



Multimodality of School Brochure

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Abstract: Brochure as a media in promoting a thing has developed by the growing of technology in this multimedia period. The images and words which are showed in the brochure should be present in meaningful and creative ways. It'll catch the interest and raise the curiosity of people. This study aims to analyze the verbal and visual elements in a school brochure, namely the brochure of Yayasan Perguruan Sultan Iskandar Muda, North Sumatra. The brochure of this school was downloaded from the school's Instagram regard that's chosen aimlessly. This study required the descriptive research method to conduct a multimodal analysis. The last result of the research reveals that the brochure has all general structure which is lead, view or display, emblem (verbal), announcement, enhancer, emblem (visual), and call-and- visit information. The finding of academy or school brochure completely supports all the theories of this research. The elements of this visual and verbal support each other and cohere to convey a communication to the anthology. The communication conducted to readers come more conclusive, and it attract their interest to school as the source of formal education.

Keywords: Brochure, Multimodality, School

INTRODUCTION

Brochures play a crucial role in promoting a destination or product and providing information to the public (Molina & Esteban 2006). They also assist the public in making informed decisions (Osterlund-P "Otsch 2010, Jaworski & Thurlow 2014). While these functions are well-known, it is worth exploring the nature of brochures themselves. Scholars specializing in communication and culture argue that brochures present a carefully constructed image of the destination or product, reflecting its

quality, history, and politics (Jokela 2014). On the other hand, linguists may question how academic brochures effectively convey an image of quality and how they serve this purpose.

This study examined the brochure through linguistically inflected approaches, with a specific emphasis on the integration of language, color, image, layout, and various other forms of communication. The dataset is taken from school brochure that was released by Sultan Iskandar Muda school on their social media platform in 2020.

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School brochure color can affect the physiological response, including heart rate, anxiety, and human comfort, can be influenced by the color of a school brochure (Küller et al., 2009). Additionally, color plays a role in work outcomes such as performance, productivity, and creativity (Kwallek et al., 2007; Mehta & Zhu, 2009). By analyzing the color used in brochure, one can uncover the connection between color and the perception of choices. Visual signals have the advantage of being processed quickly and requiring minimal mental effort, making vision the most crucial sensory channel (Kauppinen-Räsänen, 2014; Krishna, 2012). When light enters the eye and forms an image on the retina, sensations occur, and the brain processes this information to form perceptions.

However, Color plays a significant role in the aesthetics of brochure, as it has been emphasized by Kirillova and Wassler (2019). However, it goes beyond mere aesthetics and has a subconscious yet profound impact on emotional experiences, as highlighted by Poels and Dewitte (2019). Additionally, color holds a crucial position in the service escape literature, serving as a foundation for directing individual emotional and behavioral responses in educational settings, as noted by Özkul et al. (2019). Moreover, color influences people's perceptions of a brand, leading individuals to choose colors that align with their perceptions of the brand, as discussed by Labrecque and Milne (2012). This study aims to explore the various aspects of multimodality's significance: (1) to identify the dominant multimodality component used in the school brochure (what are the dominant multimodality elements used in the school brochure?) and (2) to describe the roles of the multimodality in school brochure (how is the role of multimodality in school brochure?)

By modelling the brochure's generic structure, the study aimed to complement and support the detail-oriented analyses of the school brochure.

This research is different from the previous research, this study investigates a brochure of a

school, it's about an education through on the brochure exploration, which emphasize verbal and visual elements. The analysis is based on Halliday's (2004) Systemic Functional verbal propositions, Kress and Leeuwen's (2006) multimodal propositions, and Cheong's (2004) general structure propositions. Molina and Esteban (2006, p. 1041) define a brochure as a form of printed promotional material designed to communicate with public. Brochures are generally recognizable by a simple and basic structure, with a cover, a summary, general presentation and tailored offer (Francesconi, 2007, pp. 33-38).

Early studies of multimodal integration mostly focused on the relation between text and image. Multimodal analysis has significantly enhanced the field of linguistics through numerous research studies. Notably, investigations have focused on various mediums such as Picture Books (Wu, 2014), Movies (Cheng & Liu, 2014), magazine Covers (Behshad & Ghaniabadi, 2015), Tmall's Advertisement (Hu & Luo, 2016), Advertisements (Guo & Feng, 2017), and Cartoons (Ariyo & Samuel, 2017). However, the analysis of multimodal aspects in commercial products remains limited. By conducting a multimodal analysis on school brochures, it is anticipated that this research will make a valuable contribution to the field of linguistics.

