

**BILINGUAL SPEAKING IN THE CLASS: HOW DO STUDENTS  
PERCEIVE?**

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**STATE INSTITUTE OF ISLAMIC STUDIES**  
**LANGSA**  
**2024**

**STATEMENT OF APPROVAL**

**BILINGUAL SPEAKING IN THE CLASS: HOW DO STUDENTS' PERCEIVE?**


Submitted of Tarbiyah And Teacher Training IAIN Langsa as a Particular Fulfillment of The Requirement For The Degree of *Sarjana Pendidikan (S.Pd)* In English Education Department

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Tuesday, 23 January 2024

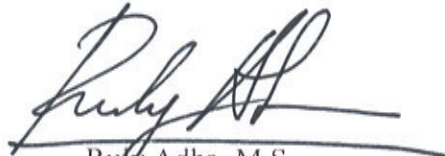
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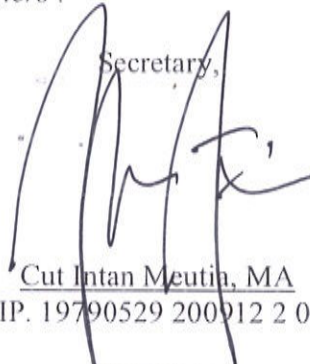
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Menyatakan pengetahuan saya, karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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## **DEDICATION**

**My beloved father, Deni Muriadi**

**My beloved mother, Sumiarty**

## **MOTTOS**

**“DO NOT GRIEVE OVER WHAT HAS PASSED UNLESS IT MAKES  
YOU WORK HARDER FOR WHAT IS ABOUT TO COME.”**

**[Umar Bin Khattab]**

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## ACKNOWLEDGMENT

*Alhamdulillah Rabbil 'Aalamin*, the researcher expresses her sincere gratitude to the almighty God, Allah *Subhanahu Wata'ala*, for guidance, mercy, and good health, so that the researcher could finish this thesis. *Shalawat* and *salam* are addressed to the final, chosen, religious messenger, the prophet Muhammad *Shalallahu 'Alaihi Wassalaam*.

The researcher realized that in carrying out the research and writing this thesis, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore the researcher would like to acknowledge them.

1. My beloved parents, **Deni Muriadi** and **Sumiarty**, for their love in supporting my study. Furthermore, my thanks also go to my sisters, **Vini Atmanegara** and **Desvita Maharani**, who have given their support, love and prayers.
2. **Prof. Dr. Ismail Fahmi Arrauf Nasution, MA**, the Rector of State Institute of Islamic Studies Langsa.
3. **Dr. Amiruddin, MA**, the Dean of Tarbiyah and Teacher Training Faculty.
4. **Fakhrurrazi, S.Ag., M. Hum** and **Shafrida Wati, MA**, as the Head and Secretary of English Education Department of IAIN Langsa, who gave the researcher valuable contribution and suggestions in writing this thesis.
5. My greatest thanks are due to my first consultant **Nina Afrida, M.Pd** and **Cut Intan Meutia, MA** as the second consultant who have given their valuable time and patient, to support assistance and guidance to finish this thesis.
6. Then staff and all the lecturers of Tarbiyah and Teacher Training Faculty especially to the lecturers of English Education Department who taught the researcher for many years.
7. Biggest thanks to the researcher's friend of **PBI Unit 2** who have given their unlimited support, motivation, suggest, and love.

8. Finally, for everyone who cannot be mentioned one by one, may Allah SWT, the Almighty God be with us now and forever.

Langsa, 25<sup>th</sup> January 2024

Indah Lestari  
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## ABSTRACT

**Indah Lestari**, 2024. Bilingual Speaking in the Class: How Do Students Perceive?

**Supervisor (1)**Nina Afrida, M.Pd**(2)**Cut Intan Meutia, MA

The objective of this research was to find out students' perception of bilingual speaking in the class at IAIN Langsa. The sample of this research was the seventh semester students of English Department at IAIN Langsa. The researcher employed phenomenological design in qualitative method that spent two weeks period of time for the data collection by using interview and open-ended questionnaire. The data was taken from one unit of the seventh semester consisting of 30 students by using purposive sampling technique. In order to find out the students' perception, the researcher distributed questionnaire then analyze it by using the steps of Creswell's theories. The research findings showed that most of the students have positive perception while there are only very few number of students have negative perception toward the use of bilingual in teaching speaking. The reasons why student choose bilingual were: the class more active and the students were very excited to join the class, making them easy to understand what the lecturer explained in English lesson especially in speaking, making them felt comfortable during the class, making them easy to understand new vocabularies in English, helping them to ask and answer something during the class and helping them to pronounce something in English correctly. In addition, the use of bilingual also increased speaking skill. However, speaking skill was felt becoming the skill which was very helped by the application of bilingual used by the lecturer in the English classroom. Although there is still a negative side or disagreement of some students about the use of bilingual in speaking class. The researcher concluded the reasons why some of them disagree of using bilingual such as: students feel unchallenged, students become more lazy to study independently to improve their speaking skill, less practice because the lecturer does not use full English during teaching, and using bilingualism did not help them in developing English especially in speaking skill because speaking skill need the longer practice consistently.

