A STUDY OF BILINGUAL LANGUAGE SERVED IN CLASSROOM INTERACTIONS

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ABSTRACT

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This study discussed about bilingual education program, especially Full English. Bilingual program is one way that could be taken by the school was by implementing a bilingual education system. This could be greatly helped the school to make students able to speak English well. Students could improve and obtain English as a foreign language so as not to be left behind by the times and technology. According to Santoso & Ginting (2015) suggested that the bilingual language has several types including: Full English mean the of English completely in the teaching process. Full is define as there is no any other language expect English, Dominant English means the implementation of English dominantly in the teaching process. As a second language is applied more predominantly than the other language, Indonesian, Balanced bilingual is the implementation of the two languages in balance in the teaching process. All the instructions are divided equally across the two languages, Code mixing bilingual is the use of two languages is multaneously, Full Indonesian means the use of full Indonesian in the teaching process. Indonesian is fully applied in the teaching without any inferences from the other language,English. Researcher finding 2 utterances that are Full English and Code-Mixing Bilingual.

Keywords: bilingual, education, full english, code-mixing, interactions.

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Medan, 26 september 2019

The Researcher

Maulia Hasana

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CHAPTER I

INTRODUCTION

A.The Background of the Study

Bilingual languages has an active role in cognitive students. Every students was expected to have the ability and expertise in English so that students become competent in his era. English was very influential on the development of the world because its role as an international language. Students as the younger generation, were required to have international language skills to create students to be more competitive.According to Santoso & Ginting (2015)one way that could be taken by the school wasby implementing a bilingual education system. This could be greatly helped the school to make students able to speak English well. Students could be improve and obtain English as a foreign language so as not to be left behind by the times and technology.Could be seen that, one of the most influential ways was the education program of an international curriculum or bilingual education, which was education where the teaching and learning activities was very beneficial for the development of students.

According to Brisk (2006) states that schools with the method of using two languages were schools that were seen as high quality schools because they were applying the bilingual education program. Thus, the teaching and learning process in the classroom must use two languages in each delivery of teaching material. There were already several national and international schools in Indonesia that applied two languages at once in the learning process. In

thisprogram students were required to familiarize themselves in learning the two languages in the school environment, especially schools that applied the bilingual. In the program of the bilingual language the school focused on one type of bilingual namely Full- English. Full English means as there was no any other language excepted english in teaching and learning procces. Therefore,this program greatly facilitates students actively and productively by presenting competent teachers. Not only competent teachers, the bilingual program must continue to be applied continuously not only at the beginning, one of the most important things was facilities that must supported and educators who has English-language skills and were able to arrage classes well.

However, the obstacles faced during the teaching and learning process included of the problems were a few students who were unable to speak English due to a number of lacks of interestedin learning the foreign language, lack of self-training,and limited vocabulary and parents who rely too much on schools to make their children able to speak english well.Which affects students' understanding towards materials taught by teachersHaryanti (2017).This was very regrettable if left uninterrupted, because it could be ensured that the bilingual language program couldn't run in accordance with what was expected due to students' ignorance of the language. This was very regrettable if allowed to continue to be able to make students increasingly left behind by the era of globalization and advancement in english based on technology. In accordance with the explanation above, the researcher eager to conducted a researchon "A

Study of Bilingual Language Served In Classroom Interactions In SMP Permata Bangsa”

B. The Identification of the Problem

The study in this research were identified as follows :

1. Less ability of students to communicate in English
2. Does not have a lot of vocabulary

C. Scope and Limitation of The Study

This research focused on bilingual language programs and limits on permatabangsaschool and using several types of bilingual, such as Full English, Dominanat English, Balanced Bilingual, Code MixingBilingual and Full Indonesian in the school. This research focused on Full English types in eight grade of 2019

D. The Formulation of the Study

The study of this research were formulated as follows :

1.What types of bilingual languages were implemented in teaching and learning process in Permata Bangsa?
2. How were the types of bilingual language realized in teaching English and learning in Permata Bangsa

E. The Objective of the Study

From the description above formulation this researcher were prepared objectives of the study as follow :

1. To identify the types of bilingual teaching implemented by teacher in teaching English
2. To describe how bilingual language in realized in teaching and learning process

F. The Significance of the Study

The results of the research were expected useful as practically and theoritically :

1. Theoritically

This research would be helpful for teachers to find out what types and how to implementation of bilingualsm system in process. And the students could be understood and increased their knowledge from this process. Based on information obtained correctly and with accurate conditions, it could be measured that junior high school of the Republic of Indonesia concerned the program of bilingual education in school learning activities and the result obtained by the implementation.

2. Practically

Bilingualsm was the asquisition of two language, which of course could be greatly helped students to understood the learning materials. This was becaause bilingual was use as one of media in activities of the teaching and learning process

in the classroom. As a medium that strongly supported classroom learning activities and make teachers and students more active. Bilingual learning media was very useful for them. Many students didn’t understood English, and with media like this, students could learn English every day and could be added students' vocabulary quickly, this was because the use of English as one of the mandatory languages in daily activities at school. Thus, students who didn’t like English must continue to study English as a dailly communication.This was one of the most effective ways that schools could use to improve students' English skills quickly and well.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

In conducting a research, the theories were very much needed based on experts to support several concepts or explain the theories that would be used in the research that would be conducted. In this following parts of theoritical framework on the term would be presented.

1. Bilingualsm

According to Brisk (2006)states that school with the method of using two languages is a school that is seen as a school that has high quality because it uses the methods used by international schools. thus the teaching and learning process in the classroom must use two languages in each delivery of teaching material. Its mean that the point is that schools that use the two-language method are schools that must be able to provide competent teachers with these two languages. so that material delivery can be as expected.The use of bilingual in learning media is very much a reference to make cognitive students much smarter. In bilingualism has its own level. Students cannot be equal in intelligence. Every student has different intelligence. Everyone certainly has a language that is definitely more dominant to use than other languages, or often referred to as a native language. This does not make these students stop students from reaching the level of bilingualism that suits their lifestyle and needs.Not a few passive students speak two languages and

lack understanding of the second language and the difficulty in repeating the sentence. Students only have a basis in bilingualsm and the problem is the lack of basic knowledge of students about the second language and the lack of application of it. Students at school are applied to bilingualism, however, when students arrive at home and communicate with family, the environment, students must return to using monolingualsm, or one language, native language.

According to Dharma in Astika (2009) state that, the implementation of bilingual class have several stages : for the first year the students use language instruction in english as much as 25% and for indonesian 75%. And the second year, the students use language instruction in english instruction around 50% and for indonesian 50% . and for the last year the students use language instrution in english 75% and for indonesian 25%.In view of the fact that bilingual speakers can choose whichlanguage they want to use in a specific context, it is suggested that the bilinguals'languages are organized in separate subsystems which can be activated to differentextents. A bilingual speaker who wishes to speak a particular language mustensure that activation exceeds that of competing languages. The regulation andcontrol of the activation level requires specific cognitive resources.

