

**The Role Of Bilingual Class Implementation On Students'
English Speaking Skill: A Quasi-Experimental Study At Sman 3 Mataram
Academic Year 2014/2015**

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Abstract

This research deals with the role of bilingual class implementation on students' English speaking skill. This study is aimed to identify the effectiveness of bilingual class implementation in improving students' English speaking skill and the aspects which influence the result. The population of this study is 880 students in first and second grade, and the sample is 40 students obtained by using matched sample. The data were gained through documents, speaking test, observation, interview, and questionnaire. Then, the data were analysed through t-test formula for the numerical data and identification, description and explanation for the verbal data. The t-test score is 1,03. Meanwhile, the role of bilingual class in improving students' English speaking skill is only 5,6%. This results indicate that there are no significant impact of bilingual class implementation on students' speaking score. Moreover, from the interview, bilingual teachers are not ready yet to teach using English since they have inadequate proficiency in English. In addition, the data from questionnaire shows that bilingual students have high motivation in learning using two languages although the implementation is not optimal. These results relate one to each other to show that the bilingual class which implemented is not effective to improve students' English speaking skill.

Keyword: Bilingual Class, Implementation, Speaking Skill, Matched Sample

A. Introduction

The development of knowledge and technology demands all people in the world to have change for the better self capability in all aspects nowadays. The use of language also becomes one of the aspects that keep changing along with the developing era. For instance, the mastery of more than one language is one of the prominent competences to be able to balance the expansion. The ability to speak foreign language, especially English, has to be a need for the people these days. It also has to be a prerequisite of someone's success. Most people

believe that someone who well-versed in using English or other foreign languages is easier to get a better future.

The ability in using two languages also called as bilingual. If we consider to the definition of bilingual, of course it is different from monolingual. Bilingual is dealing with two languages, therefore bilingualism is the ability to communicate in two different languages (Bhatia et al. 2004) or, we can say that bilingualism is the using of two languages: a mother tongue and one foreign or second language by someone or group of people. On the contrary, monolingual is a person or a group of people who use only one language. However, confusion ensues when the degree of proficiency enters into the discussion. The definition of bilingualism is more complex than a simplistic “yes/no” categorization. Definitions of bilingualism must include the degree of proficiency in each language and circumstances under which each language is learned. Even outwardly simple questions such as what it means to “know” a language must be considered. Some authorities claim that a bilingual person must have native-like fluency in both languages (Bloomfield, 1933). Others maintain that minimal competency in two languages is sufficient to be called bilingual (Haugen, 1956; Diebold, 1961). Hornby (1977) gives the following advice in hopes of resolving this issue: bilingualism is not all-or-none, rather it is an individual characteristic that may exist to varying degrees from minimum ability to complete fluency in more than one language.

Unfortunately, many people think that there is only room enough in a child’s or adult’s brain for one language. Other myths about bilingualism are it causes language delay, confusion in language choice, and many more problems in language development. Nonetheless, being bilingual offers greater sensitivity to language, more flexibility in thinking and a better ear for listening. It also improves a person’s understanding for the native language. It opens the door to other cultures. Moreover, having knowledge of other languages increase the career opportunities. Whether it is about increasing our knowledge for personal

reasons or to add languages as a skill on our resume. There are many benefits that come from knowing more than one language.

Because of those advantages, parents are anxious for their children to have the ability to master more than one language which so many devotees in bilingual education. It leads the schools to apply the bilingual method in learning and teaching process. In Indonesia, bilingual way has been implemented in teaching English as foreign language, but now it is also used in other subjects as one of the new realizations of government programs in order to evolve the quality of education. Based on such reason, some schools in provinces are set as benchmark schools purpose to produce students who have global competitiveness. There are several dissimilarities among this school and general school. Benchmark school use curriculum which is nationally valid by adapting curriculum of school in other country. Moreover, English is used not only in English subject but also in other subjects, particularly science and math. Yet, the problem is, benchmark schools in Indonesia still unable to apply those criteria entirely. Therefore, the international class, also called bilingual class, exists as the model class that is made to solve the problem. Since there is at least one bilingual class for each grade, then the class has its own requirements for students. For instance, the students have to have high score in almost all subjects and have to pass some particular tests and interview as well since this class demands the students to not only understand the lessons, but also have ability of adapting in the new way of learning.

