

## CHAPTER IV

### THE RESULT OF STUDY

This chapter presents the findings answer the research questions about the English communication needs to fulfill students' needs in learning mathematics in Bilingual Class grade XI, SMA Budi Luhur Jakarta and technique's English teacher to fulfill students' needs to gain success in academic skills . The discussions related to researcher's technique in which information be gathered about students' needs. The following questionnaires, and interviews that be used by researcher

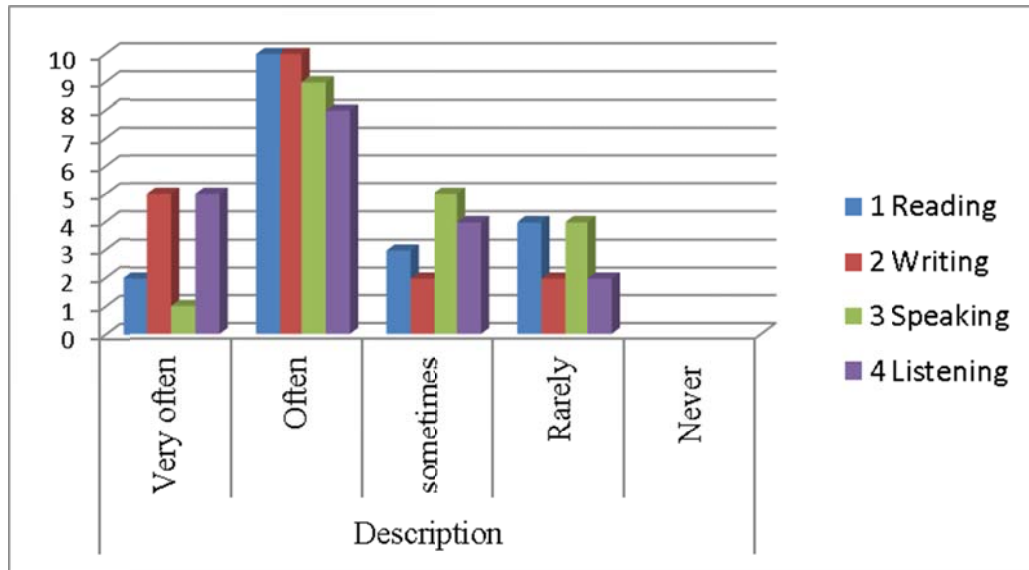
#### 4.1. Findings

In this part, the students' answers to the questions in the questionnaire and interview data are discussed. Below are the data presentation related to students' English communication needs in learning mathematics in a bilingual class gathered from questionnaire that were administered to 19 students and interview with a mathematics teacher and students. To answer the research question about technique's English teacher to fulfill students' needs to gain success in academic skills, the descriptive data used by researcher.

##### 4.1.1 Questionnaire Data

There are six charts shows the important of the English communication needs of students in learning mathematics in bilingual class. The results as shown in chart 1 reports on the documents which more than 50% of the respondents often apply four English language skills when they learn mathematics in bilingual class. Regarding reading, writing, listening and speaking skill that the most of the students need writing and listening because the very often apply those skills in learning mathematics.

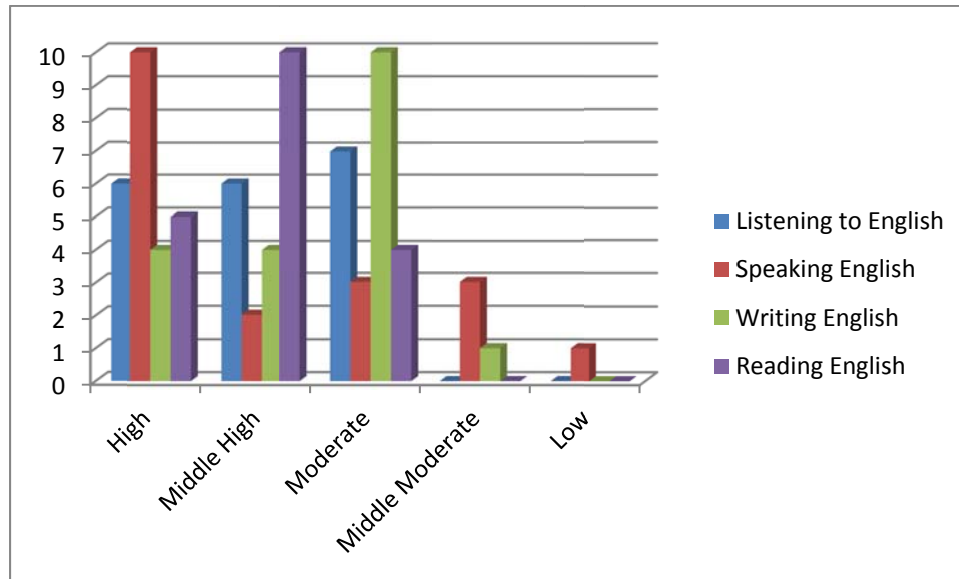
**Chart 1. The frequency of language skill applicability in learning mathematic at bilingual class.**



