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Ideational Meaning and Visual Aspect Relations in Virginia Allum's Videos to Teach English for Nursing

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Article Info	Abstract
	English for Nursing (ENP) focuses on developing the need for English, which can support medical personnel's work and fulfill professional assessment needs. Learning English from many media, one of them through video, can give nursing students experience about their work in the real world by studying what the video presents. This recent study aims to explain the realization of ideational meaning and its relations to visual aspect as the semiotic systems in English for Nurses Videos. This study was a qualitative study that used discourse analysis. The data were taken from conversation text and captured images on the three videos on Virginia Allum's YouTube channel. This study implemented multimodal analysis to observe the ideational meaning as the linguistic and visual aspects of the videos. The ideational meaning was analyzed using SFL to later look for its relationship with the visual aspect. This study found that ideational meaning and visual aspects are related to their video presentation. The type of process is dominated by 77 relational processes, 37 actors, and 11 manner as the circumstance. Visual aspects indicate the characteristics following the themes surrounding the hospital, health, and the identity of the nursing profession itself. Ideas and visuals support each other because they simultaneously provide experience to the viewer through the video being watched without the viewer doing the action themselves. This study suggested that lecturers and students can consider this study's result to improve the use of videos as multimodal text to support teaching learning activities in English for Nursing.

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INTRODUCTION

This study was motivated by the fact that English for Specific Purposes (ESP) learners. Teaching English for Specific Purposes (ESP) is a widespread right to be introduced to those who need communication skills using English. ESP focuses on learning English based on the field of interest and work needs. Chien (2019) stated that ESP is considered a course with a vocational function and is not a general course because, in ESP, instructors or educators are required to understand the specific learning design for certain professional fields. No exception to English for medical personnel such as doctors, nurses, pharmaceutical parts, and subject matters. For example, Akdemir (2021) explained that a professional nurse must write and read medical terms available in English, and sometimes they have to undergo a performance assessment, which needs English as the material or language of instruction. Bosher (2013) stated that ENP focuses on using language in both educational and professional settings. Nurses are different from doctors. Thus, this program aims to help nurses improve their communication skills and medical knowledge in the workplace, whether students or professionals. Some of the primary duties that nurses generally have to fulfil are complex.

Moradimokhles and Hwang (2020) stated how to develop English as instruction, especially for nurses who may meet patients of some nationalities. Therefore, the demands on instructors and lecturers who teach become heavy when faced with learning media that should develop over time. They must follow specific procedures as needed that provide an English learning experience for nursing students. While we know that teaching English as a foreign language in Indonesia has its challenges, making media and learning resources more valuable to support the achievement of language skills. According to Chien (2019), material for learners has to be prepared by the instructors/ lecturers/ teachers based on the unique needs of the particular profession. They formulate the learning designs for the practical purposes of English learning. To support English teaching-learning activities, the teacher and instructors need some sources to gain the material. One of them is a video beside the handbook or workbook in hard copies of it. The importance of using multimodal text, such as videos, as teaching-learning media was supported by Starkey (2015). They revealed suggestions for improving nursing students' English skills. By increasing the effectiveness of teaching-learning activities through independent learning, both lecturers and nursing students can find learning material related to new issues in the medical field by themselves through online platforms like YouTube.

Jones and Cuthrell (2011) have explored YouTube as an instructional medium to deliver English lessons. Moreover, YouTube channels nowadays provide a lot of topics and themes. It was in line with another study done by Yeh (2018) about the benefit of using video as technology-based media to support teaching-learning activities and increase multiliteracies. Therefore, Benson (2017) mentions that the discourse on YouTube can be studied. So, if it is related to YouTube, a platform with unique discourse, each channel also has such characteristics. For example, if we enter the English education channel, we will meet people learning English. In line with Moghavvemi et.al. (2018) who stated YouTube can provide videos that we can choose according to the topic of learning. In terms of entertainment already exists, it can support learning as long as it is relevant to the topic being studied. Then, YouTube is an alternative media that can enhance learning experiences because technology now plays a significant role in people's lives. It is used in various aspects of life, such as finding work and information on any activity as needed, including as a medium of learning by some educational practitioners, both formal and informal institutions and individuals specifically. Many videos with the education topic can help us obtain information related to learning needs. The YouTube channel is growing even more due to the pandemic's influence. Education is mainly

done online, and YouTube is a learning medium for teachers and students.

