CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents some conclusions and suggestions that are derived from the research findings and discussion. The result of the data analysis could be concluded as the following:

A. Conclusion

Based on the findings which have been described and explained in chapter four, the researcher provides some conclusions in this research:

1. The teaching problem faced by the teacher when implementing her mathematics lesson in English almost never happened in the learning process. Based on the interview and observation sheet that were derived from the teaching and learning process, she enjoyed and had fun in her teaching. Also she still tried to study more even though she got older. She only got problem when developing long sentence but quickly it could be solved by asking to the expert before the class began. Therefore, the learning process of teaching mathematics in English ran well.

2. Most of students gave good response to the teacher when implementing the learning process of mathematics in English. Based on the questionnaire, observation and documentation that were derived from the students and the learning process, they showed respect to the teacher when the learning was happening in the class. It happened when they felt convenient in learning, they were active when the learning was progressing, and also they achieved excellent score of their mathematics exercises in the class. Thus, the students had good responses when teacher implemented mathematics lesson in English.

In addition, the school and the teachers of SMAN 1 Krian Sidoarjo, almost applied the
various standards of pilot project of international standard school which is going to reach the international standard school. However, there is one aspect that is not achieved. The teacher only graduated from the program of bachelor degree. The regulation of the minister of national education article 78 years 2009 mentioned\(^1\) that “headmaster and educators must hold minimally master’s degree in their subject”. According to suyanto,\(^2\)

> “Salah satu faktor utama kegagalan dari setiap sekolah adalah sumber daya manusia (SDM). Yakni, minimnya komposisi guru berjenjang strata dua (S-2) di sekolah-sekolah RSBI tersebut. Padahal, itu merupakan salah satu syarat utama untuk menjadi SBI.”

> “One of the main factors of the failures at the schools is human resource. The minimum of the teachers hold master’s degree in their school. Whereas, it is one of the main requirements become international standard school.”

Based on some conclusions that have been explained previously, the researcher provides some points that the use of English is not applicable to be implemented in teaching mathematics by Ms. Sayekti Reni W S.Pd. It means that the school has not been applicable to be international standard school (SBI) yet, because the school has not applied all criteria or indicators of international standard school yet. Even though the program of minister of national education still goes on, Muhammad Nuh\(^3\) states that, “Kegagalan dalam satu lulusan tidak berarti gagal secara keseluruhan.” “The failure in one graduate does not mean getting failure in totality.”

### B. Suggestion

At the end of this study, the researcher gives some suggestions. There are four parts of suggestion. They are for the school of SMAN 1 Krian, the teachers and the students of SMAN 1 Krian, and the future researcher.

1. The school of SMAN1 Krian

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2 Suyanto, “Program RSBI Gagal Total” (Jawa Pos, 4 Januari 2012) 15.

3 Muhammad Nuh, “nuh: RSBI Jalan Terus” (Jawa Pos, 5 Januari 2012), 1
The school of SMAN 1 Krian should give an English training continuously to the teachers. It is expected to have good teachers like Ms. Sayekti Reni who has good English language proficiency. Moreover, if the school has young teachers who produce many creative concepts in the learning, it will be interesting to the students.

2. Teacher

Teacher should be more creative to make the lesson interesting and easy to the students to understand. Besides, the teacher should improve their learning in developing complex sentence to make her more confident when teaching in the classroom.

3. Student

The students should prepare themselves to study vocabulary of English mathematics before learning in the class. It is expected that students will understand easily when teacher explains the lesson.

4. The future researchers

For the future researchers who conduct research corresponding to similar problems, are expected to reform the weakness or complete this study, like the use of English for teaching non English subject matter.