THE INFLUENCES OF BILINGUAL PROGRAM TOWARD IMPROVING STUDENTS' SPEAKING SKILL AT THE EIGHTH YEAR STUDENTS OF SMPN 1 PALOPO

A THESIS

Submitted to the English Language of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Education

BY

RISKY MAWIR

REG.NUM: 09.16.3.0160

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2014

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Under the supervision of

1. **Dr. Masruddin,S.S.,M.Hum**
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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2014

THESIS APPROVAL

This thesis entitled " **The Effectiveness of Using Song In Teaching Personal Pronoun At The Eight Year Of SMP Neg 3 Walenrang**" which is written by Rini Arsyad, students ID 09.16.3.0158, English SI Study Program of Tarbiyah Department Of State College For Islamic Studies and has been examined and defenden on..............coincided .... it is authorized and acceptable as partial fulfillment for S.Pd degree in English language teaching.

Palopo, ,,,,,,,,,,,,,,,,,,,,
2 Rabiul awal 1434

COMMITEE OF EXAMINATION

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2.	Sukirman Nurdjan, S.S.,M.Pd	secretary	(.........................)
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NOTA DINAS PEMBIMBING

Palopo, 20 Desember 2013

Hal   : Skripsi
Lampiran   : 6 eksemplar

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Ketua Jurusan Tarbiyah STAIN Palopo
Di
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Assalamu 'Alaikum Wr.Wb

Setelah melakukan bimbingan skripsi mahasiswa tersebut di bawah ini:

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Program Study   : Bahasa Inggris

Jurusan   : Tarbiyah

Judul Skripsi   : **The Influences Of Bilingual Program Toward Improving Students' Speking Skill at the Eighth Year Students of SMPN 1 Palopo.**

Menyatakan bahwa skripsi tersebut layak diujikan. Demikian untuk proses selanjutnya.

Wassalamu 'Alaikum Wr.Wb

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Palopo, 20 Desember 2013

The writer

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ABSTRACT

Rini Arsyad writer 2014 " The Effectiveness of Using Song In Teaching Personal Pronoun At The Eight Year of SMP Neg 3 Walenrang" thesis, English Study Program Educational Department In State College For Islamic Studies (STAIN) Palopo.

Consultant   : Dr.Abdul Pirol, M.Ag and Amir Faqihuddin, S.Ag., M.Pd.I
Key words   : Personal Pronoun, Media, Song

This thesis focused on teaching personal pronoun by using song. The problem of the research: First, Does the use of song effective in teaching personal pronoun at the eight year of SMPN 3 Walenrang? Second, How is the students respons in learning personal pronoun by using song?

The objective of the research: first, to find out whether using song effective in teaching personal pronoun at the eight year of SMPN 3 Walenrang. Second, To find out whether the students respons in learning personal pronoun by using song.

This thesis used classroom action research. The target of this research are all of the students at class eight year of SMP Neg 3 Walenrang in academic 2013/2014. The researcher took 20 students of class VIII b as a sample. The procedure of this research used two cycles namely cycle I and cycle II to find out the ability of the students in teaching personal pronoun. And then the researcher analyzed their score by using multiple choice test to know the mean score of the students, observation and questionare to know activities of students during learning process in teaching personal pronoun.

The result of this research that the using song is effective in teaching personal pronoun at class VIIIb. The students ability was developed, it was proved by students score. Their mean score in cyle I only 64 and in cycle 2 the score develop to be 83. 75. It means that the students ability in teaching personal pronoun at the eight year of SMP Neg 3 Walenrang developed.

ABSTRACT

Mawir, Risky : 2014. *"The Influences Of Bilingual Program Toward Improving Students' Speaking Skill at The Eighth Class of SMPN 1 Palopo"*, under The Supervision of : (I) Dr. Masruddin,S.S.,M.Hum. And (II) Amalia Yahya, S.E.,M.Hum.

Key Words : The Influences of Bilingual Program.

This thesis focused on the influences of Bilingual Program toward Improving students' speaking skill at the Eighth class of SMPN 1 Palopo in 2013/2014 academic year. The problem of the research, Is there any influence of additional Bilingual program toward speaking skill in Eighth Year students of SMPN 1 Palopo?"

The objective of the research was to find out the Influences of the Bilingual Program toward Improving Students' Speaking Skill at the Eighth Year students of SMPN 1 Palopo.

This thesis used Ex post Facto Method. The population of the research were all of the students at the Eighth class of SMPN 1 Palopo who were in 2013/2014 academic year. The sample was taken from the population by using Simple Random Sampling. The number of sample taken were 35 students of eighth year students. The research instrument that used is questionnaires with likert scale and the oral test using picture. The questionnaires to know about the applied of Bilingual Program which needed for supporting this research and the oral test to know students' ability in speaking skill. The data analyzed used regression analysis.

The result of this reserch that the Bilingual Program has influence toward improving speaking skill students at the eighth year students' of SMPN 1 Palopo. This significant improvement could been seen from the data using F_{table} standard of significant 5% with df=33, got 4,17 and value of $F_{sign\ count}$ got 113,451. It means that value of $F_{sign\ count}$ bigger than F_{table} ($113,451 \geq 4,17$).

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CHAPTER I

INTRODUCTION

A. Background

The role of English skills are very needed to support and give a big influence in improving quality of education so it is have to be paid attention. One of them is the ability in speaking English Speaking. As we know that English has become one of the international language and used by many people in daily life, informal or nonformal communication in the world. English not only used as communication tool but also as a media to improve modern knowladge.

As Richard says that "English is the language that the English Speaking world uses communicate with the rest of the world".[1] So that, people who can't speak and read in English, automatically they be left behind and miss some important information. There are four aspects in learning English namely, reading, writing, listening and speaking. Speaking is the important skill that must be know by the students to interact with the other people or the foreigner.

In addition, Christine C. M. Goh said that Speaking is important for language learnes. Besides it play a big role in communication, speaking can also facilitate language acquisition and development. In situations where the target language is also a language for intructions across the school curriculum, speaking

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[1] Jack Richards c, and Willy Renandya, *Methodology In Language Teaching* (USA : Cambridge University Press.2002), P. 3.

a mean of thinking and learning.[2] The capability in learning English seems like when we apply English skill in the various aspects, for example communication in daily activities, and meet with foreigners.

The existance of English in Indonesia plays a very important role in studying science and technology. English is learned in various places, not only at school or college and at course but also at at study club. Many places where the students study English only grammatical and theoritical, but they do not practice English, therefore it is not supported by practicing continuosly, specially in Speaking. Learning a foreign language for Indonesian students to improve their English is attempted to fulfill either academic subjects or to improve their skill at out of scholl education (formal and informal educations).

Republic of Indonesia regulations number 20 in 2003 about the National Education System discussed about the escort who arranged the studying process thought that inside included the distributions of the allocations of studying time, which English teaching was held by 2 times a week or only approximately 180 minutes. In fact, teachers was prosecuted to improve not only the capability of Speaking, but also Reading, Writing, and Listening. By that time, almost not possible to be able to achieve result that we were wanted.[3]

To anticipate the problem above, SMPN 1 Palopo has an additional program called Bilingual Program. It is hoped by using the program, they truly can be able to improve their English skill especially Speaking Skill.

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[2] C. M. Christine Goh, *Teaching Speaking in the Language Classroom* (Singapure, SEAMEO Regional Language Centre, 2007), P. 1.

[3] Isnuryadi, *Students' perception toward the improvement of speaking skill at English Conversation Club of SMA Neg. 1 Wotu* (2011),P. 3.

As we know that in SMPN 1 Palopo apply additional program namely Bilingual Program. This program had star in 2006 year, it means that this program that had been running for 6 years with support of the goverment.

Based on the reality above, therefore the writer interest to do research on the students on the influences of Bilingual Program toward speaking skill students of SMPN 1 Palopo. The title of this researh is ***"The Influences of Bilingual Program Toward Improving Students' Speaking Skill at the Eighth class of SMPN 1 Palopo"***, and this research is hoped to be a contribution especially for SMPN 1 Palopo to improving the Bilingual Program.

B. Problem Statement

Based on the background above, the writer formulated problem stetements as:

"Is there any influence of additional Bilingual program toward speaking skill in Eighth Year students of SMPN 1 Palopo?"

C. Objective Of The Research

This research aims at finding on the influences of additional program toward speaking skill in eighth year students of SMPN 1 Palopo. The eighth class in SMPN 1 Palopo consist of eighth class, they are $VIII_A$ until $VIII_H$, each class consist of 28 students. Totally of objective of the research are 35 students from 224 students in eighth class.

D. Significance Of The Research

The researcher hopes that this reseacher will have some benefits in English to learning process especially in teaching speaking. There are two kinds of benefits of this research, namely Practically and theoritically.

1. Pratically, the result of this research is expected to be an alternative to facilitate the teachers in teaching speaking so they can motivated students' to speak English every time and English teacher as evaluation and input in increasing Bilingual Program which can influence positively toward learning activity of the students in the class.

2. Theoritically, the description of this research is expected to give conseptual contribution to the development of speaking skill, by providing teaching practices the speaking ability in the school, especially through Bilingual Program. The introduction of program to develop speaking skill of students' who is still difficult to apply.

