

**THE IMPLEMENTATION OF STUDENT ENGLISH SPEAKING IN A  
BILINGUAL PROGRAM FOR YOUNG LEARNERS OF SECOND-  
GRADE STUDENT SD AL-AZHAR SYIFA BUDI SOLO IN THE  
ACADEMIC YEAR OF 2022/2023**

**THESIS**

Submitted as A Partial Requirements for the Degree of *Sarjana* in English  
Language Education



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*Assalamu'alaikum wa rahmatullahi wa barakaatuh*

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Thank you for the attention

*Wassalamu'alaikum wa rahmatullahi wa barakaatuh*

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## **DEDICATION**

This Thesis is dedicated to:

1. My greatest God, Allah Swt. Thank you for the blessings You give. Please make me always among those who are grateful to You in any situation and anywhere.
2. My Super Mom Ibu Supiyani, thank you because of your prayer and blessings I can reach this moments, and My first love Alm. Bapak Tukimin
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6. My all friends who support everything I do
7. My self, Nisrina Amirawati because taking this fight until this moment, and thank you for fighting the laziness.

## **MOTTO**

“And surely your Lord will give so much to you that you will be pleased.”

(Adh-Dhuha:5)

Still there will be some competitions won by you, and they will watch you from a distance; from behind... because you are so good at it.

(Alvi Syahrin)

There is a beautiful and important competition. Competition that is not hindered by privilege. Whether rich or poor, good-looking or not. Whether you have a thin brain or not, this is a fair and reasonable competition. Everyone has the same opportunity, namely the competition in keeping his prayers and the competition that makes the most remembrance and istighfar.

(Alvi Syahrin)

Everyone doesn't know what problem we are facing, they only see you normally. So, keep fighting as much as you can and don't mind them. Be the best version of you, be sincere and make peace with circumstances.

(Self)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled "**The Implementation of Student English Speaking in a Bilingual Program for Young Learners of Second-Grade Student SD Al-Azhar Syifa Budi Solo in the Academic Year of 2022/2023**" is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person expect where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, **23** June 2023

The Researcher



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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestion from several sides. Thus, the researcher would like to express his deepest thanks to all of those who had helped, supported, and suggested him during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is far from being perfect The researcher hopes that the thesis is useful for the researcher in particular and the readers in general.

Surakarta, June 2023

The Researcher

Nisrina Amirawati

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## ABSTRACT

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Advisor : Muh. Husein Al Fattah, M.Pd.

Keywords : Speaking Skill, Bilingual Program, Young Learners

This research studie about the implementation of students English speaking in a bilingual program. This study are devided into three objectives. The first objective of this study is to describe implement student English speaking in bilingual programs, the second objective of this study is to describe type of students speaking, and The third objective of this study is to describe the inhibitor factors in students speaking.

In this study, researchers used a qualitative descriptive research as a research design. Data collection methods are interview, observation and documentation. Data were analyzed by data reduction, data display, drawing conclusions. In this study, researchers used a triangulation method, namely observation, documentation, and interviews.

The results of this study show the implementation of student English speaking in a bilingual program, type of students speaking, and inhibitors factors in the implementation of student English speaking in a bilingual program. The implementation in bilingual programs are learning planning, the implementation of learning, evaluating learning. Type of students speaking are imitative, responsive, and interactive of students' inhibitions in speaking are lack of motivation and lack of vocabulary.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Language is the most reliable powerful communication tool in life together in a society (Mailani, O. 2022:2). The importance of language covers almost all fields in human life, so mastery of international languages such as English is an urgent requirement that is in great demand. According to Putranti, E. (2019: 178) English is one of the languages used as a language of communication internationally. In this era of globalization, like it or not, children should learn use that language. The use of foreign languages, especially English, will better if introduced early (early school age). Without setting aside the importance of the local language and the language of our unity, elementary school age children should be introduced to this foreign language (Putranti, E. 2019: 178)

Children of primary school age are one of the assets of the nation and state will later become state administrators. Therefore introduce English for elementary school age children is very important increase their competitiveness in continuing education at a later stage (Putranti, E. 2019: 178). Although in Indonesia English is a foreign language, English occupies an important position in society, such as demands in a job that require workers who can communicate in English well. Because of these demands, English is taught in schools. Based on the 1994 basic education curriculum, the

Indonesian government stipulates English as local content. Since then, English subjects have been trained in schools according to the circumstances and needs of each region.

Explanation of the objectives of learning English, contained in regulations from the Ministry of National Education, in the Minister of National Education of the Republic of Indonesia number 22 of 2006 concerning the following basic and secondary Education Unit Graduates Competency Standards (SKLSP), English which is held in SD/MI aims for students to have the ability to develop competence communicate in limited oral form to accompany action (language accompanying action) in the school context and have an awareness of the nature and importance of English to increase competitiveness in a global society. Meanwhile, in the Merdeka Curriculum, because there is more emphasis on developing hard skills or soft skills, then English is taught in Elementary Schools (SD).

According to (Basri: 2015: 2) Hard skills are abilities that can be learned at school or university that have the aim of increasing intellectual abilities related to the subjects studied. Hard skills include the ability to operate computers, writing skills, and foreign language skills. Meanwhile, soft skills are skills and life skills, both for oneself, groups, and society, as well as with the Creator, Elfindri (2011: 67). These soft skills include communication skills, being able to manage time, emotional intelligence, and others. In the current era of globalization, these abilities are very important for children to have. Of these abilities that are no less important is the ability to speak foreign

languages, because language plays an important role for humans in social life, especially English. In learning English there are four important aspects to learn, namely, reading, writing, listening, and speaking. Of these four aspects, speaking skills are very important in the communication process, because by having good speaking skills, the communication will run well.

According to Tarigan (2008: 3) speaking skill is a language skill that develops in students' lives, which is preceded by listening skills, and it is during this period that speaking or speaking skills are learned. Therefore speaking skills are language skills that can develop in students' lives, where when students start listening, that's where their speaking skills will develop. This is because students will begin to express a language that has meaning to achieve a goal that he wants to convey in communicating.

Speaking skill is one of the five skills that every child in the 21st century must have which is called communication skills, Seamolec, I. (2017:2). In preparing every child to have good communication skills, teaching speaking is the main requirement to be taught not only for adult students but also for young students.

Recognizing the importance of English for the future, the Indonesian government made a breakthrough in learning English so that students can learn English well and have knowledge that is not left behind from other countries. With this, the government implements the concept of bilingual learning. According to Sugianto, B. (2014:38), a bilingual class is a class that

can build a natural English-speaking community in the classroom and school environment.

The concept of bilingual learning has been going on for a long time. Awareness of teaching languages other than their mother's like English in the world has been going on since the 19th century, children in America began to learn other than their mother tongue. According to Rethinking Schools, America is the first US state to implement this concept into educational regulations. At that time, the languages spoken were English and German, at the request of the parents. Apart from America, many countries in Europe have followed this learning concept, such as Italy, Czech, Norway and Poland, so that the learning concept that teaches languages other than their mother tongue has spread throughout the world. This learning concept is known as the bilingual program.

Although Over the years bilingual programs have received constant criticism. Many experts believe that it can affect intellectual development. This is refuted by several findings, Walli, J. (2020:2) found that a well-designed bilingual program will have a positive influence on child development. This is reinforced by Rahayu, I, D. (2018: 42) who found that children are born ready to learn one or more languages in their environment without experiencing significant confusion or delay in speaking. It can be concluded that the bilingualism program is a positive thing in supporting children's early language development without causing a negative impact.



Based on the explanation above, the bilingual program aims to facilitate and assist children in improving their English skills, of course properly and correctly. Related to this, in Indonesia, there are already many schools with international standards and implementing a bilingual program. No exception in the city of Solo. In Solo, several schools use a bilingual program whether in teaching and learning activities or outside of teaching and learning activities. One of the schools implementing a bilingual program in Solo is SD Al-Azhar Syifa Budi Solo

Based on pra-research on Tuesday 24<sup>th</sup> January 2023 at 10.30 a.m, Al-Azhar Syifa Budi Solo Elementary School is an educational institution that aims to raise the next generation of Muslims who are monotheistic, have a noble character, are capable and skilled, believe in themselves, and are useful for religion, society and the Republic of Indonesia to realize the success of national development through quality human resources. In carrying out its activities, SD Al Azhar Syifa Budi Solo is under the auspices of the foundation and the Ministry of Education and Culture. SD Al-Azhar Syifa Budi Solo is an elementary school that has learning programs with good input. In the implementation of learning SD Al-Azhar Syifa Budi Solo uses different and creative methods and media according to the material being taught. In addition, there are many extracurricular activities to develop children's talents and interests through children's life skills to form the next generation of young people who reflect the profile of Pancasila students. Bilingual interaction between students and teachers looks harmonious and more familiar. This is

proven by the students calling the teacher "Yanda" and "Bunda" so that communication inside and outside between the teacher and students goes well.

On Tuesday, 5<sup>th</sup> March 2023 at 10.30 a.m the researchers interviewed one of the bilingual driving teachers, Yanda Ahmad Muhsin, who is the coordinator of the bilingual program at SD Al-Azhar Syifa Budi Solo. The researcher gave several questions about the bilingual program. He was willing to explain about the bilingual program in SD Al-Azhar Syifa Budi Solo. Bilingual refers to proficiency in two languages. In this case SD Al-Azhar Syifa Budi Solo implements a bilingual program by creating a bilingual culture at school. So in teaching and learning activities the delivery still uses Indonesian, but for all instructions, the teachers use English such as opening, instructions, greetings, and students are also required to use English when permission to drink, leave class, or go to the bathroom. This culture is routinely carried out in the school environment so that this bilingual culture is created according to its purpose. As according to Hamers and Michel (2000: 6), bilinguals are people who use two languages regularly with the mastery of native speakers and bilinguals as the continuous use of two languages orally. Apart from creating a bilingual culture in the school environment, activities are held to support the bilingual program at SD Al-Azhar Syifa Budi Solo such as the English club, TeachCast with Oxford, and an English agent.

On Tuesday 14<sup>th</sup> March 2023 at 10.30 a.m the researchers conducted pre-research to get more in-depth information about the bilingual program,

especially in terms of students' speaking skills. In the interviews conducted by the researcher with several Hamzah grade 2 students, there were many applications of bilingual culture in the classroom and outside the classroom, such as using English when asking permission to go out, eat or drink. Some of them also took part in supporting activities for the bilingual program. Every day they get new vocabulary given by the teacher. The researcher took this study in class 2 because at this age class 2 is still in the young adult category where at this time children had a keen memory for increasing speaking skills of children. The novelty of this research is the questions or gaps that have not been answered in previous studies and the concept of a new idea that has not been researched, namely the implementation of speaking in young learners in the bilingual program. Based on the background above, the researcher would like to conduct a research entitled: **THE IMPLEMENTATION OF STUDENT ENGLISH SPEAKING LEARNING IN A BILINGUAL PROGRAM FOR YOUNG LEARNERS OF SECOND-GRADE STUDENT SD AL-AZHAR SYIFA BUDI SOLO IN THE ACADEMIC YEAR OF 2022/2023**

## **B. Identification of The Problem**

Based on the background of the study, the researcher found some problems in the implementation of bilingual program in English Speaking Skills For young learners student of Second-Grade student SD Al-Azhar Syifa Budi Solo :

1. Some students do not implement speaking English in the bilingual program for young learners of second-grade student SD Al-Azhar Syifa Budi Solo.
2. Students have different types in students speaking English in the bilingual program for young learners of second-grade student SD Al-Azhar Syifa Budi Solo.
3. Students do not understand a lot of vocabulary in students speaking English in the bilingual program for young learners of second-grade student SD Al-Azhar Syifa Budi Solo.
4. Students have difficulty using English in the bilingual program for young learners of second-grade student SD Al-Azhar Syifa Budi Solo.

### **C. Limitation of The Problem**

Referring to the problems above, regarding the implementation of speaking English in bilingual program for young learners in second grade of SD AL-Azhar Syifa Budi Solo, to avoid misunderstandings and to clarify the problem it is important to make research boundaries. Because bilingualism is too broad, the research will be limited. This research will focus on implementation of speaking skill in bilingual programs, the type of student speaking and the inhibitor factors in students speaking.

### **D. Formulation of Problem**

Based on the research background above, the problem statements of the research are as follows:

1. How is the implementation of speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo in the academic year of 2022/2023?
2. What are the type of student speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo in the academic year of 2022/2023?
3. What are the inhibitor factors in the implementation of speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo in the academic year of 2022/2023?

#### **E. Objectives of The Study**

1. To describe the implementation of speaking in bilingual program at second grade of SD AL-Azhar Syifa Budi Solo.
2. To describe the student speaking style in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo.
3. To describe the inhibitors factors in the implementation of speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo.

#### **F. Benefit of The Study**

This study is expected to bring some benefits especially for researcher and for reader or tutor and stakeholder of the university commonly. The research benefits are:

##### **1. Theoretical Benefit**

It is hoped that the results of this study can help increase knowledge about the Bilingual program in speaking skill. In addition, it can be used as a

scientific reference to understand the of the implementation of speaking in bilingual program.

## 2. Practical Benefit

### a. For Teachers

The results of this study can be used as an evaluation as well as a reference to improve the quality of student learning in English skills.

