

CHAPTER II

LITERATURE REVIEW

2.1 Multimodality

Multimodality describes the process of communicating or connecting with people using a variety of media. There are many other ways to communicate, including using written words, sounds, visuals, gestures, and tangible objects. Multimodality in the context of technology and communication is frequently associated with online interaction and the usage of digital media. Multimodality in a digital setting refers to the blending of several media elements, including text, photos, video, animation, and sound. Thus, multimodality can be defined as a combination of multiple semiotic modalities, which are virtually always present in communication. Teachers should take into account that the selection of various multimodalities will have varying effects in the classroom when it comes to teaching and learning languages.

A new idea in learning called collaborative learning has been brought forth by this growth. In a multimodal educational environment, the collaborative idea differs from the traditional idea of learning, which is primarily face-to-face. With the aid of technology, the collaborative concept is implemented in the classroom, enabling teachers and students to instantly exchange information and engage through the internet or other electronic platforms. A method of evaluating a picture and text simultaneously to ascertain meaning is called multimodality.

The term "multimodality" in its most basic sense refers to the blending of textual and audiovisual modes to create meaning. According to Kress and van Leeuwen (1996), Multimodality is a term used to refer to the way people communicate using different modes at the same time, which can be defined as "the use of multiple semiotic modes in the design of a product, or a semiotic event simultaneously, and in some way, these modes are combined to reinforce a particular arrangement" (Kress and van Leeuwen, 2001). Therefore, it can be

concluded that multimodality is a mixture of several semiotic modes, which are almost always present in communication.

The combination of these modes in a socio-cultural domain led to semiotic activity, especially the use of modes of meaning other than linguistic, including visual meaning (images, page layout, screen format), audio meaning (music, sound effects), gestural meaning (body language, sensuality), spatial meaning (meaning of environmental space, architectural space), and so on. Bezemer and Kress (2008), two experts in multimodality and semiotics, observed that students comprehend information differently when text is delivered along with secondary media, such as images or sound than when text is presented in alphanumeric format alone. With this, teachers should consider choosing multimodality in their learning process in the classroom.

2.2 Multimodality in Language Teaching and Learning

Multimodality refers to the use of different semiotic modes of communication where there is integration between linguistic and visual, gestural, spatial, or audio modes of meaning. These modes are combined to create meaning during interaction with the text although one mode may dominate the others. In other words, a multimodal approach signifies that different types of semiotic resources are intertwined with a particular meaning of a text (Bao, 2017).

These days, a broad range of print and digital multimodal texts, including picture books, web pages, graphic novels, and video games, are frequently found. These texts combine many semiotic signature modes, including gesture, sound, image, and space (Kress et al., 2001). People learn more effectively from a combination of words and images than from words alone, claim Moreno & Mayer (2007). Written and spoken text are considered words, but movies, animations, and graphic images are considered images. More information is processed by the brain in its working memory when words and visuals are combined (Liu, 2013).

The utilization of several modalities in a genuine learning environment is emphasized while using a multimodal approach in the classroom. In order to construct world conceptions, learners choose or negotiate meanings drawn from the modalities. Kress et al. (2001) claim that teachers frequently explain things more visually than verbally. They specifically contend that there is a combination of various modes. These modes include gestures, drawings, objects, and voice. All these techniques make it simple for students to create meaning. For instance, images on the chalkboard aid in achieving visual contrast, and images in textbooks aid in producing a steady synopsis. Meanwhile, synchrony, repetition, and contrast can be used to create coherence.

Video is one of the media that can stimulate the effectiveness of the message or information delivery process because video is more dynamic and is able to stimulate various senses such as vision and hearing. In addition, an explanation or information can be done repeatedly or even if the explanation must be done in a repetitive way, video is an easier technique to use so that it helps students learn (Afidah, Fasihah and Rosmawati, 2017). The purpose of the repetition is to facilitate student understanding. According to Siti Fatimah & Ab. Syamsulaini & Mashitoh (2016) found that the use of videos has proven its effectiveness in the world of education because this technique can further enhance students' learning potential to grow more actively when the learning process is more student-centered. The use of videos in learning sessions can help students get better results compared to the use of textbooks alone (Afizal and Ahmad Fauzi, 2015).

