

CHAPTER IV

FINDINGS AND DISCUSSION

The results of the researcher's method of interviewing and observing the chosen respondents are presented in this chapter. The respondents of this study were some eighth-grade students and an English teacher at MTsS Istiqomah. Field notes were used as instruments for conducting observations, and the interview guide, which was used as an instrument for conducting interviews, were the two research instruments used by researchers in gathering research data.

4.1. Findings



4.1.1. Description of Research Location

A. History of MTsS Istiqomah

This research was conducted at MTsS Istiqomah, Sei Beras Sekata Village, Sunggal District, Deli Serdang Regency. MTsS Istiqomah was established in July 2007. The geographical location of MTsS Istiqomah is close between Medan City and Deli Serdang Regency. During the establishment of MTsS Istiqomah from 2007 to 2022, there have been four changes to the Head of the Madrasah as follow:

Table 2.2.**List of YP Istiqomah's Headmasters**

No	Name	Year
1	Drs. H. Ali Amran	2007-2015
2.	Dra. Asmah Nurkasih	2015-2015
3.	Timbul Dalimunthe,S.Pd.I.	2015-2018
4.	Syubbanul Akhyaril Aliya, S.Pd.	2018- Now

B. The Profile of School

School

: MTsS Istiqomah.



Address

: Sri Gunting Residence, Block II, Sei Beras Sekata Village,
Sunggal sub-district, Deli Serdang District, North
Sumatera Province, 20227.

Status

: Private School

Email

: Mtssistiqomah01@gmail.com

C. Condition of Teacher and Official Employers at MTsS Istiqomah

The teacher and official employers at MTsS Istiqomah, in the academic year 2022/2023 can be identified as follows:

Table 2.3

**List of Teachers and Official Employers at MTsS Istiqomah
in Academic Year 2022/2023**

No	Name	Gender	Position
1.	Syubbanul Akhyaril Aliya, S.Pd.	Male	Headmaster
2.	Dra. Asmah Nurkasih	Female	Vice Headmaster
3.	Esty Surya, M.Si.	Female	Art and Creativity Teacher, Social Science Teacher, Computer Teacher
4.	Basiroh Hayati, S.H.I.	Female	Civic Teacher
5.	Kurniati Juliandani, S.Pd.I.	Female	Religion Teacher
6.	Ratna Sari Dewi, S.S.	Female	English Teacher
7.	Muhammad Tohirudin Rangkuti, S.Pd.	Male	Science Teacher
8.	Daniel Abdillah, S.Pd.	Male	PE Teacher
9.	Kumala Wanti, S.Si.	Female	Math Teacher
10.	Khairul Fuadil Aliya, A.Md. Kom.	Male	Operator

D. Students Population of MTsS Istiqomah

The quantity of the students at MTsS Istiqomah identified as follows:

Table 2.4.**Students Quantity of MTsS Istiqomah Academic Year 2022/2023**

No	Class	Sex		Total
		Male	Female	
1.	7 th Grade	11	13	24
2.	8 th Grade	16	19	35
3.	9 th Grade	14	23	37
Total		41	55	96

E. Building of MTsS Istiqomah

The condition of facilities at MTsS Istiqomah in academic year 2022/2023 can be seen on the table below:

Table 2.5.**Building of MTsS Istiqomah in Academic Year 2022/2023**

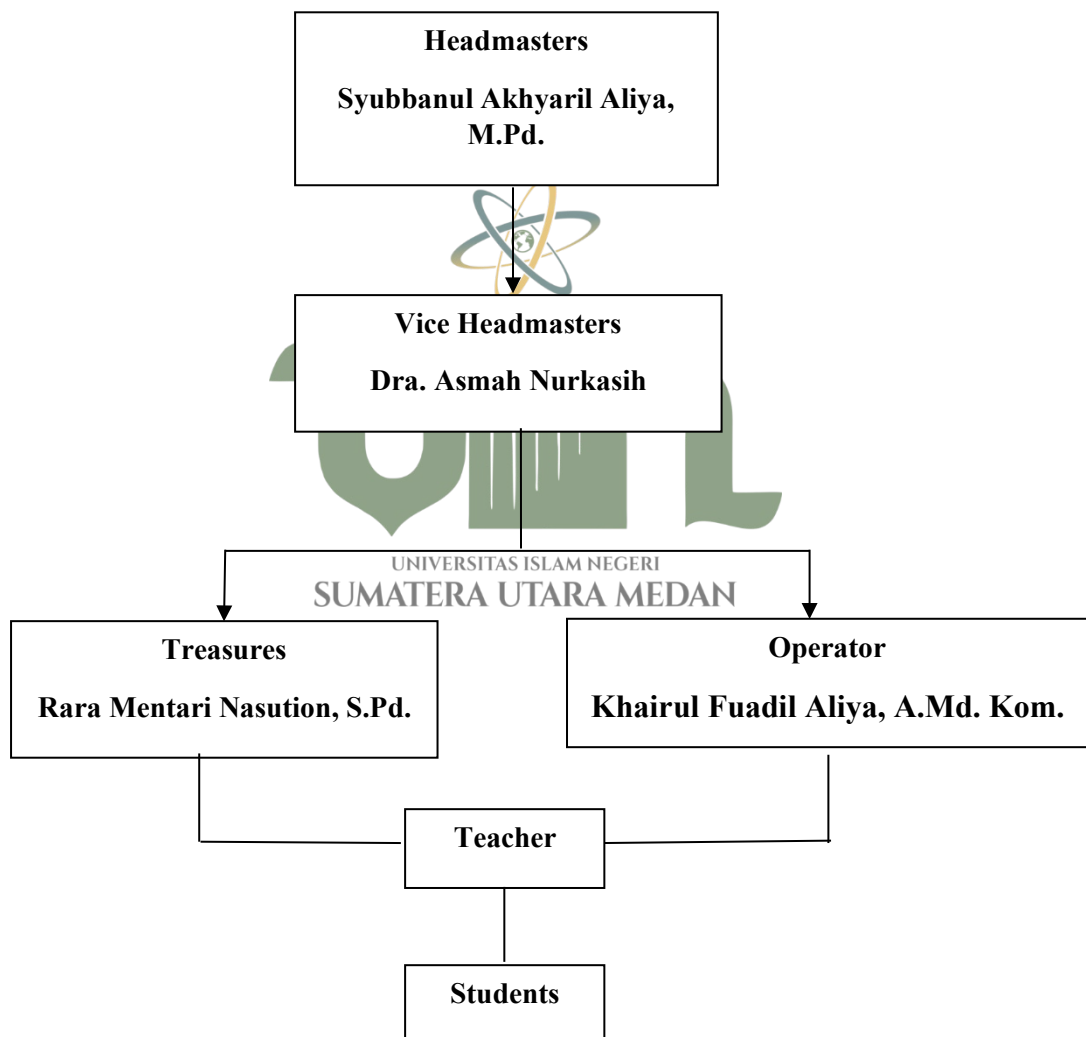
No	Names of Building	Total	Condition
1	Headmaster Room	1	Good
2.	Teachers Room	1	Good
3.	Administration Room	1	Good
4.	Musholla	1	Good
5.	Classroom	3	Good
6	Canteen	2	Good
7.	Field	1	Good

F. Organization Structure of MTsS Istiqomah

The organization structure of MTsS Istiqomah in academic year 2021/2022 can be seen in the figure as follows:

Figure 1.2.

Organization Structure of MTsS Istiqomah



4.1.2. The Implementation of Bilingualism in the Teaching Learning Activities

Three aspects of the implementation of bilingualism speaking will be observed: (1) the goals of bilingualism speaking in the teaching-learning activities, (2) the learner's role, and (3) the student's role.

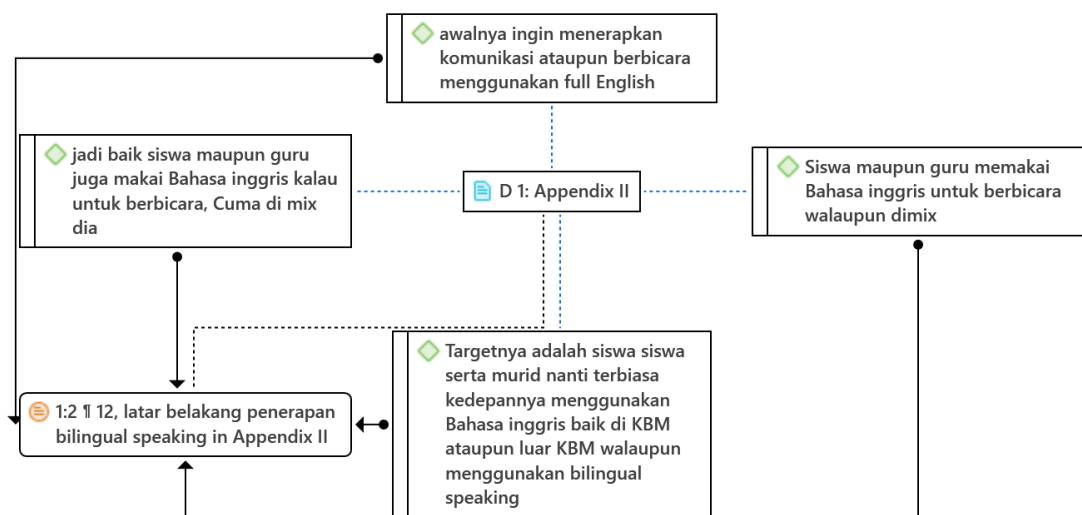
a. The Goals of Bilingualism Speaking in The Teaching Learning Activities

The primary goal of introducing bilingualism speaking at MTsS Istiqomah is to raise the standard of instruction within the school setting and produce graduates who can communicate using English appropriately and correctly so that they may subsequently compete outside of the school's environment. For more details, the figure will describe the background and the aims of bilingualism speaking in the teaching-learning:

SUMATERA UTARA MEDAN

Figure 1.3.

