

## **CHAPTER V**

### **CLOSURE**

In this chapter, the researcher concludes the results of the study and gives suggestion to the teachers, students, and future researchers.

#### **A. Conclusion**

Based on the findings of the research, the researcher can conclude them into three points as below:

1. The bilingual model used by the English teachers in online learning is Transitional Bilingual Education (TBE) with some modification in which the teachers have been using English in the early schooling around 50%-100% and decrease the use of Indonesian little by little until the students finish their first year of schooling.
2. The bilingual strategies used by the English teachers in online learning are metalinguistic strategies and translanguaging.
3. The researcher found that there are three challenges faced by the English in applying the bilingual models and strategies during online learning, namely, technical problem, is students' English diversity level and material complexity, and students' passive participation in the classroom.

## **B. Suggestion**

Considering the conclusion above and the results of the observation, interview, and documentation, the researcher would like to propose some suggestions for the English teachers, the students, and the future researchers.

### **1. The English Teachers**

The teacher should prepare more alternative activities if the class is not conducive to be conducted online because of unstable internet connection.

Thus, the teacher can encourage students' participation in the classroom.

### **2. The students**

The students should be more active in the classroom because the teachers have prepared the materials and activities as the best as they can. And then, the students should follow the teachers' suggestion and study before the classroom begin in order to make sure that they are ready to follow the lesson.

### **3. The future researcher**

The future researcher could explore wider context of bilingual education in Indonesia and to explore deeper information of bilingual implementation in Indonesia. Hopefully the results of this research can be used by the future researcher as the overview of bilingual model and strategy used by the English teachers in Indonesia especially in Kalimantan Selatan.