The use of video in teaching and learning is not something new in the world of education. Teachers realize the benefits of videos used as teaching aids. According to Syamsulaini and Mashitoh (2016), videos are one of the most commonly used learning media by a number of teachers in the classroom. The use of videos is not limited to any subject. In fact, videos are suitable for use by teachers in all subjects. According to Pera Nurfathiyah et.al, (2011), video is an electronic media that combines audio and technology to produce more interesting impressions.

1. Advantages and disadvantages of video media

In addition to the many benefits of using video media in learning, video media also has weaknesses that cause learning success not to be achieved.

a) Advantages of Video Learning Media

In learning, every media must have advantages. The advantages of video media stated by Sutiarmo are that video media can attract students' attention, increase knowledge, imagination, critical thinking, and trigger students to participate more and enthusiastically so that students can be active in the learning process.

While the advantages of video described by Nugent and Smaldino, among others, this media is suitable for classroom application in small and large groups, with a short duration that can provide understanding for students, can direct learning according to student needs. This is as stated by Akhmad Busyaeri that the advantages of video media in learning are overcoming distance and time, being able to describe events according to student needs.

This is as stated by Akhmad Busyaeri that the advantages of video media in learning are overcoming distance and time, being able to describe past events in a short time, message past events in a short time, the message conveyed is easy to understand, can develop students' thoughts and opinions, and can develop students' imagination.

b) Disadvantages of Video Learning Media

According to Yudi Munadi (2013), the disadvantages of this media site are, the nature of communication is one-way. For example, if we are conducting teaching and learning activities online or online and the learning media is audio media, listeners will have difficulty if there is material that is not understood, and it is difficult to discuss because this audio media is one-way communication. Audio media can also only serve listeners or recipients of messages who are able to think about what the meaning or essence of the audio they get audio that is obtained.

2.3 Learning Listening

Listening literally means paying attention so as to hear (what someone says) (Kernerman, 1996). This is achieved by knowing how the words sound; what they mean; how the two are combined in sentences and expressions; and how to predict the purpose and content of a message from other cues, such as tone of voice, facial expressions, gestures, and other body language. Various listening sources can be used in a language classroom. These are teacher talk, student talk, guest speakers, textbook recordings, TV, video, DVD, radio, songs and the internet (Wilson,2008). Teacher talk is valuable input for learners of a foreign language.

Listening is needed in the classroom because it supports students' success in learning English. This is in line with Rivers' (2006) statement that listening is an imaginative skill. That is, students must know sounds that fall on their ears, and capture material, word order, fill in the blanks and so on. In addition, listening is the procedure of receiving what the speaker says, compiling and displaying meaning, changing meaning, answering and producing meaning during the learning process. On the other hand, (Harmer, 2001) asserts that listening can be useful and beneficial for students to success in communication.

In order to get a good listening comprehension in English, students need to improve their basic language knowledge, such as vocabulary, structure, pronunciation, phonology, and other language elements. In listening learning, students not only need to know basic language knowledge and understand different topics, but also they must formulate listening methods and techniques (Sah & Shah, 2020). This can help them in thinking about some of the obstacles they will face in the listening learning process.

According to Barthes, 1985 listening is an interpretive act that a person undertakes to perform understand and potentially interpret something they hear In other words, listening activity has at least three main objectives, namely students have fluent pronunciation as spoken by native speakers in audio recordings; they have a good understanding of grammar; and finally they have a lot of vocabulary.

Listening refers to the complex cognitive processes that enable a person to understand spoken language (Rost, 2005).

