

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents four sections namely conclusions, implications of the study, limitations of the study, and recommendations. The first section covers the conclusions of this study. The second section presents the implications of this study. The third section discloses how this study is limited from several aspects. The last section presents the recommendations for fellow educators, postgraduate students, and scholars.

5.1. Conclusions

This study investigated the integration of digital multimodal composing (DMC) in an English as a Foreign Language (EFL) classroom at an Indonesian secondary school. The findings reveal that the teacher employed a range of instructional practices to engage students in DMC, aligning with key principles of multiliteracies pedagogy. Pre-activities established cultural connections and clarified learning goals, while whilst-activities involved designing multimodal compositions using digital tools like Canva. Post-activities focused on sharing and advocating for change through the compositions. However, some areas need to be improved in order to leverage the potential of DMC.

The findings recognized some areas needing improvement in integrating DMC. It was identified that there was a lack of explicit instruction on planning multimodal integration and critically framing design choices, which could limit students' ability to fully leverage the potential of DMC for rhetorical awareness and self-expression. The teacher primarily facilitated activities at the Adoption and Adaptation levels of technology integration, with limited emphasis on Collaboration or Transformation. This suggests that while students were actively engaged in using digital tools, there were missed opportunities for deeper collaboration and transformative learning experiences.

The teacher also recognized the benefits of DMC in increasing student engagement, motivation, creativity, and productivity. He also acknowledged its alignment with youth digital cultures and its potential for fostering self-expression. However, challenges such as limited technology access and infrastructure, difficulties in verifying student work and assessing multimodal compositions, and the need for more teacher training in DMC were also identified. These challenges highlight the need for systemic support and professional development to fully realize the potential of DMC in EFL classrooms.

The findings of this study contribute to the growing body of research on DMC in language education. They offer insights into the instructional practices, benefits, and challenges associated with integrating DMC in an EFL context. The study also underscores the importance of explicit instruction, collaborative learning, and transformative practices in maximizing the potential of DMC. Furthermore, the study highlights the need for continued research and development in the area of DMC assessment. As the teacher in this study noted, assessing multimodal compositions presents unique challenges that require innovative approaches and rubrics. Future research could explore the development and validation of assessment tools specifically designed for DMC, taking into account the diverse modes and media involved.

In conclusion, this study provides valuable insights into the integration of DMC in an EFL classroom. The findings suggest that DMC can be a powerful tool for enhancing student engagement, motivation, and creativity, while also aligning with their digital literacies. However, to fully realize the potential of DMC, teachers need adequate training and support, and assessment practices need to be adapted to the multimodal nature of student compositions. By addressing these challenges, educators can create more engaging and effective learning experiences that prepare students for the demands of the 21st-century communication landscape and to contribute more in the digital environment.

5.2. Implications of the Study

The present study offers valuable insights for educators, scholars, and policymakers within English language teaching (ELT) and multiliteracies pedagogy. By investigating the integration of digital multimodal composing (DMC) in an Indonesian secondary EFL classroom, this research underscores the need to expand traditional notions of literacy and embrace the diverse ways students communicate and make meaning in the digital age.

For educators, this study emphasizes the importance of incorporating DMC across various aspects of EFL instruction. By integrating multimodal projects and activities, teachers could create a more holistic and engaging learning experience that caters to diverse learning styles and preferences. For scholars, this research contributes to the growing body of evidence surrounding the benefits and challenges associated with integrating DMC in language education. For policymakers, this study underscores the importance of adapting curricula and assessment frameworks to better support the integration of DMC into English language instruction. By recognizing and valuing the diverse modes of communication that students use in their everyday lives, policymakers can create a more inclusive and relevant learning environment that prepares students for the demands of the 21st-century communication landscape.

5.3. Limitations of the Study

While this qualitative case study offers rich insights into one teacher's experience with DMC, the findings are limited in their generalizability due to the specific context of the study. As a single case, the results may not be representative of other secondary school settings or teachers with varying levels of technology proficiency and training in multiliteracies pedagogy. The study's reliance on self-reported data from interviews and the potential for researcher bias in interpreting observations and documents could also impact the validity of the findings. Future research involving larger sample sizes, multiple cases across

different contexts, and triangulation with student perspectives would improve the transferability and trustworthiness of the results.

5.4. Recommendations

Based on the findings of this study, several recommendations can be made to improve the integration of digital multimodal composing (DMC) in EFL classrooms. First and foremost, it is crucial to provide teachers with comprehensive professional development opportunities focused on DMC. This training should equip teachers with the knowledge and skills to effectively design and implement DMC activities, including strategies for scaffolding student learning, providing feedback on multimodal compositions, and assessing student work using appropriate rubrics.

Furthermore, schools and educational institutions should invest in improving technology access and infrastructure to ensure that all students have equal opportunities to engage in DMC. This includes providing reliable internet connectivity, access to digital tools and software, and adequate technical support. It is essential as well to develop and implement assessment practices that align with the multimodal nature of student compositions. This may involve creating rubrics that evaluate not only language proficiency but also the effective integration of various modes, such as visuals, audio, and gestures.

For future studies, it would be valuable to investigate how DMC can be adapted and implemented in different educational contexts, such as primary schools and universities. Future research could also investigate the long-term impact of DMC on students' language proficiency, critical thinking skills, and digital literacy development. Researchers could explore the effectiveness of different assessment approaches for multimodal compositions as well, including the use of peer feedback, self-assessment, and standardized rubrics.