E. Scope of the Research

This research is focused at the problem which is concerning about Respons of student in learning prosess in the class by using bilingual method and coressponding things of instruction about speaking in the class focus on MIPA class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Theories of Bilingualism*

1. Defenition of Bilingual

There are several definition of Bilingualism although essentially same. By Mackey, bilingualism is the practice of alternating language in using front one language to the language by a speaker.[1] Then, Bloomfield also argues that bilingualism is the ability of a speaker to use two languages equally well.

In the line with the above opinion, Robert Lado, bilingualism is a Traffic using the language by someone with as good or almost as good, which is refers to technical knowladge of two languages at the level anyway.[2]

Based on some of the above definition, it can be concluded that bilingualism is the use of two languages equally well by speaker in her interaction with others in turn.

According to experts, there are five important variables related to Bilingualism:[3]

a. The ability of a person's level of two languages can be categorized as :

1) Balanced bilinguals for bilingual users who are very competent in both languages.

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[1]Merriem,scribd.com/doc/22872977/*Terdapat-Beberapa-Defenisi-Tentang-Bilingualisme*. Accessed on May, 21st 2012.

[2] Artikata.com/arti-18426-bilingual.html. Accessed on May ,21st 2012.

[3] Wordpress.com/2008/05/20/bilingual. Accessed on May, 21st 2012.

2) Dominant bilinguals for language bilinguals one language is dominant over the other.

3) Passive or recessive bilinguals for user who begin to lose language skill.

4) Semilinguals for users that ability in both languages is very limited.

b. Place of origin using.

Some are studying at home, school or neighborhood.

c. Age when learning a language.

From an early age, adolescents, or adults.

d. Locations where a bilingual will use.

Do we use both languages in the same place?

e. Sosial orientation.

2. Bilingual Education Program Models

The following are several different types of bilingual education program models:[4]

a. Transitional Bilingual Education.

This involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like Mathemetics, sciences, and sosial studies while they are learning English. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. The goal is to help students transition to mainstream, English only classroom as quickly as possible, and the

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[4] Kennewick,model-bilingual-program/education-of-bilingual html. Accessed on May, 21st 2012.

linguistic goal of such programs is English acquistion only. In a transitional bilingual program, the students primary language is used as a vehicle to develop literacy skills and acquire academic knowladge. It is used to develop literacy and academic skill is the primary language.

b. Two-Way or Dual Language Immersion bilingual Education.

The two-way bilingual immersion program is based on the principle of clear curriculum separation of the two languages of instruction. Teachers do not repeat or translate the subject matter in second language but streng then concepts taught in one language across the two languages in a spiral curriculum in order to provide cognitive challenge. The languages of instructions are alternated by theme or content area. This type of immersion is required to develop the dual language proficiency, as social language can be mastered in couple of years, but a higher level of competency is required to read social studies texts or solve mathematics word problems, roughly around 5 to 7 years.

Dual Immersion classroom encourage student's native language development, making an important contribution to heritage language meintanence and follows language minority student's to remain in classroom with their native English-Speaking peers, resulting in linguistic and sociocultural advantages. As of may, there were 317 dual immersion programs operating in elementary schools in the United States in 10 different languages.[5]

Dual language programs are less common in US schools, altough research indicates they are extremely effective in helping students learn English well and

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[5] Centre for Applied Linguistics,(2005).

aiding the long term performance of English learners in school. Native English speaker benefit by learning a second language learnes are not segregated from their peers.

Another from of Bilingual Education is a type of Dual Language program that has students study in two different ways :[6]

a. A variety of academic subjects are taugh in the students second language, with specially trained bilingual teachers who can understand students when they ask questions in their native language, but always answer in the second language.

b. Native language literacy classes improve students writing and higher order language skills in their first language. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. In this type of program, the native language classes do not teach academic subjects. The second language classes are content based, rather than grammar based, so students learn all of their academic sujects in the second language.

Late exit or Development Bilingual Education. Education is in the child's native language for an extended duration, accompanied by education in English. The goal s to develop literacy in the child's native language first, and transfer these skill to the second language.

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[6] Krashen, Genesse, *types-of bilingual/education-bilingual.* Accessed on May, 21st 2012.

3. Target of Bilingual

Target of Bilingual :[7]

a) Teacher

Teachers are the main targets of the program. Through the assistance (Coaching for bilingual teachers) expanded their horizons teacher. Mastery of teaching materials and methodologies enriched and strengthened ability to speak English. So that, they can teach in a bilingual effectively and efficiently.

b) Student

Students are the next major target. Through the establishment of leading group of students (Excellent Students Group), improved their english language skills. So that, they can actively follow the process of participatory learning in bilingual.

c) School

All components of the school, facilities and other education personal receive special treatment (Specific treatment) to be able to support the program positively.

4. Characteristics of Good Bilingual Education Programs

Good bilingual education programs recognize and build upon the knowledge and skills children bring to school. They are designed to be

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[7] Jeanne Rennie, *target-bilingual-program*. Accessed on May, 21st 2012.

linguistically, culturally, and developmentally appropriate for the students and have the following characteristics:[8]

a. High expectations for students and clear programmatic goals.

b. A curriculum that is comparable to the material covered in the English-only classroom.

c. Instruction through the native language for subject matter.

d. An English-language development component.

e. Multicultural instruction that recognizes and incorporates students' home cultures.

f. Administrative and instructional staff, and community support for the program.

g. Appropriately trained personnel.

h. Adequate resources and linguistically, culturally, and developmentally appropriate materials.

i. Frequent and appropriate monitoring of student performance.

j. Parental and family involvement.

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[8] *Bilingual Education - Need for Bilingual Education, Benefits of Bilingualism and Theoretical Foundations of Bilingual Education.* http://education.stateuniversity.com/pages/1788/*Bilingual-Education*.html. Accessed on February 8th 2014.

5. Benefits of Bilingual

There are a number of pluses to being bilingual in Various aspects Such as cognitive benefits, curriculum advantages, cultural benefits, employment advantages, communication advantages and tolerance of other languages and cultures.[9]

a) Cognitive benefits: The bilingual people can have some specific advantages in thinking. They have two or more words for each idea and object. Hence, a bilingual person can develop a creative thinking and an ability to think more flexibly. The bilinguals are aware about the which language should be spoken with the which person in a particular situation. Therefore, They are more sensitive to the needs of the listener than the monolingual people. Being bilingual has a positive effect on intellectual growth. It enhances and enriches a person's mental development. The latest research has proved That the bilinguals are better at IQ tests as compared to the monolinguals.

b) Character advantages: The bilinguals are Able to switch Between different languages and talk to different people in Various languages. It increases a sense of self-esteem. Being bilingual creates a powerful link in different people from different countries.

c) Curriculum benefits: A bilingual education curriculum offers better results. The bilinguals growing niche to show a higher performance in examinations and tests. It is associated with thinking benefits of Bilingualism. The bilinguals find it quite easy to learn and speak three, four or more languages.

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[9] Istianti, articles/benefits-of-being-bilingual.html. Accessed on May, 21st 2012.

d) Communication advantages: The bilinguals enjoy reading and writing in different languages. They can understand and appreciate Literatures in Various languages. It Gives a deeper knowledge of different ideas and traditions. It helps improve the Airways of thinking and behaving. The pleasures of reading poetry, novels and magazines as well as the enjoyment of writing to family and friends are doubled for bilinguals. They do not face difficulties in communication while in a foreign country.

e) Cultural advantages: Bilingualism offers an access and exposure to different cultures. Knowledge of different languages offers a treasure of traditional and contemporary sayings, idioms, history and folk stories, music, literature and poetry in different cultures. Due to a Wider cultural experience, there is a Greater tolerance of differences in Creeds and customs.

f) Employment benefits: Being bilingual offers potential employment benefits. It offers a Wider choice of jobs in Various Fields. The bilinguals can get Prosperous career opportunities in the retail sector, transport, tourism, administration, secretarial work, public relations, marketing and sales, banking and Accountancy, translation, law and teaching.

Some of the positive outcomes of bilingual education :[10]

For students :

a. Ability in the language other than English for primary programs is roughly parallel to the levels currently achieved by Year 9 in languages as object programs (i.e. non-bilingual programs).

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[10] Colin BAKER.1995. *A Parents' and Teachers' Guide to Bilingualism,* Cladevon, Eng : Multilingual Matters. Accessed on February 8th 2014.

b. Acceptance by the students that 'the other' is normal and new experiences can be eagerly engaged with Creative and divergent thinking across the curriculum.

c. Performance on standardised English and Mathematics assessments that are consistently above 'like school' norms and frequently above state norms.

d. A learning context in which students who have previously experienced 'difficulties' experience success (often for the first time in their schooling).

e. Ability to confidently engage in extended interaction in their languages in public and with 'strangers'.

f. Sophisticated problem solving strategies.

g. A sense of pathways and purpose and a sense that existing identities and experiences are accepted and built upon.

For teachers :

a. Teachers who feel valued and have a sense of vocation and enthusiasm for the effectiveness of their teaching.

b. Teachers who value the individual learning needs of students and hence successfully incorporate new students into the program and integrate the full range of student abilities and backgrounds.

c. No sense of difference in engagement between boys and girls or across the years, though this has often entailed thoughtful selection of learning experiences and materials.

For parents :

Parents who will move home to be close to the school or will travel past comparable schools without bilingual programs in order to enrol their children in the bilingual program. Consequently, schools with successful bilingual programs often have stable or rising enrolments. (Howard Nicholas 2005).

