

**MULTIMODALITY ON THE BOYCOTT OF ISRAEL
THUMBNAILS IN AL JAZEERA ENGLISH**

THESIS

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MULTIMODALITY ON THE BOYCOTT OF ISRAEL THUMBNAILS IN AL JAZEERA ENGLISH

THESIS

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STATEMENT OF AUTHORSHIP

I state that the thesis entitled **“Multimodality on the Boycott of Israel Thumbnails in Al Jazeera English”** is my original work. I do not include any materials previously written or published by another person except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person responsible for that.

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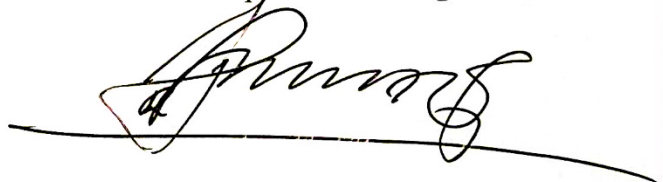
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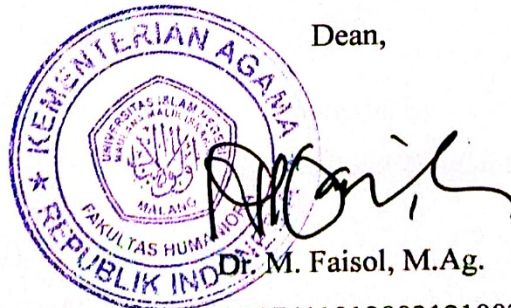


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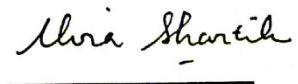
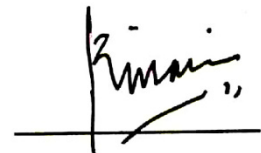
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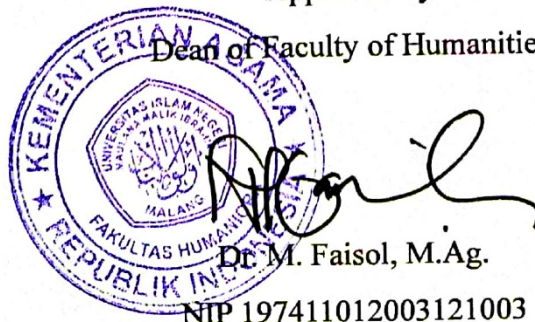
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MOTTO

In a world of screens, human connection remains supreme.

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DEDICATION

This thesis is proudly dedicated to my beloved parents, Mr. Prihantono and Mrs. Juwanah, who always love and pray for my every step and for their invaluable support and encouragement, so that I can complete this thesis.

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First of all, I am so grateful to Allah SWT for His mercies and blessings. It is truly of Him that I can finally complete this thesis entitled “*Multimodality on the Boycott of Israel Thumbnails in Al Jazeera English*” properly and smoothly. Writing this thesis was a requirement to obtain a Bachelor of *Sarjana Sastra* (S.S.) degree from Department of English Literature, State Islamic University of Maulana Malik Ibrahim Malang. Peace may always be upon Prophet Muhammad, the great leader and role model for us all.

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grateful to someone who has the NIM 200605110077, who was always there during my difficult times. The last, not forgetting to thank myself for persevering to complete this lecture.

Finally, I am fully aware of some weaknesses in this thesis. Therefore, I would be very open and humble to welcome any suggestions from anyone who has the same interest in this field of study. May this thesis be useful for all readers in order to deepen understanding about multimodal discourse analysis.

Malang, 14 November 2024

Novita Sari

ABSTRACT

Sari, Novita (2024) *Multimodality on the Boycott of Israel Thumbnails in Al Jazeera English*. Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Mazroatul Ishlahiyah, M.Pd.

Keywords: *Multimodality, Boycott, Thumbnail, YouTube*.

Multimodal is a form of communication that involves the use of various modes to convey messages, one of which is YouTube thumbnails as a complex form of visual communication that has multimodal elements. This research has analyzed multimodal elements on Al Jazeera English YouTube thumbnails. The thumbnail focused on the boycott phenomenon that was rife in late 2023 to mid-2024 and had been in the public spotlight. This research revealed how verbal and visual elements were used to build a narrative that supports the boycott and how these elements work together to form a persuasive visual narrative. This research used a qualitative research method because it is descriptive in nature. The researcher used theories from Halliday and Matthiessen (2004) and Kress and van Leeuwen (2006). The data in this study were taken from 10 thumbnails of Al Jazeera English YouTube channel in the form of images and text. The results show that the combination of verbal and visual elements effectively builds a narrative that supports the boycott campaign. In this study, the researcher managed to find several multimodal elements in each metafunction presented in the thumbnail. The most dominant type in verbal analysis, the researcher found 9 material processes, 9 declarative moods, and 9 unmarked topical themes. In the visual analysis, the researcher found 5 non-transactional action process narrative type, 6 demand contact, 8 frontal angle, 10 high modality and 9 real and ideal information value. Suggestions for future researchers are expected to continue multimodal research on various other social media to get popular phenomena or social problems that are trending in the present.

ABSTRAK

Sari, Novita (2024) *Multimodalitas dalam Gambar mini Boikot Israel di Al Jazeera English*. Skripsi. Program Studi Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Mazroatul Ishlahiyah, M.Pd.

Kata kunci: *Multimodalitas, Boikot, Gambar mini, YouTube*.

Multimodal adalah suatu bentuk komunikasi yang melibatkan penggunaan berbagai mode untuk menyampaikan pesan, salah satunya thumbnail YouTube sebagai bentuk komunikasi visual yang kompleks dan mempunyai elemen multimodal. Penelitian ini menganalisis elemen multimodal pada thumbnail YouTube Al Jazeera English. Thumbnail berfokus pada fenomena boikot yang marak terjadi pada akhir tahun 2023 hingga pertengahan tahun 2024 dan telah menjadi sorotan publik. Penelitian ini mengungkap bagaimana elemen verbal dan visual digunakan untuk membangun narasi yang mendukung aksi boikot dan bagaimana elemen-elemen tersebut bekerja sama untuk membentuk narasi visual yang persuasif. Penelitian ini menggunakan metode penelitian kualitatif karena bersifat deskriptif. Peneliti menggunakan teori dari Halliday and Matthiessen (2004) dan Kress and van Leeuwen (2006). Data dalam penelitian ini diambil dari 10 thumbnail kanal YouTube Al Jazeera English yang berupa gambar dan teks. Hasil penelitian menunjukkan bahwa kombinasi elemen verbal dan visual secara efektif membangun narasi yang mendukung kampanye boikot. Dalam penelitian ini, peneliti berhasil menemukan beberapa elemen multimodal pada tiap metafunction yang disajikan dalam thumbnail. Tipe yang paling dominan pada analisis verbal, peneliti menemukan 9 material proses, 9 declarative mood, dan 9 unmarked topical theme. Pada analisis visual, peneliti menemukan 5 proses naratif tipe non-transactional action process, 6 demand contact, 8 frontal angle, 10 high modality dan 9 real and ideal information value. Saran untuk peneliti selanjutnya diharapkan dapat melanjutkan penelitian multimodal di berbagai media sosial lain untuk mendapatkan fenomena populer atau masalah sosial yang sedang tren di masa kini.

مستخل ص البحث

ساري ، نوفيّا (2024) تعدد الوسائط حول مقاطعة إسرائيل الصور المصغرة في قناة الجزيرة الإنجليزية. سكريبي. جوروسان
ساسترا إنجريس ، فاكولتاس هيومانيور ، جامعة الإسلام نيجري مولانا مالك إبراهيم مالانج. المستشار: مشروع
الاشلاهيّة.

الكلمات المفتاحية: تعدد الوسائط ، المقاطعة ، الصورة المصغرة ، YouTube .

متعدد الوسائط هو شكل من أشكال الاتصال يتضمن استخدام أوضاع مختلفة لنقل الرسائل ، أحدها هو الصورة المصغرة على YouTube كشكل معقد من أشكال الاتصال المرئي وله عناصر متعددة الوسائط. تحلل هذه الدراسة العناصر متعددة الوسائط في الصور المصغرة لقناة الجزيرة الإنجليزية على YouTube. تركز الصورة المصغرة على ظاهرة المقاطعة المتفشية في أواخر عام 2023 إلى منتصف عام 2024 وكانت في دائرة الضوء العامة. يكشف هذا البحث عن كيفية استخدام العناصر اللفظية والمرئية لبناء الروايات التي تدعم المقاطعات وكيف تعمل هذه العناصر معاً لتشكيل سرد مرئي مقنع. تستخدم هذه الدراسة طريقة البحث النوعي لأنها وصفية. استخدم الباحث نظريات من هاليداي وماتيسن (2004) وكريس وفان ليوين (2006). تم أخذ البيانات في هذه الدراسة من 10 صور مصغرة لقناة الجزيرة الإنجليزية على YouTube على شكل صور ونصوص. أظهرت النتائج أن الجمع بين العناصر اللفظية والمرئية بنى بشكل فعال سرداً يدعم حملة المقاطعة. في هذه الدراسة ، تمكن الباحثون من العثور على العديد من العناصر متعددة الوسائط في كل وظيفة فوقية معروضة في الصورة المصغرة. النوع الأكثر انتشاراً من التحليل اللفظي ، وجد الباحثون 9 مواد عملية ، و 9 حالات مزاجية تصريحية ، و 9 موضوعات موضوعية غير مميزة. في التحليل البصري ، وجد الباحث 5 عمليات سردية لعملية العمل غير التعامل ، و 6 جهات اتصال طلب ، و 8 زاوية أمامية ، و 10 طريقة عالية ، و 9 قيمة معلومات حقيقية ومثالية. من المتوقع أن تستمر الاقتراحات للباحثين في البحث متعدد الوسائط على مختلف وسائل التواصل الاجتماعي الأخرى للحصول على الظواهر الشائعة أو المشكلات الاجتماعية الشائعة اليوم.

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CHAPTER I

INTRODUCTION

This chapter covers several points that are background of the study, research questions, significance of the study, scope of limitations, and definition of key terms that will be used for the research.

A. Background of the Study

Nowadays, in the ever-evolving digital era, media transformation has become an inevitable phenomenon. One of the most important aspects of this transformation is the significant change in the way we consume information (Respati, 2014). People's interest in using newspapers, radio, and television has experienced a setback since the technological revolution has become more advanced. Social media's growth is gradually displacing more established media, like print or television (Liu et al., 2019). In this sense, social media serves as a conduit of communication for the dissemination of digital media material. According to Earnshaw (2017), social media itself is a place or space to interact with other people. One of the characteristics of social media is freedom to create and upload their own digital media.

According to Sianipar (2013), one of the popular social media used today is YouTube. YouTube is a video sharing website that can be uploaded by individuals. According to its definition, YouTube is a digital media platform that allows users to download, post, and distribute videos throughout the nation (Baskoro, 2009).

YouTube has grown to be a significant aspect of many people's everyday life. Users may post, watch, and share videos for free on the YouTube website. YouTube videos are typically user-generated news, films, TV shows, and video clips (Liliweri, 2015). In YouTube, there is a display of images and text before the video content is played. The display is commonly called a Thumbnail. Thumbnails are miniature representations of larger images or videos. Thumbnail video itself is an image that serves as a preview for the video to be played which must attract potential viewers to want and be able to see more content (Ananda & Dewi, 2023).

YouTube thumbnails contain multimodal elements, which are text and images to grab the attention of viewers. These multimodal elements work together to grab users' attention and encourage them to click on the video, thereby increasing the number of views and engagement with the content (Widyasari, 2023). Multimodal is a combination of written or spoken text and images or animations. Multimodal is not just verbal text, but a combination of both written and spoken text with images, audio, or video. Multimodal combines language and other means of communication such as visual, audible, or oral presented simultaneously (Pratiwy & Wulan, 2018).

Thumbnails are a feature found on YouTube that contains a combination of verbal and visual modes. For this reason, Multimodal Discourse Analysis is an appropriate approach to use in this research. Because by using Multimodal Discourse Analysis, it can find out more about how meaning is formed through the use of various modes of communication. O'Halloram (2011) sees multimodal

discourse analysis as a novel approach to discourse studies that examines language in conjunction with additional materials including sound, gesture, pictures, and text. However, just two elements verbal and visual will be the subject of this study. The video title and thumbnail captions are examples of verbal components. Additionally, the graphic components include of a few thumbnails that are identified as pictures from boycott news about Israel.

To delve into the complexities of how language and visuals intertwine to convey meaning in the thumbnails of Al Jazeera English's YouTube channel, the researcher employs Halliday's Systemic Functional Linguistics (SFL) and Kress and van Leeuwen's Visual Grammar. According to Halliday and Matthiessen (2004), SFL offers a comprehensive framework for analyzing language as a social semiotic system, focusing on three primary metafunctions: ideational, interpersonal, and textual. The ideational metafunction explores how language represents the world. In the context of thumbnail, this involves examining how the language constructs the "boycott" issue. The interpersonal metafunction, on the other hand, focuses on how language maintains social relationships. Finally, the textual metafunction concerns the organization and coherence of language (Halliday & Matthiessen, 2004).

To further illuminate the multimodal nature of these thumbnails, Kress and van Leeuwen's Visual Grammar provides a robust framework for analyzing visual elements such as color, composition, and salience (Kress & van Leeuwen, 2006). By applying this theory to the thumbnails, we can explore how the images visually represent the "boycott" issue. For instance, the choice of specific colors can evoke

certain emotions or associations, while the composition of the image can draw attention to particular elements. Additionally, the salience of certain elements can influence the viewer's interpretation of the message. By combining SFL and Visual Grammar, we can conduct a multimodal analysis of the thumbnails, examining how the linguistic and visual elements work together to construct meaning. This approach will allow us to gain a deeper understanding of how Al Jazeera English uses these modalities to shape viewer perceptions of the "boycott" issue and potentially influence their attitudes and behaviors.

The explanation above makes the researcher is interested in analyzing multimodal discourse that focuses on thumbnail and title of the videos about the boycotts against Israel in the news media Al Jazeera English YouTube channel. Al Jazeera English is an international broadcaster owned by Al Jazeera Media Network and situated in Doha, Qatar. Founded in 1996 as an Arabic news station, it has since expanded to include an English news channel. According to Jazeera (2012), Al Jazeera English is a reputable and trustworthy media organization that emphasizes individuals and the events that affect their lives. It then draws attention to subjects that are often overlooked, providing "voice to the voiceless" and hearing both sides of the issue. As with the war in Gaza, Al Jazeera provides live and comprehensive coverage of the war from Gaza and Israel. Al Jazeera is a reliable and trustworthy source of news for viewers and other media because of its exceptional access (Jazeera, 2012). Al Jazeera has permanent bureaus in Palestine and Israel.

Furthermore, the selection of Al Jazeera English news site is based on the consideration that this news site is among the most popular news sites. According

to Jazeera (2012), over 7 million individuals worldwide downloaded Al Jazeera English apps and digital magazines. With over 270 million homes across more than 140 countries, Al Jazeera English's worldwide reach is expanding. In 2013, Aljazeera.com had over 70 million unique visits (Jazeera, 2012). This news outlet has a large worldwide readership, demonstrating its global reach. According to Guo (2022), Al Jazeera is one of the most influential international news networks in the world. Al Jazeera has established itself as a pioneer not only in the Arab world but also globally (Kraidy, 2008).

This research is also interesting because the topic of boycotting pro-israel products is a hotly discussed issue on social media, both in Indonesia and internationally. Recently, many events have involved many people in voicing their aspirations to communities, institutions, or even on a national scale. One common action is boycott behavior (Ningsih & Haryanti, 2021). According to Munandar et al. (2023), Indonesia conducts boycott activities as resistance against oppressive countries. For example, a boycott of Israeli goods and services so that the country stops aggression and withdraws from Gaza, the boycott aims to exert economic and political pressure and influence so that the boycotted country complies with international law.

