

READING STRATEGY IN FOCUS: NAVIGATING THE MEANING-MAKING PROCESSES IN READING MULTIMODAL TEXT

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Abstract: The difficulty of Indonesian EFL learners in understanding multimodal texts is the main reason for this research. This study highlights the meaning-making processes in reading multimodal text, focusing on readers' thinking processes in navigating the implementation of reading strategies as a tool to reconstruct meanings of multimodal text. This study applied a qualitative design (multiple case study) involving three readers studying at a private university in Indonesia. The triangulation data gained through verbal reports, non-participant observations, and interviews were analysed qualitatively. The findings show that all readers read the multimodal text while verbalizing their thoughts during the meaning-making processes of reading multimodal text. In the process, they segmented their verbal reports into many thought units. Each reader differently applied and integrated the reading strategies (i.e., monitoring comprehension, activating and connecting to background knowledge, questioning, inferring and visualizing meanings, determining the importance of text, summarizing and synthesizing) to process the thought units' meanings. Navigating the implementation of simultaneous integrated reading strategies is reflected in three stages of the meaning-making process of reading multimodal text, i.e., 1) Preparation, 2) Synchronization, and 3) Interpretation of the meaning. The complete meaning of each thought unit is reconstructed as a reader is able to navigate and integrate appropriate reading strategies to find out the congruence of the multimodal information or knowledge of all reading elements (i.e., the reader's prior knowledge, information of text, and context). Thus, reading strategies are crucial tools for reconstructing meanings of multimodal text.

Keywords: *multimodal text; reading strategies; meaning-making process.*

INTRODUCTION

Reading is one of the English language skills giving massive input to learners and they should master it when learning language (Januarty & Nima, 2018; Krismayani & Menggo, 2022). According to Asst and Soğancı (2023), reading comprehension is a multifaceted talent influenced by a range of linguistic and cognitive processes. According to Heriyawati et al. (2018), reading is the process of understanding written content. Furthermore, reading involves more than simply deriving meaning from a book; it also entails making connections between the information in the text and the reader's prior knowledge (Pardede, 2018).

In the digital era, texts, as reading materials, are presented in monomodal and multimodal texts. Multimodal text has become a central part of daily life for people across all life, from young children to the elderly and across cultures and societies (Mills and Unsworth, 2018). Moreover, multimodal texts are becoming popular as reading materials in education (Cahyaningati & Lestari,

2018). It means that readers have to be able to reconstruct the meanings of the multimodal texts in their daily communications. The multimodal text is a text illustrating semiotic modes covering documents, music, visual images, gestures, layout, architectural design, etc (Januarty & Nima, 2018).

However, some research results (e.g., Emilia et al., 2019) show that many Indonesian EFL learners need help comprehending multimodal texts. Other learners' reading problems include less concentration, less motivation, and less mood during reading processes, less knowledge and experiences concerning the reading topics, less capability of activating some information from their memories (Nurviyani, 2018), poor vocabulary (Nurjanah, 2018) and less competence in comprehending texts (Hakim et al., 2022).

The impact of the problems is that most EFL learners just read the text without thinking. Moreover, most of them need clarification in comprehending texts presented in various modes. They have trouble making meanings and interpreting the author's intentions, so the reading

purpose is partly achieved. Moreover, they have difficulties distinguishing between a fact and a fake in reading. The texts presented in various modes confuse them. Besides, they are partially aware of thinking and reading strategy use during the reading process.

Referring to the reading barriers, utilizing proper reading strategies is one solution to overcome learners' reading difficulties (Hakim et al., 2022). In line with the statement, implementing reading strategies is vital in improving learners' reading comprehension achievement and overcoming comprehension failure (Pardede, 2022). The reading strategies covered by Harvey & Goudvis (2017) include: a) keeping track of comprehension or inner dialogue; b) activating and connecting to prior knowledge; c) asking questions; d) deducing and visualizing meaning; e) assessing the text's importance; and f) summarizing and synthesizing. Every reading technique is explained in great depth of sub-reading strategies.

