

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter is divided into two sub chapters: Conclusions and Recommendation. This chapter covers several essential points that are drawn based on the results of the research, including the conclusions of this research, the implications of the research, the limitations of the research, and the recommendations for future research.

#### **5.1 Conclusion**

This study probes into the realization of the representational meaning of visual images in the “English for Nusantara” textbook for 7th-grade junior high school students. The aim of this study is to unravel how the representational meanings are realized and presented in the textbook. For that purpose, the theory of visual grammar by Kress and van Leeuwen (2006) was used in analyzing the collected data. The data were collected through document content analysis and follows the data analysis procedures by Miles, Huberman, and Saldana (2014) which is known as Interactive Model. The visual images as the data were selected based on the per category and sub category of representational meaning from Indonesia EFL textbook: “English for Nusantara” textbook for 7th grade students published by the Indonesian Ministry of Education and Culture based on the Emancipated curriculum.

According to the findings drawn from the data analyzed, it is revealed that visual images attached in the five chapters of the textbook imply both a narrative and conceptual process with the narrative process as the most frequently occurring in the textbook dominated by human participants. These findings imply that the realization of visual images in EFL textbooks act as a tool to help students in understanding the content, social interaction, and society portrayal which also represent various real-life activities and interactions between people in accordance with the topics that are delivered in the textbook.

Furthermore, the pedagogical implications of this study include several fundamental points. The current research can be used as a guideline for English teachers or textbook users in maximizing the existence of visual images in the textbook and helping students to interpret the visual images appropriately so that they can understand better toward the learning content.

However, this research also formed several limitations. One of the limitations is that the visual meanings that were analyzed in the textbook are only representational meanings of visual images. Additionally, this research merely used visual images as the source of data while another source of data such as interviewing teachers and students may be needed for the research in the near future. Lastly, it may also be needed to examine the relationship of visual images and other semiotic resources in the textbook in the making meaning process as well as support the learning process.

## **5.2 Recommendation**

Based on the results of this research, there are some insights as well as suggestions that are proposed to be addressed to the teachers and the other researchers who want to conduct similar research as this research in the near future.

First, it is recommended for further research to be conducted by developing research beyond the representational meaning of visual images. Further researchers may analyze the other visual meanings such as the interactive meaning and compositional meaning of visual images.

Secondly, enhancing the interpretation of represented visual images in the textbook by analyzing other semiotic resources in the textbook such as verbal.

Lastly, incorporating various different data other than the textbook, such as interviewing teacher, student, or even textbook's designer.