#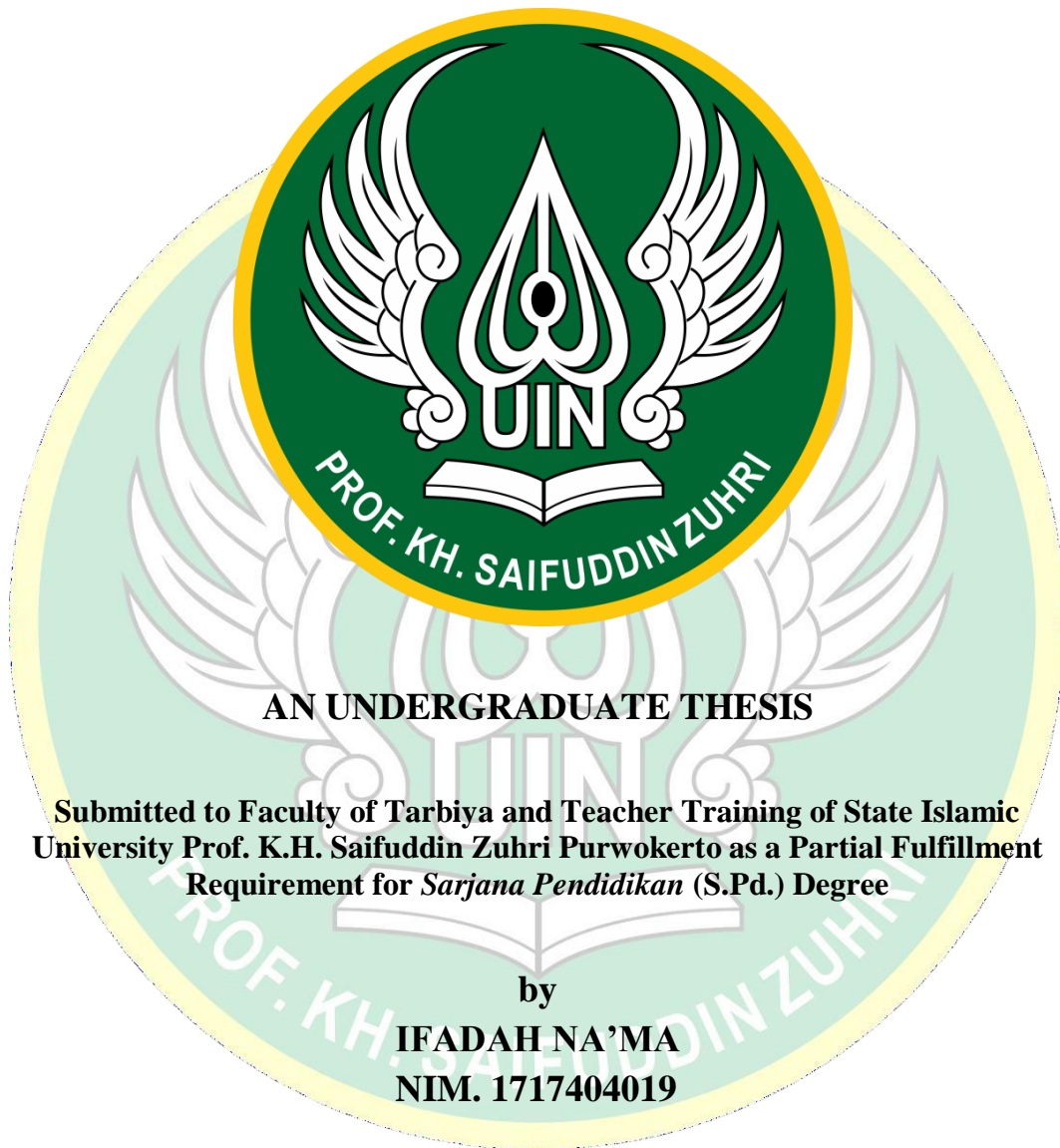 THE ANALYSIS OF ENGLISH TEACHING TECHNIQUE AND ITS IMPLEMENTATION IN THE BILINGUAL PROGRAM AT THE 8TH GRADE OF ISLAMIC MODERN BOARDING SCHOOL DARUNNAJAT BUMIAYU BREBES REGENCY

AN UNDERGRADUATE THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment Requirement for *Sarjana Pendidikan* (S.Pd.) Degree

by
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2024

STATEMENT OF ORIGINALITY

Here with I,

Name   : Ifadah Na'ma
Student Number/S.N : 1717404019
Grade   : Undergraduate
Faculty   : Tarbiya and Teacher Training
Study Program   : English Education Study Program

Declare that the thesis I have compiled with the title, "The Analysis of English Teaching Technique and its Implementation in the Bilingual Program at the 8th Grade of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the material from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 18th of March 2024

I who declare,

Ifadah Na'ma
S.N 1717404019

PAGE OF APPROVAL

This thesis, entitled :

THE ANALYSIS OF ENGLISH TEACHING TECHNIQUE AND ITS IMPLEMENTATION IN THE BILINGUAL PROGRAM AT THE 8TH GRADE OF ISLAMIC MODERN BOARDING SCHOOL DARUNNAJAT BUMIAYU BREBES REGENCY
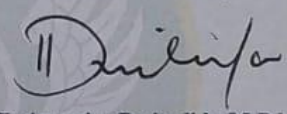
Written by Ifadah Na'ma (Student Number. 1717404019) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 27th of March 2024 and declaired qualified for achieving Sarjana Pendidikan (S.Pd.) Degree by the examiners.

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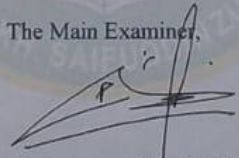
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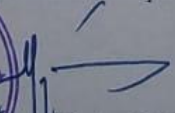
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MOTTO

"Learn from the past, live for today, and plan for tomorrow."
-Unknown-

DEDICATION

I dedicate this thesis to:

My Beloved Parents, Tolkhah & Bida Atun Nida

My Beloved Husband, Mubarok Ali Makhzumi

My Beloved Son, Muhammad Adnan Karomi

My Beloved Brother & Sister in law, Mabni Rukhama & Itsna Luthfina

My Beloved Sister, Intan Farida Fatma

Myself
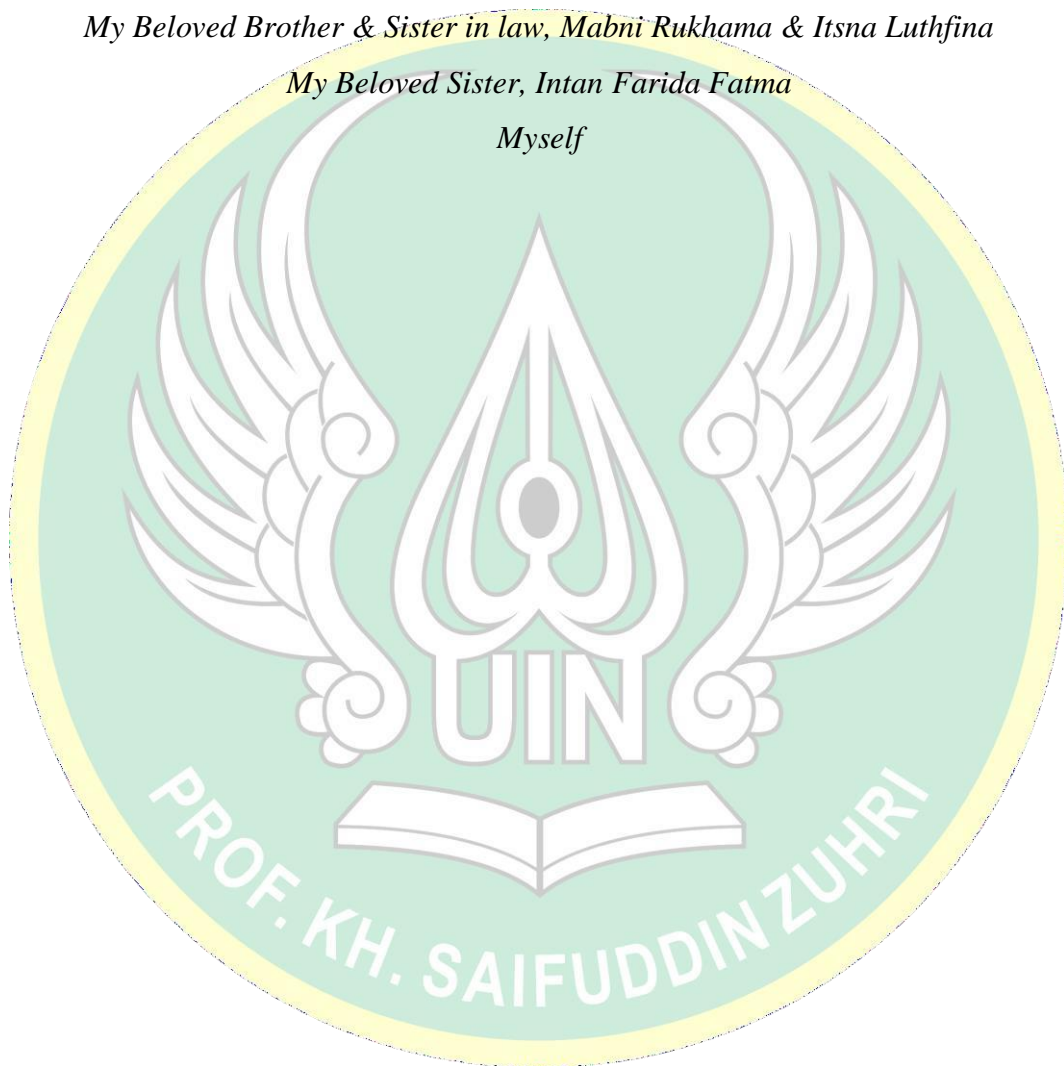
PREFACE

First, Alhamdulillahirabbil'alamin, all praises to be Allah the Almighty, the Most Gracious, and the Most Merciful, the creator of all the creations, who has neither beginning nor end. The writer is deeply grateful to Allah SWT., Who has given me His blessing, strength, and guidance in accomplishing this thesis. May the blessing of Allah flow to His last messenger, the Noble Prophet, Muhammad SAW., His family and His companions.

This thesis partially fulfils the requirement for the undergraduate education degree in the Faculty of Tarbiya and Teacher Training of State Islamic of Prof. K.H. Saifuddin Zuhri Purwokerto. However, this thesis will not be completed without individuals and institutions' support, guidance, advice, help, and encouragement. Therefore, the writer would like to express the deepest gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M.Ag., The Dean of Faculty Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri Purwokerto.

2. Dr. Maria Ulpah, M.Si., as the Head of Tadris in Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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11. All my friends of TBI 2017 have shared memories during the years.

12. Everyone who contributed with this thesis that can not be named on this page.

There is no more appropriate sentence with the most profound thanks for all help and supports that the researcher can covey, except thank you and prayers to all the parties who have helped in the completion of the thesis preparations. Hopefully, this thesis will be beneficial for the writer in particular and to readers in general. Aamiin.

Purwokerto, 18th of March 2024

I who declare,

Ifadah Na'ma
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THE ANALYSIS OF ENGLISH TEACHING TECHNIQUE AND ITS IMPLEMENTATION IN THE BILINGUAL PROGRAM AT THE 8TH GRADE OF ISLAMIC MODERN BOARDING SCHOOL DARUNNAJAT BUMIAYU BREBES REGENCY

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ABSTRACT

This study was conducted to identify the English teaching technique and its implementation in bilingual program at the 8th grade of Islamic Modern Boarding School Darunnajat Bumiayu. The background of this study were the lack of interest and attraction of students towards English. Qualitative descriptive was used as the research method. The eighth grade students and an English teacher of Islamic Modern Boarding School Darunnajat Bumiayu were the subject of this research. The object of this research was the analysis of teaching technique and its implementation in bilingual program at Islamic Modern Boarding School Darunnajat Bumiayu. To collect the data, observation, interview and documentation were choosen. Data reduction, display, and coclusion as the data analysis. The results of study, there were some technique of teaching in bilingual program; free conversation, english speech, songs for vocabulary, and group work. Checklist tables were used to examine the application of these teaching techniques. Based on the result of the checklist tables analysis, each teaching technique produced interactive and conducive learning outcomes.

Key words: *Bilingual Program, English Teaching Techniques, Teaching English*

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CHAPTER I
INTRODUCTION

A. The Background of Study

English as an universal language is so influential in many aspects such as communication, social cultural, even education. English has become important subject and applied in every level of education from elementary until tertiery education, but most of students think that English is not easy to learn. The main factor is English is not their mother language. They are required to master several skills such as reading, writing, listening, and speaking. Thus, the students should be more understand about the good and the best way to do learning english process.

Students are expected to be able to speak English well so that they are capable of governing global science and technology development. One of the alternatives considered capable of meeting this challenge is the implementation of a bilingual education program or a class with two introductory languages namely Indonesian and English that is so-called bilingual education. This is based on the law no. 20 of 2003, article 50, verse 3 states that government and local governments conduct at least one unit of education at all levels to be developed into an international standard educational unit.

Many schools have implemented bilingual programs for their students and even the entire school community. The aim of bilingual program in education is to help increasing student's ability in English. According to Arnyana in Silaban, bilingual programs in education have two objectives: to improve the student's mastery of the material and to improve their English language skills inside or outside the school environment[1]. In line with that, Paulston in Dwi Ima highlights bilingual

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[1] Roikestina Silaban, "The Implementation of Bilingual Education Program at SMK N 1 Sidikalang in Academic Year 2018/2019", *Jurnal Ilmiah Skylandsea*, Vol. 4 (2), 2020, 2614-5154

program is teaching students to be fluent in two languages[2]. Bilingual programs is quite necessary because it benefits and provides the students access to the global communication, economy mobility, and job opportunities.

In Indonesia, bilingual programs have long been a school program that is in great demand. Many schools can be found that have bilingual programs and it becomes a superior for the school, where the program means implementing the use of two languages in teaching a subject. Cummins in Roikestina states that there is a tendency for bilingual students to obtain better achievements than monolingual students[3]. Therefore, it is nothing new that many students are interested in schools that have bilingual programs. The program is purposely designed to allow the students to develop in subjectnsuch as math, science, social studies while they learned English in the class[4].