The reading strategy is some behaviors of readers in reading (Emiroğlu, 2022). Some behaviours are reflexive and conducted spontaneously, while some are deliberate and applied strategically. Moreover, the reading strategy is the aid to assist the reader in comprehending a text (Lindholm & Tengberg, 2019). If readers apply efficient strategies, they are capable of managing the reading process and comprehending the text completely (Emiroğlu, 2022). Comprehension is the intersection of three main elements of reading, i.e., 1) reader, 2) text, and 3) context in an equal position (Pearson & Cervetti, 2015). Over the last five decades, three main elements of reading have been contributed to developing the concept of meaning-making or meaning reconstruction in reading. The expansion of the meaning-making processes in reading influenced by those main elements is segmented into four periods, i.e., 1) the text-centric era (pre-1965); 2) the era of the reader (in the 1970s-1980s and beyond); 3) the era of context (in 1985 and beyond); 4) the modern balance period focuses on the model of construction-integration or situation model recommended by Kintsch in 1988.

In meaning-making processes of reading, the motor of reading process reflected as cognitive activities play an important role and affect the reading comprehension process covering decoding, translation, schemata activation, questioning, and metacognition process (Marpaung & Sihombing, 2022). Moreover, during the reading process, readers need to select the

correct elements in the situation and put them together in the proper relations and the right amount of weight, influence or force of each. It means that readers decode printed text, comprehend written or printed materials to get the writer's intentions, and are involved in processing activities, i.e., making connections to their own lives, having questions or inferences, exploring the answers of the questions related to the text, and building meaning (Harvey & Goudvis, 2017). Thus, the reading purpose and reading achievement are attained successfully. The primary purpose of reading is comprehending and interpreting the content of a text (Namaziandost et al., 2019).

Literature on reading shows that the studies of meaning-making processes in reading or reading processes have become increasingly influential in reading theories. Therefore, studies on meaning-making processes in reading or reading processes have been investigated in various areas and conducted by several authors, i.e., exploring the implementation of bottom-up and top-down in reading process (Henretty & McEneaney, 2020), metacognitive reading strategy (Asst & Soğancı, 2023), reading comprehension process (Marpaung & Sihombing, 2022). The skills that students use for various types of expository texts (Martin, 2019), readers' belief and readers' strategy use in reading processes (Wang, 2019).

Existing studies of the meaning-making process in reading have explored the application of reading strategies in reading process. Unfortunately, the study examining how readers interpret multimodal texts examines specific social phenomena within a particular naturalistic setting, such as a situation, an event, a person, a process, a social unit, an event, or a program focusing on readers' thinking processes in navigating the implementation of reading strategies as a tool to reconstruct meanings of multimodal text, is rarely investigated. In this case, the reading strategies the readers (EFL learners) implemented are recommended by Harvey & Goudvis (2017). For the reasons, this study was significant to explore.

METHOD

The qualitative study focuses on investigating feelings, ideas, or experiences (Ugwu & Eze, 2017). Moreover, this is done in an effort to get a detailed response from participants because it is impossible to isolate the variables of the phenomenon from the context in which it occurs (Creswell & Creswell, 2018; Denzin & Lincoln, 2018; Yin, 2018). According to the idea, three

readers who are EFL students attending a private institution in West Java were included in this research, which used a qualitative approach (multiple case study) (see Yin, 2018). This research examined the phenomena of the meaning-making processes in reading multimodal text, particularly readers' thinking processes in controlling reading strategy implementation as the media to create meanings of multimodal text. The reading strategies readers applied in meaning-making processes refer to the concept of reading strategies proposed by Harvey & Goudvis (2017).

The readers were selected purposively by referring to some criteria, i.e., reading strategy awareness, reading habits, and social-cultural background (see Fraenkel et al., 2022; Elhami & Khoshnevisan, 2022). They were categorized into high, middle, and low achievers of reading comprehension. Moreover, they were EFL learners living in Indonesia and studying in the English education study program. In their everyday lives, they also acquired and read both monomodal and multimodal information. Non-participant observations, interviews, and verbal reports—especially think-alouds—were used to gather the non-statistical data for this study. It means that each reader played three roles (see Cresswell & Cresswell, 2018). The elaboration of the data sources is explained below.

