

CHAPTER I

INTRODUCTION

In this chapter the researcher will discuss about background of the study, research problem, objective of study, scope and limitation, significance of the study, and definition of key term.

A. Background of The Study

People communicate to each other either through spoken or written languages. There are many languages in the world. All countries have their own language to interact with others. People can express about their ideas, opinions, and feeling to each other by using language. In other words, it is difficult to do all activities without language. People need language not only for communicating but also for keeping up science and technology.

As H. Brown Douglas stated: “language is a system of arbitrary conventionalized vocal, written, gesture symbol that enable members of a given community to communicate intelligibly with others”, (Brown D, 2000). It explains that language is a tool of communication which can be expressed verbal or oral communication and non-verbal communication; written form and gesture (body language).

In Indonesia, English is taught at schools and universities as a foreign language. Supposedly, the language teaching learning process uses English as the target language taught in the classroom. In fact, the teaching and learning process still employs mixed languages as the medium of instruction, for example using

English as a foreign language and Bahasa Indonesia as a first language. The first language used in this context is Bahasa Indonesia because for the people in Indonesia Bahasa Indonesia is considered as their first language. Alamsyah, Taib, Azwardi, and Idham (2011) said that Bahasa Indonesia is the first language used in daily life and education to communicate. According to Zaenudin (2009), Bahasa Indonesia is used as the first language by the people since their childhood.

In education, the function of Bahasa Indonesia in teaching and learning English is as a medium of instruction. It is a language used in teaching that can be understood by students. In English as a Second Language (ESL) teaching, Danping (2011) defined medium of instruction as a language that is used in teaching or learning a language including the target language, the students' first language, and a common language shared by teachers and students. Therefore, as a first language, Bahasa Indonesia is often used as a medium of instruction to understand English in a foreign language classroom. According to Fitriani, Prasetyaningsih and Samad (2017), Bahasa Indonesia is usually used as a medium of instruction in language education. Hence, Bahasa Indonesia is still considered to have important functions as the medium of instruction in teaching and learning process in foreign language learning because it helps students understand the materials in the learning process. However, the importance of the application of Bahasa Indonesia in foreign language learning is still in debate. Fitriani, Prasetyaningsih, and Samad (2017) stated that the use of the first language in English learning is still controversial and debatable. There are many pros and cons

to use first language in teaching and learning English because in English learning teachers should apply full target language taught in the classroom

(Irawan, 2013). Some studies stated that the application of the first language in a foreign language is not effective for the students because the students will not get maximum results in learning English. Agustin, Warsono, and Mujiyanto (2015) stated that the use of too much Bahasa Indonesia in the classroom will tend to make students get less knowledge of the language being taught. The teacher is supposed to minimize the use of Bahasa Indonesia in accordance with the needs and the right time. Thus, Bahasa Indonesia may be influential both positively and negatively in the foreign language learning process.

Based on pre-observation, the researcher choose fifth semester at IAIN Palangka Raya in academic year 2021/2022 as site to do the research because Bahasa Indonesia is still used in the reality of Medium-Instruction. The usage of Bahasa Indonesia is used to compensate English. However, although mixed-mode teaching or code-switching in the classroom sometimes helps to make teaching and learning processes become more efficient, it should not be used to serve as a transition to a full EMI program, because it may inhibit the process of acquiring English and undermine the very existence of an EMI program (Kuncoro, 2015, p. 2). To know, EMI (English as a Medium of Instruction) is simply describes the practice of teaching an academic subject through English which is not the first language of the majority population.

Based on the explanation above, the researcher would like to search the use of bilingual teaching strategy in speaking class. Accordingly, the research is

entitled “**The Use of Bilingual Teaching Strategy in Speaking Class at English For EFL Students**”

Research Problem

1. How is the use of bilingual teaching strategy in speaking class for EFL students?
2. How does the use of bilingual teaching strategy aid the development in speaking class for EFL students?

B. Objective of Study

1. To describe the use of using bilingual teaching strategy in speaking class for EFL students.
2. To describe the use of bilingual teaching strategy aid the development in speaking class for EFL students.

C. Scope and Limitation

The scope of this study is related to describe and find out the use of bilingual teaching strategy aid the development in speaking class for EFL students. Population of study is the lecturer who teach English Speaking in academic year 2021/2022. The research is conducted in speaking class. Another English subject is not included on this research, result from this research cannot be continue or not influence to next speaking subject.

D. Significance of The Study

The result of this study will be benefit to provide additional knowledge about the use of bilingual teaching strategy in speaking class at English study program to give some contributions:

1. **Theoretically**, this study can support the theory of the use of bilingual in English speaking class. This research will give benefit study for next researchers from the results of this study.
2. **Practically**
 - a. Lecturer, one of consideration in designing teaching procedure/design.
 - b. Students, preferred using Indonesian in certain situations and for specific reasons.
 - c. Institution, one of consideration in developing curriculum.
 - d. Future researcher, will be a useful additional reference.

E. Definition of Key Term

There are some definition of key terms in this research that namely:

1. Indonesian

Indonesian (Bahasa Indonesia [ba'hasa indone'sia]) is the official language of Indonesia. It is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries (Sneddon, 2004, p. 14). The Indonesian name for the language is Bahasa Indonesia (literally "the language of Indonesia"). This term is also occasionally found in English and other languages.

2. Speaking Class

Speaking class is a class that is in English study program on IAIN Palangka Raya. Here students can improve speaking skills, speak fluently, practice speaking in public using English and others. This class is only available in the fourth semester, and the requirement to take this class must pass the speaking subject for everyday communication.

3. Bilingual

Understanding bilingual in the Big Indonesian Dictionary (1996) can use two languages well and is related to or contains two languages (Indonesian Big Dictionary second edition, 1996:30). According to Hurlock in the *sower education journal* (2007:3), bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also in the ability to understand what other people are communicating verbally and in writing.

People who can speak in two languages are called bilingual, while those who can speak more than two languages are called multilingual, namely: 1) Involving or using 2 languages (bilingual education), 2) someone bilingual can speak two languages extremely fluently, usually because they learn both languages are a child (Woolfolk, 2004).

CHAPTER II

REVIEW OF RELATED LITERATURE

There are several parts in this chapter. First is about the review of the previous studies; it describes related studies that had been conducted in the past. Second is about the review of theoretical studies; it contains quotations and definitions about first language, Bahasa Indonesia, bilingual, effective language in teaching and speaking. Third is the theoretical framework, it shows summary of the theoretical study.

A. Review of the Previous Studies

Relate to the study, before conducting the study, the researcher reviews some related previous studies. There are some previous study that have been conducted by some numerous researchers related to students' perception toward the use of Bahasa Indonesia in English Class.

First, the research was conducted by Teguh Irwansyah (2017), "English Students' Perceptions In Using Indonesian At Speaking For Group Activities Class In Third Semester Of English Education Study Program Of IAIN Palangka Raya". The researcher used descriptive quantitative research. The total of population was 81 students. This research used total sampling. The researcher collected the data based on the result of interview, questionnaire, and documentation. The result showed that: The perception of the students about using Indonesia were generally positive. The students preferred using Indonesia in certain situations and for specific reason. The result of the questionnaire shows that the use of Indonesian in learning English in the Speaking class is 46.88%.

It is categorized as Quite or Neutral. This research has similarities and difference. The similarities of both is we use descriptive quantitative research as research method and the same instruments to collect the data, questionnaire, interview, and documentation. The difference is researcher Teguh Irwansyah used total sampling. But in this research, the researcher will use sample from the total of population.

Second, the research done by Leila Mahmoudi, from Faculty of Languages and Linguistics, University of Malaya (UM) 50603, Kuala Lumpur, Malaysia studied about “The use of Persian in the EFL classroom—the case of English teaching and learning at pre-university level in Iran”. This study was conducted to observe classroom dynamics in terms of the quantity of use of L1 in two randomly-selected pre-university English classes in Ahvaz, Iran. The objective was to seek both students and teachers’ perceptions and attitudes towards the use of L1 in L2 classes. The classes were observed and video-taped for 6 sessions and the teachers and four high-achieving/low-achieving students were interviewed. The result showed that an excessive use of Persian could have a de-motivating effect on students. Hence, the interviewed students voiced dissatisfaction with the untimely use and domination of L1 in L2 classes. This research has in common with this research. The similarity of both is descriptive research. However, there is a difference between the studies. The difference is in L1 background, research conducted by Leila Mahmoudi studied about persians, whereas this research study is about bahasa.

