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A MULTIMODAL ANALYSIS OF ENGLISH COURSES BROCHURES IN

PANGKALPINANG

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**Abstrak**

*Penelitian ini bertujuan untuk menganalisis unsur multimodal yang terdapat dalam brosur kursus bahasa Inggris di Pangkalpinang serta merepresentasikan verbal dan visual elemen pada brosur. Penelitian ini menggunakan metode deskriptif kualitatif. Sebanyak delapan brosur dari empat lembaga kursus bahasa Inggris di Pangkalpinang dipilih sebagai sumber data, masing-masing terdiri dari dua brosur periode 2022 dan 2023. Penelitian ini menemukan bahwa seluruh brosur memanfaatkan berbagai sumber daya semiotik seperti teks, warna, gambar, tata letak, dan logo untuk menyampaikan pesan. Elemen verbal meliputi pengumuman utama dan pendukung, penjelas, tag, serta informasi kontak dan alamat. Sementara itu, elemen visual terdiri atas lead, display, dan emblem. Studi ini menyimpulkan bahwa brosur dengan informasi verbal yang jelas dan visual yang menarik lebih efektif dalam menyampaikan pesan promosi, dan merepresentasikan verbal dan visual bisa dilakukan dengan tiga cara yaitu secara representasional, interaktif, dan komposisi.*

*Kata Kunci: Multimodal, brosur, elemen verbal, elemen visual, kursus bahasa Inggris*

**Abstract**

This study aims to analyze the multimodal elements contained in English course brochures in Pangkalpinang and to represent the verbal and visual elements in the brochures. This study uses a qualitative descriptive method. A total of eight brochures from four English course institutions in Pangkalpinang were selected as data sources, each consisting of two brochures for the 2022 and 2023 periods. This study found that all brochures utilize various semiotic resources such as text, color, images, layout, and logos to convey messages. Verbal elements include main and supporting announcements, enhancer, tags, and contact and address information. Meanwhile, visual elements consist of leads, displays, and emblems. This study concludes that brochures with clear verbal information and attractive visuals are more effective in conveying promotional messages, and verbal and visual representation can be done in three ways: representational, interactive, and compositional.

*Keywords: Multimodal, brochure, verbal components, visual components, English courses*

## INTRODUCTION

Language is a human communication tool for conveying ideas, feelings, and statements (Fromkin, Rodman, & Hyams, 2014, p.3). Language is not only verbal, both spoken and written, but also nonverbal, such as gestures, sounds, objects, colors, and so on. Language is a primary tool in communication, including in the world of advertising (Cook, 2001, p. 2). In advertising, language serves not only to convey information, but also to persuade, shape the image of a product, and build emotional connections with audiences. Language plays a crucial role in advertising, including in print media such as brochures. In brochures, language not only functions as a tool for conveying information, but also as a persuasive medium used to attract attention and persuade potential consumers.

Brochures are sheets printed on relatively high-quality paper, neatly arranged, and offer a wide range of promotional potential (Arens, Schaefer, & Weigold, 2011, p.540). Brochures are presented in the form of text and images. Overall, they are considered texts containing verbal and visual elements as two semiotic modes used to convey messages. In addition to providing information in the form of text and images, brochures can also attract more readers. They are crafted as creatively as possible with touches of color, images, and text to capture readers' interest, ensuring that brochure advertising is accessible to everyone. In brochures, meaning is formed not only through verbal language but also through visual elements such as images, color, layout, and typography. This means that communication in brochures is multimodal, using more than one semiotic mode to convey a message.

Multimodal refers to the use of two or more semiotic modes, such as verbal, visual, spatial, and sometimes even gestural elements, to construct meaning (Jewitt, 2009, p. 14). In the context of print advertising, such as brochures, the combination of verbal and visual elements works together to convey a persuasive message more effectively. In this context, a multimodal approach becomes particularly relevant for analyzing how meaning operates in brochures.

This study attempts to identify issues that arise in the advertising sector, particularly in English course brochures. In this study, the meaning of images, text, colors, and other elements within the brochures can be examined based on verbal and visual texts. This study examines how many aspects can be analyzed from each brochure through its verbal and visual elements. Therefore, this study chose brochures for analysis because of the numerous elements they contain that require a thorough explanation.

