



## Multimodal Analysis of Mie Sedaap Advertising

Ni Luh Meriantini<sup>1\*</sup> 

<sup>1</sup> English Language Education, Ganesha University of Education, Singaraja, Indonesia

### ARTICLE INFO

#### Article history:

Received February 04, 2023

Revised February 07, 2023

Accepted May 11, 2023

Available online May 25, 2023

#### Kata Kunci:

Analysis, Multimodal, Iklan

#### Keywords:

Analysis, Multimodal, Advertisement

#### DOI:

<https://doi.org/10.23887/jpbi.v11i1.63840>

### ABSTRAK

Salah satu teks yang memiliki makna kompleks adalah iklan, baik iklan media cetak maupun iklan media elektronik. Kompleksitas makna tersebut disebabkan penyampaian pesan dalam iklan tidak hanya menggunakan unsur bahasa tetapi juga unsur bahasa nonverbal dan sarana visual lainnya. Oleh karena itu untuk memahami kompleksitas makna, perlu dilakukan analisis multimodal dalam iklan tersebut. Penelitian ini bertujuan untuk menganalisis iklan Mie Sedaap. Iklan, baik iklan media cetak maupun iklan media elektronik, merupakan teks yang memiliki makna yang kompleks. Oleh karena itu, untuk memahami kompleksitas makna, perlu dilakukan analisis multimodal terhadap iklan tersebut. Analisis multimodal yang dibahas dalam makalah ini menggunakan teori Linguistik Fungsional Sistemik (SFL). Penelitian ini menggunakan metode kualitatif deskriptif dan observasi melalui video iklan Mie Sedaap. Data dikumpulkan dari observasi melalui video iklan Mie Sedaap. Hasil temuan penelitian dianalisis dengan menggunakan analisis data kualitatif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa iklan Mie Sedaap memiliki sistem semiotika multimodal yang meliputi unsur linguistik, visual, audio, gestural, dan spasial.

### ABSTRACT

One of the texts has a complex meaning is advertisement, both print media advertisements and electronic media advertisements. The complexity of meaning is due to conveying messages in advertisements not only using language elements but also nonverbal language elements and other visual means. Therefore to understand the complexity of meaning, it is necessary to carry out a multimodal analysis in the advertisement. This study aims to analysis of Mie Sedaap advertisements. Advertisements, both print media advertisements and electronic media advertisements, are texts that have a complex meaning. Therefore, to understand the complexity of meaning, it is necessary to do a multimodal analysis of the advertisement. The multimodal analysis discussed in this paper uses the theory of Systemic Functional Linguistics (SFL). This study used a descriptive qualitative method and observation through video advertisements for Mie Sedaap. The data were collected from observations through video advertisements for Mie Sedaap. The findings of the study were analyzed using qualitative data analysis, including data reduction, data display, and conclusion. The research results show that Mie Sedaap advertisements have a multimodal semiotic system that includes linguistic, visual, audio, gestural, and spatial elements.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.  
Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.



## 1. INTRODUCTION

Language has a very important role in human life. Language is a tool used by humans to communicate with each other (Alawamleh et al., 2022; Nair & Yunus, 2021). Language helps humans form a social group, fulfills their need to be able to live together in a community environment and becomes a means to express feelings, attitudes, thoughts or ideas, and other social practices (Kilis & Yildirim, 2019; León-Garzón & Castañeda-Peña, 2018; Xiao et al., 2020). Language is also used by humans as a means to interact with other humans.

What explains the importance of language (oral or written) sometimes ignores other elements that accompany the successful use of language in social interactions. Those elements are nonverbal language and other visual means (Mohammad et al., 2016; Sofyan et al., 2022; Yilmaz, 2016). In fact, there are many valuable work results because of the relationship between language nonverbal language, and other visual means (Arnold & Reed, 2019; Haarbauer-krupa, 2010). Verbal language without nonverbal language such as motion, face, voice, and other visual means causes our understanding of language to be limited (Darmawan et al., 2021; Park, 2018). The understanding language that is based on one point of view is called monomodal. Understanding language must be based on more than one point of view or what is called multimodal so that the complexity of the meaning of language can be understood (Coskun & Marlowe, 2015; Gillies & Baffour, 2017; Oakley et al., 2020).

