

**THE EFFECT OF BILINGUAL INSTRUCTION TO STUDENTS'
SPEAKING SKILL AND ATTITUDE**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan*

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2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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26 Jumadil Awal 1440 H
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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 Athallah 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.

ACKNOWLEDGEMENT



Alhamdulillah Robbil Alamin, The writer expresses her high gratitude to the Almighty of God Allah SWT because of His blessing and His mercies upon him, So the writer could finish this thesis entitle "*The Effect of Bilingual Instruction to Students' Speaking Skill and Attitude*" in SMP Lazuardi Athaillah GIS Makassar). Shalawat and greeting are addressed to beloved and chosen messenger to the prophet Muhammad SAW peace be upon him.

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave pray, spirit, advice, suggestion, and helping to the write as follows:

1. The highest appreciation and deepest thankful to my beloved father Arifin Usman and my lovely mother Rukaya Arifin, love, support, attention and expense for finishing my study and also their hopeful precious in every step of my life, thank you very much.
2. Dr. H. Abd. Rahman Rahim. MM. as the Rector of Muhammadiyah University of Makassar
3. Erwin Akib, M.Pd., Ph.D as Dean of Faculty of Teacher Training and Education of University of Muhammadiyah Makassar.

4. Umami Khaerati Syam, S.Pd., M.Pd. as the head of English Education Department of Teacher Training and Education of University of Muhammadiyah Makassar.
5. The researcher's appreciation to the first consultant Umami Khaerati Syam, S.Pd., M.Pd. and the second consultant Farisha Andi Baso S.Pd., M.Pd. a profound thanks is addressed to them for attitude, their valuable time, patient, guidance and suggestions to finish this thesis.
6. The most profound thanks delivered to English Department lecturers who taught for many years, and the staff of the FKIP UNISMUH and PRODI English Department
7. My beloved Brother and Sister A. Salam S.Pd and Dita Anggriani who have given me spirit during my study in college.
8. Ahmad Hidayat, S.Pd.I the head master of SMP Lazuardi Atahillah GIS Makassar and Nurul Inayah Khairaty, S.Pd the teacher of English and all students in Eight Grade of SMP Lazuardi Athaillah GIS Makassar and all of the Teacher in this school who have contributed as respondents of this research, without them this research will never be accomplished
9. My lovely friends and my classmate B class English Department 2014 for their friendship, togetherness, humors, support, help, and their kindness thanks for all.
10. Finally, for all everybody that could not be mentioned one by one.

Jazzakumullahu khaeran

May Allah Subanahu Wata'ala always be with us and give us power and guidance to keep ours believe till the end of our life. *Aamiin*

Makassar, Oktober 2018

The Researcher

Quotation

“Life is Process”

“Sesungguhnya nya sesudah kesulitan ada kemudahan, Maka apa bila engkau telah selesai (dari suatu urusan) tetaplah bekerja keras untuk urusan yang lain, Dan hanya kepada Tuhanmulah engkau berharap...”

(QS. 94:6,7,8)

I dedicated this thesis

**for My beloved Parents, Family, My Friends and
all People who Love and Pray and support for Me
until iam finishing this Thesis . . .**

TABLE OF CONTENTS

	Page
COVER	i
APPROVAL SHEET	ii
COUNSELING SHEET	iii
SURAT PERJANJIAN	iv
SURAT PERNYATAAN	v
ABSTRACT.....	vi
ACKNOWLEDGMENT	
.....	vii
MOTTO	
.....	viii
TABLE OF CONTENT	ix
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER I INTRODUCTION	
A. Background	
1	
B. Problem Statements.....	
.....	4
C. Objective of the Research	
.....	4
D. Significance of the Research.....	
.....	4
E. Scope of the Research	
.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous Related Studies.....	
.....	6
B. Some Pertinent Ideas.....	
.....	8
1. Speaking	
a. The Nature of Speaking	
.....	8

b. The Elements of Speaking	1
.....	2
c. Characteristic of Speaking	1
.....	6
d. Types of Speaking.....	1
.....	8
e. Types of Classroom Speaking Performance	1
.....	9
2. Bilingual Instruction	
a. The Nature of Bilingual.....	2
.....	0
b. Types of Bilingual Education Exist	2
.....	1
c. The Advantages of Being Bilingual	2
.....	5
d. Disadvantages of Bilingual Instruction.....	2
.....	6
e. Implementation of Bilingual Instruction in the Classroom ...	2
.....	6
f. Do the Students Speak Equal in Fluency and Accuracy in Two Languages?	2
.....	6
g. Does English Interferes the first Language Development	2
.....	7
h. Bilingual Education Program in Indonesia	2
.....	7
i. International Schools.....	28
3. Concept of Attitude	
a. Definition of Attitude	2
.....	8

b. The Components of Attitude.....	3
.....	0
c. The Importance of Attitude in Learning.....	3
.....	0
d. How to Measure Attitude.....	3
.....	1
C. Conceptual Framework.....	3
.....	2
D. Hypothesis.....	3
.....	3
.....	3

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	3
.....	5
B. Research Variable and Operation Definition.....	3
.....	6
C. Population and Sample.....	3
.....	7
D. Data Source.....	3
.....	7
E. Research Setting and Participant.....	3
.....	8
F. Research Instrument.....	3
.....	9
G. Procedure of Collecting Data.....	4
.....	0
H. Technique of Data Analysis.....	4
.....	0

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings.....	
.....	46

B. Discussions.....
56

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions.....
59
B. Suggestions
60

BIBLIOGRAPHY
.....62

APPENDIXES

CURRICULUM VITAE

LIST OF TABLE

Table 1: Productive/active and receptive/passive skill of language	9
Table 2: Data Sources (Bilingual Class)	38
Table 3: Data Sources (Monolingual Class)	38
Table 4: Liker Scale of Questionnaire	39
Table 5: Speaking Score in Accuracy and Tabulating System	41
Table 6: Speaking Score in Fluency and Tabulating System.....	42
Table 7: The Scoring Classification of Students' speaking Abilities	43
Table 8: Scale of Questionnaire	44
Table 9: The Rating Score of Attitude Classification	45
Table10: The Classification of Students' achievement for bilingual and monolingual class.....	48
Table 11: the Mean score of Bilingual and Monolingual Class.....	49
Table 12: The Mean Score and Standard Deviation of The Students' speaking Skill	51
Table 13: The Probability Value of T-test in Bilingual and Monolingual Class	52
Table 14: The Score of Accuracy in Speaking both Bilingual and Monolingual Class	53
Table 15: The Score of Fluency in Speaking both Bilingual and Monolingual Class	54
Table 16: the Rate Percentage of Students' Attitude in Bilingual class	54
Table 17: the The Mean Score and Standard Deviation of student' Attitude in Bilingual Class.....	54
Table 17: the Rate Percentage of Students' Attitude in Monolingual class	55
Table 18: The Mean Score and Standard Deviation of student' Attitude in Monolingual Class.....	55

LIST OF FIGURE

Figure 1: Conceptual Framework	33
Figure 2: Chart 1	49
Figure 3: Chart 2	50

LIST OF APPENDICES

Appendix	Page
1. Speaking Test (Bilingual and Monolingual class)	66
2. Possible answer part 1 & 2	70
3. Questionnaire Bilingual	71
4. The students' Transcript Responses in Bilingual Class	74
5. The students' Transcript Responses in Monolingual Class	76
6. List name Students of class VIII A (Bilingual Class)	78
7. List name Students of class VIII B (Monolingual Class)	79
8. Speaking Score of Bilingual Class	80
9. Speaking Score of Monolingual Class	81
10. Frequency Table Monolingual and Bilingual Class	82
11. Chart Bilingual and Monolingual Class	83
12. Score Questionnaire for Bilingual Students	84
13. Score Questionnaire for Monolingual Students	85
14. Documentations	86

CHAPTER I

INTRODUCTION

A. Background

The used of language in a classroom has a greatly important role in the teaching and learning process. It was the vehicle for communication for both teachers and students in their daily classroom interaction. Teacher used when they give instruction, ask questions, give feedbacks, to students manage the class. Nunan and Lamb (1996:60) stated that all dimension of pedagogical processes in the classroom, from the provision of feedback through monitoring, the establishment of small groups, giving instructions and explanations, disciplining and questioning students involve language. Thus the role of language in the communication between teacher and students was very important. Bilingual teaching was a model of use two languages to deliver the curriculum material with the aim to strengthen students' competency in a foreign language. By used this model there are two main things the students obtain, the mastery of science and literacy in two languages.

Baker (2006:68) stated that bilinguals are present in every country of the world in every, in every social class and in all age groups. Numerically, bilinguals are in the majority in the world: it is estimated that they constitute between half and two third of the world population. The bilingual population of the world was growing as international travel, communications and mass media, emigration and a planetary economy create the global village.

Cazden (200:2) mentioned three features of classroom as the part of educational institution that make communication so central. First, spoken language was medium which much teaching takes place, and in which pupils demonstrate to teachers much of what they have learned. Second, classrooms are among the most crowded of human environment. Few adults spend as many hours per day in such crowded conditions. Classrooms are similar in this respect to restaurant and buses or subways. But in such places simultaneous conversations are normal, where as in classrooms one person, the teacher is responsible for controlling all the talk that occurs while class was officially in session- controlling not just negatively, as a traffic officer does to avoid collisions, but also to enhance the purpose of education. Third, and perhaps least obviously, spoken language is an important part of identities of all the participants. Variation in ways of speaking in a universal fact of social life. Schools are the first large institution to which students come from their families and home neighborhood, and in which they are expected to participate individually and publicly.

Indonesian Government, putting into action the Educational System Law, was starting its efforts this year to develop school to reach international standard School (SBI). The Educational System Law (2003), especially act number 20, states that “The government and/or district develop at least one school in every level to be promoted into school with International Standard (SBI).

In addition to the use of language in the classroom, now days there are some schools implementing the use of two languages in their classroom instruction. They implement bilingual education program, in which in their teachers’

Instruction to their students in classroom are expected to use English and Indonesian Language or Bahasa Indonesia. Teacher uses the two languages in managing and teaching the class- particularly in content-subject classes with great expectation that pupils can be facilitated to learn the subject content and target language at a time.

Bilingual education would seem describe a situation where two languages are used in a school (Malmkjaer, 2005; Garcia in Coulmas, 2000). This was in line as Shah and Ahmad (2007) stated that bilingual education generally signifies education where two distinct languages are used for general teaching. Bilingual teaching was a model of the use of two languages to deliver the curriculum materials with the aim to strengthen students' competency in a foreign language. By using this was the model there are two main things the students obtain, the mastery of science and literacy in two languages.

