

**STUDENTS PERCEPTION TOWARD THE USE OF TWO
LANGUAGE INSTRUCTION (ENGLISH-INDONESIAN) IN
TEACHING SPEAKING**

(A Descriptive Study at Class XII SMA Gunung Sari of Makassar)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Makassar Muhammdiyah University in Partial of the Requirment for the
Degree of Education in English Department*

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MOTTO

STOP WISHING, LET'S DO IT...

**I dedicated this thesis to
My beloved parents and my families**

ABSTRACT

Fitrianti.2018. Students Perception Toward the Use of Two Language Instruction(English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari of Makassar. The Faculty of Teacher Training and education, Muhammadiyah University of Makassar. Supervised by Sulfasyah and Radiah Hamid.

This research aimed to know the students' perceptions toward the use of Two Language Instruction (English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari of Makassar and also the benefits of teacher's by using of bilingual(English-Indonesian) in teaching speaking at Class XII of SMA Gunung Sari Makassar.

The researcher applied Descriptive Method because it is referred to describe the students' perception. Giving questionnaire in collecting the data. The sample of this research was Class XII SMA Gunung Sari of Makassar which consisted of 30 students. The sample was taken by using Purposive Sampling Technique.

The research findings showed that in average the students have positive attitude while there are only very few number of students have negative attitude toward the use of bilingual in teaching speaking. The benefits were: making them easy to understand what the teacher explained in English lesson the class. making them easy to understand new vocabularies in English speaking. In addition, the use of two language instruction also increased speaking skill. However, speaking skill was felt becoming the skill which was very helped by the application of teacher's two language instruction use in the English classroom. We can concluded that almost the students have positive attitude toward the use of two language instruction in teaching speaking.

Key words: Students Perceptions, Two Language Instruction, Teaching Speaking.

ABSTRAK

Fitrianti.2018. Persepsi Siswa Terhadap Penggunaan Dua Bahasa (Bahasa Inggris-Indonesia) dalam Mengajar speaking di Kelas XII SMA Gunung Sari Makassar. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan dua Bahasa (Bahasa Inggris-Indonesia) dalam Mengajar speaking di Kelas XII SMA Gunung Sari Makassar. Dan juga manfaat guru dengan menggunakan dua Bahasa (Inggris-Indonesia) dalam mengajar speaking di Kelas XII SMA Gunung Sari Makassar.

Peneliti menerapkan Metode Deskriptif karena untuk menggambarkan persepsi siswa. Memberikan kuesioner dalam mengumpulkan data. Sampel penelitian ini adalah siswa kelas XII SMA Gunung Sari Makassar yang terdiri dari 30 siswa. Sampel diambil dengan menggunakan Purposive Sampling Teknik.

Penelitian ini menunjukkan bahwa secara rata-rata siswa memiliki sikap positif sementara hanya ada sedikit siswa yang bersikap negatif terhadap penggunaan dua bahasa dalam mengajar berbicara. Manfaatnya adalah: membuat mereka mudah memahami apa yang dijelaskan guru dalam pelajaran bahasa Inggris. kelas. membuatnya mudah untuk memahami kosa kata baru dalam berbahasa Inggris. Selain itu, penggunaan dua bahasa dalam pengajaran bahasa juga meningkatkan keterampilan berbicara. Namun, keterampilan berbicara dirasakan menjadi keterampilan yang sangat terbantu dengan penerapan penggunaan dua pengajaran bahasa guru di kelas bahasa Inggris. Dapat disimpulkan bahwa hampir siswa memiliki sikap positif terhadap penggunaan dua bahasa

Kata Kunci : Persepsi Siswa, Dua bahasa, Pembelajaran Speaking

CHAPTER I

INTRODUCTION

A. Background

English is a foreign language that is popularly used in Indonesia and also has a lot of enthusiast because of its position as an international language. The importance of its position in the world makes this language become the favorite subject in the school. It is good for the teachers especially in English because knowing the learners have a high motivation and need of mastering English make them easier to perform duties as a teacher. There are four aspects of learning process, those are: students, teacher, learning materials, and learning goal. It mean they have to balanced and need more practicing.

Teachers or lecturers nowadays which are intelligent, creative, and also dedicated in carrying out their duties have been able to develop teaching materials that suitable to the needs of learners, and provide an authentic material for reaching the success of the learning process goals. So, If those components of the learning process have been functioned in accordance with the purpose of teaching then the success in learning is able to be achieved. (Chaer in Padhilah, 2017).

Nowadays speaking is very important to convey and sharing ideas and feelings orally. Speaking involved some skills such as accuracy, appropriateness, fluency and vocabulary building. All of those elements need to be mastered by the students. In teaching and learning process, the

teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years. (Chaer in Padhilah, 2017).

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Garg&Gautam, 2015).

However, in several Asian countries in which English is taught as a foreign language such as South Korea, Japan, Thailand and some other countries in the Middle East, learners' behavior in classroom situation seems not working that it is hoped as it stated in The East Asian Learner Journal that learners in Asia are often afraid of making mistakes and being ridiculed in front of their classmates. Besides that, they may also respond in short phrases because they may not feel confident or because they are too shy to speak it out. In addition, young learners of English may also giggle when they are embarrassed or when they are unable to understand the lesson (Byung, 2004).

SMA Gunung Sari is located at Jl. Sultan Alauddin no.239 Makassar. The researcher chose this school because of the researcher was almost 2 months doing internship 3. She has found that there were many problem faced by the students at class X SMA Gunung Sari of Makassar in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they were also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Then, they were also bored in learning English because the teaching-learning activities provided in a conventional way, for instance; the teacher asked the students to perform the text they have memorized. Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak.

