

CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter consisted of conclusion and suggestion of the study.

4.1 Conclusion

Many schools in Indonesia, including in Cirebon, offer the concept of Bilingualism or Multilingualism. Bilingual and multilingual education refers to the use of two or more languages as a medium of instruction. However, they have not implemented the concept perfectly. The language policy used by students and teachers in schools has not fully embraced the concept of Bilingualism or Multilingualism. For example, the use of English, Arabic, Mandarin, and Sundanese which are only used in their subjects, not as the language of instruction in other subjects.

This study reports how the students' perceived their agency as language users in a multilingual classroom setting and how their agency informs the teaching and learning practice. The agency that the researcher means in this study is the student agency as a language user, which means agency here refers to language preference. Language preference is how students choose the language they use in what context and for what purpose where they do it according to their interests or needs.

Based on the research that has been done, the results shows that students in multilingual classes have a high interest in learning and using foreign languages. When students learn another language, they develop their multilingual proficiency. It is the same in the classroom when they are learning a foreign language; they utilize one language to study, express their own ideas, have discussions, and improve their communicative competence. However, interest in foreign languages threatens the existence of local languages. This statement is evidenced by the results of interviews with students who stated that they could not speak the local languages.

On the other hand, the agency of students as language users affects teaching and learning practices. The findings in this paper indicate that multilingual education in schools is mainly related to the use of multiple languages in current teaching and learning practices influenced by the language skills and learning experiences they get at home and in the environment in which they live. If they are used to using several languages at home, especially the language that is used as a subject or the language that is used a lot in class, it will make it easier for them to receive lessons in teaching and learning practices in the classroom. This can also affect their confidence in using language. When students have confidence in using language, the teaching and learning process becomes more enjoyable.

4.2 Suggestion

Referring to the conclusions above, several points suggested as follows:

4.2.1. For students

Each student has their own abilities and weaknesses, especially in language learning. Researchers suggest for students to continue to develop students' abilities in learning many languages. In addition, students need to cultivate confidence in themselves that learning a language and being multilingual is one of the things that can have a positive impact on life, such as finding a job and having many opportunities to contribute to the world.

4.2.2 For teachers

The researcher suggests to the teacher that the teacher needs to strengthen the students' linguistic pride, especially their pride in the local language.

4.2.3 For the future research

The researcher expected that future studies that can further investigate students' perceptions of agency in other settings offered in their major subject will provide important information about the pedagogical development of the

course of study. It is also important to conduct a longitudinal study asking the same students to rate their agency in a multilingual community.