

CHAPTER II

LITERATURE REVIEW

This Chapter presents the theoretical framework of the related literature that relevant to the topic that is about the definition of Nature Reading Comprehension, stage, aspects of reading comprehension as the indicator in this research

A. Nature of Reading Comprehension

Reading comprehension is the outcome of various ways of reconstructing the author's meaning being communicated. It means that reading comprehension is understanding the meaning of written or spoken (Gerald, 2009). Then, (Moore et al., 2016) reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. Gerald referring the reader's reading skills that are supported them to know words so that they can understand the meaning of text whether it is spoken or written, then be able to communicate the messages well by constructing the meaning based on interchange of ideas between the interpreter and the message.

In an attempt to explain the process underlay reading comprehension, Students are expected to understand the text if reading comprehension is taught to them. According to Malena and Coker cited in Irena, (2015) stress the need to provide students with reading strategies that aim at facilitating the task of reading and making it more effective. Reading comprehension, on the other hand, is a process of interaction between reader and author to successfully communicate what the author means in the text.

However, it is more than that which considers the level of text comprehension, as Verhoeven & Perfetti (2008) Situation model's construction at this level, readers build and construct a situation model when attempting to comprehend a given text. Whereas the comprehension the reader

constructs a different representation of the text that is important for comprehension. Means that when viewed from how the reader interprets a reading text.

Readers construct meaning in different ways. (Mullis et al., 2011) Follows and Retrieves Explicitly Stated Information, reading tasks that may indicate this type of process are looking for specific ideas and the setting of a story (details e.g., time, place), searching for definitions of words (vocabulary). Make Straight forward Inferences, reading tasks that may indicate this type of text process are inferring that one event caused another event (make inferences) and describing the characters (make inferences). Interpret and Integrate Ideas and Information, reading tasks that may indicate this type of text processing include such as: Interpreting the overall message (summary or main idea).

In summary, this research the researcher concluded that reading comprehension is the construction of meaning written or spoken which includes the exchange of ideas between the interpreter and the message to understand the message in certain moment of scenes.

1. Stages of Reading Comprehension

According to Malena and Coker cited in Irena, (2015) Here are the three stages of the lesson methodology of reading, they are:

- a. The Pre-/Before Reading
 - 1) Simulating students' curiosity.
 - 2) Students answer questions about the topic.
 - 3) Students predict what will they read.
 - Activating relevant schema.
 - 1) Students explore the theme individually.
 - 2) Students explore the theme together.
 - 3) Explaining the task.
 - 4) A teacher explains the goal.
 - 5) A teacher explains the conditions.

Facilitating the task.

- 1) The teacher presents the background information
- 2) The teacher presents key language.
- 3) The teacher explains the cultural reference

b. The During/While Reading Stage

Checks comprehension.

1. students answer questions.
2. students take notes.
3. students translate.

Facilitating comprehension.

1. the teacher simplifies.
2. the teacher guides
3. the teacher explains
4. the teacher translates

c. The Post-/After Reading

- 1) students summarize the text
- 2) students compare several texts
- 3) students match with the title/pictureless.
- 4) Students' sequence resembled the texts
- 5) Practicing reading skill
- 6) Practicing other language skills

2. Aspect of Reading Comprehension

The text that is to be comprehended features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text the reader is expecting to have a better understanding finding the main idea, factual or details information, vocabulary, referent, and inference Nuttal, (1982: 22) The explanation is as follows:

a. Finding Factual Information

Factual information requires the reader to scan for specific details. Factual information questions are generally prepared for students and questions

that arise with question WH. There many types of question: reasons, objectives, results, timing, comparisons, the answer of which can be found in the text.

b. Finding Main Idea

The main idea is usually expressed as a complete thought and indicates the authors reason or purpose for writing and the message they want to convey to the reader. In order to find the main ideas the reader have to connect a similar word that have common meaning just so they can wraps based on the text and the topic of the text being read.

c. Guessing Vocabulary in Context

Guessing vocabulary in context means that the students can develop an understanding of guessing unfamiliar vocabulary by relating the meaning of unfamiliar words to the context of the text.

d. Identifying Reference

Reference usually order every frequents pronouns, such as that, he, she, this, etc. Recognized reference words and being able to identify the referenced word will help reader understand the reading. The reference can be something that has been mentioned or something that will be mentioned.

e. Making Inference

Understanding inference in general is a conclusion or opinion that is formed because of known facts or evidence about something that is inferred.