Verbal-report is an oral record of an individual's thought processes on several topics conducted to help her/him vocalize everything that happened in her/his thoughts as she/he solves a problem, performs a task, or creates a judgment (Bowles, 2018). Think-aloud is one type of verbal report (Bowles, 2018). Additionally, think aloud refers to the simultaneous articulation of ideas while carrying out an action (Güss, 2018). Think-aloud exercises allow students to express their ideas while they go through a problem-solving exercise.

(Sauerwein & Thistle, 2023). Think-aloud aims to obtain insight into learners' cognitive processes (Bowles, 2018). It is a research tool presenting the verbalization of readers' thinking processes through speaking aloud several words or phrases from their minds in language-based activities or language processing (Sauerwein & Thistle, 2023).

Moreover, it is a technique used to collect data in usability testing, product design and development, psychology, and various social sciences, i.e. reading, writing, and translating in the research process (Alzu'bi, 2019; Chin & Ghani, 2021). In addition, it can foster reading aspects, particularly the main idea, detailed information,

vocabulary and inference (Yusuf et al., 2018). By drawing on the concept, this qualitative (multiple case study) employed the verbal report (particularly think-aloud) to capture the data concerning meaning-making processes in reading multimodal text, mainly readers' thinking processes in navigating the application of reading strategies as the tool to reconstruct meanings of multimodal texts. The verbal report (think-aloud) was simultaneously conducted with the observation session for each reader. It means that every reader was concurrently involved in the observation and the verbal report (think-aloud) session of meaning-making processes in reading multimodal text. Each reader took part in the sessions in turn. It was carried out as each reader was ready to do so. Besides, the sessions were conducted for about sixty to ninety minutes for each reader in informal sessions at a quiet and comfortable classroom in the university classrooms where all readers were studying. Moreover, they reported their thoughts verbally and freely in Indonesia, their first language.

The text read by readers in the meaning-making processes was an Analytical Exposition text (see Purba & Kinanti, 2022), illustrated as a multimodal text (see Danielsson & Selander, 2021; Şimşek, 2023) and entitled "Buy Nothing Movement". The text was derived from reading material of the British Council (level B2). The text consisted of a picture (1 image), a title (1 phrase), and a body text (29 sentences).

However, referring to the result of the previous study, the readers' reading capabilities were at the intermediate level (B1). Thus, the reading level contained in the multimodal text was higher than their capabilities to capture the findings of the research question in depth. In this case, the verbal report (think-aloud) was applied to get more data concerning the readers' thinking processes in controlling the implementation of the reading strategies, particularly as the readers entirely created the meanings of the multimodal text and they did not understand the meanings of the text they were reading.

The verbal report (think-aloud) of each reader was conducted by referring to the think-aloud procedure proposed by Bowles (2018) covering, i.e., 1) a practical activity for readers, 2) getting simple instructions, 3) conducting the verbal report as unobtrusive as possible, 4) verbalizing readers' thinking processes in navigating the application of the reading strategies to make meanings of the multimodal text as specific issues for producing relevant data for research, 5) not asking leading

questions to the readers, 6) recording the verbal report (think-aloud) session, 7) paying attention to readers' verbal and non-verbal behaviours.

Moreover, this study applied non-participant observation (see Fraenkel et al., 2022; Smit & Onwuegbuzie, 2018). It was indicated that the researcher observed the participants' activities by documenting, taking notes, listening, and examining what occurred to each participant during the meaning reconstruction processes of reading in natural settings (see Flick, 2018; Fraenkel et al., 2022). The observations of the verbal report (think-aloud) sessions were carried out to gain access to readers' internal thinking processes through verbalization at some levels (see Bowles, 2018; Güss, 2018). In the session, all readers produced tens to a hundred thought units reflecting several different cases of the readers' thinking processes in navigating the reading strategy implementation to reconstruct meanings of the multimodal text. Thus, the similarities and differences between cases were analysed to capture the research findings. Having documented the sessions using a video recorder, the transcription of the data was arranged for in-depth analysis.