SMAN 3 Mataram is one of senior high school in Mataram which have bilingual class: Bahasa Indonesia and English. It is conducted since 2012 and it has proven that it gives so many contributions to students. Then, it cannot be disowned that the exertion of bilingual class will give more advances in foreign language's comprehension for the students than in regular class. Bilingual students will have more chances in improving the four language skills: listening, speaking, reading and writing.

However, after the bilingual class implemented, education experts notice that it also has some weaknesses. This class encourages students in mastering English right, but as in many researches result; it does not work in other subjects. Because of it is a new way of learning for students, they tend to use up more energy to smoothen their pronunciation, then they little bit slower in making decision about language. Some cases show that bilingual students also have problems in produce both their mother tongue and foreign language that they are learning and get confuse in using it. Other studies state that their acquisition of each language may be somewhat slower than that of children who are acquiring a single language. Two others are learning achievement and personality, also their school behavior are lower than monolingual students (Gage et al. 1998). The disadvantage in learning media, such as, student's handbook, low proficiency teachers, and high cost are also become the reasons why many countries decide to leave this method. Those are the grounds that settled bilingual class in controversy.

Nevertheless, bilingual class is reliable to give huge motivation to create good quality students. Many experts prove that bilingual students are more understand about structure from the two languages which ease them to communicate, more sensitive in some pragmatic aspect from the two languages, tend to be flexible and creative also shows excess in nonverbal intelligence test, and shows better analytic orientation than monolingual students. So they believe that this method is the best way to improve their English mastery.

In this case, the writer intends to take up that problem through the study entitled: The Role of Bilingual Class Implementation to Improve Students' English Speaking Skill: A Quasi-Experimental Study at SMAN 3Mataram in Academic Year 2014/2015.

B. Review Of Related Literature

To begin with, Hamers and Blanc (1989) distinguish between “bilinguality”, which refers to the psychological state of an individual with access to two languages, and “bilingualism”, which includes not only individual bilinguality but also the state of a community in which languages are in contact and available for use and in which there are bilingual speakers according to Weinreich (1953), bilingualism is the alternative use of two languages by the same individual. In this sense, bilingualism is defined in the context of language usage. Often the question at hand is about what language or code is necessary or appropriate for communication depending on person, place, and topic.

In some cases, the age of the speaker is considered a factor in determining bilingual competence, especially in cases in which a second language was learned after the ‘critical period’ (1-3 years old). Mackey (2000) suggests that the bilingualism of people who learn two languages as children may be different than that of people who become bilingual as adults. He also points out fragility of childhood bilingualism as children may change mother tongues in a very short time period. Therefore, bilingualism can be additive, which is learning an L2 while maintaining an L1, or, learning an L2 at the expense of the L1, called subtractive.

Other linguists use competence in a person’s L1 and L2 as a measure of an individual’s bilingualism. Some such as, Haugen (1956) allow for an individual to have a superficial knowledge of a second language in order to be considered bilingual, while others such as Bloomfield (1933) to be considered so. Usually, this discussion of bilingual competence is applied when determining the linguistic competence of an L2 learner. Certain terms such as ‘balanced bilingual’, ‘incipient bilingual’, and ‘passive bilingual’, among many others, are used to describe the degree of monolingualism versus bilingualism of speakers along the proficiency continuum.

The last, if linguistic competence is used to label a person as bilingual, then a new question exists about bilinguals who have limited linguistic competence in a language undergoing attrition or death or 'passive bilinguals'; comprehend an L2 but cannot produce it. Based on that sense, Dorian (1982, cited in Romaine, 1995) describes 'semi-speakers' who, despite linguists limitations, nevertheless demonstrate such keen communicative competence that communication in the minority language is interrupted.

C. The Purpose Of The Study

This research is aimed to find out:

1. Whether the bilingual class implementation improves the students' English speaking skill or not.
2. To describe English teachers' opinion about bilingual education.
3. To describe students' opinion about bilingual education.

