

## **CHAPTER V**

### **CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS OF THE STUDY**

This chapter contains conclusion of the study and suggestions for teachers, students and future research. The discussion below was based on the result of the present study from the analysis of data collection, the findings of each research question, and the discussion related to the findings of each research question. In addition, the suggestions for some people who are related to this study are also presented in this chapter.

#### **5.1 Conclusions of the Study**

The explanation of conclusion below is based on the results of the analysis of the data collected from the questionnaire and the interview session which had been conducted for gaining the data for this study. Besides, the findings and the discussions had also been done in the previous chapter to draw the conclusions for this study.

This study had two research questions. The first question was directed to find out students' perception of teacher's bilingual language use in an English classroom, and the second research question was aimed to find out the benefits that teacher's bilingual language use given for students in learning English. Based on the analysis of the findings and the discussions in chapter IV, the conclusions can be drawn as follows.

Regarding to the first research question which was aimed to investigate students' perceptions toward teacher's bilingual language use in English classroom, this study revealed that students showed their positive perception to the use of bilingual teacher's language as language instruction in their English classroom. This finding had been supported by the analysis of the data gained from the questionnaire and the interview. The data from questionnaire had shown

that from eight statements in the questionnaire, the students gave their agreement positively to all the statements in the questionnaire. Based on the statement number 1, it could be revealed that students had strong positive perception to teacher's bilingual language use in their English classroom. It was proven by the amount of central tendency of this statement which reached 83% and it indicated that they had very strong perception on the use of bilingual language used by the teacher in English classroom. In addition, it was also supported by the total vote of the students, in which no one of students answered disagree or strongly disagree to the first statement (68% agreed and 32% strongly agreed).

Moreover, the data from the questionnaire also showed that students gave their strong positive perception toward the use of bilingual teacher's language instruction in their English classroom. It was shown by six statements (statements number 2-7) in the questionnaire responded by the students. Those six statements reached more than 70% of central tendencies which indicated that students had strong and positive perception toward those statements which stated about the advantages of teacher's bilingual language use in English classroom.

Even on another side, the last statement reached the central tendency in the level of 'enough' (it was 47%). Actually, it was a good result and it could be classified as a supporting statement for the first statement which indicated that students really had positive perception toward teacher's bilingual language use, because the last statement stated about the lack of bilingual approach. Regarding this statement, students mostly responded disagree with the statement (50% of students responded disagree and 34% of students responded strongly disagree). From the result of statement number 8, the researcher concluded that more than a half of students (it was 42 students) were strongly agree that the use of bilingual language by their teacher was not making them confused in understanding English lesson (see: statement no. 8 on questionnaire). Therefore, to sum up the result of the data gained from the questionnaire, the researcher concluded that the students

had positive perception toward teacher's bilingual language use in English classroom.

Furthermore, in finding the answer of the first research question, the findings from the questionnaire were also supported by the data from interview. Based on the data gained from some questions in the interview, it showed that students' responses to the use of bilingual language by the teacher were positive with stating that bilingual language was necessary to be applied in English classroom. The reasons for their agreements of their perception to the use of bilingual language were varied based on what they felt, thought, and experienced. It is in line with the theories of aspects and factors in perception that had been explained earlier in chapter II. Based on students' responses of some interview questions, there were six reasons why they agreed with the use of bilingual language instruction by the teacher in their English classroom. The list of those reasons is below:

- Students did not understand toward English yet, because they were still in the low level proficiency of English.
- The use of bilingual language by the teacher in English class made students easy to understand the material given by the teacher, because there was L1 use in which it assumed more familiar than the target language.
- The use of bilingual language by the teacher helped students to speak their idea.
- Teacher's bilingual language use helped students to ask and answer something to the teacher.
- Teacher's bilingual language use gave pedagogical role for the students in learning English (it created support for students in learning English).
- Teacher's bilingual language use gave psychological role for students in learning English (it made students more confident in expressing their thought).

