CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the study based on the findings and discussions described previously. This chapter also contains the implications and the limitations that indicate the benefits and shortcomings of the study. Moreover, this chapter also shows suggestions for further study.

5.1 Conclusion

This study has explored how environmental issues are depicted across verbal and visual texts and their relations in an EFL module for primary school. Specifically, the selected EFL module for primary school was produced by the EYL Course Design course students in the English education department of one university in Bandung. The findings and discussions show that the module represents three points of drought-related environmental issues. First, the module represents the causes of drought-related environmental issues. At this point, the visual texts are dominated by Transactional Action processes in which the Actors use water as the Goal or the Means in excess. Second, the module depicts the effects of drought-related environmental issues which are mostly related to human need for water. At this point, the verbal texts are dominated by Mental processes that include Matters and Existential and Relational Process that comprise Contingency. Third, the module portrays the solutions to drought-related environmental issues which can be followed by the students. At this point, the verbal texts are dominated by Material processes in which water (Goals) becomes an element to be saved by the Actors. Most of the processes represented in the verbal and visual texts are completed each other by the relation of Repetition, Antonymy and Synonymy. All in all, encouraging students' comprehension of the module, especially related to environmental issues, could be expanded by identifying both visual and verbal texts as a single whole.

However, among three points of drought-related environmental issues, the module places more emphasis on the effects which are related to human need for water than the solutions or the actions to save water. It can be inferred by looking at every activity of the module that represents the human need for water, even on

the final activity of the module that ask students to tell their experiences in using water. It is similar to the findings of Akcesme (2013) and Zahoor and Janjua (2019) that found fewer texts represent the actions to save the environment in EFL materials. Therefore, the study recommends paying more attention to the actions that the students can follow to preserve water.

5.2 Implications

This study focuses on exploring the representation of environmental issues in an EFL module for primary school. Specifically, the selected EFL module was made by the students of EYL Course Design course in the English education department of one university in Bandung. Based on the findings of the study, theoretical, practical, and professional implications can be drawn. Theoretically, this study can be used as an example of the investigation of the representation of environmental issues in EFL materials. To be specific, this study provides the example of using several frameworks (Transitivity, Visual Grammar, and Ideational Intersemiotic Complementarity) to determine the representation of environmental issues across verbal and visual texts. Practically, this study provides input for the teachers, especially the EYL Course Design course students as EFL pre-service teachers, in considering the representation of environmental issues when making, selecting, and arranging the teaching materials in the form of modules. As mentioned earlier, saving water is represented less among the three points of the use of water represented in the module. Hence, the authors of the module might give more activities that can lead students to save water. For example, instead of asking students to tell their experiences about using water, the final activity can be arranged to ask the students to tell the ways they can do to save water.

5.3 Limitations

This textual analysis with a multimodal approach has achieved its purpose of exploring how environmental issues are represented across verbal and visual texts and their relations in an EFL module for primary school. However, the findings of the study cannot be generalized to other materials. The limitation of the study is the fact that only one EFL module for primary school was employed as the data source. A corpus of EFL modules for primary school, thus, can be employed as the data source for further study.

5.4 Suggestions

Based on the conclusion of the study, suggestions are addressed for the researchers who have similar interests in investigating the incorporation of environmental issues in EFL teaching and learning. First, further studies are suggested to gain observational data on using EFL materials that incorporate environmental issues in the classroom. Second, further studies are recommended to investigate the representation of environmental issues in EFL materials from the aspects of interpersonal and textual meanings.