These problems may be caused by many factors such as the methods and techniques applied by the English teachers and the media used in the teaching and learning process. Students interests and learning motivation also become the important factors to develop students' speaking ability. Therefore, the teacher usually using bilingual (Indonesia-English) in teaching speaking because it can make the students to more easy understand well about the material. By implementing bilingual there are two languages that should be used in the learning process. It is

expected to the teacher and students in bilingual to understand english, therefore, it can fulfill the good quality of using english in learning process. It can be said that the the important thing in bilingual is how the the student can use and understand english beside learning the content itself.

There were many problem faced by the students at in speaking English such as fear of making mistakes, fear of being laughed by their friend as they have no idea about pronunciation and grammar that they use. Besides, they were also not confident enough to express their idea and feeling hesitant due to the lack of vocabulary that they have. Then, they were also bored in learning English because the teaching-learning activities provided in a conventional way, for instance; the teacher asked the students to perform the text they have memorized. Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak. Based on the what is said above, the writer had an interest in conducting a research entitled "*The Students Perception toward the Use of Two Language Instruction (English-Indonesian) in English Teaching Speaking at Class XIISMA Gunung of Makassar.*"

B. Problem Statement

Based on the background above, the researcher formulates the research question as follow “What are the students perception toward the use of Two Language Instruction(English-Indonesian)by the teacher in teaching speaking at Class XII of SMA Gunung Sari Makassar” ?

C. Objective of the Study

The objectives of the research were as follows:

To know the students perception by using of two language instruction(English-Indonesian)in teaching speaking at Class X SMA Gunung Sari of Makassar.

D. Significance of the Study

1. For teachers

The result of the research is expected to be meaningful input for the teaching English device that can give the teachers some valuable inputs and references to develop their teaching performance in the classroom.

2. For students

Meaningful for students in learning English language so as can more actively in the classroom, brave in answering teachers' questions, they are able to communicate in English well and also not anxious to speak English.

E. Scope of the Study

The researcher limits this research to know the students perception of language instruction in teaching English speaking at Class XII SMA Gunung Sari Makassar and focused on students speaking accuracy (vocabulary).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a literature review, review of relevant studies, and conceptual framework. In the literature review and review of relevant studies, the researcher examines some theories that become the frames of thoughts of the study. In the conceptual framework, the research relates the theories to the study.

A. Previous Related Findings

Many researchers have been conducting studies related to this research, there are as follow :

1. Yusi (2016) *Students' Perception of Teacher's Bilingual Language Use In An English Classroom*. This study reveals that (1) students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom; (2) there are six benefits of teacher's bilingual language use for students in learning English; making them easy to understand what the teacher explained in English lesson, feel comfortable during the class, easy to understand new vocabularies in English, help them to do exercises, help them to ask and answer something during the class, and help them to read something in English correctly.
2. Suwanarak (2014). *Bilingual Learning and its Effects on Students' Communicative Competence at National Institute of Development Administration (NIDA), Thailand*. The results of this study help to advance the debate

surrounding the effectiveness of a bilingual learning programme suggesting that a bilingual learning programme provides an effective instructional approach for elementary bilingual students. The similarity between this research and previous research is about bilingual learning, and the differences between this research and this previous is it focus on the effects on students communicative competence for help to advance the debate surrounding the effectiveness of a bilingual learning programme, and this research is focus on the effectiveness using of bilingual in teaching speaking.

3. Aini (2013), *Implementasi Program Bilingual Untuk Meningkatkan Keterampilan Bahasa Inggris Siswa Di Madrasah Ibtidaiyah Khadijah Malang*, concluded that **first**, the form of bilingual is a curriculum mapping reffering to the core of the elementary curriculum. Previously, the curriculum was analyzed to be selected both in terms of content, material and all things related to the form of bilingual and its implementation in accordance with the needs of the students. **Secondly**, the implementation of bilingual in the category of learning phase. It is applied on certain subjects, i.e. the subjects of science and mathematics with ongoing system embodied in the process of teaching and learning activities. Supported by the activities of English conversation. **Third**, the factors supporting the implementation of bilingual is the students motivation which is quite high, provision of adequate infrastructure, students' linguistic competence which is quite good. Meanwhile, the

inhibiting factors are: poorly trained teacher, limited support from parents, differences in student characteristics.

4. Ardian (2010). *The Implementation of Bilingualism in Learning Activities at International Standardized School at International Standardized School*. The result of this research can be concluded that the use of bilingualism has run well although there are some things that have to be paid attention, especially in the using English language. The teacher play important role to make this program succeed. Although in delivering material the teacher use two languages, in choosing teaching material they concern on students need and curriculum used.

Based on the previous researches, the similarities of the research with previous research equally aimed to know using bilingual in teaching english speaking generally. While the difference is the researcher will investigate more focus on the students perception toward the use of bilingual (English-Indonesian) especially for english speaking.

B. The Concept of Speaking

1. The Nature of Speaking

There are definitions of speaking in language learning proposed by some experts :

- a. Clark and Clark (2012:3) define that communication deals with two basic activities: listening and speaking. In speaking, people express their thoughts through words and talk about perceptions, feelings and intentions they want other people to grasp and understand.

- b. Huebner (2000) speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.
- c. Brown and Yule, 2001 Speaking is to express the needs - requests, information, service, etc.

Based on explanation above the researcher can conclude that speaking is to say words to the listeners not only what in her mind but also to express what he needs whether information or service. Many people might spend of their everyday life in communicating with others. It is expected that through the speaking activities, the students can apply their speaking.

2. The Teaching of Speaking

Traditionally, language teaching methods emphasize mastery of language skills or abilities. They are listening, speaking, reading and writing. This study only concerns in teaching speaking ability. Speaking ability is a difficult skill for foreign language learners because effective oral communication requires ability to use language appropriately in social interactions.

