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An investigation on discourse structure of video games tutorials: A case in multimodal discourse analysis

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Multimodal discourse analysis is a new study in discourse studies to study text combined with images, colors, symbols, and other semiotic sources. The message and the semiotic assets are utilized to address meaning. Hence, a semiotic methodology is utilized to concentrate on the implied importance of the text, pictures, and varieties utilized. In this review, a multimodal semiotics approach is utilized to look at pictures, varieties, and text on video games instructional exercises. The pictures and varieties were broken down utilizing Kress and Leeuwen's perusing picture hypothesis, while the text as an impression of the truth was examined utilizing seven structure task hypothesis from James Paul Gee. This study presumes that in the utilization of varieties, pictures, musics and messages contain a specific implying that watchers can decipher as per the truth introduced in the computer games instructional exercises

Keywords: Multimodal, Discourse, Video Games

Public Interest Statement

When describing resources (modes) like language, images, music, signs, and designs that integrate all sensory modalities like visual, auditory, tactile, olfactory, gustatory/taste, and kinesthetic in multimodal texts, discourses, and events collectively, these semiotic sources are referred to as multimodal phenomena. From the standpoint of content display, the video creator supports the meaning of the delivered video with pictures from the video and gives a thorough explanation of it. and facilitate the audience's understanding. Videos can be difficult to understand if you only listen to the audio; instead, you should pay attention to the pictures that are presented. This presentation may be intended to encourage viewers to try out or practice the video game tutorials right away, making the video easily replicable and used. This is because the images in the video—rather than the speaker—allow us to deduce meaning from the video. This study makes the assumption that the use of variety in images, sounds, and messaging conveys a particular meaning that viewers can interpret in accordance with the information presented in computer games. exercises for instruction

Introduction

Language is more than just spoken words; to be more precise, it is composed words as well as nonverbal cues like gestures, sounds, objects, colors, etc. These two language types play a nearly equal role in this correspondence because understanding will be limited if verbal language is the only one used, ignoring nonverbal language (Sihombing, Herman and Saputra, 2022). Herman et al.'s (2024) confirmation shows that verbal language alone, devoid of all movement, sound, shading, and material articles, limits one's ability to understand the complexity of a collaboration and the importance of interactions. It also places restrictions on correspondence. There are three important factors—verbal, sound, or sound (communicated in language) or chart (composed language), and visuals—participate in correspondence. According to Anstey and Bull (2019), verbal language is communicated through composed language, with diagrams serving as the composition's composition and sound as its outcome. Nonverbal language, which includes gestures, nonverbal communication, etc., is called visual association. The three relational connection components occasionally perform to varying degrees, but occasionally they perform admirably in terms of conveying messages.

The improvement of innovation and visual depiction makes people more imaginative in giving data through recordings alluring mixes of pictures, text and tones. Video is joined with variety, text, and design to frame a talk that can be grasped by many individuals. While consolidating message and pictures in introducing data, talk producers depend on specific philosophies. What is introduced in pictures and texts contain suggested and express implications. Savvy perusers should have the option to decipher the talk to limit mistakes in getting data. Talks that show up with fascinating mixes of pictures, varieties, and formats are concentrated in Multimodal Discourse Analysis (MDA). O'Halloran sees that multimodal talk examination is another worldview in talk studies to concentrate on language joined with different assets, like pictures, logical imagery, signs, activities, music, and sounds (Meneses, 2018) .

Multimodal phenomena are all semiotic sources used to describe resources (modes), such as: language, images, music, signs, and designs that integrate all sensory modalities, such as: visual, auditory, tactile, olfactory, gustatory/taste, and kinesthetic in multimodal texts, discourses, and events collectively (Herman et. al., 2023). Kress and Leeuwen stated that the multimodal social semiotics approach was used in the multimodal analysis process. Social semiotics has two aspects, namely: material means and resource facilities. Material means are used for representation, while resources (modes) are used to create text, signs or meanings. In the process of making meaning, these two aspects of social semiotics are interrelated. The social semiotic multimodal approach is an approach developed from the social semiotic approach (Cahyaningati, 2018) .