This study implemented multimodal analysis because the videos have verbal text (conversations) and visual elements. In linguistic theory that talks about semiotic systems by Kress (2010), multimodality was be used "it as humans' normal state of communication" (p.1), and multimodal texts are produced through at least two semiotic systems. The multimodal text is usually constructed by combining words with other modalities, the example of multimodal text could be in pictures, film, video images, and sounds (Fitriati & Lisa, 2019). Following the development of the era, we can also find multimodal text in picture/comic storybooks, posters, banners, announcements, booklets, a television in the form of advertisements, films and news programs. In addition, the multimodal text is also available on online platforms such as websites, social media, podcasts, and chat applications. As Anstey and Bull (2010) emphasized, the text manifests from combining two or more multimodal semiotic systems: linguistic, visual, audio, gestural, and spatial. Written text that is just writing can have different meanings when an image is added to the text and vice versa. Alternatively, pictures alone will have a different sense if a sound like music accompanies it. On another chance, it becomes more complex when illustrations accompany the writing. Visual: shape, color, vectors, point of view, and moving images. It was supported by Martin and Rose (2007) that images can construe ideational meaning. So, this study was considered to analyze the graphic elements using multimodal analysis after investigating the ideational meaning of the conversation as verbal text utilizing systemic functional linguistic analysis. Meanwhile, the linguistic aspect in this study that will be analyzed is the ideational meaning.

Halliday and Matthiessen (2004) expanded on how transitivity can reflect the phenomenon through the auction process in the text. The speaker or writer manifests their semantic choices and grammar to the process and participant types. There are six processes: mental process, material process, relational (attributive and identifying), verbal process, behavioral process, and existential process. Through those processes, participants in the conversation will represent their experience and share with the audience interested in the same field. Ideational meaning or clause as representation. Representational meaning means what the clause is about. This meaning is influenced by the field of discourse and realized through wording by the transitivity system. Experiences represented in the text can be regarded by the ideational meaning known as transitivity. He expanded on how transitivity can reflect the phenomenon through the process of action in the text. The speaker or writer manifests their semantic choices and grammar to the processes and participants types. There are six processes: mental process, material process, relational (attributive and identifying), verbal process, behavioural processes, and existential process.

Numbers of studies focusing on systemic functional linguistics and multimodality have been conducted in applied linguistic and educational areas. Some studies about the realization of ideational meaning in academic products like books, essays, etc., have been done by some researchers. Gusnawaty et al. (2017) examined transitivity in folklore. The study showed that transitivity in folklore is influenced by the culture and religion that developed in certain areas. Alaei and Ahangari (2016) and Yuliana et al. (2019) examined novels. From their transitivity analysis in the book, it can be concluded that the story was constructed by ideology and opinion. We can see what happened by reading the clause because of its experiences. Besides that, the novel writer applied simile as a figure of speech that can give the reader some understanding of the culture like in folklore. So, the transitivity has a role in indicating the culture as experience to the reader. The same result was revealed by Nurkholidah et al. (2019) when they examined students' essays. As a writing product, a novel and essay can convey the message through transitivity, which is strongly influenced by the language used, the conditions and

circumstances of the actors in the story, and the reader's experience.

Other studies about the visual aspect in multimodal texts were done by Fajriah et al. (2021), who applied metafunction analysis to observe textbooks and investigate the multimodal aspects. Jauhara et al. (2021) also emphasized that page layouts have to be organized well to affect students' reading path related to the texts and images in the textbooks. In addition, Pahlevi and Warsono (2018) mentioned that images could give detailed information about the text. From those findings, it can be concluded that multimodal aspects in textbooks can also support students to think critically and help them interpret texts. They found that visual images will support a text being so meaningful through systemic functional linguistic analysis. Image and text relationships were interpreted as visual-verbal competence. In addition, Dewi et al. (2020) mentioned that verbal text could support visual images and vice versa because it represented the participants who joined the conversations. Then, it also supported by some studies about visual images and text relations are done by some researchers. Farida (2018) found that cultural practice is dominated by visual and image relations in her study. Ly and Jung (2015) examined two advertisement images and made a multimodal comparison. It found that images are the potential to convey multimodal meanings. The study's results show that even advertising requires several multimodal elements to send a message to TV viewers.

