

**BILINGUAL PROGRAM IN ENGLISH TEACHING AND LEARNING
PROCESS AT THE SEVENTH GRADER**

THESIS

Submitted to Partial Fullfilment of the Requirement for Degree of Bachelor of
Education in English Language Education



By:

USBATUL INAYAH

1503046022

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

2020

A THESIS STATEMENT

I am the student with the following identify:

Name : Usbatul Inayah

Student Number : 1503046022

Department : English Language Education

State that thesis entitled :

BILINGUAL PROGRAM IN ENGLISH TEACHING AND LEARNING PROCESS AT THE SEVENTH GRADER

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Semarang, 22 July 2020

The Writer,



Usbatul Inayah

NIM. 1503046022



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Hamka Kampus II Ngaliyan TelP. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with following identification:

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PROCESS AT THE SEVENTH GRADER**

Student Number : 1503046022

Department : English Language Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

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THE BOARD OF EXAMINERS

Chair Person,

Dr. Hj. Siti Mariam, M.Pd
NIP. 196507271992032002

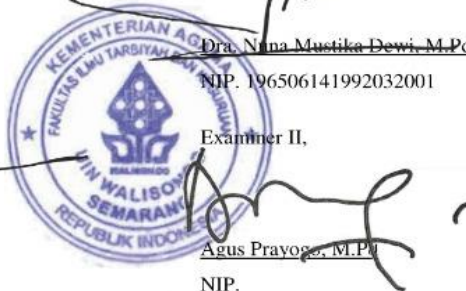
Secretary,

Dr. Nana Mustika Dewi, M.Pd
NIP. 196506141992032001

Examiner I,

David Rizal, M.Pd
NIP. 197710252007011015

Examiner II,



Agus Prayogo, M.Pd
NIP.

Advisor I,

Dr. Hj. Siti Mariam, M.Pd
NIP. 196507271992032002

Advisor II,

Nadiah Ma'mun, M.Pd
NIP. 19781103 200701 2 016

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University

Assalamualaikum Wr.Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

**Title : BILINGUAL PROGRAM IN ENGLISH TEACHING AND
LEARNING PROCESS AT THE SEVENTH GRADER**

Student Number : 1503046022

Departement : English Language Education

I state that thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munasabah session.

Wassalamu'alaikum Wr.Wb.

The Advisor I



Dr. Hj. Siti Mariam, M.Pd

NIP. 19650727 199203 2002

ADVISOR NOTE

To:

The Dean of Education and Teacher Training Faculty of Walisongo State Islamic University

Assalamualaikum Wr.Wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis:

**Title : BILINGUAL PROGRAM IN ENGLISH TEACHING AND
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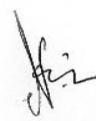
Student Number : 1503046022

Department : English Language Education

I state that thesis is ready to be submitted to Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at Munasabah session.

Wassalamu'alaikum Wr.Wb.

The Advisor II



Nadiah Ma' mun, M.Pd

NIP.19781103 200701 2 016

ABSTRACT

Title : Bilingual Program in English Teaching and Learning Process at the Seventh Grader

Writer : Usbatul Inayah

Student Number : 1503046022

This research was aimed to explain learning objectives, learning materials, teaching methods, learning media and resources, learning assessment, the problems faced by students, the problem faced by teacher, and problems solving in English teaching and learning process especially in seventh-grader. This research was a qualitative method. The data collection were done using a semi-structured by observation, interviews, and documentation. The population of this research was seventh-year students of SMP IT Al Azhar Lebaksiu Tegal, who consists of 42 students. The data were analyzed using data reduction, data display, and conclusion drawing/verification. The findings of this research showed that (1) the learning objective of the bilingual program in English teaching and learning process at the seventh-grader, namely students have a strong foundation in learning English. The material delivered to students was a daily dictionary taken from a textbook published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation. Several teaching methods were the direct method (DM) and cooperative learning (CL). The media used were visual media such as whiteboard, marker, pencil, book, and dictionary. Then learning resources were teacher's handbook, friends, and English teacher. The assessment of English teaching and learning process was summative and formative assessment, and it used to test non-test assessment. (2) The problems faced by students in English teaching and learning process at the seventh-grader is student handbook, writing, speaking and reading. (3) The problem faced by the teacher in English teaching and learning process at the seventh-grader is conditioning students, and (4) Problems solving by the teacher is the teacher reminds and pays attention to students, walks and monitors students, gives nonverbal warnings to students, and gives punishment to students. This research shows that the problem of the learning process and students have an effect on the teacher and school. This implies that in the future, the teacher uses a variety of methods, the use of innovative media, and the school provides adequate facilities and infrastructure for students to learn English.

Keywords: Bilingual Education Program, English Teaching and Learning, Teacher's Problem in English Teaching.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا اكْتَسَبَتْ

"Allah does not lay responsibility on anyone beyond his capacity. In his favour shall be whatever good each one does, and against him whatever evil he does."

(QS. Al-Baqarah 286).¹

"Life will be continuous. It means that time will go on. It doesn't care who you are, what you have been done, so do it with a good matter for your beloved and others."

(Usbatul Inayah)

¹ Departemen Agama RI, *Al Qur'an Dan Terjemahnya* (Bandung: J-Art, 2004).47

DEDICATION

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

1. My beloved father and mother who always support me emotionally and materially with pray, love, guide, patience, motivation, and everything for my life.
2. My beloved older sister and my younger brother, who always support me to reach my dream.
3. All teachers and all of the students of SMP IT Al Azhar Lebaksiu Tegal especially the seventh-grader.
4. All of my dearest friends of English language teaching.

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The researcher realizes that this project cannot be completed without support, guidance, advice, help, and encouragement from individuals and institutions. Therefore the researcher would like to express the deepest appreciation to:

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Finally, the researcher always expects that this research may be helpful for all. Aamiin

Semarang, 22 July 2020

Researcher,



Usbatul Inayah

NIM.1503046022

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CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, research questions, objectives of the study, limitation of the study, and significances of the study.

A. Background of the Study

Bilingual a form of education in communication which students are taught literacy and content in two languages. They are considered “additive” bilingual programs because they “add” a second academic language for students, instead of trying to extinguish a minority language and move a student to exclusively use English.

The main communication tool throughout the world is language. Language is a symbol system in the form of sound that is used to communicate, express, convey messages and interpret anything. So language is very important for daily activities. Everyone needs to communicate with other people. Without language, we will find it difficult to convey the intention of acting.²

Allah stated in Al-Qur'an surah al-Hujurat verse 13: (13)

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْوَاهُ ۚ إِنَّ اللَّهَ عَلِيمٌ
خَبِيرٌ

Meaning: "O people, We have created you from a male and female, and made you into nation and tribes that you might get to know one another. Surely the noblest of you in Allah's sight is the most righteous of you. All are wise and all-knowing".

This verse is interpreted to mean that God created humans of man (Adam) and woman (Hawa) and made nation-states, tribes, customs, races, cultures and automatically they will be united through language.³

It cannot be denied that the tool for unifying the nation is English because English is an international language that is used almost all over the world. Understanding of foreign language here is a language that can be understood as a language used in international communication involving people from two or more countries. So English is an international language as well as a global language. Learning and understanding English is a necessity that cannot be avoided. By learning English, someone will add their insights and knowledge internationally.⁴

² Marcelo Dascal, *Pragmatic & Cognition* (Amsterdam: John Publishing Company, 2012). 337

³ Daimah, 'Pendidikan Inklusif Perspektif QS . Al- Hujurat Ayat 10-13', 3.1 (2018), 60–61.

⁴ Z. Rohmah, 'English as a Global Language: Its Historical Past and Its Future', *Jurnal Bahasa & Seni*, 33.1 (2005), 107.

As an international language, it is clear that English has a big role. One implication is that many people try to learn English well. In the field of education. For example, they can study some books written in English, For the learner's future careers and opportunities to emigrate, and for the creation of skilled work. English now begins to be introduced to students earlier. Many elementary school students, junior high school and even kindergarten begin to learn English. English language usage is also widely used in non-academic fields, such as economic and business relations between countries, international relations, and the media. This shows that in this globalization era, English is not only beneficial in the business field, but one of them is in the field of education and other fields.⁵

One of the school's efforts to prepare students in fulfilling the era of globalization that emphasizes the use of international languages is by implementing a bilingual program. According to Hamers and Blanc bilingual is defined as 'having or using two languages especially as spoken with the fluency and accuracy of a native speakers': 'a person using two languages especially habitually and with control like that of native speakers'.⁶ The purpose is to be able to use two languages well. Schools that provide bilingual programs mean using two languages in the activities of the teaching and learning process. The language that is often used in bilingual schools in Indonesia is Indonesian and English which aims to improve mastery of learning and to improve students' English skills in Didik and Priman, so they are not left behind and can participate in world development.⁷

Based on this, one way for parents to have children with foreign language skills is by entering children in insightful bilingual schools. In this case, the author found one of the bilingual insightful junior high school educational institutions, namely SMP IT Al Azhar Lebaksiu Tegal. That school is an educational institution under the auspices of an Islamic foundation that has a vision "Foremost in Realizing Achievements and Good Attitude (Generations of Great Muslims, Good Attitude, Excellence in Achievement, Proficient in Technology and Foreign Language)", meaning schools that have systems and programs which aim not only in giving sufficient Islamic knowledge but also in developing the English language especially communication skills. From this vision, this school has good input so that in maintaining it in English teaching and learning activities carried out by not only conveying the theory, but there are also English subjects specifically practice (conversation) where the conversational models are adapted to certain topics in everyday life which are made in the form of bilingual dialogue format (English and Indonesian), in

⁵ Allan Lauder, 'THE STATUS AND FUNCTION OF ENGLISH IN INDONESIA : A REVIEW OF KEY FACTORS', 12.1 (2008), 9–20.

