (Hatch, 2002, Heigham & Croker, 2009)-i.e. in the classrooms of a private school. In other words, the researcher did not manipulate or interfere within the classroom activity since context-stated by Hancock & Algozzine (2006, p. 16), is important in qualitative research, and natural context is beneficial for doing intensive investigations of individuals or groups as well as events, situations, programs, activities, and other phenomena of interest.

Setting and Participants

Setting

The study was conducted in one of the private senior high schools. This private school was chosen as the site of the study due to the researcher's knowledge of the school's situation and characteristics.

Regarding teachers' knowledge of the school's situation, it is found out that oral presentation utilizing PowerPoint is a common activity in the English classroom. The teacher usually takes a role as a facilitator

in which the students are usually assigned to explore the material that they are going to lead by searching it on the internet. After exploration, the students should share and present what they have got in front of the class. Moreover, the assignments given are project-based, in which the students are required to present orally the result of the project in front of the class.

By considering those facts, the researcher aims at investigating the students' PowerPoint Presentation slides as multimodal text to figure out how the representational meaning is realized and how images and text are related to each other on the slides.

Participants

The participants involved in the study were the tenth grade of a private high school. These senior high school students were chosen as participants since is stated that (Al-Nouh, Abdul-Kareem, & Taqi, 2015), oral presentation, which is the focus of the study, is considered as an important skill for students at a higher level of education. Furthermore, senior high school students are expected to have more enough English knowledge to do oral presentations comprehensively

This tenth grade consists of 20 students. However, only 6 students, three students who explain the natural phenomenon and three students who explain the social phenomenon, were chosen purposively (Richards, 2003, Creswell, 2003, Mackey & Gass, 2005) as the representative of participants involved. Those representatives were selected due to three factors.

First, since there was two topics presented-natural and social phenomenon, the representative selected can represent and show a different angle of how PowerPoint slides are made to achieve the purpose of the genre, thereby eliciting the data of the interest (Etikan, Musa, & Alkassim, 2016). Mackey & Gass (2005) argue that by involving more than one individual learner or more than one existing group of learners and selecting them

into categories, it would be able to illustrate the different pathways of learners in studying by comparing and contrasting their behavior within a particular context.

Second, as the study probes into the analysis of the image-text relation; the PPT that they designed involves a big portion of text and image in the slides. Those six representative students have designed more slides which include image and text than the other students,

Third, the qualitative research tends to provide a detailed and thick description (Markauskaite, Freebody, & Irwin, 2006) of specific learners (or sometimes classes) within their learning setting (Mackey & Gass, 2005, p. 171), the number of participants is not a big deal in this study. It is typical in qualitative research to study a few individuals or a few cases (Creswell, 2012, p 209, DePaolo, 2000). Besides, the sample pool is small enough, which is one class, hence, Etika, Musa, & Alkassim (2016) suggest a set number of participants are not necessary.

Data Collection Techniques

As this study is under qualitative design, which focuses on a particular individual, event, situation, program, or activity (Hancock & Algozzine, 2006, p. 33), there are two instruments which are considered appropriate to collect extensive data - Document which includes students Power Point presentation slides and observation which includes audiovisual recording of students' oral presentation. The elaboration of the data collection procedure by utilizing those instruments would be explicated as follow

Document

The necessary document collected in the study is student's PowerPoint slides of a presentation. The students' PowerPoint slides are collected after the students have accomplished the presentation in front of the classroom. These data are collected to get a deep insight into how the experiential

meaning of images and text is and how the images and texts are connected logically to each other in the slides.

Observation (video recording)

Observation is considered as one of the data collection technique in the study by including audiovisual/video recording form, the observation aims at acquiring the information related to speech units in the presentation.

By serving a role as an active participant (Spradley, 1980) or a participant as an observer (Alwasilah, 2008), the researcher observes the classroom by participating and engaging actively in every activity. In this case, the observer teaches students an explanation text.

There are several steps in conducting an observation that adapts to Litosseliti (2010), the first step is collecting and logging data. In order to get more accurate, suitable, and necessary data, the researcher attends the classroom for 6 meetings. In these numbers of meetings, the researcher teaches students an explanation text. The objective of the instruction is the students can explain a certain phenomenon (either natural or social phenomena) both written or orally. However, since the focus of the study deals with representational meaning and text-image relation realized on PowerPoint Slides, the observation focuses on the speech units realized on the presentation as the students utilize to explain the topic.