The Background and The Aims of Bilingualism Speaking in The Teaching-Learning



MTsS Istiqomah uses bilingual speaking as a strategy to help students communicate in order to accomplish the primary goal. Additionally, MTsS Istiqomah employs bilingual speaking in some lessons, such as mathematics and the natural sciences. Due to the difficulty of using English as the primary language of instruction, teaching and learning activities are conducted through bilingual interaction, utilizing both L1 (Indonesian) and L2 (Foreign Language "English") to learn the subject matter's content and interact with one another during class time.

“Di MTs Swasta Istiqomah memang baru dua tahun belakangan ini diterapkan pelaksanaan komunikasi menggunakan dua Bahasa, yakni Bahasa Indonesia dan Bahasa Inggris. Tadinya sekolah ini mau menerapkan komunikasi secara full English, namun mengingat sekolah ini juga belum banyak siswa yang paham ataupun lancar menggunakan Bahasa Inggris maka daripada itu kita buatlah system berbicara menggunakan dua Bahasa tersebut dengan cara di mix. tetapi walaupun begitu, hal ini tetap menjadi target kita kedepannya supaya siswa siswa serta murid nanti terbiasa kedepannya menggunakan Bahasa Inggris baik di KBM ataupun luar KBM.” (Interview with the headmaster, SAA, on Tuesday, 16th August 2022).

The headmaster gives instructions for implementing bilingual speaking both during the learning process and interacting in the school as a form of speaking habit due to the target. He states that MTsS Istiqomah students must be able to compete outside of school, either when they are students or after graduating from MTsS Istiqomah. English should be used. Additionally, MTR, the science teacher, agrees with this assertion:

“Jadi gini, kan memang dari sekolah pun kita juga diharuskan gitu make atau bicara dengan Bahasa Inggris. Cuma, pas dilihat pelaksanaannya kok agak susah anak-anak diajak berinteraksi pake Full English. Makanya pas itu dibuat kayak semacam rapat gitu dan dibuatlah keputusan bahwa kita make bentuk komunikasi bilingual gitu, dua bahasa gitu. Apalagi murid-murid kita kan bukan semua paham basic makai English language. Jadi butuh penyesuaian dan diharapkan mereka juga terbiasa tamat dari sini menggunakan Bahasa Inggris” (Interview with the Science’s teacher, MTR, on Monday, 22th August 2022).

The learning approach used at MTsS Istiqomah is a transitional bilingual approach, in which the teacher as a teacher conducts the teaching and learning process utilizing partial English in speaking or interaction rather than full English. Students will acquire more vocabulary if the teacher interacts and speaks in English for an extended time. To maintain diversity while developing skills in English, the curriculum, is geared toward maintaining the native language as English is developed. This statement is consistent with what KW, a mathematics teacher at MTsS Istiqomah, said:

“Kalau saya, sebagai guru, masih menerapkan sistem berbicara secara bilingual. Tapi karena masih baru penerapannya, jadi saya menerapkan 55% memakai Bahasa Indonesia - 45% bahasa Inggris. Tapi lambat laun pun pastinya akan kita tingkatkan, agar nantinya anak-anak dapat dengan mudah dan terbiasa memakai Bahasa Inggris” (Interview with the Math’s teacher, KW, on Monday, 22th August 2022)

Implementing bilingualism speaking at MTsS Istiqomah when engaging both within and outside teaching and learning activities is to aid students in mastering English through many aspects, especially speaking aspects. Along with learning English, students must also be able to master the material that has been taught.

“Harapan kami dari penerapan berbicara menggunakan sistem bilingual ini, tidak hanya membuat siswa mampu meningkatkan Bahasa melalui pelajaran Bahasa Inggris saja, melainkan dapat melalui berbagai mata pelajaran. Karena hal ini masih tergolong baru kami terapkan, jadi hanya pelajaran eksakta yang kami buat memakai sistem bilingual speaking di dalam aktivitas KBM. kedepannya, kami juga berharap, sembari memonitoring perkembangan siswa tiap tahunnya, bilingual speaking ini dapat diterapkan ke semua pembelajaran” (Interview with the Math’s teacher, KW, on Monday, 22th August 2022).

The mathematics teacher, KW, stated that the implementation of bilingual speaking during the teaching and learning process facilitates and improves students' communication skills using English and makes it easier for them to understand the topics taught in specific subjects through interaction and communication is applied. In order to improve the caliber and proficiency of students' English-speaking abilities in the context of the contemporary period of globalization, more is needed to grasp English usage from a linguistic perspective alone. This viewpoint is in agreement with that of MTR, a science teacher. According to MTR:

“Tujuan diadakannya program berbicara menggunakan bilingualism dalam interaksi selama kegiatan belajar mengajar dikarenakan penting bagi siswa-siswi mengenal Bahasa Inggris sejak dini. Anak-anak juga dapat mempelajari Bahasa Inggris bukan hanya dari pelajaran Bahasa Inggris umum saja, melainkan dari berbagai macam mata pelajaran yang menjadikan Bahasa Inggris sebagai salah satu Bahasa pengantar pada pengajaran mata pelajaran tersebut” (Interview with the Science’s teacher, MTR, on Monday, 22th August 2022).

