

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the data presentation and analysis of previous chapter.

#### 5.1 Conclusion

Indonesian government founded international standard schools. They are expected to be able to prepare their students to be competent to face international challenge. Thus several requirements should be fulfilled by those schools, one of them is applying bilingual class, especially for science, math, and English classes.

Since students of international standard school get used to hearing their teachers speaking in two languages during teaching learning process, they get exposed to more English vocabularies and comprehend what their teachers say in second language.

By using SPSS 16.0, the independent t-test result showed that there was a difference in students' listening comprehension in international standard school and regular school. Meanwhile, the result of class observation which involved two teachers of international standard schools and one of regular school revealed two factors which influenced students' listening comprehension; they were the frequency of using English as language of instruction and types of listening performance of the students in the classroom. The frequency of using English as language of instruction in international standard school and regular school was

different since in physics and English classes of international standard school applied bilingualism. As a result, the language exposure in the classroom can give contribution in improving students' language proficiency. The last factor found during observation was types of listening performance. In terms of types of listening performance, both English teachers generated activities that revealed reactive, intensive, and responsive performance. The difference was only on the use of cassette recording that gained students' selective performance. Since regular school didn't provide the facility that supported selective performance, the English teacher didn't teach her students listening skill using cassette. Meanwhile, in physics class responsive performance was the only types of listening performance found.

The finding above shows that there was a difference in terms of students' listening comprehension in international standard school and regular school. It was influenced by frequency of using English as language of instruction and types of listening performance. In addition, facility that can support students in learning was not provided in regular school.

## **5. 2. Suggestion**

Based on the research finding, there are several suggestions addressed to both schools. First, teachers of international standard school and regular school are expected to be able to improve their ability of using English by increasing the frequency of using English as language of instruction during teaching learning process. Second, international standard school may give more English course and

training for the teachers. Meanwhile, the regular school may consider establishing some activities and facilities that can encourage students' English skill. For further research, classroom discourse analysis may be conducted to see the quality of using English as instruction in the classroom.