O'Halloran expressed that the social methodology with regards to social analysis and

social practice contains three essential standards, specifically: conceptualization, metafunction, and commencement. Besides, it is made sense of as follows: (1) conceptualization of associating text highlights, for instance: pictures and sounds through the lexicogrammatical framework with regards to social circumstances and societies; (2) metafunction models the possible importance of semiotic sources into three implications, to be specific: ideational significance, relational importance, and literary significance; (3) commencement models the relationship of genuine decision in the text with foundational potential and makes an example of decision in the kind of text. A multimodal text contains a specific organization (DR Culache, O., & Obadă, 2014) . The creation that interfaces the message with the significance of portrayal and intelligent importance. Kress and Leeuwen notice that there are three standards of multimodal text synthesis, in particular: data worth, notability, and outlining. (a) data esteem shows that in multimodal text there is data esteem that should be visible from different zones, specifically: left and right, top and base, center and edges; (b) saline demonstrates that in multimodal texts there is a significant importance or accentuation on specific components as particular highlights, for instance: foregrounding, foundation, relative size, contrast in shading, contrasts in picture sharpness and variety, etc; (c) outlining gives outlining as an indication of detaching and interfacing picture components and stamping parts that contain specific implications (Purnaningwulan, 2015) .

In practice, these three compositional principles apply not only to single images but also to multiple visual images, visually combined text and images, and some graphic elements on television and computer screens. These three elements are integrated and studied together because they are interrelated with each other. Ngongo et. al. (2022) defined that multimodal discourse analysis is not limited to visual images but also layouts. In addition, in the study of discourse, language and text are used together with actions, interactions, non-linguistic symbol systems, objects, tools, technologies, and distinctive ways of thinking, such as: appreciating, feeling, and trusting each other (Herman et. al., 2022). Sometimes what we build is very similar to what we built before, sometimes not (Prasetio, 2019) harga (X2. Therefore, Gee stated that language is used as a tool not only to say and do something, but also used with other non-verbal tools to construct the world. Every time we communicate, whether spoken or written, we are always and at the same time constructing one of the seven realities. Gee calls the seven realities seven building tasks, namely: significance, activity, identity, connection, relationship, politics, and sign system and knowledge (Anstey, 2019).

Research on multimodal analysis grew rapidly in the mid-2000s. This was marked by systemic linguists increasingly exploring the integration of language with other resources. Multimodal discourse analysis provides an understanding that communication is inherently multimodal. In addition, literacy is not limited to language alone but there are other resources that also influence it, such as: images, colors, text, music, design, layout, and so on (Murica, 2018) . Santoso (2017) states that multimodal discourse analysis makes a major contribution to the study of Indonesian literary criticism. By using a semiotic approach, readers can interpret the content design of video games tutorials. By using multimodal analysis, readers can interpret the content design of video games tutorials with a combination of images, colors, text, and text layout in a combination of images and colors. The author has a certain ideology which is represented through the combination of images, colors, and text.

Pictures or images can be related to words in a variety of ways. According to Kress & van Leeuwen (2016), the meaning of the image is extended by the verbal and vice versa. Alternately, describe the image orally and vice versa. Kress and van Leeuwen (2016) go on to say that the meaning of the verbal text is always connected to and dependent upon the meaning of images in particular as well as other semiotic modes. According to Kress and van Leeuwen (2016), on the other hand, an image is the visual component of a text that is composed and arranged independently, related to the verbal text but not

dependent (as far as the researcher is concerned) on it.

Research related to multimodal discourse analysis is: “A Critical Discourse Analysis of Neocolonialism in Patricia McCormick’s *Sold*” by Laksmana. This research was conducted to analyze the ideology hidden behind the cover of the novel. To understand and interpret the novel, Lakshmanan combines critical discourse analysis (CDA) theory with semiotic theory and postcolonial or neocolonial theory. By starting with CDA and multimodal analysis with semiotic theory, it strengthens the study of postcolonial or neocolonial discourse studies. These three theories show the relationship between discourse and ideology, power, identity, and social practice. The novel “*Sold*” shows that power is everywhere, both in the text and in the use of language. The next research is: “Multimodality in the Image of Lee Min Hoo’s *Luwak White Coffee Advertisement*” (Sari, 2020) . This study uses the semiotic social theory of Kress and Van Leeuwen to analyze the multimodal advertising of *Luwak White Coffee* on Facebook social media. The analysis was conducted to interpret the advertisement from three metafunctions, namely: representational, interpersonal, and compositional. The research findings indicate that there is a representation of the fantasy of drinking coffee. The three metafunctions indicate a shift from coffee products to the coffee advertising model. In this case, it is clear that there is an ideology that advertisers want to attract the attention of consumers, especially young people who are actively using social media. The advertising model was chosen because of the effect of the development of culture and entertainment from the South Korean country that affects young people.

