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## The Impact of Bilingual Class Program on Students' Speaking Ability

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**Abstract.** The implementation of a bilingual class program in schools is expected to improve students' ability to use English. This study examines how bilingual class affects students' English-speaking abilities.

This study's goal was to investigate how a bilingual program affected students' capacity to speak more fluently in class XI of Pondok Pesantren Darussalam Kepahiang, Bengkulu. In this research employs a posteriori approach. The survey population consisted of all Class XI students of Pesantren Darussalam Kepahiang. Random sampling was used by researchers to obtain research data. The total number of samples in this study is 35 students from Class XI. A Likert scale questionnaire and a photo-oral test were used as survey tools. To support the study, the researchers used questionnaires as a reference to assess the effectiveness of the bilingual program and oral tests to assess the students' language abilities. Researchers have used regression analysis to analyze existing data. According to results of the study, it was found that Bilingual program had an impact on the speaking ability of the students of Class XI of Pesantren Darussalam Kepahiang. After processing the data, a significant improvement was obtained. In the standard F-table,  $df = 33$  has a significance of 5%, the result is 4.17, and the number of F characters is 113.451. This display that the calculated F value is greater than the F table. It means that students' English language skills improve with their application of a bilingual program at school.

**Keywords:** Impact; Bilingual; Speaking; Students

### Introduction

The role of English skills is highly important in supporting and having a large influence on increasing educational quality, thus it must be paid attention to. One of them is the capacity to communicate in English. As we know, English has become an international language that is widely used in daily life, casual or non-formal communication around the world. English is employed not just as a

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communication tool, but also as a medium to advance modern knowledge. The employment of one or more foreign languages for communication is now seen as a widespread phenomenon in many countries (Butvilofsky, 2020). Since internationalism developed through trade, travel, immigration, communication, and the media, the number of multilingual people worldwide has increased (Ee, 2019). Due to the world's rapid cultural, social, and economic development, one third of the population is bilingual (Akgül et al., 2019). Besides that, numerous nations, including Canada, Switzerland, and Belgium, have declared themselves to be bilingual or multilingual.

A bilingual learning program is a bilingual learning system designed to improve students' ability to use a foreign language. Implementing a bilingual study program has many benefits for students, including becoming experts in literacy and other scientific fields in both languages. Bilinguals exist in every country, every social class, and every age group in the world. Numerically, bilinguals make up the majority worldwide. They are thought to account for between half and two thirds of the global population. The value of bilingualism is beginning to be recognized in other parts of the world (Pransiska, 2017).

It is well known that every nation in the world uses English as one of the international languages for both formal and informal communication. The whole world now cannot be separated from the use of English in daily communication. Thus, those who cannot speak or read English are automatically left behind, and will miss the information. Early English instruction is advocated in Malaysia in order to better equip the next generation to compete on a global scale (Pransiska, 2017). English is encouraged to be included into the local curriculum in elementary and early education in Indonesia, where it is a required subject in high schools and higher education (Listiani, 2021). Support from the government for bilingualism benefits many facets of life (Sari, P, 2018). Speaking now no longer simplest performs an essential position in communication, however further aids in language growth and acquisition. When the target language is also the language used throughout the entire school curriculum, speaking is a way for questioning and learning. Your English skills will shine by demonstrating your English skills in various situations, such as communicating in daily life and meeting with native speaker. Speaking is a social activity that involves interaction, and it occurs in everyday contexts and is a form of communication (Parmawati, 2018).

The development of science and technology in Indonesia cannot be separated from the role of English. Each level of education in Indonesia has included English lessons. The weakness of students who study English in Indonesia is that they learn English grammar and theory but practice it very little, such as speaking ability. The purpose of students in Indonesia learning English is mostly to improve academic studies, not to become an expert. The Indonesian government, in the National Education System Law, once made the development of an international standard school. One of the educational institutions in Indonesia which is unique and different from other educational institutions is Pondok Pesantren or Islamic Boarding Schools. Pondok Pesantren were born from the beginning, they have grown and developed for a long time, even since other educational institutions in Indonesia were not yet known. Pondok Pesantren are generally seen as indigenous Indonesian educational institutions (Azra, 2000). Educational curriculum in the Pondok Pesantren environment in Indonesia is so unique because it brings together

the national curriculum and the Pesantren curriculum. Pondok Pesantren have always implemented a bilingual program, as well as with Pesantren Darussalam Kepahiang implement learning programs using two languages or Bilingual.