Garcia (in Coulmas, 2000) stated that there are two kinds of bilingual education. The first was called additive bilingualism, in which the mother tongue was used and the second language was added. The second one is called subtractive bilingualism, which was to retard the cognitive ability, like thinking, speaking, or to understanding, it is called subtractive bilingualism. Necessary to know a people would be study the first language or the second language in same time and also in same context commonly has the same cognitive delegation for the certain word in different language.

B. Problem Statement

1. What was significant difference in speaking between students with bilingual instruction and monolingual instruction in terms of accuracy and fluency?
2. What was the difference in attitude between students with bilingual instruction and monolingual instruction?

C. Objective the research

Based on the problem statements, the objectives of this research was to find out:

1. The significant difference in speaking between students with bilingual instruction and monolingual instruction in terms of accuracy and fluency.
2. The difference in attitude between students of bilingual instruction and monolingual instruction.

D. Significance of research

In this research the researcher was expected the significance of this research in theoretical and practical to field of the teaching. In theoretically, it was to expect and find of the research can gave our knowledge on classroom bilingual instruction. To provide us in insight on the importance of bilingual classroom instruction in develop the students' English performance. In practically, this research would be importance for teacher and students in teaching and learning

process of the classroom and addition their knowledge in interact between teacher and students.

E. Scope of the research

This research was under the discipline of applied the linguistics. This study was intended to reveal and describe the differentiation between students with bilingual and monolingual class in speaking skill term of accuracy (Pronunciation, Grammar and Word Choice) and fluency (smoothness). The speaking different in this context was the ability to respond the research in Speaking test or oral test based on the stuctural test in Monologue test. The research conducted this research to Eighth grade students of SMP Lazuardi Athaillah GIS Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related studies

There are has been some researchers on bilingualism conducted by different researcher all in the world. Most of them show the similar result, that was the dominance of teacher instruction. Some of them are mentions below.

Tom Horner in Arizona Department of Education (2004) under the title “the effect of bilingual education programs and structured English immersion programs on students achievement: a large-scale comparison”, reports that the findings revealed that students enrolled in structured English immersion programs consistently score higher those students enrolled in bilingual program.

Lee (1996), this article has overview the research on the complex relationship between bilingualism and cognitive development and the important implication of this relationship for bilingual education. Recent study are discuss that the examined the cognitive development in bilingual children with regard to metalinguistic awareness, concept formation, and analogical reasoning. A case was made for additive bilingual instruction in early childhood programs as a means of reinforcing the productive and receptive knowledge of the first language during this critical period of linguistic, social and cognitive development.

All right and Bailey (1991) report their observations in many different classes, both in content area subject and in language instruction,that the finding

consistently show that teachers typically does between one half and three quarters of the talking done in classroom.

Pardon (1992) in his research, identifying cognitive reading strategies used by second language learners has revealed a variety of strategies that students use to comprehend text. The identification of cognitive reading strategies has to contribute to the development of instructional programs which teach students to use these strategies. The results indicate differences in the use of cognitive reading strategy by grade and treatment group.

Rossell and Baker (1996), the research evidence indicate that, on standardized achievement test, transitional bilingual education (TBE) was better than regular classroom instruction in only 22% of the methodologically acceptable studies when the outcome was reading, 7% of the studies when the outcome was language, and 9% of the studies when the outcome was math. TBE was never better than structure immersion, a special program for limit English proficient children where the children are in a self-contain classroom composed solely of English learners, but instruction was in English at a pace they can understand. Thus, the research evidence does not support bilingual education as a superior from of instruction for limited English Proficient children.

Syarif (2009) who investigates bilingual program and he conclude that bilingual program in teaching and learning process in affective because it based on the students grade in bilingual subject, all the students passed from the standard criterion or Kriteria Ketuntasan Minimum (KKM).

From the research finding above the researcher conclude that bilingualism means an equal ability to communicate in two languages. For others, bilingualism means the ability to communicate in two languages but with the possibility of grater skill in one language. That because some school have promote their school system in bilingualism. Instruction has big influence to students speaking skill, when teacher instruct something in bilingual classroom, communicate together with their students in bilingual classroom as productive language using in classroom. In relation to this research, the researcher was observed the effect of using two languages to students in speaking skill.

B. Some Pertinent Ideas

1. Speaking

a. 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:

1. 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 encode the message to be conveyed and appropriate language while listeners (no less actively has to decode or interpret) the message.

2. 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 order to communicate ideas to others.
3. 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. The diagrams below expressing these are four skills.

	Productive/active	Receptive/passive
Aural medium	Speaking	Listening
Visual medium	Writing	Reading

Figure 2.1 Productive/active and receptive/passive skill of language

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 limit 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 asses with precision, because speaking was a complex skill to acquire. The following four or five components are generally recognize in analysis of speech process:

1. Pronunciation (including the segmental features:
2. Vowels and consonants; and the stress and intonation);
3. Grammar;
4. Vocabulary;
5. Fluency (the ease and speed of the flow of speech)
6. Comprehension.

(Harris, 1969:81)

The ability to speech a foreign language was the most pressed skill. Because someone whocould be speech a language was also be 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 speakers 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.

b. The Elements of Speaking

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

1. Language features

The elements necessary for spoken production, are the following:

- a. 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.
- b. 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.

- c. Lexis and grammar: teacher must therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expression surprise, shock, or approval.
- d. 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 talks and it is very crucial for students.

2. Mental/ social processing

The success of the speakers to deliver the material was 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 don't 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 material. 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 can't 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, fluency.

1. 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.

2. 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 senses in fluency there are actually a compasses a number of related for separable skill are reading, speaking, writing, and comprehension.

c. The Characteristic of speaking

The following eight characteristic of a speaking language are adoption from Brown (2001: 225). He stated that the characteristic of speaking are clustering, redundancy, reduced forms, performance variable, colloquial language, rate of delivery, stress, rhythm, and intonation and interaction.

1. Clustering

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

2. Redundancy

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

3. 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.

4. Performance Variable

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

5. 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.

6. 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.

7. 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.

8. 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.

d. 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:

1. 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.

2. 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.

e. Types of classroom speaking performance

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

1. Imitative

Imitative was 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.

2. Intensive

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

3. Responsive

Responsive was 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.

4. Transactional

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

5. 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 slag, sarcasm, and emotionally charged language.

6. 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.

2. Bilingual Instruction

Bilingual instruction or bilingual education was a program they may to learning in two languages or bilingual in the classroom as a medium of instruction.

a. The Nature of Bilingual

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.

b. Types of Bilingual Education Exist

There are many different types of bilingual school based on Baker (2007:132), the first was dual language school which found in the united state: two ways school, two way immersion, two way bilingual education, developmental bilingual education and dual language education.

1. Transitional Bilingual Education.

This type of education program was most popular in the United States for the education of language minorities when some positive action is have to take. It requires and planning and resources. Initially, the students’ minority language is use, with the majority language being taught as a second language, most often by the same bilingual teacher. Eventually, students are transferring out of the bilingual classroom to a monolingual one. The transition from bilingualism in instruction when the students are monolingual to monolingual instruction when

the student was bilingual to plan in order to accelerate the shift to the majority language (Garcia,1993).

Transitional bilingual education (TBE) can be split into two major type: early exit and late exit (Remirez and Merino, 1990 as cite in Baker, 2006). Early-exit TBE refer to two years maximum help using mother tongue. Late-exit TBE allows 40 percent of classroom teaching in the mother tongue until the sixth grade.

2. Mainstream education (with foreign language teaching).

This type of education was popular among parents who want their children to become fluent in a second language not taught in the educational system. Students attend school in the majority language, but in addition to supplementary classes or school on weekends or after school where the foreign or second language was taught. For example, all over the world there are supplementary private English schools where students receive supplementary instruction in English. There are also schools which offer languages as an enrichment activity after school hours (Gracia in Coulmas, 2000).

3. Separatist education.

In this type of this program, instruction is through the medium of the minority language only, although the majority language was often taught as a subject in withdrawal classes. The purpose of this type of education is to prepare the language minority to pursue political autonomy. As an open educational alternative, this type of program was rare.

4. Immersion education.

This program has been designed for language majority students or speakers of high-status language who wish to become bilingual. Initially, instruction is solely through the medium of minority language with a bilingual teacher (Gracia in Coulmas, 2000). Progressive, the majority language is also using in instruction. Instruction through the medium of both languages continues throughout the students' education.

Immersion education was an umbrella term. Within the concept of immersion experience are various programs different in terms of the following aspects:

- a. Age at which a child commences the experience. This may be at the kindergarten or infant stage (early immersion); at nine to ten years old (delayed or middle immersion), or at a secondary level (late immersion).
- b. Amount of the spent in immersion. Total immersion usually commences with 100% immersion in the target language, reducing after two or three years to 80% per week for the next three or four years, finishing schooling with approximately 50% immersion in the second language per week. Partial immersion provides close to 50% immersion on the second language throughout infant and junior schooling (baker, 2006).

5. Maintenance Program.

This type of education program used both a minority and a majority language throughout the education of language minority. Both languages are compartmentalized, most often by using different teachers for instruction that take place in different languages. Its aimed was to promote the maintenance and development of the minority language and the increase knowledge of the minority history and culture, as well as the full development of the majority language and knowledge of its history and culture. Maintenance program thus provide enrichment that language minorities need and the pluralistic perspective needed by the majority society.

6. Two way or dual language education.

Dual language (or two way) bilingual education typically occurs when approximately equal members of language minority and majority students are in the same classroom and both language are uses for instruction (Baker, 2006).

7. Mainstream bilingual education.

This type of program uses two languages throughout the students' education. It differs from maintenance program in that all languages are here considering majority languages, and all students are of the majority. One of the examples of this type was Dwibahasa program Brunei, in which the program requires instruction for all Malay-speaking children in both Malay and English (baker, 2006; Garcia in Coulmas, 2000).

c. The Advantages of being Bilingual

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 be implementation 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 nation standards in the mastery of science and language. Indonesian aims to get the alignment quality of education, both at national and international level.

d. Disadvantages of Bilingual Instruction

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

e. Implementation of Bilingual Instruction in the classroom

Bilingual Instruction has been implemented 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.

f. 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 functions, and different uses. Bilinguals tend to use their two languages in different places at different times with different people. For example, students speak in English at school or he/she's 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.

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.

g. Does English Interferes the first Language Development?

