

CHAPTER V CONCLUSION

This chapter presents the study's conclusions and recommendations. This study's conclusions are derived from its findings and discussions. The recommendations for further research are described further. There are there are three objectives of this study. The first objective is to investigate verbal and visual ideational, interpersonal, and textual meaning, and their interplay of learning resources utilized by an English teacher in a junior high school. The second objective is the investigation on the teacher's utilization of the visual and verbal metalanguage in teaching with multimodal texts. The third objective is the comparison of the teacher 's verbal instruction in teaching with multimodal resources in several observations.

5.1 Conclusions

Regarding the first research objective, after examining four multimodal texts observed during the study, it is concluded that there was dominant presence of analytical structures and simultaneous meaning in each figure, indicating successful integration of visual and verbal components. This simultaneous meaning has the potential to enhance students' memory. By incorporating multimodal texts, teachers can stimulate and enhance students' memorization abilities while fostering a deeper understanding of the vocabulary being taught.

To address the second research objective, the study findings suggest that the teacher effectively used visual metalanguage when teaching multimodal texts 1 and 2 by employing declaratives to convey information about the carrier and attribute participants. In addition, there was a tendency of the teacher's use of the demanding information through WH interrogatives when the images functioned to offer information. Moreover, imperatives were used to assess students' understanding and offer additional tasks. This overall demonstrates the teacher's intentional use of visual metalanguage to enhance comprehension and promote interaction among students in the classroom. The observed classroom interactions provide valuable

insights into the teacher's effective instructional techniques and strategies in teaching multimodal texts.

Regarding the third research question, the study revealed that the instructional coaching has contributed to teacher's use combination of declaratives, WH interrogatives, and imperatives in the observations.

5.2 Implications

The findings of this study hold significant implications for various stakeholders, including teacher development programs, text designers, and government policymakers. Firstly, the study underscores the paramount importance of teachers' grasp of multimodal text concepts and their ability to employ instruction grounded in visual and verbal metalanguage in their teaching practices. As a result, teacher development programs should prioritize the design of effective practices and professional development opportunities that bolster educators' proficiency in working with multimodal texts and metalanguage-based instruction.

Secondly, our research suggests that text designers should strive to incorporate a more diverse array of verbal text instructions in tandem with visual elements to enhance the overall learning experience. For instance, they can include more demanding instructions within the visual text. By doing so, the integration of ideational and interpersonal visual and verbal elements within the texts can collaboratively improve students' learning experience.

Lastly, this study underscores the immediate need for comprehensive government initiatives to support teachers' understanding and utilization of multimodal texts. Such initiatives should include funding for specialized teacher training programs, a focus on curriculum development that emphasizes multimodal literacy, the creation of integration guidelines for classroom use, and the incorporation of multimodality as a subject within university-level language teacher education programs. These combined efforts have the potential to enhance English language instruction significantly, aligning it with the evolving demands of modern education.

5.3 Limitations of the Study

While this study offers valuable insights into the use of visual and verbal metalanguage in teaching multimodal texts, it is essential to acknowledge its limitations for a comprehensive understanding. First, the study focused on a relatively limited selection of multimodal texts, drawn from the instructional resources of a single teacher within a specific school context. Consequently, the findings may have some constraints regarding their generalizability to a broader educational landscape. Moreover, this study primarily examined the teacher's pedagogical practices and did not directly assess their impact on student achievement. To address these limitations, future research could explore a more extensive range of multimodal texts across various educational settings and delve into the direct relationship between pedagogical approaches and student outcomes.

5.4 Further research

Based on the findings and limitations of this study, several directions for future research can be suggested. First, future studies could expand the number of teachers and multimodal texts to enhance the generalizability of the findings. This would provide a more comprehensive understanding of the teacher's visual and verbal metalanguage across different contexts, and instructional materials. Additionally, future investigations should aim to explore the impact of the teacher's multimodal pedagogy on student achievement. By conducting longitudinal studies or experimental interventions, researchers can examine the effectiveness of different instructional strategies and language choices in promoting students' comprehension, language development, and overall academic performance. Moreover, future studies should explore the development and effectiveness of teacher training programs that specifically target the enhancement of multimodal competence. By implementing and evaluating such programs, researchers can identify the most effective approaches for equipping teachers with the necessary skills and knowledge to effectively integrate multimodal resources into their teaching. Overall, these future studies can contribute to the ongoing improvement of multimodal teaching practices and their impact on student learning outcomes.