

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND LIMITATIONS**

The results that were taken from the viewpoints of the participating teachers regarding their knowledge about multicultural education and their thoughts on the significance of a multicultural education approach in the English teaching are presented in the fifth and final chapter of the study. Additionally, this chapter covers the manner in which they implement the five fundamental aspects of multicultural education in the context of English instruction at elementary schools located in Ambon City. Additional information regarding the implications and limitations of this research can be found in this chapter.

#### **1.1 Conclusions of the Study**

The research findings indicate that multicultural education is an approach employed by educators to incorporate a variety of cultural content into their instructional materials. This approach provides instructors and students with the chance to investigate a variety of cultural perspectives and the appropriate responses to these distinctions. Multicultural education fosters the development of students' comprehension, acceptance, tolerance, and reverence for cultural diversity. This approach guarantees that all students can learn in an inclusive, diverse learning environment that supports a diverse student, teacher, and school staff.

In the interim, their perspectives regarding the significance of a multicultural education approach in the instruction of English are as follows: The educators who participated in the study concurred that the instruction of the English language is crucial for the advancement of cultural diversity. English serves as a medium for cultural education. Students' learning motivation is enhanced by the integration of cultural content that is pertinent to their lives into English language instruction, which in turn enhances their English learning outcomes. The participating instructors also concurred that this approach not only enhances contextual English vocabulary but also equips students to advocate for cultural diversity in the international context.

The focus group discussion data indicate that participating teachers have not effectively implemented the dimensions of multicultural education as introduced by Banks in their

English instruction in primary schools in Ambon City. Several factors contribute to this phenomenon. For instance, teachers demonstrate an understanding of multicultural education, as indicated by their responses in the data questionnaire; however, their knowledge of the five basic dimensions identified by Banks remains quite limited. They lack familiarity with these dimensions. Their understanding of the multicultural approach is general; however, they have yet to grasp how to effectively articulate it in English teaching materials. Teacher development training is necessary to enhance understanding of the dimensions of multicultural education in English language teaching, particularly in primary schools in Maluku.

The findings from discussions based on classroom observation data indicate that teachers have endeavored to implement the dimensions of multicultural education articulated by Banks in their English instruction in a relatively straightforward manner. For instance, incorporating traditional food into FOOD materials and integrating Indonesian diversity into materials on describing people. The teachers aimed to connect with the diverse characteristics of individuals, including variations in hair and skin color, as well as the distinct funeral traditions observed in Maluku, Bali, and Toraja. Additionally, the teachers explored traditional games such as *Gici-Gici*, *Beklen*, and *Engklek*, along with birthday celebration customs in Indonesia and other nations. Nonetheless, it remains confined to content integration, knowledge construction process, prejudice reduction, and equity pedagogy.

The dimension of empowering school culture and social structure, as the final dimension, have not been optimally implemented. This dimension is interconnected with school policy regarding curriculum, teaching methods, and the overall support for diversity within the school environment. This dimension constitutes a fundamental aspect of multicultural education, wherein all enforced rules and established policies originate from the school environment. The researcher of this study concluded that the actions of the participating teachers during the observation class were motivated by the knowledge capital acquired through focus group discussions, complemented by the individual creativity of each teacher.

The final part of the conclusion section is that instructors in Eastern Indonesia encounter obstacles in the integration of cultural content into their English language instruction for elementary school students, in addition to the advantages they derive. The initial advantage is the enhancement of teacher creativity, as educators are required to exert considerable effort in order to develop material that is both engaging and appropriate for the abilities of their students, as well as relevant to their cultural and personal backgrounds. Consequently, this has a positive effect on students' motivation to learn. The second advantage is that teachers become more familiar with the distinctive cultures of their students, which enables them to adjust the teaching material in the classroom.

In the interim, teachers encounter a number of obstacles, including a lack of comprehensive understanding of the concept of multicultural education, which leads to the development of teaching materials that do not accurately reflect the diversity of their students. Another obstacle is the way in which teachers' innovation is influenced by their reliance on textbooks.

## **1.2 Implications of the Study**

The rise of multicultural education in America arose in response to a prevailing monocultural educational paradigm, which prioritized a singular mainstream culture, thereby marginalizing individuals from diverse backgrounds and denying them equitable educational rights. This indicates that multiculturalism significantly differs from that in Indonesia, specifically referring to the diversity present within the Indonesian nation, including variations in culture, language, dialect, religion, social standing, and more. Consequently, the execution of the framework proposed by Banks should be suitably modified for teaching English in primary schools in Maluku. Furthermore, such study has not previously occurred.

The research findings indicate that primary school English educators in Ambon attempted to incorporate the dimensions of multicultural education into their English instruction in a straightforward manner. They employed the diversity of Indonesia, particularly Maluku, as a resource for English instruction in the classroom. Other English educators may employ the same method as the participating teachers in this study or alter the findings accordingly. The practical implications for pupils are obtaining a comprehensive education that promotes

multicultural awareness and understanding, enhances English language proficiency, and provides the skills required to adapt and engage in a wider global social context.

From a professional standpoint, this research holds significant value for those involved in program development, textbook authorship, and curriculum-related departments. The findings of this study can serve as a valuable resource for designing teacher training programs and educational resources that facilitate the integration of multicultural education. This research offers valuable direction to textbook authors and publishers in developing information that accurately represents diversity and inclusivity, making it more pertinent to students' specific circumstances. It does not exclusively focus on one or two specific cultures in Indonesia.

### **1.3 Limitations of the Study**

This research faces several challenges, the most significant of which are as follows: First, the observation period was only conducted once for each teacher because of the short amount of time available at school. Because of the constraints placed on the observation time, the findings of the research could not be as good as they could be. In this particular scenario, it is possible that the outcomes obtained will be more comprehensive if the instructor is provided with more than one teaching session. In a fortunate turn of events, the researcher gave the participating teachers instructions to create material that represented what was discussed in the focus group discussion before carrying out this observation exercise. More specifically, they were requested to practice how they would include Indonesian cultural content into the teaching of English.

The absence of findings from comparable research is the second restriction of this study, which has a considerable impact on how the findings of this investigation are interpreted. In previous research on multicultural education, the majority of attention has been paid to theoretical issues, which include concepts and viewpoints. On the other hand, there is still a dearth of study about the practical application of multicultural education features in the teaching of English in primary schools, particularly in Eastern Indonesia.