

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter describes the conclusions and recommendations. Conclusions are interpreted from the findings and the process of discussion; while recommendations are offered for pedagogical implication and further research.

5.1 Conclusions

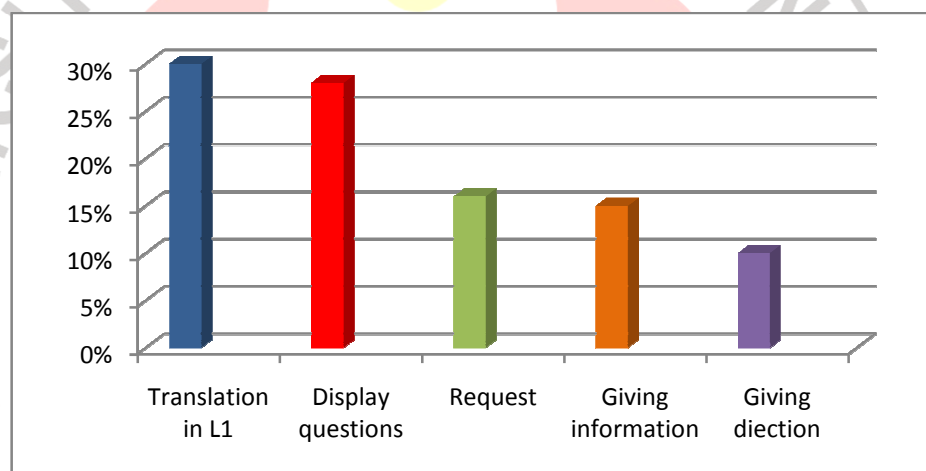
This study reported the result on a research entitled “The Use of English as a Medium of Instruction in Sciences and Math classes of Pilot International Standard School (*RSBI*)”. The purposes of the study were to find out in what situation sciences and math teachers use English in teaching and learning process and the teachers’ and students’ perceptions on the use of English as a medium of instruction in teaching and learning sciences and math. From the results and findings in chapter IV, some conclusions could be drawn as follow.

First, regarding the use of English in teaching and learning process in sciences and math classes, three of the teachers often used English in greeting or in opening session without translated their English. In reviewing the previous materials or before entering and explaining the new topic, two of the teachers also used English but they still mixed English and *Bahasa Indonesia* by using it in bilingual way. There was only one teacher who didn’t translate her English while opening, reviewing or discussing the previous materials.

In while-phase teaching, the three teachers still used English and *Bahasa Indonesia* in bilingual way. In the last phase of teaching, teachers discussed the

assignments in bilingual way but then none of the teachers concluded the materials, they only closed the meeting session by giving homework and then greeted the students in English.

From the findings of the rank/frequency of teacher talk done by all the teachers, translation in L1 (type 26) were used frequently by the teachers, and then followed by display questions (type 11). After that, while teaching and learning process, the teachers also tended to speak request (type 16), giving information (type 12), and giving direction (type 13). The percentage can be drawn as follows.



After that, from the teaching and learning process in the classroom could be seen that the teachers were really excited in implementing the use of English in the classroom although they still used it in bilingual way. Here, the teachers were being the language models for their students. From the classroom observation, it showed that the students used English when the teachers used it and the students used *Bahasa Indonesia* when the teachers used *Bahasa Indonesia* too. It can be said that the teachers had main roles whether or not the students used English in the teaching and learning process.

In the teaching and learning process, it revealed that the students encountered the language problems as well as the contents' problems. And in order to overcome these problems, students need to be helped and guided by their teachers. This condition was also supported by Richard and Rogers (2001) who added that in the early stages of learning, a teacher operates in a supportive role, provides the target language translations and gives a model for imitation. In line with Richard and Rogers (2001), Cummins' statements (1981), also concluded that the teachers really have important rules in order to motivate and develop the student's ability in understanding and mastering both the language and content.

Second, in responding to the sciences and math teachers' perceptions of the use of English as a medium of instruction, all the teachers had positive perceptions. From the questionnaire, it could be concluded that all teachers had known well their duty as *RSBI* teachers. When questionnaires and interview was held, it could be seen that the teachers had good spirit in motivating and asking their students to use English in the classroom. The teachers stated that they had big willing to use English in all activities in the classroom and tried to learn more about English. The last, they believed that their school could run the *RSBI* program successfully.

Third, in terms of the students' perceptions on the use of English as a medium of instruction, the students also had positive perception toward the *RSBI* program in their school. It was proven by the results of questionnaires and interview that the students seemed already understand of their status as bilingual students. It also could be seen that the students were really enthusiastic to run this

program and they really appreciated their teachers to use English in teaching sciences and math. The students also stated that they had big motivation to improve their English more because they claimed that English as an important subject to be learned by them. The students also said that English was useful for their daily communications and helped them to learn easier the sciences and math subjects.

Fourth, related to the facilities that this school had, it could be seen that the school had complete facilities such as the providing of some classrooms for bilingual class which were completed by LCD and AC, having a multimedia room, and other facilities that were suitable for the standard of *RSBI*.

5.2 Suggestions

Due to this study still has some weaknesses in collecting the data, presenting the data, finding related theory of the study, and organizing this study, the researcher needs some corrections and suggestions from her supervisors, colleagues, and readers to make this research is acceptable.

Besides this study is conducted to share some suggestions to the decision makers of the policy as the follows:

1. The teaching of science and mathematics in English should not be left to chance. In order to successfully implementing the teaching of science and mathematics in English, policy makers and teacher educators should deliberate and focus on the needs of the teachers concerned.

2. As a *RSBI* that implemented the Content-Based Curriculum, Stryker (1997) suggested that the stakeholders or the school must consider: (1) how they can build the necessary interdisciplinary foundation, (2) how they achieve the desired balance between language and content, (3) how they select the subject, (4) how they sequence them, (5) who will teach the course, a language teacher, a content specialist or even a native speaker, and (6) how they define and evaluate student' learning outcomes
3. All the elements of the school must support each other. It is better for the teachers to work in team with the same sciences and math teachers and also English teachers so that the sciences and math teachers will know, learn and correct each other about their weaknesses and strengths in English.
4. Last but not least, the findings of the study perhaps can describe and provide insight and information for more similar studies that will be carried out, especially for the students of Department of English Education at UPI.