According to some previous studies about ideational meaning analysis and visual aspect as semiotic system, this study tried to close the gap between previous studies and the theories regarding the development of English teaching-learning activities. This study conducted a multimodal analysis of text and images in videos used for learning English for Nursing. It is expected that this study may contribute to the enhancement of ESP learning, especially English for Nursing. Finally, the primary purpose of this current research was to identify the realization of ideational meaning in conversations and the visual aspect of the video. Thus, this study tried to reveal the relationship between two; ideational meaning and visual aspect in the video.

METHOD

This study was a qualitative study that used discourse analysis. Virginia Allum took. The data from the YouTube channel English for Nurses. The subjects of the study were the participants in the videos who acted as nurses, patients, and patient's relatives. There were three conversations from the videos, and the analysis of clauses used ideational meaning analysis by Systemic Functional Linguistic theory. The analysis was done by creating a tabulation to identify the process types, participants, and circumstances. Next, to analyze the visual aspect of the video, it used visual analysis as a semiotic system by Anstey and Bull (2018). The videos were captured and imaged to collect the data on visual aspects. The captured images were analyzed by identifying the videos' shape, color, vectors, lighting, focus, and point of view. After tabulating ideational meaning and identifying captured images, the researcher arranges the description of the relationship between ideational meaning and visual aspect. The final step was making an interpretation of data collection related to theories and previous literature.

RESULTS AND DISCUSSIONS

The findings of ideational meaning covered findings in constituents of transitivity analysis. There were findings of the analyzed process, participants, and circumstances. Besides that, to see the relations between the ideational meaning and the visual aspect, the analysis was done to investigate the realization of visual aspect in the videos.

The Realization of Ideational Meaning

To answer the research problem about the realization of ideational meaning, the findings in this study regarding the realization of ideational meaning are presented in a table that will show a recapitulation of process types, participant types,

and circumstances types. The first is the frequency of process types as follows;

Table 1. Frequency of the Process Types

No.	Process Type		Frequency
1.	Material		46
2.	Mental	Cognitive	4
		Affective	4
3.	Relational	Attributive Intensive	55
		Attributive Possesive	11
		Identifying Intensive	10
		Identifying Circumstantial	1
4.	Behavioural		10
5.	Verbal		1
6.	Existential		1

The material process is a process of doing and happening. The material process indicates activities of events. This process refers to the physical experience of human beings. It means that some entity physically does something that some other entity may do. In this research, the material process occurs 46 times. Some of the words found include look for, take and find. It shows that the participants take an action related to their speech, and the actions are related to patients, medical activities, and advice as medical personnel.

The mental process refers to the process of sensing: feeling (affection or reaction), thinking (cognition), perceiving (perception), and wanting (volition). Based on Table 1, the mental processes appeared 8 times. They were the cognitive, for example, think and know and affective like 'feel' and 'worry'. It indicates that personal assumptions or cognitive abilities are needed when understanding a command. For the effective process, it shows how participant personally shows their feeling related to the medication or the health condition.

Next, the behavioral process appears with the words make (sure), breath, do, and cry. Those words appear the most in the second video to show that the baby whom the nurse examines can react and respond behaviourally. The other processes were verbal and existential. Each of them only appeared once in a conversation. The verbal process in the conversation is 'saying'. It denotes activities related to information in the clause; 'Many people say that they feel very tired after having the vaccination.' It indicates that the speaker in the conversation is talking about many people saying something about the event (vaccination). The last process that appeared is the existential process in the clause; 'There is nothing to be concerned about.' It shows that the speaker wants to explain the existence of something in this sentence does not happen to exist. The nurse advised the patient not to worry.