⁶ M. H. A. Hamers J. F., & Blanc, 'Bilinguality and Bilingualism Second Edition', *Cambridge: Cambridge University Press.*, 2000, 6 <<https://doi.org/10.1017/CBO9781107415324.004>>.

⁷ Didik Santoso and Priman Ginting, *Education Program at Junior High School* (Jakarta: kencana, 2015).6

English teaching and learning process carried out by various methods and different media according to the material given at that time. Besides, the pattern of interaction between teacher and students also looks harmonious. This is evident when one teacher said when inside and outside the communication class uses bilingual went well. On another occasion, the English teacher also said that students are trained to communicate using English the aim that students would later be able to practice speaking English directly with foreigners when a study tour, by wish the student could be implemented direct communication with the tourist but the real some of the student do not have courage to make direct communication with the tourist.

This research described the process of teaching and learning English that occurred in bilingual program held at SMP IT Al Azhar Lebaksiu Tegal; its learning objectives, learning materials, teaching methods, media and learning resources, evaluation, problems faced by students, problems faced by teacher and problems solving in English teaching and learning process.

Based on the explanation above, the researcher is interested in conducting research under the title "bilingual program in English teaching and learning process at the seventh-grader."

B. Research Questions

Based on the background above, the research states the following questions of the research:

1. How is bilingual program in English teaching and learning process at the seventh-grader?
2. What are the problems faced by students of bilingual program in English teaching and learning process at the seventh-grader?
3. What are the problems faced by teacher of bilingual program in English teaching and learning process at the seventh-grader?
4. What does the teacher do to solve the problems of bilingual program in English teaching and learning process at the seventh-grader?

C. Objectives of the Study

Based on the statement of the research above, the purposes of the study are:

1. To describe bilingual program in English teaching and learning process at the seventh-grader.
2. To analyze problems faced by the students of bilingual program in English teaching and learning process at the seventh-grader.
3. To analyze problems faced by the teacher of bilingual program in English teaching and learning process at the seventh-grader.

4. To explain the teacher's way to solve the problems of bilingual program in English teaching and learning process at the seventh-grader.

D. Limitation of the Study

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of the research were:

1. The research was limited by time. Qualitative study needed a long-time period in order to gain representative data. When the same research conducted for a longer time, it is possible that the researcher could get a different result.
2. The researcher observes the seventh-grader of bilingual program in English teaching and learning process at SMP IT AL Azhar Lebaksiu Tegal in the Academic Year of 2019/2020. The researcher realizes the result of this study cannot describe ideally the materials, methods, media and sources, assessment, the problem faced by students, the problem faced by teacher and problems solving delivered in English teaching and learning.

E. Significances of the Study

The Benefits of the research can be stated as follow:

1. Theoretical benefit

This research is expected to be signed as an input managing a program. Besides, hopefully, this research can give useful knowledge about bilingual program in English teaching and learning process, motivate the students to study English, and provide a description of the benefits for future researchers who will investigate the same case.

2. Practical benefit

- a. For researcher

The researcher hopes to get knowledge and experiences about EFL teaching and learning process and manage the program well, especially in the bilingual program.

- b. For teacher

The result of the study can be used evaluation and as input in improving the quality of teaching.

3. Pedagogical benefit

It is hoped that this research can add to our knowledge about bilingual program in English teaching and learning at school. This research is expected to provide a positive contribution, generally for FITK students and for education management students who are interested in learning about bilingual programs.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of bilingual education program, the general concept of English teaching and learning, teachers' problem in English teaching, review of previous research that was used for comparison in observing this research, and the last is a conceptual framework.

A. Literature Review

1. Bilingual Education Program

a. Definition of Bilingual Education Program

In basic definition, according to Margana the term bilingual education program relates to teaching in two languages and the use of these two languages as a medium of classroom instruction.⁸ Moreover, Stephan May claims that bilingual education involves instruction in two languages and excludes programs that the second language (L2), which is taught as a subject only.⁹ In support of this, Imam and Shaw states that the basic feature of bilingual programs is that the languages are used to teach subject matter content rather than just the languages themselves. Therefore, the key point of bilingual education is that both languages must be used as the medium of instruction to deliver the material. Stephan May conclude: "if there is a useful demarcation, then bilingual education may be said to start when more than one language is used to teach content rather than just being taught as a subject by itself".¹⁰

Another key point of defining bilingual education relates to the goals of the program given. Simply put, the aim of the bilingual program according to Burhan Ozfidan and Hasan Aydin is to improve academic achievement, native speakers acquire a second language, maintain and preserve diverse cultural and linguistic heritage, and advance language as a source of national cultural wealth.¹¹

b. Advantages and Disadvantages of Bilingual Program

In recent years there have been many studies around the world, examining the advantages and disadvantages of bilingual education programs. The advantages of bilingual programs are documented and supported in numerous studies. Nguyen shows that bilingual programs have a positive impact on language development and child education, and can process information through two different languages.

⁸ Margana, 'Theoretical Justification of Bilingual Education Program in Indonesia', *Educational Linguistics Journal*, 1.1 (2013), 774.

⁹ Stephan May, *Bilingual Education: What the Research Tell Us* (the university of auckland.new zealand, 2017).3

¹⁰ Stephan May. *Bilingual Education*.3

¹¹ Burhan Ozfidan and Hasan Aydin, 'Prospects for Bilingual Education Curriculum in Turkey : A Mainstream Issue', 7.4 (2017) .25

Nguyen explains that there are eight main advantages in bilingual education program; 1) Increasing proficiency in two languages can communicate effectively and have broader insights can understand the variety of life in the world (culture, religion, ethnicity, etc.), 2) Knowing two languages can provide a deeper understanding of history, socio-cultural tradition and perspectives, 3) Mental improvement, self-esteem especially for ethnic minority children, 4) The economic advantage in increasing opportunities for exchange and global trade. 5) Have the courage and ability to improve achievement in class, 6) Develop better children's awareness, and 7) Increased self-confidence at the local, regional and national levels.¹²

Meanwhile, the bilingual education program has some disadvantages. Disadvantages at the initial stage are children who hear more than one language will feel confused and will mix their language so that it will cause problems in communication.¹³ In addition, according to McLaughlin in Gunarsa Singgih there is a time when children will appear to be deprived of using native language, but the second language also does not appear to be developing. This event is referred to as (language imbalance). However, this event will disappear by itself as the child's language skills development because this is a normal process for children who are learning bilingually. Children need time to be able to master the language that is being studied perfectly. Sometimes the child's mother tongue skills will decline, while the second language does not develop.¹⁴

From the description above, it can be concluded that bilingual programs are very beneficial for students who follow them, although the age of bilingual students in the early stages affects the delay in communication basically, bilingual students will determine the success of the future.

2. General Concept of English Language Teaching and Learning

a. English Language Teaching and Learning

Language is a symbol system for communicating with others. As a means of communication, language has a central role in intellectual, social and emotional development to support students in teaching and learning. Language is a means to communicate verbally and in writing. Language learning is expected to help them understand and express information, feelings, thoughts, and develop science, technology and culture. Communication ability means the ability to understand and produce oral and written texts which are manifested in four language skills, namely speaking, writing,

¹² Mai Thanh Nguyen, Hochiminh City, and Hochiminh City, 'Bilingual Education Helps to Improve the Intelligence of Children', 7.4 (2017), 11–17

¹³ Maram Teimeh and Atallah Haddad, 'The Status Que Of Bilingualism And Its Types In Education In Jordan', 6.08 (2017), 2007–9.

