

Chapter Five

Conclusion and Recommendation

In this chapter, the researcher presents the conclusion and recommendation of the research. The first point, the researcher explains the background of the research, the objectives of the research, and the findings of the research. In the second part, the researcher presents some of recommendation of the research.

Conclusion

In language education, English is one of the languages of education applied in all institutions. English is a taught language subject ranging from kindergarten, elementary school, junior and senior high school, even at the university level. In the university level, English learning should be taught by using the target language. However, the fact is still encountered in the learning which used the first language as a language in learning English. In this case, it is occurred in Indonesia. Especially at the university level, English learning is still using *Bahasa Indonesia*. Thus, the fact of the use of *Bahasa Indonesia* in English teaching and learning also caused the curiosity whether the use of *Bahasa Indonesia* gives the advantages and the disadvantages for the students. Hence, in this research, the researcher finds out the students' perception in terms of advantages and disadvantages of using *Bahasa Indonesia* in English learning. Moreover, to do this research, the researcher used qualitative method and the research design was descriptive qualitative research. The researcher involved three students of private university as the participants.

The researcher found four findings related to the students' perception in terms of advantages of using *Bahasa Indonesia* in English learning. Firstly, the students

found that the use of *Bahasa Indonesia* helps the students in speaking. It means that, *Bahasa Indonesia* make their speaking skill improved when doing daily conversation in English with their partner in the learning process. Secondly, the students revealed that the use of *Bahasa Indonesia* helps the students in understanding the teachers' explanation. Furthermore, the students admitted that the use of *Bahasa Indonesia* makes the students clearer in understanding the material in English learning. Besides, the students also stated that the use of *Bahasa Indonesia* helps the students to understand the teacher's deliver the instructions. Thirdly, the students said that the use of *Bahasa Indonesia* can be used to address the students' different ability in English. Furthermore, the students mentioned that the use of *Bahasa Indonesia* helps the students' comprehension about the vocabulary.

The researcher found seven findings in term of the disadvantages of using *Bahasa Indonesia* in English learning. Firstly, the use of *Bahasa Indonesia* in English learning hampers the students' speaking skill. It means that the disadvantages of the use of *Bahasa Indonesia* not improve their speaking ability. Secondly, the students said that the use of *Bahasa Indonesia* makes the students not optimizing the learning process. The consequence of using *Bahasa Indonesia* in English learning makes the students have limitation in learning English. Thirdly, the student revealed that the use of *Bahasa Indonesia* makes the students tend to use *Bahasa Indonesia*. It means the students always apply *Bahasa Indonesia* to speak in English learning. Fourthly, the students admitted that the use of *Bahasa Indonesia* causes the students acquiring less knowledge of vocabulary. It means that the overuse of *Bahasa Indonesia* in English learning makes the students have limited vocabulary. Fifthly, in this research, the

students stated that the use of *Bahasa Indonesia* can limit the opportunities for exposing the students to English. This means that *Bahasa Indonesia* causes the students having less of knowledge about English. Sixth, in this research, the students claimed that the use of *Bahasa Indonesia* make the students not get the feeling of English itself. It means that if the use of *Bahasa Indonesia* in English learning is overused, the students will not enjoy in teaching and learning English. Seventh, the students mentioned that the use of *Bahasa Indonesia* is not challenging. This means that the students are less satisfied to learn English widely.

Recommendation

In this point, the researcher gives some suggestions related to the students' perception on the advantages and the disadvantages of using *Bahasa Indonesia* in English learning. Thus, the suggestions are expected to be beneficial in the future for the students, the teacher and other researchers who want to conduct the research with the same field.

For the students. The students need to be aware to learn English in using *Bahasa Indonesia*. The students need to increase English knowledge to avoid using *Bahasa Indonesia* in English learning. In addition, the students are advised not to expect their teachers use *Bahasa Indonesia* during the learning process.

For the teacher. The teacher can give motivation to the students to learn English. It makes the students habituate to use English rather than *Bahasa Indonesia* in English learning. The teacher also needs to minimize the use of *Bahasa Indonesia* in the classroom. It means that the teacher should use English more often in giving

materials and instructions in order to make the students get maximum exposure of English.

Other researchers. Other researchers might conduct the same topic in the future which is about the students' perception on the use *Bahasa Indonesia* in English learning. The researcher focused in term the advantages and the disadvantages of using *Bahasa Indonesia*. Therefore, other researchers can explore more aspects about the use of *Bahasa Indonesia* in English classroom and also can conduct the similar research using different research method.