The process represents the experience that participants in the video want to share with the viewer, and this is supported by the presence of participants and circumstantial elements to be analyzed in the text. The study's findings showed that the relational process is both attributive and identifying to emphasize the participant's attribute and identification. For example, "which can happen after many other vaccinations" is included in the relational attributive, and the sentence "they are asked" consists of a relational identifying process.

Transitivity analysis also observed the participant types. The result is as follows;

Table 2. The Frequency of Participants Type

No.	Participants		Frequency
1.	Material	Actor	37
		Goal	33
2.	Mental	Senser	5
		Phenomenon	6
3.	Relational Attributive	Carrier	32
		Attribute	35
4.	Relational Identifying	Token	27
		Value	5
5.	Behavioural	Behaver	6
		Range	5
6.	Verbal	Sayer	1
		Verbiage	1
7.	Existential	Existent	1

Examples of actors who dominate in conversation are nouns or noun groups that refer to 'it' such as 'some vaccines', 'the patients', 'her skin', 'his blood'. The conversations were made by two people, a nurse and a patient. They, as actors, will use the pronouns 'I' and 'you', while the actors are carrying out some material process. The participants that support relational processes are carriers, attributes, tokens, and values. All the process represents the experience that

participants in the video want to share with the viewer, and this is supported by the presence of participants and circumstantial elements to be analyzed in the text. The study's findings showed that the relational process is both attributive and identifying to emphasize the participant's attribute and identification. For example, "which can happen after many other vaccinations" is included in the relational attributive, and the sentence "they are asked" includes a relational identifying process.

Besides process and participant types were analyzed, there were circumstances found that appeared 11 times in the three video conversation texts. In this study, there were found only three circumstances; location, manner, and matter. The frequency of circumstances can be seen as follows;

Table 3. The Frequency of Circumstances

No.	Circumstance	Frequency
1.	Location	4
2.	Manner	6
3.	Matter	1

The circumstances types were dominated with manner followed by location. Examples of manners are 'well' and 'strongly'. The word 'well' here refers to the participant in the video 2 about the baby who was examined. Followed by location as a circumstance, it appears 4 x to indicate places and body parts. Examples are 'On her bed' and 'in your upper arm'. It indicates that location refers to an atopic medical situation in a hospital as in the clause 'can you put an air mattress on her bed' and 'It is quite common to have some tenderness in your upper arm'.

In the transitivity analysis of this research, process type is dominated by relational processes, indicating that both attributive and identifying emphasize the participant's attribute and identification. In achieving ideational meaning, video participants often state the relational process in their conversations. Attributes were dominated in the conversations because the use of relational processes is much and to provide another experience, the actor supports the material process that dominates next. It is related

to the conversation between a nurse and a patient. So, adding to what the participant has done in the process, a circumstance element supports this ideational meaning being realized. There are seven types of participants identified by Eggins (2004): extent, location, manner, matter, cause, accompaniment, and role. In this study, there were found only three circumstances: location, manner, and matter. The dominant circumstance in the video is manner.

The result of ideational meaning is in line with Nurkholidah et al. (2019) and Gusnawaty et al. (2017), who found that in ideational meaning, there are certain theme elements that are applied in a multimodal text which involves processes, participants, and not all circumstances exist in a text to be able to convey experiences to readers or viewers.

The Realization Visual Aspect

The videos which were taken as the data sources have the same characteristic and represent all topics of conversation in the YouTube channel. The visual aspect of the videos is presented in captured images. The images contain some identical characteristics of medical situations, nurses with identical uniforms, and other elements.

Visual Aspect in Video 1

In the first video entitled English for Nurses_ Advising about Covid Vaccination, the captured image showed us a room with two persons talking. See Image 4.1 below;
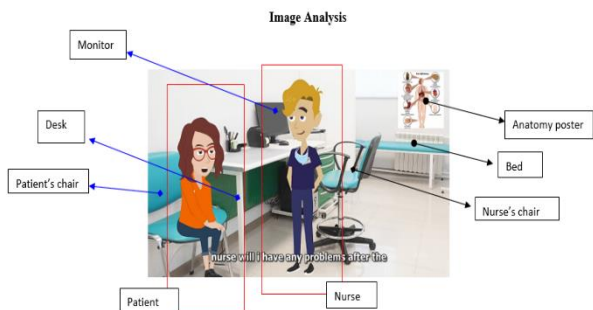

Figure 1. Captured Image of Video I

In the first video, there are two persons in the video. There are two people in the video.

