

CHAPTER V

CLOSURE

This section contains the researcher overall findings that answer the two research questions that have been formulated previously. Furthermore, the researcher offers some relevant suggestions regarding the subject of the study.

A. Conclusion

Using a case study design to collect qualitative data through interviews and classroom observations, this research explores how local wisdom, particularly Papadahan and Balangan folklore, is incorporated into language teaching at SMAN 2 Paringin. The results showed that incorporating techniques based on local wisdom greatly improved students' speaking, pronunciation and vocabulary. Teachers can foster a more engaging learning environment that promotes holistic language skill development by utilizing sensory strategies, figurative language, and lively vocabulary. Ultimately, this method demonstrates the value of integrating local folklore into English teaching methods by improving students' language proficiency while promoting intercultural understanding.

The results of this study show how important language is to convey and uphold cultural values, and how incorporating local knowledge, particularly Balangan and Papadahan folktales into English language learning at SMAN 2 Paringin can improve students' language and cultural competence. Students gain a deeper understanding of the customs and cultural values inherent in the English language by participating in language learning

activities that prioritize cross-cultural understanding. Group discussions, folklore analysis, and lecture techniques are used to help students from different ethnic and religious backgrounds to appreciate diversity by facilitating cultural comparisons. Ultimately, these methods foster respect and understanding of diverse cultures in addition to improving students' speaking skills and vocabulary, which helps to create a more inclusive learning environment.

B. Suggestion

1. State Hight School of Paringin 2 (SMAN 2 Paringin)

To optimize the use of local knowledge in language learning implementation Based on Papadahan and Balangan folklore at SMAN 2 Paringin, the school should be able to implement language instruction based on local knowledge by incorporating cultural values from the area into the curriculum, enlisting the help of all relevant parties, and using effective teaching strategies. In order to support this learning process, teacher training and the revitalization of local culture are also crucial.

2. Teacher

Teachers can also engage in interactive and contextualized learning activities, like role-playing or group discussions, and implement project-based learning, which enables students to collaborate and apply language in the context of local culture, particularly papadahan and Balangan folklore. It is advised that educators continue to deepen their understanding of local wisdom-based learning. Other training options include designing local wisdom-based learning and encouraging

educators to employ creative and innovative methods in language instruction.

3. Other Researcher

Future researchers can use this study as a foundation to better understand how much teaching with Papadahan and Balangan folklore fosters students' cross-cultural understanding. This study significantly advances the field's future research. This study can be advanced by additional researchers by expanding the number of participants. Students' cross-cultural understanding during interactions with principals and teachers could be one example. Incorporating local knowledge, like papadahan and balangan folklore, into language instruction will help students understand and respect one another despite their varied ethnicities, religions, and cultural backgrounds, in addition to helping them speak and learn new words.