According to Hughes 2006 :“speaking is the first mode in which children acquire language, it is part of the daily involvement of most people in language activities, and it is the prime motor of language change”. It provides our main data for understanding bilingualism and language

contact. Moreover, “speaking is depending on the complexity of the information to be communicated; however the speaker sometimes finds it difficult to clarify what they want to say (Brown and Yule, 1994, p. 14)”. In English language learners teaching, speaking ability is an aspect that need special attention and instruction. Furthermore, speaking skill is also one of the central elements of communication. In teaching speaking, teachers have to controll all sit. In teaching speaking, appropriate teaching methods and techniques should be applied. Brown (2000:14) : defines a teaching method as a step-by-step and generalized set of classroom specifications for accomplishing linguistic objectives. Meanwhile, techniques are any of a wide variety of activities, exercises or tasks used in the classroom to achieve teaching and learning objectives. There are many methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate inEnglish fluently, accurately and appropriately in their everyday life.

Thereforethe methods and techniques used in teaching speaking shouldencourage students to use the target language in certain context and develop theirspeaking strategies. Brown (2000:275): proposes some principles for designingspeaking techniques. Those principles are as follows:

- 1) Using techniques that cover the spectrum of learner needs, fromlanguage-based focus on accuracy to message-based focus oninteraction, meaning and fluency.
- 2) Providing intrinsically motivating techniques.

- 3) Encouraging the use of authentic language in meaningful context.
- 4) Providing appropriate feedback and correction.
- 5) Capitalizing on the natural link between speaking and listening.
- 6) Giving students opportunities to initiate oral communication.
- 7) Encouraging the development of speaking strategies.

Moreover, Kayi (2006) presents some basics of teaching speaking in EFL setting. In the teaching and learning process of speaking, the learners should be able to:

- a). Use word and sentence stress, intonation patterns and the rhythm of the target language
- b). Select appropriate words and sentences based on particular social setting, audience and situation
- c). Organize their thought in meaningful and logical sequence, and
- d). Use the language quickly, confidently and fluently to express their ideas.

To achieve these goals, English teachers should create real-life context and provide appropriate materials or models when students learn how to speak English in the classroom.

Based on the explanation above can conclude that there are methods and techniques that can be applied in teaching speaking. Students learn English in order that they can communicate in English fluently, accurately and appropriately in their everyday life. Therefore, the methods and techniques used in teaching speaking should encourage students to use the target language in certain context and develop their speaking strategies.

3. The Concept Accuracy & Fluency

There are definitions of accuracy by experts :

- 1). Bartram and Walton (2002), accuracy in spoken English refers to “utterances as near as to a native speaker’s as possible” in terms of grammar, vocabulary and pronunciation.
- 2). Willerman (2011), oriented approach which accepts that grammatical or pronunciation errors are insignificant, especially in the eral stages. Correction can hinder learner’s development in speaking. Based on expalanation above can conclude that accuracy is refers to grammar, pronunciation and vocabulary. In other words accuracy as the production of grammatical utterances.

4. The Concept of Fluency

There are definition of fluency by expert :

- a. According to Fillmore (1979) fluency are :
 - 1). The ability to talk in coherent, reasoned and semantically dense sentences, showing a mastery of the semantic (meaning in language) and syntactic resources of the language.
 - 2). The ability to have appropriate things to say in a wide range of contexts, so that you do not become tongue tied or lost for word In other words, fluency is about coherence and context sensitivity in utterances. In this study, the fluency of spoken English in the simulated role play situations which involve social interactions between two interlocutors is measured. The fluency level is measured using hesitation. This is

because hesitation is one of the criteria considered in determining fluency in major standardized test such as Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS), and Malaysian University English Test (MUET). Besides that, the formulaic phrases used in learner's spoken English are identified as an indicator of fluency.

b. According to Brumfit (1984), fluency is "to be regarded as natural language use." He also summarizes Fillmore's four kinds of fluency saying that they are related to four characteristics: speed and continuity, coherence, contextsensitivity, and creativity. These characteristics, he argues, are related to four "basic sets of abilities" as follows: psycho-motor, cognitive, affective and aesthetic.

Based on the explanation above can conclude that fluency is the ability to talk/speak coherent and context sensitivity in utterances. Fluency which consists of smoothness, and the speaker should be able to speak fluent and quickly.

D. The Concept of Using Bilingual

1. Definition of Bilingual

There are definitions of bilingual education by experts :

- a. Reiss (2005) says that in bilingual education content teacher may be searching ways to make the content more accessible for these students. Teacher increase the success of English language learner by understanding how to make the language of content easier to access for these students.
- b. Chodijah (in Fadillah, 2012) says that by implementing bilingual education, there are two languages that should be used in the learning process. The languages are students' native language and English.

Based on the explanation above can conclude that bilingual education is used two languages in teaching or learning process should be held by using two languages and interaction with two languages, the languages are the students native language and English.

2. Effects of Bilingual

There have been some disputes among researchers on the effects of bilingual and various studies show divergent results. Gordon and Hoxby (2002) discover that there is positive effect of bilingual education on achievement in multiple subjects although these effects are concentrated in the earlier grades. August and Shanahan (2006) obtain similar conclusions that students in bilingual education programs outperform other English learning. Likewise, Genesee (2006) realise that there are positive association

between native-language instruction and various measures of English proficiency and academic achievement.

The positive effects of bilingualism are connected to low levels of second language proficiency that a new threshold hypothesis is formulated. The effects of bilingualism on cognitive development are most likely mediated through the processes and experiences related to early stages of second language learning. Likewise, summarises in his study that children whose experience with two language systems seems to have let them with mental suppleness, dominance of concept information, and more diversified mental abilities.