Third, the research was conducted by Omairah Susanto (2018), “The Students’ Perception on The Use of Bahasa Indonesia in EFL Classroom”. The researcher used qualitative approach and the research design is descriptive qualitative. The participants were two female and one male students a private university in Yogyakarta. The researcher used interview as a method to gather the data. The result is the advantages of using *Bahasa Indonesia* were that the use of *Bahasa Indonesia* helped the students in speaking and in understanding the teacher’s explanation and instruction. This research has similarities and difference. The similarities of both is we use interview to collect the data and choose the students of speaking class as the subjects. The difference is the researcher used descriptive qualitative, but this research will use descriptive quantitative as research method.

Fourth, the research done by Wafa Abdo Ahmed Al Sharaeai, from Iowa State University, studied about students' perspectives on the use of L1 in English classrooms. The current study looks into the reasons and perspectives students have about the use of their first language in English classrooms. It analyzes their opinions on different issues connected to first language use. The analysis for this paper was conducted on data from an online survey and follow-up interviews based on 51 total participants. The results showed that students used their first language for a variety of reasons. The amount of first language used also different. The results also showed that patterns emerged when considering the participants’ language backgrounds, age, and the English language proficiency level. This research has in common with this research. The similarity of both is to examine

the use of L1 in English classroom. However, there is a difference between the studies. The participants of this research conducted by Wafa Abdo Ahmed Al Sharaeai were strictly English learners either in the present time or in the past, from different linguistic backgrounds and English proficiency levels which is Chinese and Arabic, whereas the participants of this research only students in fifth semester at TBI Study Program of IAIN Palangka Raya.

Fifth, the research done by Anne Ratna S, from *Advances in Social Science, Education and Humanities Research (ASSEHR)*, volume 82 Ninth International Conference on Applied Linguistics (CONAPLIN 9) studied about controversy behind applying EMI (English as the medium of instruction) among EFL students, This study attempts to figure out the factors which lead to the controversy towards applying the rule of English as the Medium of Instruction (henceforth EMI) among EFL students. The study also aims to investigate the perspectives of EFL freshmen and EFL lecturers towards applying EMI in EFL class. The researcher collected the data through questionnaire and interview towards 40 students from four different years and ten lecturers. Speaking class was chosen to be the sample where EMI was applied. The data, which were analyzed by using descriptive analysis, revealed that the factors which led to controversy towards the rule of EMI in EFL Speaking class were the benefits and the challenges of EMI. The result from the study show the positive respons from respondents, more than 50% of respondents out of 40 freshmen students (95%) stated that they like attending speaking class with English as the only medium instruction (EMI). This result was supported by the result of interview towards 40

students from different semesters and ten lecturers who also more than 50% agreed with the implementation of EMI among students of English Program (82.5% and 90% respectively). The respondents assumed that EMI gave the students more opportunity to practice speaking English. However, EMI program was also found to bring about the dilemma among students and lecturers who taught the subjects which required explanation in the mother tongue. This research has similarities and differences with this research. Similarity both are the same researching in speaking class. However, there is a difference between those researches. Research done by Anne Ratna S is focus on controversy behind applying EMI (English as the medium of instruction) among EFL students, while this research is focus on perspective of the students in using L1.

B. Definition of L1 (First Language)

The term of L1 refers to first language, mother tongue, and native language. It is in line with, Pokharel, B. R. as quoted by Raj (2011, p. 42) saying, First Language, mother tongue and native tongue are common terms for the language which a person acquires first in his childhood because it is spoken in the family and/or it is the language of the country where he is living. It means, the language, mother tongue, and native language can be defined as the language in which people acquire it first in their childhood because it is their family's language or the language of their country where they are living.

Native language can be defined as the language that a person has grown up speaking from early childhood or the language acquired first like Javanese, Sudanese, Bahasa Indonesia and etc. Besides that, own language also called as

mother tongue. Mother tongue is one's first language. It is used for the language that a person learnt at home usually from his or her parent (Richards et al., 2001, p. 41-58).

To distinguish the concepts of first language, native language, primary language, and mother tongue, it is sometimes difficult although these are usually treated as a roughly synonymous set of terms. The distinctions are not always clear-cut. According to Tulasiewicz and Cameron in Kasmini (2015, p. 8) define mother tongue or Native language is the first language that is acquire by a child and the first one to find expression developed from the language acquisition. Besides that, explain about mother tongue is always controversial and difficult because the language is acquired related to the region they spend their childhood. In general, a mother tongue can be defined as a language learnt before any other language has been learnt (Cook, 2001, p. 7). So that a child learns mother tongue or first language automatically and naturally, he or she picks it up from the speakers and social environment around her or him. It has generally been said that the first language is learned at home during childhood i.e. language acquired from birth.

The use of L1 in EFL classroom still raises some arguments both supporting and opposing. Some theories state that the use of L1 in learning and teaching a foreign language is helpful. The other theories, however, state that the use of L1 is baneful in EFL classroom. This part will discuss about the theories supporting the use of L1 in teaching and learning a foreign language. Learning a new language such as learning a second or foreign language is quite difficult for

the lower level students. They will get the difficulties in acquiring and learning the target language.

They need a tool to comprehend the materials of the target language. Finally, they will use their first language as a tool helping them in comprehending the materials of the target language. In line with this, Mart (2013, p. 10) states, “It is impossible to prohibit the use of L1 especially at lower levels.” It is obvious that to exclude their first language in the classroom is impossible since the use of L1 gives the benefit for the students especially the lower level students in acquiring and learning the target language.

C. Mother Tongue

“Hammerly estimates that the judicious use of the mother tongue (MT) in carefully crafted techniques can be twice as efficient (i.e. reach the same level of second language proficiency in half the time), without any loss in effectiveness, as instruction that ignores the students native language” (Hassanzadeh & Nabifar, 2011, p. 7).

An individual's mother tongue is a means for a person to participate in the knowledge of the social work. Another influence of the mother tongue is that it causes the reflection and learning of successful social patterns of acting and speaking. It is, in fact, in charge of differentiating the linguistic competence of acting. Language is the most impressive instrument in the progress of any human being. It is the greatest asset we possess. A good understanding of language is equal with a sound ability to think. In other words, language and thought cannot

be separated. Language has an important part in supporting person's identity and in helping people understand where they fit in the new environment.

The acquisition of language is essential not only to person's cognitive development, but also to their social development and wellbeing. The early years are recognized as the foundation years for person's development. In particular, the first six years are crucial for young children in developing their first language and cultural identity, and it is during these early years that children build up their knowledge of the world around them.

D. Mother Tongue and Translation in English Language Teaching

It is necessary to discriminate between the teaching of translation as a vocational skill and the use of the mother tongue in the teaching situation as an aid to language learning. The need for some translation in language learning is usually supported by non-native teachers. Native teachers of English argue that foreign language learning needs as much exposure to the L2 as possible during precious classroom time, and any usage of the L1 or translation is a waste of time.

Translation is sometimes referred to as the fifth language skill alongside the other four basic skills of listening, speaking, reading, and writing. Translation holds a special importance at an intermediate and advanced level: in the advanced or final stage of language teaching, translation from L1 to L2 and L2 to L1 is recognized as the fifth skill and the most important social skill since it promotes communication and understanding between strangers.

Mother tongue has potentially both positive and negative consequences: it may serve social and cognitive functions. It is claimed that students working in

groups do not have to speak English all the time. Use of mother tongue relates to learner identity. Negative impact of mother tongue use is that too much reliance on the L1 may undermine the interaction in English. However good the students are at comprehending authentic reading or listening materials, the majority keeps mentally translating from L2 into L1 and vice versa. This fact makes teachers of foreign languages aware of the importance of translation in language classrooms.

According to J. Harmer, a principal cause of the L1 use is required by the activity, if students are linguistically incapable of activating vocabulary for a chosen task. Another reason is that translation is a natural thing to do in language learning, and code-switching between languages is regarded as naturally developmental. The amount of L1 use by particular students may well have to do with differing learner styles and abilities (Kavaliauskiene, 2009, p. 2).

Evidence from research into the crucial issue of the L1 use in classrooms around the world was analyzed by G. Mattioli. For instance, L1 use in the Chinese classrooms offers evidence that L1 is a valuable tool for socio-cognitive processes in language learning. Another reason for L1 use in the classroom relates to the fostering of a positive affective environment. C. W. Schweers encourages teachers to insert the native language into lessons to influence the classroom dynamic, provide a sense of security and validate the learners' experiences. The real usefulness of translation in English classes lies in exploiting it in order to compare grammar, vocabulary, word order and other language points in English and the student's mother tongue.

