

**BILINGUAL PROGRAM OF EXCELLENT CLASS
IN THE VOICES OF ALUMNI OF MTS.
KANJENG SEPUH SIDAYU GRESIK
THESIS**

**Submitted in Partial Fulfillment of the Requirements
for Gaining the Degree of Bachelor of Education in
English Language Education**



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**EDUCATION AND TEACHER TRAINING
FACULTY
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2023**

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Assalamu'alaikum, wr.wb.

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Title : Bilingual Program of Excellent Class in the Voices of Alumni of MTs.

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ABSTRACT

Title : BILINGUAL PROGRAM OF EXCELLENT CLASS IN THE VOICES OF ALUMNI OF MTS. KANJENG SEPUH SIDAYU GRESIK
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This study aims to explain students' opinions about the impact of bilingual students' learning in excellent classes on alumni's success of their EFL leaving. An Excellent class offers high-quality English lessons to prepare students for the future and communicate effectively with foreign companies. There is three classes: 7, 8, and 9, English lessons cover general subjects, Arabic lessons cover religion. This study used a qualitative method with the data collection technique was a questionnaire. The participants of this study were 13 people including 9 female and 3 male from the alumni of the excellent class of MTs. Kanjeng Sepuh Sidayu Gresik in academic year 2013 and 2014. The results of this study show that all participants that the implementation of the bilingual program in this Excellent class is almost well implemented but there are a few obstacles with the material and teachers who are not adequate for the implementation of this bilingual, but bilingual has a very big impact on participants because English is useful for the world of work nevertheless they are not fully confident when using English.

Keyword: EFL Leaving, Bilingual Program, Student's Voices

MOTTO

"Excited will not disappoint you will likely be something new"

(Eudoria Holmes – Enola Holmes Movie)

"If you can dream it, you can do it"

(Walt Disney)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to

1. Mr. Amrin Romly (Alm) and Mrs. Musyayadah as my parents. Of course My sisters Fatin Maruroh, Zidny Ilmatun Nafiah, Mirza Junainah Suhailiyah, Unwanun Masbakhah, Aulia Mahfudzoh, Yuslihah Zammy Ifadah, Nailil Istifadah Zuhriya, and also all of her husband and my nephews I can't be mentioned one by one as the support system of my education
2. Mr. Prof. Dr.Imam Taufiq, M.Ag. and Mrs. Dr. Umi Arikhah, M.Ag as my

teacher in Pondok Pesantren Darul Falah
Besongo

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

Alhamdulillahirobbil'alamin, all praises due to Allah SWT, the Most Gracious and the Most Merciful. None of the best world to express my gratitude until this thesis could be finished. Then, *Sholawat* and Solutation are always offered to the Prophet Muhammad SAW, the last messenger and the most beloved prophet of Allah.

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

1. Dr. Ahmad Ismail, M.Ag. is the dean of the Education and Teacher Training Faculty of Walisongo State Islamic University Semarang.
2. Dra. Nuna Mustikawati Dewi, M.Pd. as the head and Lulut Widyaningrum, M.Pd. as the secretary of English Education Department.

3. Dr. Siti Tarwiyah SS., M.Hum as the advisor gave me good guidance, corrections, suggestions, and also my motivation so that this thesis can be completed. May Allah always bless you.
4. All the lectures of the English Education Department provided me with skills and knowledge.
5. All of the Alumni Excellent Class of MTs. Kanjeng Sepuh called CoNeX (Community of Nine Excellent). Who helped me to fill out the questionnaire so I can complete my data.
6. My beloved parents Mr. Amrin Romly (Alm) and Mrs. Musyayadah, also all of my sisters Fatin Maruroh, Zidny Ilmatun Nafiah, Mirza Junainah Suhailiyah, Unwanun Masbakhah, Aulia Mahfudzoh, Yuslihah Zammy Ifadah, Nailil Istifadah Zuhriya, and also all of her husband and my nephews I can't mentioned one by one.
7. Ponpes Darul Falah Besongo where I could learn more about religious knowledge Especially Mr. Prof. Dr. Imam Taufiq M.Ag and Mrs Dr. Umi Arikhah M.Ag.

8. Big thanks to Mr. Nurudin, Mrs. Sri Yuni Lestari, Faizah Najhah Daroin, and especially to Mubdiel Hikam who gave me support and motivation to complete this thesis.
9. All of my friends Aweka (Syahla, Syakir, Silmi, Puput, and Ella) and Dafa Cantik (Aini, Nadya, Rona, Deva, Layin, Isma, and Vina) and all members B5 of Darul Falah dormitory.
10. Selma Khuffata Al Ulya has spent her energy and time completing this thesis. Congratulations on successfully passing this long journey. Finally, you did it! Alhamdulillah.
11. Last but not least, those who cannot mention one by one have supported the writer to finish this thesis.

Finally, I will be thankful for all of the suggestions to make my thesis better. The writer hopes this thesis will give some advantages to everyone. Amen.

Semarang, 23th June 2023

The Writer,
Selma Khuffata Al Ulya

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the reason why choosing the topic, the research questions, the objective of the research, and the significance of the research.

A. Background of the study

Humans have a strong need for education to survive. Through Education Humans can learn in a variety of ways, moving from ignorance to knowledge. Education enables people to acquire knowledge for their futures. knowledge gained through education for future life. Chapter II, Article 3 of Law No. 20 Th. 2003's Education System Law states that :

"National education functions to develop the ability of the nation's character and civilization dignity to educate the nation life of the nation aims to the development of learners' potential to become human beings who are faithful and devoted to God Almighty, have a noble

character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen".¹

Citizens have the right to enjoy the same education without any distinction between individuals. In general, education in Indonesia consists of formal education, non-formal, and informal education.² Formal education in Indonesia which has been set by the government is compulsory education for 9 years for Indonesian citizens.³ Education formal education is structured and tiered education consisting of basic education (SD / MI), secondary education (SMP / MTs), and higher education (continued from secondary education to higher education) include to get English Education.

¹ Rohman Arkam dan Rizki Mustikasari, Pendidikan Anak Menurut Syaikh Muhammad Syakir dan Relevansinya dengan Tujuan Pendidikan di Indonesia, *Jurnal Mentari*, (Vol. II, No. 2020), hlm. 18.

² Yanti Yandri Kusuma, "Analisis Kesiapan Guru Kelas dalam Mengimplementasikan Pembelajaran Tematik di Masa Pandemi Covid-19 di SD Pahlawan", *Jurnal Pendidikan dan Konseling*, (Vol. 3, No. 2, tahun 2021), hlm. 2.

³ Sigit Wahyudi, "Peranan Dana Bantuan Operasional Sekolah (BOS) Dalam Upaya Menuntaskan Wajib Belajar 9 Tahun Di MTs Teros Tahun Anggaran 2019/2020", *Jurnal Studi Keislaman*, (Vol. 7, No. 1, tahun 2021) , hlm. 35.

English is the first foreign language regarded as crucial for advancing science and technology and fostering positive relationships with various viewpoints. One of the most crucial aspects of communication is language, which is also utilized as a means of communication between many countries in the world. As a global tongue, English plays a significant part in every field, and as we all know, English is very helpful in facilitating human interaction and communication.⁴ Based on the position of bilingualism is very important as a means of communication, it can be said that the need to master bilingualism on an international scale. It is necessary awareness that bilingual learning must be implemented.

Bilingual education programs aim to provide students with proficiency in two languages, typically their native language and a second language. The rationale behind these programs is based on the belief that bilingualism offers various cognitive, academic, and

⁴ Syafrizal, Teaching English: as a foreign language (Serang: Untirta Press,2014), 3.

socio-cultural advantages to students. It is believed that learning in a bilingual environment can promote cognitive flexibility, problem-solving skills, cultural competence, and improved academic performance. The primary goal of bilingual education is to develop students' proficiency in both languages, allowing them to effectively communicate, read, write, and comprehend in both languages. These programs aim to promote bilingualism and biliteracy while fostering positive attitudes toward diverse cultures and languages. Additionally, bilingual classes often aim to close the achievement gap for students from linguistically diverse backgrounds, providing them with equal educational opportunities.

Every person uses language as a form of communication to express their goals and aspirations; every group of people speaks the same language. As a result, if both parties in power are unable of understanding the language that has been imparted to them, This language diversity is part of the signs of

Allah's power, explained in the Qur'an Surah Ar-Rum:

22

إِنَّ وَالْوَايِكُمْ أَلْسِنَتِكُمْ وَآخْتِلَافَ وَالْأَرْضِ السَّمَاوَاتِ خَلْقُ آيَاتِهِ وَمِنْ
لِلْعَالَمِينَ لآيَاتٍ ذَلِكَ فِي

Meaning :

"And among the signs of His greatness is the creation of the heavens and the earth, the difference in your languages and the color of your skin. Indeed, in such things, there are signs for those who know."