The choice of boycott topic is based on the impact of the boycott call to action on the audience in purchasing decisions for boycotted products that can help pressure Israel's economy to decline further. According to Riyadi and Bachtiar (2024), the large number of young social media users in Indonesia has an impact

on the trade and consumption of goods and services affiliated with Israeli brands through campaigns. This research focuses on exploring the role of textual elements and visual images in discourse and attracting viewers. Therefore, this study uses Kress and van Leeuwen's Visual Grammar (2006) and Halliday and Matthiessen's Systemic-Functional Linguistics (2004) as analytical methods to investigate how verbal and visual clues are used in video thumbnails.

Some previous studies that examine the multimodal discourse analysis in various social media. The first research in social media context by Nurhabibah et al. (2023). This study presents the findings of critical discourse analysis on the FYP TikTok video, which has now transformed into a hedonistic lifestyle. This study takes a semiotic approach, with a primary focus on multimodal features such as linguistic, visual, aural, and body gestures. This study takes a qualitative approach with multimodal analytic approaches (Van Leeuwen's social semiotics). The findings show that close-up shot mostly used in this study. According to the results of the study, the statement can signify that she genuinely likes and enjoys her status because, although not being married to someone's husband, she still receives money. She expressed gratitude to his wife for allowing her husband to provide for her.

Another previous study in social media is research by Laksman et al. (2024), this study looks into how to create a tourism destination picture on Instagram from a social semiotic approach. This study uses Kress and van Leeuwen's (2021) Visual Grammar paradigm, namely the representational meta function, and Halliday and Matthiessen's (2014) Speech Functions to investigate how verbal texts complement

visual modes in constructing the image of the Blue Flame at Ijen Geopark. One of the findings indicates that narrative, non-transactional action photographs are more commonly employed to promote the destination image. From the two study above using a social media platform in the form of TikTok and Instagram. So, in this study the researcher will use YouTube as a medium for taking video objects.

Previous studies related to multimodal analysis on promotional tourism video in China are in the research by Yanwei and Hassan (2023), This research uses the ideational metafunction in Systemic Functional Linguistics (Halliday, 1994) to analyze the verbal texts of the Tourism Promotional Video (TPV) and the representational meaning in visual grammar to analyze the visual pictures (Kress & van Leeuwen, 1996). According to the findings of this study, process is the most commonly employed method, followed by relational processes. Both narrative and conceptual processes are used to portray Beijing in terms of representational meaning, with action and analytical processes superseding other processes. It shows how TPV Beijing aims to show what individuals can achieve in the city and how the city looks.

In addition, previous studies discussed multimodal analysis of tourism in promotion film as an object was also conducted by Ahmed (2022). This study looks at Egypt's official tourism promotion film, which was funded by the Egyptian Ministry of Tourism. The study examines how traditional marketing discourse and new meanings are created through the interaction of verbal and non-verbal language, particularly visual semiotic resources, drawing on Kress and Van Leeuwen's (2006) Visual Grammar Theory. The result shows that, narrative with

non-transactional action process are most dominant. In addition to the conventional language of marketing tourism, the problems posed by the pandemic required a new kind of discourse that stresses the existence of preventative measures such social separation and sanitization.

Another research by Wang and Zhang (2019), this research examines multimodal discourse in city promotional videos from Beijing and London. With an emphasis on theories of Systemic Functional Grammar and Visual Grammar, this research examines the multimodal discourse of Beijing and London's promotional films in terms of representational and interactive meanings obtained from a range of semiotic resources. The results indicate that the research mostly uses close-up shots and mental processes. The findings show that whereas both films use emotional branding to increase persuasiveness in both spoken and visual discourse, they do so in different ways using different semiotic resources that co-construct meaning.

Another study about tourism by Turra (2020), This research looks at the persuasive and communication tactics used on three websites that support culinary travel. Using Martin's (2000) semantic categories of assessment and Kress and van Leeuwen's (2001) visual grammar, this research used the theory of multimodal discourse analysis method. The findings show that symbolic suggestive process is mostly used in this study. The results of this study highlight that visual element, such as landscape and food images, play an important role in building an image of authenticity and cultural richness. The use of specialized lexis and visual grammar enhances the persuasive function of the website. From the studies above discuss

multimodal tourism promotion in other country. So, in this study the researcher will fill the gap by providing research that discusses about boycott product against Israel.

Furthermore, multimodality research used vlog as an object conducted by Filia and Muthia (2024). The methodology used in this work is conversational analysis (Sacks et al., 1974; Heritage, 2001) and multimodality. According to the findings of this study, the interlocutor's backchannel signifies that 'the interlocutor is listening' and 'the interlocutor asks the speaker to continue his speech'. Both indicate that the interlocutor is paying attention to the speaker. The backchannel multimodality pattern in beauty vlogs is divided into three types: verbal backchannel, verbal and nonverbal backchannel, and nonverbal backchannel. This study also demonstrates that the preferred form of delivering backchannel in Japanese is a combination of verbal and nonverbal communication.

In addition, previous studies discussed multimodality in the context of vlog was also conducted by Lacsina (2023), the purpose of this study was to determine which speech actions were employed by well-known food vloggers in their videos and to look at the different modalities that they employed. The two theories that served as the foundation for this study were Iedema's Level of Analysis for Television and Film Genre (2001) and Searle's Speech Act Theory (1969). The study's findings showed that the purpose of food vlogs is to describe cuisine and pique viewers' interest. Additionally, it was discovered that languages and modes unique to the food vlogging community are conducive to the success of food vlogs.

From the two studies above that used the object of a vlog to conduct research. Then in this study, the researcher intended to use thumbnail as the object of research.

Then research on multimodality in connected text and images, conducted by Riyandi (2022). Kress and van Leeuwen's Visual Grammar and Halliday's Functional Grammar were used to analyze the data, with an emphasis on transitivity and phrase ideational meaning. The results demonstrate the utilization of verbal, material, mental, and relational processes in this investigation. The study's findings show that every thumbnail accurately describes the film; they are devoid of any ambiguity and align with its content. The films' Lead, Display, and Emblems serve as the pictures' connections and roles in meaning interpretation according to Multimodal Discourse Analysis (MDA) Visual.

The next research from Asis et al (2021), employs qualitative descriptive analysis to examine the film's verbal and visual modes. This research used Kress and Van Leeuwen's (2006) theory to interpret the meaning of words and pictures in films. The results of this study revealed that the major use of Mental Processes in the language component. This study also includes a film that teaches the community not to evaluate people solely on their outer looks and to empower women so that they are not easily oppressed. From the two studies above which analyze the mutual influence of text and images in films and thumbnails on podcast the researcher will examine the interaction of text and images in thumbnail on news with focus on boycott against Israel.

Based on previous studies above, the researcher became motivated to investigate this research because the researcher wanted to fill the gap or examine the novelty of multimodal research on YouTube Thumbnail in Al Jazeera English channel. While previous studies have explored multimodality in vlogs, tourism promotion videos, and even websites, none have specifically focused on how YouTube thumbnails for news videos utilize visuals and text to construct meaning. This research aims to bridge this gap by analyzing thumbnails related to the "boycott" of products supporting Israel on Al Jazeera's YouTube channel. By examining this specific context, the study will shed light on how a news outlet leverages thumbnail design to potentially influence viewers' perceptions and encourage clicks on news content surrounding a politically charged topic. By using Halliday's metafunction theory and Kress and van Leeuwen's visual grammar, the researcher wants to see the verbal and visual sides of the thumbnails used by Al Jazeera's YouTube account in displaying news.

B. Research Questions

Based on the study's background, the following questions are being investigated:

1. How are linguistic metafunctions constructed on Thumbnail in presenting the news about "boycott"?
2. How do the images in Thumbnail construct the "boycott" news in Al Jazeera English YouTube channel?

C. Significances of the Study

Practically, this research can be used as a resource for students of linguistics to increase the knowledge about multimodality, such as the relationship between verbal and visual signs. With this research, the readers will know deeper the multimodality used in thumbnail. Users of social media, particularly YouTube, will benefit from this study as it will help content producers comprehend how the picture in the thumbnail connects to the language in the title and description. Additionally, this study helps Al Jazeera English viewers comprehend the information by using the linguistic and visual components shown in the thumbnail.

D. Scope and Limitations

The scope of this research is discourse analysis. The researcher examined discourse analysis that focused on multimodal discourse analysis. This research attempted to analyze the multimodality used to examine the element of verbal and visual in thumbnails by Al Jazeera English YouTube channel. The researcher only focused on the data that explained about boycott of Israel. Therefore, the researcher limited the data collection from the beginning of the news, namely November 14, 2023 to May 13, 2024.

The data limitation is based on the beginning of the news about the boycott that appeared at the end of 2023, so that as a forum for scholars from various Islamic mass organizations in Indonesia (MUI) also responded and issued *fatwa* number 83 of 2023 regarding the Law of Support for Palestine. The goal of this study is to use a multimodality technique to assess how the social media portrays news of a boycott

of Israel through a thumbnail perspective. The linguistic elements are analyzed using Halliday's ideas on Systemic Functional Linguistic (2004), while in analyzing the visual elements, Kress and van Leeuwen's theory (2006) will be used.

E. Definition of Key Terms

In this study, the researcher specifies various frequently used phrases. The following terms appear frequently in this study:

1. **Multimodality:** A variety of human communication modes, including written, spoken, visual, auditory, spatial, etc.
2. **SFL:** Systemic Functional Linguistics is a linguistic approach that aims to understand how a text shapes its meaning within a context.
3. **YouTube:** YouTube is a digital media site (video) that can be downloaded, viewed, and shared across all countries.
4. **Thumbnail:** Thumbnail is a still image that serves as your video's preview image. It resembles the cover of a book. Its purpose is to pique the interest of potential viewers, much like a book cover does.
5. **Al Jazeera English:** Al Jazeera English is an international broadcaster owned by Al Jazeera Media Network and situated in Doha, Qatar. Founded in 1996 as an Arabic news station, it has since expanded to include an English news channel.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of related literature which consist of multimodal discourse analysis, systemic functional linguistics, the grammar of visual design, and language in mass media.

A. Multimodal Discourse Analysis (MDA)

Within the field of discourse analysis, multimodal discourse analysis is a new discipline. According to Jewitt in Forceville (2010), multimodality is a subfield of discourse analysis that involves comprehending several cues such as posture, gaze, picture, and the relationship between them all in constructing communication meaning. O'Halloran (2011) claims that MDA is the theory that may be used to examine the semantic expansions that result from semiotic decisions paired with multimodal occurrences. According to van Leeuwen (2008), MDA also addresses the creation, production, and distribution of multimodal discourse resources in social contexts. Multimodality, then, is the method of understanding the intended meaning within or outside of the text by combining the several language modes.

Multimodal discourse analysis, for example, sets itself apart by emphasizing not only language characteristics but also the semiotics of visual elements. Together, these varied viewpoints refute the idea that language is an impartial instrument that only serves to reflect or describe the outside world. Rather, they stress how important language is to creating and forming social reality (Pedersen, 2012).

B. Systemic Functional Linguistics (SFL)

The idea of linguistic functionalism was first presented by Halliday and Matthiessen (2004), who started the use of language in the process of meaning-making. The significance of language in communication is crucial, and its function is critical. The analysis of the verbal part is the main focus of Halliday's notion. Additionally, Kress and van Leeuwen (2006) contend that three metafunctions can be used to examine the grammar of visual images. Halliday and Matthiessen (2004), divide clauses into three types based on their meaning, namely ideational, interpersonal, and textual metafunction.

1. Ideational Metafunction

Ideational metafunction is a method for constructing meaning based on experiences that are experienced through the procedures chosen (Halliday & Matthiessen, 2004). Ideational metafunction is the meaning of things and ideas contained in clauses that are realized in Transitivity. Transitivity is part of the Ideational Metafunction and is a grammatical resource which is used to describe "events" in clauses. Transitivity is used to describe a series of experiences or events in a clause. A process may have three primary elements, according to Halliday (1994): the process itself, the actors, and the description or conditions. Process, participant, and circumstances are the three components into which the ideational metafunction separates a phrase (Eggins, 1994). The "meanings" of the phrase, how it depicts experience, and its degree (external, personal, and awareness) are shown by these three attributes: process, persons, and circumstances. Additionally, the

process may be divided into six groups: mental, linguistic, behavioral, relational, and material.

a. Process

Process is something or an event that happens in a clause. As mentioned earlier, process consists of verb groups. Halliday and Matthiessen (2004) divide process into six types, namely Material, Behavioral, Mental, Verbal, Relational, and Existential.

1) Material Process

Material process is the process of doing and happening. This means that this process focuses on actions that are done and something that happens. In this process, the participant involved 'does' something, which could be the participant doing something 'to' another entity or participant. Material process consists of actor, process, and/or goal. Actor and Goal are the two parties involved in the material process. A clause's actor is a component that carries out an action. The actor is the lone participant if the clause is active and has just one participant. The participant to whom the procedure is addressed is the goal. In a passive sentence, goal is a subject.

Example of material process: “Alex dropped the pen”

Alex	dropped	the pen
Actor	Process: Material	Goal

The table shows an example of a material process. In the clause, Alex is a noun that acts as one of the participants, namely the actor. Meanwhile, the verb dropped becomes the process which means 'dropping'. Then, the noun group the pen becomes another participant, namely the goal. Therefore, from the clause in Table, it can be concluded that the actor, namely Alex, is doing the process of 'dropped' or 'dropping' something, namely 'the pen'.

2) Behavioral process

Behavioral process is a transitivity process that focuses on physiological and psychological behaviors, such as breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and contemplating. In this process, the participant involved is called the behavior (Halliday & Matthiessen, 2004).

Example of Behavioral Process: “Kavin lives in a luxurious apartment”

Kavin	lives	in a luxurious apartment
Behaver	Process: Behavioral	Circ: Place

The table shows an example of behavioral process for the clause 'Kavin lives in a luxurious apartment'. In the clause, Kavin is the main participant who acts as the behavior. Meanwhile, the verb lives is the process that occurs in the clause. Then, in a luxurious apartment is an explanation or information about the 'residence' of the participant Kavin. Therefore, the phrase acts as a circumstance of place.

3) Mental process

Mental process is a transitivity process that focuses on sensing, such as feeling, thinking, and perceiving. Perceptive, cognitive, desiderative, and emotional (affect) are the kinds of mental processes that are separated apart in the process. Sensors and phenomena are participants in mental processes. A participant who 'feels' the process is called a sensor. The sensor in this situation has to be aware. Meanwhile, phenomenon is what is felt through emotions, thought, desired or perceived through the five senses (Halliday & Matthiessen, 2004).

Example of Mental Process: "William likes strawberry"

William	likes	strawberry
Senser	Process: Mental (affect)	Phenomenon

The table shows the mental process in the clause 'William likes strawberry'. In the clause, the noun William as the participant becomes the sensor because he feels the process. While the verb 'likes' becomes the process that occurs in the clause. Then, the noun 'strawberry' becomes a phenomenon because in this clause, 'strawberry' becomes the thing that William 'likes'.

4) Verbal process

The last transitivity step in the non-relational process is verbal. The symbolic gesture, or "saying," is the main emphasis of this procedure. Participants in this process are referred to as sayer and target. Sayer is the participant who gives the cue. Meanwhile, the target is the participant who is 'given' the gesture (Halliday & Matthiessen, 2004).

Example of Verbal Process: “Ryan slurred Megan”

Ryan	slurred	Megan
Sayer	Process: verbal	Target

The table shows the verbal process in the clause 'Ryan slurred Megan'. In the clause, Ryan is the main participant who acts as a sayer. Meanwhile, the verb slurred becomes the process that occurs in the sentence. Then, Megan becomes the target in the clause.

5) Relational process

In the Relational process there are two types: the attributive relational, which relates participants to general characters or descriptions, and the second is the identification relational which relates participants to identities/signs, roles or meanings. In attributive relational clauses carry their own character called Carrier and the character is called Attribute. Attributes usually appear as indefinite nominal groups or nominal groups with adjectives. In contrast to relational attributive, the participants of relational identification process are Token and Value (Halliday & Matthiessen, 2004).

