



## The Effect of Bilingual Instruction on Students' Speaking Skills in SMPS PPM AL Ikhlah

Rahmita Irsani<sup>a1</sup>, Syarifuddin Dollah<sup>a</sup>, Abdullah<sup>b</sup>

E-mail addresses: [irsanyr@gmail.com](mailto:irsanyr@gmail.com)

<sup>a1</sup> English Education Study Program Graduate Program Universitas Negeri Makassar, Indonesia

\* Corresponding authors' E-mail: [syarifuddindollah@unm.ac.id](mailto:syarifuddindollah@unm.ac.id)

<sup>b</sup> English Education Study Program Graduate Program Universitas Negeri Makassar, Indonesia

E-mail addresses: [abdullah5891@unm.ac.id](mailto:abdullah5891@unm.ac.id)

<sup>a</sup> English Education Study Program Graduate Program Universitas Negeri Makassar, Indonesia

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### ABSTRACT

This research aimed to discover and comprehend students' perceptions regarding using bilingual instruction to teach speaking skills. This research used a quantitative approach with a pre-experimental design. The research population was nine grade students of SMPS PPM AL IKHLASH. The sample was 20 students as an experimental class. The researcher used the Speaking Test and students' perception questionnaire as the instruments of this research. Thus, this study showed that the results of frequency statistical calculations from 20 student respondents with positive perception criteria were 4 students (20%), and respondents with strongly positive perception criteria were 16 students (80%). It can be concluded that students have a positive perception of bilingual instruction. The results of this study can conclude that most students believe that bilingual instruction can improve speaking skills, and students also found it easier to communicate with their teachers and classmates when learning English.

**Keywords:** *Bilingual Instruction, Speaking, Perception.*

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## 1. INTRODUCTION

Learning English involves four skills: speaking, listening, writing, and reading (Tarigan 2015). Speaking and listening skills are associated with spoken language. Conversely, writing and reading skills are linked to written language. Those four skills are strongly related to the thinking process that underlies language. In the context of the developing role of English in Indonesia, speaking skills seem to be the main focus for English learners at the school, university, and public levels. English is designated as one of the main subjects in Indonesia's school curriculum (Sudrajat 2011). As part of the commitment to quality education, an explicit aim is to improve students' ability to speak English as a foreign language (Mukhtar 2018).

Educational institutions have adopted various strategies to enhance the quality of their human resources, and one particularly striking approach is the adoption of bilingual instruction methods (Lase 2019). Recognizing the key role of language in the teaching and learning process, educators are now harnessing the power of bilingual instruction. Language permeates all aspects of the pedagogical process, from delivering instruction and feedback to maintaining discipline and facilitating effective questioning (Nunan 2012). The bilingual instruction approach, which strategically uses both Indonesian and English as the primary languages, is a testament to the recognition of the pivotal role of language in education. As a practice, bilingual instruction aims to use two languages in general teaching in schools.

Speaking skills involve conveying messages and information from a speaker to a listener using language and effective speech. It is defined as an ability one uses to express ideas in a precise and effective way in real communicative situations, assuring that the listener comprehends the intended meaning of the messages. As Heaton (1991) asserted, speaking can be interpreted as a capability to communicate ideas to other individuals by utilizing articulate and effective verbal communication. Additionally, David (2018) defines speaking as a productive oral skill that comprises constructing systematic verbal utterances, in which it is employed to deliver the meaning.

Generally, bilingual instruction in this study refers to using a teacher's native language to teach the target language. A commonly used definition of bilingualism is perhaps that of Richards and Schmidt (2013). It defines a bilingual person as an individual using at least two languages with some degree of proficiencies. If reviewed from daily application, bilingualism is frequently associated with an individual capable of speaking, reading, and comprehending two languages equitably and appropriately (Dominant English).