This study was conducted to analyze the meaning of the content design of the video games tutorial using the theory of reading image from Kress & Leeuwen, which includes: images in video and color and text analysis in video games tutorials using the theory of seven building tasks from Gee, which include: significance, activity, identity, connection, relationship, politics, and sign system and knowledge (D. R. Culache, O., & Obadă, 2014) .

Literature Review

Multimodal Discourse Structures in Video Games Tutorials

As a cultural and entertainment product, the video game has evolved past its early iterations and perceptions as a new and developing medium. It has reached a mature stage following a global hiatus of more than 40 years. Though it hasn’t quite taken off, the idea of video games as a kind of entertainment for kids and teens has evolved over time. As of right now, this substitute for entertainment is a formidable rival to other cultural goods like music and books (Aarseth, 2014; Neamah, 2023). Wildfeuer and Stamenković (2022) stated that the question of how various semiotic resources, used in the design of the interface and the game itself, construct meaning in their intersemiotic interplay is addressed by the multimodal analysis of video games. The focus of description is on all elements that, as expressive forms, are contributing in some way to the meaning construction, rather than just verbal elements like text inserts, voiceovers, or player interactions during games. These would include scenes or moving pictures that build a setting and include characters, as well as specific colors or sounds, music, animations and visual effects, interactive elements for navigating the game, and so on. They all have specific roles to play in the intricate interactions between these components. The goal of a multimodal analysis is to recognize these various roles and functions and investigate how they direct and impact how the game is interpreted and experienced (Wildfeuer and Stamenković, 2020).

The logic of multimodal discourse interpretation, which has been provided in several approaches to the analysis of multimodal artefacts by some researches (one of them was Bateman and Wildfeuer, 2014), is the foundation for the framework we use to analyze video games and their multimodal meaning construction. Specifically, the primary goal of formal discourse semantics is to specify and formally

realize the processes of discourse interpretation based on multiple logics and inference. Video games have an additional degree of specificity that is critical to our approach here, compared to the multimodal phenomena that have previously been examined from this angle (Juul, 2011).

In most video games, tutorials or instructional starts signify the first exchange of information between the player and the game. The player is introduced to the gameplay (and occasionally the story) at this point in the game. They will also learn the primary commands, controller or pointer movements, and fundamental actions. These directions can be read aloud or in writing, or both, and they can be provided by a voice-over character or an actual game instructor. When it comes to games with a story, they are presented concurrently with, or in medias res, with the beginning of the story. This implies that they are more deeply ingrained in the game itself.

Regardless of where they are in the game, the primary purpose of tutorials is to offer an interactive learning experience. Players typically feel that tutorial levels are not a part of the main game and skip them if they are positioned outside of it. For this reason, it's being hidden in the game world in a lot of games (Rouse, 2005). A growing number of games are moving away from lengthy, text-based instructions because it is more effective to learn by doing than by reading any kind of tutorial. When a player acts in a game and completes a task, working memory must be used at a deeper level (Hodent, 2018). However, acknowledging the reading of a tutorial text by pressing a button is not as effective because it does not require a deep level of processing. Hence, Hodent further explained that game developers must consider these instructional components when creating tutorials, or when figuring out "the onboarding plan," since learning how to play a game is a significant aspect of the gaming experience. Because tutorials often involve rich communicative situations and games typically have a clearly defined and directed agenda of what needs to be delivered to the player in order to train them, they can be a valuable resource for the analysis of discourse structures in addition to being substantial. For this reason, we started our analysis with them since we anticipate that they will highlight nuances that may become hidden later in the game. The fact that tutorials typically involve less player interaction than the rest of the game because of their comparatively high density of educational content to process is a disadvantage of this focus.

Research Methodology

This research is a qualitative research with descriptive method. Purba et. al. (2022:44) defined that descriptive qualitative research design was characterized as a method of conducting social science research that stresses collecting descriptive data in natural settings, using inductive reasoning, and emphasizing understanding the subjects' point of view (Van Thao et. al., 2021; Purba et al., 2023). The approach used to analyze the data is a social semiotic multimodal approach. This approach is used to describe the meaning of video games tutorials seen from the images, text, colors and music used. The data in this study is an analysis of the video game tutorial structure seen from the images, colors, and text on the cover of the novel. Image and color analysis used reading image theory from Kress, while text analysis used the seven building task theory from James Paul Gee (Kress, G., & van Leeuwen, 2016) .