### b. For Researcher

The results of this study are used as a scientific study by researchers to understand how the implementation of the Bilingual Program, and then to find out the inhibiting and supporting factors in the implementation of the Bilingual Program.

### c. For School

Hopefully, it is expected that the result of the research can increase the quality of the bilingual program at SD AL-Azhar Syifa Budi Solo. besides that the results of this study can be used for school institutions as a reference and evaluation so that they can determine programs for speaking skills that are suitable to be carried out in their respective schools according to existing environmental conditions.

## **G. Definitions of the Key Terms**

To avoid misunderstanding with the words used by the researcher in the title of the thesis "The Implementation Of Bilingual Program In English Speaking Skills For young learners of Second-Grade student of SD Al-Azhar Syifa Budi Solo", the researcher provides definitions of the terms used in the title the. The definitions given in detailed terms include:

### **1. Speaking Skill**

According Chancy in Tridinanti (2019: 36) states that, speaking is the process of interaction between two or more people which involve producing receiving, and processing information. Kuning (2020:78) states that, speaking is the ability of people in talking English that used to delivered information with fluently good pronunciation.

### **2. Bilingual Progam**

According to Sugianto, B. (2014:38), a bilingual class is a class that can build a natural English-speaking community in the classroom and school environment. Margana., Sukarno. (2011:84) states that bilingual learning programs are aimed at promoting bilingualism by using the first language proportionally or by using two languages as the language of instruction for various subjects. Referring to that definition, the use of English as a foreign language that uses the first language in addition to the second language is also called a bilingual learning program.

### **3. Young Learners**

Young learners students are young learners learning English, They are elementary school age children who receive English as a local content subject at their school. The young learners here are elementary school students aged between 6-12 years. They can be divided into 2 groups, namely the Younger Group (6-8 years) and the Older Group (9-12 years). According to class level. they can be called Lower Classes children, namely grades 1, 2, and 3 and Upper Classes students grades 4, 5 and 6. (Scott.Ytreberg., 1990:4)



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Theoretical Description**

##### **1. Speaking**

###### **a. Defenition of Speaking**

Kuning (2020:78) states that, speaking is the ability of people in talking English that used to delivered information with fluently good pronunciation. It is supported by Chancy in Tridinanti (2019: 36) states that, speaking is the process of interaction between two or more people which involve producing receiving, and processing information.

According to Tarigan (2008: 3) speaking skill is a language skill that develops in students' lives, which is preceded by listening skills, and it is during this period that speaking or speaking skills are learned. Speaking is a productive skill. Speaking can't be separated from listening. When we speak, we create meaningful text. In communication, we can find speakers, listeners as well as messages and feedback. Besides that, speaking cannot be separated from pronunciation.

Speaking skills are critical to be developed at an early age. Because at this time children will catch everything that is taught, this period is

the golden age for children, what they see, observe, and listen to will be recorded in their brain memory. Language skills look easy if from an early age children listen to a lot of foreign languages. Therefore by developing speaking skills to students, a student will be able to communicate well because the aims and objectives they want to convey are achieved.

Based on the discussion above, the writer concludes that speaking is a way to express what we feel which is then manifested in the form of spoken language processes between two or more people.

#### **b. Speaking For Young Learners**

In preparing every child to have a good communication skill, teaching speaking is a primary requirement to be taught not only for adult learners but also for young learners (Pratama, E.Y. 2015:19). English is being provided into initial classroom, such as Kindergarten and Elementary school, so that the teachers are needed to teach it into young learners. Further, to make the children to be able to speak English in communication, teachers need to guide the students to acquire the vocabulary and structures (Pratama, E.Y. 2015:19) Children learn languages differently from what adults do when learning languages. Therefore, it is important to know more about young language learners, such as their characteristics and how to teach and assess them in learning a English language.

Young learners students are young learners learning English, They are elementary school age children who receive English as a local content subject at their school. The young learners here are elementary school students aged between 6-12 years. They can be divided into 2 groups, namely the Younger Group (6-8 years) and the Older Group (9-12 years). According to class level. They can be called Lower Classes children, namely grades 1, 2, and 3 and Upper Classes student grades 4, 5 and 6. (Scott.Ytreberg., 1993:4) The characteristic Young learners Five to seven year olds can do at their own level According to Scott and Ytreberg's theory is:

- 1) They can talk about what they are doing. They can tell you about what they have done or heard
- 2) They can plan activities.
- 3) They can argue for something and tell you why they think what they think.
- 4) They can use logical reasoning. They can use their vivid imaginations.
- 5) They can use a wide range of intonation patterns in their mother tongue.
- 6) They can understand direct human interaction.

Further, Harmer (2007:82) classifies the characteristics of young learners as follows:

- 1) They respond to meaning even if they do not understand individual words.
- 2) They often learn indirectly rather than directly.
- 3) Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with.
- 4) They find abstract concepts such as grammar rules difficult to grasp.
- 5) They generally display an enthusiasm for learning and a curiosity about the world around them.
- 6) They have a need for individual attention and approval from the teacher
- 7) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- 8) They have a limited attention span unless activities are extremely engaging, they can get easily bored.

### **c. Types of speaking**

Brown in Swastika, A. (2020) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized.

Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language. Brown (2004) further states that there are some basic types of speaking as in the following taxonomy:

1) Imitative.

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

2) Intensive.

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

3) Responsive.

Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small. Talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

4) Interactive.

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue).

Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

**d. The Components of Speaking**

According to Masbiran,G. (2017: 2) there are five components of speaking skill concerned with accent, grammar, vocabulary, fluency, and comprehension

1) Accent

Accent is include how the learners can speak by using good pronunciation. The learners mispronunciation that will effect on unclear the meaning when deliver the message. Pronouniation is the way for students to produce clearer language when they speak. It deals with the

phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.

## 2) Grammar

It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978: 5) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

## 3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form.

## 4) Comprehension

For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

## 5) Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately.

Then According to (Gudu B. O., 2015) Speaking is a complex skill that requires balanced use of several different abilities, because it contains of five components, those are pronunciation, grammar, vocabulary, fluency, and comprehension.

a. Pronunciation

Pronunciation is a burden to the speaker because there are rules to say words accurately

b. Grammar

Grammar is therefore essential in spoken language because the speaker cannot communicate effectively with others in the second language unless the grammar structure is understood.

c. Vocabulary Mastery

Vocabulary is essential for success of a second language use. Without a broad vocabulary, students would not be able to communicate effectively and express their feelings or ideas.

d. Fluency



Fluency is defined as the ability to speak continuously without pausing. on the other hand, define fluency as the ability to continue speaking spontaneously.

e. Comprehension

Comprehension is the power of understanding an exercised aimed at improving or testing ones understanding of a language in written or spoken

**e. Strategy in Speaking**

Speaking is an act that produces language for communication, as one of the basic skills in language. Therefore speaking skills are closely related to language, including strategies in learning speaking which also means the same as strategies for learning language, because speaking is one of the basic skills in language. According to Salimatul (2021: 36) strategies in speaking learning is:

1) Exercise association and identification.

This exercise is mainly intended to train the student's spontaneity and speed in identifying and associating meanings that are rarely used.

2) Practice sentence patterns (pattern practice)

This exercise is carried out through a variety of drills, both mechanical, meaningful, and communicative which is practiced verbally.

3) Conversation exercises.

This conversation exercise mainly takes the topic of daily life or activities close to student life. This activity also taught as kinds of congratulations (rahisal lip service and others. Not only aspects- aspects of the language being taught but also socio-cultural aspects such as courtesy, gestures, body language and behavior in conversing many techniques and conversation practice models that have been developed. Every approach or method emphasizing certain techniques or models between these models are question and answer, memorizing the dialogue model, guided conversation, and free conversation.

#### 4) Storytelling

Storytelling may be one of the fun activities but again that is getting storytelling assignments is often torture because they don't have it a description of what should help students find the topic of the story corresponding

#### 5) Discussion

Several discussion models can be applied, such as class discussion of two groups face to face, group discussions, panel discussions and others.

#### 6) Interview

Interviews can also be used as a strategy to teach speaking skills. Interviews can be done with Tamy, follow classmates and can also with the teacher.

#### 7) Drama, speeches etc.

This technique provides an opportunity for students to use Arabic in natural situations with creative spontaneity, besides mastery grammar. The focus is more on conveying the right meaning or intention in accordance with the guidelines and functions of communication at a certain time.

#### **f. The Importance of Speaking**

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important. Basically, there are three important aims of speaking (Tarigan, 2008: 30-36) namely:

##### a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, the speaker just want to inform about a fact.

##### b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarilly based on their entertainment value (Tarigan, 2008:32). For example when the teacher told about story to the students, the parents told the funny story to their

children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

### **3. Inhibiting Factors of Speaking**

Students have inhibition in speaking English, such as feeling shy to speak in using the English language, less motivation, and so on Hanifa,R. (2018: 230). According to Hanifah,R. (2018: 230), two main factors that inhibit students' speaking skill that cognitive factors and affective factors.

a. Cognitive Factors

Cognitive factors mostly deal with students' knowledge in learning English. The result of cognitive factors can influence students' anxiety feeling and nervousness. There are three main factors in cognitive which are, grammar, pronunciation, and vocabulary.

b. Affective Factors

The affective factor refers to the students that get a negative result in the learning process. According to Hanifah,R. (2018: 230) that affective factors consisted of feeling toward the topic, feeling toward interlocutor, and self-consciousness. While according to Sari,B. (2023:120) affective factors consisted of lack of motivation, shyness, lack of self-confidence, self-esteem.

According to Humaira in Suryani, I. (2020:50) there are two main factors inhibiting consid students in speaking, namely, affective and cognitive factors.

a. Affective Factors

Humaira in Suryani, I. (2020:50) proposes four sub- followin factors categorized as affective factor, namely, lack of motivation, shyness, self-students confidence, and self-esteem.

1) Lack of Motivation

In the process of teaching and learning to speak, students need encouragement from teacher and friends. They will get more active in

participating in the classroom as they receive motivation from friends and teacher. Oftenly, students will have no bravery to speak as the result of lack of motivation given by other students and teacher in the classroom

#### 2) Shyness

It starts inhibiting students in speaking as they are asked to perform speaking in front of the class in the form of dialogue, speech, and even presentation. The result makes students forget words that they have to say in speaking performance.

#### 3) Self- Students Confidence

Lack of self-confidence is the next factor inhibiting students in speaking. Limited knowledge possessed by students related to English certainly makes students have low self-confidence. This situation might get worse as they see some of their friends do not easily understand their speaking performance in the classroom.

#### 4) Self-Esteem

Humaira in Suryani, I. (2020:50) implies that self-esteem inhibits students as they have evaluated their own competence in wrong way. Students will consider that they have no knowledge in English as they have low self-esteem toward their own competency especially speaking and so does happen in the opposite situation. She even adds that teacher should teach students ways to appreciate their own speaking competency.

### b. Cognitive Factors

Cognitive factor becomes the other main factor inhibiting students in speaking. It mostly deals with students' knowledge of English. The result of cognitive factor might improve students' anxiety feeling and nervousness. Here are cognitive factor inhibiting students in speaking as presented by Humaira in Suryani, I. (2020:50)

1) Grammar

Grammar or it is also known as sentence pattern and formula starts to inhibit students to speak English. They do not have any eagerness to participate actively in the classroom for they have lack of knowledge in sentence pattern and formula of oral and written English.

2) Vocabulary

Vocabulary and pronunciation also take part to inhibit students in learning to speak. Students who have problems in learning new words and combining words triggered vocabulary as the factor inhibiting students in speaking to start appear and inhibit students in learning to speak English as a foreign language.

3) Pronunciation

Pronunciation inhibits students for they do not know ways to pronounce correct words in English in more proper way.

Another statement by Wang, Z. (2014:) there are three factors that influenced students' speaking skill which are, cognitive, affective, and linguistics. Wang also stated that the factors inhibit students' speaking skill are cognitive, affective, and linguistic.

#### a. Cognitive Factors

In difference statement that stated by Wang, there are three main factors in cognitive are conceptualization, formulation, and articulation. The conceptualization refers to an idea, the formulation is about grammar structure and articulation refers to how the speaker pronounces the word with an articulatory organ.

#### b. Affective Factors

Based on Wang the factors in affective into three, which are, anxiety, self-restriction, and lack motivation. Brown, D (2000: 268) strongly argues, one of the main inhibition for learners in speaking is anxiety. Anxiety includes affective factors.

#### c. Linguistic Factors

Wang stated that the linguistic factors that inhibit students' speaking skill are pronunciation, grammar, and vocabulary. Based on Ali the linguistic factors include several features like pronunciation, grammar, and vocabulary.

### **4. Review on Bilingual**

#### **a. Definition of Bilingual Programs**

Definition of bilingual according Hamers.J (2009: 24) bilingual is defined as having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as



'the constant oral use of two languages Sugianto, B. (2014:38), a bilingual class is a class that can build a natural English-speaking community in the classroom and school environment.