One of the texts that has a complex meaning is advertisement, both print media advertisements and electronic media advertisements. The complexity of meaning is due to conveying messages in advertisements not only using language elements but also nonverbal language elements and other visual means (Library et al., 2012;

Montaner Sanchis et al., 2022; Thomas et al., 2019). Therefore, to understand the complexity of meaning, it is necessary to carry out a multimodal analysis in the advertisement. In SFL theory, the text is a unit of Text is limited as a functional language unit in a social context (Quinões & Rusu, 2017; Santiago Schwarz & Hamman-Ortiz, 2020). Text is a language unit that has meaning in a social context that occurs due to communication interactions. All communication interactions are what is called multimodal (Lin et al., 2022; Williams & Beam, 2019).

In multimodal analysis, composition relates to the presence of representational and interactive meanings with images. There are three systems such as (a) Information value, the attachment of the participant elements and the syntagma that connects them and each other with the image witnesses so as to give them the value of specific information about what elements are in the images that can be seen from right, left, top, bottom, middle, and side. (b) Saliency, participant elements and interactive representations and syntagms are made to attract the attention of the audience to different degrees as background placement, foreground, relative size, the contrast in color values, differences in sharpness, and so on. (c) Framing, the presence or absence of frame tools is realized by elements that create borders or lines not relating or relating to images, indicating that they are part or not (Sinar, 2012).

Advertising is a form of promotion for individuals, organizations, or companies to convey their vision and mission (Clow & Baack, 2018; Cordero-Gutiérrez & Lahuerta-Otero, 2020; Dwivedi et al., 2021). In the ad text, there are names of products, ideas, and services that can be profitable for users. An advertisement has a purpose. One of them is to inform, remind, and persuade consumers to take action on the advertised product/idea (Library et al., 2012; Montaner Sanchis et al., 2022; Thomas et al., 2019). To find out the meaning contained in the advertising message. Previous study provides an advertising structure consisting of verbal, visual text, and a combination of both (Dwivedi et al., 2021; Yildirim, 2016). The above explanation raises the author's interest in analyzing electronic media advertisements, namely television advertisements. The ads analyzed are "MIE SEDAAP" ads. The analysis was conducted to analyze the multimodal elements contained in the advertisement.

## 2. METHOD

This study used the descriptive qualitative method to analyze the multimodal elements contained in the Mie Sedaap advertisement. The multimodal analysis discussed in this paper uses the theory of Systemic Functional Linguistics (SFL) (Imtihani, 2010; Santiago Schwarz & Hamman-Ortiz, 2020). The multimodal analysis model was developed from a combination of multimodal theory. In multimodal analysis, a text is called multimodal if the text is formed from a combination of two or more semiotic systems. There are five multimodal semiotic systems in a text, namely: 1) Linguistic: vocabulary, generic structure, and the grammar of the oral and written language, 2) Visual: color, vectors, and viewpoint in still and moving images, 3) Audio: volume, pitch, and rhythm of music and sound effects, 4) Gesture: movement, speed, and stillness in facial expression and body language, and 5) Spatial: proximity, direction, the position of layout and organization of objects in space (Tan et al., 2019). The data were collected from observations through video advertisements for Mie Sedaap. The findings of the study were analyzed using qualitative data analysis, including data reduction, data display, and conclusion.

## 3. RESULT AND DISCUSSION

### Result

#### *Linguistic Analysis*

The Mie Sedaap advertisement, starring by Natasha Wilona, uses a combination of spoken and written language. The verbal utterances in the Mie Sedaap advertisement spoken by the ad star Natasha Wilona are:

*Hi baby*

*Ini nih inovasi rasa terbaru Mie Sedaap Ayam Bakar limau Sensasi sambal cobeknya, wahh Disegerin jeruk limau Aromanya*

*Gurih ayam bakarnya meresap Nyatu di mie yang kenyal*

*Ada rempeyek daun jeruknya Sumpah enak*

*Cobain yuk*

*Aku cinta mie sedaap Mau?*

*Baru mie sedaap ayam bakar limau Sedaap sedaap sedaap*

*Sedaapnya next level*

The verbal variety above is the informal variety in Jakarta. This variety is used to eliminate the 'distance' between the message and the audience (consumers) as well as to show the modernity of this advertisement. Furthermore, the emphasis on the meaning contained in the verbal variety of this advertisement is strengthened

and emphasized by the presence of a written variety which is manifested in the form of visual emblems which are realized through product and trademark emblems as show in [Figure 1](#), and [Figure 2](#).

