CHAPTER 2
LITERATURE REVIEW

This chapter briefly explains some theories that support the study. The theories are related to multimodal analysis and grammar in multimodal discourse.

2.1 Theoretical Framework

2.1.1 Multimodal Analysis

a. Definitions of Multimodal Analysis

Multimodality is "the normal state of human communication" (Kress, 2010). Multimodality is defined as the diverse ways in which multiple semiotic resources (language, visual images, or sound, etc.) are co-deployed and co-contextualized in making a text-specific meaning (Thibault, 2001). The collection of different semiotic modes (textual, visual, audio, spatial, etc.) can determine how an audience perceives information. Therefore, multimodality is crucial for meaning representation in dictionaries, especially in e-dictionaries. Multimodal is studied to understand how different modes interact and convey meaning and how individuals comprehend and produce information across these modalities. It is often applied in designing communication tools, educational materials, and interfaces to enhance understanding and engagement.

Multimodal analysis is a theoretical framework that examines how meaning is constructed through multiple modes of communication, including but not limited to textual, aural, gestural, spatial, and visual modes. This approach considers how different modes interact to create meaning, going beyond traditional linguistic analysis to include non-verbal elements such as images, colors, and sounds. According to (Brian, 2012), Multimodal analysis considers how text draw on modes of communication such as pictures, films, videos, images and sound in combination with words to make meaning It has examined print genres as well as genres such as web pages, film and television programssit considers how multimodal texts are designed and how semiotic tools such as color, framing, focus and positioning elements contribute to the making of meaning in the text.

The conclusion is that multimodality is an analytical tool for interpreting the meaning of images of objects, writing, and colors that are observed or analyzed using them in a certain way.

b. The Importance of Multimodal Analysis

Multimodality is constructed from a social semiotic theory emphasizing power, representation, and communication (Kress & van Leuween, 2001). This concept has revolutionized previous concepts, considering that communication and representation run monomodally and depend on language as the only tool of meaning-making (Kress, Jewitt, Ogborn, & Tsatsarelis, 2001). Because learning practices are commonly performed multimodally, teachers are expected to be able to employ various pedagogical approaches involving the combination of semiotic resources (Victor, 2011). In other words, during the analysis process, teachers are expected to be able to approach semiotic methods combined with pedagogical approaches.

Multimodal analysis is important for engaging critical thinking facilitated through purpose-built software applications. The approach takes a systemic, social semiotic view to the analysis of multimodal texts and videos, with an emphasis on the teaching and learning of an analytical vocabulary (or metalanguage) for multimodal meaning making (e.g., Hodge and Kress 1988; Jewitt 2002, 2006, 2008; Jewitt & Kress, 2003; Kress, 2003; O'Halloran & Lim-Fei, 2011; Unsworth, 2008). Multimodal analysis is important for developing students' analytical and critical thinking skills to become informed, confident, responsible, and active contributors to the consumption, creation, and dissemination of knowledge and information in present-day society. The importance of multimodal analysis is also to hone critical thinking, based on the opinion of Faccione et al. (1995), who stated that multimodal analysis with a pedagogical approach can hone critical thinking skills. There are 6 points: interpretation, analysis, inference, evaluation, explanation, and self-regulation. Faccione et al. (1995) emphasize that multimodal analysis is crucial in honing critical thinking skills. They argue that a multimodal approach, which involves engaging with information through various modes and methods, enhances critical thinking by fostering a more thorough and nuanced understanding. This

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approach is believed to strengthen key critical thinking components such as interpretation, analysis, inference, evaluation, explanation, and self-regulation. By integrating multiple modes of analysis, individuals can develop a more robust and adaptable critical thinking framework.

