

**THE IMPLEMENTATION OF BILINGUAL CLASS IN SPEAKING  
SKILLS OF SEVENTH-GRADE STUDENTS**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember  
In Partial Fulfillment of The Requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

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FACULTY OF TARBIYAH AND TEACHER TRAINING  
ENGLISH EDUCATION PROGRAM  
JUNE 2025**

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Has been examined and approved in Partial fulfillment of the  
Requirement for the Degree of Sarjana Pendidikan (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
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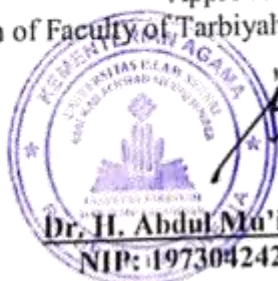
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## MOTTO

وَأُفَوِّضُ أَمْرِي إِلَى اللَّهِ إِنَّ اللَّهَ بَصِيرٌ بِالْعِبَادِ

*“and I entrust my affair to Allah. Indeed, Allah is Seeing of [His] servants.”*

(QS.al-ghaffir:44) <sup>1</sup>(11)



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<sup>1</sup> TafsirWeb. *Tafsir Surat "Al-ghaffir"* ayat 44. <https://quran.com/250-surat-ar-ra'd-ayat-11.html>

## DEDICATION

I proudly dedicate my first thesis to the people who care and love me, and to those who have helped me complete this journey with patience and kindness.

1. To my beloved father, Sugiono, and my dear mother, Robiah Al Adawiyah  
Thank you for your unconditional love, heartfelt prayers, and unwavering support. Your sacrifices, patience, and constant encouragement have been the light guiding me through every challenge. This achievement is a reflection of your strength and love.
2. To my husband, Faiz Al Adhiya, and all of my beloved family, your presence has been a source of joy, motivation, and resilience. Thank you for standing by me and reminding me that I am never alone in this path.
3. To everyone who supported me along the way, to my lecturers, academic advisors, classmates, and friends. Thank you for your wisdom, guidance, and sincere help. Your support has made this thesis not only possible, but meaningful. May Allah reward you abundantly.
4. To my closest friend who helped me to finish this thesis, Adinda Maharani Hakim, Noor Aliza Fauziah, Fifi Nur Hidayah. Thank you for never leaving me through all the fears and complexities I went through in the past and am still facing now.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbi ‘alamin, all praises be to Allah SWT for His blessings and mercy that enabled the writer to complete this thesis. Salawat and greetings are always delivered to our Prophet Muhammad SAW, who guided us from darkness into light. This thesis is presented to fulfill one of the requirements to obtain a bachelor's degree in the English Education Department of the Faculty of Tarbiyah and Teacher Training at Kiai Haji Achmad Siddiq State Islamic University of Jember. The title of this undergraduate thesis is “The implementation of bilingual class in speaking skills of seventh-grade students.”

The writer realizes that this thesis would not have been completed without the assistance, guidance, and support from various parties. Therefore, the writer would like to express her deepest gratitude and appreciation to:

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Jember, June 25th 2025

Zitni Karimatun Nisak



## ABSTRACT

**Zitni Karimatun Nisak, 2025:** *The implementation of bilingual class in speaking skills of seventh-grade students.*

**Keywords:** Teaching speaking Skill, English Vocabulary, bilingual class program, MTs N 10 Jember, implementation

In general, English has been taught at all levels of Indonesian education. It is also a tool for international communication and academic purposes, especially for EFL learners in English classes. In addition, speaking fluent English leads to a very good record in EFL education. Schneider found that speaking skill was ranked as the most important skill a student should have. Students at MTs N 10 Jember need to be fluent as most of their subjects are taught in English.

The research focus of this study are: 1) how is plan of bilingual class in speaking skill of seventh-grade students at MTs N 10 Jember? 2) How is the implement of bilingual class in speaking skill of seventh-grade students at MTs N 10 Jember? 3) How is the evaluate of bilingual class in speaking skill of seventh-grade students at MTsN 10 Jember?

This study used qualitative approach and the research design was descriptive qualitative. The research subjects were the principal, bilingual teacher and students at MTs N 10 . Data collection was conducted through several stages such as asking for permission, drafting interview question, interviewing, and ensuring the incredible of the data that had been taken. After that, data analysis procedure. For data trustworthiness, researcher used source triangulation and technique triangulation.

The research Findings showed that: 1) The bilingual strategy made students more confident to try speaking English, though some still struggled with vocabulary and sentence structure. Visual aids, games, and peer collaboration were used to support understanding and participation. 2) During the implementation, the teacher used both English and Indonesian to deliver instructions, explanations, and classroom interactions. Teachers encouraged students to respond in English, especially during speaking activities such as dialogues, presentations, and Q&A sessions. 3) The evaluation stage was conducted to determine the extent to which the implementation of bilingual class had an impact on students' speaking skills. Based on the documentation of assessment results and interviews with teachers, it was found that the evaluation was carried out through formative and summative assessments that focused on students' speaking skills. Teachers also provided reflections on the obstacles faced by students, such as a lack of vocabulary and grammar, pronunciation in speaking English.



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# CHAPTER I

## INTRODUCTION

### A. Background of the study

In the contemporary era of globalization, English proficiency has become a pivotal skill, especially in non-native English-speaking countries like Indonesia. The Indonesian government has recognized this need, leading to the implementation of bilingual education programs in various educational institutions, including Madrasah Tsanawiyah (MTs).<sup>2</sup> MTs Negeri 10 Jember had adopted a bilingual class program aimed at enhancing students' English language skills, particularly in speaking.

Speaking is a fundamental component of language acquisition, serving as a primary medium for communication. However, many Indonesian students face challenges in developing speaking skills due to limited exposure and practice opportunities. Bilingual education, which integrates the use of both the native language and English in instruction, had been proposed as an effective strategy to address this issue. Research indicates that bilingual programs can significantly improve students' speaking abilities by providing more immersive and practical language experiences.<sup>3</sup>

Nowadays, language education in Indonesia is an ongoing national affair. It is because language policies are designed to maintain. Many schools use Indonesian and English as bilingual programs for education system

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<sup>2</sup> Prasetyani, N. Y., & Tinus, A. Analisis Implementasi Model Pembelajaran Berbasis Bilingual Di Madrasah Tsanawiyah Negeri Malang. *Jurnal Kebijakan Dan Pengembangan Pendidikan*, 5(2). (2020). <https://doi.org/10.22219/jkpp.v5i2.11600>

<sup>3</sup> Agustian, A., & Sujarwati, I. The Impact of Bilingual Class Program on Students' Speaking Ability. *ETERNAL (English Teaching Journal)*, 14(2), 164–176. (2023).

interaction, the person can communicate and show his or her feeling and thought in other languages or situations where speakers can speak more than one of the languages spoken. In order to comprehend, one school served as a case study. teacher language used as an English bilingual educational innovation in the school context.<sup>4</sup>

Despite the potential benefits, the implementation of bilingual programs in Indonesian schools faces various challenges, including resource limitations, teacher preparedness, and student motivation. Therefore, it is essential to examine the effectiveness of such programs in specific contexts to inform future educational strategies.<sup>5</sup>

Despite these promising results, a gap remains in the research. Although there have been various studies related to the implementation of bilingual programs in primary school settings, most of the research tends to be descriptive and limited to an overview of the implementation process and the perceptions of teachers and school staff. There is a lack of research that explores in depth the subjective experiences of students, teachers and parents regarding the challenges and enablers of a successful bilingual program in a qualitative way. This suggests a need for research that explores the social, emotional, and pedagogical aspects that influence the effectiveness of bilingual programs in a contextual and in-depth manner.

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<sup>4</sup> Fitriati, S.W. *English Bilingual Education in an Indonesian Public School*. In: Redmond, P., Lock, J., Danaher, P.A.(eds) *Educational Innovations and Contemporary Technologies*. Palgrave Macmillan, London. (2015).

<sup>5</sup> Hoerudin, C.W. *Optimizing Bilingual Teaching in Developing Students' English Language Skills*. *International Journal of Science and Society*, 5(1) (2023).

MTs N 10 Jember is among the schools in East Java that have adopted the bilingual class approach, particularly at the seventh-grade level. This early stage is critical for laying the foundation of English speaking skills, as students are transitioning from basic English knowledge to more active language use. The bilingual class at MTs N 10 Jember aimed to foster communicative competence by encourage the students to use English in classroom interactions, presentations, and collaborative activities. While the initiative shows potential, it is important to examine how well the program is implemented and whether it significantly contributes to improve the students' speaking proficiency.

The bilingual teaching method is a method of using two languages to convey curriculum material with the aim of strengthening students' competence in foreign languages. By using this model, there are two main things that students get, namely mastery of knowledge and brands in two languages.<sup>6</sup>

This research, therefore, aimed to describe the implementation of bilingual class at MTs N 10 Jember and evaluated their effectiveness in enhancing the speaking skills of seventh-grade students. The results were expected to provided insights for school administrators, teachers, and policymakers in refining bilingual education practices and addressing the challenges encountered in the classroom.skills, namely listening, speaking, reading and writing which are used to create or realize the desired results in

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<sup>6</sup> Farida Hanun, "Outstanding Madrasah With Bilingual Class", Dialog, no. 1 (June 2018): 55.



social life. Therefore, it is suggested that English teachers strengthen students' skills so that they can communicate and interact with each other at an appropriate literacy level.<sup>7</sup>

The Bilingual Class at MTs Negeri 10 Jember itself is a special class program using two languages (Indonesian and English) as the languages of instruction in class activities. And it cannot be denied that this program is getting more attention not only from parents but also from the students themselves.

Based on the research context described above, the researcher is interested in examining more deeply the title that has been chosen, namely, "The Implementation Of Bilingual Class In Speaking Skills".

## **B. Research Focus**

Based on the context of the problems that have been stated above, the research focus taken is :

1. How is the teacher plan the bilingual class in speaking for seventh-grade students at MTs Negeri 10 Jember?
2. How is the teacher implement the bilingual class in speaking for seventh-grade students at MTs Negeri 10 Jember?
3. How is the teacher evaluated the speaking in the bilingual class for seventh-grade students at MTs Negeri 10 Jember?

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<sup>7</sup> Alfi Syahrin and Amru bin As, "The Influence of Using Audio visual and Learning Motivation on English Speaking Skills in SMA Negeri 3 Takengon", 21-31.

### C. Research Purpose

Based on the research focus that has been stated above, the objectives of this study are:

1. To describe the teacher's plan of the bilingual classes program in speaking for seventh grade students at MTs Negeri 10 Jember.
2. To describe the teacher's implement for the bilingual classes program in speaking skills for seventh grade at MTs Negeri 10 Jember.
3. To describe the evaluation of speaking skills in bilingual classes program for seventh grade at MTs Negeri 10 Jember.

### D. Significance of the study

The benefits of the research consist of what contribution will be made after completing the research. The benefits that can be provided from the results of this study are as follows:

#### 1. Theoretical Significance

Theoretically, this research is expected to provide benefits in the implementation of more effective learning in schools. With this research, it is expected to increase all of our knowledge about the method of implementing bilingual programs in schools. This research is expected to make a positive contribution, generally for students of the Faculty of Tarbiyah and Teacher Training (FTIK) and especially for students of the Department of Islamic Education-Education Management who are interested in learning about the method of implementing a bilingual program in schools.

## 2. Practical Significance

### a. For Teachers

This research is expected to be a reference or guideline for education implementers, especially school principals in choosing and implementing a bilingual program implementation model.

### b. For student

Encouraging students of MTs Negeri 10 Jember to increase their interest in learning English, especially in interactions with others by speaking English.

### c. For Researchers

It is hoped that this research can add ideas and knowledge and provide provisions for researchers as prospective teachers.

## E. Scope of the research

This research focused specifically on the implementation of bilingual class in students' speaking skills at MTs Negeri 10 Jember. The study is limited to the students of seventh A - grade who are enrolled in the bilingual program during the 2023/2024 academic year. The research did not examined other language skills such as reading, writing, or listening, nor does it investigate the bilingual program in other grade levels or schools.

The main aspects explored in this study included:

1. The strategies used by the teacher to implement speaking activities in a bilingual setting.

2. The teacher's plan and instructional design related to bilingual speaking lessons.
3. The evaluation methods used to assess students' speaking performance within the bilingual class.

This research did not aimed to measure long-term language acquisition or compare monolingual and bilingual class. Instead, it provided a descriptive analysis of how speaking skills were developed through the bilingual program within a specific institutional context.

#### **F. Definition of key terms**

To avoid misunderstanding and misinterpretation of the basic concepts used in this study, the researcher provides several definitions of key terms:

##### **1. Speaking**

Speaking is a productive oral language skill that enables learners to express ideas, opinions, and information verbally. According to Nunan, speaking is "the productive aural/oral skill that is used to express meaning through verbal interaction."<sup>8</sup> In this study, speaking referred to the seventh-grade students' ability to communicate using English in structured classroom activities such as discussions, storytelling, vocabulary recitations, and short speeches. Components of speaking assessed include fluency, pronunciation, vocabulary, and grammar.

