

Representation of Writing Skill Importance In a Video Advertisement From The Perspective of Multimodal Discourse Analysis

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Abstract

The purpose of this study is to analyze the verbal and visual modes that are presented in a video advertisement. This study also aims at finding the relation of these two modes in representing a writing skill's importance in a video advertisement. The method that is used in this study is a descriptive qualitative method that used a Multimodal Discourse Analysis (MDA) as an approach. The theory of multimodality by Kress and Van Leeuwen as well as the theory of systemic functional grammar by Halliday and Matthiessen were applied to analyze the data. The data was collected using observation of a video advertisement; the study case is Grammarly's YouTube advertisement entitled "Save Time Editing Papers | Grammarly Makes One Click Simpler". The results show that the combination of verbal and visual modes could represent the writing skills importance thoroughly in the video advertisement. It was discovered that the importance of writing skills was clearly depicted in the video advertisement through the analysis of visual modes using representational, interactive, and compositional meaning. This finding is also supported by the analysis of verbal modes using the systemic functional grammar theory, which supports the meaning created in visual mode. Therefore, it can be concluded that the visual and verbal modes can show the representation of writing skills' importance in a video advertisement clearly. This study is expected to be a reference for further research that is related to this topic.

Keywords: *Multimodality, Video Advertisement, Writing Skill Importance, Multimodal Analysis*

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INTRODUCTION

Writing skill is important especially for students because advanced writing skill is one of the important aspects of academic and work performance (Kellogg and Raulerson, 2007). It is because if a person has a good writing skills, they can effectively deliver the message while communicating with others. With advanced writing skills, they can also lessen the cause of misunderstanding while delivering the message to the others. It is important to have the skill, especially in learning and teaching foreign languages, as well as communicating using foreign languages such as English for non-English native speakers. Writing skills can help the learner and speaker to differentiate the English language's sounds and letters, as well as grammar and vocabulary. Nowadays, the importance of writing skills is being highlighted in several ways; one of the ways is using an advertisement to promote a product while representing the importance of writing skills (Karunakaran and Jebakumar, 2021).

Grammarly is a tool on the internet that can help people to improve their writings. It has several features such as checking grammars, conciseness, etc.

Grammarly also has several features that can only be accessed by a premium member. Inclusion to that, Grammarly needs to advertise that feature so that people can be interested to buy the membership. Advertisement is designed to be one of the ways for delivering some messages through similar phenomena in society. It is also presented a good combination between visual, text, and audio to make the advertisement looks interesting because it is important for business (Ilyas and Nayan, 2020). An effective and good advertisement could be seen by the content of the advertisement. If it could attract people's attention to create curiosity and encourage them to do a real action, the advertisement could be categorized as effective and good (Juliana and Arafah, 2018: 127-137). A good advertisement also needs to have a visual and verbal structure (Lagerwerf et al., 2012). Multimodality used a variety of communicative modes in an advertisement. As an example, we could see that in a printed advertisement, there is a combination of illustration, color, and words to deliver a message through it. These combinations represent multimodality in advertising (Pan, 2015). Besides a printed advertisement, a video advertisement could also be classified as multimodality in advertising because it also has a combination of visual and verbal modes.

The term multimodality according to Kress and Van Leeuwen can be defined as the term, which refers to a communication method that used two or more communicative modes simultaneously (Kress and Van Leeuwen, 2001). Besides, according to Halliday and Hasan's theory, verbal and visual signs relate and support each other in the advertisement (Halliday and Hasan, 1985). The emotion that is shown within the images could add the rhetorical richness towards the texts, which results in the additional meaning of a text (Olowu and Akinkurolere, 2015). The feature of multimodal could be categorized as a proof of semiotic resources' various such as sound, image, color, and language or text to deliver the connotation and achieve the best advertisement (Liu, 2019, and Paltridge, 2012).