¹⁴ Gunarsa Singgih, *Dari Anak Sampai Usia Lanjut: Bunga Rampai Psikologi Perkembangan*, 2nd edn (Jakarta: Gunung Mulia, 2006).95-96

listening and reading. Where the skills are used to respond or create discourse in social life. Therefore, English lessons are directed to develop the four skills so that graduates can communicate in English verbally and in writing.¹⁵

English as a foreign language is part of the educational curriculum, particularly in school. In Indonesia, English is a compulsory subject in junior high school, senior high school and university level. In the lower levels, such as elementary school, English is not a compulsory subject; it can be taught to the students as the local content because students begin to study the basis of English.¹⁶

The term "English teaching-learning" rests on two words, "teaching and learning" these worlds are interconnected to teach others, and they involve human beings. Teaching means a process of delivering some information or knowledge from teacher to students.¹⁷ According to Smith teaching is imparting knowledge or skill. Teaching is a combination of human elements, materials, facilities, equipment, and procedures that influence the attainment of the goal of teaching. Teaching can be defined as an interactive process that the teacher gives knowledge to the students to reach the goals of teaching.¹⁸

While learning has been defined as a process of attaining knowledge so that there will be a change of habit to the learners or students. Learning is students' activity in understanding learning material of English skills so that they can express their ideas based on their context and situation. Viewing of this definition, student and learning materials have their roles. The student's roles can be a resource person, an evaluator, a friend, a guide, an instructor, an organizer and so on while learning material functions as material to be studied in the process of learning, so it makes students use the English skills as their function for communication.¹⁹

Teaching English as a foreign language (TEFL) is offered in countries that do not use English, where English is not the first language and is not a dominant language. TEFL teaches English where English is not widely used and is the official language of choice for daily communication. TEFL focuses on goals or studies of English by teachers and students where the language learned is not the mother tongue. The goals for teaching English as a foreign language can be further divided into two groups that include internal

¹⁵ Alia Alfiyati, 'Project, Pembelajaran Menulis Eksposisi Bahasa Inggris Melalui Strategi Think Quest', *Jurnal Sasindo Umpam*, 6.1 (2018), 55–66.

¹⁶ Nury Supriyanti and Anita Triastuti Lusi Nurhayati, *TEFL Methodology* (Universitas Negeri Yogyakarta, 2018).3-4

¹⁷ Wina Sanjaya, *Pembelajaran Dalam Implementasi KBK* (Jakarta: Predana Media Kencana, 2003).73-74

¹⁸ Oemar Hamalik, *Kurikulum Dan Pembelajaran* (Jakarta: Bumi Aksara, 2003).57

¹⁹ Dr. Idris HM Noor, 'Improving Learning and Teaching English in Implementing the 2013English Curriculum at Junior Secondary School Study at the Public Junior Secondary School (A Case Study at the Public Junior Secondary School 3 Babelan District Bekasi West Java, Indonesia)', *International Journal of Language Teaching*, 5.3 (2018), 70–89.

and external. The external goals relate to concern the use of language learned outside the classroom. This could be the usage of the language while when the students want to travel, they might want to study computer or engineering and they might be refugees. On the side of the internal category, the goals are related to the student's inner life as individuals rather than social instructions, increasing community cultural awareness, can be accepted in foreign communities and accepted in the academic forum.²⁰

Based on the explanation above, the researcher concludes that teaching English as a foreign language is learning that involves teachers and students where the language used is not the first language in a particular country, and people use it for certain contexts and purposes.

b. Components of Teaching and Learning

According to Wina Sanjaya, the implementation of the teaching and learning process at least consists of 5 main components. It is based on the Government Regulation which stated that the planning of the learning process includes syllabus and lesson plan for implementing learning which contains at the least learning objectives, learning materials, teaching methods, media, learning resources, and assessment.

1) Learning Objectives

Learning objectives are formulated in the form of competencies that must be achieved or mastered by the students. In formulating learning objectives, the teacher's task is to describe basic competence becomes the indicators of learning outcomes. The indicator of learning outcomes is a statement of behaviour which is observable and oriented toward learning outcomes.

In Permendikbud RI No.65 of 2013 concerning Education Process Standards states that learning objectives are formulated based on basic competence and further developed by indicators. Learning objectives can be clarified into three types, namely learning objectives on aspects of attitude, knowledge and skills.

The preparation of learning objectives should pay attention to the principles of learning objectives because the formulation of learning objectives is the direction that students must reach. In other words, learning objectives relate to behavioural changes that must be had after students follow the learning process that we hold. With learning objectives, both teachers and students are expected to have clarity of what must be achieved, what must be done to achieve the goal.²¹

Wina Sanjaya in Andi Prasetyo shows that the formulation of learning objectives must have the following provisions, among others: 1) student-oriented, 2) operational, meaning that objectives must be formulated specifically and operationally so that it is easy

²⁰ Nouf Aljohani, 'The Goals of Language Teaching', 7.3 (2016), 442

²¹ Wina Sanjaya, *Perencanaan Dan Desain Pembelajaran* (Jakarta: Kencana, 2011).60-62

to measure the level of success. Furthermore, learning objectives must contain elements A. *Audience*, B. *Behavior*, C. *Condition* and D, *degree*. *audience* is students who are subject to learning objectives. *Behaviour* is a verb that describes the ability of the audience after learning. *Condition* is the situation when the goal is resolved. *A degree* is a standard that must be achieved by the audience so that it can be stated to have reached the goal.²²

2) Material or content

Learning material/content is at the core of all learning processes. What is meant by learning material is a combination of knowledge (facts and detailed information), skills (steps, procedures, and conditions), and attitude factors. They are learning material with regard to subject matter that students must master in accordance with learning objectives. The subject matter must be explored from various sources of teaching materials that are in accordance with the competencies that must be achieved.²³ According to Peter Strevens teachers in choosing teaching materials such as course books, ancillary readers, films, recording or any other instructional materials need to have certain characteristics. They need to be; 1) Realistic, i.e. capable of being used by the teachers and learners, capable of being learned and cheap enough to be available, 2) Relevant to the particular point in the learner's progress; to his aims and age-group, 3) Interesting, i.e. varied; on topics of interest to the learner; intellectually satisfying, 4) Encouraging, i.e. having the quality of making the learner feels the is making progress or at least enjoying his learning, and 5) Compatible with the approach being followed; with the teacher's attitudes.²⁴

3) Teaching Methodology

The methodology is the systematic and scientific way of teaching any subject. It guides teacher" How to teach" and "How his teaching may be effective". Method may also be defined as: "Method is the ways used by the teacher to make a relationship with students when a teaching-learning process is going on".²⁵ According to Freeman²⁶ there are eight kinds of English teaching method namely: Grammar Translation Method, Direct Method, Audio-Lingual Method, Community Language Learning, Desuggestopedia, Total Physical Response, The silent way, and Communicative Language Teaching.

Grammar Translation Method was used for the purpose of helping students to read literature written in the target language. To do this, students need to learn about grammar rules and vocabulary of the target language. Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of

²² Andi Prasetyo, *Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu* (Jakarta: kencana, 2015).189-190

²³ Sanjaya, *Perencanaan Dan Desain Pembelajaran*.60

²⁴ Peter Strevens, *New Orientations in the Teaching of English* (Oxford University Press, 1977).27

²⁵ Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar* (Bandung: Sinar Baru, 1989).67

²⁶ Diane Larsman Freeman, *Tehniques and Principles in Language Teaching* (nNew York: Oxford, 2008).11

demonstration and visual aids, with no recourse to the students' native language. In Audio-Lingual Method, new vocabulary and structural patterns are presented through dialogues. The dialogues are learned through memorization and repetition.

Community Language Learning, the teacher, considers not only their students' feelings, but they have some understanding of the relationship among students' physical reaction, instinctive protective reaction, and desire to learn. Desuggestopedia, the teacher, is the authority in the classroom. In order for the method to be successful, the students must trust and respect to the teacher. Total Physical Response, the students listen to the teacher using the target language communicatively from the target language from the first day of instruction. In TPR activities, students are not required to speak. The teacher helps her students to understand her by using pictures, and occasional words in the students' native language and by being as expressive as possible.

The silent way, the teacher works with the students while the students work on the language using a variety of tools (chart, hand gestures, blackboard, etc.) to get the student' self-correct. Communicative Language Teaching, language teaching allows students to use language to communicate with communicating their opinions and share their ideas and feelings use the language according to social context, setting, topic, and participants.

4) Media and Learning Resources

Media in the learning process can be interpreted as a tool to facilitate the achievement of learning objectives. Media can make students interested in language teaching and learning process. The teachers can use several of the media in order to support their teaching activity. According to Sudiran and Eni Prasetyowati, there are three kinds of media: (a) visual media which involves eyes sense such as pictures, flashcards, puppets and the real object, (b) Audio media which involves ears sensory such as tape recorder and radio, (c) audiovisual media which involves seeing and hearing sensory such as television and film trips.²⁷ While learning resources are all things that contain messages that must be learned in accordance with learning material. When going to use media and learning resources in the learning process must be adjusted to the learning objectives, material character, availability, costs and so on. Likewise, from the characteristics of students who must be considered in choosing the media to be used.²⁸

5) Learning Evaluation

Evaluation is not only to measure the success of each student in achieving learning outcomes but also to gather information about the learning process carried out by each student. Evaluation in the teaching-learning process usually uses an assessment rubric.

²⁷ Eni Prasetyowati Sudiran, 'The Implementation of Media in Teaching English for Young Learners (EYL)', *Cetlic*, 1.1 (2014), 8–9.