In the bilingual class, speaking is taught through the communicative language teaching approach (CLT), which promoted

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<sup>8</sup> David Nunan, *Practical English Language Teaching*, (New York: McGraw-Hill, 2003).

natural language use and meaningful interaction. The bilingual class at MTsN 10 Jember, the speaking skills aspect focused on mastery of grammar, vocabulary, pronunciation, and fluency.

## 2. Implementation

Implementation refers to the process of putting educational plans and strategies into practice in classroom settings. Richards and Rodgers defined implementation as "the way a method is realized in classroom teaching and involved the use of specific techniques and practices."<sup>9</sup>

In the context of the bilingual class at MTs N 10 Jember, implementation involved the used of both Indonesian and English during instruction, applying techniques such as code-switching, storytelling, and interactive dialogue to support speaking development.

This process also included classroom activities like vocabulary reinforcement, student role plays, and performance-based tasks.

## 3. Bilingual class program

A bilingual class program is an instructional program that utilizes two languages typically the native language (Indonesian) and a foreign language (English) as media of instruction for teaching academic content. According to Brisk, a bilingual program as "an educational program in which two languages are used to teach academic content to students."<sup>10</sup>

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<sup>9</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 2nd ed. (Cambridge: Cambridge University Press, 2001)

<sup>10</sup> María Estela Brisk, *Bilingual Education: From Compensatory to Quality Schooling* (Mahwah, NJ: Lawrence Erlbaum Associates, 2006), 8.

In the context of MTs N 10 Jember, the bilingual class (especially class VII-A) is a structured class designed to enhance students' speaking proficiency by integrating English into daily communication and instructional processes. The Bilingual class program were program at MTsN 10 Jember. Especially, VII-A grades of MTs N 10 Jember. The seventh-grade bilingual class (VII-A) consisted with 28 students, who became the primary subjects of this study. MTsN 10 Jember had a total of 24 classes, covering grades VII to IX. There were three bilingual classes, one in each grade level: Grade VII-A, Grade VIII-A, and Grade IX-A. The total number of students enrolled at MTsN 10 Jember in 2023 was approximately 720 students.

This program emphasized communicative activities such as role plays, storytelling, and presentations, while still used Indonesian as scaffolding to support students' comprehension and fluency development.

The class is intended to gradually increase students' exposure to and use of English through thematic materials and contextual interaction.

#### **4. The Method**

The method in a research study referred to the overall strategy used to collect, analyze, and interpret data in order to answer the research questions and achieve the study's objectives.<sup>11</sup> In this research, the method is based on the qualitative descriptive method, seeks to provide a detailed, systematic, and accurate account of the phenomena under investigation,

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<sup>11</sup> Blair, Graeme; Coppock, Alexander; Humphreys, Macartan, *Research Design in the Social Sciences: Declaration, Diagnosis, and Redesign*, Princeton University Press. (2023)

especially when the goal is to understand processes, such as planning, implementation, and evaluation of a language program, rather than to quantify variables.

Furthermore, Miles and Huberman described qualitative research as a method that focuses on understanding meaning, patterns, and experiences through in-depth investigation.<sup>12</sup> In this study, the method were involved: Interviewed key participants, included the headmaster, bilingual class teacher, and selected students, Observed teaching and learning processes in the bilingual classroom, Analyzing documentation related to class schedules, lesson plans, and student assignments.

The used of a descriptive qualitative approach was aligned with the goal of the research: to describe how bilingual instruction was planned and implemented,evaluated and how it supports the development of speaking skills in bilingual class VII A Grade students. It emphasized natural settings, participant perspectives, and real-world educational contexts.

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<sup>12</sup> Miles, M. B., & Huberman, A. M.. *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications. (1994)



## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

This section presented several previous studies related to the use of bilingual classes in teaching speaking skills. According to Brisk, A bilingual program is an educational program in which two languages are used to teach academic content to students.<sup>13</sup> Speaking skill is one of the main competencies in learning English as a foreign language (EFL). In Indonesia, the implementation of bilingual class in madrasahs aims to improve students' speaking skills in English. However, the implementation of this program faces various challenges, including students' limited vocabulary, pronunciation and confidence.

Research has shown that bilingual education can positively impact students' speaking abilities. For instance, a study conducted by Agustian and Sujarwati, found that students enrolled in bilingual programs demonstrated significant improvements in their English-speaking skills compared to those in monolingual programs.<sup>14</sup> Similarly, Mislina, reported that bilingual classes employing interactive teaching strategies, such as discussions and role-plays, effectively enhanced young learners' speaking proficiency.<sup>15</sup> Meanwhile, Fauziah, examined the implementation of the Vocabulary Recitation program

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<sup>13</sup> María Estela Brisk, *Bilingual Education: From Compensatory to Quality Schooling* (Mahwah, NJ: Lawrence Erlbaum Associates, 2006), 8.

<sup>14</sup> Agustian, A., & Sujarwati, I. The impact of bilingual class program on students' speaking ability. *Eternal: English Teaching Journal*, 14(2), 164-176. (2023).

<sup>15</sup> Mislina, *The Making of Proficient Young EFL Learners in a Bilingual Speaking Class: Challenges and Strategies* (Yogyakarta: Deepublish, 2023), 45.

in the bilingual class of MTs Negeri 2 Ponorogo. The program consists of three stages: preparation, implementation, and closing.<sup>16</sup> The results showed that the program improved students' vocabulary, confidence, and speaking ability in English. However, challenges such as student anxiety and differences in discipline levels became obstacles in the implementation of the program.

Hidayat and Aliyah, identified six strategies used by teachers in teaching speaking skills at Integrated Bilingual Junior High School: drilling, roleplay, storytelling, describing pictures, discussion, and presentation. However, teachers faced obstacles such as students' lack of vocabulary, lack of confidence, and sleepy students during lessons.<sup>17</sup> To overcome this, teachers use methods such as drilling to improve vocabulary, motivate students, and do ice breaking to reduce boredom.

In addition, research by Safa and Pariyanto, at MTs Negeri 5 Bojonegoro showed that the application of the direct method significantly improved the speaking ability of grade 7 students.<sup>18</sup> This method emphasizes the direct use of the target language without translation, which helps students in understanding and using English more naturally.

Research by Azizah and Mulis, at MTs Miftahul Ulum Gondanglegi revealed that students face two main barriers: limitations in language skills

<sup>16</sup> Fauziah, *The Implementation of the Vocabulary Recitation Program in the Bilingual Class of MTs Negeri 2 Ponorogo* (Undergraduate Thesis, IAIN Ponorogo, 2022), 27.

<sup>17</sup> Hidayat, M., and Aliyah, S. *Strategies in Teaching Speaking at an Integrated Bilingual Junior High School* (Jakarta: UIN Syarif Hidayatullah Press, 2021), 34.

<sup>18</sup> Safa, S., & Pariyanto. (2023). *The Application of Direct Method to Improve Speaking Ability of Grade 7 Students at MTs Negeri 5 Bojonegoro*

(vocabulary, grammar, pronunciation) and psychological barriers (fear of making mistakes, shyness, anxiety, lack of confidence, and low motivation).<sup>19</sup>

According to M. Sobry Sutikno, lesson planning was a process of preparing everything needed to achieve specific learning objectives, including determining the materials, media, strategies, and assessments.<sup>20</sup> Similarly, Zainal Arifin described lesson planning as a set of rational decisions regarding what should be done, when, how, and by whom.<sup>21</sup>

According to Amalia, I., & Marzuki, A. G., the implementation of bilingual class program in islamic elementary school. The implementation of the bilingual class program in Islamic primary schools is carried out by using two languages in the learning process and daily communication, which aims to improve students' foreign language skills effectively.<sup>22</sup>

The implementation of bilingual classes in madrasahs shows potential in improving students' speaking ability in English. However, the success of these programs depends largely on effective teaching strategies and the ability to overcome the challenges students face, both linguistic and psychological. The studies that have been discussed provide valuable insights for the development of more effective bilingual programs in the future.

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<sup>19</sup> Azizah, N. R., & Mulis, H. H. *Challenges in speaking english among MTs students: psychological and linguistic factors*. (2023)

<sup>20</sup> Sutikno, M. S. *Belajar dan pembelajaran*. Yogyakarta: Pustaka Pelajar, 2010.

<sup>21</sup> Zainal Arifin, *lesson planning*, (Yogyakarta: Pedagogia, 2012)

<sup>22</sup> Amalia, I , & Marzuki, A. G, *The implementation of bilingual class program in islamic elementary school Al-Ta'lim*, 2023.

According to the theory of evaluation presented by Zainal Arifin, learning evaluation is a process of judging the value of learning outcomes based on collected data.<sup>23</sup>

The current study adopts the bilingual classroom method, similar to Agustian and Sujarwati, but focuses on seventh grade students at MTS Negeri 10 Jember. Unlike some previous studies that combine quantitative and qualitative, this study uses more qualitative research with data collection methods in the form of observation, interviews and documentation. Nevertheless, the findings from previous research strongly support the theoretical rationale of using bilingual class as an appropriate and student-centered method to improve speaking proficiency.

These previous studies have helped shape the design of the current study and instrument selection and justified the application of bilingual class as a practical practical technique to improve students' speaking performance. By focusing on fluency, pronunciation, and comprehensibility, the study contributes to the ongoing discourse on how bilingual class programs promote interactive, engaging, and effective speaking practices in the EFL classroom

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<sup>23</sup> Zainal Arifin, lesson planning, (Yogyakarta: Pedagogia, 2012)

**Table 2.1**  
**Similarities and Differences in previous review**

| <b>N0</b> | <b>Researcher &amp; title</b>   | <b>Similarities</b>   | <b>Differences</b>  |
|-----------|---|---|---|
| 1.        | Agustian and Iis Sujarwati, the impact of bilingual class program on students speaking ability. (2023)  | a. using bilingual class program to improve the students speaking ability   | a) focus on impact of bilingual class in speaking skills<br>b) conducted at islamic boarding school |
| 2.        | Mislina, the making of proficient young EFL learners in a bilingual speaking class: challenges and strategies. (2023)                                       | a. used bilingual class to enhance the speaking skills<br>b. used observation,documentation and interview in collecting data research             | a) conducted at elementary school<br>b) classroom action research (CAR)                             |
| 3.        | Fauziah, examined the implementation of the Vocabulary Recitation program in the bilingual class of MTs Negeri 2 Ponorogo. (2022)                           | a. conducted at state junior high school (mts)<br>b. examined the implementation in bilingual class<br>c. used 2 languages (indonesian & english) | a) focus on vocabularies<br>b) population : all students at mts negeri 2 ponorogo                   |
| 4.        | Safa and Pariyanto, the application of the direct method significantly improved the speaking ability of grade 7 students at MTs Negeri 5 Bojonegoro. (2023) | a. conducted data at seventh – grade students<br>b. focus at the speaking skills  | a) application of the direct method   |
| 5.        | Amalia,I., & Marzuki,A.G., The implementation of bilingual class program in islamic elementary school Al-Talim. (2023)                                      | a. implementation of bilingual class<br>b. used 2 languages (indonesian-english)<br>c. Qualitative research data collecting tehniqe               | a) research sites<br>b) research of students at elementary scholl                                   |

The position of this research is at MTs Negeri 10 Jember, The Implementation of Bilingual Class in Speaking Skills of Seventh-Grade Students at MTs Negeri 10 Jember (indonesian-english), among several previous studies with different settings, explores how does the implementing bilingual class in speaking skills, conducting research on different subjects. To know the process of formulating a bilingual class, implementing a bilingual class, etc. So that the position of the research to be carried out is not plagiarism or imitating previous research.

## **B. Theoretical Framework**

Theoretical framework on the implementation of the bilingual class method in speaking skills.

### **1. Bilingual Class**

Bilingual Class. In the Indonesian dictionary, bilingual means being able or used to using two languages.<sup>24</sup> Bilingual is the ability to use two languages. So, studying in a bilingual school is learning to use two languages. This does not mean learning English only but using English and Indonesian to study a curriculum.

Identifies challenges such as limited vocabulary and pronunciation difficulties in bilingual speaking classes. The study emphasizes the need for effective teaching strategies to overcome these challenges and improve students' speaking abilities.<sup>25</sup>

<sup>24</sup> Ayu Anindita, et al., Big Indonesian Dictionary (Jakarta: Balai Pustaka, 2004), 67.

<sup>25</sup> Agustian, A., & Sujarwati, I. The impact of bilingual class program on students' speaking ability. *Eternal: English Teaching Journal*, 14(2), 164-176. (2023).



A bilingual class is a class that uses two languages method of instruction in every learning class, namely Indonesian and English. While the non-bilingual class is a class that only uses Indonesian as an introduction in providing subject matter.<sup>26</sup> In this program students were taught the habit of communicating and interacting in English and Indonesian during the learning process. However, students are not directly taught using English in full, but it is carried out gradually and continuously according to the grade level, so that the portion of English that is taught is getting bigger and bigger.