The following explanation will be directed to the conclusion of second research question. The second research question was aimed to find out the benefits of teacher's bilingual language use for students in learning English. Based on the data findings and discussions, this study revealed that teacher's bilingual language use gave some benefits for the students in learning English. Based on the result of the interview session, students stated that there were six benefits of bilingual language instruction used by the teacher. The benefits were:

- Making them easy to understand what the teacher explained in English lesson.
- Making them felt comfortable during the class.
- Making them easy to understand new vocabularies in English.
- Helping them to do exercises.
- Helping them to ask and answer something during the class.
- Helping them to read something in English correctly.

In addition, the use of bilingual teacher's language instruction also increased four English skills (reading, writing, listening, and speaking). However, writing skill was felt becoming the skill which was very helped by the application of teacher's bilingual language use in English classroom.

## **5.2 Recommendations**

Considering the conclusions of this study, some recommendations for teacher, students, and future researchers are as follows.

### **1. English Teachers in EFL field**

Regarding the result of this study, the researcher recommends English teachers in EFL field to use both English and students' first language (Indonesian) wisely and it is based on the best proportion for each language use in classroom, because every class in schools has its own needs which are considered based on the needs of students in each class. It is also important to know that even teacher's bilingual language use is helpful for students in learning English; it also can

trigger students' perplexity of the language use itself. The students will be confused when the teacher explains something too fast and when the situation of the class is crowded (uncomfortable). Hence, that condition can trigger the lack of students' attention which leads them to be confused to what the teacher explains and says about. Thus, the teachers have to check the students in every situation whether or not they are confused to teacher's language use.

In accordance, the teacher should also be obliged to provide a meaningful communication in the target language with providing an understandable explanation and clear speech in speaking words in English spoken form because foreign language learning and communication are tightly related (Edmondson, 2004, p.157-158). Moreover, teachers also have to encourage students to be closer to English, because actually they are in English class in which they have to learn it to be more proficient in English and as students in EFL settings they have limited opportunities to practise their English skills outside the school and as the most of the talk in language classroom is teacher talk (Miettinen, 2009).

## 2. English Students in EFL Field

Regarding teacher's bilingual language use which had been analysed and investigated by this study, it is important to recommend students in EFL classroom to be more critical to the language used by the teachers in English classroom. Students are recommended to give some suggestions to the teacher about language instruction used by the teacher in their ELL classroom. It will make teachers understand more about their needs in their English classroom. Besides, the students are also recommended to bring their own dictionary in order to help them in looking up some vocabularies which are unfamiliar for them. In addition, students also have to make themselves closer to English by joining English course or English club which is available in school.

## 3. Future Researchers

The recommendation for future researchers regarding this study is due to the sample of study. Since this study employed sample from students in junior

high school level, it is recommended for future researchers to employ the sample from higher level of students e.g. senior high school students or university students in which their teacher uses bilingual language in conducting English classroom to see whether or not they have similar perception to the use of bilingual language by the teacher. Moreover, the future researchers are also recommended to investigate the contrary approach, it is monolingual approach (the use of target language only in EFL class) to confirm whether or not it helps students in learning English subject especially in which English is existed as a foreign language.

### **5.3 Limitations of the Study**

This study has reached its aim and it focuses on two major points. First, it focused on students' perception of bilingual language used by the teacher in their English learning classroom. Second, it focused on the benefits of teacher's bilingual language use for the students in learning English. Based on the findings of the present study, the findings could not be generalizable because it has several limitations. The limitations are due to the population of the study in which this study only involved a class of a junior high school and one teacher in one school. Moreover, the researcher also did not conduct any observation as another research instrument because this study was only focused on students' perception. However, the findings of this study are expected to be a reference for English learning practitioners including teachers, students, and the future researchers who are willing to conduct similar theme of the study.

### **5.4 Concluding Remarks**

As stated in the earlier part of this chapter, this last chapter of the research paper has presented the conclusions and suggestions of the study which are based on the result of the present study from the analysis of data collection, the findings of each research question, and the discussions related to the findings of each research question. Finally, a brief conclusion of the study and suggestion for some people who are related to this study have been presented above to give

them information about the present study and to inform them information related to the result of the study.