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The Existence of Representational Meaning in Supporting Ideational Meaning in the Radio Communication On Board Texts in *MarEng™ Learning Tool*

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Article Info	Abstract
	English is a lingua franca on the sea; seafarers must communicate using English in radio communication. In facilitating cadets' meaning-making process of English in radio communication, MarEng™ Learning Tool by Turku University has been used as one of the innovative language learning tools. It is a multimodal learning media which provides verbal texts accompanied by visual text. This study aims to explain how the representational meanings of visual images support the ideational meanings of the verbal texts existed in in MarEng Learning Tool, which are analyzed using Grammar of Visual Design and Systemic Functional Linguistic approaches. The analysis of representational meaning was conducted by concerning the presence of vectors and other visual items realizing representational meaning. Moreover, the ideational meaning analysis was focused on the analysis of the transitivity of the verbal texts. The findings revealed the representational meaning of the images supports the ideational meaning. The existence of representational meaning in MarEng™ Learning Tool was to describe the participants and the situation in the radio communication on board in the texts.

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INTRODUCTION

This study aims to explain the existence of representational meaning in supporting ideational meaning in the radio communication texts in *MarEng™ Learning Tool*. *MarEng™ Learning Tool* is a multimodality learning tool that has a great role in promoting the meaning-making process which leads to students' understanding of the materials and learning objectives (Franca Plastina, 2013; Guichon & Cohen, 2016; Kahari, 2013). The learning tool in learning English affects students' engagement and motivation so that the learning process and knowledge transfer become effective (Hanifah & Bharati, 2019; Manikowati & Bharati, 2017). Specifically, visual images accompany the texts to help students in meaning-making (Franca Plastina, 2013; J. Liu, 2013; Y. Liu & Yu, 2009; Wu, 2014). Verbal texts combined with visual elements can empower the meaning and the audiences' engagement of the verbal text meaning (Guijarro, 2010; Heberle & Constanty, 2016; A. J. Moya Guijarro, 2011; J. Moya Guijarro & Pinar Sanz, 2008). Visual texts inserted in learning material/or tool can help learners to interpret the abstract concept in verbal text and contribute to the learners in relating the situation in the visual text to their reality in the verbal text (Khasbani, 2018; Vu & Febrianti, 2018; I. L. Damayanti, 2014; R. Damayanti et al., 2019; Manoli & Papadopoulou, 2013; Pertama, Rukmini, & Bharati, 2018; Rizki, Rukmini, & Sutopo, 2013).

According to Kress and Leeuwen (2006), the analysis of the representational meaning concerns on the presence of participants in the images which describes the process or the activity, taxonomies of the participants, and/or the attributes of the participants, and also the circumstances of the process by analyzing the presence of vector, symbol, or gesture of the images (Jewitt & Oyama, 2004; Kress & Leeuwen, 2006; J. Moya Guijarro & Pinar Sanz, 2008; Royce, 2007).

The representational meanings are divided into four kinds. First is the narrative process which shows the participants are doing something through the presence of vectors of motion. The second one is the classification process which means that the images represent the taxonomy or the relation among the participants in the images. The classification processes are represented by the placement of each participant in the images and the visual composition. Next is the analytical process; this kind of representational meaning gives the viewer the whole-part of the participants in the image. The analytical process can be seen in the outfit of the participants in the image which represents the carrier (the whole) and the possessive attributes (the parts). The last one is the symbolic process which represents what the participants mean or is. The symbolic process is depicted by the salience of among the participants in the image, gesture which cannot be represented as an action, association with certain symbolic values, or the placement which is in the whole image (Jewitt & Oyama, 2004; Kress & Leeuwen, 2006).
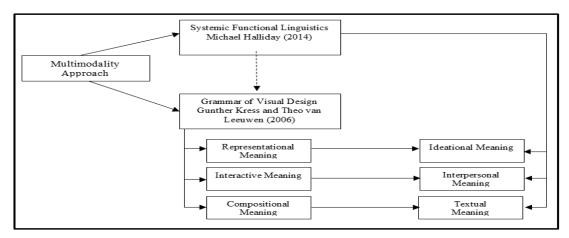
A message is the construction of signs which are interacted with the receiver and produce meanings, thus the presence of the visual images accompanied the verbal texts should be meaningful and interrelated (Halliday, 2014; Jiang et al., 2015; Kress et al., 2001; Kress, 2003; Kress & Leeuwen, 2006; Rukmini, 2009a, 2009b). Systemic functional linguistics approach explores the meanings into three metafunctions which emphasize how someone represents experience in the language (ideational meaning), someone's role of relationship with other people and his/her attitude to others (interpersonal meaning), and how what someone is saying hangs together and relates to what is said before and to the context around him/her (textual meaning) (Halliday, 2014; Eggins, 2004; Rukmini, 2009).