In identifying the verbal and visual elements in the English course brochures in Pangkalpinang and how to represent the brochures, this study applies the multimodal theory

of Kress and Van Leeuwen, combined with the generic structure of print advertisements from Cheong. This study focuses on the verbal and visual elements in the English course brochures in Pangkalpinang by conducting a study entitled **A MULTIMODAL ANALYSIS OF ENGLISH COURSES BROCHURES IN PANGKALPINANG.**

## **RESEARCH METHOD**

This study provides Kress and Van Leeuwen's multimodal theory and Cheong's generic structure using qualitative methods and a descriptive approach. This study determines the verbal and visual elements of the brochure. How these verbal and visual elements represent on the subject under consideration. This is a crucial guide for figuring out the solution to the problem and the outcomes.

Creswell (2013, p.4) stated that qualitative research method is a method for exploring, describing, and understanding the meaning of individuals or groups of people ascribing to social and humanitarian problems. This study conducts with a qualitative method because the results of the data are descriptive phenomena such as words, phrases, sentences, and utterances.

This study identifies the verbal and visual elements in English course brochures. The data are analyzed using Multimodal theory of Kress and Van Leeuwen also Cheong's generic structure, which is widely applied in literary studies. Cheong categorizes verbal elements into five types: main and secondary announcements, emblems, enhancers, tags, and call and visit. Meanwhile, visual elements are divided into three types: lead, display, and emblem. This framework is used to classify verbal and visual elements and represent verbal and visual elements based on Kress and Van Leeuwen's theory.

## **FINDINGS AND DISCUSSIONS**

### **A. Verbal Elements, Visual Elements and Representation of English Course Brochures in 2022**

This chapter contains a multimodal analysis of English Courses brochures. In this part, this study describes eight English course brochures in Pangkalpinang from four English Course location chosen as the representatives of top English Course in Pangkalpinang. Each English Course discussed two brochures in 2022 and 2023. The data analyzed using the theory of Kress and Van Leeuwen to represent the brochure and using Cheong's formulation to find what verbal and visual elements are contained in the brochure.

#### **1. Glory Village Brochure**

Datum 1

Primary Announcement: Open New Class Period 2022

Based on the phrase above, **Open New Class Period 2022** is the main announcement on the brochure. The phrase is upper and the font size is larger than the other phrase, it shows that the phrase stands out more and becomes the first center of people's attention on the brochure.

Datum 2

Secondary Announcement : Bangkaese Speak English

Based on the phrase above, **Bangkaese Speak English** is a secondary announcement as a supporting message from the main announcement to further explain what the brochure is about. The phrase refers to an invitation for Bangka people to learn English.

Datum 3

Name of Emblem: The Glory Village

Based on the phrase above, we can see that the brochure has the name of the emblem is **The Glory Village**. The emblem can be seen at the top right of the brochure. The Glory Village is one of the names of English courses in Pangkalpinang.

Datum 4

Enhancers: Primary School, Junior High School, and Senior High School

Based on the phrase above, the phrases of primary school, junior high school, and senior high school are enhancers as additional supporting information from the primary announcement. Because this phrase shows further explanation of the sentence Open New Class Period 2022. That means Open New Class Period 2022 is opened for Primary School, Junior High School and Senior High School.

Datum 5

Call and Visit: Book Now 081369999331

Based on the phrase above, this brochure has a contact that can be contacted when people are interested in joining this English course. But in this brochure does not include the address where the Glory Village English course is located.

Datum 6

Lead: The picture of three children

Based on the picture above, for the visual elements it can be seen that the main focus of the brochure and the first impression that people see on this brochure is the picture of three children wearing school uniforms. The three children in the picture illustrate that the open new class is intended for primary school, junior high school and senior high school. The picture fits perfectly with the information provided in the brochure.

Datum 7

Display : Incongruent and Implicit

From the brochure, the display is incongruent because the image is displayed in the form of human-shaped animation as a symbol showing three school children wearing school uniforms. In addition, this brochure is implicit because the service is not explained in real terms. These three children illustrate that the brochure was made to open a new class especially for primary school, junior high school and senior high school. This is relevant to the brochure, because the course is promoting and asking people to join and study at the Glory Village course.

Datum 8

Emblem: The letters T and V

The visual emblem of The Glory Village brochure shows the Letters T and V with a shape between the letters that represents The Glory Village as the company logo. This emblem accompanies the brand name as a verbal emblem.