Bilingualism is very positive for students, children who are capable of bilingualism are usually children who have higher cognitive than monolingual children, this can be concluded that students are required to be able to be bilingual and able to control both languages in the hope that students have intelligent cognitive. In other words, bilingualism is the use of two languages or native language and foreign language and is able to control both languages when to use

them. Karahan (2005) also states that teaching foreign languages, especially English, always has support that play an active role in the international world,this is due to being able to access modern scientific and technological innovations in the front mass and again knowledge about national and global values and to comment on them. students.

Bialystock (2006) states that children who are able to speak two languages with the same fluency are those who decribe that the students has the right abilities in the sociocultural way of the two languages. One other hand, Salkind (2008) states that bilingual education program is one of the references that uses two languages in learning activities as one of the media used. Bilingual is a learning model that implements a two-language system, in which language is the medium of learning. Teachers and students are required to be able to speak English as expected. Both languages are used simultaneously in the learning process.

The teacher delivers the material using the two languages and students are expected to be able to provide feedback using English as well. The role of this language is the learning model. Expected to apply this bilingual learning model students are able to achieve the expected competencies. But in implementing this program, students must have many vocabularies and good grammar skills. Of course this can be achieved slowly if the bilingual program is applied correctly and continuously.

2. Principles of Bilingual

After a long argument in research to determine the likely positive ornegative relationship between bilingualism and thinking processes and products, Several has outlined three major theoretical principles derived from various researchstudies in bilingual education and second language learning: The firts, The additive bilingual enrichment principle: the term 'additive' which have a positive relationship with cognitive development of students with bilingual abilities. Based on some results from the research that has been done (Peal & Lambert, 1962; Swain & Lapkin, 1991)shows that the cognitif development with bilingual abilities in children does not require a negative influence on something such as academic, linguistic and cognitive development in children. Conversely, although not conclusive, the evidence points to rnatalinguistic, academic and intellectual benefits being bilingual children.

The second, The principle of interdependence, as mentioned that insofar as instruction in use (one language) Lx is more effective in using proficiency in Lx, the use of this proficiency in (other languages) will occur if exposure is adequate for Ly (both in school or the environment) and sufficient motivation to learn Ly ". The statement of the theory is also supported by a variety of recent reviews and research studies (Swain & Lapkin, 1991; Hornberger, 1989, 1990; Williams & Snipper, 1990; Lanauze & Snow, 1989) .And the third, The principle of communication interaction is very adequate: things that are sustainable with learning strategies and the child's ability to master both languages. Briefly, that to improve the skills of students in the first and second languages effectively, and

creative students must be given the freedom to establish connections and interactions that are useful for language skills and in accordance with the form and function of communication (Wong-Fillmore, 1986, 1991).

3. Two Basic Types of Bilingual Programs

The most important factorsentering into the structure of bilingual schools are thetime allowed for each of-the languages, the treatment and use of each language and whether the language which is added to the previously existing system. Two basic types of bilingualprograms;

3.1 Language in the curriculum is a curriculum that is able to provide the same time and treatment to students in the scope of the school. In this first type, children are able to use both languages, and teachers who teach are as media in the curriculum according to the example of the coral way school in Miami.

3.2 Those which give un-'equal time and treatment.

Schools must also be able to provide time and services that are not the same as others. The second type of bilingual program is that the use of one language that is not suitable for the time will be saved, many public schools throughout the world are far more common. Services and time giving that are not the same in the United States are included. to teach courses such as Spanish or literary arts for one class period a day.

4. Kinds of Bilingual Education Programs

Fishman discusses four broad categories of bilingualeducation programs based on various kinds of community and school objectives.They are:

4.1 Transitional Bilingualism

Transitional bilingualism is a bilingual program that uses non-English language only at the beginning of the school year. This school is one of the typical programs. As long as the child needs Jt, to "adjust to the school" or "master the subject matter. But it is very regrettable that a program like this cannot or does not aim to develop students 'speaking skills. Also in improving students' ability in both languages. aims to improve the overall achievement or skills of children in two languages, the media in teaching in the classroom is like the use of English and the second language as a medium of teaching.

4.2 Monoliterate Bilingualism

In the second type, imonoliterate bilingualism is one way to develop students 'skills in speaking in two languages, but does not form students' reading skills using native language. This method aims to make changes to the original language and encourage students to be able to maintain the language.

4.3 Partial Bilingualism

The third type of program, namely partial bilingualism, is a method that aims to develop students' skills towards the letters of the two languages. But the use of mother tongue is still limited to certain fields or subjects. in this partial program, there are several subjects included in it such as social studies, literature,

and material related to culture and so on. Finally, in this program the emphasis is on the use of fullbilingualism as the main goal of the school and the use of the second language found in all fields in the curriculum type program on the maintenance and development of non-English languages.

4.4 Full Bilingualism ent of non-English languages.

In this last program, full bilingualism or full use of bilingualism. Which is what is the main goal of the school in implementing this program. The use of full bilingualism with the use of both languages covers all fields of study contained in the curriculum. Types of programs for the maintenance and development of non-English languages.

But based onRoberts in Rivela (2002) in general classifies the various bilingual education programs intoo three catagories; transitional bilingual education, maintenance bilingual education, and enrichment bilingual education models. In addition, Brisk (2006) catagorizes the types of bilingual education programs into the following various terms :

a. Dual-Language Schools

In schools that use a bilingual method, also called mainstream bilingual education (Baker, 1993) the use of curriculum is delivered in two languages, half a day conventionally in one language and half a day using one language. Various courses have been offered. The specific language of instruction for each discipline can vary, Yujin Gakuen is a Japanese dual language program at Oegon. Educational grades are in independent schools where 80% are kindergarten teaching in Japan. In Class 1 to 5 times teaching is divided equally between

Japanese and English. These students can continue their Japanese studies in special programs at local secondary and secondary schools. A number of dual language schools tend to be personal.

(Mackey, 1972) this is very interesting for parents who want their children to speak two languages. These schools can include native speakers from both languages, native speakers only in English or native speakers from other languages. Two-language schools are different from two-way programs because they are accidentally created to serve minority language students, although some schools try to include a diverse population. The focus is bilingual ability to meet the specific needs of a population.

b. Canadian Immersion Education

Canadian Immersion Education, especially the early imersion variation, has been replicated for english-speaking students in the united states using French, Spanish,or German as the immersion language. In Hawai this model serves the purpose of revival of the haiian language. Native Hawaiian children who are native speakers of English attend school in Hawaiian until fifth grade. English is then introduced for 1 hour a day and continues to be used alongside Hawaiian (Slaughter, 1997). This model was originally called immersion education. To avoid confusion with other models also called immersion it has chosen to call it Canadian immersion whether it is implemented in Canada or in the United States. Canadian programs are solely in French, but this is not so in the United States (Brisk, 2006).

c. Two-Way Bilingual Education

Two way bilingual education is in education approach that integrates language minority and language majority students for all or most of the day and provides content instruction and literacy instruction to all students in both language. Following from this definition, there are four central goals of all TWI programs : (a) Students will develop high levels of profiency in their first language (L1). This means taht the language minority students will develop high levels of speaking, listening, reading, and writing ability in their native language and native English speakers will develop high levels of speaking, listening, listening, reading, and writing ability in English. (b) All students will develop high levels of profiency in a second language (L2). TWI programs are considered additive bilingual programs for both groups of students becaude they afford all students the opportunity to maintain and develop oral and written skills in their first language while simultaneously acquiring oral and written skills in a second language. (c) Academic perfomance for both groups of students will be at or above grade level, and the same academic standards annd curriculum for other students in TWI programs. (d) All students in TWI programs will demonstate positive cross-curtural attitudes and behaviors.