Specifically, the ideational meaning is meaning about how someone represents experience in language (Halliday, 2014; Eggins, 2004; Rukmini, 2009). According to Halliday (2014), transitivity is representation in language processes and it has three components which are the process itself, the participants in the process, and the circumstances associated with the process. Furthermore, transitivity is the study of the structures of sentences, which is represented by processes, the participants involved in these processes, and there are six types of processes, material, mental, behavioral, relational, verbal,

and existential (Haratyan, 2011; Kristiani et al., 2018).

Therefore, the roles of the existence of visual images in accompanying the visual texts can be explained by analyzing each meaning of the visual metafunctions and linguistics metafunctions and relating how the visual images support the verbal texts. Nevertheless, we can not deny that grammar visual design has been derived by the systemic functional linguistics approach (see figure 1).

Figure 1. Multimodal Text Framework
(Adapted from Halliday, 2014; Kress & Leeuwen, 2006)

Previously, the studies about the existence of visual metafunctions have been conducted by Heberle and Constanty (2016), Matthiesen (2007), J. Moya Guijarro and Pinar Sanz (2008), J. Mujiyanto (2016), and Walsh (2009). Those studies find that the presence of multimodal texts can promote, help, and contribute to creating and understanding the meanings. Besides, the existence of visual images can give specified information about the unfolding narrative, the sequence of events, characters' actions, attributes, emotions, as well as the distribution of visual elements, among other features which represent and support the verbal texts (Heberle & Constanty, 2016).

The examples above are only some from many studies concerning the multimodal texts. However, those previous studies are different from this present study which is primarily intended to present a complete explanation of how the existence of the visual metafunctions supports the linguistics metafunctions in depth.

METHOD

This study is a qualitative study which is a methodology whose "researcher is interested in process, meaning, and understanding gained through words or pictures" (Creswell, 2009). This study is based on the approaches of grammar visual design (Kress & Leeuwen, 2006) and systemic functional linguistics (Halliday, 2014) using multimodal discourse analysis because this study aims to explain the existence of representational meaning in supporting ideational meaning realized in MarEng™ Learning Tool's radio communication texts.

The objects of the study are the spoken texts which are accompanied by visual images provided in MarEng™ Learning Tool by Turku University in the advance level which includes Dialogue of Entering Port and Dialogue of Engine Problem (Part of VTS Communication), and Unit 2: Routine Communication, Unit 3: Distress, Urgency, Safety Communication (Part of Radio Communication). The verbal texts were analyzed using the theory of systemic functional linguistics. Furthermore, the visual texts were analyzed using the theory of grammar of visual design.

After gathering and classifying the data, the result was interpreted to explain how the

phenomena of ideational meanings and representational meanings represented in radio communication materials in MarEng™ Learning Tool as depicted in the observation's result. The data showed how linguistic meanings and visual meanings relate to each other in forming meaning to the users. Later, the phenomena were explained using a descriptive interpretative explanation.

RESULTS AND DISCUSSIONS

There were five visual images in five topics used in the learning activity and the analysis used the theory of Gunther Kress and Theo van Leuween (2006), Grammar of Visual Design and the theory of Halliday (2014), Systemic Functional Linguistics. Those five visual images and verbal texts analysis finally concluded into three subtopics: the existence of representational meanings in the MarEng™ Learning Tool's visual images to support ideational meanings.