To expedite and facilitate students in the bilingual learning process, it is supported by books or teaching materials that use English and Indonesian. Thus both students and teachers will try hard to use these two languages in the learning process, which in turn can improve students' ability to speak English.

#### **a. English Language Teaching (ELT)**

Teaching is the process of conveying or transferring knowledge from teacher to students and also guiding and facilitating learning. As H. Douglas Brown said that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>27</sup> Teaching also defined as governing principles for choosing methods and technique. Moreover, teaching and learning activities are

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<sup>26</sup>Martina Rizky Amelia. "Motivation of Bilingual Class Students and Non Bilingual Class Students at SMPN 89 Jakarta." *Journal of Psychology* 10, no. 1 (2012): 1

<sup>27</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, Pearson Education Inc., Fifth Edti (United State of America: Pearson Education, 2006), <https://doi.org/10.1017/cbo9781139062398.015>.



the process or activity of interactions between two human elements, students as the part who learns and teachers as transformers of knowledge that exist in one inseparable unit of activity to achieve certain goals.<sup>28</sup>

English language teaching (ELT) is the teaching of English to people whose first language is not English, and refers to the industry of teaching English to speakers of other language.<sup>29</sup> Additionally, Richard said that language teaching is hence a complex issue, encompassing socio-cultural linguistic, psycholinguistics, as well as curriculum and instructional dimensions.<sup>30</sup> Concerning to the foreign language teaching, there are some experts point out that second language or foreign language teaching is any activity on the part of one person intended to facilitate the learning by another person of a language which is not his native one.

The purpose of English language teaching is to develop English language skills contextually and gratefully according to the context and daily conditions and situations of students. And the aim of language learning and teaching is to enable the students to read English and comprehend and interpret the text. English will not only help students get around, meet new people and understand other culture, but it will

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<sup>28</sup> Maria Helena Esteves, "Gender Equality in Education: A Challenge for Policy Makers" 4, no. 2 (n.d.): 893–905.

<sup>29</sup> Silsila Setiawati, "Guest Speaker: Current Trend in English Language Teaching" (Banjarmasin, 2023).

<sup>30</sup> Jack C. Richards, *The Context of Language Teaching* (Cambridge: MA: Cambridge University Press, 1985).

also help them to communicate in an emergency<sup>31</sup> Means English language Teaching is indispensable, it is caused the English language is one of the foreign language that is considered important and must be mastered by the Indonesian people because English has very strategic position. Besides for communication tool, English become a “lingua franca” between nations and considered important for the purposes of accessing information, absorbing and developing science, technology, and art and culture.

Moreover, in teaching and learning activities, motivation factors play an important role to influence learning, especially English learning. Motivation is a very important role in human efforts to achieve the desired goals, in the field of education and other purposes. According to Purwanto, motivation is impetus, it means there is a conscious effort to influence one's behavior to move his heart to act to do something to achieve certain result or goals.<sup>32</sup> In line with Purwanto, Engkoswara, in Tabrani Yusran<sup>33</sup> motivation is one of the factors that greatly determines the achievement of student of education, therefore high motivation is needed to be able to achieve good achievement.

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<sup>31</sup> Luke Plonskey, “Studies in Second Language Acquisition” 40 (2018).

<sup>32</sup> Ngalim Purwanto, *Psikologi Pendidikan*, Cet, 25 (Bandung: Remadja Karya, 2011).

<sup>33</sup> Tibrani Yusran, *Pendekatan Dalam Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2009).

## b. Teaching Speaking

Speaking is a productive oral skill that enables students to express thoughts and interact using language. Speaking in a bilingual class context combines both English and the native language to build fluency gradually. Boonkit stated that speaking is essential for expressing ideas fluently and naturally in real-time communication.<sup>34</sup> Components of speaking include:

- 1) Fluency: The ability to speak smoothly with minimal hesitation.
- 2) Accuracy: Correct usage of grammar, vocabulary, and pronunciation.
- 3) Interaction: Active participation in dialogue and discussions.

## c. Teaching Vocabulary

Vocabulary plays a central role in speaking. Hatch and Brown, defined vocabulary as a set of words that are used by individuals in communication.<sup>35</sup> Without sufficient vocabulary, learners cannot effectively express ideas or comprehend input. Teaching vocabulary in a bilingual class often involves the integration of both languages (L1 and L2) to reinforce word meaning and use. Effective strategies include:

- 1) Vocabulary lists and memorization
- 2) Contextual usage through stories and role plays

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<sup>34</sup> Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioral Sciences*, 2(2), 1305–1309.

<sup>35</sup> Hatch, E., & Brown, C. (1995). *Vocabulary, Semantics and Language Education*. Cambridge University Press.

### 3) Visual aids and flashcards

#### **d. Teaching Grammar**

Grammar instruction in speaking focuses on helping students form accurate and meaningful sentences. Harmer, emphasized that grammar provides the structural foundation of our ability to express ourselves.<sup>36</sup> In bilingual classes, grammar can be introduced contextually through examples in both English and Indonesian, allowing students to internalize patterns through comparison and use.

#### **e. Implementation**

Implementation refers to how a planned method or curriculum is executed in the classroom. According to Richards and Rodgers, implementation involves the use of specific procedures and techniques that bring the method to life in the classroom.<sup>37</sup> In the bilingual context, this includes the balance of English and Indonesian, the use of communicative activities (e.g., role-play, storytelling), and assessment aligned with speaking proficiency.

#### **1) The concept of bilingual class program**

##### **a) Planning**

Lesson planning is the process of making decisions based on rational thinking regarding specific learning goals and objectives namely, behavioral changes and a series of activities

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<sup>36</sup> Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Pearson Education Limited.

<sup>37</sup> Richards, J.C., & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.

that must be carried out as efforts to achieve those objectives by utilizing all available potential and learning resources.<sup>38</sup>

According to the theory presented by M. Sobry Sutikno in his book “Belajar dan Pembelajaran”, there are several components related to lesson planning. These include learning objectives, material preparation, stages of learning activities, determination of teaching methods or media to be used, learning resources, and evaluation.<sup>39</sup>

Meanwhile, according to Zainal Arifin, explained that lesson planned is a set of activities and further decision-making processes regarding what should be done, when, how, and by whom.<sup>40</sup>

It can be concluded that lesson planning is a series of activities designed before the learning process takes place, aimed at preparing everything needed to ensure the successful achievement of learning objectives.

***The steps for developing a lesson plan are as follows:***

- 1) Understanding the situation
- 2) Preparing the students
- 3) Determining the learning objectives
- 4) Preparing the learning materials

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<sup>38</sup>Wina Sanjaya, Planning and Design learning System , (Jakarta: Kencana Media Prenada Group), 28.

<sup>39</sup>Sutikno, *Study and Learning*, (lombok: Holistica, 2013), 30.

<sup>40</sup>Zainal Arifin, lesson planning, (Yogyakarta: Pedagogia, 2012), 32.

- 5) Preparing the teaching methods or media
- 6) Preparing the evaluation techniques<sup>41</sup>

## **b) Implementation**

### Implementation at bilingual class

Atwi Suparman also emphasized a similar point. In his view, the sequence of learning activities consists of three components: the introduction, the presentation (core), and the closing. It appears that in every learning process, regardless of its objective, these three stages are always present and cannot be rearranged into a different order such as closing, presentation, and introduction, or any other sequence. Each of these components consists of several steps.<sup>42</sup>

In the implementation phase of learning, there are generally three main activities: the introduction, the core activity, and the closing.

#### 1) Introduction Activity

The introduction marks the beginning of the learning process. This activity aims to provide motivation, encouragement, and enthusiasm to the students. During this

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<sup>41</sup>Marwiyah, Alaudin, and Ummah, *Contemporary Lesson Planning Based on the Implementation of the 2013 Curriculum*. (Yogyakarta: Deepublish, 2018), 66.

Muh Fitrah & Luthfiyah, *Research Methodology; Qualitative Research, Class Action & Case Studies* (Sukabumi: CV Jejak, 2017), 44.

<sup>42</sup>Atwi Suparman, *Modern Instructional Design: A Guide for Educators and Educational Innovators*, (Jakarta: Erlangga, 2012), 245.

stage, the teacher guides the students to focus and be truly ready to receive the learning material.

**The initial steps taken by the teacher include:**

- 2) a. In the first meeting, the teacher starts by greeting the students and introducing themselves by stating their name, place and date of birth, parents' names, home address, main responsibilities at school, and other relevant information.
- a) Each student is then asked to introduce themselves by stating their name, home address, and the reason why they chose to study at this school.
- b) The teacher may ask the students how they are doing.
- c) The next step is for the teacher to check the students' attendance list.
- d) The teacher reviews the previous material that has been learned and connects it with the new material to be delivered.
- e) f. The teacher may ask a few questions to stimulate the students' knowledge about the topic that will be discussed.
- f) The teacher explains the Basic Competence (Kompetensi Dasar or KD) to be achieved in the lesson.



- g) Students are asked to listen to the teacher's explanation about the scope of the material and the learning process they will go through during the lesson.<sup>43</sup>

### 3) Closing Activity

In this activity, the teacher and students summarize the material that has been learned, conduct assessments, reflect on the lesson, provide feedback, plan follow-up activities in the form of remedial programs, enrichment programs, counseling services, assign homework, and present the lesson plan for the next meeting.

### c) Evaluation

#### Learning Evaluation

According to Shen and Harmer, speaking assessments should measure accuracy (grammar, pronunciation, vocabulary) and fluency.<sup>44</sup> The word "evaluation" comes from the English term evaluation, which is derived from the root word value. The term value in the context of evaluation related to the belief that something could be considered good or bad, right or wrong, strong or weak, sufficient or insufficient, and so on.<sup>45</sup>

Evaluation can be defined as a process of assessing a particular matter or phenomenon using specific qualitative

<sup>43</sup> Mukni'ah, Lesson Planning According to the School-Based Curriculum (KTSP) and the 2013 Curriculum (K-13), (Jember: Pustaka Pelajar, 2016), 92–93.

<sup>44</sup> Ming Shen, "A Study of English Speaking Problems of Thai Students," *International Journal of Social Science and Humanity* 3, no. 6 (2013): 481–483.

<sup>45</sup> Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2017), 12.

criteria such as good not good, strong–weak, adequate–inadequate, high–low, and so forth.

Evaluation is a process of making judgments about the quality of an object or activity by considering values based on data and information that are collected, analyzed, and interpreted systematically

Learning evaluation is a process to determine the merit, value, or benefits of learning activities through assessment or measurement activities.

## 2. Speaking

Speaking is one of the four fundamental language skills taught in English language learning. It allows individuals to express their ideas and communicate with others. Speaking involves both giving and receiving information in real-time interaction. According to Boonkit & yulianti, “speaking is one of the four important skills in English, especially for speakers who are not from English-speaking countries. It refers to the ability to use the language in real situations, report actions with precise words, and express ideas fluently.”<sup>46</sup> This means that speaking is closely related to one’s ability to understand and apply language in authentic contexts.<sup>47</sup>

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<sup>46</sup> Boonkit, K., and Yulianti, D., “Speaking as a Productive Skill in English Language Learning,” *Journal of English Language Teaching and Linguistics* 7, no. 1 (2022): 45.

<sup>47</sup> Putri Suci Nurzaita, “The Use Of Drama Technique To Increase Students Speaking Ability”, (Thesis: Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), 6

Speaking skill plays a vital role in language learning. Speaking skills, according to Asilestari, states that speaking is the most challenging skill for students to master among the four. It reflects students' command of vocabulary and their ability to express ideas rather than merely understand content.<sup>48</sup>

Fluency is one of the essential components of speaking. It referred to the ability to speak smoothly and naturally without unnecessary hesitation, repetition, or self-correction. Speaking fluency involves the ability to express ideas, feelings, opinions, and information clearly in oral communication.

Accuracy According to Shen, accuracy refers to the ability to speak correctly without grammatical, lexical, or pronunciation errors.<sup>49</sup> In speaking activities, accuracy is often developed through careful practice and feedback. It consists of three major components: vocabulary, pronunciation, and grammar.<sup>50</sup>

(1) **Vocabulary.** Vocabulary is the collection of words that a speaker must know in order to understand and produce language effectively. Along with grammar and pronunciation, vocabulary is a crucial element of language proficiency. Hatch and Brown define vocabulary as a set of words used by individuals in speaking, listening,

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<sup>48</sup> **Asilestari, L.**, *Students' Difficulties in Speaking English at the Tenth Grade of SMAN 1 Sukoharjo* (Undergraduate Thesis, IAIN Surakarta, 2020), 22.

<sup>49</sup> **Shen, Y.**, "The Roles of Accuracy and Fluency in Second Language Acquisition," *International Journal of Linguistics* 10, no. 2 (2018): 15.