Example of an Attributive Process: “A whale is a mammal”

A whale	is	a mammal
Carrier	Attributive	Attribute

The table shows an example of the attributive process. In the clause 'A whale is a mammal', the noun group 'A whale' acts as the carrier. The auxiliary verb is becomes the attributive process in the clause. Then, a mammal acts as the attribute

in the clause. This is because 'A whale' is part of 'mammals', which makes 'A whale' an attribute of 'a mammal.'

Example of an Identifying Process: “Laura is the villain”

Laura	is	the villain
Token	Identifying	Value

The table shows an example of identifying process in the clause ‘Laura is the villain’. In the clause, Laura acts as the identified/token. While the auxiliary verb is becomes the identifying process. Then, the villain acts as the value of the clause.

6) Existential process

The existential process is a process of becoming 'existent'. In this process, the participant is referred to as existent which is realized through verbs such as am, is, are, were, be, been, being and other verbs such as exist, arise or other verbs that express the existence of nouns or noun phrases (Halliday & Matthiessen, 2004).

Example of an Existential Process: “There was a blood-stain on the matinee jacket”

There	was	a blood-stain	on the matinee jacket
	Process: Existential	Existent	Circ: Place

'There was a blood-stain on the matinee jacket' highlights the Existential process in the table. The auxiliary verb in the phrase functions as an existential process. A bloodstain, however, functions as an existing in the phrase. Then, the matinee jacket serves as an adverb of location information, also known as the place's situation

2. Interpersonal Metafunction

The use of language to establish and preserve social connections is known as interpersonal metafunction (Halliday and Matthiessen, 2004). The phrase's Mood and Modality, which served as an interchange, have this meaning. Clause as exchange is a kind of interpersonal metafunction interaction between the speaker and the reader (Halliday and Hasan, 1985). According to Halliday and Matthiessen (2004), interpersonal communication is implemented through the Mood grammar system, which includes speech role kinds for providing and receiving information, goods, and services, as well as modality expressions in terms of truth value and probability of occurrence.

The interactivity of language and the way we communicate with one another through it are highlighted by interpersonal meaning. It encompasses interactions in which we demand or provide products and services, or in which we respond to such demands. This is interpreted as an interchange by Halliday and Matthiessen (2004). Words that convey this interpersonal meaning are thus referred to as "mood" and "modality."

a. Mood Element

Mood is a system that expresses interpersonal meanings through words (Gerot & Wignell, 1994). 'Subject' and 'finite' are the two essential elements of mood. Finite is a verbal group, whereas "Subject" is a nominal group. "Finite" is a verbal operator that conveys polarity (positive or negative), modality (can, must),

and temporality or tense (be, has/have). Thus, 'the mood' is the single ingredient that results from the union of the two parts.

1) Subject

The subject is an element that claims to have prominent validity and serves to materialize the thing by declaring which portions of the statement can be confirmed or denied. As Halliday (1994) stated in his theory, a subject is an element to which an assertion is claimed to be valid, and it serves to actualize the item by reference to which the proposition is confirmed or rejected.

2) Finite

Finite is the second element of a mood element, “The finite element is one of a small number of verbal operators expressing tense” (Halliday & Matthiesen, 2004). Finite, shows the time of speaking, both grammatically correct which is called temporal and modality. temporal tense speaks either of past events, present events or future events, but modality speaks of the speaker's opinion or obligation. Here are examples that show subject and temporal finite verbs.

Vita	was	watching	The movie
Subject	Finite (past)		

Based on the table above, “Vita” is a subject because “Vita” is a nominal person and “was” is a finite verb operator and shows time in the past.

b. Residue

Residue is a component that is present in addition to the mood element. The remains of a clause is called the residue. Predicator, complement(s), and adjunct(s) make up this structure. You can view an example of a phrase and the explanations of each element as follows to gain a better understanding of the analysis.

Example to analysis: “Vita planted flowers”

Vita	planted	flowers
Subject	Finite/Predicator	Complement
Mood		Residue

It is clear from this analysis that the statement is declarative and represents a factual assertion. The subject "Vita" comes before the finite verb "planted," as is customary in declarative sentences. A single component known as "Mood" is created by the close relationship between the Subject and Finite. For the complement, use "flowers." In line with the approach provided by Halliday and Matthiessen (2004), the remainder of the sentence is referred to as the residue.

c. Mood Types

There are two types of mood, according to Halliday and Matthiessen (2004): imperative mood and indicative mood. Indicative mood is further subdivided into declarative and interrogative moods. The speaker provides the listener with information in the declarative. Thus, information is given by the former and received by the latter. The speakers might then pose or respond to specific queries to the audience during the interrogative. They also expect the hearer or interlocutor to respond. Thus, the former is an information recipient, whereas the latter is a

(potential) information provider. In the imperative, speakers issue commands or demands for goods or services. As a result, the former functions as the receiver of information, goods, or services, whilst the latter acts as the provider of information, goods, or services.

1) Declarative mood

According to Halliday (1994), a statement or declarative form with Subject-Finite form is often used for giving information. The mood type known as declarative mood is made up of Subject + Finite (F) components. As shown in the table below, finite is also a member of the verbal group that comes after a predicator.

Example to analysis: “You put it there”

You	put		it	there
Subject	Finite	Predicator	Complement	Adjunct
Mood		Residue		

Finite and predicator are the two components of the word put, as the explanation above demonstrates. The finite in put serves as an operator that displays the tense in addition to the verb or predicator. The tense serves to indicate the sentence's time, which is do. Since you are the sentence's subject and it is simple present tense, the verb "put" implies a limited amount of time.

2) Interrogative mood

According to Halliday (1994), English presents two primary structures for asking questions, and there are two forms of interrogative mood: polar interrogative

mood and wh-interrogative mood. Wh-interrogatives (questions that use who, what, which, where, when, why, and how) or polar interrogatives (yes/no questions).

Example of analysis: “Would you like some biscuits?”

Would	you	like	some biscuits?
Finite	Subject	Predicator	Complement
Mood		Residue	

The order finite comes before the subject in the structure previously described by Linda Gerot and Peter Wignel (1994), resulting in polar or "yes/no" interrogative. "The order finite precedes subject, realizes polar or 'yes/no' interrogative." (Wignel & Gerot, 1994). The sentence starts with finite and is followed by subject, just as in the example above.

Example of analysis: “Who killed Cock Robin?”

Who	killed	Cock Robin
Wh-subject	Finite	Complement
Mood		Residue

Who as the topic is a component of the mood factor is explained in the above table. On the other hand, wh- is a component of the residue, finitely preceding the subject, if it is joined with a complement or adjunct.

3) Imperative mood

Imperative mood is the mood for exchanging goods and services, its subject is 'you' or 'me' or 'you and me' (Halliday & Matthiesen, 2004). There will always be a predicator in the imperative, whether if the mood element is composed of subject

alone (you), finite solely (do, don't), or finite followed by subject (do not you). A mood tag (will you, will not you) may be used after imperative to indicate that the phrase is finite. Unlike the declarative mood, the elements in the imperative mood type can be either no mood (no subject and finite), only composed of residues or only with mood (only finite).

Example of analysis: "Let's go home"

Let's	go	home
Subject	Predicator	Adjunct
Mood	Residue	

Since let us is read as the subject form of "you" and "I," "you" is always included in the meaning of "let's" in the table above. "Yes, let's!" is the response's aberrant form. 'No, let us not!' contains both subject and non-finite elements in this analysis. However, each of these forms has a finite element form, such as 'Yes, do, let's!' and 'No, do not let's!', which suggest that let us is a subject.

d. Modality

Modality is an important concept in expressing interpersonal meaning because the speaker can give a personal view, judgment, or opinion about the message he or she is conveying in the interaction. The polar is either 'yes' or 'no'. In traditional grammar, it is called modal such as the examples in English can, may, and ough to. Saragih (2006) defines modality as the view, personal opinion, attitude or comment of the user towards the exposure of the experience conveyed in the interaction.

Modality reveals the opinions of the speaker in what they are saying. "Modalization" and "modulation" are the two types of modality, according to Halliday (1994). Modalization includes probability and regularity scales. When a speaker makes a determination regarding the likelihood of something occurring, they are expressing probability. It is made up of the terms "certainly," "possibly," and "probably." When a speaker makes a judgment about how frequently something occurs, it is considered typical. It is made up of the terms "sometimes," "usually," and "always."

Meanwhile, the sorts of modulation include scales of obligation and inclination. Obligation comes when the speaker commands, demands, suggests, or advises the listener. Furthermore, inclination reveals the speaker's tendency to do something as well as the speaker's ability to feel. Each type of modalization and modulation is classified into three values: high, medium, and low.

3. Textual Metafunction

The ability of language to connect people's experiences is known as textual metafunction (Halliday & Matthiessen, 2004). It refers to the process of comprehending an entire situation through the integration of ideational and interpersonal metafunctions. Theme and Rheme thereby identify the literary metafunction. A theme is the speaker's discussion of the subject and serves as the message's starting point (Halliday & Matthiessen, 2004). The theme's forms are divided into prepositional phrases and noun groups. Themes are divided into three types: topical themes, interpersonal themes, and textual themes.

The individual or circumstance that serves as the clause's beginning point is known as the topical theme. There are two types of topical themes: marked topical themes and unmarked topical themes. A theme that appears in a phrase that begins with a subject which might be a personal pronoun or a subject in general is known as an unmarked topical theme. Marked topical theme is a theme that exists in clauses that have other information in front of the subject, such as adverbial groups, adjuncts, and complements. Next, interpersonal theme is oriented to the speaker's self. Interpersonal theme is realized by using greeting or vocative, mood adjunct, question word, vocative adjunct, and comment adjunct.

Lastly, textual theme is realized through the use of conjunctions. Both external conjunctions and internal conjunctions. External conjunctions are used to connect events in one clause with events in another clause in a complex clause. The complex clause relationship can be either paratactic or hypotactic. Internal conjunctions are used to connect the ideas in one clause with those in another clause. Internal conjunctions are interclausal conjunctions, which are conjunctions used to start clauses.

C. The Grammar of Visual Design

Kress and van Leeuwen (2006), propose a social semiotic method based on Halliday and Matthiessen (2004) theory. Based on his theory, Kress and van Leeuwen use the same subject with different terms, namely compositional instead of textual, interactive instead of interpersonal, and representational instead of ideational. The Kress and van Leeuwen technique renamed and modified the three

metafunctions as compositional, interactive, and representational. The following sub-chapters then go over each term's definition.

1. Representational Meaning

Kress and van Leeuwen (2006) state that the phrase "representational meaning" refers to the way semiotic systems depict an item and the connections between it inside a culture as well as outside of it. They also note that any semiotic modality must be able to convey some of the features of the human experience of the world. In other words, it must be capable of representing objects and their connections in a reality that is distinct from the representational structure. There are two types of representational meaning: conceptual representation and narrative representation.

Vectors are used in narrative representation to illustrate the connections between participants (Kress & van Leeuwen, 2006). The action and response processes are the two subprocesses that make up this process. Every action that each person in the image takes is the focus of the action process. There are two categories of action processes: transactional and non-transactional. Non-transactional processes just have actors, while transactional processes have both actors and objectives. The next step is the reactional one, which is concerned with how a person's eyeline or point of view toward something or another participant forms a vector. There are two components to this process: the phenomena and the reactor.

In conceptual representations that represent participants are more general, stable and permanent (Kress & van Leeuwen, 2006). Conceptual representation

function depending on the context, where different representations can be displayed with the same words but in different settings. Conceptual representations are categorized into four types, namely classificational process, analytical process, and symbolic process. Classificational process brings together different participants in one image, divided equally across image to show that they belong to the same class. In other word classification, involves participants that are related to each other in terms of types of relationship, or taxonomy. Classification in metafunction of language is similar to the process of relational attribute process with participant I is the carrier and participant II is the symbolic attribute. According to Kress and van Leeuwen (2006) At least one group of participants will play the role of subordinates in relation to at least one other participant, the superordinate.

According to Yang et al. (2014), the analytical procedures link the participants from a part-whole structure perspective. Two participants in these processes are one Carrier (the whole) and any number of Possessive Attributes (the parts), respectively. Analytics connect participants in the overall structure of the part. In this case, the participant representing the whole is called the carrier while other participants are part of the whole and characterizes the carrier is referred to as possessive attributes. Symbolic relates to what is intended or symbolized by represented participants. Participants which represent its significance shown in symbolic relationships is called a carrier, while a participant that represents that meaning or identity themselves are called attributes. The next type is symbolic process. there are two types of symbolic, namely symbolic attribute and symbolic suggestive. the difference in this type can be seen from the number of participants.

symbolic attribute has two participants, namely carrier and attribute. then, in symbolic suggestive there is only one participant, namely carrier (Kress & van Leeuwen, 2006).

2. Interactive Meaning

After representational meaning, there is what is referred to as interactive meaning. Interactive meaning explains the social relationship represented between (producer) and (viewer) in order to produce meaning for an event that occurs in the image. The formation of the meaning shown in the image depends on several elements that can be considered to find the meaning (Kress & van Leeuwen, 2006).

a. Contact

Kress and van Leeuwen (2006) distinguish between two categories of contact: offer and demand. It talks about the connection of offer or demand between the reader and the portrayed participant. The reader or viewer is supposed to understand the creator's meaning via the use of "offer" and "demand". 'Demand' is depicted if the participant's eye line in the picture looks directly at the viewer's eyes. This is because when the participant and viewer's eye lines meet, a vector will be formed that connects the participant and the viewer. Meanwhile, 'offer' is depicted if the participant's eye line in the image does not look directly and form a vector with the viewer. This can be interpreted as a sign that the participant in the picture 'offers' information to the reader.

b. Distance

The scope of the social distance element is only on the distance between the participant and the viewer, which is depicted by the distance or proximity of the participant through the size of the frame in the image. The participant's image can be far or close to the viewer. Shots including close-up, medium, and long shots, among others, are used to illustrate the participant's distance. According to Kress and van Leeuwen (2006), a close-up (also known as a "close-up") depicts the subject's head and shoulders, while a very close-up (also known as a "extreme close-up" or "big close-up") depicts the subject's head and shoulders or less. The subject's knees may be partially visible in a medium close-up view that cuts them to around the waist. The whole picture is visible in the medium-length photo. The human figure takes up around half of the frame height in a long shot, and anything "wider" than that is captured or shown in a very long shot.

c. Angle

Kress and van Leeuwen (2006) state that angle falls into one of two categories: The angle axis goes from top to bottom in a vertical interaction and from left to right in a horizontal interaction. Direct gaze integrates the viewer into the image, whereas the oblique angle in horizontal interaction demonstrates the participant's objectivity toward the observer. In vertical interactions, top-down views show the audience's control over the participant, whereas bottom-up angles empower the participant and convey the audience's sense of inferiority.

d. Modality

The word "modality" in this context does not mean "multimodal." The term "multimodal" in Multimodal conversation Analysis describes the existence of many modes in textual conversation. At the same time, modality is a semiotic social approach to the truth difficulty in relation to the representation problem of the texts. Therefore, the modality is used to assess the authenticity of a concept rather than the actuality when it is presented in texts or other mediums that transmit a message. Low, neutral, and high to hyper-real are the three levels of the modality. The quantity of color changes in the picture is the sole topic covered by the modality element. According to Kress and van Leeuwen (2006), an image's modality decreases when colors are decreased.

3. Compositional Meaning

Kress and van Leeuwen (2006) state that there are three methods to organize images: center and margin, vertically (top and bottom), and horizontally (left and right). Information from given to new is shown from left to right, information from ideal to actual is displayed from top to bottom, and a greater focus on the center of the picture is indicated by the composition from center to margin. An element placement that takes into account the two page sides is shown in the horizontal. There are two possible horizontal placements: "new" on the right and "given" on the left. The designated location has significance for the viewer as a recognized and established point of departure for the message (Kress & van Leeuwen, 2006).

However, since the new placements indicate something that the spectator has not yet identified, they truly need their attention (Kress & van Leeuwen, 2006). It suggests that provide alarming information. Additionally, the vertical positioning displays two placement types: "real" at the bottom and "ideal" at the top. General information is provided by the ideal posture (Kress & Van Leeuwen, 2006). In the meanwhile, the actual job offers comprehensive and useful information (Kress & Van Leeuwen, 2006).