Implementing bilingual instruction in English language learning in Pesantren education presents challenges for English teachers. These obstacles arise from the requirements of modern teaching aligned with the K–13 curriculum, where teachers are expected to act as facilitators using innovative and creative approaches such as videos, blogs, and the internet. The teacher's role in applying the bilingual instruction method affects the improvement of students' speaking ability. Initial observations on August 9, 2023, at SMPS PPM Al IKHLASH, showed that through interviews with English teachers, as well as looking at data on students' speaking scores and direct monitoring of learning in class IX, it was seen that teachers had tried to use English during the teaching process with students. However, problems arose because the teacher provided no translation, so students had difficulty understanding the material and gave inadequate responses.

Learning two languages simultaneously in one context is known to influence cognitive processes, thus having a direct effect on the acquisition of speaking skills in English. Therefore, the relationship between bilingual instruction and students' speaking skills is highly affected and dynamic in today's globalized world. In this case, it prompted the author to examine the effect of bilingual instruction on students' speaking skills, hoping to provide solutions or recommendations to improve the effectiveness of bilingual instruction in the context of Pesantren.

This study aims to discover and comprehend students' perceptions regarding using bilingual instruction in teaching speaking skills.

## **2. METHOD**

### **2.1. Data Analysis**

This research employed a pre-experimental design, assisted by the quantitative method, which analyzes numerical data using statistical calculations.

#### **2.1.1. Operation Definition**

##### *2.1.1.1. Bilingual Instruction*

Bilingual instruction refers to using the teacher's language to teach the target language (English). Bilingual is frequently explained as an individual capable of properly speaking, reading, and comprehending two languages (Indonesian and English). The bilingual instruction treatment in this study consisted of the dominant English type applied in class IX A. The bilingual instruction treatment was evaluated through a speaking test. A speaking test will evaluate bilingual instruction, which requires students to describe 20 pictures the teacher gave.

##### *2.1.1.2. Speaking Skills*

Speaking skills involve revealing messages or information from speakers to listeners using effective language and speech. This skill is characterized by the ability to express ideas precisely and effectively in real-life communication situations. Ensuring that the listener understands the intended meaning of the message is crucial, including accuracy, fluency, and comprehensibility.

##### *2.1.1.3. Students' Perception*

Students' perception is learning feedback from students after treatment or learning. Students' perceptions were given to students of class IX, A, the experimental class, who were given the treatment in the form of dominant English implementation. Students' perceptions were measured using a questionnaire with 10 statements or questions categorized and rated using a Likert scale of 1–5 (very low– very high).

## **2.2. Population and Sample**

### **2.1.1. Population**

In this study, the researcher chose a population of ninth-grade students at SMPS PPM Al-ikhlah in the academic years 2023/2024. Total The population consisted of two classes with a total of 40 students.

### **2.1.2. Sample**

In this study, the researcher applied a random sampling technique. Sugiyono (2016) states that a random sampling method determines the sample to use in this study. The researcher chose this technique because it followed the research objectives; it did not require certain criteria in selecting samples from the population, which consisted of two classes with 20 students.

### 2.3. Research Instrument

The researcher applied a speaking test and a questionnaire as the instruments of this study.

### 2.4. Procedure for Collecting Data

The researcher provided a pre-test to students at the beginning of the class to assist in assessing students' speaking skills before implementing bilingual instruction. In this case, the researcher allocated 60 minutes for the pre-test by involving the topic of asking and giving opinions on an English-speaking perception, opening, step of learning, and closing.

A post-test is defined as a test given to the students after an instruction period, and this test is aimed at knowing the students' speaking skills after using bilingual instruction. The researcher gave the post-test with the same duration, but the researcher used an instrument with a different level of difficulty from the pre-test. The form of the post-test was in the form of a picture with several questions. The researcher used the questionnaire as the research instrument. It is carried out to examine the students' perceptions after using bilingual instruction (Dominant-English) to teach speaking skills. The data was summited through 5 alternative points of the Likert Scale, such as Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

### 2.5. Techniques of Data Analysis

Data analysis in this study focused on data analysis techniques applied to the variables of speaking skills and students' perceptions. After receiving the bilingual instruction treatment, the experimental class students were directed to complete a questionnaire consisting of 20 positive and negative statements. The questionnaire used a Likert scale of 1–5. Based on the results of filling out the questionnaire, the researcher analyzed the data using IBM SPSS Statistics 25 with descriptive statistical techniques. This data analysis technique included presenting the results in frequency distributions and pie charts and classifying students' perceptions by considering the scale range criteria.

