CHAPTER II

THEORETICAL REVIEW

2.1. Theoretical Framework

2.1.1. Speaking

Legally, the focus of learning English has been set on government regulation no.22 of 2006, which emphasizes that learning English is held to improve students' communication competence and raise awareness about the nature and importance of learning English, with the goal of increasing students' competence. Global competitiveness of Indonesian human resources with this affirmation, the speaking ability of Indonesian students must be emphasized in English learning without ignoring other supporting factors.

Speaking is defined as an interactive process of meaning construction that involves information production, reception, and processing. Its form and meaning are determined by the context, participants, and purposes of speaking (Burns & Joyce, 1997). This means that while learning speaking skills, students must gradually process information and understand the context and purpose of speaking in order to facilitate their learning process. One of the hardest talents for students to learn is speaking, despite the fact that it is generally thought of as a basic lesson. English foreign learners (EFL) must, nevertheless, learn and perfect their speaking competence in order to compete. The process of learning to speak is also discussed in the Qur'an, surah Ar- Rahman, verses 3-4:

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خَلَقَ ٱلْإِنسَـٰنَ ۞ عَلَّمَهُ ٱلْبَيَانَ ۞

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Meaning: "He created the human. Taught them how to speak clearly." (Surah Ar - Rahman [55]: 3-4)

This verse emphasizes that Allah SWT is responsible for the existence and nature of human speaking abilities. And, as creatures created by Allah SWT, the role of humans is to explore or learn all of the skills in speaking. The urgency of speaking ability was also mentioned by the Prophet Muhammad through Abu Hurairah   R.A

عن أبي هريرة -رضي الله عنه- مرفوعاً: «من كان يؤمن بالله واليوم الآخر فليقل خيرًا أو ليصُمُت، ومن كان يؤمن بالله واليومِ الآخر فليُكْرِمِ جارَه، ومن كان يؤمن بالله واليومِ الآخر فليكرمضَيْفَه».

The meaning from that hadits is One of the hardest talents for students to learn is speaking, despite the fact that it is generally thought of as a basic lesson. English foreign learners (EFL) must, nevertheless, learn and perfect their speaking competencein order to compete: From Abu Hurairah R.A: Rasulullah SAW. Said: "whoever believes in Allah and Kiyamah day, let them say a good word or be silent". (H.R Bukhari and Muslim).

Speaking skills are an activity that requires each individual's ability to express themselves in all situations with the goal of smoothly conveying everything experienced (Nunan, 1991). This also confirms that the ability to communicate plays an important role in ensuring that one's goals are met. The main purpose of speaking isto communicate in order to express our thoughts effectively and efficiently so that

they can be accepted by the recipient or the speaker's object (Tarigan, 2008). The speaker must understand the meaning of what he wants to convey in order for his thoughts or things to be conveyed effectively and efficiently. Surah An-Nisa's verse 63 of the Qur'an states:

اُولٰۤىِٕكَ الَّذِيْنَ يَعْلَمُ اللّٰهُ مَا فِيْ قُلُوْبِهِمْ فَاَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَّهُمْ فِيْٓ اَنْفُسِهِمْ قَوْلًاۢ بَلِيْغًا ۝

Meaning: They are the ones (indeed) Allah knows what is in their hearts. Therefore, turn away from them, give them advice, and speak to them words that will afflict their souls. (Surah An-Nisa' [4]: 63)

Furthermore, in terms of the speaking function that can be applied to the world of education, other than the ones mentioned above, namely:

a. As a form of entertainment; In the world of education, educators not only know how to convey teaching materials properly and correctly, but they also know how to convey teaching materials in a fun way. As a result, the teaching material delivered will be well received in an entertaining setting.

b. As a means of persuasion; In the world of education, teachers are encouraged to ensure that students understand what they are conveying in addition to being able to convey material properly and correctly. When students accept and believe that they can understand the material presented by the teacher through good communication, they can become active participants in their learning. To discuss and express one's thoughts: One of the goals of being able to speak is to be able to make various decisions and convey various plans in one's life. When a teacher provides a discussion space for students during the implementation of learning, students can use their speaking skills to solve a problem, which has an impact on improving the students' speaking quality.