### Visual Analysis

The appearance (visual) in this Mie Sedaap advertisement is realized in three visual stages, namely a) Visuals of the ads star exhibited by Natasha Wilona b) Visuals of Mie Sedaap innovations with new flavor, and c) Visual emblem. These three visual displays last for 00:29 seconds. The realization of the three visuals described in [Figure 3](#).

### Audio Analysis

The music that accompanies the activity in this advertisement is ASMR, which is accompanied by sounds while eating food. ASMR is usually used for crunchy foods. This is getting stronger or is an affirmation of the superiority of the product is the voice of the artist Natasha Wilona who is sipping noodles and the use of Silence, namely conveying the superiority of the product to the audience on the visuals of the participant's activities.

### Spatial Analysis

Overall, the distance between one image and another has shown the integration of the meaning of this advertisement. Each image does have its own meaning but each image meaning supports the other image meanings. The depiction of the spirit of participant activity, product excellence, and product convenience is shown by the distance between active participant's images and the process of introducing new flavor innovations from Mie Sedaap Goreng as well as the depiction of the Lead at the end of the ad image. This lead serves to give a deep impression and meaning to the user. The lead in this ad is a locus of attention which is realized in [Figure 4](#).

### Gesture Analysis

Gesture analysis in advertisements refers to the process of analyzing body movements or body language in the context of advertisements. This involves observing and monitoring physical movements such as facial expressions, hand movements, body postures, and interactions between people involved in the ad. The aim of the analysis of gestures in advertising is to understand and interpret the messages conveyed by body movements in the context of marketing and advertising communications. This analysis can provide insight into how body movements can influence consumers' perceptions, emotions, and attitudes toward advertised products or brands.

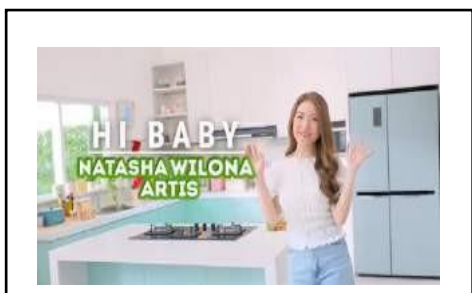
Carefully selected body movements in advertising can provide strong visual support for the message you are trying to convey. For example, hand gestures that lead to products or facial expressions that show consumer satisfaction can reinforce the positive message you want to convey. Movement and body speed and facial expressions are gestures from participants. The gesture in this advertisement is realized from the participant's activity in introducing new taste innovations from Mie Sedaap.



**Figure 1.** Product Emblem



**Figure 2.** Trademark Emblem



**Figure 3.** Visual Display



**Figure 4.** The Lead

## Discussion

Mie Sedaap's ad text consists of the tagline "Mie Sedaap, with a new taste" which emphasizes the benefits of the product with a new taste that is delicious and suitable for consumer tastes. The choice of the words "delicious" and "new" aims to attract the audience's attention and communicate the delicacy of the product with a new taste that can be enjoyed by all family members (Afiffalih & Hasyim, 2022; Budiyanto, 2019; Madjadikara, 2004). Mie Sedaap advertisements feature pictures that depict appetizing noodle dishes and attractive presentations. The use of bright colors and strong contrasts to reveal delicious and mouthwatering noodles (Sudarma, I. K, 2015; Veszelszki, 2014). An attractive visual layout also helps in clarifying the advertising message and highlighting the Mie Sedaap brand.

The Mie Sedaap advertisement uses a cheerful and vibrant background music. The music aims to create an atmosphere of joy and fun, which relates to the positive experience of enjoying the noodles. The narrator's soft and seductive voice is also used to communicate the benefits and deliciousness of the product (Dishon & Gilead, 2020; Jaakkola et al., 2022). Plus the ASMR sound makes this ad even more interesting. The actor in the Mie Sedaap advertisement shows a pleasant facial expression when eating noodles and describes the satisfaction when enjoying the dish. The hand gestures of those who pick up the noodles and stir the noodles also provide an image of real interaction with the product, highlighting the deliciousness and easy use of the product (Götz & Gasteiger, 2022; Kajamaa & Kumpulainen, 2020). Through this analysis, it can be concluded that Mie Sedaap advertisements aim to influence audience perceptions and attitudes towards brands and products. By using an interesting combination of multimodal elements, this ad creates emotional appeal and communicates the message that Mie Sedaap is a delicious noodle option suitable for all members of the family.