The last pattern is the center-margin pattern. "Center" describes how the components are arranged in the middle. It signifies that the object is situated in the image's center. "Margin" describes the arrangement of other objects surrounding it. Kress and van Leeuwen (2006) state that it appears as a dependent factor. According to Kress and van Leeuwen (2006), the "margin" may sometimes be confused with the actual, ideal, fresh, and offered. The second kind of textual metafunction is salience. The element that attracts the viewer's attention to varied degrees is salience, which is distinguished by characteristics such as location in the front or background, relative size, tonal contrast, the difference in sharpness of focus, and color contrast (Kress & van Leeuwen, 2006).

D. Language in Social Media

The use of language in social media using informal and non-rigid language, especially in the creation of YouTube thumbnails, has become an interesting phenomenon to study. Creative and interesting informal language is often used to grab users' attention and encourage them to click on the video (Ratnadi et al., 2021).

In addition, according to Ananda et al. (2023), simplicity in design and the use of easy-to-read fonts are the most important aspects of video thumbnail design. So that the resulting design can display the purpose/theme to be conveyed from the video without sharing the entire story in an image, which will provoke the viewer's curiosity to see the full story of the video.

Furthermore, thumbnails on YouTube also use video hashtags to attract viewers. Language use in online media is full of acronyms or symbols that can easily attract attention. An example of this phenomenon is hashtagging (Jimma, 2017). Hashtagging employs the hashtag symbol # to attract attention to an activity or subject that others believe should be highlighted on social media. People are able to create trends on social media by hashtagging an image or referring to an event. Because hashtagging employs a symbol rather than a sentence abbreviation, it is typically utilized in the same way across languages.

CHAPTER III

RESEARCH METHOD

This chapter describes the research methods used. This chapter covered five major topics: research design, data and data sources, research instrumentation, data collecting, and data analysis.

A. Research Design

In order to examine the spoken texts and visuals from the standpoint of multimodal discourse analysis, this study used a qualitative approach that combined theoretical research with a discourse analysis framework. Examining and understanding how people or groups saw social or human issues was made much easier using qualitative research (Cresswell, 2009). Explaining the reality behind the phenomena related to thumbnail meaning analysis was the aim of using a qualitative approach. Gaining a thorough understanding of the verbal and visual meanings present in the Al Jazeera English YouTube channel was the aim of this research. Two essential components of the research data were the text and visuals in the thumbnail. Multimodality described a method for studying a text with many modes utilizing more than one analytical instrument. Thus, multimodality analysis is appropriate for this research, which examined the multiple forms of representation in the news on thumbnail view.

B. Data and Data Source

The data source of this research came from thumbnails in Al Jazeera English YouTube Channel (<https://www.youtube.com/@aljazeeraenglish>). The data

selection process went through the Al Jazeera account by taking thumbnail screenshots that focused on boycotting Israel. In this instance, some screenshots of thumbnails from Al Jazeera English YouTube channel were selected by searching in the YouTube search field with the keyword “Al Jazeera Boycott of Israel”. The data source was taken and published around during November 14, 2023 to May 13, 2024. Based on this search, 10 thumbnails were found on the topic of boycott against Israel. The researcher only found 10 eligible data in this study with the data only focusing on images and titles that clearly discuss the topic of boycotting Israel. The data of this study were in the form of images and sentences from titles and captions. Additionally, here are ten thumbnails found on Al Jazeera English's YouTube account:

1. <https://youtu.be/fjd1JQ-wl7w?si=qna4za2gThbaavdi>
2. https://youtu.be/MiBjWeZVWSE?si=UtaQ3_3mJxnVp427
3. <https://youtu.be/5uT87igaL8w?si=fVDPv-9fT-fsBIVl>
4. <https://youtu.be/wQTGUAB-ZUo?si=36skvOStUIX6omH4>
5. <https://youtu.be/wvlg-R8s5SA?si=DNLj1Cn38DLZfy96>
6. <https://youtu.be/g88zxvcLmf4?si=jTGlgm3tK4Gnc5SR>
7. https://youtu.be/TXgrHri0xi0?si=lKnMb1_iBDoEZzzi
8. https://youtu.be/ewlQuNftUSA?si=Cnrob_uADlpMWhGK
9. <https://youtu.be/6aXAtKfDBts?si=zYJomvxVUUvFiw2r>
10. <https://youtu.be/016BX16W9sc?si=pBhmswrV28X5hLgN>

C. Research Instrument

The primary tool in this study was the researcher herself. The researcher took an active involvement in gathering and analyzing the data (Heigham & Croker, 2009). In order to explain the linguistic and visual components of the data in the form of a thumbnail on the Al Jazeera English YouTube channel, the researcher was

the one to choose, examine, and interpret the data. These measures included utilizing Halliday and Matthiesen's (2004) Systemic Functional Linguistics theory and Kress and van Leeuwen's (2006) *The Grammar of Visual Design* to watch and take screenshots of the articles on the boycott of Israeli goods.

D. Data Collection

The researcher took a number of actions in order to get the information. To begin, the researcher launched the YouTube app. Secondly, the researcher typed the keyword "Al Jazeera Boycott Israel" in the search field. Thirdly, the researcher found 10 data consisting of visual elements (images) and textual elements (sentences) from titles and captions. The researcher selected data based on thumbnails related to the boycott against Israel. Lastly, the researcher took screenshots of thumbnail images from the Al Jazeera English YouTube channel.

The data in this study were 10 thumbnails consisting of images and sentences taken from news about #Boycott against Israel on the Al Jazeera English YouTube channel, in the span of November 14, 2023 to May 13, 2024. To analyze the data, a theoretical framework combining Halliday and Matthiessen's (2004) Systemic Functional Linguistics and Kress and van Leeuwen's (2006) *The Grammar of Visual Design* was employed. The data in this study were very interesting because it raised the issue of genocide, the news about the boycott against Israel was important to follow and discuss critically so that people could better understand the various perspectives and complexities of this issue.

E. Data Analysis

There were two sections to the analysis. The study was conducted using Halliday and Matthiessen's (2004) Systemic Functional Linguistics in order to address my first research topic. This study examined the ideational, interpersonal, and textual metafunction factors for the language features found in the presented video title and thumbnail captions. The first step in analyzing verbal data on ideational metafunction, the researcher categorized the sentences in the title and caption in the transitivity process and determine which process is appropriate. Secondly, in interpersonal metafunction, the researcher determined the mood through the finite form in each sentence, then determined the speech role based on the statement in each sentence. Last, in textual metafunction, the researcher determined the theme and rheme, then categorized each theme based on the selection of phrases at the beginning of the sentence.

Meanwhile, the visual data were examined using Kress and van Leeuwen's Grammar of Visual Design Theory (2006). This analysis was useful in answering my second research question. The analysis was divided into three major categories: representational, interactive, and compositional meaning. The first step in the visual data analysis process, the researcher classified the types of participants in the picture and categorized them into the process of representational meaning. Secondly, in interactive meaning, the researcher determined the contact, angle, and shooting based on the participants in the thumbnail. In the last aspect, namely compositional meaning, the researcher determine the composition between images and text on thumbnails into the type of information value and determine the salience

displayed on thumbnails. At last, the researcher made conclusions by presenting the results of the overall discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contained the research findings and discussion. In the findings, the researcher focuses on the analyzed data. The discussion covered the findings of the data analysis.

A. Findings

This research determined the multimodality presented in thumbnails on YouTube social media regarding boycott news to attract viewers' attention. The researcher found 10 data with the topic focus on “boycott” in Al Jazeera English YouTube channel from November 14, 2023 to May 13, 2024. The researcher analyzed and classified the linguistic and visual data according to the theory of Halliday and Matthiessen (2004) and Kress and van Leeuwen (2006). The data in the form of thumbnail and video title presented one by one with tables starting with verbal analysis and followed by visual analysis, which will be explained below.

Datum 1



Muslim shops in India are boycotting Israeli products | Al Jazeera Newsfeed

Source (<https://youtu.be/fjd1JQ-wl7w?si=qna4za2gThbaavdi>)

The first datum was taken on November 14, 2023. The thumbnail above contains an image of muslim woman in India who is carrying out an action to voice the boycott action against Israel. In support of the Palestinian people, these Muslim

store owners in India have decided to stop carrying Israeli and US products, sparking a movement within the neighborhood. The case of Muslim shops in India boycotting Israeli products, as reported by Al Jazeera, reflects the worldwide community's growing understanding and concern with the Palestinian cause. This action is not only an economic boycott, but also a powerful political statement against all types of oppression and injustice. This analysis began from ideational metafunction analysis.

1. Verbal Analysis

Table 4.1 Thumbnail caption “*Indian muslims boycott Israeli products*”

<i>Indian muslims</i>	<i>boycott</i>	<i>Israeli products</i>
Actor	Material process	Goal
Subject	Finite (present) + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

The analysis in table 4.1 begins with the **ideational metafunction** of the thumbnail caption. This sentence is categorized into the *material process*. The sentence “*Indian Muslims boycott Israeli products*” is a material process, because the word “*boycott*” as a process describes an active action to buy or deal with a product as a form of protest or pressure against Israel by Muslims in India. This relates to the material process that expresses the process of doing (Halliday & Matthiessen, 2004). This process involves “*actors and goals*”. “*Actor*” refers to the participant who performs the process in the clause, while ‘*goal*’ refers to the entity affected by the process (Halliday & Matthiessen, 2004). The actor of the process is “*Indian Muslims*” who performs the action with the goal of this process being “*Israeli products*”.

The second analysis is the **interpersonal metafunction**. The mood structure illustrates the interpersonal analysis (Halliday & Matthiessen, 2004). "Mood," which is made up of a subject and a finite, expresses the clause's interpersonal function. The first verbal group realizes the finite, whereas the nominal group, to which the speaker ascribes responsibility for the clause's validity, realizes the subject. The predicator, which is a component of the "residue," makes up the other verbal group. The analysis of the thumbnail text begins with "*Indian Muslims*" as the subject and is followed by "*boycott*" as the finite which explains the present tense, "*Israeli products*" as the complement because it serves to complete the purpose of the verbal group. Therefore, the speech role can be classified as ***offer information***. The role is classified as offering information because the sentence is in the ***declarative mood*** and informs the viewers while also declaring a statement that the Muslim community in India has boycotted Israeli products.

The last analysis is **textual metafunction**. The aforementioned phrase may be divided into two categories of textual metafunctions: rheme and topic. The rheme is another section of the message where the theme is elaborated, while the theme is an element that guides the clause in its context (Halliday & Matthiessen, 2004). Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which starts from the clause "*Indian Muslims*" as it is a subject and topic that becomes an actor in the sentence and is followed by the rheme as new information which is "*boycott Israeli products*". The sentence is categorized into ***unmarked topical theme*** because it starts *with the* subject. Based

on Halliday and Matthiessen (2004), *Topical Theme* is classified into two, namely, *unmarked topical theme*, which is a theme that begins with the subject, then *marked topical theme*, which is a theme that has other information in front of the subject.

Table 4.2 Video title “*Muslim shops in India are boycotting Israeli products*”

<i>Muslim shops</i>	<i>In India</i>	<i>are</i>	<i>boycotting</i>	<i>Israeli products</i>
Actor	Circ: place	Material process		Goal
Subject	Circ: place	Finite	Predicator	Complement
Mood: declarative	Residue	Mood	Residue	
Theme		Rheme		

Ideational metafunction analysis of the video title. The sentence is “*Muslim shops in India boycott Israeli products*”. The analysis of this sentence is the same as the thumbnail text, which is a **material process** with the actor “*Muslim shops*” performing the action of “*boycott*” against “*Israeli products*” with the addition of a place description, namely “*in India*”. This sentence is categorized into a material process because the word “boycotting” as a process describes the active action to buy or deal with a product as a form of protest or pressure on Israel carried out by Muslim shops in India. Thus, this kind of process is called a material process.

For **interpersonal** analysis, it starts from “*Muslim shops*” as the subject, “*in India*” as the adverb of place, “*are*” as the finite describing the present tense, “*boycott*” as the predicate because the word belongs to the verbal group, and “*Israeli products*” as the complement, it serves to complete the purpose of the verbal group. Then, the sentence consists of mood and residue. Therefore, the speech role can be classified as **offer information**. The role is classified as offering information because the sentence is in the **declarative mood** and informs the viewers while also declaring a statement that the Muslim shops in India has

boycotted Israeli products. The **textual metafunction** starts with the theme “*Muslim shops in India*” which is the subject and the participant/actor in the sentence, and is followed by the rheme “*boycott Israeli products*” as new information. Finally, the sentence is categorized into an ***unmarked topical theme*** because it starts with a subject.

2. Visual Analysis

Based on the theory of Kress and van Leeuwen (2006), visual analysis related to ideational metafunction is **representational meaning**. This analysis categorizes that the material process is related to the ***narrative process*** and belongs to the ***non-transactional action process***. Since the lady is the sole participant and the activity lacks a purpose, it is seen as a non-transactional process. The lady in the photo seems to be taking action by holding a leaflet advocating for a boycott of Israel, even though she is just standing there and not speaking to anybody. Kress and van Leeuwen (2006) define an action process as a group of persons doing a task. The lady was also assisted with resources such as paper. These characteristics are referred to as the circumstances of means. Based on this research, it can be inferred that the lady is categorized as a non-transactional action process and is a "actor."

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. The picture shows that the participant is the woman that standing alone. The image shows a ***demand contact*** because the direction of the participant's eyes in the image is looking directly at the viewer's direction. Next,

Distance in the image shows a *medium shot*, because in a medium shot the participant is shown only half the body (Kress & van Leeuwen, 2006). It can be seen in the picture that a woman is only seen from head to waist. The angle used in this image is vertical position with *frontal angle*, because the shooting direction displayed to the viewer points straight ahead of the viewer. Modality in the image is *high* because the saturation is high, and the colors in the image vary. Also, the lighting of the background behind the participants looks very bright.

The last analysis in **compositional meaning**. Kress and van Leeuwen (2006) state that an image's compositional meaning is composed of value, framing, and information salience. Both the top and bottom text and the picture arrangement provide useful information. The human participant delivers the top one, while the thumbnail's caption delivers the bottom one. These forms usually called as *real and ideal information value*. The opposition between real and ideal can also structure text and image relations. The real and ideal position forms provide more detailed information and additional information.

The next point is **salience**. One of the components that aims to grab the reader's attention is salience. Background, tone contrast, size, clarity of focus, and color contrast are a few salient points. The visual can be provided by the producer by utilizing one of the salient aspects. In this case, the Muslim woman has more salience because there is only one participant that attracts the viewer's attention by carrying a paper that reads "*Boycott Israel*" and a picture of the Israeli flag marked red. But the size of the text in the image is also quite large so that the viewer's eyes

are interested in reading the news headline. The last point is that there are no frame lines on the thumbnail.

The relationship between verbal and visual

Based on the analysis above, captions and video titles are included in the material process. Interpersonal analysis uses declarative mood. This analysis shows that actors or participants offer information to viewers. Verbally, the thumbnail text and video title focus attention on Muslim shops in India boycotting Israeli products. Visually, this falls under the non-transactional action process, the thumbnail image presents a visual that matches the verbal element, which is a Muslim woman calling for a boycott with a paper prop with the Israeli flag and the words “boycott Israel”. In the end, the combination of the two presents a balanced portion in informing a news context.

Datum 2



War on Gaza: Global boycott movement against Israel gains traction

Source (https://youtu.be/MiBiWeZVWSE?si=UtaQ3_3mJxnVp427)

The second datum was taken on Desember 10, 2023. The thumbnail above contains an image of several posters calling for a boycott of products that work with Israel. The Boycott, Divestment, and Sanctions (BDS) movement is a global campaign that seeks to persuade Israel to stop its occupation of Palestinian lands and follow international law. Many people and organizations around the world have

shown support for the Palestinian people and urged for a stop to the bloodshed. This has resulted in an increase in support for the BDS movement, with people using social media sites such as X (previously Twitter) and TikTok to find and boycott companies they believe are linked to Israel. This analysis began from ideational metafunction analysis.