According to Brown (2007), when mastering the ability to speak, the speaker must pay attention to a number of factors, particularly those related to English education. The following are the factors that must be considered when speaking:

a. Fluency. When performing speaking activities, someone must be fluent. Students need to speak with fluency from a young age since it is better to learn it then to learn itlater in life. As a result, it is critical to start developing and training students' language fluency at a young age.

b. Pronunciation. Pronunciation should be taught to students from the start, especially if they want to learn to speak. Students can avoid speaking pronunciation errors and understand pronunciation in English if they understand the pronunciation.

c. Grammar. To use of grammar when carrying out speaking activities affects the production of the messenger's spoken language if the speaker does not fully understand the use of the grammar. As a result, it is critical for speakers to master the use of grammar so that the production of spoken language is maintained and the message is conveyed accurately.

d. Vocabulary. To communicate, a person must have a sufficient vocabulary, especially when communicating with strangers. The application of bilingualism based on mastery of language and vocabulary plays a critical role in socio-cultural adjustment in the region (Sari et al., 2020). As a result, it is critical that we expand our vocabulary while engaging in speaking activities.

e. Comprehension. The presence of understanding when performing speaking activities allows the speaker to better understand the content of the conversation, and the direction of the conversation is more directed and can be accepted by the message's recipient. This comprehension is typically acquired at a young age. The

researcher can convey that the definition of speaking is an activity in the form of implementing an information processing process that includes the production, reception, and processing of the information so that when the information is conveyed it is well received by the recipient based on the conclusions of the theories above. The importance of English-speaking skills is emphasized to students in order to improve the quality and competence of human resources, particularly in Indonesia and when communicating with foreign nationals.

2.1.2. Bilingualism

Bilingual education is the use of two languages, one of which is English, as mediums of instruction for the same student population in a well-organized program that covers part or all of the curriculum and includes the study of the mother tongue's history and culture. A comprehensive program fosters and sustains children's self-esteem and legitimate pride in both cultures. According to Ascenzi-Moreno (2016), English-speaking bilinguals who are struggling with academic literacy are nearly impossible to identify using only official school records. The problem is that these records do not include information about how students use their languages in their daily lives. Most bilingual programs emphasize instruction in both languages until the student is ready to continue his or her studies in English. This type of instruction is also known as transitional instruction. As a result, the non-English speaking student does not fall behind in schoolwork or educational growth as a result of a language deficit. A positive attitude and self-concept toward both cultures is an important part of this development.

Bilingualism has several characteristics. Bilingualism is subject to change and cannot be reliably defined in terms of a simple measure of proficiency (Bialystok, 2001). The bilingual's vocabulary, according to this characteristic (or principle), tends to be distributed across their two languages, as a result of the fact that bilinguals frequently use and hear each language across different domains of language use. Bilinguals

frequently create language and context-specific lexicons related to thelanguage(s) being used in a given context. As a result, a child's linguistic exposure is clearly linked to his or her vocabulary development (Gathercole, 2007). A person's level of language mastery can also be used to determine bilingual characteristics. However, mastery of bilingual skills may differ at different linguistic levels. Because bilingual language skills can include differences in understanding and expression in both spoken and written forms, determining the extent of a person's bilingualism requires examining each of these skills separately (Mackey, 1962). There are learning models that can be used in bilingual education. (Roberts, 1995) divides bilingual teaching programs into three categories: transitional bilingual education, maintenance bilingual education, and enrichment bilingual education. Bilingual teaching models areclassified into two types. The first is teaching without a time limit for students to join the class, and the second is learning with a time limit for students to take the class,also known as Transitional Bilingual Education (TBE) (Brisk,2005). Students can continue to use their native language even after they have achieved fluency in communicating in English using these bilingual learning models, and they can appreciate language and cultural differences.

Initially, the existence of bilingual learning elicited a negative reaction from parents of students who had their own confusion when they saw students combining two languages in the same sentence structure (Code Mixing). In fact, the presence of code mixing in the student learning process is natural and can increase student motivation to improve language skills. This also indicates that students are innovative in developing their ability to learn languages (Byers-Heinlein & Lewy‐Williams, 2013.). Students should be able to pursue higher education and career opportunities if they are fluent in two languages. The introduction of bilingual communication in primary and secondary education will have a positive impact in the future. According to Thordardottir (2011),

children who have been exposed to mastering and applying bilingualism in the language acquisition process have the same receptive vocabulary score as monolingual children. This suggests that bilingual learning, in addition to improving students' communication skills, also improves students' vocabulary development. Finally, mastery of multiple languages is an asset for children's future academic and career development. Based on the conclusions of the theories above, the researcher can convey that bilingualism is defined as the use of two languages as mediums of instruction for the same student population in a well-organized program that covers part or all of the curriculum and includes the study of the mother tongue's history and culture. The advantages of employing and applying bilinguals to English study are that it improves students' communication abilities as well as their vocabulary growth. As a result, mastery of two languages through the bilingual method is a valuable advantage for students' linguistic careers and academic development.
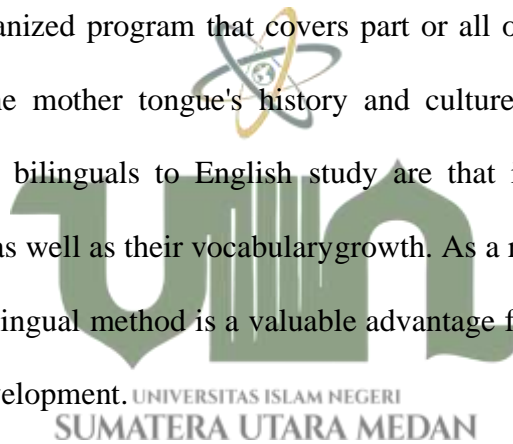
2.1.3. Transitional Bilingual Education (TBE)