According to N. J. Ross, if students are aware of the differences, language interference (transfer) and intervention from their own language are likely to be reduced. It is known that linguistic awareness can be either conscious or unconscious. Cross linguistic similarities and differences can produce positive transfer or negative transfer such as underproduction, overproduction, production errors, and misinterpretation. It should be emphasized that transfer is not always caused by the influence of native language (Kavaliauskiene, 2009, p. 3-4).

Since mother tongue is now generally regarded as essential during the initial school years, we turn first to a number of ways in which it can be defined. There are various definitions of mother tongue, and the variety of these definitions has much to do with the fact that people can have more than one mother tongue, and that their mother tongue can also change throughout their lifetime.

The mother tongue, as most people understand, it is the language usually spoken in the individual's home in their early childhood, although not necessarily used by them at present. Thus, mother tongue could be the language one knows best at home, or it could be a language that a child acquires later.

According to Cummins in (GONTES, 2002, p. 20) as learners' progress through the different grades, they are increasingly required to manipulate language in cognitively demanding and the contextualized situations that differ significantly, therefore need not only communication skills but also cognitive linguistic competence skills to be able to satisfy the academic demand of school.

E. Bahasa Indonesia

Indonesian (Bahasa Indonesia [ba'hasa indone'sia]) is the official language of Indonesia. It is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries. Indonesia is the fourth most populous nation in the world. Of its large population, the majority speak Indonesian, making it one of the most widely spoken languages in the world (Sneddon, 2004, p. 14).

Most Indonesians, aside from speaking the national language, are fluent in any of more than 700 indigenous local languages; examples include Javanese, Sundanese and Balinese, which are commonly used at home and within the local community. However, most formal education, and nearly all national mass media, governance, administration, judiciary, and other forms of communication, are conducted in Indonesian. The Indonesian name for the language is Bahasa Indonesia (literally "the language of Indonesia"). This term is also occasionally found in English and other languages.

F. Bilingual

1. Definition of Bilingual

Understanding bilingual in the Big Indonesian Dictionary (1996) can use two languages well and is related to or contains two languages (Indonesian Big Dictionary second edition, 1996:30). According to Hurlock in the *Sower Education Journal* (2007:3), bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also in the ability to understand what other people are communicating verbally and in writing.

People who can speak in two languages are called bilingual, while those who can speak more than two languages are called multilingual, namely: 1) Involving or using 2 languages (bilingual education), 2) someone bilingual can speak two languages extremely fluently, usually because they learn both languages are a child (Woolfolk, 2004).

Alicn (2011) puts in website that bilingualism was the ability to communication in two different languages. Bilingual education is the use two different languages in classroom instruction. A general definition of bilingual is offering by Richards and Schmidt, 2004. P.62: "A person who uses at least two languages with some degree of proficiency. In everyday use bilingual usually means a person who speak, reads or understands two languages equally well (a balanced bilingual), but a bilingual person usually has a better knowledge of one language than another."

Carder (2007) further states that bilingualism begins when we speak to understand one word of another language. For students in international school the process should be complete within the framework of the school years when they graduate, students being competent in English and their mother tongue; this implies be competent not only orally but also in their written language in all school subject.

In such circumstances, we talk about bilingualism and bilingualism. The definition of bilingual itself is relative. The following opinions of several experts:

- a. Popularly speaking, the ability to speak two languages with the same or almost as good, technically referred to the knowledge of two languages at any level (Rado, 1976: 16).
- b. The use of bilingual by the speech community. There are several types of bilingualism, for example, someone whose parents speak a different mother tongue or live in a speech community or someone who has learned a foreign language through formal teaching. Bilingual speakers are not always those who

are destined to be translators or interpreters, because expertise moves between two languages even though they are obtained separately, and so also that people who are equally fluent in two languages and all situations (taking) are rarely found (Hartmann, 1972: 47).

This research will focus on the use of 2 languages, namely Indonesian and English. According to Sugianto (2014), bilingual classes are learning in which subject matter, teaching, and learning processes, and assessments are delivered in Indonesian and English. In another sense, bilingual class is the process of teaching-learning using two language systems, namely Indonesian and English. Meanwhile, according to Chodijah (2000), bilingual classes are classes that can build English-speaking communities naturally in the classroom or school environment.

2. History of Bilingual Class

Along with the development of public awareness that English is one of the international languages, the rise of educational institutions offering superior

English content has become one of the advantages in the school. Among them by applying the bilingual class method in learning. A moment comes to mind about the history of developing bilingual classes, and the following will explain the history of bilingual classes.

Modern research on the acquisition of children's language began in the latter half of the eighteenth century when the German philosopher Dietrich Tiedemann noted his observations of the psychological and linguistic development of his young children. At the end of the nineteenth century, Francois Gouin observed his nephew and from there he composed what came to be known as the Serial Method of teaching foreign languages. Only in the second half of the twentieth century, researchers began to analyze children's language systematically and tried to uncover the nature of the sociolinguistic process that allows every human being to achieve easy control over unusually complex communication systems. A few decades later, important steps were taken, especially in generative and cognitive models, to explain the acquisition of certain languages, and to investigate universal aspects of acquisition (Brown, 2007: 26).

The methodology of teaching a second language and foreign-language experiences continuous development along with developments that occur in the disciplines of language, education, and psychology (Effendy, 2005: 1). More recently, developing countries like Indonesia are following in their footsteps intending to create future generations who are competent and able to participate in world competition. Indonesia since the 2006/2007 school year has implemented a

bilingual teaching model on learning. This is manifested in the policy of renewing the quality of education. The policy of the bilingual learning model is not new, at the beginning of independence bilingual teaching was carried out, namely the Dutch-Indonesian language (Putri, 2009/2010: 3).

In this case, students learn science subjects such as mathematics and natural sciences using English. Therefore, it is not surprising to see that bilingual education in Indonesia has been recognized as a prestigious educational institution that has a special assessment and certification system. Indeed, this type of achievement will provide many opportunities and benefits for students for their future.

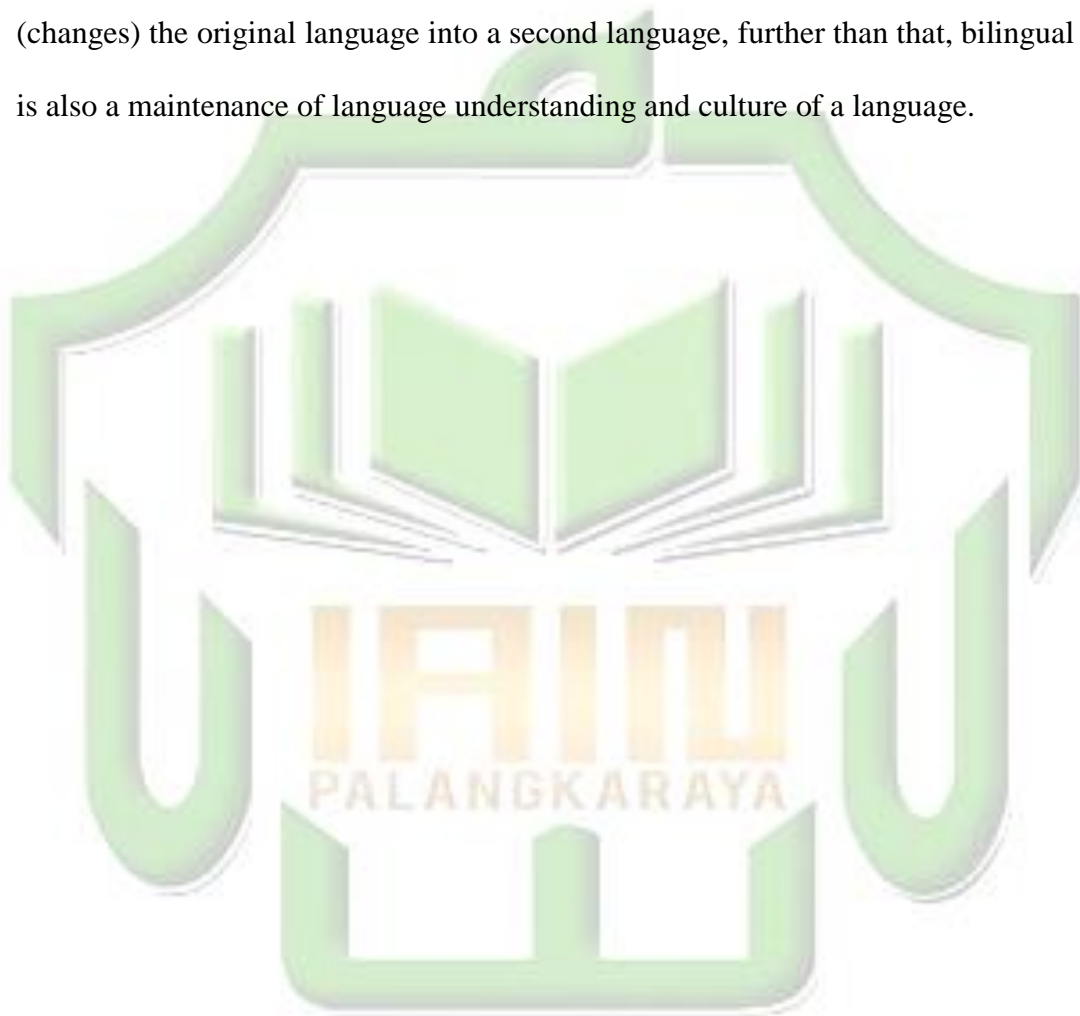
3. Characteristics of Bilingual Class

In implementing foreign language learning, educational institutions use various methods of language learning including using the direct method, the grammar-translate method, and the dual-language method commonly known as bilingual. And all of these methods have special characteristics in their application. The following are the characteristics of bilingual class as follows.