<sup>50</sup> Andi Husnul Khatimah, "The effect of using drama in teaching speaking at Mts 1 kindang (A Pre-Experimental research at the VIII B Grade of Mts 1 kindang)", (thesis, muhammadiyah university makassar, 2020), P. 8

reading, and writing. It plays a central role in the development of communicative competence.<sup>51</sup>

(2) **Pronunciation.** Pronunciation is the way in which words and sounds are articulated, including the correct use of stress, intonation, and rhythm. It falls under the fields of phonetics and phonology. Effective pronunciation is essential for intelligibility in spoken communication. In English, pronunciation supports all four language skills and contributes to clear and meaningful expression.<sup>52</sup>

(3) **Grammar.** Grammar refers to the set of rules that govern the structure of sentences in a language. A strong understanding of grammar allows learners to construct meaningful and well-formed sentences. Harmer (in Malova) emphasizes that knowledge of grammar is essential for competent language users, as it helps them organize their messages clearly. In language learning, grammar helps students express their thoughts logically and correctly.<sup>53</sup>

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<sup>51</sup> Suryadi, "The Effects Of Self-Confidence and Vocabulary Mastery on Students' Speaking Skill", *The Journal of English Language Studies*, Vol 3, No 2, 2018, P. 195-196

<sup>52</sup> Ristati, Nyoman Suparwa, Nengah Sudipa and Ni Made Dhanawaty, "Improving Dayaknessspeaking learners' English Pronunciation", *e-Journal Of Linguistics*, Vol. 13, July 2019, P.291- 292

<sup>53</sup> Siska Anisa Kusumawardani and Endah Mardiyani, "The Correlation Between English Grammar Competence And Speaking Fluency", *The Profesional Jornal of English Education*, Vol. 1, No. 6, November 2018, P. 725-726

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research used a qualitative approach, which is a research process that used descriptive or verbal data from observable people and actors. Qualitative means something related to aspects of quality, value or meaning behind the facts. A quality, value or meaning that can only be expressed and explained through linguistics, language or words.<sup>54</sup>

This study applied a case study as its research method. Case study research is a qualitative research approach in which researchers focus on a unit of study known as a bounded system (e.g., individual teacher, a classroom, or a school) (Gay et al.,).<sup>55</sup> Case study research is an appropriate choice of research method for this study since it tends to describe the context of the study and the extent to which a particular program or innovation has been implemented.<sup>56</sup> The case or the unit of study of the current study is the implementation of the bilingual class program, particularly on the aspects involved in the practice of bilingual class programs at Islamic primary schools.

The researcher used a qualitative descriptive study because the researcher wanted to describe the conditions that was observed in the field in

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<sup>54</sup> Abdul Hamid, Riris Aishah Prasetyowati, *Qualitative, Quantitative and Experimental Research Methodology* (Malang: CV. Literasi Nusantara Abadi, 2022), 20.

<sup>55</sup> L.R.Gay, Geoffrey E. Mills and Peter Airasian in *Educational Research. Competencies for Analysis and Application*. New Jersey: Pearson. 2009. pp. 426-435.

<sup>56</sup> Merriam, S. B., *Qualitative Research and Case Study Applications in Education* (San Francisco: Jossey-Bass, 1998), 41.

a more specific, detailed and in-depth manner regarding the implementation of Bilingual Class in speaking skills of class VII A students at MTs Negeri 10 Jember.

## **B. Setting of Research**

The research setting is the place where the research was carried out. This research carried out at MTsN 10 Jember. The research was conducted at the school because the school had used learning that was compatible with this research and had never conducted any previous research and also the researcher obtained permission from the principal, English teacher and students at MTsN 10 Jember to be used as research. MTsN 10 Jember located in Jl. Puger, No.42 Tutul, Balung, Jember - East Java province which is under the auspices of the Ministry Religion.

## **C. Research Subjects**

Determination of subjects in this study is using purposive sampling. Purposive sampling is a technique used by researcher if researcher had ascertained considerations when collecting samples. For example, due to limited time, manpower and funds, it is not possible to take large and distant samples.<sup>57</sup> Also considering who is considered capable of describing and providing information about the implementation of bilingual classes in improving the speaking skills of class VII students of MTs Negeri 10 Jember. In this study the subjects or informants involved were as follows:

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<sup>57</sup>Umar Sidiq, Moh Miftachul Choiri, Anwar Mujahidin, Qualitative Research Methods in the Field of Education (Ponorogo: CV. Nata Karya, 2019), 114.

### 1. Headmaster

The principal of MTs Negeri 10 Jember named Mr. Moh. Nasir, S.Pd., M.Pd.I. The reason the researcher chose the principal of MTs Negeri 10 Jember as a research subject was that the principal is who is responsible for improving the quality of the education of his institution as well as being the key to success in organizing and managing his education, as well as being knowledgeable about the programs implemented in school institutions

### 2. Class VII bilingual teacher's

Class VII teacher at MTs Negeri 10 Jember named Mrs. Ulul Zakiyah, S.Pd.I the reason the researcher chosed class VII teachers as research subjects was because the teacher is responsible for all management and activities in the class and bilingual class program, and who recognized the characteristics of their students.

### 3. Class VII Students

In the data mining process, the researcher took all the students in class VII A. The reason the researcher took all students of class VII A. Class VII is divided into 3 classes, class A, B, and C. B & C is a regular class while there is one class which is an superior class. namely the combined results of the three classes where there are several students from each class who chose to enter the language development class (bilingual class) so that they will be joined in one class and form a



superior class for language development that focuses on the application of bilingualism.

In this study, the researcher took one class as the research subject and the data were obtained from the students of class VII A which consisted of 28 students. The researcher took this superior class, because this class already used bilingual learning in learning and speaking in two languages at once.

#### **D. Data Collecting Techniques**

Data collection techniques were the most strategic steps in research because the main objective of research is to obtain data. Without knowledge of data collection techniques, a researcher would not obtain data in accordance with applicable data standards. In qualitative research, data collection is carried out in the natural environment (natural conditions), primary data sources, and data collection techniques focus more on participatory observation, in-depth interviews and documents.<sup>58</sup>

Data collection techniques that will be used by researchers in this study are as follows:

##### **1. Observation**

Observation, according to Miles and Huberman, is one of the key techniques in qualitative data collection.<sup>59</sup> They describe observation as a systematic process of watching, listening to, and recording behaviors

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<sup>58</sup>Hardani, "Qualitative & Quantitative Research Methods" (Yogyakarta: CV. Science Library, 2020), 120.

<sup>59</sup> Miles, M. B., & Huberman, A. M. *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications (1994).

and interactions as they naturally occur in a specific setting. In this study the researcher used non-participatory observation, that is, the observer did not participate in the activity, the researcher only played the role of observing the activity, not participating in the activity.<sup>60</sup>

Observation Method in Bilingual Class for Speaking Skills at MTsN 10 Jember :

In this study, the researcher employed an observation method to understand the implementation of bilingual classes in enhancing the speaking skills of seventh-grade students at MTsN 10 Jember. The researcher conducted non-participant observations in the classroom, meaning she observed teaching and learning activities without taking part in them. The observations were carried out during English lessons where both English and Indonesian were used as mediums of instruction.

An observation checklist was utilized to record specific aspects of bilingual teaching practices, including the teacher's use of both languages, strategies to encourage student speaking, classroom interaction patterns, and students' responses during speaking tasks. The researcher paid close attention to how often English was used in instructions, how students engaged in speaking exercises, and how the teacher supported or corrected their speech.

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<sup>60</sup>Hardani, "Qualitative & Quantitative Research Methods" (Yogyakarta: CV. Science Library, 2020), 125.

This method allowed the researcher to gather natural and real-time data on classroom dynamics and how bilingual instruction was practically applied. It also helped in identifying the challenges and successes faced by both teachers and students in promoting speaking skills through a bilingual approach.

## 2. Interview

An interview is an interaction in which rules, responsibilities, feelings, beliefs, motivations and information are exchanged or shared. An interview is not an activity where one person is responsible for leading or starting the conversation while the other person just listens. Interviews are truly an interactive forum where information can be exchanged between the interviewer and the interviewed.<sup>61</sup>

In this study, the researcher used a semi-structured interview as one of the data collection techniques. The semi-structured interview method allows the interviewer to prepare a set of guiding questions related to the research objectives while also offering flexibility to explore emerging topics during the conversation. The process began with careful planning and preparation, including the identification of research goals and the selection of participants relevant to the study. The researcher developed an interview guide consisting of open-ended questions that were designed to encourage participants to share their experiences in depth, particularly regarding the implementation of

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<sup>61</sup>Umar Sidiq, Moh Miftachul Choiri, Anwar Mujahidin, "Qualitative Research Methods in the Field of Education", 61-64.

bilingual classes in speaking skills. During the interview, the researcher created a comfortable environment, built rapport with the interviewees, and followed the interview guide while remaining open to follow-up questions or probes to gain deeper insights. Each interview was recorded (with the participants' consent) and later transcribed verbatim to ensure the accuracy of data. The researcher then analyzed the data by coding the transcripts and identifying themes that addressed the research questions. This method enabled the researcher to obtain rich and detailed information from the participants.

### 3. Documentation

Documentation were recorded of events that had passed, documents can be in the form of writing, drawings, or monumental works of a person.<sup>62</sup>

The documentation data that the researcher wanted to collect is as follows:

- a. Profile and history of MTs Negeri 10 Jember
- b. Vision and mission of MTs Negeri 10 Jember
- c. Teacher data at MTs Negeri 10 Jember
- d. Data on class VIIA students of MTs Negeri 10 Jember

### E. Data analysis technique

Data analysis was carried out by systematically examining and compiling the information gathered from interviews, field notes, and

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<sup>62</sup>Hardani, "Qualitative & Quantitative Research Methods", 150.

documentation. The data were organized into categories and broken down into meaningful units, then synthesized and arranged into patterns. The researcher identified which data were significant and required further attention, and drew conclusions in a structured way so that both the researcher and others could easily understand the findings.

In analyzing the data, the researcher referred to the guidelines provided by Miles and Huberman, which offer systematic procedures for qualitative data analysis. According to Sugiyono, qualitative data analysis involves data reduction, data display, and drawing conclusions.<sup>63</sup> Data reduction referred to the process of selecting, simplifying, and organizing raw data obtained from interviews, field notes, and documentation. Similarly, Miles and Huberman, emphasized that qualitative analysis should involve collecting data, condensing it into manageable units, identifying meaningful patterns, and interpreting those patterns to draw conclusions.<sup>64</sup> These steps helped the researcher identify which information was significant, how it related to the research questions, and how to present it in a coherent and understandable manner. By combining these two approaches, the researcher ensured that the analysis was systematic, grounded in the data, and reflective of the participants' experiences.

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<sup>63</sup> Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2017), 335.

<sup>64</sup> Miles, M. B., & Huberman, A. M. *Qualitative Data Analysis: An Expanded Sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications. (1994).

### 1. Data Condensation

Data condensation were done by selecting, concentrating, simplifying, abstracting, and/or changing data that appears in written field notes, interviews, transcripts, data documents, and other documents.

In this case the researcher wrote a summary based on the results of data collection regarding the implementation of bilingual classes in speaking skills of class VII A students at MTs Negeri 10 Jember. Then, the researcher simplified the results of the summary to continue at the data presentation stage.

### 2. Data Presentation (Data Display)

After the data is summarized, the next step is presenting the data. In qualitative research, data presentation had the form of brief descriptions, graphs, and relationships between categories. Miles and Huberman say that what is commonly used in qualitative research to present data is narrative text.

Presenting the data at this stage the researcher organized the data obtained, if the data is in accordance with the focus of the research, the researcher combined the data into the implementation of bilingual classes in speaking skills of class VII students at MTs Negeri 10 Jember.

### 3. Drawing Conclusions (Verifying Conclusions)

The third step involved drawing and verifying conclusions. The initial conclusions that were drawn remained tentative and were subject to change if they were not supported by sufficient evidence during

subsequent data collection. However, if those preliminary conclusions were later reinforced by strong evidence gathered when the researcher returned to the field, they were then considered credible and trustworthy findings.<sup>65</sup>

At this stage, after the data had been collected and corrected carefully, in accordance with the focus of this research and had been verified, the final stage of the researcher is to give conclusions about the implementation of bilingual class in speaking skills of class VII students of MTs Negeri 10 Jember.

#### **F. Data Validity**

The validity of the data is done to prove whether the research being carried out is truly scientific research as well as to check the data obtained. In this study using two techniques to check the validity of the data, namely as follows:

1. Source triangulation, namely to test the credibility of the data, is done by checking the data that has been obtained from various sources.
2. Technical triangulation is to test the credibility of the data by checking or verifying data from the same source using different techniques.

#### **G. Research Stages**

This study consisted of three research stages, namely the initial field research stage, the field research stage and the final research stage. The stages of this research are as follows:

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<sup>65</sup>Matthew B. Miles, A. Michael Huberman, And Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (USA: SAGE Publishing, 2014), 15-16.



1. Initial stage of field research or preparation

- a. Develop a research plan
- b. Determine the field of research
- c. Manage permits
- d. Observing the research site
- e. Determine research informants
- f. Develop research instruments.

