

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings of this study, it can be concluded that multimodal resources play an important role in supporting vocabulary retention among fifth-grade EFL learners at SD Muhammadiyah 8 and 10 Banjarmasin. The use of multimodal resources was found to support vocabulary retention through three key roles: enhancing learner engagement, supporting meaning comprehension, and providing memory cues that strengthen retention. Activities that integrated multiple modes in a participatory and interactive way, such as gesture-based games, singing, picture-based tasks, and vocabulary notebooks, consistently produced higher levels of student engagement and stronger evidence of vocabulary recall. Notably, even an activity that combined audio with visual support (the listening and picture-matching exercise) produced lower engagement when the audio pace was too fast for students to follow, suggesting that the quality of delivery within a multimodal activity is as important as the combination of modes itself. The evidence gathered from classroom observations and interview data indicates that students were able to recall, pronounce, and apply vocabulary learned in previous sessions, suggesting that multimodal instruction left durable memory traces.

Regarding the types of multimodal resources used, the English teacher was found to employ seven types of resources: speech, gesture (body language), auditory elements, facial expression, music, writing, and visual mode. Among these, writing and visual resources were the most consistently applied across all four observed sessions. The vocabulary notebook system, referred to by the teacher as a “small dictionary,” proved to be a particularly effective strategy for supporting long-term vocabulary review and recall. The gesture-based game produced the highest level of student enthusiasm and strong indicators of retention, while music in the form of participatory singing was more effective than audio recordings used in isolation. Overall, the findings confirm that the teacher’s deliberate integration of varied multimodal resources created a learning environment in which students were actively engaged and supported in remembering new vocabulary.

B. Suggestions

Based on the findings and conclusions of this study, the following suggestions are offered to different stakeholders in elementary EFL education.

1. For English Teachers

English teachers at the elementary school level are encouraged to continue using and expanding their use of various multimodal resources, prioritizing the simultaneous integration of multiple modes through participatory and interactive approaches. Teachers are also encouraged to use movement-based and song-based activities, as these resources yielded the highest levels of student engagement in this study. A vocabulary notebook system is recommended as a practical, low-cost strategy for long-term vocabulary retention. When using audio resources alongside images, teachers should pay close attention to the speed and clarity of the audio to prevent comprehension difficulties.

2. For Schools and Educational Institutions

Schools and educational institutions are encouraged to improve access to basic audio-visual facilities, such as speakers and projectors, in each classroom to enable teachers to use a wider variety of multimodal resources. School leaders should also provide professional development opportunities for English teachers to deepen their understanding and practical application of multimodal learning in vocabulary instruction.

3. For Future Researchers

Future researchers are encouraged to extend this study through experimental designs that allow for a more direct comparison of the effectiveness of each resource type, and to conduct longitudinal research that tracks vocabulary retention over a longer period. It would also be valuable to include pre- and post-tests to measure vocabulary knowledge more systematically, and to investigate the integration of digital multimodal resources in the elementary EFL classroom in Indonesia.