

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two subchapters, namely conclusions and suggestions. The conclusions covers a summary of the answers to the research questions and the inference taken from the findings. This chapter also provides several suggestions for further studies related to multimodal analysis.

5.1. Conclusions

This study aims to identify what semiotic relations are constructed between the verbal-visual texts in students LINE group conversations and to investigate how this relations affect the meaning-making processes in the conversations. To investigate the semiotic relations between the verbal-visual texts, the data were analyzed using Martinec and Salway's (2005) system of image-text relations and supported by Kress and van Leeuwen's (2006) visual grammar. Besides the textual analysis of the data, interviews were conducted to discover how those relations affect the meaning-making processes between the participants.

The status relation between the stickers and verbal expression in selected LINE conversations is mostly constructed in *equal-independent*. It suggests that the stickers and the verbal expressions are conveying meaning equally without modifying one another. Meanwhile, the logico-semantic relations that found in the LINE conversations are mostly *extension, exposition*. It means that the relations are one of the mode added new information, or they are on the same level of generality.

Furthermore, the combination of *unequal-image subordinate to text: extension* makes it difficult to understand the message without looking beyond what is represented in the stickers and verbal texts. This combination made the meaning of the messages lies in the interplay between the words and images and the effects they caused. Even though the stickers and the verbal texts in this combination were contradictory, most participants could understand the message it conveyed.

Based on the interviews, there were no significant differences whether the messages conveyed through stickers or verbal texts. The participants could still understand the messages conveyed by stickers, words, even the combinations of both. Participants said that difference between the use of stickers and verbal texts was in their appropriateness in a given context. They felt that stickers were more appropriate in a casual context while verbal texts were usually used in a serious context. Furthermore, the stickers were said to help the participants in visualizing their friends' facial expressions and gestures. It helps the participants to understand the situational context of the conversations.

5.2. Suggestions

There are at least three suggestions this study proposed for further studies. First, it is suggested to analyze more stickers in a broader topic to get more varied and comprehensive results. A broader topic also helps to expand the number of participants involved in the conversations which in turn might uncover how different the interpretations towards a sticker can be.

Second, this present study encourages further studies to be conducted using different frameworks. Different frameworks might be more suitable to analyze and describe the data in a simpler and more detailed way than the framework used in this study. This study suggested Unsworth's (2006) framework which describes the meaning-making resources of verbal-visual interaction.

Third, in conducting the interviews, it is better to include members of the group who did not use stickers in the conversations. The inclusion of those who did not use stickers might uncover how they understand stickers in the conversations. It would add information about how the use of stickers are seen and interpreted from the third person perspective. Moreover, all members interpretations towards stickers can be used to determine how visually literate the members of that group.