2. Field research stage

- a. Understand the context and purpose of the research
- b. Entering the research field
- c. Look for research sources that have been set
- d. Data collection
- e. Completing incomplete data.

3. Final stage of research

- a. Take care of the letter of completion of the research
- b. Analyze the data obtained
- c. Compile research results in the form of a report
- d. Revise the enhanced report.

## CHAPTER IV

### FINDINGS & DISCUSSION

In this chapter the researcher had been presented the results of the findings and discussions of the research at MTSN 10 Jember The result of observation and interview had been discussed as follows :

#### **A. Research Finding**

##### **1. Data Presentation**

The data and findings from the study were presented and analyzed. Observations, interviews, and documentation were used for data collection. Data analysis was carried out after the data collection process.

##### **a. The Plan of the Bilingual Class in Speaking Skills of 7A grade Students at MTsN 10 Jember.**

In an interviewed with the principal of MTsN 10 Jember, he explained the planning process of the bilingual class program, especially in improved the students' speaking skills through a bilingual strategy. Mr. Moh. Nasir, M.Pd stated:

*“At MTsN 10 Jember, we realize the importance of foreign language proficiency, especially English, for students in this modern era. Therefore, since the beginning of the 2022/2023 academic year, we have designed the bilingual class program as an educational innovation, particularly for Grade 7.”<sup>66</sup>*

Furthermore, the principal explained that in the planning phase, the school coordinated with the vice principal for curriculum affairs,

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<sup>66</sup> Moh.Nasir,M.Pd, “Interview, MTs N 10 Jember” , 22 November 2023.

subject teachers, and English teachers to map out materials suitable for bilingual instruction:

*“We began with coordination meetings among teachers to determine how the bilingual class would be implemented. Additionally, we facilitated bilingual teachers to deliver English materials in the class.”<sup>67</sup>*

He also emphasized that the planning included not only schedule and material preparation but also readiness of both teachers and students:

*“We also prepared supportive learning media, such as bilingual teaching modules and digital media. We aim to create a classroom atmosphere that encourages students to speak English actively, even if it starts with basic, mixed-language use.”<sup>68</sup>*

In an interview with one of the bilingual class teachers at MTsN 10 Jember, she elaborated on the planning process, especially in relation to enhancing students' speaking skills. Mrs. Ulul Zakiyah,

S.Pd said:

*“At the beginning of the academic year, we bilingual teachers, who also teach English, attended coordination meetings with the school and curriculum team. There, we discussed the objectives of the bilingual program and how to integrate English use in the classroom. We created specific bilingual lesson plans that included mandatory sections to be delivered in English, such as commands, classroom instructions, and key terminology. For example, when giving an instruction like ‘Open your book, please!’ I say it in English and then translate it so that students get used to hearing and saying it.”<sup>69</sup>*

She also prepared various activities to train students' speaking skills. As she added:

<sup>67</sup> Moh.Nasir,M.Pd, “Interview, MTs N 10 Jember” , 22 November 2023.

<sup>68</sup> Moh.Nasir,M.Pd, “Interview, MTs N 10 Jember” , 22 November 2023.

<sup>69</sup> Ulul Zakiyah,S.Pd “interview, MTs N 10 Jember” , 22 November 2023.

*“I design learning activities that allow students to become familiar with listening to and using English. I don’t teach entirely in English, but I mix it with Indonesian. I also prepare learning media like short videos, vocabulary flashcards, and worksheets specifically designed to enhance speaking skills.”<sup>70</sup>*

From these interviews, it can be concluded that the planning of the bilingual program at MTsN 10 Jember is conducted systematically and collaboratively, considering curriculum aspects, teacher readiness, and students’ needs. The main focus of the program is to gradually and contextually improve students' English-speaking skills. It is evident that the planning is not only technical but also pedagogical and psychological, aiming to create a supportive learning environment that fosters students’ speaking development in an engaging and gradual manner.

The researcher conducted an interview with one of the 7A bilingual class students at MTsN 10 Jember to explore their understanding and experience of the planning stage in the bilingual class, especially related to speaking skills. Aufa ashfania explained:

*“A bilingual class is when the teacher uses both English and Bahasa Indonesia in the classroom. In the beginning of the semester, our teacher told us that we should try to speak in English, especially when answering questions or doing presentations. Even though we are allowed to use Indonesian if we don’t know how to say something, the teacher encourages us to use English as much as we can and mix it with Indonesian languages.”<sup>71</sup>*

<sup>70</sup> Ulul Zakiyah, S.Pd “interview, MTs N 10 Jember”, 22 November 2023.

<sup>71</sup> Aufa ashfania afida, interview, MTs N 10 Jember, 22 November 2023.

The student also mentioned that before the bilingual class started, there was a placement test and basic English training:

*“Yes, before starting, we had a selection. There was a placement test, and after that, we learned about some basic English sentences to use in class, like ‘I don’t understand’ or ‘Can you repeat, please?’”<sup>72</sup>*

From the results of the interviews we can conclude that, This indicates that the student was involved in and aware of the planning process for the bilingual class and its focus on speaking skills. The use of placement tests, basic training, and provision of supporting media like bilingual posters and vocabulary lists are part of the planning strategy to prepare students for the bilingual learning environment.

**b. The Implementation of bilingual class in speaking skills of 7a grade students at MTs N 10 Jember.**

The implementation for teaching speaking skill in this study was adapted and adopted from Module, for the material “goose and goldens egg” :

In this interview, the researcher asked Mrs. Ulul Zakiyah, S.Pd, a bilingual class teacher, directly about the implementation of bilingual learning in developing the speaking skills of seventh-grade students. Regarding the application of the bilingual program in teaching seventh-grade students to speak, Mrs.Ulul Zakiyah, S.Pd explained:

*“In the bilingual class, I strive to balance the use of English and Indonesian, especially in developing speaking skills. At the beginning of the lesson, I usually use English for greetings and*

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<sup>72</sup> Aufa ashfania afida, interview, MTs N 10 Jember, 22 November 2023.

*basic instructions. If the students seem confused, I assist them in Indonesian. I also use media such as pictures or stories to help them understand the context before they start speaking. “I use a communicative approach, particularly with techniques such as role-playing, storytelling, and pair discussions. as you can see today, in the story ‘The Goose and The Golden Eggs,’ I read the story in English, then ask the students to retell it in their own style, which may include a mix of Indonesian.”<sup>73</sup>*

Based on the observation that researcher do before, this is an of implementation of bilingual class :

*Mrs. Ulul Zakiyah, S.Pd, the teacher of the bilingual class at MTsN 10 Jember, the implementation of bilingual learning in developing students’ speaking skills is carried out through a balanced use of English and Indonesian. At the beginning of the class, she uses English for greetings and simple classroom instructions to habituate the students. However, if the students do not understand, she assists them using Indonesian. This strategy helps reduce anxiety and encourages participation. The teacher adopts a communicative approach that focuses on student interaction. Techniques such as role-playing, storytelling, and pair discussions are frequently applied. One example is during a lesson using the story “The Goose and the Golden Eggs”. The teacher read the story in English, then asked students to retell it in their own words, allowing for a mix of Indonesian and English. This helped students gain confidence in using English actively.*

From classroom observation, the researcher found several key activities:

- 1) Students were asked to retell the story using their speaking abilities.
- 2) They were provided with a vocabulary list in a small box format to translate in Indonesian.

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<sup>73</sup> Ulul Zakiyah, S.Pd “interview, MTs N 10 Jember” , 22 November 2023.



- 3) Student received a vocabulary handbook for Record new vocabulary words in the small box below the short story narrative. and at the end of the class the student asked for memorized that new word for daily vocabulary.
- 4) After retelling, students were asked to identify grammatical structures and tenses used in the story, reinforcing their understanding of sentence construction.

*This approach helped the students become more confident and eager to speak, especially when the materials were interesting and familiar. However, it was also observed that some students were still shy or hesitant. To overcome this, the teacher allowed limited use of Indonesian, which served as a bridge to help them express their thoughts before switching to English.*

The interviews were conducted with two seventh-grade students immediately after the lesson ended. Two students from the bilingual class were interviewed to understand their perspectives regarding the speaking activities in a bilingual learning setting.

Interview with Student 1 (Moh. Trueno Habibi) he told that, he is likes the story:

*"I like it because the story is easy to understand, and the pictures are cute. I was able to speak in both English and Indonesian. I learned that 'greedy' means selfish, and the story also has a lesson."*<sup>74</sup>

One of the students (Angela Mutiullah) also shared:

*"I like it because I can practice speaking. I learned about the story of the goose that lays golden eggs. The words are also*

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<sup>74</sup> moh.trueno habibi,"Interview, MTs N 10 Jember, 22 November 2023



easy, like 'rich,' 'happy,' 'broken.' I also learned how to say them."<sup>75</sup>

In implementing this bilingual class, besides the successes that can be felt, there are always challenges behind the learning process. The main challenge in implementing this bilingual class, according to Mrs. Ulul Zakiyah, S.Pd, is:

*"One of the challenges is the difference in students' abilities. Some are already quite fluent, while others are still very limited. But with a flexible approach and the use of interesting media, I try to unify their learning rhythms. In addition, the learning time sometimes feels insufficient if I want all students to have the opportunity to speak."*<sup>76</sup>



### The Goose and The Golden Eggs

Once a farmer and his wife had a goose. This was a special goose because it laid a golden egg everyday. They sold the eggs and became rich. They were very lucky and happy. Soon they became greedy. They thought of becoming rich faster. "We should cut open the goose and get all the golden eggs," said the farmer. The next morning, they cut open the goose, but there was only a broken egg. They were really sad. They learnt a lesson.



|       |         |         |       |        |
|-------|---------|---------|-------|--------|
| goose | special | rich    | lucky | sad    |
| wife  | golden  | morning | happy | broken |

Figure 4.1 [ the short story for learning in bilingual class]

From the results of the interviews with the students, we can concluded that These responses indicated that students felt motivated by the visual aids, simple vocabulary, and relatable story content. They

<sup>75</sup> angela mutiullah, "interview, MTs N 10 Jember", 22 November 2023

<sup>76</sup> Ulul Zakiyah, S.Pd "interview, MTs N 10 Jember", 22 November 2023.

appreciated the opportunity to speak even if it was not fully in English, and they recognized new vocabulary and moral lessons from the activities.

**c. The evaluated of bilingual class in speaking skills of seventh – grade students at MTs N 10 Jember.**

In this phase, researchers found that the evaluation of bilingual class in speaking skills was conducted by teachers after the teaching and learning program was completed.

The teacher believed that this section would help to solve the problem and provide a solution after the teaching and learning program.

The bilingual teacher said: *"I use evaluation after the learning process by involving students to assess their own peers; in the end, I also use verbal adjudication, which is an important evaluation after learning." I also took the mid-test and final-test scores with writing and speaking assessments in the assessment test. It also discusses speaking material; for the examination, I use themes that they must explain really well in 7 minutes. And I will value in grammar, vocabulary memorization, and pronunciation based on their performing"*<sup>77</sup>.

Based on the interviews, it can be concluded that teachers use formative evaluation, which was used after the teaching learning process to identify problems when the class room activity is contacted. A mid-test and a final-test are also used by teachers to assess student understanding of the material covered in one semester.

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<sup>77</sup> Ulul Zakiyah, S.Pd "interview, MTs N 10 Jember", 22 November 2023.

The interview was also supported by an observation, in which the class teacher asked students to share an opinions on the motion shown afterwards. Students were also asked to practice a conversation and debate exhibition by the teacher. Typically, the teacher formed a group with three students. This was done by the teacher to assess the students' fluency, pronunciation, grammar, and vocabulary.

This data was strongly strengthened by document review, it was explained in the every documents of teaching class and study with mentor that there were: a) Knowledge assessment: it was a writing test or essay test, oral test/ observation toward students" showing opinion or debate exhibition, and b) Skill assessment: it was used to assess students practicing the fluency, pronouncing the vocabulary, intonation in teaching speaking skills. From the interview, observations, and document review, it was concluded that the teacher used formative evaluation for elementary class.

This evaluation was used to measure students" performance. And find out the problem of teaching learning in each week, then find out the best solution for the next meeting. And there were two kind of assessing the student 1) Knowledge assessment, means that answer the paper test. 2) Skill assessment means oral assessment, those are (fluency, pronunciation, vocabulary, and grammar. those two models of assessing have good potentials to improve student speaking skills.