Thus, understanding foreign languages is the initial capital to get to know each other and establish harmony between nations, especially languages that are widely accessed and studied in the world, for now at least a means to penetrate the horizons of science and experience is mastery of Arabic and English. Learning a foreign language has many different purposes; some people do it to increase their knowledge and utilize it when necessary, while others do it to compete for scholarships or to meet employment requirements.

benefits of studying bilingual Students can gain from bilingual education programs in several ways. These consist of:

- a) Language competence is improved as a result of bilingual training, which gives pupils the chance to become highly proficient in both their first and second languages.
- b) Cognitive benefits: According to research, learning a second language can improve cognitive abilities like focus, problem-solving, and critical thinking.
- c) Academic success: Research has linked bilingual education to better academic performance across a range of topics, including language arts, mathematics, and science.
- d) Cultural competence: Through the promotion of cultural awareness, sensitivity, and understanding, bilingual programs equip students with the skills they need to interact effectively with diverse cultures and successfully traverse multicultural settings.

e) Global employment opportunities: Being multilingual improves cross-cultural communication skills, which are becoming increasingly appreciated in today's workplace.

Bilingual education programs also face certain challenges, including the need for qualified bilingual teachers, appropriate instructional materials, and support from parents and the community. Maintaining a balance between both languages of instruction and ensuring equitable educational experiences for all students can also be challenging. By understanding the background of bilingual classes, researchers can investigate the effectiveness, impact, and areas of improvement of these programs in specific educational contexts. This research can contribute to the ongoing development and enhancement of bilingual education practices, benefiting students, educators, and communities as a whole.

Stephen May's research states that bilingual education involves teaching in two languages and does not include second language (L2) programs, which are

only taught as subjects.⁵ The subjects that are mandatory for mts kanjeng sepuh students to follow using bilingual can have an impact on developing students' success in EFL leaving. in contrast to Stephen May's previous research which examined the bilingual program for students only in education, the researcher examines the impact on excellent class alumni who use bilingual as a medium of communication for learning. whether alumni feel helped by their bilingual classroom experience in learning for their careers now. for that, the researcher examines the bilingual program of excellent classes. Whether alumni feel helped by their bilingual class experience in learning for their careers in the present. for that, the researcher examines the bilingual program of excellent classes in the voices of alumni of mts. kanjeng sepuh sidayu gresik to find out the voices of the alumni in the implementation of the bilingual program and the impact of the bilingual program for EFL leaving.

⁵ Stephan May, *Bilingual Education: What the Research Tell Us* (the University of Auckland. new zealand, 2017).3

The bilingual learning process implemented in Indonesia has been implemented even though it is not one of them at MTs Kanjeng Sepuh Sidayu Gresik. The implementation of bilingual education in Madrasah Tsanawiyah is included in the curriculum applied at the level of class. Based on the implementation of bilingualism at MTs Kanjeng Sepuh uses English and Arabic as an introduction to learning as an introduction to learning. The use of bilinguals in MTs Kanjeng Sepuh to interact and communicate in daily activities in the madrasah environment both in teaching and learning. In everyday language learning, teachers and students are generally directed at various patterns of language use language (Indonesian and English). The use of language use certainly depends on several aspects including aspects of teacher skills in language mastery.

an Excellent class is a class that consists of high-rate students in lesson value especially English lessons because, in an Excellent class, most of the lessons used the English language in the general lesson. The objective of using the English language in Excellent classes is for

students to be better prepared for the future, where the progress of the times requires more English language to communicate, and many foreign companies are in Indonesia now. So the student must study the English language for all lessons or English for specification. The school gives the students bilingual books using the English language and Indonesian language for Mathematics, Science, English, Citizenship (PPKN), Computer (TIK), and Penjasorkes.

There are three classes of excellent classes including 7, 8, and 9 class. In learning every general lesson such as mathematics, science, social, English, citizenship (PPKN), computer (TIK), and penjasorkes lesson using the English language to teach the material in the excellent class. and using Arabic language for religion subject such as aqidah akhlak, sejarah kebudayaan islam (SKI), al qur'an hadits, ushul fiqih, tauhid, Arabic language, nahwu, shorof, aswaja and fiqih. As well as the test used by every general subject using the English language and religion subject using the Arabic language.

MTs. Kanjeng Sepuh every holiday at class 2 sends the student to Pare English Village to study English for Grammar, Speaking, Reading, and Writing. The totality school for the student to give them the facility to study a good English language. Based on this background description, the author is interested in conducting research with the title **“BILINGUAL PROGRAM OF EXCELLENT CLASS IN THE VOICES OF ALUMNI OF MTS. KANJENG SEPUH SIDAYU GRESIK”**

B. Question of The Research

From the background analysis above, the problem to be discussed in this final project can be formulated by the researcher as follow:

How are the alumni voices on the implementation of a bilingual program for excellent classes at MTs. Kanjeng Sepuh Sidayu Gresik and its impact on their success of their EFL leaving?

C. The Objective of The Research

Based on the research question above, the objective of this research is as follows:

1. To explain the alumni's voices about the implementation of a bilingual program for Excellent classes at MTs. Kanjeng Sepuh Sidayu Gresik.
2. To explain the alumni's voices about the impact of the bilingual program excellent class at MTs. Kanjeng Sepuh Sidayu Gresik on their success of their EFL leaving.

D. Pedagogical Significant

1. Theoretically

- a. Giving a description of alumni's voices about the implementation of bilingual programs and the impact of bilingual programs for alumni's on their success of their EFL leaving.
- b. Giving a useful description for any further researcher who wants to research the topic,

hopefully, this research becomes a helpful source of information and reference.

2. Practically

The significance of the study is expected not only from the writer but also it is expected by the English teacher, students, and researcher as follows.

a. For the researcher

By doing this research, the researcher gets some experience and knowledge from the research about using bilingual programs and it is useful in the future.

b. For the student

By doing this research, the students can develop their interest and ability in learning English so they use bilinguals for daily communication.

c. For the teacher

By reading this research, the teacher can be used as a reference for improving the study of bilinguals to be a better method.

d. For alma mater

By reading this research, the college student can improve the discourse of knowledge and can be used as an additional reference to understand bilingual learning more deeply for future researchers.

e. For the next researcher

reading this research hopes this research can be useful for a future researcher who wants to research bilingual programs of excellent classes in the voices of alumni of MTs. Kanjeng Sepuh Sidayu Gresik.

E. Scope of The Research

This research was conducted for students who have experience learning bilingual programs in Excellent classes at MTs. Kanjeng Sepuh Sidayu Gresik. The participants are alumni students of the Excellent class. Researchers focus on investigating students' learning bilingual programs in Excellent classes at MTs. Kanjeng Sepuh. The data of this research will be obtained through a questionnaire.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the related literature that has contributed to this research. Some previous research and every meaning of the keywords of this research.

A. Review of Literature

There is some relevant previous research that is used to support the research as follows:

1. Student's Voices

A student becomes the one who gives a really strong impact to heighten the quality of education. The prominence of the students is not a new case anymore, especially the students' voices in educational perspectives. The definition of the student's voice can be easily found in several articles. Mitra and Gross emphasize that student's voice means

students enthusiastically participated in constructing significant, life-shaping decisions.⁶ Furthermore, O'Brien states that students prerequisite to have their views asked, as well as taking the occasion to express them liberally; that they need to be listened to and there must be a significant procedure of contribution and appointment, for student voice to operate.⁷ This statement is also supported by Parry stating that these sights and perceptions have to be "factored into learning opportunities" during school.⁸ Nelson (2015) states a stronger definition of it, he defines students' voice in their

⁶ Mitra, & Gross, Increasing Student Voice in High School Reform: Building Partnerships, Improving Outcomes, Educational Management Administration & Leadership, 37 (4), 2009, pp. 523.

⁷ O'Brien, Should a Student in School be Seen and Not Heard? An Examination of Student Participation in U.S Schools. Law, Social Justice & Global Development, 2(2), 2010.

⁸ Parry, Students Voice, Empowerment, Engagement, Efficacy in New Zealand Schools, Unpublished Master of Educational

studies as being geared towards the "growing status of students and addressing their traditional exclusion from educational deliberation, planning, and decision making".⁹ Moreover, she determines the students' voice needs to have the consequence of moving students from being non-active "recipients of schooling" to being in a place of co-governance by their teacher.¹⁰ Based on the description above we can take a conclusion that students voice an activity such as expressions, beliefs, and perspectives, and show what they feel to give their participation in making decisions at school in an educational context. In the learning activity context,

⁹ Nelson, Opening Up to Student Voice: Supporting Teacher Learning Through Collaboration Action Research, *Learning Landscape*, 8(2), 2015a, pp. 286.

