

CHAPTER II

THEORITICAL REVIEW

A. Multimodal Text Theory

1. Definition of Multimodal Text

Multimodal is all about understanding various ways of knowledge representation and meaning making, understand the text by investigating the contribution of certain semiotic resources such as language, gestures and pictures, using various modalities such as visual and aural elements to create meaning, or also multimodal text is the concept of a combination of leaning visual, image-language, gestures, linguistics that unite to form meaning.

Multimodal text is still a best topic in learning resources related to the world of images and their application in education. Many things are very useful in reading the text combined with this image which can then be used as a reference to understand the information conveyed by the author. Interpreting multimodal text as an understanding of verbal language and can also be used to understand the type or type and level of a dialogue. Between the different modes used by the public as well as in a text to communicate their message, it is possible to have a combination of verbal sentences and certain images. Studying multimodal texts must pay attention to several things that must be related to the effectiveness of creating multimodal results in accordance

with the provisions, besides that it is necessary to identify the characteristics of visual perception on the types of verbal stimuli.

Compositional meanings in visual design developed, this conceptual theories are primarily related to the main objective of the study, mapping a reading path in student's reading book/text and from this concept refers even this theory emphasizes that people can communicate using different way at the same time. It can also be said to be an analytical procedure because it is required to understand images and text. Nowadays, many people have used multimodal text as a material for communication between texts and images, so this strategy is suitable for use in the first development of young learners or students.⁸

The multimodal text analysis perspective itself focuses on the content of the text and the series of images contained in it, in other words, this multimodal presents information that is seen directly by the eyes which when becomes a track record of something that is in the image, then ultimately provides additional information on what was previously known on the basis of experience or even new knowledge that was ultimately possessed at the time.

The theory does not explicitly sequence the analysis steps one by one using the theory, but they elaborate in detail which points are important to consider when analyzing visual text using reading images. Images can be thought of as verbal language.

⁸ Gunther R Kress and Theo Van Leeuwen, *Reading Images: The Grammar of Visual Design* (Psychology Press, 1996): 15.

The formulation of multimodal text is used to understand language-image relationships⁹. Interpreting each picture in a text, that is what previous research has done by investigating reading path patterns in student's reading text, for this reason research on multimodal text is not only limited to knowing what multimodal is but also using other methods such as analyzing semiotic resources or interpreting it. as the study of meaning, symbols in an image in communication between images and text.

2. Specification of Multimodal Text

In using the theoretical steps above, it is necessary to carry out an analysis step and position the image as a language, in the sense that the image is believed to be like a verbal language as well. The analysis carried out must also pay attention to the framing and colors used, this is to believe that the context of the image with its modes can influence the thoughts and actions of the reader to the next stage of the message contained in a text. Color is considered capable of being a certain meaning which is generally influenced by the situation in the image. The next analysis after seeing the picture is to bring up a picture or describe which one is easier to analyze. Analyzing, this is considered easier and more powerful because of the use of our critical reasoning to find relationships with one another. To create a good picture requires precision, sometimes we need to identify what is

⁹ Terry Royce, "Synergy on the Page: Exploring Intersemiotic Complementarity in Page-Based Multimodal Text," *JASFL Occasional Papers* 1, no. 1 (1998): 25–49.

not there, but what is already there is much more important to research and there is no good analysis without a detailed description. In this concept, describing what is drawn can facilitate the best analysis, that's why the integration of images and verbal is said to be important in relation to helping young learners understand the concept of reading as a whole.

Furthermore, identification, critical analysis or significance is carried out, in this context the meaning of meaning and mastery of the connotation and denotation of the elements that are being used are very helpful. As well as the relationship between verbal and visual or visual with verbal that can describe the meaning of images, illustrations better without depending on what is written by the author.

When different modes are used simultaneously in a text to communicate the text's message such a mix of imagery and language is much easier and has good results than nothing. From the two theorists, it can be concluded that communication can be made in the path of reading using a multimodal by looking at visual and verbal representations that are directed and creating a track record in memory that what we see actually has become a description of the meaning of each text assisted by semiotic techniques. which is able to analyze symbols from images that help readers find the contents of the story line.

3. Characteristic of Multimodal Text

Multimodal means the term used to the way people communicating with different way at one time, namely the use of

various semiotic modes such as images, colors, space used, layouts, these modes are combined with the aim of complementing, reinforcing meaning, or put in a certain order. Among the different modes that people use to communicate messages and meanings, a mix of visual and verbal is often used. For researchers, the text can be lead into two different things. First, the meaning of the text can replace each other with semiotic meaning. Second, the text can also be understood as a 'site' where the semiotic mode is used to offer meaning.