²⁸ Sanjaya, *Perencanaan Dan Desain Pembelajaran*.62

Assessment for learning has been defined assessment is a long-term procedure and involves information and data regarding the development of the students. According to Cowie & Bell (1999) in Irfan, Tosuncuoglu assessment has a vital impact on the education process to inform and improve ongoing learning, and plays a significant role.²⁹

According to Douglas Brown,³⁰ there are three kinds of assessment: First is informal and formal assessment. The informal assessment covers a number of forms, starting with incidental, unplanned comments and responses, along with other impromptu feedback or the teacher gives the tasks directly to the student. Whereas formal assessment is exercises or procedures specially designed, they are systematic, planned sampling techniques constructed to give teacher and student an appraisal of students achievement. Second is a formative and summative assessment. Formative assessment is used to evaluate the students' process, competences and skills. The goals are to help the teacher continue the growing process. While the goal of summative assessment is to measure the student's competence in mid-test or semester test,

The last is Norm-Reference and Criterion-Reference Test. In the norm-referenced test means test- taken score is interpreted in relation to a mean (average score), median (middle score), standard deviation (extent of variance in the score), and percentile rank. Criterion-Reference Tests are designed to give test-takers feedback, grades and specific course or lesson objectives. The parts of the teacher are sometimes required in order to deliver useful and appropriate feedback to the students.

3. Teachers' Problem in English Teaching

There are many problems that are faced by the teacher when doing his or her work. The definition of teaching problems in two dimensions; those are the dimension of components and the interactions among the components. The components are learning objectives, teacher, teaching plan, learning media, learning methods, and learning evaluation. The interaction among components means that the components are energy and dynamic.

The teacher has an important role in the teaching and learning process. Moreover, to teach English as a foreign language, the teacher must prepare well. Commonly, the problems that are faced by teachers in the teaching are learning material, methods and media.³¹

1) Preparing Material

In the teaching and learning process, instructional material sometimes does not pass through a systematic process to develop it. The problem often faced by teachers in the

²⁹ Irfan Tosuncuoglu, 'Importance of Assessment in ELT', 6.9 (2018), 163–67

³⁰ H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (New York: Longman).5-7

³¹ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: PT. Bumi Aksara, 2013).12

learning process is that there is so much material that must be taught with limited time. Preparing teaching materials is the substance that will be explained in the teaching and learning process. Without teaching material, the learning process will never succeed. In the teaching and learning process, the teacher must consider the selection of materials related to the syllabus, the needs of students at their age, and certain environments so that with limited time can be achieved existing targets and complete learning programs.

2) Instructional Method

The method is one of the biggest problems used by teachers in the process of teaching English in Indonesia. In the teaching and learning process, teachers should not be fixated on one method, but use a variety of methods so that the learning process of students become interested. Besides, in choosing the method, the teacher must be by the psychological situation and condition of the students because the selection of various methods will not provide benefits if the teacher ignores the factors that influence the methods.

3) Institutional Media

The problem with using media is that teachers cannot use media, and only use textbooks as a source of all knowledge. With the development of teaching today, teachers must use technology and varied media to increase student attention in the learning process. Because now teachers and textbooks are no longer the sources of all knowledge. In a few emphases, students must be able to explore the world and be able to use other access to obtain material resources.

Meanwhile, according to Arikanto in Mulyono, one of the problems faced by the teacher in the teaching and learning process is the character of students. There are several characteristics of students in learning as follows: (1) low learning enthusiasm, (2) looking for shortcuts, (3) do not know what to learn, (4) passive and indifferent. To anticipate the occurrence of such student characteristics, it is also recommended for a teacher to apply a learning strategy that can increase the active role of students in learning.³²

B. Previous Research

The research about English teaching-learning and bilingual programs is not new research. Beforehand, there has been much research discussing English teaching-learning in many fields. Therefore, the researcher referred to previous research related to the same topic.

The first previous research conducted by M. Risya Islami UIN Walisongo Semarang.³³ This study used a qualitative design. The subject of the research is irregular

³² Mulyono, 'Strategi Pembelajaran Menuju Efektifitas Pembelajaran Di Abad Global', 2011, 38.

³³ M Risya Islami, 'EFL CLASS FOR IRREGULAR MIGRANTS IN EDUCATIONAL PROGRAM AT RUMAH DETENSI IMIGRASI SEMARANG', *Journal Vision*, 5.2 (2016), 15.

migrants in the EFL class of educational program at *Rumah Detensi Imigrasi* Semarang. The number of irregular migrants is 72 people. The aimed of this research is to describe an EFL class for irregular migrants in the educational program. The results of the study showed in the teaching-learning process of EFL class, and the teacher used some approaches in teaching such as Grammar Translation, Reading, and Communicative approach. The materials delivered to the students are vocabularies, speaking, grammar, and writing skill. The irregular migrants need those materials in order that they can use them in daily activities and later in the destination country. The similarities from this thesis are the purpose of describing the materials in teaching English as a foreign language, and both of them are using qualitative design. The differentiation is the participant and the research setting.

The second previous research conducted by Osa Lundberg, University of Gothenburg.³⁴ The aimed of this research is to present some of the main findings concerning the policy formulation and implementation of bilingual education in a multi-ethnic lower secondary school in an urban suburb in Gothenburg, Sweden. This study used qualitative research. Data collection was derived from interviews and participant observations between 2006 and 2009 with three different ninth-grade classes from the same school. The results of the study showed the obstacles lack of support seen as a lack of teacher who represents diversity, and also values and attitudes towards social diversity cannot be overcome because of current unrest among teacher. In practice, bilingual education is reduced to the employment of bilingual teachers and a fixation on Swedish in ordinary subjects. In sum, the overriding obstacles is an overall lack of consensus about the purpose of bilingual education. The similarity from this thesis is obstacles in bilingual education. The difference from this thesis is the setting of places, the researcher observes at SMP IT Al Azhar Lebaksiu Tegal that has a different environment with Woodbridge school (lower secondary school).

The third previous research by Annas Surdyanto.³⁵ The research aimed at providing the portraits of bilingual schools in the capital of Indonesia and critically revealing the Ministry of Culture and Education policy on bilingual schools. This study used qualitative research and took place at five bilingual schools. The data collection were done using a semi-structured interview, school document, observation, and related literature. Ten teachers were participating. The researcher was giving an explanation about the school of bilingual schools such as curriculum, the teaching and learning activity, the assessment, the accessibility, the teachers, the students, and the role of the environment. The

³⁴ Osa Lundberg, 'Obstacles to Bilingual Education : A Case Study of Policy Appropriation in a Lower Secondary School', 11 (2017), 29

³⁵ Annas Surdyanto, 'View, A Brief Bilingual in the Capital of Indonesia', 5.March (2018), 1

similarities from this thesis are the research design and the setting of the research focus. That is the bilingual school which implemented a bilingual program for the teaching instruction. Nevertheless, the setting of places, the participants, and the purposes both of them are different.

The fourth previous conducted by Aisyah Mumary Songbatumis.³⁶ This study attempted to investigate English teaching Challenges as well as the solution taken by the English teacher at MTsN Taliwang. This study used qualitative research. Data collection was derived from interviews. This results of this study showed a number of challenges emerged, partly from the school's, partly from the teachers, partly from the school's facility. Students are challenged by their lack of vocabulary mastery, low concentration, lack of discipline, boredom, and speaking problem. Meanwhile, teacher's challenges are the shortage of teacher training, language proficiency issue, limited mastery of teaching methods, unfamiliarity to IT, and lack of professional development. In addition, facilities issues, including inadequate resources, facilities, and time constraint. Solutions to overcome these challenges are reforming attitude, improving resources and facilities, on other hands, applying various teaching methods and techniques, matching students' proficiency level and the learning situation, making use of available resources and facilities, providing motivational feedback, looking for appropriate methods or materials, and teacher self-reflection. The similarities from this thesis are the challenges faced by English teacher and problem-solving in teaching English. The difference from this thesis is the setting of places, the researcher observes at SMP IT Al Azhar Lebaksiu Tegal that has a different environment with MTsN Taliwang.

The last previous research conducted by Rosmaladewi.³⁷ The aimed of this research is to describe the current practice of English as a foreign language at primary school. This research used a qualitative method, and the data was collected using observation, questionnaire, and interviews. The results of the research showed that learning materials presented by the teacher, including simple reading text and make a simple sentence in English. Learning media used by the teacher to teach students were cassettes, pictures, and physical objects around the school. Then, there are a lot of challenges faced by both teacher and students in English teaching and learning. From the teacher's perspective, the difficulties are limited availability of materials, allocation of time, class size, and using teaching media. From the learners viewed that time allocation is not enough, and teaching material not varied. The similarities from this thesis are the learning materials, learning

³⁶ Aisyah Mumary Songbatumis, 'Challenges in Teaching English Faced by English Teacher at MTsN Taliwang, Indonesia', *Journal of Foreign Language Teaching and Learning*, 2.2 (2017), 54.