**Keywords:** *Students Perception, Bilingual, and Speaking.*

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

The term bilingual speaking refers to the use of a student's first language (L1) to acquire the target language (in this case, English). Teachers use multilingual speaking as a teaching tool or to help students acquire English. Thus, bilingual speaking in the classroom uses two or more languages as a medium for learning a second or foreign language when combined with pupils who speak the same language. There are three advantages of adopting multilingual speaking in classroom learning activities, such as: Maintain a pleasant classroom environment, enhance student comprehension, and maximize class time<sup>1</sup>

Polio and Duff also point out that using L1 in the classroom may help to establish a peaceful environment.<sup>2</sup> Because if the teachers only spoke English in their classes, the students would feel burdened, resulting in a reduction in students' motivation to study English. Just as Burden does in his seminars. He employed "English only speaking," but as a result, the students were stressed<sup>3</sup>. The previous concept of a bilingual framework is based on the situation of Indonesia, where English is both a foreign language and a subject for students. In Indonesia,

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<sup>1</sup>M Tsukamoto, "Students' Perception of Teacher Bilingual Language Use in EFL Classroom," *International Journal*, 2(1), 2011.

<sup>2</sup>G Polio Charlene & A Duff Patricia, "Teachers' Language Use in University Foreign Language Classrooms: A Qualitative Analysis of English and Target Alternation," *Modern Language Journal*, 78(3), 1994, 313.

<sup>3</sup>Burden, "The Use of 'Only English' in A Learner-Centred University Classroom in Japan," *Okyama Shoka University*, 2(1), 2000, 139–149.

"bilingual" refers to the practice of learning a foreign language using one's native tongue.

There are many issues of using bilingual language in the class has remained controversial up until now. Many studies have been carried out regarding this issue, either showing support or oppositions to the use of the bilingual in the classroom. According to Cook, some teachers believe that teaching a foreign language to kids and allowing their L1 to engage in the learning process will assist them acquire the language. Allowing pupils to be close to their native speaker will aid them in understanding and learning a new language, especially for those who have minimal proficiency in it.<sup>4</sup> The other study conducted by Manara showed that English speaking was preferred in the classroom, there was still a place for the usage of the L1 in the classroom activities. She found that the use of L1 would depend on the students' level of proficiency; meaning that L1 might be used if the students' level of proficiency was still low. On the other hand, as their level of proficiency grows higher, the amount of of L1 that needs to be used should be lessened. The last finding was that their L1 would be used to bridge the students' L1 knowledge to their L2 learning.<sup>5</sup>

However, the general assumption has prevailed that English speaking, alone, should be used in the classroom and this has prevailed for quite some time. According to Ellis, the L1 does not have an essential role to play in EFL teaching and that too much use of the L1 might deprive learners of

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<sup>4</sup>Vivian Cook, "Using the First Language in the Classroom," *Canadian Modern Language Review*, 57(3), 2001, 399–423.

<sup>5</sup>Christine Manara, "Opinions and Practices in an Indonesian Context," *Spring*, 4(1), 2007, 145–178.

valuable input in the second language (L2) for the L1 can become a barrier to learning the L2.<sup>6</sup> In addition, Phillipson pointed out that English teaching should use English as much as possible to facilitate students their learning in the classroom.<sup>7</sup>

The expectation surrounding bilingual speaking in the classroom is that it will create an inclusive and engaging learning environment for students. It is anticipated that students will perceive this approach positively and recognize its benefits in terms of language development, cultural awareness, and academic success. The expectation is that bilingual speaking will promote active participation, improve language acquisition, and enhance overall classroom experiences.

The reality is that students' perceptions of bilingual speaking in the classroom can vary. Some students may embrace this approach, appreciating the opportunities it provides to develop their language skills and connect with their cultural heritage. They may feel more engaged and motivated, finding the instruction more relatable. However, other students may find bilingual speaking challenging or confusing, especially if they struggle with one of the languages used. They may feel overwhelmed or left out during certain parts of the instruction. Additionally, students' perception can be influenced by factors such as prior language proficiency, cultural background, and personal preferences. In the classroom, at the intermediate or advance level, some students can understand

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<sup>6</sup>Rod Ellis, "The Study of Second Language Acquisition (Second Edition)," *Language Teaching Research*, 14(1), 2008, 7–8.

<sup>7</sup>Robert Phillipson, "Linguistic Imperialism," *Journal Procedia - Social and Behavioral Sciences*, 3(2),2018, 11-15.



what the lecturer explains in full English. However, some students do not understand if the lecturer explains the material using full English. When a professor is excessively intent on explaining in complete English, pupils may not understand what is being explained, especially if the explanation is too rapid. However, this can be a measure of how far students can comprehend when the professor explains in full English during English courses in class.

Moreover, the researcher was conducted the observation by doing interview on 3 students in English department at IAIN Langsa. Based on the preliminary on that students, the researcher concludes that there were different perceptions among students on using bilingual by lecturer in theclass.<sup>8</sup> The researcher would like to investigates the students` perceptions on bilingual for more information. The researcher believes there are still many students` perception about bilingual that implemented by lecturers during teaching-learning process. This research aimed to find out the students perception on using bilingual speaking by lecturer in classroom. Therefore, the researcher gave the title of this research "**Bilingual Speaking In The Class: How do Students Perceive?**"

## **B. Problem of the Study**

Based on the background above, the problem of the research can be formulated in the following question: "How do the students perception of bilingual speaking in the class?"

