

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings of this study, it can be concluded that students in Magek hold diverse cultural schemas toward both the English language and the process of learning it. These schemas influence how they perceive, value, and engage with English in their daily lives and academic activities.

First, students' cultural schemas on *English* reveal five dominant perspectives: (1) English as a means of communication, where students perceive English as a tool to share ideas and interact with others; (2) English as a foreign language, understood as a language outside their everyday environment yet important to learn; (3) English as an international language, recognised as a global medium to connect people across nations; (4) English as a subject of study, positioned within the school curriculum and often associated with grammar, vocabulary, and examinations; and (5) English as a professional language, linked to career opportunities, higher education, and broader job prospects in national and international contexts. These perspectives demonstrate that students' understanding of English reflects both its role inside the classroom and its relevance in wider global and professional domains.

Second, students' cultural schemas on English learning highlight three main viewpoints: (1) learning English is difficult and challenging, particularly in mastering vocabulary, grammar, and speaking fluency; (2) learning English is enjoyable, especially when teachers' personalities are engaging and supportive, creating a positive classroom atmosphere; and (3) learning English contributes to increasing knowledge and insight, where students feel that it expands their vocabulary, enriches their horizons, and provides skills useful for the future. These perceptions suggest that students' experiences are influenced not only by the material itself but also by the role of teachers and the learning environment.

Based on the research results, out of all the identified cultural schema themes, there are three themes most frequently mentioned by respondents: English as a means of communication, learning English is difficult or challenging, and English as a school subject. The dominance of these three themes illustrates that, in general, students' views of English are shaped by their socio-cultural context as part of the speech community in Magek, which uses Minangkabau as the main language and Indonesian as the second language, while English is present in the formal education setting.

Overall, the findings indicate that students' cultural schemas are shaped by their educational backgrounds, classroom experiences, personal motivations, and awareness of the broader significance of English. Understanding these schemas is

essential for educators, as it allows them to design culturally responsive, supportive, and motivating teaching strategies. Teachers should apply varied teaching styles and avoid monotonous learning methods, as well as create a relaxed and non-stressful learning atmosphere. A friendly, communicative, and interactive environment encourages students to be more actively involved and motivated, while intimidating learning methods can reduce motivation and cause psychological pressure with negative impacts on achievement. Therefore, the teaching methods deemed appropriate for students in Magek are Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), as proposed by Richards (2015). These methods emphasise authentic interaction through activities such as role-play, group discussions, and communicative task completion, which can help students express themselves orally while improving their speaking skills. By integrating this approach into the learning process, teachers can accommodate the cultural schemas of students and facilitate them to view English not only as an academic subject but also as a practical skill beneficial in real life.

B. Criticism

Although this study has successfully revealed students' cultural schemas towards English, it has limitations in terms of geographical scope and number of participants. The study was only conducted in one school in Magek, so the results cannot be generalised to other regions or speech communities with different

characteristics. In addition, the data collection method used still relies on interviews, so the interpretation of the findings is highly dependent on the honesty and openness of the respondents in providing answers.

C. Recommendations

For Teachers: It is recommended to adapt more communicative, interactive, and context-based learning strategies, such as CLT and TBLT, so that students can actively practice English. Teachers are also expected to create a pleasant and non-monotonous learning environment to enhance students' motivation to learn.

For Students: Students are expected to increase their exposure to English outside the school environment, for example through digital media, reading English-language materials, or interacting with English speakers, to accelerate the development of their language skills.

For Future Researchers: It is recommended to expand the research area, increase the number of participants, and utilise more diverse data collection methods, such as classroom observation or document analysis, to obtain a more comprehensive view.

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