1. Verbal Analysis

Table 4.3 Thumbnail caption “*War on Gaza, BDS movement gains traction*”

<i>War</i>	<i>on Gaza</i>	
Noun	Circumstance: place	
<i>BDS movement</i>	<i>Gains</i>	<i>Traction</i>
Actor	Material process	Goal
Subject	Finite (present) + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

The analysis in table 4.3 starts with the **ideational metafunction**. In the thumbnail of second datum begins with the sentence “*war on Gaza*” as the main topic in the news presented. The sentence “*BDS movement gains traction*” presents the **process of material**, because the action or activity shows from the word “gains” describes the active action of obtaining or gaining something that results in a change of state, namely the increased support of the BDS movement. The actor of this process is “*BDS movement*” with the goal “*traction*”. The second analysis is **interpersonal metafunction**. The thumbnail text analysis started with “*BDS movement*” as subject and followed by “*gains*” as finite which explains the present tense, and “*traction*” as complement that describes the verb. Therefore, the speech role can be classified as **offer information**. The role is classified as offering information because the sentence is in the **declarative mood** and informs the

viewers while also declaring a statement that BDS has gained global attention for its boycott of Israel.

The last analysis is **textual metafunction**. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “BDS movement” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “traction”. The sentence is categorized into ***unmarked topical theme*** because it starts *with the* subject. Based on Halliday and Matthiessen, (2004), *Topical Theme* is classified into two, namely, *unmarked topical theme*, which is a theme that begins with the subject, then *marked topical theme*, which is a theme that has other information in front of the subject.

Table 4.4 Video title “*War on Gaza: Global boycott movement against Israel gains traction*”

<i>War</i>	<i>on Gaza</i>	
Noun	Circumstance: place	
<i>Global boycott movement against Israel</i>	<i>Gains</i>	<i>traction</i>
Actor	Material process	Goal
Subject	Finite (present tense) + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

The **ideational metafunction** analysis of video title. Same as the thumbnail caption, which begins with the sentence “*war on Gaza*” as the main topic of the news. Meanwhile, table 4.4 is also a ***material process***, because the action or activity is seen from the word “gains”. With the same actor but with a different mention, namely the “Global boycott movement”. For the **interpersonal** analysis, started

with “*Global boycott movement*” as subject, and “*against Israel*” which acts as finite describing the present tense. The sentence above is also followed by several residues such as, “*war on Gaza*” and also “*traction*” as complement, it serves to complete the purpose of the verb. Therefore, the speech role can be classified as ***offer information***. The role is classified as offering information because the sentence is in the ***declarative mood*** and informs the viewers while also declaring a statement. The **textual metafunction** starts with the theme “*Global boycott movement against Israel*” which is the subject and the participant/actor in the sentence, and is followed by the rheme “*gains traction*” as new information. Finally, the sentence is categorized into an ***unmarked topical theme*** because it starts with a subject.

2. Visual Analysis

Based on the analysis of verbal elements, the first analysis related to ideational metafunction is **representational meaning**. This analysis categorizes that the material process is related to the ***conceptual process*** and belongs to the ***suggestive-symbolic process***. It is considered as symbolic process because the image of posters containing symbolic pictures of boycott products and a call that reads “*Boycott Israel! Free Palestine!*”. This is considered ***symbolic suggestive*** where there is only one participant, the messenger, who functions as a symbol to convey the intended information, namely the call for boycott action to attract global attention. According to Kress and van Leeuwen, (2006), symbolic processes are objects characterized by symbolic value. Thus, this symbolic process conceptually describes the symbolic icons of boycott products that support Israel.

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. In this visual analysis, Contact is rated as *Offer*. This shows that the visual does not involve the viewer directly, but rather offers information that invites the audience to think or act. Social Distance is rated as medium or *middle distance*, in that the data does not feature human participants, so it is not measured on a human body scale. Based on the grammar of visual design by Kress and van Leeuwen (2006), the distance in the image is considered middle distance if the object in the image is clearly visible with the right size but has space to show some other objects. The angle used in this image is vertical position with *frontal angle*, because the direction of the image displayed to the viewer is straight ahead of the viewer. Lastly, Modality is rated as *high modality*. The visual image displays a variety of color variations that are very prominent from the writing and the boycott product logo presented.

The last analysis will be analyzed by the **compositional analysis**. The *information value* of the image is *new and given*. As we can see the “new” element is placed by the image of large boycotted products such as McDonald's and KFC, providing context to the boycott message. Meanwhile, the “given” information is placed by the poster that reads the call to boycott and liberate Palestine. The next analysis is *salience*. Salience is one of the elements that attempts to attract the reader's attention. In the second data, the salience that is highlighted is the play of colors on the poster which is very bright and contrasting. The selection of a strong and contrasting color scheme strengthens emotions and emphasizes the urgency of the message.

The relationship between verbal and visual

Based on the analysis above, the analysis results obtained ideational analysis shows the material process from the actor who is “BDS/global boycott”. This analysis shows that actors using declarative mood because the participant offers information to the viewers. Verbally, the thumbnail text and video title focus attention on Global boycott movement against Israel that gains traction. On the other hands in terms of visual, the thumbnail image adds additional information in addition to the information in the verbal element. it includes a symbolic suggestive process which is shown by the depiction of posters containing the symbolic of products boycott and Palestinian flag along with the products included in the boycott list. In the end, the combination of both provides different but complementary points in informing a more detailed news context.

Datum 3



Are the boycotts against Israel making an impact? | The Stream

Source (<https://youtu.be/5uT87igaL8w?si=fVDPv-9fT-fsBIVl>)

The third datum was taken on Desember 14, 2023. The thumbnail above contains about the BDS movement's campaign to boycott corporations with ties to Israel has had some practical results. Some corporations' sales have decreased as a result of consumer pressure, proving the potential of collective action in influencing corporate behavior. However, it remains to be seen whether these individual

gestures will have a meaningful impact on ending the crisis in Gaza. The Palestinian-led BDS movement continues to call for a more comprehensive approach, pushing consumers, governments, and institutions to divest from and sanction Israel until it ends its occupation and respects Palestinian rights.

1. Verbal Analysis

Table 4.5 Thumbnail caption “*Boycotts for peace: How effective are they?*”

<i>Boycotts</i>		<i>for peace</i>	
Predicator		Prepositional phrase	
<i>How</i>	<i>Effective</i>	<i>Are</i>	<i>They?</i>
Wh complement	Adjective	Predicator	Subject
		Finite	
Residue		Mood: interrogative	
Theme		Rheme	

The analysis in table 4.5 starts with the **ideational metafunction**. In the thumbnail of second datum begins with the sentence “*Boycotts for peace*” as a theme in the news presented. Furthermore, in the sentence “*How effective are they?*” there are no elements that indicate a process of ideational metafunction. However, in the second analysis, this sentence is classified into **interrogative mood**. It is shows with the word “*are*” as a finite, and “*they?*” as a subject of “*How*” question. Therefore, the speech role can be classified as **demand information**, because the sentence is in the **interrogative mood**. Demand information is a type of interrogative mood that incorporates polar questions (Yes-No question), as well as W-H questions that require a finite verb to be answered, even though viewers have the option to reject the question (Kress & van Leeuwen, 2006).

The last analysis is **textual metafunction**. The above sentence has been divided into two kinds of textual metafunctions: theme and rheme. Based on the

analysis above, for the first sentence, the theme starts its point as the topic of message starts with the clause “*How*” because in the *interrogative mood*, the word “*How*” represents the theme of questioning then the rheme is then used as new information. of questioning that “*effective are they?*”. The sentence is categorized into a **topical theme marked**, because it does not begin with a subject.

Table 4.6 Video title “*Are the boycotts against Israel making an impact?*”

<i>Are</i>	<i>The boycotts against Israel</i>	<i>Making</i>	<i>An impact?</i>
Predicator	Actor	Material process	Goal
Finite	Subject	Predicator	Complement
Mood: interrogative		Residue	
Theme		Rheme	

The **ideational metafunction** analysis of video title. The table 4.6 is classified to **material process**, with the actor “*the boycotts against Israel*” and the word of “*making*” as a material process, because it is an action that represents efforts to create a change in circumstances that creates an impact, the impact in question is a change in policy, or conditions related to Israel. Then, video title **interpersonal** analysis started with the word “*are*” as a finite that helping verb, and “*the boycotts against Israel*” as subject. Here, in the second analysis called polar element with the finite in the first of sentences. Polar is interrogative mood with the *yes/no questions* (Halliday & Matthiessen, 2004). As a result, the speaking role is classified as demand information. The requiring of information allows viewers to obtain information from the represented image. According to Gerot (1994), the desire for information is articulated with a query accompanied by an interrogative.

The last analysis is **textual metafunction**. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based

on the analysis above, for the first sentence, the theme starts its point as the topic of message starts with the clause “*Are*” because in the *interrogative mood*, the word “are” represents the theme of questioning then followed by the rheme as the new information of questioning that “the boycott against Israel making an impact?”. The sentence is categorized into a *topical theme marked*, because it does not begin with a subject.

2. Visual Analysis

Based on the theory of Kress and van Leeuwen (2006), visual analysis related to ideational metafunction is **representational meaning**. This analysis categorizes that the material process is related to the *narrative process* and belongs to the *non-transactional action process*. The element of a presenter categorizes in the *non-transactional action process*, because the presenter as a participant just stares at the viewer and does not do any interaction. In addition, around the presenter are various banners with words such as “*boycott*” and “*peace*,” which emphasize the context of protest and solidarity. Those properties called as the *circumstances of means*. This visual combination indicates a strong narrative of protest or social criticism. Overall, visual elements such as facial expressions and banner attributes reflect a representational meaning that focuses on the urgency and intensity of the message to be conveyed to the audience.

The second analysis is the interaction significance of the interpersonal metafunction. In this analysis, the participant in the picture is the presenter that shows a *demand contact* because the direction of the participant's eyes in the image

is looking directly at the viewer's direction. Next, Distance in the image shows a *close-up shot*. Because in a close-up shot the participant is shown only head and shoulders (Kress & van Leeuwen, 2006). It can be seen in the picture that a woman is only seen from her head and shoulders. The angle used in this image is vertical position with *frontal angle*, because the shooting direction displayed to the viewer points straight ahead of the viewer. *Modality* in the image is *high* because the saturation is high, and the colors in the image vary. Also, the lighting of the background behind the participants looks very bright

The last analysis in **compositional meaning**. The image composition and the text at the top and bottom both convey information value. The top one is conveyed by the human participant while the bottom one is delivered by the caption of thumbnail. These forms usually called as *real and ideal* information value. The real and ideal position forms provide more detailed information and additional information. The next analysis is *salience*. Salience is one of the elements which attempts to attract the reader's attention. In this case, the main element such as the angry looking female presenter is placed on the left side of the image, providing a strong balance with a number of banners in the background that dominate the right side. The position of the presenter as the main subject attracts the viewer's attention first, followed by the reading of the banners that emphasize the boycott message. In addition, the bright lighting on the presenter, in contrast to the darker background. This composition creates a strong connection between the presenter's emotions and the context of the protest action.

The relationship between verbal and visual

Based on the analysis above, the third datum conveying messages related to the boycott. Verbally, the thumbnail text and video title focus attention on the effectiveness and impact of the boycott action against Israel, using interrogative sentences such as "Are the Boycotts Against Israel Making an Impact?" which arouses the audience's curiosity about a sensitive and politically relevant topic. On the other hand, the visual metafunction reinforces this message through a bold and emotional visual representation. The image of an angry female presenter, supported by a clear protest banner background, adds a dimension of emotion and urgency. In the end, the combination of the two presents a balanced portion in informing a news context.

Datum 4



Israel, Palestine, BDS, and the right to boycott in the US | The Take

Source (<https://youtu.be/wQTGUAB-ZUo?si=36skvOStUIX6omH4>)

The fourth datum was taken on January 5, 2024. Based on snippets of Al Jazeera news narratives, despite a lengthy history of boycotts as a method of protest in the United States, as demonstrated by events such as the Boston Tea Party, there is an increasing trend of anti-boycott legislation. This legislation, which focuses on boycotts against Israel, seeks to penalize individuals and businesses who choose to boycott companies involved with Israel's occupation of Palestinian lands. This raises issues about the freedom to protest and free speech in the United States,

resulting in a conflict between tradition and efforts to limit boycotts as a tool for political pressure.

1. Verbal Analysis

Table 4.7 Thumbnail caption “*Anti-boycott legislation is surging in the US*”

<i>Anti-boycott legislation</i>	<i>Is</i>	<i>Surging</i>	<i>In the US</i>
Actor	Material process		Goal
Subject	Finite	Predicator	Complement
Mood: declarative		Residue	
Theme	Rheme		

From the table 4.7, the thumbnail text stating that “*Anti-Boycott Legislation is Surging in the US*,” where the Actor in question is “*Anti-Boycott Legislation*,” the ***material process*** taking place is “*is Surging*,” and the Goal refers to the context “*in the US*,” indicating the increasing legislation against boycotts in the United States. This sentence is categorized into a material process because the word “Surging” describes an active action that is an increase that results in a change of state, namely the increasing intensity of anti-boycott legislation in the US. The second analysis is ***interpersonal metafunction***. The thumbnail text analysis started with “*anti-boycott legislation*” as subject and followed by “*is surging*” as finite which explain the present tense, and “*in the US*” as complement that describes the verb. Therefore, the speech role can be classified as ***offer information***. The role is classified as offering information because the sentence is in the ***declarative mood*** and informs the viewers while also declaring a statement that anti-boycott legislation in the US has been on the rise.

The last analysis is ***textual metafunction***. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based

on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*Anti-boycott legislation*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*is surging in the US*”. The sentence is categorized into **unmarked topical theme** because it starts *with the* subject. Based on Halliday and Matthiessen (2004), *Topical Theme* is classified into two, namely, *unmarked topical theme*, which is a theme that begins with the subject, then *marked topical theme*, which is a theme that has other information in front of the subject.

Table 4.8 Video title “*Israel, Palestine, BDS, and the right to boycott in the US*”

<i>Israel, Palestine, BDS, and the right</i>	<i>To boycott</i>	<i>In the US</i>
Actor	Material process	Goal
Subject	Finite (present) + predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

From the table 4.8 examines the video title “*Israel, Palestine, BDS,*” which focuses on the Actor in the Circumstance: Place “*in the US.*” The **Material Process** being analyzed is “*to boycott,*” and the Goal again refers to the context “*in the US,*” highlighting the importance of understanding the impact and legality of boycotts in the region. This sentence is categorized into process material because “to boycott” describes an active and deliberate action, which is to refuse to buy or deal with a product or service as a form of protest or pressure. The second analysis is **interpersonal metafunction**. The thumbnail text analysis started with “*Israel, Palestine, BDS, and the right*” as subject and followed by “*is surging*” as finite which explain the present tense, and “*in the US*” as complement that describes the verb. Therefore, the speech role can be classified as **offer information**. The role is

classified as offering information because the sentence is in the *declarative mood* and informs the viewers while also declaring a statement.

The last analysis is **textual metafunction**. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*Israel, Palestine, BDS, and the right*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*to boycott in the US*”. The sentence is categorized into *unmarked topical theme* because it starts with the subject.

2. Visual Analysis

According to the analysis of the verbal component, the visual component related to the material process. The first analysis that related with ideational metafunction is **representational meaning**. This analysis categorize that the *material process* is related to the *narrative process*. Based on the visual element above, the element of a woman is included in the *non-transactional reaction* because the participant does not interact with other participants and also the direction of the participant's gaze is directed to an area that is not visible in the picture. The thumbnail image shows protesters outside Starbucks, with their mouths prominently covered. This element emphasizes action of the symbolism silencing or the restriction of the right to free speech. Also, the woman was supported by property such as flag. These features are known as the circumstance of means. The

woman is a "actor" and a member of the non-transactional response process, according to this study.

