

THE INTERPLAY BILINGUAL APPROACH TOWARD STUDENTS SPEAKING SKILL IN EFL LEARNER

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ISSN 2460-4739 (print)

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The Interplay Bilingual Approach toward Students Speaking Skills at The Fourth Semester FKIP Universitas Muhammadiyah Sidrap. The objective of this research were to find out: 1) find out whether or not that bilingual approach can interplay speaking skill in EFL learners. 2) Find out the student's interest in learning speaking skills by using a bilingual approach fourth Semester FKIP Universitas Muhammadiyah Sidrap. This research employed quantitavive and qualitative method with used clusster sampling. The population of this research is the fourth semester; exactly the fourth semester of FKIP Muhammadiyah Sidenreng Rappang. The total number of population is 75 students. The samples in this research is from fourth semester consist 20 students. So the total sample of the research is 20 students. The data of the research were collected by using two kinds of instrument, namely speaking test and questionnaire. Speaking test was used to obtain data of the students' speaking skill and questionnaire was used know the students interest in speaking English bilingual approach. The result of data analysis showed that three was significant difference between the students' score after they were taught by Bilingual Approach and before they were taught by using Bilingual Approach. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (68.95>32.29). Furthermore, the result of the t-test value (0.0005) was greater than t-table ($\alpha = 0.05$; $df = 11$; t-table 1.701) which means that H1 was accepted. Then, the analysis of interest by using Likert Scale indicated

that the students were interested to speak English by using Bilingual Approach. Based on data analysis, the research concluded that: (1) the used of Bilingual Approach. improved students' speaking ability; (2) the used of Bilingual Approach made the students' interested in speaking English.

Keywords: Bilingual approach, speaking skill

INTRODUCTION

Language is an inevitable part of human being. Through studying language, people may talk with each other, get knowledge from each other, and connect with one another (Riadil, 2020). Language has a significant role to play in human existence in creating a relationship in their environment. One analyst asserts that language is widely used throughout communication among people who do not share a similar first (or even second) language (Harmer, 2007). It indicates that language is imperative to learn in human life.

English as a language of international communication and the lingua franca, many people think to learn English, which is used worldwide for education, business, communications, and others. Concerning the importance of English as a second language or foreign language (ESL or EFL), the teaching of speaking English is considered important in the context of Indonesian. That is why many schools in every state to require students to learn English. There are four skills in English language learning, namely listening, speaking, speaking, and writing.

Speaking is one of the four language skills to be mastered by EFL learners. It can be a tool for learners to communicate. Gert and Hans in Efrizal (2008: 207), which says that speech is speech or speech to have the intention to be recognized by the speaker and the receiver to process the statement to recognize their intentions. Everyone needs to communicate with others through conversation. Speaking plays an important role in social interaction with other people to get information. Therefore, each person needs to have good speaking skills. According to Hornby (1995) in Muna (2011), Speaking is to talk or say something about something. He also says speaking can be defined to as to know and be able to use a language and to make a speech to the audience. Speaking in Webster's Third New International Dictionary (1981) is an act or

an example of words. Speaking is an interactive process of creating meaning involving the production and receipt of information and processing (Brown, 1994; Burns & Joyce, 1997).

The skill to speak is the skill to say the sentences to express, express thoughts, ideas, and feelings. Nunan in Yuliska et al, (1991: 39) states that master the art of speaking is the only one of the most important aspects in learning a second or foreign language, and success is measured by the skill of the skill to make conversation in that language. Additionally, Patel and Jain in Gani (2008: 29) states that "the primary function of language is communication, self-expression and thought". Therefore, it is clear that language is a communication tool. For learners to master the language well, they must be able to speak it. Skills speak shows that learners know how to use that language. Speaking regarded as part of language skills in productive skills related to the aural and oral media EFL learners need to be acquired. Speech intelligibility becomes a major destination for many EFL learners because speaking is used for various purposes.

Skill is competence and purpose in speaking. Harmer in Irawati, (2001: 269) states that the skill to speak fluently not only a knowledge of the language features but also the skill to process information and language 'on the spot'. When learners engage in discussion, talk of interest here may be to express opinions, to persuade someone about something, or clarify information. In some situations, talking is used to provide instructions or getting things done, for example, to describe something or someone, to complain about the behavior of people, ask for and provide services, and others.

Sociolinguistics is the study of language concerning society Hudson in Hamsia, (1980: 4). This is to say that sociolinguistics involves the relationship between society and language, where instruments are for interacting with humans the other. Sociolinguistics itself is related to investigate the relationship between language and society with the purpose of a better understanding of the structure of language and of how language functions in communication (Wardhaugh in Hamsia, 2003: 12).

