

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter explained the conclusion of all the results gathered through the findings. Then, I also presented the suggestions that were expected to be useful for the teachers, students and other future researchers.

#### 5.1 Conclusion

Based on the result of data analysis by using thematic analysis, I found that there were some challenges faced by teachers and students of SMP Pusri Palembang in teaching learning process at bilingual classes. Some challenges faced by teacher and students such as (a) Challenges based on school's accessibility, this were because in the beginning SMP Pusri was one of the schools that received the RSBI program from the government. However, the school continued to maintain its bilingual class without any further assistance from the government, (b) Challenges based on teachers' experiences and skills, this challenge emerged because teachers of bilingual school have to possess a good understanding of particular subject matter as well as the medium of instruction used for the subject. These bilingual teachers know well how to work with their English but they have to struggle once they are asked to teach Math, Science, and other subjects except English Lesson. The teachers realized that it still needed improvement. It is clear that the Mathematics or Science teachers should have training to increase their English skill, (c) Challenges based on types of approaches in implementing Bilingual Education in the classroom, this challenge was emerged because in bilingual classroom teaching requires the right approach so that

learning takes place well and target language is achieved, (d) Challenges based on teaching and learning material. This challenge was emerged because teachers still need to find more materials. However, for teachers at SMP Pusri making the bilingual module itself is the biggest challenge until now, (e) Challenges based on curriculum planning. The curriculum in a bilingual program using the national curriculum combined with an international curriculum it is known that the students have to pass a national exam from government so that the need for the material of the national curriculum, (f) Challenges based on teaching techniques, this challenge was generated because teachers have not been able to use one technique evenly in all classes because of the different abilities of students. It is still a challenge for teachers to be able to apply the right technique in every bilingual class, and (g) Challenges based on assessment which affected the teachers and students in teaching learning in bilingual class since the learning objectives are two fold, such as, students must be able to understand the subject and meet the English target and the students should be assessed students by the National Examination, to graduate from junior high school.

## **5.2 Suggestions**

According to the conclusion described above, I would like to convey some suggestions that it is important to criticize and pay much attention to teaching and learning challenges in the Bilingual Classroom. In this context, my suggestions are oriented to the students, the teachers, and other next future researchers.

Next, I expect that the present study can give the teachers some beneficial information so that they can apply some effective solutions to make the students more

brave and active in taking part in the bilingual classrooms. It is because their participation has a good influence in improving their English speaking ability. Besides, their involvement in bilingual classroom can also enrich their insights about English.

Finally, I expect that the present study can be useful for the next future researchers who are interested to excavate more information about teachers' and students' challenges in teaching and learning process in bilingual classrooms.