The children perform better on standardised tests and tests of basic skills in English math and social studies. By and large, these previous studies show mixed effects of bilingual education on academic achievement. They use a host of techniques to control for the nonrandom placement of students into bilingual education. Their data sets are either aggregated to the grade level or contain English proficient students along with English learners. However, none of them considers the effect of bilingual education on English proficiency.

Based on explanation above can conclude that the effect positif of biingualism are most likely meadiated through the processes and experiences realted to early stages of second language learning, beside that the children whose experience with language systems to have let have them with m,ental suppleness.

3.Aspects of Bilingual Language Development

According to Volterra and Taeschner (1978), the early stage of developing bilingual children is basically monolingual. The important concern is whether the two languages of bilingual children develop autonomously or interdependently. With this regard, interdependent development would be a consequence of systematic influence of one language on the development of the other, resulting in patterns or rates of development that differ from what would be expected in monolingual children. These theoretical and practical concerns have resulted in research that compares the development of bilingual children to that of monolingual children acquiring the same languages.

On the other hand, this may be an inappropriate frame of reference because it stigmatises bilingual patterns of development and risks attributing differences that bilingual children exhibit to deficits in children's ability to acquire two languages at the same time. Alternatively, the linguistic competencies of bilingual children, like those of bilingual adults, should be examined and evaluated on their own advantages. Such comparisons are prevalent in experimental research; consequently, this can have important real world implications.

4. The Advantages or Benefit of Bilingual

According to Holt 2009, there are some advantages that the learners take in bilingual education :

- a. An addition, Not a Detraction

Knowing another language, and being encouraged to incorporate it, does not mean that the main language needs to suffer. If done in a way that allows for both languages to coexist then the advantages of bilingual education can be acknowledged without the threat that it will take away from learning the dominant language.

b. Understanding Ideas and Concepts

Among the advantages of bilingual education are the benefits inherent in learning about ideas and concepts in the language one is used to, and then transferring that knowledge over to the culture's dominant language. Many believe that it is more useful to transfer ideas and concepts into another language once they are understood, rather than to learn them in a new language where the understanding of it is incomplete.

c. Access to more opportunities

One advantage of bilingual education is that it enables the advancement of two languages.

d. Culture of Awareness

Being aware of another culture is another of the advantages of bilingual education. Every language is rich in cultural information, from the way it is spoken to the objects that are represented.

5. Bilingual Approach in English Language Learning

Generally, bilingual approach in this study refers to the use of students' first language (L1) in learning target language (in this case learning English). Hence, teacher's bilingual language use in this

study is defined as two languages of classroom instruction used by the teacher in teaching English, or it is also meant incorporating the students' native language (L1) in English language learning (ELL) classroom as a learning tool (Dujmović, 2007). In this study, it is the application of Indonesian (L1) and English (L2) in teaching English to the beginning level of students.

According to McGroarty (in Celce-Murcia, 2005, p. 345) in her material which is entitled 'Bilingual Approach to Language Learning', she clearly explains what the bilingual approach is. It is noted that bilingual approach is applied in the similar group of students where two languages (or more) are used as a language instruction in learning a language subject. In other words, bilingual approach applies two or more languages classroom instruction as media in learning second language or foreign language in which it is applied in a class where the students have similar language.

Based on explanation above it can be conclude that Bilingual Approach to Language Learning is applied in the similar group of students where two languages (or more) are used as a language instruction in learning a language subject or refers to the use of students' first language (L1) in learning target language (in this case learning English).

E. The Concept of Perception

According to Mussen (1973) defines perception as the process of how the information is acquired through the sensory receptors (e.g. eyes, ears, nose, and skin) which is transformed into a perception of what we think, see, hear, smell, taste, or touch. It is in line with the statement of Cherry (n.d) that perception involves human's five senses; there are hear, smell, taste, touch, and sight. Moreover,

Kumar (2010) explains the concept of perception in perspective of philosophy, psychology, and the cognitive sciences that "perception is the process of attaining awareness or understanding of sensory information".Walgito (2001) states that perception which is begun by the process of feeling, of measuring something which is also the process of accepting stimuli by individuals through sense organs or it is also called sensory process.Based on explanation above it can be concluded that perception is the process of stimulus receiving from someone through sensory receptors and producing it to become a meaningful thing either idea or picture of something.

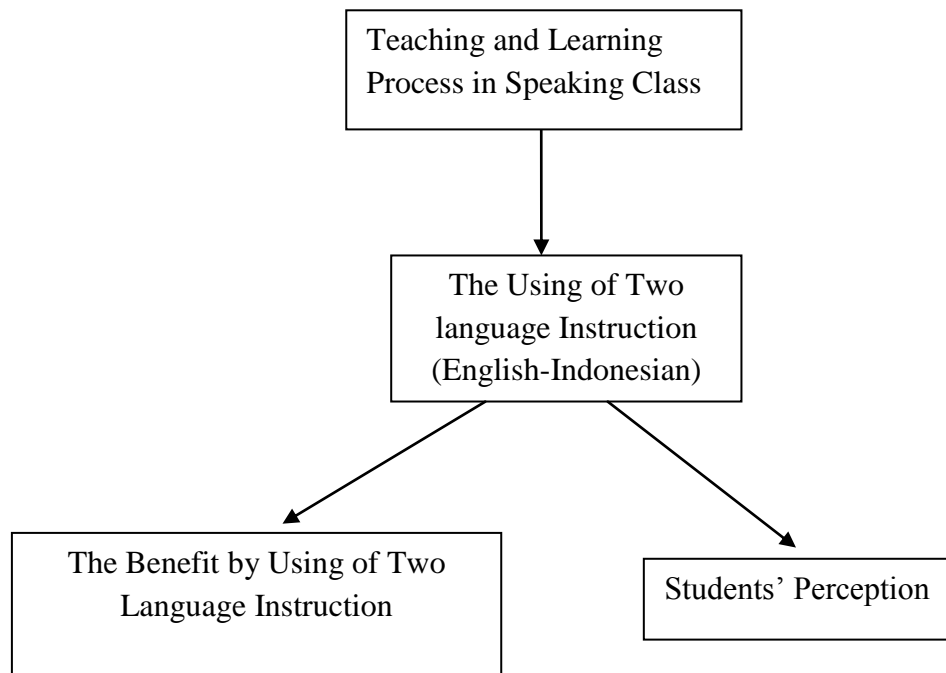
Furthermore, According to Harnad (1987), there are two aspects of perception. The first aspect is cognitive. This aspect emphasizes on understanding and making sense of things. It includes reasoning, arguments, logic and perception. Cognitive aspect can be examined by seeing the results of how emotion, experience, and intelligence contribute to the understanding and responses. Meanwhile, the second aspect is psychology aspect.