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<sup>8</sup>Interview with English Students at IAIN Langsa on January, 11<sup>st</sup> 2023.

### **C. Objective of the Study**

The objective of this study is to find out students perception of bilingual speaking in the class at IAIN Langsa.

### **D. Significance of the Study**

The significances of this research were expected to provide some advantages for English teaching and learning process. The significances of this research such as :

1. In theoretically, the results of this research are expected to be useful for readers, to enrich their insights into English learning theory. The results of this research are also expected to be useful for researchers for further studies.
2. In practically, the benefits that can be obtained from this study are divided into three such as : for teachers, for students, and for researchers.
  - a. For the English teacher or lecturer, this research is expected to know how far students comprehend from the verbal explanation and become an input instructor in the English teaching process, as well as enhance the way they educate their students.
  - b. This research is expected to determine which teaching-learning technique helps pupils understand.
  - c. For the researcher, this study is expected to provide further information to readers who wish to know whether one is best for teaching speaking in full English or bilingual.

## CHAPTER IV

### FINDING AND DISCUSSION

#### **A. Finding**

The research finding presents and discusses the answer of the research problems. The finding is to find out students' perceive of bilingual speaking in the class at IAIN Langsa. The data which have been obtained from the field are reported based on the interview with the students, and the open-ended questionnaire in the seventh semester students. After conducting the research, the researcher obtained the data; the result of interview and the result of the questionnaire.

#### **1. Result of Interview**

The interview is used to get clear and deep information before distributed the questionnaire. The interview was to know students' perception about the use of bilingual towards learning English speaking in the classroom. The interview consisted of 5 questions. Then students who are willing to be interviewed are as many as 5 students out of 30 students. The researcher got deep responses from the interview session. As many as four out of five students had positive perceptions of using the bilingual in English speaking subject.

#### **a. In your opinion, what do you think about lecturers who teach bilingually?**

*“Yes I agree with bilingual learning. English as the second language and each student has different learning abilities. So being bilingual makes learning even*

*better to increase vocabulary and of course it is comfortable and enjoyable.”(student 1)*

On the other hand, there was a student who disagree with bilingual used by the lecturer. She perceives that:

*“Actually I disagree. I felt unchallenged and being bilingual makes me difficult to develop my English language better. I think the lecturers do not need to teach bilingually so that students get familiar of English itself.” (student 4)*

Based on the questions in this interview, the researcher can know the students` perception toward the use of bilingual. There were 4 students agree of bilingually that used by the lecturer, it can add their vocabulary and create the learning process goes comfortable and enjoyable. Moreover, there was a student disagree of bilingually that used by the lecturer, it makes students unchallenged, difficult to develop and get unfamiliar with English language.

**b. Do you believe that bilingual have a better understanding during teaching and learning process?**

*“I believe, at least that`s what I felt so far. The using of bilingual makes learning becomes easier to understand. There is no such as misunderstanding between the lecturers and students. I think the goal of learning is to be successful in conveying material to students in an easy way. The using of bilingual during teaching and learning process also makes students enthusiastic and easier for students to understand new vocabularies.” (student 1)*

Surprisingly, based on the question in this interview, all the students who were interviewed believed that bilingual have a better understanding during teaching and learning process because make them easy to understand the material given by the lecturer. Beside that, it makes them felt enthusiastic during the class and makes them easy to understand new vocabularies in English

**c. Do you think teaching-learning process bilingually can help you to improve your speaking skill?**

*“Yeah of course. At least, teaching- learning process in bilingually makes me know how to pronounce the word or sentence with the correct pronunciation. Then, I listen many vocabularies from the lecturer when explaining the material and try to remember so that I can improve my speaking skill.”* (student 1)

Additionally, there was a student who had the opposite opinion about the using of bilingual during teaching and learning process can improve speaking skill. She perceives that:

*“I don`t think so. Teaching-learning process using bilingual makes student lazy in thinking. Students do not feel challenged to improve thier speaking skillthat they can directly apply or practicing when listen the lecturer explained in full English.”* (student 4)

Based on the question in this interview, the researcher can known the students perception about speakingskill can improved toward the use of bilingual. There were 4 students think of using bilingual can improved their speaking skill who is delivered by the lecturers, it makes students know how to

pronounce the word or sentence with the correct pronunciation and can make the students easy to remember the vocabulary. Beside that, there was 1 student who had the opposite opinion. She thinks that the using of bilingual makes student lazy in thinking. Therefore, students do not feel challenged to improve their speaking skill while they can directly apply or practicing when listen the lecturer explained in full English.”

**d. What do you think if the lecturers teach in full English especially in Speaking subject?**

*“I strongly disagree, because all students have different abilities. In this case, if the lecturer teaches using full English, which student requires good at listening skill to be able to understand what the lecturer is saying. Moreover, fluency in speaking skill also needed to be able to respond to the lecturer’s words if there is something that can not be understood. This makes some students who have low abilities less developed and less enthusiastic in participating the learning activities.” (student 1)*

Furthermore, there was a student who agree with the lecturers who teach in full English especially in speaking subject. She perceives that:

*“I strongly agree and so excited to join the class if the lecturer teach using full English. Personally this is what I want in learning English, especially in speaking subject. At least, the lecturer must show professionally based on the subject he teach that is speaking subject, so the lecturer should teach using full English. The using of full English can improve students’ speaking skill.” (student 4)*

Based on the questions in this interview, the researcher can know the students' perception toward the use of full English in teaching English especially in speaking subject. There were 4 students disagree of full English of full English who teach by the lecturers, it makes some students who have low abilities in English become less developed and less enthusiastic in participating the learning activities. Beside that, there was 1 student agree of full English who teach by the lecturers, the using of full English can improve students' speaking skill.