In addition, in Indonesia government regulations number 20 on the National Education System in 2003 discussed the escort who arranged the studying process thought that inside included the distributions of the allocations of studying time, which English teaching was held by two times a week or only approximately 180 minutes. Currently, English is included in the “Merdeka Belajar” Curriculum structure only as an elective subject for two hours (70 minutes) per week. As a result, mastery of English is still relatively low. According to EF's 2022 English Proficiency Index Report, with a score of 469 Indonesia is ranked 81st out of 111 countries or level B1 when referring to the Common European Framework of Reference for Languages (CEFR) framework. Seeing that fact, teachers were really penalized for not just improving their speaking abilities, but also their reading, writing, and listening abilities. It was nearly impossible to attain the desired result at the time.

There are several previous studies related to bilingualism class program. The three studies argue that the challenges of student in Bilingual program cause problems for the students, many students have difficulty memorizing vocabulary because of the density of the hours of this subject (Na'imah et.al., 2022; Yuliani, 2022, Syafutri & Sujarwati, 2021). In addition, more diverse study was carried out by (Rohmah, 2019) the Implementation of Bilingual Method related on the students' speaking performance. Moreover, other studies (Ifari, 2021; Febriyani et al., 2020) have also found a significant The findings of this research is this study proves that students' positive perceptions of using bilingual-based materials as language teaching in English classes. To the knowledge of this research, after conducting a literature review of several previous studies, there has been no previous publication on research who conducted research related to the impact of implementing the bilingual program at Pondok Pesantren on improving students' speaking abilities to use English. Therefore, according on the reality stated above, researchers would like to do a study on the impact of bilingual programs on students of Pesantren Darussalam Kepahiang, Bengkulu Province who are capable of speaking. The study's heading is The Impact of Bilingual Class Program on Students' Speaking Ability, It consists of four classes from XI A to XI D, each class consisting of 35 students. In total, the purpose of the survey is 35 students out of 96 students in XI. The goal of the study is aimed to find out:

1. Whether the impact of bilingual class program improve the students' English skill or not.
2. Describe students' opinion about bilingual program.

## **Theoretical basis**

### **1.Theories of bilingualism**

Pondok Pesantren or Islamic Boarding School as part of the National Education system are expected to contribute to building Indonesia's educational goals by following developments in the globalization era. Pondok Pesantren are artifacts of civilization Indonesia which was built as a patterned religious educational institution traditional, unique and indigenous (Haedari et all, 2004, p.3). Pondok Pesantren have the potential to become a national education system

that is able to keep up with the times and compete globally by implementing bilingual programs in the learning process. Pesantren who receive structured, formal education follow the same teaching methods as those found in madrassas and public institutions. These pesantren is participating in the bilingual program while also studying general sciences. The challenge of students in the Bilingual program begins with applying two languages (Na'imah et.al., 2022). Implementations of bilingual method in learning teaching in students speaking performance motivate the students to study English and increasing their speaking performance, The student response showed that they are interesting in learning (Rohmah, 2019).

The Ministry of Religious Affairs and Ministry of Education are fusing the pesantren curriculum with the national curriculum. The number of learning tools has increased as well. They are no longer merely the yellow book, which follows Fiqh-Sufi principles, but have expanded to include lessons in science and philosophy as well.

Indonesian government strongly supports the development of pesantren. To enhance the legislation governing funding for pesantren implementation, Presidential Regulation Number 82 of 2021 was released. 8 It demonstrates that the government cares for pesantren, who will lead the country's successor and forge a better Indonesia. Education curriculum Pondok Pesantren in Indonesia has been regulated Pondok Pesantren is education organized by Islamic boarding schools and is within the Islamic boarding school environment by developing a curriculum in accordance with the peculiarities of Islamic boarding schools based on yellow books or Islamic education with mu'alimin education patterns, as stated in Regulation of the Minister of Religion of the Republic of Indonesia number 31 of 2020 (Kemenag, 2023).