Two- way programs are also called two-way maintenance bilingual education, two way immersion, and dual language programs. These programs serve language minority and majority children simultaneously in order to develop fluenvy in the heritage language of minority students and the societal language.

They encourage socialization between the two groups of students and respect for the others' cultural back-grounds (Brisk, 2006).

d. Maintenance Bilingual Education

Maintenance programs, also called as developmental bilingual education, exclusively serve language minority students but commpare in many other ways to dual language and two way programs. Maintenance programs seek to develop and maintain the native language of the language minority students develop a positive attitude toward the native culture while also achieving profiency in English. Literacy and subject matter instruction in both the native language an English are vital to achieving these goals (Brisk, 2006).

e. Transitional Models

Baker (2001) says that transitional bilingual education aims to shift the child from the home, minority language to the dominant, majority language. Social and cultural assimilation into the language majority is the underlying aim. Futhermore, Rivera (2002) states that the purpose of transitional models is to teach students English as quikly as possible and once students have learned English, usually within a spesific time limit, to ensure that students are exited or mainstreamed into regular English only classes. Brisk (2006) also adds that the goal of these programs is to develop English skills without sacrificing or delaying learning of content courses. In Transitional Bilingual Education (TBE) also referred as " remedial bilingual programs" by Thomas and Collier (2002) the native language of langauge minority students is used while the students are learning English.

f. Early-Exit And Late Exit Transitional Bilingual Education

Early-exit TBE refers to two years maximum help using the mother tongue. Late exit TBE often allows around 40 percent of classroom teaching in the mother tongue until the 6grade (Baker, 2001) in the same sense, Ramirez (1992), identified yet another type, called early-exit TBE programs, where students received only literacy instruction in the native language and the rest of the subject were in English. And the end of first or second grade most students were mainstreamed. In conclusion, in these models, the bilingual teachers are not supposed to teach the students in balance between the indigenous language and English as the majority.

g. Pull- Out TBE

A modified version of TBE for svhools with few students in each grade places students in the mainstream classroom and pulls them out daily for native language and ESL instruction. The purpose is mainly to help students with their work in the mainstream classes. Sometimes, the students do their assignment in japanese, which the staff help them stranslate. The bilingual staff works closely with the mainstream teachers and the students families (Brisk, 1991b) in Brisk (2001).

h. Integrated TBE

The inheret segregation of Transition Bilingual Education (TBE) programs has prompted the development of integraation strategies to bring TBE and maenstream classes together. Integration of students with different language backgrounds varies with respect to organization, relative use of different

language, and the role of the bilingual teacher. Integrated bilingual programs preserve instruction in the native language and allow native language use when students are in the mainstream classroom (Brisk, 1991b; De Jong, 1996) in (Brisk, 2001).

i. Bilingual Structured Immersion Education

Bilingual structured immersion programs place students of the same language background in segregated classes. The implementation of this programs is various. Lightbown (2008), the original programs placed children in French immersion classrooms from kindergarten. While other immersion programs start when children are about nine years old. Other start at 12 or 13 years. He addds that although there are many variations in the impelemtation of immersion programs, all share the following essential characteristics :

a) The classes are most often made up exclusively or primarily of students whose L1 is the majority community language1. b) Teachers are usually bilinguals. They understand and speak th students L1 as well as their L2. c) Students have 500-1000 hour of subject matter instruction through the L2 in each school year over a period of several years. The materials are usually adapted to the linguistic level of L2 learners. d) L1 language arts and some other subject are, at same point in the students education, taught through their L1. e) The majority language is always supported by the school, and over time, students are expected to maintain and develop skills in their L1 as well as their L2. f) The absence of L2 peers limits students exposure to age-approriate language registers.

j. Bilingual Programs for the Deaf

Bilingual programs for the deaf employ both signing and the written form of the societal language. The purpose of this programs is to educate deaf learners in the language that is most natural to them, that is, a sign language, while they also gain access to material written in the societal language. The term bilingual can mean different things for someone deaf of hearing. Different types of modal bilingualism might include knowing the following : (a) Two different signed language, (b) Two different nonsigned language and (c) A signed language and a nonsigned language. A person who knows a sign language and a nonsigned language is said to be bimodal bilingual.

k. English Only Instruction Models

These programs can be full time, part time, or simply pull-out clsses where students are temporarily taken from their home rooms for special instruction. The student can be from the same language group or from a variety of language groups working together. The most common English program are ESL and structured immersion (Brisk, 2006).Meanwhile, Based on research that has been investigated by Santoso & Ginting (2015) suggested that the bilingual language has several types including:

1. Full-English

Full English mean the of English completely in the teaching process. Full is define as there is no any other language expect English. Based on the data collected, in certain times, the teachers tend to use Full-English as a means of instructions in the teaching of the classes even though they still allowed the students to use their native language. The implementation of full English appeared

in many situations, such as at the beginning, in explaining, in giving instructions, in giving questioning, and in responding.

2. Dominant- English

Dominant English means the implementation of English dominantly in the teaching process. As a second language is applied more predominantly than the other language, Indonesian. Indonesian took less involvement when both English and Indonesian were used in the teaching process at the same moment. In the other hand, it can be stated that English take more roles as the language of instructions in teaching of the classes than Indonesian does. Just as full English, dominant English is also applied in several situations, such as at the beginning, in explaining, in giving instructions, in giving questioning, and in responding.

3.Balanced-Bilingual

Balanced bilingual is the implementation of the two languages in balance in the teaching process. All the instructions are divided equally across the two languages. In the other words, the teachers apply both of the languages in the same portions. In the process teaching, it was found that the teachers tended to use balanced bilingual in two situations, in namely in explaining and giving question.

4. Code-Mixing Bilingual

Code mixing bilingual is the use of two languages is multaneously, in which some elements such as lexical items or entire constituents from one language are inserted into a structure from other language at the same utterences. In this study, this type occurred in several situatuins, such as the beginning in

explaining, in giving questions, and in giving instructions.maintenance and development of non-English languages.