The answer was no, definitely not, for the example of a child taught how to use a computer in one language. This does not had to be re-taught in the second language. They immediately transfer as an idea and an understanding into another language. They immediately transfer as an idea and an understanding into another language. There may be more sensitively in communication and more awareness of the needs of listener. Having (or more) words for each object, idea or concept would be expand rather than contract the mind, Baker (2007:31).

h. Bilingual education Program in Indonesia

In the Indonesia's bilingual education program, some curriculum contents are learnt through students' target language and Indonesian. In Europe, this was often called Content and Language Integrate learning. In the neighboring country- Brunei calls it as Dwi-bahasa (two languages) school system, in which the program operates through Bahasamelayu (Malay) and English, 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.

i. International Schools

International schools are a diverse collection of schools throughout the world. Numbering over 850, they are found in more than 80 countries, mostly in large cities Barker (2007: 138). Parents pay fees for mostly private, selective, independent education. Some of the children in this school have parents in the diplomatic service, multinational organization, international business, and who are geographically and vocationally mobile Lazuardi Athallah Junior High School was which one of the schools in Makassar using a bilingual system in learning activity in some subjects are Math and Science.

3. The Concept of Attitude

a. Definition of attitude

Morgan, et al. (2011) argues that attitude was a tendency to respond positively (favorably) or negatively (unfavorably) to certain objects, person, or situations. The definition above indicates that attitude was directed to certain objects. It can emerge in positive or negative form. The definition also gives

indication that attitude refers to process of action, the readiness to respond to a certain whether people like or dislike. The process can influence individuals' behavior and determine by how individual to evaluation the other person.

Attitude was determining by one's behavior. Furthermore, attitude would reflect one's personality. Someone who has good attitude toward something would be directly showed his or her good behavior toward the things. Likewise, if someone has bad attitude toward something tend to show his or her negative behavior or response towards the things. Historically, attitude related to the individual's internal state in learning to a certain group social identify (Gagne in Halifat, 2004)

Attitude was a mental and neutral state of readiness, organize through experience, exerting a directive of dynamic influence upon the individual's response to all object and situation with which was related. Klausmeier (in Halifat, 2004) use the word 'attitude' to design of both emotionally toneddispositions of individual and also identifiable public entities that are uses to communicate meaning among individuals who speak the same language. The meaning that the group share have the same tone disposition within the people of the same language group which eventually come to the public identify of the some language group. The definition above was refers to the internal condition of individuals, in this case the mental aspect that stimulate the response of the individual choice of interest and keep it consistent. Human condition was constant to change as well as their perception.

b. The Components of attitude

According to Gardner, et al. (2011) attitude as response tendencies or as stated characteristic which has three components:

1. Cognitive component refers to one's belief about the object, the way one perceives the object, that is whether positively or negatively;
2. Affective components refers to the amount of positive or negative feeling one has toward the object;
3. Behavioral components refer to one's behavioral intentions or to one's actual behavioral to the object. It is like a manifestation of the two other components.

c. The importance of attitudes in learning

Students' attitudes affect the development of motivation to learn a foreign language had conceptual as the combination of the positive attitude (desire) to learn the language or effort expand in the direction. This description was gave us a picture of the importance of attitude toward the English language learning as attitude would be generally determine the success and failure of the students.

According to Gardner, et al. (2011) ultimate success in learning second language would most likely be seem to depend on the attitude of learners. If we are pay attention to the statement, it can't be deny that attitude really play very important role for the students' success in learning English.

d. How to measure attitude

Morgan, et al. (2011) argued that the describe attitude and to study them we need ways of measuring them. The most common way of measuring attitude is the self-report method and behavioral measures.

1. Self-report method. Self-report method includes elaborate attitude questionnaires or attitude scale, in which a person answer many question as well as public opinion polls, in which many attitudes are sampling by only a few questions on each issue;
2. Attitude scale. Attitude scale attempts to obtain a precise index of a person's attitude that is using to relate of one issue, so that the score on the scale is a measure of a single attitude. Some scale ask people to responds by indication whether they agree or disagree with the give statement.
3. Public opinion (attitudes) polls, in public opinion polling many people are ask only a few questions each in order to obtain a rough indication of attitude in a large sample of the population.
4. Behavioral measures. Researchers sometimes use behavioral measures of attitude, especially when there is reason to believe that people may be either unwilling or unable to report their own attitudes. In this research, the researcher was using attitude scale to indication the students' agreement or disagreement toward the use of bilingual and monolingual instruction to improve students speaking skill.

C. Conceptual Framework

The design of this research was causal-comparative or ex post facto research. To find out there was three a significant different in speaking between the students with bilingual instruction and monolingual instruction. The instruction was facilitated by two languages in teaching in the classroom, namely English as a target language and Indonesian as the mother tongue. The research would be focused on the speaking test by using Monologue where the researcher would be asked several questions to students on the difficult level in eighth grade students of junior high school and using Questionnaire.

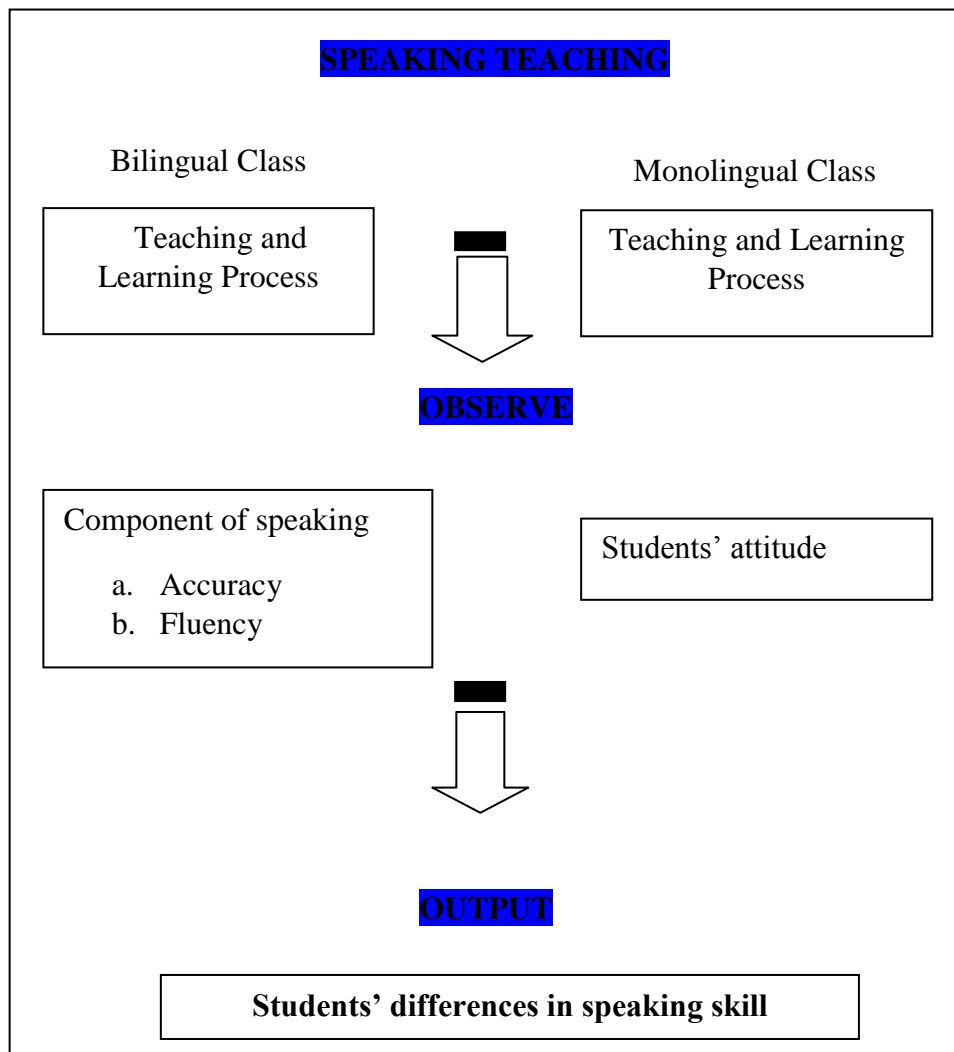


Figure 2.2 Conceptual Framework

D. Hypothesis

Based on the conceptual framework, the researcher put forward the hypothesis namely:

1. Null Hypothesis (H₀): there was no significant difference in speaking between students with bilingual instruction and monolingual instruction in terms of accuracy and fluency.

2. Alternative Hypothesis (H1): there was significant difference in speaking between students with bilingual instruction and monolingual instruction in terms of accuracy and fluency.

CHAPTER III

METHODOLOGY

A. Research Design

The design of this research was causal-comparative or ex post facto design in quantitative method. According to Gay, et al.'s (2006:217), the researcher attempts to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals. In other words, it was observed that groups are different on some variable, and the researcher attempts to identify the major factor that has led to this difference.

Causal-comparative research, or ex post facto (after – the – fact) research, is a research approach that seeks to explain differences between groups by examining differences in the experiences of group members. This design is non-experimental. However, like experimental research, it examines the effect of an independent variable (the past experience) on a dependent variable while also trying to control extraneous variables. However, unlike experimental research, the independent variable (the past experience) has either already occurred, or it can be unethical to manipulate. Unlike experimental research, the researcher does not have control over the independent variables, making statements of causality more difficult. When examining causal-comparative research, the results are suggestive of possible causal relationships but clear cause-and-effect statements should be avoided (Lodico, et al. 2010:31).

Through the design, the researcher can collect, analyze and interpret a variety of data to reveal the effect of using bilingual and monolingual instruction to students' speaking skill.

B. Research Variables and Operational Definitions

1. Research Variables

Variable was a quality which can take a member of different values or state Brown, and Dowling, 1998: 22. Commonly there are two kinds of variable are independent variable and dependent variable. Independent variable was a variable that easy to obtain and can be diversified into free variable, while dependent variable was the effect of independent variable. In this research, there was two variables involve namely: Independent variable. Independent variable was bilingual instruction and dependent variable was students' speaking skill.

2. Operation definitions

The following are the key-terms used in this research:

- a. Speaking was the condition in which the students are able to product certain expression or sentence in English in terms of accuracy and fluency.
- b. Bilingual instruction was to commoned information of advice that tells how to do something, between a teacher and students used in English and Indonesian Language during the teaching and learning process.

C. Population and sample

1. Population

There are many definition of population. Saleh in 2002 said that population was group of objects, events or indicators, that become target of the research. Population was living research elements together and stay together and theoretically became the target of research result. In this research the population was the Eighth classes of Junior High School of SMP LazuardiAthailah Makassar in academic year 2017/2018 which consists of 2 classes are VIII A and VIII B. One class in monolingual was taken and the class VIII B and class VIII A was the taken as bilingual class.

