

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter provides a brief summary of the study, conclusion of findings and suggestions for the future research.

#### 5.1 Conclusion

The purpose of this study is to find out the students' perception toward the use of *Bahasa Indonesia* in Intensive Course class in the academic year 2018/2019 at the English Education Study Program of Widya Mandala Catholic University Surabaya. To answer the research question of this study, the researcher collected the data from the respondents using questionnaire and interview. There were 50 respondents who filled out the questionnaire through a link provided by the researcher. After the data from the questionnaire were collected, the researcher chose two students who wrote a positive impression about the use of *Bahasa Indonesia* in IC class and their overall answers in the close-ended questions in the first topic were also positive. Two students who wrote a positive impression about the use of English in IC class and their overall answers in the close-ended questions in the second topic were also positive. The aim of this interview was to confirm the respondents' answers on the questionnaire.

As shown in the previous chapter, the overall responses about the use of *Bahasa Indonesia* in Intensive Course class was positive (77,25%). *Bahasa Indonesia* can be used as resources in the class in order to help the students learning the material. However, the students still believed that the use of English as a major

language in the class is very needed. It was shown from their responses was positive too (70,25%).

Since the use of the first language cannot be avoided in foreign language classroom, it was also happened in Intensive Course class. In this case, the students' first language is *Bahasa Indonesia*. *Bahasa Indonesia* could facilitate the lecturers to repeat their explanation when most students did not get the point of the explanation. It could be an explanation of English grammar or complicated ideas and concepts. Besides, it could explain new words that the students really did not know the meaning of them. The use of *Bahasa Indonesia* could make the class atmosphere less threatening. Most of the students used *Bahasa Indonesia* to communicate with their classmates. They also used it to say what they exactly want to say when they could not say it in English. This really helped the students who had little knowledge of English. Consequently, the lecturers and the other students would have the same understanding of their words. Sometimes, the lecturers also used *Bahasa Indonesia* to make a joke and tell their experiences to the students.

On the other hand, the students did not want that *Bahasa Indonesia* was overused. They realized that the overuse of *Bahasa Indonesia* could make them reluctant to speak in English so, they tried their best to use English as much as possible. The students admitted that they preferred to speak in English even though they did not speak English fluently. It made them challenge their speaking skill. Besides, the more they heard the lecturers speak in English, the more they got chance to challenge their listening skill and exposure to English. From those

results, the researcher knows that *Bahasa Indonesia* could be used in the classroom to help the students during the learning process but, it should not to be overused. This is due to Intensive Course is a compulsory subject and became a foundation for students in the English Department. Consequently, all the materials should be taught in English.

## **5.2 Implications**

Based on the research findings, the researcher gave some suggestions for the English Department of Widya Mandala Catholic University Surabaya, lecturers of Intensive Course, the students in Intensive Course, and the last is for future research related to *Bahasa Indonesia*.

### **5.2.1 Implication for the English Department of Widya Mandala Catholic University Surabaya**

As stated in the conclusion of this research that Intensive Course is a foundation subjects for freshmen students in the English Department, this compulsory subject should be continued in the next curriculum. It prepares the students to actively participate in other subjects taught in English.

### **5.2.2 Implications for the Lecturers of Intensive Course Classes**

The lecturers have important role in Intensive Course because the lecturers are the main sources for the students to get more exposure to English. From the findings, the researcher knows that the lecturers already have maximized the use of English in the class. Therefore, the suggestion that the researcher can give to

the lecturers is to maintain the use of English as much as possible in order to make the students get used to hear and use English.

### **5.2.3 Implications for the Students of Intensive Course**

The students have to get used to hear and using English in the class. It will bring beneficial for them when they continue the further subjects. This is due to they mostly practiced using English when they were inside the class.

### **5.2.4 Agenda for the Future Investigation**

After finishing this research, the researcher suggests for the future researcher who wants to do a research about the students' perception on the use of *Bahasa Indonesia* to find out the perception of the lecturers so that more reliable data could be obtained, since this study only involved the perception of the students. Furthermore, it could also investigate the advantages and disadvantages on the use of *Bahasa Indonesia* so that significant contribution of the use of *Bahasa Indonesia* could be known.

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