There are several definitions of bilingualism, but the basics are the same. Bilingualism is the exercise of switching among languages the usage of the language of the speaker (Mackey, 2005). Bloomfield additionally says that being able to apply two languages equally well is what it is to be bilingual. Children's social skills are also developed as a result of bilingualism, allowing them to interact and work with a wider variety of cultures (Akgül et al., 2019; Chamorro & Janke, 2020; El-Dakhs & Altarriba, 2019). The conclusions of three investigations underline it. Children that are multilingual have greater self-confidence when conversing and engaging with tourists, according to research (Akgül et al., 2019). It suggested that learning multiple languages helped boost kids' self-confidence while interacting with others (El-Dakhs & Altarriba, 2019).

The benefit is related to bilinguals' capacity for precise purpose and emotion expression in both their first and second languages. In addition, the language barrier problem can be avoided (Chamorro & Janke, 2020). It enables effective teamwork and communication (Akgül et al, 2019). Due to having greater opportunity to connect with a variety of social and cultural groups, bilingual children have a friendlier disposition than monolingual youngsters (Akgül et al, 2019).

## **2. Speaking**

Everyone should pay great attention to their speaking abilities as a communication tool. Speaking is the act of delivering information or verbally expressing one's emotions and thoughts (Oxford dictionary, 2017). Speaking is

significant because it serves as a vehicle for communication between listener and speaker in a group of two or more people. Speaking is a social activity that involves interaction, and it occurs in everyday contexts and is a form of communication (Parmawati, 2018).

A person can build a social life and communicate with others to satisfy social needs by speaking. Speaking is the ability that allows people to communicate with one another for specific goals; it is an oral ability used to express one's thoughts, feelings, and other concepts throughout normal activities (Bahrani et al, 2020). There are four point below has great influence in speaking skill, there are: Vocabulary, Grammar, Fluency, Speaking, Pronunciation (Harmer, 2007). Speech into two features. First, there are performance characteristics consisting of fluency and accuracy. Based on this perspective, the authors conclude that language assessment has at least three main components. That is: fluency, accuracy and comprehension. The details explanation is as follows:

### **3.Fluency**

The capacity to grasp what you want to communicate without excessive hesitation or searching is known as fluency (Shibly, 2012). May speak a variety of expressions without getting uncomfortable. Fluency is the capacity for effortless, fluid, and expressive reading, speaking, and writing. The speaker can read, understand, and reply to language in texts in a clear, succinct manner while absorbing meaning and context.

### **4.Accuracy**

Accuracy is a ability to apply in reality comprehensible pronunciation with inside the goal language, in particular grammatical and lexical accuracy (Brown, 2001). Accuracy is further done with the aid of using permitting college students to attention at the phonological grammar and discourse factors of the language. Accuracy is the capacity to shape accurate sentences with accurate grammar and vocabulary.

### **5.Comprehensibility**

Comprehensibility is the state of being able to understand a given topic thoroughly with repeated rewording and redirection. Comprehension is a process to improve one's understanding (Bull, 2008). It's an exercise used to train students in understanding a language by making them relive the same experience over and over again. We use several applied techniques when testing speaking ability. Getting your students to say something in a speaking test requires learning listening techniques (Madsen, 1983). This can be accomplished through closed responses, directed responses, picture questions, reading aloud, guided role-plays, knowledge transfer through images or oral interviews, or paraphrasing tactics.

## **Method**

This research used the post facto method. The aimed to investigate whether the impact of bilingual class implementation improves the students' English speaking skill ability in Pesantren Darussalam Kepahiang and to describe students' opinion about bilingual program. Ex post facto refers to going back on decisions made after the fact (Syamsudin et al., 2009, p.164). Ex post facto entails observing the results. Therefore, research doesn't need to administer the therapy again in order to see its impact on the dependent variable (Y) (Riduan, 2010, p.50). Ex Post

Facto design was employed in this study's statistical analysis. The following is a description of the research's design:



This straightforward paradigm illustrates the relationship between one independent variable (X) and one dependent variable (Y) (Sugiono, 2011, p.4). This survey consists of two variables. In other words, the dependent variable is how well the student speaks after participating in the bilingual program. The confounding factor is the impact of the bilingual program. Data analysis coefficient correlations between independent (variable X) and dependent (variable Y) variables were used to get data analysis (regression) results using the computer program SPSS 18.0 for Windows.