5. Full-Indonesian

Full Indonesian means the use of full Indonesian in the teaching process. Indonesian is fully applied in the teaching without any inferences from the other language,English . the teachers applied this type when delivering the materials. Just the same as the other types, this full Indonesian also occurred in occasions. Such as in explaining the materials and in giving instructions. However, the teachers applied this type only in small occasions of teaching.

B. Previous Related Studies

Based on Bilingual Education in West Africa By Mart Hovensvan Goorstraat 70, 6512EE Nijmegen, Netherlands This paper focused on the results of experimental bilingual programs that shown that students in bilingual programs had better school outcomes, especially in language subjects. This was true if a second language was not detected as well, that does not happened in Guinea Bissau. In mathematics, we suggest that it affects outcomes: students achieved better grades when tested in national languages. The test results of girls in bilingual schools were relatively better than boys.results that show that schools by implementing the program were far better at producing competent students.

The research has shown that the program was successfully implemented and achieved competency. Of course the results of this study were also expected to be

successful with research that would be examined in PERMATA BANGSAschool. It was hoped that the school would also be able to achieved the competences expected by the government and schools to produced smart graduates who could be compete with the world. Even though the school had just implemented the program, it was not a problem for the school, and it was hoped that the program could be applied on an ongoing basis.

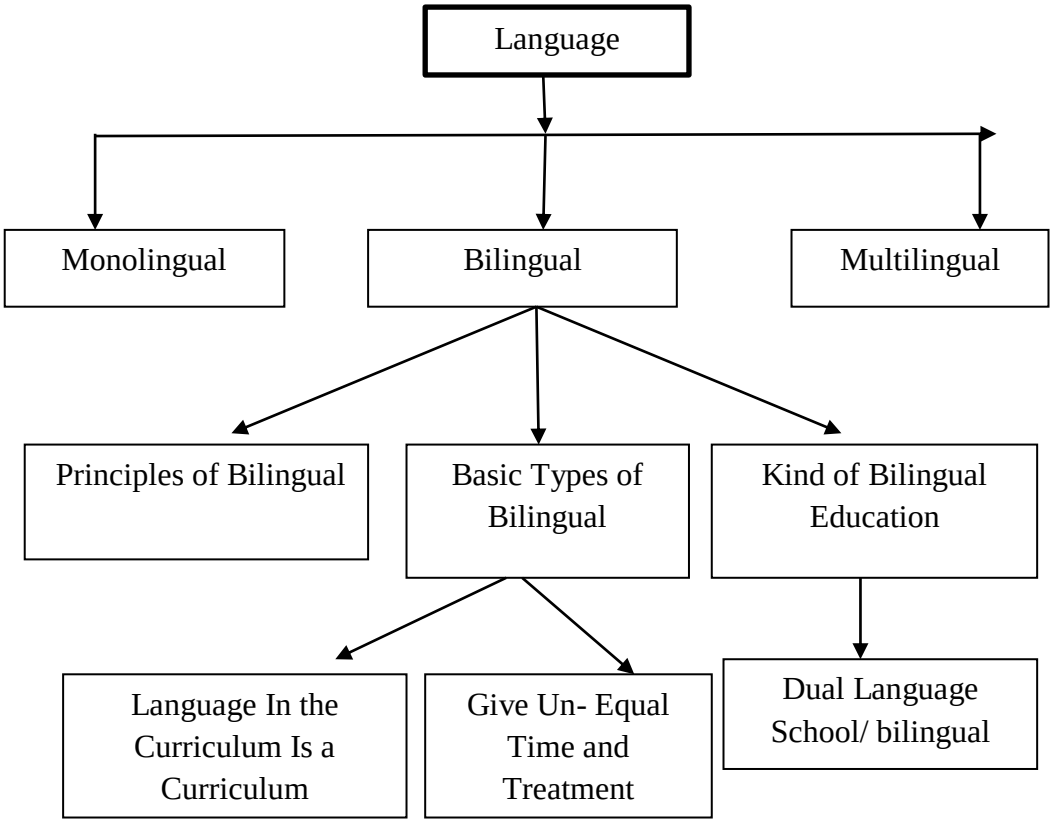
C. Conceptual Framework

Bilingual education was one of the international curriculum in education and many Indonesian schools has used the system. One of the goals of bilingual education was so that students were able to speak English correctly and could be compete with the world of work which leads many to be able to speak English properly. According toFeng (2007) that schoolsin the world of education and even business, English was very influential for the development and progress of children, therefore bilingual teaching was not only applied in international schools but national schools also implemented the program. Its mean that the point was that schools that use the two-language method were schools that must be able to provided competent teachers with these two languages.Bilingual has several types, one of which was Dual-Language Schools, namelyIn schools that use a bilingual method, also called mainstream bilingual education

Baker(1993) the use of curriculum was delivered in two languages, half a day conventionally in one language and half a day using one language.Which was expected to be able to create students with cognitive intelligence and could be

compete with the world. In this type, it was very emphasized for the ability of the students themselves, of course with guidance or teaching from teachers who were competent in English. Dual language schools were very important for the progress of students in English. In this type, the program was expected to run according to the design. Teaching and learning activities in the classroom using full English, but not only English, but also Indonesian with the right time division.

When learning activities use English, all students and teachers were required to speak full English. Started from explaining teaching material, question and answer activities, and not only the teacher being guided, but students were also led to speak full English. This greatly helped students to understand English more quickly and master many vocabulary if English was routinely trained. Thus schools succeed in implementing the bilingual program and produce graduated who were intelligent, qualified, and able to compete with the world and technological advancements whose program were currently using English as a whole.


Language
Monolingual
Bilingual
Multilingual
Principles of Bilingual
Basic Types of Bilingual
Kind of Bilingual Education
Language In the Curriculum Is a Curriculum
Give Un- Equal Time and Treatment
Dual Language School/ bilingual

CHAPTER III

RESEARCH OF THE METODOLOGY

A. Research Design

This research would be conducted by applied qualitative research.This qualitative method was used to described types of bilingual teaching implemented by teacher in teaching English, and how bilingual language in realized in teaching and learning process. The subjects of this research was taken by the teacher there were five teachers who would be interviewed and five students who would be interviewed. The data would be collected by employing participant observation and in-dept interview.

B. Sources of Data

The source of data in this research would be collected in this form of information from the teachers and the students about the implementation of bilingualism. Data collected was done through observations that woulld be conducted at the Binjai Permata Bangsa School for Junior High School grades 7-8.

C. The Technique of Collecting the Data

The researcher use observation techniques and in-depth interviews to collected data:

1. Observation

The researcher directly observes how the process or activities of learning and teaching in the classroom using a bilingual language in the class and how the results obtained by applying such methods. In researching, researchers used cameras so that situations in the classroom could be taken and make data more valid.

2. In- depth interview

Interviews were use by researchers to collectedd definite data about the information that has been obtained regarding the program of bilingual language in classroom teaching.

a. For teacher

The researcher interview the teacher regarding the program of bilingual language in classroom teaching. As with the type used, the more dominant type was used, why does the teacher prefer to use the type, how the results obtained through the program of the method.

b. For students

The researcher interview students about how the program of bilingual language in teaching classroom, the difficulties students faced, whether students were able to achieve the expected competencies using the method, how students faced difficulties such as lack of students understanding and lack of vocabulary of the students.

