

**THE USE OF BILINGUAL TEACHING STRATEGY IN SPEAKING  
CLASS FOR EFL STUDENTS**

**THESIS**

Presented to

State Islamic Institute of Palangka Raya  
in partial fulfilment of the requirements  
for the degree of *Sarjana* in English Language Education



**BY**

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**STUDY PROGRAM OF ENGLISH EDUCATION**

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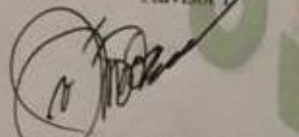
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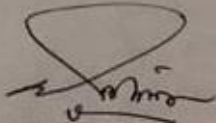
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Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudara:

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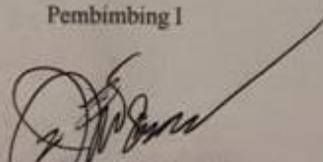
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Sudah dapat diajukan untuk memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya.

Demikian atas perhatiannya, diucapkan terima kasih.

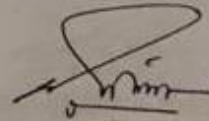
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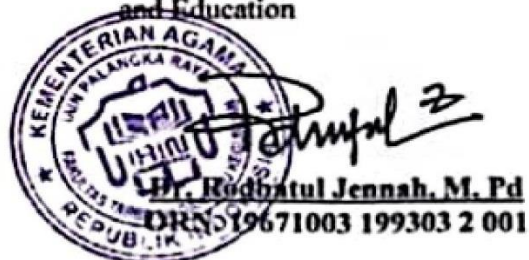
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## ABSTRACT

Octaviyannor. 2021. The Use of Bilingual Teaching Strategy in Speaking Class for EFL Students. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor: (I) Dr. Imam Qalyubi, S. S., M. Hum., (II) Akhmad Ali Mirza, M. Pd.

**Keywords:** bilingual, teaching strategy, speaking class

This study was aimed to describe the use of bilingual teaching strategy in speaking class for EFL Students. There are two problems that going to be discussed in this thesis, those are: (1) How is the use of bilingual teaching strategy in speaking class for EFL students, and (2) How does the use of bilingual teaching strategy aid the development in speaking class for EFL students.

In this study, the researcher used qualitative descriptive research to address these problems. In collecting data, the researcher used some technique, namely: (1) Observation and (2) Interview. In analyzing the data, the researcher used some techniques, namely: (1) collecting data, (2) data reduction, (3) data display, and (4) conclusion/verification. The subject in this study is a lecturer who is teaching speaking class at English Study Program of IAIN Palangka Raya.

The result of analysis of interview, the researcher found the use of bilingual teaching strategy in speaking class can help students to be more comprehend about the materials in learning to speak English. The lecturer used about 80% English and 20% local language when explain about English materials to students in the classroom. This strategy gives positive effect toward students' comprehension in English Speaking class. This research can give good and effective contribution in teaching and learning English Speaking. Furthermore, the strategy also helps the lecturer achieve of the teaching and learning process goals in English speaking class.

## ABSTRAK

Octaviyannor. 2021. *Penggunaan Strategi Mengajar Dua Bahasa didalam Kelas Speaking Pada Mahasiswa Bahasa Inggris*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing: (I) Dr. Imam Qalyubi, S. S., M. Hum., (II) Akhmad Ali Mirza, M.Pd.

**Kata Kunci:** dua Bahasa, strategi mengajar, kelas *speaking*

Penelitian ini bertujuan untuk menggambarkan penggunaan strategi mengajar dua Bahasa didalam kelas Speaking pada mahasiswa Bahasa Inggris. Terdapat dua permasalahan yang didiskusikan didalam tesis ini, yaitu: (1) Bagaimana penggunaan strategi mengajar dua Bahasa didalam kelas Speaking pada mahasiswa Bahasa Inggris, dan (2) Bagaimana penggunaan strategi mengajar dua Bahasa membantu perkembangan kelas Speaking pada mahasiswa Bahasa Inggris.

Di dalam penelitian ini, peneliti menggunakan pendekatan kualitatif deskriptif untuk menjawab permasalahan-permasalahan diatas. Dalam pengumpulan data, peneliti menggunakan beberapa teknik, yaitu: (1) observasi, dan (2) wawancara. Dalam menganalisa data, peneliti menggunakan beberapa teknik, yaitu: (1) pengumpulan data, (2) reduksi data, (3) menampilkan data, dan (4) kesimpulan/verifikasi. Subjek penelitian ini adalah seorang dosen yang sedang mengajar kelas Speaking di Program Studi Pendidikan Bahasa Inggris IAIN Palangka Raya.