Results and Discussion

Language is seen as a system of signs and social interactions. Each sign in the form of images, text, and colors contains a certain meaning in the delivery of a message. Kress and Leeuwen (2016) say that images, text, and color are design elements that function as a sign system for knowledge of visual and viewer relationships. Video games tutorials are made to describe the content of games and how to use them. Video games tutorials should be easy to understand, interesting to look at and pleasant to listen to.

1. Viewed in terms of video display images



Picture 1. Initial Cover of Video Games Tutorial

On the cover of the initial video, it is designed as attractive as possible with bright colors combined with turquoise on the edges as a frame to make the display look more cheerful. Next, images of games in the video are presented, such as spinwheels and others, so that the audience can see any tutorial games contained in the video.

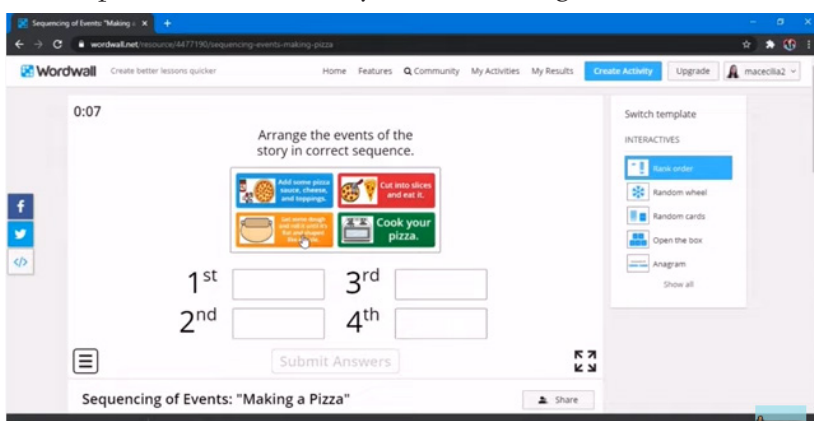
In addition, the cover is also clarified with large enough writing/title text in bright blue so that viewers can clearly see the intent of the video. From the cover, it can be seen that the video was made to explain or give a tutorial about something like video games for online classes.

2. Contents of Video Games Tutorial

The content of this video game tutorial can be seen from the image display of its contents, the use of language used by the video maker and also the music used and its complements.

A. Regarding content display

Regarding the content display, it can be seen that the video maker provides a detailed explanation of the meaning of the video presented and is also supported by pictures in the video presented to clarify the meaning and facilitate the understanding of the audience.



Picture 2. Display Video Games Tutorial

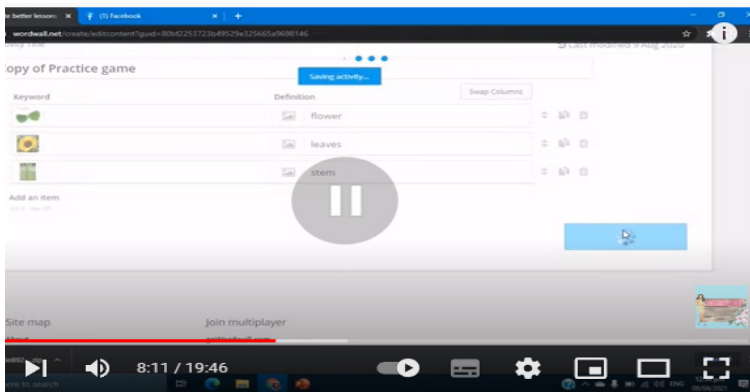
The images presented are simple but precise, so as not to confuse the audience's thoughts with other images, the images presented make the audience focus and understand the meaning conveyed better.

B. Relating to sound

The voice of the presenter in conveying the information on the video is small or not strong enough because the listeners may not hear and do not understand the meaning conveyed in the video if the voice is not heard.

As for the delivery of video content in English and there is no translation or writing that clarifies

the delivery of the text of the content of the video, making text or writing in the video is very important because this is enough to help the audience to understand the content and intentions of the presenter in making the video.



Picture 3. Video Display

C. Regarding the way the message is delivered in the Video

The way of delivering messages in videos is quite difficult to understand if you only listen to the sound, but we need to pay attention to the pictures that are presented, the possibility of this presentation is done so that the audience immediately tries or practices the video game tutorials that are made so that this video is presented to be directly imitated and used, because we can take meaning from the video not from the person who conveys it but through the images in the video that is displayed.