³⁷ Rosmaladewi, Politeknik Pertanian, and Negeri Pangkep, 'ENGLISH LANGUAGE TEACHING AT MAKASSAR PRIMARY SCHOOLS : A CASE STUDY', *International Journal of Language Education*, Vol 1, No 2, 2017 .29

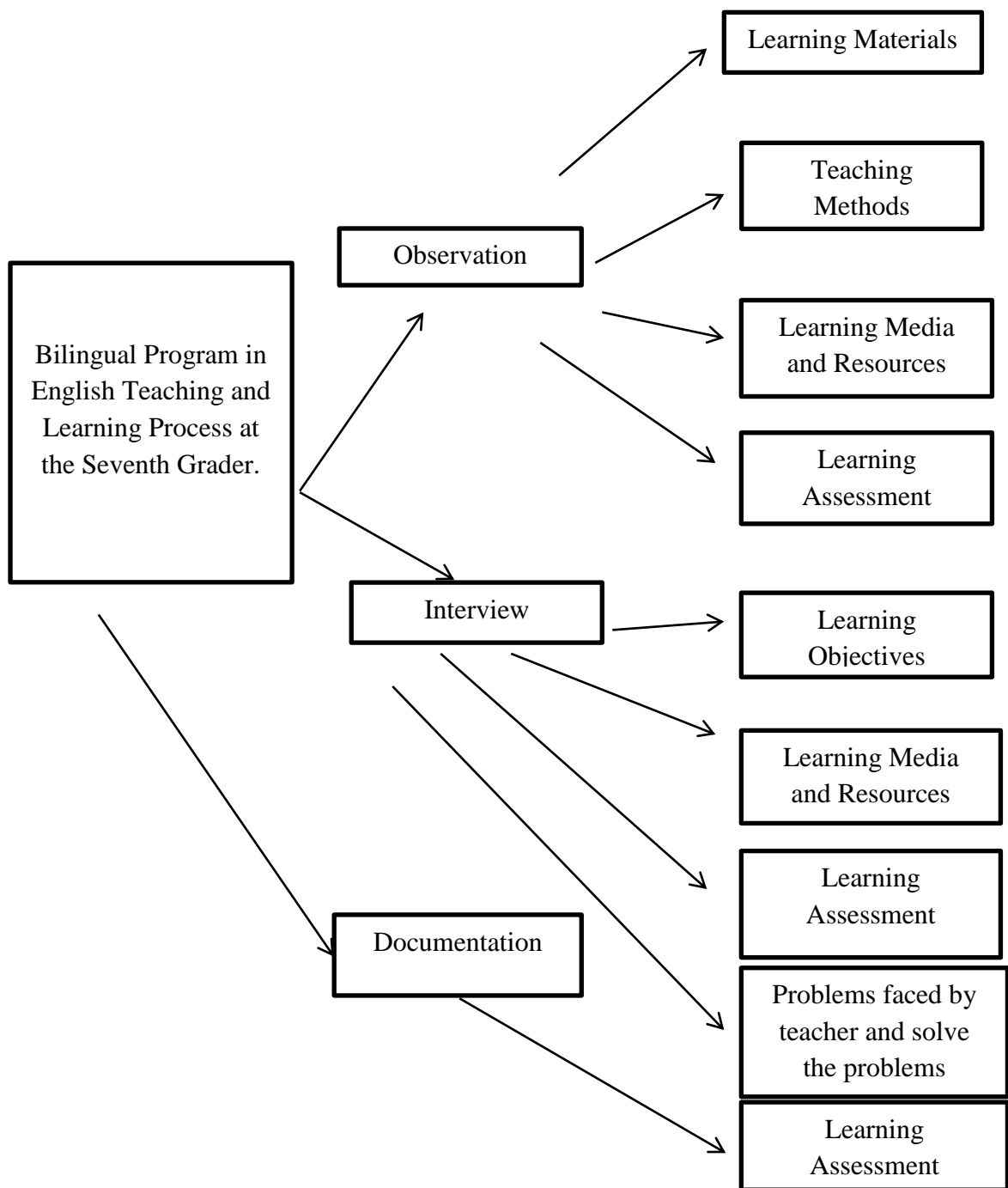
media, challenges faced by English in teaching English and research design. The difference from this thesis is this journal focuses on teaching English generally, while this thesis focused on English teaching of bilingual program.

C. Conceptual Framework

English teaching and learning is a process that includes many variables. Teaching is to give guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Meanwhile, learning can be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.³⁸

In order to create an effective teaching and learning process, it needs a complete component. Learning components have several items that should be interconnected to each other to get effective teaching and learning. The research used the theory from Douglas Brown and Serkan Uygun.

³⁸ Douglas Brown, *Principles of Language Learning and Teaching* (American: Library of Congress Cataloging, 1941).18-19



CHAPTER III

This chapter discusses research design, research setting, technique of data collection, and technique of data analysis.

A. Research Design

The researcher used qualitative research. Qualitative research is a natural and inventive research method, where the researcher is the key instrument whose purpose is to obtain data with certain uses. The technique of data collecting in this method is not formed statistical procedure or calculation, but data are from the interview (individual or group), observation, textual or visual analysis (e.g. from book or video), and document personal or other formal documents.³⁹ So the purpose of this qualitative study is to describe data that is verbal, detailed and in-depth of an activity. Therefore, the use of qualitative research in this study to describe, analyze data and explain the process, problems faced by the teacher and solve the problems of bilingual program in English teaching and learning process at the seventh-grader of SMP IT Al Azhar Lebaksiu Tegal in the Academic Year of 2019/2020.

B. Population

The population is the whole subject of study. As for the population in this study were students of class VII SMP IT Alazhar Lebaksiu Tegal in the Academic Year of 2019/2020 with a total of 42 students.

C. Research Setting

The researcher selects SMP IT Al Azhar Lebaksiu Tegal as the setting of this research because it is one of the schools that implements the bilingual program in junior high school. SMP IT Al Azhar Lebaksiu Tegal is located at Dukuhlo street No.1 Lebaksiu Tegal Telp (0857) 28000807. The subject of this research is the seventh-grader in the Academic Year of 2019/2020. This research has observed three meetings in the seventh-grader of bilingual program in English teaching and learning process. The sources of data in this research are as follows:

1. The English teaching and learning process in the seventh-grader was observed by the researcher.
2. The chief of bilingual program which gives information about the history and the profile of SMP IT Al Azhar Lebaksiu Tegal.
3. The teacher who teaches English in the seventh-grader
4. The school's documentation (the data of the students, and students textbook).

³⁹ Mohammad Nafi Annury, *Defining Learning Styles Characteristics of EFL Students of English Department of UIN WAISONGO SEMARANG*, 2015.57

D. Technique of Data Collection

In terms of data collection techniques, the data collection were done using a semi-structured by observation, interviews, and documentation. In this study, the researcher used data collection methods as follows:

a. Observation

Observation by watching what people do would seem to be an obvious method of carrying out research in psychology. However, there are different types of observational methods and distinctions need to be made between; control observation, Naturalistic Observation and Participant Observations

The observation was done at SMP IT Al Azhar Lebaksiu Tegal, especially only in the seventh-grader. The researcher came to classroom activity when the teaching-learning process is started. During the observation, the researcher took a seat at the back to investigate the teacher's role, student's role, learning material, teaching method, learning media, and learning evaluation,

b. Interview

The interview method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and, if possible, through telephone interviews. The researcher has interviewed the headmaster to get information about history, profile of SMP IT Al Azhar Lebaksiu Tegal. The researcher also has interviewed the teacher who teaches English in the bilingual program to answer the learning objective, evaluation, problems faced by students, problems faced by teacher and solve the problems in English teaching learning process.

c. Documentation

A document is a source of information in the form of writing and picture by someone that can be used to obtain information. In conducting documentation methods, researchers can provide books, journals, brochure, etc.

Documentation meant that the researcher collected data from an English teacher. Documentation study might have referred to the technique of collecting data by gathering and analysing documents. At the same time, the document was any school files (such as the data of students, lesson plan, and pictures).

E. Technique of Data Analysis

Data analysis is the process of selecting, sorting, and classifying data to answer two problems which include: 1) what themes can be found in the data, 2) how do the data contribute to them? After the data is arranged according to the theme, then analyzed to be drawn the conclusion, so that it is easily understood by myself and others. According to Miles and Huberman in Farida Nugrahani, the stages in analyzing data have three components, namely:

a. Data Reduction

Data reduction is the process of focusing, abstracting, transforming the 'raw' data that emerges from field notes, with the selection of data, it will provide a clear explanation. Furthermore, it can help researchers to collect further data. In this step, the researcher has collected and filtered data from the information obtained, observations, documents, and selected images.

b. Data Display

Data display is an advanced stage where the researcher presents a set of structured information, which gives the possibility of drawing conclusions and taking action. By studying this data, it will be understood what is happening and what needs to be done. In this research, the researcher has continued the analysis and took action by deepening the findings. By doing this, it makes it easier for the researcher to see an overview of the research data so that the data can be drawn conclusions.

c. Conclusion Drawing/ Verification

Conclusions drawing is an advanced stage where this stage, the researcher draws conclusions from the findings of the data. In this study, the researcher has drawn conclusions from the data of interviews, observations, and documents. After the conclusions have been drawn, the researcher then checked again by checking with the process of presenting the data to ensure that no errors have been made.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher describes bilingual program in English teaching and learning process (learning objectives, learning materials, teaching methods, media and learning resources, and evaluation), the problem faced by students, the problem faced by teacher and problems solving of bilingual program in English teaching and learning process at the seventh-grader, and the result of the research.