Berdasarkan hasil analisis dari wawancara, peneliti menemukan bahwa penggunaan strategi mengajar dua Bahasa di kelas English Speaking dapat membantu para siswa untuk lebih memahami tentang materi pembelajaran untuk berbicara Bahasa Inggris. Dosen menggunakan sekitar 80% Bahasa Inggris dan 20% Bahasa local ketika menjelaskan materi Bahasa Inggris kepada para siswa didalam kelas. Strategi ini memberikan dampak positif terhadap pemahaman siswa pada kelas English Speaking. Selain itu, strategi ini juga membantu dosen dalam mencapai tujuan-tujuan pembelajaran pada kelas English Speaking.

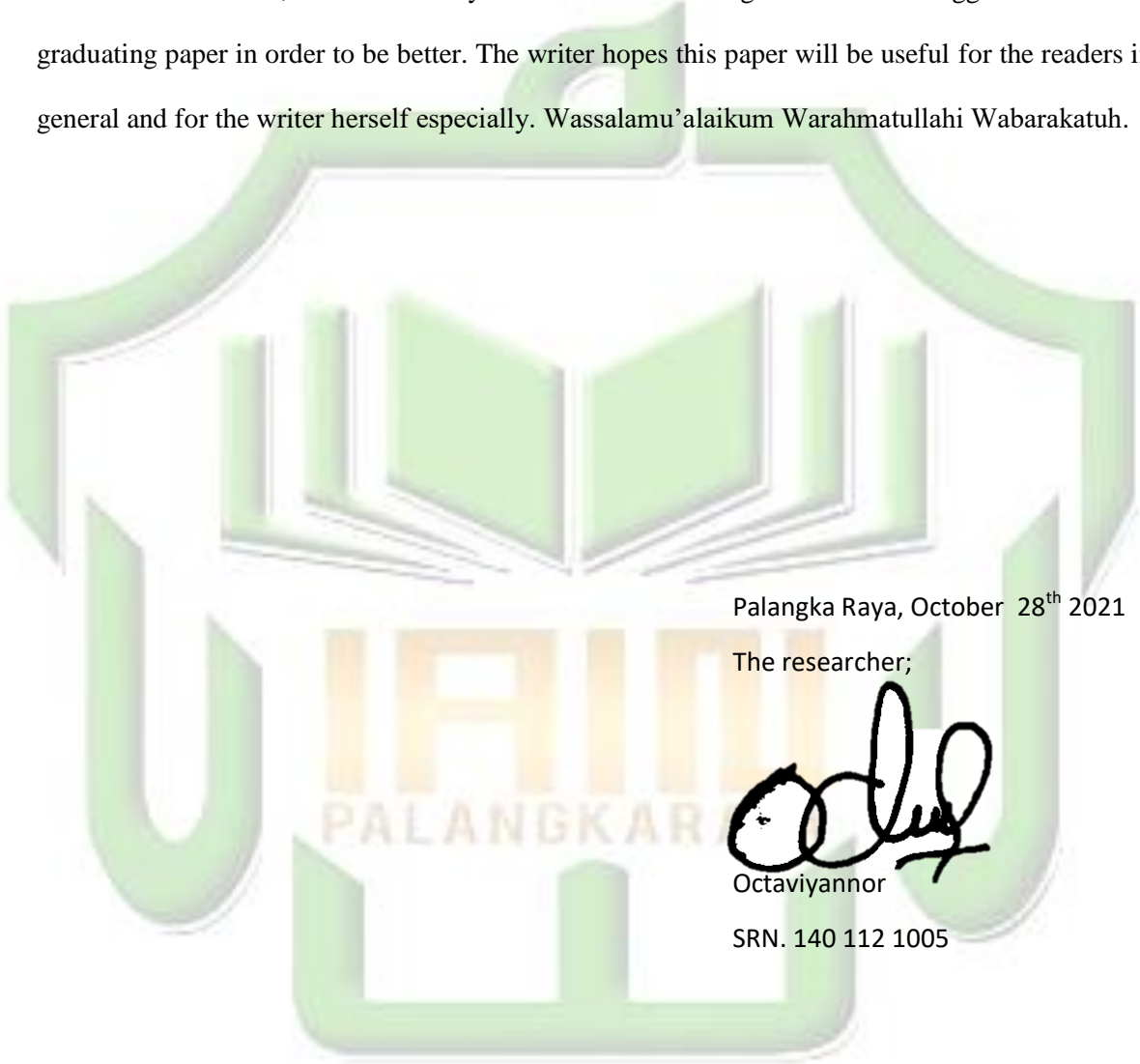
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Finally, the researcher realized that this paper could not be perfect. There were many mistakes and errors. Therefore, the writer really allows the readers to give critics and suggestions for this graduating paper in order to be better. The writer hopes this paper will be useful for the readers in general and for the writer herself especially. Wassalamu'alaikum Warahmatullahi Wabarakatuh.



