

**BILINGUAL SPEAKING TEACHING MODEL IN LEARNING
ACTIVITIES ON EIGHTH GRADE STUDENTS OF MTSS
ISTIQQOMAH**

THESIS

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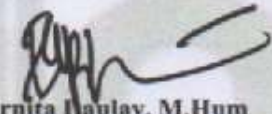
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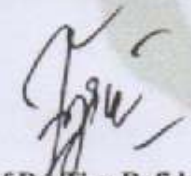
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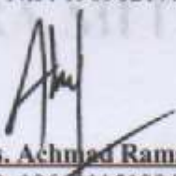

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PERNYATAAN KEASLIAN SKRIPSI

Saya menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “Bilingual Speaking Teaching Model In Learning Activities On Eighth Grade Students Of MTsS Istiqomah” adalah karya saya sendiri. Pengutipan yang terdapat dalam skripsi ini dilakukan dengan cara yang sesuai dengan etika keilmuan. Atas pernyataan ini, saya bersedia menerima sanksi sesuai dengan peraturan perundang-undangan yang berlaku apabila suatu hari nanti ada pihak lain yang keberatan terhadap keaslian skripsi saya ini atau ditemukan bukti yang sangat kuat adanya unsur plagiasi atau penciplakan atau pengutipan yang melanggar etika keilmuan.

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ABSTRACT

This study analyzed how the challenges junior high school in MTsS Istiqomah faces when implementing bilingual speaking in teaching and learning activities in junior high school. This research aims to help students improve their speaking skills in class and help educators in MTsS Istiqomah choose a more brilliant strategy to implement bilingual speaking in learning activities. This study noticed in the case that many of the students frequently have speaking difficulties. In speaking class, students are not able to communicate with each other fluently and cannot enjoy it. This study uses a naturalistic study in qualitative research. The participants in this study were junior high school students in MTsS Istiqomah, totaling two students and three teachers. The interviews and observations were conducted as part of a phenomenological study that included both structured and unstructured interviews. Based on the research, the findings can be concluded through interactions during teaching and learning activities. When delivering the material, the teacher employs bilingual speaking, with English as the dominant language compared to their mother tongue (L1). The use of English can be seen during the lesson's opening, distribution of materials, and closing. Based on the findings, the use of bilingual speaking in junior high school in MTsS Istiqomah is not simple to implement and does not have an immediate impact on student's ability to communicate in English.

Keywords: Bilingual Speaking, Implementation, Learning Activities, Speaking Model, Bilingualism

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