It is in line with previous study that state the framework identified narrative and conceptual processes, relations between participants and viewers, and symbolic attributes of the images, which all contribute to the sociological interpretations of the images (Ly & Jung, 2015). The identities and relationships between viewers and participants suggested in the images signify desirable qualities that may be associated to the product of the advertiser. The findings support the theory of visual grammar and highlight the potential of images to convey multi-layered meanings. Other study support this finding undertake a multimodal analysis of a print advertisement for the Samsung Galaxy S5 (Herman et al., 2022). The researchers discovered that the structure of verbal (Announcement, Enhancer, Emblem, Tag, Call-and-visit information) and visual (Lead, Display, and Emblem) components are included in the advertisement.

The implication of this research can provide a deeper understanding of the communication strategies used in Mie Sedaap advertisements. By analyzing multimodal aspects such as images, text, sound, music, and camera movement, this research can help reveal the messages conveyed by advertisements and how these advertisements affect the audience. By understanding the multimodal elements used in Mie Sedaap advertisements, this research can provide insights for marketers in developing effective marketing strategies. Through understanding how these elements interact and influence audiences, marketers can make better decisions in designing advertisements and conveying the desired message. The limitation of this research lay on analyze a certain number of Mie Sedaap advertisements or advertisements within a certain period of time. This may limit the generalizability of the research findings to the entire Mie Sedaap advertising campaign or a wider range of brands.

## 4. CONCLUSION

Based on the results of the multimodal analysis of Mie Sedaap advertisements, the following conclusions are drawn. There is a multimodal semiotic system in Mie Sedaap advertisements. Each multimodal semiotic system is closely interrelated in generating advertising meaning. The resulting message is quite comprehensive and easily understood by the audience. This advertisement use informal variety in Jakarta. There is good visual aids in this Mie Sedaap advertisement. For Audio Analysis is using ASMR that often found in food advertisement. Spatial Analysis in this advertisement is conducted in process of introducing new flavor. The gesture in this advertisement show good body language in order to introducing new taste.

## 5. REFERENCES

- Afiffalih, N. W., & Hasyim, N. (2022). Perancangan iklan layanan masyarakat tentang mengenalkan profil pelajar pancasila di sekolah dasar wilayah kabupaten semarang 1,2. *Citrakara*, 4(2), 194–209. <http://publikasi.dinus.ac.id/index.php/citrakara/article/view/6835>.
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2022). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 11(2), 380–400. <https://doi.org/10.1108/AEDS-06-2020-0131>.