1. Harnad (1987) also mentions that in psychology aspect, it only focuses on the relation of experience that influences stimulation, and then the result of it affects the perception itself. In addition,
2. Handini (2014) says that those aspects have role in determining and affecting someone's perception. There are also some factors that influence someone's perception; it includes internal and external factors. For internal factor, the perception of an individual will influenced by psychological factor of someone, thought, feeling, motivation, and attention. On the other hand, for the external factor it influenced by outside factors such as stimulus, environment, culture, and believe (Walgito, 2001).
3. Sobur (2003), which argues that there are two factors that influence someone's perception. There are internal and external factors. Internal factor includes psychological needs, personal background, experience, personality, attitude and personal believe, and self acceptance. Furthermore, for external factor, he argues that it includes intensity, size, contrast, movement, repetition, intimacy, and novelty.

Based on explanation above can conclude that there some factors that influence someone's perception; it includes internal and external factors. For internal factor, the perception of an individual will influenced by psychological factor of someone, thought, feeling, motivation, and attention.

F. Conceptual Framework

The conceptual framework of this research is in the following diagram.



The conceptual framework above describe the research conducted by the researcher. This research is descriptive research which describe the increasing using of bilingual in teaching speaking because in fact speaking English is often considered difficult to learn by Indonesian students. They cannot speak fluently, accurately, and appropriately because English is not their mother tongue. Most of students are shy and reluctant when they are asked to speak in front of the class. They are afraid of making mistakes when they are conveying their intentions. great influence to the students' ability. The major problem in the teaching and learning process concerns with inappropriate techniques applied by the teacher. The English teacher tends to teach speaking based on textbook instead of using

interesting media. Besides, the lack of media used in English teaching students to have low speaking skills.

CHAPTER III

RESEARCH METHOD

A. Research Design

This method of this research was Descriptive Qualitative method. Descriptive Qualitative method is a method which has purpose to describe by the using facts relation between interpretation and data. This research will be done by questionnaire and interview to know about the students perception by using of two language Instruction (English-Indonesian) in teaching speaking.

B. Research Variable

The variable of the research was students' perception toward the use of two language instruction (English-Indonesian) in teaching speaking

C. Participants

The participants in this research would be students at Class XII in SMA Gunung Sari of Makassar. The researcher take purposive sampling. The population is Class XII, which is consisted of 30 students and the researcher would take one class. And 10 students for interview at SMA Gunung Sari of Makassar. The subjects are expected to gave information or data in relation to the research problem.

D. Research Instrument

To meet the purpose of the study, the researcher following instruments :

1. Questionnaire

A questionnaire was given to the students who belong to the selected English classroom. The data from the questionnaire was aimed to find out the students' perception of teacher's two language instruction use and semi-structure to source in depth the data about the benefits of teacher's bilingual language use for students in learning English, it was also used to enrich the data collected from the questionnaire.

2. Interview

Interview session to help researcher easy to carry out the data to be analysed further and it was transcribed and interpreted to answer the second research question which deals with the benefits of teacher's bilingual language use for students in learning English. It was also used to strengthen and enrich the data gathered from questionnaire.

E. Data Collection

In collecting data of this research, the researcher analyzing the data start from the researcher collecting data from questionmare. In collecting data there are some steps that conducting by the researcher. This steps are presenting as follows :

1. The researchers collecting the data aboutstudents perception by using of two language instruction (English-Indonesian).
2. The researchers giving questionmare for students to know the students perception by using two language instruction in teaching.

3. The researcher interview the students to know the benefits of teacher's bilingual language use for students in learning English
4. The researcher analyzing that data then make sure about the result of students speaking ability.

F. Data Analysis

After collecting the data from questionnaire analyze :

Data from questionnaire will be analyzed the students' accuracy (Vocabulary) of teacher in teaching speaking by using two language instruction in the class with use Likert Scale. Like scale is used to measure some different things such as attitude, opinion, and perception from someone or group toward the social phenomena in a researching. The social phenomena is specifically determined by the researcher. (Sugiyono, 2008 : 134).

This scale is used to this research variable is the students comprehension of teacher in teaching speaking by using two language instruction. The data obtainable from the test and analyzed by Likert scale procedures indicating whether.

SA : Strongly agree

A : Agree

U : Undecided

D : Disagree

SD : Strongly Disagree

Each response is associated with a point value for an individual. The score is determined by summing the point value of each statement.

Data from the questionnaire is analyzed using a Likert scale.

