

CHAPTER V

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter includes the conclusion of the study, the implication, as well as recommendations for further study. The conclusion provides an overall summary of the current study. Implications consist of a description of the implications that emerged in this study towards the textual analysis. Finally, recommendations for future research related to this study are also included.

5.1 Conclusion

The study found that the relationships between the verbal and visual modes are mostly coherent, with Collocation and Repetition as the most dominant relations found. This means that the utilization of verbal texts and mainly visual images within the comic strips may help students understand topics and may help them in attaining the expected learning outcomes for their grade, although it might need extra care and help from teachers to help the students understand, especially for Collocation which requires prior and drilled knowledge.

In addition, the study revealed that the arrangement of how comic strips are located in some places within the section of the book offer an interesting result where they are probably framed to help students in the meaning-making process, especially in spoken texts as in dialogue. Moreover, the choice of comic strips illustrations showed how it is related to the current trend with an assumption that junior high school students today are fond of manga/anime illustration style and hence they are used to engage students in a more interactive learning through the applications of comic strips with a familiar illustration style. Furthermore, the study also found that the use of multiple modes within comic strips in this case is expected to reinforce students' skills comprehension since the verbal and visual texts are assumed to assist students in understanding what the textbook is trying to teach through a variety of language skills. Additionally, this study revealed the utilizations of comic strips that are expected to accommodate students in attaining a new language and hence to achieve learning outcomes the curriculum expects.

In summary, the findings of this study have answered the research question

about how the ideational meanings found across the comic strips have accommodated some of the expected learning outcomes for seventh grade students to a slight extent considering how the analyzed comic strips only provided two main significant intersemiotic relations, that is Collocation and Repetition.

Despite the fact that the utilization of comic strips may impact and accommodate students, it is pivotal to be outlined that teachers need to understand visual literacy to further help them better in delivering multimodal contents so as to make the students understand visual images, which may become the hardest part in understanding multimodal text such as comic strips.

5.2 Implications

Acknowledging the findings of this study, there are two main implications in this study. Theoretically, this study has provided enrichment for literature on multimodality and intersemiotic complementarity for future research. This study is also expected to help teachers, students, or readers understand more about the utilization of multiple modes in the textbook. Specifically for students, this study is expected to help them in language skills learning in order to achieve the designated learning outcomes from the textbook. For teachers, this research is anticipated to enrich knowledge of multimodality so as to help students achieve learning outcomes through various uses of multimodal texts such as comic strips. Practically, this study is expected to guide other researchers to implement ideational intersemiotic complementarity or the other two metafunctions on other multimodal texts.

5.2 Recommendations

The findings of this study indicated recommendations for future research which aims to address the same issue regarding the relationships of verbal and visual modes within a multimodal text. Concerning the limitations of the study, it is recommended for future researchers to investigate the utilization of verbal and visual modes in the rest of the comic strips or other multimodal content in order to find more detailed findings, as well as how longer texts are used in the book. The use of the other two metafunctions (interpersonal and textual) can further be

investigated to seek the meanings of said metafunctions within multimodal texts. Moreover, the choice of illustration and picture/multimodal text arrangement can also further be examined to see whether they affect something on how, for example, the meanings are conveyed in order to help students in their learning. Additionally, the meanings derived from the use of intersemiotic complementarity within the multimodal modes can be further associated with the current global issue and future research may include pedagogical implication in looking at how the textbook is used in real classrooms.