A. Findings

1. Bilingual Program in English Teaching and Learning Process at the Seventh Grader.

Learning objectives have an important role in the learning process before teaching and learning must be formulated learning objectives. The general objective of bilingual program in English teaching and learning process at the seventh-grader is students have a strong foundation in learning English. Then the specific purpose of bilingual program in English teaching and learning process at the seventh-grader is students can communicate English in the school environment by adjusting the situation (see appendix 5). As said by Mrs Eli as an English teacher that for the achievement of learning objectives, the school implements bilingual program in which the bilingual program is devoted only to conversation practice so that students can communicate well within the school environment by adjusting the situation. In addition, to having excellent competence in communicating English, students can support the annual school program that is able to communicate using English with foreigners when study tours.

Learning material delivered to students was a daily dictionary. Based on the subject taught, the materials and activities for students was practice conversation. For the activity, the teacher wrote her/his own materials. Most of the activities done were speaking in the form of conversation done face to face in pairs; it could be about any interesting topic which could trigger the students to speak. The material taken from a textbook published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation, the textbook was chosen by Mrs Eli as an English teacher because it was prepared specifically for teaching conversation. The textbook that is equipped with an interesting picture. It makes students more interested read the book and study English. The textbook had been made by considering the needs of students level. So the materials in the textbook were in accordance with what to be learned by students in the junior high school.

Junior high school students have different characteristics with young learners. Adult teachers' challenge is to choose appropriate methods to teach her students, in the teaching and learning process, the teacher sometimes did not use one method but sometimes two or

three methods. On the second observations the methods were used by teacher to teach English in bilingual program at the seventh-grader were direct method and cooperative learning, in the direct method the teacher used a direct method to explain daily dictionary, the direct method was used to give material daily dictionary and drill some expression sentence. The teacher asked the students imitated sounds by following her pronounce, so that language learners become automatic in producing the sounds. When the students spoke with incorrect pronunciation, the teacher gave correction directly, and then for cooperative learning, the teacher divided students into pairs. The teacher gave some directions for all students that they would perform conversation about daily dictionary in front of the class.

Media and Learning Resources to create conducive English teaching and learning process, the teacher needs not only methods but also teaching media. On the second observation, the teacher used multimedia to support the teaching-learning activities besides that the teacher used a whiteboard. The function of the whiteboard was to write and explain daily dictionary material. It could facilitate in teaching and learning process, so that teaching and learning process could be held well. On the other side, the teacher used several other objects that were around the classroom to support practice conversation. Meanwhile, learning resources that were used in English teaching and learning process in class was the teacher's handbook. The textbook used by the teacher to instructional material. Friends were also as learning resources because in the learning process students intersected and shared each other. Mrs Eli, as an English teacher, gave an authentic source in teaching pronunciation and gave correction to the student's pronunciation.

Learning assessment focus of the learning assessment is to measure the capabilities of the students in mastering and to understand the material delivered by the teacher. Learning Assessment in the bilingual program in English teaching and learning process at the seventh-grader carried out through several techniques. To assess knowledge and skills, based on the observations, Mrs Eli assessed the students' daily test and practice (conversation). In every meeting, the teacher gives homework. She gave materials at the end of learning topic to practice at the next meeting because this English lesson focuses on practice (conversation). She also carried out the midterm test and summative test in the end of topic in one semester. In attitude aspect. Mrs. Eli used observation, and peer assessment. In every meeting, she wrote a note about students' attitude and who active in the class. The teacher said, in the teaching learning process, the teacher always checks students' book, if student does not bring the book then student is given a penalty to write statements. The last assessment was students' performance. The teacher assesses the

students' practice in the topic daily dictionary by giving project in pairs to practice conversation in front of class.

2. Problems Faced by students of Bilingual Program in English Teaching and Learning Process at the Seventh Grader.

In the teaching and learning process, problems faced by students in learning English are students still think that learning English is difficult. Some of the obstacles they feel are difficult to write vocabulary, do not know the meaning and way of pronunciation.

3. Problems Faced by Teacher of Bilingual Program in English Teaching and Learning Process at the Seventh Grader.

The problem of learning is a certain condition experienced by students and inhibits the smooth process carried out by individuals to obtain a change in new behaviour as a whole. The teacher said that so far, there were no serious problems in teaching. The problem is only conditioning students.

4. Problems Solving by Teacher of Bilingual Program in English Teaching and Learning Process at the Seventh Grader.

To solve these problems, the teacher has several strategies to control the class such as the teacher reminds and pays attention to students, walks and monitors students, gives nonverbal warnings to students, such as putting a finger over their mouth so they can pay attention to the front. If there are still students who are difficult to manage, then students are given a warning or punishment outside the classroom after the student who was given a warning or punishment has been secured, the teacher still enters the class to pay attention and continue the lesson.

B. Discussion

Bilingual education is defined as an educational system in which information is presented to students in two languages in the teaching and learning process. By the teaching and learning process in bilingual program the students will be able to improve their language, and also the students are hoped to be able to communicate by using English in their daily conversation which according to the specific learning objectives at the SMP IT Al Azhar Lebaksiu Tegal, i.e. students can communicate English in the school environment by adjusting the situation. In the teaching and learning process, learning material delivered to students at the seventh-grader was a daily dictionary. Based on the subject taught, the materials and activities for students was practice conversation. The material taken from a textbook published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation which the textbook had been made by considering the needs of students level. In the teaching method, the teacher used several methods were direct method and cooperative method. For direct method, the teacher drilled the students' pronunciation by repeating some words, and then for cooperative

learning, the teacher divided the students into pairs. Then the teacher asked students in pairs to perform conversation in front of the class. The media used to support student' practice conversations in front of the class were book, pencil, dictionary, and marker. Learning resources used were teacher's handbook, friends, and English teacher. The assessment of English teaching and learning process was summative (such as final exams) and formative assessment (such as practice,student English textbook, midterm and test).

In the teaching-learning process in school, both teacher and students have problems. Problems faced that students have a lack of vocabulary, there is no student handbook, writing, reading and speaking. And then problems faced by the teacher are conditioning students such as students is difficult to manage, making noise, and can not be quiet when in class so that the learning process is disturbed. To solve the teacher problems, the teacher gives more attention to students, approaches students, gives reprimands or punishment.

CHAPTER V

CONCLUSION AND SUGGESTION

The last chapter presents the conclusion drawn from the research. It also offers suggestion for the teacher, school, and next researcher as well. This chapter is divided into two parts: conclusion and suggestions.

A. Conclusion

In this chapter, the researcher concluded based on the research problems.

1. Learning objectives of bilingual program in English teaching and learning process at the seventh-grader was students have a strong foundation in learning English. Learning material delivered to students was a daily dictionary; the material was taken from a textbook published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation. Teaching method used by teacher to teach students were direct method (DM) and cooperative learning (CL). These methods can be used based on the characteristics of the material, and also facilitate student learning. While media provided were visual media such as blackboard, book, pencil, marker, and dictionary. Where these media help students to support the learning process, then learning resources were used by the teacher's handbook, friends and English teachers. And the last learning assessment applied by the teacher is formative assessment and summative assessment. The teacher assessed students' knowledge, attitudes and performance with several techniques such as daily tests, observations, and projects in pairs.
2. Problems faced that students are the difficulty in writing, reading, speaking because it is influenced by the lack of vocabulary and the absence of students handbooks.
3. Problems faced by teacher of bilingual program in English teaching and learning at the seventh-grader is conditioning students.
4. Problems solving by teacher of bilingual program in English teaching and learning at the seventh-grader has several strategies such as the teacher reminds and pays attention to students, walks and monitors students, gives nonverbal warnings to students, and gives punishment.

B. Suggestion

Based on the problems which have been explained in this final project, the researcher suggests:

1. For the teacher
 - a. Teacher should find and enrich teaching material from other sources as much as possible so that the material does not only refer to books.

- b. The teacher should increase their understanding of the learning method to create students' HOTS

2. For the school

Teaching English is not easy; the school should have prepared as good a possible in order the student can achieve the English language maximally. Some factors must be prepared are completed, and good media to teach English.

3. Next researcher

For the next researcher can further conduct in-depth research on the bilingual programs in schools or compare the success of bilingual programs in the school.

