

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1. Conclusion**

Based on data, it can conclude that bilingual classes have some problems. The main problem is readiness of content subject teachers to teach in English. Because it is found that content teachers will have to learn about English to delivering the lesson in classroom while they also have to prepare their teaching materials. Also the students have some difficulties to understand the terminology of content subject in English. Mathematics is already one of difficult subject for students, but in bilingual class they also have to learn it in English. In result the bilingual program not well running and the result of the program not significance. In the filed found that is the use of English in bilingual class not fully implemented because the portion of bahasa Indonesia still lot more dominant than English when delivering the lesson. In result, many schools hire some native English teacher to cover the problem. But this action also not cope the problems, because the content teacher still have to learn English by themselves.

Based on the result of interview English teacher agreed to integrate their class with content (Mathematics). But it has to be a team teaching between English and content teacher. This will help English teacher to know about terminology in the field of content subject. Later this terminology can be integrated for teaching material and kinds of assessment in English class.

The instrument of evaluation develop by taking the indicators of Mathematics subject were taken and integrate into English subject which can be matched in n the syllabus. Later in the lesson plan is designing the teaching materials and teaching activities which can be a teaching model of English teacher to deliver the integration materials. As result, the material and skills from lesson plan is develop into the instrument of evaluation.

The validation of instrument of evaluation is done by preliminary field testing and main field testing. In the preliminary field testing, the writer interviewed the teacher about how instrument of evaluation being test to the students and what the difficulties are. Later in the mainfiled testing, the product revision of instrument of evaluation were discussed between English teacher and Mathematics teacher. It is to see wheteher the product revision of instrument of evaluation can be used in teaching learning activity.

## **5.2. Recommendation**

Based on data, it can be seen that there will still many problem arise in bilingual teaching in SMP Labschool. The bilingual program might be not well applied. It seems that there are still some potentials for the school to improve its quality by integrating mainstreams subjects to be integrated into English subject. In CBI mainstreams subject teacher will be helped by the English teacher. There will be no extra time from English subject because the materials in English lesson keep running while integrate with content subject. Pair teaching in making the material and instrument of evaluation is expected to the successful of the program.