6. The Teaching Method in Bilingual Classes[11]

a) Maintenance

This method is typically employed with students who have recently in the United States and understand not English at all. A bilingual teacher, teaches them fundamental math and reading skill. For Example, in their native language first then begins teaching the same curriculum in English, using the native language to fall back on. The method aims to foster parallel learning development in both English.

b) Transitional

With this method, Bilingual instructors teach classes in both language, principally in the native language at first and then increasingly in English as students' proficiency in it increases.

Both methods are designed to teach students of all abilities, from beginners to advanced English speakers, but individual districts select which approach best suits its goals. To Maintenance or Transitional programs, school

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[11] Eric C. Schmitt. *The Teaching Methods in Bilingual Clasess*/PDF.html. Accessed on November 13th 2013.

districts or individual schools must enroll a minimum number of limited-English-Speakers. That minimum varies from state to state and from district to district.

c) English as a Second Language

This method is taught at several levels, depending on how much English a student can speak and write. In school districts that do not have enough students to form Bilingual Classes, students may take extra periods of E.S.L., as it is commonly called, to improve their language. For shcool that offer transitional or maintenance methods, which are more comprehensive, E.S.L is usually a component of the broader program to reinforce the English taught in the Bilingual Classes.

d) E S L

In the ESL method, students usually attend one or two ESL classes a day to supplement the English they laern in subjects taught in English the rest of the day. Because a potpourri of languages are represented in ESL classes, the teachers usually do not know all language spoken. But they are trained to be sensitive to students' native language and cultures, which can have an influences on how quickly they learn english. ESL teachers strees fundamental speaking and comprehension skill in English first, then develop proficiency in reading and writing.

7. Research Evidence on the Effectiveness of Bilingual Education.[12]

There are numerous studies that document the effectiveness of bilingual education. One of the most notable was the eight-year (1984-1991) Longitudinal Study of Structured English Immersion Strategy, Early-Exit and Late-Exit Programs for Language-Minority Children. The findings of this study were later validated by the National Academy of Sciences. The study compared three different approaches to educating LEP students where the language of instruction was radically different in grades one and two. One approach was *structured immersion,* where almost all instruction was provided in English. A second approach was *early-exit transitional bilingualeducation,* in which there is some initial instruction in the child's primary language (thirty to sixty minutes per day), and all other instruction in English, with the child's primary language used only as a support, for clarification. However, instruction in the primary language is phased out so that by grade two, virtually all instruction is in English. The third approach was *late-exit transitional bilingual education,* where students received 40 percent of their instruction in the primary language and would continue to do so through sixth grade, regardless of whether they were reclassified as fluent-English-proficient.

Although the outcomes were not significantly different for the three groups at the end of grade three, by the sixth grade late-exit transitional bilingual

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[12] *Bilingual Education - Need for Bilingual Education, Benefits of Bilingualism and Theoretical Foundations of Bilingual Education.* http://education.stateuniversity.com/pages/1788/*Bilingual-Education*.html. Accessed on February 8th 2014.

education students were performing higher on mathematics, English language, and English reading than students in the other two programs. The study concluded that those students who received more native language instruction for a longer period not only performed better academically, but also acquired English language skills at the same rate as those students who were taught only in English. Furthermore, by sixth grade, the late-exit transitional bilingual education students were the only group catching up academically, in all content areas, to their English-speaking peers; the other two groups were falling further behind.

Virginia Collier and Wayne Thomas, professors in the Graduate School of Education at George Mason University, have conducted one of the largest longitudinal studies ever, with more than 700,000 student records. Their findings document that when students who have had no schooling in their native language are taught exclusively in English, it takes from seven to ten years to reach the age and grade-level norms of their native English-speaking peers. Students who have been taught through both their native language and English, however, reach and surpass the performance of native English-speakers across all subject areas after only four to seven years when tested in English. Furthermore, when tested in their native language, these bilingual education students typically score at or above grade level in all subject areas.

Ninety-eight percent of the children entering kindergarten in California's Calexico School District are LEP. In the early 1990s, the school district shifted the focus of its instructional program from student limitations to

student strengths–from remedial programs emphasizing English language development to enriched programs emphasizing total academic development; from narrow English-as-a-second-language programs to comprehensive developmental bilingual education programs that provide dual-language instruction. In Calexico schools, LEP students receive as much as 80 percent of their early elementary instruction in their native language. After students achieve full English proficiency, they continue to have opportunities to study in, and further develop, their Spanish language skills. By the late 1990s, Calexico's dropout rate was half the state average for Hispanic students, and more than 90 percent of their graduates were continuing on to junior or four-year colleges and universities.

The evidence on the effectiveness of dual immersion (or two-way) bilingual education programs is even more compelling. In dual immersion programs, half of the students are native speakers of English and half are native speakers of another language. Instruction is provided through both languages and the goal of these programs is for all students to become proficient in both languages. In her research, Kathryn Lindholm-Leary, a professor of child development in the College of Education at San Jose State University, found that in developing proficiency in the English language, both English and Spanish speakers benefit equally from dual-language programs. Whether they spend 10 to 20 percent or 50 percent of their instructional day in English, students in such programs are equally proficient in English. Mathematics achievement was also found to be highly related across the two languages, demonstrating that content

learned in one language is available in the other language. Despite limited English instruction and little or no mathematics instruction in English, students receiving 90 percent of their instruction in Spanish score at or close to grade level on mathematics achievement tests in English.

Bilingual education offers great opportunities to both language-majority and language-minority populations. It is an educational approach that not only allows students to master academic content material, but also become proficient in two languages–an increasingly valuable skill in the early twenty-first century.

B. *Speaking*

1. Defenition of Speaking.

Speaking is talk somebody about something, use your voice to say something, be able to use language, make a speech to an audience, say or state something.[13]

The holistics view, proposed by Grosjean, argues that each is a unique bilingual who integrates individual knowladge of and from both languages to create something. That more than two languages function independently to each other. That is view holds the total of the two languages is Greater than their sum interact because the two languages with each other to increase of the functionally of each.

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[13] Victoria Bull, *Oxford Learners' Pocket Dictionary* (fourth edition : Oxford University Press, 2008), P. 426.

Both perspectives describes as ideal the development of balanced bilingual competence in *Speaking,* Thingking, Reading and Writing, fluency meaning in the two language.

a. There are Components Underlying Speaking Effectiveness :[14]

    1) Grammatical Competence.

    2) Discurse Competence.

    3) Sociolinguistics Competence.

    4) Strategic Competence.

2. The Principles for Designing Speaking Techniques :[15]

a. Use techniques that cover the spectrum of learner needs, from language based focus on accuracy to messege-based focus on interaction, meaning, and fluency. In our current seal for interactive language teaching, we can easily slip into a pattern of providing zesty content – based interactive activities that don't capitalize on grammatical pointers or pronunciation tips.

b. Provide instrinsically motivating techniques.

Try at all times to appeal to student's ultimate goals and interest, to their need for knowledge, for status, for achieving competence and autonomy, and for 'being all that they can be'. Even in those techniques that don't send student into acstasy, help them to see activity will benefit them. Often students don't know why we ask them to do certain things, it usually pays to tell them.

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[14] Jack Richards c, and wiily Renandya, *Methodology In Language Teaching* (USA:Cambridge University Press.2002), P. 206.

[15] H. Douglas Brown, *Principles Of Language Learning And Teaching* (New York: Prentice Hall.2001) P. 274.

c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but one more reminder should not hurt. It is not easy to keep coming up with meaningful interaction.

d. Provide appropriate feedback and correction.

In most EFL situation, situation are totally dependent on the teacher for useful linguistic feedback. In ESL situation, they may get such feedback "out there" beyond the classroom, but even then, you are in a position to be great benefit. It important that you take advantages of position to be great benefit. It is important that you take advantages of your knowledge of English to inject the kinds of corrective feedback that are appropriate for moment.

e. Capitalize on the natural link between speaking and listening.

Many interaction techniques that involve speaking will also of course include listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goal may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

f. Give students opportunities to initiated oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give direction, and provide information, and students have been conditioned only to "speak when spoken to".

g.   Encourage the development of speaking strategies.

Your classroom can be one in which students become aware of, and have a chance to practice, such strategies as follows:

a.   Asking for clarification (what?)

b.   Asking someone to repeat something (excuse me?)

c.   Using fillers (I mean, well) in order to gain time to process

d.   Using conversation maintenance cues (right, yeah, okay)

e.   Getting someone attention (hey, say, so).

3. The Main Aspect in Assessing Speaking Skill.

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[16]

Assessing speaking is challenging, however, because there are so many factor that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.[17]

According to Rasyid nd Hapsah J. Nur[18] divide speaking into two features, firstly is competency features that consists of fluency and accuracy. Second is

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[16]   Wello,Basri and Hapsah Amin J.Nur.1990. *An Introduction to ESP. Ujung Pandang:*CV.Sunu. Surabaya.