Then, all readers immediately took part in the interview session (see Flick, 2018; Elhami & Khoshnevisan, 2022). It was conducted at a classroom in the university where they study. After finishing the think-aloud and observation sessions, each reader participated in the session verbally, directly, and independently. It pertains to the claim that during an interview, each participant was asked many spoken questions.

(see Denzin & Lincoln, 2018; Flick, 2018). In the session, the readers responded to twenty questions concerning reading capabilities and their thinking processes in controlling the reading strategy implementation to create the meaning of the multimodal text. Then, all data were analysed using non-numerical methods to attain the results of the study. The analysis procedure for each data is explained below.

The data gained from the verbal report (think-aloud) were analysed by referring to the procedures of verbal report analysis proposed by Bowles (2018). The analysis procedure covers six stages, i.e. 1) transcribing the data of the verbal report (think-aloud) by converting from utterances into written texts, 2) coding the data of each reader by giving different codes based on the time when they participated in the verbal report (think-aloud), i.e. a) code of reader A was the first reader, b) code of reader B was for the second reader, and c) code of reader C was for the last reader, 3) dividing the

material into several thought units, or the smallest significant statement a reader may make to convey a single concept or a whole thought; 4) categorizing the data (111 thinking units) according to the six different categories of reading techniques and sub-reading strategies.

proposed by Harvey & Goudvis (2017), 5) categorizing and interpreting the data (111 thought units) based on the research purpose.

In line with the data obtained from the verbal report (think-aloud), the data of the observation were analysed through the following stages (see Creswell & Creswell, 2018), i.e. 1) organizing and preparing the data for analysis by collecting the data into files based on the readers' code, 2) reading and transcribing data into written texts, 3) coding data by naming and classifying 111 thought units referring to the readers' thinking processes, 4) generating a description and themes by dividing the 111 thought units based on the six reading strategies proposed by Harvey & Goudvis (2017), 5) representing the description by elaborating on the data containing the answer to the research problem, 6) interpreting and describing the research results based on the research problem.

Relevant to the data gained from the verbal reports (think-aloud) and observations, the data obtained from interviews were analysed through the following stages (Flick, 2018). Stage 1 was transcribing data from the oral language into written language and coding data to differentiate the data of each reader. Stage 2 was presenting and interpreting data to capture the research findings. The research validity of this study was attained through the triangulation of data gained from verbal reports (particularly think aloud), observations, and interviews.

RESULTS AND DISCUSSION

This study investigated the meaning-making processes of reading multimodal text, mainly readers' thinking processes in navigating the implementation of the reading strategies as the tool to reconstruct meanings of the multimodal text. The research results gained from all data are illustrated in detail below.

In the meaning-making process of reading multimodal text, the readers read the multimodal text while verbalizing everything they were thinking, and they spontaneously segmented their verbalized thoughts of multimodal text into 111 thought units (i.e., reader A generated 42 thought units, reader B created 36 thought units, and reader C made 33 thought units). In this study, a thought unit is a reader's minor meaningful statement

expressing one idea and complete thought. The idea of a thought unit is presented as a complete sentence or an independent clause containing a subject and a verb. In verbalizing a thought unit, a reader shows several starting and ending signs.

At the beginning of verbalizing the thought units, the readers express some signs reflecting they are trying to gain concentration and awareness of thinking in making meanings of the thought units, i.e., 1) the silence of readers, 2) particular facial expressions of reader, and 3) readers staring at the thought units. Meanwhile, at the end of verbalizing the thought units, the readers express some signs showing successful or unsuccessful meaning-making of the thought unit. The signs consist of 1) showing a clear pause, 2) expressing particular words as a sign of complete comprehension (e.g., ok, oh ya ya ya, like that), 3) changing the idea of the thought (she/he reconstructs meaning of another thought unit presenting different idea), 4) being confused and giving up (e.g., I do not understand, I do not know the meanings of the words). In this study, the readers reconstructed the meaning of one thought unit consisting of one independent clause and one sentence (consisting of two independent clauses). It means that each reader interprets the thought units' meanings differently.

