

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion based on the data analysis. The conclusion is the summarizing of the finding of this study. The suggestion provides the suggestion that purposed regarding the English teacher and other researcher.

#### 5.1 Conclusion

With reference to the two main questions, the following presents an analysis of the data to provide information about (1) students' English communication needs in learning mathematics in a bilingual class, and (2) the English teacher's techniques to fulfill the students needs to facilitate them to gain success in bilingual class. Based on the data, it can be concluded that students need four language skills for English communication in bilingual class: reading, writing, speaking, and listening skill. Speaking skill is the most important need for students, followed by reading, writing and listening skill. Another need is students' knowledge of vocabulary to support English communication skill. Speaking is considered as the most important need of students because most students encountered difficulties in speaking and listening skills when doing activities in the following: working in small groups during class, giving oral presentation and asking clarification of learning material. In writing skill component, students need knowledge of using correct punctuation and spelling. Meanwhile, in reading skill component, students need knowledge of reading technique to read copied and understanding reading text organization. To fulfill student's needs, English teachers can facilitate teaching in bilingual class by designing appropriate programs based on student's needs.

## **5.2 Suggestion**

Mathematics teachers can do collaboration with English teachers to design appropriate programs for learning mathematics in bilingual class. English teachers can develop mathematics teaching material using English through curricula approach that fits the needs of students in terms of speaking skills, such as: add discussion of public speaking techniques, provide many opportunities for students to be able to practice speaking English in every English subject classroom. Extra - curricular approach following: invite native speaker to improve students' knowledge vocabulary, debating club, and available English course.