In the application of bilingual, there are at least four aspects that can be conveyed to students. This method can convey the contents of language, meaning, understanding, and culture from which the language originated. Also, according to the National Association for Education, bilingual learning means learning conducted in two languages by the teacher or students for various purposes of social activities and learning. Furthermore, the concept of bilingual is defined as an approach to learning in the classroom with the aim of 1) Learning English, 2)

Appointing academic achievements, 3) Cultivating immigrants in new societies, 4) protecting minority language groups and cultural heritage, 5) facilitating English speakers to learn a second language, 6) develop national learning resources, or 7) combinations of the above objectives (Noerdjanah, 2011: 5-6).

Bilingual class is not only a language learning method that immerses (changes) the original language into a second language, further than that, bilingual is also a maintenance of language understanding and culture of a language.



4. Requirements for Implementing Bilingual Class

Bilingual schools are established to maintain and preserve the diverse languages and cultures of students, this school focuses on learning English with long-term goals. For a bilingual program to work effectively, it must be implemented well, consistently and applied for 5-6 years. At that time the results of achieving students' English proficiency will be effective.

English is one of the languages used in scientific communication internationally. The use of English in learning or communicating science, including one of the objectives of learning English is known as learning English for special purposes (English for Specific Purposes, ESP). In this case, learning English is closely related to the characteristics of science that are learned by students. Therefore, the characteristics of the field of study become an important part in the development of bilingual learning models (Noerdjanah, 2011: 5).

Moreover, bilingual education does not only pay attention to aspects of students' language abilities. Academic, cognitive, emotional, social and physical aspects are also important requirements. Besides, a comfortable learning environment is the most important requirement in implementing bilingual classes.

5. Language Learning Strategies in the Implementation of Bilingual Class

According to Wahab (2008: 129), In teaching and learning, four basic strategies need to be considered as follows:

- a. Identifying the specifications and qualifications for the behavior and personality changes of students as expected.

- b. Choosing a teaching and learning approach system based on the aspirations and outlook on the life of the community.
- c. Selecting and setting procedures, methods, and teaching and learning techniques that are considered appropriate.
- d. Establishing norms and minimum limits of success or criteria of success standards to be used as guidelines for evaluating the results of further teaching and learning activities.

The method of implementing bilingual can be done in many ways. Each student has a different opportunity to accept this bilingual method, there are several types of opportunities that students have as revealed by Singgih (2006: 9495) in his book, namely:

- a. *Simultaneous bilingualism*, refers to students who have broad opportunities to learn and use both languages from the start.
- b. *Receptive bilingualism*, refers to a student who has broad opportunities to learn a second language but the opportunity for use is limited.
- c. *Rapid successive bilingualism*, refers to a student who has little chance of a second language before he goes to school but has many opportunities to learn and use it in school.
- d. *Slow successive bilingualism*, refers to students who have little opportunity to use a second language and their motivation to use is also low.

This means that, the more opportunities for a child to use a second language, the better the bilingual learning system he experiences. With this opportunity opening, children feel less depressed, and have freedom, both emotionally and cognitively, in learning two languages at once.

When in the school environment, teachers and students communicate using native and foreign languages. More clearly, the bilingual application model creates an active, communicative learning environment and a comfortable environment for students.

According to Kaufeldt (2008: 173), the following are strategies for teachers who teach the following English:

- a. Speak more slowly than usual and use short sentences.
- b. Use hand movements and facial expressions to emphasize what is meant.
- c. Prevent regional expressions and dialects.
- d. Simplify difficult statements.
- e. Include nouns and phrases in English with pictures.
- f. Give questions that are tailored to the student experience.
- g. Limit the material according to the first language knowledge (native language)

Parents also need to remember to balance the use of both languages. If at school the student has more opportunities to learn and use one language, at home he must be given savings to learn and use another language. The rich experience of both languages is an important factor for the formation of good bilingual development.

An equally important aspect of second language learning in schools is the teachers who teach. As stated by Papalia (1993) in Singgih in his book *From Children to Old Age: Psychology of Developmental Psychology* which reveals as follows: “Teachers who teach in bilingual schools should be teachers who understand both languages fluently. So, they can teach in both languages without significant difficulties. Also, the number of students in the class must be small class” (Singgih, 2006: 97-98).

Moreover, a good and consistent application model will make the bilingual method successful in improving students' English proficiency. An active and enjoyable learning environment also encourages students to master the foreign languages provided, besides that collaboration between teacher and parents is very important.

6. Types of Bilingual Programs

According to Amanto (2007:3), In general, there are three types of bilingual programs that have been known so far, namely: transitional bilingual programs, bilingual maintenance, and bilingual enrichment. All three have different learning designs. In the transitional bilingual program, students learn content areas using the mother tongue first. Thus, for example, students learn social knowledge or natural or other knowledge in Indonesian first. Then students are introduced or trained in foreign languages, for example, English. When their mastery of English is seen as adequate as a means of communication, then they learn material areas of study (content areas) using English. In this new class, all subject areas are presented in English.

Unlike the transitional bilingual program, in the bilingual maintenance program, students learn content areas during their education all use native languages. Furthermore, to increase mastery of their field of study, students learn academic abilities in their field of study in English. In this pattern, students are not intentionally provided with English language skills as a skill to deepen their mastery of the field of study in English in the future. Meanwhile, in the bilingual enrichment program, some or part of the subject matter is taught to enrich the mastery of the field of study. In the bilingual program mode, enrichment of this kind of subject matter is taught both using the mother tongue and in English.

7. The Advantages of being Bilingual in Teaching

Some of potential advantages of bilingualism of child according to Baker (2007:2) are:

- 1) Communication advantages: Wider communication; literacy in two languages.
- 2) Cultural advantages: broader enculturation, a deeper multiculturalism and two languages worlds of experiences; greater tolerance and appreciation of diversity.
- 3) Cognitive advantages: thinking benefit (e.g, creativity, sensitively to communication).
- 4) Character advantages: raised self-esteem; security in identify.
- 5) Curriculum advantages: increased curriculum achievement; easier to learn a third languages.

6) Cash advantages: economic and employment benefit.

Until now many countries have been implementing bilingual teaching, such as the Philippines, Australia, Japan, China, America, and also our country itself. The purpose of these operations is to accelerate the improvement of quality education for children from various community groups that can simultaneously achieve alignment of national standards in the mastery of science and language. Indonesia aims to get the alignment quality of education, both at national and international level.

8. Disadvantages of Bilingual in Teaching

This research will be used Bilingual in teaching surely has the disadvantages when the researcher will apply this way because would be needed more time to make the evaluating are in Bilingual and Monolingual Instruction. This Bilingual Instruction just only to applied in a Bilingual School or international School because there was some subject just only using Bilingual education for example are Math, Physic and biology.

Do the students speak Equal in Fluency and Accuracy in Two Languages? The answer was “no” with only a few exceptions. One idealistic and unrealistic notion of some parents is that children become perfectly bilingual. The hopes of many parents are that their child would be two monolinguals inside the one bilingual person. The reality that surrounds most bilinguals was different. For a bilingual, each language tends to have different purposes, different function, and different use. Bilinguals tend to use their two languages in different place at different times with different people. For example, students” speak in English at

school or he/she" course. That students use the other language at home, with neighbor, and friends. The two languages are mostly different tools for different situation and area also.

9. Implementation of Bilingual learning strategy in the classroom

Bilingual learning strategy has been to implementation in one way or test to know the student speaking ability by using monologue test. In monologue test with the two part questions and also Questionnaire to use of obtained the information about the student attitude toward the use of bilingual and monolingual instruction.