D. Research Method

One way to find the scientific truth is through investigation or research. In this term, a quasi-experimental research and quantitative descriptive method is applied for this study. Quasi-experimental research is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants. In line with statement above, this research is applied in order to know whether bilingual class implementation can improve students' English speaking skill or not. In this research, there are two subjects which will help me compare the ability of the students. The two subjects will be divided into experimental and control group. Control group as a group which do not get the treatment, while the experimental group is the one which get the treatment in the bilingual class.

The population of this research is the first and second grade students of SMAN 3 Mataram academic year 2014/2015. There are approximately 880

students in this school divided into 22 classes of first and second grade. The bilingual class of this school is called Prima Cendikia class that uses two languages (English and Bahasa Indonesia) as medium languages in teaching and learning activities. There is only one bilingual class for each grade and the researcher chooses the first and second grade to be the experimental group. Then, the experimental and control group are compared to find the significant result of the research. In this case, the control group should be from the classes that do not use the bilingual method. So, one class from first grade and one class from second grade of regular class are chosen as control group.

Meanwhile, Matched Sample is the sampling technique which is chosen to take out the sample for this research. Matched samples are those in which each member of a sample is matched with a corresponding member in every other sample by reference to qualities other than those immediately under investigation. In this research, the matched sample will be chosen by determining four aspects: intelligence of achievement, personality, economy background, and domicile. The aspect of intelligence is divided into two categories based on students' achievement in the class: high and low. As well as intelligence, the aspect of personality also divided into two categories based on the data from the teacher: good or not good. Meanwhile, the aspect of economy background consists of two categories namely, rich and poor. The last aspect is domicile included where the respondents (students) live. Ten students will be taken from each class who has similar background categories. It purposes to obtain the data that cover all aspects of social environment.

In collecting the data, this research will apply the following technique:

1. Mixed Design

In this mixed design experiment, one group gets the treatment or program and the other group is the comparison group and does not get the program. A test given to the first grade of regular class will be pretended as the pre-test. The speaking test which given to the students is adapted from

the topic that they already learn in English class. This speaking test also has an assessment rubric. It consists of five categories: grammar, pronunciation, vocabulary, comprehension, and fluency which are measured in four level of scoring: needs improvement (7 points), satisfactory (8 points), good (9 points), and excellent (10 points). In this design, it is most interesting in determining whether the two groups are different after the program. Typically we measure the groups on one or more measures and we compare them by testing for the differences between the means using a t-test.

2. Interview

Interview is a technique of collecting data by asking several questions to respondents. In this research, the interview will be given to both students and teachers who teach in bilingual class. In order to get the most authentic data, the researcher will also record and take note of the speech of the interviewees.

3. Questionnaire

Questionnaire is a method to gather data done by give a number of written questions to respondents who will answer it agree with what they feel. Questionnaire is an instrument for quantitative research concluded in form of qualitative. In this questionnaire, student will be given some questions about their perception and opinion about bilingual class.

4. Interview

Interview is a method to gather data done by give a number of oral questions to interviewees. In this research, bilingual teachers as interviewees will be given some questions about their teaching experience in bilingual class. The answer of bilingual teachers was recorded by using a recorder.

5. Observation

In this step, the data will be gathered by observing the process of teaching and learning English in bilingual class and regular class. The observation implicates the differences in both classes about students' enthusiastic, interest and focus in learning English, the background of the students, and the dissimilarity of teachers who teach in bilingual class and non-bilingual class.

Analyzing data of a study is considered as one of the most principle work of the researcher, as the veracity and objectivity are truly desired. Because of this research collect two kinds of data and then the data analysis will be done also in two ways: numerical and verbal data analysis.

1. Analysis of Numerical Data

T-test formula will be used to analyze the data.

To find the deviation of post-test of both experimental and control group by using this formula:

$$dx = X2 - X1$$

$$dy = Y2 - Y1$$

To find out the mean score of deviation of experimental group and control group, this research will be used the following formula:

$$Dx = \frac{\sum dx}{Nx} \quad \text{and} \quad Dy = \frac{\sum dy}{Ny}$$

To answer the hypothesis or the significant role of the bilingual class implementation on student's English speaking skill by applying this formula:

$$t - test = \frac{Mdx - Mdy}{\sqrt{\frac{\sum dx^2 + \sum dy^2}{(Nx - Ny) - 2} \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}}$$

After obtaining t-test score, it is test on a significance level .01 (99%).