From these three definitions, it can be concluded that listening is the ability to decode and encode which aims to reproduce accurately, strengthen students' understanding of grammar, and develop their own vocabulary. Furthermore, in order to understand what they hear and see, listeners must interpret all of the messages they encounter. It is true that listeners must draw on their background knowledge of typical messages and situations as well as their vocabulary and grammar skills in order to understand the meaning of words or messages. Put differently, hearing well requires the ability to comprehend language (interactional skills) and the way it is employed in different contexts (grammatical abilities).

Obviously, successful listening is the outcome of effective listening. Instructors need to understand that a variety of factors, both internal and external, affect students' ability to listen well (Flood, Lapp, Squire, & Jensen, 2003). Speaker dialect, material content, transmission mechanism (person, audio cassette recorder, stereo), transmission speed, and ambient variables are examples of external elements.

Tyagi (Ulum, 2013) mentions that the elements of listening are distinguishing sounds, recognizing words, and understanding their meaning. He also explained identifying grammatical groupings of words, expressions, and connecting linguistic cues with non-linguistic and paralinguistic cues, using background knowledge to predict and confirm meaning, and remembering important words and ideas. Listening consists of several important components. This means that to have good listening skills, students must (Tyagi, 2013) :

1. Distinguish between sounds
2. Recognize words and understand the speaker's intent
3. Identify grammatical groupings of words
4. Identifying expressions and speech sequences that serve to create meaning

5. Connect linguistic cues with non-linguistic and paralinguistic cues.
6. Using background knowledge to predict and confirm meaning.
7. Remembering important words and ideas.
8. Without having these components, students will not be able to have good listening skills.

There are various types of listening sub-skills to help listeners make sense of the listening text. Most commonly used listening sub-skills in language classrooms are:

- a. Listening for-gist: listening to get a general idea.
- b. Listening for specific information: listening just to get a specific piece of information.
- c. Listening in detail: listening to every detail and try to understand as much as possible.
- d. Listening to infer : listening to understand how listeners feel.
- e. Listening to questions and responding : listening to answer questions.
- f. Listening to descriptions: listening for a specific description.

2.4 Perception

Perception is broadly defined as a form of thinking about something that forms a certain attitude pattern. Perception is also the process of entering information or messages into the human brain (Slameto, 2010). Perception regulates patterns of human attitudes and interactions that are carried out continuously with the environment. This is because perception results from a series of experiences about an object, event or relationship that a person obtains by interpreting messages and concluding information (Rachmat, 2005).

Perception is the process of giving meaning to the environment by an individual. Perception is also defined as a response or judgment about an object that is produced based on a person's experience and knowledge. Normadewi (2020) said

that the notion of perception is an activity that involves a cognitive process for understanding the environment that includes objects and symbols or signs.

Perception can be described as someone's expectation of an object, such as people, institutions, agencies, and others. Akbar (2015) states that if someone wants to know the desires and expectations of the community about an educational institution, he can do it by knowing the community's perception of an educational institution. Knowing a person's perceptions can be a supporting factor in efforts to improve quality.

Another opinion is expressed by Learner in Abdurahman (2003: 151) which defines perception as the limits used in the process of understanding and interpreting sensory information or the intellectual ability to plan the meaning of data received from various senses. Michotte (2017) defines perception as a phase of the total action process that allows us to adapt our activities to the world in which we live. Here, students' perceptions can be described as opinions developed after certain experiences that require adjustment. In addition, perception is a person's impression of a certain influenced by internal factors, such as behavior under personal control and external factors, such as behavior under personal control. personal control and external factors, such as behavior that is influenced by external circumstances (Depdiknas). circumstances outside of themselves (Ministry of Education, 2003).

Students are the main and most important resource in the teaching and learning process. main and most important resource in the teaching and learning process. Students can learn from teachers, while teachers cannot teach without students (Danim, 2010: 1). All learning processes always begin with perception. Student perception is the process of preferential treatment of students to the information they get from an object, in this study are the questions they ask in this study are the teacher's questions in the classroom.

Through observation with their five senses, students can interpret the observed object. It is important to understand students' perceptions of how they

perceive teachers' questions and answers in class. These perceptions influence students' willingness to actively participate in question-and-answer sessions (Cole, 2010).