

CHAPTER IV

CONCLUSION AND SUGESTION

4.1 Conclusion

The findings from Research Question 1, which examined the conceptual foundations for promoting multimodal literacy in the Merdeka Curriculum, indicate that English language teaching must move beyond print-based literacy to embrace multimodal approaches integrating visual, auditory, gestural, and digital elements. Multimodal literacy is essential for nurturing 21st-century competencies, as it helps students construct meaning through multiple modes and fosters critical, creative, and communicative skills. The study concludes that implementing multimodal literacy requires systemic curriculum alignment, pedagogical innovation, and teacher professional development. Therefore, conceptual understanding and institutional support are equally crucial to ensure that multimodal literacy becomes an integral part of English language learning, not merely an optional enrichment activity.

The results of Research Question 2, which explored teachers' needs regarding multimodal literacy-based English teaching, reveal that teachers show high enthusiasm for multimodal approaches but face challenges related to limited facilities, unclear assessment systems, and a lack of training. Teachers at SMKN 2 Kota Cirebon expressed the need for a practical and contextual teaching module that offers concrete lesson examples, adaptable strategies for low-tech classrooms, structured assessment rubrics, and guidance for integrating cultural and curricular relevance. This suggests that teachers require contextualized support and ongoing professional development to effectively apply multimodal pedagogy. In conclusion, empowering teachers with practical tools, training, and institutional backing is fundamental to realizing the goals of the Merdeka Curriculum through multimodal literacy-based English instruction.

4.2 Suggestion

For future researchers, it is recommended to expand this study by involving a larger number of participants and diverse educational settings, such as junior high schools or general senior high schools, to obtain broader and more varied perspectives on multimodal literacy implementation. Further studies could also focus on developing and testing multimodal-based teaching modules to evaluate their effectiveness in improving students' language proficiency, creativity, and critical thinking. Moreover, it is suggested that future research explore the design of multimodal assessment instruments that align with the learning objectives of the Merdeka Curriculum, ensuring that both linguistic and visual communication skills are evaluated fairly. Finally, collaboration between researchers, teachers, and policymakers is highly encouraged to create sustainable frameworks and professional development programs that support the integration of multimodal literacy into English language teaching in Indonesia.

At the school level, infrastructure and time allocation must be improved to support sustained multimodal learning. This includes ensuring equitable access to digital devices, reliable internet, and flexible scheduling for project-based work. Schools are also encouraged to establish collaborative communities of practice where teachers can co-design, reflect on, and iterate multimodal tasks across disciplines. By addressing both systemic and classroom-level conditions, these efforts can enable teachers to implement multimodal literacy in ways that are innovative, inclusive, and contextually grounded.