



## THE IMPLEMENTATION OF BILINGUAL TEACHING IN BILINGUAL CLASS: A CASE STUDY AT THE SECOND SEMESTER OF THE ELEVEN CLASS

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### **Abstract**

*Speaking is one of important skill that really hard to be mastered. It is because English speaking has very unique style and role to play. It needs really hard work for the teachers to teach speaking skill so that the students can improve this skill very well. In fact, the teachers and the students face difficulties in mastering this skill effectively. They have many reasons why this phenomenon could be happen. It is very important to find what the reasons are and why they still have difficulties in mastering the skill and why they still make many errors in facing speaking class. Its really helpful to analyze the solution of this problem. Considering that speaking English is really important in this global era, so the solution must be found soon.*

**Keywords:** error, speaking, speaking performance

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## INTRODUCTION

In our life, language is described as a means of conveying emotion or expressing of feeling and experience to other people. From some international languages, English is the language that has influence in human life throughout the world. As we know that language is one of media to communicate. According to Pontillas, M. S. D. (2020) people with a strong English language facility can express themselves smoothly and clearly, it means that people can not communicate to one another and express their idea without language.

According to Maretha, C. (2021) English is the language spoken in Britain, the United States and many other countries, in fact, the learners face so many difficulties in mastering the language especially in speaking skill. They feel so hard to master the skill because so many reason. The reason is coming from inside and outside. Every English learner has their own reason. They are still passive and still

have low confident to speak in front of the class. According to Pontillas, M., & Talaue, F. (2021) educators, exposed to different classroom communicative activities, admitted that they always have room to improve their oral communication skills, so it is important for English teacher to improve them self in teaching learning.

From the above explanation, language as a means of all important facilities to all those activities is not more than uttered communication. All people are not only able to deliver their feelings to each other but also can express their entire communicative needs. On the other word, it can be stated how important the language is. It is clear that language is what we are using in communication to the other people. One of biggest obstacle in learning Language is about speaking error. There are many factors that make error in speaking performance. According to Alrajafi, G., Wahyuningsih, Y., & Maretha, C. (2022) the teacher can get a lot of alternatives strategies to teach speaking. It is the teachers duty to find the strategies to improve students speaking ability.

Considering that it is very urgent to find what makes students error in speaking, so that the teachers can find solution and the best strategies to improve students speaking skill in the future.

## **METHOD**

In this qualitative research, the data were collected through listening carefully their speaking, doing classroom observation. The writer analyzed the data immediately after finishing conducting observation and continued analyzing the data during the research. Here, the writer applied naturalistic qualitative approach, this is consideration that the writer focused on observing, describing, interpreting and understanding what the students and the teachers usually did in speaking class. Furthermore, Creswell (1987: 15) proposed some characteristics of the naturalistic qualitative approach as follows:

1. Natural setting (Field focused) as a sources data, the setting of this research is natural rather than laboratory like.
2. Researcher as key instrument of data collection. The instrument is not testing items; rather is the researcher himself who becomes the main instrument.

3. Out comes of process rather than product. The out comes of this study are a process. Therefore, it is not final product.
4. Analysis data inductively, attention to particulars. The writer analysis the data inductively. The writer arrangers the underlying theory while conducting the research and not vice versa.
5. Focus on participants' perspectives; their meaning the writer does not use his own perspective. He / she sees the problems by using the views of participants.
6. Use expressive Language
7. Persuasion by reason.

The population is more than one hundred students, so the writer took only 10% from the population as sample so there were 30 students as the sample.

In conducting the research, to get the sample from population the writer used the Stratified Proportional Random Sampling Technique because the achieved score of the students are heterogeneous.

As previously mentioned that the data were collected through taking notes after listening carefully their speaking, interview, and doing classroom observation. The writer analyzed the data immediately after finishing conducting observation. The data that cannot be got by taking notes will be taken by interview. Then, it is continued by analyzing the data. Here, the writer applied naturalistic qualitative approach, this is consideration that the writer focused on observing, describing, interpreting and understanding what the students and the teachers usually did in speaking class. The reason above is based on Lynch's idea, according to him that : Naturalistic research does not attempt to control condition on variables in the research setting, the emphasis is on observing, describing, interpreting and understanding how events take place in the real world rather than in controlled, laboratory like setting (Lynch, 1996 : 14).

