

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The last chapter of this study was conclusion and suggestion. It presented some conclusions as well as some suggestions concerning the result of the study discussed in the previous chapter.

#### **5.1 Conclusion**

Based on the data that was got, the researcher can conclude that:

The first, in pre teaching, the teacher open the class, the teacher did the same way both in first and second meeting. It can be seen from the teacher greeting in every morning. The second in whilst teaching, researcher found that there are some activities, there are:

1. When the teacher delivered the material sometimes the teacher using English and sometimes the teacher uses Indonesian. The reason is that in order to reduce confusion faced by the students, especially if the material presented little complicated and lengthy, point to avoid misunderstandings in understanding the material.
2. The teacher did simple ways to in managing the classroom, such as give the warning if the student noisy and give simple instruction to the students, so that students can easily understand and immediately controlled.
3. Teacher gave practice in group in each meeting. The teacher gave students' practice using picture in every meeting because the teacher

never gave the students' homework so, the task should be done on the time.

Then, the third in post teaching, the teacher did several things that the teacher could do. The teacher gave feedback and also corrected task by herself, and the teacher use reviewing the material in the end of teaching to strengthen the students' understanding about the material.

According to the Raypro (1988: 35) said about the followed of implementation bilingual teaching that the teachers give written assignments to improve students' mindsets and skill in writing and reading was different with the researchers' found, because the science's teacher was not give the assignment to the students. He just gave the game uses picture in first and second meeting without assignment.

Response' of the students in teaching learning using bilingual actually is good. Based on the observation, the researcher saw that the students active when did interaction with the teacher, and students also respond to interact with the teacher using English. Individually each student possess high motivation in learning to use two languages, such as the results of interviews that have been conducted on several students. Additionally it clasicall students become more interactive, it can be seen from the way students learn and activities during class.

## **5.2 Suggestion**

Based on the finding of this research, the researcher gives some suggestion to improve teaching Science and Math use bilingual.

### **5.2.1 Suggestion for teacher**

Teacher should conduct evaluation for his/her self after teaching in a day. Here, the teacher will improve their ability in teaching every day. Teachers should not be too quick in delivering the material, especially material presented using the English language that are not found in English lessons, but Science and Math. Researchers looked at the portion of the English language which is more than Indonesian, it is an advantage but noted also better understand each student's ability in what is delivered. In addition, the researcher hopes that is not Science and Math that used bilingual but for all subjects.

### **5.2.2 Suggestion for Next researcher**

From this research, researcher hopes that there will be other researcher who conducts research in the same lesson in different level. The researcher hopes that this study can generate idea for Math and Science teachers in improving their teaching skill in bilingual language and there are some other researches who observe and conduct another research in different way because it helps us to teach English better especially at bilingual class.