

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion in Chapter IV, it can be concluded that the verbal modes and visual modes have been fully implemented in the textbook. In almost every reading section in every chapter in the textbook “English in Mind 3” there are already verbal modes accompanied by visual modes, it's just that there is one chapter where the verbal modes are not accompanied by visual modes. The total number of verbal modes obtained is 205 with process as the most dominant, followed by circumstances and participants. While there are 135 visual modes with the most dominant is information value and salience, followed by framing.

Both modes, verbal and visual, work well in conveying meaning to the text. Each mode helps reinforce the meaning that the other modes are trying to convey. The agreement between verbal modes, in this case the text reading section, and visual modes, which are visualizations of the meaning contained in the text, is quite good. Almost all visual modes are well described according to the context of the text. However, there is one reading section that contains text as verbal modes and images accompanying text as visual modes that are not appropriate. What is described in the visual modes is not in accordance with the verbal modes. This can make the reader may be confused because of the discrepancy.

B. Suggestions

Based on the conclusions, the researcher has decided to provide some suggestions to students, teachers, the author and further researchers who wish to undertake similar research.

1. For teachers, it is also important to recognize, learn about multimodality and teach it to students. The teacher will direct students to study the material in the textbook using the multimodality component.
2. For the authors, this research can be used as an initial reference in developing multimodality elements to make them better and more complete.
3. For further researchers, this research can be used as a reference and preliminary study. For more information, the researcher suggests further research to conduct research on how teachers process multimodal texts.