Baker (2007: 35) stated that was important not to compare bilingual with monolingual in their language development. He adds that, bilinguals should be compare with bilinguals also. Bilinguals are not two monolinguals inside one person. They own a unique combination of two languages that are both separate and integrate within the thinking system.

In the Indonesia's bilingual education program, some curriculum contents are learnt through students' target language and Indonesian. Baker (2006) state that the rational for teaching and learning content of subject through the foreign language can be seen from four points. First, learning a language is quicker when it is via an integration of language and content, and much slower if just learnt as a language. Second, it ensures a student gains language competence in academic domains and not just in social communication. Third, such an integration of language and content is efficient. Two outcomes can be achieved at the same time: learning a language and subject matter learning. The fourth, integrating the

foreign language and content provide a purpose for using the foreign language reflecting real curriculum needs and purposeful learning for success in the curriculum.

G. Speaking

1. The Nature of Speaking

Speaking was to known as oral skill that plays essential role in human interaction and communication. When people communicate their ideas minds and feeling to the other, they are speaking as tool transfer what they want. There some definition given by linguistics as in the following:

Bryne (1984:32) says that the oral communication was a process between speaker and listener, involving the productive of skill in speaking and the receptive skill of understanding. Both the speaker and the listener have positive function to perform. The speaker has code the message to be conveyed and appropriate language while listeners (no less actively has to decode or interpret) the message.

Heaton (1986:72) defines that speaking ability as the ability to communicate ideas appropriately and effectively. In short, speaking ability is the ability to speak appropriately and effectively in a real communicative situation in other to communicate ideas to others.

Ur (1996:85) classifies characteristic of successful speaking activity are:

- a. Learners talk a lot
- b. Participation is even
- c. Motivation is high

d. Language is acceptable level

Learning any foreign language has to do with four skills that have to be mastered. The four skills are listening, speaking, and listening (oral skills) are said to relate to language expression through the visual medium (written symbol). Another way of representing these skills is by reference not to the medium but to the activity of the language user. Therefore, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive or receptive skills.

Listening skill is the ability to understand English present of oral forms. This skill is set up as an aim by or government particularly in the effort to affiliate with foreign colleges or to communicate with others. Speaking skill was the ability to use the language in oral form. In junior and senior high schools this skill was limited to the ability to conduct a simple conversation on some subject (e.g. expressing regret, gratitude, agreement, offer, certainty, etc.)

Among the four skills, speaking skill was difficult one to assess with precision, because speaking was a complex skill to acquire. The following four or five components are generally recognized in analysis of speech process: Pronunciation (including the segmental features: Vowels and consonants; and the stress and intonation); Grammar; Vocabulary; Fluency (the ease and speed of the flow of speech) Comprehension. (Harris, 1969:81)

The ability to speak a foreign language was the most pressed skill. Because someone who could speak a language was also able to understand it. Lado (1972:239-240) defines speaking ability as: "The ability to use in

essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speaker language.”

Speaking skill was a matter which needs special attention. No matter how great an idea is, if it was not communicated properly, it cannot be effective. Oral language or speaking was an essential tool for communicating, thinking, and learning powerful learning tool. It shapes modifies, extends, and organizes thought. Oral language was a foundation of all language development and, therefore, the foundation of all learning. Through speaking and listening, students learn accepts, develop vocabulary and perceive the structure of the English language Essential components of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students’ ability to display knowledge in a clear and acceptable form in speaking as well as writing.

In communicating with other people, it was important to know whether the situation was formal or informal. Besides, it was also important to know that the language, in this case English, can be standard or non-standard so that they are able to communicate effectively. In speaking English as a foreign language the speaker obviously has to try to speak it in the way the native, speakers do. In order to be able to speak English better, it was important for him to learn all of the four skills in English and matter English phonetic as well, because it was very helpful to learn the language the language quickly and successfully. The use of language

or speaking skill was a matter of habit formation. In speaking, he must implant the habit of using it for communication until it becomes deeply establishes.

In conclusion, the definition of speaking skill lexically was the ability to utter words or sound with ordinary voice; or the ability to communicate vocally or to have conversation through practice, training, or talent. In addition to that, Lado (1972: 240) points out that speaking ability/skill was described as the ability to report acts or situation in precise words, or the ability to converse, or the express a sequence of ideas fluently. The writer can conclude that someone who wants to speak a foreign language has to know the rules of that language, like grammar, vocabulary, pronunciation, and word-formation, and to apply them properly in communication. Speaking means as an oral communication that give information. Communication involves two elements, namely the speaker and the listener. Communication would be not running well without speaking.

2. The Elements of Speaking

Harmer (2003: 269) states that the ability to speak English presupposes the elements necessary for spoken productive as follows:

a. Language features

- 1) The elements necessary for spoken production, are the following: Connecting speech: in connecting speech sounds are modify (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress pattering). It is for this reason that we must involve students in activity design specifically to improve their connecting speech.

- 2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to convey meanings.
- 3) Lexis and grammar: teacher must therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expression surprise, shock, or approval.
- 4) Negotiation language: effective speaking benefits from the language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

3. **Mental/ social processing**

The success of the speakers to deliver the material depends on the processing skill that talking necessitates.

- a. Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.
- b. Interacting with the others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. On the spot information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell the moments we get it. Dobson (1975: 65) states that there are some elements involved in speaking skills: they are vocabulary, functional grammar, and frequency of practice, motivation, appropriate topic, self Confidence and situation.

1) Vocabulary

Vocabulary was the basically importance thing in English learning to be mastering the skill in speaking. The vocabulary was the center of interest for the students and the teacher.

2) Functional Grammar

As for the use structure signal, students should learn it by acquiring a set of habit and not merely recording examples for usage. In this case, the students should be train to acquire the habit of producing them automatic. This is the best done through oral pattern practice.

3) Frequency of Practice

Language was a habit. It means that all language need exercise or practice. The difficulties of the students are they do not know how to express their ideas in English particularly. They only practice to speak English when they are study English. They never practice with their friends.

4) Motivation

All the activities in the world need motivation like study English but sometimes the students do not have motivation to speak. Even though, the teacher

efforts in motivation the students to practice their speaking. It means that the teacher much give attention to the improvement of the students' speaking ability.

5) Appropriate Topics

In learning and teaching process, the teacher should give the students some opportunities to speak in front of the class or they should be given many interesting materials. The students' interest to speak enthusiastically, but the main factor influencing the students speaking ability is no appropriate topics which are suitable with the students' level.

6) Self Confidence

Speaking was the oral communication. In our speaking with other people all we need braveness. There are many students who have less confidence in themselves do they cannot communication.

7) Situation

In formal situation, the students cannot speak freely such as in meeting, discussions, seminar and they are really difficult to express their ideas. Elements of speaking above are very important because teaching speaking of foreign language such as English was not easy. A teacher before teaching the students has to know the task of teacher. In general, the teacher should acknowledge or identify what target or goal would be achieve in teaching the language ant to who is the

teacher teach. In general, there are some elements involved in speaking skill (Heaton, 1991), they are accuracy and fluency.

a. Accuracy

Accuracy was achieved to some extent by allowing students to focus on elements of phonology, grammar, and discourse in their spoken output in teaching. English speaking, teacher have to explain to students how to speak accurately (articulate) language and of course fluent language.

b. Fluency

Fluency was the property of a person or of a system that delivers information quickly and with expertise. Fluency indicates a very good information processing speed, very low average time between successively general messages. Fluency was speech and language pathology term that means the smoothness or flow with which sound join together when speaking. In this sense in fluency there are actually compass a number of related for separable skill are reading, speaking, writing, and comprehension.

4. The Characteristic of speaking

The following eight characteristic of a speaking language are adoption from Brown (2001: 225). He stated that the characteristics of speaking are

clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation and interaction.

a. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.



b. Redundancy

The speaker has an opportunity to make meaning clearly through redundancy of language. Learners can capitalize on this feature of spoken language.

c. Reduced Forms

Contractions, elision, reduced, reduced, vowels, etc. all form special problems in teaching spoken English. Students who don't learn colloquial contractions sometimes develop stilted, bookish of speaking that in turn stigmatize them.

d. Performance Variable

One of the advantages of spoken language is that the process of thinking as you speak allow you to manifest a certain number of performance hesitations, pauses, backtracking, and correction.

e. Colloquial language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

f. Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.



g. Stress, rhythm, and intonation

There was the most important characteristic of English pronunciations, as would be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

h. Interaction

As noted in this previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

5. Types of Speaking

There are many languages teaching strategies focus on mastering English speaking activities. Brown (2001) state that there are two types of oral language that must be explains. The two types of speak are describes as follow:

a. Monologue

In monologue, when one speaker use speak language for any length of time, as in speeches, lectures, reading, and hears must process long stretches of speech without interruption the stream of speech would be go on whether or monologue and unplanned monologue.

b. Dialogue

Dialogue involves two or more speakers can be subdivides into those exchange that promote social relationship (interpersonal) and those for which the purpose is to convey proportional of factual information. In the dialogue, there are familiarities an unfamiliarity of interlocutors.