It can be concluded that the importance of multimodal discourse analysis is to provide them with the knowledge and abilities they need to navigate and flourish in communication across several forms, to communicate successfully across many modalities, such as text, images, videos, and sounds, and to engage students' critical thinking. According to Faccione (1995), there are 6 points: interpretation, analysis, inference, evaluation, explanation, and self-regulation. Interpretation: understanding and explaining the meaning of information; second, analysis: examining ideas, arguments, and issues; third, inference: drawing logical conclusions from the available information; fourth, evaluation: assessing arguments; fifth, explanation: clearly and effectively; and sixth, self-regulation. Reflecting on and critically evaluating one's thought processes and biases. These skills are crucial for practical critical thinking and reasoning. Multimodal discourse enriches the learning experience by providing diverse inputs and stimulating deeper cognitive engagement, all contributing to improved critical thinking abilities.

c. Framework of Multimodal Analysis

Multimodal analysis is a methodology used to examine and interpret communication that involves multiple modes or channels of expression, such as language, images, gestures, and sounds. According to Halliday's (1978), here is a framework you can consider for conducting a multimodal analysis:

Identify Modalities

Start by identifying the various modes of communication present in the artifact or data you are analyzing. This could include written text, spoken language, visual images, gestures, music, etc.

Contextualize

Understand the context in which the communication is occurring. This includes the cultural, social, historical, and situational factors that influence the production and reception of the multimodal text.

Analyze Each Modality

Break down each modality individually to understand its specific characteristics, meanings, and functions. For example, language analysis involves the words used, their semantics, syntax, and discourse structure. Visuals analyze the images, symbols, colors, layout, and visual composition. Gestures and Body Language analyze non-verbal cues such as facial expressions, gestures, posture, and movement. Sound analyzes the auditory elements such as speech intonation, background music, sound effects, etc.

Integration and Interrelation

Explore how different modalities interact and complement each other within the text. Look for instances where one modality reinforces, contradicts, or extends the meanings conveyed by another modality.

Semiotic Analysis

Apply semiotic principles to interpret the signs and symbols present in each modality. Consider how meaning is constructed and conveyed by combining different signs within and across modalities.

Narrative and Discourse Analysis

Analyze the overall narrative structure and discourse strategies employed across modalities. Consider how different modalities' sequencing, framing, and pacing contribute to the overall message or narrative arc.

Audience Reception

Consider how different audiences might interpret and respond to the multimodal text based on their cultural background, prior knowledge, and personal experiences.

Critical Reflection

Reflect critically on the ideologies, power dynamics, and social implications embedded within the multimodal text. Consider whose perspectives are privileged or marginalized, and how meanings are constructed and contested through multimodal communication.

Iterative Process

Multimodal analysis is often an iterative process, where you may need to revisit and refine your analysis as you gain deeper insights or encounter new data.

That way, there are 9 frameworks for drawing and gaining a comprehensive understanding of how various modes work together to create meaning and influence communication in various contexts. They start by identifying modalities, contextualizing, analyzing each modality, integrating interrelation, semiotic analysis, narrative and discourse analysis, audience reception, critical reflection, and the iterative process.

d. Types of Multimodal Analysis

Multimodal analysis can be approached from various perspectives, each focusing on different aspects of communication. According to Kress (2010), some common types of multimodal analysis exist.

a) Linguistic-Multimodal Analysis

This approach combines linguistic analysis with the analysis of other modes such as visuals, gestures, or sound. It examines how language interacts with other modalities to convey meaning and how multimodal texts are constructed.

b) Visual Semiotics

Visual semiotics focuses on analyzing visual signs and symbols within multimodal texts. It explores how visual elements such as images, colors, shapes, and layout contribute to meaning-making.

c) Gesture and Body Language Analysis

This type of analysis focuses on the non-verbal aspects of communication, such as gestures, facial expressions, posture, and body movement. It examines how these non-verbal cues convey meaning and interact with other modalities.

d) Audiovisual Analysis

Audiovisual analysis focuses on the interplay between sound and visuals in multimodal texts, such as films, advertisements, or digital media. It explores

how combining auditory and visual elements creates meaning and affects audience interpretation.

e) Intermodal Transcription and Annotation

Intermodal transcription involves transcribing and annotating multimodal texts in a way that captures the interaction between different modes. This approach allows researchers to analyze the sequential and simultaneous relationships between modalities.

f) Critical Discourse Analysis (CDA)

Critical discourse analysis examines how power, ideology, and social structures are reflected and reinforced through language and other modes of communication. It focuses on uncovering hidden meanings and underlying power dynamics within multimodal texts.

g) Cognitive-Interactional Analysis

This approach examines the cognitive processes involved in interpreting and producing multimodal communication. It explores how individuals process and integrate information from different modalities to construct meaning.

h) Digital-Multimodal Analysis

Digital-multimodal analysis focuses on multimodal texts produced in digital environments, such as websites, social media platforms, or interactive multimedia. It examines how digital technologies shape multimodal communication's production, distribution, and reception.

i) Cross-Cultural Multimodal Analysis

This type of analysis explores how multimodal communication varies across different cultural contexts. It examines how cultural norms, values, and practices influence the production and interpretation of multimodal texts.

