

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research carried out by Global Indonesia School, Serang City of Banten aims to improve English teaching and learning strategies for grade VIII-A of bilingual GIS. The conclusion of this research is that English teaching and learning strategies for grade VIII-A of bilingual GIS have been effective and well-implemented, although there are certain concerns that still require attention.

The English teaching strategy applied by an English teacher in grade 8A is a translating strategy which approach in the application of the scientific method. The English teacher in grade 8A has successfully created his own strategy, namely the Speaking Test Program, this special program also incorporates the translanguaging strategy and has proven to be liked by students in grade 8A. The English teacher is innovative and always looking for strategies to help bilingual students become equally proficient in English. The teacher has teaching strategies to help both students types who proficient in English or students who are more comfortable speaking Indonesian. Although the English teaching strategy for grade 8A has been effective and only a few difficulties were found by the teacher, there are some issues that still require attention, such as

students who expect English teaching to be presented as not boring but more fun, and students who want the teacher to provide more learning activities while playing. Additionally, there is still a lack of discipline in using English as the daily language of communication for all students.

The English learning strategies applied by grade 8A students are cognitive strategy and affective strategy, also their other strategies are already relevant to the bilingual learning strategies theory in previous studies. Students of grade 8A seem to enjoy speaking English. Students who are comfortable speaking Indonesian are also observed be able to speak English well, especially students who are proficient in English. If students in grade 8A face difficulties while learning English, they have learning strategies and solutions. Although the English learning strategies of grade 8A students are going well and have proven that they are bilingual students, it has been discovered that some issues still require attention. It was found that there are still students who do not use English as their daily communication, and there are still students who cannot speak Indonesian, making it difficult for them in many subjects.

B. Suggestion

The researcher suggests that the English teacher in grade 8A of GIS should provide English learning that is more fun, as well as additional games to make learning more enjoyable in bilingual classes,

also make a discipline rules about English fo all students. For grade 8A students of GIS, they should participate in supporting bilingual education, not only by fully engaging with the school but also by implementing English everywhere, not just in English classes. Indeed, language is formed through habit, and if students are accustomed to speaking two languages all the time, then bilingualism will almost certainly be implemented. Lastly, for GIS should provide stricter English language rules so that students who are more comfortable speaking Indonesian are motivated to make English as their daily language. Additionally, to support the implementation of bilingual education, teaching administration such as lesson plans, textbooks, and evaluation of learning should be available in two languages for all certain subjects.