Bilingual education is a consistent long-term addition of bilingual and bicultural programs, using two languages in instruction, learning, and communication, with an equal number of students from both language groups, integrated into all or at least half of the school day to meet bilingual, bilateral, academic, and cross-cultural competence. In this context bilingualism is interpreted more broadly than just language but is also seen as something related to culture and social environment. Meanwhile, linguistically, bilingualism is defined as the use of two languages by a speaker in his interactions with other people alternately (Mackey 1962: Fishman 1975: 73) in Chaer (2004). If someone uses one language in a communication it is called Monolingual or one language. If in this communication a person is able to use two languages is called bilingual, while someone who can use two more languages is called multilingual

Currently in the social life of society, being bilingual is a common thing. It is estimated that half of the world's population speaks two or more languages. "Bilingualism is quite common and happens in many parts of the world, with perhaps one in three people being bilingual or multilingual" (Wei, 2000). Like the people in Indonesia who have a language in each of their respective regions, but besides that, the Indonesian people also master the

unified language, namely Indonesian. In addition, some Indonesian people also master foreign languages such as English, Arabic, and Mandarin.

From children who are bilingual, there are also negative things. Children who are bilingual require more energy in smoothing pronunciation and are sometimes a bit slow in making decisions in language, although basically this does not impede communication. However, Taylor & Taylor (1990: 3) stated that the disadvantages of being bilingual are far less than the advantages of mastering more than one language. From Taylor's opinion it shows that there is nothing wrong with children learning two languages such as Indonesian and English at school even in elementary school because at the age of 6 to 11 years a child's memory is at a sharp and linear level in the development of memory storage Brunswick, Goldscheider and Colds in Anggung, S. (2022:2) This study noted that bilingual programs in English in elementary schools did not burden children. The teacher's job is to get them used to listening to English and having simple conversations (speaking).

#### **b. Thruster of Bilingual**

The existence of bilingualism in an area has several causes, including population movements, nationalism movements, and education. On the other hand, the background that encourages bilingualism is because there is language contact with other speakers' languages in the brain. This language contact can occur due to population movements for reasons of education, politics, economics, religion, or natural disasters resulting in contact with the languages of other speakers. This bilingualism occurs when the

immigrants come into contact with the native population, then one party learns another language. For example, Indonesian students who will study at Oxford University. Besides being able to speak their mother tongue, namely Indonesian, for the purposes of learning and interacting with the local community, they must also be able to speak English as well. Bloomfield (2018: 58) explains that bilingualism is mastery of two languages as well as mastery by native speakers. The general concept of bilingualism is the use of two languages by a speaker in interaction with other people alternately (Chaer and Leonie, 2011: 112).

Bilingual learning in Indonesia has been going on for a long time. English is one of the foreign languages taught in Indonesia. The beginning of English being taught in Indonesia has a long history. During the colonial era, foreign languages (such as Dutch as the colonial language, as well as English and German) were taught in certain schools, especially schools for descendants of Dutch nobles and children. This made mastery of foreign languages among natives during the Dutch colonial period a marker of high or respectable social class in society.

Along with the times, learning foreign languages such as English is no longer elitist. Many people can speak English, so the development of English in Indonesia is growing rapidly, when not only the aristocrats can go to school and can receive foreign language learning (English), but also native people can go to school. This development has continued to this day and English is taught from kindergarten to College. The importance of being

able to speak English has made the government in Indonesia introduce a very supportive program to improve foreign language skills, especially English language, that is bilingual program. Bilingual program was introduced in Indonesia since 2004 which was introduced at the start of an international standard school. In essence, bilingual learning has two objectives, namely to improve students' English competence and understanding of the content of the subject (Constantin & Kassah. 2008). This is where finally English becomes like a necessity to be mastered which makes each educational institution compete with each other in terms of language.

From the description above, it can be concluded that the bilingual program provides many benefits. Apart from being able to communicate with foreign people, the bilingual program can also provide opportunities for students to develop according to their fields. Because English is an international language.

### **c. The Goals of Bilingual**

Bilingual goals can be examined by respecting national goals, language goals, and educational goals Robert (2017)

#### **a) National Goals**

In general, national goals are of two types: assimilationist and pluralistic (Baker, 1993) in Robert (2017: 2). Assimilationist goals seek to assimilate minority language speakers into the majority language and

culture; in doing so, the minority language would become less important or even disappear. These goals characterize images of a "melting pot" culture and suggest that failure to assimilate may lead to separatism. Pluralistic goals typically affirm individual and group language rights, and are seen as support for group autonomy, which may or may not be viewed as a threat to larger group unity.

#### b) Linguistic Goals

Generally the linguistic goal is to help people in acquiring other language for some interests. For example, an individual's desire to learn more than one language may be related to improved job opportunities, to reinforcement of religious beliefs (Hebrew or Arabic, for example), personal travel, maintenance of historical family connections, personal enrichment, and so on.

#### c) Educational Goals

In the case of bilingual education, an important educational goal of using a minority language is to promote ability in the majority language (through transfer of skills and knowledge, improved emotional support, and so on). So in the educational goal in bilingual actually is to help the learners master the state curriculum and acquire the information of knowledge that present in the target language.

### **5. Implementation**

Implementation or implementation, in the Big Indonesian Dictionary means process, method, act of carrying out (design, decision, and so on). Meanwhile,

according to Hamzah, B. (2012: 2) the implementation of learning is the application of the interaction process of students with educators and learning resources in a learning environment, learning interaction in the form of a process of exchanging information.

People must implement the idea to achieve the goal. Implementation is a process that is applied without any restrictions in various fields, ranging from education, society, politics, technology, health, information and others. Its implementation is quite widely understood in various fields. To achieve a goal, at least you need to know some basic things, such as definitions and implementation examples.

Based on some of the above, it can be concluded that the implementation learning is a process of carrying out ideas and activities plans that have been prepared in carrying out interactions between participants learners, educators and learning resources in the learning environment. According to Sumiati (2009:4) implementation consists:

1. Learning planning

Do Learning planning in detail, namely: formulation of objectives learning, determining learning materials, determining learning activities teaching, determining learning methods and media, determining tools evaluation

2. The implementation of learning

The implementation of learning in it is implementing strategies, methods and so on to achieve goals and competencies learning

### 3. Evaluating learning

Evaluating learning which is a component in measuring the level of success in achieving goals and effectiveness learning process

### 4. Provide feedback

According to Stone and Nielson in Sumiati and Asra's book, that feedback activities can provide interest and enthusiasm of students in carrying out the learning

## **B. Previous Study**

The researcher will show the previous studies that are in line with this research. The first research is conducted by Maulana Ismail, the research entitled The Implementation of Bilingual Program in Teaching-Learning Math at Grade Eight B of SMP Islam Al-Azhar 21 Sukoharjo in Academic Year of 2020/2021. This research made in 2020. The objective of current study is to describe the implementation of bilingual program in teaching-learning Math at eight B of SMP Islam Al-Azhar 21 Solo Baru, in term of the teaching material, the teaching media, the teaching technique, the evaluation technique, and the problems are faced by students. This study the researcher uses descriptive qualitative research as the research design. The result of this research shows the teaching material, the teaching media, the teaching technique, the evaluation technique, and the problems are faced by students in teaching learning Math in bilingual class, grade Eight B. Based on the data of observation and interview which were done by the researcher, the teacher's teaching technique are Classroom Management Strategies (create predictable classroom routines), Instructional Stretegies That

Increase Comprehension (integrate language and content, integrate language and content, modify speech).

The second research is conducted by Fina Zakiya Nurhayati, The research entitled the Implementation of English Club Program in Teaching Speaking Skill at Man 1 Sragen in The Academic Year 2018/2019. This research made in 2018. She conducts field research at Man 1 Sragen, by applying qualitative research in the type of descriptive. In this study, the researcher wants to find out The goal of the Implementation of English Club Program in Teaching Speaking Skill At MAN 1 Sragen. In data collection techniques the researcher used interview, observation and documentation. The data analysis used in this research were data condensation, data display, verivaying conclusion according to Miles and Huberman. For the validity of data, the researcher used source triangulation and method triangulation. Based on the data of observation and interview which were done by the researcher, the implementation of English club program activities, teachers conduct activities as follow: the initial instruction, the main activity, the end/closing activity.

The third research is conducted by Herman, the research entitled The Implementation of Teaching Speaking Ablitiy Through English Club Program at MTS. Mathla'ul Amien Sumenep. This research made in the 2022. The objective of current study is to describe the implementation the of teaching speaking ablitiy through english club program at MTS. Mathla'ul Amien Sumenep, This study the researcher uses descriptive qualitative reselech in the type of descriptive. In data collection techniques the researcher used interview,



observation and documentation. The data analysis used in this research were data condensation, data display, verivaying conclusion according to Miles and Huberman. For the validity of data, the researcher used source triangulation and method triangulation. The results of research were the goal of teaching speaking ability are: increase self-confidence, increase speaking creatively, speak with good pronunciation, speak fluently. The material were: simple vocabulary, English expression, tenses, part of speech. The methods of teaching speaking are: discussion method, question and answer method and describing picture method. The evaluation is formative evaluation in the form of an oral test and a non-test technique.

Table 2.1 Similarities & Differences of the Previous Study

Title	Similarities	Differences
Bilingual Program in Teaching-Learning Math at Grade Eight B of SMP Islam Al-Azhar 21 Sukoharjo in Academic Year of 2020/2021	The use of Bilingual progams in student's speaking skill	The research Focused on the Implementation of Bilingual Program in Teaching-Learning Math
the Implementation of English Club Program in Teaching Speaking Skill	Both researched the application of learning speaking	The research Focused on the The research Focused on Teaching

at Man 1 Sragen in The Academic Year 2018/2019		Speaking Skill in English Club Program
The Implementation of Teaching Speaking Ablitiy Through English Club Program at MTS. Mathla'ul Amien Sumenep	Both researched the implementation of learning speaking in some progams at school	The research Focused on the The research Focused on Teaching Speaking Ablitiy Through English Club Program

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research belongs to a descriptive qualitative research. It means that this research employed the descriptive and qualitative method of analysis. Descriptive qualitative research is a kind of method in which the researcher collect, classifies, analyses the data, interpreting them and finally drawing the conclusion (Surakhmad, 1991: 139) Qualitative research is suitable to be used in this research because the researcher wants to describe the implementation of bilingual program SD Al-Azhar Syifa Budi Solo, in term of the teaching material, the teaching media, the teaching technique, the evaluation technique and the problems faced by students in bilingual program at second grade in SD Al-Azhar Syifa Budi Solo.

In the collecting of the data, the researcher conducted observation by joining meeting class on one of second grade in SD Al-Azhar Syifa Budi Solo. The researcher interviewed with the leader of bilingual program by focusing on the bilingual generally as mentioned on the background of the study. The researcher interviewed the English teacher of second grade by focusing on the teaching material, the teaching media, the teaching technique, and the evaluation technique. The researcher also interviewed Yanda Muhsin about the problems faced by children.

The researcher also collected the data by asking to the teacher for some detail data about implementation bilingual in Math subject. The data are collected through interview and documentation, and then described them in narrative form. Furthermore, the writer processed and analyzed them and took a conclusion. Descriptive qualitative research is a kind of method in which the researcher collect, classifies, analyses the data, interpreting them and finally drawing the conclusion.

## **1. Setting of The Research**

### **a. The place of The Research**

This research was conducted in SD Al-Azhar Syifa Budi Solo which is located at Jl. Haryo Panular No. 64, Panularan, Laweyan, Kota Surakarta, Jawa Tengah.

### **b. The time of The Research**

This research was carried out at Bilingual class of SD Al-Azhar Syifa Budi Solo in Academic Year 2022/2023 on January 2023.

Table 3.1 The time of The Research

No	Activities	2023							
		Months							
		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug
1.	Panning								
	a. Proposing Title	■							
	b. Preliminary Observation	■							
	c. Writing Proposal	■	■						
	d. Revision		■						
2.	Implementation								
	a. Observation			■					
	b. Interview			■					
	c. Collecting Document			■					
	d. Analyzing Data				■				
3.	Compling Report								
	a. Compling Report					■			
	b. Revision					■			

## 2. Subject of The Research

The subject of this research is 23 students of second grade of SD Al-Azhar Syifa Budi Solo in SD Al-Azhar Syifa Budi Solo in Academic Year 2023.

## 3. Research Instruments

According to Arikunto (2006:126) the device the researcher uses to collect data is called instrument. Instrument has important in this research.

Instrument is one of the significant steps in conducting this research. The researcher does the following procedure the data with:

1. Interview Guides with The Teacher

Table 3.2 Interview Guides

No	Items
1.	How the implementation of student English speaking in bilingual program?
2.	What methods are used in getting students to speak English?
3.	What are the aims important in implementing speaking skills?
4.	What are the inhibiting factors of speaking skills in bilingual programs for class 2 students' speaking skills?
5.	Are students required to always use English during lessons?
6.	What are the strategies of speaking in bilingual programs for class 2 students' speaking skills?
7.	What the goals of implementation student's english speaking in a bilingual program ?
8.	Do students get vocabulary every day?
9.	Do students have difficulties in implementing student speaking in English
10.	How is the evaluation of students in the implementation of student speaking in bilingual program?

1. Observation Sheet

Table 3.3 Observation Sheet

No	Items
1.	How the implementation of student English speaking in bilingual program?
2.	What are the students' type of speaking in the bilingual program?
3.	What are the inhibiting factors of students' speaking in the bilingual program?

#### 4. The Technique of Collecting Data

Collecting data is very important in a research because the data are used to get the result of the research. The techniques of collecting the data used by the researcher are interview, observation, documentation.