6. Types of classroom speaking performance

Brown (2001) state that there is six types of speaking performance that might be carried out in the classroom are below:

a. Imitative

Imitative is carried out for focusing on some particular element of language for purpose of meaningful interaction. For example, learners practice intonation or to try to pinpoint a certain vowel sound. Imitative a drill offers students an opportunity to listen and oral repeat certain strings of language that may pose some linguistic difficulty, either in phonological or grammatical.

b. Intensive

Intensive is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiative or part of some pair work activity.

c. Responsive

Responsive is a good deal of students' speech in the classroom. Responsive can be conducted in the short replies to teacher or students-initiated question or comments.

d. Transactional

Transactional language, that was extended form from responsive language, it was carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal

Interpersonal dialogue carried out more for purpose of maintaining social relationship than for transmission of facts and information. Those conversations are a little trickier for learners because they can involve some fact, namely; colloquial language, slang, sarcasm, and emotionally charged language.

f. Extensive

Extensive can be given for students at intermediate to advance levels are called on to give extended monologues in the form of oral, summaries, or perhaps short speeches.



CHAPTER III

RESEARCH METHOD

This chapter presents the research method used in the research. It is divided into seven parts. They are Research Design, Subjects of the Study, Source of Data, Research Instrument, Data Collection Procedure, Data Analysis Procedure, and Data Endorsement.

A. Research Design

According to Yin (2003: 20-21) “A research design is a blueprint or a detailed plan of how one intends conducting a research. In addition, that the research design is the logical sequence that connects empirical data to a study’s initial research questions and, ultimately to its conclusion. The main purpose of the research design is to help to avoid the situation in which the evidence does not address the initial research questions.

This research is a qualitative descriptive research according to Rahmat (2009 :24) Descriptive qualitative research only describe a situation or event, do not seek and explain a relationship, and do not test hypotheses or make predictions. According to Jalaludin Rahmat (2009: 25) qualitative descriptive research aims to: Gather actual information in detail that describes the symptoms that exist, identify problems or check conditions and applicable practices, make a comparison or evaluation, determine what other people are doing to face the same problem and learn from their experience to make future plans and decisions.

Qualitative research aims to explain the phenomenon as clearly as possible through deep data collection. Research does not prioritize population size or very limited sampling. If the data collected is deep and can already explain the phenomenon under study then there is no need to look for other sampling. Here what is emphasized is the issue of depth (data quality) not quantity of data. (Krisyantono, 2006: 56).

This study focused on the use of bilingual teaching strategy in speaking class for EFL students. The researcher described these problems, collect data, then process and analyze it.

B. Subjects of the Study

This research is conducted at English Education Study Program of Institute of Islamic College Palangkaraya (IAIN Palangka Raya) in G. Obos street Islamic Center.

The Subject of this study is a lecturer of the English Education Study Program in IAIN Palangka Raya, by using Purposive sampling which the researcher selects respondents with a purpose in mind: the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information from their knowledge or experience (Xin lu 2013: 15). The criteria of the subject is a lecturer in speaking class of English department of IAIN Palangka Raya.

C. Source of Data

Sources of data is the subject where the data found. In this research, researcher found out and took the data by the use of bilingual teaching strategy in

speaking class for EFL students. Therefore, the researcher collected the data of perception which might be expected to contribute to changes in some aspects of education especially for English education program.

D. Research Instrument

In this research, in order to collect the data, the researcher used observation and interview as the data collection methods.

3. Interview

According to Ary, Jacobs, and Sorensen (2010:438) Interview is also one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, belief, and feelings about situation in their own words. Interview may provide information that cannot be obtained through observation, or they can be used to verify observations.

The researcher used a semi- structured interview. As stated by Ary, Jacobs, and Sorensen (2010), semi- structured interview, in which the area of interest is chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The interviewer prepared the questions beforehand, but the interviewer also asked questions based on the participants' responses towards the previous question during the interview process. The interviewer used an audio recorder to collect the data. It is much easier than taking notes.

The success of an interview is related to the wording of the questions. In this research, the interviewer asked the respondents five questions in English about bilingual teaching strategy in speaking class. Interview was used to know about

the use of bilingual teaching strategy in speaking class by lecturers clearly. It was used to obtain information that could not be obtained through the observation.

4. Observation

Creswell (2012) stated that observation is a set of particular instrument of gathering open-ended, firsthand information by observing people and places at a research place. Moreover, Ary (2010) asserted that qualitative observations depend on narrative or words in describing the setting, the behaviors, and the interactions. In this observation, the researcher used field notes to record the data. Ary (2010) stated that field note is a concise note which is written by researcher during observation process.

There are two types of observation based on the role of the researcher, they are participant observation and non-participant observation. Participant observation was done by involving the researcher in a group being observed. In contrast, non-participant observation was a type of observation where the researchers do not involve in a group being observed, the researcher only become an observer. The researcher used participant observation in this study. The participant was a lecturer in speaking class. Observation was used to point out the first research problem; to describe and find out the use of bilingual teaching strategy aid the development in speaking class at English Study Program of IAIN Palangka Raya.

E. Data Collection Procedure

The researcher conducted several steps in gathering the data for the research. According to Holloway (1997: 45) A method of data collection is

typically the procedure that a researcher used to obtain research data physically from the research participants. Data collection in qualitative research involves the gathering of information for a research project through a variety of data sources. Indicate that data collection methods are the ways in which the research data are obtained. A method used for data collection in this study was influenced by the research question and design. As stated by Donald Ary (2010: 379). There are two basic data gathering techniques in survey research: interviews and questionnaires.

In this research, the researcher used the first technique as the main technique for collecting the data by the respondents. The researcher used the interview in order to gather data about the participant opinion, belief, and feeling towards the use of bilingual teaching strategy in speaking class. The researcher used the interview to obtain information that could not be obtained through the observation. Through interview, the researcher got the deepest information from the participants.

F. Data Analysis Procedure

Data analysis is the process in which the data that had been got were analyzed using several techniques. The researcher gathered data from the interview. The first step in analyzing the data is data reduction for example, writing summarize, coding, and teasing out themes (Miles and Huberman, 1994: 10). In this step, the researcher analyzed all the transcribed data. Firstly, the researcher transcribed the interview from audio recorder into written text. Secondly, the researcher omitted the irrelevant data into relevant data to answer the research question. The data from the interview transcript was selected by the

researcher and the data which had no relation to the topic was deleted. Miles and Huberman (1994: 11) add further that qualitative data can be reduced and transformed in many ways, such as, through selection, through summary or paraphrase.

In this research, the researcher used paraphrase to reduce and transform data. Afterwards, the researcher categorized the interview transcript based on the question that the researcher asked. Next, the researcher discussed the result and present the data in the descriptive form. The last, the researcher concluded the finding of the discussion.

G. Data Endorsment

The data endorsement is needed to valid the data found in the process of collecting the data. In deciding the data validation of qualitative research, the data validation test in qualitative research has certain characteristics such as: Credibility, transferability, dependability, and conformability (Sugiyono 2005: 121).

1. Credibility

Credibility in qualitative research aims to concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context (Donald Ary 2010: 498). The techniques of credibility that used by the researcher, as follows:

a. Triangulation

Triangulation is qualitative cross-validation (Sugiyono 2005: 125). It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures. In the study, triangulation used by the researcher to evaluate the data collection, in addition to check or to compare. The kind of triangulation that used as technique triangulation such as observation and interview.

b. Member Check

Member check is the data checking process that acquired of researcher to data giver. In the study, the researcher used Member check in order to get the similar interpretation and the subject involved based on the objective of the study related to the study result.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. It uses to make the finding of research can be applied, the researcher must report the result of the study detail, clear and reliable.

3. Dependability

Dependability or reliability in qualitative research has to do with consistency of behavior. The researcher used audit trail documentation during the research begin until the end research.

4. Conformability

Conformability is the same as the qualitative researcher concept of objectivity. It is used to make the writer as the instrument of the study reliable. It

is done to check the data result suitable to the real facts. Here, the writer is hoped to measure what he found objectivity.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present data presentation, findings and discussion the findings designs to answer the research problem are the observation and interview tool to take the data. This section covers data findings of how the use bilingual teaching strategy in speaking class for EFL students.