The headmaster, SAA, directly refutes the claims made by the teacher MT and KW;

“Nah, di MTsS Istiqomah ini ya kita harapkan apa-apa saja yang ada di sekitar sini, baik siswa maupun gurunya memiliki pandangan, maksudnya dapat berpikir secara global sehingga nantinya diharapkan akan meningkatkan kualitas sumber daya manusianya tersendiri untuk bersaing, baik di lingkungan internal maupun eksternal. Contohnya ya seperti ini, kita terapkan pembelajaran Bahasa Inggris itu tidak hanya melalui mata pelajaran utama saja, melainkan juga melalui pelajaran yang lain seperti matematika dan IPA. Cuma hanya saja saya sadar, tidak semua sumber daya manusia kita di sekolah ini memungkinkan untuk full English, maka kami gunakanlah bilingual speaking sebagai salah satu sarana interaksi siswa baik di dalam maupun di luar jam KBM” (Interview with the headmaster, SAA, on Tuesday, 16th August 2022).

According to the opinions of the three sources, it can be inferred that the implementation of bilingualism speaking at MTsS Istiqomah serves the dual purpose of encouraging students to think globally and improving the quality of human resources that can compete both inside and outside of the classroom. In addition to improving their ability to speak English through non-linguistic materials.

B. The Teacher’s Role

Teachers are facilitators and motivators for their students when implementing teaching and learning activities. The teacher has a role as someone who is connected to their students in creating democratic and enjoyable learning when performing their duty as a learning facilitator. The teacher serves as a provider of all aspects of learning, both from sources and learning media in teaching and learning activities, in addition to being

someone close to students to create a joyful learning environment to avoid making them the only source of student learning information. Additionally, the teacher is a motivator, encouraging students to work hard and be creative, both of which impact their academic performance.

“Kalau bisa dibilang, peran guru, baik di sekolah naungan dinas kependidikan dan kementerian agama, kan sama saja ya. Sama-sama berperan sebagai fasilitator pembelajaran serta motivator bagi siswa-siswinya sesuai peraturan pemerintah yang membahas tentang tugas, peran, dan fungsi guru di instansi kependidikan. Hanya saja cara-cara kita melakukan treatment terhadap murid-murid juga harus menyesuaikan kondisi murid masing-masing. Apakah mereka benar-benar siap dalam menerapkan suatu sistem secara langsung atau dilakukan treatment secara step by step”. (Interview with the Math’s teacher, KW, on Tuesday, 6th September 2022)

Based on the interview mentioned above except, the KW teacher asserted that there was no difference between the roles of teachers in carrying out teaching and learning activities in schools under the supervision of the Ministry of Education and the Ministry of Religion. It causes the roles of teachers in carrying out teaching and learning activities have been regulated in government regulations, specifically Law No. 14 in 2015 about teachers and lecturers.

The role of the teacher in language instruction has changed. Tornberg (2015:31) stated that the way that learning is perceived depends on individual circumstances and interactive processes that are inherently unpredictable. As a result, it appears that the role of the teacher is shifting to one in which the instructor acts more as a facilitator who aids students in

developing meaning and directing them throughout the learning process. In most schools, student-centered learning has taken the place of teacher-led instruction through the use of sedentary work. There is a change from focusing on teachers and instruction to focusing on students and their learning process.

In order to ensure that the pupils are understanding what the teacher is saying, the teacher engages in question-and-answer sessions or converses with them in English slowly in the classroom. Students will raise their hands and inquire about the proper word choice if they are having difficulty identifying the language when speaking. Students are assisted by their teacher in overcoming obstacles. (Observation in Mathematics class on Monday, 22th August 2022, with teacher KW).

The teacher has a function as an evaluator in addition to being a learning facilitator and motivator for pupils to practice bilingual speaking. When a teacher assumes the role of an evaluator, they have to assess the success of bilingual speaking in teaching and learning activities. By using the appropriate language and offering different corrections when interacting throughout teaching and learning activities, teacher MTR carries out this task. It is done to determine the level of speaking skill development among students.