**e. What advice would you give to lecturer who teach bilingually?**

Related to this, each student has their own advice to the lecturer regarding the use of bilingualism during the teaching and learning in speaking subject. However, there were 4 students who were pro and gave positive advice to the lecturers who taught bilingually. One of them said:

*"I am personally grateful that there are still lecturers who are aware and willing to consider that each student has different abilities. By teaching bilingually, students remain enthusiastic about participating in learning classes. Using bilingualism also helps students in understanding the material by making students feel confident to keep improving their speaking skill even though some have low abilities."* (student 1)

As before, there was 1 student who was contra and gave negative advice regarding the lecturers who taught using bilingualism. She perceives that:

*"I personally dislike and really disagree the using of bilingualism by the lecturers in speaking class. I hope the lecturers can teach in full English especially in*

*speaking class. The lecturers must be able and focused on the goal of speaking subject itself which is to improve students` speaking skill.*”(student 4)

The findings show that the students were agree of using bilingual in learning process. The using of bilingual was help students to understand the material that was delivered by the lecturers. They expected for the using bilingual because it can help them to learn English easily and make them pleased. In addition, the use of bilingual also increased speaking skill. However, speaking skill was felt becoming the skill which was very helped by the application of bilingualism by the lecturers during the teaching and learning process. Although there was 1 student who has the opposite opinion that teaching using bilingual only makes students lazy and does not make students develop their speaking skill independently.

Based on the data gained from some interview session, it can be concluded that the used of bilingual language by the lecturer were positive with stating that bilingual language was necessary to be applied in speaking class. The reasons of their agreements of their perception about the using bilingual language were varied based on what they felt, thought, and experienced. For futher explanation in order to obtain students` perception toward the use of bilingual during the teaching and learning process, the researcher also distributed questionnaire to all participant. The questionnaire was carried out with an open-ended questionnaire. The result of the questionnaire will be discuss below.



## 2. Result of Questionnaire

Data that presented in this research was data from a questionnaire that was distributed to all students in seventh semester student at IAIN Langsa that consist of 30 students. The questionnaire was distributed in google form about students' perception of using bilingual in speaking class. Every questionnaire was in open-ended questions. It contains of 10 questions that students have to answer it by giving their own point of view, their feeling, and their experience. The following explanation clearly demonstrates the outcome of the questionnaire-based data analysis :

### 1) Question number 1

The question number 1 was aimed to know the students' perception about teaching-learning by bilingual during the class run: *Do you think teaching-learning by bilingual is better?*

From the first question, 25 students gave positive feedback, and their responses were pretty similar. The students agreed or preferred that the lecturer use bilingualism in the teaching and learning process. Students claimed that bilingualism was more efficient and effective, and that it made learning easier. They gave various examples, such as when the professor teaches in full English although many students do not understand, it is the same as losing time and failing to achieve the purpose of learning because there is no good communication in presenting the subject. So, bilingual is superior because it did not harm both the students and the lecturer.

Moreover, 5 other students gave different perception. They stated that bilingual was ineffective. If the lecturer teach bilingually, it is only makes students lazy in learning and hard for them to develop their ability independently.

### 2) *Question number 2*

The question number 2 was aimed to know the students` perception of bilingual for the students: *Do you think teaching and learning by bilingual makes you smarter?*

From the question number 2, 23 students answered with same responses. The students stated that bilingual helped them a lot and can improve their abilities. students feel smarter and more developed with the bilingual used by the lecturers. Moreover, 7 other students gave different perception. They stated that they do not feel smarter or better with bilingual that used by the lecturers. They believe that improving students` abilities depend on the student itself.

### 3) *Question number 3*

The question number 3 was aimed to know the students` perception of bilingual that used by the lecturer: *Do you think that the use of bilingual by the lecturer in your English classroom make you easy in understanding the material given by the lecturer?*

From the question number 3, 30 students answered that they could really enjoy the class by using bilingual. It happens because students can understand the material presented by the lecturer well. Students become more enthusiastic and the class becomes more active if the lecturer used the bilingual. In the other hand, students can communicate well with lecturers during the learning process.

#### 4) Question number 4

The question number 4 was aimed to know the students' perception of bilingual for the students: *Do you think teaching-learning process bilingually help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that is very helped by it?*

From the question number 4, 30 students gave different perception. In this case, the students have the same answer regarding whether using bilingual can help them to improve their English skill such as speaking, reading, writing, and listening. However, all students stated that bilingual can improve their English skill even students have different answered of specific English skill that very helped by the bilingual.

Based on the data, many students feel that speaking skill are the most helped by bilingual because lecturers can convey material in a way that is easy for students to understand.