From the explanation above, it can be concluded that there are many types of multimodal analysis, and one type of multimodal in this research is included in digital multimodal analysis, which is an analytical tool that can be seen and observed through images, colors, letter shapes, and sounds seen from various digital technology objects such as websites, social media, and other platforms.

e. Principles of Multimodal Analysis

Multimodal analysis is guided by several key principles that help researchers systematically examine and interpret multimodal communication. According to (Kress & Van Lueween, 1996), here are some fundamental principles:

a) Multimodality: Recognizing that communication involves multiple modes or channels of expression, including language, visuals, gestures, sound, and more. Multimodal analysis acknowledges the interplay between these modes and their combined contribution to meaning-making.

b) Interdisciplinarity: Drawing on insights and methodologies from various disciplines, including linguistics, semiotics, psychology, sociology, anthropology, media studies, and communication studies. Multimodal analysis benefits from a multidisciplinary approach that allows for a comprehensive understanding of communication phenomena.

c) Contextualization: Understanding communication within its broader context, including the cultural, social, historical, and situational factors that shape both the production and interpretation of multimodal texts. Contextualization helps researchers unpack the meanings embedded within multimodal communication and understand how the surrounding context influences them.

d) Semiotic Awareness: Applying semiotic principles to analyze signs, symbols, and meanings within and across different modalities. Semiotics provides a framework for understanding how multimodal texts construct, convey, and interpret meaning through signs and symbols.

e) Interaction and Integration: Examining how different modes interact and integrate to create meaning. Multimodal analysis explores the synergistic relationship between language, visuals, gestures, sound, and other modes, considering how they complement, reinforce, or contrast.

f) Multimodal Literacy: Recognizing the importance of developing literacy skills that enable individuals to effectively interpret and produce multimodal texts. Multimodal analysis promotes the development of critical thinking skills necessary for navigating the complex communication landscape of the digital age.

g) Audience Reception: This involves considering how different audiences interpret and respond to multimodal texts based on their cultural background, prior knowledge, and personal experiences. Audience reception is crucial in shaping the meaning-making process and influencing communication effectiveness.

h) Critical Reflection: Engaging in critical reflection to uncover hidden meanings, power dynamics, and social implications embedded within multimodal communication. Multimodal analysis encourages researchers to question dominant narratives, challenge ideological assumptions, and examine issues of representation and identity.

i) Iterative Process: Recognizing that multimodal analysis is often an iterative and recursive process that involves multiple stages of data collection, analysis, interpretation, and revision. Researchers may need to revisit and refine their analysis as they gain deeper insights or encounter new data.

By adhering to the nine principles above, researchers can easily carry out in-depth multimodal communication analysis, highlighting the complexity of meaning-making in diverse communicative contexts in analyzing various media and objects of analysis.

2.1.2 Grammar in Multimodal Discourse Class

Grammar in Multimodal Discourse is one of the English language education courses at one of the universities in Tasikmalaya, West Java. In this class, Grammar in Multimodal Discourse discusses various analytical tools, one of which is multimodal analysis. This class, Grammar in Multimodal Discourse (hereinafter referred to as GiMD), is a series of the courses Foundation of Functional Grammar (hereinafter referred to as FFG) and Critical Discourse Analysis in English Language Teaching (hereinafter referred to as CDA in ELT). Theoretically, the GiMD class emerged as a response to the currently developing paradigm that looks at the manufacturing process. Its meaning is based not only on linguistic dimensions (e.g., language) but also non-linguistic (e.g., images, music, gestures, architecture, etc.) as a semiotic resource integrated into sensory modalities (e.g., visual, auditory, tactile, olfactory, gustatory, and kinesthetic) represented in text, discourse, and

multimodal events. Based on social semiotics and the pedagogical context of language education, this course explores how representational, interactive, and compositional meaning (Kress & van Leeuwen, 2006) is processed systematically in a multimodal repertoire of modalities and semiotic resources.

