

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

This chapter displays the conclusion and recommendation drawn from the findings and discussions of this study. Consequently, this chapter is divided into two segments, they are conclusion and recommendation. The conclusion provides the summary of the result of this research. It was composed in line with the research questions to make the results clear and concise for the reader. Meanwhile, the recommendation covers several ideas regarding this research for people in the language attitude field who are interested in creating another research on the same issue.

#### 5.1 Conclusion

In line with the research questions, there are at least two main conclusions asserted in this section. The first inference is related to the first research question about students' attitudes towards Bahasa Indonesia in a bilingual school. The result of the first research question was obtained from students' questionnaires as the main instrument and supported by students' interviews. Based on the result, it can be concluded that students' attitudes towards Bahasa Indonesia in a bilingual school were positive.

This result was raised from all components of attitudes: cognitive, affective, and behavioral, which were shown by the students during the implementation of Bahasa Indonesia in a bilingual school. Concerning the cognitive component of attitudes, students were shown positive results towards their belief and perception of the critical role of Bahasa Indonesia. According to the result, they believe that they can apply Bahasa Indonesia well even though they are students from bilingual schools. Besides, to do with the affective component of attitudes, students expressed their pride in using Bahasa Indonesia in bilingual schools. Lastly, concerning the behavioral element of attitudes, students denoted in their positive behavior towards Bahasa Indonesia as they use Bahasa Indonesia in daily communication. The students claim that the use of Bahasa Indonesia makes their communication in class more organized, and the use of

Bahasa Indonesia could encourage them to be more engaged with the teaching-learning process. Even though some sometimes use English as their second language for communication due to their need to communicate with another teacher who comes from abroad.

Subsequently, the second conclusion is drawn based on this study's second research question, which discusses the factor behind the results of students' attitudes towards Bahasa Indonesia. The results were acquired mainly through students' interviews and strengthened by students' questionnaires. The study found that there were three factors that affect students' attitude towards Bahasa Indonesia: proudness of language, the social factor, and the language-internal system. About the proudness of language, the participants have notified their proudness towards Bahasa Indonesia because they realized the status of Bahasa Indonesia as a unified language and their primary language to use in communication. Regarding the social factor, students prefer to use Bahasa Indonesia as their first language that they used in the classroom because Bahasa Indonesia makes them conform to what society at large does. Meanwhile, considering the language-internal system, the participants use Bahasa Indonesia the structure of Bahasa Indonesia is more accessible than other languages.

## **5.2 Recommendation**

This research focuses on the attitudes of students towards Bahasa Indonesia in a bilingual school. For future research studies, it is recommended to conduct the same research in attitudes with different objects and participants of the research. Besides, it will also be much better if the future researcher uses different components and measurements of attitudes to gain the research about attitudes more complex. In addition, future research can compare the attitudes of different generations and use these generations to conduct comparative studies to make the research data more prosperous and more detailed.