¹⁰ Nelson, Enacting Student Voice Through Governance Partnerships in the Classroom: Rupture of Ordinary for Radical Practice, *Forum for Promoting 3-19 Comprehensive Education*, 56(1), 2014, pp. 91.

the student voice also can be demonstrated as feedback in many shapes to be a representation between the teachers and students. Besides, it also can bring a democratic environment to the school, so it can be helpful for both the students and also the teacher to consult, negotiate and determine the decision.

The student voice also can be represented as several things. First, as stated before it can be feedback from the students that shows reflection and also quality practice. Second, it can be a place for the students to become representatives for the other students by showing their arguments or it can be called student activism. The last, the student's voice also enhances the literacy of the students to support their argument for reshaping the teaching and learning programs at school.

2. Implementation Bilingual Program

The definition of implementation is An idea that must be put into practice to be realized and succeed. Asmawati Nur Maru'aq asserts that implementation is a procedure of action or activity in a group as an endeavor to attain outcomes and objectives.¹¹ Salma Raaniayah, who was quoted by Rosdiana, added that implementation is the application of the use of a prepared program.¹² Fahmi According to Siti Fatimah, implementation is the application of performing actions that can be performed

¹¹ Asmawati Nur Maru'aq, "Implementasi Pendidikan Karakter Berbasis Budaya Sekolah di SMA Panca Budi", *Skripsi*, (Medan: Universitas Pembangunan Panca Budi, 2020), hlm. 8.

¹² Salma Raaniyah, dkk., "Implementasi Pembelajaran Berbasis Information, Communication, and Technology (ICT) dalam Meningkatkan Motivasi Belajar Siswa pada Pelajaran Pendidikan Agama Islam dan Budi Pekerti Kelas VIII di SMP Neferi 5 Bogor Tahun Ajaran 2021/2022", *Jurnal STAI Al-Hidayah Bogor*, (2021). hlm. 3.

with caution to achieve the goal that has to be achieved.¹³

The definition of implementation can be summarized as the process of carrying out planned actions or activities to accomplish desired results. The degree to which instruction is structured by the needs and abilities of the students has an impact on learning success. Implementation is not just an application or implementation, but rather it is a serious process that is done based on the materials that have been developed to meet the learning aims of education.

The object curriculum can have an impact on implementation by emphasizing the process. Essentially, this application can utilize methods like the following, among others: first, through

¹³ Fahmi Siti Fatimah, “Implementasi Pendekatan Konstruktivisme dalam Pembelajaran Pendidikan Agama Islam di SMPN 23 Bandar Lampung”, *Skripsi*, (Bandar Lampung: Universitas Islam Negeri Raden Intan Lampung, 2019), hlm. 24.

activities connected to explaining program objectives, second, by emphasizing the collaboration between program developers and teachers third is implementation as a component of the curriculum program to improve the program.¹⁴ Following the process development procedure that has been planned and set up following the curriculum is how the implementation is carried out.

It is crucial to implement the bilingual program to provide it with planning and development under the direction of a leader who is accountable for the program's success. The selection of teachers who are proficient in the language being taught in the program is the most crucial factor. Program for

¹⁴ I Ketut Gunarta, "Implementasi Pembelajaran Yoga dalam Meningkatkan Konsentrasi Belajar di Sekolah Dasar Negeri 1 Sumerta", *Jurnal Penjaminan Mutu*, (Vol. 3, No. 2, tahun 2017), hlm. 182.

instance, a teacher who works in a bilingual setting (Arabic and English) is fluent in both languages and is qualified to teach in both languages.

The main objective of bilingual education is to enable pupils to comprehend two languages, namely their native tongue and a foreign language. The goals of learning a foreign language are:

- a. To learn science and technology, which are primarily published in the literature in other languages
- b. To allow pupils to interact with people from other nations by speaking the foreign language they are familiar with.
- c. For students to be able to use science and contemporary technologies for the advancement of their country-wide development.¹⁵

¹⁵ Atin Puji Suprapti, "Hubungan Antara Penggunaan Bilingual dalam Pembelajaran Akidah Akhlak dengan prestasi

The following factors must be taken into account when studying a second or foreign language:

- a. Qualified and experienced teachers; learning resources that can effectively transfer information to students.
- b. Teachers are fluent in foreign languages. Use of a foreign language in conformity with grammatical conventions while still paying attention to instructions in narrative language.¹⁶

According to Bilingual in the Big Indonesian Dictionary Indonesian bilingual is able or expert or can use

belajar Siswa Kelas VIII MTs IBNUL Putra Tahun Ajaran 2015/2016”, *Skripsi*, (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga, 2016) hlm. 20.

¹⁶ Astri Khoirunnisa, “Implementasi Penggunaan Bahasa Inggris Pada Pembelajaran PAI Siswa Kelas 1 MI Afkaruna Islamic School Yogyakarta”, *Skripsi*, (Yogyakarta: Sunan Kalijaga, 2018), hlm. 31.

two languages well and related to or containing two languages. According to Bloomfield quoted by Fathul Fauzi, a bilingual person is someone who masters two or more languages with mastery that resembles native speakers, (native-like control of two or more languages).¹⁷ For example, learners from Indonesia for example, learners from Indonesia master Indonesian and English.

According to Yuangga Kurnia Yahya, Education (bilingual education) is the process of teaching and learning in the classroom that takes place in the second language and encourages increased academic achievement, self-confidence, and the development of a more positive attitude towards

¹⁷ Fathul Fauzi, “Implikasi Pengelolaan Kelas Bilingual Terhadap Peningkatan Mutu Siswa Sekolah Menengah Pertama MTs. Hidayatul Muttallimin Sidoarjo”, *Jurnal Pendidikan Agama Islam*, (Vol 3, No 3, tahun 2020).

school.¹⁸ This kind of education will make it easier for children to communicate well because they have learned with the program that already exists at the school. Language can also exchange ideas between one another with each other. Students are already fluent speaking in both languages, bilingual children will be more confident in any situation to communicate. There are Bilingual based school programs, among:

a) English conversation book

The school provides conversation books for students, and students will use the books to practice speaking English every day. In the book conduct speaking English for specification.

¹⁸ Yuangga Kurnia Yahya, "Usaha Bahasa Arab Dalam Menghadapi Globalisasi", *Jurnal Sekolah Pascasarjana UGM*, (Malang, 2017). hlm. 38.

b) Recitation

Every month the student must borrow the bilingual novel, and after the student read the novel they must storytelling about the novel to their friends and teacher

c) Speech and drama musical

Every week the student has an event in school named "muhadhoroh" every Friday after dhuhr. They speech using bilingual language in front of their friends, and also there are actors to act in drama musicals using bilingual language.

d) English tourism

The student every at class 2 held visit study in Pare English Village. The tutor gives the student a busy schedule for 2 weeks, from morning until night. In the morning the student strolled

around Pare to memorize vocabulary and made conversation. They made a conversation with unknown people around them.

e) Native visit

The school presented native speakers from other countries, the school ever presented native speakers from Germany and Australia to describe their language and describe education in their country.

f) English Club

The student held an English club every after school. Just for their fun, the English club will be filled with various kinds of material packaged in a fun and interesting

way for students such as singing, games, etc.¹⁹

B. Previous Research

The writer considered some previous researches related to this study in composing this thesis, these are:

Research conducted by **The University of Gothenburg's Osa Lundberg**,²⁰ did a second earlier study. The purpose of this study is to outline some of the key conclusions related to the development of bilingual education policies and their implementation in a multiethnic lower secondary school in a Gothenburg, Sweden, metropolitan suburb. For this study, qualitative research was used. Between 2006 and 2009, three distinct ninth-grade classes from the same school were the subjects of interviews and participant

¹⁹ Fadiah Qisthina As-Silmi Z.A, "Implementasi ProgramLinguistic Class Program (LCP) di MI Muhammadiyah 1 Pare, *Skripsi*, (Malang: UIN Maulana Ibrahim, 2020), hlm. 69.

²⁰ Osa Lundberg, 'Obstacles to Bilingual Education: A Case Study of Policy Appropriation in a Lower Secondary School', 11 (2017), 29.

observations that served as the basis for the data collection. The study's findings demonstrated that the challenges of lack of support, perceived as a shortage of teachers who represent diversity, as well as values and attitudes toward social diversity, cannot be solved due to the current teacher dissatisfaction. In reality, bilingual education consists only of hiring bilingual teachers and a preoccupation with the language. The similarity of this research is about bilingual education. The difference from this research is the setting of places, the research observes at MTs. Kanjeng Sepuh Sidayu Gresik has a different environment from Woodbridge School (lower secondary school).