#### 5) Question number 5

The question number 5 was aimed to know the students' perception of bilingual used by the lecturer: *What do you think that bilingual used by the lecturer in your English classroom helps you in learning English speaking?*

From the question number 5, students gave different perception, but there were 26 students who have the quite similar answers. The students think that using bilingual can improve their English, especially in speaking skill. They stated that if lecturers teach bilingually, students can get a lot of vocabularies so that students apply it in their speaking unconsciously. However, 4 another students

gave different perception. They denied that using bilingualism did not help them in developing English especially in speaking skill. They stated that improving speaking skill need the longer practice consistently. Improving speaking skill is not easy. Teaching using bilingual has no impact on students to improve their speaking skill.

6) *Question number 6*

The question number 6 was aimed to know the benefit of bilingual for the students: *Do you think that the lecturer who teach bilingually in your English classroom give some benefits for you in learning English speaking?*

All the students gave their different own responses. They mentioned some benefits for them, and it was similar response that researcher concluded: they can easily understand the material that delivered by the lecturer, they can add new vocabularies, they know how to pronounce the word correctly, and the class becomes more active also enjoyable.

7) *Question number 7*

The question number 7 was aimed to know the students' feel of full English used by the lecturer: *How do you feel when your lecturer teaches in full English in your class?*

From the question number 7, many students gave negative perception. They disagree or dislike about the use of full English during the learning process. They argue that teaching using full English makes students easily feel bored, students lose interest in learning, students who have low abilities feel less confident, and learning does not run effectively.

However, there were several students who strongly agree that learning used full English. They think that students will compete to improve their English skill. Even if there are some explanation that are not understandable, it makes students feel challenged and the class become more serious.

8) *Question number 8*

The question number 8 was aimed to know the students` feel of bilingual used by the lecturer: *Have you ever felt that the use of bilingual by the lecturer makes you confused in learning English especially in speaking skill?*

From the question number 8, all students answered that they do not have any problem with bilingual used by the lecturers. Using bilingual in speaking subject helps students to be able to communicate well between lecturer and students. Students do not feel confused because by using bilingual they become easier to understand what is explained by the lecturer during the learning class.

9) *Question number 9*

The question number 9 was aimed to know the students` perception of bilingual and full English used by the lecturer: *In your opinion, which one do you like most between teaching-learning process uses full English or bilingually?*

From the question number 9, 26 students chose that teaching-learning using bilingual is preferable. Students prefer to use bilingual during the learning process because it makes students understand the material easily and there are no misunderstanding between lecturer and students. Moreover, 4 another students gave different perception. They stated that using full English is preferable, Students prefer to use full English during the learning process because they feel

challenged so they study harder. Using full English also trains students to become familiar with English and unconsciously helps them to practice their speaking skill.

*10) Question number 10*

The question number 10 was aimed to know the students' perception of bilingual used by the lecturer in speaking subject: *As the conclusion, do you agree or disagree with lecturer's bilingual language use in your English classroom especially in speaking skill?*

From the question number 10, actually, the students' answer were almost the same answer as the answer of question number 9. There were 26 students who agree with the bilingual used by the lecturer in speaking subject while 6 others were disagree.

The data from questionnaire had shown that from ten statements in the questionnaire, most of the students gave their agreement positively to all the statements in the questionnaire. The researcher concluded that students had strong positive perception to lecturers who used bilingual in their English classroom especially in speaking class. The result of the conclusion such as: students more active to learn speaking English because the students more active to join in the class; students become more enthusiastic about learning and answering questions from the lecturer because of using of bilingual; students become more confidence when the lecturer using of bilingual in speaking class; and by using bilingual used by the lecturer, the students more excited in learning process.

## **B. Discussion**

This study aims to find out students' perceive of bilingual speaking in the class at IAIN Langsa. From the results of interview and the data questionnaire, the researcher found that seventh semester students at IAIN Langsa were indeed required to use bilingualism. In fact, also based on the results of interviews and questionnaires that have been conducted by researcher, it was found that students had a positive perception of bilingual towards learning speaking English in class.

According to interview and questionnaire results, it can be showed that students have a positive perception of the use of the bilingual on speaking class. Where the biggest choice is in question number 9 and 10 in the questionnaire, namely as many as 26 students out of 30 students who chose to agree with the existence of a bilingual in speaking class because it can improve their speaking skills. As related to Dewanti in her study, based on the results of questionnaires and interviews that have been conducted by researchers, it was found that students had a positive perception of the implementation of bilingual program in the dormitory towards learning English in class. According to questionnaire results, it can be showed that students have a positive perception of the use of the bilingual program on students' English learning in class. Where the biggest choice is in question number 2, namely as many as 71.8% or the equivalent of 51 students out of 71 students who chose to agree with the existence of a bilingual program in the dormitory can improve their speaking skills. The primary role of the bilingual is to

help and prepare students to communicate actively in English.<sup>57</sup> Another thing to be recognized was that students agree that bilingual gave them many advantages, where students felt comfortable and enjoy with the use of bilingual in the speaking class, and they also become more understand of the material delivered by the lecturer. As Larasati et al in their research, the purpose of the research is to ascertain students' perceptions of teachers' use of bilingual language in English language instruction in the classroom. This study employs a qualitative approach as the foundation for its research.<sup>58</sup> The study enrolled 241 students in grades 11 at SMA N 5 Tegal. The data collection techniques used are the Lickert Scale Questionnaire and Semi-structured Interview. There are ten questionnaire questions and three interview questions regarding students' perceptions of teachers' use of bilingual language. The interviewees are only thirty students chosen at random from eight classes. This study reveals that 96 percent of 241 students have a favorable attitude toward the use of bilingual language. However, 4% of students oppose the use of the bilingual language. Abidin et al., stated among the results of implementing bilingual learning is the ability of students to be able to actively communicate in English. Then the component that is quite improved is in the vocabulary section. Because vocabulary is one of the elements of the language that must be mastered by students to get and easier communicate, because language is a set of basic a vocabulary. Therefore, the more students know or memorize vocabulary it can help them also in other matters related to

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<sup>57</sup>A. Dewanti, "The Role of Bilingual Program at Pondok Pesantren Modern (Modern Boarding School) in Developing English Skills of Santri," Thesis, Universitas Sebelas Maret. 2015.