2. Sample

The sample was taken take by cluster sampling technique as types of non-probability sampling. The researcher took the Eighth grade students (VIII) which consist of two classes was bilingual and monolingual or regular class. One class in monolingual class was taken 30 students of class VIII B and 30 students VIII A as bilingual class and the sum of the students was 60 students.

D. Data Source

The primary data of this research would be the instruction of teacher in the bilingual and monolingual classroom. The investigation was also focused on the different between the two classes, monolingual and bilingual class in students' speaking skill. The sources of the data was taken from the 24 September until 28 september 2018 and in the teachers room and the students in the second grades

who teach and study bilingual and regular class for Math, Science included of Physics and Biology.

Table 3.1 Data Sources (Bilingual Class)

No	Class	Subject	
		Teachers	Students
1	VIII A	3	30
Total Number		3	30

Table 3.2 Data Sources (Monolingual Class)

No	Class	Subject	
		Teachers	Students
1	VIII B	3	30
Total Number		3	30

E. Research Setting and Participants

This research was conducted at the school of SMP Lazuardi Athaillah Makassar in Makassar. It's located on JL. ANDI PANGERAN PETTARANI KOMP IDI BLOK G 11 NO. 1 B Kota Makassar Provinsi Sulawesi Selatan. This school was one Global Islamic School Makassar has be applied the national curriculum, the school been trying to implement it was bilingual program in the class.

F. Research Instrument

In collecting data the researcher used two kinds of instruments, namely: the Speaking Test and Questionnaire.

1. Speaking Test/Oral Test

The test was administered to bilingual and monolingual class. The test was intended to find out the students speaking skill. The speaking aspect in test this research are Fluency and Accuracy. The test would have a time for time allocation was 6 (six) hour in each class for time allocation. The type of speaking used in this research was a Monologue where the researcher would be asked in several questions to students with to give some pictures text for students than students directly to explain/speak in front of class.

2. Questionnaire

Questionnaire would be used to obtain information about the students' attitude toward the use bilingual and monolingual instruction. This way also could be supported by the data form the result of speaking test. The questionnaire consist of 20 items, 10 positive statements and 10 negative statements which used Liker scale with five options.

Table 3.3 Liker scale of Questionnaire

POSITIVE STATEMENTS		NEGATIVE STATEMENTS	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4

Strongly Agree	1	Strongly Agree	5
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(Sugiyono, 2008)

G. Procedure of Collecting Data

According to Nunan and Bailey (2009: 258) the procedures of gathering the data of this research during actually lessons or tutorial sessions, primarily by watching, listening, and recording (rather than by asking). To get statistical data, the researcher was obtained t-test based on the speaking scoring.

These are some ways to get the data in this research, namely:

1. Speaking test

- a. The researcher gave a comparative group test in speaking.
- b. Then, scoring students' result test both in bilingual and monolingual class based on Heaton (1991)
- c. The result of students test would be concluded and make a comparison for both of the classes.

2. Questionnaire

The researcher was distributed the questioners, in order to know the students' attitude to their teacher who are used bilingual and monolingual instruction to there are speaking skill and supported the data from other instruction.

H. Technique of Data Analysis

Analysis of the data in causal-comparative studies involves a variety of descriptive and inferential statistics (Gay, et al.'s (2006:225).

The researcher would compare students' speaking skill both bilingual and monolingual classroom as a follow as:

1. Scoring the Students' speaking test

a. The speaking scoring and tabulating system by used the scoring criteria level introduce by Heaton (1991) as follow:

Table 3.4 Speaking Score in Accuracy and Tabulating System

Classification	Score	Criteria
Excellent	6	Pronunciation is only influence by the mother tongue. Two or three minor grammatical and lexical errors.
Very good	5	Pronunciation is slightly influence by mother tongue. A view minor grammatical and lexical error.
Good	4	Pronunciation is still moderately influence by mother tongue but not serious phonological errors. A few minor grammatical and lexical errors.
Average	3	Pronunciation is influence by mother tongue, only a few phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation is seriously influence by mother tongue with the mother tongue with errors causing a breakdown in communication. Many grammatical and lexical

		errors.
Very poor	1	Serious pronunciation as many basic grammatical and lexical errors. No evidence of having mastery any of the language and areas to practice in the course.

(Heaton: 1991)

Table 3.5 speaking score in Fluency and Tabulating System

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with fairly wide range of expression. Search for word occasionally by only one or two unnatural pauses.
Very good	5	Has to make an effort at time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make are effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery.
Average	3	Occasionally fragmentary but success in conveying the general meaning. Fragmentary and halting delivery. Limited range expression.
Poor	2	Long pauses while he searches for the desire meaning. Frequently fragmentary and halting delivery. Almost give up making the effort times limited range expression.
Very poor	1	Full of unnatural pauses. Very halting and

		fragmentary delivery. At times gives up making the effort, very limited range of expression.
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(Heaton: 1991)

b. Converting the students' speaking ability by used the score classification as follows:

Table 3.6 the Scoring Classification of the Students' Speaking Abilities

Score	Classification
87 – 100	Excellent
73 – 86	Very good
59 – 72	Good
45 – 58	Average
30 – 44	Poor
<30	Very poor

(Depdiknas, 2005)

c. Calculating the mean score and standard deviation. To calculate the mean score, the researcher has applied the formula as follows:

$$\bar{x} = \frac{\sum x}{N}$$

Note:

\bar{x} = Mean Score

$\sum x$ = Total of the raw score

N = The Number of Students

Gay (2006: 320)

Then the researcher determine the standard deviation, the researcher applied the formula:

$$SD = \sqrt{\frac{SS}{n}} \text{ In which } SS = \sum X^2 - \left(\frac{\sum X)^2}{N}\right)$$

SD : Standard deviation

SS : The Sum of Square

N : The number of Students

$\sum X^2$: The sum of all square

$(\sum X)^2$: The sum square of the sum of score

d. Calculating the mean score, finding out the students deviation of the test, computing the frequency and the rate percentage of the students' score and testing the hypothesis of the significant difference between the means of two groups on some independent variable by calculating the value of the students attitude in scale of the questionnaire.

Table 3.7 Scale of questioner

POSITIVE STATEMENTS		NEGATIVE STATEMENTS	
Category	Score	Category	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Undecided	3	Undecided	3
Disagree	2	Disagree	4
Strongly Agree	1	Strongly Agree	5

(Sugiyono, 2008)

Categorizing the students' attitude toward the use of bilingual and monolingual instruction to their speaking skill in the following:

Table 3.8 The Rating Score of Attitude Classification

Interval Score	Category
84 – 100	Strongly Positive
68 – 83	Positive
52 – 67	Neutral
36 – 51	Negative
20 – 35	Strongly Negative

(Sugiyono, 2008)

e. Criteria of testing Hypothesis. To test the hypothesis, the researcher obtained test of significance (t-test) at level of significance $\alpha = 0,05$ or no independent sample the degree of freedom (df) in $(N_1 + N_2 - 2)$ so, $(30 + 30 - 2 = 58)$ for $\alpha = 0,05$ and $df = (58)$. The criteria of testing hypothesis are:

- 1.) If $\alpha > t\text{-test}$, H_0 was accepted H_1 was rejected. It means there was no significant difference in speaking between students with bilingual instruction and monolingual instruction in terms accuracy and fluency.
- 2.) If $\alpha \leq t\text{-test}$ H_0 was rejected H_1 was accepted it means there is any significance.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presented the findings and discussion of the research. The findings presented in this part consist of the data obtained through the test in order to know the effect of bilingual instruction to students' speaking skill and attitude in the eight grade students of SMP Lazuardi Athaillah GIS Makassar both Bilingual and Monolingual Instruction. The discussion deals with the description and interpretation of findings in the research. The findings that the researcher reported in this chapter were based on the analysis of data collected.

A. The Findings

This section deals with the presentation of students' achievement in speaking consisted into two parts fluency and accuracy and students' attitude toward the use bilingual and monolingual instruction.

As the researcher explained in the previous chapter that to collect the data in this research, the researcher used monologue test in speaking test of two groups, bilingual and monolingual class. The questionnaire was meant to get information of the students' attitude toward the use of bilingual and monolingual instruction to improve students' speaking skill. To analyze the data obtained from the test, researcher used the t-test (test of difference) formula for independent sample and the basic statistical formula was used to analyze the percentage data through questionnaire.

1. Students' Speaking Skill

a. Scoring Classification of Students' Achievement

After giving a test, the researcher analyzed the students' score of bilingual class and monolingual class. The scoring classification of the students score is presented in table 4.1.

Table 4.1. The classification of students' Achievement for bilingual and monolingual class.

Classification	Score	Bilingual Class		Monolingual Class	
		F	%	F	%
Excellent	87-100	0	0	0	0
Very Good	73-86	9	30.0	0	0
Good	59-72	20	66.7	14	46.7
Average	45-58	1	3.0	13	43.3
Poor	30-44	0	0	3	10.0
Very Poor	< 30	0	0	0	0
TOTAL		30	100.0	30	100.0

Table 4.1 shows that the students score in the test result for bilingual class most of them were in good category, 9 (30.0%) students were classified into very good, 20 (66.7%) students were classified into good, and 1 students (3.0%) was classified into average. There were not any students classified into excellent, poor, and very poor. While the monolingual class, 14 students (46.7%) students were classified into good, 13 (43.3%) students were classified into average, and 3 (10.0%) students were classified into poor. It means There was no students' score classified into excellent, very good, and very poor. It means there was significant difference between students who were taught through bilingual (English

and Bahasa Indonesia) instruction and monolingual (bahasa Indonesia) instruction speaking skill. Bilingual instruction has the effect to students speaking skill related teaching Math, Science (Biology and Physics) in the classroom.

The reseracher found the mean score of the students' speaking skill had significant difference in the result of students' test. Based on the findings below, the mean score of the students' result on speaking ability for bilingual class and monolingual class were different because of the teachers' teaching instruction (bilingual and monolingual instruction). The students' score are presented in the following table 4.2 below.