Multimodal text is usually juxtaposed with technology, and an alternative to introducing multimodal text is through images that provide gestural, visual, linguistic and semiotic systems. Knowledge of the semiotic system that can compose multimodal texts, this can help convey the meaning of reading through semiotics, for example when compiling multimodal texts what will be shown in the text, sounds, gestures, facial expressions, descriptive words or even a combination of all of them. Teachers who are engaged in using multimodal texts and technology will discover the concept of literacy. Difficulties in understanding the various image or language relationships in printed copies and online texts vary widely, and this is a serious problem, because texts of this kind must be investigated by understanding their form, the meaning they convey, their interpretation and salient features. To get quality learning, a critical level of students is needed in reading. Multimodal texts, which are well known for their connection with technology, help learning to enter the level of education that follows its era.

Today, many people use different modes to communicate. The communication referred to in this study is not only limited to delivering messages from the author to the reader but also conveying meaning to the reader, for that the meaning contained is not only obtained from language but also from other elements such as images, colors and others.

Besides that, the ability to eloquently and basedly describe a phenomenon, including pictures, illustrations, in addition to tell and show a story also make use of pictures in communicating the stories.¹⁰

B. Teaching Reading Comprehension

1. Definition of Reading Comprehension

Reading is an information-seeking activity, because reading can produce what we didn't know before and can enrich insight and vocabulary. Prepare a comfortable reading atmosphere so that reading activities can effective. So, one way to get new knowledge is to read which is in line with the theory of the Scott dan Ytreberg¹¹. Reading comprehension is a skill or ability to understand what you read, and also when doing reading activities, of course it cannot be separated from the ability to see (Visual) to be able to obtain information. When we understand what we read,

¹⁰ Hermawan and Sukyadi, "Ideational and Interpersonal Meanings of Children Narratives in Indonesian Picturebooks." *Indonesian Journal of Applied Linguistics* 7, no. 2 (2017): 404-412.

¹¹ Sigit Vebrianto Susilo, "Cooperative Learning make a match dalam Pembelajaran Reading Comprehension di kelas IV Sekolah Dasar, Volume I, No. 1 Januari 2015 ISSN: 2442-7470," *Jurnal Cakrawala Pendas* I, no. 1 (2015): 55-64.

we are not only understand the words and the meaning, but also understand them enough to form opinions, thoughts, and reflections about what the words mean together. Reading comprehension itself is an advanced level of reading and or reading skill, there are at least two levels of reading; entry level and reading comprehension level. Reading comprehension is a higher level of reading skill, students must be able to use skill to understand interrelated relationship conditions between written communication or oral communication.

Reading comprehension means finding information by reading and then understand the contents of every reading text, namely reading to find understanding and meaning. Reading comprehension is like having a conversation with someone, if we don't understand what the other person is saying, we don't know what they are talking about and have nothing to say in return. The most important thing to do is read more english text, reading lots of different types of text will be very helpful and train in mastering reading comprehension. In addition to getting used to being more familiar with english text, reading a lot will also improve ability to understand the content of the reading, we will also understand the main idea in a reading. Main idea in reading will help the reader in understanding the whole content. Also be able to capture what the author wants to convey or what the goals to be achieved from the text that read. Doing reading comprehension is not easy, it takes more effort to keep practicing to master it, but it will be very profitable if we have mastered it. In addition, reading content greatly motivates students' interest in

learning a new (foreign) language, it can help them to practice language in a directed way, it also encourages students to build meaning from their reading. Illustrated text is one of the methods used by teachers in the learning process because it is able to provide imagination and the story is built on two modes, namely visual and verbal in showing a unified story.

Stated in his theory that reading involves processing the meaning with the taste of the printed word (text), not only that there are several principles that are possessed in reading, namely:

- a. Reading for information, namely reading with the aim of getting relevant information in gaining insight and knowledge. That is, reading activities where students are required to obtain information from their reading.
- b. Reading for pleasure, namely reading activities for the sole purpose of seeking pleasure. That is, the example is like a reading book about stories where by reading it students get pleasure.

Based on the above understanding that reading is a way of seeking hidden knowledge through vision and visual reasoning which is then defined in the mind, new information emerges. In line with the previous reading discussion, the main purpose of reading is to obtain information and understand of the reading in the book being read.

Furthermore, Reading comprehension is a series of reading comprehension processes looking for meaning and entertainment.