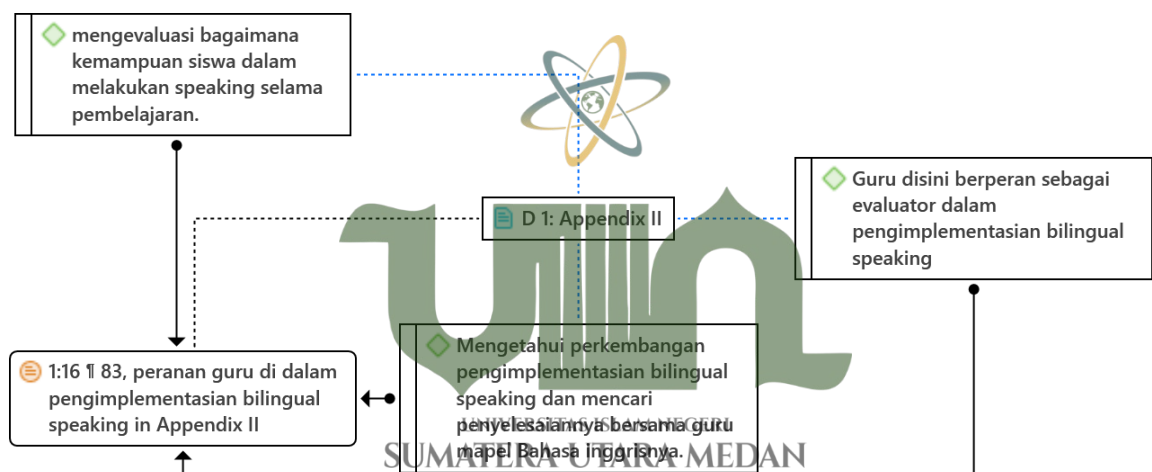
“Pada saat pembelajaran, pasti kita kan selalu melakukan yang namanya komunikasi. Jadi selama melakukan interaksi dengan murid, kadang ada beberapa pilihan kata yang mereka anggap sulit serta membingungkan bagi mereka. Hali ini wajar karena anak-anak kan juga tidak sama semua pemahamannya dalam berbahasa inggris. Jadi, di dalam proses itulah saya berperan sebagai evaluator, mengevaluasi sejauh mana kemampuan siswa dalam speaking English. Setelah kita evaluasi baru kita buat RTL-nya sehingga dapat meningkatkan kemampuan si anak tadi dalam berbahasa inggris jadi lebih baik walaupun secara bertahap” (Interview with the Science’s teacher, MTR, on Tuesday, 6th September 2022).

When bilingual speaking is taught in a classroom, the teacher becomes more than just a facilitator of learning or a source of motivation for the students; instead, the instructor impacts how the students learn English, particularly in speaking. The mathematics and science subjects at MTsS Istiqomah are the focus of the use of bilingual speaking, so the corresponding teachers are required to be proficient in English and can use bilingual speaking as a tool for their interaction when carrying out teaching and learning activities. Because of this requirement, teaching and learning activities in English present a challenge for educators.

“Kegiatan pembelajaran yang kita lakukan ya sama saja seperti apa yang kita lakukan seperti biasa. Cuma, hal yang membedakan yaitu, karena kita mengajarkan juga memakai bilingual speaking, dimix gitu penyampaiannya, inggris-indonesia. Ya karena begitu, guru seperti saya yang bukan lulusan Bahasa inggris harus berupaya keras laa, harus effort menyampaikan materi pembelajaran saya dengan menggunakan Bahasa inggris. Apalagi kalau di mata pelajaran saya pastinya ada beberapa kosa kata yang tidak bisa diartikan kata perkata. Ada juga yang punya definisi berbeda.” (Interview with the Science’s teacher, MTR, on Tuesday, 6th September 2022).

For more details, the figure will describe the role of the teacher in bilingualism speaking in the teaching-learning:

Figure 1.4.
The Teacher's Role



C. The Students' Role

Mouly (1968: 329) offered five learner roles that are effective for the vast majority of students:

1. Students should make the best use of their study time. Students must develop the habit of arranging their study time and arriving to work on time.
2. Students should prioritize comprehension. The technique of arranging, outlining, and summarizing often results in enhanced knowledge, retention, and transfer. Students should also aim to improve their vocabulary, understanding, and reading speed.

3. Students should familiarize themselves with the library.
4. Learners should conduct periodic reviews of the subject. Learners should learn to take functional notes in connection with class and library work, as well as their core texts.
5. Learners should get ego-involved in their learning.

Students are instructed to participate actively in learning activities in the classroom as part of the learning process. Even though they do not yet fully understand the target language, students must actively participate in enabling them to comprehend the learning material. In order to comprehend a lesson, students must actively listen to the teacher's explanation, participate in question-and-answer sessions, and report the discussion findings. When conducting interactions in the form of questions during learning activities, most class VIII students at MTsS Istiqomah still frequently use Indonesian. It is especially true when students are struggling to comprehend the lesson material and choose the appropriate sentences to use in English.

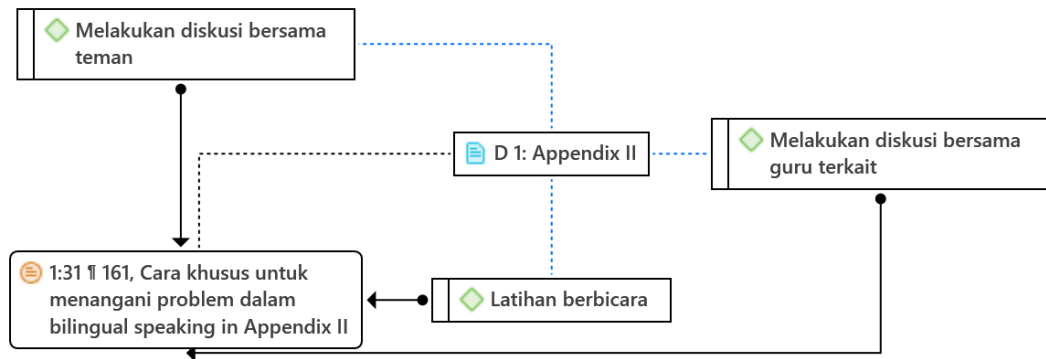
“Kami bang, kalau di kelas nanya-nanya itu masih pakai Bahasa Indonesia, bang. Kalaupun ada ya dicampur-campur gitu. Tapi guru pun kadang tetap menyuruh pakai Bahasa Inggris laa, supaya Bahasa Inggrisnya dibanyakin daripada Bahasa Indonesia karena program speaking-speaking ini” (Interview with student AL on Tuesday, 13rd September 2022).

