

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to Concept Multimodality, Grammar in Multimodal Discourse, and Challenges Multimodality

2.1. Concept Multimodality

Multimodality is a most of strategy for education, communication include the simultaneous use of verbal and nonverbal such as emojis, music, audio, etc (Hasyim. M., Arafah. B. 2023). And we know that multimodality has consist of those that are linguistic, visual, aural, or spatial in nature (Kress., 2003) and language (L2) learning literature, Tardy (2005). Importantly, multimodality employs some modes in order to convey the meaning such as Written text (linguistic), images (visual), sound clips (aural), hand gestures and facial expression (gesture). Multimodality include all of element ELT, pedagogy, and education police (Grapin and Llosa., 2020). And focused on multimodality how to people use a combination of modes in different context for different purpose (Lim and Polio., 2019).

Multimodality is focused on how to make the meaning with the main analysis and how meaning making does not operate in isolation (Bezemer. J, Jewitt. C. 2018).

1. Meaning is made with different semiotic resources, each offering distinct potentialities and limitations;
2. Meaning making involves the production of multimodal wholes;
3. If we want to study meaning, we need to attend to all semiotic resources being used to make a complete whole

Multimodality has important on language education such as determining what is recognize as learning (Godhe, 2014). How the teacher works with

assessment affect how learning is perceived and established (Aagaard and Silseth, 2017). So, including language (Halliday & Matthiessen, [1985] 2014; Martin & White, 2005), dynamic media such as film and video (Kress & van Leeuwen, [1996] 2006; O'Halloran, Tan, Smith, & Podlasov, 2010), film discourse (Baldry & Thibault, 2006; Bateman & Schmidt, 2012), visual images (O'Toole, 1994; Kress & van Leeuwen, [1996] 2006; Royce, 2007a), movement and gesture (Martinec, 1998; 2000; 2001), music and sound (van Leeuwen, 1999). Collectively, the study of semiotic resources of various modes is known as 'multimodality', and the analysis of the multimodality based on Halliday's SF theory is known as SFMDA (O'Halloran, 2007).

2.2. Grammar in Multimodal Discourse

Focus here is Multimodality on the GIMD classroom as a site of Knowledge and learning. GIMD is part of study in English department and also GIMD has a relation between in Multimodality, Grammar in Multimodality Discourse is subject in learning English we have some interest that is how to Analysis media, Advertisement, Facial expression and also Textbook. And The Multimodal discourse analysis (henceforth MDA) is an emerging paradigm in discourse studies which extends the study of language per se to the study of language in combination with other resources, such as images, scientific symbolism, gesture, action, music and sound (O'Halloran, 2011).

The GIMD course emerged as a response to the currently developing paradigm which sees how the process of making meaning is not only based on linguistic dimensions (for example, language) but also non-linguistic (for example images, music, gestures, architecture, etc..) as a semiotic resource integrated in sensory modalities (e.g., visual, auditory, tactile, olfactory, gustatory & kinesthetic) represented in text, discourse and multimodal events. Based on social semiotics and the pedagogical context of language education, this course aims to explore how representational, interactive and compositional meanings (Kress & van Leeuwen, 2020) convert multimodally

within a repertoire of modalities and semiotic resources. In addition, this course provides students with various knowledge about macro and micro analysis approaches to multimodal texts. Furthermore, this course facilitates them to carry out practical analysis of multimodal texts, discourses and events with a focus on how each mode communicates meaning discretely and simultaneously. Thus, students are expected to be able to identify semiotic sources that are integrated across sensory modalities, analyze multimodal discourse represented in various media, multimedia and hypermedia and convey the results of multimodal discourse analysis.

2.3. Multimodality Challenges

Major challenges facing MDA include the development of theories and frameworks for semiotic resources other than language, the modelling of social semiotic processes (in particular, semiotic and resemioticization), and the interpretation of the complex semantic space which unfolds within and across multimodal phenomena (O'Halloran, 2011). Reasons of Paradigmatic Shift from Single Linguistic Resource to Multimodal Ones First, discourse analysts attempting to interpret the wide range of human discourse practices have found the need to account for the meaning arising from multiple semiotic resources deployed in various media, including contemporary interactive digital technologies. Second, technologies to develop new methodological approaches for MDA, for example multimodal annotation tools (Rohlfing et al. 2006) have become available and affordable.

