

AN UNDERGRADUATE THESIS

**AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING
ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE
ENGLISH DEPARTMENT OF IAIN METRO**

By:

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Tarbiyah and Teacher Training Faculty

English Education Departement

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H/2019M

**AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING
ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE
ENGLISH DEPARTMENT OF IAIN METRO**

Presented as a Partial Fulfillment of the Requirements
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in English Education Departement

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1441 H/2019M



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NOTIFICATION LETTER

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of Fennyliya Saputri**

To:
The Honorable of the Dean of Faculty of
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Assalamu'alaikum Wr.Wb.

We have given guidance and enough improvement to research thesis script which is written by:

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IN SPEAKING ABILITY AMONG THE THIRD
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb.

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NOTA DINAS

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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF IAIN METRO, written by Fennyliya Saputri, student number 1501070170, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, 23th December 2019 at 10.00 – 12.00 am.

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**AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING
ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE
ENGLISH DEPARTMENT OF IAIN METRO**

ABSTRACT

**BY:
FENNYLIA SAPUTRI**

The main purpose of this research was to figure out the student's use of bilingualism in speaking ability at the third semester of the English Department of IAIN Metro. The characteristic of this research was descriptive qualitative. The primary data of this research were taken from sixteenth students at the Third Semester Students of the English Department of IAIN Metro. The data were collected by observation, interview, and documentation.

The findings of this study indicate that there are still many students who have not mastered English, because students still use English and Indonesian bilingualism in speaking. The cause of students having difficulty in learning speaking is lack of vocabulary, difficulties in understanding grammar, pronunciations, feeling afraid to speak wrong and lacking in learning.

From the data that has been analyzed, it is concluded that at the Third Semester Students of the English Department of IAIN Metro, the students must practice in the single day and make a much conversation with their friend and use the dictionary to help them the right sound of the word.

Keywords: Problem Bilingualism, Speaking Ability

**MENGANALISIS MASALAH DUA BAHASA DALAM KEMAMPUAN
BERBICARA PADA MAHASISWA SEMESTER TIGA PROGRAM STUDI
BAHASA INGGRIS IAIN METRO**

ABSTRAK

**Oleh:
FENNYLIA SAPUTRI**

Tujuan utama dari penelitian ini adalah untuk mengetahui siswa menggunakan dua bahasa dalam kemampuan berbicara di semester tiga program studi bahasa inggris IAIN Metro. Penelitian ini adalah penelitian kualitatif deskriptif. Data utama dari penelitian ini di ambil dari enam belas mahasiswa semester tiga program studi bahasa inggris IAIN Metro. Data tersebut dikumpulkan melalui pengamatan, wawancara, dan dokumentasi.

Temuan penelitian ini menunjukkan bahwa masih banyak siswa yang belum menguasai bahasa inggris, karena siswa masih menggunakan dua bahasa yaitu bahasa inggris dan bahasa indonesia dalam berbicara, Penyebab siswa mengalami kesulitan dalam belajar speaking yakni kurang kosa kata, kesulitan dalam memahami tata bahasa, pelafalan, merasa takut salah dalam berbicara dan kurang belajar.

Dari data yang telah di analisis, disimpulkan bahwa pada mahasiswa semester tiga program studi bahasa inggris IAIN Metro, siswa harus membiasakan diri berbicara di setiap hari menggunakan bahasa inggris bersama teman nya dalam sebuah percakapan dan menggunakan kamus untuk membantu mereka menemukan pelafalan dari kata yang benar.

***Keywords:** Masalah dua bahasa, Kemampuan Berbicara*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduated thesis is originally the result of the writer's research in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, November 2019
The Writer



Fennyliia Saputri
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ORISINILITAS PENELITIAN

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Nama : Fennyliia Saputri
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2019
Penulis



Fennyliia Saputri
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x

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾

“Indeed, there are difficulties in addition to ease of”

(Q.S. Al-Insyirah:5)

“Don't say give up before you try”

(Writer)

DEDICATION PAGE

This undergraduate thesis is specially dedicated to:

- 1. My beloved father (Alm. Ali Bahwani) thank you so much for the affection in your life and the great deal of longing for us.*
- 2. My beloved parents (Mr Agus Triono and Mrs Sri Utami) who always pray and support in their endless love.*
- 3. My beloved younger sister (Arini bintan Luthvia) and younger brother (Irfan Yusuf Al Ghifari).*
- 4. My beloved parent big family and people who always give support.*
- 5. My Sponsor and Co-sponsor, Mr. Drs. Kuryani, M.Pd and Mr. Ahmad Subhan Roza, M.Pd thanks for guiding me.*
- 6. My beloved Almamater of State Institute for Islamic Studies of Metro (IAIN METRO).*

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Thanks and all praise to My Allah for all of Your blesses and Your favor that is given with all Your Mighty, the writer can finish the undergraduate thesis. Realizing that this undergraduate thesis would not be able accomplished without any helps and supports from many helpful individuals. In this lovely chance, the writer would like to sincerely acknowledgement the gratitude.