The student AL's assertion is consistent with what the teacher RSD claimed. She stated:

“Ya semenjak program ini dicanangkan, penggunaan Bahasa Inggris anak-anak masih belum berada di tahap maksimal. Tapi, kalau untuk sekedar ungkapan-ungkapan yang mereka biasa ucapkan di daily life mereka sudah biasa berinteraksi menggunakan hal itu. Kami juga kadang melakukan, kita bilang, sebagai bentuk penegasan apabila seandainya mereka berinteraksi menggunakan Bahasa Indonesia, padahal kita tau itu merupakan yang bisa kita bilang “not a difficult word to said”, maka kita beri warning berupa teguran atau tidak merespon pertanyaan si anak tadi . Nah, dari warning yang begitu kita harapkan anak-anak jadi mau mendalami conversation mereka secara bertahap.” (Interview with Teacher RSD on Tuesday, 13th September 2022).

In class VIII at MTsS Istiqomah, the researcher observed that the teacher tried to get the students more involved in class activities compared to activities that were not directly related to the lesson's content. Students must use English to ask the teacher questions about content they do not fully comprehend and search for the appropriate words to communicate. It presents a challenge for them. Students also use media, including dictionaries and G-Translate, to research the meaning of words and any other information that the teacher has thoroughly and explicitly presented. For more details, the figure will describe the students' role to adapt bilingualism speaking in the teaching-learning:

Figure 1.5.
The Student Role



4.1.3. The Teacher and Student Communication During Teaching and Learning Activities

Two factors—the interaction between teachers and students and the interaction between students—allow the researcher to observe bilingual speaking as a communication tool in teaching and learning activities.

A. The Interaction Between Teachers and Students

Since bilingual speaking has only recently been introduced in schools, its execution and justification are complex. Integrating communication into teaching and learning activities has become difficult for educators. It is because there needs to be more understanding of the placement of the interaction, which substantially obstructs teaching and learning activities in the classroom and renders learning useless.

Teachers engage in two types of interactions when conducting teaching and learning activities. They are verbal and nonverbal communication. For teachers, especially those who do not teach English, using English as a medium for communication in the classroom is a complex task. It is because teachers often need help with using English effectively as a teaching language. Therefore, the teachers of MTsS Istiqomah employ bilingual speaking in teaching and learning activities to reduce these restrictions. It seeks to make it simpler for them to emphasize knowledge of the offered subject without undermining the use of English in educational activities. In this scenario, the teacher engages in bilingual speaking in one- or two-way contact with the students.

“Pada saat menjelaskan materi kepada anak-anak, ya saya tetap melakukan demonstrasi materi terlebih dahulu untuk mempermudah anak-anak mengerti dan memahami materi tersebut. Contoh, misalnya ni ya, materi yang saya ajarin itu soal gaya. Kan ada tuu macam-macam gaya. Kita ambil satu contoh, gaya dorong. Jadi waktu saya menyampaikan contoh gaya dorong, saya langsung aja sebut Bahasa inggrisnya sama anak-anak ditambah pake Gerakan-gerakan sesuai. Jadi bilingual speaking terlaksana di kbm.”
 (Interview with the Science’s teacher, MTR, on Tuesday, 13th September 2022).

The science teacher’s assertion is consistent with what the teacher

KW claimed. She stated:

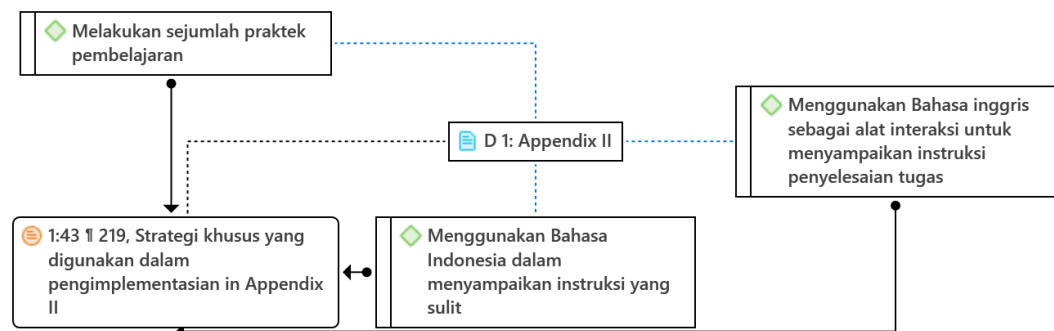
“sama seperti pak MTR tadi, kita juga ngga bisa memungkiri bahwa sebagai guru bagian mapel eksakta atau mipa, kami juga perlu penekanan terhadap isi materi kita. Namun, karena kita juga memiliki bilingual speaking sebagai alat interaksi di MTs, kita harus juga berusaha untuk tidak mengabaikan penggunaan Bahasa inggris di

dalam kelas supaya anak juga semakin kompeten terhadap penggunaan Bahasa Inggris” (Interview with the math’s teacher, KW, on Tuesday, 13th September 2022).