Palangka Raya, October 28<sup>th</sup> 2021

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Declare that :

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does it include, without due acknowledgement, the work of any other person.
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## MOTTO AND DEDICATON

“Sebaik-baik manusia diantaramu adalah yang paling banyak manfaatnya bagi orang lain”

( HR: Bukhari)



This thesis is dedicated to:

My beloved father and Mother, my beloved wife Melati, my beloved daughter Almeera Aghnia Maryam and also all of my friends of English Education Study Program academic year 2014 with their support and help. Thank a million!

## TABLE OF CONTENT

|                                  | <b>Page</b>  |
|----------------------------------|--|
| <b>COVER</b>                     |  |
| <b>ADVISOR APPROVAL</b>          | i  |
| <b>THESIS APPROVAL</b>           | iii  |
| <b>OFFICIAL NOTE</b>             | iv   |
| <b>MOTTO AND DEDICATION</b>      | vi   |
| <b>ABSTRACT</b>                  | vii  |
| <b>ABSTRAK (INDONESIA)</b>       | viii   |
| <b>DECLARATION OF AUTHORSHIP</b> | ix   |
| <b>ACKNOWLEDGEMENTS</b>          | x  |
| <b>TABLE OF CONTENT</b>          | xii  |
| <b>LIST OF APPENDICES</b>        | xiv  |
| <b>CHAPTER I</b>                 | <b>INTRODUCTION</b>                                |
|                                  | <b>A. Background of The Study</b> 1                |
|                                  | <b>B. Research Problem</b> 4                       |
|                                  | <b>C. Objective of Study</b> 4                     |
|                                  | <b>D. Scope and Limitation</b> 4                   |
|                                  | <b>E. Significance of The Study</b> 4              |
|                                  | <b>F. Definition of Key Term</b> 5                 |
| <b>CHAPTER II</b>                | <b>REVIEW OF RELATED LITERATURE</b>                |
|                                  | <b>A. Review of the Previous Studies</b> 7         |
|                                  | <b>B. Definition of L1 (First Language)</b> 11     |
|                                  | <b>C. Mother Tongue</b> 13                         |
|                                  | <b>D. Mother Tongue and Translation in English</b> |
|                                  | <b>Language Teaching</b> 14                        |

|                    |   |           |
|--------------------|---|-----------|
|                    | <b>E. Bahasa Indonesia</b>              | <b>16</b> |
|                    | <b>F. Bilingual</b>                     | <b>17</b> |
|                    | <b>G. Speaking</b>                      | <b>29</b> |
| <b>CHAPTER III</b> | <b>RESEARCH METHOD</b>                  |           |
|                    | <b>A. Research Design</b>               | <b>43</b> |
|                    | <b>B. Subject of Study</b>              | <b>44</b> |
|                    | <b>C. Source of Data</b>                | <b>44</b> |
|                    | <b>D. Research Instrument</b>           | <b>45</b> |
|                    | <b>E. Data Collection Procedure</b>     | <b>46</b> |
|                    | <b>F. Data Analysis Procedure</b>       | <b>47</b> |
|                    | <b>G. Data Endorsment</b>               | <b>48</b> |
| <b>CHAPTER IV</b>  | <b>RESEARCH FINDINGS AND DISCUSSION</b> |           |
|                    | <b>A. Data Presentation</b>             | <b>50</b> |
|                    | <b>B. Research Findings</b>             | <b>53</b> |
|                    | <b>C. Discussion</b>                    | <b>57</b> |
| <b>CHAPTER V</b>   | <b>CONCLUSION AND SUGGESTION</b>        |           |
|                    | <b>A. Conclusion</b>                    | <b>59</b> |
|                    | <b>B. Suggestion</b>                    | <b>60</b> |
| <b>REFERENCES</b>  |   |           |
| <b>APPENDICES</b>  |   |           |

## LIST OF APPENDICES

Appendix

Page

1. **Research Schedule**
2. **Questionnaire Sheet**
3. **Results of The Questionnaire**
4. **Research Decrees**
5. **Curriculum Vitae**