[17]   Sari Luoma, *Assessing Speaking,* Cambridge University Press, P. 1

[18]   Isnuryadi, *Students' perception toward the improvement of speaking skill at English Conversation Club of SMA Neg. 1 Wotu* (2011), P. 10.

performance features that consists of content and interaction. Appropriacy is the ability in use of language generally appropriate to the function. Syah say that approppriacy is use lexical, phonology and intonation properly and fairly base on situation and condition any own translation. In this case, performance features is the appropriateness in using language. Based on opinion, the writer concludes that there are at least three main aspects of speaking assessment. Namely : Fluency, accuracy and comprehensibility. For further explanation, it will be explained as follows :

a. Fluency

Fluency is the ability to produce what one whishes to say smoothly and without undue hesitation and searching. Speak without too great an effort with a fairly wide range of expression. Fluency is the ability to read, speak, or write easily, smoothly, and expressively. In the words, the speaker can read, understand and respond in a languange clearly and concisely while relating meaning and context.[19]

b. Accuracy

Accuracy is the ability in use target language clearly intelligible pronounciation, particular grammatical and lexical accuracy. Brown[20] say that

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[19] Shibli, *Accuracy Vs Fluency,* (Daffodil International University Forum, 2009). http://teflworldwiki.com/index.php/Accuracy_vs_Fluency. Accessed On 12nd June 2012.

[20] Brown, H. Douglas, 2001. *Teaching by Prisciples: An Aproach to Language Pedagogy,* Second Edition. New York: Longman Inc.

accuracy is achieved to same axtent by allowing student to focus on the elements of phonology grammar and discourse in their spoken output. Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Accuracy is relative.[21]

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and rephrasing. Comprehension is exercise to improve one's understanding. Comprehension is ability to understand something, exercise that trains students to understand a language.[22]

In testing speaking proficiency, we use some aliciation techniques. According to Madsen[23] elicitation techniques is the ways to get students to say something in speaking test, for example through limited response, directed respose, questions about picture, reading aloud, paraphrase explanation, guided role play or relaying information, visual and paraphrase techniques through oral interview.

According to Muh. Im'an F Noer, there are two requined aspects in speaking skill: linguistics aspek and cognitif aspect. Firstly, linguistic aspect

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[21] Shibli, *Accuracy Vs Fluency,* (Daffodil International University Forum, 2009). http://teflworldwiki.com/index.php/Accuracy_vs_Fluency. Accessed On 12nd June 2012.

[22] Victoria Bull, *New Oxford Learner's Pocket Dictionary,* (Fourth Edition, Oxford University Press, 2008). P. 86.

[23] Madsen, Harold. 1983. *Techniques In Testing. New York:* Oxford University.

encompasses many things such as vocabulary enrichment, grammar understanding, compersation and idioms. Secondly, cognitif aspect consist of having ideas to express both aspects are interconnected in order to be able speak in foreign language. Someone who master grammar, ample vocabularies without having ideas invariable they can not speak smoothly. Conversely, someone who has ample ideas without masterring grammar or vocabularies usually find difficulties in speaking. Hence, both skill are very decisive to improve verbal communication.[24]

4. Speaking Problem

a. Inhibition. Unlike reading, writing and listening activities. Speaking requires some degrees of real time exposure to an audience. Learners are often inhibited about trying to say things in a foreign language in he class room: worried about making mistakes, fearful of criticism or losing face or simply shy of the attention that their speech attracts.

b. Nothing to say. Even if they are not inhibited. You often hear learners complain that they can not think of anything to say, they are no motive to express them selves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard and a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while other speak very little or not at all.

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[24] Muh. In'am F Noer, *English Debating Training*, (Yogyakarta: Spirit, 2006), P. 4

d. Mother – tongue use. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it, because it is easier, because it is feels unnatural to speak to one another in a foreign language. And because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups it can be quite difficult to get some classes-particularly the less disciplined or motivated ones to keep to get the target language.

5. Characteristic Of A Successful Speaking Skill Activity

a) Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b) Participation is even. Classroom discussion is not dominated by a minotory of talkative participant, all get a chance to speak and contribution are fairly evenly distributed.

c) Motivation is high. Learners are eager to speak, because they are interested in the topic and have something new to say about it, or because they want contribute to achieving a task objective.

d) Language is of an acceptable level. Learners axpress themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

According to Kathleen M. Bailey, teaching speaking is sometimes considered a simple process. Commercial language school around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in language other than our own is anything but simple.

C. *Hypothesis*

The hypothesis in this research is formulated as follows :

1) H_0 : Bilingual Program has influences toward speaking skill students in SMPN 1 Palopo.

2) H_1 : Bilingual Program hasn't influences toward speaking skill students in SMPN 1 Palopo.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research applied an expost facto method. It aimsed to find out whether by the applied of Bilingual Program influence student's speaking skill in SMPN 1 Palopo.

Ex post facto means retrace from what is done after the fact.[1] Ex post facto means see the effect. Therefore, research needn't to give treatment again, only to see its effect at dependent variable (Y).[2]

2. Design

This research used Ex Post Facto design that related with statistics. The design of this research is described as follows :

Independent Variable   Dependent Variable

$$\boxed{X} \longrightarrow \boxed{Y}$$

This simple paradigma show the relation between one variable independent (X) with one variable dependent (Y).[3]

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[1] Syamsuddin AR and Vismaia S Damaianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2009), P. 164.

[2] Riduwan, *Belajar Mudah Penelitian untuk Guru, Keryawan dan Peneliti Pemula,*(2010), P. 50.

[3] Sugiono, *Statistik Untuk Penelitian,* (Bandung: ALFABETA, 2011), P. 4.

B. *Variable and Operational Definition*

1. Variable

This research consists of two variables namely :

    a. Independent variable is the Influence of Bilingual Program.

    b. Dependent variable is the student's ability in speaking skill after joining in Bilingual Program.

2. Operational definition

    a. Bilingual Program is additional methods used in the learning process in the classroom and focus on MIPA subjects such as mathematics, biology, and physics.

    b. Students English development is improving English study achievement in speaking skill by the applied of Bilingual Program.

C. *Population and Sample*

1. Population

The population of the research was the students of SMPN 1 Palopo, the eight class in 2013/2014 academic years. The eight class in 2013/2014 academic years of SMPN 1 Palopo consist of eight class, they were VIII A until VIII H, each class consist of 28 students. Therefore, the population in this researh are 224 population.

2. Sample

This reseach, the authors used the technique probability sampling namely was Simple Random Sampling and Proportionate Stratified Random

Sampling. Simple Random Sampling was a method of sampling using a random members of the population regardless the level of the population members.[4] Proportionate Stratified Random Sampling was a sampling technique when population has a member of a heterogeneous and stratified proportional.[5]
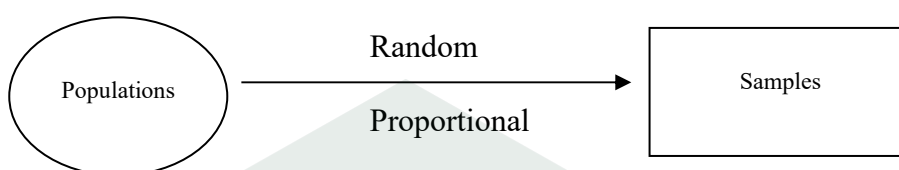
Base on the taken of sampling technique, the authors taking 35 samples of 224 population. To make clear, we can see the table below :

Table 1

No	Class	Students
1	VIII$_A$	5
2	VIII$_B$	5
3	VIII$_C$	5
4	VIII$_D$	4
5	VIII$_E$	4
6	VIII$_F$	4
7	VIII$_G$	4

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[4] Riduwan, *Belajar Mudah Penelitian untuk Guru, Keryawan dan Peneliti Pemula,*(2010), P. 58.

[5] Http://www.4Skripsi.com/metodologi-penelitian/teknik-pengambilan-sampel. Html. Accessed on January, 27th 2014.

8	VIII$_H$	4
	8 Classes	35 Students

D. *Instrument of the Research*

1) Questionnare and Picture.

In this paper the authors used questionnaire to gather data on the effect of Bilingual Program to improving speaking skill in SMPN 1 Palopo. After data was completed, the authors used the tables for each question.

This researh the authors make 18 questions and the authors make the 18 tables of every questions. Each question of item was measured based on oral proficiency from fluency, accuracy, and comprehensibility that grade through a six point scale. If each item was response fluently, accurately, and correct comprehensibility. Therefore, the score is 18.

The instrument used in this researh were the sheet of questionnaires, and some pictures to give oral test (speaking test) to the students. The sheet of questionnaires instrument was the questionnaire which contains of some question about the applied of Bilingual Program and oral test to know the ability of students in speaking skill after joined in Bilingual Program.

2) Tape Recorder

In this part, the authors called one by one from the sample to answer questions or speaking test and the writer will record the answer or sound (voice) from of the sample.

E. Procedure of Collecting Data

In collected of data, the writer did several procedurs. The procedurs were as follows :

1) Before the questionnaire distributed to the respondent, the writer explained how to do the questionnaires.

2) The writer distributed the intrument to the student, allocated time for answering the question of the questionnaire was 45 minutes.

3) The researcher collected the instrument from the respondent.

4) Analysis the questionnaires result.

Then to measure the speaking ability of students, the writer used picture serials. In this case, the student were given five items to tell what the picture about. For example, the writer gave instruction, such as tell what he did in the picture. In addition, the writers gave allocated time about 10 minutes to tell about the picture in each sample.

F. Technique of Data Analysis.

The instrument items of questionnaire is provided in Likert scale. The Likert scale which was modified in five alternative answers that consisted of strongly agree (SS), agree (S), neutral (N), disagree (TS) and extremely disagree (STS). Each answer has score according to the positive or negative item.

The positive item has score for each option are SS=5, S=4, N=3, TS=2, STS=1. The negative item has score for each option are SS=1, S=2, N=3, TS=4, and STS=5.[6]

The items of questionnaire consisted of eightteen items and based on the alternative quality that chosen are SS, S, N, ST, and STS. Therefore the distance is 1-90. If all of the items was chosen is SS for the positive question and STS for negative question. So, the total score is 90.

