

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

After analyzing the types of bilingual education programs, the conclusions were drawn as follows:

1. There are five types of bilingual education program applied by the schools, namely:

1.1 Full-English, in which all the instructions are delivered in English.

The teachers tend to apply English completely when explaining the materials. The English expressions they applied were still simple components.

1.2 Dominant English, which provides the instructions with both of the languages, English and Indonesian, in which English is applied more dominantly than Indonesian.

1.3 Balanced Bilingual, which provides the instructions equally across both of the languages, English and Indonesian, in the teaching

1.4 Code-Mixing Bilingual, in which the teaching is conducted by inserting some elements from one language, Indonesian into the other language, English. This is a new type of bilingual education programs found by the researcher applied at the schools.

1.5 Full-Indonesian, in which the instructions are fully provided in Indonesian. This is also a new type of bilingual education program found by the researcher in this study.

2. The reasons why the teachers apply those types of bilingual education programs in the teaching process are; 1) in order that the students are able to understand the teachers' explanations of materials. By using the types the students are expected to have a deeper profound of the lessons delivered. And 2) it is due to the teachers' lack of ability in English mastery. The teachers apply the third type of bilingual education programs as a new type found in this study is because the teachers have not yet made up in communicating several points of the lessons in English well, so the teachers do some insertions.

5.2 Suggestions

In relation to the conclusions, suggestions are presented as follows:

1. Since this study has not involved all aspects of bilingual education programs and especially about the implementation of bilingual education programs, it is expected that other researches can develop this research.
2. It is also suggested to the other students of English Applied Linguistic

Study Program:

- a. Because some types of bilingual education programs are not found in this study, it is suggested that further studies on the types of bilingual education programs should be conducted.
- b. Students of Applied Linguistics Study Program should explore and investigate some other phenomena of bilingual education programs in

any teaching of bilingual classes in order to reveal some other types and reasons of the implementation of bilingual education programs.



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