

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusion and suggestions based on the research findings that has been done. The conclusion was drawn from the result of data processing listed in chapter 4 of this study.

5.1 Conclusions

Language learning is a process of mastering foreign language beside of their first language. Surely, Language learning needs some method in its teaching and learning process. One of the common communication strategies in learning foreign language and usually appear in classroom is the use of L1. This method allowed bilingual conversation in classroom because this method use 2 languages in communication process.

Of course, this strategy involves first language of students and their target language. In this research, researcher claimed their national language, *Bahasa Indonesia*, as first language because every student has a different first language due to their culture differences. Moreover, L1 is used to help students to fill communication error due to their lack of vocabulary, or used to make student feel ease while communicating, at least.

The use of *Bahasa Indonesia* is a common thing in language learning, especially in EFL classroom. Some students tend to use their first language, *Bahasa Indonesia*, in order to learn foreign language, English. Thus, in fact the use of *Bahasa Indonesia* creates a perception toward it, especially the use of *Bahasa Indonesia* by the lecturer. In this research, the researcher investigates the students' perception toward the use of *Bahasa Indonesia* by lecturers in EFL classroom, especially in theoretical subject.

Hence, this research is qualitative research that is designed in descriptive qualitative approach. In order to answer this research questions, such as: “How do English major students perceive the use of *Bahasa Indonesia* by lecturers in EFL classroom?” and to give additional information about certain situation for the use of *Bahasa Indonesia* itself, the researcher involves 6 students in 7th semester in English education at Jambi University as participants.

In order to get accurate and rich data the researcher conducted the in-depth interview in approximately 18 minutes to 30 minutes, the participants believed that the use of *Bahasa Indonesia* can be used by lecturers if the classroom happen to be so quiet, due to the students are in confusion. All of the participants claimed that they are desperate if the lecturers keep in using full English, monolingual, even though the students are in silent and passive.

In fact, *Bahasa Indonesia* that used by lecturers help students get a better comprehension and the lecturers are able to prevent time consuming in teaching. The material also can be delivered clearly while using *Bahasa Indonesia*. Also, *Bahasa Indonesia* allowed the lecturers to get know their student intelligent differences. In contrary, *Bahasa Indonesia* also affects students because some students tend to use *Bahasa Indonesia* and the students get less exposure of target language itself, English.

5. 2 Suggestions

Based on the conclusions that have been presented by the researcher above, the researcher proposes several suggestions related to this study. This research is expected to be beneficial for future related parties.

1) The Head of English Education Study Program

The head of English Education Study Program may provide 1 semester for students to get used to English environment. This semester can be their first semester

in English Education Study Program. In this “first semester”, the lecturers can use *Bahasa Indonesia* in order to explain a difficult theory and this semester may not contain a theoretical subject.

In the next semester which is contained by theoretical subject, the students will be much prepared to face so much English exposure. This suggestion can create an English environment that capable to encourage students to have a habit to think, talk, write, and listening in English.

2) Students

The students should practice their English ability. They have to try to understand English theory. They need to do self-study because in this level of education, the students expected to be good in English. The students should not expect lecturers to always provide *Bahasa Indonesia* translation. The students can improve their English ability through online meeting with foreigner in order to get used to English.

3) Other researchers

This research focused on students’ perceptions toward the use of L1, *Bahasa Indonesia*, by lecturer in EFL classroom. Meanwhile, the future researcher might investigate the same research in the same field but, the researcher should conduct research with a different approach, participant or research method.