On the other hand, Saussure argues that multimodal textbook one of the studies in semiotic that learns about symbol or signs in society, Rosa, 2014. Multimodal is one of process in a communication through signs by combining system or mode between the communicators to connect semantically and formally to each other with signs, Stockl, 2009, p. 9. Moreover, the first focus of multimodality is the connection between colorful of semiotic modes with the meaning, which formed by the semiotic modes through similar semiotic products as magazines and brochure, Kress and Leeuwen, 2006.

Multimodal text is a text that contains one or further semiotic systems (Anstey & Bull, 2010).

basically, there are five kinds of semiotic systems. The first one is verbal that consists of vocabulary, general structure, and talked and written of grammatical language. The alternate bone is visual which consists of color, vector, and point of view to silent and moving objects. The third bone is audio which consists of volume, music cadence and sound effect. also, Gesture consists of movement, speed, clarity in facial expression and body language. The last bone is the position which consists of the position of an object, layout position, and distance setting.

Either, social semiotics is the base for the proposition of multimodality (Singh, 2015, p. 20). Halliday demonstrated semiotic in different ways applying structural approach (Sinar, 2018, p. 20). He maintained that language is a source of semiotics understood as social semiotics. It shows the relationship between language and social structure. He defined that language is a source to generate meaning. Halliday utilized it as the key to the specialized term. Through his book *Language as Social Semiotics*, it can be interpreted what social semiotics is by using several delineations language and the terrain, inter-organism and intra-organism perspectives, functional approach to language and the development, language and social structure, language and environment, and the conception of verbal signifier meaning.

The analysis of school brochure necessitates the examination of several key areas, such as the exploration of semiotic features and the arrangement of these features within the brochure. Additionally, a critical evaluation of the rhetorical aspects depicted in the visuals of the brochure is essential. comprehensively analyze school brochure, it is imperative to delve into various aspects. This includes examining the semiotic features present within the brochure, as well as analyzing their arrangement. Furthermore, a critical evaluation of the rhetorical aspects portrayed in the visuals of the brochure is crucial for a thorough assessment.

To examine the research problem mentioned above and reach the desired objectives, the following questions were formulated: (1) What is the dominant multimodality component used in the school brochure? And (2) How is the role of multimodality in school brochure?

There are numerous images that are presented through various forms of media. Each image carries its own significance, with some of them explicitly conveying their meaning through written text. However, it is important to note that images, colors and others also hold their own meanings, even without the presence of written words. In fact, images or image texts with color, which can be considered as a more scientific term, are often believed to be able to convey a message equivalent to a thousand words (Hermawan, 2011). This highlights the significance of visual elements in constructing meaning, regardless of whether it is in written form or not. Images and colors have the ability to convey meaning independently from text, which is why it is proposed that an understanding of grammar as visual design is necessary in order to comprehend images in media. As Halliday (in Kress & Leeuwen, 2006: 2) stated: "Grammar goes beyond formal rules of correctness. Grammar is a means of representing patterns of experience.... It allows human beings to construct mental images of reality, to make sense of their experience of what is happening around them and within them."

However, the strategic use of images, along with the careful selection of colors to represent an identity, can have a significant impact on perception. As Ndom, Elegbeleye, and Ademoriti (2011) explain, perception is the brain's process of organizing and interpreting sensory information from the environment to give it meaning. Therefore, the visual communication of a school through its choice of colors can greatly influence how it is perceived.

In contrast to lettered logos and tag lines, as well as other elements found in the school's brochure, color is processed and interpreted by the brain independently of any context. According to

LaBrecque and Milne (2011), when individuals come across a new brand logo without any pre-existing associations or shapes stored in their memory, the perception of the brochure's personality is predominantly influenced by the associations in the brain which are formed by the color's inherent meaning (p. 713).

The evaluation of a school often relies heavily on its brochure, which serves as a crucial means of communication. The language style employed in the brochure, plays a major part in retaining the public's attention, both in terms of narrative content and how it looks (Dann, 1996). A well-designed brochure that successfully captures public interest can have a positive impact on student enrollment. Essentially, it is essential to promote the appealing aspects of the school through informative materials like brochures, leaflets, and other mediums, which provide details about the school's facilities, achievements, and programs.