Ferreira and Heberle (2013) conducted previous literature regarding magazine advertisement analysis. It indicates that the presence of rhyme, the social context that is portrayed, verbal text's visual, and quality of arts construct a complex structure of problem-solution along with the text image. Another research conducted by McVee and Carse (2016) also indicated that political advertisements influence the viewers through the structures inside them. Hu and Luo stated in their study that multimodal discourse analysis in an advertisement could convey the purpose of the advertisement through the visual and text presented in it. Research conducted by Fernando (2019) indicates that an advertisement could deliver a meaningful story by combining verbal and non-verbal expression. Research by Shukre and Dugar (2013) also indicates that advertisement could attract consumers' interest and decision-making. In addition, another research by Ramlah and Rohmah (2021) shows how an advertisement of a beauty product can deliver a message as well as promoting their product to their target customer using a representation of muslim women by showing several aspects of 'muslim woman' standard.

Therefore, different from these previously mentioned studies, this study focused on analyzing the video advertisement using the multimodality approach to find out the representational meaning from the combination of visual and verbal modes using the multimodality approach. This study aims to determine the combination between visual and verbal modes and find out how the interaction of

these modes present the importance of writing skills in the Grammarly advertisement. This research is expected to be a reference for further research especially research regarding multimodal analysis for video advertisement. It is also hoped to provide an analytical model for video advertisement representations that presented the importance of writing skills through visual and verbal modes. Practically, it is also expected to help in improving viewers' ability to read messages conveyed through verbal and visual modes.

RESEARCH METHOD

In this study, the center of the problem lies in the verbal mode and the visual mode of Grammarly's YouTube advertisement. The study case is Grammarly's YouTube advertisement entitled "Save Time Editing Papers | Grammarly Makes One Click Simpler", which was uploaded on Grammarly's official YouTube channel on June 1st, 2022 (<https://youtu.be/B1zyJGO5-s>). The video chosen is 31 seconds long and has already been viewed by more than 350,000 times. The video was watched and captured several times, especially in the part that indicated the data, to get accurate and appropriate results. The two modes, namely visual and verbal, carry the message of writing skill importance, which is considered to be introduced to the viewers. How these two modes are combined becomes the main issue of this research. This research was conducted in a qualitative method. Therefore, in its implementation, this research used Multimodal analysis by Kress and Van Leeuwen, as well as applying the SFG by Halliday and Matthiessen to the identification of the meaning. The qualitative descriptive method was applied to analyze data so that they could provide a more in-depth explanation descriptively.

The term multimodality according to Kress and Van Leeuwen (2001) can be defined as the term, which refers to a communication method that used two or more communicative modes simultaneously. The focuses on multimodality are integrated with multimodal communicative events and text (Van Leeuwen, 2011). Meanwhile, Adami (2016) stated that multimodality is a concept introduced and developed to explain different resources to express meaning that is used in communication. O'Halloran (2011) argues that Multimodal Discourse Analysis (MDA) is discourse study, which covers the study of language in combination with other sources, such as images, gesture, scientific symbolism, music, sound, and action.

Visual Grammar proposed by Kress and van Leeuwen in 1996 is originally used to illustrate linguistic texts. Halliday perceives that language is a semiotic model that represents three metafunctions namely textual, interpersonal, and ideational metafunctions. Based on his theory, Kress and van Leeuwen use these same subjects with different terms. Compositional instead of textual, interactive instead of interpersonal, and representational instead of ideational (Hu and Luo, 2016). Representational meaning is about the way images can represent the relations between participants that is represented in the figure. Representational meaning contains the conceptual and narrative representation. Moreover, the interactive meaning explains the social relations that is represented. It depends on four elements, namely contact, social distance, attitude, and modality. In addition, the compositional meaning shares the image's interactive and representational

meanings to each other throughout three interrelated systems (Kress and van Leeuwen, 2006). There are framing, information value, and salience.

Verbal language, as a product of interaction, has a social function that is determined based on context (Halliday and Matthiessen, 2014). The social function of this language is suspected as a way for speakers to respond to something based on the context of the situation given when they convey their attitudes. Systemic functional grammar (SFG) theory describes the pattern of contextual variables including time, modes, and field, express meaning. Halliday differentiates the way language is used into three different metafunctions. Interpersonal describes the clause as mood and residue (clause as an exchange). Ideational describe clauses as processes of transitivity, participants, and states (clause as representation). In addition, textual describes the clause as theme and rheme (clause as a message). However, in this research, the author only analyzed the verbal mode using ideational metafunction, namely transitivity.

