

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents some conclusions and suggestions. The first part is the conclusion of the research conducted based on the research questions which are elaborated in the previous chapter. The second part is suggestions for the researchers who are interested in doing further research.

#### 1 Conclusions

This study was supposed to find out the student's perception towards the teachers' use of English in EFL classroom and how the teachers' use of English influences classroom interactions. From the result and findings in previous chapter, several conclusions can be drawn.

First, it is found that most students (95%) had positive perception on the teachers' active use of English at an EFL context. In the teaching and learning process connected in one public senior high school in Yogyakarta. Most of them (89.9%) felt that their current English teachers used both spoken and written language extensively. They were particularly encouraged (95.9%), enthusiastic (95.4%), and happy (88%) to learn English when the teachers used English actively in the class. They (93, 5%) also believed that their aims at learning English were facilitated if the teachers used English actively in EFL classroom at their senior high school. This result was supported by the interview data showing that most students (94%) had positive perception on the teachers' use of English in EFL classroom.

Second, concerning the influences of the teachers' use of English to classroom interaction, the observation result shows that most students were active, serious, and enjoying during teaching and learning process in the classroom. This data was supported by the interview showing that most of the students responded positively to the active use of English by their English teachers. They are also highly appreciative to the teachers. They finished their task and submitted to the teachers in time. They performed in front of the class cheerfully although they sometimes still communicated with their English teachers in Indonesian language. From the classroom observation, it can be concluded that the active teachers' use of English gave most of the students positive influence on their activeness in the class, strong desire to learn, enjoyment, emotion, respect to their teachers, self confidence, skillful in critical thinking, and on their skill in solving problem. Although a variety of variables may be at play, these facts seem to be influenced partly by the teachers' use of English. This is confirmed by the students' claim in the interview.

## **2 Suggestions**

From the conclusions above, there are some suggestions that are noted. The first is methodological in nature. The present study was conducted in 2 1/5 months. Further research may take longer in order to find other phenomenon. In relation to the number of classes involved, further research may observe more than four classes to get more representative and comprehensive data.

Second, related to the English teachers, it will be good for them to use English actively in the classroom as well as outside the class with students. They also have to get communicative competence in English. For teachers who have low English ability must improve it gradually. As teachers, they are models. To become good models, they should have good English communicative competence.

Third, students need to study English well. They should not improve their English based on their teaching and learning time in EFL classroom only. They should study by themselves or with their group work, with other subject teachers, as well as in informal courses, where they can take an extra English course in order to accelerate their English improvement. They must try to communicate with anybody in English without worry to make mistakes to have English performance as well as communicative competence.