In addition, the education sector generates experiences that are valuable for destination management organizations (DMOs) in designing their experiential products. However, obtaining a comprehensive understanding of these experiences can be challenging due to the disparity between actual experiences and recalled experiences. To address this issue, individuals often rely on visual cues that can act as subliminal stimuli. While other senses such as hearing, smelling, touching, and tasting are also utilized by individuals, the evaluation of experiences based on memory recall tends to differ from the evaluation in the moment of educational activities. Experiences are shaped by a series of events and activities over time, and their recollection and evaluation are influenced by factors such as emotions, cultural values, and individual psychological states. The opening scene in a brochure, for example, holds significant importance as it utilizes background images and settings that depict real-life characters engaged in naturalistic conversations during the day. These contextual elements contribute to the credibility and reliability of the image, effectively conveying the creator's

message. As argued by Leeuwen, signs play a fundamental role in semiotics, and their representation is not limited to writing, speech, or visual construction but extends to encompass various cultural and social meanings.

In this study, the writer analyzed school brochure of Yayasan Perguruan Sultan Iskandar Muda School, North Sumatera. This school has good image and public attractions. Unfortunately, this school has not been widely known by publics because of brochure distribution. While, school brochures have a major part to describe and amend the image of the school to impact public (Arfin and Salim, 2015). thus, the researcher will dissect how the information is conveyed in school brochures. The information included in the academy brochure is in the form of verbal and visual elements that can be deconstructed by using multimodality theory. The main concern of multimodality study is the way multicolored semiotic modalities interact with their meaning-creating of each semiotic mode in the design of semiotic products similar as brochure (Kress and Leeuwen, 2006).

Saussure's perspective on semiotics includes the study of multimodal text, which focuses on the examination of signs within society (Rosa, 2014). Multimodal communication involves the use of sign systems or modes to establish semantic and formal connections between communicators, expressed through signs (Stockl, 2004, p. 9). The primary focus of multimodality study is the exploration of how different semiotic modes interact and contribute to the meanings conveyed in semiotic products like magazines and brochures (Kress and Leeuwen, 2006).

Multimodal text refers to a type of text that incorporates one or more semiotic systems (Anstey and Bull, 2010). There are five distinct semiotic systems that can be identified within multimodal texts. The first system is linguistic, encompassing elements such as vocabulary, the generic structure of the text, and the use of spoken and written grammatical language. The second system is visual, which includes aspects like color, vector, and the

perspective used to depict both still and moving objects. The third system is audio, which involves considerations of volume, music rhythm, and sound effects. Gesture, as the fourth system, encompasses movements, speed, clarity in facial expressions, and gesture. Lastly, the fifth system is location, which pertains to the positioning of objects, the layout of the text, and the spatial relationships between the each elements.

Furthermore, the theory of multimodality is created upon the foundation of social semiotics, as stated by Singh (2015, p. 20). In a different vein, Halliday approached semiotics from a structural standpoint, as highlighted by Sinar, 2018, p. 20. He contended that language serves as a wellspring for semiotics, specifically known as social semiotics, which elucidates the intricate connection between language and social organization. Halliday posited that language plays a pivotal role in the construction of meaning, utilizing it as a fundamental tool in his experiment of the technical term. Expounding on this notion in his book *Language as Social Semiotics*, he provides various definitions of social semiotics, encompassing language and its relationship with the environment, perspectives from both intra- and inter-organism, a functional theory of language and its evolution, the relationship between language and social structure,

the impact of context on language, and the idea of linguistic signifier meaning are all covered.

The communicative function of a school brochure plays a significant role in shaping its content and structure. These aspects are influenced by both linguistic and multimodal structures. For instance, when describing a school, our expectations and the underlying structural foundations can be effectively captured through the concept of genre. To achieve this, the genre and multimodality model (referred to as GeM) developed by Bateman in 2008 is employed. This model operates on the principle that analyzing multimodal texts requires multiple layers of analysis, including the examination of their content, hierarchical structure, placement within the layout, as well as their typographical and graphical characteristics. Furthermore, it also considers the rhetorical structure and the interplay between content, along with the navigational structure that aids in comprehending the content.

The primary meaning of brochure messages in a text may be generated and delivered by the use of Cheong analysis (2004, p. 165), which involves Announcement, Enhancer, Emblem, Tag, Emblem, and Call-and-visit information.

Table 1. Printing's generic structure

Visual Elements	Lead: Locus of Attraction (LoA), Complement to the Locus of Attraction (Comp.LoA) View: Explicit, Implicit, Congruent, Incongruent (metaphorical) Emblem Announcement: Primary, Secondary Enhancer Emblem Label Call-and-visit information
	
Linguistic components	
	Interaction to create Interpersonal, Ideational and

Composition/ Textual meanings

Lead: LoA as in the state of Cheong (2004, p. 165) the major goal of advertising in terms of size and color with a distinct quality in contrast to other visual components. While Comp. LoA acts as a link to draw attention to particular LoA portions. Additionally, view or display helps to give a precise and straightforward overview of the goods. The view of a non-real product or service through a medium is known as an implicit function. Congruent functions allow product realization without the need for symbolization. Furthermore, incongruent functions use symbolization to realize products.