In collecting data, the writer used techniques, namely: Observation, taking notes, interview, and document collection. The observations were carried out during the process of English interaction in the classroom, as the main instrument, the writer directly observed the activity and had some interaction with study

participants to know how the teacher conducted the instructional activities in the classroom.

Observation research Karl Weick (taken from Seltiz, Wrightsman and Cook, 1976:235) have definitely that observation as the “Choosing, Changing, Registering and Giving code for a series of action and condition which hit by organism as suitable as the empiric pointed (Rahmat 1999:83). During the observation, the writer observed teaching and learning activities from the back seat, made memos and notes about the errors made by the students including situation in the classroom in the observation sheet.

When the students were speaking one by one in front of the class, as the researcher, I took the errors made by the students. Then, the data were analyzed by identifying and classifying them. To get the data about the reasons why there were so many errors they made, the writer interviewed some students. It was done outside of the classroom, after finishing speaking class.

The other main instrument to complete the data from observation, besides taking notes is document collecting, the documents were collected and analyzed. In presenting this paper, the writer applied inductive analytical approach in which provided fact and general statement from the data acquired to come to the conclusion. There were some stages of technique in analyzing data. Firstly, the writer recorded it and then listened to it and the observation record prior to transcription and then described them, second, the writer read observational notes, and the other documents. The third, the writer made a note based on the information what she had seen, heard and read during the research and then after that the writer developed information of categories and relationship with this research.

## **RESULT AND DISCUSSION**

Guthrie, L. F. (1983) A study examined the language use of two teachers, one a native, bilingual Cantonese-English speaker and the other a monolingual English-speaker. Before being calculated, the data of the students’ speaking ability must be got. For that the writer has arranged and done some steps suitable with the schedule to apply the test to get the data. Speaking is one of four language skills that must be got by

the students who learn a foreign language. Speaking 2 is the continuation of Speaking 1. In speaking 2 the students should be able to speak one by one in front of the class. Usually, the topics are given a week before they deliver their speech. The topics consisted are a reported, a tourist guide, a broadcaster, an information worker, a campaign of candidate president.

Plural forms are the form for noun that is more than one by giving additional s/es to the noun. Most of the students (about 87%) do not really pay attention to plural forms of noun in their speaking. When I interviewed them about the reasons, they said that it has become a habit for them to do so, and this phenomenon does not exist in local language. Below are some examples:

*Two student* – two students

*Ten minute* – ten minutes

*Some place* – some places

*Two hour* – two hours

*All age* – all ages

*Several reason* – several reasons

*Many picture* – many pictures

*Many person* – many people

*All the book* -- all the books

*The product are* – the products are

*Some difficult question* – some difficult questions

*Three brother and sister* – three sister and brothers

*New word* – new words

In making English sentences which exist adjectives in it, we need to add to be or modal auxiliaries. The problem is this rule does not happen in local language, and this phenomenon still influences the students in using English. It is done by about 73%. Below are the examples:

*They afraid* -- They are afraid

*She busy* -- She is busy

*He success/successful* – He is success/successful

*I tired* -- I am tired

*I so sad -- I am so sad*

*He angry -- He is angry*

*I looking for a new shirt -- I am looking for a new shirt*

*She taking a course -- She is taking a course*

*I swimming -- I am swimming*

*They talking -- They are talking*

*My mother buying medicine -- My mother is buying medicine*

*I waiting two hour -- I am waiting two hour*

*The house empty -- The house is empty*

*I reporting from Padang -- I am reporting from Padang*

*I here to report -- I am here to report*

*Today I so happy -- Today I am so happy*

The students like repeating their sentences. It happens when they doubt or they forget what they are going to say. It is done by about 56%. Below are the examples:

*She comes from.... She comes from*

*Because.... Because....*

*I would like to.... I would like to*

*Well, everybody.... Well, everybody*

*I want to... I want to*

*But....but*

*I try to....I try to*

*Here....here*

*Good morning everybody... Good morning everybody*

*She just.... She just*

*From the....from the*

Fillers are any words or sound that should not exist in their speaking but when they forget the English term of the words, they use it. It has nothing to do with the material which is being talked. The students use these fillers to decrease pauses. The writer found that during the observation, almost all the students who have low and medium speaking ability use fillers in their speaking. This happened

when their speaking is stumble, perhaps they lack of practice, or maybe they do not have self-confidence, or maybe they were stressed to speak. Below are the examples:

*e...e....e* (used by about 75%)

*e....what*

*e....what is it?*

*Emm...emm...ya*

*....ya....*

*Well...e...e...*

*Alright...e...e...*

*.....sss.....*

*It's....a.....it's a*

*I mean....*

*What I call....*

*I mean here....*

*Yah ....something like that*

Pauses happened in all repetition. These pauses could be 3 seconds, 5 seconds, and even sometimes around 10 or 15 seconds, moreover if they forgot or doubted, they made some stops quite long, more than 15 seconds. The causes of these pauses, perhaps because the speaker doubted, or forgot, or felt stressed because of time-pressed condition, or maybe they were not ready or less sleep, etc.

Writing ungrammatical sentences is a common phenomenon for students of foreign language learners. The grammar mistake could be wrong tenses, gerund, wrong preposition, no subject, no concord, no modal, wrong word choice. They do not know whether it should adjective or noun or adverb or verb form. The other errors are: they put all the sentences into present tense, but it should be past tense for retelling experience. The others put active voice for passive voice. When I asked about the reasons why they made the errors. Some of them said that they know the theory, but it is hard to apply it. Some of them said they forgot everything when they are in front of the class. Below are the examples of ungrammatical sentences:

*After know the reason*

*Why you go there?*

*How you feel today?*

*She is comes from...*

*I am forget that .....*

*He have good knowledge...*

*Here, I am become your tourist guide.*

*At that time I am screaming...*

*The earthquake is happen...*

*She has got her beautifulness.*

Wrong word choice is also a common phenomenon for language learners. Most of the students do not know the forms of words (which one is adjective, verb, noun, adverb, correct pronoun). Below are the examples:

*He is **success** now.*

*The **arrive** of his uncle ....*

*They **life** in a small city.*

*You must use your time **effective**.*

*I am **interest** in it.*

*You must be **optimis***

*They just help **their self**.*

*Many people **is** afraid....*

*She is so **fear**.*

*It is different **with**...*

*The **children** is crying.*

*The **tourism** come to Indonesia .....*

***More big, more slow, more cheap**....etc*

## **1. Mispronouncing**

Mispronouncing words is also a common phenomenon for the students who learn a foreign language. Sometimes, what is written is what they read. Some of them found difficulties to pronounce long spelling words. Some others are confused to pronounce the sounds which do not exist in local language. Below are the examples:

*Mother, father, brother, sister, career (r is pronounced clearly by them)*

*I think*

*With, within, something, three*

*Chocolate*

*Development*

*Environment*

*Measurement*

*Temperature, culture, nature, literature, procedure*

## **CONCLUSION**

After having explanation and discussion, the writer would like to draw some conclusions: The abilities of the students are various, about 25 % of the samples are good enough, speak with correct grammar, relaxed, can give benefit to the listeners. About 40 % of the samples, their abilities are medium, and the rest 35 %, their speaking abilities are still poor. They need much improvement in grammar. The frequency of making errors by the sample are many, almost all of them made errors, moreover the medium speaking ability students and poor speaking ability students. There should be a remedial teaching on grammar especially for the matters: active-passive, past tense-present tense, the use of to be in sentences, correct sentences, pronunciation, etc. There should be a good cooperation between lecturers of speaking and grammar.

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