Thus, reading comprehension has an important role as a parameter among four English skills through constructing this research, it can be concluded that what students must master in reading aspect are: focus on and retrieve explicitly stated information (factual Information), searching for definitions of words (vocabulary), find the message of the text (main idea) make straight forward inferences (making inference) and describing the characters (identifying reference)

B. Nature of Digital Multimodal Text

It is crucial to comprehend the definition of "text" before delving more into the topic of multimodality and communication modes. According to Gagich (2020), a text is a piece of communication that can take many different forms. Examples include a short tale, meme, social media post, essay, website, podcast, and the list goes on. Technology and/or digital writing environments are sometimes linked to multimodality. This indicates how technology creates text. With the aid of technology, the authors of this study define multimodal text, but what they really mean is by adding concise such as short stories into teaching-learning process.

Whereas multimodality is not commonplace in activities, for example, images or realia are still thought to be a harmonization that balances theory and concrete examples. Meanwhile Multimodal literacy considers how linguistic and visual choices meet text, audience and context objectives and how those choices work together in the organization and development of information and ideas (Lim & Tan, 2017).

In general, all researchers working on multimodality agree that it comprises a combination of various semiotic systems, each of which has its own manner of storing and expressing social meaning (Gunter kress, 2010). Considering to social meaning has mean to expanding activity by which ordinary people all over the world relate their personal experiences in the form of a multimodal story as cited in (Alonso et al., 2015) who giving contributes to the definition of this new emerging genre from both a multimodal and a cognitive standpoint by investigating how different semiotic channels in digital storytelling convey different types of information.

Meanwhile in this research, which highlights on social concerns that occur in the school in a representative manner in relation to ongoing activities to share in a digital format that can be used as a reference in the next class for other students. It also serves as a form for more kinds of learning resources, one of which is by visualizing digital stories in terms of digital multimodal text literacy based on learning with the help of technology in the manufacturing process.

Semiotics explores the structures, rules, and conventions that allow social phenomena in society and culture to have meaning. According to the books *Asian English Language Classroom* by (Widodo, et al 2017), at least three semiotic functions components exist, each of which has a technical that communicates or is interpreted by the reader; the representational (ideational), interactive (interpersonal), and compositional functions.

In summary, social semiotics is intended to be a study of social context or cultural aspects through practice while taking conditional studies into account what underlies the formation of this research, regarding multimodality is based on changing texts with interpersonal or interactive functions. Within classroom action research that a multimodal text can be a combination of spoken and written languages, still or moving images, which can be presented on paper or electronic screen to communicate social meaning. The goal of multimodality is to have a better understanding of English text by emphasizing technical terms in a social context, namely by incorporating students' experiences in the school environment as a teaching resource.

C. Digital Stories as Digital Multimodal Text

Digital stories is one of kind digital multimodal verse, the cognitive process of narrative stories and amplification in multimodal platforms highlight the entailment of meaning and values to be meaningful stories (Gregori-Signes, 2014) To promote more kinds of learning resources, one of which is by visualizing digital stories in terms of digital multimodal text literacy based on learning with the help of technology in the manufacturing process, then in core

activities by involving students more in activities by asking them related question with picture or images. Yet, encourage the students' interest in learning and make them easier to understand the materials. Then the students have full concentration, leading to their understanding of the materials. Then, (Martinez Lirola, 2016) has raised study highlight on social topics to introduce cultural aspects in a language subject and to deepen into the different social competences in a practical framework.

Digital Storytelling is a story from the author which is created through several elements. It is allowed revolve around the idea of combining the art of telling stories with a variety of digital multimedia, such as images, audio, and video to present information on a specific topic (Robin, 2009). Digital storytelling is a film that is personal and short in duration. This media uses pictures and narration (which is read by the narrator or storyteller) to tell a simple story. Generally, digital storytelling is 2-3 minutes long and uses about 30 digital images or photos. Regarding to engage readers, multimodal resources may primarily serve to supplement verbal text in negotiating interpersonal meanings as in Chen's (2010a) Digital storytelling can also be made with pictures motion (movie or video clip), but with still images or images easier to make. The principle is that the message you want to convey can be achieved effectively. Thus, above that explanation, the researcher concluded that the definition of Digital storytelling in the opinion of experts is a storytelling technique using the help of digital software that contains a combination of images, audio, text, and video.

1. Composing Digital multimodal Text

a. Elements of Digital Storytelling

To build good digital storytelling it is important to know what are the elements that make it up Lambert (2010), along the way the process includes in making story creation of seven elements of Digital Storytelling

a) Point of view

Telling a specific purpose or to make a point for a given audience.

- b) A dramatic Question
Gives a reason for the audience to stay interested; answered questions by the end of the story.
- c) Emotional content
Images, tone, and effects connect the story to the audience.
- d) The gift of your voice
Being personal to tell the story for the audience to help them to understand the context.
- e) The power of the soundtrack
Music or another sound that supports the storyline and conveys emotion.
- f) Economy
Uses just the necessary elements to tell the story.
- g) Pacing
Controls the story; and how slowly or quickly it unfolds.