## 3. RESULTS AND DISCUSSION

### 3.1. Results

#### 3.1.1 The Results of Speaking Test Students' Analysis

Table 1. Students Speaking Test Accuracy Category Classification

Classification	Pre-Test Accuracy						Post-Test Accuracy					
	T1		T2		T3		T1		T2		T3	
	F	P	F	P	F	P	F	P	F	P	F	P
Excellent							6	30.0	9	45.0	4	20.0
Very good							14	70.0	11	55.0	16	80.0
Good	5	25.0	3	15.0	5	25.0						
poor	15	75.0	17	85.0	15	75.0						

Source: Output SPSS

Table 1. This shows that in the pre-test assessment by teacher 1, 15 students (75%) got the predicate poor, while 5 students (25%) got the predicate good. In the post-test assessment, 6 (30%) scored excellent, while 14 (70%) scored very well. Teacher 2 gave grades in the good category to 3 students (15%) and the poor category to 17 students (85%). In the post-test assessment, 9 students (45%) were in the excellent category, and 11 (55%) were in the very good category. Teacher 3 gave good scores to 5 students (25%) and poor scores to 15 (75%). In the post-test, 4 students (20%) were in the excellent category, and 16 students (80%) were in the very good category.

Table 2. Students Speaking Test Fluency Category Classification

Table 2 shows the results of the pre-test fluency assessment. Teacher 1 gave poor scores to 8 students (40%), while 12 (60%) received very poor scores. In the post-test fluency, 14 students (70%) scored well, while 6 (30%) scored very well. Teacher 2 gave poor scores to 8 students (40%) and very poor scores to 12 (60%). In the post-test, 9 students (45%) scored very good, and 11 students (55%) scored good. Teacher 3 scored 6 students (30%) in the poor category and 14 students (70%) in the very poor category. In the post-test, 5 students (25%) were in the very good category, and 15 students (75%) were in the good category.

Table 3. Students Speaking Test Fluency Category Classification

Classification	Pre-Test comprehensibility						Post- Test comprehensibility					
	T1		T2		T3		T1		T2		T3	
	F	P	F	P	F	P	F	P	F	P	F	P
Very good							5	25.0	12	60.0	7	35.0
Good							15	75.0	8	40.0	13	65.0
Poor	9	45.0	11	55.0	8	40.0						
Very Poor	11	55.0	9	45.0	12	60.0						

Source: Output SPSS

Table 3 shows that the pre-test showed that with the comprehensibility assessment, teacher 1 gave a score of 9 students (45%) received a poor, while 11 students (55%) received a very poor. In the post-test, 15 respondents (75%) received a good category, while 5 students (25%) received a very good category. Teacher 2 scored 11 students (55%) in the poor category and 9 students (45%) in the very poor category. In the post-test, 12 students (60%) were in the very good category, while 8 (40%) were in the good category. In the pre-test, teacher 3 scored 8 students (40%) in the poor category and 12 students (60%) in the very poor category. In the post-test, 7 students (35%) were in the very good category, and 13 (65%) were in the good category.

