CHAPTER IV

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study aims to reveal the problems in the implementation of bilingual program to EFL learners. The problems are what bilingual program model applied by the school and the students' opinion about the bilingual program. From the finding in chapter IV, several conclusions of the problem can be drawn.

First, the problem is about the model of bilingual program. Based on the goal, it was found that the bilingual program model used in the school observed can be classified into additive bilingualism that allows the addition of other language (English) into student's language repertoire without any loss to first language (Indonesian Language). There was evidence to convince the fact. Three of teachers interviewed said that it was because the teaching learning activity was delivered bilingually, the teachers or students used English only in the class, and the students were adult learner so the loss of first language would not be happened. The students' response also nearly agree to the statement that said they want to develop both English and Indonesian Language when participating in the bilingual program and strongly disagree to the statement that said they will lose their first language (Indonesian Language) because of the bilingual program.

Furthermore, according to the portion of English as language of instruction, the bilingual program model was identified as dual language program

model. It was shown by the explanation before that the teaching and learning process delivered by both English and Indonesian Language. However, the implementation of the dual language program model was in "90/10" model. The use of first language (Indonesian Language) was around 80-90% while English was around 10-20% in the end of program. English as language instruction was used by the three teachers for interacting society. Two of the teachers in the second and third grade used English as language of instruction for lecturing, instructing, drilling, eliciting response information, asking questions, providing information, encouraging the students and only third grade teacher use English for giving presentation. The second and third grade teachers also used a modified speech register. They articulated and enunciated clearly, slowed down and simplified language, and rephrased and repeated message in a variety of ways.

The last problem that the study intended to reveal was the students' opinion about bilingual program. From the finding, it was known that generally the students perceived that bilingual program applied by the school good in helping them to be enrich their English and thus most of them held positive response towards the bilingual program. Therefore it can be concluded that in average, nearly all of students (80%) agreed with the bilingual program applied by the school.

5.2 Recommendations

Since the bilingual program is considered a newly-applied teaching method in Indonesian so it has undeniably needed constructive improvement in

many sides. In order to improve the quality of the current program applied in the observed school, there are some recommendations that can be beneficial in the future.

First, the teachers will be better to upgrade the quality of their English skill continually. It is expected then by the end of the program, the target "50/50" ratio in both English and Indonesian Language can be achieved. The upgrade can be done by participating in much more English course, teaching training, and so on.

Second, all the elements of the school should support each other. It is better for the teachers to work in team so that they will know each other about their weaknesses and their capability. And they will help and share each other in developing their ability to apply the bilingual program.

Third, it is better to the government to see the readiness of human resources of the school before guarantying the school as pioneering international standard school or even international standard school for avoiding teachers' shocks as teachers in pioneering of international standard school.

Finally, the last recommendation is for next studies that want to gain about further bilingual program. It is recommended to build studies to reveals the model of bilingual program considered as a good model. They are benefits for those who developing such kind of the bilingual program in order to see what they should be done to make the program better.