In improving students' ability to speak English, it is important to apply appropriate techniques to students. Teachers must be able to analyze and apply teaching techniques that are suitable and related to the students' conditions. According to Songbatumis, one of the challenges faced by teachers in teaching English in the classroom is limited mastering the teaching methods or technique[5]. In line with Endriyati, et al., the challenges faced by teachers are mastery of teaching methods or technique, not familiar with technology, and less trained teacher[6]. In addition, the inappropriate teaching methods and techniques applied in the classroom are an obstacle to teaching English[7]. Based on the fact that the

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[2] Dwi Ima, "Types of Bilingual Education Program", *Lingua Scientia*, Universitas Tukungagung, 2013, Vol. 5 (2), p. 208

[3] Roikestina Silaban, "The Implementation of Bilingual Education Program ..., p. 20

[4] Dwi Ima, "Types of Bilingual Education Program", ..., p. 207

[5] Songbatumis, "Challenges in teaching English faced by English Teachers at MTsN Taliwang, Indonesia", *Journal of Foreign Language Teaching and Learning*, 2017, Vol. 2 (2)

[6] Endriyati, Prabowo, Abasa & Akmal, "Challenges in teaching english at rural and urban schools and their solutions", *International Journal of Scientific and Technology Research*, 2019, Vol. 8(10), p. 3406-3410

[7] Setiowati, The Problems faced by the teachers in teaching learning process at M.A Muhammadiyah Bontorita, 2019

technique of teaching is a crucial thing that should be mastered by the teacher, especially English teacher, this study will be analyse about the teaching technique in English conducted at Islamic Modern Boarding School Darunnajat Bumiayu Brebes.

Based on the interview with an English teacher at Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency, the teacher explained some information that is related to students' school and boarding activities. The teacher said that students learn English at school by referring to the student handbook, while at boarding school they learn English by getting used to communicating using English on a daily basis with friends, teachers or other boarding school residents. Communicating using English daily is one of the activities that supports the bilingual program because there are various activities including daily, weekly, monthly, and even annual activities related to English. Furthermore, the teacher explained that implementing English language activities required various supporting teaching methods or techniques. For example, techniques for using songs to master vocabulary, give speeches or free conversation. This is intended so that students get used to using English following the vision and mission of Islamic Modern Boarding School Darunnajat Bumiayu in improving students' abilities in foreign languages; Arabic and English.

However, the teacher added that it is still common to find students who have difficulty speaking English; lack of student attraction and motivation towards English could cause this. Students are afraid to speak in English because of difficulties of understanding English words. Thus, it has an impact on students' difficulty in mastering vocabulary as a fundamental skill and affects other English skill.

Based on the explanation above, it was interested to conduct a research entitled **"The Analysis of English Teaching Technique and its Implementation in the Bilingual Program at the 8th Grade of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency".**

B. Operational Definition

It is important to define the terms or variables of this study in order to avoid misunderstanding of the matter and to guide the researcher to discuss further. This study will be focused on the analysis of the learning english and its implementation in the bilingual program. The following are short explanation of the terms used in this thesis:

1. English Language Teaching

Language is defined as a systemic means of communicating ideas or feelings through conventionalized signs, sounds, gestures or signs, with meanings that are easy to understand[8]. According to Richards, language teaching is hence a complex issue, encompassing sociocultural linguistics, psycholinguistics, as well as curricula and instructional dimensions[9]. Teaching is a process, particularly the system of regulating and organizing an environment around students so that it can grow and inspire students to perform the learning process. In the foreign language teaching, there is an obligation for the teacher to provide exposure to the language and opportunities for learning through classroom activities[10]. Teaching also enables the learners to learn and sets the conditions for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine his or her understanding of what teaching is. Teachers' understanding of how students learn will determine the teacher's philosophy of education, teaching style, approaches, methods, and classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

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[8] Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Fransisco: Pearson Education Inc, 2000, p. 5

[9] Richards, Jack, *Longman Dictionary of Applied Linguistics*, London: Longman Group, Ltd, 1985, p. 11

[10] Cameron, Lynne, *Teaching Languages to Young Learner*, New York: Cambridge University Press, 2001, p. 11-12

2. Bilingual Program

   According to HA Blanc, a bilingual program is any system of education in which, at a given point in time and for a varying length of time, simultaneously or consecutively, instruction is given in two languages[11]. In line with that, Findlay stated that bilingualism refers to a situation where an individual or a community of speakers is competent or fluent in two or more languages. Bilingualism also refers to bilingual education-the practice and philosophy of teaching in two or more languages. Bilingual program is a term that has both a specific and generic meaning with respect to children who do not know English. A bilingual program is a program intended for students in which English is not their native language. It is aimed to increase the students' English proficiency.

C. **Research Question**

   Based on the background of the study above, the research question is formulated as follow:

   1. What are the teaching techniques that used in bilingual program of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency?

   2. How are the implementation of teaching techniques in bilingual program of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency?

D. **Objectives of The Research**

   Based on the background of the research, there are two objectives which the writer wants to get, they are:

   1. To identify the English teaching techniques in bilingual program Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency.

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[11] Hamers, Josiane F dan Michael H A Blanc, *Bilinguality and Bilingualism*, Cambridge: Cambridge University Press, 2000

2. To describe the implementation of English teaching technique in bilingual program of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency.

E. Significances of The Research

The result of the study is expected to provide useful information about the English teaching teachnique and its implementation in bilingual program of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency. It is expected that the findings can contribute to the group of people, they are:

1. For english teacher

   The results of this study are expected can maintain the quality of existing teaching techniques and upgrade teachers' skills and insight in teaching English.

2. For school

   The results of this study are expected will be useful for improving english teaching techniques and continuing to create a new atmosphere in bilingual program.

3. For further research

   The results of this study expectedly will be useful for further researchers who have related topics in analysis of english learning and the implementation in bilingual program.

F. Structure of the Study

To make a systematic research, it is necessary to classify the structure of this research. This research is divided into five chapters, they will explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of english teaching technique in bilingual program which divided into some sub sections.

Chapter III consists of research method which deals with the research design, time and place of the research, population and sample, instrumentsfor obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses about the analysis of english teaching technique and its implementation in bilingual program.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.
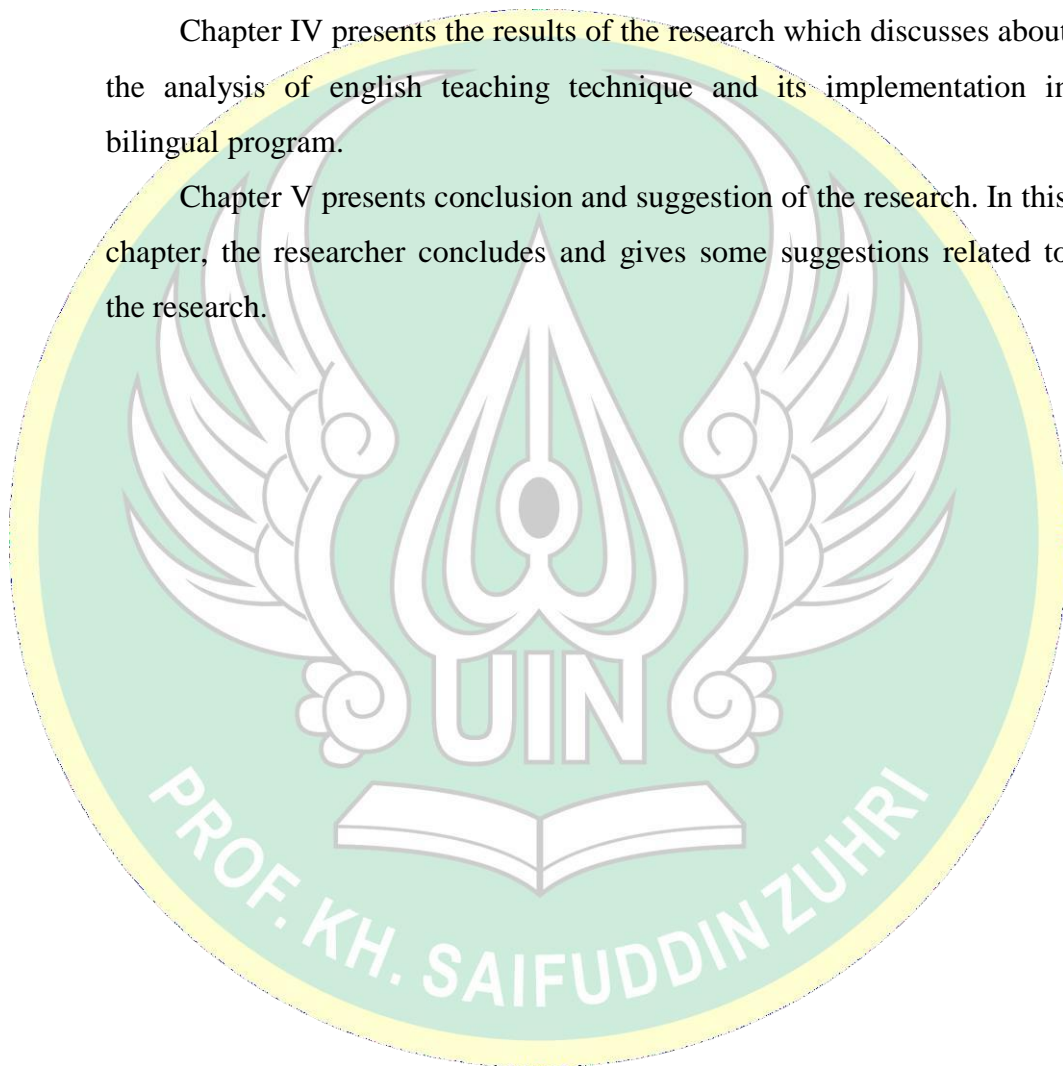
CHAPTER II
LITERATURE REVIEW

A. English Language Teaching

1. Definition of English Language Teaching

According to Sirbu, the most significant medium of human communication is language[12]. Language is the basis of the human community. It means that with the help of it, people inform, learn, communicate, persuade, challenge, support and entertain each other. Therefore, to make easier communication, language has the function of connecting everyone to say what's on their mind.

English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. It can connect you to people around the world. On the other hand, learning English can help you reach success. It can increase the opportunity to get a job easily. Using English to communicate may also help people to know, understand and respect each other, particularly those who have different backgrounds such as languages, cultures, lifestyles, etc[13].

Teaching is an activity that cannot be separated from learning activities. Teaching is a basic effort made by adults or educators to transform something for students or immature people where both are active with the aim that students have and master knowledge, are

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[12] Sirbu, The Significance of Language As a Tool of Communication, *"Mircea cel Batran" Naval Academy Scientific Bulletin*, 2015, Vol. 18 (2), p. 405-406

[13] Pandarangga, "The Transformation of English as A Global Language in the Future", *LiNGUA Jurnal Ilmu Bahasa dan Sastra,* Vol. 10 (2), 2015, 2442-3823

capable and skilled and have thoughts to always do good[14]. In line with Sadirman, teaching is conveying knowledge to students[15]. English language teaching is the process conducted through teacher cooperation with language learners, which in this case are located in boarding schools. English language teaching is when the teacher conveys English material with appropriate teaching methods and the students must acquire the ability to use it as a tool to communicate and learn to think in the language. It means that the characteristics of English language teaching can be used by students as a tool to communicate and learn to think in the language[16].

Teaching is the process of delivering or transferring knowledge. It is relevant to Brown, that teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing knowledge, causing to know or understand[17]. According to Sardiman, in connection with several functions possessed by teachers, there are some main techniques which are basic skills and knowledge for teachers, they are; teachers must be able to understand and put maturity, the teachers must know the students themselves, and the teachers must have the ability to provide guidance[18].

2. **The Importance of Teaching English**

Currently, English is very necessary because of the importance of understanding English which is useful in everyday life, especially in the fields of education, business and technology. Learning using

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[14] Ratih, Naniek, and Fitria, "Exploring Teachers' Technique in Teaching English of Bilingual Class at SMP Negeri 1 Kota Ternate", *Jurnal Bilingual*, Khairun University, 2023, Vol. 13 (1)

[15] Sadirman, *Interaksi dan Motivasi Belajar-Mengajar*, Jakarta: PT. Raja Grafindo Persada, 1994, p. 47

[16] Citra Prabita Armiliyani, "The English Language Teaching at Bilingual Class at Muhammadiyah Senior High School 1 Ponorogo', *A thesis*, Universitas Muhammadiyah Ponorogo, 2022, p. 22

[17] Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Fransisco: Pearson Education Inc, 2007, p. 7

[18] Sardiman, Interaksi dan Motivasi Belajar Mengajar, Jakarta: PT Raja Grafindo, 2011, p. 141-142

effective methods can make students master several skills ranging from the ability to write, speak, listen, and read. this kind of skill is very much needed in the world of work. Therefore, this shows how important the use of English is nowadays. English is one of the important international languages to be mastered or learned. English is used to develop relations in international forums and to strengthen relations between nations. English is also used to gain knowledge from various branches of science. People use English to communicate with people in different countries. It can connect you to people around the world.

According to Nishanthi, the importance of learning English is very useful and should not be ignored, this is because English is widely used by most countries in the world. English not only acts as a communication tool but also makes it easier to interact in a new environment. Based on that, we can conclude that learning English is very important for us in adapting to the development of the existing language, especially in communicating. English has been playing the main part in several sectors including medicine, engineering, education, etc[19].

Based on that statement above, learning English is not a set of easy steps that can be programmed in a quick kit. It needs regular training to succeed in the learning process. Concerning learning English, teaching is the process of guiding and facilitating learning. According to Rivers, there are importance of teaching as follows:

1) To develop the student's intellectual powers through the study of another language.

2) To increase the students' personal culture through the study of the great literature and philosophy to which the new language is the key.

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[19] Nishanthi, "The Importance of Learning English in Today World", *International Journal of Trend in Scientific Research and Deevelopment,* Vol. 3 (1), 2018, 871-874

3) To increase the student's understanding of how language functions and to bring them, through the study of another language, to a greater awareness of the functioning of their language.

4) To teach students to read another language with comprehension so that they may keep abreast of modern writing, research, and information.

5) To give students the experience of expressing themselves within another framework, linguistically, kinetically, and culturally.

6) To bring students to a greater understanding of people across national barriers, by giving them sympathetic insight into the ways of life and way of thinking of the people who speak the language they are learning.

7) To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career contexts, with the speakers of another language and with people of other nationalities who have also learned this language[20].

Based on the statements above, language teaching and learning involve a lot of aspects to achieve success. Teachers are expected to be able to set objectives and modify their teaching style to accommodate the learners' needs. In addition, in Indonesian education, teaching English has the aim of developing students' language skills. The skills that can be developed are listening, speaking, reading and writing. Based on the statement above, these are the explanation of four English skills that must be mastered as follows:

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[20] Rivers, *Teaching Foreign Language Skills*, Chicago: University of Chicago Press, 1981, p. 8

1) Listening

Listening is one of the active skills in English when the students give respond to what they hear[21]. It is one of the important skills in the classroom because providing input from learners then it as a first step of the learning process. Furthermore, listening comprehension is nevertheless a major challenge for both English as a foreign language (EFL) instructors and listeners, which may on occasion lead to frustration, poor listeners' performance, or deficient attention paid in the classroom.

