## Chapter 5

## Conclusions and Suggestions

**Conclusion**

This study has set out to investigate the use of local cultural content materials to supplement the existing vocabulary learning, in the efforts to improve the Elementary students' English vocabulary mastery. With these objectives in mind, a Classroom Action Research (CAR) was conducted in which the vocabulary learning activities inspired by the local cultural content material were carried out targeting at specific vocabularies that were thought to be somewhat deficient in the students throughout the length of this study (about four months). The CAR was held in three cycles, of which planning, acting, and reflection took place. The lessons were observed by another teacher. Triangulation was done using tests, interview with students and observer.

Based on the results of this research, this study has claimed that the use of local cultural content materials in English vocabulary teaching for foreign language learners has contributed to the improvement of their English vocabulary mastery. The vocabulary test result of each cycle, tending to improve, showed that this study was considered successful in improving their English vocabulary mastery within three cycles. Before doing the cycles, none of the students passed the passing grade, 75. After the first cycle, 16 students passed the passing grade. In the next cycle, 28 students passed the passing grade and for the last cycle, 30 students passed the passing grade. The comparison of the mean pretest score, 37 and mean posttest score, 85 indicated that the improvement was quite high, 130% with a gain score 48.

The brainstorming activity was considered the most influential in the students' English vocabulary learning. For example, Dinda with low achievement has benefited from the brainstorming. She learned the English vocabulary through sharing a lot. With the help of the videos, pictures, and teacher's reaction, she had an eagerness to share her ideas, produce and learn the words with ease. The exposure of the students' lives and surroundings in each topic encouraged the students to share their ideas. The exposure of such familiar topics has become a critical point in building the students' interest. The association of the vocabularies with their schemata or local terms has been the key to the success of providing an easy English vocabulary learning process. In sum, the students were successful in their English vocabulary mastery simply because they understood what was being learned. The students' understanding was based on their background knowledge of the materials. When they had the ideas of the topics, they would found themselves easy to brainstorm and learn the vocabularies. On the contrary, the students could not learn the vocabulary successfully if the topics were not familiar to them.

All activities in the materials appeared to make positive contribution to the students' English vocabulary learning. Thus, in obtaining the best improvement or gain score the students were

required to do all activities. Aura, Yuli, Patria, Enjelly, and Faith did not only study the vocabularies in the classroom but also outside the classroom. The other students Dimas, Ananda, Fikky, and Hanif considered that the treatment was effective to improve their English vocabulary scores to a perfect result, 100 because they were also participative in all activities. In other words, the English vocabulary learning materials were considered beneficial to students if the materials contained classroom and outside learning activities.

Lastly, the teacher's role has also been considered as another impact on the success of this study. The learning materials would not be meaningful if they would not be taught in appropriate way. Teacher was required to be creative in delivering the lessons. The use of catchy videos and pictures were effective to grab the students' attention. In addition, the energetic teacher's reaction, in which addressing some triggering responses, was claimed to be necessary to encourage the students to explore more their ideas during the brainstorming section. In sum, the teacher needed enough background knowledge of the topics and ability to create interesting classroom activities in order to deliver a successful English vocabulary teaching.

**Suggestions**

**Suggestions for Further Research**

This study has made attempts at the use of local cultural content materials in English vocabulary teaching for young learners of English as a foreign language in Surabayan cultural lives. While research on local cultural content materials studies in some other cultures have been conducted and claimed the same results. Thus, researchers in the field of English vocabulary teaching might be interested to pursue the same subject with studies of more experimental nature involving another scope of cultural lives in order to give support to this study.

With regards to the choice of methodology, Classroom Action Research (CAR) was chosen due to the genuine need to effect immediate changes in the classroom and its suitability as a research method to potentially cause such changes. Thus, the researcher would like to encourage other researcher to conduct experimental studies by involving two different classrooms by giving different treatments to each in order to give a quantitative support to this study by comparing the two groups. This further research might be useful to figure out whether the materials are the most influential in improving the students' vocabulary or the teaching process.

**Suggestions for teachers, headmaster, and English book writers**

Considering the benefit of the use of local cultural content materials in English vocabulary teaching as shown in this study, the researcher would like to encourage the other teachers to teach the same materials for their students with the same background of cultural lives in order to solve the English vocabulary mastery problems. And as has been explained before, the teacher's ability to cater an interesting classroom teaching has contributed to provide a successful vocabulary learning process; therefore, it is hoped that the teachers might do the same things in delivering beneficial lessons.

Currently, most of Indonesian schools adopted English learning materials from other countries which were not necessarily compatible with the students; the content was mostly unrealistic for them. Thus, it is hoped that for headmasters would be selective in providing the expected English vocabulary books for their students. The learning materials which contained the cultural realistic information should be considered as an appropriate way to provide a meaningful teaching and learning process. Lastly, the researcher also encouraged the English book writers to consider the cultural content in creating the learning materials. Local cultural content should be included to the English learning materials used for second language learners.

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