

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the findings and discussion in the previous chapters, the researcher draws the following conclusion:

##### 1. Teacher's Experience in Integrating Local Wisdom

The teacher is deeply committed to connecting the global English curriculum with the students' Banjar cultural identity. Acting as a guide, the teacher uses social interactions and local cultural items (such as the Sultan Suriansyah Mosque and *Pasar Wadai*) to help students bridge the gap between what they already know and what they are learning (Zone of Proximal Development/ZPD).

This effort is driven by the teacher's own strong motivation, personal background, and love for local cultural heritage. Even though the teacher faces language barriers (like words that cannot be translated) and school constraints (like limited facilities and strict curriculum rules), the teacher successfully turned the classroom into a positive space that builds students' character, values, and real-world actions.

## 2. Teacher's Argument on Integration and Cognitive Load

The teacher believes that using local culture in lessons can be a double-edged sword for students' mental workload. The benefit, it makes learning much easier because students use familiar cultural habits to absorb new information (assimilation). Since they already understand the topic, they can focus entirely on English grammar instead of getting confused by foreign contexts. Then, the challenge for teacher is it can sometimes add a mental burden when students struggle to translate specific local terms, or when they unexpectedly know more about global trends than their own local culture. To balance this, the teacher uses four simple strategies:

- a. Visual Scaffolding: Using pictures to prevent students from feeling overwhelmed.
- b. Task Simplification: Narrowing down topics to focus only on the students' daily lives.
- c. Pedagogical Translanguaging: Letting students use local words (like "*Acil*") temporarily so they can keep their thoughts flowing without getting stuck on vocabulary.
- d. Modeling and Feedback: Correcting mistakes immediately so students remember the right English rules in the long-term.

## **B. Suggestions**

In light of the conclusions above, the researcher offers several suggestions for various stakeholders:

### **1. For English Teachers:**

Teachers Instructors at UPB were encouraged to continue using local wisdom as an authentic scaffolding tool. However, they needed to be aware of the “cultural gap” present in the current generation of students. It was suggested that they utilize more visual media and digital tools to re-introduce local icons that might feel “strange” to the students. Additionally, practicing Pedagogical Translanguaging was highly recommended to help the diverse students at UPB navigate complex cultural meanings without being hindered by strict grammar rules.

### **2. For institutional Policy Makers (UPB/University):**

There is a need to provide better structural support. Since the lack of time and facilities (e.g., poor lighting/room conditions) hindered the integration process, institutions should consider local wisdom not just as “additional material,” but as a part of a more integrated curriculum. Improving classroom environments is also important to ensure students’ physical and mental readiness in contextual learning.

### **3. For Future Researchers:**

This research focused on a single teacher’s narrative. Future researchers could expand this topic by exploring students’ perspective

on how local wisdom affects their learning motivation. Furthermore, more research is needed on the effectiveness of Digital Local Wisdom (integrating AI or social media with local culture) to see if it can further reduce extraneous cognitive load caused by globalization.