- Arnold, S., & Reed, P. (2019). Measuring the word recognition abilities of children who are both verbal and nonverbal with ASD using a traditional paper-based and a novel digital test format. *British Journal of Special Education*. <https://doi.org/10.1111/1467-8578.12279>.
- Budiyanto, A. (2019). Pengaruh Jkt48 Sebagai Celebrity Endorser, Citra Merek, Harga Dan Promosi Terhadap Proses Keputusan Pembelian Konsumen Minuman Isotonik Pocari Sweat Albert. *Jurnal Manajemen Bisnis*, 22(3), 248–269. <http://download.garuda.kemdikbud.go.id/article.php?article=1766767&val=14955>.
- Clow, K. E., & Baack, D. (2018). *Integrated Advertising, Promotion, and Marketing Communication* (18th ed.). Pearson Education Limited.
- Cordero-Gutiérrez, R., & Lahuerta-Otero, E. (2020). Social media advertising efficiency on higher education programs. *Spanish Journal of Marketing - ESIC*, 247–262. <https://doi.org/10.1108/SJME-09-2019-0075>.
- Coskun, A., & Marlowe, Z. (2015). Technology in ELT: English Teachers Investigate Animoto and Fotobabble. *International Journal of Higher Education*, 4(3). <https://doi.org/10.5430/ijhe.v4n3p119>.
- Darmawan, Alam, S., & Nirma, O. N. (2021). Speaking Self-Efficacy of EFL Students of Pre-Service Teaching Program in EFL Classroom Setting. *Journal of English Teaching*, 7(1), 150–162. <https://eric.ed.gov/?id=EJ1300231>.
- Dishon, G., & Gilead, T. (2020). Adaptability And Its Discontents : 21st- Century Skills And The Preparation For An Unpredictable Future. *British Journal of Educational Studies*, 00(00), 1–21. <https://doi.org/10.1080/00071005.2020.1829545>.
- Dwivedi, Y. K., Ismagilova, E., Hughes, D. L., Carlson, J., Filieri, R., Jacobson, J., Jain, V., Karjaluoto, H., Kefi, H., Krishen, A. S., Kumar, V., Rahman, M. M., Raman, R., Rauschnabel, P. A., Rowley, J., Salo, J., Tran, G. A., & Wang, Y. (2021). Setting the future of digital and social media marketing research: Perspectives and research propositions. *International Journal of Information Management*, 59, 102168. <https://doi.org/10.1016/j.ijinfomgt.2020.102168>.
- Gillies, R. M., & Baffour, B. (2017). The effects of teacher-introduced multimodal representations and discourse on students' task engagement and scientific language during cooperative, inquiry-based science. *Instructional Science*, 45(4), 493–513. <https://doi.org/10.1007/s11251-017-9414-4>.
- Götz, D., & Gasteiger, H. (2022). Reflecting geometrical shapes: approaches of primary students to reflection tasks and relations to typical error patterns. *Educational Studies in Mathematics*, 111(1), 47–71. <https://doi.org/10.1007/s10649-022-10145-5>.
- Haarbauer-krupa, J. K. (2010). Language and speech predictors of reading achievement in preschool children with language disorders. *International The Sciences and Engineering*, 71(3-B), 1663. <https://search.proquest.com/openview/217caa52754f22b03ff4525ada06b9da>.
- Herman, H., Sulistyani, S., Ngongo, M., Fatmawati, E., & Saputra, N. (2022). The structures of visual components on a print advertisement: A case on multimodal analysis. *Studies in Media and Communication*, 10(2), 145–154. <https://ideas.repec.org/a/rfa/smcjnl/v10y2022i2p145-154.html>.
- Imtihani, N. (2010). Genre Analysis in The Frame of Systemic Functional Linguistics. *Humaniora*, 22(1), 86–93. <http://download.garuda.kemdikbud.go.id/article.php?article=1676088&val=297>.
- Jaakkola, M., Sternö, L., & Fryk, E. (2022). Domesticating space: Media production pedagogy for the empowerment of marginalized youth. *Journal of Media Literacy Education*, 14(3), 17–28. <https://doi.org/10.23860/JMLE-2022-14-3-2>.
- Kajamaa, A., & Kumpulainen, K. (2020). Students' multimodal knowledge practices in a makerspace learning environment. *International Journal of Computer-Supported Collaborative Learning*, 15(4), 411–444. <https://doi.org/10.1007/s11412-020-09337-z>.
- Kilis, S., & Yildirim, Z. (2019). Posting Patterns of Students' Social Presence, Cognitive Presence, and Teaching Presence in Online Learning ONLINE LEARNING. *Online Learning*, 23(2), 179–195. <https://avesis.metu.edu.tr/yayin/c602500e-43ee-41cb-8d82-1240bba9f249>.
- León-Garzón, R., & Castañeda-Peña, H. (2018). Exploring Social Skills and Character Education of Students Through Storytelling in L2. *GiST Education and Learning Research Journal*, 17(17), 128–157. <https://doi.org/10.26817/16925777.440>.
- Library, J. H., Ogunrombi, S. A., & Ameh, I. O. (2012). Motivating use of Audio-Visuals in a Nigerian Technological University Library Ngozi Blessing Ossai-Ugbah. *Journal of Educational and Social Research*, 2(1), 217–224. <https://doi.org/10.5901/jesr.2012.02.01.217>.
- Lin, V., Yeh, H.-C., Huang, H.-H., & Chen, N.-S. (2022). Enhancing EFL vocabulary learning with multimodal cues supported by an educational robot and an IoT-Based 3D book. *System*, 104, 102691. <https://doi.org/https://doi.org/10.1016/j.system.2021.102691>.
- Ly, T. H., & Jung, C. K. (2015). Multimodal discourse: A visual design analysis of two advertising images. *International Journal of Contents*, 11(2), 50–56. <https://pdfs.semanticscholar.org/5d85/65155e936ad335b5c209d3193f7d78f48b11.pdf>.

