

CHAPTER V

CONCLUSION AND SUGGESTIONS

In the previous chapter, the discussion of the data has been elaborated. In this section, the conclusion of the research will be drawn. In the next section, suggestions are offered from the results of the research.

5.1 Conclusion

The aim of this study is to answer research questions in relation to the teachers' and students' perceptions on the use of English as a medium of instruction. In addition to that, the problems that are encountered by teachers and students and the factors that are contributing to the problems in the use of English as medium of subject delivery are the major points of the study. From the chapter of findings and discussion before, some conclusions can be drawn as follow:

This study found out that on average the teachers teaching mathematics and science were sensible of the reasoning of this government policy. They recognize the objective for the change in the medium of instruction and are appreciative of this change.

However, despite the positive reaction to the change, most responses from teachers showed that they were not ready in terms of English proficiency. They believe that mathematics and science teachers generally do not have satisfactory command of English. This view is

supported by their self-rating of the language components, in which, along the FLOSEM range of 1 – 6, they rated themselves 2.47 in speaking fluency, 2.35 in spoken vocabulary, 2.29 in pronunciation, and 2.41 in spoken grammar. A positive view was given to the language preparedness on the part of the students, where they scored (\bar{x} 3.82), close to ‘agree’.

The teachers in the research argued that Indonesian language is really helpful. They disagree if the role the Indonesian language has played is reduced. As a matter of fact, judging from the manner they view their proficiency and a slight observation in one classroom, Indonesian language still plays the major role in the instruction. They voice the same attitude on Indonesian as that of the students that it is more effective to teach mathematics and science through Indonesian. Therefore, with their better of view of Indonesian language, the incline to turn to Indonesian is very much likely. They feel they still have a lot of problems with English to fix, especially vocabulary and grammar. At the moment, when in problem with vocabulary during instruction they prefer to use Indonesian equivalents, and when in problem with grammar they tend to switch to Indonesian language.

A similar fact regarding students’ perceptions on the use of English as a medium of instruction was displayed in this study. Though they stated that they did not have many problems with comprehension of mathematics course content, but that was not the case with science. They also said that they could not ask questions and expressed ideas fluently in English. This

was presumably because they had to think in Indonesian language first. Besides, they also still encountered problems with vocabulary and teacher's pronunciation. This research also revealed that many students were still afraid of making mistakes.

In conclusion, the implementation of this government policy seems to encounter some barriers, especially when it implicates the teachers' inadequacy in their English language skills. With the urgency to preparing students for the shift from local to global perspective, an improvement is urgently needed. Nonetheless, the bilingual education in Indonesia, especially in public schools will remain a fantasy.

5.2 Suggestions

Based on the research findings, discussion, and the conclusions of the research results, there is an urge to elaborate some suggestions in regards to the use of English as medium of instruction in science and mathematics class. Hence, the researcher offers several suggestions based on several factors encountered in the research.

Apart from the internal problems of the teachers and students, this study showed that this policy has some disadvantages which may lead to the discontinuance of English use in mathematics and science classes. Firstly, the language support mechanisms in result at present do not meet teachers' needs. Teachers are now facing two burdens at the same time, overcoming their own language inadequacies and managing the language

development of their students in terms of their comprehension of the course content. So it is quite demanding that actions are to be taken to find the solutions to the language problems the teachers are now facing.

Secondly, it is high time that the Ministry of Education to encourage teacher training institutions like UPI for example, to develop curriculum which exposes student teachers of mathematics and science to the basic understanding of second language acquisition and academic discourse, as well as adequate English language skills. This scheme can be strengthened through provision of teachers' workshops and other out-of-school assistance that cannot be obtained in schools.

Thirdly, the use of English as a medium of instruction in mathematics and science classes utilizes much energy on the part of the teachers. Thus, the efforts from the institutions where the teachers work should have concrete and positive impact on the teachers as the frontline implementers. Nevertheless, the improvements efforts will end in failure. Kersaint, Thompson and Petkove (2009) suggested teachers to create a learning environment in which students and the teacher feel comfortable addressing language issues directly. It is important that teachers, who are English language learners, publicly acknowledge some of the challenges that may result because of linguistic differences. This public acknowledgment reveals the effort they are willing to take to ensure that they are understood by students; such acknowledgement also emphasizes the importance the teacher places on student learning. Students whose

teacher is an English language learner need to know that the teacher will assist them to learn mathematics and that they can assist the teacher to learn English. That is, students should feel comfortable asking the teacher to clarify words and intended messages and the teacher should feel comfortable asking for assistance to facilitate language and mathematics comprehension. In such an environment, a culture of trust and interdependence for learning is created.

This study, however, may have some mistakes in the process of research or in the report paper. Hence, suggestions to this study are necessary for improvements in future studies. Last but not least, the findings of the study, can, perhaps, provide insight and information for more similar studies to be carried out.