**Table 4.1**

| No | Research Focus   | Research Findings   |
|----|--|---|
| 1  | <i>The Planning of the Bilingual Class in Speaking Skills of Grade 7A Students at MTsN 10 Jember.</i>      | <i>From the results of the interviews we can conclude that, This indicates that the student was involved in and aware of the planning process for the bilingual class and its focus on speaking skills. The use of <b>placement tests</b>, <b>basic training</b>, and <b>provision of supporting media</b> like <b>bilingual posters</b> and <b>vocabulary lists</b> are part of the planning strategy to prepare students for the bilingual learning environment.</i>  |
| 2  | <i>The implementatin of the Bilingual Class in Speaking Skills of Grade 7A Students at MTsN 10 Jember.</i> | <i>During the implementation, the teacher used both English and Indonesian to deliver instructions, explanations, and classroom interactions. Teachers encouraged students to respond in English, especially during speaking activities such as dialogues, presentations, and Q&amp;A sessions. The bilingual strategy made students more confident to try speaking English, though some still struggled with vocabulary and sentence structure. Visual aids, games, and peer collaboration were used to support understanding and participation.</i> |
| 3  | <i>The evaluate of the Bilingual Class in Speaking Skills of Grade 7A Students at MTsN 10 Jember.</i>      | <i>The evaluation stage was conducted to determine the extent to which the implementation of bilingual classes had an impact on students' speaking skills. Based on the documentation of assessment results and interviews with teachers, it was found that the evaluation was carried out through formative and summative assessments that focused on students' speaking skills. Teachers also provided reflections on the obstacles faced by students, such as a lack of vocabulary and confidence in speaking English.</i>                         |

## B. Discussion

The implemented of bilingual class at MTs Negeri 10 Jember in speaking skills of seventh-grade students' follows three primary stages: planning, implementation, and evaluation. This section analyzes the findings based on theoretical underpinnings presented in Chapter II and previous research.

### 1. Planning Stage

The planning process for the bilingual class at MTs N 10 Jember had been carefully structured. According to M. Sobry Sutikno, lesson planning was a process of preparing everything needed to achieve specific learning objectives, including determining the materials, media, strategies, and assessments.<sup>78</sup> Similarly, Zainal Arifin described lesson planning as a set of rational decisions regarding what should be done, when, how, and by whom.<sup>79</sup>

In the field, the school conducted planning through coordination meetings involving the principal, curriculum team, and bilingual teachers. These meetings focused on determining learning objectives, designing English-integrated materials, and preparing students through placement tests and vocabulary enrichment. Learning media such as bilingual modules and visual aids were also prepared in advance. These actions reflected the theoretical emphasis that effective planning must consider

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<sup>78</sup> M. Sobry Sutikno, *Belajar dan Pembelajaran* (Bandung: Remaja Rosdakarya, 2008).

<sup>79</sup> Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2009).

students' initial competence, the learning environment, and instructional goals.

## 2. Implementation Stage

The implementation of bilingual learning at MTs N 10 Jember followed the stages proposed by Atwi Suparman, which included introductory, core, and closing activities.<sup>80</sup> During introductory activities, the teacher used greetings and simple instructions in English to create exposure. In the core activity, students engaged in storytelling, retelling, and pair discussions. Closing activities included summary and reflection.

This stage directly aligned with the theory of Richards and Rodgers, who stated that implementation is the way a method is realized in classroom teaching and involves the use of specific procedures and techniques.<sup>81</sup> At MTs N 10 Jember, the communicative language teaching (CLT) method was implemented. It emphasized student interaction through language functions and meaningful communication. The use of bilingual storytelling, dialogues, and vocabulary recitation served as communicative strategies to foster language use.

In line with Brisk, who explained that a bilingual class uses two languages to teach academic content, the teacher at MTs N 10 Jember combined English and Indonesian as scaffolding.<sup>82</sup> English was used dominantly for instructions and tasks, while Indonesian was applied for

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<sup>80</sup> Atwi Suparman, *Desain Instruksional Modern* (Jakarta: Erlangga, 2001).

<sup>81</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2022).

<sup>82</sup> Maria Estela Brisk, *Bilingual Education: From Compensatory to Quality Schooling* (New Jersey: Lawrence Erlbaum Associates, 2006).



clarification. This balanced approach helped students gradually become confident in speaking.

### 3. Evaluation Stage

Evaluation in the bilingual class was conducted through both formative and summative approaches. According to the theory of evaluation presented by Zainal Arifin, learning evaluation is a process of judging the value of learning outcomes based on collected data.<sup>83</sup> In practice, the bilingual teacher at MTs N 10 Jember used peer assessments, teacher evaluations, oral performances, and speaking tests.

Based on Shen and Harmer, speaking assessments should measure accuracy (grammar, pronunciation, vocabulary) and fluency.<sup>84</sup> These criteria were reflected in the bilingual classroom practices, such as students retelling a story, practicing conversations, and explaining a topic with limited preparation time.<sup>85</sup> Teacher used rubrics that assessed the four components of speaking: vocabulary mastery, pronunciation clarity, grammatical accuracy, and speech fluency.

The evaluation activities were consistent with Richards & Rodgers' framework that stressed the importance of evaluating not only students'

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<sup>83</sup> Zainal Arifin, *Evaluasi Pembelajaran* (Bandung: Remaja Rosdakarya, 2017), 18.

<sup>84</sup> Ming Shen, "A Study of English Speaking Problems of Thai Students," *International Journal of Social Science and Humanity* 3, no. 6 (2013): 481–483.

<sup>85</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Harlow: Pearson Education, 2007).



language output but also the effectiveness of the teaching techniques and classroom interaction in supporting communicative competence.<sup>86</sup>

#### 4. Speaking Skills and Bilingual class program

Speaking skills, according to Boonkit and Yulianti et al.,<sup>87</sup> are essential for expressing ideas and interacting in real situations.<sup>88</sup> At MTs N 10 Jember, students' speaking skills were developed through various bilingual activities. Based on the theoretical breakdown:

- a. Fluency was developed through storytelling and frequent oral exercises.
- b. Vocabulary was strengthened by vocabulary memorization tasks and guided translation.
- c. Pronunciation was enhanced through repetition and correction.
- d. Grammar was addressed by analyzing the structure of retold stories.

This comprehensive approach demonstrated that the program aligned with the theoretical elements of speaking as a complex and interrelated skill set.

#### 5. Synthesis with Previous Studies

The research findings were in agreement with Agustian & Sujarwati, who reported that bilingual class programs improved students'

<sup>86</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2022).

<sup>87</sup> Yulianti et al., "The Importance of Speaking in Language Learning," *ELTIN Journal* 1, no. 1 (2013): 10–20.

<sup>88</sup> Kamoltip Boonkit, "Enhancing the Development of Speaking Skills for Non-native Speakers of English," *Procedia Social and Behavioral Sciences* 2, no. 2 (2010): 1305–1309.

confidence and speaking ability.<sup>89</sup> This study also supported the findings of Mislina, who emphasized the importance of using visual aids and role-play in bilingual speaking classes.<sup>90</sup> The gradual language exposure strategy used at MTs N 10 Jember also echoed the findings of Fauziah<sup>91</sup> and Hidayat & Aliyah, who highlighted the role of vocabulary enrichment and differentiated instruction to support various student proficiency levels.<sup>92</sup>

While some challenges remained such as inconsistent fluency levels and student hesitation teacher mitigated them by allowing limited use of Indonesian and focusing on motivation through engaging materials.




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<sup>89</sup> Agustian and Sujarwati, "The Impact of Bilingual Class Program on Students' Speaking Ability," *J. of English Lang. Teaching and Linguistics* 8, no. 2: 112–125. (2023)

<sup>90</sup> Mislina, "Making Proficient Young EFL Learners in a Bilingual Speaking Class: Challenges and Strategies," *Indonesian EFL Journal* 10, no. 1: 23–38. (2023)

<sup>91</sup> Fauziah, "Vocabulary Recitation Program in Bilingual Class," *J. of Language and Education Innovation* 4, no. 1: 55–66. (2022)

<sup>92</sup> Hidayat & Aliyah, "Strategies for Teaching Speaking in Bilingual Junior High Schools," *English Education Journal* 9, no. 1: 20–32. (2021)

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter provides suggestions and conclusions based on the research that has been conducted.

#### **A. Conclusion.**

Based on the results of the research that had been carried out, the author makes the following decisions:

The implementation of bilingual classes in speaking skills of seventh grade students at MTS N 10 Jember had been succeeded in improved students' ability to speak English, because students easily express simple sentences in English and 7th grade students can understand speakers who use English, but in this success it certainly has obstacles faced by MTS N 10 Jember when the process of implemented this bilingual class is the lack of environment and guardians of students who are not accustomed to foreign languages, inadequate facilities and infrastructure, lack of English tutors and the last obstacle is the difficulty of applying the use of English to other subjects, so this program is often carried out in the English language learning process only.

#### **B. Suggestions**

Based on the results of the study, some suggestions for consideration are given to the following parties:

1. Suggestion for students

As learners, it is important for them to develop the talent of speaking English well and correctly in order to communicate every day while learning English. It is important for them to communicate every day while learning English. bilingual class as one of the ways to improve English proficiency, helps students.

## 2. Suggestions for Teachers and schools

For teachers, hopefully they can activate communication using English more especially through bilingual classes which hopefully can be used for every subject, and make English the language of education, and hopefully schools can provide better facilities and infrastructure.

## 3. Suggestions for future researchers

The results of this study can be used as a source of information for future researchers who want to conduct other research related to bilingual classes. can also be a source for other researchers as an alternative to conduct research and deficiencies in this study can be continued in further research to get better research

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### Appendix 1 : Matrix

| Title   | Variable  | Indicators  | Source of Data   | Research Method  | Research Problem   |
|---|---|---|--|--|--|
| THE IMPLEMENTATION OF BILINGUAL CLASSES IN SPEAKING SKILLS OF SEVENTH - GRADE STUDENTS AT MTs N 10 JEMBER (INDONESIAN-ENGLISH). | a. BILINGUAL CLASS METHOD<br>b. SPEAKING SKILLS | a. Learning Method<br>a. Grammar<br>b. Vocabulary<br>c. pronunciation | - Seventh-grade students of MTs N 10 Jember<br>- Bilingual Teacher<br>- Headmaster | <b>a. Research Design</b><br>- Qualitative Descriptive<br><b>b. Collecting Data</b><br>- Observation<br>- Interview<br>- Documentation | 1. How is the plan of bilingual classes in speaking skills of class VIIA students of MTs Negeri 10 Jember?<br>2. How is The implement of Bilingual Classes in speaking skills of class VIIA students of MTs Negeri 10 Jember?<br>3. How is the evaluate of bilingual classes in speaking skills of class VIIA students of MTs N 10 Jember? |



## Appendix 2 : School Profile



Madrasah Tsanawiyah Negeri 10 Jember is an education implementing unit under the inauguration by the minister of religion of the Republic of Indonesia. MTsN 10 Jember was established on October 25, 2017, with the change from MTs SA Balung to MTsN 10 Jember based on the decree of the minister of religion of the Republic of Indonesia number 906. In 2015 MTsN 10 Jember already had B accreditation and implemented 9 years of compulsory education. MTsN 10 Jember is located in the southern region of Jember Regency, precisely on Jl. Puger No 42, Tutul Village, Balung District. This school has a land area of approximately 8,376 square meters. Currently, MTsN 10 Jember is led by Mr. Moh. Nasir S.Pd. M.Pd.I (2021-2025) and has achieved A accreditation.

### **Vision:**

The realization of religious individuals, superior in achievement, and competitive.

### **Mission:**

1. To provide quality education in both academic and non-academic fields by fostering Islamic culture (wearing Islamic attire, reading *Asmaul Husna*, performing *Dhuha* and *Dhuhr* prayers in congregation, reading the Qur'an, and praying before and after learning).
2. To instill noble character and proper manners (handshakes and greetings, using polite language).
3. To achieve academic excellence (1st place in KSM, OSN, and other academic competitions at the district level).
4. To achieve non-academic excellence (1st place in PORSENI, POPDA, and other competitions), and to cultivate a competitive culture in the school.