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APPENDIX 1

Intrument of Observation

Aspect	Note
Learning materials	
Teaching method	
Learning media and learning resources	
Assessment	

APPENDIX 2

Observation Note 1

Aspect	Note
Learning materials	Learning materials include a wide range of activities, practice, and study guides that make learning fun. All study guides and activities are aligned with curriculum guidelines. The following subject areas are covered by daily dictionary
Teaching method	The methods were appropriate to the characteristic material and characteristic students. Teaching methods is used by teacher in English teaching and learning process at the seventh grader was direct method. , The teacher used a direct method was used to gave material daily dictionary and drilled some expression sentence. The teacher asked the students imitated sounds by following her pronounce, When the students spoke with incorrect pronunciation, the teacher gave correction directly,
Learning media and learning resources	Learning media is used by teacher in English teaching and learning process at the seventh grader were whiteboard. The function of whiteboard was to write and eplain daily dictionary material. And then for learning resources the teacher used textbook published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation
Assessment	Students English textbooks

APPENDIX 3

Observation Note 2

Aspect	Note
Learning materials	The Teacher and students used teaching and learning activities that lead to the achievement of the lesson objective with implemented by daily dictionary, how the student using the pronounce and the grammar correctly.
Teaching method	Teaching methods is used by teacher in English teaching and learning process at the seventh grader was cooperative learning. The teacher divided students into pairs. The teacher gave some directions for all students that they would perform conversation about daily dictionary in front of the class.
Learning media and learning resources	Learning media is used by teacher in English teaching and learning process at the seventh grader were book, marker, dictionary, and pencil. the function of whiteboard, book, marker, dictionary, and pencil was to support practice conversation in teaching and learning process. Learning resources that were used in class was the teacher's handbook. The textbook used by the teacher to instructional material. Friends wee for interaction and sharing with other. And English teacher gave an authentic source in teaching pronunciation and gave correction to the student's pronunciation.
Assessment	Final Assessment is very important to know the result of learning process during that time between the teacher and student, this assessment could be the students practice conversation in pers.

APPENDIX 4

Interview of Guideline

A. Interview of Guideline for Teacher

1. What are the learning objectives of bilingual program in English teaching and learning process at the seventh grader?
2. What are the methods used of bilingual program in English teaching and learning process at the seventh grader?
3. What is the textbook teacher used to teach students of bilingual program in English teaching and learning process at the seventh grader?
4. What are the media used of bilingual program in English teaching and learning process at the seventh grader?
5. Are there taps, films and visual aid used in the English lesson?
6. How do you assess the result of the learning process?
7. Are there any problems in English teaching and learning process of bilingual program at the seventh grader?
8. How does the teacher do solve these problems?

B. Interview of Guideline for Students

1. Are there any obstacles that you felt while learning English at SMP IT AL Azhar?
2. What obstacles do you usually face in learning English?
3. Do you often interact using English with English subject teachers?
4. When is usually English interaction used?
5. When did you start learning English?
6. Are there other factors that hinder English learners? For example the state of the class that is not comfortable, noisy etc.
7. How do you look for less material if there is no handbook?
8. How about when the teacher explains the lesson is it easy to understand or not?
9. What if you don't understand the subject matter from the teacher?

APPENDIX 5

Transcript of Interview

A. Transcript of an interview between the researcher and students

a) **Data Source** : Dwi Al Fajar
Class : VII
Date : 9 July 2020
Hour : 09:00

Interviewer : Are there any obstacles that you felt while learning English at SMP IT AL Azhar Lebaksiu Tegal?

Student : Yes

Interviewer : What obstacles do you usually face in learning English?

Student : Don't know the meaning in many words and it's hard to say it

Interviewer : Do you often interact using English with English subject teachers?

Student : Yes

Interviewer : When is usually English interaction used?

Student : At the beginning of the meeting, questions and answers, practice, and at the end of the lesson

Interviewer : When did you start learning English?

Students : Grade VI elementary school

Interviewer : Are there other factors that hinder English learners? For example the state of the class that is not comfortable, noisy etc.

Student : There is no student handbook

Interviewer : How do you look for less material if there is no handbook?

Student : Ask the teacher

Interviewer : How about when the teacher explains the lesson is it easy to understand or not?

Student : Sometimes understand

Interviewer : What if you don't understand the subject matter from the teacher?

Student : Ask and ask to be explained again.

b) **Data Source** : Tri Isnaeni
Class : VII
Date : 9 July 2020
Hour : 10:00

Interviewer : Are there any obstacles that you felt during learning English at SMP AL Azhar IT?

Student : Yes

Interviewer : What obstacles do you usually face in learning English?

Student : It's hard to write words and say words

Interviewer : Do you often interact using English with English subject teachers?

Student : Yes

Interviewer : When is usually English interaction used?

Student : At the beginning of the meeting, questions and answers, practice, and at the end of the lesson

Interviewer : When did you start learning English?

Students : Grade VI elementary school

Interviewer : Are there other factors that hinder English learners? For example the state of the class that is not comfortable, noisy etc.

Student : Nothing, except hard to imagine writing

Interviewer : How do you look for less material if there is no handbook?

Student : Ask questions with teacher and friends

Interviewer : How about when the teacher explains the lesson is it easy to understand or not?

Student : Sometimes you understand

Interviewer : What if you don't understand the subject matter from the teacher?

Student : Ask and reread and understand.

B. Transcript of Interview between researcher and English teacher

Researcher : What are the learning objectives of bilingual program in English teaching and learning process at the seventh grader?

Teacher : For the learning objectives, there is a general and specific objective; the general objective is that students have a strong foundation in learning English. While the specific objective of bilingual program in English teaching and learning process at the seventh grader is students can communicate English in the school environment by adjusting conditions in which later can support the school program that is students can communicate with a foreigner when study tour.

Researcher : What are the methods used of bilingual program in English teaching and learning process at the seventh grader?

Teacher : I use several methods in every meeting, as you see in the class. Sometimes I use direct method and cooperative learning. Sometimes I use Total Physical Response It based on the material and situation in the class.

Researcher : What is the textbook teacher used to teach students of bilingual program in English teaching and learning process at the seventh grader?

Teacher : I use a conversation book published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation.

- Researcher : What are the media used of bilingual program in English teaching and learning process at the seventh grader?
- Teacher : Sometimes, I utilize objects in the classroom, pictures or audio, and I always write down on the whiteboard to give more explanation to the students.
- Researcher : Are there taps, films and visual aid for use in the English lesson?
- Teacher : Yes, in every semester there is material about the song. For that, I use audio to sing a song.
- Researcher : How do you assess the result of the learning process?
- Teacher : There are two assessments: they are formative and summative assessment. I assess formative assessment by giving students' homework, daily test, and project in pairs or group, and every meeting I observe the students' behaviour in the class. Then for summative assessment, I do the final test after the learning process is complete in the semester.
- Researcher : How is the result of the assessment?
- Teacher : Each student has different characteristics. There are students who understand well, and there are also students who have difficulty understanding the lesson.
- Researcher : Are there any problems of bilingual program in English teaching and learning process at the seventh grader?
- Teacher : I think I did not face a serious problem in teaching. The problem is only conditioning students.
- Researcher : How does the teacher do solve these problems?
- Teacher : I remember them and pay attention to them. If there are still students who difficult to manage, so students are given a warning or punishment outside the classroom, after the students are given the punishment that has been secured, then I entered the class to keep watching and continuing the lesson.

APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMP IT Al Azhar Lebaksiu Tegal
Mata Pelajaran : CONVERSATION (Daily Dictionary)
Kelas / Semester : VII/ 2
Alokasi waktu : 2 x 2 JP

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.3. Memahami dan Mempraktekkan percakapan yang digunakan ketika ada di dalam kantor guru dan staff tata administrasi.	3.3.1 Siswa dapat mengucapkan kalimat yang akan digunakan 3.3.2 Siswa dapat memahami kalimat yang akan digunakan 3.3.3 Siswa dapat menghafal kalimat yang akan digunakan 3.3.4 Siswa dapat mempraktekkan kalimat yang akan digunakan bersama teman 3.3.5 Siswa dapat mempraktekkan langsung ke kantor guru dan staff tata administrasi

Penguatan Karakter : berani, santun dan percaya diri.

C. Tujuan Pembelajaran

1. Pertemuan pertama

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengucap kalimat dengan benar dengan cara mengikuti guru yang mengucap terlebih dahulu
2. Mempraktekkan di depan kelas bersama teman dengan melihat teks

2. Pertemuan kedua

1. Mempraktekkan di depan kelas dengan berpasangan bersama teman.

3. Materi Pembelajaran

Materi Remedial

Siswa langsung praktek bersama guru supaya siswa dapat mengucapkan dengan benar dan hafal.

4. Metode Pembelajaran

Direct method and Cooperative Learning (guru memberikan sedikit penjelasan dan cara berbicara atau menggunakan kalimat pada situasi tersebut, kemudian siswa mengikuti).

5. Media/alat dan Bahan

- Papan tulis
- Spidol
- Alat peraga

6. Sumber belajar

Conversation book published in 2015 by Darul Rizki Al Khaeriyah Islamic Education Foundation.