2) Speaking

Speaking as one of the four language skills is a substantially visible skill[22]. Speaking is the active utilization of language to show meaning, and for youthful students, spoken language is the medium through which another dialect is encountered, comprehended, practised, and learnt. the most demanding skill that people need to communicate in everyday situations is speaking. Generally, speaking is the ability to express something in a spoken language because it concerns putting some ideas into words to make other people grasp the message that is conveyed.

3) Reading,

It is a process which starts with a linguistic surface representation encoded by a writer and ends with meaning that a reader construct[23]. Specifically, reading is a cooperation between information that is gained by bottom-up decoding and information that is prepared by utilizing top-down analysis, both of which depend on certain kinds of information processing skills and certain kinds of prior knowledge.

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[21] Qodir, Baehaqi, & Miftah, Developing materials of listening comprehension for the English Department students, *Journal on English as a Foreign Language*, 2016, Vol. 6 (1), p. 2

[22] Ayunda, The Effect of Look-up Technique on Speaking Fluency, *Journal on English as a Foreign Language,* 2012, Vol. 2 (2), p. 45-52

[23] Levika, "An Analysis of English Four Skills in "When English Rings A Bell" English Textbook Based on Alan Cunningsworth Criteria", *A thesis*, IAIN Palangka Raya, 2020

4) Writing

One of the important skills that people need to pay attention to. It can help students to show their opinions[24]. There are a few components of writing, including grammar, paragraph organization, and vocabulary. Likewise, there are mechanics of composing which are important in making good writing. Those are capitalization, punctuation, cohesion, spelling, unity, and organization. These things are essential to be aced in supporting our writing to be a good writer.

3. Techniques in Teaching English

In implementing foreign language learning, educational institutions use various teaching techniques of language learning including using the direct technique, the grammar-translate technique, and the dual-language technique commonly known as bilingual. All of these techniques have special characteristics in their application. Moreover, bilingual education does not only pay attention to aspects of students' language abilities. Academic, cognitive, emotional, social and physical aspects are also important requirements. A comfortable learning environment and suitable teaching techniques are the most important requirements in implementing bilingual classes. The ways that supporting student English abilities those are:

1) Group Work

Learners may engage in various group tasks, such as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that will be presented to the teacher and the rest of the class[25]

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[24] Yansyah, Collaborative writing through GoogleDocs: An individual reflection, *INACVLET (International Conference on Neglish Language Teaching),* 2017, p. 350

[25] Dahler, "Community Language Learning (CLL) : Enpowering Speaking Skill at SMP Bina Mitra Wahana Pekanbaru", *ELT-Lectura Studies and Perspective in English Laguage Teaching*, 2015, Vol. 2 (1)

2) English Speech

English speech is the method in which practice students speak in front of audience, students practice the mission of Islamic knowledge. The purpose of this program is to improve mental speaking and to reach the knowledge of Islam. When students are ready to speak publicly, they begin using skills such as arguing persuasively, displaying leadership skills, and strengthening writing skills. When public speaking is assessed, the student must master many skills in order to be successful[26].

3) Free Conversation

Students engage in free conversation with the teacher or with other learners. This might include discussion of what they learned as well as feelings they had about how they learned[27].

4) Mastering Vocabulary Using Songs

The teacher provides a song that can help students to memorize and mastering the vocabulary easily. It also can build the atmosphere of learning more relaxed and enjoyable. Every students has different understanding and memorization, but using a song students can be happier and easier to mastering the vocabulary[28].

4. **Teacher's Problems in Teaching English**

In Indonesia, English became one of the material subjects at school and as a part of national exams. Teaching English is not usually running well. In teaching English as a foreign language, the teacher should know what the teacher should do. The teachers of English have some main challenges in teaching English in the

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[26] Destina R, "The Implemetation of English Speech on Monday Flag Ceremony for Students' Speaking Ability", *International Seminar BKS-PTN Wilayah Barat Fields of Language, Literature, Arts, and Culture*, Bengkulu University, 2018, Vol. 1 (1)

[27] Richards and Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 2002, p. 212

[28] Millington, *Using Songs Effectively to Teach English to Young Learners*, Japan: Ritsumeikan Asia Pasific University, 2011

classroom. There will be several problems faced by the teachers, they are as follows:

1) Students will not talk or say anything.

    The teacher can arrange desks differently as the problem is solved in this situation. It also can be done by giving positive feedback that helps the students relax and enjoy the learning process to be more confident in English.

2) Students make noise during the learning process.

    The situation that uncontrolled by the teacher is when all the students speak together and make noise. The classroom atmosphere is not conducive and teaching and learning activities are hampered.

3) Students end up chatting in the work pairs or groups.

    Interesting learning is varied learning, for example, working in pairs or groups. This can stimulate students' motivation to learn, but quite a few students cannot focus on group assignments and end up chatting with their friends. Afterwards, it becomes an obstacle to teaching and learning activities in the classroom[29].

B. Bilingual Program

1. Definition of Bilingual Program

    Bilingualism is the ability to use two languages. This ability is not only in speaking and writing but also in the ability to understand what other people are communicating verbally and in writing[30]. According to Rado, bilingualism is the ability to speak two languages at the same or almost as well, technically referred to the knowledge of two languages at any level[31]. A bilingual program is a model of teaching instruction applied in bilingual classes. It is the use of

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[29] Alan, M , *Classroom Problems in Teach*, British: Council, 2004

[30] Hurlock, E.B*, Psikologi Perkembangan: Suatu Pendeatan Sepanjang Rentang Kehiduan, Edisi Kelima*, Jakarta: Erlangga, 2007, p. 3

[31] Rado, M, "Bilingual Education in action, the Multilingual Project, in Linguistic Communciation," *Working Papers of the Linguistic Society of Austalia*, 1976, p. 16

languages in conducting the teaching-learning process. In line with that, bilingual classes are classes that can build English-speaking communities naturally in the classroom or school environment.

Referred to Salkind in Roikestina mentioned that a bilingual education program is an instruction that uses two languages as media of instruction. It means that bilingual education program is a model of teaching instruction which apply two languages as media of teaching and learning process[32]. In addition, bilingual teaching has nowadays extended to refer to using a foreign language (often English) as a medium for teaching content subjects in major cities and other developed areas[33]. Meanwhile, Baker in Dwi Ima stated that bilingual is the use of two languages, one of which is English, as the medium of instruction for the same student population in well-organized program which encompasses part or all of the curriculum and includes the students history and culture associated with the mother tangue. It maintains and develops the students' self-esteem and a legitimate pride in both cultures[34].

English as international languages is occasionally used as second language interaction in bilingual classes. Bilingual teaching as the use of a second or foreign language in school for the teaching of content subjects[35]. In conclusion, recently, the application of bilingual education program tends to use of foreign language, particularly English as a second language instruction in teaching and learning process.

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[32] Roikestina Silaban, "The Implementation of Bilingual Education Program at SMK N 1 Sidikalang in Academic Year 2018/2019", *Jurnal Ilmiah Skylandsea*, Vol. 4 (2), 2020, 2614-5154

[33] Roikestina Silaban, ...

[34] Dwi Ima, "Types of Bilingual Education Program", ..., p. 208

[35] Richards, *Longman Dictionary of Applied Linguistic*, London: Longman, 1985

2. Purpose of Bilingual Program

People who can speak two languages are called bilingual. It means a person or individual who id proficient to be able speak two languages at a certain level. Lately, there have been many schools which apply bilingual program, so-called bilingual education. The aim of bilingual application in education is to increase students' ability in English with the output in the mastery of knowledge and technology development. Depdiknas in Arnyana proposes that the purposes of a bilingual education program are; to increase the mastery of the materials, and to increase the student's English ability either in scientific or non-scientific forum[36].

As stated by Baker, there are several purposes of bilingual education as follows:

1) To assimilate individuals or groups into the mainstream society; to socialize people for full participation in the community.

2) To unify a multilimgual society; to bring unity to a multi-ethnic, multi-tribal, or multinational linguaistically diverse stated.

3) To enable people to communicate with the outside world.

4) To provide language skills which are marketbale, aiding employment and status.

5) To preserve ethnic and religious identity.

6) To reconcile and mediate between different linguistic and political communities.

7) To spread the use of a colonizing language, socializing an entire population to a colonial existence.

8) To strengthen elite groups and preserve their position in society.

9) To give equal status in law to languages of unequal status in daily life.

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[36] Arnyana, "Pengembangan Model Pembelajaran Bilingual Preview-review Dipandu Strategi Kooperatif STAD dalam Pembelajaran Sains di SMA", *Jurnal Pendidikan dan Pengajaran UNDIKSHA,* 2, 2008, 0215-8250

10) To deepen understanding of langugae and culture[37].

Many more goals of bilingualism cover many aspects. Therefore, the bilingual education is becoming an increasingly crucial topic. Teacher around the world practice various models of educational programs, but many people interested in achieving bilingual proficiency.

3. **Type of Bilingual Programs**

There is a model of bilingual programs based on how educational programs for language minority students are designed and implemented. The model explains how concepts learned in one language can be transferred to another. According to Paulston in Dwi Ima, there are three basic types of bilingual programs. They are; (1) programs where all classroom instruction is in the second language with the exception of a component on mother tongue skill. (2) Program taught in first language with a second-language component, for the example: the target language is taught as a subject. (3) Programs in which two language are used as the medium of instruction[38].

Meanwhile, Amanto pointed that three types of bilingual programs that have been known so far, these are as follows:

1) Transitional Bilingual Programs

In the transitional bilingual programs, the students learn content areas using their mother tongue first. For example, students learn social knowledge or natural knowledge in Bahasa first. According to Glazer and Schmidt in Dwi Ima, this type applied the use of students' native language as a medium of instruction for teaching math and social studies at the beginning of their education and then, in the end, switching the language of instruction to English after 3 or more years. As the students achieve English

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[37] Baker, *Foundation of Bilingual Education and Bilingualism, ...*, p. 3
[38] Dwi Ima, "Types of Bilingual Education Program", ..., p. 210

profiency they can join with English speaking students. In another words, the purpose is to prepare students to enter mainstream English classroom, a transition usually completed within 2-3 years[39]. Using their mother tongue is aimed at helping the students in the academic context and learning English. How much the native language is used depends on the program and the student's progress in target language achievement.

2) Bilingual Maintenance

In the bilingual maintenance program, students learn content areas during their education and all use native languages. Furthermore, students use English to learn academic skills and improve their mastery of their field of study. In this design, students are not intentionally equipped with English language skills as a skill to deepen their mastery of the field of English study in the future.

3) Bilingual Enrichment

In the bilingual enrichment program, some or part of the subject matter is taught to erich the mastery of the filed of study. In the bilingual program mode, enrichment of this kind of subject matter is taught both using the mothe tongue and in English[40].

4. **The Advantages and Disadvantages of Bilingual Teaching**

Baker mentioned some of potential advantages of bilingualism, they are as follow:

1) Communication advantages: bilingual makes wider communication; literacy in two language.

2) Cultural advantages: broader encultuartion, a deeper multiculturalism and two language worlds of experiences that makes greater tolerance and appreciation of diversity.

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[39] Dwi Ima, "Types of Bilingual Education Program", ..., p. 210

[40] Richard Amanto, "Students English Language Ability with Bilingual Learning," Journal of Sowing Education, Vol. 2 (3)

3) Cognitive advantages: thinking benefit that develop the creatvity and sensitively to communication.

4) Character advantages: raised self-esteem such as security in identify.

5) Curriculum advantages: increased curriculum achievement that makes easier to learn a third languages.

6) Cash advantages: economic and employment benefit[41].

Many countries have implemented bilingual teaching, such as Australia, Japan, China, the Philippines, also Indonesia. It aimed to accelerate the improvement of the quality of education for students from various community groups that can simultaneously achieve alignment of national standards in the mastery of science and language.

Meanwhile, the disadvantages of bilingual teaching can be known as the bilingual instruction only applied in a bilingual school or international school. It caused by there to be some subjects that only use bilingual education for example Math, physics, and Biology. The reality that surrounds most bilinguals is different. Each language tends to have different purposes, different functions, and different uses. Bilinguals tend to use their two languages in different places at different times with different people; the students speak in English at school or their course and the students use the other language at home with their friends or neighbour. The two languages are mostly different tools for different situations and areas.

C. **Review of Relevant Studies**

Based on several sources that related to this research, there are journals and some previous research that has correlation with topic of this research. They were:

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[41] Baker, *Foundation of Bilingual Education and Bilingualism,* Bristol: Multingual Maters LTD 2007, p. 2

1. The first is a journal entitled "English Learning in Islamic Boarding School Al-Junaidiyah Biru Bone" by Suardi, Emzir, and Zainal Rafli (2017) from STKIP Singkawang. The purpose of the research is to analyze the process of learning English in Islamic boarding school Al-Junaidiyah Biru Bone. The similarity between the journal and this research is both of them discuss about the process of english learning in Islamic boarding school and has difference in research method. This research is using observation as the research method, meanwhile, the journal is using ethnography as the research method.

2. The second is a journal entitled "An Analysis of the English Learning Process in Islamic Elementary Boarding Schools" by Dariyanto, Husna Farhana, Yosi Gumala, and Ernawulan Syaodih (2022) from Universitas Pendidikan Indonesia. The objective of the study is to designate the English learning of elementary school students in Al-Multazam boarding schools. The similarity is located in the focus and theory, meanwhile, the difference is located in the population of the research. The journal uses elementary school level, meanwhile, this study uses MTs or junior high school level.

3. The third is a thesis entitled "An Analysis of Learning English Strategies in Speaking at Islamic Modern Boarding School Darunnajat Bumiayu" by Nidaul Hasanah (2023) from UIN Prof. K.H. Saifuddin Zuhri. The study aims to identify th types of English learning strategies for speaking and to analyze the students' implementation strategies in speaking at Islamic Boarding School of Darunnajat, Bumiayu. The similarities between the research written by Nidaul Hasanah and this research are located in qualitative as the research method and setting of the research, in Islamic Modern Boarding School Darunnajat Bumiayu. Meanwhile, the difference is located in focus of the reseacrh. This research is focusing in english learning of bilingual program, meanwhile Nidaul's research is focusing in english learning strategies in speaking.

4. The fourth is a thesis by Citra Prabita Armiliyani (2020) from Universitas Muhammadiyah Ponorogo, entitled "The English Language Teaching at Bilingual Class at Muhammadiyah Senior High School 1 Ponorogo". The research was aimed to describe the implementation, the problem and how to solve the problem of English language teaching at bilingual classes at Muhammadiyah Senior High School 1 Ponorogo. The similarities betweet the research written by Citra and this research are located in qualitative approch as the research method, the observation, interview and documentation as the technique of data collection. Meanwhile, the difference is located in the population of the research. The thesis uses senior high school level, meanwhile, this study uses MTs or junior high school level.