RESEARCH RESULTS AND DISCUSSION

In the video advertisement, there are several scenes found that match this research objectives. This section provides the analysis of the data found in the video advertisement. The data that were analyzed are the visual and verbal modes along with the representation of it that found in Grammarly's YouTube advertisement entitled "Save Time Editing Papers | Grammarly Makes One Click Simpler".

The 1st Data (minutes 00:00 – 00:02) presents a sequence of video with a background voiceover that narrates "Chasing that A and want to save time on proofreading?" (See Figure 1).

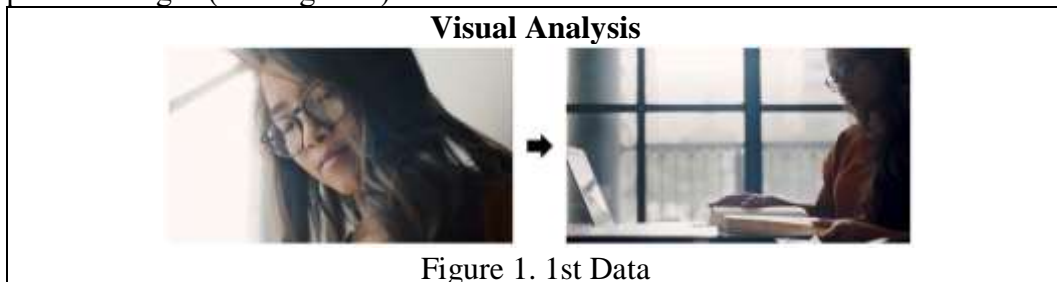


Figure 1. 1st Data

Description

Figure 1 shows the sequence of events that is happening in the beginning of the video advertisement. In Figure 1, it is shown a participant that is represented by a long-haired woman who wears a glasses, who was sitting in a room. The setting in Figure 1 was represented by the object in the surrounding, such as a fence, a large window, a book, a table, and a laptop.

Representational meaning

In Figure 1 above, there is one participant represented by a woman. In the narrative representational, the scene shows a transactional action process. The woman is called an actor, while the book is called a goal. It shows the action process because we can see a process of a woman doing an action, namely reading a book. In Figure 1, the locative circumstance that represent 'her room' is the existence of her things. It is represented by the desk, laptop, book, window, and a fence outside the window. Meanwhile, in the conceptual representational,

the book and the laptop can be considered as a possessive attributives of the carrier, namely the woman.

Interactive meaning

The video is considered an offer because she does not make eye contact with the viewers. The image of the woman is taken in a close-shot, then medium-shot, which means having a quite close relationship with the viewers because the actor is presented in the close distance from the camera angle. In addition, the point of view in the shooting is eye level, because the camera shines directly on the object. The modality on Figure 1 is also in a low level because the colors' combination used in the video are mostly dark colors.

Compositional meaning

In terms of information value, first, the participant in Figure 1 was in the middle of the figure. Then, the camera angle moved and made her appeared on the right side of the figure. The position of the participant can show that the woman represented act as core information from the scene because it is placed in the center of the figure. After that, she represent a new information because it is placed on the right side. However, the woman's size remains quite big on the video. It implies that the main focus is the woman and what she does. It is also framed from the front-side and left-side view, making the viewer could see that the woman is focused to do something that is appeared in the video as the camera moves.

Verbal Analysis

Chasing	that A	and	want	to save time on proofreading?
Finite	Complement		Finite	Complement
Material	Goal		Mental	Goal

As the scene that is presented in Figure 1 appeared, there is a narrator that said “Chasing that A and want to save time on proofreading?” The narration brings a non-relational process, namely material and mental, respectively. In this clause, verbs ‘chasing’ and ‘want’ both have goal ‘that A’ and ‘to save time on proofreading’, respectively.

The scene on Figure 1 is classified as interrogative, which intends to ask the reader an event. The video, along with the narration that was said can represent a message that asked the viewers about their needs. It can be seen as a message that implied the importance of having good score and spelling in your writings. Having the need to reach a good score and the ability to do a proofreading can be considered as writing skills.