The subjects of this investigation were the disciples of Pesantren Darussalam Kepahiang classes XI for the academic year 2022/2023. At classes XI Pesantren Darussalam Kepahiang consist of four classes, XI A to XI D. The aimed of the research is a total of 35 students out of 96 students in the XI class. In this study, the authors used probabilistic sampling techniques: the authors utilized two sample methods, each with its own benefits and downsides. They were simple random sampling and proportional stratified random sampling. Each of the 96 students in his population segment was part of one of 35 samples.

In this study, researchers used questionnaires to collect the data on the impact of a bilingual program on Pesantren Darussalam Kepahiang's improvement in speaking ability. After the records had been completed, the reseachers used tables for every questions. For study, the researchers asked 18 questions, and the researchers created 18 tables for each question. Each item question is measured against speaking ability in terms of fluency, accuracy and comprehension and is scored on a 6-point scale. If the students can answer each point accurately, correctly and fluently, so the score is 18. A questionnaire was the study's instrument and some pictures, and the students are given a speaking test. The survey tools include a questionnaire and an oral test to evaluate the oral ability of the students after attending the bilingual program. In addition, the researchers collected data using audio recorders. In this session, the researchers call student from the sample to answer the question or voice being tested, after that the researchers record the answer or voice from the students who are the sample.

## Findings and discussion

### Findings

#### 1. Finding from the questionnaire

According analysis of the questionnaire regarding the application of the bilingual program, from the questioner questions number one to number 18 given by the researchers, students seem to Strongly Agree with the Bilingual program implemented by Pondok Pesantren Modern Darussalam Kepahiang. The Bilingual program is felt to have a very significant impact to improve students' English skill.

#### 2. Students' English ability (oral test) Individual Series Score Results.

The speaking test results consist of 5 items in the image, based on the score for

each item, can refer to the table below. Comprehension, Fluency and Accuracy. Researchers obtained the following data from students at Pondok Pesantren Darussalam Kepahiang.

**Table 1. The Percentage rate of students score in Speaking Test according to Accuracy.**

Category Answer	All Frequency	Percent (%)
Excellent (25-30)	34	97 %
Great (19-24)	1	3 %
Good Enough ( 13 -18 )	0	0
Poor ( 7 - 12 )	0	0
Very Poor ( 1 - 6 )	0	0
Total	35	100 %

In table above displays about the percentages of students' taking the test of speaking in accuracy category. In the Excellent category had 34 students (97%) and in the Great category had only 1 student (3%).

**Table 2. The percentage rate of student score in Speaking Test according to Fluency.**

Category Answer	Frequency	Percent (%)
Excellent (25-30)	27	77%
Great (19-24)	8	33%
Good Enough ( 13 – 18 )	0	0
Poor ( 7 – 12 )	0	0
Very Poor ( 1 – 6 )	0	0
Total	35	100 %

Based on table above displays of percentages of students' taking the test of speaking in fluent category. In the Excellent category had 27 students (83%) and in the Great category had only 8 students (33%).

**Table 3. The percentage rate of students in Speaking Test according to Comprehensibility.**

Category Answer	Frequency	Percent (%)
Excellent (25-30)	29	83%
Great (19-24)	6	17%
Good Enough (13 – 18)	0	0
Poor (7 – 12)	0	0
Very Poor (1 – 6)	0	0
Total	35	100 %

Based on table above displays of percentages of students' taking the test of speaking in each Comprehensibility categories. In the Excellent category had 29 students (83%) and in the Great category had only 6 students (17%). From this case shows the students have a high level of comprehension to speak their thoughts according to the image's instruments.

### 3. Scores for the Impact of Bilingual programs on improving Students' Speaking Ability.

Based on table below displays that an analysis of the impact of Bilingualism on the improvement of students' speaking Ability: Independent Variable (IV), Mean Score (MS), Standard Deviation (SD), Low Score (LS), High Score (HS), Number (N).

**Table 4.**

Independent Variable (IV).	Mean Score (MS).	Standard Deviation	Low Score's	High Score's (HS).	Number (N)
Applied Bilingual Program	78.9143.	5.11268.	70.00.	90.00.	35.

According to the data above, describe the Mean Score (MS) for the bilingual program is 78.9143, Standard Deviation (SD) is 5.11268, Low score (LS)

is 70.00, and High Score (HS) is 90.00..