<sup>58</sup>A. Larasati, Y. Prihatin & H. Sumartono, "Students' Perceptions: Bilingual Language Used in EFL Classroom, Journal of Atlantis Press, 16(3), 2022, 173–178.



language. In language learning, there are four skills: listening, speaking, reading, and writing where of the four skills students feel most helped by the bilingual, mostly students chose speaking skill, because they are active in using bilingual. Then, the component that is quite improved is in the vocabulary section. Vocabulary is one of the elements of the language that must be mastered by students to get and easier communicate, because language is a set of basic a vocabulary. Therefore, the more students know or memorize vocabulary it can help them also in other matters related to language. So that the use of bilingual is claimed better and more effective in speaking class. Although there is still a negative side or disagreement of some students about the use of bilingual in speaking class. The researcher concluded the reasons why some of them disagree of using bilingual such as: students feel unchallenged, students become more lazy to study independently to improve their speaking skill, less practice because the lecturer does not use full English during teaching, and using bilingualism did not help them in developing English especially in speaking skill because speaking skill need the longer practice consistently.<sup>59</sup>

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<sup>59</sup>N. Abidin, A. Syamsul, & F. R. S. Nugraheni, "Manajemen Penerapan Pembelejaraan Bilingual Di Pondok Pesantren Modern Muhammadiyah Boarding School Jetis Ponorogo Jawa Timur," *Jurnal Studi Kependidikan Dan Keislaman*, 12(1), 2022, 1–14.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the findings and the discussion in previous chapters, the researcher concludes that almost all of the seventh semester students have positive perception on bilingual used by the lecturer in speaking classroom at IAIN Langsa. Based on interview and questionnaire data were showing a positive response. The interview and questionnaire results revealed that most students did not feel difficulty or confuse when the lecturer teach using bilingual. It could be said that the student's responses were satisfied with the use of bilingual in the speaking classroom. While there are only very few less number of students have negative perception toward the bilingual used by the lecturer in teaching speaking.

The reasons why students chose bilingual were: the class was more active, and the students were very excited to join the class, making it easy for them to understand what the lecturer explained in the English lesson, especially when speaking, making them feel comfortable during the class, making it easy for them to understand new vocabulary in English, assisting them in asking and answering questions during the class, and assisting them in correctly pronouncing something in English. Furthermore, using a bilingual language improved speaking skills. However, speaking skills were perceived to be improving, which was greatly aided by the lecturer's use of bilingualism in the English classroom.

**B. Suggestion**

There are various suggestions based on the findings of the study. The current study on the usage of bilingual in speaking courses will hopefully be useful for future research on student perceptions of the employment of bilingual lecturers in speaking classrooms. Furthermore, given the study's limitations and flaws, additional research is planned to make it comprehensive and ideal. This study is deficient in providing specific responses and information connected to the issue. The researcher proposes that the next research on finding should collect more valid data, renew their references, and update this research. Furthermore, the researcher of this study expects that it will make some kind of contribution to English instruction in the future. Regarding the analysis of student perception, the researcher believes that it has a significant influence on the teaching and learning process, hence it is rather vital to perform more research.

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## **Appendix 1. Interview Question**

1. In your opinion, what do you think about lecturers who teach bilingually?
2. Do you believe that bilingual have a better understanding during teaching and learning process?
3. Do you think teaching-learning process bilingually can help you to improve your speaking skill?
4. What do you think if the lecturers teach in full English especially in Speaking subject?
5. What advice would you give to lecturer who teach bilingually?



## **Appendix 2. Open-ended Questionnaire**

Name :  
Unit/Semester :  
Student ID Number :

### **Directions :**

1. This questionnaire contains open-ended questions.
2. The questionnaire consist of 10 questions.
3. The statements of questions are about students` perceive, feeling, and benefit about bilingual speaking in the class given by the lecturers.
4. Participants are free to write your opinion in the text column.

### **Questions :**

1. Do you think teaching-learning by bilingual is better?
2. Do you think teaching and learning by bilingual makes you smarter?
3. Do you think that the use of bilingual by the lecturer in your English classroom make you easy in understanding the material given by the lecturer?
4. Do you think teaching-learning process bilingually help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that is very helped by it?
5. What do you think that bilingual used by the lecturer in your English classroom helps you in learning English speaking?
6. Do you think that the lecturer who teach bilingually in your English classroom give some benefits for you in learning English speaking?
7. How do you feel when your lecturer teaches in full English in your class?
8. Have you ever felt that the use of bilingual by the lecturer makes you confused in learning English especially in speaking skill?
9. In your opinion, which one do you like most between teaching-learning process uses full English or bilingually?
10. As the conclusion, do you agree or disagree with lecturer`s bilingual language use in your English classroom especially in speaking skill?