##### 1. Interview

Interview is one of the most commonly used methods of collecting data in social research. This method is used when the study subjects (respondents) and researchers are directly face-to-face in the process of obtaining information for primary data purposes. Interviews are used to obtain information related to facts, beliefs, feelings, desires and so on that are needed to fulfill research objectives. Interviews require both parties, researchers and study subjects, to meet and interact directly and actively to achieve the objectives and ensure the data obtained is good and accurate (Newmen

2013:493) In this research, to obtain valid and systematic data, the researcher conducted interviews with the coordinator of the bilingual, natural sciences program and second-grade students at SD Al-Azhar Syifa Budi Solo. In this study, researcher used semi-structured interviews where researchers asked several frequent questions to informants related to research. The researcher has prepared questions before conducting interviews. In addition, during the interview session, the researcher constructs more questions to obtain complex information by the researcher herself. This technique is used to find out the application of the bilingual program and the problems faced by second grade students at SD Al-Azhar Syifa Budi Solo.

## 2. Observation

According to Arikunto (2006: 124), observation is collecting data or information that must be carried out by making direct observation efforts to the place to be investigated. Johnson and Cristensen (2000: 147) define two types of observation. The first is laboratory observation and the second is naturalistic observation. Laboratory observations are carried out in laboratories or laboratories set up by a researcher, while naturalistic observations are observations made directly to the place to be studied. In this study, researcher used naturalistic observation. Researcher observed the teaching and learning process by implementing the bilingual program directly. Researcher do not interact with other people, even with teachers or students. the researcher made observations at school for three meetings.



### 3. Documentation

Another method for collecting data is documentation. Several documents were taken to answer the research questions. According to Sutopo (2006:80), documentation is a source of data used to obtain information and to check the validity of the data. As evidence for testing and nature so suitable for qualitative research. according to (Creswell, 2014: 240) Documentation can be in the form of public documents (eg newspapers, minutes of meetings, official reports) or private documents (eg personal journals and diaries, letters, e-mails). In this way, researcher search for all reports or written documents that describe some detailed data about the implementation of bilingual programs. These documents are lesson plans, bilingual program work programs and pictures.

### **5. Techniques of Analyzing the Data**

The data in this research is analyzed by using descriptive qualitative method. In this research, the researcher uses strategy of data analysis. It is descriptive analysis. According to Miles and Humberman in Sugiyono (2011: 246), there are three kinds activity of data analysis, they are reduction, data display, and conclusion drawing/verification.

#### 1. Reducing the data

The data obtained from the field is quite a lot, reduction of the data is a process about data classification which focusing on reduction and transformation of the raw data gained from interview and documentation. The

process includes selecting, focusing simplifying, and abstracting the data into field note. The researcher selects some important points and ignore the less important.

## 2. Displaying the data

Display of the data is arranging information which gives description about conclusion of the research. Display the point or information needed into description or narartion. The data are data which have been made summary from interview and documentation. By presenting the important data, the researcher considers what should do next and makes the analysis based on his own understanding.

## 3. Drawing the conclusion

The last step, the researcher writes down the conclusion based on data interview and documentation. The researcher also making interpretation of the data observation to make the conclusion. The conclusion is wrote down based on the data and what the researcher had been observe about, then analyze all and make conclusion

## **6. Trustworthiness of the Data**

To get the validity and reliability of the data in this research. According to Lexy, (2008: 178), triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data and divides triangulation into four kinds, there are: triangulation by using source, triangulation by using methods, triangulation by

using investigator, and triangulation by using theories. The explanation kinds of triangulation is:

1. Triangulation by using the resources means that the researcher will compare and check the credibility to information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods that the researcher will check the credibility the data of the researcher and resources by using several data collection techniques analyze them by same method.
3. Triangulation by using investigator is that the researcher will recheck the credibility of this data by using his own researcher or other researcher.
4. Triangulation by using theory, it is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation by using method. It was done by crosschecking the data take from interview, observation, and documentation.

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Research Finding

##### 1. The implementation of student speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo

The implementation of the bilingual program at Al-Azhar Syifa Budi Solo Elementary School is to create a bilingual culture in the school environment, especially in the classroom. This aims to make students accustomed to hearing and using English. For its own application teachers and students are required to use English in every instruction and Asking Permission in class but to explain material using Indonesian. There are supporting programs implemented such as the Oxford class program for the upper classes, English agents, and the English club.

*“Jadi untuk program bilingual kita ada untuk memberi culture bahasa inggris di lingkungan kelas, pengimplementasiannya dikelas itu kita ada opening, closing, giving instruction with English. Untuk program pendukungnya kita ada English Club, English agent, untuk kelas atas kita ada Oxford Program yang diajar oleh tutor dari Oxford langsung, dan English training for Teacher, untuk metode kita menggunakan metode pembelajaran yang dibuat semenyenangkan mungkin dan variatif kalo ceramah aja ngomong terus gitu anak akan bosan apalagi pake bahasa inggris ya, pake bahasa inggris tu kalo guru ngomong aja they didn't understand, anak gak paham, walaupun anak agak gak paham dengan kosa kata yang sulit tapi kalo kita kayak ada gestures dari kita, kemudian ada media gambar atau apapun itu yang ada di kelas, saya rasa fasilitasnya sudah sangat membantu sekali itu maka oh they will understand”*

In this study, researcher will focus on the implementation of students' speaking, precisely in class 2 Hamzah. In practice, students and

teachers are required to use English in instruction in the classroom, but to explain the material the teacher uses Indonesian. The use of instructions using English is implemented in all subjects. In this study the researcher examined one of the subjects taught, that is Al-Qur'an and Hadist.

To find out the implementation of speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo, the researcher made 3 observations in May 2020. The writer observed student English speaking in class 2 Hamzah. Researcher made observations by following the teaching and learning process in class 2 Hamzah. The researcher made observations 3 times, with the following details:

Table 4.1 Date of Observasi

No	Date	Class	Teaching Material
1.	Friday, 12 <sup>th</sup> May 2023	2 Hamzah	Al-Lahab dan Al-Kafirun
2.	Friday, 19 <sup>th</sup> May 2023	2 Hamzah	Al-Lahab dan Al-Kafirun
3.	Friday, 26 <sup>th</sup> May 2023	2 Hamzah	Al-Lahab dan Al-Kafirun

Based on the first observation on Friday 12<sup>th</sup> May 2023. The material is Surah Al-Lahab and Al-Kafirun. The researcher found the student and teacher activities were: The teacher give opening then singing English songs with student. Tasked students to prepare their modules using English and then the student giving respond to the teacher intruction Teacher asking about the in the previous meeting and the student answer it. Then the teacher teaches how to read the surah on the day's material, explaining in Indonesian and interspersed with instructions in English. She also remind student to use English.

The second observation was carried out on Friday 19<sup>th</sup> May 2023. During the observation, the several activities, including: The students are asked to pair up by the teacher in English, then students were asked to take turns reading surah and student giving respond to the teacher intruction. The students are asked to memorize the surah by teacher, after that the teacher invites students who use English to deposit their memorization.

The third observation was carried out on Friday, May 26 2023. During the observation, the several activities, including: the Student see short video about the surah material that the teacher showed. The students are required to discuss about the video that has been watched. The students are asked to give opinions about the video using English, then the teacher explains the material using Indonesian. Then opened a question and answer session using English, but none of the students answered the teacher's questions. The teacher repeats the word and then gives the meaning,

Detailed observations about learning to use two languages, namely for instructions using English and for explaining material using Indonesian in class 2 Hamzah. Because this program was carried out in all subjects, the researcher collected data on the Al-Qur'an and Hadith subjects. Based on observations, in learning the Al-Qur'an and Hadith in the implementation of speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo described as follows:

**a. First Meeting**

Date: Friday, 12<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

1) Opening Activity (First Meeting)

Before the activity, the teacher greets and checks students' attendance using English. The activities are: The teacher opens the lesson by greeting. Then he greeted the students with instruction "*Good morning!*" then students simultaneously answered "*Good Morning Bunda!*", "*How are you to day?*" students simultaneously answered "*I'm Fine!*" After that, the teacher checks the attendance of the students. Then to create an enthusiastic atmosphere the teacher invites students to sing in English "*Okeey, let's sing first, what song do you want to sing?*" the student answered "*Peel Banana Bunda!*" then they sang Peel Banana with enthusiasm. Then the teacher asked the previous *material* "*what our last material?*" some student answer "*huruf hijaiyah bun!*, then the teacher say "*okay now we will learn about Surah Al-Lahab and Surah Al-*

*Kafirun*". "open your book please" Teacher asks Student to open Their Module, then the student do it.

## 2) Main Activity (First Meeting)

In the Main activities, the student pay attention the teacher teaches material about Surah Al-Lahab and Surah Al-Kafirun. The student pay attention when the teacher introduce about the material. Then she gave Then the teacher taught how to read the surah on the day's material, explaining it in Indonesian and interspersed with instructions in English. At that time there were students who asked about how to read the Surah, when permission to ask students used English "Bun, I want ask bun, this is gimana bacanya bun?" the teacher gives the English word "how to read?" students answer "yes how to read this is bun?" Then the teacher tells how to read the Surah. There are some instruction by teacher like *attention please, almost right, close the door please, sit down please* and the students do what the teacher instructs. On that day there were 4 students who asked permission to go to the bathroom and they used English to leave the class "Bun May I pee bun?" "bun I want to pee"

## 3) Cloosing Activity (First Meeting)

Based on observations, the authors found activities carried out by students at that time The teacher asked to remember the lessons and students were reminded to keep using English instructions during the learning activities "okeey listen please, nanti diingat ingat lagi how to read the surah, and and keep use English when you want permission" and



student simultaneously answered “yaa bun”. Then students are given the opportunity to ask several questions in English. Then the teacher makes sure students understand the lesson. And finally the teacher closed the meeting by saying "hamdallah". Based on the lesson plan, the learning strategy activities used by the teacher in the teaching and learning process consist of opening activities, main activities, and closing activities. Learning activities are going well. Some students here to using English when asking and asking permission to go to the bathroom. There are some students who do not use English, however, the teacher helps them little by little using English.

#### **b. Second Meeting**

Date: Friday, 19<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

##### 1) Opening Activity (Second Meeting)

Before the activity, the teacher greets and checks students' attendance using English. The activity is: students answer greetings from the teacher to open the lesson. Then the teacher greeted the students with small talk "*Good morning!*" then students simultaneously answered "*Good Morning Bunda!*", "*How are you today?*" students simultaneously answered "I'm Fine!". Then the students answered the teacher's questions about the previous lesson and then the students were examined for their reading of the surah.

## 2) Main Activity (Second Meeting)

In the core activity, students are asked to pair up using English instructions "Bunda asks you to come here 2 and please make a line" students answer they want to pair up "Bun I want with Rania Bun" "Bun Bun I want with Khansa bun" then students are asked to read surahs in turn. with English-language instructions students are asked to memorize the surah "Who have come forward, please memorize the surah", after students have memorized the surah, students are selected one by one to come forward to deposit their memorization. But there was one child who had not memorized it and the student said in English "I haven't memorized it bun". During the lesson there were three students who had permission to go out to go to the bathroom but of the three students there was one student who had don't use English in permission, then the teacher reprimanded him for not using English.

## 3) Cloosing Activity (Second Meeting)

After students deposit their memorization to the teacher, the teacher orders students to sit in their respective seats using English. During the activity many students were still noisy and the teacher reprimanded them in English "Silent please!" And finally the teacher said thank you and greetings to close the class.

### **c. Third Meeting**

Date: Friday, 26<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

### 1) Opening Activity (Third Meeting)

In this observation the activities are: the teacher opens the lesson by greeting and the students answer the greeting from the teacher. Then he greeted the students with small talk "Good morning!" then students say "Good Morning Bundaaa!", "How are you today?" "I'm fine!, I'm Happy Bundaa" After that, the teacher checks the attendance of the students. Furthermore, the students answered the teacher who asked about the previous meeting material and then the students checked their memorization of the letters that had been memorized by the previous students. Then the teacher prepares the media.

### 2) Main Activity (Third Meeting)

In the main activities students carry out several activities, including: students pay attention to a short video that the teacher shows about the surah material being taught. Students pay attention to a short explanation from the teacher about the video they have watched. After that the teacher prepares worksheets for students. the teacher instructs students to read basmallah first before answering the questions. *"Before answering questions let's pray first, with Bismillah"* then the students answered in unison. *"Bismillahirrahmanirrahim"*. Then the teacher distributes worksheets. After that the teacher asked *"okay, let's look at question number one, what's the answer?"* then with the students simultaneously answering *"B bun B bun"* then the teacher said *"okhaay right, now choose the right answer. don't write the answer but choose the answer"* then a

student asked "choose bun?" Then the teacher answered "Yes. Choose for example, choose A or B, pilih A or B. doon't write the answer but choose the answer. Kemaren ada yang dijawab di bawah pertanyaannya, kan itu ada pilihannya jadi choose A, B, or, C aja" then the student answered "Okay Bun" at that time the some students who asked "Bun Bun can I see juz amma or not?" and there are other students who ask "buun I use pen ya bun" "Bun Bun this is emang there is in chapter 9 bun?".