Table 4.2.The Mean Score of Bilingual and Monolingual Class

Groups	Accuracy			Fluency	Final Score	Mean Score
	PR	GR	WC			
Bilingual Class	1.9	2.0	4.6	4.5	12.8	71.1
Monolingual Class	1.2	1.1	3.5	3.5	10.8	58.3

Where:

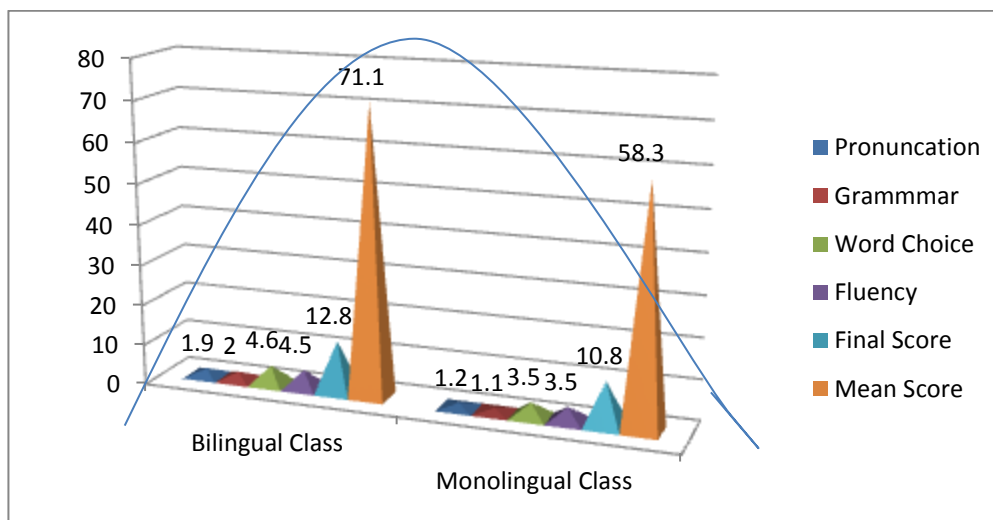
PR: Pronunciation

GR: Grammar

WC: Word Choice

Based on the table 4.2 mean score of the students' result speaking skill in bilingual class was higher than monolingual class. The mean score is bilingual class was 71.1, while the monolingual class was 58.3. it proved that students' speaking skill who applied instruction is better than monolingual instruction.

Figure 2: The data above can also be seen in form chart below.



b. The Mean Score and Standard Deviation of The Students Speaking Skill

In this part, the discussion deals with the argument of the difference of the students' speaking skill after giving test. The mean score of the test of bilingual class and monolingual class was significantly different. The findings of the test presented in the following table.

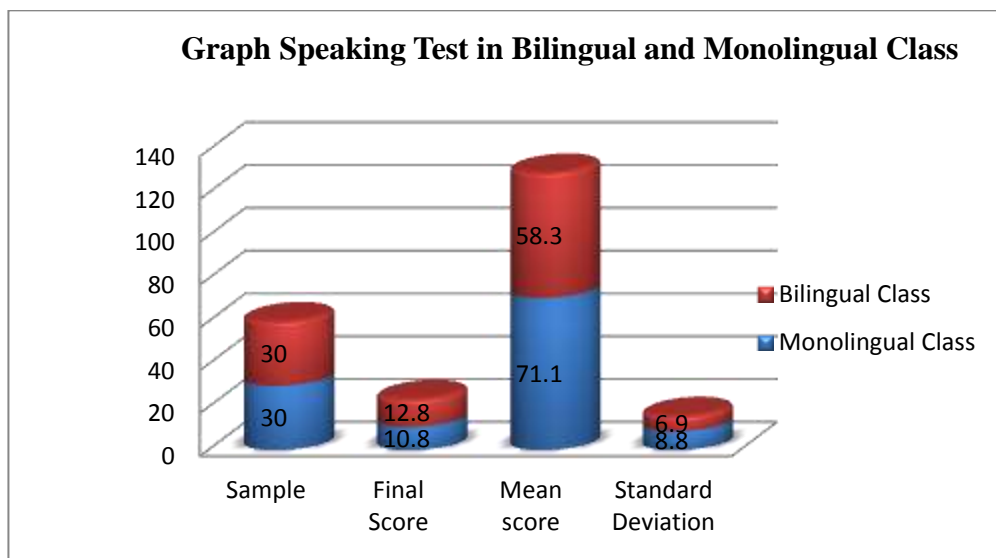
Table 4.3. The Mean Score and Standard Deviation of the Students' Speaking skill

Groups	Sample	Mean Score	Standard Deviation
Bilingual Class	30	71.1	6.9
Monolingual Class	30	58.3	8.8

Table 4.3 shows that the mean score of the both bilingual class and monolingual class is different. This caused of the effect of teaching instruction by using two languages (English and Bahasa Indonesia) and just one language

(Bahasa Indonesia). The bilingual Class 71.1 was categorized as good category and monolingual class 58.3 was categorized as average category. So, the bilingual class more high than monolingual class ($71.7 > 58.3$), the standard and deviation of bilingual class was 6.9 and standard and deviation of monolingual class was 8.8. to proved it, the researcher applied independent t-test analysis using SPSS version 22 for windows Version

Showned in the table below. The data above can also beseen in form chart below.



c. Test significance (t-test)

The hypotheses were tested by using inferential analysis. In this case, the researcher used t-test (test significance) for independent sample test that was a test to know the significant difference between the result students bilingual and monolingual class. The level significance (0.05) with degree of freedom (df) = $N1 + N2 - 2$, where N= Number of subject (30). The following table shows the result of the calculation.

Table 4.4 The Probability Value of T-test in Bilingual and Monolingual Class

Variable	t-test Value	(α)
Speaking test bilingual and monolingual	0.000	0.05

Based on the findings as summarized in table 4.4, the researcher found that the probability value was lower than alpha (α) ($0.000 < 0.05$) and the degree of the freedom 58 which means that there was significant difference in speaking test. It indicated that the null hypothesis (H_1) was accepted and of course the alternative hypothesis (H_0) was rejected.

1. The Students' Difference Score in Accuracy And Fluency Both Bilingual Class and Monolingual Class

a. Accuracy

Table 4.5 The Score of Accuracy in Speaking Both Bilingual and Monolingual Class

Groups	Accuracy			Mean Score	Standard Deviation
	PR	GR	WC		
Bilingual Class	30	48	46	4.1	0.6
Monolingual Class	30	37	32	3.3	0.5

Where:

PR: Pronunciation

GR: Grammar

WC: Word Choice

In table 4.5, the three in assessing accuracy of speaking and maximal score for each component are 2, all the students both bilingual and monolingual

class has the same score in pronunciation (30) where the student had many mistakes in pronunciation each sentence. These also provide in mean score and standard deviation where the bilingual class had 4.1 and 0.6 and monolingual class 3.3 and 0.5. It means that bilingual students are good in accuracy in term of grammar and word choice as part of assessing speaking.

b. Fluency

Table 4.6 The Score of Fluency in Speaking Both Bilingual and Monolingual Class

Group	Fluency	Mean Score	Standard Deviation
Bilingual Class	126	4.2	0.6
Monolingual Class	105	3.5	0.6

In table 4.6, in assessing fluency of speaking showed a significant different score both bilingual and monolingual class, where bilingual class average students have score 126 and 105 better than monolingual students 105. These also provide in mean score and standard deviation.

2. The Students' Attitude Toward the Use of Bilingual and Monolingual Instruction to Improve Their Speaking Skill

a. Bilingual Instruction

1. The rate percentage of students' attitude

The questionnaire was answered individually based on the students' opinion after following the school system in applying bilingual instruction for Math, Science (Biology and Physics).

The students' attitude of the eight grade students os SMP Lazuardi Athaillah GIS Makassar was agreed bilingual instruction has improved their speaking skill. Based on the analysis of the questionnaire items, the mean score of questionnaire was 76.43 which classified in the agree clasification. These findings can bee seesn in the table 4.7

Table 4.7 The Rate Percentage of Students' Attitude in Bilingual Class

Clasification	Range of Score	Frequency	Percentage
Strong Agree	85-100	12	40
Agree	69-84	12	40
Undecide	52-68	6	20
Disagree	36-51	0	0
Strongly Disagree	20-35	0	0
TOTAL		30	100

In relation to the findings of students ' attitude on the percentage analysis on table above, the analysis of questionnaire no one students stated disagree and strongly disagree statmments to use of bilingual instruction in improving their speaking skill, 6 or 20% of students stated undecided, 12 or 40% of students were strongly agree got score 69-84 interval. Based on the the table below the resercher can be concluded that the use of bilingual instruction has an impact to the students' attitude in speaking skill.

2. The mean score and standard deviation of the students attitude in Bilingual Class

Based on the table 4.8 below showed that the mean mean score of questionnaire in variable of students' attitude in bilingual class was 76,43 while standard deviation was 11,00. To proved this score, the researcher applied SPSS version 22 for Windows Evaluation version.

Table 4.8 The Mean Score and Standard Deviation of student' Attitude in Bilingual Class

Variable	Mean Score	Standard Deviation
Students' Attitude	76.43	11.00

It was categorized into positive category in the rating score of attitude classification (68-83). This score has proved that students' who were taught through bilingual instruction (English and Bahasa Indonesia) agree if the application of bilingual instruction can improve their speaking skill.

b. Monolingual Students

1. The rate percentage of students' attitude in monolingual class

The questionnaire was answered individually based on the students' opinion after following the application of monolingual instruction in teaching Math, Biology and Physics. The students' attitude the eight grade students of SMP Lazuardi Athaillah GIS Makassar who were taught through monolingual instruction was disagree monolingua instruction has immproved thair speaking skill based on the analysis of the questionnaire items, the mean score was 38.60 which classified in the disagree clasification. These findings can be seen in the table 4.9.

Table 4.9 The Rate Percentage of Students' Attitude in Monolingual Class

Clasification	Range of Score	Frequency	Percentage
Strong Agree	85-100	0	0
Agree	69-84	0	0
Undecide	52-68	4	13.33
Disagree	36-51	13	43.33
Strongly Disagree	20-35	13	43.33

TOTAL	30	100
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In relation to the data of the students' attitude on the percentage analysis on table above, the analysis of questionnaire no one strongly agree and agree statmens to use of monolingual instruction in improving their speaking skill, 4 or 13.33% of the students stated undecided, 13 or 43.33% of students were strongly disagree got score 20-35 interval. Based on students' score of questionnaire, it was found that the highest score is 56 which was categorized as undecided and the lowest score was 25 which was categorized as strongly disagree and disagree about the use of monolingual instruction in imroving their speaking skill. Then, it can beconcluded that the use monolingual instruction has not positive to the students' attitude in speaking skill.

2. The mean score and standard deviation of the students' attitude in Monolingual Class

Table 4.10 showed that the mean score and standard deviation of the students' Attitude in monolingual class was 38.60 while standard deviation was 8.59. to proved this score, the resercher applied SPSS version 22 for Windows Evaluation Version.