The seven elements referred to previously are not meant to be prescriptive, instead, they serve as mere guides in the process. For example point of view, serve as a guide to ask the students about their opinion along the way through a dramatic question that is stress some specific action that is happening in the story. So on to the other elements, exclude the economy phase where the writer is trying to make an explanation about what constructs to analyze and that is build composition as a visual composition.

b. Visual Composition

In this research, Composition relates the representational and the interactive which is including the integrated images that held meanings of the image to each other through three interrelated systems: Information value, Salience, and framing. However, the application of the three principles of composition does not limit itself to pictures alone it is applied also to composite visuals, visuals that combine text and image

- a) Information Value is related to the placement of elements within a given space. When an element is arranged on the left means that it represents the given Halliday, 1985 cited in Van Leeuwen, 2005). In contrast, when the element placed on the right refers to new information which is unknown to viewers and should be taken into consideration
- b) Saliency This term refers to the level of significance an element attracts to itself above others. It is related to the elements that are made to attract the viewers' attention. Saliency can be realized through dissimilarities in color, and size, placing an element in the center, and dissimilarities in shape.
- c) Framing refers to the connection or disconnection of the elements of the visual composition.

c. Reading Comprehension

As for the reading indicators that become parameters in this study are aimed at fulfilling the activities included in class activities, which are formed based on lesson plans in lessons and also collaborators in their design.

- a) The teacher asked students to write the vocabularies and find out the meaning of the vocabulary they get. As the part of focus on and retrieve explicitly searching for definitions of words (vocabulary)
- b) The students are asked to write a sentence stated information (factual Information), using the vocabularies that they get from the videos and pictures
- c) The students are asked to make straight forward inferences (making inference) and write the describing the characters (identifying reference) on the white board.
- d) The teacher asked students find the message of the text to retell in their language based on the topic that has been broadcast.

D. Procedure of Teaching through Digital Multimodal Text

Contemporary multimodal text and reading according to Chan & Zhang cites in (Widodo et al., 2017) rather the steps using digital multimodal text that need to be concern is describe below:

1) Changing Nature of the Text

Digital text production makes it easier to combine the semiotic resources of visual texts, audio texts and kinaesthetic performance with those of spoken and written language (Bezemer & Kress, 2008)

2) Changing Concept of Reading

In a way to concern about multimodal texts, students need some understanding of how language and other modes interact to make meaning. There is an increasing recognition that reading for authentic purposes requires more than an ability to decode linguistic meanings. A framework of analysis to analyze multimodal texts and how different semiotic resources are combined to form meaning, Kress & Leeuwen, (2006) advanced a model which is referred to as a visual composition

For this research, the researcher intended to concentrate on the Center Digital Story's initial concept for the story for the student. before that, some steps need to be considered in using digital storytelling in this study the composition of multi-dimensional text that builds stories of meaning from the visual aspect. As a result, the steps of the procedure using digital storytelling are described below, however, they have been modified in the process with the local school lesson plan.





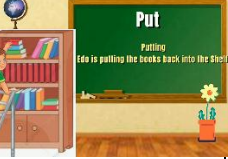
Therefore, this step is divided into two parts, namely planning of making digital storytelling media learning activities by the teacher and then displaying the digital storytelling in the teaching-learning activities. Teacher activities play a role in transforming teaching-learning, which is assisted by collaborators in preparing teaching media, while students take part to act as one of the aspects of the people observed in the research, also as the initial concept for the story to construct the teaching material.

Moreover, each step will be described in detail below for convenience, as follows:

1. Planning of making digital storytelling media learning activities
 - a. Changing Nature of Text

Word changing here is refers to transform the nature of text in to new form, since the nature of the multimodal text, is aiming to transform the new face of the material, there is the base material of this research is the book “When English Rings a Bell” as the narration into a digital story. Thus, in writing the script, this phase only fills an additionally needed introduction to start the scene

Scene	SCENE I
Story Map	Beginning- The boys and the girls are busy cleaning up the classroom.
Story Board	Event 1
	<p><u>EVENT DESCRIPTION</u></p> <p><u>The boys and the girls are busy cleaning up the classroom.</u></p>
	<p><u>NARRATION</u></p> <p>Ayu is taking the rubbish into the rubbish bin, Udin is mopping the floor, Siti is sweeping the floor, Lina is cleaning the board and Edo is putting the books back on the shelf.</p>
	<p><u>IMAGES MEDIA</u></p> <ul style="list-style-type: none"> ▪ <u>Images of boy mopping</u> ▪ <u>Images of the boy putting the book</u> ▪ <u>Images of girl sweeping</u> ▪ <u>Images of a girl taking the rubbish</u> ▪ <u>Images of girl cleaning board</u>

Frame	1	2	3
Integration			
Images			
Transition	Zoom in	Zoom in	Zoom in
Text	Subtitle		
Audio voice	Automatic Speech (Chill Girl)		
Background music			
Narration		1. The boys and the girls are busy cleaning up the classroom	2. Ayu is taking the rubbish into the rubbish bin, Udin is mopping the floor, Siti is sweeping the floor, Lina is cleaning the board and Edo is putting the books back on the shelf.

