

ABSTRACT

SRI EKA LESTARI. 2018 Thesis of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. *“The effect of bilingual Instruction to Students Speaking Skill and Attitude” at the second year in SMP Lazuardi Athaillah GIS Makassar* Under the supervision of Ummi Khaerati Syam and Farisha Andi Baso.

This research was conducted to find out whether or not a significant difference in speaking between students with bilingual instruction and monolingual instruction was terms of accuracy (Pronunciation, Grammar, and Word choice) and fluency. To find out the difference in attitude between students with bilingual instruction and monolingual instruction. The researcher employed causal-comparative or ex post facto design in quantitative method. The research assigning two groups namely bilingual class and monolingual class. Each group consists of 30 students. The sample was chosen by applying of cluster sampling technique as types of non-probability sampling. The researcher used speaking test and questionnaire both in bilingual class and monolingual class. The data obtained through the test are analyzed by using descriptive and inferential statistic through SPSS version 22 for Windows Evaluation Version.

The research result showed that there significant difference on the students' speaking skill and attitude between bilingual and monolingual class. It can be concluded that the applying bilingual instruction was affective to the students' speaking skill and attitude. Based on the result of the data analysis, there was a significant difference between the result of students speaking skill test of bilingual class and monolingual class and the result analysis of students questionnaire, where the mean score students' achievement in bilingual class was 71,1 which was higher than monolingual 58,3 and the mean score of students' attitude in bilingual class was 76,3 which is higher than monolingual 38,6. The score of probability value (significant 2-tail) in speaking ability was lower than the level of significant ($0,000 < 0,05$). In other words, H_1 was accepted and H_0 was rejected.

Keywords: Bilingual instruction, Speaking, Attitude.

ABSTRAK

SRI EKA LESTARI. 2018 Skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. *“The effect of bilingual Instruction to Students Speaking Skill and Attitude” at the second year in SMP Lazuardi Athaillah GIS Makassar.* Dibimbing oleh Ummi Khaerati Syam and Farisha Andi Baso.

Penelitian ini dilakukan untuk mengetahui apakah ada perbedaan yang signifikan dalam berbicara antara siswa dengan instruksi bilingual dan instruksi monolingual adalah dari segi akurasi (Pronunciation, Grammar, and Word choice) dan kelancaran. Untuk mengetahui perbedaan sikap antara siswa dengan bilingual instruksi dan instruksi monolingual. Peneliti menggunakan desain kausal komparatif atau ex post facto dalam metode kuantitatif. Penelitian ini menugaskan dua kelompok yaitu kelas bilingual dan kelas monolingual. Setiap kelompok terdiri dari 30 siswa. Sampel dipilih dengan menerapkan teknik cluster sampling sebagai jenis non-probabilitas sampling. Peneliti menggunakan tes berbicara dan kuesioner baik di kelas bilingual dan monolingual. Data yang diperoleh melalui tes dianalisis dengan menggunakan statistik deskriptif dan inferensial melalui SPSS versi 22 untuk Windows Evaluation Version.

Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan pada keterampilan dan sikap berbicara siswa antara kelas bilingual dan monolingual. Dapat disimpulkan bahwa pengajaran bilingual menerapkan efektif terhadap keterampilan dan sikap berbicara siswa. Berdasarkan hasil analisis data, terdapat perbedaan yang signifikan antara hasil tes keterampilan berbicara siswa kelas bilingual dan kelas monolingual dan hasil analisis kuesioner siswa, di mana skor rata-rata prestasi siswa di kelas bilingual adalah 71,1 yang lebih tinggi dari monolingual 58,3 dan skor rata-rata sikap siswa di kelas bilingual adalah 76,3 yang lebih tinggi dari monolingual 38,6. Skor nilai probabilitas (signifikan 2-tail) dalam kemampuan berbicara lebih rendah dari tingkat signifikan ($0,000 < 0,05$). Dengan kata lain, H_1 diterima dan H_0 ditolak.

Kata kunci: Instruksi bilingual, Berbicara, Sikap.