In analizing the data which has been collected, the researcher has to determine the scoring classification which includes of Accuracy, Fluency and Comprehensibilaty. Those assesment criteria explained J.B. Heaton as follows :

1.   Accuracy

Table 2

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influencd by the mother-tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue but not serious phonological

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[6] Riska Mawir, *Students' perception on the Influences of English Extra Class toward Speaking Skill at the Eleventh Years students of SMA PMDS Putri Palopo* (STAIN Palopo:2007), P.32.

		errors. A few gramatical and lexical errors but only one or two major errors causing confusion.
Avarage	3	Pronunciation is influenced by the mother tongue but only a few serious phonological and lexical errors, some of which causes confision.
Poor	2	Pronunciation seriously influenced by the mother tongue with errors causing a breakdown in communication. Many 'basic' gramatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many 'basic' gramatical and lexical errors. No evidence of having mestered any areas practiced in the course.

2. Fluency

Table 3

Classification	Score	Criteria
Excellent	6	Speaks without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
		Has to make en effort at times to search for

Very Good	5	words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses.Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Avarage	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for desired meaning. Frequently and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times up making the effort. Very limited range of expression.

3. Comprehensibility

Table 4

Classification	Score	Criteria
Excellent	6	Easy for listener to understand the speaker's intention and general meaning. Very few interruptions or clarification required.
Very Good	5	The speakers intention and general meaning are fairly clear. A few interuptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interuptions are necessary to help him to convey the massage or to seek clarification.
Avarage	3	The listener can understand or lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood the then with considerable effort by someone who is used to lintening to the speaker.
Very Poor	1	Hardly anything of what's is said can be understood. Even whwe lstener makes a great

		effort or interupts, the speaker is unable to clarity anything he seems to have said.

(Adapted from Heaton)[7]

Based on amount of item thet of five items and amount of score in each item. Therefore, the distence is 1-90. If all items was repsonded fluently, accurately, and correct comprehension. So, the total score is 90.

The sign analysis in this research to test the hypothesis that formed in chapter two by using simple regression analysis. Simple regression was used to analyzed the correlation between the applied of Bilingual Program toward student's ability of SMPN 1 Palopo in speaking skill.

The test of hypothesis was decided acceptable at the degree of significance five percent (5%). The data analyzed by computer at the statiscal program SPSS 18,0 for windows.

Degree of significance, $\alpha = 0.5$ and the criteria of testing the hypothesis as follows :   If, $F_{sign\ count} \geq F_{table}$, it means significant

$F_{sign\ count} \leq F_{table}$, it means insignificant.[8]

Based on the hypothesis formulated, to test the truth or falsensess from hypothesis which have been raised, by way of comparing the level of 'r' which have been obtained in course of calculation or 'r' observes with the level of 'r' contained in table of value of 'r' roduct moment.

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[7] J.B.Heaton, *Writing English Language Test* (Ed.1;New York Inc, 1998), P. 100.

[8] Isnuryadi, *Students Perception Toward Improvement of Speaking Skill At The English Conversation Club of SMA Negeri 1 Wotu,* (Palopo: STAIN Palopo, 2007), P. 43.

In giving interpretation simply to index number correlation 'r' product moment we can see the tables below :

Table 5
The Table of Pearson Product Moment

The number of 'r' product moment (rxy)	Interpretation
0,00 – 0,20	Between variable of X and variable Y is true. There are correlations, how ever that correlation is very weak or very low so that correlation is disregarded (Assumed by there no correlation between variable of X and variable Y.
0,20 – 0,40	Between variable of X and variable Y, there are weak correlations.
0,40 – 0,70	Between variable of X and variable Y, there are weak correlations is enough.
0,70 – 0,90	Between variable of X and variable Y, there are high or

0,90 – 1,00	strong correlations. Between variable of X and variabe Y, there are very strong correlation or very high.

(Adapted from Anas Sujiono)[9]

IAIN PALOPO

[9] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Rajawali Persada, 2003), P.180.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter the writer explain about findings and discussion the data of the research. Firstly, the writer descbibes the result of the questionnaires of the research, and secondly the writer explain about sudents' ability in English speaking skill at the Eighth Year Students of SMPN 1 Palopo.

A. Findings

1. The result of Questionnaires

The analysis of Questionnaires talking about the applied of Bilingual Program, showed at the table as follows :

Table 6
Bilingual Program was very effective to be applied in my education

Answer	Frequency	Percent
Strongly Agree	17	48,6%
Agree	18	51,4%
Neutral	-	-
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

The simpe table above indicates that there were 24 students of SMPN 1 Palopo choose strongly agree and 18 students choose agree with the statement.

Table 7
Biingual Program created to improve speaking skill student of SMPN 1 Palopo

Answer	Frequency	Percent
Strongly Agree	18	51,42%
Agree	12	34,29%
Neutral	5	14,29%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

The table above shows that, there were 18 students answers strongly agree, 12 students answers agree, and 5 students answers neutral for statement. This case indicates students of SMPN 1 Palopo have high motivation to improve their English Speaking skill.

Table 8
Bilingual Program support teaching and learning in the classroom

Answer	Frequency	Percent
Strongly Agree	14	40%
Agree	15	42,857%
Neutral	6	17,143%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

The table above shows that there were 14 students choose strongly agree, 15 agree, and 6 students choose neutral.

Table 9
The number of students in the classroom is very conducive to organized Bilingual Program

Answer	Frequency	Percent
Strongly Agree	8	22,85%
Agree	14	40%
Neutral	12	34,29%
Disagree	1	2,86%
Extremely Disagree	-	-
Total	**35**	**100%**

At the table shows that there were 22,85% students choose strongly agree, 40% students choose agree, 34,29% students choose neutral and 2,86 students choose disagree.

Table 10
The teachers is better if they use interested media in learning process

Answer	Frequency	Percent
Strongly Agree	6	17,143%
Agree	13	37,143%
Neutral	14	40%
Disagree	2	5,714%
Extremely Disagree	-	-

Total	**35**	**100%**

At the table 5 show that 6 students choose strongly agree, 13 students

choose agree, 14 students choose neutral and 2 students choose disagree.

Table 11
Bilingual Program must be applied at all levels of education to honed
speaking skill students of SMPN 1 Palopo

Answer	Frequency	Percent
Strongly Agree	15	42,857%
Agree	9	25,714%
Neutral	9	25,714%
Disagree	2	5,714%
Extremely Disagree	-	-
Total	**35**	**100%**

The table above show that 15 students answer strongly agree, 9 students

answer agree, 9 students answer neutral and 2 students answer disagree.

Table 12
The students enjoyable in the Bilingual Program

Answer	Frequency	Percent
Strongly Agree	14	40%
Agree	**14**	**40%**
Neutral	7	20%
Disagree	-	-

Answer	Frequency	Percent
Extremely Disagree	-	-
Total	**35**	**100%**

The table 7 shows that there were 40% choose strongly agree, 40% students choose agree and 20% students choose neutral. This case indicates that in Bilingual Program students SMPN 1 Palopo enjoy to join in this program.

Table 13
Bilingual Program make me easy to improving my speaking skill

Answer	Frequency	Percent
Strongly Agree	22	62,9%
Agree	12	34,3%
Neutral	1	2,8%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

At the table shows tere were 22 of the students choose Strongly agree with the statement, 12 of the stdents choose Agree, and just 1 of student chosee Neutral with the statement.

Table 14
Bilingual Program make me easy to understand any subject

Answer	Frequency	Percent
Strongly Agree	9	25,7%
Agree	12	34,3%

Neutral	10	28,6%
Disagree	4	11,4%
Extremely Disagree	-	-
Total	**35**	**100%**

The table shows that there were 25,7% students' SMPN 1 Palopo choose Strongly Agree, 34,3% students' chosee Agree, 28,6% students' choose Neutral and 11,4% of students choose Disagree with the statement. These cases that Bilingual Program make students easy to understand any subject.

Table 15
Don't like this Program because it is very difficult to understand

Answer	Frequency	Percent
Strongly Agree	-	-
Agree	1	2,8%
Neutral	7	20%
Disagree	17	48,6%
Extremely Disagree	10	28,6%
Total	**35**	**100%**

At the table above shows that there were 10 of students choose Extremely Disagree, 17 Disagree, 7 of students choose Neutral and just 1 of students choose Agree with the statement.

Table 16
Speaking skill is important things in English

Answer	Frequency	Percent
Strongly Agree	15	42,86%
Agree	12	34,28%
Neutral	8	22,86%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

The table above shows that 15 students choose Stongly Agree, 12 choose Agree and 8 of students choose Neutral with the statement. This case indicates that students' of SMPN 1 Palopo Strongly Agree with the statement that Speaking Skill is important things in English.

Table 17
Bilingual Program is not giving significant influences
of students speaking ability

Answer	Frequency	Percent
Strongly Agree	-	-
Agree	5	14,286%
Neutral	12	34,286%
Disagree	13	37,143%
Extremely Disagree	5	15,625%
Total	**35**	**100%**

At the table 12 show that 5 students choose Extremely Disagree, 13 of students choose Disagree, 12 students choose Neutral and just 5 students choose Agree with the statement. This case indicates that students of SMPN 1 Palopo, think Bilingual Program give a significant influence on Students' Speaking Skill.

