Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549

THE COMPARISON OF IDEATIONAL MEANINGS CONVEYED BY THE NOVICE AND PROFESSIONAL PRESENTER IN MULTIMODAL PRESENTATIONS

Ni Putu Era Marsakawati
Universitas Negeri Semarang
Indonesia
marsakawatiera@gmail.com

Abstract

The paper reports on the result of a study aiming to investigate the comparison of ideational meanings conveyed by the novice and professional presenter in multimodal presentations. The study used a qualitative approach, especiallya videography research design, involving two presenters: a novice presenter and a professional one. The video data of the two presenters' performance were selected as sources of data. The collected data were analyzed by administering a multi-layer analysis.The results show that: a) in terms of language, both presenters used two most dominant types of Processes: relational and material. However, a delicate analysis indicated that the professional presenter used relational processes more than the novice one; and b) in terms of gesture, both presenters realized ideational meanings through indexical gestures the most. However, a detailed analysis revealed that the professional presenter employed more gestures than the novice one. The study exploresa pedagogical implication for teachers/lecturers, material designers, and policy makers to provide a balanced emphasis on language and gesture used by the studentseither in the teaching and learning activities or in the designed learning materials.

Keywords: ideational meanings, presenter, multimodal presentation

Introduction

This paper is a part of a larger study that aims to compare and contrast how two presenters – a novice presenter and a professional one – conveyed ideational meanings in their multimodal presentations. The novice presenter refers to a student of English DIII in one of the vocational institutions in Bali, majoring English for Business Communication, meanwhile, the professional presenter refers to a business executive, such as marketing staff. Both of them performed multimodal presentations in the context of business communication, particularly presenting their newly launched product to the audience.

In performing multimodal presentations, people including the presenters observed in the present study rarely employed only one semiotic resource to express their meanings to the audience. They used multiple semiotic resources, instead, such as language and gestures. Regardless of using similar types of semiotic resources in their presentations, the ways of executing such semiotic resources among people are different.

This phenomenon is interesting to investigate as it can provide a description of how these two kinds of presenter used semiotic resources in their multimodal presentations. Moreover, in the 21st-century era, the need of having multimodal literacy is highly demanded in all aspects of life, more importantly in workforces' life. Thus, many companies nowadays require their candidates to have such competency (Lesley, 2016: Vo, Wyatt, McCullagh, 2016).

Even though the issue of multimodal presentations is crucial to conduct, limited studies investigated it. Previous research mostly investigated oral presentation in the context of academic performed by the students (see Bhattacharyya, 2013; Kakepto, et al., 2013; Pathak & Le Vasan, 2015). Additionally, these studies also limited only to investigate the spoken languageused by the presenters. Studies concerning how

Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549

presenters used both language and gestures in their presentations seem scarcely to be found.

Additionally, few studies were found out analyzing how presenters expressed ideational meanings in their presentations. Admittedly, there was a study aiming to investigate meanings conveyed by the presenters in oral presentation conducted by Ghasani & Sofwan (2017). Unfortunately, this study was intended to investigate the interpersonal meanings conveyed by the presenters, not the ideational ones. Whereas, the study aiming to portrait how presenters used semiotic resources to convey ideational meanings is important to conduct as it can provide an empirical account on how presenters utilize both language and gestures to express the reality and experiences related to the topic they are presented.

To fill the above research gaps, this study, therefore, attempts to investigate how the novice and professional presenter conveyed ideational meanings through language and gestures in multimodal presentations. This was informed by the systematic functional multimodal discourse analysis pioneered by the Halidayan Systemic functional theory that intends to investigate meanings of the semiotic resources and how they function in a given context. Following this framework, the Transitivity analysis of Halliday & Matthiessen (2004) of language and the Transitivity analysis of Martinec (2000, 2004) of gestures were applied in this study. In the Transitivity system of language, the ideational meanings is expressed through Processes types with the choice of Processes implicating associated Participant roles and configurations (Eggins, 2004). This system of Transitivity is also applied in gestures, in which the Processes can be seen in three actions: presenting actions (gestures that do not serve a semiotic or signifying function), representing actions (gestures that serve conventional semiotic or signifying function), and indexical actions (gestures that dependent to language) (Martinec, 2000, 2004).

Methodology

In order to achieve the purpose of the study, a qualitative study in the form of videography was implemented. According to Knoblauch (2012), videography is simply a micro-ethnography with the help of video. This was selected in accordance with the nature of the study, which was intended to observe natural behaviors of two presenters in a natural setting.

In line with the research design implemented in this study, video data were used as a main source of data. There were two types of video data used: a video data induced by the researcher and a native video data. The former was used to collect data from the novice presenter; meanwhile, the latter was used to gain data from the professional presenter. To collect data from the novice presenter, I directly video recorded his performance when he was presenting in his natural activities in the classroom. On the contrary, to collect data from the professional presenter, I directly went to YouTube channel and downloaded his existing presentation performance.

Having gained the data, they then were analyzed by applying a multi-layer analysis. Some steps were necessarily applied in this process, such as: (a) familiarizing myself with data, (b) transcribing multimodal data, (c) putting multimodal data into a multimodal transcript, (d) classifying the language into types of Transitivity System of Halliday & Mathiessen (2004), e) classifying the gestures into Transitivity System of Martinec (2000, 2004), (f) re-reading and double checking the findings, and (g) drawing conclusions.

Results

This section presents findings and discussion in relation to the comparison of ideational meanings conveyed by the novice and professional presenter through language and

Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549

gestures in multimodal presentations. Each of which is presented as follows.