Besides, in the meaning-making processes of a particular thought unit reflecting the readers' thinking processes, the reader navigated the use of some reading strategies to create meanings of the thought units. Moreover, the complete meaning of each thought unit is reconstructed using appropriate integrated reading strategies. The reading strategies consist of a) monitoring comprehension or inner conversation; b) activating and connecting to background knowledge; c) asking questions; d) inferring and visualizing meaning; e) determining the importance in the text, and f) summarizing and synthesizing (Harvey & Goudvis, 2017). It means that the reading strategies are implemented as vital media to reconstruct the meanings of the multimodal text (the thought units).

Moreover, the evidence indicates that reader A (high achiever) and reader B (middle achiever) were more capable of navigating their minds in implementing and integrating the appropriate reading strategies to create meanings of all thought units than reader C (low achiever). However, reader C successfully controlled her mind in applying the reading strategies to reconstruct the meanings of some thought units. It means that readers should have complete knowledge of

reading strategies and the capability to correctly navigate and apply integrated reading strategies to reconstruct complete meanings of multimodal text (thought units). Less knowledge of reading strategies and less navigation of readers' minds in applying and combining the reading strategies makes readers confused and unsuccessful in creating the meanings of multimodal text (thought units). Therefore, readers' knowledge of reading strategies is vital in the meaning-making process of multimodal reading. More research findings describe the readers' thinking processes in navigating the implementation of reading strategies as the tool to reconstruct meanings of multimodal text.

Monitoring comprehension or self-regulation is the reading strategy applied dominantly in the meaning-making processes of multimodal reading. The reading strategy of monitoring comprehension is manifested in the three activities, i.e., 1) selecting and integrating appropriate sub-reading strategies for synchronizing the information of all reading elements covering reader, text, and context, 2) reconstructing the meanings of unfamiliar words or phrases or modes, and 3) stimulating readers' prior knowledge. The activities were conducted at the beginning, middle, or end of meaning-making process of the thought units.

Implementing monitoring comprehension in the activities is rational because a monitoring comprehension is a precondition to other aspects of thinking. Moreover, applying a monitoring comprehension strategy is the foundation for managing readers' minds in reconstructing meanings of the thought units. In this case, readers are aware of a different mode of the evidence presented in the multimodal text and able to select appropriate reading strategies for synchronizing the information of all reading elements (i.e., reader, text, and context) to attain the complete meaning of a thought unit. It is relevant to the statement that in meaning-making, readers connect their expectations, schemas, and knowledge about the world with the text (Henretty & McEneaney, 2020).

Regarding the strategy of activating and connecting to background knowledge, in the meaning-making processes of reading multimodal text, the reading strategy was combined with the other reading strategies and realized in two activities, i.e., 1) activating readers' prior knowledge and 2) synchronizing a reader's prior knowledge with the thought unit evidence (the text) and the context. Implementing the strategy of

activating and connecting to background knowledge enables readers to stimulate their prior knowledge and harmonize their knowledge or information with text evidence (thought unit) and its context. It means that owning relevant prior knowledge of the text and activating prior knowledge is vital to undertake the meaning-making processes of thought units. It is relevant to the statement of Nurviyani (2018) that prior knowledge plays a crucial role in the reading process.

The strategy of activating and connecting to background knowledge is the tool to activate readers' prior knowledge. It is relevant to the argument of Hattan et al. (2023) that readers' existing knowledge base matters significantly to what they can understand and remember from written text. The information in their prior knowledge guides them to comprehend it. Moreover, schema activation (prior knowledge) is crucial as the motor of cognitive activities in reading processes (Marpaung & Sihombing, 2022).