Table 1. Summary of The Representational Meanings Analysis

Text Source	Representational Meaning
Routine	Conceptual Representational (Symbolic Attributive)
Engine Problem	Conceptual Representational (Symbolic Attributive)
	Narrative Representational
Distress	Conceptual Representational (Symbolic Attributive)
Urgency	Conceptual Representational (Symbolic Attributive)
Entering Port	Conceptual Representational (Symbolic Attributive)
	Narrative Representational

Looking at the finding of respresentational meanings in the texts (Table 1), there were two kinds of representational meaning found. The visual images accompanied the verbal items in texts of communication onboard in MarEng™ Learning Tool are identified as conceptual representational processes specified as symbolic attributive process and also narrative representational processes.

Figure 2. Routine Exchange

The most dominant representational meanings are conceptual representational processes specified as symbolic attributive processes as seen in Figure 2. All of the conceptual representational processes specified as symbolic attributive processes are depicted in the images of two different vessels in different situations. The depiction of those different vessels and different situations in one sequence of visual

images represent the communication happens between two different vessels in a different location. The images depict that they are different vessels. Nevertheless, those images visualize the communication between the two carriers (two vessels side by side) by placing two different vessels in a different place to depict that the vessels are communicating with each other.

Figure 3. Entering the Port

The picture above is the example of the narrative representational process found in the text. Furthermore, two images represent narrative representational meaning. This means that they present unfolding actions since both show vectors made by the invisible lines of the actor. Thus, the images try to give a depiction of actions happen in the images. There are two visual images in two radio communication texts which represent narrative representational meaning. As a whole, the sequence of the visual images in Figure 3 represents conceptual meaning specified as symbolic attributive meaning.

In order to understand how the representational meanings of visual images support the ideational meanings of verbal texts in MarEng Learning Tool, I also analyzed the ideational meanings which represent in the verbal texts. The ideational meanings in the texts are able to find the phenomena in the world by analyzing the transitivity.

Table 2. The Summary of the Ideational Meaning Analysis

Text Souce	Material	Mental	Verbal	Behavioral	Relational		Existential	Total of Clauses
					Identifying	Attributive		
Routine	1	2	0	0	18	0	1	22
Engine Problems	6	2	2	0	7	4	1	22
Urgency	3	0	0	0	5	0	0	8
Distress	1	1	0	0	10	3	0	15
Entering the Port	16	0	0	0	10	0	1	27
Total	27	5	2	0	50	7	3	94
Value in percentage	28.72	5.32	2.13	0	53.19	7.45	3.19	100

Table 2 is the result of transitivity analysis in verbal texts of radio communication in MarEng Learning Tool; it helped me to explain the relation between the ideational meaning and the representational meaning. By analyzing the transitivity in the texts, I can conclude how the composer realizes the experience of the participants through the texts (Halliday, 1994:106). The analysis of the transitivity in communication onboard verbal texts represented in the MarEng™ Learning Tool shows that the most dominant processes identified are relational processes both identifying and attributive (60.64%). There are also material (28.72%), mental (5.32%), existential (3.19%), and verbal (2.13%) processes identified in the verbal texts. The relational processes which represent 60.64% of the total types of processes in the texts, convey the identification of participants in the texts and also situated circumstantial which explains the condition of the participants in the texts. They are principally used to identify the participants (*This is Ocean King, Ocean King, Ocean King)* and define the participants' condition (*My position: Latitude 50⁰ 35' North Longitude 001⁰ 28' West).* The relational processes identified are "have" and "to be"; and they fulfill either a descriptive function or identifying one, as shown in the following extracts: "*I have heavy leakage", "Ocean King, Ocean King, Ocean King, SOZZ, this is Utopia, Utopia, Utopia, KLOA", "Position (is) Latitude 500 10' North Longitude 00 15' West speed (is) 18 knots, ETA (is) 1530 UTC", "(I'm) on VHF Channel 16".*

Regarding the material processes, they are also identified in the texts, which show 24% of the total types. The material processes convey the feeling of activities and movements. They contribute to developing the plot of the situations by telling the learners about the actions carried out by the actors in the texts, such as "*I am sinking", "(I) received Mayday", "Switch to channel 06", "Keep me updated about your situation", "I am maneuvering".*

Furthermore, there are also existential processes found in the texts which typically state condition around the participants, for example, "*there are cable operations in position 277 degrees from the southern point of Kaunissaari island distance 4*

miles", "there is nothing more", and "Negative, there is no assistance needed".* Thus, the presence of the images in MarEng™ Learning Tool does support the verbal texts presented because the images try to visualize in general the situations between two parties in the learning materials.