5. The fifth, a journal entitled "Exploring Teachers' Technique in Teaching English of Bilingual Class at SMP Negeri 1 Kota Ternate" written by Ratih Virginia, Naniek Jusnita, and Fitria Wulan Sari (2023) from Khairun University. The study aims to determine the teacher's technique in teaching English in bilingual class. The qualitative research method, the focus of the research, the level of population are the similarity between the research written by Ratih et. al and this research. The difference is located in the instrument of the research. The research only uses observation and interviews, meanhwile this research uses observation, interviews, and documents.

CHAPTER III
RESEARCH METHOD

This chapter are presented the description of the research methodology to find out the answers to the research questions as stated previously. It covers the type of research, the setting of research, the subject and object of research, the technique of data collection, and the technique of data analysis.

A. Type of Research

This research is a case study that conducted at the eighth grade students of Islamic Modern Boarding School Darunnajat Bumiayu Brebes regency. This study was carried out using the qualitative approach to analyze the English teaching technique and its implementation in bilingual program. This research was conducted in the form of descriptive study which aims to determine the process and the implementation of english learning in bilingual program.

B. Research Sites and Participants

1. Research Sites

This research was conducted at Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency. This school is located at Tegalmunding Pruwatan village, Bumiayu Sub-district, Brebes Regency, Central Java. The reason for choosing the school as the research site is that besides teaching religious knowledge, the boarding school provides several activities that support students' talents such as recitation of the Qur'an, organization and leadership, scouting, Arabic and English speeches, sports, arts and martial. The primary is the boarding school is applying Arabic and English as their daily language.

2. Participants

The participants of this study are the English teacher and the 8th grade students of Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency.

C. Subject and Object of the Research

1. Subject of the Research

The subject of the research is defined as a person, a thing or a micro-organism that can be the information or resource of the data collection needed for the research[42]. The subject of this research were the English teacher and the eighth grade students of Islamic Modern Boarding School Darunnajat Bumiayu. Those subjects were chosen because the English teacher was the only responsible teacher in the bilingual program and was active as the mentor for guiding the students in some English competitions. Meanwhile, the eighth-grade students were chosen as the research subjects because of recommendations from the English teacher. Based on the information obtained, the grade is a middle class that already has enough experience in taking part in bilingual programs compared to seventh grade with material that is still lighter than ninth grade.

2. Object of the Research

The object of research stated as scientific purposes to obtain data with a specific goal and function about something objective, valid, and reliable to determined variables[43]. The object of this research is the analysis of teaching technique and its implementation in bilingual program at Islamic Modern Boarding School Darunnajat Bumiayu. It decided to be the object of this research because the English for bilingual program has been running for long time and it will be interest to be disccuss.

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[42] Agung & Zarah, *Metode Penelitian Kuantitatif,* Yogyakarta: Pandiva Buku, 2016, p. 58

[43] Sugiyono, *Metode Penelitian Kuantittif, Kualitatif, dan R&D*, Bandung: CV Alfabeta, 2016

D. Techniques of Data Collection

In this study, the observation, interview, documentation, and checklist table as the techniques of data collection. The observation, interview, and checklist table are conducted to ensure what is going on in the classroom and validate it to the relevant respondents. Meanwhile, the documentation is used as evidence, a description of what happens in the classroom. It is also as the notes of past events which we can find as notes, pictures, or monumental art of somebody. It supports the data the researcher has gained from the interview and observation.

1. Observation

Observation is a basic method for obtaining data in qualitative research and its purpose is to find out the understanding of complex interactions in a natural setting[44]. In this research, observation was used to obtain data to analyze the implementation of English teaching techniques in the bilingual program at Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency. It was also aimed to get inspiration in designing the questions for the interview. The observation will be conduct 4 times; the 15th, 16th, 18th, and 19th of January. During observations, field notes and checklist tables must be prepared to write down the results of the observations made. Therefore, the field notes contain original notes and can be proven from the results of observations conducted. The checklist table analyses the class activity to analyze the discovery of teaching techniques that were implemented in the class. The data can be used as an instrument in analyzing the implementation of English teaching techniques in bilingual programs at Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency.

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[44] Ary et al, *Intoduction to Research in Education*, Canada: Thompson Wadsworth, 2010, p. 431

2. Interview

As stated by Ary et al., interviews may provide information that can be obtained through observation, or they can be used to verify observations[45]. Moreover, interview is a meeting of two person to exchange information and idea by asking question and get the responses[46]. In line with Arikunto, an interview is a dialogue conducted by the interviewer to obtain information through questions and answers from the interviewee[47]. In this study, the interview is used to get direct information from the subject of the research to analyze the English teaching technique in the bilingual program. The interviewees are the English teacher and 8th grade students at Islamic Modern Boarding School Darunnajat Bumiayu Brebes Regency.

3. Documentation

To support the data of research, documentation is needed. Documentation is a record of events that have already passed either in the form of writing, drawings, or monumental works from someone. It can be in the form of reports and information that can help research then be observed and analyzed to achieve the conclusion of the research[48]. In this study, the lesson plans and instructional materials of teaching will be the documentation of the research.

E. Techniques of Data Analysis

Data analysis is a process of categorizing, structuring, manipulating, and summarizing data to obtain answers to research questions[49]. The analysis of the data in qualitative research is an ongoing activity that takes place throughout the entire investigative process, rather than being done at the end of the process. According to Miles and

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[45] Ary et al, ..., p. 438

[46] Moleong, *Metodologi Penelitian Kualitatif*, Bandung: PT Remaja Rosdakarya, 2007, p. 186

[47] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, 2006, p. 155

[48] Sugiyono, ...

[49] Samsu, S.Ag, M.Pd.I., Ph.D, "Metode penelitian teori...., p.103

Huberman, data analysis involves three steps: data reduction, data display, and conclusions[50]. These are clear explanation about data analysis process of this research:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcriptions. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured. In this case, it had been selected the data derived from observation of the teaching and learning process, documentation, and interview with the teacher and students. It is needed to choose which data that appropriate to be used in research. Focus on data that is related to the research is important in order to avoid the things that are out of the research. Things which were written on field notes were the date, time, place, and explanation of the activities during the teaching and learning process. Field notes were also used as proof of observation and a tool to recall what had been observed. And a quick interview after each observation also was needed to clarify some events which had happened. Then data from the interview were collected and transcribed into written format.

2. Data Display

As the next step, the data will be displayed or presented which is organized into a research paper after getting the data. According to Miles and Huberman, a display is an organized, compressed, and assembly of information that permits conclusion drawing and action. The purpose of the data display is to analyze the result of the observation and interview. This step is conducted by presenting a set of information that is structured and possible of drawing conclusions

[50] Matthew B. Miles and A. Michael Huberman, "Drawing Valid Meaning from Qualitative Data: Toward a Shared Craft", *Educational Researcher*, 1984, Vol. 13, p.20-30

because the data obtained during the process of qualitative research is usually in the form of a narrative.

3. Conclusion

The last step of data analysis was drawing conclusion. Conclude and verified the data is needed to be done in order to check whether the evidence that support the research is valid. However, conclusion is written based on what happened in the field.

CHAPTER IV
FINDING AND DISCUSSION

In this chapter will be presented the finding and disscusions that consist of the analyzed of the English teaching technique in bilingual program and its implementation at the eighth grade of islamic modern boarding school darunnajat Bumiayu Brebes regency.

A. Analyzing English Teaching Techniques in Bilingual Program

In observing and analyzing the English teaching techniques, the checklist table was used as the research instrument to measure and describe the result of the English teaching techniques applied.

1. Free Conversation

The free conversation is produced spontaneously related to everyday situations with a vocabulary on no fixed topic, such as school or work, friends, health, house or home, or even family. It can be said as the most common topic in this type of interaction. The free conversation is that immediate interaction between several speakers which may include interruptions and even improvisation without a limit of time considering it is an everyday common event and nobody marks the topic or the time[51]. The description of free conversation as a teaching technique of the bilingual program was explained below.

Table 4.1
Checklist Table of Free Conversation

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.		√
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	

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[51] Marta Cubero V, "Free Conversation in English: a Practical and Methodological Approach to Free Interaction", *a Thesis*, Universidad De Jaen, 2021, p. 3

		√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?		√
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?	√	
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

As we can see in the free conversation table, learning begins with a pre-teaching stage where the teacher greets students, checks attendance to find out where the students are and brainstorms before continuing to actual learning. At this stage, the teacher did all of those activities based on the phase in the pre-teaching stage. However, the teacher did not convey the learning objectives because this free conversation discussed topics that were not guided by books or other references.

The teacher prepared the material well, it was known by the topics chosen; "What happened today in Palestine?". The material discussed was very clear so that students understood the meaning of the material presented. The topic chosen makes students quite interested because they were allowed to convey information related to the topic. This technique also trains students to discuss and accept other people's opinions. Moreover, teachers did not dominate because students participated in learning. The techniques used succeeded in creating an

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interactive and non-monotonous learning atmosphere. At the end of the lesson, the teacher concludes, provides feedback on student participation and asks students to review what they have learned.

2. **English Speech**

Speech is such a communicative thinking in form of words that shown to the audience. It is part of public speaking that can improve students' ability to speak in front of other people[52]. The analysis of English speech as a teaching technique in bilingual programs is explained below.

Table 4.2
Checklist Table of English Speech

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?	√	
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?		√
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	

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[52] Destina Riwayanti, "The Implementation of English Speech on Monday Flag Ceremony for Students' Speaking Ability", *A Thesis*, Universitas Bengkulu, 2019

2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

The implementation of English speech in bilingual programs has a great influence on students' speaking skills. In the table above, it can be seen that teachers are very competent in applying this teaching technique. The starting phase of learning is as usual, the teacher greets students and checks student attendance. Afterwards, students were given information about the learning objectives of this meeting. In the main activity, the teacher prepared the material and delivered it very well. The learning topics discussed continued from the topic "What happens today in Palestine". Students were asked to convey information in front of their friends related to the topic being discussed. Furthermore, at this meeting, the teacher dominated because she provided complete material and mastered the correct way of public speaking; body language, intonation, and pronunciation.

Students learn by then practising what they have been informed about so that the class atmosphere becomes interactive but quite conducive. The technique of teaching English speech is quite attractive to students because it is not monotonous and students play a direct role in the learning. Before ending class, the teacher always reviews, concludes and provides feedback to students.

3. **Sing Songs**

Listening vocabulary by using song is not a common teaching technique that people usually use in their learning process. It can make ourselves become more relaxed. Moreover, it can be one of some ways to mastering vocabulary become easier[53]. Here are the explanation about the table of sing songs for mastering vocabulary in bilingual program.

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[53] Dedin Eka, "Learning Vocabulary Through Songs", *A Thesis*, Universitas Kristen Satya Wacana Salatiga 2019, p. 4

Table 4.3
Checklist Table of Sing Songs

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?		√
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?	√	
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

In the sing songs checklist table, it can be seen the teacher did the usual activity before starting the lesson. Greet students before the class starts, ask about the student's attendance, convey learning objectives and brainstorm or just intermezzo to stimulate students to be ready before learning activities. In the main activity of teaching, the teacher prepared a song which has been arranged and changed the lyrics to include lots of vocabulary. The teacher conveyed it well and was accepted by students. The sing songs became the favourite teaching

technique by students. The teacher teachers can motivate and stimulate students' interest in learning vocabulary. The class atmosphere became very interesting and exciting.

By using songs as a teaching technique for vocabulary, teaching and learning activities are no longer monotonous because students respond well and enthusiastically. At the end of the lesson, the teacher reviews the vocabulary they learned late by asking the students to sing together again. Teachers also provide feedback to students.

4. **Group Work**

Group work can be an effective teaching technique to motivate students, encourage active learning, and develop key critical-thinking, communictaion, and decision-making skills. meanwhile, without well prepare planning and facilitation, group work can frustrate students and teacher; it feels like waste of time. In this study, the analysis of group work as a teaching technique of the bilingual program was explained below.

Table 4.4
Checklist Table of Group Work

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate		√

	the class?		
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?		√
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.		√
3.	The teacher gives feedback to the students.	√	

Based on the checklist table, there are three teaching phases; pre-activity, main activity, and closing. In the group work table, in the pre-teaching phase, it can be seen that the teacher greets the students. This is usually done by teachers to welcome students before starting the lesson. Attendance was taken by the teacher to determine the presence of students taking part in learning. Moreover, the teacher conveyed the learning objectives so that students know the meaning of the material to be studied. Before going to the main activity or while teaching stage, the teacher carried out brainstorming with students to stimulate their interest and focus on the lesson.

In the main activity phase, the teacher prepared the lesson well. This can be assessed from the teacher's stability in entering the class, the brainstorming and the material being presented clearly. Students responded to the teacher well and they were focused during the teaching-learning process. The teacher did not dominate the class because students also participated in this group work. Therefore, the students were asked to be more active when divided into several groups. The group work technique was not monotonous because students responded and participated well. Apart from that, at the closing phase, the teacher provided a review of the material and also feedback to each group that appeared. However, there was no conclusion regarding the learning material that the teacher gave.

In teaching-learning activity, the teacher becomes the most influential person in the classroom. It can be said because the teacher has to create a conducive classroom atmosphere, plan a variety of teaching-learning activities and apply the material effectively. In pre activity, the teacher did the routine class acticity such as they were praying together and checking students' attendance. In main activity or while teaching, the teacher did a topic presentation and material development. Meanwhile, post teaching is the activities that similar to the closing or the the result of the observation before[54].

B. The Implementation of English Teaching Technique in Bilingual Program

Bilingual program at Islamic Modern Boarding School Drunnajat Bumiayu Brebes regency is an irregular program for all 7th until 9th grade students of MTs and 10th until 12th grade students of MA. The program aimed to improve, develop, and create the active students in mastering two language. This program has several activities that support the students to be able and accustomed to using English fluently. The program activities are conversation, Monday talking, giving vocabulary, public speaking and debate in English and Arabic. The bilingual program is held on Monday until Saturday. Every morning after prayer at 05.00-06.00 am and after Asr at 04.00-0.500 pm. These are the schedule of the bilingual program that the teacher made:

Table 4. 5 Schedule of Bilingual Program

Day	05.00-06.00 am	04.00-05.00 pm
Monday	Monday talking	English Public Speaking
Tuesday	Conversation	Giving Vocabularies
Wednesday	Arabic debate	Arabic public speaking
Thursday	English Public Speaking	Group presentation
Friday	Group presentation	Giving Vocabularies
Saturday	Arabic conversation	Arabic public speaking

1. **Free Conversation**

Based on the bilingual program class schedule, the researcher observed conversation techniques twice on Monday 15th January and Tuesday 16th January. In the early morning meeting, the teacher started the class of bilingual program by greeting and praying together. She was calling the roll students one by one to know the presence of the students and there were 38 students in the class. Based on the schedule of bilingual program on Monday morning was Monday talking. Monday Talking is a program created by an English teacher which contains conversation or discussion activities carried out by the teacher with students. The material discussed usually adapts to the learning material or is sometimes a topic that is being widely discussed. Monday Talking aims to give a chance students to discuss or express opinions using English.