#### **Condition and Situation of the Madrasah:**

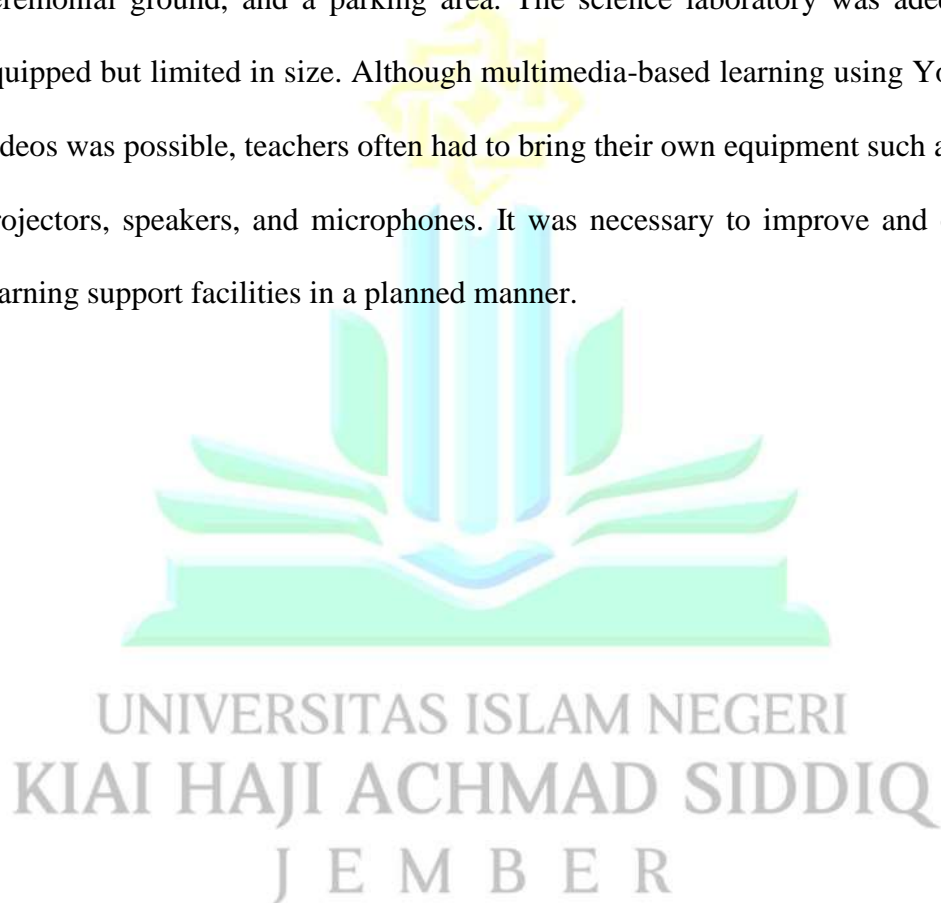
The school was strategically located in a quiet area, far from densely populated neighborhoods, which supported teaching and learning activities. Access to the school was easy, and the surrounding environment was conducive to learning.

#### **Condition of Grade VII Students:**

There were 96 seventh-grade students divided into three classes, each consisting of 32 students. The students demonstrated critical, logical, and realistic thinking abilities. Teachers, especially in science subjects, needed to use concrete and visual learning media to enhance students' comprehension. Based on classroom observations, students showed high learning enthusiasm, especially when learning was interactive rather than monotonous through lecture methods.

### Facilities and Infrastructure:

MTsN 10 Jember had classrooms for grades 7 to 9, a science laboratory, a teachers' room, a principal's office, an administrative office, a canteen, a ceremonial ground, and a parking area. The science laboratory was adequately equipped but limited in size. Although multimedia-based learning using YouTube videos was possible, teachers often had to bring their own equipment such as LCD projectors, speakers, and microphones. It was necessary to improve and expand learning support facilities in a planned manner.



### Appendix 3 : Lesson plan of Bilingual class

#### Rencana Program Bilingual Class - Kelas VII MTs

Satuan Pendidikan : MTsN 10 Jember  
 Mata Pelajaran : Bahasa Inggris (dengan pendekatan bilingual)  
 Kelas/Semester : VII / Ganjil  
 Materi : Narrative Text – "The Goose and The Golden Eggs"  
 Alokasi Waktu : 2 x 40 menit  
 Nama Guru : Ulul Zakiyah, S.Pd.

#### A. Tujuan Pembelajaran

Melalui teks cerita sederhana, siswa diharapkan dapat:

1. Memahami isi cerita 'The Goose and The Golden Eggs'.
2. Mengidentifikasi kosakata kunci dari teks.
3. Melatih speaking skill dengan menceritakan ulang cerita.
4. Menunjukkan sikap percaya diri dalam berbicara.

#### B. Materi Pembelajaran

1. Teks Naratif: The Goose and The Golden Eggs
2. Kosakata Kunci: goose, special, rich, lucky, sad, wife, golden, morning, happy, broken
3. Struktur Cerita: Orientation, Complication, Resolution

#### C. Metode dan Pendekatan

1. Pendekatan: Scientific Approach
2. Metode: Reading aloud, group discussion, storytelling, guided speaking

#### D. Media dan Sumber Belajar

1. Media: Gambar/teks cerita, flashcard kosakata
2. Sumber: Buku teks siswa kelas VII, LKS bilingual

E. Langkah-Langkah Pembelajaran

1. Kegiatan Pendahuluan (10 menit)
  - a. Greeting bilingual
  - b. Guru menunjukkan gambar dan apersepsi
  - c. Menjelaskan tujuan pembelajaran
2. Kegiatan Inti (60 menit)

A. Mengamati (Reading + Listening) (15 menit)

1. Guru membacakan teks, siswa mengikuti.
2. Menjelaskan kosakata kunci.

B. Menanya (10 menit)

1. Siswa menanyakan arti kata.

C. Mengeksplorasi (15 menit)

1. Kelompok menyusun kembali cerita.

D. Mengkomunikasikan (20 menit)

1. Presentasi bilingual secara sederhana.

F. Penutup

1. Guru memberi umpan balik.
2. Refleksi dan PR: Menulis cerita moral sederhana.

G. Penilaian

1. Sikap: Kepercayaan diri, kerja sama
2. Pengetahuan: Memahami isi cerita
3. Keterampilan: Speaking

H. Refleksi & Tindak Lanjut

1. Guru memberikan umpan balik.
2. Siswa menuliskan pesan moral cerita.
3. Tugas rumah: Membuat cerita moral sederhana dan menceritakannya minggu depan.

| Minggu | Topik                      | Kegiatan                | Bahasa Pengantar  |
|--------|----------------------------|-------------------------|-------------------|
| 1      | Orientation & Ice Breaking | Perkenalan, games       | Bilingual (50:50) |
| 2      | Self-Introduction          | Monolog dan feedback    | 70% English       |
| 3      | Daily Activities           | Role play, Q&A          | 80% English       |
| 4      | Giving Opinions            | Diskusi kelompok        | English           |
| 5      | Expressing Agreement       | Debat mini              | English           |
| 6      | Describing Places          | Presentasi visual       | English           |
| 7      | Storytelling               | Cerita pendek           | English           |
| 8      | Mid-Project: Interview     | Simulasi wawancara      | Bilingual         |
| 9      | Future Plans               | Dialog interaktif       | English           |
| 10     | Public Speaking Techniques | Workshop + latihan      | Bilingual         |
| 11     | Debate                     | Tim debat               | English           |
| 12     | Presentation Skills        | Presentasi kelompok     | English           |
| 13     | Final Project Preparation  | Revisi dan latihan      | Bilingual         |
| 14     | Final Project Presentation | Presentasi full English | English           |
| 15     | Reflection & Feedback      | Diskusi terbuka         | Bilingual         |
| 16     | Program Evaluation         | Kuis & evaluasi         | Bilingual         |

## **Appendix 4 : Formative & summative assesment**

### **Formative and Summative Assessment in Bilingual Class Program**

#### **A. Formative Assessment (During the Learning Process)**

Formative assessment was used continuously during the learning process to monitor students' speaking development in the bilingual class. The primary purpose of this assessment was to provide real-time feedback and support students' language growth effectively.

##### **1. Observation Checklist**

Teachers observed students during speaking activities such as role-plays, Q&A sessions, and storytelling. The observed aspects included:

- Use of English and Indonesian appropriately
- Relevance of responses to questions
- Willingness to speak in class
- Fluency in delivering simple sentences
- Interaction with peers

##### **2. Peer Assessment**

Students evaluated their peers using a simple rubric with the following indicators:

- Fluency
- Pronunciation
- Vocabulary Use
- Confidence

##### **3. Vocabulary Activities**

Students maintained a vocabulary note where they recorded new words learned during class. Teachers checked how well students understood and used these words in speaking activities.

##### **4. Mini Speaking Tasks**

At the end of each lesson, students were assigned short speaking tasks (1-2 minutes), such as:

- Describing a picture



- Retelling a short story in English and Indonesian
- Giving opinions using simple bilingual sentences

### 5. Teacher Feedback Sessions

Teachers provided direct oral feedback after each speaking activity and documented individual progress. This feedback was used to help students improve gradually and with confidence.

### B. Summative Assessment (Final Test)

Summative assessment was administered at the end of the instructional period to evaluate students' speaking performance in the bilingual class.

**Type of Assessment:** Individual Speaking Performance

**Duration:** 5–7 minutes per student

#### Test Instructions:

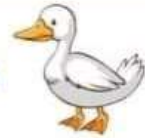
Students selected one topic previously studied in class (e.g., "The Goose and the Golden Eggs", "My School Life", "My Dream Job"). They prepared a short oral presentation in English, with optional Indonesian for clarification. After the presentation, students responded to 2–3 bilingual questions from the teacher or peers.

#### Scoring Rubric:

| Aspect                      | Description   | Max Score  |
|-----------------------------|---|------------|
| Fluency                     | Speaks smoothly with minimal hesitation or repetition                       | 20         |
| Vocabulary Use              | Uses appropriate and varied vocabulary, including words from vocabulary box | 20         |
| Pronunciation               | Clear and understandable pronunciation                                      | 20         |
| Grammar Accuracy            | Correct sentence structure, tenses, and subject-verb agreement              | 20         |
| Comprehension & Interaction | Understands questions and responds logically in simple conversations        | 20         |
| <b>Total</b>                |   | <b>100</b> |

## Appendix 5 : Assesment task for speaking ability

### The Goose and The Golden Eggs



Once a farmer and his wife had a goose. This was a special goose because it laid a golden egg everyday. They sold the eggs and became rich. They were very lucky and happy. Soon they became greedy. They thought of becoming rich faster.



"We should cut open the goose and get all the golden eggs," said the farmer. The next morning, they cut open the goose, but there was only a broken egg. They were really sad. They learnt a lesson.

|       |         |         |       |        |
|-------|---------|---------|-------|--------|
| goose | special | rich    | lucky | sad    |
| wife  | golden  | morning | happy | broken |

### Appendix 6 : Student Attendance

| No | Nama Siswa           | Tanda Tangan |
|----|----------------------|--------------|
| 1  | NUR RIZKIKAZ AZIZAH  |              |
| 2  | AUFA ASYFANIA AFIDA  |              |
| 3  | HOMILUS HILMI        |              |
| 4  | ARINI MAULIDIYA L.   |              |
| 5  | MAULA FADIL F        |              |
| 6  | AHMAD HAMDANI M      |              |
| 7  | M. NUR RIZKI AL AMIN |              |
| 8  | M. TRUENO HABIBI     |              |
| 9  | M. MARVIN            |              |
| 10 | M. WIRAYUDA          |              |
| 11 | REVANDO PRAYUDI      |              |
| 12 | ULFA RUWAIDA         |              |
| 13 | DYNI AHSANTI         |              |
| 14 | PUTRI JUNAITA FAUZIA |              |
| 15 | RIVI FEICILA EFFENDI |              |
| 16 | ANGELA MUTIULLAH     |              |
| 17 | NAILA NUR FAIZAH     |              |
| 18 | INDI DWI AYU LESTARI |              |
| 19 | AURA ARIVA ARILIA    |              |
| 20 | ADAM PANJI ASMORO    |              |
| 21 | ACH SYAIFUDIN ZUHRI  |              |
| 22 | WIRA WAHYU W         |              |
| 23 | M. AMIN              |              |
| 24 | ALVIANO ADINATA . R  |              |
| 25 | M. SYAIFUL RIZKI     |              |
| 26 | ZAHRA DWI MAULIDA    |              |
| 27 | BAGAS ADI W.         |              |
| 28 | REVAL MAULANA R.     |              |

**Appendix 7 : Scoring Rubric****SCORING RUBRIC**

| <b>No</b> | <b>Categories</b> | <b>Aspect</b>   | <b>Range</b> | <b>Score</b> |
|-----------|-------------------|---|--------------|--------------|
| <b>1</b>  | Pronunciation     | Unsatisfactory (incomprehension or no response)   | 1            |              |
|           |                   | Fair (many phonemic errors, very difficult to perceive meaning)   | 2            |              |
|           |                   | Good (occasional phonemic errors, but generally comprehensible)   | 3            |              |
|           |                   | Very good (phonemically accurate pronunciation throughout)  | 4            |              |
| <b>2</b>  | Vocabulary        | Unsatisfactory (very limited vocabulary make comprehension quite difficult)   | 1            |              |
|           |                   | Fair (frequent use the wrong words; speed limited to simply vocabulary)   | 2            |              |
|           |                   | Good (sometimes use inappropriate terms or around about language because of inadequate vocabulary)                                | 3            |              |
|           |                   | Very good (rarely has trouble)  | 4            |              |
| <b>3</b>  | Grammar           | Unsatisfactory (usage definitely unsatisfactory, frequently need to rephrase construction or restrict himself to basic structure) | 1            |              |
|           |                   | Fair (error of basic structure, meaning occasionally, obscure meaning)  | 2            |              |
|           |                   | Good (occasional grammatical errors which do not obscure meaning)   | 3            |              |
|           |                   | Very good (few noticeable errors)   | 4            |              |