In addition, this course provides students with various knowledge about analyzing macro- and micro-approaches to multimodal texts. Furthermore, this course facilitates them in carrying out practical analysis of multimodal texts, discourses, and events, focusing on how each mode communicates meaning discretely and simultaneously. Thus, students are expected to be able to identify semiotic sources integrated across sensory modalities, analyze multimodal discourse, which is represented in various media, multimedia, and hypermedia, and describe the results of multimodal discourse analysis with pedagogical issues. Furthermore, students are expected to be able to internalize the paradigm shift in English language learning from a perspective of monomodal to multimodal.

a. The aim of this Grammar in the Multimodal Discourse class is that students are expected:
   a) capable of explaining semiotic sources (e.g., language, images, music, gestures) and architecture) that are integrated across sensory modalities (e.g., visual, auditory, tactile, olfactory, gustatory, and kinesthetic) in multimodal texts, discourse, and events.

   b) able to analyze multimodal discourses represented in various media, multimedia, and hypermedia (e.g., advertisements, newspapers, textbooks, TV programs, social media, websites, both formal and informal, and other digital platforms) based on the MDA concept, namely, sources semiotics, inter semiotics, and semiotics.

   c) able to develop multimodal literacy, that is, literacy that is not formed by a single semiotic source (monomodal) but is multimodal.

   d) able to design small-scale research in the form of scientific articles and explain it with independent performance, quality, and measurement.

It can be concluded that the aim of the Grammar in Multimodal Discourse class for students is to provide them with the knowledge and abilities they need to

navigate and flourish in communication across several forms. It focuses on how grammar works in various types of communication, including written texts, visual presentations, digital media, and conversation. Understanding grammar in multimodal contexts gives students information on creating meaningful messages, evaluating complex information, and successfully communicating their ideas to varied audiences. This enables individuals to become skilled communicators capable of expressing themselves effectively and persuasively in academic, professional, and personal contexts.

b. Thus, this Grammar in the Multimodal Discourse class is very useful and important for students to:

   a) Sharpen thinking patterns and critical levels in analyzing and showing attitudes.. Compete for jobs in your field of expertise independently.

   b) master theoretical concepts about linguistics, literature, and language learning in English.

   c) master strategies and techniques. Certain to understand written and verbal information in various contexts.

   d) be able to apply logistical, critical, systematic, and innovative thinking in the context of the development or implementation of science and technology, pay attention, and apply humanities values following their field of expertise. Lastly, students are expected to have multimodal literacy as one of the literacies functional for them as social actors (language practitioners, learners, or researchers) in English education.

It can be concluded that this class is critical for students' ability to communicate successfully across many modalities, such as text, images, videos, and sounds. It enables them to arrange their messages properly, ensuring coherence and intelligibility across varied audiences. Furthermore, mastering grammar in multimodal contexts enables students to effectively transmit nuanced meanings and intentions, which improves their general communication abilities in today's digital and interconnected world.

2.2 Study of Relevant Research

Derived from the concept of "multiliteracies" (New London Group 1996), which refers to variations in the use of language according to context and the increasing use of language with other sources, the term "multimodal literacy" or "multimodal analysis" was first proposed by Jewitt and Kress (2003) to represent deep understanding and competence in various modes of how meaning is made. Jewitt and Kress (2003) argue that information and knowledge are constructed in multimodal texts.

Multimodal (Jewitt and Kress 2003) focuses on discourse design by investigating certain semiotic contributions (e.g., language, sign, image) that are coordinated together across multiple modalities (e.g., visual, aural, somatic), as well as their interaction and integration in building a coherent text. In this context, Kress (2003) proposes a shift from literate literacy to multimodal literacy. Multimodal analysis is concerned with several different ways of representing information. Research on multimodal analysis is based on the importance of multimodal literacy in education (e.g., Kress et al., 2005; Jewitt, 2008; LimFei et al., 2012). O'Halloran and Lim-Fei (2011) imagine that students' multimodal "literacy" must be sensitive.

It can be interpreted that multimodal is not a new thing, but many do not understand and know the potential and choice of meaning given in text production, which provides more capabilities for making deliberate and effective choices in the construction and presentation of knowledge. This shows that there are still many challenges in multimodal learning.