The second step is the sampling data. As video recording may produce and contain data and may take hours to transcribe an excerpt of few minutes, it is generally neither feasible nor necessary to analyze all of the videos in detail (Litosseliti, 2010). Therefore, sampling some videos and episodes are necessary for detailed analysis. For this reason, although all of the students in Grade 10 have participated in the observation; only three students from each group of explanation text-natural and social phenomena, which is 3 to 5 minutes long of cache, become the primary source.

Furthermore, since multimodal transcription and analysis in the presentation are extensive, several modes, i.e. speech, written, and visual images, are assigned as the focus of analysis.

Data Collection Procedure

Data was collected through several stages. The stages are visualized in the graph below:

Table 1. Data Collection Procedure

Classroom observation Video Recording of Students' Presentation	Collecting Document (Students PPT presentation)
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Data Analysis

There are two types of data-observation and document. Those data will be triangulated in order to get the best analysis and conclusion regarding the research question presented-bow Representative meaning on images are realized and how image and text are related to each other in students' PowerPoint slides.

Table 2. Multimodal Analysis Framework by Bezemer & Jewitt (2010)

Collecting and logging data	Viewing data	Sampling data	Transcribing and analyzing data
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In general, Multimodal text, in this case, PowerPoint Slides, are analyzed using a Multimodal analysis framework proposed by Bezemer & Jewitt (2010), as shown in Figure 3.2. However, some particular resources to figure out Representative meaning on images and image-text relations need a more detailed analysis. In particular, the analysis of meaning is based on the theory proposed by Kress & van Leeuwen (2006), while image-text relation is analyzed under Martinec & Salway (2005) theory. Those implemented theories have mentioned and explicated in the previous chapters.

Document Data Analysis

As stated previously, the document accounted for as data in the study is the Students' Slide presentation. Since the analysis focuses on how the experiential meaning of images and text is realized and how images and text are related, the slides selected for the analysis are they which comprise texts and images. In specific, the data analysis of each multimodal element shown on the slides is accomplished by some established theories

RESULTS AND DISCUSSION

Representational Meanings of Images and Texts in Students' PPT slide

The first research question proposed deals with the Representational meanings of images and texts presented by students in their PowerPoint (hereafter PPT) slides. This Representative refers to the realization of the experiential meaning of images and texts. To answer the question, the slides comprising images and texts are examined. By the basic conception of visual meanings proposed by Kress & van Leeuwen (2006) and the transitivity system proposed by Halliday (1994), the present study successfully captures various kinds of representational meanings of images and text that are utilized by students in their PPT presentation. It is found that the students establish the heterogeneous meanings of visual and verbal Representation in their PPT presentation slides.

Before the discussion of the Representational meanings of images and texts presented in Students' PPT moves in more detail; it is necessary to briefly introduce a number of slides which involve images and texts together. It is because not every single slide on students' PPT presentation consists of an image(s) and texts. There are only 37 slides consisting of images

and texts of 56 slides presented on students' PPT presentation. As the focus of the analysis investigates the Representational meanings of images, the term 'slide(s)' in the following discussion refers to the slides consisting image(s) and texts.

Table 3. Slides Consisting Image(s) and Texts

Topic	Students	Number of slide consisting image(s) & texts
Natural	Student 1	6 of 9 slides
	Student 2	5 of 7 slides
	Student 3	8 of 11 slides
Social	Student 4	6 of 8 slides
	Student 5	5 of 7 slides
	Student 6	7 of 14 slides

In addition, among six representative students PPT, three students PPT presentations are utilized to explain the natural phenomenon while others are used to elaborate social phenomenon through different numbers of slides.

The Representational Meanings of Images

It has been that the Representational meanings of images captured in the students' PPT slides to explain both natural and social phenomenon under explanation genre are heterogeneous.

Both PPT slides explaining natural and social phenomena employs both Narrative process and Conceptual Process: Nevertheless, every type of either Narrative or Conceptual process is not applied to the PPT Presentation. As can be seen, for instance, PPT of Student (hereafter S1) employs the Actional process and Analytical process, while PPT of Student 5 (hereafter S5) uses the Actional process, Classificational process, and Symbolic process.