Table 18
The teacher must be have a better Spaking Skill

Answer	Frequency	Percent
Strongly Agree	17	48,6%
Agree	10	28,6%
Neutral	6	17,1%
Disagree	2	5,7%
Extremely Disagree	-	-
Total	**35**	**100%**

At the table above show that there were 17 of students choose Strongly Agree, there were 10 of students choose Agree, 6 choose Neutral and just 2 of students choose Disagree wiyh the statement.

Table 19
The students, lazy to learn if using Bilingual Program

Answer	Frequency	Percent
Strongly Agree	-	-
Agree	1	2,8%
Neutral	5	15,6%
Disagree	16	45,8%

Extremely Disagree	13	35,8%
Total	**35**	**100%**

At the table above show that 13 of students choose Extremely Disagree, 16 of students choose Disagree, 5 choose Neutral and just 1 students choose Agree with statement.

Table 20
The teacher must using English language than Indonesia
Language when teacher explain the material

Answer	Frequency	Percent
Strongly Agree	7	20%
Agree	6	17,1%
Neutral	15	42,8%
Disagree	3	8,7%
Extremely Disagree	4	11,4%
Total	**35**	**100%**

The table show that 20% of students from 35 students choose Strongly Agree, 17,1 of students choose Agree, 42,8 choose Neutral, 8,7 choose Disagree and 11,4 of sudents choose Extremely Disagree with the statement.

Table 21
As long, as follow in Bilingual Program, improving of
Speaking Skill students is better than before

Answer	Frequency	Percent
Strongly Agree	13	37,1%
Agree	16	45,8%
Neutral	6	17,1%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

Table 4.16 show about Influeces of Bilingual Program toward Improving Speaking Skill Students SMPN 1 Palopo. The table shows that majority of the students Agree with the statement. This indicates that Bilingual Program according to the students has influences toward their speaking skill. These proved by shows the table there were 13 of students choose Strongly Agree, 16 of students from 35 students choose Agree and just 6 of students choose Neutral.

Table 22
The Bilingual Program must to held every year, because very effective
to improving my knowledge in English Subject
especially in Speaking skill

Answer	Frequency	Percent
Strongly Agree	13	37,1%
Agree	16	45,8%

Neutral	6	17,1%
Disagree	-	-
Extremely Disagree	-	-
Total	**35**	**100%**

The table above shows 13 of students choose Strongly Agree, 16 of students choose Agree and 6 of students from 35 samples choose Neutral.

Table 23
Bilingual Program should be applied to all subjects

Answer	Frequency	Percent
Strongly Agree	11	31,4%
Agree	6	17,1%
Neutral	9	25,7%
Disagree	8	22,9%
Extremely Disagree	1	2,9%
Total	**35**	**100%**

This table is the last questionnaires and the table above show that 11 of students choose Strongly Agree, 6 of students choose Agree, 9 choose Neutral, 8 of students choose Disagree and just 1 of student choose Extremely Disagree.

2. Students' Ability in Speaking

TABLE 24
Individual Row Score Of Speaking Ability (Oral Test)
Students at Eighth Class

No.	Aspect Judgment From the Oral Test			Total
	Accuracy	Fluency	Comprehensibility	
1	30	30	28	88
2	29	30	29	88
3	29	27	29	85
4	27	27	27	81
5	29	28	28	85
6	29	26	28	83
7	30	29	30	89
8	26	29	28	83
9	26	28	27	81
10	30	28	26	84
11	24	24	23	71
12	26	28	27	81
13	29	30	28	87
14	28	27	27	82
15	27	26	28	81
16	27	23	24	74
17	28	29	27	84

18	27	24	24	75
19	29	30	29	88
20	26	27	28	81
21	28	25	26	79
22	28	26	27	81
23	26	29	28	83
24	25	24	24	73
25	25	25	27	77
26	27	28	29	84
27	26	27	27	77
28	25	24	25	74
29	27	26	27	80
30	26	26	28	80
31	27	29	29	85
32	26	28	27	81
33	26	26	28	80
34	25	25	25	75
35	27	24	23	74

The result of speaking test consist of five items Picture, and we can see refer to the following table based on amount score of each items were Accuracy, Fluency, and Comprehensibility. The researcher took the data below from the students of SMPN 1 Palopo.

Table 25
The Percentage rate of students score in Speaking Test according to Accuracy

Clasification Answer	Frequency	Percent
25-30 (Very Good)	34	97%
19-24 (Good)	1	3%
13-18 (Enough)	-	-
7-12 (Bad)	-	-
1-6 (Very Bad)	-	-
Totally	**35**	**100%**

The table shows that percentage rate of the students in speaking test according to accuracy category, there were 29 students (83%) with very good category and just 6 students (17%) with good category.

Table 26
The percentage rate of student score in Speaking Test according to Fluency

Clasification Answer	Frequency	Percent
25-30 (Very Good)	29	83%
19-24 (Good)	6	17%
13-18 (Enough)	-	-
7-12 (Bad)	-	-
1-6 (Very Bad)	-	-
Totally	**35**	**100%**

The table shows that the percentage rate of students in speaking test according to fluently category, there were 27 students (77%) with veri good category and 8 students (33%) with good category.

Table 27
The percentage rate of students in Speaking Test according to
Comprehensibility

Clasification Answer	Frequency	Percent
25-30 (Very Good)	30	86%
19-24 (Good)	5	14%
13-18 (Enough)	-	-
7-12 (Bad)	-	-
1-6 (Very Bad)	-	-
Totally	**35**	**100%**

The shows that the percentage rate of students in speaking test recording to their comprehensibility, there were 29 students (83%) with very good category and 6 students (17%) with good category. There case indicates that students have well comprehensibility to speak their idea according to the picture (instrument).

The data analysis use Computer with SPSS 18,0 for windows program. To look for the value of 'R' used Regression analysis, because between Independent and Dependent variable have function correlations.[1]

---

[1] Husain Usman, M.Pd., and R. Purnomo Setiady Akbar, S.Pd.,M.Pd., *Pengantar Statistika* (Jakarta:Bumi Aksara, 2003), P. 215.

a. The value about Influences of Bilingual Program Toward Improving Students' Speaking Skill.

The result of analysis about Influences of Bilingual toward improving students' speaking skill showed at the table below :

Table 28

Independent Variable	Mean	SD	Low Score	High Score	N
The Applied of Bilingual Program	78.9143	5.11268	70.00	90.00	35

From the data above describe the applied of Bilingual Program has mean, 78,9143. SD 5,11268. Low Score 70,00 and High Score 90,00.

b. The value about Students ability in speaking skill who have join in Bilingual Program.

Table 29

Dependent Variable	Mean	SD	Low Score	High Score	N
Students ability in English speaking skill who have join in Bilingual	80.9714	4.71846	71.00	89.00	35

Program					

At the table show that students ability in English speaking skill who have join in Bilingual Program has Mean 80,9714. SD 4,71846. Low Score 71,00 and High Score 89,00.

The data analysis (Regression) by Computer SPSS 18,0 program for windows resulted of data analysis Coefficient Correlation between Independent (Variable X) and Dependent (Variable Y).

Show at the table below :

Table 30

Independent Variable	Dependent Variable	Correlation	Coefficient Correlation
X	Y	r_{xy}	0.880

Based on the Hypothesis in chapter two, to test the truth or falseness from hypothesis which have been reised, by way of comparing the level of 'r' which have been in course of calculation or 'r' observes with the level of 'r' contained in able of value of 'r'.

To give interpretation of value of 'r' we can see at the table of Pearson Product Moment in chapter three. At the table showed that the value of 'r' is 0,70 – 0,90 with category has High Correlation, and the result of the data analysis, the value of 'R' is 0,880. This case indicate that Bilingual Program has influences toward speaking skiil students SMPN 1 Palopo.

We can see at the table below :

Table 31

ANOVA^b

Model	Sum Of Squares	Df	Mean Squares	F	Sig.
1 Regression	586.402	1	586.402	113.451	000^a
Residual	170.570	33	5.169		
Total	758.971	34			

Based on the table 31, result the value of 'F' is 113,451. Therefore (H_0) we can said acceptable if :

$F_{\text{sign count}} \geq F_{\text{table}}.$

$F_{\text{table}} \leq F_{\text{sign count}}.$

(df = N – nr) Therefore (df = 33)

We can see at the Anova^b table that value of '$F_{\text{sign count}}$' is 113,451 (df = 33), and the value of 'F_{table}' is 4,17 (From F-table 0.05).[2]

$F_{\text{sign count}} \geq F_{\text{table}}$ (113,451 $\geq$ 4,17).

Therefore (H_0) : Bilingual Program has influences toward speaking skill students in SMPN 1 Palopo, acceptable.

And we can see at the Modal Summary^b table below :

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,880^a	,775	,768	2,27350

---

[2] Home.Comcast.net/-sharov/tables/f005.Html. Accessed On November, 11st 2013.

Therefore (H_0) Bilingual Program has influence toward improving speaking skill students' of SMPN 1 Palopo, accaptable. To make it clear we can see at the appendixes.

Based on the result of data analysis. The researcher found out that the Bilingual Program toward improving speaking skill at the Eighth class of SMPN 1 Palopo is good in improving their speaking skill.

In improving students' speaking skill by Bilingual Program make the students of SMPN 1 Palopo are confidents, enjoy in practicing their speaking skill, easy to express their opinions and arguments toward a topic or an issue without pressure and intimidation the result of their learning is improved. Therefore, Bilingual Program effective in improving students speaing skill.