### **Appendix 3. The Interview Transcription**

- **Student 1**

➤ **Question :** In your opinion, what do you think about lecturers who teach bilingually?

**Answer :** Yes I agree with bilingual learning. English as the second language and each student has different learning abilities. So being bilingual makes learning even better to increase vocabulary and of course it is comfortable and enjoyable.

➤ **Question :** Do you believe that bilingual have a better understanding during teaching and learning process?

**Answer :** I believe, at least that`s what I felt so far. The using of bilingual makes learning becomes easier to understand. There is no such as misunderstanding between the lecturers and students. I think the goal of learning is to be successful in conveying material to students in an easy way. The using of bilingual during teaching and learning process also makes students enthusiastic and easier for students to understand new vocabularies.

➤ **Question :** Do you think teaching-learning process bilingually can help you to improve your speaking skill?

**Answer :** Yeah of course. At least, teaching- learning process in bilingually makes me know how to pronounce the word or sentence with the correct pronunciation. Then, I listen many vocabularies from the lecturer when explaining the material and try to remember so that I can improve my speaking skill.

➤ **Question :** What do you think if the lecturers teach in full English especially in Speaking subject?

**Answer :** I strongly disagree, because all students have different abilities. In this case, if the lecturer teaches using full English, which student requires good at listening skill to be able to understand what the lecturer is saying. Moreover, fluency in speaking skill also needed to be able to respond to the lecturer`s words

if there is something that can not be understood. This makes some students who have low abilities less developed and less enthusiastic in participating the learning activities.

➤ **Question :** What advice would you give to lecturer who teach bilingually?

**Answer :** I am personally grateful that there are still lecturers who are aware and willing to consider that each student has different abilities. By teaching bilingually, students remain enthusiastic about participating in learning classes. Using bilingualism also helps students in understanding the material by making students feel confident to keep improving their speaking skill even though some have low abilities.

• **Student 4**

➤ **Question :** In your opinion, what do you think about lecturers who teach bilingually?

**Answer :** Actually I disagree. I felt unchallenged and being bilingual makes me difficult to develop my English language better. I think the lecturers do not need to teach bilingually so that students get familiar of English itself.

➤ **Question :** Do you believe that bilingual have a better understanding during teaching and learning process?

**Answer :** In this case, I myself believe that bilingual have a better understanding rather than using full English during teaching and learning process.

➤ **Question :** Do you think teaching-learning process bilingually can help you to improve your speaking skill?

**Answer :** I don't think so. Teaching-learning process using bilingual makes student lazy in thinking. Students do not feel challenged to improve their speaking skill that they can directly apply or practicing when listen the lecturer explained in full English.

➤ **Question :** What do you think if the lecturers teach in full English especially in Speaking subject?

**Answer :** I strongly agree and so excited to join the class if the lecturer teach using full English. Personally this is what I want in learning English, especially in speaking subject. At least, the lecturer must show professionally based on the subject he teach that is speaking subject, so the lecturer should teach using full English. The using of full English can improve students` speaking skill.

➤ **Question :** What advice would you give to lecturer who teach bilingually?

**Answer :** I personally dislike and really disagree the using of bilingualism by the lecturers in speaking class. I hope the lecturers can teach in full English especially in speaking class. The lecturers must be able and focused on the goal of speaking subject itself which is to improve students` speaking skill.

## Appendix 4. The Answer of Questionnaire

### Student 1

#### Questionnaire

Name : \*

Puja Puspita

Unit/Semester : \*

1/7

Student ID Number : \*

1042020027

#### Directions

1. This questionnaire contains open-ended questions.
2. The questionnaire consist of 10 questions.
3. The statements of questions are about students' perceive, feeling, and benefit about bilingual speaking in the class given by the lecturers.
4. Participants are free to write your opinion in the text column.

Do you think teaching-learning by bilingual is better?

Yes

Do you think teaching and learning by bilingual makes you smarter?

Yes

Do you think that the use of bilingual by the lecturer in your English classroom make you easy in understanding the material given by the lecturer?

Yes, speaking and writing

Do you think teaching-learning process bilingually help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that is very helped by it?

Yes, speaking, cause i know the meaning when use bilingual

What do you think that bilingual used by the lecturer in your English classroom helps you in learning English speaking?

Good, cause bilingual help me to know the translation when i don't know the lecture explained.

Do you think that the lecturer who teach bilingually in your English classroom give some benefits for you in learning English speaking?

Yes, bilingual have benefit to me

How do you feel when your lecturer teaches in full English in your class?

I feel confused and little worried

Have you ever felt that the use of bilingual by the lecturer makes you confused in learning English especially in speaking skill?

NO

In your opinion, which one do you like most between teaching-learning process uses full English or bilingually?

Bilingually

As the conclusion, do you agree or disagree with lecturer 's bilingual language use in your English classroom especially in speaking skill?

Agree with bilingual used

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## Student 2

### Questionnaire

Name : \*

Desrianda Fitri

Unit/Semester : \*

1/7

Student ID Number : \*

1042020006

#### Directions

1. This questionnaire contains open-ended questions.
2. The questionnaire consist of 10 questions.
3. The statements of questions are about students' perceive, feeling, and benefit about bilingual speaking in the class given by the lecturers.
4. Participants are free to write your opinion in the text column.

