

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter concludes the study by summarizing the main findings and offering recommendations for future research.

1.1 Conclusion

Based on the research findings conducted at SMA Negeri Kualin, it can be concluded that teachers' strategies play a fundamental and transformative role in managing the use of the mother tongue to optimize the English language learning process. The answer to the research question centers on the teachers' consistency in establishing English as the primary language of instruction across all stages of learning, from the opening of the session and the delivery of core materials to the closing reflections. This strategy is deliberately designed to force the creation of an immersive linguistic ecosystem where students are exposed to maximum target language input. This is particularly vital given that SMA Negeri Kualin is situated in a rural environment with minimal exposure to English outside of school hours. By maintaining English as the dominant medium, teachers do not merely transfer knowledge; they acclimate students' ears and cognitive logic to process information directly in the target language, which is a determining factor in successful second language acquisition.

However, the study also reveals that the total elimination of the mother tongue is neither practical nor effective within an English as a Foreign Language (EFL) context. The teachers at SMA Negeri Kualin adopt a flexible approach through the strategy of controlled code-switching. The use of the first language (L1) is employed selectively and strategically during critical moments, such as

when deconstructing highly complex grammatical concepts or delivering crucial instructions that, if misunderstood, would hinder the flow of classroom activities. This practice reflects a pedagogical understanding that the mother tongue can function as a "cognitive bridge" that facilitates comprehension without dominating the classroom. Thus, the mother tongue is not viewed as an obstacle but as a temporary support tool (scaffolding) used to ensure that no student is left behind in understanding the substance of the lesson before the teacher transitions fully back to English.

On the other hand, this research highlights that the most significant challenge in minimizing the mother tongue lies in student-to-student interaction, which is still heavily influenced by the use of local languages in their socio-cultural lives. This dominance of the local language often emerges spontaneously during group discussions or when students encounter vocabulary limitations, triggered by factors of psychological comfort and social habits. In response to this phenomenon, teachers apply positive reinforcement and modeling strategies. By providing appreciation for every student's effort to speak English, teachers successfully lower the "affective filter" (anxiety levels) and build student confidence. Furthermore, the technique of reformulation—where the teacher repeats the student's intended meaning in correct English without providing direct criticism—proved effective as a supportive corrective tool, ensuring students feel safe to continue experimenting with English without the fear of being judged for their mistakes.

In summary, the success in reducing mother tongue interference at SMA Negeri Kualin does not depend on rigid prohibition, but on the creation of a

communicative and supportive classroom atmosphere. Through the integration of various interactive activities such as Q&A sessions and simple discussions, teachers have successfully shifted the students' mindset to accept that making mistakes is a natural and necessary part of the learning process. Ultimately, the synergy between intensive English use, wise management of code-switching, and continuous motivational support constitutes the most effective strategy for reducing student dependence on the mother tongue. These strategies collectively not only increase linguistic exposure but also strengthen students' communicative competence despite being in a social environment dominated by local languages.

5.2. Suggestions

Based on the findings and conclusions presented in this study, the researcher proposes several recommendations intended to contribute positively to the improvement of English language teaching and learning quality:

a. English Teachers

Teachers are encouraged to maintain their consistency in using English as the primary medium of instruction to preserve the immersive classroom ecosystem. However, it is suggested that teachers further diversify their use of multimodal learning aids—such as visual media, gestures, and digital tools—to minimize the necessity for translation into the mother tongue. Additionally, techniques such as reformulation and positive reinforcement should be systematically integrated to lower students' affective filters, ensuring that students feel safe to practice without the fear of negative judgment regarding their grammatical errors.

a) School Administration

The school should provide institutional support to create an environment that encourages English use beyond formal lesson hours. This could be realized through policies such as the establishment of "English Areas" on specific days or by facilitating interactive extracurricular programs like an English Club. Providing interesting and contextually relevant literacy resources for rural settings is also highly recommended to help increase continuous language exposure for students.

b) Students

Students are expected to increase their self-awareness regarding the importance of active language practice. It is suggested that students take more risks in communicating in English and not allow vocabulary limitations to serve as a reason to revert entirely to their mother tongue. Peer support during group discussions is also crucial; students should encourage one another to remain within the target language framework to foster more natural communication habits.

c) Future Researchers

This study is limited to identifying teacher strategies in one specific location. Future researchers are encouraged to conduct longitudinal studies to quantitatively measure the long-term impact of these strategies on student learning outcomes. Furthermore, it is recommended to explore more deeply the sociolinguistic influence of specific local dialects on English interference patterns. This would aid in formulating teaching modules that are more culturally sensitive and relevant to the local context of other rural areas.