CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This section has two parts. The first one presents the conclusion of the present research based on the findings and discussion from the previous section. The second one conveys several suggestions in term of pedagogical aspects, and further studies.

5.1 Conclusions

This study aimed at exploring EFL teaching through multimodal lense. Through observation, interview, and document analysis, this study has accomplished the three objectives proposed by this research: to investigate the types of multimodal resource that is frequently used by the teacher, to find the function of each resource, and how its semiotic relationship with verbal modes.

The finding shows that the types of multimodal resources established in the EFL classroom include verbal, gestures, use of space, and images. Since this research intends to discover other modes which do not involve verbal mode as the main data observation, this research only concerns on exploring gestures, proxemic space, and images. However, eventhough verbal mode did not become the focus of this research, it was still involved in the process of analysis, since gesture, space, and images as it cannot be separable with the use of verbal mode as the ultimate language people use in the process of communication. So, the verbal mode here is placed as one of the tools in analyzing gestures, use of space, and images. Moreover, based on the data, gestures became the most frequent mode appeared in the process of teaching activity. They were spread in pre activities, while activities, and post activities.

Furthermore, the function of each mode has also been revealed. Gestures serve 5 functions as a controller, prompter, resource, participant, and tutor. The use of proxemic space is functioned to do sponsoring, teaching, encouraging,

counselling, and befriending. The last but not least, images are working to connect with audience, promote memory and understanding, and direct and hold attention.

Furthermore, this study has successfully captured that gestures and verbal, proxemics space and verbal, and images and verbal in a communicative event might collaborate in varied ways through an intersemiotic relationship. Intersemiotic synonymy, meronymy, and antonymy are 3 relations that produced by the teacher when teaching English. These 3 intersemiotic relations provide an evidence that a mode cannot always stand alone to make meaning, whatever the relation is, they still need other modes to cooperate to make meaning, whether the role is equal, complementary, or opposite.

Finally, this research has been successful to capture and expose various resources of multimodal aspects that have not been explored much in EFL teaching context. By integrating gesture theory, proxemic space theory, and visual grammar theory, it is revealed that a teaching consists of many valuable elements that sometimes invisible to teacher's eyes. This research also shows that doing research in EFL context does not necessarily rely on the theories of education, and language, but also the theory of psychology or nonverbal communication, since it is able to explore a more detailed element in pedagogical contexts, and communicative events where teaching and learning process take place.

5.2   Suggestions

For the research contribution, some suggestions are addressed to teachers, government, future researcher, and linguists for the betterment of further research.

Firstly, for English teacher, hopefully the result of this research can open their eyes and broaden their perspective of how English can be actualized in the classroom through multiple modes. They should be more creative in using all their senses. Moreover, it can be a guideline for them, also curriculum planners, and book compilers in designing EFL teaching and learning materials in every level of education.

Secondly, for the future researchers. The research on multimodality are still having a bunch of gaps. The future researcher must explore multimodality in

EFL teaching in a broader and varied context. For example, the present research just investigates multimodal resources from the teacher's side, a further study needs to expose one from students' side. Multimodality is such a wealthy source which has not been explored much especially in Indonesia. Actually, any component in education can be analyzed through multimodal lense, all we need to have is a comprehensive understanding about multimodality. If we look closer, multimodality is always existent in our daily life. The last but not least, for linguists. The present research is expected to be one of the sources and references to all the linguits out there who want to search for inspiration in developing theory of multimodality. The paucity of multimodality exploration in EFL context points toward the needs for the linguists to study it more, and fill the present gaps, to authenticate theory about multimodality, especially in EFL context.