As can be seen in chart I, applying writing skill is most frequently during their learning mathematics at bilingual class stated by 5 respondents from 19 respondents and listening skill stated by 5 respondents, and those in reading stated by 2 respondents, speaking skill is very often was applied stated by 1 respondents.

Chart 3 shows that the level of importance of language abilities in learning mathematic at bilingual class. The students stated that speaking is very important to support success in learning mathematics at bilingual class, followed by reading, writing and listening respectively.

**Chart 3. The level of importance of language abilities in learning mathematic at bilingual class.**



As can be seen in chart 3, the level of importance of language abilities reports that most important of language abilities in high level for speaking stated by 10 respondents from 19 respondents, listening to English stated by 6 respondents, reading English stated by 5 respondents, and writing English stated by 4 respondents.

Chart 4 shows that the importance of language abilities after graduation presents speaking skill is very important to support success in learning mathematics at bilingual class, followed by reading, writing and listening respectively. As can be seen in chart 4, the level of importance of language abilities after graduation reports that most important of language abilities in high level for speaking stated by 14 respondents from 19 respondents, listening to English stated by 11 respondents, writing English stated by 11 respondents, and reading English stated by 10 respondents.

**Chart 4. The importance of language abilities after graduation at bilingual class.**

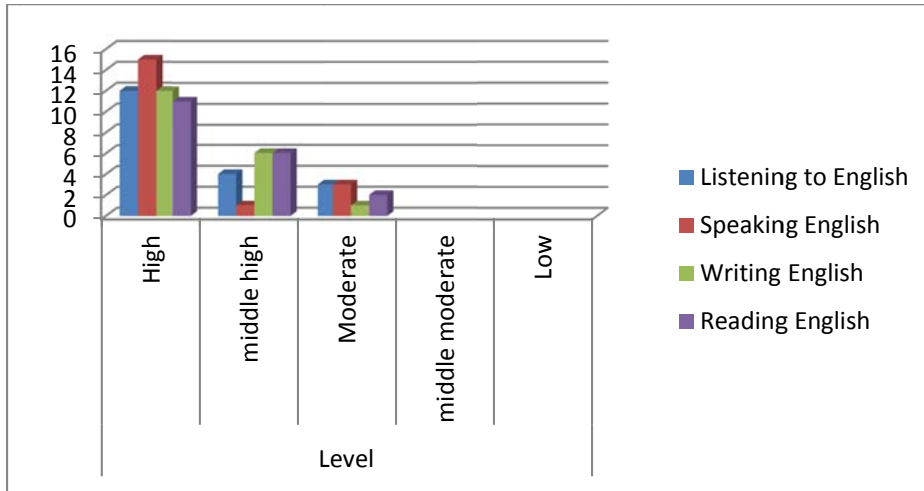
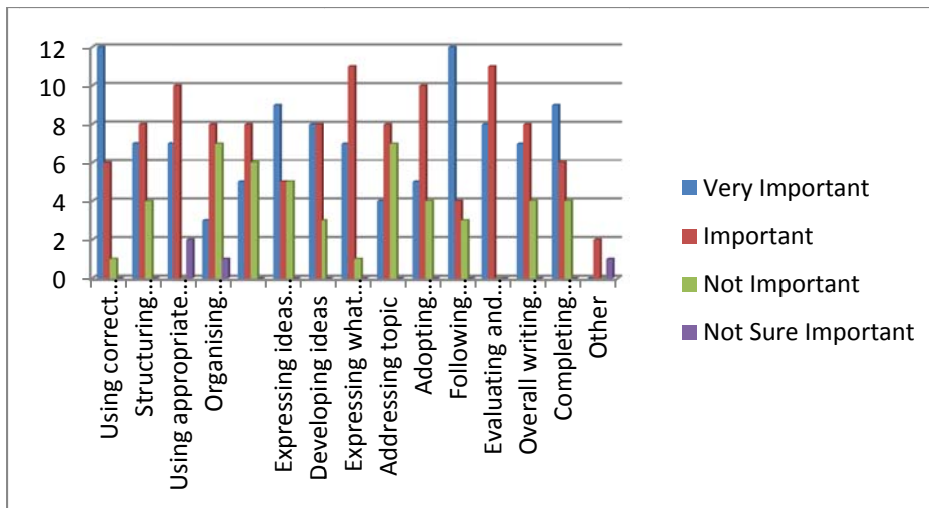


