

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions

In this chapter, the result of findings had concluded, it also presented the suggestions that were expected to be useful for teachers, school and future researchers.

5.1 Conclusions

Based on the result of this study, English as medium instruction could be applied to young learners if that was implemented well. It also had many benefits in life now and in the future. However, there were also threats that will occur if this was not done in accordance with what should be implemented and desired. Benefits of English as the medium of instruction for young learners faced by the teachers' perceptions, includes: a) bilingualism stimulates creative thinking, b) bilingualism promotes students' higher metalinguistic awareness in vocabulary, c) EMI influences teachers' motivation in teaching students, d) teachers and students get teaching and learning material by reading many sources, e) EMI promotes teachers and students' higher order-thinking skills in responding text, f) EMI influences higher literacy skills in reading, it was due to students who using EMI love to read books. Besides benefits, there were threats that occur when implementing English as the medium of instruction for young learners faced by the teachers' perceptions, as follows: a) the

teacher has no English background, and b) EMI did not influence all students' English ability.

5.2 Suggestions

According to the conclusion that has already been described, some suggestions are important to pay attention to the perceptions faced by the teachers of English as the medium of instruction for young learners.

There are some suggestions based on knowing teachers' perceptions of the implementation of English as the medium of instruction for young learners. The first is for the teachers who teach English as the medium of instruction for young learners. Teachers need to know the characteristics and needs of students in order to influence each competency. With this knowledge, the teacher can also add their quality of teaching performance. Every young learner cannot be equated, therefore the teacher must use various ways so that each student can follow the lesson well, especially students who have poor English skills.

The second is for school that is implementing English as the medium of instruction for young learners. When applying English as a medium of instruction, there are many things to think about. For example, choosing teachers who master English in certain subjects, or if it has already happened, the school is also expected to provide additional English lessons or training to the teacher as a provision to teach in English. This can support the success of EMI in schools that implement it.

The last is suggested to the future researcher who will conduct a study related to the perceptions faced by English as the medium of instruction for young learners in teachers' view. Future researchers should provide a clear explanation and gather new information about other teachers' perceptions of the use of English as a medium of instruction, both in terms of the benefits and threats that occur. Hopefully, this study can be a reference for further research that is interested in discussing in more detail teachers' perceptions of the implementation of English as the medium of instruction for young learners.