

CHAPTER IV

CONCLUSION & SUGGESTION

This chapter provides information about conclusions of the research and suggestions are also revealed for the next study.

4.1 Conclusion

ELF is the use of English as a global means of communication between communities. In 2007 English was also made a working language in ASEAN (Kirkpatrick, 2008). Therefore, all countries in ASEAN including Indonesia must use English as the language of instruction. However, in contrast to reality, Indonesia did not carry out this policy. Even the concept of English as lingua franca (ELF) is not a major concern, especially in Indonesian schools. And no school implements English as a lingua franca. This is caused by several factors, for example, the lack of quality education and also the quality of ELT teachers in the school. Not only that, the interests and desires of each individual also have a big influence on this issue. Not a few people think that English is an unimportant language. This is the basis of this research and the researcher made two research questions for this research. First, How do the ELT Teachers view English as a lingua franca in the school context?. Second, How is the role of the ELT Teachers in implementing English as a lingua franca in the learning context?.

The first question concerns how ELT teachers view ELF in the school context. They argued that ELF was very important and needed to be implemented in schools. There are several factors where ELF can be said to be very important. First, to keep up with technological developments and the modern era; it is necessary to implement ELF. Second, ELF is very important because it can indirectly improve the quality of education in schools. Third, the implementation of ELF can help improve Indonesia's EPI rating for the better and so on. However, the results of the analysis show that this school is

not yet ready to implement ELF. The reason is that there are no special rules or patterns that can strengthen the concept of the ELF itself. Furthermore, there is no consistency with the regulations that have been made in such away. There is also the absence of great concern from every teacher at school to the English language. They are more concerned with personal interests than common interests in the context of making the quality and quantity of schools better. On the other hand, the status of English in Indonesia is only as a foreign language (EFL) and Indonesia is also not a country that used ESL. This means that English only exists as one of the subjects in junior high school (SMP) and senior high school (SMA). This is a defense for Indonesia, which is not ready to implement English as a lingua franca.

The second question concerns the role of ELT teachers in implementing ELF in the learning context. The results of the analysis concluded that the teacher did not maximize his role well as an English teacher. In the process of learning activities, the teacher used English and Indonesian. However, teachers often used Indonesian rather than English. This happens because of the fear of the teacher when students do not understand what is conveyed by the teacher. Supposedly, ELT teachers should use English fully when teaching because it is part of English as a lingua franca. Furthermore, the teacher did not have special rules that become one of the patterns in classroom learning activities. Even during the learning process activities, students' responses tended to be passive and less enthusiastic in learning English. The main factor is that students did not understand what was conveyed by the teacher. Furthermore, the lack of facilities received by the teacher, so that his role as an English teacher to promote English to students and their surroundings is less than optimal. The lack of an ELT teachers role in implementing ELF is also caused by the lack of knowledge about (ELF) by each ELT teachers and they only have the view that English is only a foreign language (EFL).

The discussion revealed that through English as a lingua franca in the school environment, we can understand that strengthening the quality of education is very important. Therefore, being committed to using English in the school environment can indirectly help improve the quality of education.

4.2 Suggestion

The following are suggestions for those who are interested in undertaking a similar study and part of education.

4.2.1 Educational Institution

For educational institutions, this research can show the advantages received by schools or educational institutions that implement ELF. The shortcomings of this school are the cause of the less than optimal implementation of ELF. Hence, any school or educational institution should improve whatever needed by looking at this research.

4.2.2 ELT Teachers

For an ELT teachers, this research can show how the role of ELT teachers in implementing ELF in schools are. In this study, several shortcomings exist in each teacher in his role as an English teacher. Therefore, with this research, ELT teachers can improve whatever needs to be improved.

4.2.3 Future Research

For future research. This research can be used as a reference for future research. As for other aspects that have not been discussed in this study, namely (1) Perceptions of ELT teachers in junior high and elementary schools about ELF, (2) Perceptions of teachers other than English teachers about ELF (3), Perceptions of English lecturers about

ELF, (3) Students' perceptions of ELF on campus and so on. Some of these aspects can expand the limitations of future research by talking about the implementation of ELF in schools and other educational institutions.

