

CHAPTER I

INTRODUCTION

1.1. Background of The Study

In recent years, there has been a significant increase in the birth rate in various parts of the world. The high level of natality in various parts of the world also affects the use of language in their daily lives. Many families still use their mother tongue instead of using English in their lives, even though mastering English is very important in this 21st century. To overcome this, many language assistance programs are provided that provide services for children with primary and secondary education levels in mastering English using the bilingual method. However, at present, the field requires the necessary resources to support students and education personnel in implementing bilingual teaching through research-based practice methods.

According to the U.S. Department of Education, nearly 10% of the student population in the United States now comes from non-English speaking homes. During the 2010–11 school year, language assistance programs served an estimated 10% (4.7 million) of elementary and secondary students (Aud et al., 2013). Based on the data from Australian Catholic University, stating that with a vision to create quality education, the Fiji Ministry of Education, Heritage, and Arts (MoEHA) implements a curriculum that recognizes the existence of language diversity and encourages the maintenance and learning of native languages to establish a friendly relationship based on general knowledge about each other's language. With this vision in mind, the Fiji curriculum recommends a bilingual education system as a tool to encourage multilingualism (Hopf et al., 2016). According to the findings of an investigation conducted by the Quebec English-Speaking Communities Research Network (QUESCREN), From 2006 to 2016, the general population's rate of English-French bilingualism increased

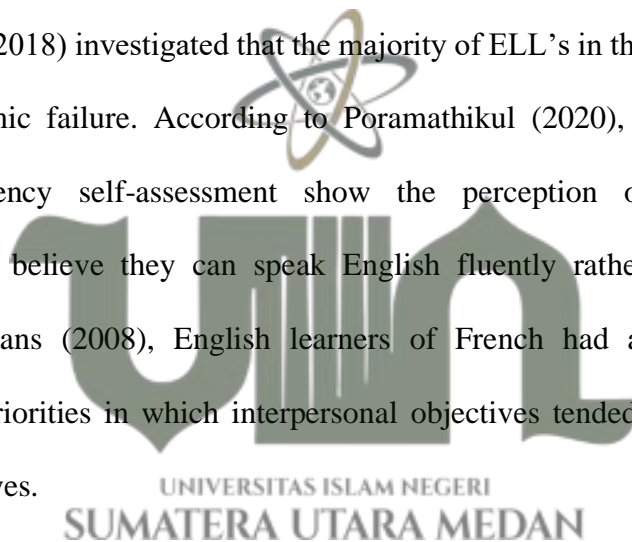
from 41% to 44%. In 2016, the youth had the highest rate of bilingualism, at 59 percent for 15-19 years old and around 65 percent for 20-24 and 25-29 years old (Ciamarra et al.,n.d.).

In the constitutional law, namely article 50 paragraph 3 states that "The government and/or regional governments organize at least one education unit at all levels of education to be developed into an international standard education unit". This means that schools in Indonesia get an opportunity to develop their institutions into international-level institutions with the support of the government and local governments. With the constitution, the level of English language mastery of students becomes a benchmark for the application of the constitution, especially in terms of speaking ability. Especially in Indonesia, there are many students who have not been able to communicate fluently, especially in oral communication. So, to handle the lack in speaking skills, the government designed and implemented a bilingual RSBI and SBI program to encourage the formation of qualified and competent bilingual teachers in their fields to assist students in facing global challenges. As a result, with the bilingual program, many quality students are created and have language skills and competencies. However, unfortunately, the bilingual program has several obstacles in its development in Indonesia, among others due to financial, and social factors, and the lack of infrastructure, academic, facilities, and human resources aspects as the basic foundation for building a strong bilingual education in Indonesia.

Speaking is a skill that everyone needs in today's world. The problem in various educational institutions today is that so many students do not master these, especially fluency and proficiency in speaking in English, and this is something that must be found and solutions. There are several factors that cause these students to be less able to do or apply speaking English in their daily lives. One of these factors is the lack of English habituation in the school environment and the lack of concern for students in responding to grammatical errors and English pronunciation without the guidance and direction of the subject teacher. One of the

reasons why this problem can occur is because learning English only takes place when they are learning English, without applying the learning to their daily lives. So, to facilitate mastery of the language, implementing bilingual speaking is needed to implement in learning activities.

For the recent study on bilingual research, Sung (2016) analyzed in ELF communication, they show how bilinguals' language identities are diverse and fluid. According to Sanders (2018), Bilingual immersion classrooms will benefit from practical and effective ways to inform instruction for increased student engagement, greater access to bilingual education resources, and support to deliver content area instruction in the target language to both native and non-native English-speaking students. Zavala (2018) investigated that the majority of ELL's in the United States are at risk of academic failure. According to Poramathikul (2020), the results of the speaking proficiency self-assessment show the perception of bilinguals and multilingual who believe they can speak English fluently rather than accurately. According to Evans (2008), English learners of French had an implicit set of communicative priorities in which interpersonal objectives tended to dominate over ideational objectives.



Based on the research results above, there is a gap between these studies, and it can be seen that most previous researchers used bilingual speaking in the social and cultural aspects. Only a few shows the usage of implementing bilingual speaking in the educational aspect, especially in junior high school. The researcher wanted to know the result of implementing bilingual speaking model in learning activities in junior high schools in Indonesia. Because the researcher observed that many students had difficulty implementing bilingual speaking in their learning activities. The goal of this research is to help students improve their speaking skills in class and to help educators in

Indonesia choose a more competent strategy to implement bilingual speaking teaching model in learning activities. This study's title is **Bilingual Speaking Teaching Model in Learning Activities at Eighth Grade Students of MTsS Istiqomah.**

1.2. Identification of Problem

One of these factors is the lack of English habituation in the school environment and the lack of concern for students in responding to grammatical errors and English pronunciation without the guidance and direction of the subject teacher. One of the reasons why this problem can occur is because learning English only takes place when they are learning English, without applying the learning to their daily lives. So, to facilitate mastery of the language, implementing bilingual speaking is needed to implement in learning activities.

1.3. Scope of Study

Based on the problems that have been mentioned above, this study is focused on English and Non-English subject learning process by using transitional bilingual education instruction at eighth grade students of MTsS Istiqomah.

1.4. Research Question

When the researchers conducted this study, the most important point is as follows:

1. How is the result of implementing bilingual speaking teaching model in learning activities at MTsS Istiqomah?

1.5. Significances of The Study

This research is believed to have several benefits both theoretically and practically.

1. Theoretical Significance

With this research, educators, especially in the field of English, get additional references in the form of how the implementation of bilingual speaking is used in learning activities.



2. Practical Significance

Practically, this research is useful for educators in Indonesia to be able to choose a more competent strategy and implement bilingual speaking to improve students' English-speaking skills in learning English.

2.1. Professional Significance

Professionally, the results of this study are expected to be able to make English educators in Indonesia aware of the importance of improving competence and developing strategies in the teaching and learning process of English, especially in improving students' speaking skills.

2.2. Students' Significance

Students can improve their ability to speak English more easily when bilingual dialogue is used in English learning activities. Students also receive more different learning approaches for speaking English than previously.

2.3. Other Researchers' Significance

Other researchers will benefit from this research because they will gain new information from it and will be able to design ways or adopt bilingual speaking in an effort to improve students' language skills, particularly in secondary schools.

2.4. Researcher's Significance

The goal of this study for the researcher is to use it as research material for writing a thesis for a bachelor's degree in education (S.Pd.) at the State Islamic University of North Sumatra, Medan. Furthermore, this study was carried out so that researchers could learn how bilingual speaking might help students improve their speaking skills, particularly at the high school level.