The second research was conducted previously by **Annas Surdyanto**.²¹ The study intended to provide the strategy of the Ministry of Culture and Education on bilingual schools is critically exposed by the pictures of bilingual

²¹ 5 Annas Surdyanto, 'View, A Brief Bilingual in the Capital of Indonesia', 5.March (2018), 1.

schools in the Indonesian capital. Five bilingual schools participated in this study, which employed qualitative research methods. Semi-structured interviews, school records, observations, and related literature were used to obtain the data. There were ten participating teachers. The researcher explained the curriculum, teaching, and learning activities, assessment, accessibility, teachers, students, and the significance of the environment in bilingual schools. The similarity between this study design and the location of the research focus is comparable to this thesis. That is the bilingual school that put into practice a bilingual curriculum for teaching. However, the locations, the people involved, and the objectives are all different.

The third research namely the thesis of **Sister Siti Hajimah entitled "Management of Bilingual Mathematics Learning in an International Standardized School (RSBI) Class at SMP Negeri 2 Purworejo"**. International Standard (RSBI) SMP Negeri 2

Purworejo". In the thesis, it was concluded that the development of learning planning bilingual mathematics class RSBI SMP Negeri 2 Purworejo includes curriculum development and resource preparation. The difference from this research is the research is conducted bilingually for mathematic learning. The similarity of this research is conducting a bilingual program for Excellent classes.

The fourth research is **Vol. 367-0050 of An International Journal of Bilingual Education and Bilingualism Author: Miao Li**³⁷ Its title is "A case study of the effectiveness of a bilingual education program at a Chinese university."²² majors in social sciences. The study was carried out using both quantitative and qualitative methods. 53 undergraduate students from a university in northwest China who were enrolled in the third

²² Miao Li, The Effectiveness of A Bilingual Education Program at A Chinese University: A Case Study of Social Science Majors, *International Journal Of Bilingual Education And Bilingualism*, 2016

year of the Early Childhood Education program made up the Participants. In a bilingual course, students performed better on posttests regarding their English proficiency than on pretests, indicating a positive effect of bilingual education programming at Chinese University for social science majors, according to Miao Li. Both quantitative and qualitative results suggested that the bilingual education model successfully enhanced students' level of English proficiency. The difference in this research is it is aimed to examine the effectiveness of a bilingual education program in social science majors in Chinese education at the tertiary level and the similarity in this research is the use of bilingual instruction in the teaching and learning process in the class.

The five researchers **Yanilis Romero and Milton Pájaro Manjarres** published "**Designing Bilingual Scenarios to Promote English Language Learning at a Public School**"

in Monteria" in 2016.²³ In this study, an action research methodology was used. To encourage the acquisition of the English language by 384 students in the ninth, tenth, and eleventh grades of a public school in Monteria, Colombia, this research project explores the presumptions underlying the design of bilingual scenarios. The results of this study suggested that the development of bilingual scenarios within the classroom aided in the promotion of English language learning because the students felt compelled to use the target language in a variety of situations and contexts as well as because they believed they played a vital role in the teaching-learning process. The difference in this research is used Grounded Theory in action research and took the ninth, tenth, and eleventh grades while the researcher took samples from alumni of bilingual class. And the similarity is that the

²³ Yanilis Romero & Milton Pájaro Manjarres, Designing Bilingual Scenarios to Promote English Language Learning at a Public School in Monteria, *English Language Teaching*, Vol. 9, No. 4, 2016

target of the research is the implementation of bilingual instruction in the language learning process in the class.

The last research is the Thesis of **Khoridah, a student of Master of Islamic Education in 2016, entitled -Implementation of Islamic Education Managemen Pesantren-Based Character Education Management Bilingual Program Class System (BCS) Program at Madrasah Aliyah Negeri (MAN) 2 Kudus in 2016"**. The result of the research in Khoridah's thesis is that character education can be achieved effectively and efficiently because of the right character education management The object of Khoridah's thesis research is on the management of pesantren-based character education in the Islamic boarding school program. based character education management in the BCS program including planning, organization, implementation, evaluation, and supervision, while the subject in this in this study are all students of the Boarding School BCS

Science program MAN 2 Kudus. The difference in this research is research about bilingualism in pesantren based while the researcher is research about bilingual in school MTs. Kanjeng Sepuh Sidayu. And the similarity is both researches about bilinguals.

CHAPTER III

RESEARCH METHOD

In this chapter, the main point is focused on the method of research used in this study. There are several subchapters: research design, research setting, research object, method of collecting data, instrument of research, and technique of data analysis.

A. Research Design

In this research, the researcher used a qualitative approach. Qualitative research methods can be understood as research methods that are based on the positivist school of thought, used to study specific populations or covers populations, data collection using research instruments, data analysis using either qualitative or statistical methods, and data collected using research instruments.²⁴

²⁴ Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, dan Penelitian Gabungan*, (Jakarta: Kencana, 2017), hlm. 328.

This research uses the method of descriptive qualitative research method. Qualitative research requires extensive observation and in-depth interpretation depth.²⁵ My research needs in-depth discussion to describe the condition or situation in the method of bilingual teaching method and its implementation and also something related to the focus of this study. My research needs in-depth discussion in describing the conditions or situations in bilingual teaching methods and their implementation and also something related to the focus of this research. The purpose of qualitative descriptive research is a comprehensive summary, in everyday terms, of the experiences of individuals or groups of individuals and to describe and continue some conditions, situations, and phenomena of social reality in the society that becomes the object of research and

²⁵ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2015), hlm. 8.

try to draw reality to the surface as characteristics, behaviors, signs, models or descriptions of certain situations or phenomena. certain situations or phenomena.

So in this research, researchers distributed questionnaires to alumni of the excellent class MTs Kanjeng Sepuh to obtain qualitative data about how alumni voices on the implementation of bilingualism are related to the implementation of bilingualism about how alumni voices on the implementation of the bilingual program and its impact on the success of their EFL leaving.

B. Research Setting

This research was conducted on May 2023 at MTs. Kanjeng Sepuh Sidayu Gresik, which is located on Jl. Kanjeng Sepuh No.2, Kauman, Pengulu, Gresik, Kabupaten Gresik, East Java 61153. And for the appropriate time at school.

C. Research participants

The participant of this research is alumni of Excellent Class at MTs. Kanjeng Sepuh Sidayu Gresik and in this research used random shuffle from alumni of Excellent Class at MTs. Kanjeng Sepuh. So the researcher give the alumni a link google form to filled the questionnaire about their opinion about the bilingual program while they studied at MTs. Kanjeng Sepuh which can help researchers describe their opinion on this research.

D. Source of Data

This research used primary data and secondary data.

1. Primary Data

Primary data sources are data sources obtained by a researcher directly from the source without the intermediary of another party (directly from the object), then collected and processed by

himself or an organization.²⁶ With this, the author interviewed by distributing questionnaires to alumni of the excellent class mts kanjeng sepuh sidayu gresik.

2. Secondary Data

Secondary data sources are data obtained by a researcher indirectly from the source (object of research) but through other sources. Researchers get ready-made data collected by other parties in various ways or methods both commercially and non-commercially.²⁷

²⁶ Suteki Dan Galang Taufani, *Metodologi Penelitian Hukum: Filsafat, Teori dan Praktik*, (Depok: Rajawali Pers, 2018) Cet. 2, hlm. 214

²⁷ *Ibid*, hlm. 215

E. Method of Collecting Data

1. Questionnaire

The writer administered a questionnaire to the sample of the research which is alumni of the Excellent class at Mts Kanjeng Sepuh Sidayu Gresik to know the voices of alumni on the implementation of the bilingual program and its impact on the success of their EFL leaving. From the explanation, the researcher conducted interviews by questionnaire in telephone with participants with the question that have been prepared by the researcher. The question can be a fact, opinion, or experience about the implementation of a bilingual program in Excellent Class at MTs. Kanjeng Sepuh Sidayu Gresik. The questionnaire form used in this study uses the help of Google Forms, which will

then be distributed directly to respondents.

2. Documentation

The documentation method is used to search and collect data and written information related to the problem. written information related to the problem research. In this research, the documentation method was used to collect data related to aspects study that has been formulated, including participant lists. The researcher collects the questionnaire data that has been distributed to participants before using Google Forms and then the researcher will analyze the results of the questionnaire to get the results of this research.

F. Instrument of The Research

The research provides a questionnaire for alumni of student excellent classes at MTs.