Table 4. Students Speaking Skill Test Classification

Classification	Score	Pre- Test		Post – Test	
		F	P	F	P
Excellent	87-100	0	0	0	0
Very Good	73-86	0	0	9	45
Good	59-72	0	0	11	55
Average	45-58	1	5	0	0
Poor	30-44	13	65	0	0
Very Poor	< 30	6	30	0	0
<b>Total</b>		<b>20</b>	<b>100</b>	<b>20</b>	<b>100</b>

There was an excellent classification, and no students achieved either the pre-test or post-test. No students achieved this score in the pre-test for the very good score classification. However, in the post-test, there were 9 students (45%). Then, in the good classification, no students also met this score on the pre-test. However, 11 students (55%) achieved it in the post-test. A student (5%) achieved this score in the average classification in the pre-test. However, in the post-test, no one achieved this score. Similarly, for the poor and very poor classifications in the pre-test, there were 13 students (65%) for the poor classification. Besides, 6 students (30%) were among very poor. However, no students achieved both scores on the post-test.

### 3.1.2. The Result of Statistical Analysis

#### 3.1.2.1. The Normality Test

Table 5. The result of the Students' Speaking Skill Normality Test

Variable	Sig.	Keputusan	Uji
Accuracy Pretest	0.000	Not Normal	Wilcoxon
Accuracy Posttest	0.000	Not Normal	
Fluency Pretest	0.000	Not Normal	Wilcoxon
Fluency Posttest	0.000	Not Normal	
Comprehensibility Pretest	0.026	Not Normal	Wilcoxon
Comprehensibility Posttest	0.006	Not Normal	

Table 5. above showed that information was obtained that the pre-test accuracy had a sig value of 0.000, the post-test accuracy had a sig value of 0.000, the pre-test fluency had a sig value of 0.000, and the post-

test fluency had a sig value of 0.000, the pretest comprehensibility had a sig value of 0.026, and the posttest comprehensibility had a sig value equal to 0.006; all research variables had a sig value. < 0.05 meant the data was abnormal, so the test was carried out using non-parametric analysis, namely the Wilcoxon signed-rank test.

3.1.2.2. Wilcoxon- Test

Table 6. The result of Students' Speaking Skill Wilcoxon Test

Variable	Variable	N	Median	Min	Max	Sig.
Accuracy	Pretest	20	33.330	33.33	50	0.000
	Posttest	20	66.670	66.67	83.33	
Fluency	Pretest	20	27.332	20	40	0.000
	Posttest	20	60	60	80	
Comprehensibility	Pretest	20	26.670	20	40	0.000
	Posttest	20	66.670	60	80	

Table 6 shows the statistical analysis results using the Wilcoxon signed rank test, and the median pretest accuracy value was 33.330. Meanwhile, the median post-test accuracy value was 66.670. Apart from that, the sig was 0.000, the value was <0.05, then H0 was rejected, and H1 was accepted, meaning there was an average difference between the pre-test and post-test. Thus, it can be concluded that bilingual instruction affected students' speaking skills (accuracy). The pre-test fluency had a median value of 27.332, while the post-test median fluency value was 60. Apart from that, the sig value obtained 0.000, < 0.05, then H0 was rejected, and H1 was accepted; there was an average difference between the pre-test and post-test. Thus, it can be concluded that bilingual instruction affects students' speaking skills (fluency). The pretest comprehensibility had a median value of 26.670, while the posttest median fluency value was 66.670. Apart from that, the sig value was obtained as 0.000, and the value was < 0.05, then H0 was rejected, and H1 was accepted. It means that there was an average difference between the pre-test and post-test. Thus, it can be concluded that bilingual instruction affects students' speaking skills (comprehensibility).

3.1.2.3. One Sample-Test

Table 7. The result of one sample t-test

Variable	Mean	Sig.
Accuracy	71.945	0.000
Fluency	66.670	0.044
Comprehensibility	68	0.008

Table 7 above shows that information was obtained that the average accuracy was 71.945 > 62.5 in addition to the sig. value of 0.000 < 0.05 means that H0 was rejected and H1 was accepted. Thus, it can be decided that students' average speaking skills (accuracy) after providing bilingual instruction is more than equal to 62.5 or competent.

Fluency has an average value of 66.670 > 62.5. In addition, the sig value of 0.044 < 0.05 means that H0 was rejected and H1 was accepted, so it can be decided that the average speaking skills (fluency) of students after providing bilingual instruction is more than equal to 62.5 or competent.