Table 4.10 The Mean Score and Standard Deviation of student' Attitude in Monolingual Class

Variable	Mean Score	Standard Deviation
Students' Attitude	38.60	8.59

It was categorized into negative category in the rating score of attitude classification (36-51). This score proved that the students' who were taught

through monolingual instruction (just Bahasa Indonesia) disagree if the application of monolingual instruction can improve their speaking skill.

B. Discussion

Based on the research has to conducted in SMP Lazuardi Athaillah GIS Makassar with with the research title “Effect of Bilingual Instruction to Students’ Speaking Skill and Attitude” in Quantitive Method by used the Speaking Test and Questionnaire as an instruments has to report the diferences of bilingual class and monolingual class. Following are some previous studies related with this research according to several sources were as below:

Tom Horner in Arizona Department of Education (2004) with research title “the effect of bilingual education programs and structured English immersion programs on students achievement: a large-scale comparison”, reports that the findings revealed that students enrolled in structured English immersion programs consistently score higher those students enrolled in bilingual program.

Lee (1996), Allwright and Bailey (1991) there was three articleoverview the research on the complex relationship between bilingualism and cognitive development and the important implication of this relationship for bilingual education. Recent study are discuss that the examined the cognitive development in bilingual children with regard to metalinguistic awareness, concept formation, and analogical reasoning. A case was made for additive bilingual instruction in early childhood programs as a means of reinforcing the productive and receptive

knowledge of the first language during this critical period of linguistic, social and cognitive development.

Pratiwi, Astiti (2013), Miles and Huberman's (1994) with the research title "*An Evaluation Study of Bilingual Program in SMA Negeri 1 Denpasar*" This study aimed at describing and explaining the implementation of Bilingual Program in SMA Negeri 1 Denpasar. It was an evaluation study which used CIPP model of evaluation. Being a qualitative study, it focused on describing and explaining the implementation of bilingual education in SMA Negeri 1 Denpasar in terms of context, input, process and product components. The data were in the form of: Researcher's notes of the teaching and learning observation, transcript of interview with the headmaster, English teachers, and the students, teachers' academic document, and school's documents. The main instrument was the researcher herself. The findings of the study were divided into 4 sections, which were concerned with context, input, process and product respectively.

Sanchez, Maria Teresa (2018) with the article title "Reframing Language Allocation Policy in Dual Language Bilingual Education" was report this article addressed language allocation policies in what is increasingly called "Dual Language Education" (DLE). The article offers a historical review of policies and practices in bilingual education and the ways in which the present language policies for DLE have come about. The main part of this article sets forth a new alternative policy proposal for language allocation that more coherently reflects the dynamic nature of bilingualism and reclaims the criticality of bilingual education and its social justice purpose.

Musanti, Sandra (2017). Was report in a article with the title “Translanguaging in Bilingual Teacher Preparation: Exploring Pre-Service Bilingual Teachers Academic Writing” Translanguaging or the complex, dynamic, and integrated linguistic practices of bilinguals have been recently indified as a pedagogical strategy to facilitate learning in bilingual classrooms.

Based on some research above the researcher was to conclude the research on some explaining in the findings that delivered from descriptive statistic and the interpretation of the result of the both classes. For others, bilingualism means the ability to communicate in two languages but with the possibility of grater skill in one language. That because some school have promote their school system in bilingualism. Instruction has big influence to students speaking skill, when teacher instruct something in bilingual classroom, communicate together with their students in bilingual classroom as productive language using in classroom. In relation to this research, the researcher was observed the effect of using two languages to students in speaking skill.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion of the research finding as well as some suggestions regarding for the improvement of the teaching through bilingual and monolingual instruction in the eight grade students of SMP Lazuardi Athaillah GIS Makassar.

A. Conclusion

Based on the findings and discussion, the researcher puts forward conclusion as follows:

1. The use of bilingual instruction can improve the students' speaking skill. The speaking skill of the students who applied teaching Math and Science through two language (English and Bahasa Indonesia) and those who had just applied one language in teaching had significant difference. There are two components in speaking namely accuracy and fluency that improved significantly after giving a test therefore, it could be concluded that the eight grade of SMP Lazuardi Athaillah GIS Makassar who were through bilingual instruction had good in speaking caused by applying the system of bilingual instruction in Cambridge School.
2. Applying bilingual instruction (English and Bahasa Indonesia) in teaching two subjects as an obligation of bilingual system (Math and Science were effective and most of students agree about this system

that has applied by their school since 2014. It was proved by mean score of the students answers for bilingual class in questionnaire showed that the students were categorized as agree. It is not in line with the students answers in monolingual class where most of students disagree about the application of monolingual instruction (Bahasa Indonesia) can improve their speaking skill.

B. Suggestions

Considering the conclusion above, the researcher gave some suggestions as follows:

1. In teaching speaking to the SMP students, the teachers of English can consider the application of bilingual instruction. The system offers opportunity and involves the students to practice easier, more interesting, and usefull. Therefore, students' speaking ability can be improved. On the other hand, the use of bilingual instruction also can improve positively the students' attitude.
2. In this research, the researcher studied only find out the difference of the effect of bilingual instruction to students speaking skill and attitude in term of accuracy and fluency. Therefore it was recomended that the further researcher to use of the same field of bilingual and speaking.
3. In using bilingual instruction, the teacher of math, Science (Biology and Physics) should consider some technique in teaching those subject in improving students speaking skill namely, ask yes/no and either/or question, accept one or two word responses, give students the opportunity

to participate in some of the whole class activities. Use pictures and realia to support question, modify content information to the language level of ELLs, build vocabulary using pictures, provide listening activities, simplify the content materials to be used. Focus on key vocabulary and concepts, support learning with graphic organizers, chart and graphs.

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A P P E N D I X

Appendix 1 : Speaking Test (Bilingual class and Monolingual class)

Instruction:

1. Look at the following picture carefully !!
2. Make one (1) sentence for each picture in English Orally !!

Picture I



Picture II



Picture III



Picture IV



Picture V



PARTS II : Bilingual Class

Instruction:

1. Look at the following picture carefully !
2. Answer the following question below !
 - What are the students doing?
 - What is the teacher doing?



- What is two veiled girls do in this picture?
- How many people in this picture?



- who is the woman in this picture ?
- What is she doing ?



- What they are doing?
- Where is this picture?



- What Hedo?
- Where is He Sit?



PARTS II : Monolingual Class

Instruction:

1. Lihatlah gambar berikut !
2. Jawablah pertanyaan berikut pada setiap gambar !

- Apa yang dilakukan oleh siswa berikut?
- Apa yang dilakukan Guru tersebut?



- Apa yang dilakukan dua gadis berjilbab itu?
- Berapa banyak orang digambar itu?



- Siapa yang ada digambar berikut?
- Apa yang mereka lakukan?



- Apa yang mereka lakukan?
- Dimanakah tempat pada gambar ini?



- Apa yang dia lakukan?
- Dimanakah mereka itu berada?



Possible Answer

PART I

1. The Teacher is teaching and the students is study in the classroom (The answer are depen on Students' perception)
2. He is a Chef and he cooking a Spaghetti (The answer are depen on Students' perception)
3. She is a designer and she design a dress (The answer are depen on Students' perception)
4. They are is a Doctor and Helping somebody to be healty (The answer are depen on Students' perception)
5. He is a reporter, he report a new in television (The answer are depen on Students' perception)

PART II

1. The students' are doing the study
2. The teacher doing is teching
3. They are swing
4. There are three girls in this picture
5. There are job is a Farmer
6. They are is Planting rice
7. Selling and buying
8. In Mini market
9. He reading a News Paper
10. In the Home

Appendix 2 : Questionnaire for Bilingual Students

Instructions:

1. This questionnaire is not intended to test/assess you.
2. This questionnaire aims to determine the level of your attitude in the application of bilingual instruction on the subjects of Biology, Math and Physics in improving speaking skills.
3. Put a check list (√) in the column in your opinion.

SA : Strongly Agree

A : Agree

UN : Undecided

DI : Disagree

SD : Strongly disagree

No	Statements	SA	A	UN	DI	SD
1.	Teacher often use bilingual instruction in teaching and greatly help to improve my speaking ability.					
2.	Through the use of bilingual instruction can increase the use of my English grammar.					
3.	I can improve my vocabulary and use it properly through the use of bilingual Instruction.					
4.	I can improve my English pronunciation by using bilingual instruction in teaching and learning in the classroom.					
5.	I can improve my accuracy in English through bilingual instruction.					
6.	I can improve my fluency in English through bilingual instruction.					

7.	I can improve the articulation of oral texts and interact with teachers and students through bilingual instruction.					
8.	I can improve my smoothness in English through bilingual instruction.					
9.	I was able to improve lexical comprehension of English through bilingual instruction.					
10.	I can improve the understanding of text through nonverbal instruction by bilingual instruction.					
11.	Using bilingual instruction cannot improve my speaking ability.					
12.	I cannot improve fluency in English through bilingual instruction.					
13.	I cannot improve accuracy in English through bilingual instruction.					
14.	I cannot improve my understandably in English through bilingual instruction.					
15.	I cannot to improve my English pronunciation through bilingual instruction in teaching and learning.					
16.	I cannot to improve my vocabulary and use it appropriately through bilingual instruction.					
17.	I cannot to improve lexical understanding in English through bilingual instruction.					
18.	I cannot to improve my English pronunciation using the instructions of					

	two languages (bilingual) in teaching and learning in the classroom.					
19.	I cannot to improve the articulation of the oral texts through bilingual instruction.					
20.	Learning English through the use of bilingual instruction did not to improve my speaking ability.					

