

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion related to what the researcher analyzed and discussed

A. Conclusion

Based on the finding of this research study, the ten year student of SMAN 1 Rejotangan 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 was actually important in their learning English 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.

Another important factor is that by using Bahasa Indonesia, teachers might be able to avoid inefficient teaching. Using Bahasa Indonesia too often can interfere English lesson. It also could make students become unaware of the essential use of English as the target language, and the use of Bahasa Indonesia can limit opportunities for students to learn English. The students actually expect their teachers to teach by using both English and Bahasa Indonesia depending on the situation. The students expect their

teacher to use Bahasa Indonesia when the teachers are explaining things which are hard to understand. By using Bahasa Indonesia when explaining things, students would be able to understand easier since they know what it means in their first language.

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. For the students who use English to ask the teachers, code-switch might still happen since the 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 toward the use of Bahasa Indonesia. 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.

B. Suggestion

Based on the result of the research findings, the researcher would like to give suggestion for English teacher. Researcher gived suggestion about teachers should have a deeper insight on students' preference and justification of using Bahasa Indonesia in English learning classroom. Teachers should understanding in which situation their students tend to prefer to use Bahasa Indonesia and not English. By understanding that, teacher will be better informed about teachers use of Bahasa Indonesia should be avoided or not in English learning classroom.