

## CHAPTER V

### CONCLUSION, IMPLICATIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter concludes the current research by offering a thorough summary of the findings, their implications, limits, and recommendations for further action. Furthermore, this chapter digs into the study findings' larger importance, examining their prospective contributions to the field and putting light on their practical significance. Furthermore, this part underlines the limits and opportunities for additional investigation, setting the path for future researchers to expand on the foundations of the current work.

#### 5.1. Conclusion

This study depicts the modes the teacher used in the classroom as well as the changes in the learning media and classroom practices. The results showed that the use of modes and the changes conducted by the teacher (regarding the modes) could facilitate the teaching and learning process. Thus, below is the conclusion of the findings and discussion in this study.

The first research question concerns the teacher's utilization of modes in the classroom. Data from observation and teacher and student interviews were employed to answer the question. The results portray modes the teacher embedded, his reasons, students' perspectives toward them, and other implications. First, the teacher was thoughtful in choosing modes that were suitable for his students. The modes in his learning media portray the targeted skills the teacher wanted to teach. Second, the teacher used the modes not only to deliver meanings and knowledge but also to stimulate students' engagement and reinforce the lesson. Third, visual modes become the most frequent media that are always included in his teaching. The visuals in his teaching have different roles: (1) visual as decoration; (2) visual as translation; and (3) visual as enhancement. Fourth, the other learning media such

as video, were used to complement the teacher's explanation, the teacher still has intervention before and after the video played regarding the topic. And lastly, digital written text has two forms: PPT and interactive web platform. Both of the learning media are interactive. PPT was not only a one-way lecture, however, the teacher added a guessing game and detective clues instruction to introduce the descriptive concept. An interactive web platform allows the students to access written text and learn sentence construction by playing a fill-in-the-blank game with visual aids, receiving immediate feedback, and selecting appropriate text elements from a visual reference.

To answer the sub-questions, an examination of documents analysis such as lesson plans and learning media, observation, and interviews was conducted. The findings revealed several changes are performed by the teacher from designing the lesson, learning media, and the utilization of learning media in the classroom. Changes in the design of the lesson are seen in how the teacher transforms his learning plan into selected textbook content. In this case, the textbook is used as the main source. However, the teacher can develop and transform textbook content into various modes and engaging activities for the students. The lesson plan is seen as the result of the teacher's internal semiosis which is then altered into external semiosis in the form of learning media in diverse modes. This perspective underscores the active role of teachers as designers of meaning and construct of learning experiences.

The results of the teacher's designed modes can be seen from his transduced and transformed modes in his learning media. Transduction and transformation (changes from one mode to the other mode) are found from the written text in the textbook to visual texts in the digital platform and visual texts in the textbook into written text on an interactive screen. The digital and interactive modes are the results of transduction and transformation from the passive textual content.

Multiple transduction process is found naturally in the classroom: from digital written text which then the teacher transduces into verbal. In this process, the students responded to the visual in the PPT and the teacher added gestural movement to reinforce the meaning. This shows that transduction can happen

naturally and unconsciously. The process of transduction is sometimes implicit, but analysis of the resources used can still reveal the sign maker's interests and intentions. The teacher aims to explain and attempt to make the students engaged and understand the lesson.

Lastly, the transduced and transformed modes resulted to facilitate the teaching process. The results showed that the teacher is adjusting the modes of delivering the lessons. He tried to enhance his teaching media as well as how he delivered them to be accepted by the students. Then, the teacher tried to build active engagement with students, it is visible in the modes and activities provided by the teacher. He also explains one concept in multiple ways through different modes and thoughtfully constructs them. Thus, it showed the teacher's dynamic and interactive learning environment, resulting in better understanding and retention of the content.

Despite the positive impacts of the teacher's uses and changes modes, he faces difficulties in finding the equivalent meaning in the other modes. It can be seen that the teacher has not acknowledged the concept of affordances of modes. Then, the other difficulties also adapting modes that are not originally aimed for educational contexts yet he finds it suitable for his teaching. This refers to the concept of recontextualization in modes. Therefore, the teacher has several strategies to cope with the difficulties, he chooses the closest meaning in the other mode and locates them in the online platform. If he could not find suitable media, he would create them with his capability. This strategy reflects the teacher's resourcefulness in securing relevant learning media to support his teaching.

## **5.2. Implications**

The purpose of this part is to explain the theoretical, practical, and professional implications of the current study findings. These implications underline the results' broader importance and possible uses in a variety of disciplines.

### **5.2.1. Theoretically**

The current study has substantial theoretical implications since it adds to existing knowledge and understanding of multimodality and semantics in educational environments. By exploring the use and changes of modes, this research adds the theoretical framework for other researchers. This study also portrays the potential of modes that teachers or educators can use as their base to enhance their teaching practices. Furthermore, by conducting a thorough analysis of these processes, the study provides the framework for future researchers to go deeper into the world of educational multimodality and semantics, leading their discovery and investigation in this field. Furthermore, the outcomes of this study may be used to guide the development of future multimodality utilization in educational contexts, allowing teachers to adjust their approach to specific learning objectives and teaching circumstances, thereby maximizing the potential of modes in their learning media.