Transitional bilingual education is a bilingual education approach in which children first acquire fluency in their native language before acquiring fluency in the second language, where fluency is defined as linguistic fluency (such as speaking) as well as literacy (such as reading and writing). This is in contrast to total immersion bilingual education, in which students are completely immersed in the second language. Transitional bilingual education is one of the most widely used in public schools across the United States. The use of transitional bilingual education in the United States was ultimately the consequence of an endeavor to officially recognize Chicano and Latino identities with the enactment of the Bilingual Education Act.

The purpose of transitional bilingual education is to help a student move into an English-only school as rapidly as feasible. A bilingual teacher educates children in their

native language in subjects such as arithmetic, science, and social studies, so that when they transition to an English-only school, they would be able to compete with their classmates in all other subject areas. Transitional Bilingual Education programs begin in kindergarten and can continue through grade six or seven. English as a second language classes are occasionally added to give extra teaching.

Transitional bilingual education programs are divided into two categories: early-exit and late-exit. Early-exit programs begin with strong support in the students' native language; nevertheless, this support is rapidly diminished. Late-exit programs, on the other hand, maintain strong support in the primary language. The fundamental difference between these two models is the length of the program. A full or part time program provided by the local school district with instruction in the student'~ native language. There must be at least twenty students of the same language in a school building to qualify as a TBE program. English-speaking ability out of a program in transitional bilingual education prior to his third year of enrollment there in unless the parents of the child approve the transfer in writing, and unless the child has received a score on said examination which, in the determination of the State Board, reflects a level of English language skill appropriate to his or her grade level.

Although transitional bilingual education programs initially furnish first-language academic instruction that support diminishes as students acquire English. In transitional programs, students have greater success than do students who receive no home-language support (Lesslow-Hurley 1991), but such programs do not deliver the academic and social advantages of fully developed bilingualism. A feature of the English or second-language instruction of nearly all bilingual programs is its adaptation to the level of the students. In many school districts, including schools with students from extremely diverse language backgrounds. Students participate solely in English as

a second language programs.

2.2. Related Studies

Sung (2020), in his journal entitled "Exploring language identities in English as a lingua franca communication: experiences of bilingual university students in Hong Kong", analyses that Bilingual language identity in ELF communication has a dual and flexible nature. The languages involved in ELF interactions have complicatedidentities that are difficult to distinguish. Participants' status as language users and/or language learners in ELF communication appears to rely on the scenario in the classroom vs. outside the classroom, as well as native vs. non-native speakers, during various moments of ELF interaction. Linguistic ideology appears to play a significant influence in participants' development of their language identity in ELF communication, according to the findings. Participants attitudes on their linguistic identity in ELF communication appear to be closely tied to the language ideology theyespouse, as shown in the analysis. By exposing the range and complexity of bilingual identities involved in ELF communication, the studies presented here constitute a tiny but growing contribution to empirical research on ELF and identity. It also provides much needed empirical data on bilingual interactions' opinions on language identity in ELF communication.

The purpose of this paper was to investigate a group of Hong Kong bilingual students' language identities in ELF communication at an international university. While derived from a small-scale study, the findings suggest that language identities could constitute an integral part of bilinguals' lived experiences in ELF communication and that there exists a multiplicity of language identities that bilinguals claim and negotiate when narrating their ELF experiences. The Information in this journal is

related to my topic. Sung also studied how the bilingual communication process takes place in Hong Kong and touched on the sociocultural aspects that were useful as a support for the observation stage I was going to do. However, the difference with this research is the research topic, research purpose, and scope of the research used are different. This article will not form the basis of my research, but it will be useful supplementary information for my research.

Sanders (2018) in his research entitled "Literacy development: the 21st century bilingual immersion classroom" states that the monolingual teacher preparation framework, poverty, and poor knowledge of emerging bilingual home language interactions are the major difficulties impacting the attainment gap between ELL and native speakers. Accepting dynamic bilingualism, incorporating everyday linguistic experiences, activating and linking instruction to student's prior knowledge, promoting positive attitudes towards the target language and culture, enhancing spoken language development to encourage bi-literacy, fostering meaningful interactions with ELL and native speakers of the target language, and facilitating meaningful analysis of student data for educators can all help to overcome these barriers.

Sanders' study focuses on the role of bilingualism in student literacy development in the twenty-first century. This demonstrates that Sanders and I have different research focuses. Sanders' research methods and theories in his paper, on the other hand, parallel my own. Sanders' research made it simple for me to use bilingualism to help students enhance their communication abilities.

