

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions of the study and provides several suggestions based on the findings discussed in the previous chapter. The conclusions aim to encapsulate the essence of the research, while the suggestions offer practical and academic implications for various stakeholders.

5.1 Conclusion

This research aimed to analyze the types of contextual meanings found in narrative texts in the 10th-grade English textbook *SIAP Merdeka Belajar Bahasa Inggris*, using the theory proposed by Pateda (2010). The study focused on three narrative texts: *Timun Mas*, *The Two Elves*, and *Titanic*, each representing different narrative genres: folktale, fairy tale, and romantic tragedy.

From the analysis, it was found that all texts contain multiple types of contextual meaning, with situational context and mood context appearing consistently across all three texts. However, the dominant contextual types vary by genre. *Timun Mas* emphasized object context and situational context, reflecting the cultural use of magical items and traditional values. *Titanic*, as a historical romance, balanced between mood, personal, and situational context, reflecting its emotional tone, social dynamics, and realistic setting. *The Two Elves* featured the highest occurrences of situational and personal context, likely due to its focus on internal transformation and character interaction.

Although not the primary aim of the study, the findings also suggest pedagogical relevance. The contextual layers within these narratives offer opportunities for deeper reading comprehension and can support teaching approaches such as Contextual Teaching and Learning (CTL). By guiding students to interpret meaning through elements like time, emotion, social setting, and cultural references, educators can foster critical thinking and contextual awareness, skills that are central to the current *Kurikulum Merdeka* framework.

In conclusion, this study demonstrates that contextual meaning is a crucial semantic component in narrative texts, especially in educational materials. Understanding these layers enables readers to go beyond surface-level comprehension and engage more deeply with the text, which is essential for both literary appreciation and language learning.

5.2 Suggestions

There are some suggestions through this research that can be followed or applied by English teachers, students, and further researchers who may be interested in conducting a study related to the topic of this research.

a. Suggestion for English Teachers

Teachers should promote contextual meaning analysis when teaching narrative texts. Teachers can help students systematically analyze the time, place, emotion, and event within a narrative, allowing them to enhance students' critical thinking, text meaning and interpretation, and promote students' cultural understanding. Provide students with actual examples from the textbook to support this approach to make it less abstract and more relatable.

b. Suggestion for Students

It is important for students not to just think about the meaning of language literally, but also contemplate the context in which the language is used. Understanding the context helps students comprehend the message or feelings, that the author is trying to convey, including values and morals. An understanding of contextual meaning adds to the students' understanding of stories and helps situate them in their own experiences and cultural knowledge.

c. Suggestion for Further Researchers

This study focused on narrative texts in one textbook using Pateda's theory. Future research could analyze other text genres, such as recount, descriptive, or procedure. It can also apply different semantic theories for comparison. Exploring how students interpret contextual meaning through classroom-based research or interviews can also be an option to expand the research.