- Madjadikara, A. S. (2004). *Bagaimana biro iklan memproduksi iklan : bimbingan praktis penulisan naskah iklan (copywriting)*. Gramedia Pustaka Utama.
- Mohammad, S., Adel, R., Davoudi, M., & Ramezanzadeh, A. (2016). A qualitative study of politeness strategies used by Iranian EFL learners in a class blog Iranian Journal of Language Teaching Research. *Iranian Journal of Language Teaching Research*, 4(1), 47–62. <https://doi.org/10.30466/IJLTR.2016.20377>.
- Montaner Sanchis, A., Gumbau Puchol, V., Villalba Ferrer, F., & Eleuterio Cerveró, G. (2022). Mobile learning in human anatomy: Application market study. *Educacion Medica*, 23(2). <https://doi.org/10.1016/j.edumed.2022.100726>.
- Nair, V., & Yunus, M. M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability (Switzerland)*, 13(17). <https://doi.org/10.3390/su13179829>.
- Oakley, G., Wildy, H., & Berman, Y. (2020). Multimodal digital text creation using tablets and open-ended creative apps to improve the literacy learning of children in early childhood classrooms. *Journal of Early Childhood Literacy*, 20(4), 655–679. <https://doi.org/10.1177/1468798418779171>.
- Park, M. (2018). Innovative assessment of aviation English in a virtual world: Windows into cognitive and metacognitive strategies. *ReCALL*, 30(2), 196–213. <https://doi.org/10.1017/S0958344017000362>.
- Quinões, D., & Rusu, C. (2017). How to develop usability heuristics: A systematic literature review. *Computer Standards & Interfaces*, V., 53, 89–122. <https://doi.org/10.1016/j.csi.2017.03.009>.
- Santiago Schwarz, V., & Hamman-Ortiz, L. (2020). Systemic functional linguistics, teacher education, and writing outcomes for U.S. elementary English learners: A review of the literature. *Journal of Second Language Writing*, 49. <https://doi.org/10.1016/j.jslw.2020.100727>.
- Sinar, T. S. (2012). *Teori & Analisis Wacana Pendekatan Linguistik Sistemik Fungsional*. Mitra.
- Sofyan, A., Yulistira, R., Muta'allim, Alfani, F. R., & Ghaffar, A. A. (2022). The analysis of conversational implicature between students and teachers at Al-Azhar Islamic boarding school. *RETORIKA: Jurnal Ilmu Bahasa*, 8(1), 65–72. <https://doi.org/10.55637/jr.8.1.4042.65-72>.
- Sudarma, I. K. D. (2015). *Desain Pesan Kajian Analitis Desain Visual Teks dan Image*. Yogyakarta: Graha Ilmu.
- Tan, L., Chai, C. S., Deng, F., Zheng, C. P., & Drajadi, N. A. (2019). Examining pre-service teachers' knowledge of teaching multimodal literacies: a validation of a TPACK survey. *Educational Media International*, 56(4), 285–299. <https://doi.org/10.1080/09523987.2019.1681110>.
- Thomas, N. a., Manning, R., & Saccone, E. J. (2019). Left-handers know what's left is right: Handedness and object affordance. *PLoS ONE*, 14(7), 1–20. <https://doi.org/10.1371/journal.pone.0218988>.
- Veszelszki, A. (2014). Information Visualization: Infographics from a Linguistic Point of View. *The Power of the Image*, 99–109. <https://www.academia.edu/download/34936030>.
- Williams, C., & Beam, S. (2019). Technology and writing: Review of research. *Computers & Education*, 128, 227–242. <https://doi.org/10.1016/J.COMPEDU.2018.09.024>.
- Xiao, Y., Surasin, J., & Prabjandee, D. (2020). Development of a Training Module to Improve Initial ELT Proficiency Among Student-Teachers in Multi-Ethnic Community Schools. *Journal of Language and Linguistic Studies*, 16(1), 366–389. <https://doi.org/10.17263/JLLS.712849>.
- Yıldırım, S. (2016). Infographics for educational purposes: Their structure, properties and reader approaches. *Turkish Online Journal of Educational Technology*, 15(3), 98–110. <https://eric.ed.gov/?id=EJ1106376>.
- Yılmaz, M. (2016). Improving Turkish EFL Learners' Writing Accuracy: Effects of Written Languaging and Languaging Type. *Procedia - Social and Behavioral Sciences*, 232(April), 413–420. <https://doi.org/10.1016/j.sbspro.2016.10.057>.