# CHAPTER V
# CONCLUSION

This chapter serves to conclude the research that had been conducted to investigate the features of designed-in scaffolding implemented by the teacher in supporting young leaners to create multimodal texts. It also provides limitation of the study that functioned as the constraint for this research was conducted and analyzed when conducting the research. This chapter also gives the recommendation to conduct the research in the future and for teacher in establishing a classroom practice.

## 5.1. Conclusion

The research could verify that the features of designed-in scaffolding were applied in teaching and learning process to support young learners in creating multimodal texts. The research findings provide evidences from classroom observation and the lesson plans.

During the classroom observations, the teacher was observed to effectively employ the first feature of designed-in scaffolding, which involved considering the students' prior knowledge and building upon it to select appropriate tasks that supports young learners in making multimodal texts. Notably, the teacher measured the students' multimodal exposures and integrated various modes of communication in the classroom, such as written text, pictures, and gestures, to facilitate delivering the lesson. This multimodal approach helped to engage young learners and made the content more accessible and comprehensible for them.

Next feature was task sequencing. The teacher adeptly planned and arranged tasks and activities in a manner that gradually increased in complexity, effectively leading the young learners through a coherent learning progression. Moreover, the task sequence also determined how the students would be structured to undertake the tasks. In this lesson, the teacher balanced individual tasks with whole-class participation, ensuring a well-rounded learning experience for the students.

Furthermore, in supporting young learners to create multimodal texts, this research highlighted semiotic systems as the scaffolding. By providing the students

with various sources of the multimodal exposures, it was facilitated the process of creating multimodal texts. This exposure served as a crucial starting point for the students to become familiar with and obtain understanding of the texts they were working on.

Overall, the research findings confirmed the features of designed-in scaffolding was used to support young learners in creating multimodal texts. By considering students' prior knowledge, incorporating multimodal exposures, carefully sequencing the tasks, and being aware of students' metacognitive and metalinguistics, it supported and provided a reassuring learning space that encouraged young learners to confidently engage in constructing their own multimodal texts.

### 5.2. Pedagogical Implication

This research resulted in the features of designed-in scaffolding employed by the teacher to support young learners in creating multimodal texts. The features may lead the teacher to develop classroom activities to teach using multimodal texts and it could be applicable to young learners context. There were lesson plans and classroom activities presented in this research. However, it is important to be aware that not all the activities utilized in this study may be universally suitable for all classroom and students. Classroom environments can differ in terms of students' condition, language proficiency, and learning styles. What works effectively in one classroom setting may not yield the same results in another. Even this research findings displayed that in implementing the lesson plan, it would not always run as the plans.

### 5.3. Limitation

Due to the time constrain, this research only focused on the designed-in scaffolding to see the macro level of scaffolding. The features proposed by Hammond and Gibbons (2005) for the interactional scaffolding need more time to as it needs the detailed analysis on the unplanned and spontaneous interaction between the teacher and students or students-students in the classroom. However, the research for the interactional scaffolding is possible to be conducted to provide more comprehensive example and insight toward how the scaffolding impacted more to support young learners in creating multimodal texts and to be delivered in the young learners contexts.

Additionally, each feature of designed-in scaffolding could be explored more deeply. For instance, in the aspect of metacognitive and metalinguistics awareness, it has the broad theoretical framework. It is essential to acknowledge the connection and relationship between scaffolding and metalinguistics and metacognitive awareness is contingent upon factors such as the instructional environment, young learners' needs, and the tasks provided by the teacher in the teaching and learning practices. Hence, exploring this relationship more extensively could lead to potential further research that aims to attain more holistic comprehension of this dynamic.

This research also limited in observing the teacher that made the evidence on the students' progress to create multimodal texts seen vague. In the term of multimodal texts, the elements of multimodality used by the students in their product remained unknown because it would be in the different area of research, also this research was focusing on the enactment features of designed-in scaffolding to assist young learners obtaining the exposures towards multimodal texts**.**

### 5.4. Recommendation

This research provides the example on how the teacher employed the features of designed-in scaffolding in planning and implementing the teaching and learning process. This research focused on assisting young learners in creating one of multimodal texts that was digital poster. Hence, this research recommends the future research to consider the variety of activities when designing and applying scaffolding in different educational context. It should think about the individual differences among students and explore how tailored scaffolding strategies can better address their specific learning requirements.

Due to the limitation that have been mentioned in section 5.2, being conscious of those considerations, future research can contribute to a more nuanced understanding of the applicability and limitations of designed-in scaffolding. Consequently, teachers should approach their studies with flexibility and openness to adapt scaffolding techniques based on each classroom characteristic and its students. It will enhance the awareness for teacher to design and plan a lesson based on the

appropriate scaffolding features. It will lead them to optimize their teaching and learning quality and provide maximum supports for the students.