Kanjeng Sepuh about their opinion about the bilingual program in Excellent Class and their experience in learning lessons using bilingual. The researcher will send a questionnaire via Whatsapp Messenger using Google form for the participant, there are questionnaire opinions about learning using bilingual. While the documentation is used to get the data of participants.

To get a satisfactory research result, the researcher drafted a research instrument lattice. Arikunto (2006, p162) states that "The grid aims to show the relationship between the variables under the research and the sources of data or theories that are the relationship between the variables research and the data sources or theories taken. In this research, each existing variable will be explained, then determine the indicators, so that they become statement items, as shown in the Table below.

No	Variable	Indicators	Items of question
1.	Alumni's voices on the implementation of the bilingual program	<ul style="list-style-type: none"> • the positive aspects of the bilingual program on experience • challenges or difficulties encountered in bilingual programs for alumni • the bilingual program helped improve my English language skills • the teacher and materials adequate for the bilingual program • suggestion for improving the implementation of the bilingual program 	1,2,3,4,5
2.	Alumni's Voices on the Impacts of the bilingual program	<ul style="list-style-type: none"> • the overall quality of the bilingual program • the bilingual program adequately prepares for further education or future carrier opportunities • positively impacted success in learning English as a foreign language 	6,7,8,9,10

		<ul style="list-style-type: none"> • the bilingual program helped me develop better English-speaking skills • confident using English as a result of the bilingual program 	
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Table 3.1

G. Data Analysis Technique

In this research data analysis technique is required after data collection. The Miles and Huberman model was employed in this investigation. According to this paradigm, qualitative data are gathered using a variety of methods, including interviews, observations, documentation, notes, etc. The data gathered appears to have more words than numbers. As a result, before being used, the data must be prepared and examined. The specifics will be explained as follows:

1. Data Reduction

Data collection can be easily done through data reduction. Data reduction entails condensing, focusing on, and picking the most important items, as well as the theme and pattern. So, data categories will be used by researchers. The unit of meaning will be simpler to recognize as a result.

2. Display Data

Data visualization is done to make judgments. The data display makes it simpler for researchers to comprehend what's happening and to conduct more investigation. Narrative writing is most frequently used in qualitative research to represent the type of data. Data visualization is necessary to assist researchers in processing data because it can be difficult for them to understand what is going on. As a result, by

exhibiting the data, the given outcomes are more understandable.

3. Conclusion

Concluding is the process of drawing conclusions and verifying those conclusions. Initial results are still speculative and subject to revision if compelling data are discovered to support the next round of data collection. The conclusions offered are conclusions that can be trusted if beginning with reliable and consistent evidence.

The data acquired during interviews will be kept under wraps. The researcher will next choose relevant data by using triangulation. During the triangulation process, the confirmability test was used, and the participants validated the data. The researcher will then review the data before concluding.

In this research, the data will be reviewed after the draw/verification conclusions have been made, and the prior conclusions will be checked for accuracy and supported by evidence. Consequently, this conclusion can be regarded as reasonable.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents data analysis which deals with the data that have been investigated in the research. This chapter consists of parts. The first part is location description, this part describes the location where the alumni's school. The second part is research findings, this part presents and described the voices of alumni about the implementation of bilingual programs and the impact for alumni on their success of their EFL leaving. The third part is the discussion which consists of a discussion of the data found in the alumni bilingual program of excellent class. The researcher discussed the findings on the impact on alumni. The research got the data through questionnaires and documentation.

A. Finding

Based on the questionnaire results, the researcher found that all participants were greatly

helped by the existence of a bilingual program in the superior class of MTs. Kanjeng Sepuh Sidayu. The description of this finding is divided into several subs, which are :

No	Aspect of voices	Indicator	Alumni's voices
1.	Alumni's voices on the implementation of the bilingual program	The positive aspects of the bilingual program on experience.	Learn English easily through diverse subjects, improving grammar and speaking with native speakers... (a)
		Challenges or difficulties encountered in bilingual programs for alumni.	Participants struggled with foreign language lessons, requiring more time and addressing ununderstood vocabulary... (b)
		The bilingual program helped improve	Participants questioned if bilingual

		my English skills.	program improved English skills through fun, entertaining learning songs in pare kediri's English course program... (c)
		The teacher and materials are adequate for a bilingual program.	Participants satisfied with teacher and materials, not optimal for inserted lessons... (d)
		Suggestion for improving the implementation of bilingual program.	Teachers should prepare students for bilingual programs by familiarizing them with the language, improving learning methods and media, and exposing them to English-speaking foreigners for

			frequent communication practice... (e)
2.	Alumni's voices on the impact of the bilingual program	The overall quality of the bilingual program.	MTs Kanjeng Sepuh's bilingual program effectively teaches general and religious knowledge, focusing on English, but quality depends on students' language skills. Improvements in practice and supportive environment needed... (f)
		The bilingual program adequately prepares for further education or future career opportunities.	Bilingual programs enhance career opportunities by preparing for English proficiency, improving vocabulary, and enhancing

			interviews, college speech competitions, and overall success... (g)
		Positive impact on success in learning English as a foreign language.	Individual improves English and foreign language skills boost confidence in public speaking and enter Cambridge high school... (h)
		The bilingual program helped me develop better English-speaking skills.	Discusses benefits of the bilingual program, improves pronunciation, and calls for more facilities... (i)
		Confident using English as a result of the bilingual program.	Proficiency in grammar, speaking, interpreting simple English texts, and English-related

			tasks... (j)
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Table 4.1

B. Discussion

1. Alumni’s Voices of the Implementation of Bilingual Program

Bilingual learning is using two languages in interaction when learning takes place. According to **Holmes in Margana (2009; 11)** says that bilingual learning programs are aimed to promote bilingualism by using the first language proportionally or the use of two languages as the language of instruction. In the implementation of the bilingual program for learning, of course, there are several opinions of those who feel that the implementation of bilingual in the excellent class at MTs Kanjeng Sepuh is very effective. From the point of alumni’s voices of the implementation of the

bilingual program above, all alumni who participated in this research felt the positive aspects of their experience participating in the excellent class bilingual program at MTs. Almost most of them mentioned that by learning to use bilingual it became easier to learn English, being able to speak English with native speakers, and memorizing a lot of vocabulary in their daily lives. for example, participants when continuing their education from MTs Kanjeng Sepuh they were appointed as representatives of the debate competition. In addition, participants also experienced difficulties in dealing with bilingual learning, they felt that they lacked vocabulary knowledge in certain subjects such as science, geography, etc. and it took longer to digest the lessons taught because they had to digest the language of explanation first.

Behind the difficulties of participants, there are inadequate facilities provided by the school, namely teachers who will bring bilingual learning materials, teachers in terms of bilingual are less equipped with English which is very important in bilingual learning. because some teachers are not good at using English. but participants are very satisfied with the facilities provided by the school in the form of books because the school provides bilingual textbooks. So, the participants gave suggestions for the problem they faced while learning to use bilingual learning in the excellent class that schools optimize the use of bilinguals in active learning so that participants will more easily master the language they are accustomed to listening to English words and schools more often bring in native speaker them to practice in interacting with English.

2. Alumni's Voices of the Impact on Alumni's Success of Their EFL Leaving

as cited in the journal **IMPLEMENTATION OF BILINGUAL CLASS IN JUNIOR HIGH SCHOOL 1 BATURETNO WONOGIRI** by **Tri Angga Dewi**, Yogyakarta State University, Education Policy Study Program, Department of Philosophy and Sociology of Education, Faculty of Education. Bilingual education has two objectives, namely the development of English as an academic goal success of the teaching and learning process, and as a place to preserve the heritage of The impact of bilingual learning in excellent classes is very diverse to support the future of participants. From the point of the voices of the impact on alumni's success of their EFL Leaving, In the summary of the questionnaire table above,

all participants argued that the quality of the bilingual program in this excellent class was good and had been optimal to use bilingual learning and in religious sciences as well, but there were several obstacles experienced by participants, namely the lack of improvement in practice in terms of using English interaction in daily life and the lack of a supportive environment so that the use of English for daily life was the less effective day. In the bilingual program for participants, it is enough to prepare for further education or career opportunities in the future because some participants are required to be able to speak English in job entry interviews. After all, it will be a requirement of the company. But some feel less because what is needed is an international language not just a language in learning.