Tabel 3.3. Category & Statement Score

Category	Description	Statement	Score
Strongly Negative	Less than 20% of teacher do the activity	Strongly Disagree	1
Negative	20%-40% of teacher do the activity	Disagree	2
Undecided	41%-60% of teacher do the activity	Undecided	3
Positive	61%-80% of teacher do the activity	Agree	4
Strong Positive	81%-100% of teacher do the activity	Strongly Agree	5

(Young in Sugiyono 2008: 135).

Analyzed the data are of students perception of teacher by using bilingual in teaching speaking with formula as below :

$$P = \frac{F}{N} \times 100 \%$$

Notation :

P = Rate percentage

F= Frequency of the correct answer

N = The total number of students

To analyze the mean score of the responses, as following

$$\pi = \frac{\sum X}{N}$$

Where :

π : the mean score

$\sum X$: the total raw score

N : the number of students

(Gay in Edi Tahir,2014 :35)

CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

In this chapter, the result of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of The Students Perception Toward The Use of Two Language of Instruction (English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari of Makassar. The discussion deals with interpretation of the findings in the research.

A. Research Findings

After conducting the research, the researcher obtained the data; the result of the questionnaire. The students perception could be seen clearly in the following explanation : Students Perception toward the Use of two language instruction (English-Indonesian) in Teaching Speaking. For data collection, the researcher used questionnaire as instrument method. The researcher gave questionnaire for the sample that consist of 30 students.

In this part, the findings presents the students perception about the use of two language instruction in teaching speaking. The result of the data analysis through the questionnaire. The data from seven statements in the questionnaire. The result present the interpretation as follow :

Tabel.4.1.
The Calculation Students Score/ and Interpretation

No	Indicators	Frequency	Percentage	Interpretation
1.	When the teacher using two language instruction in the class, I am happy because it is easy to understand about the material.	135	90%	Strong Positive
2.	When the teacher used two language instruction in the class, I am more active to learn speaking english	130	80%	Strong Positive
3.	I become more enthusiastic about learning and answering questions from the teacher because of using of two language instruction by the teacher.	105	70%	Positive
4.	I become more self confidence to speaking	75	50%	Positive

	when the teacher using of two language instruction in teaching speaking English			
5.	Because of using two language instruction instruction by the teacher in teaching speaking. I do every single task of speaking that has been given by the teacher	80	53%	Positive
6.	By using of two language instruction in learning speaking by the teacher. I begin like speaking english	105	70%	Positive
7.	By using two language instruction by the teacher, the students more diligent in learning process	100	66%	Positive
Total Score Average : 4,512 = Positive				

Regarding to the first research question which was aimed to investigate students' perceptions toward teacher's two language instruction use in English speaking classroom, this study revealed that students showed their positive perception to the use of two language instruction teacher's language as language instruction in their English classroom.

The data from questionnaire had shown that from seven statements in the questionnaire, the students gave their agreement positively to all the statements in the questionnaire. Based on the statement :

1. Indicator 1, it could be revealed that students had strong positive perception to teacher's two language instruction use in their English classroom. It was proven by the amount of average of this statement which reached 90% and it indicated that they had very strong perception on the use of bilingual language used by the teacher in English classroom. In addition, it was also supported by the total vote of the students, in which no one of students answered undecided = 2 % and disagree = 3,3 % to the first statement.
2. Indicator 2 about the teacher used two language instruction in the class, I am more active to learn speaking english that show the students had a strong positive perception toward the use of two language (English-Indonesian) in the speaking classroom because the students more active to join in the class. which reached 80% and it indicated that they had very strong perception on the use of bilingual language used by the teacher in English classroom.

3. Indicator 3 “ *I become more enthusiastic about learning and answering questions from the teacher because of using of bilingual by the teacher*” that the students had a positive perception toward the use of two language (English-Indonesian) in the class which reached 70%.
4. Indicator 4 “*I become more self confidence when the teacher using of two language instruction in teaching speaking English*” from this indicators students show the positive perception because of the students more self confidence which reached 50%.
5. Indicator 5 “*Because of using of two language instruction by the teacher in teaching speaking. I do every single task that has been given by the teacher*” from this indicators students show the positive perception because of the students do every single task that has been by teacher which reached 53%.
6. Indicator 6 “*By using of two language instruction in learning speaking by the teacher. I begin like studying English*”. This indicators students show the positive perception because of the students begin like study English which reached 70%.
7. Indicator 7 “*By using two language instruction by the teacher, the students more diligent in learning process*” This indicators students show the positive perception because of the students begin more diligent study English which reached 77%.

Moreover, the data from the questionnaire also showed that students gave their strong positive perception toward the use of bilingual teacher’s language

instruction in their English classroom. It was shown by six statements (statements number 1-7) in the questionnaire responded by the students. Even on another side, the last statement reached the central tendency in the level of 'positive' (it was 66%). Actually, it was a good result and it could be classified as a supporting statement for the first statement which indicated that students really had positive perception toward teacher's bilingual language use, because the last statement stated about the lack of bilingual approach.

Regarding this statement, students mostly responded disagree with the statement (50% of students responded disagree and 34% of students responded strongly disagree). From the result of statement number 7, the researcher concluded that more than a half of students (it was 30 students) were strongly agree that the use of two language instruction by their teacher was not making them confused in understanding English lesson (see: statement no. 7 on questionnaire). Therefore, to sum up the result of the data gained from the questionnaire, the researcher concluded that the students had positive perception toward teacher's bilingual language use in English classroom.

The Mean Score of Students Questionnaire :

From 30 students, total score of the questionnaire was 31,59 and total number of the table were 7. So the mean score

$$X = \frac{\sum x}{n}$$

$$X = \frac{31,59}{7}$$

$$X = 4,512$$

Tabel 3.3. Category &Statement Score

Category	Description	Statement	Score
Strongly Negative	Less than 20% of teacher do the activity	Strongly Disagree	1
Negative	20%-40% of teacher do the activity	Disagree	2
Undecided	41%-60% of teacher do the activity	Undecided	3
Positive	61%-80% of teacher do the activity	Agree	4
Strong Positive	81%-100%of teacher do the activity	Strongly Agree	5

(Young in Sugiyono 2008: 135).