D. The Technique Analysis Data

The systematic procedure in conducting the analysis were as follows :

1. Data Reduction

The first step was data reduction. Namely the data that has been obtained in the field directly would be certainly produce quite a lot of data, therefore the data that has been collected must be recorded carefully and clearly. Reduced data was summarizing data that has been obtained validly then selecting data that was more needed in accordance with the data you want to find. After the data was reduced, surely the data would be immediately provide a clear and accurate picture so that it could be facilitate researchers to obtain the desired data.

2. Data display

Data display means described the data in the form of description or narration as the second component in analyzing data, this technique was used in arranging the information, description or narration to draw conclusion.

3. Conclusion drawing / verification

The third activity was conclusion drawing. In this research, conclusion drawn continuously throught the course of the reseach. The researcher record not only what the reseacher find each day but also the researcher interprete based on the observations.

CHAPTER IV

FINDING & DISCUSSION

1. Finding

The finding was the description of the implementation of Bilingual in Teaching English, to what extent the teachers and students could communicate and understand by using bilingual teaching in the teaching process. The data was obtained from the field were reported based on the observation and interview with the teachers and students. Whereas, in the study, there were two in type bilingual teaching that was found in the teaching process by the teacher's: Full- English, and Code Mixing Bilingual. Based on data obtained that Full English was 85% and 15% was a Bilingual Mixing Code.

2. Discussion

a. Full - English

Full English means the use of English as the main communication in learning activities in the classroom. This type of bilingual was used for all situations in learning such as preliminary activities like asking students situations, as shown in the following data: "Good morning students, now class we are going to take register (T1.D1.SPS: F E)". The data showed that the teacher started the introduction by greeting the students. And the students responded to her also in English by saying " morning miss". In this case, the teacher tried to interact with

students before class began. This aimed to encourage students to get started in class. This type of bilingual was used when the teacher would like to check the presence of students in the class. This aimed to make the teacher knew which students that were present and which one that was absent. Not only that, greeting students at the beginning of class using English also aimed to attract students' enthusiasm and invited them to interact.

When the teacher checked the attendance of students, the teacher also askedthem to read the lesson that would begin.It wasdone in order to make students familiar with the materialthat was discussed going to be discussed along with keeping the class quiet. The use of Full English was also done in situations when the teacher would start the class and asked students to prepare themselves. When the learning process began,the students were asked to prepare themselves by placing the books and items needed for the current lesson. This was done so that the students could focused on the lesson better. They would not open books and equipments unrelated at the time. This could be seen from the data"Morning class before we begin, lets put all your bags and other books in the locker expect today's learning equipment (T1.D3. SE: F E)".

During the core activity, the use of Full English was applied as well. The teacher tests the students by asking questions about the material and asking students to answer. This could be seen in the data "Does anybody knows the answer? Come on try (T3. D1.SM: FE)". This aimed to see the extent of the abilities and understanding of students in learning. The students were asked to issue opinions or answers they knew. The teacher inquired the students, so the

teacher could measure their abilities regarding to the material. Morever, this inquiry was given to see the students activeness in the learning process. Not only asking questions about core activities, but also providing opportunities for students to make their own opinions about the material they've understood. This could be seen in the data "Please your opinion, don't worry, make your conclusion (T3.: D2.SBI. FE)". Making conclusions from what the teacher explained was effective because the teacher could see student the that were active, who understood, and those who werepassive and didn't . This was supported from the interview for " If the students could make their conclusions based on the material provided, it meant that the students had understood the material. This also could encourage the students to expess their opinions about the material in front of the class. This way the teacher could access the extent of the students abilities to participate in class activities. (T3.: D2.SBI. FE)".

When the lesson was started, the teacher continued to use Full English at the same time. All learning materials from beginning to end were explained using Full English. This could be seen based on the following data: "Get into groups of four after that l will check your assignment, (T3.D3.: FE)". The data above showed that in the core activities the teacher asked students to create groups and complete group assignments. This aimed to make studentswork together with others and exchange their opinions and interact.Creating a discussion group was very effective. Its main objective was to make students exchange ideas and work actively in group. Each stuudent must express their oinions. By creating groups, teacher could see which student in group that was active based on the result of the

discussion. This could be seen in the interview as follows: "Creating a discussion group was very effective (T3.D3.: SE.FE)". It could be concluded that the activity of students speaking in class was the priority for the school to be achieve. So that students dared to expresse their opinions in front of friends and teachers, all students were encouraged to become active students that speak. This could be seen from the interview for the teacher as follows: " In the class, the teacher and students were very dicipline and no students that were not actively speaking because the class only consisted of 25 students per class, the teacher and students are very disciplined and there are no students that are not actively speaking,(T7. D2.: IT)".

In applying Full English in the learning process especially in the core activities, student looks very enthusiastic and active in the classroom. Although the material was delivered to the Full English, students look relaxed and enjoyed the learning process, and with satisfying results. This was supported by interview data that has been conducted with the teacher, and students as follow: "student response was very good, they had no difficulty when delivered material in English and they are always enthusiastic when invited to exchange ideas and answer questions, they are active in speaking when learning (T7. D5.: IT)."

"Students were had quite good results. although they were asked to use full english, they were still enthusiastic. (T7. D8.: IT)". The data above shows that although learning based on Full English, it not make students difficult, it makes students more active. In the learning process students didn’t feel pressured or burden with bilingual program. And the students do not feel a big obstacles when

they had to use Full English, this was supported by the results of researchers' interview with several students, as follows: "their difficulty was only using new vocabulary then they were given new material. But overall, they didn't had a serious problem when bilingual was applied. Because basically they were already accustumad to using English (T8. D1.: IT)". But not only in the greeted and core activities, but in the closing activities also used it.

All learning activities were carried out with the Full English of this could be shown in the following data: "Oke students, any question? before we end, tell me what had you learned today(T5. D1.SPS: F.E)". The data above showedthat the used of Full English was also applied at the end of the material. The teacher gives students the opportunity to ask questions that were not understood by students during the learning process in class. This is aimed to get student's more understanding. And students were given the opportunity by the teacher to make their conclusions from the material using their own sentences. This was to measure the extent of students' abilities. If there were students who didn't understand, then the teacher must answeredwell and make students understood.

This was the teachers could be sure that students have understood the material that has been presented and of course increased students' vocabulary in explaining again.In the use of full English in the learning process making students become smarter, this could be seen from the data: "The students become more active, creative, and bold to speak in public, because the school prioritized the students to be coregeous speaking in public. It made the students more fluent and accostimed to interest using english because english was a native language at

school (T8. D4.: IT)".

