

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was supposed to find out the students' perception on the use of English as a medium of instruction by their teacher in the classroom, and the influences of using English as a medium of instruction to classroom interactions. From the results and findings in previous chapter, several conclusions can be drawn.

First, regarding students' perception on the use of English as a medium of instruction, most students from both groups have positive perception. Based on data from students' interview, 35 out of 38 (92.10%) students had positive perception. This data was supported by the journal data. The result was the same in that 35 out of 38 (92.10%) students had positive perception on the use of English as a medium of instruction. It indicated that only 3 students or 7.89% students in this group had negative perception. In-group 2, 32 out of 38 (84.21%) students had positive perception. The rest of it or 6 students (15.78%) had negative perception. The data from students' journal showed that 32 out of 36 (two students were absent) or 88.88% students had positive perception on the use of English as a medium of instruction. Meanwhile, 4 students or 11.11% of them had negative perception.

Second, concerning the influences of the use of English to the classroom interaction, actually, both groups of students felt the same influences. The differences

occurred, because the language used as a medium of instruction in both groups was greatly different. The teacher in group 1 used English dominantly. Meanwhile the English teacher in-group 2 used Indonesian dominantly as a medium of instruction in the classroom. This difference reflected to the classroom interactions.

Based on the classroom observation results, in-group 1, most students were active, serious, and enjoyable during teaching and learning process in the classroom. They also have highly appreciative to the teacher. This data was supported by findings from students' interview that 35 out of 38 (92.10%) students felt positive influences on the use of English as a medium of instruction to the classroom interaction. Only 3 out of 38 (7.89%) students felt the negative influence. The data above was also in accordance with the results from teacher's interview. She said that most of the students in her class were active and serious. They also appreciated her very much.

In-group 2, based on the data from classroom observation, the students were tended to be inactive, not serious, and not enjoyable during the teaching and learning process. They also have low appreciation to their English teacher. The English teacher interview result was also supported these data. Based on the interview result, he said that most students in his class were inactive and not serious in teaching English. Sometimes, they did not finish their tasks. It made him angry and had bad relationship to the students.

Meanwhile, the data getting from students' interview result (Group 2) showed that If English were used as a medium of instruction in the classroom, 32 out of 38

(84.21%) students would feel positive influences and 6 out of 38 (15.78%) students would feel negative influences.

Based on the conclusion above, the researcher can say two important things. First, although one may assume that the use of Indonesian will enhance the comprehension of the material, the result of the research shows a different fact: the students who study English in the class where English is used dominantly have better comprehension than the students who study in the class that Indonesian is used dominantly. It occurs because the use of Indonesian may decrease the challenge for students in studying English. As a result, they underestimate the English subject and the teachers, which may influence their comprehension on the material being studied. Second, knowing and fulfilling the students' needs are very important for the teachers while teaching in the classroom. Challenges and opportunities to use English in the classroom are parts of the students' needs. These may influence the classroom interaction and finally the students' comprehension.

5.2 Suggestions

From the conclusions above, there are some suggestions that are noted. First, for the next study, it will be better if the study can be conducted with longer time in order to give contribution in another context. This study only took four times classroom observations in each class. Others phenomenon could be found if the classroom observations were done more than four meetings. In relation to the number

of classes involved in this study, it would be good if the class used as the samples were more than two. Therefore, the finding could be more various.

Second, related to the English teachers, it will be good for them to use English as a medium of instruction, because students need to be exposed to the target language as much as possible. By doing so, both the teachers and the students may practice their English in the classroom effectively.

Third, the teachers who have low English ability must improve it gradually. As teachers, they are models. To become good models, they should have good English competence and performance.

Fourth, the students need to study English well. They should not improve their English based on their teaching and learning time in the classroom only. They should study by themselves or with their group work. They can take an English extra lesson in order to accelerate their English improvement.