### 3) Closing Activity (Third Meeting)

In the closing activity the students were instructed by the teacher to be silent "Silent Please!", after the class atmosphere was calm, students and the teacher concluded the material about the story of surah Al-Lahab using Indonesian then the teacher asked if there was material that was not understood "Is there any questions about today's lesson?" students simultaneously answer in English "No Bun!". "Okaay let's close our lesson today by reciting hamdalah together!" Then the students say hamdalah together. "See you later" "See you Bunda Salju"

Based on the first, second and third observations in the implementation of students' speaking in the bilingual program, the teacher carries out lesson plans such as determining learning materials, determining learning activities, determining learning methods and media, this can be seen from the lesson plan that the teacher has prepared to teach students. then the teacher carries out the learning in accordance with the learning material,

learning strategies, methods and learning media as was done at the first meeting the teacher invites the children to sing so that they are enthusiastic, then at the third meeting the teacher shows a learning video about the surah material being taught. Finally, the teacher evaluates learning by conducting a daily test at the third meeting.

## **2. Type of Student Speaking In The Implementation Of Speaking In**

### **Bilingual Program At Second Grade Of SD Al-Azhar Syifa Budi Solo.**

Type of Speaking in The implementation of student speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo

#### 1) Imitative

In speaking there are several characteristics or types used. Types of speaking can help students' success in speaking and mastering the language. Based on interviews with the bilingual program coordinator, every morning the morning pledge is held in English. the teacher will read the pledge then the child will imitate what the teacher said. ,

*“Kita juga ada ikrar pagi yang menggunakan tiga bahasa yaitu bahasa inggris, Indonesia, dan arab, itu nanti dibacakan oleh salah satu guru dan siswa diwajibkan untuk menirukan”*

(Interview with the bilingual program coordinator teacher, Ahmad Muhsin, S. Pd., on 12<sup>th</sup> May 2023).

#### 2) Responsive

Based on observations at the first, second, and third meetings students were very responsive when the teacher gave instructions using English. In observing students give answers when asked by the teacher using English, besides that students also do what the teacher instructs. Like when the teacher

greet by saying good morning at every meeting, the students answer "*Good morning mom*". besides that there are some interactions that students can answer using English as in the first meeting, when the teacher asks what song do you want to sing, the student answers "*Peel Banana Bunda!*". besides that students also do what the teacher instructs using English as in every meeting when the teacher asks students to open their books, then students respond to what is instructed by the teacher.

### 3) Interactive

Based on observations at the first, second, and third meetings students were also interactive when speaking in English. This can be seen in the first meeting students asked using English and then mixed it with Indonesian as one of the students asked at that time "*Bun, I want to ask bun, this is gimana bacanya bun?*" "*Bun Bun this is emang there is in chapter 9 bun?*" In this case students ask questions using English and then mix them with Indonesian in words they don't know, with the aim that the teacher understands what they are saying.

## **3. The Inhibitor Factors In The Implementation Of Speaking In Bilingual Program At Second Grade Of SD Al-Azhar Syifa Budi Solo.**

### 1. Lack of Motivation

Based on observations made by researchers, the inhibitors factors in the implementation of speaking in Bilingual Program at second-grade of SD Al-Azhar Syifa Budi Solo is a lack of motivation and vocabulary. To confirm the

above findings, researchers also conducted interviews with bilingual program coordinating teachers. The researcher obtained information from interviews with the bilingual program coordinating teacher, what problems students usually face in implementing speaking in bilingual programs carried out during learning. From interviews with teachers it can be seen that the problem is consistency in motivation.

*“Penghambat kita itu sebenarnya ada di support atau konsistensi guru dalam memotivasi siswa untuk menggunakan bahasa inggris. Lagi-lagi kalau teachers-nya di kelas itu mau konsisten mengikuti alurnya, kalau misal anak mau izin pipis misal, “bun mau izin pipis” lalu diizinkan dengan gurunya itu sudah menghambat, kenapa? Karena aturannya adalah memang they must speaking in English. Jadi kalau mereka izin dengan Bahasa Indonesia dan guru yang ada dalam kelas tersebut mengizinkan itu sudah menghambat. Kendala besar kita saat itu ya ini, dulu sebelum covid-19 semua lancar-lancar saja, namun setelah covid-19 agak kurang terkontrol”,*

(Interview with coordinator bilingual program, Ahmad Muhsin, S. Pd. on 12<sup>th</sup> May 2023).

Teacher motivation or teacher support is the key to student success in speaking English. teacher motivation is very important, because the teacher's awareness of the bilingual program that is implemented is by using English in every instruction and requiring students to use English when leaving class, makes these elements form and will make English speaking habits so as to encourage and trigger students to use English.

## 2. Lack of Vocabulary

Vocabulary is very important in speaking English, if you don't know the English vocabulary to be used, then it will hinder you in using English. To find out whether the students got the vocabulary every day, the researcher

asked the coordinator of the English program “*apakah siswa mendapat vocabulary baru di detisp harinya?*”

*“Untuk dulu kita mewajibkan setiap guru memberikan vocabulary untuk kelas bawah. jadi setiap minggu itu dikasih 5-10 vocabulary diulang-ulang terus dalam 1 minggu itu, lalu untuk kelas atas kita ada 1 minute talk jadi anak berbicara menggunakan bahasa inggris dalam 1 menit di awal pembelajaran, itu dulu sangat wajib ya tapi karna covid jadi penambahan vocabulary hanya pada saat pelajaran bahasa inggris”*

(Interview with the teacher coordinator of the bilingual program, Ahmad Muhsin, S. Pd. on 12<sup>th</sup> May, 2023).

Based observation at the first, second and third meetings the researcher also did not find the teacher giving new vocabulary to students. However, the teacher gives vocabulary to students who ask questions using English and uses Indonesian for vocabulary that students do not know. Like in the first meeting on 12<sup>th</sup> May, some student ask “*Bun, I want ask bun, this is gimana bacanya bun?*” the teacher gives the English word “*how to read?*” students answer “*yes how to read this is bun?*”

Based on interviews with the coordinator bilingual program although there are inhibitors in its implementation, in this program there are also supporting factors,

*“Untuk pendukungnya kita ada program English Club bagi anak yang mau ikut, English agent, Oxford Class untuk anak kelas atas yaitu kelas 4,5, dan 6. Lalu ada English training for Teacher agar meningkatkan kemampuan bahasa inggris semua guru sehingga lebih optimal dalam mensupport anak anak dalam mengimplementasikan bahasa inggris terutama di dalam kelas”*



(Interview with the coordinator bilingual program, Ahmad Muhsin, S. Pd., on May 12, 2023)

Besides that, there are solutions for children who really have difficulty using English Based on interviews with the coordinator bilingual program.

*“Anak itu kan ada yang menangkap pembelajaran yang berbeda-beda seperti auditori, visual, kemudian kinestetik dan sebagainya. Kita fasilitasi dengan model pembelajaran yang support itu, jadi seperti tadi yang saya bilang metode pembelajaran yang bervariasi itu saya kira adalah salah satu untuk anak-anak yang punya kelemahan, maksudnya mereka lemah karena gaya belajar mereka kan, Tapi kalau kita memberikan metode yang sesuai dengan kebutuhan mereka, dan ini saya melihat kenyataannya mereka Paham Walaupun ada pasti di setiap kelas itu ada satu atau dua anak yang kita sudah pakai metode ini itu, Tapi masih belum maksimal lalu kita akan memberikan tambahan gitu seperti pendampingan khusus lah”*

## **B. DISCUSSION**

### **1. The implementation of student speaking in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo**

#### **a. Lesson planning**

Based on observations and interviews with teachers, the teacher carries out lesson plans in implementation of student speaking in bilingual program such as determining learning materials, determining learning activities, determining learning methods and media. According to Sumiati (2009:4) this is include learning planning because teacher do Learning planning in detail, namely: formulation of objectives learning, determining learning materials, determining learning activities teaching, determining

learning methods and media, determining tools evaluation can be seen from the lesson plan that the teacher has prepared to teach students.

b. The implementation of learning

Based on observations the teacher carries out the learning in accordance with the learning material, learning strategies, methods and learning media as was done at the first meeting the teacher invites the children to sing so that they are enthusiastic then at the third meeting the teacher shows a learning video about the surah material being taught. According to Sumiati (2009:4) this is include the implementation of learning because The implementation of learning in it is implementing strategies, methods and so on to achieve goals and competencies learning.

c. Evaluating learning

Based on observations the teacher evaluates learning by conducting a daily test at the third meeting. According to Sumiati (2009:4) this is include Evaluating learning because Evaluating learning which is a component in measuring the level of success in achieving goals and effectiveness learning process.

**2. Type of Students Speaking Style in bilingual program at second grade of SD Al-Azhar Syifa Budi Solo**

1) Imitative

Based on observations and interviews with the bilingual program coordinator teacher, Ahmad Muhsin, S. Pd., on May 12, 2023 Students use several types of speaking in implementing speaking in the bilingual program. Some of the types used by students are imitative, responsive, and interactive. It is known from observations that students use a type that is included in the imitative because students imitate the teacher when reading the pledge in the morning using English. According to Brown (2004: 141) the type of speaking used by these students is imitative because in this speaking pattern there is the ability to repeat or imitate a phrase or maybe a sentence. This type of speaking is included in the imitative.

## 2) Responsive

Besides that students use responsive speaking types in the implementation of student speaking. Based on the first, second and third observations, the researcher found that students responded in English to all English instructions used by the teacher like *“Good morning”* Students answer *“Good Morning bun”*. On the first the observation the researcher found conversation that student responds so excited *“Okeey, let's sing a song first, what song do you want to sing?”* the student answered *“Peel Banana Bunda!”* According to Brown (2004: 141) the type of speaking used by these students is responsive because Responsive includes interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small. talk, simple requests and comments. This is a kind of short replies to teacher or student

initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

### 3) Interactive

Furthermore, the type used by students in implementing speaking in bilingual programs is interactive. Based on the first observation, the researcher found that students used English and mixed it with Indonesian "*Bun, I want to ask bun, this is gimana bacanya bun?*" and the researcher also found on the third observation "*Bun Bun this is emang there is in chapter 9 bun?*". According to Brown (2004: 141) the type of speaking used by these students is interactive because interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationships.

## **3. The Inhibitor Factors in The Implementation of Speaking in Bilingual Program at Second Grade of SD Al-Azhar Syifa Budi Solo**

### a. Lack of Motivation/Support

During the observations and interviews, the writer found some Inhibitors Factors of the in students speaking. The first problem is from teachers and students. Not all teachers use English, and there are some teachers who allow children to go out of class using English, besides that in using English there are some children who do not know vocabulary in English so that it becomes an inhibitors for students in implementing students in using English. This is evidenced by several interviews with teachers and students

regarding the problems faced by students in using English in the classroom in the bilingual program. Based on interviews with teachers, there are several questions. The researcher asked about, what the inhibitor factors in students speaking, the teacher also stated that in implementing the students used English, it really depended on the teacher who was teaching at that time. Teacher consistency is needed in the implementation of children's speaking in English. The results of the interviews that most of the children used English if the teacher who taught at that time really required students to use English in every instruction.

The lack of motivation from the teacher to use English is an inhibitors for students to speak. From observations and interviews, researchers found an inhibitors in students' speaking, namely the lack of motivation. According to Humaira in Suryani, I. (2020:50) which suggests four sub-factors which are categorized as affective, this condition refers to one of the four effective factors, namely Lack of motivation. In the process of teaching and learning to speak, students need encouragement from teachers and friends. They will get more active in participating in the classroom as they receive motivation from friends and teachers.

b. Lack of Vocabulary

Furthermore, based on interviews with the coordinator bilingual program Ahmad Muhsin, S. Pd., on May 12, 2023 The authors found that the Student's inhibitors in speaking was the lack of vocabulary. In speaking the most important thing is to know a vocabulary in English.

Based observation at the first, second and third meetings the researcher also did not find the teacher giving new vocabulary to students. However, the teacher gives vocabulary to students who ask questions using English and uses Indonesian for vocabulary that students do not know. Like in the first meeting on 12<sup>th</sup> May, some student ask "*Bun, I want ask bun, this is gimana bacanya bun?*" the teacher gives the English word "*how to read?*" students answer "*yes how to read this is bun?*"

In this observation, the authors found that the obstacle for students to speak English in the bilingual program was the lack of vocabulary. According to Humaira in Suryani, I. (2020:50) this situation is one of the cognitive inhibiting factors. According to Humaira in Suryani, I. (2020:50) cognitive there are three factors, namely grammar, vocabulary and pronunciation. Grammar is not an inhibitor to the application of children's speaking in the bilingual program because based on interviews with the bilingual program coordinator, students are taught to be confident in applying children's speaking in the bilingual program first. According to Humaira in Suryani, I. (2020:50) in this condition, the obstacle for students in speaking is a lack of vocabulary because Vocabulary and pronunciation also take part to inhibit students in learning to speak. Students who have problems in learning new words and combining words triggered vocabulary as the factor inhibiting students in speaking to start appearing and inhibiting students in learning to speak English as a foreign language.