The result can be used to interpret as a conclusion.

The hypothesis is tested by using the following criteria:

- If $t\text{-test} \geq t\text{-table}$ at the confidence level of .01 (99%), H_0 is rejected.
- If $t\text{-test} < t\text{-table}$ at the confidence level of .01 (99%), H_0 is failed to be rejected

Then, the following formula will be used to find out the degree of freedom (df):

$$df = (Nx + Ny) - 2$$

To find out the how effective the bilingual class implementation is, this research apply the Role formula below:

$$\eta^2 = \frac{t^2}{t^2 + df}$$
$$\text{Role} = \eta^2 \times 100\%$$

Where:

- $X1$: The pre-test score of experimental group
 $X2$: The post-test score of experimental group
 $Y1$: The pre-test score of control group
 $Y2$: The post-test score of control group
 Mdx : The mean gain score of experimental group
 Mdy : The main gain score of control group
 dx : The gain of pre-test and post-test score of experimental group
 dy : The gain of pre-test and post-test score of control group
 Nx : The number of experimental group
 Ny : The number of control group
 Σ : The sum of
 df : Degree of freedom
 η^2 : The role of index

2. Analysis of Verbal Data

a. Identification

In this level, this research identifies the students and teachers answers toward bilingual class from the questionnaire and interview, also the data from observation in bilingual class. Both students and teacher may have varied answers which should be identified into groups.

b. Description

In this step, this research describes students and teachers' perception of bilingual class. It will describe the factors of whether the implementation of bilingual class can improve the students' English speaking skill or not. There will be also the description of students and teachers answer result towards teaching and learning experience in bilingual class. It is possible that there are some factors which influence the result of numerical data.

c. Explanation

The last step is explanation. This research explains relation among speaking test's result and data from observation, questionnaire and interview. It also explains the factors which influence the result of the speaking test. This is a step where the result is explained to get the conclusion.

E. Conclusion and Suggestion

Based on the discussion above, this research concludes that:

1. The role of bilingual class implementation doesnot effective to improve students' English speaking skill at SMAN 3 Mataram in academic year 2014/2015.
2. The role of bilingual class implementation does not effective to improve students' English speaking skill at SMAN 3 Mataram in academic year

2014/2015. It is proven by the mean deviation between pre-test and post-test score of students in experimental group which is higher than students in control group. Yet, the t-test shows that it is very low result. They are 5,4 for experimental group and 3 for control group.

3. The result of t-count is higher than t-table ($1,03 > 2,1$). it means that null hypothesis that the implementation of bilingual class is not effective to improving students ability in speaking is fails to be rejected. On the contrary, alternate hypothesis that the implementation of bilingual class is effective to improve students' English speaking skill is rejected.
4. The role of bilingual class in improving students' speaking test is only 5,6%
5. Both teachers and students still unable to optimize the implementation of bilingual class because of the inadequate proficiency in teaching and learning using English.

The result of this research showed that the role of bilingual class does not effective to improve students' English speaking skill, so that is suggested:

To the Bilingual Teachers

1. Teachers who taught in bilingual class have to get more English for Special Purpose (ESP) training based on their subject.
2. Bilingual teachers have to have high English proficiency in order to maximize the teaching practice in bilingual class.
3. Bilingual teachers should give high motivation to their students in learning bilingually.

To Other Researchers

1. The bilingual class implementation does not effective to improve students' English speaking skill. Other researchers are suggested to conduct investigation on another school program that improves

students' English speaking skill. This study also lack of providing more detail data and reason of the failure of bilingual class implementation. Therefore, it is suggested to find it out in further research

2. It is expected that the next researcher to be concerned with the students' motivation in learning English which is categorized as having low motivation and will concern more on the practice of teaching and learning process especially in speaking because it is considered a complicated skill to master.

To Students

1. The students have to study hard in speaking skill.
2. The students should practice speaking more in order to help them to be more active in communication in the bilingual class.
3. The students should improve their vocabulary in order to ease them to understand the material of subjects which explained bilingually.

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