Regarding participants' confidence in using English in their daily lives, some participants felt confident because they were able to use grammar and speaking more precisely in their daily lives and participants were accustomed to using English in their continuing education so the environment supported to use of English today. But some feel insecure in using English every day because they feel insecure about their environment or afraid of wrong grammar when participants use English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the discussion above, the researcher concluded as follows :

Alumni's voices stated that the implementation of a bilingual program at MTs Kanjeng Sepuh had positive aspects, such as easier learning English, being able to speak English with native speakers, and memorizing a lot of vocabulary. However, participants experienced difficulties in dealing with bilingual learning, such as lacked vocabulary knowledge in certain subjects and taking

longer to digest lessons, a lack of improvement in practice, and a lack of a supportive environment. To address this, schools should optimize the use of bilinguals in active learning and bring in native speakers to practice interacting with English.

Alumni's voices stated that the impact of using the bilingual program in learning at MTs Kanjeng Sepuh was very useful for alumni because English is very useful for the world of work. Some of the participants felt confident in using English in their daily lives, but some felt insecure due to their environment or fear of wrong grammar.

B. Suggestion

1. For alumni

Alumni must be proud of the MTs Kanjeng Sepuh school institution as alumni of superior classes and should use the knowledge they have learned while studying bilingual every day when in society so that the knowledge gained is still useful for themselves and their surroundings

2. For institution

Institutions can improve and complete English language learning so that the bilingual program in the excellent MTs Kanjeng Sepuh

class can be optimal and effective.

3. For researcher

Hopefully, this simple research can also be used as a reference for future researchers. And hope that similar activities can be exported which can then influence a generation to follow this good thing.

C. Closing

Alhamdulillah, gratitude is always expressed by the author, for the permission of Allah SWT, and the blessings, and spiritual and physical health given, have allowed the author to be able to complete the thesis with the title "Bilingual

Program Of Excellent Class In
The Voices Of Alumni Of Mts.
Kanjeng Sepuh Sidayu Gresik".
The author hopes that this thesis
can be useful for the author and
all readers.

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APPENDIX

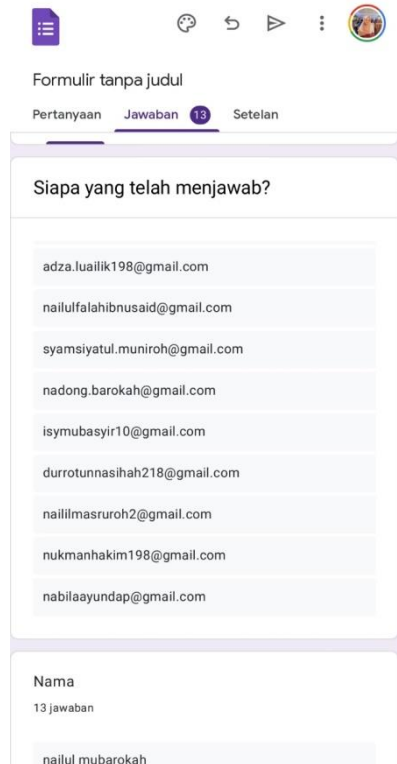
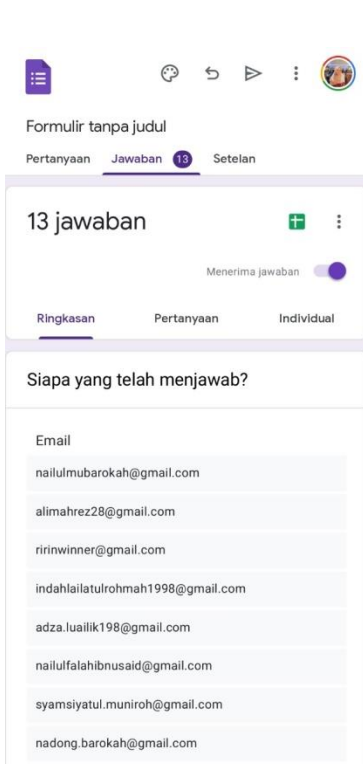
There's in the form of attachments that will be needed to strengthen research evidence.

Appendix 1: Link for questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSeNCDhbKH0Ej7Yrm-9LEQ6izbMzIHLmqOZr51rlzerBYb821Q/viewform?usp=sf_link

https://docs.google.com/forms/d/1MvgwDA7RHfj9NEwqGp983SqUIXbIGG82_GZO1RQ0c48/edit#responses

Appendix 2: Figure of Google form



Appendix 3: Questions of the questionnaire

IN THE ALUMNI'S VOICES OF IMPLEMENTATION OF
BILINGUAL PROGRAM

1. What were the positive aspects of the bilingual program that you experienced during your time at MTS Kanjeng Sepuh? Please provide.
2. Were there any challenges or difficulties you encountered with the bilingual program? If yes, please explain.
3. Did you feel that the bilingual program helped improve your English language skills? If yes, please explain how.
4. Were the teacher and materials used in the bilingual program adequate?
5. What suggestions do you have for improving the implementation of the bilingual program at MTS Kanjeng Sepuh?

IN THE ALUMNI'S VOICES OF IMPACT ON THE SUCCESS OF THEIR EFL LEAVING

1. How would you rate the overall quality of the bilingual program in the flagship class of MTs. Kanjeng Sepuh?
2. Did the bilingual program adequately prepare you for further education or future career opportunities?
3. Overall, the bilingual program at MTS Kanjeng Sepuh has positively impacted my success in learning English as a foreign language.
4. Has the bilingual program helped you develop better English-speaking skills?
5. How confident are you in using English as a result of the bilingual program?

Appendix 4: The Location, Historical, Vission, and Mission

The location of the alumni's school is from MTs. Kanjeng Sepuh. MTs. Kanjeng Sepuh is located on Jl. Kanjeng Sepuh No.2, Kauman, Pengulu, Sidayu, Gresik, Kabupaten Gresik, East Java 61153. The school is located in the Islamic tourism of Kyai Kanjeng Sepuh. And many schools are SMPN 1 Sidayu, SMPN 3 Sidayu, SDNU Kanjeng Sepuh, and TK Muslimat NU Kanjeng Sepuh.

The history of MTs. Kanjeng Sepuh In 1967 MTs. Kanjeng Sepuh Sidayu began to be established which at that time was called MTs NU with a 4-year education period. In 1970, for the first time took the State Exam (PGAN 4th). With the increase in age along with the progress of the times, MTs also experienced a fairly convincing increase, 1998 MTs Kanjeng Sepuh Sidayu students were no less than 680 students consisting

of 6 classes for class I (one), 6 classes for class II (two) and 6 classes for class III (three), each of which had approximately 40 students per class but now MTs Kanjeng Sepuh has 6 regular classes (A, B, C, D, E, F) and 1 excellent class. And also students who study at MTs Kanjeng Sepuh Sidayu not only come from the area around the Sidayu sub-district but outside the Gresik district and some are even outside the East Java Province.

MTs Kanjeng Sepuh may be the only school that uses Dual System Education in Sidayu Gresik, East Java. This Dual System is the enactment of the national education system and the Islamic boarding school education system. So in addition to the subject matter taught based on the national education curriculum, MTs Kanjeng Sepuh also teaches subject matter taught in many Islamic boarding schools including Nahwu, Shorof, Manteq, Balaghoh, and many other local contents. The use of Dual System Education is intended so that MTs Kanjeng Sepuh graduates in

addition to mastering general knowledge also so that MTs Kanjeng Sepuh graduates master sufficient religious knowledge which is needed after they graduate and mix in the community. MTs. Kanjeng Sepuh Sidayu has vision and mission below :

1. Vission of MTs. Kanjeng Sepuh

a) Faith and Taqwa to ALLAH SWT

- 1) Developing learning in religious subjects based on ahlu sunnah wal jama'ah
- 2) The realization of the practice of religion in everyday life

b) Excellence in Achievement

- 1) Growing enthusiasm to be more professional
- 2) Growth and development of student achievements, interests, talents, and skills

- c) Mastering science and technology
 - 1) Availability of adequate practicum/media facilities
 - 2) The realization of a generation/graduate who has insight into the knowledge
 - 3) The realization of a generation/of graduates who master computers
- d) Skilled in Arabic and English
 - 1) The realization of 40% of the generation/graduates who can read Salaf books
 - 2) The realization of 50% of students who can speak Arabic and English actively
 - 3) Have skills (Life Skills)

2. Mission

The realization of a generation that is faithful and devoted to ALLAH SWT, superior in achievement, mastering

science and technology, and skilled in Arabic and English.

Appendix 5: Table of the questionnaire

1. Alumni's Voices of the Implementation of Bilingual Program

- a. What were the positive aspects of the bilingual program that you experienced during your time at MTS Kanjeng Sepuh? Please provide.