Do you think teaching-learning by bilingual is better?

Yes teaching learning by bilingual is better



Do you think teaching and learning by bilingual makes you smarter?

I think teaching learning by bilingual For me that bilingualism can have cognitive benefits, such as improved problem-solving skills and enhanced cognitive flexibility. It may not necessarily make me "smarter" in a general sense, but it can contribute positively to certain aspects of cognitive function.

Do you think that the use of bilingual by the lecturer in your English classroom make you easy in understanding the material given by the lecturer?

I think The use of bilingual instruction in an English classroom can be beneficial for understanding materials, as it provides additional clarity and context, aiding comprehension for students who may not be fluent in English.

Do you think teaching-learning process bilingually help you to improve your English skills (writing, speaking, reading, and listening)? Which English skills that is very helped by it?

Yes, i think engaging in a bilingual teaching-learning process can enhance various English skills, including writing, speaking, reading, and listening. Regular exposure to both languages provides a broader context for language acquisition, particularly benefiting speaking and listening skills as learners navigate between languages. Additionally, writing skills may improve as individuals adapt to different linguistic structures and patterns. Reading comprehension can also benefit from exposure to diverse linguistic styles.

What do you think that bilingual used by the lecturer in your English classroom helps you in learning English speaking?

I think Using bilingual instruction in an English classroom can be beneficial as it provides additional support and clarification, aiding in better comprehension and language acquisition for students. It allows for a smoother transition between languages, fostering a more inclusive learning environment.

Do you think that the lecturer who teach bilingually in your English classroom give some benefits for you in learning English speaking?

Yes, bilingual instruction in an English classroom can provide benefits for learning English speaking skills by offering diverse language exposure and fostering a deeper understanding of the language.

How do you feel when your lecturer teaches in full English in your class?

feel challenged

Have you ever felt that the use of bilingual by the lecturer makes you confused in learning English especially in speaking skill?

No

In your opinion, which one do you like most between teaching-learning process uses full English or bilingually?

bilingual teaching depends on various factors such as the proficiency of the learners, educational goals, and cultural context. Each approach has its advantages and disadvantages.

As the conclusion, do you agree or disagree with lecturer 's bilingual language use in your English classroom especially in speaking skill?

Agree

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## Appendix 5. Documentation





## AUTOBIOGRAPHY

### A. Personal Identity

1. Name : Indah Lestari
2. Student's Number : 1042019049
3. Place/Date of Birth : Julok Rayeuk, 08 March 1999
4. Sex : Female
5. Religion : Islam
6. Marital Status : Single
7. Occupation : Student
8. Address : Dusun Rahmah,Gp Blang
9. Email : [lindah55@yahoo.com](mailto:lindah55@yahoo.com)
10. Hobbies : Listening and Watching
11. NO Handphone : 0895 3262 28990

### B. Background of Education

| No. | Jenjang Pendidikan | Nama Instansi                   |
|-----|--------------------|---------------------------------|
| 1.  | SD                 | SD Negeri 10 Langsa (2005-2011) |
| 2.  | SMP                | SMP Negeri 1 Langsa (2011-2014) |
| 3.  | SMA                | SMK Negeri 6 Langsa (2014-2017) |
| 4.  | Universitas        | IAIN Langsa (2019-2023)         |

### C. Family

1. Father's Name : Deni Muriadi
2. Mother's Name : Sumiarty
3. Sister's Name : Vini Atmanegara and Desvita Maharani



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI LANGSA**  
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Nomor : B-6024/In.24/FTIK/PP.00.9/11/2023  
Lampiran : -  
Perihal : Mohon Izin Untuk Penelitian Ilmiah

Kepada Yth,  
**Ketua Prodi PBI IAIN Langsa**  
Di –  
Tempat

Assalamu'alaikum Wr. Wb.

Dengan hormat,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Langsa, dengan ini kami beritahukan kepada Bapak/Ibu bahwa mahasiswa kami yang tersebut di bawah ini :

N a m a : **Indah Lestari**  
Tempat / Tanggal Lahir : Julok Rayeuk, 8 Maret 1999  
N I M : 1042019049  
Jurusan : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian di wilayah yang Bapak/Ibu pimpin, sehubungan dengan penyusunan skripsi yang berjudul : *"Bilingual Speaking In The Class: How Do Students' Perceive"*.

Untuk kelancaran penelitian dimaksud kami mengharapkan Kepada Bapak/Ibu berkenan memberikan bantuan sepenuhnya sesuai dengan ketentuan yang berlaku, segala biaya penelitian dimaksud ditanggung yang bersangkutan.

Demikian harapan kami atas bantuan serta perhatian Bapak/Ibu kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :  
- Ketua Prodi PBI





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Jabatan : Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Langsa

Dengan ini menerangkan bahwa :

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Tempat/Tanggal Lahir : Julok Rayeuk, 8 Maret 1999  
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Jurusan : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian pada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Langsa di Program Studi Pendidikan Bahasa Inggris, sehubungan dengan penyusunan skripsi yang berjudul: "*Bilingual Speaking In The Class : How Do Students' Perceive*".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Langsa, 08 Januari 2024

Dekan,  
  
Amiruddin