Based on linguistic aspects, Indonesian society is a bilingual society. At least the Indonesian people master two languages, namely regional languages as ethnic languages and Indonesian as national languages. Even educated language speakers often speak more than two languages, namely regional languages, Indonesian, and one foreign language. So the phenomenon where a person uses two different languages at the same time is called bilingualism or multilingualism. Therefore, in everyday interactions, people generally use different languages in different situations. One can choose certain languages because it

makes it easier for them to discuss certain topics.

Bilingual is generally a learning process using two languages, namely Indonesian and English. According to Holmes in Margana (2009: 11) said that the bilingual learning program is intended to promote bilingualism using the first language proportionally or the use of two languages as a language of learning for various subjects. Meanwhile, according to Anderson and Boyer in Margana (2009: 10) states those bilingual learning programs refer to the use of two languages as the language of instruction in the learning process. The basic competencies of learners are developed through bilingual learning, especially in speaking activities. The first language is English and the second language is the language spoken in the region or the country. The bilingual method aims to strengthen student competence in a foreign language. In this Bilingual teaching method, there is a simple model that is suitable for learners, namely, the bilingual approach.

The bilingual approach is a teaching model with two main focus languages: first to ensure that students master educational content in their primary language, then to be able to help students become fluent in the second language. The idea behind this method is that students who are fluent first in their mother tongue are better able to become fluent in foreign languages - usually English. The skills they learn in their native language can be translated into second languages.

This program aims to increase the use of a second language in the classroom while reducing the use of the first language proportionately. Thus, this program allows the use of the first language when students lack second language skills. Then, along with the development of L2 abilities, students are emphasized to use L2 in the teaching and learning process.

In the bilingual program, students learn the content areas by using the two languages. For example, students learn social knowledge or natural or other knowledge in Indonesian first then they are introduced or trained in foreign languages, for example, English. When their mastery of English is seen as adequate as a means of communication, they then study content areas using English.

The transitional model uses the first language (the language of minority learners) which is used as an introduction to learning in schools for early-stage students. However, the real goal is to use a second language (English) in communication in the classroom to deal with various subjects in school. Understanding English as a second language in the sense that English is a language learned after the first language is not the use of English in society.

The use of the first language aims to bridge the use of the

second language in delivering learning material in class. May dkk in Margana and Sukarno (2004) said this model is a pilot program that only lasts for a certain period and shows the interrelation of the language used as a tool to master a targeted science.

Brown and Yule in Mirnawati (2013) says that speaking is an utter skill the sound of language to express or convey thoughts, ideas, or feelings verbally. This understanding has the same meaning as meaning conveyed by Tarigan, namely that speaking is related to the pronunciation of words.

As a common problem in speaking and speaking classes is a common problem, that teachers often find it difficult to engage in EFL student speaking activities. English teachers have to work hard to attract students' attention so that they talk a lot in class. This happens because many EFL learners have such personality problems, for example, they lack vocabulary, they don't believe in themselves, are reluctant and afraid to practice using their English. This problem is often experienced by teachers and challenges for them to teach speaking in class. This condition causes the learning process of English to not work well.

The facts show that learning activities are still low and a small proportion of EFL learners are motivated to speak English well with friends and teachers. So there needs to be an update in the quality of learning, starting from the learning plan, the selection of material that is interesting, and adjusted to the competence of students. Teachers need to refresh the depth of knowledge and learning skills so that they can present interesting learning material, as well as a good evaluation system or model themselves in English, and can create a pleasant learning environment. Creating a conducive learning environment requires the creativity of the teacher in designing learning.

RESEARCH METHOD

Research Design is a series of researchers in determining what direction and steps researchers will take during the research process. Research design is the main guideline for researchers in conducting research. In this research, the researcher uses mixed research methods. Mixed methods research is an approach that combines or associates both quantitative and qualitative forms. Mixed research methods are research methods, namely quantitative research methods and qualitative methods in one study or one study). Mixed research methods are research methods, namely quantitative research methods and qualitative methods in one study or one study. Mixed methods of research design are procedures for collecting, analyzing, and mixing research methods or quantitative and qualitative studies to understand research problems (Cresweel

& Plano Clark, 2011). This type of research is more complex when compared to other studies, it does not only collect and analyze data but also involves the functions of quantitative research and qualitative research so that the overall size is larger than the two studies. The use of these 2 research methods is seen as a more detailed explanation of research issues or problems than the use of one of the research methods among them.

In mixed methods, researchers use the QUAN-QUAL Model method or also known as mixed methods design triangulation. Balanced quantitative and qualitative data and research data are collected simultaneously through the same study, data are not collected in separate studies or different phases, as in other methods, one method may be dominant over the other (QUAN-qual or QUAL-Quan), or both methods can be given the same weight as a whole.

In this class, the researcher gave pre-test and post-test in which the pre-test is administered to measure prior students' vocabulary mastery while the post-test is administered to measure the effect of the treatment. After that, the researcher provides an list of questions to examine how often students use English in their daily. The research investigated the improve students' vocabulary mastery by gives the special treatment that would bilingual approach..

