

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1. Conclusions

This study investigated the implementation of the Genre-Based Approach (GBA) in teaching multimodal texts to pre-service English teachers. The findings revealed that implementation GBA in teaching multimodal texts enhanced students' comprehension, engagement, and ability to construct analytical exposition texts.

Overall, the research concludes that the structured application of the GBA model—progressing from Building Knowledge of the Field, through Modeling, Joint Construction, and Independent Construction—supported students in developing stronger multimodal compositions. Prior to instruction, students showed only a surface-level understanding of how visuals and written text interact. Following GBA instruction, they demonstrated improvement in both linguistic and visual composition, becoming more critical in selecting visuals and integrating them meaningfully with written arguments.

At the same time, the findings suggest that the degree of improvement varied among students. While many participants produced more cohesive texts, some continued to struggle with complex aspects, such as intersemiotic alignment (matching visuals with textual arguments) and advanced cohesion devices (managing logical and linguistic connections in their writing). Thus, the findings should be interpreted as evidence of potential rather than universal effectiveness.

The study further emphasizes that Systemic Functional Linguistics in analytical exposition texts helps students understand the meaning of both words and visuals, and reconstruct meaning by applying genre knowledge, linguistic features, and visual strategies together. This integration cultivates multimodal literacy and supports the development of 21st-century academic writing skills.

Finally, the results connect to broader pedagogical conversations, particularly those related to Multiliteracies Pedagogy (New London Group, 1996), by demonstrating how scaffolding multimodal writing expands students' meaning-making resources. In this way, GBA aligns with global trends in EFL teacher education that emphasize both linguistic accuracy and multimodal communicative competence.

5.2. Suggestions

While the study offers valuable insights, its limitations—such as the small sample size, the single institutional context, variation in writing development, and limited timeframe—highlight the need for more targeted improvements. To maximize the impact of the Genre-Based Approach (GBA) in multimodal writing instruction, there are some suggestions:

For Teachers

1. Teachers should integrate GBA as a core model for teaching multimodal communication in courses such as Academic Writing and Literacy Development, particularly across diverse institutional contexts to enhance generalizability.
2. Teachers should provide explicit scaffolding on intersemiotic alignment (how visuals support text) and modality choices, addressing the challenge some students faced with advanced cohesive devices.

For Pre-Service Teachers

Pre-service teachers should engage text with visual image by understanding how visuals strategically enhance their writing in supporting their arguments.

For Researchers

In future research, it is important to explore the integration of Systemic Functional Linguistics (SFL) analysis and visual meaning with technological innovation. Such integration has the potential to generate digital applications that, through the advancement of artificial intelligence (AI), can assist both teachers and students in producing visual representations based on linguistic analyses. By combining SFL-informed textual insights with AI-driven image generation, future pedagogical tools could foster more dynamic and interactive multimodal literacy practices. This direction not only expands the practical applications of SFL in education but also aligns with current trends in digital learning environments, where technology plays a central role in supporting meaning-making processes.

For Curriculum Designers & Policymakers

1. Develop modules that combine SFL, GBA, and multimodal discourse analysis to help students not only analyze but also produce multimodal texts effectively.
2. Invest in professional development programs for teachers on GBA and multimodal pedagogy to minimize variability in teacher delivery and learner outcomes across institutions.