The main purpose of the initial statement in a brochure is to convey three key points: firstly, that the statement serves as the sole advertising message; secondly, it holds significant interpersonal importance compared to other messages in the text; and thirdly, it incorporates a catchy phrase. Advertising handbooks deliver secondary advocacy dispatches in addition to the main announcement, which aren't primarily allowed for interpersonal purposes. The enhancer functions to illustrate and alter the meaning inferred from the exchange between the lead and announcements, whereas the hallmark is frequently delivered in paragraph form. Generally noticed at the bottom of advertising in the lower root, the call- and- visit information offers information on how the public may gain the stated goods.

METHODS

The researcher employed the descriptive research method to conduct a multimodal analysis on school brochures originating from Yayasan Perguruan Sultan Iskandar Muda, North Sumatra. The research data consisted of both verbal and visual extracted from the brochure, which aimed to promote the school's appeal in North Sumatra. The verbal text components within the brochures encompassed words, phrases, and clauses, while the visual text components comprised of various images.

According to Gay (2012, p. 131), arbitrary slice is the process of taking a sample in such a way that all samples in the traced population have an equal and independent chance of being named for the sample. The intent of simple arbitrary slice is to choose samples to be sample who's representative of the population. So, the researcher has simple arbitrary slice to take the sample which means that every object of research as sample. According to Cresswell (2012, p. 143), any sample has the same probability to be the actors. So, in this exploration, the experimenter grasped the sample from late time, it's 2020, event the academy posted the newest folder. This exploration of the folder was made aimlessly from the academy's website and Instagram account.

FINDING AND DISCUSSION

This exploration analyzes multimodal in a school brochure of Yayasan Perguruan Sultan Iskandar Muda, North Sumatra. The general structure of the school brochure is deconstructed by utilizing Cheong proposition (2004).

School brochure Generic Structure Analysis

1. Verbal Components

Six verbal factors are launch in school brochure. They're Primary advertisement, Secondary advertisement, Enhancer, Label, Emblem, and Call and Visit Information.

a. Primary Announcement



In this brochure “PG/TK – SD – SMP – SMA – SMK”, “YAYASAN PERGURUAN SULTAN ISKANDAR MUDA” and “AKREDITAS: A” is categorized as the primary information because the letters are bold printed with a large size and attract the attention of readers when they first see it. The information “PG/TK – SD – SMP – SMA – SMK”,

“YAYASAN PERGURUAN SULTAN ISKANDAR MUDA” and “AKREDITAS: A” placed at the top of the brochure indicates the most salient aspect of the brochure. It has function to tell the reader that the phrase is the most highlighted information, and it is to emphasize the reader that the place is decent for choosing as an education source.

b. Secondary Announcement



The brochure deserves the address of the school under the school's name. The address is called as a secondary announcement because it has smaller size and font which different from the first announcement. This secondary announcement is using lowercase letters. Compared to the main Announcement, the material in the Secondary Announcement is less prominent. The Primary Announcement is the announcement that sits directly below the Secondary Announcement. These announcements serve to support the data presented in the primary announcement.

c. Enhancer



There are two kinds of information included as extras in the brochure. The first information contains the enrolment requirements for new students who will enroll in this school. The second enhancer contains discounted registration fees for prospective students who excel. The information is included in the enhancer because it builds meaning that arises from the interaction between the school and the public. The information is included in the enhancer because it builds the meaning that arises from the interaction between the announcement and the lead between the advertisement and the lead. The meaning that emerges from the interaction

between the advertisement and the lead is that the brochure offers and lead is that the brochure offers blinked backing for scholars who achieve because the announcement contains information about the conditions and the reduction, and the lead is in the form of a per cent symbol. The amplifier supports this information by giving the benefits of studying at this school. Both elements have the benefits to persuade and influence readers to use this educational institution as a means of education. They offer benefits if the high-achieving public continues their education at this school

d. Emblem



The verbal emblem in this brochure is School's logo because it's the brand name of the school. The emblem is placed at the top left wing of this brochure. It has the function as the identity of the institution and to grant the status.

d. Call and visit information



Call and visit information is contact information that can be contacted by people who want to attend this school. In the school brochure, Yayasan Perguruan Sultan Iskandar Muda, North Sumatra attached the contact number of the Service Centre, website, Instagram, and Facebook which is contact information that can be contacted by people who want to get information or register at this school. These applications are applications that are widely used. In other words, this school makes it easy for the community to contact the school. In addition, the Instagram and Facebook accounts also provide detailed information for readers about this school

without having to contact them. without having to contact them. Contact and visit information is placed at the bottom with a small size.