During the observations, the teacher stimulated the students with the question *"Do you know the news about Palestine today?"*. Students responded using English, some answered *"Yes, ma'am",* but there were also those who did not answer because they might not know. The teacher asked students to explain using English what happened in Palestine. Three students volunteered to demonstrate their ability to use English to convey the requested information. Thereafter, the teacher tried to combine the information from several students to explain it to other students. The situation is conducive because the topic of discussion is an old topic that

is happening again now. It can be seen that several students were interested and listened to what the teacher said. The teacher also conducted a question-and-answer session regarding the topic. Some students asked questions, and some just listened. However, there are quite a few students who are active in answering and explaining.

In this meeting, the teacher very clearly used a teaching technique in the form of free conversation where students had discussions with the teacher and other students. Before the learning activities ended, each student was asked to review the discussion on today's topic. Besides interacting with each other using English, teachers also trained students to write resumes in English as the homework. As stated by the teacher, it was done to the skills obtained by students were balanced between speaking and writing.

In the second observation of conversation, the class began with prayer together and checked the student attendance. Before starting learning, the teacher conducts a brainstorming to stimulate students to focus on what is being studied. "Hello, good morning, how are you feeling today?" said the teacher to a student sitting in front. Although initially the students looked confused and surprised, the student was able to answer the teacher's conversation. "Good morning Miss. I feel happy today". Through simple questions like that, it was enough to attract students' attention and focus only on the teacher at the front of the class.

At this meeting, students were asked to read and pay close attention to the examples of conversations in the book first. After a while, the teacher invited students to discuss the content of the conversation. To understand the context of the conversation, the teacher asked a student to volunteer to be the interlocutor to demonstrate the conversation. The teacher played the role of Mr S and a student played the role of Mr B. They both started the conversation even though they were still reading the text. In this practice, the teacher also explained the correct pronunciation,

vocabulary and intonation. The students seemed to be paying attention, some of them were also taking notes on the teacher's explanation.

Picture 4.1 Conversation sheet
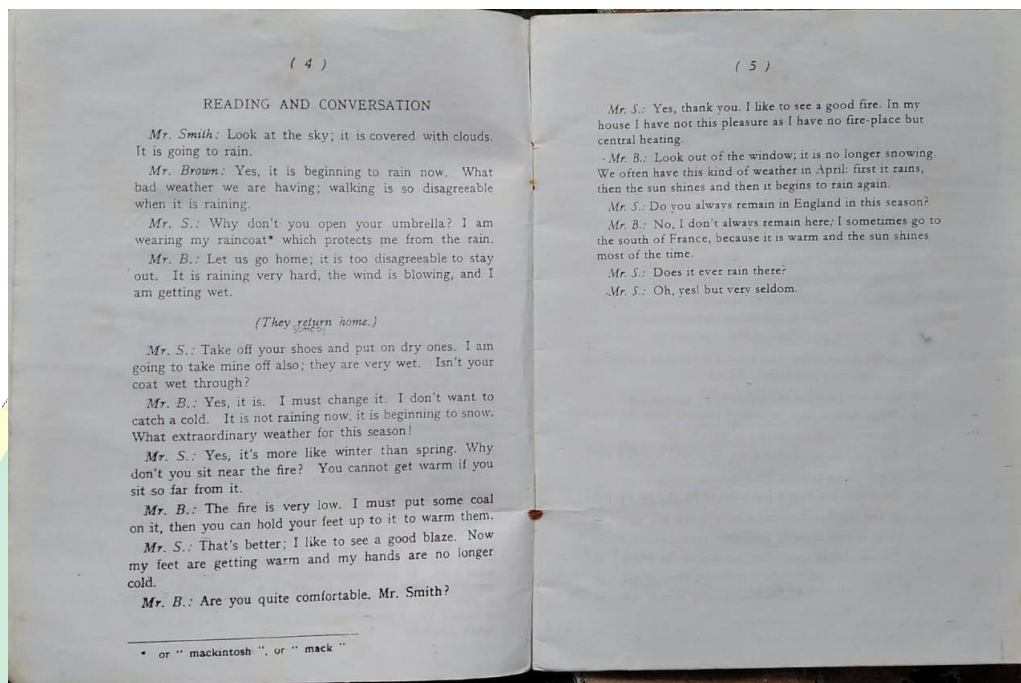
After the teacher explained, students were asked to work in pairs and given 10 minutes to practice the conversation without reading the text. This aims for students to understand and practice being brave enough to speak and interact with the person they are talking to. According to Sophia, the objective of speaking students is to communicate the knowledge of the language they understand in real life, and they can express themselves by practising speech under the teacher's direction[55]. Therefore, the English teacher should present the learning material in an attractive, quality and appropriate manner to the existing level of development. This attraction is expected to increase student motivation in developing the ability to speak English through English speech.

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[55]Binnedyk, Shopia, Facilitating Students' Speaking Skill Achievement Using Self-Recorded Presentation, *International Journal of Education, Information Technology and Others (IJEIT)*, Vol. 4 (3), 2021

Not all students in pairs came forward to present their conversations due to insufficient time allocated. However, based on researchers' observations, many of them are quite skilled at practising these conversations, although there are still that need to be fixed and improved. This was conveyed by teachers through reviews and feedback on their performance. Students were quite enthusiastic and motivated because the teacher conveyed it clearly and was fun. The class was over and the teacher ended the lesson with greetings.

Based on the first and second observations that have been conducted, it can be concluded that the teacher used free conversation as a teaching technique to improve students' speaking skills. Besides, it also helps students be more confident in their English. This was supported by the words of the English teacher in the interview, "Conversation is aimed at honing students' speaking skills. It is hoped that by getting used to having conversations, students will also get used to conversing in English with their friends. Even if it's just a few words, they will continue to improve their speaking skills. Then it will also impact students' confidence in speaking English."

According to Joko and Ami, English teachers can provide activities or teaching techniques that emphasize the practice of using English. It will make the English as a communication tool that students want to practice more. Speaking practice exercises for students in the class can be done by the teacher to help improve their confidence in English. This kind of teaching technique will train students to get used to using English when having conversations in English. Through conversation practice, it will also encourage students to try speaking in English, even if only with classmates[56].

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[56] Prayudha, S, J., Pradana, A., "An Analysis of Students' Difficulties in English Conversation Practice", *Journal Corner of Education, Linguistics, and Literature (JCELL)*, 2023, Vol. 2 (3), p. 215-222

2. English Speech

Monday afternoon and Thursday morning was held with a English public speaking class. The teacher opened the meeting with greetings and attendance. In this meeting, the teacher began the class by interacting with students by asking, "Who has ever given a speech in public?". At first, the students were embarrassed to answer, but there were several students who dared to show themselves. Then the teacher continues to ask questions about the speeches made by students regarding the topic, place and audience. The teacher gave appreciation to those who had dared to make speeches. Thereafter, the teacher gave several sheets of paper for the students to examine. The contents of the paper were examples of English speech. The teacher asked students to read the contents of the speech while the teacher explained it.

Picture 4.2 English Speech sheet
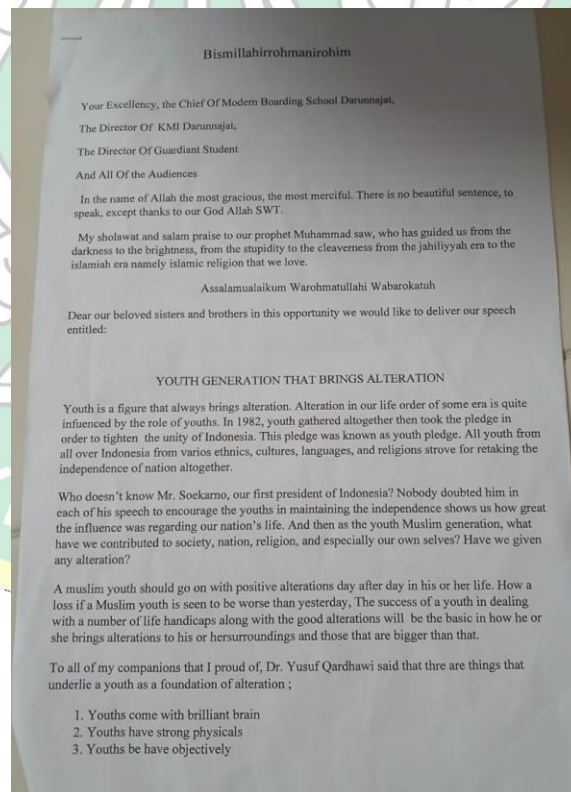
The teacher conveyed information related to aims and objectives, things that must be prepared when public speaking, body language, and procedures for interacting with the audience clearly and completely. This is intended so that students can apply public speaking correctly and confident. Thereafter, students were given 5 minutes to practice on their own, re-practicing what had been explained and then displaying it in turn. Practice time was over, and students were asked to volunteer to present their speeches in front of the class. They looked embarrassed so the teacher randomly appointed one of the students to come forward. Even though they didn't seem ready, the student did not refuse the teacher's request. The student presented the speech well enough with clear pronunciation, appropriate intonation and body language. The teacher and other students appreciated the student.

Based on the observations, the English speech used as a technique for the English public speaking class was suitable and appropriate. Apart from teaching students public speaking, teachers also helped to channel the abilities of students who may have talent in English speech. As in the interview,

> *In this bilingual program, besides students learning English well, students can also channel their talents. One of them is by giving speeches in English, from many students there will be one or two who are truly talented in public speaking. As a teacher, we can further hone their talents so that they can take them to competitions.*

Speech is part of public speaking that can improve students' ability to speak in front of others and learn to talk about who they are and what they do with natural grace and authenticity. In this technique, the teacher taught for how to pronounce the speech well, the correct intonation, body language and interactions that may be needed with the audience. The teacher said that the key to public speaking was understanding the audience's background and how to interact with the audience. As stated by Amy Sabila, basic competency also explains giving a speech or

presentation for various purposes with pronunciation, intonation, and the right attitude[57]. A local learner felt that learning English was challenging. Because sometimes, English is a little different in form, different in pronunciation, and different in meaning. Speech is one of extensive monologues in speaking, this monologue can be planned or impromptu. Speaking involves three areas of knowledge, they are pronunciation, grammar, and vocabulary[58]. In line with Richards, public speaking refers to speaking as performance. It is a talk which transmits information before an audience such as public announcements and speeches[59].

Speaking in public certainly requires a lot of self-confidence. Speaking in English can prove to be a challenging task to the English language learner[60]. In this technique of teaching, the students were also taught to always be confident. As the teacher said in the interview, "Students will build their self-confidence when doing public speaking, through English speeches they are required to be confident in their abilities and also confident when dealing with people." According to Mun Yee and DR. Zainol Abidin, when students practice public speaking, students will build their self-confidence and they would like to share their ideas and opinion more effectively[61].

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[57] Amy Sabila, "Kemampuan Berpidato Dengan Metode Ekstemporan", *Jurnal Pesona*, Vol. 1(1). 2015, p. 28

[58] Dr. Akhyak and Indramawan, "Improving the Students' English Speaking Competence through Storytelling (Study in Pangeran Diponegoro Islamic College (STAI) of Nganjuk, East Java, Indonesia)", *International Journal of Language and Literature*, 2013, Vol. 1(2), p. 19

[59] Jack C. Richards, *Teaching Listening and Speaking; From Theory to Practice*, New York: Cambridge University Press, 2008, p. 21

[60] Suliman, "The Interference of Mother Tongue/Native Language in One's English Language Speech Production", *International Journal of English and Education*, 2014, Vol. 3 (3), p. 359

[61] Mun Yee and DR. Zainol Abidin, "The Use of Public Speaking in Motivating ESL Learners to Overcome Speech Anxiety", *International Journal on Studies in English Language and Literature (IJSELL)*, Vol. 2(11), 2014, p. 127-135

3. Songs for Vocabulary

In teaching language especially English, different techniques of teaching and approaches were applied by teachers so that learning English can run successfully and can be understood by students. One of teaching techniques which was often used in bilingual program at Islamic boarding school Darunnajat Bumiayu was song for mastering vocabulary. Based on the schedule of the program, giving vocabulary was conducted twice a week; Tuesday and Friday afternoon.

The teacher greeted and started the class by checking the students' attendance. Learning began by playing a game entitled "Guess what", where the teacher gave a word in Indonesian then the students have to guess the word in English and vice versa. This simple activity carried out by teachers builds students' enthusiasm for learning English. This was proven by the students' enthusiastic responses to answering the teacher's questions.

T : *"pulpen, guess what?"*
S : *"Pen"*
T : *"Bag"*
S : *"Tas"*
T : *"Pen in the bag"*
S : *"Pulpen di dalam tas"*

Moving towards the learning objectives, the teacher explained to the students so that the students knew what they will learn today. Each student has a handbook in the form of a vocabulary book. This book was compiled by teachers and published by the Darunnajat boarding school itself to be a reference for student learning in the bilingual program. There were vocabularies written in three languages; Indonesian, English, and Arabic. This is because the bilingual program includes English and Arabic. The vocabulary contained in the book is adapted to light understanding and is often used every day by students. This is aimed to ensure that students learn vocabulary starting from the easiest and most familiar first.

Picture 4.3 Vocabulary on Students' Handbook
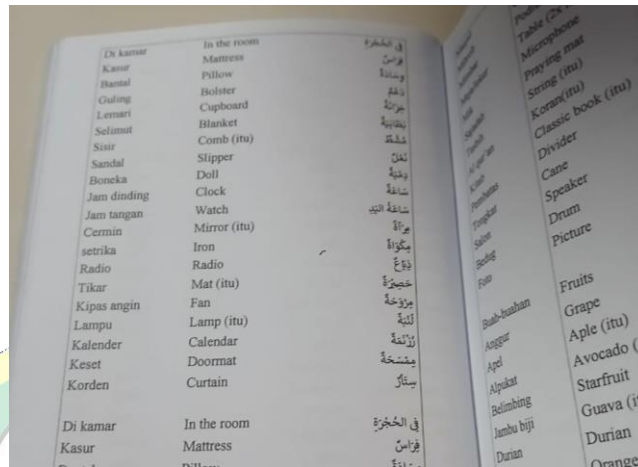
Many interesting teaching techniques can be used to learn vocabulary, such as techniques using visual media that help teachers convey new words to understand by students. As stated by Agus and Maulani, a visual-oriented media will alternate sudents to sequentially pay attention and engage the learning process. Besides, the assistance of visual media can mediate them acquire new words. Teachers could helped by visual media to provide comprehensible input to acquire new

vocabulary[62]. Through interesting media, students will be stimulated to focus on learning. In line with Aenun et al., a strategy of attract students' interest in English it can be addopted by another learning medium such as Youtube. A learning by using media as Youtube can increase students' interest. It can be showed by students can display interactive, insteresting, and fun learning material[63].