The second analysis is **interactive meaning**. The first element is contact, The participant in the picture is the woman standing alone. The image shows a *offer contact* because the direction of the participant's eyes in the image is looking at the other place that not shown in the image. Next, Distance in the image shows a *medium shot*. Because in a medium shot the participant is shown only half the body (Kress & van Leeuwen, 2006). It can be seen in the picture that a woman is only seen from head to waist. The angle used in this image is vertical position with *frontal angle*, because the shooting direction displayed to the viewer points straight ahead of the viewer. Modality in the image is *high* because the saturation is high, and the colors in the image vary. Also, the lighting of the background behind the participants looks very bright.

The last analysis in **compositional meaning**. The image's composition and the top and bottom text both convey information value. The human participant communicates the upper one, while the thumbnail caption delivers the bottom one. These forms usually called as *real and ideal information value*. The real and ideal position forms provide more detailed information and additional information.

The next analysis is *salience*. One of the elements that aims to grab the reader's attention is salience. In this case, the thumbnail image shows protesters standing outside of Starbucks, with masks and banners, drawing the viewer's attention to the message of the protest. The placement of the protesters in the center

of the image provides a clear visual focus, with banners and protest symbols surrounding them reinforcing the context of the action. This composition emphasizes the centrality of the protesters as representatives of a group affected by anti-boycott legislation. The use of contrasting colors and bright lighting on the protesters, compared to the more neutral background, draws immediate attention to the action and the strong visual message, affirming resistance to policies that stifle speech and protest.

The relationship between verbal and visual

Based on the analysis above, the caption and video title are included in the material process. Interpersonal analysis uses declarative mood. This analysis shows that actors or participants offer information to viewers. In terms of visuals, it belongs to the non-transactional reaction process. Verbally, the thumbnail text and the title of the video focus attention on the boycott calls that are gaining momentum in the United States. On the other hand, the thumbnail image adds additional information in addition to the information in the verbal element, namely the demonstration in front of one of the brands included in the boycott product list, Starbucks. In the end, the combination of both provides different but complementary points in informing a more detailed news context.

Datum 5



Creator of viral boycott video talks about helping Palestinian cause | Al Jazeera Newsfeed

Source (<https://youtu.be/wvlg-R8s5SA?si=DNLj1Cn38DLZfy96>)

This datum was taken on March 7, 2024. The thumbnail above contains an image of the creator of a viral video calling for a boycott of American products has made it clear that he is committed to campaigning against the ongoing Gaza war and supporting the Palestinian cause. His video, which soon went viral online, prompted a global debate regarding the Israeli-Palestinian conflict and the role of consumer activism in influencing geopolitical developments. The artist has actively participated in organizing rallies, promoting awareness through social media, and working with other activists to elevate the Palestinian voice. His actions demonstrate the power of individual action, as well as the potential for digital activism to mobilise public opinion and promote social change.

1. Verbal Analysis

Table 4.9 Thumbnail caption “*War on Gaza, Story behind boycott video*”

<i>War</i>	<i>on Gaza</i>
Noun	Circumstance: place
<i>Story</i>	<i>Behind boycott video</i>
Noun	Prepositional phrase
Theme	Rheme

Based on the analysis above, the table 4.9 does not find any element that shows a process in the **ideational metafunction**, the thumbnail caption starting with the sentence “*War on Gaza*” as the main topic in the news in the thumbnail.

The next sentence is “*Story behind boycott video*” which is a noun + prepositional phrase. The last analysis is **textual metafunction**. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*story*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*behind boycott video*”. The sentence is categorized into **unmarked topical theme** because it starts with the subject.

Table 4.10 Video title “*Creator of viral boycott video talks about helping Palestinian cause*”

<i>Creator of viral boycott video</i>	<i>Talks</i>	<i>About helping Palestinian</i>
Sayer	Verbal process	Verbiage
Subject	Finite + predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

Based on the analysis in the table 4.10, the **ideational metafunction** classified into **verbal process**. The sentence “*Creator of viral boycott video*” as a sayer, the word “*talks*” as a verbal process, and the sentence “*about helping Palestinian*” as verbiage. This sentence is categorized into verbal process because the word “*talks*” refers to the act of speaking which aims to convey information about the desire to help Palestine. Verbal process is the process of saying (Halliday & Matthiessen, 2004). For the **interpersonal** analysis, the subject is “*Creator of viral boycott video*”, the word “*talks*” as a finite which explain the present tense, with a complement “*about helping Palestinian*”. Since the declarative mood informs the audience and makes a declaration, the speaking role is categorized as **offer information**.

The last analysis is **textual metafunction**. The above sentence has been divided into two kinds of textual metafunction which are theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*creator of viral video*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*talks about helping Palestinian*”. The sentence is categorized into ***unmarked topical theme*** because it starts with the subject.

2. Visual Analysis

Based on the examination of the verbal element, the first analysis that related with ideational metafunction is **representational meaning**. This analysis categorize that the ***verbal process*** is related to the ***narrative process***. The element of a man is included in the ***action process non-transactional***. Because there is just one player and no purpose in the activity, it is seen as a non-transactional process. The guy in the photo is not talking to anybody. The guy is thus a "actor" and a member of the non-transactional action process, according to this view.

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. The image shows a ***demand contact*** because the direction of the participant's eyes in the image is looking directly at the viewer's direction. Next, Distance in the image shows a ***close-up shot***. Because in a close-up shot the participant is shown only head and shoulders (Kress & van Leeuwen, 2006). It can be seen in the picture that a man is only seen from his head and shoulders. The angle used in this image is vertical position with ***frontal angle***, because the spectator is

pointed directly in front of the firing direction that is shown to them. Because of the image's strong saturation and varied hues, the modality is **high**.

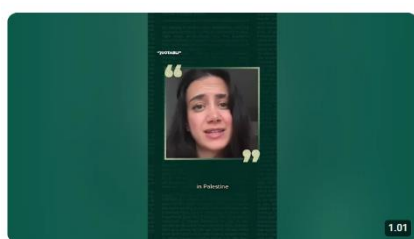
The last analysis is in **compositional meaning**. Kress and van Leeuwen (2006) state that the compositional meaning of a picture is composed of salience, framing, and information value. Both the top and bottom text and the picture arrangement provide useful information. The human participant communicates the upper one, while the thumbnail caption delivers the bottom one. These forms usually called as ***real and ideal information value***. Text and picture interactions may also be structured by the contrast between the actual and the ideal. Additional information and more thorough details are provided via the actual and ideal position forms.

The next point is ***salience***. One of the components that aims to grab the reader's attention is salience. Background, tone contrast, size, clarity of focus, and color contrast are a few salient features. The visual might be provided by the producer by using one of the salient aspects. In this case, the man stood out, as there was only one participant who caught the viewer's attention through eye contact directed towards the viewer. The lighting of the background behind the participants looks a little blur to only focus on the man participant. The size of the text in the image is also quite large so that the viewer's eyes are interested in reading the news headline. The last point is that there are no frame lines on the thumbnail.

The relationship between verbal and visual

Based on the analysis above, the verbal element in the thumbnail caption only shows the phrase that is considered the main topic of the news and no process of ideational metafunction is found, while the video title is included in the verbal process. Interpersonal analysis uses declarative mood. This analysis shows that actors or participants offer information to viewers. In terms of visuals, it belongs to the non-transactional action process. Verbally, the thumbnail text and the title of the video focus attention on the creator who voiced the boycott through social media. On the other hand, the thumbnail image only shows a man with a sharp gaze towards the viewers, as if to show that he has successfully viralized the video about the boycott. The combination of both provides different but complementary points in informing a more detailed news context.

Datum 6



Journalist fired after boycotting Israeli-bound goods |
Quotable

Source (<https://youtu.be/g88zxvcLmf4?si=jTGlgm3tK4Gnc5SR>)

This datum was taken on April 10, 2024. The thumbnail above contains an image of Helen Fares, a journalist, was recently fired from her network in Germany after becoming embroiled in a scandal. Accused of anti-Semitism for her stance on boycotting companies that send goods to Israel, Fares adamantly denies these claims. She contends that her stance stems from a desire to advance human rights and justice, especially for Palestinians. Fares argues that rather than targeting Jews

or their religion, her boycott is directed against the policies of the Israeli government. She is adamant about supporting Palestinian rights and feels that it is acceptable to criticize Israeli actions without being anti-Semitic.

1. Verbal Analysis

Table 4.11 Video title “*Journalist fired after boycotting Israeli-bound goods*”

<i>Journalist</i>	<i>fired</i>	<i>After boycotting Israeli-bound goods</i>
Actor	Material process	Goal
Subject	Finite (past tense) + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

Based on the analysis above, the thumbnail is not accompanied by a caption, the verbal element is only found in the video title. Ideational metafunction analysis of the video title goes into the **material process**. The material process is shown by the phrase “*after boycotting*” with a journalist actor. This sentence is categorized into a material process because the word “*fired*” describes an active action (in this case, the party that fired the journalist) against the journalist. The second analysis is **interpersonal metafunction**. The thumbnail text analysis started with “*Journalist*” as subject and followed by “*fired*” as finite which explain the past tense, “*after boycotting Israeli-bound goods*” as complement to describe verb. Therefore, the speech role can be classified as **offer information**. The role is classified as offering information because the sentence is in the **declarative mood** and informs the viewers while also declaring a statement.

The last analysis is **textual metafunction**. The sentence above has been classified into two kinds of textual metafunction which are theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point

as the topic of the message which begins with the clause “*Journalist*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*fired after boycotting Israeli-bound goods*”. The sentence is categorized into ***unmarked topical theme*** because it starts with the subject.

2. Visual Analysis

Based on the theory of Kress and van Leeuwen (2006), visual analysis related to ideational metafunction is **representational meaning**. This analysis categorizes that the material process is related to the ***narrative process*** and belongs to the ***non-transactional action process***. The *non-transactional action process* includes the element of a woman. Since the lady is the sole participant and the activity lacks a purpose, it is seen as a non-transactional process. The lady in the photo is not talking to anybody. The situation of means is the term used to describe these characteristics. The woman is a "actor" and a member of the non-transactional action process, according to this study.

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. The image shows a ***demand contact*** because the direction of the participant's eyes in the image is looking directly at the viewer's direction. Next, Distance in the image shows a ***close-up shot***. Because in a close-up shot the participant is shown only the head. It can be seen in the picture that a woman is only seen from her head. The angle used in this image is vertical position with ***frontal angle***, because the shooting direction displayed to the viewer points straight ahead of the viewer. The modality in the image is ***high*** because the saturation is high, even

though it is only one color but with color density so that it is more focused on the participant displayed.

The last analysis is in **compositional meaning**. In the thumbnail, there is no element that shows information value, because there is no caption or additional information on the thumbnail. The next point is *salience*. One of the components that aims to grab the reader's attention is salience. Background, tone contrast, size, clarity of focus, and color contrast are a few salient features. The visual might be provided by the producer by using one of the salient aspects. The lady in this instance stood out because just one person made eye contact with the audience, drawing their attention. The background on the thumbnail is made plain and only one color is dark so that viewers only focus on the woman participant. The last point is framing, where there is a border on the participant element.

The relationship between verbal and visual

Based on the analysis above, the verbal element is only found in the video title, while the video title is included in the material process. Interpersonal analysis uses is declarative mood. This analysis shows that actors or participants offer information to viewers. Verbally, the title of the video focuses attention on the journalist who was fired after boycotting Israeli-bound goods. In terms of visuals, it belongs to the non-transactional action process. On the other hand, the thumbnail image only shows a woman with a sad expression towards the viewers, as if to show that she has been fired due to her boycotting of companies that send goods to Israel. The combination of the two presents an equal portion in informing a news context.

Datum 7



The app helping people boycott brands supporting Israel | Al Jazeera Newsfeed

Source (https://youtu.be/TXgrHri0xi0?si=lKnMb1_iBDoEZzzi)

This datum was taken on April 10, 2024. The thumbnail above contains an image about A new app has surfaced in the United States, allowing customers to take a position against businesses considered to support Israel and its actions in Gaza. This computerized application enables people to scan product barcodes and instantly identify companies with alleged ties to Israel. By exposing these ties, the app hopes to drive boycotts and divestment from companies that are deemed culpable in the current violence. Proponents of the program believe that it gives people a tangible means to show their support for the Palestinian cause and urge firms to change their business policies.

1. Verbal Analysis

Table 4.12 Thumbnail caption “*Israel-Palestine, The boycott app*”

<i>Israel-Palestine</i>
Circumstance: place
<i>The boycott app</i>
Adjunct

Table 4.13 Video title “*The app helping people boycott brands supporting Israel*”

<i>The app</i>	<i>helping</i>	<i>people</i>	<i>Boycott brands supporting Israel</i>
Actor	Material process	Complement	Goal
Subject	Finite		Complement
Mood: declarative		Residue	
Theme	Rheme		

Based on the analysis above, the thumbnail caption on table 4.12, there is no phrase that shows a process in the linguistic analysis, but there are only phrases as the main topic in the news on the thumbnail caption. The second sentence in the video title is included in the process material. The sentence “*The app helping people boycott brands supporting Israel*” presents the ***process of material***, because the action shows from the word “helping” describes the action performed by the subject “The app” towards the object “people”. The action of “helping” has the potential to cause a change in circumstances in the context of providing information or tools to boycott, then the phrase “boycott brands supporting Israel” as a goal and also a complement that explains the context in which the action of “helping” occurs. The second analysis is ***interpersonal metafunction***. The thumbnail text analysis started with “*The app*” as subject and followed by “*helping*” as finite which explains the present tense, and “*boycott brands supporting Israel*” as a goal and complement that describes the verb. Therefore, the speech role can be classified as ***offer information***. The role is classified as offering information because the sentence is in the ***declarative mood*** and informs the viewers while also declaring a statement.

The last analysis is ***textual metafunction***. The above sentence has been divided into two kinds of textual metafunctions: theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “The app” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*helping people boycott brands supporting Israel*”. The sentence is categorized into ***unmarked topical theme*** because it starts *with the*

subject. Based on Halliday and Matthiessen (2004), *Topical Theme* is classified into two, namely, *unmarked topical theme*, which is a theme that begins with the subject, then *marked topical theme*, which is a theme that has other information in front of the subject.

2. Visual Analysis

Based on the analysis of verbal elements, the first analysis related to ideational metafunction is **representational meaning**. This analysis categorizes that the *material process* is related to the *conceptual process* and belongs to the *suggestive-symbolic process*. It is considered as symbolic process, which is shown by the image of the product being barcoded with the aim of knowing whether the product is listed in the boycott product list. It is considered as symbolic suggestive, there is only one participant, namely the carrier, which functions as a symbol to convey the intended message, namely an application to help make it easier to sort out boycott products. According to Kress and van Leeuwen (2006), symbolic processes are the objects that have symbolic value characteristics. Thus, this symbolic process conceptually describes the symbolic icons of the app that helps to find boycott products.

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. In this visual analysis, Contact is rated as *Offer*. This shows that the visual does not involve the viewer directly, but rather offers information that invites the audience to think or act. Social Distance is rated as medium or *middle distance*, in that the data does not feature human participants, so it is not

measured on a human body scale. Based on the grammar of visual design by Kress and van Leeuwen (2006), the distance in the image is considered middle distance if the object in the image is clearly visible with the right size but has space to show some other objects. The angle used in this image is vertical position with *oblique angle*, because the direction of the image displayed to the viewer is slightly from the top direction in the shot. Lastly, Modality is rated as *high modality*. The visual image displays a variety of color variations that are very prominent from the image of barcode the product boycott with the app.

The image's composition and the top and bottom text both convey information value. The lower one is given by the thumbnail caption, while the top one is sent by the smartphone that will be used to scan the product and barcode picture. These forms usually called as *real and ideal information value*. Text and picture interactions may also be structured by the contrast between the actual and the ideal. Additional information and more thorough details are provided in the actual and ideal position forms. Salience analysis comes next. One of the components that aims to grab the reader's attention is salience. Based on the thumbnail above, the salience that is highlighted is the very bright and contrasting color game of the product.