Comprehensibility had an average value of 68 > 62.5 in addition to the sig. value of 0.008 < 0.05, it means that H0 was rejected and H1 was accepted. Thus, it can be decided that the average speaking skills (comprehensibility) of students after providing bilingual instruction were more than equal to 62.5 or competent.

3.1.3. The Result of Students' Perception Questionnaire Analysis

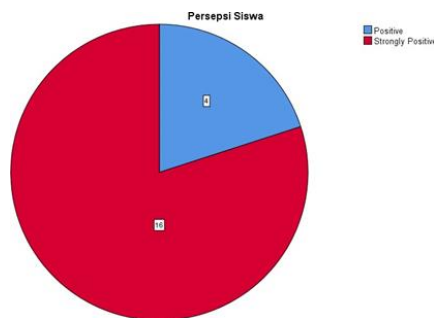
Table 9. The Results of Frequency Distribution

Scale Range	Classification of Students' Perception	Frequency	Percentage
85-100	Strongly Positive Perception	16	80
69-84	Positive Perception	4	20
53-68	Fair Perception	0	0

37-52	Negative Perception	0	0
20-36	Strongly Negative Perception	0	0
Total		20	100

Table 9 shows, it is obtained that the number of respondents with strongly negative perception criteria was 0 students (0%), respondents with negative perception criteria were 0 students (0%), respondents with fair perception criteria were 0 students (0%), respondents with positive perception criteria were 4 students (20%), and respondents with strongly positive perception criteria were 16 students (80%).

### 3.1.4. Results of Student's Perceptions Pie Chart



The figure shows that 4 students (20%) had a positive perception, and 16 (80%) had a strongly positive perception. It indicated a high level of student satisfaction with implementing bilingual instruction.

Table 10. The Results of Mean Students Perception Score

Students' Perception Score																				Mean
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
82	85	82	86	84	86	86	87	87	90	90	91	92	94	91	91	88	82	89	89	87.6

Table 10 shows that the mean value of the student perception score is 87.6 (Strongly Positive Perception)

## 4. DISCUSSION

Based on the results of SPSS data processing, students' perceptions of the use of bilingual instruction are as follows: information was obtained that the number of respondents with strongly negative perception criteria is 0 students (0%), respondents with negative perception criteria are 0 students (0%), respondents with fair perception criteria are 0 students (0%), respondents with positive perception criteria are 4 students (20%), and respondents with strongly positive perception criteria are 16 students (80%). This indicates high satisfaction or confidence among students toward implementing bilingual instruction. The findings demonstrate the success of the bilingual instruction approach, enhancing students' language proficiency and fostering positive learning experiences. This finding was supported by previous research (Choiriah 2022), which showed that students positively perceive implementing the bilingual language program in the dormitory related to English learning in the classroom. The benefits of this bilingual activity are that it makes students feel comfortable and happy, helps them become more familiar with the material delivered by English teachers, and improves their speaking skills and vocabulary.

Some students feel they have good speaking skills, supported by Heaton's theory (1991), which states that speaking is the ability to communicate ideas articulately and effectively. Students' positive perceptions of their speaking skills reflect their confidence in conveying ideas clearly and effectively. Additionally, the bilingual theory from Richards and Schmidt (2013), which defines bilinguals as proficient in using two languages, supports these results. Bilingualism involves the ability to speak, read, and understand two languages equally

## 5. CONCLUSION

Based on the findings and discussions of the previous chapter, the researcher concluded two points. The students' perception of bilingual instruction in teaching speaking skills is positive, considering it an effective method for developing speaking abilities. Findings indicate that most students in this study believe bilingual instruction offers numerous benefits. Additionally, students find it easier to communicate with their teachers and classmates in English language learning. Therefore, based on this research, it can be concluded that students respond positively to bilingual instruction as a teaching method for enhancing speaking skills.



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