Based on the describing above, the researcher concludes that one of important point that teacher should have full attention in teaching especially in speaking skill for English teacher is the uses of method and technique that easy to apply by the students but the teacher must choose method or technique which was purpose to improve students' speaking skill. To Make student more active to speak English by giving an interesting topic that can be spoken by students which involved students' knowledge and students' experience in learning a language.

B. *Discussion*

This part discuss about result of data analysis from the sudents SMPN 1 Palopo. Especially for speaking test (oral test), the writer used pictures from some subjects like Sains and Match, and the writer used tape recording to saved of the answered from the studens (samples).

Based on the result of testing that has discribed above, it can be proved that the Bilingual Program was effective to upgrade students' speaking skill at Eighth class in SMPN 1 Palopo.

The table 29 shows that the mean score of Questionnarie (the applied of Bilingual Program) is 90, High score and 70, low score from all samples. And the result of table 29, it means students of SMPN 1 Palopo agree with applied of Bilingual Program toward improving speaking skill.

Table 30 shows that the mean score of students ability in English speaking skill who have join in bilingual Program (Speaking test), 89 is high score and 71 low score. For spaeking test, the writer used some pictures about sains and match. Example, especially for Sains. No. 3.

- Mention about part of the plant !

- The answer, there were *leaf, root, stick, flower and stem.*

For all students given different answer from question in the paper and automatically the students got different score. We can see at table number 24, shows that individual score of speaking ability (Oral test). The writer given different score according of students speaking ability in Accuracy, fluency and comprehensibility.

For score of accuracy items from students, the writer got different scores, for high score,30 and low score,24. The writer given high score like 30, because the writer can see if she/he given the best answer from questions and students can understand with aims of questions.

For score of Fluency items, likes accuracy items. The writer got different scores, for high score, 30 and low,23. For low score, just 1 student (sample) got low score, because she/he very slowly when she/he answer the questions.

In Comprehensibility items, the writer given different scores too, likes Accuracy and Fluency items. For Comprehensibility items, high score was 30 and low score, 23. For high score, except 30. Wee can see of the table, there were another scores, likes 29, 28 and 27. Especially for students who got high score,30. She/he can given the best answer and the writer understand with the answer from the students. And for low score, 23 in Comprehensibility items. There were two students (samples) who got that scores. The students who got low score, she/he very difficulty to given the best answer.

Based on the discussed above, null hypothesis (H_1) is rejected and Hypothesis (H_0) is accapted. So, it can be said that Bilingual Program is effective program toward speaking skill students of SMPN 1 Palopo.

IAIN PALOPO

CHAPTER V

CONCLUSION AND SUGGESTION

A. *Conclusion*

Based on the result of the research and research question that formulated, the writer can conclude a follows:

The result of data analysis we got the value of 'R' is 0,880. The reseacher can give interpretation by using helper table Pearson Moment and the state that between independent variable and dependent variable have high correlation. Then, from the data which have been analyzed by using SPSS 18.0 windows, the researcher found the value of '$F_{sign\ count}$' is 113,451 and value of 'F_{table}' (df=33) is 4,17. It is means that the value of '$F_{sign\ count} \geq F_{table}$' (113,451 $\geq$ 4,17). Therefore the (H_0) Hyphotesis is Acceptable.

Based on the result the researcher found that Bilingual Program has good influences toward improving English students, especially in English speaking skill of SMPN 1 Palopo.

B. *Suggestion*

Based on the conclusions above, the researcher gives some suggestions as follows:

1. To improve quality in English speaking, the teacher should apply effective method for their students for example Bilingual Program.

2. The teacher should give many opportunities to the students to overcome and to share the problems of students in learning English.

3. The teacher should give the students motivation in learning.

4. The school must be more increased the quality of the students by preparing teachers as teaching staff that specific to English, so that the quality speaking skill students can improve.

5. Since the result of test significant shows that Bilingual Program is influental significance toward improving speaking skill, the researcher suggest to leader of SMPN 1 Palopo to conduct it continually and the management of Bilingual Program must be better to reach the target.

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APPENDICES
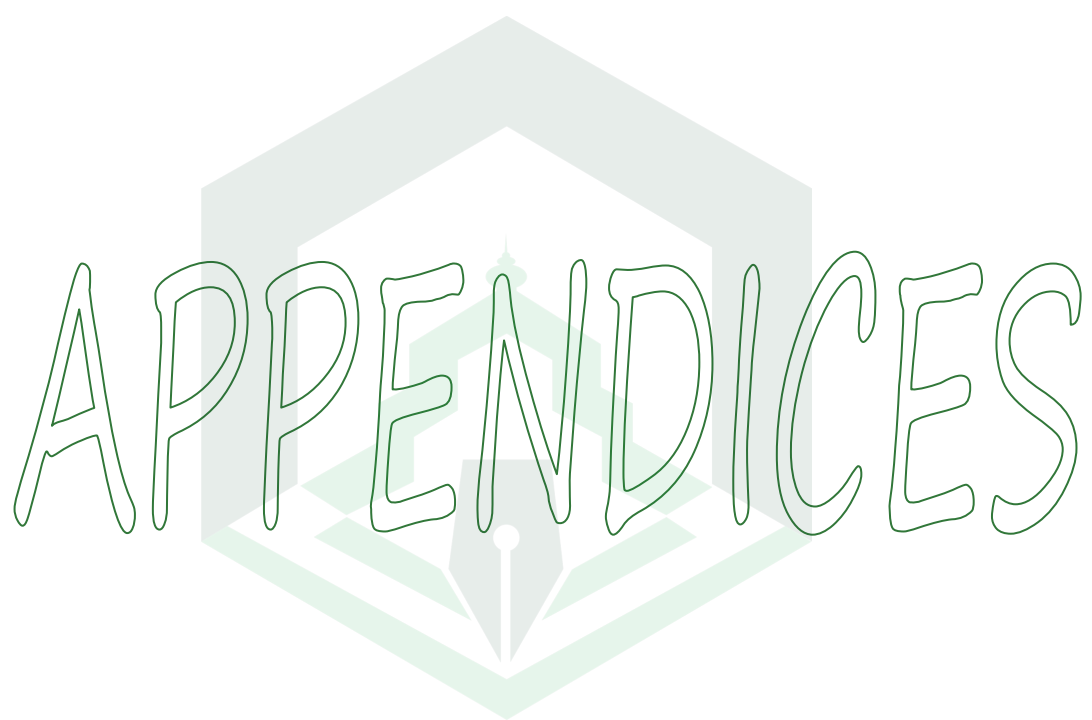
APPENDIX 1

THE RESULT OF RESEARCH

X : The Applied of Bilingual Program.

Y : Students' ability in Speaking.

NO.	X	Y
1	90	88
2	88	88
3	82	85
4	81	81
5	80	85
6	81	83
7	87	89
8	80	83
9	80	81
10	80	84
11	70	71
12	80	81
13	85	87
14	80	82
15	78	81
16	72	74
17	81	84
18	70	75
19	78	88

20	79	81
21	79	79
22	80	81
23	88	83
24	72	73
25	75	77
26	79	84
27	75	77
28	72	74
29	79	80
30	79	80
31	82	85
32	81	81
33	75	80
34	74	75
35	70	74

LIST OF TABLE

Appendixes 4

Speaking Test

Question :

1. Explain about the metamorphosis of the Butterfly!

| I | II | III | IV | V |
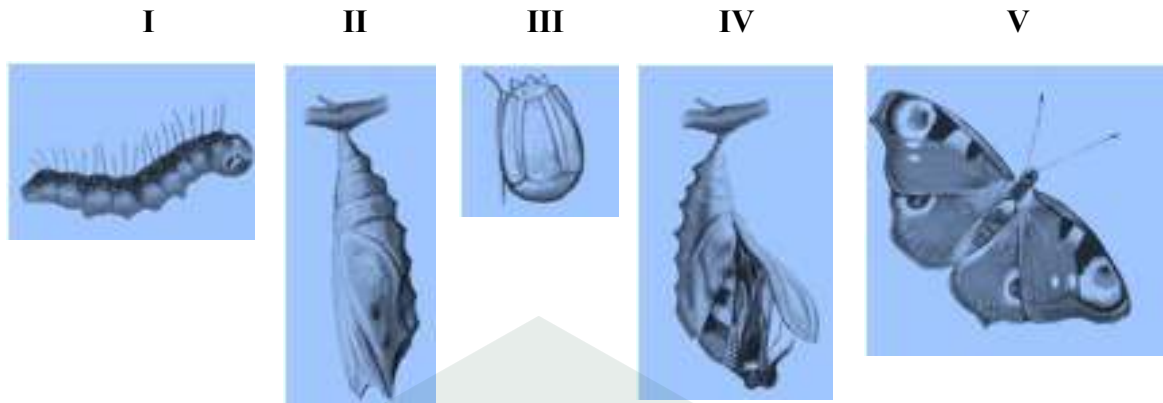
2. Explain about picture below!