Adapted from (Yang, 2012)

2. Displaying the Digital Storytelling in the Teaching Learning Activities

In this phase the student were require to master in reading aspects as follows:

1) Core activities

Children watch digital storytelling media, which is played by the teacher.

- a) The teacher asked students to write the vocabularies and find out the meaning of the vocabulary they get. focus on and retrieve explicitly searching for definitions of words (vocabulary)
- b) The students are asked to write a sentence stated information (factual Information), using the vocabularies that they get from the videos and pictures
- c) The students are asked to make straight forward inferences (making inference) and write the describing the characters (identifying reference) on the white board
- d) The teacher asked students find the message of the text to retell in their language based on the topic that has been broadcast.
- e) Closing activities, evaluation from teacher about material that have been learn.

E. Advantages and Disadvantages of Teaching through Digital Multimodal Text in the classroom

From several descriptions in building this research, the researcher will also examine the advantages and disadvantages that are no less important to pay attention to in the field of education, especially teaching learning in the classroom. As for the benefits of using digital storytelling, it highlights introducing or expanding cities in teaching facilities in a broad sense, which is used with due regard to the goals of classroom learning. Thus, the teaching-learning will be run as expected according to the goals needed.

Digital storytelling can help teachers save time and encourage their students to engage in discussion, and participation and make content more comprehensible. With an emphasis on the 21st-century requirement of digital, media, visual, and informational literacies, teacher-created activities expanded opportunities for skill building while also facilitating discussion about the

topics presented in a story and making abstract or conceptual content more understandable Clarke & Adam, (2011)

Moreover, digital storytelling provides teachers with a unique way to present new material without taking a long time to help students understand difficult information. The process construct the material would take some time to create the material as one of the disadvantages while applying digital storytelling. Since this research is administered in terms of technology, there would such a challenge for the teacher in making or acknowledging the software or hardware used in this research, a skill in developing the storyboard. Exposed from the explanation below, it is intended that some of these drawbacks can be updated and overcome over time, and avoid unnecessary things when using digital storytelling as a learning tool in the classroom. However, there are also some disadvantages to digital storytelling in the classroom as many teachers do not have experience with the technology used for teaching digital storytelling. Digital stories usually take longer to create than “traditional” stories. Requires time to create, adapt with the audience.

F. Previous Study

There are several reports dealing with multimodal texts. This research is constructed based on some previous research, First, a study of the use of multimodal texts in teaching English language oral Skills presented by (Kummin et al., 2020) This study used an action research approach and the two methods of data collection were students’ written feedback and teacher’s observation notes. The aims of this research was to particular examples of how the use of multimodal materials will improve students' proficiency with the English language as well as their capacity for both critical and creative thinking skills.

Second, (Kadwa & Alshenqeeti, 2020) this research was conducted because of the problems faced by students in writing descriptive text and the class situation during the learning process. Therefore, this research aims at (1)

improving the students' skill of writing descriptive text using visual aids; and (2) describing the class climate when visual aids are implemented in teaching writing descriptive text. This research used students' writing scores (pre-test and post-test) as quantitative data. The qualitative data were analyzed using assembling the data, coding the data, comparing the data, building interpretation and reporting the outcomes. The findings of Visual media changes the class condition to become more exciting and conducive; the students also become more active and interactive during the learning process.

Third, a study by Gregori-signes (2014) The study carried out confirms that the digital story is a suitable tool to promote a socio-educational approach to teaching in secondary school education. This study examines the students developed critical awareness using a range of multimedia elements (images, music, videos, animations, and their voice) that allow the message to be conveyed to be expressed in a multimodal way. The findings of analysis of fifty digital stories indicates that the students developed a certain awareness of the issues.

Fourth, (Baharani & Ghafournia, 2015) a journal from the International Journal of Applied Linguistics & English Literature Australian International Academic Centre, Australia Flourishing. This Article indicated the impact of multimodal texts on reading achievement. This study is designed to investigate the impact of multimodal text on the reading comprehension test performance of Iranian intermediate learners. This research reflects that the printed and non-printed multimodal texts significantly affected reading comprehension test performance. It is a research experiment in which some hypotheses need to be tested, as the final result of this study, a bright spot was found which included several explanations to answer the existing hypotheses.