A. Data Presentation

Research data obtained from interview and observation. Interview was conducted with one informant who were considered as representative of the problem objects in the study and the document analysis were based on interview recording with informant in IAIN Palangka Raya.

1) Interview

Interview was conducted with a informant who were considered as representative of the problem in this study. In this case, a lecturer from English study department who is teaching speaking class was picked by using purposive sampling. There are 5 main questions that the researcher asked to the informant to know how his perception toward the use of bilingual teaching strategy in speaking class for EFL students. To find the result of the study, researcher used descriptive qualitative design, which the lecturer's answer were compared to related research findings or some theories.

2) Observation

Due to the pandemic corona virus give a difficult for to researcher to research the speaking class because IAIN Palangka Raya is not present to break the corona virus chain. Because that process teaching and learning diverted online class, the researcher did observation online at speaking class to know the detail process of teaching and learning online at speaking class of IAIN Palangka Raya. The observation just one meeting because the lecturer did the activity teaching and learning directly two classes one week one meeting.

Based on the observation, the researcher conducted three step activities by the lecturer. The first activity is pre-activity. The lecturer opened the class by greeting to the students; ask the students' condition and checking their attendance by calling their names one by one and every one will raise their hand if they have present, then the lecturer prepares the material. Before the lecturer start his lesson, he asked the students about something which related with the material. He explored their background knowledge about material that they would learn. In other word we can call this warming up or brainstorming. The second activity is whilst-activity, the lecturer explains the material first. Then, his asked the students to repeat some words and sentences that he said. The lecturer says something, and the students will be repeating it later. The processes continue and repeat like that. There are some conversations, the lecturer asked the students to go to in front of the class and do practice. To make sure that the students understand what the lecturer have already taught, he asked some questions related the material one by one. And the students answered it. The lecturer always appreciate everything that

done by them. Usually he said “good job”, “great”, “excellent work”, etc. The lecturer always says these words because he wanted their students felt comfortable and much appreciated. So the students became more confident. But if during explanation some students made some mistakes gave wrong or not appropriate answer, for example, the lecturer did not blame directly, but he gave opportunity to other students to answer the question. After other students answered the question, the lecturer would re-explain and clarify it. The third activity is post-activity, the writer saw the activities that has done by lecturer, before the class ended, the lecturer asked students to remember the lesson that they have learnt before, the lecturer asked them to close their books or modules, and asked the students about the material that they just have learnt, the students answered the questions from the lecturer, he also read some words on the white board loudly and asked students to repeat after his. Then, the lecturer asked one students to conclude their lesson that they have learned. At the end of teaching and learning process, the lecturer reviewed the lesson in brief, and gave the students opportunity to ask some questions, and then the lecturer motivated them to learn English especially in speaking skill, after that the lecturer closed the lesson by saying Hamdallah. From the observations that the writer holds, it can be concluded lecturer planned the lesson, prepared materials, and achieved the learning goal and the students’ condition well. The lecturer can control the classroom activity well in teaching speaking, although in the last observation the writer found that the students look little bit bored, but the lecturer can solve it with some strategies. For overall, it can be concluded that the lecturer has given his

best shot. It can be seen from students' responses too, that were very interested and enthusiastic in teaching and learning process appropriate with teaching material and purpose of teaching and learning. The lecturer always do drilling and then he will repeat his explanation if some students still did not clear about what he taught. It took a lot of time and it made the allocation time of learning became so long.

B. Research Findings

After finding some desired data, from the results of research interviews and observation, the researcher will analyze the findings and explain the implications of the results of research the use of bilingual teaching strategy in speaking class. The researcher tried to find the lecturer's perception toward the use bilingual teaching strategy in speaking class for EFL students. The list of the questions area follow;

1. What is the reason why you use bilingual teaching strategy?
2. When is the correct time to use bilingual teaching strategy?
3. What is the problem when you use bilingual teaching strategy in speaking class?
4. What are the advantages and disadvantages in using bilingual teaching strategy in speaking class?
5. What is the effect of bilingual teaching strategy towards the success of learning process in speaking class?

And the transcript of interview with the participant / informant is as follow:

Question Number	Response
1	<p><i>Sebenarnya alasan paling utama mengapa saya menggunakan strategi tersebut adalah dalam rangka agar para mahasiswa memahami apa yang saya sampaikan.</i></p> <p>Actually the main reason why I use this strategy is to make the students comprehend what I explain about.</p>
2	<p><i>Saya rasa tidak ada patokan kapan harus menggunakannya. Selama saya perlu maka saya akan menggunakannya.</i></p> <p>I think there is no standard when I have to use this strategy. As long as I need then I will use it</p>
3	<p><i>Sepanjang saya menggunakan strategi bilingual ini saya tidak menemukan permasalahan yang signifikan yang sangat berarti.</i></p> <p>As long I use this bilingual strategy, I</p>

	do not find significant problems of it.
4	<p><i>Tentu saja keuntungannya adalah pemahaman yang akan mereka dapatkan lebih baik. Tetapi kerugiannya menurut saya pemakaian Bahasa Inggris bagi mereka menjadi sedikit berkurang. Untuk mengatasi hal tersebut saya membatasi penggunaan ini dengan rasio sekitar 80% menggunakan Bahasa Inggris dan sekitar 20% saja menggunakan Bahasa local.</i></p> <p>Of course, the advantage is students' comprehension is better. But, in my opinion disadvantage of this strategy is the use of English for them is slightly reduced. So I solve this problem by use ratio about 80% English and 20% local language</p>
5	<p><i>Untuk mengetahui menggunakan strategi ini berjalan atau tidak, saya melihat dari respon mereka. Ketika</i></p>

	<p><i>mereka merespon dengan baik (sesuai dengan yang saya inginkan) maka disitulah saya merasa strategi ini berjalan.</i></p> <p>To find out this strategy works or not, I look at their responses. When they respond well (as I want to), that is where I think this strategy works.</p>
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From this interview, the researcher found some reasons:

1. To make the students more understand about the material lecturer used bilingual teaching strategy when the teacher explained the new word. But before it, the students should look for the meaning first. If it was possible to use Indonesian, the lecturer still used Indonesian.
2. To help the lecturer to know the students understanding about the material. When the lecturer explained the new word or the new material and the students did not give response, it shown that the students did not understand. It also based on the situation. The lecturer used Indonesian to make the students more interactive and it shown that they understand about the material.
3. To give feedback to the students. The lecturer used bilingual teaching strategy to give students feedback. The lecturer tried to explain the

material with English. If the students still did not understand, the lecturer explained the material more slow, but when the students did not understand too, the lecturer used Indonesia and helped them solving their problems.

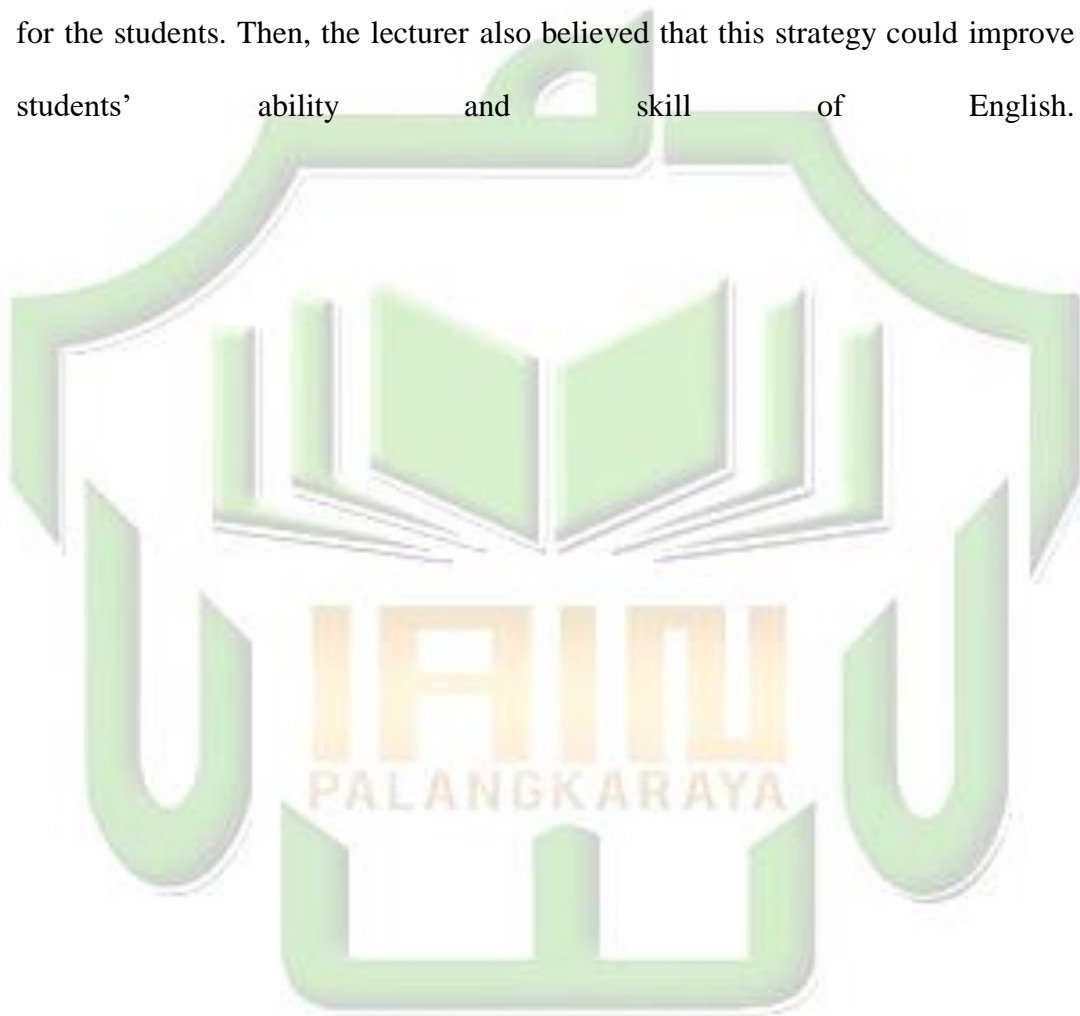
Based on explanation above, the teaching learning process become more efficient. The lecturer taught the teaching learning process was become more efficient and easier to understand because he used bilingual teaching strategy while teaching in the class. It means the variety of language helped students to understand about the materials in speaking class.

