

CHAPTER V

CLOSURE

This chapter presents the overall findings that address the two previously formulated research questions. Additionally, the researcher provides several recommendations related to the research topic.

A. Conclusion

Based on the discussion of the findings, several conclusions can be drawn as follows:

1. Researcher found that English teacher in the first year Special English Class at Darul Istiqamah Islamic Boarding School have implemented a multimodal learning approach in their English instruction. This approach involves the use of various methods such as: verbal mode, visual mode, gestural mode, audio mode and spatial mode to support the teaching and learning process. The goal of implementing the multimodal approach is to increase student engagement, help them understand the material, and create a more interactive and enjoyable learning environment.

The researcher found that the application of a multimodal approach significantly contributes to student engagement such as: behavior engagement, emotional engagement and cognitive engagement. Students demonstrated more active participation in learning activities, showed positive emotional responses such as enthusiasm and interest, and were able to understand the material better through a combination of various learning approaches. Thus, the multimodal approach has proven effective in accommodating the diverse characteristics of students in the classroom.

2. The challenges faced by teacher when implementing multimodal learning in English class include various issues related to both teacher and students. Some of these challenges include differences in student's language ability, diverse students' characteristics, classroom management, limited facilities and difficulties in ensuring that all students understand the learning material.

Differences in student's language ability pose a major challenge, as not all students can grasp the material to the same degree. This encourages teacher to implement differentiation and scaffolding strategies so that all students can be engaged in the learning process. In addition, variations in student characteristics such as differing levels of self-confidence and participation also present a challenge in encourage balanced engagement.

Limited resources such as having to take turns using a projector, also hinder the optimal use of visual media in the classroom. Teacher also faces challenges in ensuring that all students understand the material being taught. This requires special attention, including providing additional explanations, using simple examples, and offering direct support to students who are struggling.

B. Suggestions

1. For English Teacher, it is important to continually seek out and explore new, creative, adaptive, and innovative approaches to multimodal learning. Utilizing various modes such as verbal, visual, gestural, audio and spatial mode can be optimized to enhance student participation and comprehension. Teacher must also tailor their strategies to the individual characteristics and abilities of each student to make the learning process more inclusive and efficient.

Furthermore, teacher must maintain a balance in the application of various learning modes to avoid causing excessive cognitive strain on

students. The implementation of scaffolding, the provision of context-appropriate examples, and a variety of activities such as group work and discussions can help students better understand the material. Teachers are expected to create an interactive and supportive classroom environment so that all students, whether active or passive, can participate in the learning process.

2. For Schools and Related Parties, the participation of educational institutions and decision makers in the field of education is crucial to the successful implementation of multimodal learning. It is hoped that educational institutions will provide adequate resources, such as projectors, technological tools, and teaching materials that support the use of various modes in the learning process.

In addition, educational institutions need to regularly organize training sessions or workshops for teachers on innovative teaching methods, particularly regarding multimodal learning and how to utilize technology in the educational process. With the support of facilities and continuous professional development, teachers will be better prepared to design learning experiences that are efficient, engaging, and meet students' needs.

3. For future researchers, it is recommended to explore multimodal learning more extensively, for example, across different levels of education or by involving a larger number of participants. Researchers could also examine in greater detail the effectiveness of each mode (verbal, visual, gestural, auditory, and spatial) on student engagement (behavioral, emotional, and cognitive engagement).

Furthermore, future research could also focus on the specific experiences of teachers or students in the implementation of multimodal learning, as well as evaluate the relationship between multimodal

strategies and student learning outcomes. In this way, it is hoped that future research can make a more comprehensive contribution to the development of creative and student-centered English language learning practices.