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	I find it easy to learn English because students are required to learn English with various subjects, I understand grammar better, and I

			understand better when speaking with native speakers from other countries.
2.	Ali idris jamilul lail	2013	many examples of English skills getting better and I've practiced talking to foreigners.
3.	Ririn mustaqima tul luthfiy	2013	getting used to speaking a foreign language, practicing speaking a foreign language even though it is not very fluent. learning to

			be confident speaking the salty language
4.	Indah lailatul rohmah	2013	English vocabulary increases, because of the two languages in learning, so inevitably, little by little must understand
5.	Luailik madaniyah	2013	speaking English and Arabic during learning and conversation
6.	Muhammad nailul falah	2013	can participate in the English debate competition at the

			boarding school even though at that time the selection was very selective and could adapt to foreign language
7.	Syamsiyat ul muniroh	2014	learning is more enthusiastic and interested in new things. e.g. vocabulary
8.	Ianatun nisa	2013	Developed
9.	Isy mubasyir ahmad	2013	deepening Arabic and English in daily life which is more obtained than other classes.

10 .	Durrotun nasihah	2013	easier and faster in learning English such as remembering, memorizing vocabulary, composing sentences, and translating from English.
11 .	Nailil masruroh	2013	this bilingual program has a very positive impact on supporting students' ability to implement and develop the language they are learning.

12 .	Muhamma d nu'man al hakim	2013	become more aware of anything in English
13 .	Nabila ayunda putri	2013	very helpful for the developme nt of foreign languages for students because it turns out that the further the language is very important. for example, in the past, science subjects used English and it was very helpful during the

			Cambridge curriculum in high school and even during the physics bachelor's degree.
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(a)... Learning English is easy due to various subjects, improving grammar, and speaking with native speakers. Practice and confidence in speaking a foreign language are essential. English vocabulary increases as students learn both languages. Participating in debate competitions and deepening Arabic and English in daily life is more enjoyable. This bilingual program supports students' ability to implement and develop their language skills, making it beneficial for foreign language development. Language is important for

science subjects and physics bachelor's degrees.

- b. Were there any challenges or difficulties you encountered with the bilingual program? If yes, please explain.

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	Yes, I find it difficult when there are vocabulary words in the lessons that I don't know the meaning of such as vocabulary words in science or geography lessons.
2.	Ali idris jamilul lail	2013	there are definitely

			difficulties such as when learning tenses it is also difficult for me
3.	Ririn mustaqimatul luthfiy	2013	there is, always required to learn to use a foreign language continuously. difficult to understand lessons quickly when using a foreign language
4.	Indah lailatul rohmah	2013	understanding the knowledge in the book takes more time, because there is English in

			the explanation of the material.
5.	Luailik madaniyah	2013	Nothing
6.	Muhammad nailul falah	2013	There was, because at that time it was a bilingual class program, so there were many vocabulary words that needed to be searched and memorized and understood in the lesson. but everything can be passed.
7.	Syamsiyatul muniroh	2014	yes, the challenge is a lack of confidence

			to apply it.
8.	Ianatun nisa	2013	Ya, insecure
9.	Isy mubasyir ahmad	2013	inconsistent use of bilingual language in the classroom. books obtained in English are also rarely used.
10 .	Durrotun nasihah	2013	must be able to quickly think critically, during the exam the time given is the same as the regular class even though the superior class thinks about the meaning of the

			bilingual question.
11	Nailil masruroh	2013	difficulties encountered when there are vocals that are not understood
12	Muhammad nu'man al hakim	2013	there is a challenge to improve vocabulary and word composition all the time
13	Nabila ayunda putri	2013	There must be because, in the previous level of education, I did not use foreign languages but because the books used were also bilingual so it made it a

			little easier to apply foreign languages in several subjects, especially English which I think is more difficult than Arabic.
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(b)... The participants felt difficult to understand the lesson quickly when using a foreign language and require more time, for example when there are vocals that are not understood in the lesson.

c. Did you feel that the bilingual program helped improve your English language skills? If yes, please explain how.

N o	Name	Year of graduati on	Answer
1.	Nailul	2013	very

	Mubaarokah		helpful, because I can pronounce English correctly when singing or just talking.
2.	Ali idris jamilul lail	2013	Yes, by giving English vocabulary every day and also teaching lessons slowly.
3.	Ririn mustaqimatul luthfiy	2013	Yes, because every day I learn to use a foreign language to train to get used to using a foreign language.
4.	Indah lailatul rohmah	2013	A little help

5.	Luailik madaniyah	2013	Yes, that's right, we ended up with a lot of vocabulary.
6.	Muhammad nailul falah	2013	Yes, because a lot of vocabulary is absorbed in daily English class lessons such as listening to songs or conversations.
7.	Syamsiyatul muniroh	2014	yes because learning is fun so it can improve the ability of
8.	Ianatun nisa	2013	Not bad, because everything is in English

9.	Isy mubasyir ahmad	2013	Yes, it is very helpful, especially when there is an English course program in Dipare Kediri.
10 .	Durrotun nasihah	2013	yes, because being accustomed to learning bilingual classes such as courses in pare, English speech selection, and exams that use bilingual is very sharpening the brain. there is singing

			entertainment that already has a translation
11	Nailil masruroh	2013	Yes, the bilingual program can improve English language skills by applying or accustoming students to English.
12	Muhammad nu'manal hakim	2013	Yes, it is very helpful where from bilingual learning I am always inspired to always learn and understand the development of English.

13 .	Nabila ayunda putri	2013	yes, before I didn't even understand what grammar was and didn't have vocabulary knowledge. From the program, slowly my English skills began to be trained. the point is that I read a lot of English books and memorize vocabulary.
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(c) The participants asked if the bilingual program helped improve English skills because the learning is fun so that it can improve skills, especially since there is an English course program in pare Kediri

which is filled with entertaining learning songs that already have translations.

- d. Were the teacher and materials used in the bilingual program adequate?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	partly adequate, as for teachers who cannot use English during learning,

			some teachers always use English. if the school material provides bilingual textbooks , then the school provides bilingual textbooks .
2.	Ali idris jamilul lail	2013	yes very adequate
3.	Ririn mustaqimat ul luthfiy	2013	A little adequate
4.	Indah lailatul rohmah	2013	quite adequate, although not maximized
5.	Luailik madaniyah	2013	Yes adequate
6.	Muhammad nailul falah	2013	as far as at that

			time, it was quite adequate, seeing from the portion of the many lessons that were inserted into Arabic and more so English.
7.	Syamsiyatu l muniroh	2014	Yes
8.	Ianatun nisa	2013	Yes
9.	Isy mubasyir ahmad	2013	not all of them are adequate
10.	Durrotun nasihah	2013	Yes very adequate
11.	Nailil masruroh	2013	Adequate
12.	Muhammad nu'man al hakim	2013	Yes
13.	Nabila ayunda putri	2013	For books, it's pretty good, but

			for teachers, I don't think it's good enough.
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(d)... The participants are satisfied with the teacher and the materials are adequate, although it is not optimal considering the number of lessons that are inserted.

- e. What suggestions do you have for improving the implementation of the bilingual program at MTS Kanjeng Sepuh?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	advice for teachers before they teach children in the bilingual

			program they are first equipped with the language that will be brought to teach.
2.	Ali idris jamilul lail	2013	For suggestions, maybe just maintain the existing program because I think the existing program is good enough.
3.	Ririn mustaqim atul luthfiy	2013	recommends teachers who understand the language thoroughly and use easy-to-understand foreign language learning

			media.
4.	Indah lailatul rohmah	2013	more improved in its application, which means that indirect learning, two languages are also used in explaining the material, so that students gradually get used to listening to the material.
5.	Luailik madaniya h	2013	lack of activity in competitions and actual academic application. so hopefully more emphasis is placed on competition

			experience and experimentation
6.	Muhammad Nailul Falah	2013	keep abreast of the evolving state of the education curriculum. and promote the implementation of the language in national standard lessons
7.	Syamsiyatul Muniroh	2014	Possible to have teacher-to-student and student-to-student interactions using English.
8.	Ianatun Nisa	2013	Already good
9.	Isy Mubasyir Ahmad	2013	the use of English and Arabic in

			the classroom is more focused, for example when Monday is devoted to all students using English. if you violate it, sanctions or others will be applied.
10.	Durrotun nasihah	2013	my advice is to accept prospective students, it must be done in real terms from the ability of prospective students of mts kanjeng sepuh bilingual program. because with a strict

			selection, it will be able to maintain bilingual achievement by minimizing declining achievement .
1 1.	Nailil masruroh	2013	further, improve learning methods and media that can support the implementation of the bilingual program
1 2.	Muhammad nu'man al hakim	2013	There is, I hope that in the future the bilingual program should often be exposed to English-speaking foreigners so that

			English communication practices often occur.
1 3.	Nabila ayunda putri	2013	because increasingly here the competition between schools is getting tighter so that the quality of teachers in mastering the language must be improved. the output results or graduates from the school will compete with other schools that also implement bilingual and even full English.

