

CHAPTER : IV**CONCLUSION**

Within a society with some languages, people recognize those languages which are used in their communication, and even, they are able to speak the languages although not appropriately. In a bilingual or multilingual society; such as in Indonesia; people usually speak more than one language - their native language, the national language of Indonesia and, even, some foreign languages, such as English, Chinese and Dutch. In this case, people should know when, how and why they use one instead of another. This ability is discussed in the study of Language Choice which examines what makes people in a society tend to choose one language rather than another in a given instance. Since there are choices that can be made in the society among languages, people need this kind of ability of choosing a language which is appropriate to the situation, topic and the person whom they are talking to.

The success of learning-teaching activity, especially in this department, depends potentially on

the students, the lecturers and the system (includes the languages used in the class). This means how far the students can comprehend the lecture and get the knowledge from the lecturers, how the lecturers transfer the knowledge clearly, and how the languages used in the class interaction. Since language is used as a means of communication in the English Department classes, the success of learning-teaching activity also depends on the languages used in it. Thus, the languages used by the lecturers should suit the students' need and expectation in order to make them understand the lecture easily. Since this deals with the use of a language which suits the other person's need, this idea is tightly related to the theory of Language Choice.

The tendency of using Indonesian by the lecturers of the English Department of Airlangga University is commonly found in the non-skill classes - the classes of the science subjects or the subjects which are not about language skills; such as General Linguistics, Semantics, Syntax, Morphology, Phonology, Drama, Poetry, Prose, Literary Criticism, Theory of English Literature, and History of English Literature - since it is only in this kind of classes, Indonesian is possibly used. This

phenomenon never happens in the skill classes, since in this kind of classes, the students are trained to use English, while Indonesian is left out.

The lecturers' Language Choice pattern can be said as the pattern of the language which they use in the class, whether they use English or English which is mixed with Indonesian. In this study, there are three situations where the phenomenon possibly happens, these are when the lecturers explain the subjects, answer questions or give examples. In this case, the lecturers are conscious in using Indonesian, that is when the students do not understand them. This is for facilitating the students in comprehending the lectures.

From the observation, it is found that most lecturers tend to use English which is mixed with Indonesian when they explain the subjects. They sometimes also use Indonesian in answering questions and giving examples. This Language Choice pattern which is used by the lecturers in the non-skill classes should suit the students' need and expectation, so that the learning-teaching activity can successfully be maintained and established.

Based on the results of questionnaires, interview and statistical test, the students' responses toward the phenomenon is that most students agree with the use of Indonesian in the non-skill classes, especially when the lecturers explain the subjects. However, the students disagree with the use of Indonesian by the lecturers when they answer questions or give examples. This fact opposes to the lecturers' Language Choice pattern in which they also use Indonesian in those situations. The students expect them not to use Indonesian when they answer questions and give examples, but they do contrarily. In short, the lecturers' Language Choice pattern which is expected by the students is that the lecturers should use Indonesian when they do not understand the lecture, especially in explaining the subjects. By considering the results of the statistical test and the fact about the lecturers' Language Choice pattern used in the non-skill classes, the general conclusion is that the lecturers' Language Choice pattern is different from what the students expect.

However, generally, the students agree with the use of Indonesian in the non-skill classes since it helps them in understanding the lectures. It is expected

that if they understand the topic completely, they can develop and explore the idea in their own words. This will improve their English competence and intellectual cognitive all at once.

SUGGESTION:

As have been mentioned that this study is expected to give a meaningful contribution for the English Department of Airlangga University, there are some suggestions from the students and what they expect in accordance with the lecturers' Language Choice pattern used in the non-skill classes.

- The lecturers should use English which is mixed with Indonesian, especially for the new students who are still in the early semesters to help them to adjust to the use of English in the class.

- They should reduce the frequency of using Indonesian in the subsequent semesters in order to improve the students' English competence.

- They also should limit the use of Indonesian in the non-skill classes only if it is really needed, that

is when the students do not understand them clearly.

- Since the lecturers' Language Choice pattern used in the non-skill classes is not the same as what the students expect, they should reconsider and change their Language Choice pattern into which suits the students' expectation.