It is also interesting to note that some of the presentations occupy more processes than the number of slides they presented. For example, PPT presentation of student 2 (hereafter S2) has 8 slides consisting image(s) and texts, yet the processes found to be used

on the slides are 12 processes, in which actional processes, projective process, classificational process, and symbolic process exist seven times, one time, three times, and one time respectively. It happens due to the existence of multiple processes presented in one slide. Kress & van Leeuwen (2006) claim that the Representational processes can be described in a multitude of embedded processes that are realized in multiple levels or ranks.

In accordance with those findings, the analysis found that Students' PPT involves two levels of the representation in identifying the characteristics of the Narrative and Conceptual process. The level comprises a single level and multiple levels. The single level deals with a process occurs in a slide of students' PPT, while the multiple levels are related to the multiple processes which are realized by embedded structure in Students' PPT. In other words, the single level of the representational meanings elaborates each possible category of narrative and conceptual process revealed on the students' PPT slides. On the other hand, the multiple levels of representational meanings explicate two or more processes, which are either under the same processes (ie. a narrative process is embedded in another narrative process) or different processes (ie. a narrative process is embedded in a conceptual process or vice versa) found in Students' PPT slides.

Single Level of Representational Meanings

As mentioned earlier, single level of the representational meanings refers to the identification, exemplification, and discussion of each category of the Narrative and Conceptual processes which possibly occurs in Students' PPT slides.

Narrative Process

Based on the data obtained from the document analysis of six representative students, every type of Narrative process appears to be used by students in their PPT

slide(s). The most frequent process developed is Actional process, followed by the Projective, Conversion, and reactional process. The Actional processes can be Transactional (either directional or bidirectional) process, Non-transactional process, and Events (Kress & van Leeuwen, 2006).

Afterward, the next subsections will further describe and discuss each type of Narrative Process found in a more elaborative way, including the example of slide performing a certain intended process and how each visual element on the images contributes to each other to signify meanings.

Actional Process

The Actional Process deals with images that capture a certain action presented by participants in a certain circumstance. It involves the 'Actor', 'Goal', and 'Vector' visualized on the images (Kress & van Leeuwen, 2006). As stated earlier, the highest occurrence of the process utilized by students in their PPT slide to explain certain phenomena either natural or social is the Actional process. The Actional process, as mentioned earlier, can be transactional, bidirectional, non-transactional, or events depending on the existence of the participants which are connected by a vector (Kress & van Leeuwen, 2006; Hermawan, 2013). However, based on the data analyzed, the non-transactional process cannot be found in any students' PPT. Therefore, this section will focus on the explication of the Transactional process (either directional or bidirectional) and the Events.

The images are claimed to display the transactional process when both presented participants-i.e., the Actor and the Goal and Vector occur on the images (Kress & van Leeuwen, 2006). This process exists on one of \$2's slides, i.e., the fourth slide of PPT which explains the effect of global warming. From the data, it can be revealed that an image

applied on the slide is used to illustrate one of the global warming effects-which is 'depletion of ozone layer' This image shows an earth globe, which holds some of the characteristics of human-eyes, mouth, hands, and the foot wearing white shoes, thus, it looks like a human being This globe faces and leans on the red-brick wall. This position creates a Vector in which the direction of arms leaning on the wall forms a horizontal line, thus, the Transactional Process is analyzed. Further, from this structure, the earth globe constitutes an Actor which emanates vector (Chen & Gao, 2014), and the wall is the God Visualized by the extending hand which directs the viewer's attention to where the vector is aimed at (Ananda, et al, 2019).

The effect attempts to visualize here is the depletion of the ozone layer symbolized by the breaking wall as if the earth globe hits the wall causing the damage on the earth's ozone. This illustration implicitly signifies that one of the global warming effects-Le the depletion of the ozone layer, is caused by human activity since the Actor of the image is symbolized by the earth globe that has human properties and it does self-destruction by hitting the wall. In addition, the earth globe shows a smile expression which signifies that the Actor seems to be happy doing such destruction. This illustration implies that people do some acts which are perceived to give some pleasures to them such as the use of Air Condition excessively that lead to the ozone depletion. It means they feel happy about something that gives a negative effect on earth unconsciously.

Furthermore, the Transactional Process is sometimes bidirectional. This bidirectional-transactional process is indicated by the represented participants that play both the role of Actor and Goal at the same time (Kress & van Leeuwen, 2006).

