

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This research was conducted to develop a Nias culture-based English textbook aimed at enriching 21st century skills specifically communication, collaboration, critical thinking, and creativity among vocational high school students. The development followed ADDIE model (Analysis, Design, Development, Implementation, and Evaluation), which provided a systematic framework for ensuring the textbook met both pedagogical and cultural standards.

In terms of feasible, the validation results from four experts-culture, language, design, and material-show that the Nias culture-based English textbook is very feasible for use in vocational high school. With scores of 100% (culture and materials), 95.55% (language), and 85.71% (design), this book meets pedagogical standards, supports differentiated learning, and effectively integrates local wisdom and 21st century values. In terms of practicality, the book proved to encourage student engagement in the development of 21st century skills, specifically communication (85%), collaboration (70%), critical thinking (60%), and creativity (45%). Class activities showed high enthusiasm, and the experimental class post-test results increased by 21.5%, far exceeding the control class (12.5%). This proves that local culture-based books can significantly improve student participation and learning outcomes.

The effectiveness of the book was confirmed through questionnaire results from students in the experimental and dissemination classes, as well as from teachers. All seven aspects evaluated received high ratings, ranging from 85.71% to 100%, indicating that the textbook is practical, culturally relevant, and widely applicable in the context of vocational school learning. Both students and teachers provided positive feedback, confirming the book's significant potential to effectively support English language learning at the vocational school level.

Thus, the Nias culture-based English textbook can be concluded as a feasible, practical, and effective product. It successfully integrates local wisdom into language learning, strengthens students' cultural identity, and equips them with essential competencies to face the challenges of the 21st century.

5.2 Recommendation

Based on the findings of this study, the researcher offers the following recommendations:

a. For English Teachers

Teachers are encouraged to implement the Nias culture-based English textbook in their classrooms, especially when teaching descriptive and narrative texts. The integration of local culture not only increases student engagement but also supports the development of 21st century skills such as communication, collaboration, critical thinking, and creativity. Teachers are also advised to adapt the textbook flexibly to suit the students' learning pace and contextual needs.

b. For Students

Students are recommended to make full use of the textbook by actively participating in the cultural-based learning activities provided. They are encouraged to connect the local stories and contexts in the book with their personal experiences, as this helps strengthen understanding, enrich vocabulary, and build confidence in using English in real-life situations.

c. For Schools and Stakeholders

Schools and educational stakeholders are advised to support the adoption of culturally responsive materials like this textbook. This includes providing the necessary facilities, incorporating such resources into the school's curriculum, and organizing training or workshops for teachers on how to use the material effectively to foster 21st century competencies among vocational high school students.

d. For Future Researchers

Further studies are recommended to explore the application of culture-based textbooks in other English language skills such as speaking, listening, writing or presenting. Additionally, future research can examine how local culture integration in textbooks can be enhanced through digital formats, interactive media, or interdisciplinary approaches, thus expanding the impact of cultural education in the digital era.