

CHAPTER V

CONCLUSION, IMPLICATIONS AND SUGGESTIONS

After analyzed the data and found out the findings of the study, the conclusion, implications, and suggestions are staged in this chapter.

5.1. Conclusion

This study focuses the L1 cognitive and linguistic skills transfer in the process of learning L2 of dependent scripts and independent scripts. Based on the findings of this study, the conclusions are described as the following:

1. In dependent scripts, based on the scores of UKBI and TOEFL, Bahasa Indonesia (L1) skills were significantly transferred to English (L2) skills, but not in all skills transferred. Further investigation found that L1 linguistic skills were transferred to L2 linguistic skills of dependent scripts moderately, L1 reading comprehension were strongly transferred in the process of learning L2 reading comprehension of dependent scripts, L1 cognitive skills was not significantly transferred in process of learning L2 cognitive skills of dependent scripts. The results are convinced by the scores of the L1 cognitive skills which greater than cognitive skills.
2. In independent scripts, based on the scores of UKBI and TOAFL, Bahasa Indonesia were not significantly transferred to Arabic skills. Further study found that L1 cognitive skills, linguistic skills, and reading comprehension were not significantly transferred in the process of L2 learning independent scripts.

It is proved by the scores of L1 cognitive and linguistic skills are significantly greater than L2 cognitive and linguistic skills.

3. Based on the finding in dependent scripts, Bahasa Indonesia and English have the same writing systems, so the transfer of L1 linguistic skills into L2 linguistic skills occurred due to most of the students achieved the same level both in Bahasa Indonesia and in English, meanwhile the transfer of L1 cognitive skills to L2 cognitive skills did not happen due to only less of students achieved the same level both in Bahasa Indonesia and in English which means that the students have different cognitive skills in Bahasa Indonesia and English. Based on the finding of independent scripts, Bahasa Indonesia and Arabic have different writing system so there are only few students who achieved the same level of skills in L1 and L2, most of the students achieved different level of skills in Bahasa Indonesia and Arabic.

5.2. Implications

Based on the conclusion above, the finding of present study has some pedagogical implications as follow:

1. The finding of transfer of L1 skills in the process of learning L2 of same scripts can be used as the consideration to language teacher and students in designing the strategies in teaching and learning English, in developing English exposure to improve the students' cognitive and linguistic skills. Typology differences and similarities between Bahasa Indonesia and English

can generate a new way of teaching each language though Bahasa Indonesia and English still have same writing systems.

2. The finding of transfer of L1 skills in the process of learning L2 of different scripts can be used as the consideration to language teacher and students in designing the strategies in teaching and learning Arabic, in developing Arabic exposure to improve the students' cognitive and linguistic skills. Typology differences between Bahasa Indonesia and Arabic can generate a new way of Arabic teaching different from Bahasa Indonesia.
3. The findings of underlying the reason of the transfer in dependent and independent scripts can be used for consideration theory to arrange solution the problems in learning L2 and development of teaching Indonesian students in bilingual context.

5.3. Suggestions

After describing the conclusion and implication of this study, some suggestions are proposed for further researches in line with the cross languages transfer which is discussed in this study as follow.

1. There are many theories about cross language transfer which still controversial, this study discusses only the four cross language theories: language interdependence hypothesis (LIH), language threshold hypothesis (LTH), central processing hypothesis (CPH), and script dependent hypothesis (SDH). This study focused on cognitive and linguistic transfer;

therefore, it can be continued to the next research about the Bahasa Indonesia (L1) skills transfer to L2 skills which can be examined in many language proficiencies and many ages and also other second languages. It is also interested to examine the process of the transfer in multilingualism.

2. This study represents the L1 cognitive and linguistic skills transfer of learning L2 of different scripts, but only few studies have examined the transfer of language skills from bilinguals L2 to their L1 skills, so it is suggested to be explore the transfer of language skills from L2 to L1 skills for further researches with Bahasa Indonesia as the first language.
3. This study represents how process of L1 skills transfer in the process of learning L2 of dependent and independent scripts and the reason underlying the process of the transfer. It is interested to find out the factors of the process occurred in transfer L1 skills to L2 skills of dependent and independent scripts for further research.