However, at that time the teacher has quite an exciting learning technique for giving vocabulary material; using songs. By using songs, students will more easily memorize and understand vocabulary. Usually, the song that will be used is a song that is familiar and often heard by students. The original lyrics will be replaced and filled with vocabulary; teacher composed song. As stated by Jeffer, teacher-composed song conducted by replacing or making up the original lyrics related to the students' daily lives[64].

Picture 4.4 Songs for Vocabulary

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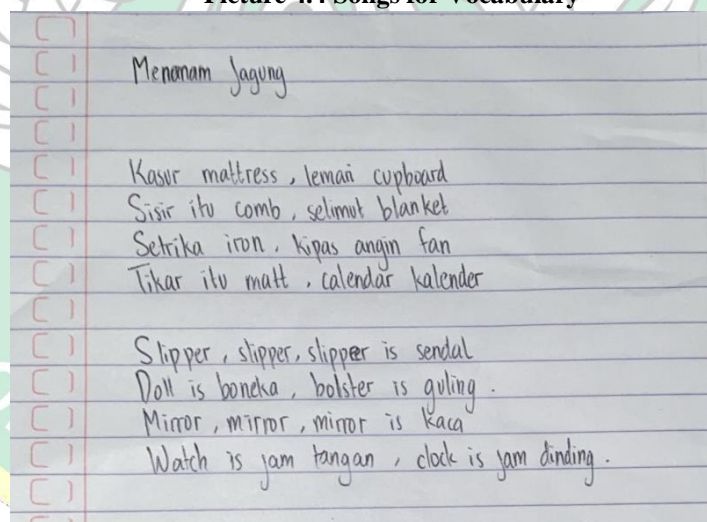
[62]Agus, Husein As Sabiq & Maulani, Anjani Sukirno, "Visual Media Utilization in Mastering English Vocabulary of Hearing-Impaired Students," *Insania*, ISSN 2598-3091, 2020

[63] A Mutoharoh, A Zumrotul 'Ulya, Euis Nawangsari, SR Fatin, M Mualim, The Use of Youtube As A Medium for Teaching English Writing Skill During Covid-19 Pandemic, *Tarling: Journal of Language Education*, 2021, p. 139

[64] Jeffer Darío lvarez Forero, *Context-Bound Module Focusing on Songs Compiled by Teachers and Adapted for Vocabulary Learning*, Colombia, 2019, p. 19

As the main activity of vocabulary class, the teacher wrote song lyrics based on the vocabulary in the students' handbook. Menanam Jagung was used as a song to teach vocabulary. The song was familiar to the students because it was a children's song. Without being asked, students immediately wrote in their notebooks. The teacher and students sing the song together about two to three times. Next, students were asked to sing themselves without guidance from the teacher to ensure they were able to remember the lyrics of the song. Afterwards, the students are capable and have memorized it, the teacher erases the song lyrics on the blackboard and asks the students to close their notes. Students were enthusiastic about memorizing vocabulary through the song even without text.

Not only children's songs, there are several Indonesian pop songs that were used, especially songs that are currently viral and easy for students to pronounce so that students will easily understand and remember the vocabulary. This would be increasing the students' enthusiasm in learning vocabulary and giving the impact to memorize them easier. As the teacher said in the interview,

> *Songs have been a vocabulary-teaching technique for a long time, I usually change the original lyrics to lyrics that contain vocabulary. Songs that are used are children's songs, or currently viral songs. The important thing is that students are familiar with the song because they can memorize it quickly and always remember the vocabulary.*

Every student has a different understanding and memorization so the teacher used a technique of teaching that is easy to follow by students. In the bilingual program, songs were chosen by the teacher as a teaching technique for vocabulary in the classroom. Vocabulary learning methods using songs can be carried out well if students can enjoy learning and easily understand what is explained by the teacher. According to Levine and Edelstein, songs have been a major source of entertainment worldwide that transcends culture, race and religion. It has

been known to evoke strong emotions, which can enhance some aspects of memory[65]. In line with Suyanto, the teachers have to choose suitable songs according to the students' level so students feel interested, enjoy, and happy during the learning[66].

4. Group Work

Another English teaching technique used by teachers in bilingual programs was group work. This technique was also done twice a week, Thursday afternoon and Friday morning. The teacher was using the student handbook as the reference for the learning English. As the main activity, students were divided into several groups. The division into groups was usually done randomly to avoid from social jealousy among students.

Picture 4.5 Text on Students' Handbook

(3)

The weather
INTRODUCTION

The sky is blue or grey. It is grey when it is covered with clouds. The sky is blue; the clouds are grey. What colour is the sky? What is the sky covered with when it is grey?

We see water falling from the sky in this picture; it is raining. Is it raining today? In this other picture, the street and the houses are covered with snow. In winter snow falls from the clouds; it snows. Does it snow in winter? Is it snowing now? What colour is snow? In which season does it snow? Does it rain or snow when the sky is blue? No, it neither rains nor snows, because when the sky is blue the sun shines. Is the sun shining now?

When the sun shines, we have pleasant weather (good weather or fine weather). When it rains or snows, we have unpleasant weather (disagreeable or bad weather). This is an umbrella; when it rains I open it to protect myself from the rain. I wear heavy clothes in winter to protect myself from the cold. In summer we wear few or light clothes because it is *hot*. It is not hot in this room, but it is not *cold* : it is *warm*. If you wear many clothes, you are warm (you feel warm). If you go out without an over-coat on a cold winter's day, you are cold (you feel cold). Do you feel cold or warm in this room? Do you feel warm if you wear many clothes in summer? Is it warm or hot at the Equator? Is it cold at the North and South Poles?

In winter this radiator is hot; if you touch it, you cannot keep your hand on it, you are obliged to take it off. Touch the radiator. Can you keep your hand on it? No. Why can't you keep your hand on it? Because it is too hot. At the North and South Poles it is cold all the year; it is *always* cold; it is *never* hot. In New York it is cold in winter and hot in summer; it is *sometimes* hot and *sometimes* cold. It sometimes snows in winter but it never snows in summer. Does it *ever* snow in winter? Does it ever snow in summer? Do you ever speak English at home? Yes, I sometimes speak English. Do you always speak English?

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[65]Levine LJ, Edelstein RS, *Emotion and Memory Narrowing: A Review and Goal-Relevance Approach*, Cognition Emotion, 2009, p. 833–875

[66] Suyanto, Kasihani K.E, *English for Young Learners*, Jakarta: Bumi Askara. 2008

The teacher asked each group to discuss the text written in the students' book. They were given 15 minutes to discuss the meaning, objectives and explain the contents of the text. Each group must determine one person who will be sent to present the results of their work in front of the other groups. Based on the observations that have been conducted, the application of group work has done quite well. In this technique, the teacher tried to create students who have the power to think creatively and critically. Students were quite active and responsive to the learning provided by the teacher. As stated by the teacher in the interview,

> *As for group work techniques, I apply them to discussions with students. Students are divided into several groups randomly, later I will give them assignments and the results will be displayed in turns between groups. The goal is for students to practice being critical, collaborating with friends, and thinking creatively. If they are active and responsive then the learning is not passive.*

According to Aswan, there are various kinds of learning methods, one of them is the group work that is used in creating active, innovative, creative, effective, and fun learning[67]. Group work is defined as more than one person working together to complete a task or assignment. Group work aims to get students to interact with each other and collaborate to complete a task or assignment[68]. In line with Meng, nowadays schools and academic institutions mostly use group work as a technique of teaching. The idea of working in groups wherein students commonly work together, engaging in discussion, and helping one another understand the lesson is not something new[69]. The concept of group work is a representation of a democratic government, where each member of the group has an equal say in everything. The group works together to create a suitable solution and achieve goals in a sufficient amount of

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[67]Aswan, *Strategi Pembelajaran Berbasis PAIKEM*, Edisi Revisi, Yogyakarta: Aswaja Pressindo, 2016

[68] Situmorang, Monica, "Students' Perception of Using Group Work in English Class", *Journal of English Teaching*, Vol. 7(1), 2021

[69] Meng, F, *Encourage Learners in the Large Class to Speak English in Group Work*, CCSE English Language Teaching, 2009

time[70]. Taqi and Al Nouh added, that students who worked in groups enjoyed group tasks and preferred to work in a group more often[71].

C. Students' Perception on English Teaching Technique in Bilingual Program

According to the result of observation and interview, the students of the 8th grade at Islamic boarding school Darunnajat Bumiayu Brebes Regency admitted that the teaching and learning process in bilingual program was fun and interesting. It was understandable because the teacher taught them in a fun way. Student felt happy because easy to know how many skills in learning can be mastered. They were able to do english speech, conversation with their friends, memorize the vocabulary by using songs, and so on. As stated by a student from the interview,

> *I enjoyed during learning English in bilingual class, it was interesting enough. Having to use English is sometimes difficult, but it is a motivation to get used to English. Even though it is sometimes difficult, the teacher teaches patiently.*

Moreover, the teaching techniques in the bilingual program have been well received by students since the program was first held. Based on the information obtained from observations and interviews with teachers and students, the teaching techniques applied have been adapted to the students. In other words, the techniques used in this bilingual program are suitable and appropriate. Although in practice there are still obstacles and difficulties faced by students. This requires good cooperation between teachers and students in order to achieve learning goals.

It was proven by the interview with the teacher, "There are definitely obstacles, there are quite a few students who faced the difficulties. This is natural because English is a foreign language, just like Arabic. Therefore, there is a need for teaching techniques that are suitable and appropriate for students. The techniques that have been applied so far have been well

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[70]Jeffs, Tony and Mark K. Smith, *Informal Education, Conversation, democracy and learning 3e*, Nottingham: Educational Heretics Press, 2005

[71]Taqi, H. A., & Al-Nouh, N. A., *Effect of Group Work on EFL Students' Attitudes and Learning in Higher Education*, 2014

received by students, although they are still face the obstacles I mentioned before. This is where cooperation between teachers and students is needed so that this bilingual program runs well."

The bilingual program which known as a superior program at Islamic Modern Boarding School Darunnajat, has produced many competent students. English has become their daily language. The aim of this program is for students to have foreign language skills beside their mother tongue; Bahasa. Many students find out that this program very helpful because their proficiency in English and Arabic continues to increase. This is supported by the student'a statement,

> *It's a good idea for us to take a bilingual class, the more diligent we are in attending the class, the more our knowledge will increase. Even though it is difficult at first, when you get used to English every day you are required to have conversations in English, memorize knowledge, or make speeches in English. That's where our English skills are maximized*

Besides, using some techniques of teaching English in bilingual program reduced the level of students' boredom. They were helped them to mastering English speech, vocabulary memorization, confident in English conversation, and good at team work. From all of those techniques of teaching, the most favorite is using songs for memorizing vocabulary. It was helped the students to memorize the vocabulary easier. The songs that were used in the teaching techniques considered familiar and they were often heared. According to Razak and Yunus, students will need to make connection between ne language and meaning by relating the vocabulary with the movements made[72]. By using songs, students can do memorize the vocabulary anywhere at any time. They only need to remember the songs that contain vocabulary. In addition, Maimunah and Yunus stated that students' perception on the use of action songs in enhancing them to acquire the

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[72]Razak & Yunus, Using action songs in teaching action words to young ESL learners, International Journal Language Education and Applied Linguistics, 2016

vocabulary which leads to the positive perceptions and feedback from students[73]. In line with the teacher in the interview,

> *Students feel happy when the technique of learning vocabulary using songs. They are curious first but enjoy the learning. It is because there is no burden when they have to memorize vocabulary, the technique of memorizing that has been received is understandable and fun. It is also become an alternative so that students do not feel a sleep during the bilingual class.*

In addition, the things that made students not feel difficult because the songs used were children's songs or English pop songs that were currently viral so they would catch on quickly and understand easily. Furthermore, the important thing was that the class atmosphere or student conditions made the bilingual program teacher try to change to be more comfortable and make the students think that English is easy. It also helped students to believe that they could be successful in learning and building the student motivation to master English. Thus, in teaching process, not all students could concentrate well, the teacher needed to make the atmosphere of class more relaxed, but with a serious and detailed explanation so that the material could be delivered well.

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[73] Maimunah & Yunus, Pupil's Perception on the Use of Action Songs in Teaching and Learning Vocabulary, *International Journal of Innovative Research Creative Technology*, 2018, Vol. 4 (6), p. 117

CHAPTER V
CONCLUSION AND SUGESTION

A. Conclusion

Based on data collecting and data analysis, it was found that the implementation of English teaching techniques in a bilingual program at the Islamic modern boarding school Darunnajat Bumiayu used four techniques of teaching. There are free conversation, english speech, songs for vocabulary, and group work. Based on the results of the checklist table and observations, each teaching technique was implemented well and appropriately. Those were concluded as:

1. Free conversation was applied to conversations carried out between students to get students used to speaking English.

2. English speech was conducted by requiring students to speak in public to build self-confidence, active and responsive.

3. Songs for vocabulary were applied to students by introducing song lyrics that are suitable to be filled with vocabulary to make it easier for students to memorize vocabulary.

4. Group work was implemented by forming groups to discuss, convey and accept each other's opinions with the aim of students being able to think critically and creatively

B. Limitations

Based on the research that has been carried out, as with other research, several limitations are experienced. These could be several factors that future researchers can pay more attention to. Here are the limitations:

1. This study only focuses on analyzing English teaching techniques in bilingual programs, so there is no discussion regarding how to teach with appropriate methods and techniques for bilingual programs.

2. This study only conducted interviews with an English teacher to complete the observasion data.

3. Instrument; the instrument used in this study was a checklist table. The research results might be better dan completed if supported by an instrument in the form of a questionnaire.

C. **Suggestions**

This research is complete after concluding, therefore the researcher will provide several suggestions which might be useful for English teachers, students and other researchers. These suggestions are presented as follows:

1. For teachers, need to choose and apply more interesting techniques and medium of English teaching. It can stimulate the students' curiosity and motivated during the learning.

2. For students; they need to practice more in activity that related in bilingual program such as free writing or discussion group. It can manage themselves to always have positive attitudes towards English. The motivation for learning should be stimulate in roder to keep them actively participating in the learning activities.

3. For other researchers, this research can be used as an additional reference. Thus, this study needs to be refined from different perspectives, ideas, and points of view to add input on different opinions.

