CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two main parts namely conclusion and suggestions. Some conclusions were gained from the research findings that were discussed in chapter IV. Meanwhile, several suggestions were proposed to some elements of education, such as bilingual teachers, policy makers and as the references of other research to enhance the better quality of bilingual program in Indonesia.

5.1. Conclusion

The purpose of this study is to explore how teachers use English in teaching Science in bilingual classes: kind of teacher's talk, time of using English, the reason of using English when using Science terms; and the difficulties encountered by those teachers in teaching Science using English in bilingual classes.

Based on the findings, the researcher concludes that there are seven categories of teacher's talk which is grouped into two sub categories namely indirect influence and direct influence. Teacher's talk that has direct influence includes dealing with feeling, praising or encouraging, using ideas of students, and asking questions. Meanwhile, teacher's talk that has direct influence are giving information, giving direction, and criticizing student behavior.

Furthermore, the researcher finds eight stages in which teachers use English in teaching Science in bilingual classes. There are opening the lesson, giving explanation, asking students, giving instruction, answering students' questions, giving compliment, summarizing material and closing the lesson.

In addition, there are three reasons why Science teachers use English when they use Science terms. First, it is because the requirements of International Standard School which subjects should be taught in bilingual, in this case bahasa Indonesia and English, and using English to use Science terms was the application of language should be taught through content. Second, it is to increase teachers and students quality of using international language. Third, it is to prepare both teachers and students to compete and contribute in international level.

Additionally, the researcher concludes there are three major difficulties encountered by Science teachers in teaching Science using English. First is how to deliver the material to students where English as classroom language. They have problem in delivering material because they do not have English educational background. Second is how to lead students comprehend in English by choosing proper vocabulary. Third is how to formulate the questions, both written and spoken questions which deal with grammar where teachers do not have English educational background.

5.2. Suggestions

Based on the findings of this research, there are some suggestions to some elements of education, such as teachers, policy makers and as the references of other research to enhance the better quality of bilingual program in Indonesia.

For bilingual teachers, teachers should be more selective to choose appropriate vocabulary in order to avoid misconception of the material. Next, teachers should not to replace a students' first language with a second one, instead help them to add second or foreign language skills to the existing first language skills by building upon them, so that the bilingual students build an additive bilingualism.

Next, for policy makers, they should provide some training for bilingual teachers which is purposed to develop their quality both in teaching their subject and their English skill. Thus, the goal of bilingual education in Indonesia will be accomplished.

Then, for the future researchers, it would be better to observe not only teacher's performance, but also students' achievement in Science class while English is used as classroom language in order to understand more clearly and comprehensibly of bilingual program in Indonesia. Next, for the future researchers who use the same research method, the research should be done with some improvement, such as number of participants, previous studies, etc.