CHAPTER V
CONCLUSION AND RECOMMENDATION

This section has two parts: Conclusion and Recommendation. The conclusion deals with the summary of the study which wraps up the findings and discussion presented in the previous chapter—i.e. Chapter IV. The recommendation refers to some suggestions offered for the pedagogical aspect and further studies.

5.1. Conclusion

This study probes into the representational meaning and the logical meaning of Images and Text realized in students' PowerPoint Slides. It aims at figuring out how the representational meanings are presented on the slides which are used in the presentation conveying a natural or social phenomenon. Besides, it attends to portray the logical meaning of image and text in students' PowerPoint slides through the realization of status relations and logico-semantic relations.

Based on the findings drawn from the data collected through observation and documents, it is revealed that images attached in the six PowerPoints designed by senior high school students use both a narrative and conceptual process with the Actional process as the most frequently used on the slides, followed by a Symbolic process. it implies that students use the visualization for clarifying their explanation in the presentation by serving the represented participants, the actions performed by the participants, and circumstances in the images and by involving the pictures containing a symbolic value to attract students' attention to the presentation. Meanwhile, the texts accompanied the images on the slides seem to employ the relational process followed by material process to define the terms, categorize, and relate cause and effect in explaining the topic discussed.

In addition, the study has successfully captured the relationships of the images and text through the complementary status and the logico-semantics of exemplification with Text more general. This image-text meaning realization signifies that both images and text modify one another equally and the meaning of the

text is exemplified or illustrated by the images presented in the students' PowerPoint slides.

Furthermore, the findings confirm and improve the previous studies (e.g. Triristina, 2012; Ananda et al., 2019; Guo & Feng, 2017; Hermawan, 2013; Haiyan, 2018; Hermawan & Rahyono, 2019; Wignel et al., 2018; Guijarro & Sanz, 2008; Hermawan & Sukiyadi, 2017; Wu, 2018; Martinec, 2013: Martinec & Salway, 2003; Royce, 2015; Chen & Gao, 2014; Liu & O'Halloran, 2009; Yang, 2016; Kornalijnslijper, 2008) on Multimodal Discourse Analysis which focuses on the analysis of Representational Meanings and Logical meaning of images and text.

5.2. Recommendation

In respect to the contribution of the research, some suggestions are proposed to be addressed to the teachers and the other researchers who want to conduct further research on Multimodal Discourse Analysis.

First, for teachers who teach English as a foreign language especially, the results of the study are hopefully able to trigger teachers' awareness of the importance of involving multimodal learning in the classroom. The findings suggest that the visual representation can clarify and illustrate the meaning of the accompanying text presented or vice versa to enable a better comprehension of the topic under discussion, especially the abstract concept. As a result, it is suggested for teachers to employ the multimodal learning and instruction in the classroom and design the multimodal material to empower students' multimodal literacy that can be used for their future academic and career.

Second, as there is some limitation of conducting the present study, some recommendation for other researches who want to probe into similar field of the analysis is drawn: (1) the study only focuses on analyzing the experiential meaning of images which is realized by representational meaning, and the logical meaning of images and text realized by status and logico-sematic relation in students' PowerPoint slides; therefore it is recommended that further research develop beyond the experiential and logical meaning. They can further analyze the interactive meaning

as well as the compositional meaning of the PowerPoint slides; and (2) the study analyses and interprets the images and texts in students' PPT slides at the level of lexicogrammar, so the further researcher can enhance the interpretation at the level of semantic or discourse.