

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

This study was supposed to find out the students' and the sciences and math teachers' perception on the use of English as a medium of instruction in teaching and learning sciences and math, and the running of learning process in sciences and math class of using English. From the results and findings in chapter IV, several conclusions can be drawn.

First, regarding the running of teaching and learning process in sciences and math using English, three of the teachers always used English in greeting and opening the meeting without translate the English. In reviewing the previous materials or before entering and explaining new topic, they also used English but they sometimes mixed English and Indonesia or they translated their English. There was only one teacher who never used English in greeting and opening the class, and reviewing the last materials.

In while-phase teaching the three teachers still mixed English and Indonesia but the one teacher never used it. In last phase of teaching all teachers wrote the test in English. From the teaching and learning in the sciences and math class, it can be concluded that teachers were really being the language models of the students. It was

shown that students used English when the teachers used it and students used Indonesia when teachers used it.

Second, concerning science and math teachers' perception on the use of English as a medium of instruction, most of the teachers had positive perception. From the questionnaire, it can be concluded that all teachers had known the rule of RSBI well. They also had spirit to motivate their students to use English. And they had a will to improve and develop their ability in mastering English. The last, they believed that their school can run the RSBI program successfully.

Third, related to students' perception on the use of English as a medium of instruction, the students also had positive perception toward the bilingual program in their school. It seemed that they realized of their position as bilingual students. They respected their teacher and they were also enthusiastic of using English in sciences and math class. And from the interview, the students also gave positive responses. And the interview supported the questionnaire data.

Fourth, from the researcher's survey on the facilities that the school has, it can be said that it has complete facilities and all the facilities are almost suitable with the characteristic of RSBI that have been created by the government.

Next, Tucker (1999) concludes that individuals most easily develop literacy skills, cognitive skills and master content material when they are taught in a familiar language.

In conclusion, the effects of bilingual education depend very much on the type of bilingualism that is developed (Cummins, 1981). In detail, Cummins states:

where children or students develop low levels of proficiency – for example, small vocabulary, incomplete grammatical knowledge, low levels of reading and writing skills – in both languages, educational and intellectual progress will be slowed down. However, where children’s abilities in both languages are relatively well developed (not necessarily equal), then there is evidence that bilingualism can enhance intellectual functioning (Cummins, 1981:24).

From Cummins’ statements, it can be concluded that teachers have important rule in motivating and developing students’ ability in understanding and mastering language and content.

5.2 Suggestions

Since this study has some weaknesses in collecting the data, presenting the data, finding related theory of the study, and organizing the thesis, the researcher needs corrections and suggestions from her beloved supervisors, colleague, and readers to make this thesis acceptable.

Beside the researcher wants to share some suggestions to the decision makers of the policy as the followings:

1. As a RSBI that implemented Content-Based Curriculum, Stryker (1997) suggests that the stakeholders or the school must consider:
 - a. How they can build the necessary interdisciplinary foundation
 - b. How they achieve the desired balance between language and content
 - c. How they select the subject and how they sequence them
 - d. Who will teach the course, a language teacher, a content specialist, or both
 - e. How they define and evaluate student learning outcomes.

2. All the elements of the school must 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 run the bilingual program.
3. Avoiding teacher's shocks as teachers in RSBI, it is better to the government to see the readiness of human resources of the school before guarantying the school as RSBI or SBI

