

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and the recommendations of this study. The conclusions are derived from the findings and discussions of this study. The recommendations for further research are described further.

#### 5.1 Conclusions

This study conducted an analysis on the Autobiographical Recount created by senior high school students in the form of Digital Storytelling (DST) videos. There were three videos selected to be analyzed in depth as the representative of the cohorts. Systemic Functional (SF) Approach was employed as the umbrella of the theoretical perspectives on Multimodal Text Analysis. This study focused on identifying the verbal language, visual images, and the relationship between these two semiotic modes with regard to Ideational metafunction. Three research questions were formulated as follow, (1) what ideational meanings are realized in the choice of language and images are realized in the students' Digital Storytelling videos, (2) what is the intersemiotic relation between verbal and visual modes, and (3) what are the potentials and challenges for pedagogical implication.

Regarding the results of the verbal analysis, the Relational Process was reported as the dominant process type that occurred in students' DST videos. It meant that the students' choice of verbal language was realized under the purpose of relating the events to the attributes or identities. Meanwhile, in terms of visual image analysis, the Symbolic attributive process was discovered as the most frequent process type that was realized from the presenting images that were captured from the DST videos. It indicated that the students' choice of images consisting of symbolic values that were entailed in the attributes that represented certain meanings. Meanwhile, based on the analysis of the linkage across verbal and visual elements, the students tell the events through the construction of their identities rather than the real events happen which indicates narcissism. It was revealed that the students' tended to relate verbal texts and visual images by using

Exposition. Thus, through digital multimodal products, the connection of verbal  
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and visual elements reflected the elaboration of the meanings using different modes. Therefore, the pedagogical implications of this study highlight the importance of teaching genre in order to assist the students to understand the typical patterns of language communication which are useful to express their purposes that suit the contexts.

## **5.2 Recommendations**

Based on the conclusion of this study, some recommendations are suggested for those who have similar interest on this field. The first recommendation refers to theoretical approach and the second recommendation is determined by considering the data analyzed and the third is related to the types of the data collected.

First, since the present study is limited to analyze the ideational metafunction realizing in digital multimodal texts, it is recommended for further studies to conduct an analysis on another types of Register in Systemic Functional Linguistics (SFL) comprising Ideational, Interpersonal, and Textual Metafunctions. Second, it is also suggested for further research to find other elements as the focus of the study which is not only exploring verbal and visual components but also to expand the analysis on other features of the digital multimodal texts, i.e. movements, video clips, music, sounds which are more dynamic. Third, it is also important to identify other various types of multimodal texts which are available either in printed or digital forms.

Overall, this study is expected to give a valuable contribution towards the development of multimodal text analysis especially in the context of the educational field. Moreover, it is expected that this study would bring benefits for students, teachers, and professionals especially to raise awareness of the importance of multiliteracy understanding on multimodal texts.