2. Visual Components

Three visual elements were found in the school brochure of Yayasan Perguruan Sultan Iskandar Muda, North Sumatra. They are LoA, view, and Emblem

a. Lead: Locus of Attention



The image above is the Lead: The center of attention of this brochure. It can be seen from the image of the school which consists of classes, field facilities, various houses of worship and school buildings as the locus of attention. This image draws people's attention, showing the main focus of attention. The image of the school building is the first impression the reader sees in the school brochure. In other words, it is a prominent visual aspect.

b. Display: Congruent and Explicit

View: Congruent and Explicit In this brochure, the appearance is congruent because it

uses the real object of Yayasan Perguruan Sultan Iskandar Muda without using symbolization as the background of the brochure. In addition, the lead on this brochure is explicit because it uses real objects. It is explicit because it uses real objects. Pictures of the school building, the color of the school building, the school field and various houses of worship that are relevant to the school's identity are included in this brochure.

c. Emblem



In this brochure, the image of Padi and Kapas above is labelled as a visual symbol because it is the logo of the school which is symbolized the character of the school. Visual symbol because it is the logo of the school which is the owner of the school. Padi and Kapas is a school that is engaged in the field of education with the aim of prospering society or killing poverty through education. The use of Rice and Cotton as the school logo symbolizes that this school stands on the basis of the Pancasila guidelines. The logo above has a figuration as a school character.

Here is the table of multimodality in a school brochure of Yayasan Perguruan Sultan Iskandar

Verbal Component	Visual Component
Primary Announcement	Lead: Locus of Attention
Secondary Announcement	View or display: Congruent and Explicit
Enhancer	Emblem
Emblem	
Call and visit information	



After analyzing the brochure of Yayasan Perguruan Sultan Iskandar Muda, North Sumatera, the researcher noticed a dominant component of the general structure in the school brochure. The brochure was observed to be both verbal and visual. The dominant component is “Emblem” because after observing the two kinds of component, the “Emblem” is available in every kind of components as the symbol or identity of the school.

The role of multimodality in a school brochure is very important to attract the people interest, Using Cheong analysis (2004, p.165) multimodality helps to establish and give the essence of the meaning of messages in a brochure, such as color has been

found to increase a person’s arousal (Huchendorf, 2007). They have a subterranean consequence on how people feel both psychologically and physically. Various colors represent various moods; therefore, the need to know what color to paint a particular enclosed space is necessary so that the space will be best utilized by its intended users. Color, is one of the effective factors in a space which influences the way individuals express their emotions.

The Percentage of multimodality components in a school brochure of Yayasan Perguruan Sultan Iskandar Muda

Components	Number
Lead: Locus of Attraction (LoA),	16%
Complement to the Locus of Attraction (Comp.LoA)	0%
View: Explicit, Implicit, Congruent, Incongruent (metaphorical)	16%
Announcement: Primary, Secondary	16%
Enhancer	16%
Emblem	20%
Label	0%
Call and Visit Information	16%
Total	100%

As the result, multimodality of a school brochure, the most frequently occurring were Emblem (20%), Lead: Locus of Attraction (LoA) (16%), Complement to the Locus of Attraction (Comp. LoA) (16%), View: Explicit, Implicit, Congruent, Incongruent (metaphorical) (16%), Announcement: Primary, Secondary (16%), Enhancer (16%), Call and Visit Information (16%).

CONCLUSION

Grounded on the result of the analysis of school brochure, Yayasan Perguruan Sultan Iskandar Muda, North Sumatra can be concluded that the brochure has all general structure which is lead, view, emblem (verbal), announcement, enhancer, emblem (visual), label, and call- and visit information. The finding of school brochure fully

supports Cheong’s (2004) theory because the brochure holds a complete general structure. It’s because this study analyzes brochure included in print announcement, and Cheong’s (2004) proposition is general structure for print announcement. The verbal and visual elements advocate each other and cohere to convey a communication to the anthology. Verbal information, which is expressions and clauses, it is corroborated by visual elements included picture, color, and spatial. therefore, the communication conveyed to readers come more conclusive, and it arouses their interest to put the pupil seeker in the school.

The researcher suggests the next researchers to take another academy brochure whether it’s public or transnational. Also, it’s suggested to use other

theories of multimodal in analyzing verbal and visual elements to see the broader meaning of print announcement. also, the researcher also suggests to the advertisers to pay further attention to the agreement of verbal and visual elements used because the prints and meanings entered by the readers come a measure of their interest to product or service.

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