### **5.2.2. Practically**

In practical sectors, this study can benefit teachers, educators, policymakers, learning media makers, and other stakeholders in the field of language education. Understanding how the modes are used and changed, can raise teachers' awareness of metalanguage to enhance their teaching and learning media. This will also benefit the students as the receptors of teachers' meaning and learning media. Teachers who are aware of the potential of modes can maximize their potential in delivering meaning to create engagement with the students and deeper understanding. Therefore, from this research's findings, the learning media and classroom can be resourceful tools and environments to conduct effective learning. Furthermore, for learning media makers, this study offers valuable guidance for designing resources that align with the principles of effective communication through modes. Creating media that resonate with teachers' awareness of metalanguage can lead to the development of more engaging and impactful resources.

In conclusion, this study highlights the profound impact of understanding and utilizing modes in the realm of language education. By providing teachers, educators, policymakers, and learning media makers with valuable insights, it

contributes to the ongoing effort to improve language education and create a more effective and engaging learning environment for students

### **5.2.3. Professionally**

This research indicates significant potential in directing learning media development, teaching practices, socialization for teachers, and even curriculum design in language education. This research highlights awareness of employing modes in learning media and teaching practices.

One of the key takeaways from this study is the pivotal role that modes play in language education. By incorporating these resources thoughtfully and strategically, learning media can become more effective tools for conveying information and engaging learners. This, in turn, can lead to more successful learning outcomes. Moreover, the findings of this research emphasize the need for educators to acquire the skills and knowledge necessary for harnessing the full potential of modes. Teacher training programs and professional development initiatives can incorporate these insights, equipping teachers with the tools to create dynamic and engaging classroom experiences.

Additionally, the awareness of modes extends beyond the classroom. It can influence the broader socialization of teachers, fostering a community of educators who are not only well-versed in language education but also attuned to the power of visual and symbolic communication. Furthermore, this research holds the promise of informing curriculum design in language education. Policymakers and curriculum developers can consider the significance of modes when shaping educational standards, ensuring that curricula are designed to maximize their potential.

In conclusion, this research illuminates not only the significant potential but also the imperative of embracing modes in learning media and teaching practices within the field of language education. Cultivating this awareness can lead to more

effective learning, more engaged students, and a more dynamic and adaptable educational landscape.

### **5.3. Limitations**

In acknowledging the limitations of this study, it is essential to recognize that several constraints were encountered during the research process. Firstly, the scope of modes investigated in this research was limited to visual, aural, and verbal. While these resources are undoubtedly significant in the context of learning media, it is important to acknowledge that there are numerous other modes, such as gaze and gesture, which were not included in this study due to their specific focus on learning media.

Secondly, this research focuses on teachers. It might not comprehensively capture the diverse perspectives and experiences of the students. In future research, students' points of view can enrich the multimodal exploration in teaching English. We may dive deeper into the dynamics of the learning process, obtain deeper insights into personalized learning requirements, and improve the overall efficacy of English language instruction by adopting a student-centered approach.

Thirdly, it's worth noting that only one teacher served as the primary participant in this research. While this approach allowed for a deeper case study, it should be acknowledged that the findings may not fully represent the perspectives and practices of all teachers within the broader region. Teachers can have varied approaches and experiences, and this study's findings should be interpreted in the context of this limitation.

### **5.4. Recommendations**

Several recommendations for future research on the subject of multimodal analysis in teaching and learning language education were made after considering the limitations indicated and drawing insights from the current study.

*Richer Analysis of Modes*

The first recommendation encourages a more comprehensive examination of modes. This can encompass a dual focus: one specifically on learning media and another on the broader teaching and learning process. By adopting this approach, researchers can delve into the intricate details of modes within learning media, including aspects such as font selection, layout design, spatial organization, and other visual elements. It allows for a deeper exploration of non-verbal modes within the classroom environment, such as gaze patterns, gestures, and even students' seating positions. This dual approach promises a richer understanding of the multifaceted role of modes in language education.

#### *Included Student Participation and Intensive Interviews*

The second recommendation highlights the need for expanded student participants. To gain a more comprehensive perspective on students' experiences and perspectives, it is advisable to involve a group of students. Additionally, intensifying the interview process can yield deeper insights into their thoughts and experiences. This could involve conducting follow-up interviews, employing varied interview techniques, or extending the duration of interviews to ensure a thorough exploration of their viewpoints.

#### *Increased Teacher Participation in Regional Data*

The third recommendation suggests expanding the number of teacher participants to capture regional diversity. To ensure that research findings are more representative of various teaching practices and contexts within the region, it is advisable to include a broader range of teachers. By incorporating teachers from different backgrounds and institutions, researchers can obtain a more nuanced understanding of how modes are employed in diverse language education settings.

Incorporating these recommendations into future research can enhance the depth and breadth of insights into the role of modes in language education, contributing to a more comprehensive understanding of this aspect of pedagogy.