The calculating above shows that the mean score of the students perception toward the use of two language instruction in teaching speaking was 4,512 or 90% it indicates that the students strongly agreed and had positive response on bilingual; to support students speaking practice.

Based on the data gained from some questions, it showed that students' responses to the use of two language of instruction in speaking skill by the teacher were positive with stating that two language of instruction language was necessary to be applied in English classroom.The second research question

was aimed to find out the benefits of teacher's two language of instruction use for students in learning English especially in speaking. Based on the data findings this study revealed that teacher's two language instruction use gave some benefits for the students in learning English.

The findings from the questionnaire were also supported by the data from interview in order to strengthen the students' perception of teacher's bilingual language use. The questions in interview session are mentioned below.

1. Why do you agree that two language instruction used by the teacher in your English classroom helps you in learning English speaking?

Based on the questions in this interview the researcher can know the students perception toward the use of two language instruction. And almost 80% students agree language of instruction (English-Indonesian) that use by the teacher especially in speaking skill, it can add their vocabulary.

2. Why do you agree that the use of two language instruction by the teacher in your English classroom make you easy in understanding the material given by the teacher?

Based on the question in this interview the researcher can know the reason why the students agree with the use of language of instruction in their classroom, because make them to easy understanding the material given by the teacher, beside that they can directly response about the material, making them felt comfortable during the class. making them easy to understand new vocabularies in English

3. Does teacher's two language instruction use in your English classroom give some benefits for you in learning English speaking?

Based on the question in this interview the researcher can know the benefit toward the use of two language instruction in English classroom, include :Making them easy to understand what the teacher explained in English lesson,making them felt comfortable during the class, making them easy to understand new vocabularies in English.

4. Does teacher's two language instruction use in your English classroom help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that is very helped by it?

Based on the question in this interview the researcher can know the students perception about which skill that helped toward the use of language of instruction, and 70% students answer speaking skill with the reason that they can directly apply or practicing and can make the students easy to remember the vocabulary.

5. Have you ever felt that the use of two language of instruction by the teacher makes you confused in learning English especially in speaking skill?

Based on the question in this interview the researcher can know what the students ever felt when the teacher use of language of instruction. Some of students answered that they are confused because of the teacher fastly explain the material in the classroom.

6. As the conclusion, do you agree or disagree with teacher's bilingual language use in your English classroom especially in speaking skill?

Based on the data gained from some questions in the interview, it showed that students' responses to the use of two language of instruction in speaking skill by the teacher were positive with stating that two language of instruction language was necessary to be applied in English classroom. The second research question was aimed to find out the benefits of teacher's two language of instruction use for students in learning English especially in speaking. Based on the data findings this study revealed that teacher's two language instruction use gave some benefits for the students in learning English.

The causes of students good perception and bad perception based on interview session are :

- a. The findings show that students were interested with english, they liked to use english and they wanted to improve the ability of using english. It was supported by the teacher. Teacher can explain the lesson by using English well. It makes them pleased to study and there was challenge when they learned at two language instruction. It can motivate them to study more. The cause caused by the things that influenced their perception.
- b. The causes of students had bad perception

The things that influenced perception as stated by Rakhmat(2005) also related with this causes that caused students had bad perceptions. The findings show that the students said using english in learning process was

difficult. They expected for the using two language instruction because it can help them to learn english easily and make them pleased.

Based on the result of the questionnaire session, students stated that there were six benefits of bilingual language instruction used by the teacher. The benefits were:

- Making them easy to understand what the teacher explained in English lesson especially in speaking.
- Making them felt comfortable during the class.
- Making them easy to understand new vocabularies in English.
- Helping them to do exerci
- Helping them to ask and answer something during the class.
- Helping them to read something in English correctly.

In addition, the use of two language instruction also increased speaking skill. However, speaking skill was felt becoming the skill which was very helped by the application of teacher's bilingual language use in the English classroom.

B. Discussion

In this section the researcher discussed about the result of research students' perception toward the Use of Two language instruction (English-Indonesian) in Teaching Speaking at Class XII SMA gunung Sari of Makassar.

Students' Perception toward the Use of Two Language Instruction (English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari of Makassar.

As has been presented on findings , the result in questionnaire show that average the respondent have positive attitude toward the use of bilingual in teaching speaking. It can be seen from the result of questionnaires. Below were the detail answer of the research questions. The researcher found that almost all of the students have positive attitude toward feedback used by the teacher in teaching speaking . This finding is similar to Yusi (2016) This study reveals that (1) students show their positive perceptions to the use of bilingual language done by the teacher as language instruction in their English classroom; (2) there are six benefits of teacher's bilingual language use for students in learning English; making them easy to understand what the teacher explained in English lesson, feel comfortable during the class, easy to understand new vocabularies in English, help them to do exercises, help them to ask and answer something during the class, and help them to read something in English correctly. And Aini (2013), stated that *first*, the form of bilingual is a curriculum mapping reffering to the core of the elementary curriculum. Previously, the curriculum was analyzed to be selected both in terms of content, material and all things related to the form of bilingual and its implementation in accordance with the needs of the students. *Secondly*, the implementation of bilingual in the category of learning phase. It is applied on certain subjects, i.e. the subjects of science and mathematics with ongoing system embodied in the

process of teaching and learning activities. Supported by the activities of English conversation. *Third*, the factors supporting the implementation of bilingual is the students motivation which is quite high, provision of adequate infrastructure, students' linguistic competence which is quite good. Meanwhile, the inhibiting factors are: poorly trained teacher, limited support from parents, differences in student characteristics.