The data above was the result of research with students in schools, the results show that the used of bilingual programs in the Full English type have a positive impact of students, and it could be said that schools have successfully implemented bilingual programs in schools. Students could feel many positive effects, including students becoming fluent in English, students was encouraged to become children who were confident when they had to speak in public, especially by using English.

The ability of students in the bilingual of English because students that would continue to junior high school level, at the previous level students was also graduated of the school or students who would register at the school but were not graduated of the school then must first be tested on English proficiency first, because in this school there was no repetition of Indonesian words and basics of English. This was because schools used Full English 85%, so there was very little possibility of teachers using Indonesian or even a bilingual balanced in their program. This could be seen from the data that has been collected as follows: "It used the Full English type of the junior high school level of 85%(T7. D1. : IT)". The data above shows that using Full English successfully and could make students smarter, more confident, and brave.

b. Code Mixing Bilingual

Bilingual code-mixing was used at the same time around 15%. In this study, this type occurred in several situations, such as the beginning in explaining, in giving questions, and in giving instructions. As shown in the following data:

"Oke class, before we talk about algebra, l would test your understanding of "bilangan bulat" or integers (T2.D1.: CM)". The data above shows that the teacher in the core activities directly entered the material. The teacher tested the ability of students by revisiting previous lessons. The last material was being repeated again in order to test the students memories and understanding regarding to that previous material. If the teacher knew how much they understood the material, then, the teacher could be more convinced to continue the next material or to reexplain the last material briefly to remind the about it before revealing the next topic. In this activity, the teacher discussed mathematic subjects about algebra and integers or "bilangan bulat".

The using of words "bilangan bulat" the goals was the teacher gives explained that English in mathematical formulas has its language, unlike English words which could be put together. This couldbe explained by the data collected through interview conducted by researchers, as follows: " The words " bilangan bulat" are used to remind students more and give emphasis the students were given an explanation that “bilangan bulat” had its own term, (T2.D1.: CM)".

In addition, students would add their vocabulary of learning mathematics, students get new words that have never been used before. So the teacher mentioned in the Indonesian language as a notification of students that the English for integer words was not the same as the mathematics. After students understood, the teacher would continue the material using English again. The use of code-mixing was only an additional understanding of the students. Not only in the initial and the indonesian words were also spoken when explaining the materials,

as follows: "Photosynthesis is the reaction between carbon dioxide and water. This occurs to " zat hijau daun" or chlorophyll (T4. D1.: CM)". The data above also shows that the pronunciation of Indonesian in the word "zat hijau daun" to provided understanding to students that English for words in biology also has its own language, not different from mathematics. And after students understand about the word, the teacher continues the material with Full English.

It could be seen that the use of Indonesian language in core activities was only to provided new understanding to students and added new vocabulary to students, not only that, occasionally the teacher used Indonesian as a distraction just to remind students again, but this rarely used by teachers. This could be seen in the data: "I'll see you again tomorrow, tidy up time, have a nice day, jangan lupa homework (T6D1.:C.M)".

The data above shown that the teacher entered the Indonesian word only as a distraction. The teacher does not use Indonesian if the word was not a new word that students need to understood. It could be ascertained that teachers very rarely used Indonesian in the provision of material.The Indonesian word were used to emphasize the remain time of preparation. The quiz was given to test the students comprehension regarding to the material so that the teacher could measure how much they comprehended it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

There were two types of bilingualism applied to teach English by the teacher it was: the first Full English in which teacher using Full English for all conditions. Example of greeting, the teachers asked about the student's conditions. In other words, the English expressions they applied were still components or simple sentences to start the learning process. Second was Code Mixing Bilingual, used simultaneously in the same situation and time. The use of Indonesian was used only to give students an understanding of the different vocabulary and only as a distraction spoken by the teacher. The reason why schools implement Full English bilingual in the learning process was to make students proficient in English, not just knowing but could interact well using English.

By applying this type of daily learning activity, students would automatically get new vocabulary every day, especially on subjects such as mathematics, biology, and physics which of course had their language couldn’t be changed just like that. This program was very successful because students were required to be active in speaking, so it couldn’t be denied if every day the students' vocabulary would continue to increase.

B. Suggestion

After analyzing the data and making conclusions, the researcher gave some suggestions for the teacher, students, and another researcher. To implement bilingual in teaching English. Those suggestions can describe as follows :

(1) a. The teacher should improve their English mastery and fluency, especially in pronunciation.

b. The teacher should improve their communicating when teaching learning not only related to the material also related to some topics about students' daily activities.

(2) a. The students should not be worried about the mistake they will make in communicating using English.

b. The students should increase their motivation in learning and also always bring and use to the dictionary to increase their vocabulary.

c. The students braver to ask anything and give suggestions for the teacher in teaching and learning activities conducted in the classroom.

(3) a. The researcher also hopes that the research can refer to other researchers who will implement types or other research found a new type of bilingual teaching in teaching English.

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Form 1 : Teacher (observation)

No	Data	Description	Meaning	Code
1	Good morning students, now class we are going to take register	In the first activity, the teacher greeted students so their become more enthusiasm in studying	The way the teacher applied before started the learning activities with the aimed to make students excited, and checked the attendance of students with the aimed of being able to know the presence of students	T1.D 1.SP S :FE
2	How are you everyone, have your breakfast today ?. Today's topic is about poetry. And open your book pages 76 and I will take the register, who's absent today	The first activity, the teacher asked the students how they were feeling and asked them to read the book so the classroom was not noisy.	The teacher greeted students and asked whether they had breakfast or not, to show that the teacher cared about them. Then, the teacher asked students to open their books while the teacher was checking their attendence. After that, the teacher started the lesson by discussing about material that they were asked to read before.	T1.D 2. SBI: FE
3	Morning class, before we begin, lets put all your bags and other books in the locker expect today's learning equipment	Before the class began, the teacher asked students to prepare themselves for studying. They were asked to put any books and items that were not necessary for that day’s lesson in their locker.	The purpose of the activiity was to make the students more orderly. When the learning process began,the students were asked to prepare themselves by placing the books and items needed for the current lesson. This was done so that the students could focus on the lesson better. They would not open books and equipments unrelated at the time.	T1.D 3. SE:F E

Table 1 introduction (F.E)

No	Data	Description	Meaning	Code
1	Oke class, before we talk about algebra, I will test your understanding about bilanganbulat or integers	The teacher opened the lesson by discussing the last material and tested the students' abilities regarding to that material	The last material was being repeated again in order to test the students memories and understanding regarding to that previous material. If the teacher knew how much they understood the material, then, the teacher could be more convinced to continue the next material or to reexplain the last material briefly to remind the about it before revealing the next topic.	T2.D1 .SM.: CM

Table 2 introduction(C.M)