In every inhibiting factor there must be a solution and there must be supporting factors such as in the implementation of student speaking in this bilingual program there are inhibitor factors namely of vocabulary and lack of motivation. Well in this case there are solutions and supporting factors. The supporters, there is an English Club program for children who want to join, English agents, Oxford Class for upper class children, namely grades 4, 5 and 6. Then there is English training for Teachers to improve the English language skills of all teachers so that they are more optimal in supporting children. The solution to this problem is that the teacher will provide special assistance to children who do not understand or have difficulty speaking English.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of research findings and discussion of descriptive research at SD Al-Azhar Syifa Budi Solo regarding the implementation of students' English speaking in bilingual programs. Then the researcher will reduce it to conclusions. The conclusion is broken down into several points; namely the implementation of students speaking English, students' speaking skills, and the inhibiting factors for the implementation of students speaking English in the Bilingual program in the second grade of Al-Azhar Syifa Budi Elementary School, Solo. From these points it can be concluded that:

1. In this first research problem, the researcher used the theory from Sumiati (2009:4) to describe the implementation of student speaking in bilingual program. The result is Learning planning, the implementation of learning, and evaluating learning.
2. In the second research problem, the researcher used the theory from Brown, the type of speaking used by second grade student is imitative, responsive, and interactive.
3. In the third research problem, The researcher used the theory from Humaira in Suryani, the researcher found the inhibitor factors implementation of student speaking in bilingual program is Lack Motivation/support of and Lack vocabulary.



## **B. Suggestion**

The researcher proposes suggestions at the end of this chapter. Hopefully the suggestions given are useful for teachers, students, and other researchers. The author would like to submit suggestions as follows:

### 1. To the teacher

Teachers have good management and methods to handle classes. The teaching and learning process goes well because it is able to combine teaching techniques, teaching media, and teaching materials. He also does some good evaluations, to control lessons, determine the extent to which instructional objectives have been achieved. Teachers should maintain or develop these methods so that learning becomes better.

### 2. To the students

Students must have the enthusiasm to get better results in speaking English so that they can participate in the teaching and learning process regularly. In addition, the purpose of using English instruction in class is to develop their English skills. This is very useful for students to face the era of globalization where people have to communicate with people from different countries. Therefore, students must have high enthusiasm and motivation to improve their ability in English.

### 3. To other researchers

This study discusses the implementation of student English speaking in bilingual program for Young learners of second grade students at SD Al-Azhar Syifa Budi Solo with a focus on the implementation of student speaking in bilingual program 2022/2023, student speaking style, and inhibitors on the implementation of student speaking . The results of this study are expected to be used as material for further research with the same problem.

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# **APPENDICES I**

# APPENDICES

## Appendice 1

### Interview With The Coordinator of Bilingual Program

Name: Ahmad Muhsin, S. Pd.  
Friday 12<sup>th</sup> May 2023

1. How the implementation of student English speaking in bilingual program?

Jadi untuk program bilingual kita ada untuk memberi culture bahasa inggris di lingkungan kelas, pengimplementasiannya dikelas itu kita ada opening, closing, giving instruction with English. Untuk program pendukungnya kita ada English Club, English agent, untuk kelas atas kita ada Oxford Program yang diajar oleh tutor dari Oxford langsung, dan English training for Teacher, Sebelum pandemi implementasi speaking siswa pada bilingual program ini sangatlah berjalan dengan baik untuk kelas bawah yaitu kelas 1 2 dan 3 itu setiap guru memberikan vocabulary. Jadi setiap minggu itu selalu dikasih 5 sampai 10 vocabulary dan diulang-ulang terus dalam satu minggu itu untuk kelas atas kita ada 1 minutes talk itu adalah latihan berbicara dengan kalimat untuk siswa dalam menit. Dalam program ini kami lebih menekankan siswa agar terbiasa dengan bahasa asing, dan confident terlebih dahulu terutama untuk kelas bawah ya, selain itu kita juga ada ikrar pagi yang menggunakan tiga bahasa yaitu bahasa inggris, Indonesia,

dan arab, itu nanti dibacakan oleh salah satu guru dan siswa diwajibkan untuk menirukan.

2. What methods are used in getting students to speak English?

Untuk metode kita menggunakan metode pembelajaran yang dibuat semenyenangkan mungkin dan variatif kalo ceramah aja ngomong terus gitu anak akan bosan apalagi pake bahasa inggris ya, pake bahasa inggris tu kalo guru ngomong aja they didn't understand, anak gak paham, walaupun anak agak gak paham dengan kosa kata yang sulit tapi kalo kita kayak ada gestures dari kita, kemudian ada media gambar atau apapun itu yang ada di kelas, saya rasa fasilitasnya sudah sangat membantu sekali itu maka oh they will understand.

3. What are the aims important in implementing speaking skills?

Okeey tentunya sangat penting ya, karena ini adalah basic anak agar lebih menguasai bahasa inggris. Dengan memberikan culture inggris dan intruksi intruksi bahasa inggris, anak akan terbiasa dengan bahasa inggris, lalu ketakutan siswa atau pandangan siswa tentang bahasa inggris akan memudar dan akan terbiasa dengan adanya bahasa inggris, sehingga mereka akan lebih confident dan tertarik berbicara bahasa inggris

4. What are the inhibiting factors of speaking skills in bilingual progams for class 2 students' speaking skills?



Penghambat kita itu sebenarnya ada di support atau konsistensi guru dalam memotivasi siswa untuk menggunakan bahasa Inggris. Lagi-lagi kalau teachers-nya di kelas itu mau konsisten mengikuti alurnya, kalau misal anak mau izin pipis misal, “bun mau izin pipis” lalu diizinkan dengan gurunya itu sudah menghambat, kenapa? Karena aturannya adalah memang they must speaking in English. Jadi kalau mereka izin dengan Bahasa Indonesia dan guru yang ada dalam kelas tersebut mengizinkan itu sudah menghambat. Kendala besar kita saat itu ya ini, dulu sebelum covid-19 semua lancar-lancar saja, namun setelah covid-19 agak kurang terkontrol

5. Are students required to always use English during lessons?

Ohh enggak mbak jadi, dalam semua intruksi kita pakai bahasa Inggris untuk penyampaian materi sendiri kita pakai bahasa Indonesia. Nah dari penerapan tersebut seperti intruksi dan culture bahasa Inggris di lingkungan kelas kita juga ada program pendukung seperti yang sudah saya sebutkan tadi. Namun berjalannya implementasi di kelas itu tergantung SDM nya atau guru yang mengajar, karena guru sangat berpengaruh dalam penerapan siswa menggunakan bahasa Inggris.

6. What are the strategies of speaking in bilingual programs for class 2 students' speaking skills?

Dalam implementasinya kita sebisa mungkin membuat interaksi dengan anak itu yang menyenangkan ya, gak ngomong aja gitu, anak akan bosan, apalagi menggunakan bahasa Inggris. Guru kalo ngomong aja they didn't understand,

anak gak paham. Walaupun anak agga gak paham dengan kosakata yang sulit tapi kalo kita kayak ada gestures dari kita, kemudian ada media, they will understand. Seperti ngasih tau atau mengingatkan tentang kosa kata yang agak sulit pada siswa yang menggunakan Bahasa Indonesia, itu enggak, misal pen bolpen, buku book gitu gak kayak gitu. Tapi langsung show it dengan memegang medianya atau menunjukknya misal “Open the book” jadi yang real seperti itu atau dengan menggunakan gesture, they will understand.

7. What the goals of implemention student’s english speaking in a bilingual program ?

Goals dalam penerapan speaking anak di bilingual program ini adalah tentunya untuk meningkatkan kemampuan skill berbahasa Inggris siswa. Untuk keberhasilan speaking in English ini adalah yang paling utama itu support dari SDM itu sendiri. Kalau misalnya hanya mengandalkan guru bahasa Inggris, itu jelas tidak cukup kita perlu berkolaborasi dengan guru yang lain kalau ingin menciptakan lingkungan yang bilingual itu ya. Untuk membiasakan Itu guru-guru sama juga harus supporting kalau guru-guru bisa support tetap harus mempertahankan yang basic seperti opening closing and giving instruction with English, dia mempertahankannya, itu akan sangat membantu sekali untuk membiasakannya dalam kelas sehingga anak-anak juga terbiasa Selain itu fasilitas sangat membantu sekali.

8. Do students get vocabulary everyday?

Untuk dulu kita mewajibkan setiap guru memberikan vocabulary untuk kelas bawah. jadi setiap minggu itu dikasih 5-10 vocabulary diulang-ulang terus dalam 1 minggu itu, lalu untuk kelas atas kita ada 1 minute talk jadi anak berbicara menggunakan bahasa inggris dalam 1 menit di awal pembelajaran, itu dulu

sangat wajib ya tapi karna covid jadi penambahan vocabulary hanya pada saat pelajaran bahasa inggris.

9. Do students have difficulties in implementing student speaking in English?

Pastinya ada terutama pada vocabulary yang belum diketahui. Sometimes Mereka mencampur adukkan bahasa, jadi pakai bahasa inggris tapi pada kata yang sulit mereka pakai Bahasa Indonesia. Kalau mereka tidak tau apa yang di intruksikan mereka akan maju kedepan untuk bertanya.

10. How is the solution of students in the implementation of student speaking in bilingual program?

Untuk solusinya anak itu kan ada yang menangkap pembelajaran yang berbeda-beda seperti auditori, visual, kemudian kinestetik dan sebagainya. Kita fasilitasi dengan model pembelajaran yang support itu, jadi seperti tadi yang saya bilang metode pembelajaran yang bervariasi itu saya kira adalah salah satu untuk anak-anak yang punya kelemahan, maksudnya mereka lemah karena gaya belajar mereka kan, Tapi kalau kita memberikan metode yang sesuai dengan kebutuhan mereka, dan ini saya melihat kenyataannya mereka Paham Walaupun ada pasti di setiap kelas itu ada satu atau dua anak yang kita sudah pakai metode ini itu, Tapi masih belum maksimal lalu kita akan memberikan tambahan gitu seperti pendampingan khusus lah

# **APPENDICES II**

## **Appendic 2 (Observation)**

### **Observation 1**

School : SD Al-Azhar Syifa Budi Solo

Teacher : Salju Puspitasari, S.H.

Class : 2 Hamzah

Date : Friday, 12<sup>th</sup> May 2023

This is the first time the researcher conducts observation. Based on the first observation on Friday 12<sup>th</sup> May 2023. The material is Surah Al-Lahab and Al-Kafirun. The researcher found the student and teacher activities were: The teacher give opening then singing English songs with student. Tasked students to prepare their modules using English and then the student giving respond to the teacher instruction Teacher asking about the in the previous meeting and the student answer it. Then the teacher teaches how to read the surah on the day's material, explaining in Indonesian and interspersed with instructions in English. She also remind student to use English.



This is the first time the researcher joining in the class



A picture where students sing peel banana



A Video where students sing peel banana



## Observation 2

School : SD Al-Azhar Syifa Budi Solo

Teacher : Salju Puspitasari, S.H.

Class : 2 Hamzah

Date : Friday, 19<sup>th</sup> May 2023

The second observation was carried out on Friday 19<sup>th</sup> May 2023. During the observation, the several activities, including: The students are asked to pair up by the teacher in English, then students were asked to take turns reading surah and student giving respond to the teacher intruction. The students are asked to memorize the surah by teacher, after that the teacher invites students who use English to deposit their memorization.



This is the second time the researcher joining in the class



The students are asked to pair up by the teacher in English



The teacher invites students who use English to deposit their memorization.

## Observation 3

School : SD Al-Azhar Syifa Budi Solo

Teacher : Salju Puspitasari, S.H.

Class : 2 Hamzah

Date : Friday, 26<sup>th</sup> May 2023

The third observation was carried out on Friday, May 26 2023. During the observation, the several activities, including: the Student see short video about the surah material that the teacher showed. The students are required to discuss about the video that has been watched. The students are asked to give opinions about the video using English, then the teacher explains the material using Indonesian. Then opened a question and answer session using English, then they were asked to do a quiz.



This is the third time the researcher joining in the class



The Student see short video about the surah material that the teacher showed.



Students do the quiz.





Students do quiz and ask the teacher with using English.

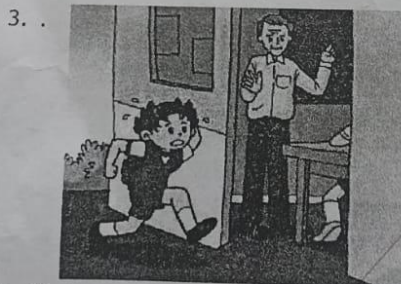
Name: Jibany  
Class: 2 hamzah


Write down basmalah : Bismillah

**DAILY TEST AKIDAH AKHLAK**  
**CHAPTER 9**

**I. Choose the right answer!**

1. Sebagai seorang yang beriman, di dalam Islam telah diajarkan bahwa sikap disiplin sudah harus ditanamkan sejak ...  
a. besar                       kecil                      c. tua
2. Di bawah ini yang merupakan contoh sikap disiplin waktu adalah ...  
a. Pada hari Senin Abizar bermain handphone hingga larut malam, padahal keesokan harinya ada *daily test* Akidah Akhlak.  
b. Umayya mengerjakan PR di sekolah karena semalam ia sibuk menonton televisi  
 c. Fauziya selalu menyempatkan diri untuk membaca Al-Qur'an setiap selesai shalat maghrib.