Relationship between verbal and visual

Based on the analysis above, the analysis results obtained by ideational analysis show the material process of the actor, which is an application that helps people to boycott. This analysis shows that actors using declarative mood because

the participant offers information to the viewers. Verbally, the thumbnail text and video title focus attention on the app for boycott. From a visual point of view, it includes a symbolic suggestive process shown by the image of a product that is given a barcode with the aim of knowing whether the product is included in the boycott product list. The analysis of the image, caption, and title present appropriate information, with the addition of nominal phrases and the state of the place as the main topic of the war between Israel and Palestine.

Datum 8



BDS movement: Palestinians in occupied West Bank boycott Israeli products

Source (https://youtu.be/ewlQuNftUSA?si=Cnrob_uADlpMWhGK)

This datum was taken on April 25, 2024. Based on snippets of Al Jazeera news narratives. The thumbnail above contains Palestinians have been loud in their call for international sanctions against Israel, trying to put pressure on the Israeli government to stop its occupation of Palestinian areas. However, the reality on the ground in the occupied West Bank poses a significant challenge to the approach. Israel's tremendous hold on the Palestinian economy makes boycott initiatives difficult for Palestinians to implement. This economic siege reduces the impact of boycotts and underscores the intricacies of the Israeli-Palestinian conflict, in which economic variables intersect with political and security issues.

1. Verbal Analysis

Table 4.14 Thumbnail caption *Occupied west bank Palestinians boycott Israeli products*

<i>Occupied west bank Palestinians</i>	<i>boycott</i>	<i>Israeli products</i>
Actor	Material process	Goal
Subject	Finite + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

The analysis in table 4.14 starts with the ideational metafunction. The sentence “*Occupied west bank Palestinians boycott Israeli products*” presents the ***process of material***, because the word “boycott describes the act of refusing to buy or use a product as a form of protest or pressure on Israel. Material process expresses the process of doing (Halliday & Matthiessen, 2004). The actor of the process is “*Occupied west bank Palestinians*” with the goal of this process is “*Israeli products*”.

The second analysis is interpersonal metafunction, the thumbnail text analysis started with “Occupied west bank Palestinians” as subject and followed by “boycott” as finite which explains the present tense, and “Israeli products” as complement that describes the verb. Therefore, the speech role can be classified as ***offer information***. The role is classified as offering information because the sentence is in the ***declarative mood*** and informs the viewers while also declaring a statement.

The last analysis is **textual metafunction**. The above sentence has been divided into two kinds of textual metafunctions: theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*Occupied west bank*

Palestinians” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*boycott Israeli products*”. The sentence is categorized into **unmarked topical theme** because it starts *with the* subject. Based on Halliday and Matthiessen (2004), *Topical Theme* is classified into two, namely, *unmarked topical theme*, which is a theme that begins with the subject, then *marked topical theme*, which is a theme that has other information in front of the subject.

Table 4.15 Video title “*BDS movement: Palestinians in occupied West Bank boycott Israeli products*”

<i>BDS movement</i>		
Adjunct		
<i>Palestinians in occupied West Bank</i>	<i>boycott</i>	<i>Israeli products</i>
Actor	Material process	Goal
Subject	Finite + Predicator	Complement
Mood: declarative		Residue
Theme	Rheme	

The **ideational metafunction** analysis of video title. Same as the thumbnail caption, which begins with the sentence “*BDS movement*” as the main topic of the news. Meanwhile, table 4.15 is also a **material process**. The analysis of this sentence is the same as the thumbnail text, which is a material process with the actor “*Palestinians in occupied west bank*” that carry out the action of “*boycott*” and the goal “*Israeli products*”. For the interpersonal analysis, started with “*Palestinians in occupied west bank*” as subject, and the word “*boycott*” which acts as finite describing the present tense, with “*Israeli products*” as complement.

The second analysis is **interpersonal metafunction**. The video title analysis started with “*Palestinians in occupied west bank*” as subject and followed by “*boycott*” as finite which explains the present tense, and “*Israeli products*” as

complement that describes the verb. Therefore, the speech role can be classified as *offer information*. The role is classified as offering information because the sentence is in the *declarative mood* and informs the viewers while also declaring a statement.

The last analysis is **textual metafunction**. The above sentence has been divided into two kinds of textual metafunctions: theme and rheme. Based on the analysis above, for the first sentence, the theme starts from the starting point as the topic of the message which begins with the clause “*Palestinians in occupied west bank*” because it is the subject and as a participant in the sentence, then followed by the rheme as new information, namely “*boycott Israeli products*”. The sentence is categorized into *unmarked topical theme* because it starts with the subject.

2. Visual Analysis

Based on the examination of the verbal element, the visual element connected to the process of material. The first analysis that related with ideational metafunction is **representational meaning**. This analysis categorize that the *material process* is related to the *narrative process*. Based on the visual element above, the element of a man is included in the *non-transactional reaction* because the participant does not interact with other participants and also the direction of the participant's gaze is directed to an area in the picture. Thus, this analysis can be concluded that the woman as “actor” and classified into non-transactional reaction process.

The second analysis is **interactive meaning**. The first element is contact, the participant in the picture is the man standing alone. The image shows an *offer contact* because the direction of the participant's eyes in the image is looking at the other place that shown in the image. Next, Distance in the image shows a *medium shot*. Because in a medium shot the participant is shown only half the body (Kress & van Leeuwen, 2006). It can be seen in the picture that a man is only seen from head to waist. The angle used in this image is vertical position with *frontal angle*, because the shooting direction displayed to the viewer points straight ahead of the viewer. *Modality* in the image is *high* because the saturation is high, and the colors in the picture vary. Also, the lighting of the background behind the participants looks very bright with a wide range of products in a market place.

The last analysis in **compositional meaning**. The image's composition and the top and bottom text both convey information value. The human participant communicates the upper one, while the thumbnail caption delivers the bottom one. These forms usually called as *real and ideal information value*. Additional information and more thorough details are provided in the actual and ideal position forms. Salience analysis comes next. One of the components that aims to grab the reader's attention is salience. In this case, the thumbnail image shows the man standing in front of many products, assuming that the man is sorting out which products are boycott products. In addition, the color contrast on each product varies so as to draw attention to the thumbnail presented.

The relationship between verbal and visual

Based on the analysis above, the caption and video title are included in the material process. Interpersonal analysis uses declarative mood. This analysis shows that actors or participants offer information to viewers. In terms of visuals, it belongs to the non-transactional reaction process. Verbally, the thumbnail text and the title of the video focus attention on the Palestinians in occupied west bank boycott Israeli products. On the other hand, the thumbnail image adds additional information in addition to the information in the verbal element, namely the man standing in front of many products, assuming that the man is sorting out which products are boycott products. In the end, the combination of both provides different but complementary points in informing a more detailed news context.

Datum 9



Palestinian journalists call for boycott of White House correspondents' dinner

Source (<https://youtu.be/6aXAtKfDBTs?si=zYJOmvxVUUvFiw2r>)

This datum was taken on April 28, 2024. Based on snippets of Al Jazeera news narratives. The thumbnail above contains about a boycott of the forthcoming White House Correspondents' Association dinner, which brings together reporters, politicians, and a glittering array of celebrities every year, has been demanded by more than two dozen Palestinian journalists. Palestinian journalists wrote an open letter imploring their American colleagues not to attend the event, which was

attended by President Joe Biden and a lengthy list of other VIP visitors. According to the letter, "you have a unique responsibility to uphold journalistic integrity and speak truth to power." An antiwar coalition is organizing a protest near the Washington Hilton hotel, where the dinner will be held, in addition to the boycott call.

1. Verbal Analysis

Table 4.16 Thumbnail caption “*Palestinian journalists WH correspondents’ dinner boycott calls*”

<i>Palestinian journalists</i>	
Complement	
<i>WH correspondents’ dinner</i>	<i>Boycott calls</i>
Noun phrase	Noun phrase

Table 4.17 Video title “*Palestinian journalists call for boycott of White House correspondents’ dinner*”

<i>Palestinian journalists</i>	<i>call</i>	<i>For boycott</i>	<i>Of White House correspondents' dinner</i>
Actor	Material process	Goal	Complement
Subject	Finite + Predicator	Complement	
Mood: declarative		Residue	
Theme	Rheme		

Based on the analysis above, the thumbnail caption on table 4.16, there is no phrase that shows a process in the linguistic analysis. The second sentence in the video title is included in the process material, because the word “*call*” describes the action of a call or request by Palestinian journalists to encourage a boycott of the White House Correspondents' Dinner. For the **interpersonal** analysis, started with “*Palestinian journalists*” as subject, and the word “*call*” which acts as finite describing the present tense. The sentence above is also followed by several residues such as, “*for boycott*” and also “*of White House correspondents’ dinner*” as complement, it serves to complete the purpose of the verb. Therefore, the speech

role can be classified as *offer information*. The role is classified as offering information because the sentence is in the *declarative mood* and informs the viewers while also declaring a statement. The **textual metafunction** starts with the theme “*Palestinian journalists*” which is the subject and the participant/actor in the sentence, and is followed by the rheme “*call for boycott of White House correspondents’ dinner*” as new information. Finally, the sentence is categorized into an *unmarked topical theme* because it starts with a subject.

2. Visual Analysis

According to the analysis of the verbal component, the visual component related to the material process. The first analysis that related with ideational metafunction is **representational meaning**. This analysis categorize that the *material process* is related to the *narrative process*. Based on the visual element above, the element of a man is included in the *non-transactional reaction* because the participant does not interact with other participants and also the direction of the participant's gaze is directed to an area in the picture. The thumbnail image shows a journalist in front of the suits of journalists who have died in the line of duty. Thus, this analysis can establish that the lady is a "actor" and belongs to the non-transactional reaction process.

The second analysis is **interactive meaning**. The first element is contact, the participant in the picture is the woman standing alone. The image shows an *offer contact* because the direction of the participant's eyes in the image is looking at the other place in the image. Next, Distance in the image shows a *close-up shot*.

Because in a medium shot the participant is shown only the head and shoulder. The angle used in this image is vertical position with *oblique angle*, because the direction of the image displayed to the viewer is slightly from the top direction in the shot. *Modality* in the image is *high* because the saturation is high, and the colors in the image a little bit darker.

The last analysis in **compositional meaning**. The image's composition and the top and bottom text both convey information value. The human participant communicates the upper one, while the thumbnail caption delivers the bottom one. These forms usually called as *real and ideal information value*. Additional information and more thorough details are provided in the actual and ideal position forms. Salience analysis comes next. One of the components that aims to grab the reader's attention is salience. In this case, the thumbnail image shows a journalist in front of the suits of journalists who have died while on duty. The element of salience is also highlighted in the large number of images of the suits of fallen journalists with candles lit. Thus, it is able to attract sympathy from various parties.

The relationship between verbal and visual

Based on the analysis above, the caption and video title are included in the material process. Interpersonal analysis uses declarative mood. This analysis shows that actors or participants offer information to viewers. In terms of visuals, it belongs to the non-transactional reaction process. Verbally, the thumbnail text and the title of the video focus attention on the Palestinian journalists call for boycott of white house correspondents' dinner. On the other hand, the thumbnail image adds

additional information in addition to the information in the verbal element, namely journalist in front of the suits of journalists who have died while on duty, where the bloodied clothing of journalists laid out on the floor serves as a stark reminder of the violence and danger faced by reporters in conflict zones. This composition not only highlights the tragic consequences of reporting on sensitive issues but also evokes a strong emotional response from viewers, emphasizing the urgency and gravity of the situation. In the end, the combination of both provides different but complementary points in informing a more detailed news context.

Datum 10



#Blockout 2024 boycotting celebrities over Gaza silence | Al Jazeera Newsfeed

Source (<https://youtu.be/016BX16W9sc?si=pBhmswrV28X5hLgN>)

This datum was taken on May 13, 2024. Based on snippets of Al Jazeera news narratives. The thumbnail above contains about the current escalation of violence in Gaza has generated a wave of online activism, with social media users calling out celebrities such as Ariana Grande and Kim Kardashian for their silence on the humanitarian catastrophe. The #Blockout protest gathered traction during the extravagant Met Gala, during which thousands of Palestinians were forced to escape their homes due to Israeli bombardment. Disillusioned by the sharp contrast between the luxury and glamour of the event and the suffering in Gaza, netizens have begun blocking these high-profile personalities in an attempt to hold them accountable for their alleged apathy. This digital protest exemplifies the growing

expectation that prominent people will utilize their platforms to advocate for social justice and human rights, especially during times of conflict and catastrophe.

1. Verbal Analysis

Table 4.18 Thumbnail caption “*Israel-Gaza War; #Blockout targets celebs*”

<i>Israel-Gaza War</i>
Noun phrase
<i>#Blockout targets celebs</i>
Adjunct

Table 4.19 Video title “*#Blockout 2024 boycotting celebrities over Gaza silence*”

<i>#blockout 2024</i>	<i>boycotting</i>	<i>Celebrities over Gaza silence</i>
Actor	Material process	Goal
Subject	Finite + Predicator	Complement
Residue	Mood: declarative	Residue
Theme	Rheme	

Based on the analysis above, the thumbnail caption on table 4.18, there is no phrase that shows a process in the linguistic analysis. The second sentence in the video title is included in the process material, because the word “boycotting” as a process describes an action to create a change in circumstances, in this case it is expected that celebrities will take action or make statements regarding the situation in Gaza. This action can affect the reputation, popularity and even income of the boycotted celebrities.

The second analysis is **interpersonal metafunction**. The thumbnail text analysis starts with “#Blockout 2024” as subject, which indicates the latest movement or initiative taken and followed by “boycotting” which acts as finite describing the present tense, “Celebrities over Gaza silence” as complement. Therefore, the speech role can be classified as *offer information*. The role is

classified as offering information because the sentence is in the *declarative mood* and informs the viewers while also declaring a statement. The **textual metafunction** starts with the theme “*#Blockout 2024*” which is the subject and the participant/actor in the sentence, and is followed by the rheme “*boycotting celebrities over Gaza silence*” as new information. Finally, the sentence is categorized into an *unmarked topical theme* because it starts with a subject.

2. Visual Analysis

Based on the examination of the verbal element, The first analysis that related with ideational metafunction is **representational meaning**. This analysis categorizes that the material process is related to the *narrative process* and belongs to the *non-transactional action process*. It is considered as non-transactional process because celebrities as participants are not interacting but only standing and posing at the event. Thus, this analysis can be concluded that women are “actors” and are classified into non-transactional action processes.

The second analysis is **interactive meaning**. The first element in interactive meaning is contact. The picture shows the celebrities posing in front of the journalist's camera. The image shows a *demand contact* because the direction of the participant's eyes in the image is looking directly at the viewer's direction. Next, Distance in the image shows a *medium shot*. Because in a medium shot the participant is shown only half the body (Kress & van Leeuwen, 2006). It can be seen in the picture that a woman is only seen from head to waist. The angle used in this image is vertical position with *frontal angle*, because the shooting direction

displayed to the viewer points straight ahead of the viewer. *Modality* in the image is *high* because the saturation is high, and the colors of celebrities clothes are very bright.

The last analysis in **compositional meaning**. The image's composition and the top and bottom text both convey information value. The human participant communicates the upper one, while the thumbnail caption delivers the bottom one. These forms usually called as *real and ideal information value*. Text and picture interactions may also be structured by the contrast between the actual and the ideal. The real and ideal position forms provide more detailed information and additional information.

The next point is *salience*. Salience is one of the elements that attempts to capture the reader's interest. Salient aspects include background, color contrast, size, clarity of focus, and tone contrast. The producer may use one of the conspicuous features to give the image. The four celebrities are more noticeable in this case because they are closer together and have a lighter color contrast. Additionally, the overall layout encourages viewers to reflect on the moral implications of celebrity influence and the responsibility they bear in societal issues. The last point is that there are no frame lines on the thumbnail.