Based on Halliday (2014), by understanding the ideational meaning of a text, we are able to understand who are the participants involved in the text, what is happening or what phenomenon is being discussed, and the circumstances in the text, so analyzing ideational meaning means exploring participants, events occurred, situation, place, cause, or time of the events occurred. Furthermore, we need to know deeply that a learning tool should fulfill communication theory which means that it can encode messages into signs and code to interact with the learners in order to produce meanings as meant by the producers (Rukmini, 2009a). Thus, the result of ideational meanings of the verbal texts in MarEng™ Learning Tool can lead us to see how the existence of representational meanings of the visual meanings in MarEng™ Learning Tool supports the verbal text.

Based on the findings of the ideational meanings in the analyzed verbal texts in MarEng™ Learning Tool, there were found that relational processes were 60.64% for both identifying and attributive processes. Relational processes are the most dominant processes found out in all verbal texts. As cited in Halliday (2014),

'Relational' clauses serve to characterize and to identify… The process is realized by the verb be in the simple present or past.

From the transcript of distress communication verbal text presented in MarEng™ Learning Tool we could understand that the use of relational processes presented were used to identify who were the participants of the conversation, such as *"this is Ocean King, Ocean King, Ocean King Mayday"* and *"this is Utopia, Utopia, Utopia KLOA"*. We also were able to look at all the other conversations; the relational processes in all texts identified all the participants in the conversations. This finding is in line with the nature of the conversation on board

based on SMCP (2000); the participant in radio communication must be stated; who she is and also who is the other participant before stating the main information in order to make the interlocutor easily to identify with whom she is speaking and it avoids misunderstanding. The function of stating participants etc in SFL. Furthermore, material processes showed 28.72% of the ideational meaning findings; these findings had represented that the conversation also depicted the events that occurred to explain the situation. The function of the material process according to SFL.

To sum up, the high percentage of findings are relational processes, which is 60.64% (both identifying and attributive processes), and then material processes, which is 28.72%, represent that the verbal text explains the existence of the participants in the conversation and the event occurred. This means that the verbal texts tried to explain the participants and the phenomena that happened in the conversation to the learners.

After understanding the main messages try to convey in the verbal texts, which were participants and also occurred events, we can try to discuss how the representational meaning conveyed in the images accompanied the verbal texts support the ideational meanings of them. The result of the visual texts in MarEng™ Learning Tool showed how representational meanings in the images in MarEng™ Learning Tool had a connection as a supportive device of the verbal texts. The finding of representational meanings in MarEng™ Learning Tool can help to explain the connection of the representational meanings in the images with the verbal texts. In representational meanings, the existence of vectors becomes something important (Heberle & Constanty, 2016). The existence or the absence of vectors defines how the representational meanings presented in the images. Based on the findings, two kinds of representational meanings built the images to make the images meaningful. The finding showed that all of the visual images accompanying the verbal texts in MarEng™ Learning Tool presented conceptual meanings, which were specified as symbolic attributive meanings, and two of five verbal texts presented

not only conceptual meanings, which were also symbolic attributive meanings, but also narrative representational meanings.

It is important to understand how those two kinds of representational meanings convey meanings to the viewers. The absence of vectors indicates that most images accompanying the verbal texts of communication onboard in MarEng™ Learning Tool as conceptual representational meanings (Kress & Leeuwen, 2006; Ly & Jung, 2015). The conceptual representational meanings present the participants of the image in the general category to define class, structure, or meaning. Specifically, all the images researched are symbolic attributive processes. All the images represent what the participants are and means by establishing the relationship between the carriers and attributes. Symbolic processes define the meaning or identity of a represented participant. Ly and Jung (2014) explained

> *symbolic attributive processes are found in images which can include two participants as the carrier, whose meaning or identity is established in the relation with the symbolic attribute, which represents the meaning of identity itself. Symbolization in images is primarily achieved by 'Symbolic Attributes', which tend to be more salient (e.g. exaggerated size, color), be pointed out in the image by a gesture, look out of place, or have conventional symbolic values.*

Based on the characteristics of symbolic attributive meaning, the presence of the saliences appeared on the active images formed by the orange lining around the active images realize that the images tell about the turn of one of the participants in the images. This means that symbolic attributive meanings in all images accompanied the text represent that the images are the representation of participants which symbolize what the events are happening between the participants in the images related to the verbal texts which are communication between the participants realized in changing frames.