According to the theory there are three things that make the difference students reading comprehension, including the students' initial knowledge, students' language knowledge, and the students' reading strategies or techniques they use when reading. Reading comprehension is a process that aims to construct meaning by coordinate the process of reading text and knowledge. Reading comprehension is process that carried out by the readers in understanding the meaning, understanding the text and learning from it with enjoy the reading are the ultimate goals of learning to read with the aim of finding information from the reading.¹² Therefore, students who master reading skills, or can understand the contents of the reading will be very easy to extract meaning from English texts because they have better vocabulary in context, and also through reading comprehension, the reader can understand the reading well and able to rewrite any text according to the understanding. After people know the importance of reading comprehension, in the end we get a lot of benefits in it such as being able to understand well, able to analyze, can improve writing skill, be more professional in learning and will also really enjoy reading.

2. Definition and Purpose of Teaching Reading

Teaching is a complex activity and does not just convey information but contains many actions that must be taken so that

¹² Vaughn Klingner and S Vaughn, Boardman.(2007) *Teaching Reading Comprehension to Students with Learning Difficulties*, ed. Janette K. Klingner, Guilford Publications, 2nd ed. (New York: The Guilford Press, 2015): 2.

learning outcomes are as expected, teachers must try to create a good atmosphere so that students can learn well. Teaching reading is required to be able to provide directions or methods of reading so that students are trained and can know the writings that are presented.

Teaching students of this level requires a variety of innovations when teaching in the classroom, they tend to be easily bored and mood swings, for that they need more motivation along with the amount of curiosity. Teaching in the classroom with different or customized strategies is highly prioritized, for that multimodal text is suitable to be taught to them because it is assisted by visuals that will be interesting to them, because this kind of learning really involves them in learning and is required to be active in class. A cool learning style will certainly affect their enthusiasm in learning and will help teachers make lessons easy to enter into new knowledge for them.

Competent teachers are teachers who certainly have good experience in having language skills, teachers like this are usually easy to provide input or carry out intense interactions with students, teachers who have good emotions also guide students to be more focused and in accordance with how students their age at school educate. The teacher in this position must be enthusiastic, patient, creative, positive, relaxed and also innovative because the teacher is dealing with young students who are curious and eager to learn something new.

In teaching reading, teachers can apply a variety of different strategies by using appropriate strategies to influence students to

understand their reading. Teachers who are able and successful in teaching reading comprehension recognize that reading can be taught using strategies. The teacher use five dominant strategies to teach reading comprehension, including facts, inferences, vocabulary experiences, and summary. The teacher's role in implementing some of these strategies is to make students understand the reading text based on the genre of the reading text given, so that reading comprehension activities will be much more varied and interesting. The teacher also uses the strategies used in accordance with the curriculum or syllabus, and chooses the strategies that are most likely to make students understand the reading text faster, this role also helps students to overcome difficulties in understanding the text, for that we need the right strategy to understand the reading text to achieve easily.¹³

Teachers must also be trained so that as much as possible they can teach multimodal texts to students in a positive way, for that teachers must have adequate abilities in order to equip students with multimodal text reading skills. This reason is important that teachers must be equipped with critical reading.

The purpose of teaching reading is to increase students' reading in English texts to be more efficient and effective. To achieve this goal, students first instill that goal in their minds before interacting with reading, even though the purpose of reading is for pleasure, reading still has a purpose. Even though

¹³ Wiki Tedi Rahmawati, Yunita Mutiara Harahap, and Ramlah, "Effectiveness of Fives Strategy in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)* 6, no. 1 (2022): 85–92.

the format of teaching reading differs according to regional circumstances, the current in the curriculum still emphasizes the implementation of teaching skills which means that reading is the best integration of reading skills. There are 3 stages of reading used in classroom, namely pre-reading, activities while reading, and activities after reading/post reading activities.

3. Stages of Reading in Classroom

First, Pre-reading has advantages, namely to introduce and bring pleasure to reading, provide motivation to enjoy reading and provide reasons why it is necessary to learn to read, and provide various kinds of vocabulary in the language in the reading text. Second, that is while reading activities. This second stage has the aim of helping students to follow reading strategies to be more effective and students to be more flexible in how they read according to the reading text. This must be developed gradually in smaller understanding, skills and the development of student understanding will occur at this stage, namely by scanning, skimming, reading between lines of text, intensive reading, detecting references, deducing meaning, inferring meaning from context. Third, post reading, a kind of follow-up activity in the next activity, at this level students need to consolidate or reflect on what they have read, linking knowledge with what they have read.

Knowledge and understanding of reading multimodal texts can be conveyed in different ways such as using digital electronics, this greatly supports effective classrooms. The text is

not only in the form of full writing and then printed but also contains images and is designed with a specific communicative purpose.