

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **5.1 Conclusions**

The results of the research showed that the researcher found there is some student who agrees with using English and agree with the terms and condition. Six students prefer the lectures to use English dominantly as a medium of instruction; understanding when using English well affects the dominant use of English. It makes them easier to understand how the lecturer delivers the material in class. Then, they felt more focused on learning because they have to understand the meaning of what the lecturers said. In addition, they also are more familiar when listening and speaking English. As the result, they can learn English more deeply.

Students who agree with the terms and condition; four students explicitly mentioned that they preferred the lecturers to use mixed languages (Indonesian and English). They do not prefer to use English dominantly because sometimes the lecturers also use the Indonesian language. For example, theoretical subjects, such as grammar, and linguistics are preferable for Indonesian to be the dominant theoretical lesson that is difficult to describe the materials.

Moreover, some difficulties of student encountered when the lecturers mainly use English as a medium of instruction. Then, the external theme is lecturer accents and lecturer attitude. First, the difficulty is lack vocabulary. In addition, student who confused at the beginning of the learning while the lecturer speaking, they will be confused at the end. The lack of vocabulary is quite difficult to understand the new words spoken by the lecturer.

Second, there are some student problems here, such as formal and informal language, complicated subject, understanding the material, less confidence, less ability and academic, and less listening. Third difficulty is lecturer accents. Some lectures used different accents such as American and British, the vocabulary used by the lecturer is too high, the lecturer speaks so fast, and the voice of the lecturer is small. Fourth, the difficulty is lecturer attitude. There are some factors student problems, such as the nature of the lecturer, and how the lecturer process and bring the class.

Furthermore, there are students' strategies to overcome challenges listening to lecturers who mainly use English as a medium of instruction. There is practice, read the material before learning, and less noise, or distraction. Also, it is asking for help. There are asking the lecturer and asking the friends.

## **5.2 Suggestions**

From the conclusion mentioned above, the researcher would like to propose some suggestions. Firstly, for student, although during the process of teaching and learning there are some lecturers using English dominantly as a mediated instruction in the classroom, they should still learn and try to understand the subject matter presented by the lecturers, more often learn and practice again at home.

Second, for lecturer, manage their way in use English dominantly as a medium of instruction to help the student when the lecturer teaches, interact and communicate with their students. For another researcher, this study is expected to be able to be used as the basis for further research thinking doing similar research.

It is essential to conduct further research on benefit of medium of instruction in detail and their solutions in relation to the language classrooms. Besides, in this research, the participants were not served as representative of all students at one of University in Jambi. It is hoped future research may include a larger sample of all students for different university in Jambi City. Future researchers are expected not only explore the students' responses but also explore the lecturers' responses of the students' questions in classroom. The result of the research can be a reference for lecturer and student to improve performance in the classroom.