The 2nd Data (minutes 00:02 – 00:05) presents a sequence of video with a background voiceover that narrates “Grammarly makes editing one click simpler.” (See Figure 2).

Visual Analysis



Description

Figure 2 is the next sequence of the video advertisement. The participant that is shown in Figure 2 remains the same person that was appeared in Figure 1. In Figure 2, the participant in the video advertisement does an act of doing something with her belongings, namely her laptop. It is also shown that as the participant in Figure 2 doing something in the laptop, there is a text ‘grammarly’ along with its logo. The text is placed on the center of the video. In the last sequences, the camera angle zoomed out, then a text box appeared on the left side of the figure, while the participant (the woman) was placed on the center of the figure.

Representational meaning

In Figure 2 above, the participant involved on the scene is still the same person, namely the previously appeared woman. In the narrative representational, the video shows a transactional action process where the woman in the video types something on her laptop. The woman represents an actor, while the laptop represents a goal. It shows the action process because we can see a process of a woman doing an action, namely typing on the laptop. In Figure 2, the locative circumstance that represent ‘library’ is the existence of the desk, laptop, book, window, and a quite big bookshelf behind her. Meanwhile, in the conceptual representational, the book and the laptop can be considered as a possessive attributives of the carrier, namely the woman.

Interactive meaning

The video is considered an offer because he does not make eye contact with the viewers. The image of a woman and her laptop that was taken in a medium-shot means having a quite close relationship with the reader. Moreover, the point of view in the shooting is eye level, that is, the camera shines directly on the object. The modality on Figure 2 is also in a low level because the colors’ combination used in the video are mostly dark colors.

Compositional meaning

In terms of information value, first, the participant in Figure 2 was in the right-side of the figure. Then, the camera angle moved and made her appeared on the center of the figure. The position of the participant can show that the woman represented act as core information from the scene because it is placed in the center of the figure. In addition, at first, there is a text and logo of ‘grammarly’ in the middle of the figure. It was also the main information before it shifts to the woman. However, the woman's and the text’s size remains quite big on the video. It implies that the main focus is the text and the woman. It is also framed from the left-side view, making the viewer could see that the woman is focused to do something that is appeared in the video as the camera moves.

Verbal Analysis

Grammarly	makes	editing one click simpler
Subject	Finite	Complement
Actor	Material	Goal

As the scene that is presented in Figure 2 appeared, there is a narrator that said “Grammarly makes editing one click simpler” The narration brings a non-relational process, where ‘Grammarly’ as an actor of the clause who carries the action ‘makes’ to reach the goal ‘editing one click simpler’.

The scene on Figure 2 is classified as narrative, which intends to tell the reader an event. The figure, along with the narration that was said can represent a message that the ‘grammarly’ can make the process of editing a writings simpler with just a click. It can be seen as a message that shows the importance of having an ability to edit your grammar and spelling in your writings. Having that could be considered as writing skills.

The 3rd Data (minutes 00:05 – 00:12) presents a sequence of video with a background voiceover that narrates “We can help make complex rewrites and nuanced story choices quick and easy, like really easy.” (See Figure 3).

Visual Analysis



Figure 3. 3rd Data

Description

Figure 3 shows the next sequence of the video advertisement. In Figure 3, the participant remains the same with the participant in Figures 1 and 2. It shows the participant that was doing something on the laptop. There is also a text box that popped up in the left side of the video advertisement with a different text inside the box of the sequence. The last part of this sequence that is shown in Figure 3 shows the camera angle that is focused in the participant to show the expression change on the participant (the woman).

Representational meaning

In Figure 3 above, there is one participant represented by a woman. In the narrative representational, the video shows a transactional action process where the woman doing something on her laptop. The woman represents an actor, while the laptop is the goal. It also shows a non-transactional reactional process where the woman were smiling while looking at something that was not presented on the video. The woman is called a reactor, while the thing that makes her smile is called a phenomenon.

Interactive meaning

The video scene in Figure 3 is considered an offer because she does not make eye contact with the viewers. The image of the woman is taken in close-shot, which means having a close relationship with the reader. In addition, the point of view in the shooting is eye level, that is, the camera shines directly on the object. The modality on Figure 3 is also in a low level because the colors' combination used in the video are mostly dark colors.