It was shown by six statements (statements number 1-7) in the questionnaire responded by the students. Even on another side, the last statement reached the central tendency in the level of 'positive' (it was 66%). Actually, it was a good result and it could be classified as a supporting statement for the first statement which indicated that students really had positive perception toward teacher's bilingual language use, because the last statement stated about the lack of bilingual approach.

Regarding this statement, students mostly responded disagree with the statement (50% of students responded disagree and 34% of students responded strongly disagree). From the result of statement number 7, the researcher concluded that more than a half of students (it was 30 students) were strongly agree that the use of bilinguallanguage by their teacher was not making them confused in understanding English lesson (see: statement no. 7 on questionnaire). Therefore, to sum up the result of the data gained from the questionnaire, the researcher concluded that the students had positive perception toward teacher's bilingual language use in English classroom

CHAPTER V

CONCLUSION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussions, the researcher concludes that almost all of the students have positive attitude toward the use of two language instruction in teaching speaking, it was shown by the mean score 4,512 score, while there are only very few less number of students have negative attitude toward the feedback given by the teacher in teachingspeaking. There were six benefits of two language instruction used by the teacher. The benefits were: making them easy to understand what the teacher explained in English lesson especially in speaking, making them felt comfortable during the class. making them easy to understand new vocabularies in English, helping them to do exercises, helping them to ask and answer something during the class and helping them to read something in English correctly. In addition, the use of two language instruction also increased speaking skill. However, speaking skill was felt becoming the skill which was very helped by the application of teacher's two language instruction use in the English classroom.

B. Suggestion

Based on the conclusion above, the researcher presents some suggestions as follow:

1. For English Teacher at Class XII SMA Gunung Sari of Makassar,It is suggested to use of two language instruction in teaching English especially in speaking learning proses.
2. For next researcher use this thesis as an addition reference or futher research with different discussion,especially for accuracy(Vocabulary)

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APPENDICES A

Appendix: D

Analysis of the data obtained through item of questionnaire

NO	ITEMS	FREQUENCY					TOTAL
		SA	A	U	D	SD	
1	When the teacher using of two language instruction in the class, I am happy because it is easy to understand about the material. (Ketika Guru menggunakan 2 bahasa dalam kelas, saya bahagia karena sangat mudah untuk mengerti materi).	27	1	1	1	0	30
2	When the teacher used two language instruction in the class, I am more active to learn speaking English and my vocabulary can increasing (Ketika Guru menggunakan bahasa dalam kelas saya lebih aktif dalam berbicara dan kosakata saya meningkat)	26	14	0	0	0	30
3	I become more enthusiastic about learning and answering questions from the teacher because of using of two language instruction by the teacher (Saya menjadi antusias dalam belajar dan menjawab pertanyaan dari guru ketika menggunakan 2 bahasa)	21	6	2	1	0	30
4	I become more self confidence to speaking when the teacher using of two	15	12	1	2	0	30

	language instruction in teaching speaking English (Sayamenjadipercayadiriuntukberbicaraketika guru menggunakan 2 bahasadalam pembelajaran speaking)						
5	Because of using two language instruction instruction by the teacher in teaching speaking. I do every single task of speaking that has been given by the teacher (Karenapenggunaan 2 bahasadalam kelas, sayamengerjakansetiaptugas speaking yang diberikan oleh guru)	16	13	0	0	1	30
6	By using of two language instruction in learning speaking by the teacher. I begin like speaking English (Dengan penggunaan 2 bahasadalam proses belajarsayamualisukabelajarberbicarabahasa Inggris)	21	9	0	1	0	30
7	By using two language instruction by the teacher, the students more diligent in learning English. (Dengan penggunaan 2 bahasa oleh guru, siswa lebih rajin dalam proses belajar bahasa Inggris).	20	6	3	0	1	30

APPENDICES B

INDICATOR	SA = 5			A = 4			U = 3			D = 2			SD = 1			Score	Rata
INDICATOR	F	X	P	F	X	P	F	X	P	F	X	P	F	X	P	Score	Rata
INDICATOR I	27	135	90%	1	4	2.6%	1	3	2%	1	2	3.3%	-	-	-		
INDICATOR II	26	130	80%	4	16	13%	-	-	-	-	-	-	-	-	-	137	4,86
INDICATOR III	21	105	70%	6	24	20%	2	6	6,6%	1	2	3,3%	-	-	-	137	4,56
INDICATOR IV	15	75	50%	12	48	40%	1	3	2%	2	4	6,6%	-	-	-	130	4,33
INDICATOR V	16	80	53%	13	52	43%							1	1	1%	132	4,43
INDICATOR VI	21	105	70%	9	52	30%	-	-	-	1	2	2%	-	-	-	139	4,63
INDICATOR VII	20	100	66%	6	24	20%	3	9	10%	-	-	-	1	1	1%	134	4,02
																3,59/7 = 4,512	

DOCUMENTATION



picture 1: Collecting the Data



picture 2 : Collecting the Data



picture 3 : Collecting the Data



picture 4 : Collecting the Data

CURRICULUM VITAE



FITRIANTI She was born on 20stFebruary 1996 in Sengkang. She is the first daughter of marriage between Ambo IntangandNurjannah. In 2001, she started in elementary school at SDN 146 Raddae, graduated in 2007. Then she continued her MtsAs'adiyah no.34 Doping and

graduated in 2010. After that she continued her senior high school at SMA Negeri 1Penrang and graduated in 2013. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2019 entitle “*Students’ Perception towards The Use of Two Language Instruction (English-Indonesian) in Teaching Speaking at Class XII SMA Gunung Sari of Makassar.*”