

PREFACE

The author would like to express her gratitude to God Almighty for His grace and blessings, which enabled her to complete this thesis. This thesis was written as one of the requirements for obtaining a bachelor's degree in the English Education Department.

This study identifies and describes the integration of meaning between visual and verbal elements in multimodal teaching materials and their alignment with Jean Piaget's cognitive development theory. This thesis consists of five chapters. Chapter I contains the research background, problem formulation, research objectives, and research benefits. Chapter II presents a literature review covering theories related to multimodality, visual-verbal meaning integration, and cognitive development. Chapter III explains the research methodology, which includes the research design, research subjects and objects, data collection techniques, and data analysis techniques. Chapter IV presents the research results and discussion based on the findings obtained. Chapter V contains conclusions and suggestions based on the research results.

The author realizes that this thesis still has limitations, both in terms of composition and depth of analysis. Therefore, the author openly welcomes constructive criticism and suggestions for the improvement of this scientific work in the future.

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