Chart 8 shows that the degree of importance of writing skills for students illustrates using correct punctuation and spelling, following instructions and directions are importance to written assignment in writing skill.

**Chart 8. The degree of importance of writing skills for students at bilingual class**



As can be seen in chart 8, the degree of importance of writing skills for student reports that using correct punctuation and spelling is very important stated by 12 respondents

from 19 respondents, following instructions and directions stated by 12 respondents from 19 respondents.

Chart 10 presents the expected material to read by students shows that selected chapters of books and computer-presented reading materials are types of material students are expected to read. As can be seen in chart 10, the expected material to read by students were selected chapters of books stated by 18 respondents from 19 respondents and computer-presented reading materials stated by 18 respondent.

**Chart 10. The expected material to read by students**

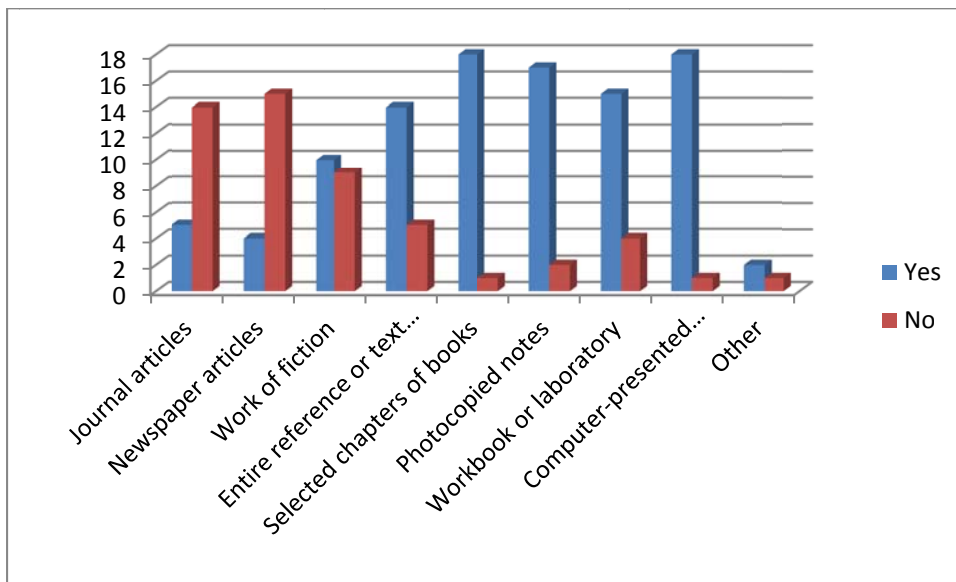


Chart 13 presents skills students would like to improve shows that knowledge of vocabulary skill be useful to improve when take a course because the importance of skill placed in highest rating than other. As can be seen in chart 13, skills students would like to improve is knowledge of vocabulary skill stated by 12 respondents from 19 respondents.