Evans (2008) states in a study titled "Using stimulated recall to investigate pupils' thinking about online bilingual communication: code-switching and pronominal address in L2 French" that is, English learners of French had an implicitset of communicative priorities in which interpersonal objectives tended to dominate over ideational objectives. Students' implicit assumptions about their foreign language learning are inextricably linked to their views on L2's communicative use. As previously demonstrated, decisions about discourse choices such as code-switching and interpersonal address were more likely to be influenced by interpersonal rather than purely ideational objectives. It is clear that without further integration of opportunities for authentic communication with peers in the target country, foreign language education will miss out on a key source of motivation.

Students thinking about foreign language learning and use is not erratic or random, and it can be effectively generated by using stimulated recall research techniques that draw on the subjects' experience with online bilingual communication. Evans' research offers observations in addition to adopting bilingualism for youngsters, which is significant to my research. Continuing the environmental and government response to bilingualism. This article will not form the basis of my research, but it will be useful supplementary information for my research.

Poramathikul (2020), in his research entitled "The Influence of Using Social Media as a Learning Platform by Bilingual and Multilingual Learners on English Speaking Skills", stated that bilingual and multilingual speakers frequently utilize social media for educational purposes and use it in their everyday lives. They tend to think of themselves as more fluent than correct when speaking English.

This simply means that while social media has no major impact on their overall English ability, other factors are likely to play a role. Furthermore, participants are often undervalued in their speaking abilities and are eager to develop. The information in the article is not very relevant to my research topic, because the research has a different research design, research focus, and research objectives. This article will not form the basis of my research, but it will be useful supplementary information for my research on data analysis.

Keydeniers (2021), stated in her research entitled "Bilingual daycares in the Netherlands: an analysis of the implementation of bilingual input and underlying ideologies" that Monolingual Children in the Netherlands prefer weaker kinds of bilingual education, whereas multilingual audiences prefer organizations that use robust forms of bilingual education. This could be due to the fact that numerous OPOL groups provided bilingual input prior to the start of the pilot research because their target audience was highly skilled migrant workers. Early in the study, organizations that chose a weaker type of multilingual input began doing so. The majority of the youngsters who visit these groups are Dutch-speaking. Furthermore, bilingual Dutch-English daycare institutions provide greater opportunities for a multilingual (international) audience to learn Dutch. It is simple for parents to send their children to a bilingual childcare center where Dutch and English (typically one of their home languages) are spoken. The information in the article is not very relevant to my research topic, because the research has a different research design, research focus, and research objectives. This article will not form the basis of my research, but it will be useful supplementary information for my research on data analysis.

There is a discrepancy in this study between the research that the researcher is now performing and the five related studies that the researcher has detailed. The research studies mentioned above address the impact of multilingual communication on people's social identities and linguistic ideologies. There are also many that study the function of bilingualism in the scope of education, particularly in Englisheducation, but also explore the impact of bilingualism on student literacy and therationale for utilizing bilingualism on social media in the research mentioned above. Poramathikul's study (2020) looks at bilingual communication, but the material procedure and research subjects are different. Instead, the researcher chosethis study since there are only a few of the research discuss the implementation ofbilingual communication to develop students' speaking skills, especially in junior high school.

2.3. Conceptual Framework

Speaking ability is an important aspect of learning a language, particularly English. Speaking is defined as an interactive process of meaning construction that includes information production, reception, and processing. Its form and meaning are determined by the context, the participants, and the purposes of speaking (Burns & Joyce, 1997). This means that during the process of learning speaking skills, students must gradually process information and understand the context and purpose of speaking in order to facilitate their learning process. However, students frequently faceobstacles when learning to speak in English, making it difficult for students to understand the context and level of the activities they participate in.

To address this issue, the researchers attempted to observe the implementation of bilingual speaking in learning activities to develop students' English-speaking skill.

bilingual learning model entails a teaching and learning process in which the teacher is the object who instructs students in two languages. Bilingual education is a program for students who do not speak English natively. The Bilingual method also helps students improve their English skills. Bilingual learning efforts are heavily reliant on the availability of qualified teachers, human resources, official policies, and socio- cultural aspects of a region.

To expedite the research, the researcher refers to three theories developed by Ascenzi- Moreno (2016), Garcia and Wei (2014), and Surrain (2018). Based on these three theories, the researcher employs a qualitative research model by conducting structured or unstructured interviews in order to discover facts about the bilingual learning process. Following the interview, the researcher will engage in action and practice in order to implement bilingual communication. Following the action and practice stages, the researcher will conduct observation and follow-up interviews to learn about students' reactions and attitudes toward the implementation of bilingual speaking in learning activities.

Figure 1.1

Conceptual Framework