3. Rifki berlari menuju kelas karena jam telah menunjukkan pukul 07.15. Perbuatan Rifki merupakan contoh sikap ... waktu.  
a. menghargai  
b. disiplin  
 c. tidak disiplin
4. Mutia adalah anak yang berprestasi di sekolah. Sepulang sekolah ia langsung makan dan tidur siang supaya tidak mengantuk saat les sore. Di malam harinya ia membaca Al-Qur'an dan tidur tepat waktu. Perbuatan Mutia merupakan contoh sikap ... waktu.  
a. boros                       disiplin                      c. menyalah-nyaiakan
5.  Di usia 20 tahun Ika sudah berhasil membuka toko kue yang sukses. Ia selalu bisa menyelesaikan pesannya tepat waktu. Hal ini juga karena ia telah ... sejak dini.  
 a. Membiasakan disiplin waktu  
b. Membiasakan boros waktu  
c. Menyalah-nyaiakan waktu

In the worksheet there are instructions in English

**II. Fill in the blanks!**

6. Disiplin waktu artinya ...*menghargai waktu*
7. Al-Ashr artinya ...*masa/waktu*
8. Manusia akan ... bila waktunya tidak dipergunakan dengan baik.  
*menyia*
9. Nabi Luth adalah utusan Allah kepada Kaum ...*Sadum*
10. Nabi Luth mengajak umatnya untuk meninggalkan perbuatan ...*maksiat*

**III. Follow the instructions!**

Allah telah berpesan kepada manusia untuk memanfaatkan waktu dengan sebaik-baiknya. Sebagaimana Allah berfirman dalam Surat Al-Ashr ayat 1-3. Berikut adalah bunyi dan arti surah Al-Ashr yang masih rumpang. Lengkapilah bagian rumpang pada ayat dan arti surah Al-Ashr di bawah ini!

**Surah Al-Ashr**

- (1) Wal ..*asha*
- (2) Innal insaana lafii ...*husha*
- (3) Illalladziina ~~am~~ ... wa amilus *shoohhati*  
wa tawaashou ... wa tawaashou *bis shobu*

Artinya:

- (1) Demi ...*masa*
- (2) Sesungguhnya manusia itu berada dalam ...*keungian*
- (3) Kecuali orang-orang yang *ber...* dan ... dan *salind*

Tebalkan!

*beramal* *menasehati*  
*sholeh* *dalam*  
*kebaikan*

وَالْعَصْرِ  
۝

إِنَّ الْإِنْسَانَ لِرَبِّهِ لَكَنُفٍ

إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالنَّحْلِ

وَتَوَّصُوا بِالصِّرَةِ

Write down hamdalah :

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ

♥  
B. Salji

In the worksheet there are instructions in English

# **APPENDICES III**

## Appendices 3

### Lesson Plan

#### 1. First Meeting

Date: Friday, 12<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

#### MODUL AJAR PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI

<b>A.</b>	<b>Identitas Sekolah</b>
	Satuan Pendidikan : SD Al-Azhar Syifa Budi Solo Nama Guru : Salju Puspitasari, S.H. Tahun ajaran : 2022/2023 Jenjang : SD Fase : A / Kelas II Elemen / domain : AlQur'an Hadits Alokasi waktu : 4 JP Pembelajaran ke : 3 dan 4
<b>B.</b>	<b>Profil Pelajar Pancasila</b>
	Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
<b>C.</b>	<b>Sarana dan Prasarana</b>
	Sarana : Al Qur'an, gambar / poster, laptop dan proyektor. Prasarana : Buku guru, buku siswa dan modul pembelajaran lainnya yang sesuai dengan materi.
<b>D.</b>	<b>Target Peserta Didik</b>
	Target : Peserta didik regular Jumlah : 24 siswa

<b>E.</b>	<b>Model Pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Pembelajaran tatap muka terbatas.
<b>F.</b>	<b>Metode pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Ceramah, Tanya jawab (dengan intruksi bahasa Inggris) dan diskusi.
<b>G.</b>	<b>Capaian Pembelajaran</b>
	Peserta didik mempunyai kemampuan mengenal huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung, dan kemampuan membaca surah-surah pendek Al-Qur'an dengan baik.
<b>H.</b>	<b>Tujuan Pembelajaran</b>
	Melalui pembelajaran Al-Qur'an dan Hadits, peserta didik mampu membaca surat-surat pendek dalam Al-Qur'an secara baik dan benar.
<b>I.</b>	<b>Pertanyaan Pemantik</b>
	Pertemuan 3: Apakah ada yang sudah bisa membaca surat pendek dalam Al-Qur'an (Al-Lahab)? Pertemuan 4: Apakah ada yang sudah bisa membaca surat pendek dalam Al-Qur'an (Al-Kafirun)?
<b>J.</b>	<b>Persiapan Pembelajaran</b>
	Langkah-langkah yang dilakukan guru dalam persiapan pembelajaran, yaitu: <ol style="list-style-type: none"> <li>1. Mempelajari dan menyipkan materi pelajaran, yaitu surah Al-Lahab dan Al-Kafirun</li> <li>2. Menyiapkan sarana dan prasarana yang akan digunakan dalam pembelajaran.</li> <li>3. Menyiapkan lembar kerja siswa tentang surah Al-Lahab dan Al-Kafirun</li> </ol>
<b>K.</b>	<b>Kegiatan Pembelajaran</b>
	<b>1. Opening Activity (10 menit)</b>
	<ol style="list-style-type: none"> <li>a. Peserta didik menjawab salam dari guru.</li> <li>b. Peserta didik dan guru memulai dengan berdoa bersama.</li> <li>c. Peserta didik dan guru membaca salah satu surat pendek dalam juz 30.</li> <li>d. Peserta didik menjawab pertanyaan dari guru tentang kabarnya hari ini dan melakukan absensi.</li> <li>e. Peserta didik dan guru membuat kontrak belajar.</li> <li>f. Peserta didik dan guru melakukan Tanya jawab (Dengan menggunakan bahasa Inggris)</li> </ol>
	<b>2. Main Activity (45 menit)</b>
	Pertemuan 3 (Al-Lahab) dan pertemuan 4 (Al-Kafirun) <ol style="list-style-type: none"> <li>a. Peserta didik dan guru menyiapkan pembelajaran</li> <li>b. Peserta didik diminta untuk menyiapkan Al-Qur'an, buku paket pembelajaran dan memperhatikan slide pada proyektor</li> <li>c. Peserta didik mengamati bahwa huruf hijaiyah dalam surat pendek merupakan potongan atau bagian dalam Al-Quran yang cara penulisannya sama</li> </ol>

	<p>d. Peserta didik dimotivasi untuk berlatih membaca surah pendek dalam Al-Qur'an tersebut tanpamelihat transliterasi yang ada dalam buku paket pembelajaran</p> <p>e. Guru menunjuk peserta didik secara acak untuk membacakan secara keras</p> <p>f. Peserta didik dan guru sama-sama mendiskusikan hasil kegiatan di atas Peserta didik mendengarkan penguatan materi yang diberikan guru.</p>
	<p><b>3. Closing Activity (15 menit)</b></p>
	<p>a. Peserta didik bersama guru menyimpulkan pembelajaran.</p> <p>b. Peserta didik bertanya pada guru tentang materi yang belum dikuasai.</p> <p>c. Peserta didik besama guru melakukan refleksi pembelajaran.</p> <p>d. Peserta didik mendegarkan motivasi dari guru.</p> <p>e. Peserta didik menjawab salam dari guru.</p> <p style="text-align: center;"><i>Catatan: (Dengan menggunakan bahasa Inggris)</i></p>
<b>L.</b>	<b>Asesmen</b>
	<p>1. Asesmen diagnostic Melakukan asesmen diagnostik non kognitif untuk melihat motivasi belajar peserta didik.</p> <p>2. Asesmen formatif Dengan mengajak siswa untuk berdiskusi dan melakukan refleksi</p> <p>3. Asesmen Sumatif Melakukan tes lisan</p>
<b>M.</b>	<b>Pengayaan dan Remedial</b>
	-
<b>N.</b>	<b>Refleksi Peserta Didik dn Guru</b>
	<p>Untuk peserta didik:</p> <ol style="list-style-type: none"> <li>1. Apakah pembelajaran hari ini menyenangkan?</li> <li>2. Apakah pembelajaran hari ini bermanfaat?</li> <li>3. Apa manfaat yang kamu peroleh dari pembelajaran hari ini?</li> </ol> <p>Untuk guru:</p> <ol style="list-style-type: none"> <li>1. Apa saja yang tidak berjalan dengan baik saat saya melakukan kegiatan?</li> <li>2. Bagaimana saya dapat memodifikasi kegiatan pembelajaran agar cocok dengan karakteristik siswasaya</li> </ol>

## 2. Second Meeting

Date: Friday, 19<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

### **MODUL AJAR PENDIDIKAN AGAMA ISLAM DAN BUDI PEKERTI**

<b>A.</b>	<b>Identitas Sekolah</b>
	Satuan Pendidikan : SD Al-Azhar Syifa Budi Solo Nama Guru : Salju Puspitasari, S.H. Tahun ajaran : 2022/2023 Jenjang : SD Fase : A / Kelas II Elemen / domain : AlQur'an Hadits Alokasi waktu : 8 JP Pembelajaran ke : 5, 6
<b>B.</b>	<b>Profil Pelajar Pancasila</b>
	Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
<b>C.</b>	<b>Sarana dan Prasarana</b>
	Sarana : Al Qur'an, gambar / poster, laptop dan proyektor. Prasarana : Buku guru, buku siswa dan modul pembelajaran lainnya yang sesuai dengan materi.
<b>D.</b>	<b>Target Peserta Didik</b>
	Target : Peserta didik regular Jumlah : 24 siswa
<b>E.</b>	<b>Model Pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Pembelajaran tatap muka terbatas.
<b>F.</b>	<b>Metode pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Ceramah, Tanya jawab (dengan intruksi bahasa Inggris) dan diskusi.
<b>G.</b>	<b>Capaian Pembelajaran</b>



	<p>Peserta didik mempunyai kemampuan mengenal huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung, dan kemampuan membaca surah-surah pendek Al-Qur'an dengan baik.</p>
<b>H.</b>	<b>Tujuan Pembelajaran</b>
	Melalui pembelajaran Al-Qur'an dan Hadits, peserta didik mampu membaca surat-surat pendek dalam Al-Qur'an secara baik dan benar.
<b>I.</b>	<b>Pertanyaan Pemantik</b>
	Pertemuan 5 : Pertemuan 5: Apakah ada yang sudah hafal surah Al-Lahab?
<b>J.</b>	<b>Persiapan Pembelajaran</b>
	Langkah-langkah yang dilakukan guru dalam persiapan pembelajaran, yaitu: <ol style="list-style-type: none"> <li>1. Mempelajari dan menyipkan materi pelajaran, yaitu surah Al-Lahab</li> <li>2. Menyiapkan sarana dan prasarana yang akan digunakan dalam pembelajaran.</li> <li>3. Menyiapkan lembar kerja siswa tentang surah Al-Lahab</li> </ol>
<b>K.</b>	<b>Kegiatan Pembelajaran</b>
	<b>1. Opening Activity (10 menit)</b>
	<ol style="list-style-type: none"> <li>a. Peserta didik menjawab salam dari guru.</li> <li>b. Peserta didik dan guru memulai dengan berdoa bersama.</li> <li>c. Peserta didik dan guru membaca salah satu surat pendek dalam juz 30.</li> <li>d. Peserta didik menjawab pertanyaan dari guru tentang kabarnya hari ini dan melakukan absensi.</li> <li>e. Peserta didik dan guru membuat kontrak belajar.</li> <li>f. Peserta didik dan guru melakukan Tanya jawab</li> </ol> <p><i>(Dengan menggunakan bahasa Inggris)</i></p>
	<b>2. Main Activity (45 menit)</b>
	<p>Pertemuan 5:</p> <ol style="list-style-type: none"> <li>a. Peserta didik dan guru menyiapkan pembelajaran</li> <li>b. Guru membagi peserta didik menjadi berpasang-pasangan</li> <li>c. Peserta didik yang sudah berpasangan mulai mencoba untuk membaca surah Al-Lahab secara bergantian</li> <li>d. Guru memilih pasangan secara acak untuk membacakan surah Al-Lahab secara baik dan benar</li> <li>e. Peserta didik beserta pasangannya mulai menghafalkan surah Al-Lahab dan kemudian saling menyiamak untuk kemudian di setorkan kepada guru secara berpasangan</li> </ol>
	<b>3. Closing Activity (15 menit)</b>
	<ol style="list-style-type: none"> <li>a. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>b. Peserta didik bertanya pada guru tentang materi yang belum dikuasai.</li> </ol>

	<p>c. Peserta didik bersama guru melakukan refleksi pembelajaran.</p> <p>d. Peserta didik mendengarkan motivasi dari guru.</p> <p>e. Peserta didik menjawab salam dari guru.</p> <p><i>Catatan: (Dengan menggunakan bahasa Inggris)</i></p>
<b>L.</b>	<b>Asesmen</b>
	<p>4. Asesmen diagnostic Melakukan asesmen diagnostik non kognitif untuk melihat motivasi belajar peserta didik.</p> <p>5. Asesmen formatif Dengan mengajak siswa untuk berdiskusi dan melakukan refleksi</p> <p>6. Asesmen Sumatif Melakukan tes lisan</p>
<b>M.</b>	<b>Pengayaan dan Remedial</b>
	Terlampir
<b>N.</b>	<b>Refleksi Peserta Didik dan Guru</b>
	<p>Untuk peserta didik:</p> <p>4. Apakah pembelajaran hari ini menyenangkan?</p> <p>5. Apakah pembelajaran hari ini bermanfaat?</p> <p>6. Apa manfaat yang kamu peroleh dari pembelajaran hari ini?</p> <p>Untuk guru:</p> <p>3. Apa saja yang tidak berjalan dengan baik saat saya melakukan kegiatan?</p> <p>4. Bagaimana saya dapat memodifikasi kegiatan pembelajaran agar cocok dengan karakteristik siswasaya</p>