Bilingual speaking is often used in classroom learning activities in the same way that it is for regular learning. In reality, many students need help comprehending the material, particularly in precise areas. To address this, the teacher still uses Indonesian to explain specific concepts and lead question-and-answer sessions to help students understand. The teacher verbally communicated by giving definitions of the learning materials, explaining the concept of the subject matter, giving and directing students to carry out a learning instruction, giving examples, and drawing a conclusion on the educational materials that students pass. In the classroom, bilingual speaking is used for verbal communication. There are two types of feedback that teachers provide to students throughout teaching and learning activities. Grammar mistakes made by students were the subject of the first feedback. It is the teacher’s responsibility to correct students’ grammar when they make grammatical mistakes, yet occasionally teachers make mistakes while incorporating bilingual speaking into teaching and learning activities. The second feedback comes in the form of misinterpretation of meaning in learning. In this feedback, the teacher plays a role in realigning students’ knowledge of a topic so that students comprehend better and do not encounter misinformation in the future. For more details, the figure will describe the strategy used in doing an interaction between teacher and student:

Figure 1.6.

The Strategy Used in Doing An Interaction Between Teacher and Student



B. The Interaction Between Students

More so than the interactions between teachers and students, each student's interactions during the learning process are critical in determining educational performance. It is so that students can be encouraged to accept the understanding and point of view that each person develops during a class, develop their social skills, and influence each other's aspirations and achievements in a lesson. The teaching staff must be able to sustain two critical components of this approach, namely preparing and setting learning objectives and resolving disputes that arise between students, for interaction to become a strategy to make learning successful.

“untuk membuat siswa belajar, kan, sangat penting untuk menerapkan berbagai macam praktek. Nah, pada saat praktek, saya bagi mereka ke dalam beberapa grup belajar dan

dikasihlah suatu case yang harus mereka selesaikan. Untuk menyampaikan instruksi dari pengerjaan dan penyelesaian saya menggunakan Bahasa Inggris sebagai alat interaksi. Tapi kalau ada instruksi yang mungkin sulit dipahami siswa, maka saya sekali-sekali memakai Bahasa Indonesia. Siswa juga dalam melakukan interaksi di ruang kelas menggunakan bilingual speaking juga, kok.”- (Interview with the math’s teacher, KW, on Tuesday, 13th September 2022).

According to the dialogue that teacher KW presented, it is clear that the teacher plays a part in fostering student engagement by splitting the class into several groups during the teaching and learning process. The teacher then divides the class into smaller groups and gives each group member an exercise to complete. A pattern of bilingual speaking is established amongst the students during this encounter. By employing bilingual speaking to discuss the curriculum and the student's knowledge of it, the teacher plays a role in directing the content of student interactions during the execution of this engagement.

The teacher's job of creating groups in the classroom is relatively easy. It is because students are very excited to participate in this activity in class. One issue must be considered is that students must be aware of adopting the proper grammatical arrangement when engaging with their friends. It is a result of the students' lack of experience using English in practical situations and their propensity to speak Indonesian instead. The teacher MTR 's assertion supports this as well. He said:

“Murid-murid ini sebenarnya masih kurang dalam mengaplikasikan Bahasa Inggris dalam kegiatan berinteraksi, apalagi kalau mereka berbicara dengan teman-teman sebaya mereka. Karena kan begini, Bahasa Inggris masih menjadi

Bahasa asing untuk kebanyakan dari mereka dan mereka juga masih banyak yang belum terbiasa atau masih kurang dalam pelafalannya. Jadi hal-hal seperti ini menjadi pr yang harus kami atasi sebagai guru, apalagi sekolah menggunakan bilingual speaking sebagai alat interaksi ketika berada di dalam lingkungan sekolah” (Interview with the science’s teacher, MTR, on Tuesday, 13th September 2022).

4.1.4. The Strengths and Weaknesses of Bilingual Speaking in Teaching Learning Activities

A. The Strengths of Bilingual Speaking in Teaching Learning Activities

Using bilingual speaking during learning activities in eighth grade at MTsS Istiqomah has some benefits. Using bilingual speaking as a method for student engagement in the classroom has several benefits. First, it enables students to improve their English-speaking abilities while studying other topics. Through the use of bilingual speaking in the fields of English, mathematics, and natural science, students in this course practice their English-speaking abilities. It is accomplished through the distribution of reading materials and homework tasks that practice bilingual speaking and two-way communication.

The second benefit is that children can develop their speaking abilities more than in schools where Indonesian is the only language used for interaction. It is because bilingual speaking is used in teaching and learning activities and the school environment. The teacher constantly uses bilingual speaking during teaching and learning activities to transmit information and provide students with instructions for completing

assignments. Things like these demonstrate the efforts made by the teachers at MTsS Istiqomah to help future students use English in a way that is appropriate for their situation.