In terms of language, both novice and professional presenter used two most dominant types of Processes: relational and material. However, through a delicate analysis, it was revealed that the type of Processes that occurred the most for each presenter was different: the most frequent type of Processes used by the novice presenter was material process, meanwhile, the highest type of Processes produced by the professional presenter was relational. As they employed different types of Processes, the types of Participants expressed by them were also different. This can be seen in table 1 below.

Table 1. Transitivity Analysis of Language Produced by the Novice and Professional Presenter

Transitivity Analysis	Type of Presenter	
	Novice Presenter	Professional Presenter
Process		
Material	51	134
Mental	11	72
Behavioural	2	5
Verbal	8	18
Intensive	43	142
Existence	4	5
Participant		
Actor	41	91
Goal	45	82
Beneficiary	0	7
Senser	9	72
Phenomenon	3	37
Sayer	6	11
Receiver	3	4
Verbiage	5	4
Behaver	2	2
Token	10	17
Value	10	17
Carrier	33	135
Attribute	33	135
Existent	4	5
Circumstance		
Location	15	64
Extent	0	12
Manner	14	16
Cause	5	15
Accompaniment	0	3
Matter	1	11

Table 1 reveals that generally both novice and professional presenter used a similar distribution of linguistic features to express their ideational meanings. Nevertheless, their degree of distribution is different. From the side of the novice presenter, material process was used the most. This means that in his presentation, he tells the audiences about the process of doing and happening the most. This is evident in the following clauses.

(i) Our company **produces** products.
(ii) We also **installed** a bullet proof glass on the screen of our phone.

The words *produces* and *installed* in clauses (i) and (ii) above are instances of material process produced by the novice presenter. By uttering these clauses, he intended to tell the audience about what his company had done in relation to the presented product.

On the contrary, the professional presenter did not put emphasis on what he or his company had done. He identified and described the product, instead. This is evidently shown in the following clauses.

(iii) This phone **has** 32 gigs…
(iv) It'**s got** a great camera
(v) The best mail client on the planet **is** on this phone

The word in clauses (iii), (iv), and (v) above show examples of relational clauses produced by the professional presenter. These clauses were uttered to either identify (clause v) or describe (clause iii and iv) the newly presented product in his presentation.
Learning from these findings, compared to the novice presenter, the professional one produced more effective language resources to express his ideational meanings in his multimodal presentation. This empirically supports the argument proposed by Hammond et al. (1992) and Yongging (2013) that in order to produce a solid degree of persuasive strategies to the audience, the use of relational Process in the text is more preferable. Through the use of relational process, the presenter can describe the product vividly to his target audience. By so

Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549

doing, the communicative purpose of delivering the presentation is well-achieved.

In terms of gestures, either the novice or professional presenter realized ideational meanings through the use of indexical actions the most. Additionally, both presenters used indexical actions to realize actor as Participant. The data summary is presented in table 2 below.

Table 2.Transitivity Analysis of Language Produced by the Novice and Professional Presenter

Type of Actions	Types of Presenters	
	Novice Presenter	Professional Presenter
Presenting Action		
Process		
Material	6	16
Representing Action		
Language Independent Gesture		
Material	2	41
Language Correspondent Gesture		
Material	6	17
Mental	0	8
Behavioural	2	1
Participant		
Goal	1	3
Attribute	3	3
Existent	0	1
Circumstance		0
Location	0	2
Extent	0	5
Indexical		
Participant		
Actor	3	19
Goal	11	6
Senser	0	23
Phenomenon	0	2
Receiver	0	5
Token	2	0
Carrier	3	18
Circumstance		
Location	5	8
Cause	0	4
Accompaniment	0	2

Similar to the analysis of language produced by the two presenters, Table 2 also indicates that generally, both presenters had similar types of gestures performed in their multimodal presentations. However, a detailed analysis revealed that the professional presenter had richer variations of gestures used to express his ideational meanings than the novice one. Additionally, compared to the novice presenter, the professional presenter used more effective indexical gestures. This can be illustrated in the following figures.

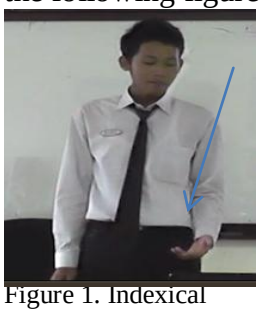

Figure 1. Indexical Action Performed by the Novice Presenter

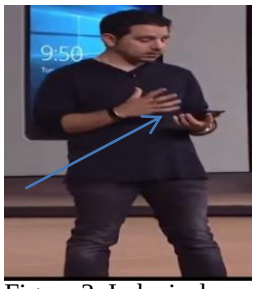

Figure 2. Indexical Action Performed by the Novice Presenter

Figure 1 illustrated an indexical action employed by the novice presenter. In this action, he pointed his whole-hand to the laptop accompanying the verbiage ***this Hyperius smartphone***. In fact, this action was considered less precise because this led to having a misinterpretation on the appropriate direction that the presenter pointed at. Instead of pointing his hand to the laptop, he should have pointed his hand to the PowerPoint slide because the Hyperius smartphone was shown in the PowerPoint slide. On the contrary, the professional presenter used more precise indexical action as he directed his hand to the product to refer to the verbiage ***this***as he uttered: "*You can't see **this**".*

This research findings related to gestures used by the two presenters support the study conducted by Lim (2011) and Pan (2016), which found out that high proficiency speakers produced more variations and more effective indexical actions than low proficiency ones.

Conclusion

From the research findings, it can be concluded that both presenters had similarities and differences in conveying ideational meanings through language and

Electronic ISSN: 2579-7263
CD-ROM ISSN: 2579-7549

gesture. The discrepancies need to be bridged by revisiting the teaching and learning processes in the classroom. Thus, this research provides a pedagogical contribution for the lecturers, material designers, and policy makers to provide more balances on the use of language and gestures in presentations.

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