(e)... Suggestions for teachers before they teach students in the bilingual program they are first equipped with the language that will be brought to teach. Further, improving learning methods and media that can support the implementation of the bilingual program and the bilingual program should often be exposed to English-speaking foreigners so that there is a frequent practice of English communication.

2. In the Voices of the Impact on Alumni’s Success of Their EFL Leaving.

- a. How would you rate the overall quality of the bilingual program in the flagship class of MTs Kanjeng Sepuh?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	the quality of the bilingual program in the superior

			class as a whole is good and effective because of the intense use of English in learning and examinations.
2.	Ali idris jamilul lail	2013	Overall, the quality of the superior class of MTs Kanjeng Sepuh is very good not only in general knowledge but also in religious knowledge.
3.	Ririn mustaqimatul luthfiy	2013	good, but it all depends on the capacity of the

			student's ability to learn a foreign language in a bilingual class.
4.	Indah lailatul rohmah	2013	Almost good
5.	Luailik madaniyah	2013	8/10
6.	Muhammad nailul falah	2013	good quality, because it has proven positive for us and other friends and alumni.
7.	Syamsiyatul muniroh	2014	with the delivery of the material presented more easily understood . and also easy to apply
8.	Ianaton	2013	Already

	nisa		good
9.	Isy mubasyir ahmad	2013	Good and more develop
10 .	Durrotun nasihah	2013	the quality of the bilingual program is good. but it would be nice if the bilingual program also followed the times so that the learning process would be enjoyable according to the times.
11 .	Nailil masruroh	2013	Good
12 .	Muhammad nu'man al hakim	2013	The bilingual program in the superior class of

			mts kanjeng sepuh is good but still needs improvement in terms of practice.
13 .	Nabila ayunda putri	2013	quite good, maybe because of the lack of a supportive environment and sometimes foreign language is considered a shock so it is less used daily.

(f)... The bilingual program at MTs Kanjeng Sepuh is effective in both general and religious knowledge, with a strong emphasis on English. However, the quality depends on the student's ability to learn a foreign language. The program is positive and has proven positive for students and alumni. Improvements in practice and a

supportive environment are needed, but the overall quality is still good.

- b. Did the bilingual program adequately prepare you for further education or future career opportunities?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	very helpful in preparing me for career opportunities because some companies provide requirements for being able to speak English.
2.	Ali idris jamilul lail	2013	Yes, it's good enough
3.	Ririn mustaqima	2013	adequately prepare or

	tul luthfiy		assist future opportunities.
4.	Indah lailatul rohmah	2013	In this case, what I feel since I was in the class is that my vocabulary has increased and is useful now.
5.	Luailik madaniyah	2013	less, because what is also needed is international language in learning.
6.	Muhammad nailul falah	2013	may be said to be sufficient for the relay of further life
7.	Syamsiyatul muniroh	2014	Enough.

8.	Ianaton nisa	2013	A little bit
9.	Isy mubasyir ahmad	2013	Enough
10 .	Durrotun nasihah	2013	yes very enough, with the bilingual program when I interviewe d at the hospital using English, I was able to pass to be accepted to work at the hospital. and when I was in college I was appointed by my friends to represent the class in the English speech

			competition until I won 2nd place.
11	Nailil masruroh	2013	Enough.
12	Muhammad nu'man al hakim	2013	Yes, the bilingual program is a very helpful start to a career.
13	Nabila ayunda putri	2013	Enough.

(g)... Bilingual programs are beneficial for preparing for career opportunities, as some companies require English proficiency. The vocabulary acquired is useful for future life. The bilingual program has helped in interviews, speech competitions in college, and achieving success in English speech competitions. Overall, it is a valuable start to a successful career.

c. Overall, the bilingual program at MTS Kanjeng Sepuh has positively

impacted my success in learning English as a foreign language.

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	very successful because I became more able to use English correctly.
2.	Ali idris jamilul lail	2013	yes after entering the superior class of mts kanjeng sepuh my English has gotten better
3.	Ririn mustaqimat ul luthfiy	2013	little by little has made me understand or understand about

			foreign languages even though not much
4.	Indah lailatul rohmah	2013	Yes
5.	Luailik madaniyah	2013	Yes, success enough
6.	Muhammad nailul falah	2013	Yes, positive impact
7.	Syamsiyatu l muniroh	2014	Yes
8.	Ianaton nisa	2013	A little bit
9.	Isy mubasyir ahmad	2013	more or less very impactful, especially in basic English
10 .	Durrotun nasihah	2013	yes, it has an impact on me because, with the ability to speak foreign

			languages , I can be more confident in public speaking both English and Indonesian.
11 .	Nailil masruroh	2013	Yes
12 .	Muhammad nu'man al hakim	2013	Yes, The bilingual program at MTs Kanjeng Sepuh has had a positive impact on my success in speaking English.
13 .	Nabila ayunda putri	2013	Yes, I can enter high school with the Cambridge

			curriculum.
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(h)... The individual achieves success in using English correctly and understanding a foreign language thus increasing their confidence in public speaking. The bilingual program also allows them to enter high school with the Cambridge curriculum.

- d. Has the bilingual program helped you develop better English-speaking skills?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	Of course, very helped
2.	Ali idris jamilul lail	2013	Yes, very helped
3.	Ririn mustaqimatul luthfiy	2013	A little bit helped hehehe
4.	Indah	2013	for

	lailatul rohmah		speaking in English yet, because I was also quite quiet and the facilities for practicing speaking skills in English at that time were lacking in my opinion.
5.	Luailik madaniyah	2013	Yes, very helped
6.	Muhammad nailul falah	2013	Yes, absolutely
7.	Syamsiyatul muniroh	2014	Helped
8.	Ianatun nisa	2013	A little bit

9.	Isy mubasyir ahmad	2013	Helped enough
10.	Durrotun nasihah	2013	Yes, it can help me speak English well and correctly.
11.	Nailil masruroh	2013	Yes
12.	Muhammad nu'man al hakim	2013	Yes, very helped
13.	Nabila ayunda putri	2013	Yes.

(i)... Discusses the benefits of practicing speaking English, stating that the bilingual program has helped improve pronunciation and enunciation. However, participants recognized the need for more facilities and opportunities to practice.

- e. How confident are you in using English as a result of the bilingual program?

No	Name	Year of graduation	Answer
1.	Nailul Mubaarokah	2013	I am very confident because I can use grammar and speak more precisely.
2.	Ali idris jamilul lail	2013	Maybe around 80%
3.	Ririn mustaqimat ul luthfiy	2013	Confident but just around 40%
4.	Indah lailatul rohmah	2013	If you think it's enough, it's not enough to be confident, because my language skills are not very visible

			but thank God I am quite happy and confident to interpret a simple text in English.
5.	Luailik madaniyah	2013	9/10
6.	Muhammad nailul falah	2013	according to needs and conditions
7.	Syamsiyatu I muniroh	2014	20-25%
8.	Ianatun nisa	2013	A little bit
9.	Isy mubasyir ahmad	2013	50%
10	Durrotun nasihah	2013	My confidence in the used English language is 75%-

			100%
11 .	Nailil masruroh	2013	75%
12 .	Muhammad nu'man al hakim	2013	I am very confident when faced with anything related to English.
13 .	Nabila ayunda putri	2013	Very confident

(j)... Confident in grammar and speaking, with a range of 80%-80%. Confident in interpreting simple English texts, with a range of 20-25%, 50%, and 75%-100%. Confident in English-related tasks.

CURRICULUM VITAE

Personal Data

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Formal Education

1. MI Nurul Huda Wadeng Sidayu Gresik
(2004-2010)
2. MTs. Kanjeng Sepuh Sidayu Gresik
(2010-2013)
3. SMAN 1 Sidayu Gresik
(2014-2016)
4. English Education Department, Faculty of
Education and Teacher Training, UIN Walisongo
Semarang

Non Formal

1. Pondok Pesantren Darul Falah Besongo

Pengalaman Organisasi

1. MPK-OSIS SMAN 1 SIDAYU
2. Pramuka Bantara SMAN 1 SIDAYU
3. Pengurus sie Dokumentasi Pondok Pesantre Darul Falah Besongo
4. Pengurus sie Koperasi Pondok Pesantre Darul Falah Besongo
5. PMII Rayon Gusdur UIN Walisongo

Semarang, June 21th 2023

The Researcher

Selma Khuffata Al Ulya