Compositional meaning

In terms of information value, the participant in Figure 3 was on the right side of the figure. The position of the participant can show that the woman represented acts as new information from the scene. However it can also be the core of information since there is no other participant in the figure. It is shown

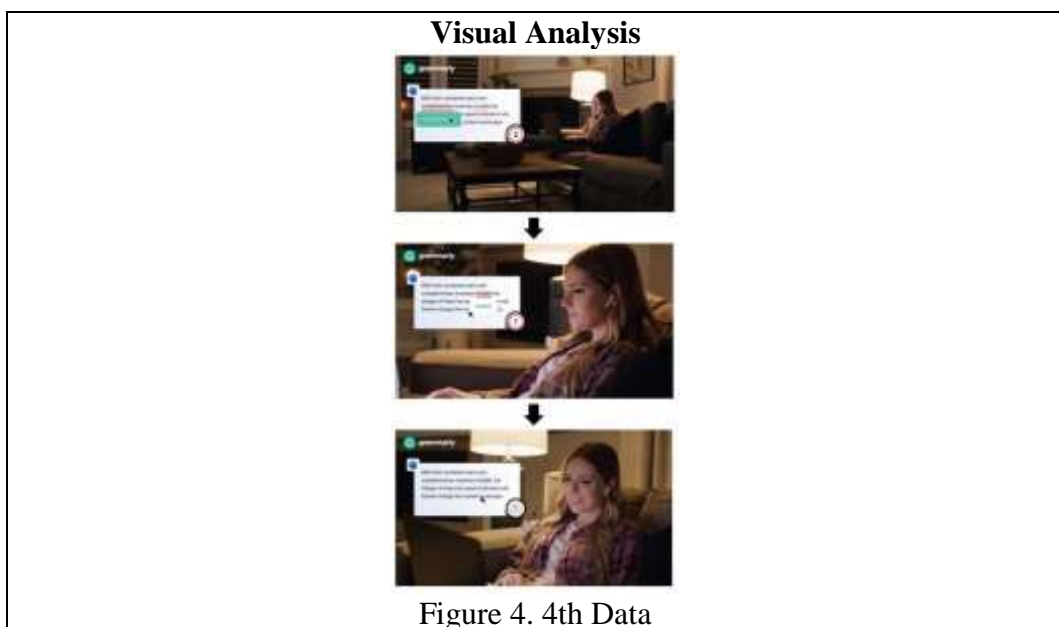
by the size of the woman that is quite large. It is also framed from the side view, making the viewer could see that the woman is happy to finish her writings.

Verbal Analysis			
We	can	help	make complex rewrites and nuanced story choices quick and easy, like really easy
Subject	Finite	Predicator	Complement
Actor	Material		Goal

As the scene that is presented in Figure 3 appeared, there is a narrator that said “We can help make complex rewrites and nuanced story choices quick and easy, like really easy.” The narration brings a non-relational process, where ‘We’ as an actor of the clause who carries the action ‘can help’ to reach the goal ‘make complex rewrites and nuanced story choices quick and easy, like really easy’.

The scene on Figure 3 is classified as narrative, which intends to tell the reader an event. The figure, along with the narration that was said can represent a message that the tool, which referred to as ‘we’ can help the user to make a complex rewrites and nuanced story choices in quick and easy way. It can be seen as a message that shows the importance of having an ability to edit your grammar and spelling in your writings. Having that could be considered as writing skills.

The 4th Data (minutes 00:12 – 00:17) presents a sequence of video with a background voiceover that narrates “74% of students say that grammarly saves them over one hour a week.” (See Figure 4).



Description

In Figure 4, there is a sequence of a participant that is represented by a woman with a long hair. The participant was doing an act, namely sitting in front of her laptop. In the first sequence, she was working on her laptop in a room. After that, she showed a change in her expression, namely happy expression.

