

CHAPTER V

CLOSING

5.1. Conclusion

This chapter contains the findings of research conducted at MTsS Istiqomah, which addresses problems encountered in the field. MTsS Istiqomah's method for implementing bilingual speaking is to incorporate bilingual speaking into teaching and learning activities. It aims to familiarize students with speaking English in everyday situations so that they can compete globally in the future. The teaching model is bilingual transitional education, in which teachers and students communicate partially in English during teaching and learning activities.

Based on the research, the findings can be concluded through interactions during teaching and learning activities. When delivering the material, the teacher employs bilingual speaking, with English as the dominant language compared to their mother tongue (L1). The use of English can be seen during the lesson's opening, distribution of materials, and closing. Suppose the teacher explains a learning material in English, but students still need help understanding the material presented by the teacher in the related field of study. In that case, the teacher explains the material again in Indonesian with the goal of students quickly understanding the information and learning material presented. It also applies during the question and answers session. However, when it comes to implementing bilingual speaking in teaching and learning activities, students still need to improve in interpreting the material being studied.

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There are several benefits to incorporating bilingual speaking into ongoing teaching and learning activities at MTsS Istiqomah, including:

1. Students can learn English through other subjects by using bilingual speaking
2. Using bilingual speaking in the classroom encourages students to be more creative and improve their English speaking skills.
3. Subject teachers who incorporate bilingual speaking into teaching and learning activities must be creative and open-minded to adapt and be sensitive to the circumstances and abilities of students when teaching with bilingual speaking.

Several weaknesses can be identified when implementing bilingual speaking in learning activities in class VIII of MTsS Istiqomah, as well as how to solve these weaknesses. The following are the weaknesses of implementing bilingual speaking:

1. Bilingual speaking causes students to need clarification when understanding the learning material. Students teaching and learning activities become less effective and efficient as a result.
2. As a result of the confusion that arises during the implementation of bilingual speaking, the impact on student achievement tends to be lower than previously.
3. More human resources (educators) who are bilingual and fluent in Indonesian and English are needed. It is reflected in the fact that many teachers still struggle

with using English to communicate with students. The dominant teachers speak to students in Indonesian (L1), with little involvement in English.

5.2. Implications

Based on the findings, the use of bilingual speaking in class VIII of MTsS Istiqomah is not simple to implement and does not immediately impact students' ability to communicate in English. However, when it comes to delivering learning materials in English to students, teachers must take on more responsibilities, such as explaining back to students in greater detail so that they do not have misconceptions about the material they are learning. Several factors must be considered to improve and measure the implementation of bilingual speaking at MTsS Istiqomah. The ramifications are as follows:

1. General and English subject teachers must receive bilingual speaking professional development. Teachers at MTsS Istiqomah who teach subjects that require bilingual speaking, such as mathematics and science, should receive valuable training to improve their ability to teach in English.
2. All elements of the school environment support the implementation of bilingual speaking policies, the burden of teaching non-English teachers who must deliver learning materials in two languages increases. As a result, even if teachers have received the maximum teaching load, the school administration must pay attention to their welfare so that they feel comfortable using bilingual speaking to interact with teaching and learning activities.

5.3. Suggestions

After analyzing the research data and drawing conclusions, the author has several suggestions for schools, teachers, students, and future researchers who will investigate the topic of bilingualism to improve the implementation of bilingual speaking in teaching and learning activities in the future. The following are the suggestions:

A. For school

1. Principals must conduct a bilingual speaking training program for teachers in order to assist teachers in interacting in teaching and learning activities by increasing their ability to understand the meaning and content of language.
2. Two teachers must teach materials that use bilingual speaking in teaching and learning activities to form effective and efficient learning. It is known as team teaching. This teaching model can address the issue of subject teachers who need help understanding the English language. On the other hand, the accompanying teacher can only interact with bilingual speaking, not teach the learning concept.

B. For Teachers

1. Teachers are expected to be able to improve their mastery and fluency in English, particularly in the areas of pronunciation and vocabulary.
2. Teachers should increase the frequency with which they communicate with students in English during the learning process. Nonetheless, teachers should familiarize students with English in daily activities.

3. Teachers must receive helpful training to improve their English language skills, particularly speaking skills, language form and meaning, and vocabulary.

C. For Students

1. Students are expected to be more active during teaching and learning activities. Although learning is presented in bilingual speaking, it aims to improve student's language skills and understanding of learning materials.

2. Students must be confident interacting with the teacher regarding questions and answers. It aims to improve and quantify children's language skills.

3. Students are not expected to be concerned about making mistakes when speaking in English or bilingually.

4. Students are expected to increase their learning motivation to improve their English skills.

D. For Another Researchers

1. The research conducted in grade VIII of MTsS Istiqomah focused on implementing bilingual speaking in teaching and learning activities. The study's findings are expected to be a foundation for future research on the same or similar problems.

2. The researcher hopes that the findings of this study will serve as a model for other researchers who will use various techniques to improve English use in teaching and learning activities, particularly by implementing bilingual speaking into non-English subjects and daily communication activities.