The relationship between verbal and visual

Based on the analysis above, the caption and video title are included in the material process. Interpersonal analysis uses declarative mood. Verbally, the thumbnail text and the title of the video focus attention on boycotting celebrities

over Gaza silence. While visual elements, such as celebrity images and interesting compositions, support and strengthen the message. On the other hand, the thumbnail image adds additional information in addition to the information in the verbal element, such as portraits of celebrities who will be boycotted displayed at the Met Gala series of events, so that the public increasingly questions where the empathy of celebrities who are silent about the war in Palestine while they are splendid at the event. In the end, the combination of the two presents an equal portion in informing a news context.

B. Discussion

Based on verbal and visual analysis, the researcher discovered that 10 thumbnails depicted the content based on the use of three metafunctions. In discussing verbal element, According to Halliday and Matthiessen (2004), there were three types of metafunctions: ideational, interpersonal, and textual. Also, while considering visual elements, Kress and van Leeuwen (2006) identified three metafunctions: representational, interactive, and compositional.

For verbal element, in the ideational metafunction the research results found that *material process* is commonly used. The researcher found 9 data that use material process and one of the use *verbal processes*. The material process is the most dominant with the selection of verbs that appear most often is the verb “boycott” as an interpretation of an invitation or appeal to viewers to jointly boycott products and groups that support Israel. The fifth datum categorized in the verbal

process uses the word “talks” to describe the “process of saying” criteria in the verbal process.

The dominance of material processes in the thumbnail captions and titles of Al Jazeera's "boycott Israel" videos can be attributed to the direct and action-oriented nature of the topic. Material processes emphasize actions and events, which align well with the concept of a boycott, a concrete action that involves refusing to purchase or engage with certain products or services. In contrast, verbal processes, which focus on saying or communicating, are less prevalent in this context. While discussions and debates surrounding the boycott may occur, the primary focus of the thumbnails is to convey a clear message and encourage viewers to take action. Therefore, the use of material processes effectively captures this direct and imperative tone.

The difference is found in the research by Yanwei and Hassan (2023), which found the most dominant process in ideational metafunctions is relational process. Based on the data, the relational process indicates that the object tries to tell audiences the features of Beijing and show what kind of city Beijing is. Relational process functions to describe the relationship between entities or concepts (Halliday & Matthiessen, 2004). The results of the data are different from this study because the context and objects used are tourism promotional videos, while this study uses thumbnails.

The absence of relational processes in the Al Jazeera thumbnails on the "boycott Israel" topic can be attributed to the nature of the content itself. Unlike

tourism promotional videos, which often describe the characteristics and relationships between different elements of a destination, these thumbnails primarily focus on a specific call to action: boycotting certain products or companies. Relational processes, which typically establish connections between entities, are not as relevant in this context. Instead, the emphasis is on the direct and imperative action of boycotting.

Riyandi (2022), also found different results from this study, which only focused on analyzing ideational metafunctions. The results found several processes, namely relational, mental, material, and verbal processes. While the most dominant process in this study is the material process. Riyandi (2022), used thumbnail data contained in podcasts, while this study uses thumbnail data on news. Research from Asis et al (2021) and Wang and Zhang (2019) also showed different results, which found that mental processes were most dominant in ideational metafunctions. This difference is because the topic on the thumbnail used is not the same.

The absence of mental processes in the thumbnails of Al Jazeera's "boycott Israel" because, the use of mental processes, which typically involve thoughts, feelings, and perceptions, would not align with the straightforward and direct messaging that characterizes the boycott discourse. Instead, the emphasis on material processes, which highlight tangible actions and events, effectively conveys the message and mobilizes viewers to participate in the boycott.

For visual element in representational meaning, the result shows that 5 data mentioned are included into *non-transactional action process*. It is because there is

only one participant in the thumbnail and does not interact with other participants, as well as the direction of the participant's eyes that point directly to the viewers. Furthermore, the result shows that 3 data categorize into non-transactional reactional process, because the direction of the participants' gaze is directed to other places that are in the thumbnail or not visible in the thumbnail. Finally, the result also shows that 2 data are categorized into conceptual symbolic process, because there are no human participants in the image but only symbols in the form of products or property that symbolize the boycott of Israel.

The representational meaning of this study are in line with previous research on multimodal discourse analysis from Laksman et al. (2024), which found the types of non-transactional narrative action processes as the most dominant process of representational meaning in visual analysis. Non-transactional narrative action was also found in a study by Ahmed (2022), where the non-transactional action process was used to display various interesting activities that can be done by tourists. Likewise, in this study, the narrative process is a description of a situation or activity without any interaction between participants.

The dominant used of non-transactional narrative action processes in both this study and previous research, such as Laksman et al. (2024) and Ahmed (2022), can be attributed to the nature of visual communication, particularly in the context of social media. Non-transactional narrative processes, which focus on single participants engaged in actions or experiences, are well-suited to capturing attention and conveying information in a concise and impactful manner. In the case of Al Jazeera's "boycott Israel" thumbnails, the use of non-transactional narrative action

processes allows the channel to visually depict the boycott movement in a compelling way. By focusing on a single participant, such as a person holding a protest sign or a product that is being boycotted, the thumbnails can evoke strong emotions and encourage viewers to take action.

Contrary to this study, Turra (2020) showed different results, who found that the symbolic suggestive process was most dominant in visual analysis. Whereas in this study, the symbolic suggestive process was only found in 2 data. This difference is because the object in the previous study was related to tourist destinations so that more images appear that symbolize a tour and vacation destination.

The limited presence of symbolic suggestive processes in the Al Jazeera thumbnails can be attributed to the straightforward and direct nature of the boycott message. By focusing on non-transactional action and reaction processes, the thumbnails emphasize the active nature of the boycott and the impact it can have. The use of human participants, either looking directly at the viewer or gazing towards a specific object, creates a sense of immediacy and urgency. In contrast, symbolic suggestive processes, which rely on abstract symbols and metaphors, might be less effective in this context. The direct and explicit nature of the boycott message requires a more straightforward visual representation that aligns with the core message.

For visual elements, the second aspect is interactive meaning. In this aspect the points of discussion are contact, distance, angle, and modality. From all the data obtained, there are 6 data that use *demand contact*, it means that the participant is

looking at the camera directly. However, the four data used offer contact, because the participant was not looking at the camera and had no eye contact to the viewers. The next element is distance, there are 4 data that use *medium shot*, which means that the image presented is only half the body, then 4 data that use close-up shot with the image presented only from head to shoulder, and 2 data that use middle shot, because there are no human participants in the visuals displayed.

These types of element contradict previous research by Nurhabibah et al. (2023), which found that Close-up shots were the most predominantly used. The close-up shot type was used to capture the subject's facial expressions in more detail in TikTok social media content. The results of this study differ from some of the previous experiments mentioned above because different objects have different effects.

The less prominent use of close-up shots in the Al Jazeera thumbnails, compared to TikTok content, can be attributed to the distinct nature of the two platforms and the specific goals of the content. TikTok, as a platform that heavily relies on personal expression and emotional connection, often utilizes close-up shots to highlight facial expressions and evoke empathy. In contrast, Al Jazeera's thumbnails, while aiming to engage viewers, prioritize conveying a clear and concise message about the boycott. Medium and middle shots are more suitable for this purpose, as they allow for a broader visual context and can accommodate multiple elements, such as text, symbols, and visuals that support the boycott message.

The next aspect is angle, the researcher found 8 data that use *frontal angle* which means the shooting is straight with the viewers, then 2 data that use oblique angle by taking pictures from above from the viewers' view. The last aspect is modality, in all data using *high modality* because the colors displayed are varied and very bright.

The types of angle in this study are in line with previous research on multimodal discourse analysis from Wang and Zhang (2019), who found the frontal angle as the most dominant type in interactive meaning. The predominance of frontal angles in the Al Jazeera thumbnails aligns with the research by Wang and Zhang (2019). This choice is strategic, as frontal angles directly engage the viewer, creating a sense of immediacy and personal connection. By looking directly at the viewer, the thumbnail invites them to participate in the message and take action.

The limited use of oblique angles can be attributed to the straightforward and direct nature of the boycott message. Oblique angles, while visually interesting, can sometimes create ambiguity or distance. In the context of a clear call to action, a frontal angle is more effective in conveying the message directly and forcefully. Additionally, the use of high modality, with vibrant colors and clear visuals, further enhances the impact of the thumbnails, making them visually striking and memorable.

Unlike the previous studies, the research by Filia and Muthia (2024) and Lacsina (2023) found no similarity with this study. This is because these two studies use different theories, not using Halliday and Matthiessen's or Kress and van

Leeuwen's metafunction theory. This study uses conversation analysis theory (Sacks et al., 1974; Heritage, 2001). Filia and Muthia's (2024) research focuses on the combination of verbal and non-verbal. More specifically non-verbal about expressions and gestures in beauty vlogs. Research by Lacsina (2023) used Iedema's (2001) Level of Analysis for Television and Film Genre theory and Searle's (1969) Speech Act Theory on food review vlogs with results showing speech acts and utterances. Therefore, the results of the two studies above are different from the results of this study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study and provides suggestion for future researchers to get more understanding of the topic.

A. Conclusion

In this study, the researcher studies the multimodality used by Al Jazeera's English thumbnails about boycotting Israeli products on the YouTube channel. Based on Halliday and Matthiessen's (2004) theory, the thumbnails used two kinds of processes, namely material processes and verbal processes. The researcher found that the material process was the most dominant process, which was found in 9 processes, while the least process was the verbal process with only 1 process. In the interpersonal metafunction, the researcher found declarative mood as the most dominant mood, which amounted to 9 declarative moods and 1 interrogative mood. Then in the last aspect of verbal analysis, namely in the textual metafunction, 9 unmarked topical themes and 1 marked topical theme were found.

From the most dominant types in verbal analysis, the researcher concluded that the material process as the most dominant with the selection of the word “boycott” was an interpretation of an invitation or appeal to boycott or not use products that support genocide against Palestine. The clauses used the most dominant declarative mood to offer information to the viewers as well as expressing statements on boycott activities. Then the most dominant theme uses an unmarked

topical theme that described the subject at the beginning of the sentence as the main topic in conveying information about the boycott.

Based on Kress and van Leeuwen's (2006) theory, it was found that the images fulfilled several features in representational, interactive, and compositional meanings. The researcher found that the narrative in the non-transactional action process was the most dominant in representational meaning, which was 5 processes. Other data found 3 narrative processes in the non-transactional reaction process, then 2 conceptual-symbolic suggestive processes. In the interactive aspect, 6 types of contact requests and 4 contact offers were found. In the picture distance, 4 medium shots, 4 close-up shots, and 2 middle distances were found. Shooting using frontal angle was the most dominant, where 8 frontal angles are found and only 2 oblique angles. Finally, the modality type used high modality in all images.

From the most dominant types in visual analysis, the researcher concluded that narrative non-transactional action process described actions or circumstances that occurred in an image that represented a call for boycott, but did not involve direct exchanges or transactions between participants. The participants found the most dominant used demand contact, the use of demand contact in the news of boycott against Israel was an effective visual strategy to evoke emotions, influence opinions, and encourage action. The gaze directed at the viewers created the impression that the participant was speaking directly to the viewers, inviting them to boycott. The researcher eventually found that Al Jazeera English thumbnails contributed high modality, which meant it highly attempted to represent the reality to the viewers (Kress & van Leeuwen, 2006).

The analysis of the Al Jazeera English thumbnails on the boycott of Israel reveals several key findings. Firstly, the dominant use of material processes in the verbal analysis highlights the direct and action-oriented nature of the boycott discourse. This emphasis on action and tangible results aligns with the core message of the boycott movement, encouraging viewers to take concrete steps. Secondly, the prevalence of non-transactional action processes in the visual analysis underscores the focus on individual actions and experiences. By showcasing individuals engaged in boycott-related activities, the thumbnails effectively convey the impact and significance of the movement.

This research contributes to the existing body of knowledge on multimodal discourse analysis by providing a comprehensive analysis of Al Jazeera English's YouTube thumbnails on the boycott of Israel. While previous studies have explored various aspects of multimodal discourse, this research offers a unique perspective by focusing on a specific topic specific topic of “boycott” and the “Al Jazeera English” platform. By examining the interplay between verbal and visual elements, the study sheds light on how these thumbnails effectively convey the message of the boycott movement and engage viewers.

Furthermore, the research highlights the importance of considering the specific context and purpose of the media content when conducting multimodal analysis. By comparing and contrasting the findings with previous studies on different topics and platforms, the research demonstrates the versatility and adaptability of multimodal discourse analysis. This study also contributes to a better

understanding of how media organizations can utilize multimodal strategies to shape public opinion and mobilize social action.

B. Suggestion

Based on the findings of this study regarding multimodal thumbnail analysis, it was recommended to analyze multimodal analysis theory more deeply in future research. The researcher fully realized that this study had significant limitations. The researcher only examined multimodal on thumbnails with the context of news about boycotts, so the results were not all processes found. So, it could be different if using other objects. For future researchers who will conduct multimodal research, the researcher suggests choosing other thumbnails with different topics or different YouTube channels that describe phenomena or social issues that are popular in society. Other researchers can also use different methods and add some elements to analyze multimodal studies.

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CURRICULUM VITAE



Novita Sari was born in Mojokerto on July 18, 2001. She is the daughter of Prihantono and Juwanah. She is the only child in the family. She graduated from SMK Negeri 1 Sooko Mojokerto. She graduated in 2019 and then continued her education at Universitas Islam Negeri Maulana Malik Ibrahim Malang with an English Literature Study Program from 2020 until 2024. During college, she attended a translator professional lecture to develop skills in translation.

APPENDIX

No.	Date of the data	Data	Ideational meta-function		Interpersonal meta-function		Textual meta-function	
			Verbal	Visual	Verbal	Visual	Verbal	Visual
1.	14 November 2023	 Muslim shops in India are boycotting Israeli products Al Jazeera Newsfeed	Material process	Narrative, action process-non transactional	Declarative mood, offer information	Demand contact, medium shot, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing
2.	10 Desember 2023	 War on Gaza: Global boycott movement against Israel gains traction	Material process	Conceptual, symbolic process-suggestive	Declarative mood, offer information	Demand contact, middle distance, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing

3.	14 Desember 2023	 Are the boycotts against Israel making an impact? The Stream	Material process	Narrative, action process-non transactional	Interrogative mood, demand information	Demand contact, close-up shot, frontal angle, high modality	Marked topical theme	Real and ideal information value, without framing
4.	5 Januari 2024	 Israel, Palestine, BDS, and the right to boycott in the US The Take	Material process	Narrative, reaction process-non transactional	Declarative mood, offer information	Offer contact, medium shot, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing

5.	7 Maret 2024	 Creator of viral boycott video talks about helping Palestinian cause Al Jazeera Newsfeed	Verbal process	Narrative, action process-non transactional	Declarative mood, offer information	Demand contact, close-up shot, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing
6.	10 April 2024	 Journalist fired after boycotting Israeli-bound goods Quotable	Material process	Narrative, action process-non transactional	Declarative mood, offer information	Demand contact, close-up shot, frontal angle, high modality	Unmarked topical theme	Without information value, with framing

7.	10 April 2024	 The app helping people boycott brands supporting Israel Al Jazeera Newsfeed	Material process	Conceptual, symbolic process-suggestive	Declarative mood, offer information	Offer contact, middle distance, oblique angle, high modality	Unmarked topical theme	Real and ideal information value, without framing
8.	25 April 2024	 BDS movement: Palestinians in occupied West Bank boycott Israeli products	Material process	Narrative, reaction process-non transactional	Declarative mood, offer information	Offer contact, medium shot, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing

9.	28 April 2024	 Palestinian journalists call for boycott of White House correspondents' dinner	Material process	Narrative, reaction process-non transactional	Declarative mood, offer information	Offer contact, close-up shot, oblique angle, high modality	Unmarked topical theme	Real and ideal information value, without framing
10.	13 Mei 2024	 #Blockout 2024 boycotting celebrities over Gaza silence Al Jazeera Newsfeed	Material process	Narrative, action process-non transactional	Declarative mood, offer information	Demand contact, medium shot, frontal angle, high modality	Unmarked topical theme	Real and ideal information value, without framing