

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings and the discussion found in Chapter IV, it can be concluded that:

1. Verbal, image, and visual modes are found in the textbook "Think Globally Act Locally". The verbal mode is analyzed using SFG by Halliday regarding Speech Functions and Moods. The study found that 76% of the verbal mode is a statement and 24% of the verbal mode is a command. Thus, Statement is the dominant Speech Function. Image and Visual mode were analyzed based on three patterns by Kress and Van Leeuwen, Reading Images. Research has found that the dominant representation is narrative representation with human participants. The dominant interactions in this study are offer in gaze, close shot in size of frame, frontal angle in horizontal angle, and high level in vertical angle. And the dominant compositions in this study are top, center, bottom, and right in information value, placement, color, and sharpness in salience, and framed in framing.
2. Verbal, image, and visual modes work well in creating meaning in each object. Each mode supports each other in creating meaning. Verbal mode, which has a role as a statement, represents what is in the image and visual mode properly. With human participants as the dominant intermediary in interacting with the viewer in narrative representation, viewers can easily

capture the meaning of the interaction signal with the offer in the gaze. Participants also felt involved in the interaction with the presence of a frontal angle at a horizontal angle and the viewer being in a high angle position in a vertical angle. In the composition pattern, the mode gives more information value, placement, color, and sharpness in salience and framing which makes the mode more compact.

B. Suggestions

Based on these conclusions, the researcher decided to provide some suggestions to college students, teachers, the author, and further researchers who want to carry out similar research.

1. For students, multimodality is an important aspect that must be realized. The students can more easily understand the contents of the book not only through writing, but also through some of the visual images displayed.
2. For teachers, this study shows that textbooks have helped to learn activities in providing knowledge to students. So that a teacher only needs to direct how the textbook should be understood by using the multimodality elements.
3. For the author, this research can be used as an initial reference in developing the elements of multimodality to be better and more complex.
4. For future researchers who want to conduct similar research, this research can be a preliminary study. The researcher then suggests further researcher to examine the importance of multimodality in textbooks.