Gee stated that the seven building tasks consist of significance, activity, identity, connection, relationship, politics (politics), and knowledge practice (sign system and knowledge). Significance indicates that language with certain uses is used to determine something that is considered important (Sugiyono, 2017) . Activity indicates that language elicits an action. Identity shows that language symbolizes an identity. Relationships show that language is used to establish relationships with other people. Connections show that language can help humans make connections. Politics shows that language is able to show a person's social behavior. Sign systems and knowledge show that language is used to build and break down various sign systems that vary and provide a perspective on knowledge.

In the following, text analysis in video games tutorials is presented according to the seven discourse building tasks according to James Paul Gee's view. The seven building tasks include significance, activity, identity, connection, relationship, politics, and sign system and knowledge.

a. Significance

Significance shows how words and grammatical devices are used to establish or reduce significance (importance, relevance) for certain things and not other matters. In this case, video games are made to contain interests that are much needed by the community and aim to attract the interest of the audience to make video games through the tutorials presented in the video.

b. Activity

Activities indicate what activities or activities (practices) you want to achieve in this communication so that other people can be recognized? This is a question to reveal the practice or activity that a person does through language (Santoso, 2017). The activities carried out in the video are explaining about making tutorial games and providing steps for making video tutorials that are equipped with explanations for each step presented in the video.

c. Identity

Identity shows how the speaker's language treats the identity of others. the type of identity recognized by others in relation to other people. How the speaker positioned other people, what identity "they invite" invites them to be appointed. It is a question of uncovering identities formed through the use of language (X Pan, 2020) .

In this video inviting the audience and educating the audience to directly practice making video tutorials presented by the video maker, the presenter said "let's make video games, it's will be important for you, and for all". The phrase is intended to invite the audience to watch the video and try to carry out the instructions in the video tutorial that is presented.

d. Connection

Connections show how language units connect or disconnect with something. How it becomes something relevant to the other. To determine the connections contained in the discourse, the question can be asked, how and in what ways does cohesion work in the text to connect parts of information? What is the speaker trying to communicate or achieve by using the cohesion device as it is done? In this case language is used to build connections and make things connected or relevant to other things (Santoso, 2017).

In this video, using communication in the form of statements that are presented to start introducing, explaining each step that will be carried out from the first, middle to final steps in the video. This video has a direct connection with the audience, that is, it invites viewers to do what is done in the video directly.

e. Relationship

Relationships show how words and various grammatical devices are used to establish and maintain or change relationships between different types of speakers, other people, social groups, cultures, and/or institutions. This question is asked to uncover relationships or relationships in communication. In this video, no relationship aspects are presented.

f. Politics

Politics shows how the language unit that is being used in communication displays a perspective on social goods (ie how the language unit being communicated displays something that is considered normal, true, good, worthy, appropriate, valuable, how things are, what they should be, high status, low status, like me, not like me)? How words and grammatical devices are used to build a point of view on how social goods are distributed to society (Rambe, 2019) .

g. Sign System and Knowledge

The sign system shows how the language unit privileges or does not privilege a special sign system, for example, certain languages are considered more special than other languages. How to know or claim knowledge and beliefs (Santoso, 2017) In this video there is no use of language that privileges special signs.

Conclusion

Based on a brief study of video games tutorials seen in terms of appearance, content, sound and delivery method, it can be seen with regard to the content display, that the video maker provides a detailed explanation of the meaning of the video delivered and is also supported by pictures in the video presented to clarify the meaning. and make it easier for the audience to understand. The way of delivering messages in videos is quite difficult to understand if you only listen to the sound, but we need to pay attention to the pictures that are presented, the possibility of this presentation is done so that

the audience immediately tries or practices the video game tutorials that are made so that this video is presented to be directly imitated and used, because we can take meaning from the video not from the person who conveys it but through the images in the video that is displayed. The voice of the presenter in conveying the information on the video is small or not strong enough because the listeners may not hear and do not understand the meaning conveyed in the video if the voice is not heard. As for the delivery of video content in English and there is no translation or writing that clarifies the delivery of the text of the content of the video, making text or writing in the video is very important because this is enough to help the audience to understand the content and intentions of the presenter in making the video.

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Authorship and Level of Contribution

Conceptualization, E. S. and H. H.; methodology, R. P., and E. S.; validation, R. P. and T. S.; Formal analysis, D. K. and L. J.; investigation, N. S., R. P., and E. F.; resources, H. H. and T. S.; writing (original draft preparation), E. S. and D. K.; writing (review and editing), R. P. and H. H.; visualization, H. H. and C. C.; supervision E. S., R. P., N. S., and H. H. All authors have read and agreed to the published version of the manuscript.

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