(Adopted from Halifat, 2004)

Appendix 4: Students' Transcript Response in Bilingual Class

STUDENTS 1 (AMF)

Part 1

1. There are some students are learning in the classroom
2. He is a Cheft and He Cooking a food in the kitchen
3. Her job is a Designer, she always make a dress
4. There are 4 the Doctors. They are using doctor clothes
5. He is a reporter to report the news in the television

Part II

1. They are study in the classroom
2. The teacher is teaching the students
3. They are is swing
4. There are three peples
5. The farmer
6. Plough the Fields
7. Buying and selling
8. In Minimarket
9. Reading a News Paper
10. In the elite

The students score for the scoring classification to speaking ability:

Accuracy			Fluency	Gained Score
Pronunciation	Grammar	Word choice		
2	3	4	5	14

$$Final\ score = \frac{Gained\ Score}{Maximum\ score} \times 100 = \frac{14}{18} \times 100 = 77.8 \text{ (Very Good)}$$

STUDENTS 2 (ZR)

Part 1

1. There are eight students are learning in the classroom
2. He is a Cheft and He Cooking a Spageti
3. She is a Designer, she always make a dress
4. There are the Doctors. They are help the patient
5. He is a reporter in television

Part II

1. They are study in the classroom
2. The teacher is teaching the students
3. They are is swing
4. There are three girls
5. The farmer
6. Plough the Fields
7. Buying and selling
8. In IndoMaret
9. Reading a News Paper
10. In the Home

The students score for the scoring classification to speaking ability:

Accuracy			Fluency	Gained Score
Pronunciation	Grammar	Word choice		
2	2	4	5	13

$$Final\ score = \frac{Gained\ Score}{Maximum\ score} \times 100 = \frac{13}{18} \times 100 = 72.2 \text{ (Good)}$$

Appendix 5: Students' Transcript Response in Monolingual Class

STUDENTS 1 (ML)

Part 1

1. The students are learning in the classroom
2. He is a Cheft and cooking the food
3. She a Designer and make a clothes
4. They are is the Doctors
5. He is a reporter in the television

Part II

1. They are study in the classroom
2. The teacher is teaching the students
3. They are is swing
4. There are three peoples
5. The farmer
6. Planting the rice
7. Buying and selling
8. In Minimarket
9. Reading a News Paper
10. In the elite of the house

The students score for the scoring classification to speaking ability:

Accuracy			Fluency	Gained Score
Pronunciation	Grammar	Word choice		
2	1	4	4	11

$$Final\ score = \frac{Gained\ Score}{Maximum\ score} \times 100 = \frac{11}{18} \times 100 = 61.1 \text{ (Good)}$$

STUDENTS 1 (AAR)

Part 1

1. The students are learning in the classroom
2. He is a Cheft
3. She a Designer
4. There are is the Doctors
5. He is a reporter in the television

Part II

1. They are study
2. The teacher is teaching the students
3. They are is swing
4. There are three peples
5. The farmer
6. Planting the rice
7. Buying and selling
8. In Minimarket
9. Reading a News Paper
10. In the elite

The students score for the scoring classification to speaking ability:

Accuracy			Fluency	Gained Score
Pronuncation	Grammar	Word choice		
1	1	4	4	10

$$Final\ score = \frac{Gained\ Score}{Maximum\ score} \times 100 = \frac{10}{18} \times 100 = 55.6 \text{ (Average)}$$

Appendix 6 : List of the Students' Name

Class VIII A Bilingual Class

No	CODE	NAME
1.	AMF	Avicenna Muadz Fadlani
2.	ZR	Zaky Ruzbihan
3.	SUK	Syauqii Ushaiyyah Kristanto
4.	MMA	Maulana Malikul Akram
5.	ARFZ	A.R Farrel Zulkarnaen
6.	FA	Fathimah Azzahra
7.	QZL	Qanita Zahra Lumiere
8.	AHF	Ahmad Husein Fadlullah
9.	JKA	Jihan Kaira Azzahra
10.	AAT	Aisyah Alawiyah Temmu
11.	KSA	Kayra Siti Aisyah
12.	JM	Javid Morteza
13.	AAM	Azzahra Al Muntadzar
14.	AM	Abdul Malik
15.	ANA	Andi Nur Azizah
16.	DPM	Dian Pratiwi Malik
17.	DA	Dika Annisa
18.	KI	Khaerul Islam
19.	IR	Ishak Risaldi
20.	MYP	Muh. Yudi Prasetyo
21.	SNM	Sitti Nurul Masita
22.	I	Indramayan
23.	IF	Indah Fadhilah
24.	DP	Dinda Pramesti
25.	AIT	Anizha Ibra Taufanis
26.	AMF	Andi Muh. Fahrul
27.	NF	Nurul Fidyani
28.	SM	Shella Madjid
29.	MRN	Muh. Ramdhan N
30.	NSA	Nur Siska Anggredi

Keterangan:

Female Students : 16 Students

Male Students : 14 Students

Appendix 7: List of the Students' Name

Class VIII B Monolingual Class

No	CODE	NAME
1.	AAR	Abul Aswad Rijal
2.	AAP	A. Achmad Pujangga
3.	AM	Asrul Mubaraq
4.	ENA	Eka Nur Alini
5.	EI	Elmi
6.	FI	Ferdi
7.	HJ	Helminatul Jannah
8.	IW	Isma Wati
9.	MI	Muh Ilham
10.	LI	Lisnawati
11.	MIS	Muh. Ichsan Saputra
12.	ML	Mu'aqmil
13.	MH	Muhammad Hafiz
14.	NA	Nur Afni
15.	NH	Nisfa Hullaela
16.	NAJ	Nabila Abd Jalil
17.	RA	Reski Amanda
18.	SI	Suriani
19.	PI	Pardi
20.	WI	Wiwi
21.	RR	Riski Ramdani
22.	NAM	Nurul Ainun Mardiah
23.	NR	Nuraisyah Ramadhani
24.	NA	Nurul Azkiah
25.	NRP	Nurul Rezky Pratiwi
26.	RSR	Rifah Salwa Ramadhani
27.	SDF	Sabrina Dira Farhany F
28.	SRW	Shafira Ramadhani Wirawan
29.	SNW	Siti Nur Wanda
30.	SN	Siti Nurhaliza

Keterangan:

Female Students : 21 Students

Male Students : 9 Students

Appendix 8: Speaking Score in Bilingual Class (VIII A)

No	Code	Accuracy			Fluency	Gained Score	Final Score	Level
		PR	GR	WC				
1.	AMF	2	3	4	5	14	77.8	Very Good
2.	ZR	2	2	4	5	13	72.2	Good
3.	SUK	2	3	4	5	13	72.2	Good
4.	MMA	2	3	4	5	13	72.2	Good
5.	ARFZ	2	3	5	5	15	83.3	Very Good
6.	FA	2	3	4	5	14	77.8	Very Good
7.	QZL	2	3	4	5	13	77.8	Very Good
8.	AHF	2	2	5	5	13	77.8	Very Good
9.	JKA	2	3	5	5	15	83.3	Very Good
10.	AAT	2	3	4	5	14	77.3	Very Good
11.	KSA	1	1	4	4	10	55.6	Average
12.	JM	2	2	4	5	13	72.3	Good
13.	AAM	2	2	4	5	13	72.3	Good
14.	AM	2	2	4	4	12	66.7	Good
15.	ANA	2	2	4	4	12	66.7	Good
16.	DPM	2	3	4	3	12	66.7	Good
17.	DA	2	1	4	5	12	66.7	Good
18.	KI	2	3	4	4	13	72.3	Good
19.	IR	2	3	3	4	12	66.7	Good
20.	MYP	2	2	4	5	12	66.7	Good
21.	SNM	2	3	4	3	12	66.7	Good
22.	I	1	1	4	5	11	61.1	Good
23.	IF	2	2	4	4	12	66.7	Good
24.	DP	2	3	4	3	12	66.7	Good
25.	AIT	2	2	4	3	11	61.1	Good
26.	AMF	2	3	5	5	15	83.3	Very Good
27.	NF	2	3	4	4	13	72.3	Good
28.	SM	2	2	4	4	12	66.7	Good
29.	MRN	2	2	5	5	14	77.8	Very Good
30.	NSA	2	2	4	5	13	72.3	Good
Total		58	62	137	126	384	2133.6	
Mean		1.9	2.0	4.6	4.5	12.8	71.1	

Where :

PR : Pronunciation

GR : Grammar

WC : Word Choice

Appendix 9: Speaking Score in Monolingual Class (VIII B)

No	Code	Accuracy			Fluency	Gained Score	Final Score	Level
		PR	GR	WC				
1.	AAR	1	1	4	4	10	55,6	Average
2.	AAP	1	1	3	3	8	44,4	Average
3.	AM	1	1	4	4	11	61,1	Good
4.	ENA	1	1	4	4	10	55,6	Average
5.	EI	2	2	4	3	11	61,1	Good
6.	FI	2	1	4	4	11	61,1	Good
7.	HJ	1	1	4	4	10	55,6	Average
8.	IW	2	1	4	4	10	61,1	Good
9.	MI	1	1	3	3	8	44,4	Average
10.	LI	1	1	2	3	7	38,8	Poor
11.	MIS	1	1	3	3	8	44,4	Average
12.	ML	2	1	4	4	11	61,1	Good
13.	MH	1	1	3	3	11	61,1	Good
14.	NA	2	3	3	3	11	61,1	Good
15.	NH	2	1	4	4	11	61,1	Good
16.	NAJ	2	3	3	3	11	61,1	Good
17.	RA	1	1	3	3	11	61,1	Good
18.	SI	2	1	4	4	11	61,1	Good
19.	PI	2	2	4	4	12	66,7	Good
20.	WI	1	1	3	3	8	44,4	Average
21.	RR	1	1	2	3	7	38,8	Poor
22.	NAM	1	1	3	3	8	44,4	Average
23.	NR	2	2	4	4	12	66,7	Good
24.	NA	1	1	4	4	10	55,6	Average
25.	NRP	1	1	4	4	10	55,6	Average
26.	RSR	1	2	4	4	11	66,1	Good
27.	SDF	1	1	3	3	8	44,4	Average
28.	SRW	1	1	3	3	8	44,4	Average
29.	SNW	1	1	2	3	7	38,8	Poor
30.	SN	1	1	3	3	8	44,4	Average
Total		36	33	105	105	324	1749	
Mean		1.2	1.1	3.5	3.5	10.8	58.3	

Where :