<p>There is also a medium sized text box that is shown in the left side of the participant in Figure 4.</p>
<p>Representational meaning</p> <p>In Figure 4, there is one participant represented by a woman. In the narrative representational, the video shows a transactional action process because the vector can be seen from the woman who is working on her laptop. The woman is an actor and the laptop is the goal. It also shows a transactional reactional process where the woman in the video looks at a laptop in front of her. The woman is called a reactor, while the laptop is called a phenomenon.</p>
<p>Interactive meaning</p> <p>The video scene in Figure 4 is considered an offer because she does not make eye contact with the viewers. The image of the woman is taken in medium-shot, which means having a quite close relationship with the reader. In addition, the point of view in the shooting is eye level, that is, the camera shines directly on the object. The modality on Figure 4 is also in a low level because the colors' combination used in the video are mostly dark colors.</p>
<p>Compositional meaning</p> <p>In terms of information value, the participant in Figure 4 was on the right side of the figure, and a textbox appeared in the left side of the figure. The position of the participants and the textbox can show that the woman, as well as the textbox, represented act as core information from the scene. It is shown by the size of both that is almost the same size. It is also framed from the front view, making the viewer could see that the woman is happy to finish her writing.</p>

Verbal Analysis		
74% of students	say	that grammarly saves them over one hour a week
Subject	Finite	Complement
Sayer	Verbal	Phenomenon

As the scene that is presented in Figure 4 appeared, there is a narrator that said “74% of students say that grammarly saves them over one hour a week.” The narration brings a non-relational process, namely verbal process, where the ‘74% of students’ as the sayer, verb ‘say’ as the process, and ‘that grammarly saves them over one hour a week’ as the phenomenon.

The scene on Figure 4 is classified as narrative, which intends to tell the reader an event. The figure, along with the narration that was said can represent a message that most of the students approve grammarly as a tool that can help them. It can be seen as an implied message that shows the importance of having an ability to edit your grammar and spelling in your writings. Having that could be considered as writing skills.

The 5th Data (minutes 00:17 – 00:26) presents a sequence of video with a background voiceover that narrates “Now, maybe your all-nighters don't have to go all night and you can send off that paper with confidence.” (See Figure 5 and 6).

Visual Analysis



Figure 5. 5th Data



Figure 6. 5th Data

Description

In Figures 5 and 6, there are a sequences of two different women with long hair who are sitting in front of their laptop. The woman that is presented in both Figures 5 and 6 has a role as the main participant. In Figure 5, the participant was working on her laptop in a room. After that, the participant showed a change of expression, namely happy expression. There is also a quite large white textbox beside the participant in Figure 5. Moreover, in Figure 6, the participant showed her happy expression. Then, the camera angle moved to focus on the phone (presumably the participant's phone) that showed a message (it was represented by a text box that is popped up in the center of the screen).

Representational meaning

In Figure 5 above, there is one participant represented by a woman. In the narrative representational, the video shows a transactional action process because the vector can be seen from the woman who is working on her laptop and then closed her laptop. The woman is an actor and the laptop is the goal.

Moreover, in Figure 6, there is also one participant represented by a different woman. In the narrative representational, the video shows a transactional action process because the vector can be seen from the woman who is working on her laptop and then pick up her phone. The woman is an actor and the laptop as well as the phone are the goal.

Interactive meaning

The video is considered an offer because she does not make eye contact with the viewers. The image of the woman in Figure 5 is taken in long-shot, while the woman in Figure 6 is taken in medium-shot, which means having a quite close relationship with the reader. In addition, the point of view in the shooting is eye level, that is, the camera shines directly on the object. The modality on Figures 5 and 6 are also in a low level because the colors' combination used in the video are mostly dark colors.

Compositional meaning


In terms of information value, participants in Figure 5 were on the right side of the figure, and a textbox appeared in the left side of the figure. Meanwhile, participants in Figure 6 were on the left side of the figure, and a textbox appeared in the right side of the figure. The position of the participants and the textbox can show that the woman, as well as the textbox, represented act as core information from the scene. It is shown by the size of both that is almost the same size. It is also framed from the front view, making the viewer could see that the woman is happy to finish her writing.