Based on the explanation, one of the economic systems used in a certain country is the Traditional Economic system. In

explaining how the traditional system works, an image is attached on the third slide of PPT. The third slide shows an image which is considered as one of the examples of the traditional system, namely a system of barter. The system of barter is an economic system which exchanges some goods or services to complete daily necessity. The image in Figure 4.2 captures two arms hold two different goods in which the right one holds a full cup of wheat while the left arms hold some tomatoes from the image, both arms represent participants who play an Actor as well as the Goal at the same time which creates the effect of simultaneity (Kress & van Leeuwen, 2006) and a horizontal vector to show an act of exchange, thus, bidirectional transactional process is captured and the whole meaning of barter is illustrated.

In addition, these two hands are foregrounded with the background is designed blurred. By using a close-distance shot depicted on the image makes the picture easily noticeable (Guo & Feng, 2017) which leads the viewers to focus on the activity of exchange performed by those arms. In other words, by inserting this kind of image on the explanation, the student implicitly directs the viewers to focus on the image which specifies the act of traditional economics systems; hence the notion of the field being discussed is easy to be understood.

At other times, the Actional process can be accomplished through Events—including the Goal and the Vector, but missing the Actor (Kress & van Leeuwen, 2006). It means Events are the Actional process in which action and the Goal are identified, but the Actor who does action is unknown. In language, Kress & van Leeuwen (2006) suggest that this visual actional representation is akin to passive voice structure with the omission of the agent.

CONCLUSION AND SUGGESTIONS

Conclusion

The study aims to investigate how the Representational meanings are realized on students' PowerPoint slides and how the realization of meaning between images and texts is related through the interdependency and logical-semantic of images and text on Students PowerPoint presentation slides.

The representational meaning analysis of images on the students' PowerPoint slides has found that both narrative and conceptual processes are realized in students' PPT slides. To be more specific, Students' PowerPoint slides approximately represented through the use of the Actional process, followed by the Symbolic process. The dominant use of the actional process signifies the topic explained, which is about natural and social phenomena, is visualized through some activities (Kress & van Leeuwen, 2006; Yang 2016). Moreover, the use of the Symbolic process, the second most frequently used process type, indicates the images enclosed to explain certain phenomenon have implied meanings (Yang, 2016; Chen & Gao, 2014) that the audiences need to figure out by listening to the explanation of the presenters in order to engage the audiences in the presentation.

Moreover, the analysis of transitivity system to figure out the representational meaning of text in students' PPT slide shows the highest frequency of relational process used in the PPT slides. This highest frequency of the relational process signifies that students seem to have a well comprehension on how to create an explanation text. The relational process, as it is stated by email (2014, p. 165), is particularly important in Explanation, in which they help to describes features and characteristics, introduce technical terms, provide definitions and relate cause and effect (Derewianka, 2011).

The logical meaning analysis between images and text on students' PPT slides reveals the images and texts are related by complementary status relation and logico-semantic relation of Elaboration. The status

relation of complementary realized in images and text on Students' PPT slides implies that the whole image is related to the whole text or vice versa and modify each other (Martinec & Salway, 2005, Martinec, 2013) to convey the topic being explained. Besides, the images and texts are logically related by Elaboration with the exemplification of Text more general which shows the different levels of generality (Martinec & Salway, 2005) Under this circumstance, the images are used by students in their PPT slide to illustrate the idea of the topic under discussion by giving more detail or example since the images specify the meaning of the text.

In addition, from the overall analysis, the images and texts utilized by students in their PPT slides seem to give some effects on the audiences' understanding of the topic discussed. Some of them are assumed to give extra elaboration of the topic so that they enhance the audiences' understanding or just explicate the intended meaning convey so the idea is depicted clearly, while some others create the impression of deviating the intended meaning. For instance, the 3rd slide of \$3' PPT (see Appendix 1) seems to be confusing since in defining the flood, S3 inserts the picture which looks like a wave. It is believed that the meaning of the text is not comprehensively represented by the image attached; therefore, it implies that the image deviates the intended meaning.

Some of the pedagogical implication emerges due to the findings aforementioned. It is suggested that the multimodal learning, which is not only involve the verbal mode but also visual mode, needs to be applied in the instructional process as it can be implied that the appropriate combination of images and text are believed to give a clear illustration of the certain topic discussed and as a result they help the students having a better understanding of the topic. Moreover, the tendency of the development of multimodal learning tools or materials involving multimodal elements insists the teachers provide, design, and plan a multimodal

teaching contest and learning instruction, therefore, the teachers are able to scaffold students acquisition or cultivate students' multimodal literacy.

