

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

This study aimed at finding out how the implementation of Cope and Kalantzis framework of multiliteracies in the form of book trailer project can help young learners' reading skill. To see how the research worked, the data related to that were collected by using three instruments – observation, book trailers, and interview. The conclusion of the research can be drawn as follows.

First, the research found that book trailer as an implementation of Cope and Kalantzis framework of multiliteracies can assist young learners' reading skill. After the utilization of book trailer project, most young learners showed improvements from the first meeting which was story reading, storyboarding, until the book trailer project.

Second, by utilizing multiliteracies learning in the classroom, young learners' motivation and engagement were improved. It happened because book trailer project is a relatively new type of media texts for young learners that can engage their interest, and encourage their motivation and their learning potential. It can be seen toward their active participation during the project and also their score from their project.

Third, the young learners' responses toward multiliteracies learning in the form of book trailer were mostly positive. It was because they claimed that they felt the teaching and learning activity was relatively new for them, they wanted to find out and to learn more with a new thing, although they were feeling hesitated at the beginning of the project.

Lastly, from the pedagogical perspective, engaging young learners in multiliteracies based on this research gave the researcher some valuable insights into what counts as *literacy learning and teaching* and how to reframe literacy pedagogy in our 21st-century classrooms. While the young learners were producing their book trailer, the young learners engaged in “assembling, editing, processing, receiving, sending, and working on information and data to transform diverse resources of ‘digitalia’ ... into new digital resources and multimodal texts with

representational meaning and communicative purposes” (Lankshear & Knobel, 2003, in Angay-Crowder, Choi, & Yi, 2013). A multiliteracies learning encourages a broader perspective of the young learner as a learner and values diverse ways of knowing, thinking, doing and being. The literature on multiliteracies has provided valuable pedagogical insights to the field of childhood education. The New London Group (2000) asserted that a multiliteracies pedagogical approach should be a continuous process of design and redesign, in order to motivate student engagement, and to meet young learners’ interests and needs during learning. This process was evident throughout the research literature, along with several other common threads. For example, it was revealed that a multiliteracies approach can have a positive impact in school communities, such as: helping to build stronger school and classroom communities (McKee & Heydon, 2015); supporting the development of critical thinking skills (Silvers, Shorey, & Crafton, 2010); facilitating funds of knowledge approaches which strengthen engagement of students and their families in the learning process (Falchi et al., 2014; Lotherington et al., 2008); and, empowering young learners to make meaning and express understanding in multiple ways.

Based on the research, it is evident that young learners can benefit from in multiliteracies-based classroom environments, as this provides them with opportunities to express their knowledge in unlimited ways. When students are encouraged to make meaning through the modes which suit them best, to construct their understanding in social and cultural settings (Hill, Stremmel, & Fu, 2005), and to draw on their own rich, personal funds of knowledge (Moll & Greenberg, 1990), they begin to authentically connect with one another and with the world around them. As Pahl and Rowsell (2006) state, children use literacy to make meaning and to explore the constraints and possibilities of their worlds. Meanings, however, are inscribed within practices and these practices shape meanings and identities.

## 5.2 Limitation of the Study

Although this research was carefully prepared and organized, there are still unavoidable limitations which was direct or indirectly affecting the results. It included the media, the time of the research, the limited amount of the samples and the focused skill. First, the implementation of the multiliteracies framework by Cope and Kalantzis in this research was book trailer project with Animoto as the media. The result might be different if the media used was different because each media has its own potential. Second, the time of the research could affect the result of the research. The research was taken in a short period of time – four meetings. If the research was conducted longer than four meetings, the result might be different. Third, the research was conducted only on a small size of population. The sample was young learners in grade five, consisted of 23 students. In order to generalize the results for larger group, larger samples need to be involved. In addition, the result could be different if the sample was taken larger than the chosen sample. Last, the focused skill. The result of using book trailer as an implementation of Cope and Kalantzis framework of multiliteracies to assist young learners' reading skill was successful. However, if the focused skill was different, we would not know the result.

## 5.3 Implications & Recommendations

Based on the result of the study, there are now some implications as a result of the findings of this research. The implications include pedagogical impacts and the calling for more research in the future. For the pedagogical impacts, based on this research's result the English language teaching for this era should incorporate technology or as we know as ICT (Information Communication and Technology) into the process. It is because the 21<sup>st</sup> century learners have a great exposure in technology and internet. Moreover, an abundance teaching and learning resources are now available if the educators able to use technology. It means that the conventional teaching might have limited resources in the future.

In addition, the result of this study are calling for more research in the future. It is because the topic of this research is relatively new. The pedagogy of multiliteracies was developed in 1996 which then be emphasized more by Cope and

Kalantzis in 2009. It means the sources of similar topic are limited. Moreover, multiliteracies learning is not expanding greatly in EFL countries particularly in English for young learners (EYL) area. If more experts do research and studies regarding this topic, it will help increasing the source of similar topic in the future.

There are also several recommendations that hopefully can be useful in the future. They are proposed for the teachers who want to apply multiliteracies learning in their classroom using book trailer project and other researchers who will conduct similar research.

For the teachers who want to introduce a new way of teaching and learning activities, they could use the results of this research as an innovation in delivering the materials. Multiliteracies learning is not only applicable to English teaching or language teaching but also for all subject matters. For English learning, it does not necessarily used to improve only reading skill, but it can be used for any skills as long as the teacher able to organize the learning well.

Furthermore, for the teachers who want to use multiliteracies learning and the media to implement it, they must master this learning and also the media first before applying it to the students. One of the greatest barriers to multiliteracies development is the time required for teachers to develop their technical proficiency in communication modes other than print. The prevalence of technology means that access to computers and internet is now greatly improved. We have to ask ourselves how do we ensure that young learners' use of such equipment goes beyond being technically clever so that high quality thinking, processes and products are in evidence. Teachers need to adapt, change, and design lessons, using new technology, approaches, models, and pedagogies that help students understand the multimodal world around them.

For other researchers who will conduct research similar to the topic of this research, they need to master the learning and media just like the teachers. In addition, it is recommended to conduct it for longer periods of time to gain better results. In EYL classes, it is recommended for the researcher to fully guide the young learners throughout the implementation of multiliteracies learning, in this case the creation of book trailer, because we need to be careful when the young learners starting to use technology.

**Rika Rahimah, 2019**

***THE BOOK TRAILER PROJECT IN ASSISTING YOUNG LEARNERS' READING SKILL: THE COPE AND KALANTZIS FRAMEWORK OF MULTILITERACIES***

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