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APPENDICES
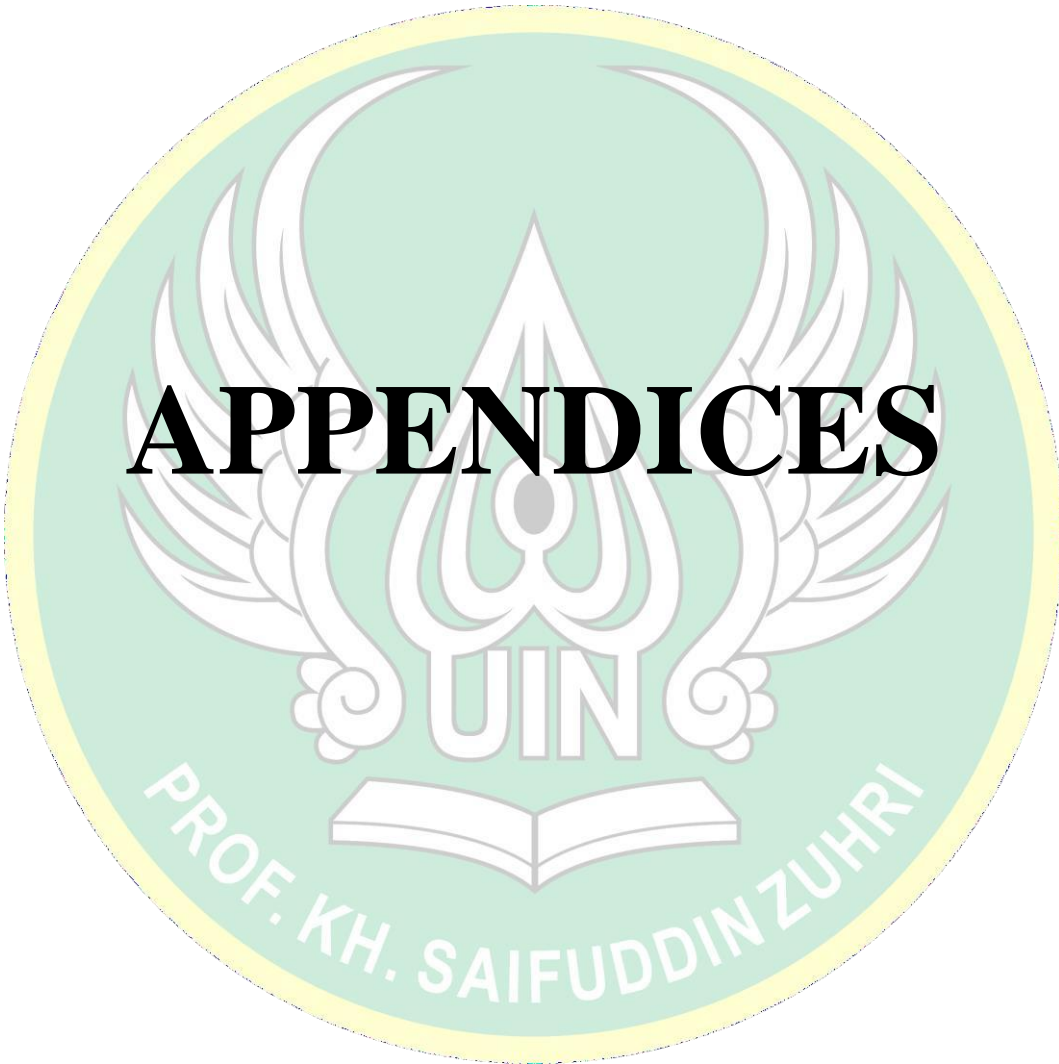
Appendix 1
Bilingual Program Lesson Plan

NO	TANGGAL	TOPIC	KETERANGAN
1.		Introduction	Guru memberikan contoh introduction dan pengucapannya dan ditirukan oleh seluruh santri
2.		Introduction	Guru meminta santri untuk maju kedepan memperkenalkan diri di depan teman-temannya
3.		Alphabet & alphabet song	Guru memberikan materi tentang alphabet dan menunjukkan cara pengucapannya kemudian juga diajarkan menggunakan lagu
4.		Spelling	Setelah santri diperkenalkan tentang alphabet dan cara membacanya, kemudian diajarkan tentang speeling. Practice : santri saling berkenalan dengan mengeja nama mereka masing-masing. (dibuat list nama dan tandatangan)
5.		Greeting	Guru memberikan materi greeting dan menjelaskan penggunaan serta cara pengucapannya
6.		Human character	Guru memberikan materi human character dan mempraktekkan cara membacanya
7.		Number	Guru memberikan materi tentang number dan cara pelafalannya.
8.		Number	Guru memberikan contoh dialog meminta nomor telephone dan mencontohkannya, kemudian santri mempraktekkannya dengan teman
9.		Occupation	Guru memberikan materi tentang pekerjaan dan santri diminta memberikan beberapa contoh mengenai jenis pekerjaan yang mereka sukai
10.		My days in boarding school	Guru memberikan contoh conversation yang sering dipraktekkan di pondok dan menunjukkan cara melafalkannya, kemudian santri mempraktekkannya

11.		Sing a song "we are moeslim"	Santri diberikan teks lagu kemudian menyanyikan lagu tersebut bersama-sama
12.			Guru memberikan materi tentang demonstrative pronon dan santri diminta untuk membuat contoh dan mempraktekkannya
13.		Noun	Guru memberikan materi tentang noun dan siswa diminta untuk menyebutkan kata benda disekitar mereka/dikamar/dimanapun dalam bahasa inggris
14.		Adjective	Guru memberikan materi tentang adjective dan siswa diminta untuk menyebutkan kata sifat yang belum dicontohkan (cari di kamus)
15.		Adverb	Guru memberikan materi tentang adverb (time, place, manner) dan siswa diminta untuk menyebutkan kata keterangan
16.		Demonstrative pronoun	Guru memberikan materi tentang demonstrative pronon dan santri diminta untuk membuat contoh dan mempraktekkannya
17.		Expression "hobby"	Guru memberikan materi tentang ekspression hobby dan vocabularies, kemudian santri menghafalkan dan mempraktekkannya
18.		Daily expressions	Guru memberikan materi daily expressions dan menjelaskan penggunaan serta cara pengucapannya
19.		Expressions of thanking	Guru memberikan materi tentang expression berterimakasih dan cara melafalkannya kemudian santri mengulanginya dan mempraktekkannya dengan teman
20.		Expressions of apologizing	Guru memberikan materi tentang expression meminta maaf dan cara melafalkannya kemudian santri mengulanginya dan mempraktekkannya dengan teman

1. CONTOH SELF INTRODUCTION

Hello everyone…..
Let me introduce myself
My name is_____and you can call me_____.
I am (the first/second/third/last children). I was born in (banyumas), 4th of January 2008.
I am from (daerah asal) and now I stay at Islamic modern boarding school Darunajat.
Thank you

2. ALPHABET

A	: ei	J	: je	S	: es
B	: bi	K	: key	T	: thi
C	: si	L	: el	U	: yu
D	: di	M	: em	V	: vi
E	: i	N	: en	W	: double you
F	: ef	O	: ow	X	: ex
G	: ji	P	: pi	Y	: way
H	: eij	Q	: qyu	Z	: zi/zed
I	: ai	R	: a:r		

Now you know your ABC
Next time will you sing with me

3. CONTOH CONVERSATION

Q   : Hello, what is your name?
A   : my name is SINTA
Q   : can you spell your name , please?
A   : ok, my name is ES; AI; EN; THI; EI
Q   : may I ask your signature
A   : oke….

4. GREETING

- ❖ Good morning   : selamat pagi (jam 4 pagi – 12 siang)
- ❖ Good Afternoon   : selamat sore (jam 1 siang – 6 sore)
- ❖ Good evening   : selamat malam (jam 6 sore – 12 malam)
- ❖ Good night   : selamat tidur
- ❖ Good bye   : selamat tinggal
- ❖ How do you do?   : salam perkenalan
- ❖ How do you do   : salam perkenalan (jawaban)
- ❖ How are you/how have you been   : bagaimana kabarnya?
- ❖ I am fine/I am great/I am okay   : saya baik-baik saja

5. HUMAN CHARACTER

- Diligent   : rajin
- Kind   : baik hati
- Polite   : sopan
- Smart   : cerdas
- Brave   : berani
- Arrogant   : sombong

- Lazy   : malas
- Stingy   : pelit
- Funny   : lucu
- Naughty   : nakal

6. NUMBER

1   : one
2   : two
3   : three
4   : four
5   : five
6   : six
7   : seven
8   : eight
9   : nine
10 : ten
11 : eleven
12 : twelve
13 : thirteen
14 : fourteen
15 : fifteen
16 : sixteen
17 : seventeen
18 : eighteen
19 : nineteen
20 : twelve

7. David : hay galih, what's your phone number?
   Galih : hay david, my phone number is zero-eight-five-seven-four-seven-four-six-one-one-six.
   David : thanks galih, good bye…
   Galih : byee…

   Cara lain menanyakan nomor telepon

   What's your phone number?
   What's your cellphone number?
   May I have your phone number, please?

8. **OCCUPATION**

OCCUPATION	MEANING
Driver	Sopir
Tailor	Penjahit
Barber	Tukang cukur
Employee	Karyawan
Dentist	Dokter gigi
Oculist	Dokter mata
Lecturer	Dosen
Midwife	Bidan
Carpenter	Tukang kayu
Judge	Hakim

9. What do you get up?   Kapan engkau bangun tidur?
   I get up at 4 o'clock   aku bangun tidur jam empat
   tepat
   Then, what do you do?   Setelah itu apa yang kamu
   lakukan?
   I go to mosque to have subuh prayer   saya pergi ke masjid untuk
   sholat subuh
   I read the holly quran   saya membaca al-quran
   What time do you have breakfast?   Jam berapa kamu sarapan?
   I have breakfast at 6 o'clock in the morning aku makan pagi jam 6
   What time do you go to school?   Jam berapa kamu pergi ke
   sekolah?
   I go to school at six thirty   saya pergi ke sekolah
   setengah 7
   How long do you usually sleep?   Berapa lama kamu tidur?
   I sleep for forty minutes, or a little bit more lama tidur 40 menit atau lebih
   sedikit

10. WE ARE MOSLEM

We are as moslem
Helping one another
Doing something good
Avoiding something bad
    Respecting to the older
    And caring to the younger
    Love science hate to stupidity
    Must love peace and must hate a war

11. ASKING ABOUT HOBBIES

- What is your favorite hobby?
- My favorite hobby is running
- What do you do in your free time?
- I play soccer
- What are your hobbies?
- My hobbies are cooking and playing chest
- Do you like shopping?

12. DAILY EXPRESSIONS

How is your mother?	Bagaimana kabar ibumu?
She is pretty well	Dia baik-baik saja
How is your best friend?	Gimana kabar sahabatmu?
He is fine too	Dia baik juga
How many brother and sister do you have?	Berapa saudara lk dan pr yang kamu punya?
I have 4 brothers	Saya punya 4 saudara lk
What number are you in your family?	Nomor berapa kamu dalam keluargamu?
I am the first/second/last number	Saya anak pertama/kedua/terakhir
Where do you stay?	Dimana kamu tinggal? (sementara)
I stay in Islamic modern boarding school Darunnajat	Saya tinggal di ponpes modern Darunnajat

13. EXPRESSIONS OF THANKING (UCAPAN TERIMA KASIH)

- Thanks in advance
- Thanks a bundle
- Thanks a lot
- Do thanks
- Big thanks

RESPONSES
- Don't mention it
- With my pleasure
- You're welcome

14. EXPRESSIONS OF APOLOGIZING
- Sorry
- I'm sorry
- I'm really sorry
- Forgive me please
- Please accept my apology
- I owe you an apology

RESPONSES
- Nevermind
- It's okay
- No problem
- Not at all
- I'm alright
- That's fine

Appendix 2
Observation Field Notes

Tanggal	Hasil
Senin, 15 Januari 2024	-Guru mengawali kelas dengan mengucap salam, berdoa bersama dan melakukan absensi -Menstimulasi siswa berupa pertanyaan menuju topik pembelajaran *"what do you guys know about Palestina?"* dan mendapat respon dari siswa -Berdiskusi tentang topik yang dibahas -Guru membuka sesi tanya jawab terkait topik yang sedang mereka bahas, dan meminta siswa untuk menyampaikan informasi yang mereka ketahui -Siswa saling menyampaikan informasi yang mereka ketahui -Guru menampung dan mereview satu per satu informasi yang disampaikan siswa utk kemudian dijelaskan kembali -Sebelum kelas berakhir, siswa diberi tugas juga untuk menuliskan apa yang telah mereka ketahui dari informasi-informasi yg diberikan oleh beberapa siswa tadi ke dalam bahasa inggris. Tujuannya agar menyeimbangkan antara skill speaking dan writing
	-Guru menyapa siswa dan mengucap salam utk mengawali kelas, serta berdoa bersama -Menstimulasi siswa dgn kalimat pembuka topik, "Who has ever given speech in public?" -Siswa tampak malu-malu, namun ada beberapa siswa yg unjuk diri -Siswa ditanya tentang pidato yg pernah dilakukan -Guru menjelaskan learning objective; berpidato dalam bahasa inggris -Siswa diberi teks pidato bahasa inggris -Guru mempraktikan dan menjelaskan tentang bagaimana berpidato dengan benar, apa yg harus dipersiapkan, cara pelafalan, body language, dan interaksi yang mungkin diperlukan -Beberapa siswa mempraktikkan pidato di depan kelas -Guru memberikan apresiasi dan mereview penampilan mereka
Selasa, 16 Januari 2024	-Seperti biasanya, guru membuka kelas dengan mengucap salam, berdoa bersama dan mengecek kehadiran siswa -Melakukan interaksi dengan siswa sbg stimulasi sebelum pembelajaran inti -Guru menyampaikan tujuan pembelajaran -Siswa diminta membuka buku dan memperhatikan teks reading

	conversation
	-Guru mempraktikan conversation dgn meminta seorang siswa utk sukarela menjadi lawan bicaranya
	-Guru menjelaskan intonasi yg benar, ekspresi, dan pelafalan conversation
	-Siswa diberikan waktu 10 menit utk menghapal dan mempraktikan conversation secara berpasangan
	-Secara bergantian siswa menampilkan conversation mereka
	-Guru mereview penampilan mereka dan memberikan apresiasi
	-Kelas diawali dengan sapaan guru, melakukan doa bersama, dan pengecekan kehadiran siswa
	-Stimulasi ringan dilakukan guru dengan cara bermain game bernama "Guess what?", dimana siswa menebak vocabulary yang ditanyakan guru baik bahasa inggris-indonesia, ataupun indonesia-inggris
	-Guru menyampaikan tujuan dari pembelajaran pada pertemuan ini
	-Siswa diminta untuk membuka buku pegangan siswa menuju materi vocabulary
	-Guru menyebutkan beberapa vocabulary yang ada pada buku siswa, dengan disusul siswa turut melafalkan
	-Guru menulis sebuah lagu anak-anak di papan tulis namun dengan lirik yang telah diubah menggunakan vocabulary
	-Siswa terlihat antusias dan langsung mencatat
	-Guru mempraktikkan bagaimana lagu tersebut beserta liriknya
	-Siswa dan guru mempraktikkan lagu Menanam Jagung bersama
	-Siswa diminta untuk menghapalkan vocabulary dengan lagu tersebut tanpa melihat papan tulis dan buku catatan mereka
	-Guru memberikan apresiasi dan mereview penampilan mereka
Kamis, 18 Januari 2024	-Guru mengawali pembelajaran pagi hari dengan berdoa bersama dan absensi siswa
	-Tujuan pembelajaran pertemuan ini disampaikan oleh guru
	-Pada pertemuan kelima, materi English public speaking masih sama seperti pertemuan sebelumnya
	-Siswa yang belum maju pada pertemuan sebelumnya diminta untuk menampilkan kemampuan berpidato mereka
	-Secara bergantian siswa maju ke depan dan mempraktikkan pidato mereka. Walau masih ada yg mengalami kesulitan, namun guru membimbing dengan baik
	-Guru memberikan apresiasi dan mereview penampilan mereka satu persatu

