

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the conclusion and recommendation of the research. The first point, the researcher explains the background of the research, the objectives of the research, and the findings of the research. In the second part, the researcher presents some of suggestions.

5.1 Conclusion

Based on the finding of this research study, students of grade 11 students in SMKN 3 Kupang perceive Bahasa Indonesia as a facilitator in their learning, as a tool to help them get a better understanding when learning English. The use of Bahasa Indonesia in learning English was actually important such as when the teachers were explaining things since the students might not understand the English words being used in the explanation and using Bahasa Indonesia would make things easier to understand. In other words, students got advantages when teachers used Bahasa Indonesia in teaching English classroom. They had a better understanding on grammar points and mastered the translation technique of new word.

The last important factor to be considered is the use of Bahasa Indonesia in students' questions. Students' questions would cover things they did not understand. By using Bahasa Indonesia as a bridge, they would try to get feedbacks and a contrastive analysis would then happen to help the students make sense of the things they asked the teachers. Students might still have something they could not explain in English so they would still need Bahasa Indonesia to convey what they wanted to ask. In conclusion, students show a positive perception on the use of Bahasa Indonesia in Learning English. There were some positive views that determined students agreed of the use of Bahasa Indonesia. The finding also determined students' belief that teachers used Bahasa Indonesia to facilitate English language learning and enhance

students' language proficiency. But as students have to get the maximum use of English, they should not ignore the importance of English. By having the right language used by teacher in English learning process, students would get the quality of the maximum use of English by teacher very well. It also would have a better insight that Bahasa Indonesia should be avoided or not in developing students skills in English learning classroom.

5.2 Suggestions

Concerned with the conclusion, the writer would really like to propose a few the following suggestions that hopefully would be useful and valuable for the students, the teachers and the researchers.

1. For the students

The writer recommended the students to realize their position as student and centered to learn and master the skill and ability of English. However, this finding declared that the students have to consider their difficulties in learning English.

The students need to be aware to learn English in using Bahasa Indonesia. The students need to increase English knowledge to avoid using Bahasa Indonesia in English learning. In addition, the students are advised not to expect their teachers use Bahasa Indonesia during the learning process.

2. For the teachers

The teachers actually are the key to classroom activity in order to make the English circumstance. Although, the situation of the students has to be a priority. That is as attention to understand now not only the material and syllabus however also the students themselves and their ability, comprehension and then teachers should translate English into Bahasa Indonesia when necessary to help the students understand what the teacher is saying. When the students already understand

what the teacher said, later the teachers do not need to translate again when the words are already memorized by the students.

The teacher can give motivation to the students to learn English. It makes the students habituate to use English rather than Bahasa Indonesia in English learning. The teacher also needs to minimize the use of Bahasa Indonesia in the classroom. It means that the teacher should use English more often in giving materials and instructions in order to make the students get maximum exposure of English.

3. For other researchers.

This research actually was not conducted deeply and the writer realized there are many weaknesses in it. Other researchers might conduct the same topic in the future. The writer only focused on students' perception on the use of Bahasa Indonesia in learning English. Meanwhile, others researcher needs to investigate this point deeply because this research was not really investigated in comprehension. Therefore, other researchers can explore more aspects about the use of Bahasa Indonesia in English classroom and also can conduct the similar research using different research method.

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