The representation of verbal and visual elements of Glory Village Brochure:

### **1.Representational**

#### **Verbal Elements:**

- “Open New Class,” “Primary School,” “Junior High School,” and “Senior High School” indicate that this brochure offers English learning programs for various school age levels.

- The phrase “Bangkanese Speak English” represents the local identity and the main goal of the course, which is to encourage Bangka residents to become proficient in English.

- “Book Now 0813 6999 9331” represents a call to action, indicating the practical action expected of the reader.

#### **Visual Elements:**

- The image of three children in school uniforms depicts the students (children) as the main actors in this advertisement. They are shown smiling and waving, representing a friendly, safe, and fun atmosphere.

- The WhatsApp symbol and phone icon + “Book Now” button represents easy access or communication tools that connect readers with the institution.

- Visual elements such as bright colors and cartoon-style illustrations convey a friendly, cheerful, and child-friendly atmosphere.

### **2. Interactive**

#### **Verbal Interaction**

- The use of the imperative "Book Now" is a direct address to the reader, creating a direct interactive relationship between the brochure creator and the reader; the reader is positioned as a potential active participant.

- The straightforward and persuasive word choice indicates that the brochure creator positions the reader as a target audience who is expected to respond immediately.

#### **Visual Interaction:**

- Images of children smiling and waving invite positive feelings and closeness, creating the impression that the program is fun and inclusive.

- The red color of the words "Book Now" and the school level name draws attention and provides visual urgency, while the white background creates a clean and professional impression.

### **3. Compositional**

#### **Information Value**

- The information at the top, "Open New Class," represents the Ideal, the program's vision or main offering.

- The middle section contains educational program information or a list of school levels as general or expected information.

- The right section, "Bangkanese Speak English," is circled in red, indicating additional information to highlight.

- At the bottom, there is a WhatsApp number and a "Book Now" button that functions as a call and visit, providing concrete instructions for readers to follow if they wish to join.

#### **Saliency:**

The most salient visual elements are:

- The large title "Open New Class"

- The red "Book Now" button

- The image of three schoolchildren

All of which are deliberately highlighted with large size, bright colors, and central position, referring to the brochure's main message.

#### **Framing**

- Each visual section is separated by ample white space, indicating loose framing.

This allows readers to understand each section individually, yet they remain connected within a single visual narrative, making it easy to read.

A multimodal analysis based on the theory of Kress & van Leeuwen (2001) shows that the “The Glory Village” brochure strategically uses verbal and visual elements to build a persuasive message, a positive image, and direct interaction with readers. The text arrangement, color selection, use of illustrations, and placement of information all contribute to conveying the brochure's main objective: inviting people to register for English courses. There are four verbal elements that found in this brochure, they are Primary announcement (Open New Class Period 2022), Secondary Announcement (Bangkanese Speak English), Enhancer as the explanation of the announcement, the name of emblem and Call and Visit Information. Then, three visual elements that found in this brochure, they are Lead, Display (Incongruent and Implicit) and Emblem.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

The study found eight English course brochures in Pangkalpinang from four English Course location, each English Course discussed two brochures. There were 8 brochures studied, including 4 brochures for 2022 and 4 brochures for 2023. There were 29 verbal and visual data elements in the 2022 brochure and 29 verbal and visual data elements in the 2023 brochure.

This study only has 58 data. For verbal elements, they are classified into five elements, namely Announcement (Primary and Secondary), name of emblem, enhancer, tag and call and visit. While visual elements are classified into three elements, namely Lead, Display and emblem (logo). This classification is based on the generic structure of Cheong (2004). Announcement (Primary and Secondary) 16 data. Name of emblem 8 data, enhancer 7 data, tag 1 data, call and visit 7 data, Lead 6 data, display 6 data, and emblem (logo) 7 data. The most commonly used verbal element in brochures is the announcement, while the most commonly used visual element is the lead. The representation of verbal and visual elements in brochures is done in three ways in this study: representational, interactive, and compositional.

### **Suggestions**

Since this study observes what verbal and visual elements are contained in English course brochures using Cheong's (2004) generic structure and how to describe the representation of English course brochures based on Kress and Van Leeuwen's (2001) theory,

it is recommended to use other objects. The author suggests that further researchers, if interested in multimodal analysis and the same theory, can continue the analysis not only on brochures but can use other printed media or advertisements. This is because multimodal is very interesting to discuss and research.

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