In other words, the study can be used as reference for analyzing or figuring out the students' level of multimodal literacy or multiliteracy, therefore, the teachers are able to plan, design, and provide an appropriate multimodal learning for the students to enhance the students' awareness of the importance of multimodal literacy for their academic life so they could comprehend and create multimodal text. In addition, one of the learning methods that can be used to enhance students' multimodal literacy is by applying the multimodal learning called SMELT I 4.0 DE proposed by Suberdi (2019).

Moreover, the finding of the study confirms the findings of previous studies conducted by Martinec & Salway, (2005) and Martinec (2013) in which the highest occurrence of equal status realized in PowerPoint slides confirms that the use of equal status relation is suited to a new or electronic media. Furthermore, the study generally enhances other studies on Multimodal discourse analysis (such as Triristina, 2012, Ananda et al., 2019, Guo & Feng, 2017, Hermawan, 2013, Haiyan, 2018; Hermawan & Rahyono, 2019; Wignel et al., 2018; Guijarro & Sanz, 2008; Hermawan & Sukiyadi, 2017; Wu, 2018, Martinec, 2013: Martinec & Salway, 2003; Royce, 2015, Chen & Gao, 2014; Liu & O'Halloran, 2009, Yang, 2016; Komlijnslijper, 2008) in which those studies disseminate the analysis of representational meaning and logical meaning of image-text, while the present study combines those meaning in the analysis of PowerPoint slides.

Based on the findings drawn from the data collected through observation and documents, it is revealed that images attached in the six PowerPoints designed by senior high school students use both a narrative and conceptual process with the Actional process as the most frequently used on the slides,



followed by a Symbolic process it implies that students use the visualization for clarifying their explanation in the presentation by serving the represented participants, the actions performed by the participants, and circumstances in the images and by involving the pictures containing a symbolic value to attract students' attention to the presentation. Meanwhile, the texts accompanied the images on the slides seem to employ the relational process followed by material process to define the terms, categorize, and relate cause and effect in explaining the topic discussed.

In addition, the study has successfully captured the relationships of the images and text through the complementary status and the logico-semantics of exemplification with Text more general. This image-text meaning realization signifies that both images and text modify one another equally and the meaning of the text is exemplified or illustrated by the images presented in the students' PowerPoint slides.

Furthermore, the findings confirm and improve the previous studies (eg Trinistina, 2012, Ananda et al., 2019; Guo & Feng, 2017, Hermawan, 2013, Haiyan, 2018, Hermawan & Rahyono, 2019; Wignel et al., 2018; Guijarro & Sanz, 2008; Hermawan & Sukiadi, 2017; Wu, 2018; Martinec, 2013; Martinec & Salway, 2003, Royce, 2015, Chen & Gao, 2014, Liu & O'Halloran, 2009, Yang, 2016; Komalijnslijper, 2008) on Multimodal Discourse Analysis which focuses on the analysis of Representational Meanings and Logical meaning of images and text.

Suggestion

In respect to the contribution of the research, some suggestions are proposed to be addressed to the teachers and the other researchers who want to conduct further research on Multimodal Discourse Analysis. First, for teachers who teach English as a foreign language especially, the results of the study are hopefully able to trigger teachers' awareness of the importance of involving multimodal learning in the classroom. The findings suggest that the visual representation

can clarify and illustrate the meaning of the accompanying text presented or vice versa to enable a better comprehension of the topic under discussion, especially the abstract concept. As a result, it is suggested for teachers to employ the multimodal learning and instruction in the classroom and design the multimodal material to empower students' multimodal literacy that can be used for their future academic and career.

Second, as there is some limitation of conducting the present study, some recommendation for other researches who want to probe into similar field of the analysis is drawn: (1) the study only focuses on analyzing the experiential meaning of images which is realized by representational meaning, and the logical meaning of images and text realized by status and logico-semantic relation in students' PowerPoint slides, therefore it is recommended that further research develop beyond the experiential and logical meaning. They can further analyze the interactive meaning as well as the compositional meaning of the PowerPoint slides, and (2) the study analyses and interprets the images and texts in student's slides at the level of lexicogrammar, so the further researcher can enhance the interpretation at the level of semantic or discourse.

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