

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

CHAPTER V

CONCLUSION

This Chapter consists of two sections. The first section is the conclusion that sums up all the main points in the previous chapter. The second section presents suggestions.

5.1 Conclusion

In this study the writer took the language choice of the young lecturers of the English Department of Widya Mandala Catholic University as her topic in her study because of some reasons stated below.

Since language as a means of communication of people in order to be able to communicate with one another in everyday life, the writer thinks that language holds an important role in teaching learning process especially in Reading A that was the reason why the writer wanted to know the language choice of the young lecturer to teach in the classrooms.

As a matter of fact, the young lecturers of the English Department of Widya Mandala Catholic University are multilingual so they are able to speak more than one language and based on the writer's experiences during her study in the English Department of Widya Mandala Surabaya Catholic University for more than three years she found out that young lecturers have little experiences and tend to speak more than one language; then questions came to the writer's mind. She formulated those questions as her research questions. She conducted her study to

find out the language spoken by young lecturers, the dominant language spoken by the young lecturers and the reasons of using more than one language to teach in the classrooms

In this study the writer took three young lecturers as subjects, and three research instruments to take the data. The research instruments were observation, recording and questionnaires. The writer observed, recorded the teaching learning activities in Reading A classes. Then, the questionnaires are given to young lecturers outside the classrooms after the observation and the recording.

From her results of the study using the three instruments, the writer then could conclude that:

1. The young lecturers did not only speak English to teach in the classrooms but they also spoke Indonesian.
2. The dominant language spoken by the young lecturers of the English Department of Widya Mandala Catholic University to teach in the classrooms was English.
3. The reasons of the young lecturers spoke more than one language to teach in the classroom were stated below:

The reasons of using English were; English is their target language so they have to speak English all the times and they have to create the English atmosphere around the campus.

Then the reasons of using Indonesian were: the young lecturers were eager to make the classrooms relax and amuse instead of strain. Besides that, Indonesian is their national language that is why sometimes they speak

Indonesian. Their languages in the classrooms were really influenced by their habits in speaking Indonesian. Another reason, the young lecturers were sure that their students were able to acquire the lesson well if they used Indonesian. Furthermore, by using Indonesian the relationship between students and lecturers were more intimate.

5.2 Suggestions

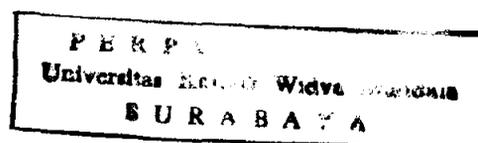
The following suggestions deal with theoretical and practical. From the theoretical point of view the suggestion concerned with the implementation of language choice in sociolinguistics so that the students of the English Department of Widya Mandala Surabaya Catholic University can obtain clear descriptions of the use of language choice. Future research is suggested to use similar studies and techniques with different samples and procedure in analyzing the data to see what kinds of languages used by the subjects investigated

Furthermore the practical point of view deals with the young lecturers. They can get some contributions in choosing the appropriate languages to teach in the classrooms so that their students can understand the lesson and the aim of teaching learning activities can be achieved

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