CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

5.1. Conclusion

This dissertation concludes that the development of the Mandailing Culture Based English Language Learning (MCBELL) model has successfully produced a culturally responsive, pedagogically structured, and empirically validated learning model aimed at improving students' English reading comprehension. The model was developed systematically through a research and development (R&D) design, beginning with a comprehensive needs analysis involving both students and teachers at MAN Mandailing Natal. The results identified several critical gaps, including the absence of culturally relevant content, lack of student engagement, and limited use of interactive media in current learning practices.

The MCBELL learning model was developed to address these gaps by integrating five key components: learning syntax, social system, reaction principles, support system, and instructional system. The learning syntax was designed in six stages: cultural exposure, exploration, cultural awareness and understanding, Islamic integration, self-reflection, and cultural language competence assessment. These stages embed local Mandailing culture and Islamic values into English language instruction, enhanced with interactive multimedia tools such as animated videos, digital texts, games, and QR code learning access.

The results of the content and construct validity tests demonstrated that the model is highly valid. The content validity score achieved a mean of **3.95**, indicating that the model's material, structure, and theoretical grounding are appropriate and aligned with learning goals. The construct validity also received a high mean score of **3.93**, confirming the internal consistency, logic, and

coherence between components of the model, including syntax, learning process, support systems, and evaluation mechanisms. Suggestions from experts were used to refine aspects such as syntax clarity, evaluation components, and integration between main activities and instructional objectives.

The practicality test, conducted with 61 students and 4 teachers, showed that the model was well received and easy to use. The average practicality score from the usability and user satisfaction questionnaires reached **4.15**, categorized as practical to highly practical. Learners appreciated the clarity of multimedia materials, the cultural familiarity of the content, and the motivational value of the interactive features. Finally, the model's effectiveness was tested through a pretest posttest control group design. Results from both MAN 2 and MAN 4 Mandailing Natal indicated a statistically significant improvement in students' reading comprehension scores in the experimental groups compared to the control groups. Independent t tests confirmed that these improvements were not due to chance, with p values < 0.05, validating the model's ability to enhance student learning outcomes in real classroom settings. In conclusion, the MCBELL model is a valid, practical, and effective instructional innovation that enriches English language learning by incorporating cultural identity, digital literacy, and structured pedagogy. It addresses both cognitive and affective learning needs, making it a powerful tool for 21st century language education, particularly in culturally and religiously contextualized environments such as Indonesian madrasahs.

5.2 Implications

The development and implementation of the MCBELL (Mandailing Culture Based English Language Learning) model have produced valuable outcomes that extend beyond the immediate scope of classroom instruction. These outcomes carry significant implications for both theoretical advancement and practical application in the field of English language teaching. As a culturally grounded and pedagogically structured model, MCBELL not only

addresses local educational needs but also contributes to broader discussions on how language learning can be made more relevant, engaging, and effective through contextualization. The implications of this research are twofold.

Theoretically, this research contributes to the advancement of culturally responsive pedagogy and instructional model development in English language education. The MCBELL model presents a structured, theory driven framework that integrates local cultural content, Islamic values, and constructivist learning principles into a coherent and functional English learning model. It confirms that incorporating students' socio-cultural identity into language learning materials enhances not only linguistic performance but also learner engagement, motivation, and critical thinking.

Moreover, this study adds depth to the understanding of contextualized language instruction, affirming that language acquisition is most effective when learning materials are connected to learners' own environments, experiences, and values. By aligning the model's components such as syntax, social systems, and instructional impact with established learning theories, this dissertation reinforces the relevance of integrating local knowledge systems with global educational objectives. The MCBELL model can serve as a conceptual framework for further research and development in culturally grounded English instruction.

Practically, the MCBELL model offers a ready to use instructional design that can be implemented by English teachers to improve students' reading comprehension through meaningful, engaging, and localized learning activities. It provides clear syntax and lesson phases, making it adaptable for teachers even in schools with limited resources. The use of interactive multimedia, such as animated videos, digital storytelling, quizzes, and QR code linked materials, demonstrates how technology can be integrated effectively into culturally relevant pedagogy, promoting both digital literacy and language skills.

For teachers, this model serves as a guide to develop their own materials by drawing on local culture and community values. It also encourages reflective teaching practices by promoting the alignment between instructional goals and

learners' real-life contexts. For schools, the practicality and effectiveness of the MCBELL model suggest that curriculum enrichment using local culture is not only possible but also beneficial for student achievement and character development.

In summary, this dissertation provides a theoretical foundation and practical model for transforming English language teaching into a more contextualized, relevant, and effective learning experience for students in culturally rich environments.

5.3 Recommendations

Based on the findings of this study, several recommendations are proposed for teachers, curriculum developers, school administrators, and future researchers to enhance the effectiveness of Mandailing Culture Based English Language Learning with interactive multimedia at MAN Mandailing Natal and beyond.

For Teachers

1. Teachers should actively integrate local cultural elements into English language instruction to make learning more meaningful and engaging for students.

2. Training and professional development programs should be provided to help teachers effectively implement interactive multimedia in their classrooms.

3. Teachers should explore innovative teaching strategies that blend traditional methods with technology to accommodate diverse learning styles and needs.

For Curriculum Developers

1. The curriculum should be revised and adapted to include culture-based learning materials that reflect the students' background while ensuring alignment with English language learning objectives.

2. Interactive Multimedia Resources Should Be Further Developed and Refined to Support Student-Centered Learning, Making Lessons More Engaging and Practical.

3. Collaboration With Linguists, Educators, And Multimedia Experts Is Essential to Ensure the Quality, Accuracy, And Effectiveness of Culture-Based Learning Models.

For School Administrators and Policymakers

1. Schools Should Provide Adequate Infrastructure, Digital tools, and internet access to support the successful implementation of interactive multimedia in language learning.

2. Policymakers should promote teacher training initiatives that equip educators with the skills necessary to integrate technology and cultural content into their teaching practices.

3. Support for ongoing research and innovation in English language learning should be encouraged, allowing schools to adopt evidence-based teaching models.

For Future Researchers

1. Future studies should focus on assessing the long-term impact of culture-based and multimedia-enhanced learning on students' language proficiency and motivation.

2. Comparative studies should be conducted to evaluate the effectiveness of the MCBELL model in different educational settings and cultural backgrounds.

3. Further exploration into students' perceptions and learning experiences with interactive multimedia can provide deeper insights into how to improve its implementation.

4. Research should explore additional technological advancements, such as artificial intelligence (AI), virtual reality (VR), and gamification, to further enhance English language learning experiences.

5. By Implementing these recommendations, English language learning can become more engaging, relevant, and effective, ensuring that students not only develop linguistic skills but also gain a deeper appreciation of their cultural identity while learning a global language.