

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter involves two main parts; conclusion and suggestion. In conclusion, all findings and discussions previously were drawn together to get the summary of the study.

#### 5.1 Conclusion

The aim of the research was to find out the techniques applied and the materials used at teaching learning process in bilingual classroom. The answer of this question was searched by underlining the transcription of observations and interviews. The research revealed that Bilingual Boarding School combined various techniques applied in the classroom.

There were various techniques applied in the classroom. They were controlled techniques, semi-controlled techniques, and free techniques. For controlled techniques, the teachers used warm up, setting, the content explanation, testing, checking, and copying. Warm-up was used at the beginning of classrooms activities and the students were ready for the lesson. Setting was used for focusing on the lesson topic, the teachers directed attention to the topic. The technique used when the teachers taught about grammar pattern was the content explanation, and testing was used at the last time of classroom, the teachers usually gave small test to evaluate students' progress. Checking and copying were also used in the classrooms, when the teachers guided the students' work and the students writing down the text presented visually. Meanwhile, for semi-controlled techniques, preparation was used when the students studied in the silent condition, pair planning, preparing for later activity and question-answer, referential at the students answer the questions. Information transfer was also used when the students did the exercise by transferring the application from audio to visual. For free techniques, the teachers used games, interview and discussion. Game was one

of the favorite techniques for students. Hence, the teachers used this technique to avoid the student's boredom.

Regarding with the materials employed in Bilingual Boarding School, the researcher revealed that the book used was New Cutting Edge arranged by Sarah Cuningham and Peter Moor. This book covers many components in every module, such as language focus, vocabulary, and skill (reading, writing, listening and speaking). The language focus materials and vocabulary materials were used more than skill materials.

Preposition of the time, have or has got, simple past tense, and simple present tense were employed as language focus material. From this material component, the teachers taught how to make sentences with those grammar rules. In the vocabulary materials, the teachers taught family vocabulary, such as niece, nephew, step mother and father in law and the students' daily routines by making a paragraph. For skill component, the teachers only used listening skill. In this material, the teachers asked students to listen the cassette, and matched the two boxes.

Beside the textbook, there were games as the additional materials. The materials from games were not the textbook content, but it related to the content and the teachers employed these materials in order to the students comprehended the materials.

## **5.2 Suggestion**

Having accomplished this study, there are some suggestions to propose. Those suggestions go to both the teachers and the researchers. To teachers, firstly, it is recommended to teach grammar inductively. However, the correct grammar has to be emphasized. The teachers should not only teach the grammar by explaining the pattern but

also teaching about grammar through texts and games. Secondly, the teachers should move around the class to help the students to do the task or give a deep explanation about the materials. Thirdly, the teachers should make interesting media especially for boy's classroom so that the boy students can participate well in the classroom.

For the next researcher who wants to do the research in teaching learning process, it will be better if there is more time allocated in doing the research. It is assumed that the more time allocated in observation, the more details process in English teaching learning will be acquired and it is better to find more theories that support English teaching learning process in bilingual classroom.