Form 2 : Teacher

No	Data	Description	Meaning	Code
1	Does anybody know the answer? Come on try	The teacher askedthe students, to test their understanding.	The teacher inquired the students, so the teacher could measure their abilities regarding to the material. Morever, this inquiry was given to see the students activeness in the learning process.	T3. D1.S M: FE
2	Please your opinion, don't worry, make your conclusion	The teacher asked the students to make conclusions so students understand and could conclude the material in their language.	If the students could make their conclusions based on the material provided, it meant that the students had understood the material. This also could encourage the students to expess their opinions about	T3.:D 2.SBI. FE

			the material in front of the class. This way the teacher could access the extent of the students abilities to patoicipate in class activities.	
3	Get into groups of four, after that i will check your assingment,	The teacher asked to make groups so students could work together with others and exchange their opinions and interacted	Createing a discussion group was very effective.Its mainobjective was to make students exchange ideas and work actively in group. Each stuudent must express their oinions. By creating groups, teacher could see which student in group that was active based on the result of the discussion.	T3.D3 .:SE.F E

Table 3 core (F.E)

No	Data	Description	Meaning	Code
1	Photosynthesis is the reaction between carbon dioxide and water. this occurs inzat hijau daun or chlorophyll	The students were given an explanation about the photosynthesis happening in chlorophyll	The students were given an explanation that zat hijau daun had its own term, which was not green leaf, but chlorophyll.	T4. D1.SB : CM
2	After this material, i will give you quizzes, prepare yourself, ingat ya 5 menit lagi	Used Indonesian words so students are better prepared	The Indonesian word were used to emphasize the remained time of preparation. The quiz was given to test the students comprehension regarding to the material so that the teacher could measure how much they comprehended it	T4. D2.SE : CM

Table 4 core (C.M)

No	Data	Description	Meaning	Code
1	Oke students, any question ? before we end, tell me what had you learned today	at the end of the lesson, the teacher tested students' understanding of the material being taught in order to make them active in speaking	At the end of the lesson, the teacher checked the extent of students abilities regarding the material. The teacher must be able to measure the students comprehension. If there were students that didn't understand the teacher must answer well when being asked.	T5. D1.SP S:F.E

Table 5 Closing (F.E)

No	Data	Description	Meaning	Code
1	I'll see you again tomorrow, tidy up time, have a nice day, jangan lupa homework	The teacher gave a task at the end of the lesson and said "jangan lupa" to emphasize that the student should not forget their homework.	At the end of each learning hour, the teacher always encouraged the students and the always reminded themnot to forget their homework. The students were hoped to do their hoework correctly.	T6D1. SE:C. M

Table 6 Closing (C.M)

Form 3 : Depth Interview for Teacher

No	Aspects interview	Answer	Code
1	What is the form of a bilingual program in this school to improve the students english skills	It used the full English type for the junior high school level of 85% and code mixing bilingual 15%	T7. D1. :IT
2	How is the implementation of this bilingual program at schools to improve the students english school	The application of bilingual programs in schools was very good. Students and teachers were required to speak full English,and the students were prohibited to speak bahasa by the teachers. In class, the teacher and students were very dicipline and no students that were not actively speaking because the class only consisted of 25 students per class. This was	T7. D2.: IT

		done so that the class was not too crowded and the teachers could focus on paying attention to all of the students in the class.	
3	Supporting and inhibiting factors in implementing of bilingual program in this school	To supporting this program, school would widen the teacher's knowledge in order to get stopped being insightful. The teacher's knowledge was develop. But, there was inhibiting factor of this program, such as parents who did not speak english at home. They put responsibility to the school regarding their children's english ability. The parents should encourage their children to speak english at home so their ability could be improve.	T7. D3.: IT
4	What is the motivation of the students towards implementing this program	what the school does in implementing this program, the School provides a platform for children to explore themselves which is certainly more than other schools give to their students. It is like working with foreigners who will be invited every year by the school to share social things, such as environment, and anything related to sastable development goals, which happens to be Indonesia is incessant with it. In terms of students do not have shortcomings, this is because students already with English language skills so the school has no doubts and difficulties in applying bilingual.	T7. D4.: IT
5	How about the response of students in the class	students response were very good. they had no difficulty when delivering material in English and they wre always enthusiastic when invited to exchange ideas and answer questions, they were active in speaking when studying	T7. D5.: IT
6	How does the teacher make all students in the class get the same opportunity	every few months students will be arranged to be seated, so there are no permanent students sitting in the front or right, every student will take turns to sit in front and every student has the same opportunity to express an opinion in class	T7. D6.: IT
7	Does this school implement bilingual well?	the school has implemented it very well, with various supporting facilities	T7. D7.: IT
8	How about result student learning with the	students had quite good results. although they were asked to use full english, they were still	T7. D8.: IT

	application of bilingual	enthusiastic.	
9	activities carried out to support bilingual programs	the teacher presented foreign people to share stories directly with the students, so they were accustomed to communicating with foreign people. The school added new subject, namely public speaking, that shouldbe followed by all students.	T7. D9. :IT

Table 7 interview

Form 4 : Depth Interview for Students

No	Aspects interview	Answer	Code
1	the difficulties students face in implementing bilingual	their difficulty was only using new vocabulary then they were given new material. But overall, they didn't have a serious problem when bilingual was applied. Because basically they were already accustumad to using english.	T8. D1.: IT
2	Do students at home also apply English, or only at school	Mostly, when students were at home, they did not speak english. There were only few students whose parents used english as communication at home.	T8.D2 .:IT
3	How do students themselves in dealing with these difficulties	these difficulties could be overcome by remembering new vocabulary, repeating the words to familiarize themselves, and memorizing the words.	T8. D3.: IT
4	With the application of this program, is there any impact that students feel	The students become more active, creative, and bold to speak in public, because the school prioritized the students to be coregeous ar speaking in public. It made the students more fluent and accostimed to interesting using english because english was a native language at school.	T8. D4.: IT
5	whether the way the teacher teaches is good	it's good, because students all got the same attention. in each class, there are only 25 students so the teacher could focus and the teacher didn't allow students to be passive. The teachers always encouraged them too be active and communnicative and the students had to sit in front so there were not students that only seat in classs. The teachers always encouraged students by giving questions active.	T8. D5. :IT

Table 8 interview

Pictures of observations

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Webside : http://www.fkip umsu.ac.id E-mail:fkip@umsu.ac.id

Form K-1

Kepada Yth : Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan dibawah ini :

Nama Mahasiswa : Maulia Hasana
NPM : 1502050030
Pro. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 138 SKS IPK = 3,44

Persetujuan Ket/Sekret, Prog. Studi	Judul Yang Diajukan	Disahkan oleh Dekan Fakultas
2/03/2019	A study of Bilingual Language Serverd in Classroom Interactions	18/3/19 an. Dekan WD5
	Grammatical Error in The Google Translate	
	An Analysis Semantically on Coruption in Utterence by Grafter	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 02 Maret 2019
Hormat Pemohon,

Maulia Hasana

Keterangan :
Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya

Nama Mahasiswa : Maulia Hasana
NPM : 1502050030
Pro. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
A study of Bilingual Language Serverd in Classroom Interactions	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Medan, 02 Maret 2019
Hormat Pemohon