Figure 4. Urgency

The salient frame indicates who is in turn of the conversation, and defines that they are in conversation (look at the orange frames on figure 4). The findings of symbolic attributive meanings showed that the images tried to visualize conversation between two different parties. This fact is in line with the ideational meanings which showed that the relational processes have the highest percentage which defined the participants of the conversations (Heberle & Constanty, 2016). Hence, the images try to symbolize the main events happening in the verbal texts in order to make the audiences are able to infer what the verbal texts are going to discuss. The images which are symbolic attributive give direct representation to the viewers about what the images try to tell the viewers about. When the viewers look at the images in radio communication texts (all images), the viewers directly know that the images are about the conversation between the participants in the picture (Yang & Zhang, 2014)

Furthermore, narrative representational meanings are found in two radio communication verbal texts, engine problem text, and urgency call text. The narrative process in images is defined by the presence of vectors which can be created by the eye lines or gestures of the participants (Heberle & Constanty, 2016; Kress & Leeuwen, 2006; Ly & Jung, 2015).

Furthermore, other representational meanings found in the images are narrative representational meanings. Narrative representational meanings are identified by the existence of vectors that exist from the participants in the images. Narrative representational meanings present unfolding actions and events, processes of change, and also transitory special arrangements (Kress & Leeuwen, 2006; Ly & Jung, 2015). The narrative representational meanings presented by the images in MarEng™ Learning Tool stated about what the participants are doing; they do not tell about what the situation they were talking about through the material process nor the images tried to visualize the communication between two parties. The vector found in the picture of the man wearing a brown sweater was created by the man's hand holding the phone using his right hand. This image tried to visualize to the viewer that he was having a conversation by phone and the situation happened on board. On the other side, the vector was made by the sitting man's hand holding the phone using his left hand. To sum up these findings, the images showed a narrative process of a situation which was radio communication. As a whole, the images still represented symbolic attributive images which mean that both the participants were related to the conversation. This meaning is realized by the yellow frame which changes alternately from one image to another depending on which side is

talking as the other images in MarEng™ Learning Tool.

According to the analysis of five verbal texts of communication on board, the verbal texts are about communication between vessels and vessels or vessel and vessel traffic system (VTS). The realization of relational processes as the most dominant process in the verbal texts means that the texts mostly try to identify the participants who are involved in the conversation. Therefore, the presence of the symbolic attributive as the conceptual representational meaning of the image does support the verbal texts which depict the participants involved in the verbal texts. Moreover, the realization of the narrative representational meanings in the images is in line with the result of the presence of relational processes and also material processes in the verbal texts. The realization of the material processes in the verbal texts tells about what situations they are which they are trying to inform the interlocutor. Thus, the presence of the images in MarEng™ Learning Tool does support the verbal texts presented because the images try to visualize in general the situations between two parties in the learning materials.

CONCLUSION

In conclusion, the producer realized the representational meaning of visual images in order to support the meaning-making process of the viewers of the verbal texts, which covers the ideational meaning of the verbal texts.

The existence of representational meaning supports the ideational meaning in MarEng™ Learning Tool. The ideational meaning of the verbal texts in MarEng™ Learning tool dominantly represents the relational processes. Moreover, the material processes were found which means that the verbal texts realize the situations in the texts. Supporting the ideational meaning, the visual images consist of conceptual meanings specified as symbolic attributives; symbolic attributive itself describe the participants involved and situation occured in the visual texts. Furthermore, the existence of narrative representational meanings in the visual images

supports the finding of material processes, which represent the activities were tried to be informed by the speakers in the conversations.

This study needs the future studies to enhance the findings. The researchers can conduct the studies focusing on the existence of visual text in empowering the verbal texts.

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