C. Discussion

In this following discussion, the analysis of lecturer' perceived toward the use bilingual teaching strategy in speaking class at English Study Program of IAIN Palangka Raya would be discussed. The result of the interview shown the following the data related to lecturer' perception toward the statements that asked in question lists that are related to the use bilingual teaching strategy in speaking class at English Study Program of IAIN Palangka Raya.

The main problem of this research is "How the teacher does implement the strategy toward students and their responses of the strategies". It is stated in previous chapter that it should asked to the students in order to find the real answer and respond. The writer has conducted the research to answer the question. In the first data focused on lecturer strategy in teaching English speaking to students by using bilingual. The researcher gained the data through observation and interview while teaching learning process continued. In the question lists, the

researcher focused on the belief of the lecturer when used bilingual teaching strategy in English speaking class and how the lecturer implemented the strategy and real condition in classroom activity. As a conclusion, the writer gave an explanation that the lecturer taught the use of bilingual teaching strategy gave advantage and disadvantage. But specifically, this strategy gave positive feedback for the students. Then, the lecturer also believed that this strategy could improve students' ability and skill of English.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion about the result of the study. The study's conclusion was the answer to the problem of the study, as stated in chapter I, in which the finding was based on the result of data analysis. The suggestions were expected to make better improvement and motivation for students, teachers, and other researchers related to this research.

A. Conclusion

Based on research findings, the lecturer used bilingual teaching strategy to apply and implementation in teaching English. Based on the results and analysis from interview, the researcher can be conclude that the strategy used by the lecturer in English teaching learning process in speaking class, as follow:

4. To make the students more understand about the material lecturer used bilingual teaching strategy when the teacher explained the new word. But before it, the students should look for the meaning first. If it was possible to use Indonesian, the lecturer still used Indonesian.
5. To help the lecturer to know the students understanding about the material. When the lecturer explained the new word or the new material and the students did not give response, it shown that the students did not understand. It also based on the situation. The lecturer used Indonesian to make the

students more interactive and it shown that they understand about the material.

6. To give feedback to the students. The lecturer used bilingual teaching strategy to give students feedback. The lecturer tried to explain the material with English. If the students still did not understand, the lecturer explained the material more slow, but when the students did not understand too, the lecturer used Indonesia and helped them solving their problems.

B. Suggestion

Concerned with the conclusion, the researcher would like to propose some of the following suggestions that hopefully would be useful and valuable for the students', the lecturers and the researcher.

1. For the students

The researcher recommended to all students to always develop their English by using English communication with the lecturers. You can use Bahasa Indonesia in English teaching and learning process but, you should maximize and practice more English to enrich their vocabulary.

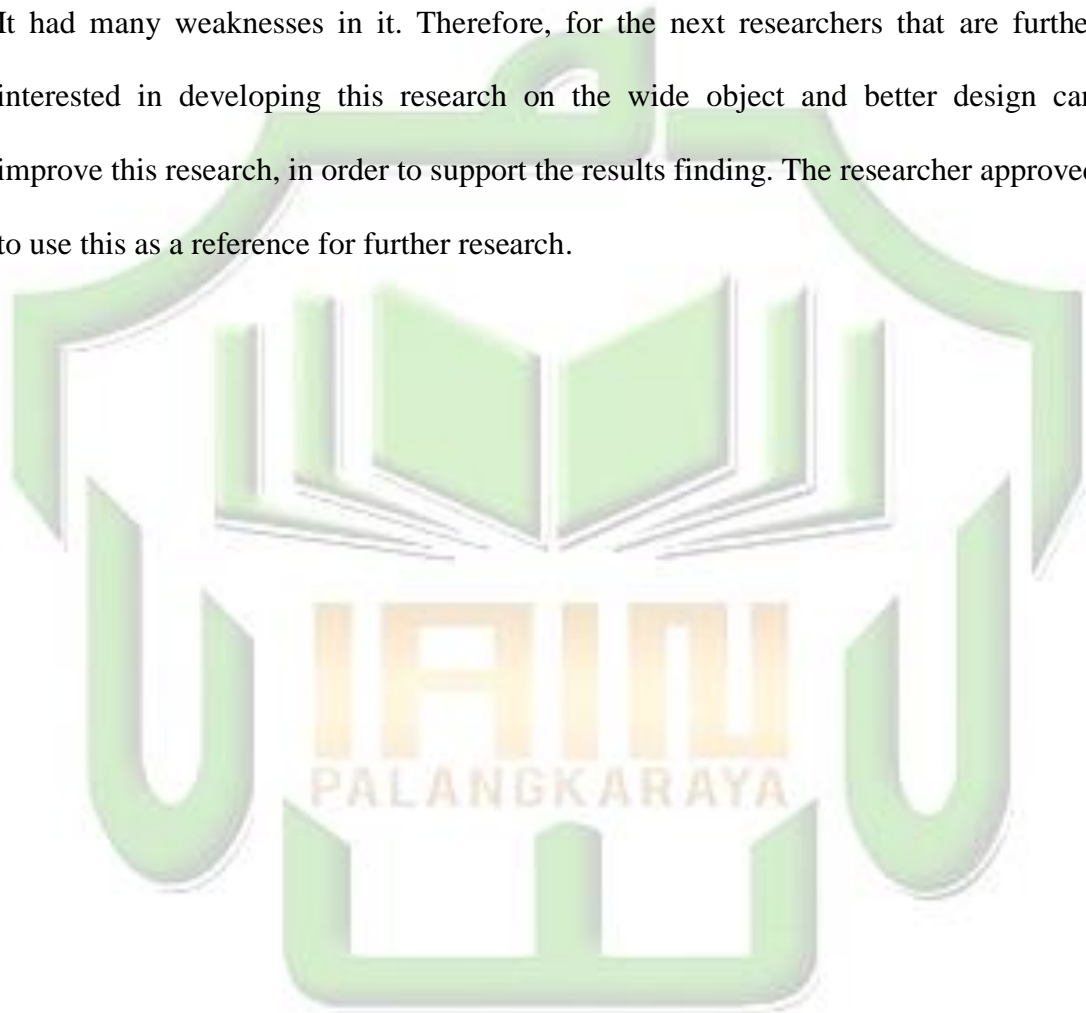
2. For English lecturers

The researcher recommended to English Lecturers that in teaching English subject one must dominantly use English to add the students' vocabulary but if they do not understand it must be compared by using Bahasa Indonesia. If there are some students still confused the lecturers should explain with more simple English or

explain using Bahasa Indonesia because of the successful of English teaching and learning process based on the students understanding.

3. For the other researchers

This design of this thesis was very simple. It was not as perfect as the experts. It had many weaknesses in it. Therefore, for the next researchers that are further interested in developing this research on the wide object and better design can improve this research, in order to support the results finding. The researcher approved to use this as a reference for further research.



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