PR : Pronunciation

GR : Grammar

WC : Word Choice

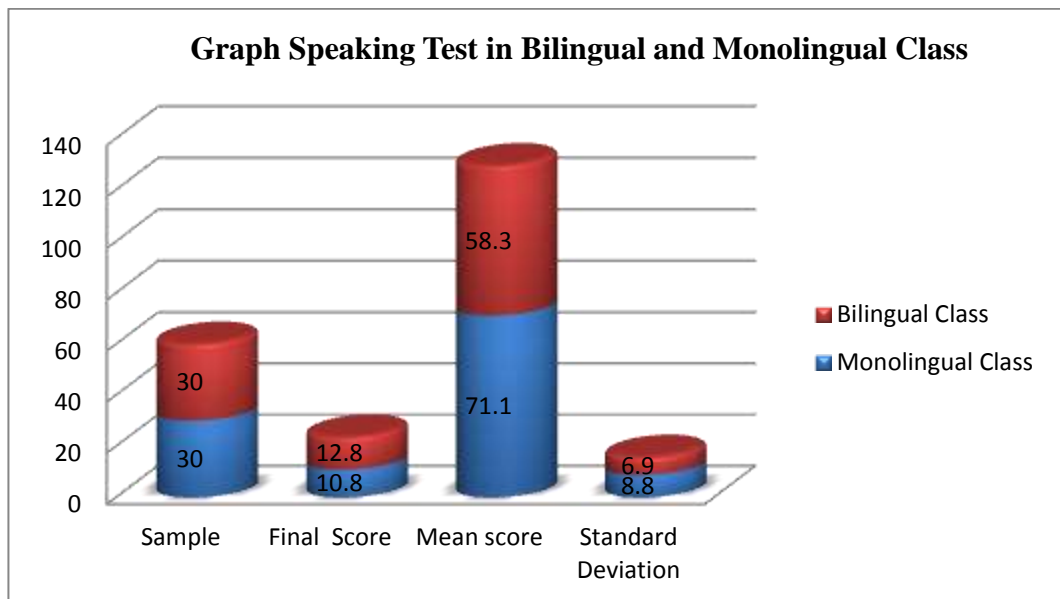
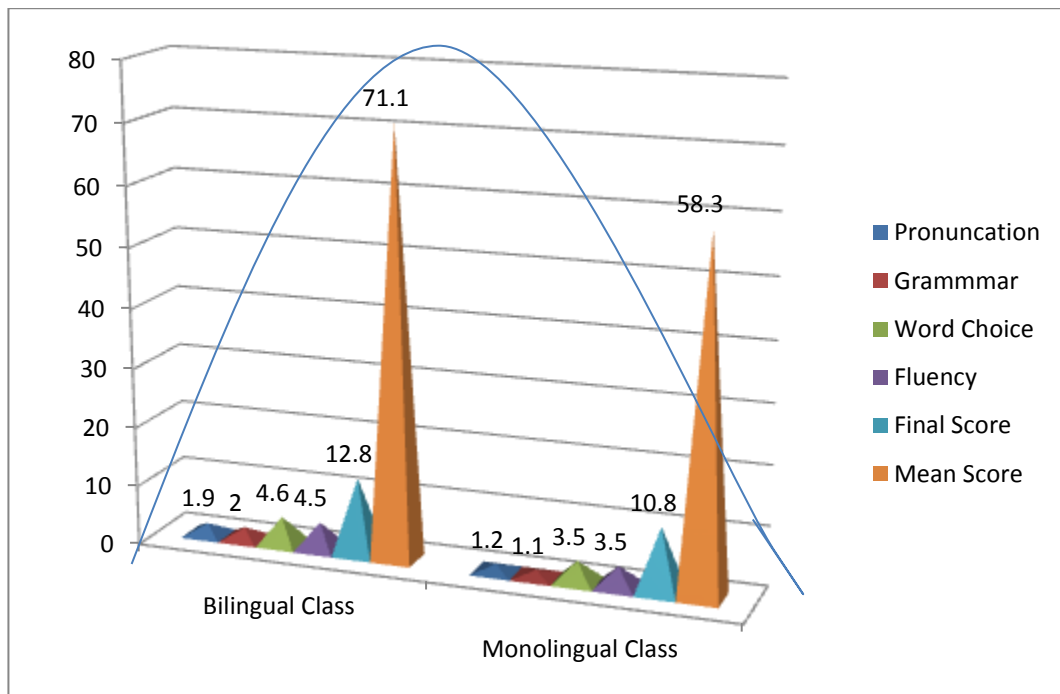
Appendix 10: Frequency Table

Monolingual Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	3	10.0	10.0	10.0
	9	6	20.0	20.0	30.0
	10	7	23.3	23.3	53.3
	11	6	20.0	20.0	73.3
	12	3	10.0	10.0	83.3
	13	5	16.7	16.7	100.0
Total		30	100.0		

Bilingual Class					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	3.3	.3.3	3.3
	11	2	6.7	6.7	10.0
	12	11	36.7	36.7	46.7
	13	7	23.3	23.3	70.0
	14	6	20.0	20.0	90.0
	15	3	10.0	10.0	100.0
Total		30	100.0		

Appendix 11: Different Value And Graph Speaking TestOf Bilingual and Monolingual Class (Speaking Skill)

Different Value Of Both Class In Bilingual And Monolingual Class



Appendix 12: Score Questionnaire for Bilingual Students

No	Code	Item																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	AMF	3	4	3	3	3	4	3	3	3	3	3	2	4	3	3	3	2	3	3	3	61
2.	ZR	4	3	3	3	4	5	3	5	3	3	3	4	3	4	3	4	3	4	3	4	70
3.	SUK	4	3	3	4	5	3	3	2	3	4	5	4	4	4	5	3	5	3	4	3	74
4.	MMA	4	4	3	3	3	3	2	4	3	3	3	2	3	3	3	3	3	4	3	3	62
5.	ARFZ	4	4	5	4	3	3	3	4	3	4	3	4	3	4	3	3	4	4	2	3	70
6.	FA	5	4	4	3	4	5	4	4	4	5	3	5	3	4	3	5	3	5	3	5	81
7.	QZL	3	4	4	4	3	3	2	4	3	3	3	2	3	3	3	5	5	3	3	5	68
8.	AHF	4	3	3	3	3	3	3	4	3	4	3	4	3	4	3	4	5	3	2	4	68
9.	JKA	4	3	3	4	4	5	4	4	4	5	3	5	3	4	3	4	4	2	3	4	75
10.	AAT	3	3	3	3	3	3	2	4	3	3	3	2	3	3	3	3	4	4	3	3	61
11.	KSA	5	3	3	4	3	3	3	4	3	4	3	4	3	4	3	5	4	2	4	5	72
12.	JM	5	2	3	3	4	5	4	4	4	5	3	5	3	4	3	5	3	3	3	5	76
13.	AAM	4	3	3	2	3	3	2	4	3	3	3	2	3	3	3	5	4	2	2	5	62
14.	AM	4	5	3	3	3	3	3	4	3	4	3	4	3	4	3	4	4	3	3	4	70
15.	ANA	4	4	4	2	4	5	4	4	4	5	3	5	3	4	3	5	5	4	3	5	80
16.	DPM	3	3	4	3	3	3	2	4	3	3	3	2	3	3	3	5	5	3	5	5	68
17.	DA	3	4	4	2	3	3	3	4	3	4	3	4	3	4	3	5	4	4	3	5	71
18.	KI	5	3	5	3	4	5	4	4	4	5	3	5	3	4	3	5	4	3	3	5	80
19.	IR	5	5	3	3	3	3	2	4	3	3	3	2	3	3	3	3	3	4	3	3	64
20.	MYP	4	5	3	2	3	3	3	4	3	4	3	4	3	4	3	3	4	4	2	3	67
21.	SNM	4	4	2	3	4	5	4	4	4	5	3	5	3	4	3	5	3	5	3	5	78
22.	I	3	4	4	3	3	3	2	4	3	3	3	2	3	3	3	5	5	3	3	5	67
23.	IF	5	4	2	4	3	3	3	4	3	4	3	4	3	4	3	4	5	3	2	4	70
24.	DP	5	3	3	3	4	5	4	4	4	5	3	5	3	4	3	4	4	2	3	4	75
25.	AIT	5	4	2	2	3	3	2	4	3	3	3	2	3	3	3	3	4	4	3	3	62
26.	AMF	4	4	3	3	3	3	3	4	3	4	3	4	3	4	3	5	4	2	4	5	71
27.	NF	5	5	4	3	4	5	4	4	4	5	3	5	3	4	3	5	3	3	3	5	80
28.	SM	5	5	3	5	3	3	2	4	3	3	3	2	3	3	3	5	4	2	2	5	68
29.	MRN	5	4	4	3	4	5	3	3	2	3	2	3	4	3	2	3	3	3	4	4	67
30.	NSA	5	4	3	3	3	4	5	3	4	3	4	3	4	3	4	5	5	3	5	3	76

Appendix 13: Score Questionnaire for Monolingual Students

No	Code	Item																				Total Score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1.	AAR	1	2	2	2	2	3	3	3	2	3	2	3	2	2	3	4	3	3	2	2	49
2.	AAP	2	2	2	2	2	3	3	4	2	1	2	1	2	3	3	3	2	2	2	1	44
3.	AM	2	2	2	2	3	3	2	3	2	3	2	3	2	3	2	3	2	2	3	2	48
4.	ENA	2	3	3	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	48
5.	EI	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
6.	FI	2	3	3	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	36
7.	HJ	3	2	2	1	3	3	1	3	3	1	3	3	1	3	3	1	3	3	1	3	46
8.	IW	3	3	3	1	2	4	1	2	4	1	2	4	1	2	4	1	2	4	1	2	47
9.	MI	1	2	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	38
10.	LI	1	3	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	3	1	4	52
11.	MIS	1	2	4	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	35
12.	ML	1	2	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	46
13.	MH	1	4	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	3	2	3	53
14.	NA	1	2	2	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	44
15.	NH	2	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	41
16.	NAJ	2	3	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	41
17.	RA	2	2	3	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	30
18.	SI	1	3	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	46
19.	PI	1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	57
20.	WI	1	2	1	1	2	2	1	2	2	1	2	2	1	2	2	1	2	2	1	2	32
21.	RR	1	3	2	3	2	2	3	3	2	3	4	3	3	2	3	2	3	2	3	1	50
22.	NAM	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	46
23.	NR	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	40
24.	NA	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	39
25.	NRP	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	27
26.	RSR	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	3	2	2	46
27.	SDF	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	2	1	3	40
28.	SRW	2	3	2	3	2	2	3	2	3	3	2	3	2	3	4	3	2	4	2	2	52
29.	SNW	1	2	3	2	2	3	2	3	2	1	3	1	3	2	3	2	3	3	2	2	45
30.	SN	2	3	3	3	3	2	2	2	1	3	2	3	2	3	2	3	3	2	2	2	48

DOCUMENTATION

SPEAKING TEST DAN PENGISIAN QUESTIONNAIRE





CURRICULUM VITAE



Sri Eka Lestari was born on December 6th,1996 in Dompu, West Nusa Tenggara. She is the Second child of Three's siblings of Arifin Usman and Rukaya Arifin. She began her study at SDN No 4 Kempo and graduated in 2009. In 2009 She than continued her study to Junior High School at SMP Negeri 1 Kempo finished it in 2011. She continued her study in senior high school at SMA Negeri 1 Woja and finished it in 2014. Finally she continued her study as a humble student specializing in English Education in Faculty of Teacher Training and Education at Makassar Muhammadiyah University 2014.