Maulia Hasana

Disetujui oleh
Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
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Website: http://fkip.umsu.ac.id E-mail: fkip@yahoo.co.id

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Nomor : 4549 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H
10 Juli 2019 M

Kepada Yth, Bapak/Ibu Kepala
Sekolah Bilingual Nasional Plus Permata Bangsa
English Speaking School
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: Maulia Hasana
N P M	: 1502050030
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitia	: A Study of Bilingual Language Serverd in Classroom Interactions

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dr. Hj. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302

** Pertinggal **

MAJELIS PENDIDIKAN TINGGI
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Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Maulia Hasana
NPM	: 1502050030
Prog. Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

A Study of Bilingual Language Served
in Classroom Interactions

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum. Acc 26/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 23 Maret 2019
Hormat Pemohon,

Maulia Hasana

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

MAJELIS PENDIDIKAN TINGGI
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BERITA ACARA BIMBINGAN PROPOSAL

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Maulia Hasana
NPM : 1502050030
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of Bilingual Language Served in Classroom Interactions

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23-03-2019	background of the study.	
	identification of the problem	
02-04-2019	background of the study,	
	formulation of the problem,	
	and chapter II theory	
24-04-2019	Chapter II. review of literature,	
	Previous related studies	
27-04-2019	Chapter II, previous related studies,	
	conceptual framework and chapter	
	III and references	
13-04-2019	Metodology of research	
14-05-2019	Revision is done	
	All	

Medan, Mei 2019

Diketahui Oleh :
Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum.

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

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BERITA ACARA SEMINAR PROPOSAL

Pada hari Rabu..Tanggal ..15..Bulan ..5..... 2019 telah diselenggarakan seminar prodi pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Maulia Hasana
NPM : 1502050030
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of Bilingual Languge Served in Classroom Interactions

No.	Argument/Komentar/Saran
Judul	
Bab I	Background of the Study
Bab II	Review of Literature.
Bab III	Research Design
Lainnya	
Kesimpulan	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Dra. Diani Syahputri, M.Hum

Dosen Pembimbing

Pirman Ginting, S.Pd., M.Hum

Panitia Pelaksana

Ketua

Mandra Saragih, S.Pd, M.Hum

Sekretaris

Pirman Ginting, S.Pd, M.Hum

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap	: Maulia Hasana
N.P.M	: 1502050030
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: A Study of Bilingual Language Served in Classroom Interactions

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh
Pembimbing

Pirman Ginting, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
UPT PERPUSTAKAAN
Jl. Kapt. Mukhtar Basri No. 3 Telp. 6624567 - Ext. 113 Medan 20238
Website: http://perpustakaan.umsu.ac.id

SURAT KETERANGAN
Nomor: 4107./KET/II.9-AU/UMSU-P/M/2019

بسم الله الرحمن الرحيم

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

Nama	:	**Maulia Hasana**
NPM	:	**1502050030**
Fakultas	:	**Keguruan dan Ilmu Pendidikan**
Jurusan/ P.Studi	:	**Pendidikan Bahasa Inggris**

telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 27 Muharram 1441 H
27 September 2019 M

Kepala UPT Perpustakaan,

Muhammad Arifin, S.Pd, M.Pd

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminarkan oleh mahasiswa di bawah ini :

Nama Lengkap	:	Maulia Hasana
N.P.M	:	1502050030
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	A Study of Bilingual Language Serverd in Classroom Interactions

Pada hari Rabu, tanggal 15 bulan Mei 2019 sudah layak menjadi proposal skripsi.

Medan, Juni 2019

Disetujui oleh:

Dosen Pembahas	Dosen Pembimbing
Dra. Diani Syahputri, M.Hum	**Pirman Ginting, S.Pd, M.Hum**

Diketahui oleh
Ketua Program studi

Mandra Saragih S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
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SURAT PERNYATAAN

بسم الله الرحمن الرحيم

Saya yang bertanda tangan dibawah ini :

Nama Lengkap	:	Maulia Hasana
N.P.M	:	1502050030
Prog. Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	A Study of Bilingual Language Serverd in Classroom Interactions

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul diatas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong ***Plagiat***.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juni 2019
Hormat saya
Yang membuat pernyataan,

Maulia Hasana

Diketahui oleh
Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

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Nomor : 4549 /II.3/UMSU-02/F/2019
Lamp : ---
H a l : Mohon Izin Riset

Medan, 07 Dzulqaidah 1440 H
10 Juli 2019 M

Kepada Yth. Bapak/Ibu Kepala
Sekolah Bilingual Nasional Plus Permata Bangsa
English Speaking School
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Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	: Maulia Hasana
N P M	: 1502050030
Program Studi	: Pendidikan Bahasa Inggris
Judul Penelitia	: A Study of Bilingual Language Serverd in Classroom Interactions

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dr. Hj. Elfrianto Nst, S.Pd, M.Pd.
NIDN: 0115057302

** Pertinggal **

SWASTA PERMATA BANGSA

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Kec. Binjai Barat – Kota Binjai
KodePos: 20717 Telp. 061 – 88290990 Email: sbnppermatabangsa19@gmail.com

Nomor : 421.2/PBSD/34/VII/2019
Lampiran : -
Hal : Izin Mengadakan Riset

Kepada Yth : Saudara Dekan
Dr. ELFRIANTO, M.Pd
Di
Tempat

Menyahuti surat Saudara Nomor : 4549/II.3/UMSU-02/F/2019 Tanggal 10 Juli 2019 Hal : Izin Riset, maka dengan ini kami jelaskan bahwa Mahasiswa kita tersebut dibawah ini :

Nama	: Maulia Hasana
NPM	: 1502050030
Prog. Studi	: Pendidikan Bahasa Inggris
Judul Penelitian	: **A Study of Bilingual Language Serverd in Classroom Interaction**

Telah selesai melakukan riset di sekolah yang kami Pimpin sejak Tanggal 24 Juli 2019, dengan harapan bermanfaat bagi penyusunan Skripsi dalam rangka memenuhi salah satu syarat untuk memperoleh Gelar Sarjana.

Demikian surat ini kami berikan untuk dapat dipergunakan seperlunya, atas kerjasamanya dihaturkan Terima Kasih.

Binjai, 29 Juli 2019
Kepala SMP Permata Bangsa

Dina Puspita, S.Pd

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BERITA ACARA BIMBINGAN SKRIPSI

PerguruanTinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Nama Lengkap : Maulia Hasana
N.P.M : 1502050030
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : A Study of Bilingual Language Served in Classroom

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
12-03-19	Chapter III		
16-03-19	Data analysis		
18-03-19	Data analysis		
20-03-19	discussion		
24-05-19	discussion		
25-03-19	Revision is done.		

Diketahui oleh :
Ketua Program Studi

Mandra Saragih, S.Pd., M.Hum.

Medan, September 2019

Dosen Pembimbing

Pirman Ginting, S.Pd, M.Hum

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