

CHAPTER V

CONCLUSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter draws the conclusions of the study, implications of the study, and recommendations for future study. The first section presents conclusion of the study, which is grounded on the formulated research questions of the study. The second section presents the elaboration of the implications of the study offering pedagogical insight that might be advantageous for the enhancement of education. The last section presents recommendations for future study that might contribute to education practitioners including teachers, policy makers, and researchers, who grapple with English language teaching, English for specific purposes, Content and language integrated learning, or English as a medium of instruction.

5.1 Conclusion

The study focusing on exploring the policy, practice, and challenges of Bilingual Education has revealed salient findings. The school policy is changing following the times and community's needs. Through enacting innovative programs including the policy to enact Bilingual Education, the school is attempting to maintain its existence as private education. The arduous competitiveness at private educational market urges the school to transform into a developing school, which can accommodate the community's needs for education. The more innovative the programs are the more students the school receives which at the same time the school remains existing. The innovative programs are offered in promising quality assurances in order to attract parents sending their children to this school.

On the other hand, even though the school tends to renew the policies, the policy makers (foundation along with school leaders) pay attention to the other aspects, which can support the new policies. For instance, once the school enacts bilingual program in which it concerns with language policy, they enacts other programs that can support the implementation of bilingual education program including English training even though the trainers are not native speakers, English proficiency test, and supervision. The challenges that come from the

teachers involving teacher self-efficacy, commitment and limited English proficiency seen as inevitable common constraints when it comes to a new policy. Hence, to cope with these challenges, the school frequently provides supervision and TOEFL test in order to encourage teachers to have self-awareness and evaluate their teaching and language abilities. Besides, the school provides teacher development to assure their professional development related to teaching capacity and language proficiency.

In practice, the teacher of bilingual classroom attempted to implement the policy that she should use English in teaching subject matters. In teaching science, the teacher intensively used English in any part of her teaching sections including opening the lesson, delivering the lesson, and ending the lesson. She occasionally implemented the language policy in science class as mandated by the school leaders, that is, to use English at first minute, which then shifted to *Bahasa Indonesia*. However, the teacher used English very often rather than involving *Bahasa Indonesia*. Only if she found her students could not understand the lesson and specific terms related to science she used *Bahasa Indonesia*. In other words, she has sufficient English proficiency and self-confidence, commitment, and self-efficacy to teach science in English. Despite the challenges in the limited availability of learning resources, students' diversity, inadequate time, and parental support, she made endeavour to engage students with safe and meaningful learning experiences and building learner capacity through deploying various learning strategies. Besides, even though she does not recognize and learn the theory of Bilingual Education from the experts, she tends to conduct the principles of Bilingual Education as stated on the theory.

5.2 Implications

The study offers several pedagogical implications for BE policy enactment, and classroom practice including its classroom management. Based on the findings of the study, the study found that policy makers of education should consider the micro level when enacts a new policy rather than focusing on the macro level of the policy. The school needs to take into account the other elements of educational system that might be connected to the school policy including teachers, students,

staffs, community and environment, parents, and the local government. Enacting a new policy at the same time renews the systems of the related elements in the school. Establishing English as the language of instruction urges the school to involve English not only in the classroom but also outside the classroom, English should be exposed to the students, teachers, leaders, staffs who considered as actors in educational field for the sake of effective Bilingual Education.

The implication for classroom management of bilingual classroom is also presented. Students' diversity is inevitable when the teacher should teach content through English including students' diversity of English competence in addition to students' diversity of content knowledge, motivation, or socio-economic backgrounds. The study found that the effective bilingual classroom lies within the way teacher manage his or her classroom. The teacher's ability to accommodate students' diverse linguistic competences is salient given that language takes an important part in content instruction. In other words, the teacher is supposed to be tactful in using languages. In addition, the study found that teacher's language proficiency plays an important role in the instruction since bilingual education requires the teacher to support learner's language awareness in addition to content awareness. The more understanding of language the more confident the teacher will be in explaining the content. More importantly, maintaining students' motivation to learn content through English cannot be taken into granted. It is worth to note that the teacher build students' capacity by supporting them to self-motivate and be autonomous learners.

5.3 Recommendation

The study has several limitations, which can be improved for future studies in bilingual education. The limitations involve data collection and research design. The study is limited in number of participant in which it solely involves one teacher of bilingual classroom in one elementary school whereas the foundation has eight branches of elementary schools. It would be conclusive if the study involve several branches of the schools and teachers and investigate the comparison of BE implementation conducted by several teachers in those schools. In addition, the study is context embedded. Since it was conducted in one specific

context, the findings cannot be generalized to other contexts of Bilingual Education. Apart from that, the design of this study merely focuses on a case study, which was conducted in four times of classroom observations. The study might receive richer information related to teacher's practice of BE if the study was conducted in longer period like longitudinal study.

Based on the aforementioned limitations of the study, some recommendations are addressed to researchers, policy makers, and teachers. It is suggested that the study regarding Bilingual Education be conducted in long period to see deeper findings related constraints of the policy and practice Bilingual Education. The recommendation for the policy makers would be the involvement of native speakers for teacher training related to improving teacher's proficiency of English. Moreover, that the school mandates the teachers of BE to use portfolio-based assessment would be highly suggested in order to enable teachers to understand more about their learners. Eventually, it would be recommended that the teachers of bilingual education have self-awareness to improve both content and language skills, more importantly, they are determined, being self-motivated and committed to teach content through English.