RESULT AND DISCUSSION

This section discusses the presentation of student achievement in speaking learning with the bilingual approach method. Besides, it will also discuss how students' interest in this method was applied by the researcher.

Before applying the bilingual approach in speaking skills, the speaking knowledge of the fourth semester at FKIP Muhammadiyah Sidrap University was low. The table below shows the results of the student's pre-test.

NO	Clasification	Score	Pre-test	
			F	%
1	Very good	86-100	0	0
2	Good	71-85	0	0
3	Fair	56-70	0	0
4	Poor	41-55	16	80
5	Very poor	≤ 40	4	20
TOTAL			20	100

Table 4.1. The percentage of the students' score of the pre-test

Table 4.1 shows that the students' score in test result for the pre-test group most of them were in the poor category, 4 (20%) students were classified into very poor and 16 (80%) students were classified into poor. There were not any students classified good and very good. It means before the researcher giving treatment, the students' pre-test poor and the student's English vocabulary has low significantly.

Table. 4.2. The percentage of students' scores for the post-test.

NO	Clasification	Score	Post-test	
			F	%
1	Very good	86-100	4	20
2	Good	71-85	16	80
3	Fair	56-70	0	0
4	Poor	41-55	0	0
5	Very poor	≤ 40	0	0
TOTAL			20	100

the students' score in test result for post-test most of them were in a good category, 4 (20) students were classified into very good and 16 (80%) students were classified into good. There were not any students classified into very poor. It means that there were significant differences in students who taught through keyword.

2. Mean score and standard deviation of pre-test and post-test.

The mean score and standard deviations of the students in pre-test and post-test are percentages as follow :

Table 4.3. The mean score of pre-test and post-test

No	Pre-test	Post-test
Mean Score	32.29	68.95
Standard Deviation	10.95	10.93

Table 4.3 shows that the mean score of the students in the post-test (68.95) was greater than the pre-test (32.29), which means that the students who were taught by using a bilingual approach in teaching speaking improved.

3. Students Interest

In this study, besides aiming to increase students' speaking skills, the researcher also wanted to see how students were interested in the methods applied. The methods chosen by the researcher designed a simple method, namely a bilingual approach. By learning speaking through the bilingual approach method, it turns out that many students are interested in and like this method. The following is a table of the percentage of students' interest.

DISCUSSION

This section deals with the finding that is delivered from descriptive statistics and the interpretation of the test result of the group.

1. Students' Achievement

Based on the data above, it showed that the speaking skill of students pre-test and post-test has significantly different, where students after applied the bilingual approach method has a higher score better than before applied bilingual approach in teaching speaking.

The description of the data collected through the test as explained in the previous section showed that the students speaking improved significantly. It means the score of the post-test was 68.95. The data in the previous section showed that the applied bilingual approach in learning speaking was effective to improve students speaking skills. It is supported by the difference between the test mean score of post-test (68.95) was higher than the pre-test (32.29)

This research data indicated that the applied bilingual approach in learning speaking was significantly improved the students' speaking skills.

2. Students Interest

Based on data obtained from post-test and interest questionnaires, the data obtained shows that students who are interested in applying the bilingual approach method have a high value. And students whose pre-test scores are low after applying the bilingual approach method and they are interested in this method, the post-test value rises.

The application of a Bilingual approach in speaking skill adds to the activeness of students while studying and students are also interested in using this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and speak. The use of a bilingual approach makes students more relaxed in accepting the material given.

Based on the students' results obtained and stated in the finding above, the researcher user t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. On statistic test results, it showed that the Probability Value is lower than alpha (α)($0.000 < 0.05$). It means that H_1 was accepted and H_0 was rejected. It is concluded that there was a significant difference between students in speaking. In other words, there was an improvement in the students' speaking skills after using the bilingual

approach method in the Fourth Semester at FKIP Muhammadiyah Sidrap University.

Data obtained from the post-test and interest questionnaire shows that students who are interested in the bilingual approach method show high scores. And student scores before and after the application of the bilingual approach method showed an increase. that means the bilingual approach method makes students interested and more active in speaking learning so that their understanding of speaking increases.

CONCLUSION

Based on the description and results of the research, the writer can conclude several things as follows:1) Students Achievement; The students' achievement in Speaking Skill through bilingual approach was significant improve. This was indicated by the mean score they got on posttest was higher than pretest. The result of hypothesis testing showed significant score between p-value and alpha which is p-value was lower than alpha ($0.00 < 0.05$). It means that the use of the keyword is more effective. 2) Students Interest; The application of Bilingual approach in Speaking Skill adds to the activeness of students while studying and students are also interested in using this method. This is indicated by the score from the questionnaire sheet of student interest. This shows that the method helps students to easily remember and speak.

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