7. Langkah – langkah Kegiatan Pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	<ol style="list-style-type: none">a. Mengucapkan salam dan berdoa.b. Menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;c. Mengantarkan peserta didik kepada suatu permasalahan atau tugas yang akan dilakukan untuk mempelajari suatu materi dan menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapaid. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas.e. Menanyakan beberapa pertanyaan pengarah, yang diperlukan agar peserta didik berpartisipasi aktif untuk memahami percakapan yang dilakukan didalam kantor guru dan staff tata administrasi.	10 menit
Kegiatan Inti	<ol style="list-style-type: none">a. Siswa mengamati alat peraga yang disajikan.b. Siswa menirukan contoh-contoh kalimat yang disampaikan oleh guruc. Dengan bimbingan dan arahan guru, siswa dapat mempraktekkan kalimat tersebut dengan temanya didepan kelas.	60menit
Kegiatan Penutup	<ol style="list-style-type: none">a. Guru bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran,b. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram,c. Memberikan umpan balik terhadap proses dan hasil pembelajaran,d. Memberikan tugas, yaitu mempelajari materi selanjutnya	10 menit

8. Penilaian Hasil Pembelajaran

a. Teknik Penilaian

1. Sikap : observasi
2. Pengetahuan : Tes Tulis
3. Keterampilan : Praktik

b. Instrumen Penilaian :

1) Sikap spiritual dan sosial

No	Teknik	Bentuk instrumen	Instrument penelitian	Waktu pelaksanaan	Ketrampilan
1	Observasi	Jurnal		Saat pembelajaran berlangsung	Penilaian dan pencapaian pembelajaran (assessment and learning)

2) Pengetahuan

No	Teknik	Bentuk instrumen	Instrument penelitian	Waktu pelaksanaan	Ketrampilan
1	Tulis	Pertanyaan		Saat pembelajaran berlangsung	Penilaian sebagai pembelajaran (Assessment as learning)

3) Keterampilan

Rubrik Penilaian Keterampilan

Kriteria	Deskripsi	Rentang skor	Skor perolehan
Mempraktekkan didepan kelas	Lancar, intonasi benar,lafal benar	(80-100)
	Lancar dan intonasi benar, lafalkurang benar,	(70- 79)
	Kurang lancar,intonasi kurang,lafal kurang	(60-69)
	Tidak lancar,	(0-59)
	JUMLAH		

Menulis teks	Fungsi social tercapai,struktur dan unsure kebahasaan tepat	(80-100)
	Fungsi social tercapai,struktur tepat,unsur	(70-79)

Kriteria	Deskripsi	Rentang skor	Skor perolehan
	kebahasaan ada yang kurang		
	Fungsi social tercapai ,struktur dan kebahasaan kurang tepat	(60-69)
	Fungsi sosial, penggunaan kata, kalimat dan struktur tidak sesuai	(0-59)

**D. Pembelajaran remedial dan pengayaan.
Pembelajaran Remedial**

Pembelajaran Remedial diberikan kepada siswa yang belum mencapai KKM berupa Pembelajaran ulang atau penugasan terkait Kosakata dan Tatabahasa.

Lebaksiu, 3 Januari 2020

Mengetahui,

Kepala Sekolah

Guru Mapel

Ali Fikri, S.Pd

Multazimah Luaili,A.Md.K

APPENDIX 7**Students' Name List**

No.	NAMA SISWA	L/P
1	ABDULLAH SEMBODO AL AYYUBI	L
2	ACHMAD SATRIA	L
3	AKHMAD FATKHUL ARIFIN	L
4	ANANG DWI SURYA	L
5	ANNISA PUTI DEA	P
6	BALI MAHESA HANAFI	L
7	BRYAN ARYA PRATAMA	L
8	BUNGA PERMATA SARI	P
9	DWI AL FAJAR	L
10	EGIS KIAT TRILAKSONO	L
11	GILANG SAPUTRA	L
12	GILLIAN AMUL HUSNI	L
13	HERUS YATIADI	L
14	ISA NUR HAKIM	L
15	JUANG RAMADAN	L
16	LUQMAN ZAIN NADHIF	L
17	M. BILAL MAULANA	L
18	M. FARHANNUDIN	L
19	M. RIDWAN ASARI	L
20	M. RIZKI NUR FAUDI	L
21	MEYLLANIECE PUTRI PUJI H	P
22	MOHAMMAD ANDRIYANSYAH	L
23	MOHAMMAD HANIF FITRI Z	L
24	MUHAMMAD HAMDANI	L
25	MUHAMMAD WAFIQNA ALUL M	L
26	MUHAMMAD JABAR NUR	L
27	MUKHAMAD ARIYA BAEHAKI	L
28	MUSYAFA RIDHO	L
29	RESTU DAMAYANTI	P
30	SEPTIAN ARDI PRABOWO	L
31	SIGIT	L
32	SLAMET RIYADI	L
33	SOFIA PUTRI AZKIA	P
34	SRI AYU DENIWATI	P
35	SYIFA FAIZA	P
36	SYIFA ALFIATUL HIKMAH	P
37	TATANG IMAM SUGANDI	L
38	TRI ISNAENI	P
39	TU BAGUS FAHMI	L
40	ULIL ALBAB	L
41	WAHID IKHSAN SAPUTRA	L
42	WITHYA AGUSTIN PRADITA	L
43	DWI MISYANA	P
44	RAFLI FAZA	L

APPENDIX 8

Documentation of Research

Students practiced conversation in pairs



The teacher explained the material




Interview with Mrs. Eli as English teacher



APPENDIX 9

The Letter of Research Permission from University



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-241 /Un.10.3/D.1//TL.00./01/2020 10 Januari 2020

Lamp : -
Hal : Mohon Izin Riset
a.n. : Usbatul Inayah
NIM : 1503046002

Yth.
Kepala SMP IT Al-Azhar Lebaksiu Tegal
di Tempat


Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Usbatul Inayah
NIM : 1503046022
Alamat : Ds.Kedungwungu Rt. 11/12 Kec. Jatinegara Kab. Tegal
Judul skripsi : The Implementation of Bilingual Program in English Teaching and Learning Process at SMP IT-Al-Azhar Lebakiu Tegal

Pembimbing :
1. Dra.Hj.Siti Mariam, M.Pd.
2. Nadiyah Ma'mun, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 13 hari, mulai tanggal 13 Januari 2020 sampai dengan tanggal 25 Januari 2020.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik




Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

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APPENDIX 10

The Letter of Research done From School

**YAYASAN PENDIDIKAN ISLAM DARUL RIZQI AL KHOIRIYAH**
SMP ISLAM TERPADU AL AZHAR LEBAKSIU
Alamat : Jl.Raya Pondok Pesantren Babakan – Dukuhlo Kec.Lebaksiu Kab.Tegal 52461
Telp. 0857 2800 0807, Email: smpitadulazharlebaksiu_bnyahon.com

Nomor : 070/SMP.ITA/I/2020
Lampiran : -
Hal : Izin Penelitian


Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo
Di-Semarang
Tempat

Mendasari surat dari UIN Walisongo Semarang Nomor : B-241 /Un.10.3/D.1/TL.00./01/2020 tentang izin penelitian sebagai bahan skripsi bagi mahasiswa atas nama :

Nama : Usbatul Inayah
NIM : 1503046022
Program studi/Jurusan : S1-Pendidikan Bahasa Inggris
Waktu Pelaksanaan : 28 Januari 2020 sampai dengan 11 Februari 2020
Judul Skripsi : The Implementation of Bilingual Program in English Teaching and Learning at SMP ISLAM TERPADU AL AZHAR LEBAKSIU TEGAL

Sehubungan dengan hsl tersebut, dengan ini kami member izin kepada yang bersangkutan untuk melakukan penelitian.
Demikian surat ini kami sampaikan, atas kerjasamanya diucapkan terima kasih.

Lebaksiu, 13 Februari 2020
Kepala sekolah


Ali Fikri S.Pd

Tembusan :
1. Ketua Yayasan Darul Rizqi Al-Khoiriyah
2. Komite Sekolah
3. Arsip

APPENDIX 11

CURRICULUM VITAE

Name : Usbatul Inayah
Place and Date Birth : Tegal, April 24th 1997
Student's Number : 1503046022
Major : English Language Education
Religion : Islam
Adress : Ds. Kedungwungu, Jatinegara, Tegal
Email : usbatulinayah24@gmail.com
Phone Number : 083126673626

Formal Education:

1. SD N Kedungwungu 01
2. SMP N 02 Jatinegara
3. MAN Babakan Lebaksiu Tegal (MAN 1 Tegal)
4. UIN Walisongo Semarang

Informal Education:

1. PP. Ma'hadut Tholabah Babakan Lebaksiu Tegal
2. PP. An-Nur Karanganyar Tugu Semarang

Semarang, 22 July 2020

The writer,



Usbatul Inayah