Lastly, interdisciplinary research has become more common as scientists from various disciplines seek to solve similar problems. And for the Relevant in Previous studies the aim is accordingly, this study focuses on the interactive meanings of semiotic resources in posters on environmental campaigns using a multimodal perspective. And the funding are that the

sample posters are significant to represent and transfer environmental messages through these multimodal resources. It examines the contribution of visual and textual resources to raise people's awareness on the significance of preserving the environment for future generations we can to investigations what the challenges in learning Multimodality especially specific the course of Grammar in Multimodal Discourse (GIMD) and this study involved the participants who have taken the course of Grammar in Multimodal Discourse to getting the information about the challenges and Solution in learning Multimodality on the course Grammar in Multimodal Discourse (GIMD). Even though there have been numerous studies scrutinizing multimodality in various investigative lenses, a few studies have concerned with the students' challenges and solutions during learning multimodality in the EFL classroom context (O'Halloran, K., & Smith, B. A. (2011) Therefore, this study attempts to fill the void. Learning Multimodality also learning a second or foreign languages. Foreign language is a long and complex process, because learners are required to cover all aspect of a new language such as the structure and culture of the target language. (Brown, 2007) Even though there have been numerous studies scrutinizing multimodality in various investigative lenses, a few studies have concerned with the students' challenges and solutions during learning multimodality in the EFL classroom context (O'Halloran, K., & Smith, B. A. (2011) Therefore, this study attempts to fill the void Therefore, shows the main difficulties that learners face when they start learning English. I mention those the theory from DeJonckheere & Vaughn, (2019) such as:

a. Thought

Thought that means related to examined are “Understanding”, “knowing”, “remembering”, “thinking”, and “meaning”. So thought is a sign of cognitive maturity and is closely related to

language development, as both require understanding others' perspectives.

b. Feelings

One of the main factors that strongly affect the result of learning language is personal. Some English learners in the beginning of the process negatively react toward the language which may lead to lack of motivation, lack of self-confidence, stress, anxiety and fear of making mistakes. These feelings cause a negative attitude and learners fail to learn the language properly. While learning a language, learners need to avoid being overthrown by such negative feelings since they bring in a distorted image about that language, and learners.

c. Beliefs

Beliefs is that learners' beliefs about their ability will affect their goals and motivational patterns, which in turn will influence their learning behaviors and strategy use. has supported the relation between beliefs about ability and achievement (Cain and Dweck, 1995).

2.4. Study of the Relevant Research

There are numerous studies related to Multimodality in language education and challenges and solutions. Mostly was the effective, perception, and perspective of Multimodality in language education. Study conducted by Khalif, A, I., Dian, N, D. (2022) that the examined the aimed to investigation the perceptions of high school English school classroom practice and the students have experience using multimodal in their learning process and the

data presented descriptively. From the result, the research conducted that the majority of students had a positive attitude toward the implementations of multimodality in their learning process in response to the characteristic of current students.

Other study conducted by Chang, YiBoon. (2019) the studies aimed to investigated the students' attitudes and engagement in teacher and peer-group assessment for learning on academic presentations in a classroom and the assessment was designed and implemented by integrating Multimodality into academic presentations. The students appreciated various audients perspective and opportunities of learning multimodal literacy through the assessment. And the result from the studies is given suggest that potentials of utilizing assessment for learning to enhance students' awareness of designing multimodal texts, and meaningful pedagogical implication to develop and implement multimodal assessment.

A study conducted by Kriengkrai Sakulprasertsri (2020) the aimed to exploring university English teachers' integration of multimodality into their English classroom practices as well as investigation both Thai university English teachers and undergraduate students' perception toward the integrations of multimodality into English classroom practices. The findings English teachers integrate multiple semiotic modes in their classroom practices which contribute to enhancing students' English skill

Multimodality is one of the analytical to uncover societal phenomena. And the studies can be knowing challenges in developing abilities in the course and we get the problem are students so that is solution in learning Grammar in Multimodal Discourse.