Verbal Analysis				
Now, maybe	your all-nighters	don't	have	to go all night and you can send off that paper with confidence
Adjunct	Subject	Finite	Predicator	Complement
Circ. Time	Actor	Material		Goal

As the scene that is presented in Figures 5 and 6 appeared, there is a narrator that said “Now, maybe your all-nighters don't have to go all night and you can send off that paper with confidence.” The narration brings a non-relational process, namely material process, where the ‘your all-nighters’ as the actor, verb ‘don't have’ as the process, and ‘to go all night and you can send off that paper with confidence’ as the goal. Meanwhile, the phrase ‘now, maybe..’ in the clause above presented as the circumstance of time.

The scenes on Figures 5 and 6 are classified as narrative, which intends to tell the reader an event. The figure, along with the narration that was said can represent a message that the user would not have to spend their time a lot to work on their writings or assignment because their writings or assignment’s grammar and spelling can be checked using Grammarly. It can be seen as an implied message that shows the importance of having an ability to master your grammar and spelling skill in your writings. Having that could be considered as writing skills.

The 6th Data (minutes 00:26 – 00:30) presents a sequence of video with a background voiceover that narrates “Grammarly, better writing made one click simpler.” (See Figure 7).

Visual Analysis

Figure 6. 4th Data
Description
In Figure 7, there is a sequence of a woman with a long hair and wearing a shirt who is smiling to her phone. At first, she was smiling while looking at her

<p>phone. Then, the scene shifted into a blank white screen with a text ‘Download for free’ and ‘grammarly’ with its logo.</p>
<p>Representational meaning</p> <p>In Figure 7 above, there is one participant represented by a woman. In the narrative representational, the video shows a transactional reactional process because the vector can be seen from the woman who is smiling to her phone. The woman is a reactor and the phone is the phenomenon.</p>
<p>Interactive meaning</p> <p>The video scene in Figure 7 is considered an offer because she does not make eye contact with the viewers. The image of the woman is taken in medium-shot, which means having a quite close relationship with the reader. In addition, the point of view in the shooting is eye level, that is, the camera shines directly on the object. The modality on Figure 7 is also in a low level because the colors’ combination used in the video are mostly dark colors.</p>
<p>Compositional meaning</p> <p>In terms of information value, participants were on the left side of the figure. The position of the participants can show that the woman, represented act as core information from the scene. It is also framed from the right-side view, making the viewer could see that the woman is happy to see something on her phone.</p>

Verbal Analysis		
Grammarly, better writing	made	one click simpler
Subject	Finite	Complement
Actor	Material	Goal

As the scene that is presented in Figure 7 appeared, there is a narrator that said “Grammarly, better writing made one click simpler” The narration brings a non-relational process, namely material process, where the ‘grammarly’ and ‘better writing’ as the actor, verb ‘made’ as the process, and ‘one click simpler’ as the goal.

The scene on Figure 7 is classified as narrative, which intends to tell the reader an event. The figure, along with the narration that was said can represent a message that grammarly can make a better writings just with a click. It can be seen as an implied message that shows the importance of having an ability to have better writings, and it can be helped with a grammarly tool. Having that ability could be considered as writing skills.

Therefore, from the findings above, it is true that the Grammarly video advertisement represents a message regarding the importance of having great writing skills. It can be analyzed through the theory of multimodality by Kress and Van Leeuwen as well as the theory of systemic functional language by Halliday. The representation of writing skills importance was found after we analyzed the visual and verbal modes that are presented in the video advertisement. Visual modes that are analyzed through the representational, interactive, and compositional meaning present detailed results of the scenes’ meaning visually. In addition, the verbal modes that are analyzed using systemic functional language could also

present the detailed results of the scenes' meaning verbally. With the combination of these two modes of analysis, the representation of writing skills importance that is implied in the video advertisement could be presented thoroughly. The visual and verbal modes are related to each other. These two modes also supported each other to present the complete representation of writing skills' importance.

CONCLUSION

In conclusion, the Grammarly video advertisement successfully delivers the representation of writing skills importance throughout the video. It is found after analyzing the visual and verbal mode using multimodal discourse analysis. The theory of Kress and Van Leeuwen as well as the theory of Halliday and Matthiessen could help in finding the representational meaning in the video advertisement of Grammarly advertisement on YouTube entitled "Save Time Editing Papers | Grammarly Makes One Click Simpler".

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