#### 4. Scores of Speaking Ability of Students participating in Program of Bilingual

**Table 5.**

Dependent Variable (DV).	Mean (MS).	Standard Deviation (SD).	Low (LS).	High (HS).	Score	N.
English Speaking Ability of students participating in Bilingual programs	80.9714.	4.71846.	71.00.	89.00.		35.

This table above shows that the Mean Score (MS) English Speaking Ability level of students participating in Bilingual programs is 80.9714. Standard Deviation (SD) is 4.71846, Low Score (LS) is 71.00., High Score (HS) is 89.0. To analyze the data (regression) researchers used the SPSS 18.0 computer program. Data analysis obtained from the correlation coefficient data among the independent variable (X) and the dependent variable (Y) which can be shown based on under table.

**Table 6.**

Independent's Variable (IV).	Dependent's Variable (DV).	Correlation's	Coefficient Correlation (CC).
X	Y	R <sub>xy</sub>	0.880

To test the truth of the hypothesis in chapter 2, the researchers compared the "r" levels observed in the calculation process or the comparison between "r" and "r" levels. Included in the value of "r".

To explain the score of "r", we can look at the Pearson Product Moment table in Chapter 3. The r score in the table is shown as 0.70-0.90 the categories correlation is high, and the data analysis results shows that the r score is 0.880. This case illustrates the impact of Bilingual programs on speaking ability students at Pondok Pesantren Darussalam Kepahiang.

#### Discussion

Based on the finding, for speaking test (oral test), the authors used pictures of some subjects, such as science and mathematics, and used tape recordings to store student responses (samples). Based on the above test results, it can be demonstrated that the bilingual program has impacted the improvement of speaking ability of Pondok Pesantren Darussalam Kepahiang Class XI students. Table 5 shows that the mean score of the questionnaire (the applied bilingual program) was 90 points high and 70 points low from all samples. The results in Table 5 also mean that the Pesantren Pancasila student agreed to use the bilingual program to improve her speaking skills. According to Table 6, students who participated in the bilingual program (speaking test) had an average English proficiency score of 89 high and 71 low score.

The researchers assigned several scores based on the students' accuracy, fluency, and comprehensibility in speaking. The author received varying scores for the accuracy items from the students, including a high score of 30 and a low score of 24. In the Excellent category had 34 students (97%) and in the Great category had only 1 student (3%). Because the writer can see whether she or he provided the best answer from the questions and students can grasp the purposes of the questions, the writer gave a high score, such as 30. Likes accuracy items for the fluency score. The writer received a range of scores, from a high of 30 to a low of 24. The Excellent category had 27 students (83%) and in the Great category had only 8 students (33%) because she or he answers the questions very slowly. The writer received various marks for the comprehension items, favoring Accuracy and Fluency elements. High score was 30 and low score was 23 for the comprehension items. for a good grade, In the Excellent category had 29 students (83%) and in the Great category had only 6 students (17%). Based on data analysis results, researchers found that Pondok Pesantren Darussalam Kepahiang's class XI bilingual impact improvement program worked well in improving English. These findings support by several related studies. The bilingual class program has a positive impact and benefits for students in the teaching and learning process in class, making students understand English better (Puasa et al, 2017). Pesantren Darussalam Kepahiang's students improve their speaking ability through a bilingual program so that they gain confidence, enjoy practicing their speaking skills, and feel comfortable expressing their opinions and arguments on any topic or issue without pressure or intimidation. Because of that, the program of Bilingual is effective in improving students' speaking ability. The students' positive perceptions of using bilingual-based materials as language teaching in English classes (Ifari, 2021).

## **Conclusion**

Based on the research result above, the researchers found that the program of Bilingual had a positive impact on improving speaking ability of students' at Pondok Pesantren Modern Darussalam Kepahiang. Researchers have suggested to the head of Pesantren Darussalam Kepahiang that it should continue to do so, and the bilingual program needs to be improved to reach its goals. Research on the Analysis Speaking Ability Students Impact of Bilingual Class Program conducted by this researcher is limited to one school, it is suggested for further researchers to be able to conduct deeper research by looking at various other aspect or to compare

the implementation of bilingual programs with other schools with the same program.

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