**CHAPTER V**

**5.1. Conclusion**

**CONCLUSION AND SUGGESTION**

Students are only motivated when they think that the materials are relevant and beneficial for their lives. Based on the research finding in the previous chapter, the researcher concludes that teachers’ perception toward the use of popular culture as a teaching material have a significant impact on students’ motivation. It was proven by the teachers’ statement that they found an intensive improvement on students’ motivation, participation in the classroom, and language skill. Also, the teachers argue that when implementing popular culture in to teaching material as the students become more active in the classroom activity the teacher also feel satisfied.

when designing teaching material using popular culture, the teachers argue that they need to consider the teaching objective, relevancies, and the students’ linguistic level, so that when presenting popular culture into teaching material the teacher can fulfill the teaching objective that need to be taught to the students while the teaching materials are still relevant for the students, and the last the teachers need to consider the students’ linguistic level while designing the material, not too difficult but a little beyond their current understanding in order to maintain their learning motivation.

While presenting popular culture in class the teachers need to fully understand the meaning of the material before they are going to deliver it in front of the students to avoid misunderstanding or misinterpreting of the popular culture they used. It also suggests that the teachers have to deliver the moral value of the material to the students. In order to give students a goal to achieve, and make them feel the need to utilize English in practical circumstances, teachers should blend popular culture into meaningful and communicative tasks/activities.

In evaluating students’ understanding teacher can use various measurement

method. Based on the research finding the participants in this study use both direct

and indirect test method. They also argue that when evaluating the students’

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knowledge, the test needs to be based on the learning objective, for example fluency, pronunciation and etc.

Moreover, the result showed that the students as the respondent of this research are interested in popular culture especially music and the recent trending on the internet. This indicates that when preparing and selecting instructional materials, teachers should reflect on the students’ interest and their daily life.

**5.2. Suggestion**

Based on the conclusion above, the researcher proposed the suggestion as described below:

5.2.1. For Other Researcher

Hopefully this research could be beneficial for other researcher who are investigating in the same field about implementation of popular culture into teaching material.

5.2.2. For the Teacher

Students are only motivated to learn when they think that it is relevant or beneficial for them. Implementing popular culture can be the way for the teacher to engage the students’ motivation in learning because it is part of their daily life. This research could help the teacher in designing teaching material using popular culture.

5.2.3. For the Students

It isn’t wrong to follow the current trend or popular culture because there are so many new things we can learn, but we need to be selective on what we should follow. As the saying “act locally, think globally”.

5.2.4. For the parents

Parents need to keep track on what are their children are up to especially when they are online on the internet where there are millions of contents from all range of age that are easily accessible in a touch of a finger.