

CHAPTER 5

CONCLUSION AND SUGGESTION

5.1 Conclusion

Learning was a long-life need for the world and acquisition was the shadow that nobody pay attention of. Despite the important of learning a language, acquisition was also needed and very effective in helping the children in improving their knowledge and language acquisition was not limited to the classroom, but can take place at any time and in any place, including the home, the community (tanjila, 2013) and also any other exposure that the children got outside the school. Understanding the effect of the outside classroom exposure to children would help the parents to understand the importance of the exposures their children got.

Learning English outside the classroom was now possible and it was also very easy compared to the 90's, because English was everywhere and it was spread throughout the world. More English songs in the Internet, games were using English language as its first language, novels which were translated into English, etc. These activities might be common for everyone, however it made great effect on the children English improvement unconsciously and this was called language acquisition.

From the result of this study, senior highschool students got a lot of exposure outside the classroom and the exposures were traditional media, modern media, and group work that they were doing as their daily

activities. However, modern media is the most favorable one because they can interact with overseas friends by using English. The questionnaire showed that most of the students chose listened to music as their best exposure outside the classroom which improve their English proficiency and not only that, the students also played games and used social media with the English language setting. Aside from these activities, students were avoiding or did not talk with each other in English outside the classroom if it was not necessary because they felt more comfortable with Indonesia language.

The activities that the students had everyday helped them in developing their proficiency in English in a way that they actually enjoyed and did not stressed out by it. Some students were trying to understand the lyrics of their favorite songs when they were listening to it and this happened when they were playing game too. When they were playing game and found any difficult words, they would search for the words in an offline or online dictionary to learn the meaning of it. These actions showed that learning English was not only limited in the classroom with the teacher, but also outside the classroom with the activities that they loved to do.

The interview which has been conducted, found that some critical moments that the students face also played a big role in motivating them to learn English more. Bernard was one of the interviewee and he used to dream of traveling to English speaking country, but after he has known the

outside world and knew the other interesting stuffs like games, manga, anime, novel, comic, etc. he started to change his mind that also change his heart and he decided to go to Japan because there were many games which developed there and he wanted to know it more. While Neil thought that English was important, but he did not make any effort to study it harder, because he did not interested in English at all. Bernard and Neil were always having a remedial for English and their scores were not good. The motivation, support from parents, and the exposure they got outside the classroom were not much. They did think that English was important but they refused to study harder and thought that their condition now was good enough, although they always got the remedial for English. Their parents supported them by sending them to English course and counting 100% on the English course and only reminded them that English was important. The exposures that they got also did not as much as the others and Bernard spent most of the time in playing games, while Neil spent most of his time watching youtube videos.

Different from Bernard and Neil, Andrea got the motivation to study because she knew how important English was for her future and her parents also support her by starting to talk English to her first sometimes. She studied English everyday and always thought of how to improve herself although she was in fact did not like studying language, but her motivation kept her going. Emilio also did not interested in English language, but his motivation to study was very high. His father also forced

him to speak English when they were going overseas. Emilio also knew how to learn English from watching western movies well. He always tried to match the words that the actors said with the subtitle provided along with the dialects which were used by the actors and actresses.

5.2 Suggestion

This study employed Narrative Inquiry in which stories become the center of analysis. This approach is relatively rarely done in Indonesian context of educational research. As this attempt still needs improvement, the writer expects that there are more studies on applying this approach in educational research in Indonesia, especially in the area of teaching English as a foreign language.

The study strengthens the claims in the field of Second Language Acquisition that learning a foreign language is not limited in formal settings. Instead, informal settings may give more exposure to students which may develop their language better due to the characteristics of informal education which is more stress-free. Stressing the students to learn something might cause a bad effect in the future which will lead them to be less motivated students and in order to avoid that, learning in a stress-free situation can be a good choice. Based on this finding, the writer suggests teachers and parents not to be worried when their students and children are engaged in activities outside the classroom which is not related with the school project or studying based on the book and specific

material. Activities such as listening to music and playing games are some activities which lead students to study English in a stress-free situation and as long as it is not too excessive teacher and students' parents do not need to worry and even prohibit them to have a contact with these activities. Based on the stories the study's participants, learning English may happen to "trivial" activities such as playing games or chatting. Simple stuff like chatting can really help the students improve their ability in speaking and it will make them more comfortable to talk in the near future.

The last suggestion goes to the writer's fellow students planning to do research that doing good preparation is a half-done job. One my weaknesses is that I did not plan adequately so that the participants at first cannot recall what happen in these past few years and they rush in remembering everything due to the lack of time. I believe a more relax conversation and situation can help the participants delivered their story better. So, I think a chit-chat before starting the interview will help loosen up the awkward situation.

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