

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### 5.1. CONCLUSIONS

According to research problems which is correlated to the findings acquired in this study, there are some conclusions can be elaborated as follows:

5.1.1. The Design of FL-BMLE learning model is realized by five main components, namely:

1) learning syntax, 2) social system, 3) reaction principles management, 4) support system, and 5) instructional and nurturant impacts. This model is supported by the design of teaching kits, they are: English lesson plan, learning materials, learners' worksheets, teachers' guide book and learners' guide book.

5.1.2 The Validity of FL-BMLE learning model is in high level validity because the scores of content validity is 4.29 and construct validity is 4.33. It means that FL-BMLE learning model, teaching kits and research instruments are valid to meet with the learners' needs in English language learning at elementary schools in Karo Regency.

5.1.3 The Practicality of FL-BMLE learning model, teaching kits and the Research instruments are in high practical level to meet with the learners' needs in English language learning at elementary schools in Karo Regency. It is proven by the observation sheets results is 4.57 (high practical). The data was gathered by the validation and observation sheets of the FL-BMLE learning model implementation from 3 experts, 2 practitioners and 3 observers.

5.1.4 The effectiveness of FL-BMLE learning model, teaching kits and research instruments is also in the level of high effective which is shown by the significance score increased in learners' English mastery (71.67) and the high positive responses gathered from teachers (95%) and learners (92.6%) after being taught by the implementation of FL-BMLE learning model.

## 5.2 IMPLICATIONS

Based on the results of the study, the valid, practical and effective FL-BMLE model has been developed for English elementary learners in Karo regency. The implications of this study can be theoretically and practically acquired as follows:

Theoretically, the findings of this research found that the FL-BMLE learning model can be implemented as the new model in English language learning to increase learners' multilingual competence in local language, national language and international language. It supports the government rules through RPJMN and Renstra, K-13 Curriculum demands and UNESCO regulation in maintaining the mother tongue of each region. It is proven by the learning process focused in the English language learning classroom and testing learners' English mastery through the implementation of FL-BMLE learning model. The results of this study found the syntax of the FL-BMLE Learning Model have some instructional and nurturant impacts on the paradigm shift of English language learning especially relied on changing the function of teachers and learners from Teachers as informants and learners as passive recipients of information to Teachers and learners who reconstruct various concepts, principles, and rules of science by restoring the nature of how science is found.

The effectiveness of FL-BMLE model encourages class to be divided into some small group discussions to gain the learning objectives in this era: 4 C (Critical Thinking, Communication, Creativity, and Collaboration). It helps teacher to handle the big class effectively because each member in the small groups should be actively involved in learning process. They can share the answers to the questions, do the task easily and use any various languages differently to support each other. It motivates learners to be active in communication and highly appreciated by other members in small group discussions.

Translanguaging is also theoretically applied through this FL-BMLE model where learners cannot be banned to use their local language wherever they are. The interaction process that occurs during learning the FL-BMLE learning model is a collaborative interaction process by paying attention to the differences that exist in learners and ensuring that these interactions make this learning model have the opportunity for learners to interact in the diversity that they have. Based on the analysis conducted, the FL-BMLE Learning Model has advantages over previous learning models because this learning model restores the way of learning, learners have the ability to extract material, reflect on what they have learned as a basis for planning English Mastery to be built and promises to build a collaborative process among learners.

Practically, a good learning model should be supported by the appropriate teaching kits based on learners' needs. That's why teacher should be creative in designing the five components of teaching kits, namely: Lesson Plan (RPP), learning materials, teaching media, learners' worksheets and evaluation. It encourages teachers to be able to produce something new, either completely new or new only in the capacity of the learners themselves. Let the learners know and use their languages as the basis to know the new language. Teachers must be innovative in mastering local language where they teach.

Teachers' intelligence and curiosity can affect learners' ability in English language learning. Learners' ability to express ideas and products is one of the keys to success that millennials must have. If someone who is in the golden period of his career only relies on mastery of the material he has obtained at school or in college, it is almost certain that that person will be eliminated with this potential academic achievement. Someone who has innovative ideas is the target of the industry to support them to remain a leader in this competitive era.

For further researchers, the use of learners' first language can enable learners' English Mastery and be applicable to other kinds of subjects at elementary levels. By using learners' first language, there will be good communication and interaction happening in the learning process to gain the learning objectives and indicators in any subjects. So, it is encouraged to implement this FL-BMLE model into other kinds of subjects at schools in order to master learners in understanding all subjects as well in various kinds of languages used at schools.

### 5.3 SUGGESTIONS

Based on the limitations of the study, there are some suggestions are offered as follows:

5.2.1 FL-BMLE learning model can be implemented in various remote learning areas in Indonesia, it is not only needed in Karo regency but there are other rural areas should be. This research is only focused on three districts in Karo, the other researchers are encouraged to investigate other seventeen districts in Karo learning environment. It is contributed to the thinking of a new paradigm of English language learning to implement FL-BMLE models to encourage learners' ability for being multilingual speakers. The FL-BMLE learning model provides opportunities for all learners to actively participate in discussion groups as an active effort from learners. The FL-BMLE learning model provides direct experience during learning that is able to increase the English Mastery, especially for elementary learners in rural learning environment,

5.2.2 Further researchers are encouraged to investigate FL-BMLE learning model under various research methodology in qualitative or quantitative. There are many issues under the same topic of FL-BMLE can be investigated, such as the implementation of FL-BMLE learning model, the challenges and opportunities of FL-BMLE learning model, the existence of teaching kits in FL-BMLE learning model, and so on. The more population investigated, the better research improvement will be.

5.2.3 English teachers are also suggested to do some improvements in FL-BMLE learning model and its teaching kits based on their own cultural background. It will enable them to teach learners easier than use the classical learning model, especially for English language learning. English teachers are also fostered to upgrade their competence to use mother tongue as local wisdom where they teach. English teachers should avoid cultural bias in communication among the learners they teach.

5.2.4 There are many other subjects learned at elementary schools, such as Civic, Social, Nature, Math, Art, etc, that can use mother tongue in multilingual education. It is not only implemented in English language learning, but for all subjects can be. Elementary learners will be able to comprehend learning materials in any subject matter by using their mother tongue as the transitional language to master Bahasa Indonesia and English. Multilingual education can be implemented in various kinds of subjects at elementary learners' levels. Therefore, LPTK universities, like State University of Medan (Unimed) is encouraged to conduct some teachers' training to implement this model in order to fulfill the K-13 Curriculum demands and educational rules on Learners' multilingual education based on First Language. It is fostering teachers in rural learning environments to understand the local language used in the schools where they teach. So, the syllabus and other components of this model should be well prepared by teachers supported by our government and guided by some universities. PGSD (Pendidikan Guru Sekolah Dasar) is able to facilitate elementary teachers to master each mother tongue used in some rural learning area by providing the mother tongue subject in PGSD for several semesters. It enables them to teach multilingual education by using mother tongue based because an individual approach and dynamic learning atmosphere will be effectively realized in classroom interaction among teachers and learners.