	-Mengucap salam, berdoa bersama, dan absensi kehadiran siswa oleh guru -Guru menjelaskan tujuan pembelajaran -Guru meminta siswa untuk membentuk beberapa kelompok -Siswa membuka buku pegangan siswa yang berisi teks bacaan -Siswa diberikan pengarahan oleh guru untuk membaca teks tersebut dan mendiskusikan terkait isinya, menentukan topik yang terdapat pada bacaan tersebut, dan merangkum inti dari teks tersebut -Kondisi kelas cukup ramai karena keaktifan siswa pada masing-masing kelompok -Guru meminta perwakilan pada setiap kelompok untuk mempresentasikan hasil dari diskusi mereka -Secara bergantian siswa utusan dari kelompoknya masing-masing maju ke depan dan menyampaikan hasil diskusinya -Guru memberikan kesempatan antar kelompok untuk melakukan sesi tanya jawab -Karena waktu yg tidak cukup, guru meminta kelompok yang belum maju melanjutkan di pertemuan esok hari
Jum'at, 19 Januari 2024	-Guru memasuki kelas dengan mengucap salam -Berdosa bersama dan pengecekan kehadiran siswa -Guru meminta siswa untuk kembali melanjutkan presentase pada kelas kemarin -Siswa menampilkan lanjutan dari presentase mereka di depan kelas -Sesi tanya jawab antar kelompok masih dilakukan -Guru memberikan apresiasi kepada siswa
	-Guru mengucap salam sembari memasuki kelas -Melakukan doa bersama dan absensi siswa -Guru meminta siswa utk bernyari mengulang pembelajaran vocaluary -Siswa dengan antusias menyanyikan Menanam Jagung yang berisikan vocabulary -Guru melanjutkan pembelajaran vocabulary dengan meminta siswa membuka buku vocabulary -Siswa diminta menghapal vocabulary dan membuat lirik lagu dari vocabulary tersebut

Appendix 3
Instruments

A. Observation Checklist

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.		
2.	The teacher calls the roll.		
3.	The teacher delivers the learning objectives.		
4.	The teacher does the brainstorming.		
MAIN ACTIVITY			
1.	The teacher prepares the material well.		
2.	The teacher explains the material well.		
3.	The teacher helps the students to understand the material.		
4.	The teacher motivates the students to learn the material.		
5.	The teacher creates an interesting atmosphere in the class.		
6.	The technique is easy to understand.		
7.	Does the technique make the teacher dominate the class?		
8.	Does the technique make the students be active and interactive in the class?		
9.	Is the technique monotones?		
10.	Does the teacher mastering the technique?		
CLOSING			
1.	The teacher review the learning material.		
2.	The teacher concludes the learning material.		
3.	The teacher gives feedback to the students.		

B. List of Teacher's Interviews

1. Teknik mengajar bahasa inggris yang seperti apakah yang ibu terapkan di kelas?

2. Apakah sebelumnya ibu menerapkan bahasa inggris dengan teknik ini?

3. Apakah alasan ibu menerapkan teknik mengajar ini ke dalam pembelajaran bahasa inggris khususnya program bilingual?

4. Apa saja kelebihan menggunakan teknik mengajar yang seperti ini?

5. Apakah siswa-siswi bisa terbantu dengan teknik mengajar yang ibu terapkan dalam proses pembelajaran?

6. Apa saja kesulitan yang ibu hadapi ketika mengajar siswa-siswi menggunakan teknik mengajar ini?

7. Kegiatan apa saja yang bisa siswa lakukan selama teknik mengajar ini diterapkan di dalam proses pembelajaran?

8. Bagaimana respon siswa selama pembelajaran menggunakan teknik yang ibu terapkan?

9. Bagaimana perkembangan bilingual siswa setelah diterapkannya teknik mengajar ini di kelas?

C. List of Students' Interviews

1. Bagaimana menurut kamu terhadap kegiatan yang ada di program bilingual?

2. Manfaat apa yang kamu dapat setelah mengikut program bilingual?

3. Kelebihan apa yang ada di program bilingual?

4. Kesulitan apa yang ada di program bilingual?

Appendix 4
The Result of Instruments

A. Observation Checklist
1. Free Conversation

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.		√
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?		√
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?	√	
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

2. **English Speech**

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?	√	
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?		√
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

3. Sing songs

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?		√
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?	√	
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.	√	
3.	The teacher gives feedback to the students.	√	

4. **Group Work**

NO	INDICATORS	YES	NO
PRE ACTIVITY			
1.	The teacher greets the students.	√	
2.	The teacher calls the roll.	√	
3.	The teacher delivers the learning objectives.	√	
4.	The teacher does the brainstorming.	√	
MAIN ACTIVITY			
1.	The teacher prepares the material well.	√	
2.	The teacher explains the material well.	√	
3.	The teacher helps the students to understand the material.	√	
4.	The teacher motivates the students to learn the material.	√	
5.	The teacher creates an interesting atmosphere in the class.	√	
6.	The technique is easy to understand.	√	
7.	Does the technique make the teacher dominate the class?		√
8.	Does the technique make the students be active and interactive in the class?	√	
9.	Is the technique monotones?		√
10.	Does the teacher mastering the technique?	√	
CLOSING			
1.	The teacher review the learning material.	√	
2.	The teacher concludes the learning material.		√
3.	The teacher gives feedback to the students.	√	

B. The Result of Teacher's Interviews

1. **Teknik mengajar bahasa inggris yang seperti apakah yang ibu terapkan di kelas?**

   Jawab: Saya menggunakan 4 teknik pengajaran, ada english speech, songs for giving vocab, conversation, dan group work

2. **Apakah sebelumnya ibu menerapkan bahasa inggris dengan teknik ini?**

   Jawab: Sebenenya teknik ini sudah lama karena hasil dari coba dan coba teknik lainnya, dan menemukan cocok pada keempat teknik tadi

3. **Apakah alasan ibu menerapkan teknik mengajar ini ke dalam pembelajaran bahasa inggris khususnya program bilingual?**

   Jawab: Alasannya karena yang tadi itu, setelah banyak teknik yang dicoba dan ternyata siswa cocoknya pada 4 teknik tadi

4. **Apa saja kelebihan menggunakan teknik mengajar yang seperti ini?**

   Jawab: Kelebihan banyak dan masing-masing teknik pasti ada kelebihannya, tapi yang jelas teknik ini sesuai dengan siswa dan tepat diterapkan untuk menunjang program bilingual di pondok ini. Seperti conversation yang berguna untuk membiasakan siswa dalam bercakap dan interaksi menggunakan bahasa inggris, songs for giving vocab untuk memudahkan siswa dalam menghapal kosakata bahasa inggris, english speech juga berguna selain belajar untuk menunjang bakat siswa, dan group work atau kerja kelompok untuk membiasakan siswa berpikir kritis dan kreatif melalu diskusi

5. **Apakah siswa-siswi bisa terbantu dengan teknik mengajar yang ibu terapkan dalam proses pembelajaran?**

   Jawab: Sejauh ini sangat terbantu ya, karena saya jelaskan bahwa dari sekian banyak teknik tapi ternyata siswa cocok dengan teknik-teknik ini

6. **Apa saja kesulitan yang ibu hadapi ketika mengajar siswa-siswi menggunakan teknik mengajar ini?**

    Jawab: Kesulitan tentu ada, sulitnya itu misal menghadapi siswa yang belum siap dalam pelajaran, ada yang mengantuk karena jam pelajaran kita pagi, ada yang juga kelelahan karena pulang sekolah di sore hari

7. **Kegiatan apa saja yang bisa siswa lakukan selama teknik mengajar ini diterapkan di dalam proses pembelajaran?**

    Jawab: Kegiatannya banyak, kita biasanya ada Monday talking di Senin pagi. Lalu ada berpidato dalam bahasa inggris, menulis recount atau storytelling, kerja kelompok atau berdiskusi tentang topik yang sedang hangat dibicarakan, dan juga menghapal vocabulary melalui lagu

8. **Bagaimana respon siswa selama pembelajaran menggunakan teknik yang ibu terapkan?**

    Jawab: Respon siswa sejauh ini cukup baik, mereka cukup responsif dan tertib selama pelajaran. Mereka juga turut aktif dan berpartisipasi jika ada sesi tanya jawab. Terlebih jika mater vocabulary, mereka sangat antusias karena pelajarannya menyanyi. Biasanya saking antusias dan senangnya, siswa akan secara terus menerus menyanyikan lagunya. Ini bisa jadi alternatif supaya siswa tidak mengantuk saat pelajaran.

9. **Bagaimana perkembangan bilingual siswa setelah diterapkannya teknik mengajar ini di kelas?**

    Jawab: Kalau bicara perkembangan, tentu siswa yang saya bina berkembang walaupun tidak secara pesat. Karena belajar merupakan sebuah proses, jadi yang penting mereka berproses dulu dan tetap dibimbing dengan benar. Tapi bisa dikatakan dengan program bilingual ini sekaligus menyalurkan bakat siswa, contohnya seperti English speech yang bisa mengantarkan siswa pada kompetisi pidato

C. The Result of Students' Interviews

1. **Bagaimana menurut kamu terhadap kegiatan yang ada di program bilingual?**

   Jawab: Saya merasa enjoy belajar bahasa inggris di kelas bilingual, banyak kegiatannya yang cukup menarik

2. **Manfaat apa yang kamu dapat setelah mengikut program bilingual?**

   Jawab: Manfaatnya tergantung dari kita sendiri, semakin rajin kita mengikuti kelas maka semakin banyak ilmu yang kita dapa

3. **Kelebihan apa yang ada di program bilingual?**

   Jawab: Kelebihannya sewaktu hapalan vocabulay pakai lagu, karena senang jadi mudah menghapal dan mengingat vocabulary

4. **Kesulitan apa yang ada di program bilingual?**

   Jawab: Mungkin kesulitannya sewaktu awal-awal harus menghafal banyak vocab, berpidato, terus maju conversation. Tapi itulah yang menbuat skill berbahasa inggris menjadi maksimal
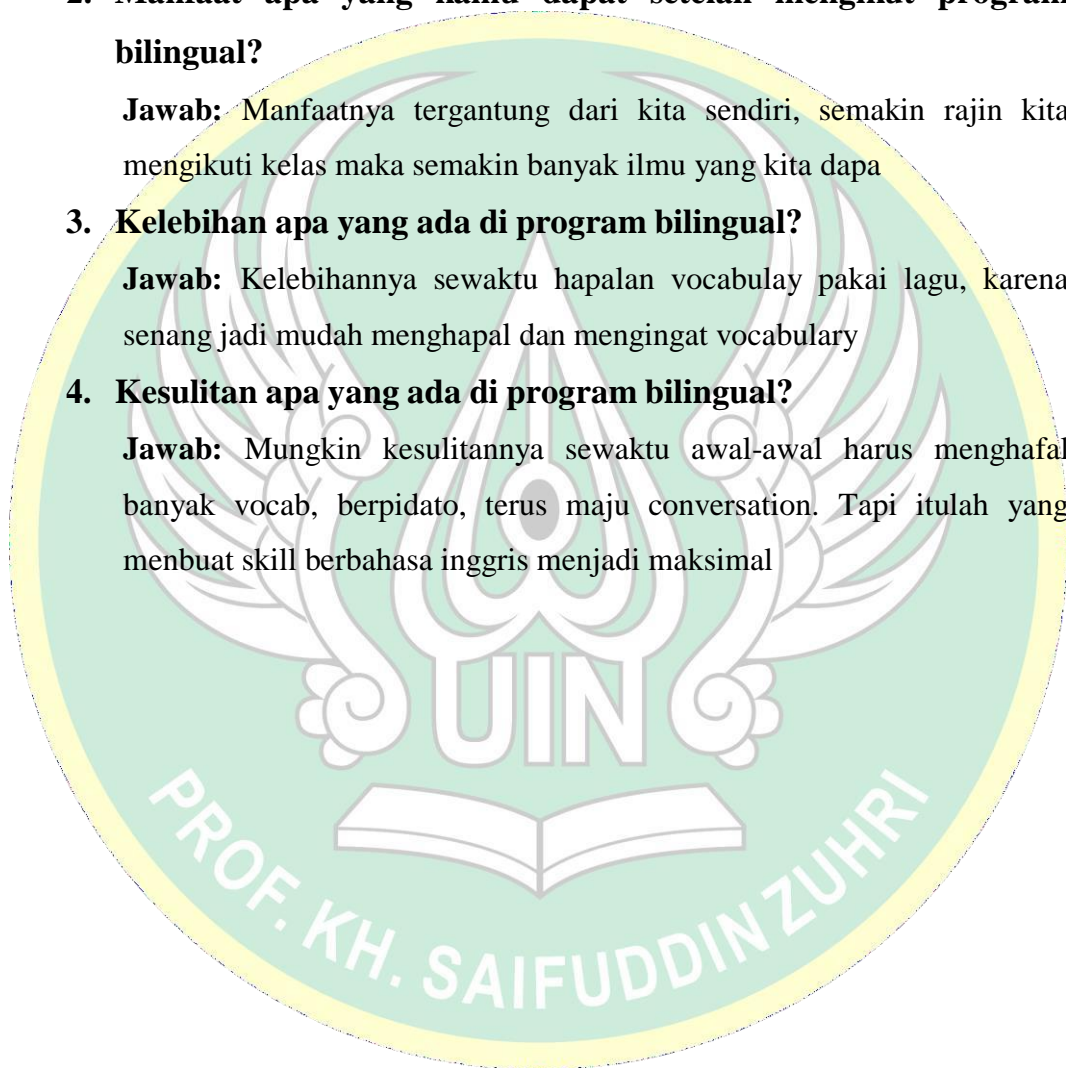
Appendix 5
The Biligual Programs Activities