Concerning the reading strategy of asking self-questions, it is manifested as the readers have some confusion in the non-fluent meaning reconstruction processes of the thought units, particularly in an activity, i.e., to compare, contrast, and determine congruent information (knowledge) of all reading elements (i.e., the reader, the text (the thought unit), and the context). It is conducted as readers have many questions in their minds during the meaning reconstruction processes of the thought units. In the processes, as readers have reading troubles, they need to combine the strategy of asking self-questions with the other reading strategies to synchronize various knowledge, i.e., understanding reading strategies, multimodal comprehension, syntactic and morphological understanding, general world awareness, sociocultural understanding, subject understanding, and genre understanding in resolving issues throughout the meaning-processing multimodal text reading procedures. It means that implementing the reading strategy of asking self-questions is compulsory in reconstructing the meanings of unfamiliar phrases, words, or modes contained in thought units. It is relevant to the statement of Blything et al. (2020) that asking questions during reading fosters readers' comprehension.

Moreover, the reading strategy of inferring and visualizing meaning is realized in three activities, i.e., 1) stimulating the reader's prior knowledge, 2) deciphering meanings of thought units through some clues, and 3) interpreting the meanings of the

thought units. It means that applying the strategy of inferring and visualizing meaning facilitates readers to activate their background knowledge optimally for deciphering and interpreting the meanings of the thought units, particularly unfamiliar words, phrases or modes. In the reading process particularly in making inferences, readers integrate their prior knowledge with visual and verbal information as clues presented in the texts they had read (Nurviyani et al., 2020).

As a reader reconstructs an unfamiliar thought unit, she/he has incomplete prior knowledge of the text she/he is reading. The results show that the reader's prior knowledge is stimulated through the integration of inferring and visualizing meaning with the strategy of monitoring comprehension, asking self-questions, determining the importance of text, summarizing and synthesizing. In this case, readers apply the integrated reading strategies to be aware of thinking, select particular clues, compare and connect the thought units they are reading with the previous or the following thought units to activate their prior knowledge. Stimulating the reader's prior knowledge using the strategy of inferring and visualizing meaning integrated with the other reading strategies enables the reader to harmonize the information or knowledge of all reading elements, i.e., the reader, the text, and the context.

Besides, the strategy of determining the importance of text is manifested in an activity, i.e., identifying essential information contained in the thought units. As readers reconstruct unfamiliar words, phrases or modes, they need to activate their background knowledge of the thought units. The reader's background knowledge can be activated by identifying and determining the essential information contained in thought units. It means that in the meaning reconstruction processes, the strategy of determining the importance of text is employed to stimulate readers' prior knowledge. It is relevant to the statement that multimodal texts describe various modes, including written texts, visual aspects, linguistics, and semiotic tools (Emilia et al., 2019; Yawiloeng, 2022). Moreover, multimodal texts use a variety of media to convey meaning by combining many modes. The coordinated modes help readers improve their understanding and understand things completely.

Moreover, summarizing and synthesizing strategy is crucial in reconstructing meanings of thought units. It is realized in two activities, i.e., 1) deciphering the meanings of the thought units presented in various modes and 2) combining and linking some information to gain the essence of the

thought units. In the activities, the strategy of summarizing and synthesizing are implemented together with the other strategies to synchronize the knowledge or information owned by all reading elements, i.e., the reader, the text, and the context (Pearson & Cervetti, 2015).

In the meaning-making processes of reading multimodal text, the results reveal that reader A (high achiever) & B (middle achiever) have good capability of navigating their minds in applying and implementing appropriate reading strategies in harmony. Thus, they are able to reconstruct the meanings of most thought units. Meanwhile, reader C (low achiever) needs more improvement and practice in controlling her mind to apply the reading strategy to create meanings of the thought units. Therefore, she succeeded in creating some thought units' meaning only. The finding aligns with the research result of Lindholm & Tengberg (2019) who found that more reading strategies are used by proficient readers than by less proficient readers, who often struggle to choose the appropriate reading approach when required.