First, the nurse in a blue uniform with a mask hanging on his neck. The color of the uniform gives an identity as a nurse who may use a uniform colored green or blue. Second, as a patient, the woman sits down in a chair. She wears a shirt and trousers. The image shows any combination of rooms and figures in that environment. It shows that this image is sufficient to represent the situation in question: the nurse and the patient are talking.

Visual Aspect in Video 2

Next to the second video, English for Nurses Beginner Level_ APGAR Score, where two adults are talking and a baby is seen which, according to the video title, is being examined by the nurse. If you watch it, it will be known that the adult is the nurse and the baby's mother. See image 4.2 below;
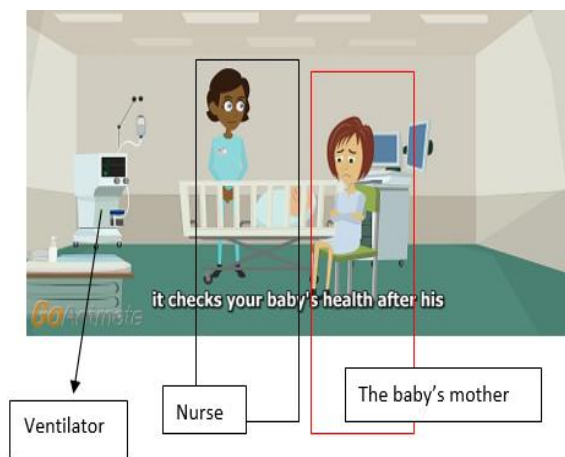

Figure 2. Captured Image of Video II

In the second video, the captured image shows three participants. The first is the nurse, the second is the baby's mother, and the third is the baby the nurse will examine. They are in the nursery with supporting medical devices such as a bed for the baby (crib), monitors, and a ventilator. The nurse is shown wearing a slightly green uniform, and the baby's mother is wearing patient clothes as if she has just given birth because she is sitting beside her baby. Then, the baby himself was swaddled and was lying in the crib.

Visual Aspect in Video 3

The identification of the next visual aspect is carried out in the third video entitled English for Nurses_ Waterlow Score Update with a Colleague (2020), we can see the captured image below;
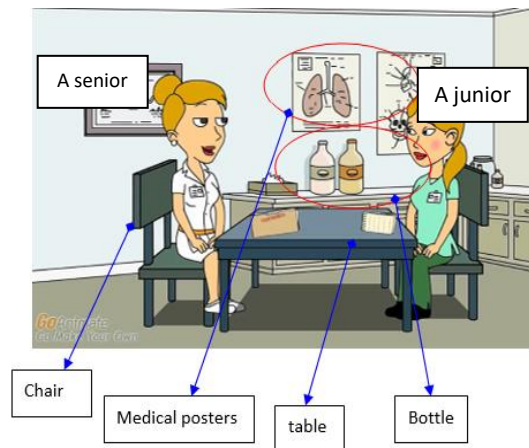

Figure 3. Captured Image of Video III

The image shows that in video 3, the two characters are all nurses. However, the uniform is different because it may indicate a different position or duties in both. One is wearing a white uniform, the other is green. The clothes' color still follows the identity of nurses in general. The third video tells of a nurse chatting with her colleague, discussing a patient they observe together. So, they sit together in a nurse's room, not the patient's room. As for the visible objects, besides the table and chairs, were medical posters and several bottles that looked like containers for medicines.

The study about visual aspect as semiotic system was done by Fajriah et al. (2021), and Jauhara et al. (2021), and Dewi et.al. (2020). They found visual images and conversation text can support each other because it represented the participants who joined the conversations. Overall, the visual aspects in the three videos can be said to be quite good in conveying the information needs regarding the participants and the situation in the room. When one of the participants speaks, it is shown with an open mouth. The colors used are appropriate in

showing the characteristics of the theme intended by the creator. So, viewers who are nursing students will easily understand and get a description of the situation like in the video.

