

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusions of what had been discussed in previous chapter and suggestion.

#### **5.1 Conclusion**

Based on the observation that the writer has conducted, this study supports the theory that points out by Fathman, Quinn, & Kessler (1992). The writer conducted the observation of the speech modification by the science teachers in presenting science in English. The observation wanted to see how the science teachers make their language more comprehensible to English language learners by modifying how they talk in a number of ways.

The science teachers introduced less than twelve new words in every each lesson as suggested by Fathman, Quinn, & Kessler (1992). Sometimes the science teachers used words with personal references in her lesson. But the writer thought that not all topic can use personal reference, that is why in the observation the writer did not find the use of personal reference in each lesson.

The science teachers used shorter and less complex sentences in presenting their lesson. Even though sometimes Ms. L still used long sentences but she tried to explain for many times until the students understood the lesson. Repetition of words or sentences also showed in the

science teachers lesson. The repeated words or sentences depended on the difficulty of the concept. The teachers would repeat the words or sentences for many times if they thought that the concept given was too hard for the students. The difficulty of the words depends on the teachers since the teacher is the one who knows the students' ability.

The science teachers interspersed questions during their lesson. Sometimes they gave the questions in the beginning of the lesson, but also in the middle or at the end of the lesson. The science teachers also gave feedback on language. Even though the writer only found one feedback through restatement, they gave feedback on language by correcting students pronunciation.

The writer concludes that when the science teachers modify the speech as suggested by Fathman, Quinn, & Kessler (1992), the learning process becomes effective. Students can understand the concept well. It was shown when the students could answer the questions well.

## **5.2 Suggestion**

As suggested by Fathman, Quinn, & Kessler (1992), there are many strategies to teach science concept successfully to English language learners which teachers can make their language more comprehensible. The writer only had done one of the strategies: modifying language. Here, the writer would like to give suggestion for further research.

1. The new researcher can have research for the other strategies, such as teacher collaboration, student collaboration, relevancy of science lessons to students' everyday life, adapting science materials, and using language teaching techniques in presenting science concepts.
1. The new researcher can have research that is making comparison among teachers who have known the strategies of integrating science and language and teachers who do not know any strategies.
2. The new researcher also can have research that is making comparison among teachers who have known the strategies of integrating science and language.

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