The third benefit is that bilingual speaking requires creativity from everyone involved, including students and teachers. MTsS Istiqomah's grade VIII teacher used English to present the course materials. To help pupils better comprehend the content, the teacher will explain it and then ask them to apply it to a small experiment. By doing this, teachers and students use bilingual speaking as a communication tool. Students become more engaged and excited in class, and their speaking abilities may improve.

B. The Weaknesses of Bilingual Speaking in Teaching Learning Activities

This research has a few weaknesses in addition to the benefits that have been discussed. Implementing bilingual speaking as a tool for student engagement during teaching and learning activities and in the school environment still presents problems for students, which is the first weakness. Some students still needed help comprehending the information their teacher presented, even in English.

“Kadang gitu memang bang, kami kan juga bukan kali terbiasa sama bahasa inggris tiap hari. Apalagi penggunaan Bahasa inggris ini kan ga semua bisa terikuti kami pas belajar. Jadi kadang kami minta sama guru kami buat jelasin sekali dua kali baru kami bisa paham sama materi. Untung aja bilingual speaking ini ada make Bahasa Indonesia juga, jadi masih enaklaa walaupun masih agak agak susah” (Interview with student AAMR on Tuesday, 13th September 2022).

Second, bilingual speaking in class makes students feel less at ease sharing their thoughts, making them less engaged. It affects how poorly students do in the classroom. Students who struggle with English comprehension should try to voice their thoughts in class, mainly when asking questions and taking oral exams. Many students have trouble doing oral exams in science class, negatively affecting their verbal test scores. Theoretically, students are familiar with the content examined orally, but many students need help to respond to these questions in English.

The third disadvantage is that bilingual individuals who are equally proficient in both English and Indonesian are required to adopt bilingual speaking. However, in practice, teachers still need to work on utilizing English as a communication tool and pay little attention to the grammar of what they say. In contrast to the language usage in bilingual speaking that has been adopted, teachers at MTsS Istiqomah still frequently concentrate on conveying the material than language usage. When pupils make grammar and pronunciation mistakes, teachers seldom ever correct them.

4.2. Discussion

The implementation of bilingual speaking in class VIII of MTsS Istiqomah has been the subject of research, and the findings will be presented. Researchers will examine numerous findings that are viewed from various angles. The researcher discussed this with references from relevant specialists to confirm the study's results.

The ability to speak English fluently inside and outside the classroom is a requirement for teachers at MTsS Istiqomah. Delivering educational materials in English is challenging for educators. Bilingual speaking is used in the learning process at MTsS Istiqomah as a solution. In order to adopt bilingual speaking, two languages—L1 (Indonesian) and L2 (English)—must be used in the learning materials. In the case of MTsS Istiqomah, bilingual speaking is only used in the science and math subjects. In this approach, the associated teacher speaks English in parts rather than in its entirety. According to Bakhtin (1998), a person's environment and intellectual contributions are both factors in the construction of that person. In order to develop students' English-speaking skills, bilingual speaking is implemented at MTsS Istiqomah, and the teacher's role is crucial.

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The goal of implementing bilingual speaking in math and science class is to develop students' good and competent speaking abilities so that as they become more accustomed to speaking, they will become more fluent in English. As a result, during the learning process, information is delivered, along with questions and answers, a practicum, and daily speaking exercises employing both languages. The Constitution's Article 50, Paragraph 3 is being applied by MTsS Istiqomah. Teachers are aware that several things need to be improved in implementing bilingual speaking at MTsS Istiqomah when conducting interactions during learning. How the teacher conveys learning material in bilingual speaking needs to be improved and solved so that students can understand and understand well. According to the

observations, students have different understandings of the material the teacher presented. Teachers still frequently repeat their explanations in Indonesian, slowing students' understanding of the material. Students struggle with speaking in English during interactions, questions and answers, and discussions. To address this, the teacher always encourages students to interact in English and Indonesian.

It is related to Johnson's (1996:99) theory, which states that the stages performed by teachers in regulating communication in the implementation of learning frequently depend on student learning objectives. In this case, the teacher has controlled the pattern of communication established during learning for students to understand the material that is deemed necessary by students.

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Not only does the teacher act as a center for learning and student information in the implementation of today's teaching and learning activities, but students also participate and are required to be active during teaching and learning activities in the classroom. Teachers can help students stay engaged in learning by directing them to interact with and develop the material taught to them. It is consistent with Silberman's (1996) theory, which states that involving students directly in the learning process is a strategy for making students active in carrying out learning. In active learning, the teacher serves as a learning facilitator and motivator for students, intending to optimize student learning achievement.

Based on the observations made by researchers at MTsS Istiqomah, it can be concluded that incorporating bilingual speaking into teaching and learning activities at MTsS Istiqomah is difficult. It adopts a viewpoint that includes several supporting factors such as school readiness, human resources in the form of teachers and students, and parents involved. After determining the best methods for implementing bilingual speaking, it can be used to improve the educational quality at MTsS Istiqomah.