The video has consistent images by displaying the characteristics of the medical environment such as hospital rooms, nurses and patients. The visual aspect also displays colors that are close to their characteristics, such as the color of the nurse's uniform. It could be said that this visual aspect is able to help viewers of the video understand that what is in the video is appropriate to what they need. Nursing students need examples of situations in the baby's room, for example, they can see them in the second video. Then, the relationship between ideational meaning and visual aspect is explained below.

The Relation between Ideational Meaning and Visual Aspect

From the finding above, the realization of ideational meaning in the videos determines how the choice of language shapes the experience of the text. It can be concluded that the participants presented their experiences of being and action to the audience through the conversations they conveyed. This is shown through the role of participants and their configuration with situations to develop their ideas. The dominating processes are attributive relational processes followed by identification, material, behavioral, and mental processes. It indicates that participants are also mostly I, you, he/she, and pronouns used to carry out medical-related activities. The use of circumstances is also not much, maybe because it has been represented by the process and settings in the video.

The visual aspects in the videos clearly show the participants making conversations in a room in a hospital setting. Participants in the three videos consist of nurses and patients. They wear uniforms and clothes that show characteristics according to their roles. Each video has a different setting with different events or cases. In the room, one can see medical equipment, which is sufficient to give viewers the understanding that conversations are taking place with the characteristics of a hospital. So, when viewers see the video, they can tell which is the nurse and the patient. Nevertheless, the visuals also display colors and clear instructions on how the participants interact to give viewers an understanding of the health topics they are studying.

So, the aspects seen in a video are one unit that supports each other. These aspects influence each other in different aspects. For example, when the nurses explain something related to the process in the form of relational and attributive, the nurse is marked by wearing a nurse's uniform and according to the character. Regardless of what the video shows, whether it's very good or not clear, the relationship between ideational and visual aspect in the three videos analyzed can help viewers understand learning material about nursing and medical activities at a hospital. Hence, in this study, the video is intended to teach nursing students, so the view of nurses is considered sufficient to represent and provide experience to nursing students.

Some previous studies on multimodal, conducted by Pardi et al., Amatullah et al., and Bateman and Wildfeuer, showed how multimodal aspects support each other in providing information to readers or viewers of digital texts. Especially in a video, there will always be visual, audio, gesture, and spatial elements to support linguistic aspects. So, this study provides something new regarding research on multimodal text, namely videos used to teach English for Nursing. Moreover, in this study's result and findings, the video presents text and visual images representing the medical environment and hospital situation. Then, in this study, the relationship between ideational meaning as the linguistic aspect and visual aspect in the videos should be able to represent the characteristics of the medical activity at the hospital through the multimodal aspects that have been analyzed.

The relationship between ideational meaning, as linguistic aspect, and visual aspect in videos should be able to represent characteristics of the medical activity at the hospital through the multimodal aspects that have been analyzed. So, using videos on YouTube to teach nursing,

especially on Virginia Allum's channel, is still quite effective in helping nursing students understand the material and get some insight or experience based on the result of this study. As stated by Yeh, using videos that have multimodal aspects can stimulate the creativity of students who are studying certain themes. Furthermore, the results of the video analysis in this study can be used as a good consideration by lecturers and nursing studies to use videos on YouTube as additional material to support their learning. It may help them to make their multimodal video to enrich their knowledge and experience about nursing activities.

CONCLUSION

Finally, this research can become a consideration for lecturers and students of nursing to be more confident about using video as a multimodal medium to help them get a more varied learning experience. This is done with consideration in the video, multimodal elements can provide information that mutually supports one another. Nevertheless, analyzing linguistic aspects through ideational meaning and conversations in the video can also be observed further through interpersonal or textual meaning as part of systemic functional linguistics. If a multimodal text can provide more complex meanings and intentions to be conveyed, it is better to analyze other multimodal aspects. Of course, this will be very useful when we find something that is thought to be able to help anyone who needs material related to multimodality. Hopefully, the future researchers can carry out more in-depth analysis of videos used as learning material because, in videos, there are still many multimodal aspects that can be researched to see the benefits of implementing teaching and learning activitie

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