

CHAPTER V

CLOSURE

In this section, researcher present the overall findings and discussions that answer the two research questions that have been formulated in the previous chapter. In addition, the researcher also presents some suggestions that are relevant to the topic.

A. Conclusion

The use of multimodal text in English learning is conducted in three steps: pre-activity with greetings and learning objectives, main activities using videos and images for interactive learning, and post-activity through Google Form exercises. This method increases student engagement, reduces boredom, and helps teachers deliver the material more effectively.

However, challenges arise such as limited time, lack of technology skills, and inadequate facilities for teacher, while students faced challenges such as lack of interest in teacher-selected videos, inadequate facilities, students' concentration in technology-based learning, limited devices and internet access. To overcome this, schools need to provide better facilities, provide teacher training, ensure interesting content, and manage the use of technology well.

B. Suggestions

1. Teachers

Teachers are advised to expand and enrich the types of multimodal texts used in the teaching and learning process. Not only fixated on the use of videos and images, teachers can also utilize various other forms of digital-based multimodal texts, such as Kahoot applications, wordwall websites, digital posters, infographics, and digital slide presentations or power point (PPT). As long as these media are relevant and support the learning material, their use can help improve student understanding, strengthen the attractiveness of the material, and create a more interactive and fun learning atmosphere. That way, learning becomes more varied and able to reach various student learning styles.

2. Students

If Students experience problems in using multimodal texts when learning English, they are advised to ask for help or discuss with the teacher to find the right solution. It is important for students to pay attention to the direction of the teacher, as the teacher acts as a guide in learning activities. Thus, students can better understand the material and improve their learning outcomes.

3. Other Researcher

For future researchers, this research provides a foundation for future researchers to understand the challenges teachers face in using multimodal texts in the teaching and learning process. This study provides an important contribution for future researchers interested in this field. Other researchers can also expand the participants, such as

training teachers in using digital-based multimodal texts or researching the same thing in different places, levels, and methods to get a broader picture, considering that this study was only limited to one English teacher and six students at MAN 1 Banjarmasin.