

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions based on the findings and discussion of the study. The conclusion summarizes the key results related to the teaching methods used by the bilingual teacher, the challenges faced during the implementation of bilingual instruction, and the strategies employed to overcome those challenges. It highlights the main insights gained from classroom observations, interviews and documentation, reflecting how bilingual teaching is practiced in the real classroom context at MI Muhammadiyah Ajibarang Kulon. The suggestions section provides practical recommendations for teachers, schools, and future researchers to improve the implementation of bilingual education, enhance teaching effectiveness, and support students' English learning development in similar contexts.

5.1 Conclusion

This research aimed to explore the teaching methods used in the bilingual classroom program at MI Muhammadiyah Ajibarang Kulon, along with the challenges faced by the teacher and the strategies applied to overcome those challenges. Based on the findings from classroom observations and interviews, it can be concluded that the teacher effectively implemented a variety of bilingual teaching methods that integrated both language and content learning, reflecting the principles of Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), scaffolding techniques and the used of multisensory sources These methods encouraged student

participation, supported comprehension, and fostered both linguistic and academic growth in a bilingual setting.

However, the research also revealed several challenges that influenced the implementation of these methods. The main challenges were linguistic, pedagogical, institutional, and classroom management and time constraints. Linguistic challenges involved students' limited English proficiency and hesitation to speak, which often required the teacher to simplify language and use code-switching. Pedagogical challenges centered on maintaining students' active participation and adapting instruction for mixed-ability learners. Institutional challenges related to technical difficulties in operating digital tools and managing Cambridge-based materials, while classroom management challenges involved keeping large classes disciplined and ensuring lessons stayed on schedule.

To address these challenges, the teacher applied various effective strategies that supported the smooth implementation of bilingual teaching in the classroom. Linguistic strategies included code-switching, vocabulary memorization, and scaffolding to help students understand the material and build confidence in using English. Pedagogical strategies focused on interactive and communicative activities such as Think-Pair-Share, role-play, and project-based learning to increase participation and make lessons more engaging. Institutional strategies were strengthened by the school's provision of adequate facilities, regular teacher training, and teamwork among the bilingual teaching staff, all of which enhanced teaching quality and consistency. Finally, classroom

management and time management strategies, including verbal reminders, positive reinforcement, structured turn-taking, and efficient lesson organization, helped the teacher maintain discipline, manage large classes, and complete lessons effectively within a limited time.

Overall, the findings indicate that successful bilingual teaching at MI Muhammadiyah Ajibarang Kulon depends on the teacher's ability to adapt methods to classroom realities, balance language and content learning, and apply context-sensitive strategies to address emerging challenges. The study highlights the dynamic and reflective nature of bilingual education, where effective teaching requires not only mastery of pedagogical methods but also flexibility, institutional support, and continuous adaptation to students' needs.

5.2 Suggestions

Several suggestions are proposed to improve the effectiveness of bilingual teaching and learning at MI Muhammadiyah Ajibarang Kulon and similar educational contexts. These suggestions are intended to provide practical insights for teachers, schools, and future researchers in enhancing bilingual classroom implementation.

1. For Teachers

Teachers in bilingual programs are encouraged to continue developing creative and flexible teaching strategies that integrate language and content learning effectively. Incorporating more communicative activities and real-life language use can help increase students' confidence, motivation, and fluency in English.

2. For Schools and Institutions

Schools should strengthen their institutional support by maintaining digital learning facilities, improving access to learning resources, and providing ongoing professional development for teachers. Establishing regular collaboration and knowledge-sharing among bilingual teachers can also enhance teaching quality and classroom innovation.

3. For Future Researchers

Future studies may expand the scope by involving multiple teachers or different grade levels to gain a broader understanding of bilingual education practices. Researchers could also examine students' learning experiences, motivation, or language progress to provide complementary insights into the effectiveness of bilingual classroom programs.