## Appendix 8 : Observation Check List of Teacher and Students.

### a. Observation Checklist of teacher during bilingual class Activities

School : MTs N 10 JEMBER

Class : VII a

Day/Date : Wednesday, 22 November 2023

| No | Specific Activities observed in the teaching and learning process   | Yes | No |
|----|---|-----|----|
|    | <b>The teacher's role in teaching and learning process:</b>   |     |    |
| 1. | The lead teacher connects the material with other knowledge that is relevant and easy for students to understand    | ✓   |    |
| 2. | The teacher explains the material clearly and easy to understand  | ✓   |    |
| 3. | The interaction between teachers and students is created directly in the classroom                                  | ✓   |    |
| 4. | The teacher manages the classroom and learning situations in the classroom  | ✓   |    |
| 5. | The teacher provides opportunities for students to ask questions and discuss using english language                 | ✓   |    |
| 6. | The teacher provides opportunities for students to speak, express their thoughts and ideas                          | ✓   |    |
|    | <b>Active participation and contribution of students during the teaching and learning process in the classroom:</b> |     |    |
| 1. | Readiness of students in participating in the learning process  | ✓   |    |
| 2. | Students pay attention to the teacher's explanation   | ✓   |    |
| 3. | Students answer the teacher's questions correctly   |     |    |
| 4. | Students ask questions to clarify understanding   | ✓   |    |
| 5. | Students' ability to work together in discussion groups   | ✓   |    |
| 6. | The activeness of students in interacting with the teacher.   | ✓   |    |

### b. Observation Checklist of Student Speaking Activities

**Class:** VII A (Bilingual Class)

**School:** MTs Negeri 10 Jember

#### I. Indicators of Student Participation in Speaking (Based on Vocabulary, Grammar, Pronunciation, and Fluency)

| No. | Observed Item  | Yes | No | Remarks |
|-----|--|-----|----|---------|
| 1   | Student actively participates in speaking activities (dialogue, Q&A, etc.)   | ✓   |    |         |
| 2   | Student attempts to use English in classroom interaction                     | ✓   |    |         |
| 3   | Student uses newly memorized vocabulary in speaking tasks                    | ✓   |    |         |
| 4   | Student pronounces words clearly and understandably                          | ✓   |    |         |
| 5   | Student can construct simple sentences with correct grammar                  | ✓   |    |         |
| 6   | Student is confident in expressing opinions or ideas orally                  | ✓   |    |         |
| 7   | Student speaks fluently with minimal hesitation                              | ✓   |    |         |
| 8   | Student engages in group speaking tasks (roleplay, discussion, storytelling) | ✓   |    |         |
| 9   | Student asks questions or responds using English                             | ✓   |    |         |
| 10  | Student responds positively to teacher's correction (pronunciation/grammar)  | ✓   |    |         |

## Appendix 9 : Format of Interview

### 1. Informant Identity: Principal

- **Name:** Moh. Nasir, M.Pd.  
(*Nama: Moh. Nasir, M.Pd.*)
- **Position:** Principal of MTsN 10 Jember  
(*Jabatan: Kepala MTsN 10 Jember*)
- **Purpose:**  
To obtain in-depth information about the planning, implementation, and evaluation of the bilingual class program, particularly in improving the speaking skills of seventh-grade students.  
(*Tujuan: Untuk memperoleh informasi mendalam mengenai perencanaan, pelaksanaan, dan evaluasi program kelas bilingual, khususnya dalam pengembangan keterampilan berbicara siswa kelas VII.*)

#### A. Planning

1. What is the main objective of implementing the bilingual class at MTsN 10 Jember?  
(*Apa tujuan utama dari diadakannya kelas bilingual di MTsN 10 Jember?*)
2. How was the initial planning process of the bilingual program carried out in this school?  
(*Bagaimana proses perencanaan awal program bilingual dilakukan di sekolah ini?*)
3. What resources (teachers, books, media) were prepared for the program?  
(*Apa saja sumber daya (guru, buku, media) yang dipersiapkan?*)

#### B. Implementation

1. What is the role of teachers in the implementation of the bilingual program?  
(*Bagaimana peran guru dalam pelaksanaan program bilingual?*)
2. What specific strategies are used to support students' speaking skills?  
(*Apa strategi khusus yang digunakan untuk mendukung keterampilan berbicara siswa?*)

### 2. Informant Identity: English Teacher of the Bilingual Class

- **Purpose:**  
To understand how the teacher designs, implements, and evaluates the bilingual teaching approach, especially in improving students' speaking skills.



*(Tujuan: Untuk memahami bagaimana guru merancang, menerapkan, dan mengevaluasi pendekatan pembelajaran bilingual, khususnya dalam meningkatkan keterampilan berbicara siswa.)*

### **A. Planning**

1. How do you design the lesson plan (RPP) for the bilingual class, particularly focusing on speaking?  
*(Bagaimana Anda merancang RPP untuk kelas bilingual yang berfokus pada keterampilan berbicara?)*
2. Are there any routine activities such as vocabulary recitation or English Day?  
*(Apakah ada kegiatan rutin seperti hafalan kosakata atau English Day?)*

### **B. Implementation**

1. What language is dominantly used in the classroom?  
*(Bahasa apa yang dominan digunakan dalam kelas?)*
2. What activities are used to practice speaking (e.g., roleplay, Q&A)?  
*(Aktivitas apa saja yang digunakan untuk melatih speaking seperti roleplay, tanya-jawab, dll)?*
3. How do you respond to students' speaking errors (grammar, pronunciation)?  
*(Bagaimana Anda menanggapi kesalahan berbicara siswa seperti grammar dan pronunciation?)*

### **C. Evaluation**

1. What method do you use to assess students' speaking skills?  
*(Metode apa yang Anda gunakan untuk menilai kemampuan berbicara siswa?)*
2. Do you use a speaking assessment rubric? What does it look like?  
*(Apakah Anda menggunakan rubrik penilaian berbicara? Seperti apa bentuknya?)*

## **3. Informant Identity: Seventh A Grade Bilingual Class Students**

- **Purpose:**  
To explore students' experiences, confidence, challenges, and preferences in the bilingual speaking class.  
*(Tujuan: Untuk menggali pengalaman, kepercayaan diri, tantangan, dan kesukaan siswa dalam kelas bilingual khususnya dalam keterampilan berbicara.)*

**Questions:**

1. Do you feel more confident in speaking English after joining the bilingual class?  
*(Apakah kamu merasa lebih percaya diri dalam berbicara Bahasa Inggris setelah ikut kelas bilingual?)*
2. What activities do you enjoy the most in the bilingual class?  
*(Aktivitas apa yang paling kamu sukai dalam kelas bilingual?)*
3. Do you feel that the teacher often helps you when you have difficulty speaking?  
*(Apakah kamu merasa guru sering membantumu saat kamu kesulitan berbicara?)*
4. What is the biggest challenge you face in speaking English in class?  
*(Apa tantangan terbesar yang kamu hadapi dalam berbicara Bahasa Inggris di kelas?)*



## Appendix 10 : Documentation

Figure of the researcher ask for permition for observation activity



Figure of the interviewed the principal of MTs N 10 Jember



figure of implementation of bilingual class

figure of students bilingual class activity retelling the story.



This figure showed students identified the gramatical tense of the story.





**figure of interviewed the teacher of bilingual class**



## Appendix 11 : Research permission Letter

|  |   |
|--|---|
|  <p>UNIVERSITAS ISLAM NEGERI<br/>KIAI HAJI ACHMAD SIDDIQ<br/>JEMBER</p> | <p><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b><br/> <b>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</b><br/> <b>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</b></p> <p>Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136<br/>         Website: <a href="http://itik.uinkhas-jember.ac.id">www.http://itik.uinkhas-jember.ac.id</a> Email: <a href="mailto:tarbiyah.iainjember@gmail.com">tarbiyah.iainjember@gmail.com</a></p> |
|--|---|

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Nomor : B-4416/In.20/3.a/PP.009/11/2023  
 Sifat : Biasa  
 Perihal : Permohonan Ijin Penelitian

Yth. Kepala MTs N 10 Jember  
 Jl puger No. 42 Tutul Balung Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

|               |                         |
|---------------|-------------------------|
| NIM           | : T20186081             |
| Nama          | : ZITNI KARIMATUN NISAK |
| Semester      | : Semester Sebelas      |
| Program Studi | : Tadris Bahasa Inggris |

Untuk mengadakan Penelitian/Riset mengenai "Analysis Of The Implementation Of Bilingual Classes (Indonesian - English) To Improve The Speaking Skills Of Seventh Grade Students Of Mts Negeri 10 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Moh. Nasir, S.Pd, M.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 November 2023  
 an. Dekan,  
 Wakil Dekan Bidang Akademik,



**UNIVERSITAS ISLAM NEGERI**  
**KIAI HAJI ACHMAD SIDDIQ**  
**J E M B E R**

## Appendix 12 : Research Finishing Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER**  
**MADRASAH TSANAWIYAH NEGERI 10 JEMBER**  
 Jalan Puger Nomor 42 Tutul Balung Jember 68161 Telepon (0336) 623244  
 Website: [www.mtsn10jbr.sch.id](http://www.mtsn10jbr.sch.id); E-mail: [mtsn10jember@gmail.com](mailto:mtsn10jember@gmail.com)

**SURAT KETERANGAN**  
**Nomor: B- 901 /Mts.13.32.10/PP.00/12/2023**

Yang menyatakan di bawah ini:

Nama : Moh. Nasir, S.Pd., M.Pd. I  
 NIP : 197703172005011008  
 Jabatan : Kepala Madrasah

Menerangkan bahwa:

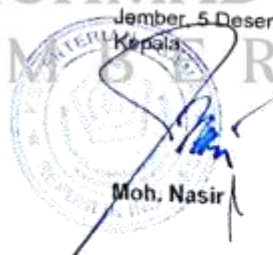
Nama : Zitni Karimatun Nisak  
 NIM : T20186081  
 Fakultas : Tarbiyah dan Ilmu Keguruan  
 Jurusan/Prodi : Tadris Bahasa Inggris  
 Universitas : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember.

Telah selesai melaksanakan penelitian di Madrasah Tsanawiyah Negeri 10 Jember dari tanggal 1 November s.d 1 Desember 2023 dengan judul **"Analysis Of The Implementation Of Bilingual Classes (Indonesian - English) To Improve The Speaking Skills Of Seventh Grade Students Of MTs Negeri 10 Jember"**

Demikian surat keterangan ini, untuk dipergunakan sebagaimana mestinya.

Jember, 5 Desember 2023








Kepala

  
 Moh. Nasir



### Appendix 13 : Journal Research

#### JURNAL KEGIATAN PENELITIAN

| No | Time                           | Activity   | Informant           | Signature   |
|----|--------------------------------|--|---------------------|---|
| 1  | November 13 <sup>th</sup> 2023 | Menyerahkan surat permohonan penelitian dan melakukan wawancara dengan kepala madrasah MTs N 10 JEMBER   | Moh. Nasir, M.Pd    |    |
| 2  | November 13 <sup>th</sup> 2023 | Menemui guru Bahasa Inggris MTs N 10 JEMBER untuk konsultasi waktu penelitian  | Ulul Zakiyah, S.Pd. |    |
| 3  | November 20 <sup>th</sup> 2023 | Mengamati berjalannya pembelajaran menggunakan metode bilingual di kelas VIIA MTs N 10 JEMBER  | Ulul Zakiyah, S.Pd. |    |
| 4  | November 21 <sup>th</sup> 2023 | Menyampaikan rencana penerapan pembelajaran menggunakan metode bilingual   | Ulul Zakiyah, S.Pd. |    |
| 5  | November 22 <sup>nd</sup> 2023 | Melaksanakan kegiatan penerapan pembelajaran menggunakan metode bilingual dan memberikan short story untuk test ability                                  | Ulul Zakiyah, S.Pd. |  |
| 6  | November 27 <sup>th</sup> 2023 | Melaksanakan test dengan memberikan teks kepada siswa dan melakukan penilaian terhadap kemampuan retelling siswa setelah diberikan perlakuan (treatment) | Ulul Zakiyah, S.Pd. |  |
| 7  | November 28 <sup>th</sup> 2023 | Mengurus Surat Ijin selesai Penelitian di MTs N 10 Jember  | Fathurrohman, S.Pd  |  |

Jember, 5 Desember 2023



## Appendix 14 : Declaration of Authorship

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Zitni Karimatun Nisak  
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State the thesis entitled "The Implementation Of Bilingual Classes In Speaking Skills Of Seventh-Grade Students " is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 25<sup>th</sup> of June 2025  
 Author

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## Appendix 15: Check Plagiarism



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### SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

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 NIM : T20186081  
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 Judul Karya Ilmiah : AN ANALYSIS OF THE IMPLEMENTATION OF BILINGUAL  
 CLASSES TO IMPROVE SPEAKING SKILLS OF SEVENTH-GRADE  
 STUDENTS AT MTS N 10 JEMBER

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## Appendix 16: Curriculum Vitae

### CURICULUM VITAE



#### 1. Personal Information

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- c. Place, date of birth : Jember, 12st March 2000
- d. Gender : Female
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#### 2. Education Background

- a. Elementary School : SDN 2 KESIMAN
- b. Junior High School : SMP NAHDLATUTH THALABAH
- c. Senior High School : SMK NAHDLATUTH THALABAH