In the meaning-making processes of multimodal reading, to attain the successful meaning reconstruction and interpret complete meanings of the thought units without confusion, the readers should be able to integrate appropriate reading strategies in harmony in three stages as the media to synchronize the information or knowledge of all reading elements (i.e., the reader's prior knowledge, the text, and the context). The three stages of meaning-making process in reading multimodal text, i.e., 1) Preparation, 2) Synchronization and 3) Interpretation of the meaning.

In the first stage (i.e., preparation), the reader notices the presence of the multimodal text, particularly the thought unit she/he is reading. Besides, the reader applies a monitoring comprehension strategy integrated with the other reading strategies to gain awareness of thinking, manage her/his mind and attempt to gain total concentration. In the second stage (i.e., synchronization), the reader simultaneously integrates some proper reading strategies (i.e., monitoring comprehension or inner dialogue, triggering and establishing a connection with prior information, asking questions to oneself, deducing and picturing meaning, assessing the significance of the material, and summarizing and synthesizing) to harmonize the information or knowledge contained in all reading elements (i.e., the reader's prior knowledge, the text, and the context). The congruent information of all reading elements

enables the reader to reconstruct the meanings of the thought units without confusion. In the third stage (i.e., interpreting the meaning), the reader uses integrated reading strategies to express the writer's intended meaning of a thought unit. In this stage, the reader combines some reading strategies, i.e., monitoring comprehension or inner conversation, inferring and visualizing meaning, and summarizing and synthesizing.

As readers are able to synchronize the knowledge or information of their prior knowledge with the information presented in the thought unit (the image or text or other modes) and its context, they are able to create a balanced intersection of all reading elements (i.e., reader's prior knowledge, text, context) as the manifestation of the successful meaning-making process or complete comprehension of the thought unit. In some cases, the successful meaning-making of a thought unit was conducted spontaneously because of similar information of all reading elements (i.e., reader's prior knowledge, text, context) and the integration of correct reading strategies. However, integrating improver reading strategies and different information about all reading elements makes readers unsuccessful in reconstructing the meanings of the thought units.

Mastering the various content knowledge presented in different modes and the knowledge of reading strategy applied in the meaning-making processes facilitates readers to activate readers' prior knowledge, synchronize all reading elements, interpret the full meanings of the thought units, and solve several troubles of the meaning-making process in reading multimodal texts. The problems are 1) confusion in reconstructing unfamiliar words or phrases or modes, 2) deciphering the meanings of the thought units, and 3) interpreting the full meanings of the thought units.

CONCLUSION

The research results show that in the meaning reconstruction processes of print-based multimodal text through reading strategies, all readers verbalized their thoughts, and they spontaneously segmented their verbalized thoughts (the multimodal text) into many thought units. In this study, the complete meaning of each thought unit is reconstructed through simultaneous integrated reading strategies proposed by Harvey & Goudvis (2017).

The implementation of the simultaneous integrated reading strategies is reflected in the meaning reconstruction activities. The activities are manifested in three stages of the meaning

reconstruction process of multimodal reading, i.e., 1) Preparation, 2) Synchronization and 3) Interpretation of the meaning. In the first stage (i.e., preparation), the reader notices the presence of the multimodal text, particularly the thought unit she/he is reading. In this stage, the reader applies a monitoring comprehension strategy integrated with the other reading strategies to gain awareness of thinking, manage her/his mind and attempt to gain complete concentration. In the second stage (i.e., synchronization), the reader simultaneously integrates some proper reading strategies to harmonize the information or knowledge contained in all reading elements (i.e., the reader's prior knowledge, the text, and the context). The congruent information or knowledge of all reading elements enables the reader to reconstruct the meanings of the thought units without confusion. In the third stage (i.e., interpreting the meaning), the reader uses integrated reading strategies to express the writer's intended meaning of a thought unit. However, the integration of improper reading strategies makes readers unsuccessful in reconstructing the meanings of the multimodal text (the thought units) at all stages.

Referring to the research results, reading comprehension is defined as the consistent synchronization process of information (knowledge) contained in all reading comprehension elements (i.e., the reader's prior knowledge, text evidence presented in various modes, and context) through proper integrated reading strategies.

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