### 3. Third Meeting

Date: Friday, 26<sup>th</sup> May 2023

Time: 09.45 -10.30 pm

## **MODUL AJAR** **PENDIDIKAN AGAMA ISLAM DAN** **BUDI PEKERTI**

<b>A.</b>	<b>Identitas Sekolah</b>
	Satuan Pendidikan : SD Al-Azhar Syifa Budi Solo Nama Guru : Salju Puspitasari, S.H. Tahun ajaran : 2022/2023 Jenjang : SD Fase : A / Kelas II Elemen / domain : AlQur'an Hadits Alokasi waktu : 8 JP Pembelajaran ke : 6
<b>B.</b>	<b>Profil Pelajar Pancasila</b>
	Beriman dan bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia.
<b>C.</b>	<b>Sarana dan Prasarana</b>
	Sarana : Al Qur'an, gambar / poster, laptop dan proyektor. Prasarana : Buku guru, buku siswa dan modul pembelajaran lainnya yang sesuai dengan materi.
<b>D.</b>	<b>Target Peserta Didik</b>
	Target : Peserta didik regular Jumlah : 24 siswa
<b>E.</b>	<b>Model Pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Pembelajaran tatap muka terbatas.
<b>F.</b>	<b>Metode pembelajaran</b>
	Model pembelajaran yang digunakan yaitu: Ceramah, Tanya jawab (dengan intruksi bahasa Inggris) dan diskusi.
<b>G.</b>	<b>Capaian Pembelajaran</b>
	Peserta didik mempunyai kemampuan mengenal huruf hijaiyah dan harakatnya, huruf hijaiyah bersambung, dan kemampuan membaca surah-surah pendek Al-Qur'an dengan baik.

<b>H.</b>	<b>Tujuan Pembelajaran</b>
	Melalui pembelajaran Al-Qur'an dan Hadits, peserta didik mampu membaca surat-surat pendek dalam Al-Qur'an secara baik dan benar.
<b>I.</b>	<b>Pertanyaan Pemantik</b>
	Pertemuan 6: Apakah ada yang tahu kisah dalam surah Al-Lahab?
<b>J.</b>	<b>Persiapan Pembelajaran</b>
	Langkah-langkah yang dilakukan guru dalam persiapan pembelajaran, yaitu: <ul style="list-style-type: none"> <li>a. Mempelajari dan menyipkan materi pelajaran, yaitu surah Al-Lahab</li> <li>b. Menyiapkan sarana dan prasarana yang akan digunakan dalam pembelajaran.</li> <li>c. Menyiapkan lembar kerja siswa tentang surah Al-Lahab</li> </ul>
<b>K.</b>	<b>Kegiatan Pembelajaran</b>
	<b>1. Opening Activity (10 menit)</b>
	<ul style="list-style-type: none"> <li>a. Peserta didik menjawab salam dari guru.</li> <li>b. Peserta didik dan guru memulai dengan berdoa bersama.</li> <li>c. Peserta didik dan guru membaca salah satu surat pendek dalam juz 30.</li> <li>d. Peserta didik menjawab pertanyaan dari guru tentang kabarnya hari ini dan melakukan absensi.</li> <li>e. Peserta didik dan guru membuat kontrak belajar.</li> <li>f. Peserta didik dan guru melakukan Tanya jawab</li> </ul> <p><i>(Dengan menggunakan bahasa Inggris)</i></p>
	<b>2. Main Activity (45 menit)</b>
	<p>Pertemuan 6:</p> <ul style="list-style-type: none"> <li>a. Peserta didik dan guru menyiapkan pembelajaran</li> <li>b. Guru menampilkan video pendek mengenai kehidupan pada Masa Jahiliyah</li> <li>c. Peserta didik berdiskusi untuk mengutarakan pendapat mereka mengenai kehidupan bangsa Arab sebelum datangnya Islam</li> <li>d. Peserta didik dimotivasi untuk menyampaikan pendapat mereka</li> <li>e. Guru mulai menjelaskan materi mengenai kisah surah Al-Lahab dan membuka sesi tanya jawab terbuka</li> <li>f. Peserta didik dan guru sama-sama mendiskusikan hasil kegiatan di atas</li> </ul> <p>Peserta didik mendengarkan penguatan materi yang diberikan guru.</p>
	<b>3. Closing Activity (15 menit)</b>
	<ul style="list-style-type: none"> <li>f. Peserta didik bersama guru menyimpulkan pembelajaran.</li> <li>g. Peserta didik bertanya pada guru tentang materi yang belum dikuasai.</li> <li>h. Peserta didik bersama guru melakukan refleksi pembelajaran.</li> <li>i. Peserta didik mendengar motivasi dari guru.</li> </ul>

	<p>j. Peserta didik menjawab salam dari guru.</p> <p><i>Catatan: (Dengan menggunakan bahasa Inggris)</i></p>
<b>L.</b>	<b>Asesmen</b>
	<p>7. Asesmen diagnostic Melakukan asesmen diagnostik non kognitif untuk melihat motivasi belajar peserta didik.</p> <p>8. Asesmen formatif Dengan mengajak siswa untuk berdiskusi dan melakukan refleksi</p> <p>9. Asesmen Sumatif Melakukan tes lisan</p>
<b>M.</b>	<b>Pengayaan dan Remedial</b>
	Terlampir
<b>N.</b>	<b>Refleksi Peserta Didik dn Guru</b>
	<p>Untuk peserta didik:</p> <p>7. Apakah pembelajaran hari ini menyenangkan?</p> <p>8. Apakah pembelajaran hari ini bermanfaat?</p> <p>9. Apa manfaat yang kamu peroleh dari pembelajaran hari ini?</p> <p>Untuk guru:</p> <p>5. Apa saja yang tidak berjalan dengan baik saat saya melakukan kegiatan?</p> <p>6. Bagaimana saya dapat memodifikasi kegiatan pembelajaran agar cocok dengan karakteristik siswasaya</p>

# **APPENDICES IV**

**BILINGUAL PROGRAM AL-AZHAR SYIFA BUDI SOLO PRIMARY SCHOOL**  
**ACADEMIC YEAR 2022/2023**

NO	Program	Description	Time	Target
1	Using instruction and Asking Permission	Setiap guru dan siswa wajib menggunakan bahasa Inggris saat meminta ijin untuk melakukan sesuatu	Setiap hari	Kelas 1-6
2	English club	Bimbingan belajar secara intens kepada siswa dalam mengembangkan kemampuan bahasa Inggris	Setiap sabtu	Siswa EC
3	Bilingual Report	Rapor khusus mapel bilingual (Math english, science english dan bhs Inggris)		
4	English speech for teacher	Pidato singkat bahasa Inggris untuk para guru	Setiap hari senin ketika rapat koordinasi	Guru SD ASBS
5	English training for Teacher	<ul style="list-style-type: none"> <li>- Workshop</li> <li>Workshop untuk mengembangkan kemampuan bahasa Inggris para guru.</li> <li>- Regular class</li> <li>Pelatihan bahasa Inggris secara intens sebagai tindak lanjut dari workshop</li> <li>Materi disesuaikan dengan kebutuhan guru dalam penggunaan bahasa Inggris di kelas</li> </ul>	Bulan September  Jadwal menyusul	Guru ASBS
6	Outing Class/ Camp	Pembelajaran bahasa Inggris diluar kelas (khusus anak-anak English Club)	Jadwal menyusul	Siswa EC
7	Guidance for English competition	Bimbingan lomba secara intens untuk para siswa yang didelegasikan untuk mengikuti lomba bahasa Inggris	Menyesuaikan	Siswa
8	Administration and decoration in English	Dekorasi kelas menggunakan bahasa Inggris Beberapa administrasi seperti jadwal pelajaran, kop soal tes, weekly information menggunakan bahasa Inggris	Menyesuaikan	Guru

Surakarta, 18 Juni 2022

Principal

Sijem, S. Si.

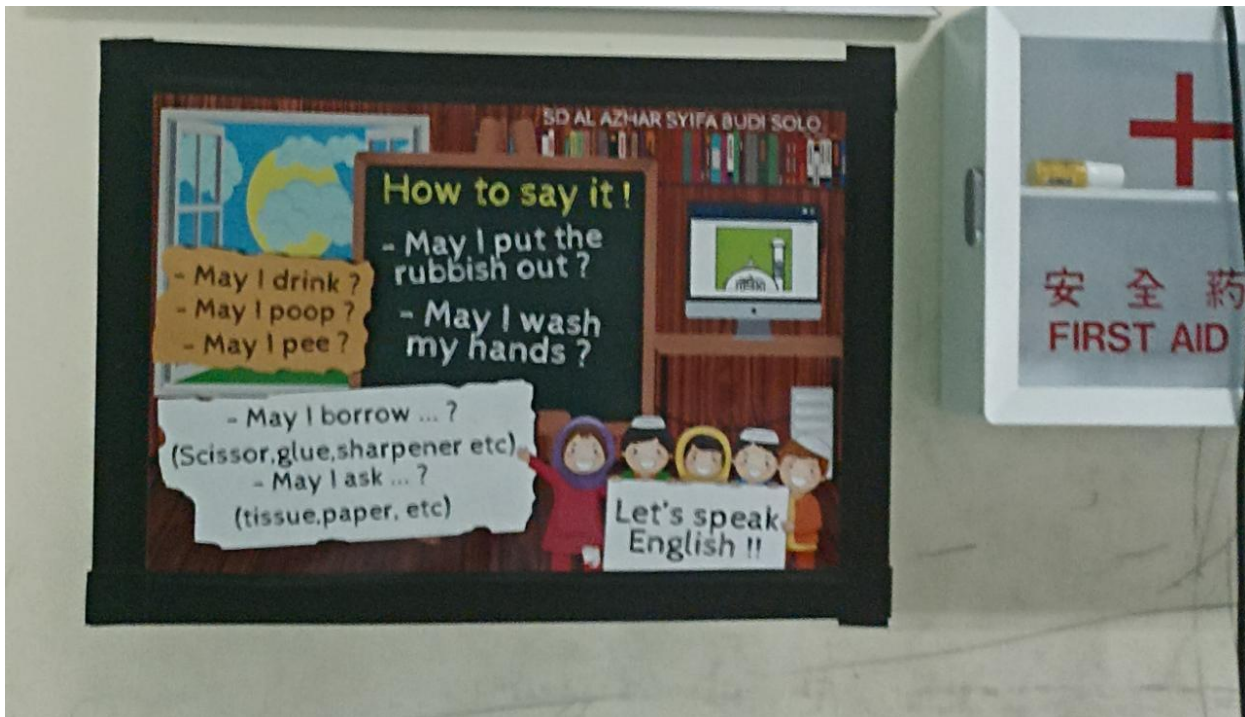
Coordinator of English Program

Ahmad Muhsin, S. Pd.

## Appendices 4

No	NAMA SISWA KELAS 2 HAMZAH
1	ABYASA KEANDRA ZAVIER
2	ADARA ZULFALISHA CAESANY PUTRI
3	ALUNA NAFISHA FARADIANDRA
4	CHAYRA ENROSE AISYAH
5	Davin Al-Farenzha Raffandea
6	Dawai Zefirino Satrya
7	JEVON FA`AL SYAFI HANDOYO
8	Kayla okalina Nadine
9	Kenzie Ravi Tsany Raharjo
10	Kevin Zulfahmi Calief Prayogo
11	KHANSA INAS HANA HUMAIRA
12	LUFFY OKTARIFANO JUNIOR
13	MUHAMMAD IRFAN SYAILENDRA
14	Nadia Reva Nuraini
15	NAOMI MAHALIA YENTA
16	NAWAF YUSUF ABDAT
17	Rajendra Edwin Rizdiantoro
18	RANIA NADIEN AZZAHRA SAPUTRA
19	SYARAFANA MARITZA ANGGARA
20	SYUJA KHAIRY AUFAN ALI
21	TANIA ADELLIA FARANISA
22	Tiffany Nizza Ghassani
23	TRISTAN VANDA MAHARDIKA





## Vocabulary in Class

List of Absent  
Grade 2 Hamzah

No	Name	Gender			Reason			Note
		F	M		S	P	T	
1	Naomi							2 hari
2	Adara							1 hari
3	Syusa							2 hari
4	Eda							2 hari

Number of Students  
Boys : 14  
Girls : 9  
Total : 23

Surakarta.  
Form Teacher  
Bunda Itah

List Absent use English Language



Class Office use English language



Class decoration use English

## Vocabulary in class

**1** Let's explore together

**Lesson 1**

Where are the children?

1 Listen and explore.

1 coat

2 sneakers

3 scarf

4 backpack

5 watch

6 cap

8 glasses

**Tell me!**  
What do you have in your classroom?

2 Listen, stick, and say.  
3 Trace and read.  
4 Watch and listen.

*I have a cap.*

10 Vocabulary My things

vocabulary that should be given in each lesson