# CHAPTER V CONCLUSIONS AND SUGGESTIONS

In this chapter there are conclusions and suggestions for teachers and studen ts related to this research.

# Conclusions

Based on the results of the study, it can be concluded that teachers have only heard of the term multimodality but do not know the meaning of multimodality its elf. Teachers only understand that multimodality is a mode of learning that only us es pictures as a medium of learning and teachers do not understand what is include d in multimodality in teaching, even though multimodality has two modes, namely verbal (Written language and Spoken language) non-verbal (Image, gesture, move ment, and eye contact). Even the teachers do not understand how to apply the mult imodality into teaching English. Multimodality itself is often done by teachers dur ing the learning process, for example the use of non-verbal cues, such as nodding t heir heads in agreement.

However, with the lack of knowledge about the notion of multimodality itsel f, teachers do not realize that they have used it. With this lack of knowledge, some times they use two modes at once, namely verbal and nonverbal modes, because th ey believe that multimodality can help them in the teaching process because when multimodal technology is applied to support learning, students will have a multim odal experience. Thus, this has answered the research question in this study, namel y how teachers understand multimodal teaching.

Based on the results of research from questionnaires and interviews, several teachers use modes that are usually used in accordance with existing media. In mu ltimodality, text can not only be understood in words but can be through pictures, s ounds, gestures and even movements, this clearly helps the learning process and re duce student boredom. Every teacher has their own way to make the learning proc

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ess not bored, such as by using several media, namely powerpoint, pictures and th e use of mobile phones as a communication tool. In the learning process sometime s, teachers use both modes directly, but teachers must have skills in selecting mod es or media for their students. They argue that the use of several varied modes will further reduce the level of student boredom when learning which only relies on bo ok sources. Thus, this has answered the second research question, namely what mo des does teachers usually use when teaching in the class.

With this multimodality, it can help students and teachers in the learning pro cess that leads to changing times with the needs of the students themselves, becaus e now we are in the technological era where all aspects of course always use techn ology to support the achievement of learning goals in the digital era which always involves use of innovative digital tools and technologies. With this multimodal, it can be an alternative means as a combination of two modes, namely verbal (writte n language and Spoken language) and non-verbal (images, gestures, movements, e ye contact) as a tool to build student enthusiasm in learning.

# Suggestions

Related to the result of this study, the researcher obtains several suggestions for the teachers, the students', the institusion, and futher researcher. The following are the suggestions:

# For teachers

In this study, the researcher gave several suggestions related to this research. Researchers hope that teachers can understand and find out again what multimodal ity is because it is the task of educators as a means of transferring knowledge who must have the skills and knowledge that will be given to students. A teacher must be able to further reduce student boredom and be able to arouse students' enthusias m by continuously applying multimodality in the learning process. With the contin ued implementation of multimodality, the teacher has fulfilled his responsibility as a teacher who refers to the changing times where learning is now always using me dia related to technology.

* + 1. **For students**

In this study, the researcher gives advice to students to keep their enthusiasm in learning because they are the successors and hope of the nation for the future. T he researcher hopes that all students will keep abreast of changing times in the real m of education such as the use of multimodality because now they have entered th e modern world which requires all things to use technology so as not to be out of d ate. With the use of multimodality, this is also one way to adapt to technology.

# For institutions

The results of this study can describe a teachers' understanding of multimoda lity teaching in the EFL context. Especially in the English Education Study Progra m, researchers hope that this research can provide benefits and add elements of co ntribution to the development of learning English.

# For the futher researcher

I hope that this research will be useful for future researchers as additional references or information on the same topic or problem. The researchers believe that future researchers will be able to obtain additional information regarding the teachers' understanding of multimodality teaching in the EFL context. In addiction, the researcher recommends that further researchers expand the instruments and participants to obtain more accurate data.