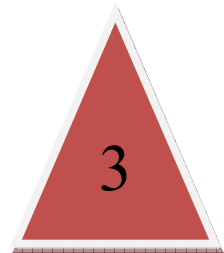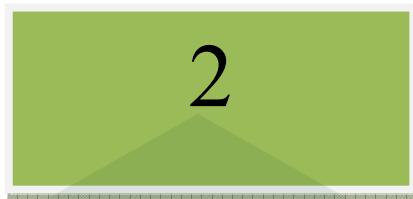| I | II | III |

| IV | V |
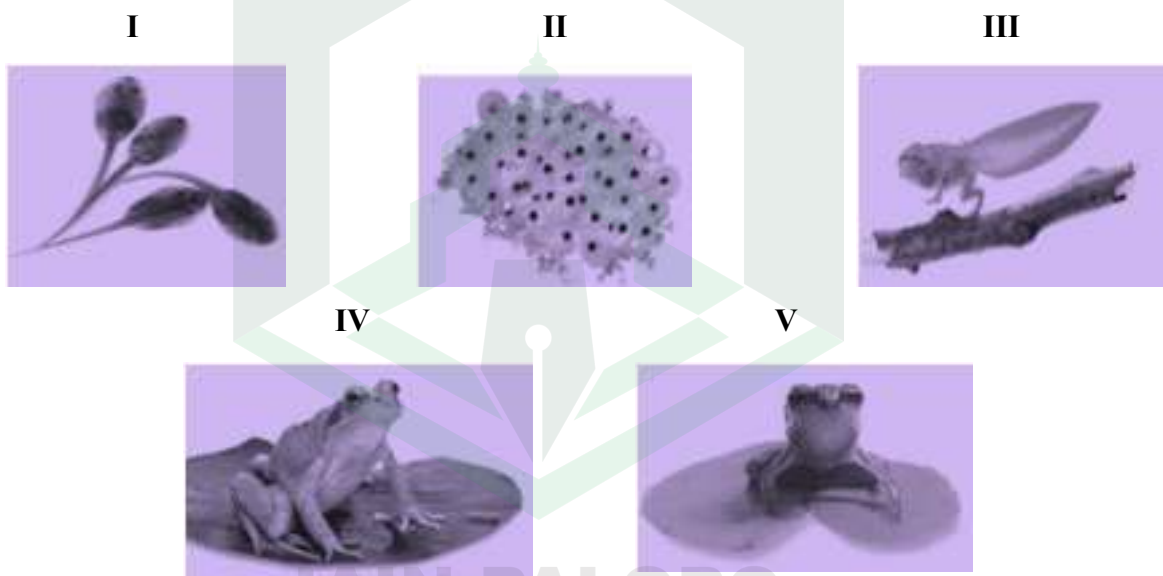
3. Mention and explain about part of the plant!

4. Look the Picture!!!!
   What is this???

5. Look the Picture!!!!!
   Explain about the compare of the picture below :

Appendixes 3

Questionnaire

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.

2. Tulislah identitas Anda, pada tempat yang telah disediakan.

3. Pada setiap pertanyaan disediakan 5 pilihan jawaban, pilihlah jawaban sesuai dengan keadaan anda dengan JUJUR.

4. Bubuhkan tanda silang (X) pada pilihan anda dan apabila terjadi ksalahan berikan tanda (#) pada jawaban yang salah tersebut, kemudian bubuhkan tanda silang (X) pada jawaban yang benar.

   Terima kasih atas kesediaannya mengerjakan angket ini dengan jujur.

IDENTITAS RESPONDEN

Nama :

NIS :

Kelas :

Butir-butir pertanyaan mengenai penerapan Program Bilingual.

1. Menurut saya Program Bilingual sangat baik diterapkan pada jenjang pendidikan yang saya tempuh saat ini.

   a. Sangat setuju   d. Tidak Setuju

   b. Setuju   e. Sangat Tidak Setuju

   c. Netral

2. Menurut saya Program Bilingual diadakan untuk meningkatkan kemampuan speaking siswa.

   a. Sangat setuju   d. Tidak Setuju

   b. Setuju   e. Sangat Tidak Setuju

   c. Netral

3. Menurut saya Program Bilingual sangat menunjang proses belajar mengajar dalam kelas.

   a. Sangat setuju   d. Tidak Setuju

   b. Setuju   e. Sangat Tidak Setuju

   c. Netral

4. Jumlah siswa dalam kelas sangat Kondusif untuk diadakannya Program Bilingual.

   a. Sangat setuju   d. Tidak Setuju

   b. Setuju   e. Sangat Tidak Setuju

   c. Netral

5. Sebaiknya Pengajar menggunakan media pembelajaran yang lebih atraktif dalam menjalankan Program Bilingual.

   a. Sangat setuju   d. Tidak Setuju

   b. Setuju   e. Sangat Tidak Setuju

   c. Netral

6. Menurut saya Program Bilingual harus diterapkan pada semua jenjang Pendidikan agar kemampuan Speaking siswa lebih terasah.

   a. Sangat Setuju
   d. Tidak Setuju

   b. Setuju
   e. Sangat Tidak Setuju

   c. Netral

7. Saya sangat senang dengan adanya Program Bilingual dalam Proses Belajar Mengajar.

   a. Sangat Setuju
   d. Tidak Setuju

   b. Setuju
   e. Sangat Tidak Setuju

   c. Netral

8. Dengan Program Bilingual memudahkan saya untuk meningkatkan kemampuan Speaking saya.

   a. Sangat Setuju
   d. Tidak Setuju

   b. Setuju
   e. Sangat Tidak Setuju

   c. Netral

9. Menurut saya, Program Bilingual dalam Proses Belajar Mengajar memudahkan saya untuk memahami setiap subject (Mata Pelajaran) yang diajarkan.

   a. Sangat Setuju
   d. Tidak Setuju

   b. Setuju
   e. Sangat Tidak Setuju

   c. Netral

10. Saya sangat tidak suka dengan Program Bilingual karena sangat susah untuk mengerti penjelasan dari Pengajar.

    a. Sangat Setuju   d. Tidak Setuju

    b. Setuju   e. Sangat Tidak Setuju

    c. Netral

11. Bagi saya yang terpenting dalam Bahasa Inggris adalah Speaking Skill.

    a. Sangat Setuju   d. Tidak Setuju

    b. Setuju   e. Sangat Tidak Setuju

    c. Netral

12. Menurut saya, Program Bilingual yang diterapkan saat ini tidak memberikan pengaruh yang Signifikan terhadap kemampuan Speaking siswa.

    a. Sangat Setuju   d. Tidak Setuju

    b. Setuju   e. Sangat Tidak Setuju

    c. Netral

13. Menurut saya, Pengajar yang mengajar dalam Progam Bilingual adalah seorang yang mempunyai kemampuan Speaking yang lebih baik.

    a. Sangat Setuju   d. Tidak Setuju

    b. Setuju   e. Sangat Tidak Setuju

    c. Netral

14. Saya malas belajar jika dalam Proses Belajar Mengajar menggunakan Program Bilingual.

    a. Sangat Setuju

    b. Setuju

    c. Netral

    d. Tidak Setuju

    e. Sangat Tidak Setuju

15. Menurut saya, tenaga Pengajar yang mengajar dalam Program Bilingual, sebaiknya lebih mengutamakan Bahasa Inggris dibanding menggunakan Bahasa Indonesia dalam menjelaskan materinya.

    a. Sangat Setuju

    b. Setuju

    c. Netral

    d. Tidak Setuju

    e. Sangat Tidak Setuju

16. Selama mengikuti Program Bilingual kemampuan Speaking saya lebih baik daripada sebelumnya.

    a. Sangat Setuju

    b. Setuju

    c. Netral

    d. Tidak Setuju

    e. Sangat Tidak Setuju

17. Menurut saya, Program Bilingual sebaiknya tetap dijalankan setiap tahun, karena sangat membantu dalam meningkatkan pengetahuan saya dalam pelajaran Bahasa Inggris khususnya dalam bidang Speaking.

    a. Sangat Setuju

    b. Setuju

    c. Netral

    d. Tidak Setuju

    e. Sangat Tidak Setuju

18. Sebaiknya Program Bilingual diterapkan pada semua mata pelajaran.

    a. Sangat Setuju   d. Tidak Setuju

    b. Setuju   e. Sangat Tidak Setuju

    c. Netral

☺ *__Please write your Mobile Number...__*

☺ *See you next time...*

☺ *Thank you very much....*

Be the Best ___
_ Making the Best _
_ Give the Best _
Keep Your Smile

Appendix 2

TABEL F

Pada α (Tingkat Signifikansi) 5% (0,05)

No.	A	B	C	D	E	F	G
	df2	df1					
		1	2	3	4	5	6
1	20	4.35	3.49	3.09	2.86	2.71	2.59
2	21	4.32	3.46	3.07	2.84	2.68	2.57
3	22	4.30	3.44	3.04	2.81	2.66	2.54
4	23	4.27	3.42	3.02	2.79	2.64	2.52
5	24	4.25	3.40	3.00	2.77	2.62	2.50
6	25	4.24	3.38	2.99	2.75	2.60	2.49
7	26	4.22	3.36	2.97	2.74	2.58	2.47
8	27	4.21	3.35	2.96	2.72	2.57	2.45
9	28	4.19	3.34	2.94	2.71	2.56	2.44
10	29	4.18	3.32	2.93	2.70	2.54	2.43
11	30	4.17	3.31	2.92	2.68	2.53	2.42
12	35	4.12	3.27	2.87	2.64	2.49	2.37
13	40	4.08	3.23	2.84	2.61	2.45	2.34
14	45	4.06	3.20	2.81	2.58	2.42	2.31
15	50	4.03	3.18	2.79	2.56	2.40	2.29
16	60	4.00	3.15	2.76	2.53	2.37	2.25