The first of all, the deepest gratitude would be addressed to my beloved parents, for understanding and supporting me to finish the undergraduate thesis soon, and always pray for me to be a successful person someday (amin).

Next, The greatest gratitude would also be addressed to :

1. First, thanks for Dr Hj. Akla, M.Pd , the dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro
2. Second, thanks for Head of English education department IAIN Metro Mr. Ahmad Subhan Roza M.Pd.
3. Third, thanks for both of my advisors, Drs. Kuryani, M.Pd and Ahmad Subhan Roza, M.Pd within their activities, they were still willing to read the undergraduate thesis.
4. Fourth, thanks for all of my lecturer in English Education Department who always give me knowledge and information.
5. Next, all of the staff of English Education Department who helped the researcher in processing of administration.

6. Fifth, for all of lecturer IAIN Metro who give me opportunity to conducted this research.

7. Last, thanks for my parents, my beloved sister and brother and all of my friends in IAIN Metro who always give me supports, so I can finish this research.

As human being the researcher realize that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made in writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, November 2019
The Researcher



FENNYLIA SAPUTRI
NPM. 1501070170

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CHAPTER I

INTRODUCTION

A. Background of the study

English is one of the meaningful languages in the world. It is an international language that can be used as an instrument to write important information and knowledge. English is an important subject of education because English is an international language to communicate people of the different country and languages as a foreign language.

In addition, English has been widely used for international communication. It is used by all people in the world to communicate in science, knowledge, and technology as well as education, business, transaction, and other activities in the world. Moreover, it is used by many people for the different purposes such as travelling, studying, getting job or living in certain country.

In English there are four types of skills, namely: listening, speaking, reading and writing. The four skills are important to master when we want to learn English because the four bases are interrelated. In the English language learning process the teacher can teach the four skills at the same time because they are closely related.

Moreover, speaking is one of the language skill as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking skill is the ability to talk at any time and in any situation. It gives us the ability to communicate effectively. These skills

allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skill also helps to assure that one won't be misunderstood by those who are listening.

Speaking in English can help the speakers to meet their goal. Speaking will encourage the speakers to get out of the comfort zone and sign up to speak at a few events in the future. However, there are many problems got by the students in the process of speaking English. It can be seen when students communicate in class they can't speak English fluently because they do not have many vocabulary and good pronunciation. Therefore students use bilingualism in speaking process, they are Indonesian and English.

According to Colin Baker bilingualism is simply about two languages.¹ Moreover, according to Josiane F. Hamers and Michel H. A. Blanc Bilingualism is the refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual.² In addition, based on Liddicoat Anthony Bilingualism may be defined as having some ability to use two (or even more) languages. There can, therefore, be degrees of bilinguality at one extreme there are those people who have native-like control over two languages and at the other extreme are those people who have just begun to acquire a second language.³

¹ Colin Baker, *Foundations of Bilingual Education and Bilingualism Second Edition* (Great Britain: the Bath Press, 1996), 4.

² Josiane F. Hamers and Michel H. A. Blanc, *Bilinguality and Bilingualism Second Edition* (Cambridge: University Press, 2000), 8.

³ Liddicoat Anthony, *Bilingualism An Introduction* (Australia: NLIA, 1991), 2.

In line with the illustration above, the writer had conducted a pre-survey to find out the student's use bilingualism in speaking ability got by at the third semester students of the english department of IAIN Metro. Pre-survey was conducted on July 2th 2019. The pre-survey results are illustrated in the following table:

Table. 1

The Result Data Speaking Performance Based on Pre Survey among the Third Semester of the English Department of IAIN Metro

No	Grade	Score	Category	Frequency	Percentage
1	81-100	A	Excellent	2	12,7%
2	70-80	B	High	3	18,75%
3	60-69	C	Good	4	25%
4	50-59	D	Fair	7	43,75%
5	0-49	E	Poor	0	0%
Total				16	100%

Source: The data pre-survey taken July, 2th 2019

Based on the data above, it is known students who got grades A and B in speaking is 5 students (31,45%). While the number of students who got C grades in speaking is 4 students (25%), who got D is 7 students (43,75%), and who got E in speaking is (0%). Students of the third semester of the english department of IAIN Metro have problems bilingualism in speaking since they have low intensity of vocabulary.

The writer also conducted observation came to the classroom to see and observe the condition of learning activities there. Based on the phenomenon above, the writer is interested in researching the the student's use bilingualism in speaking ability. The writer carries out in conducting a research on "An Analysis on the Problem of Bilingualism in speaking ability among the Third Semester Students of the English Departmen of IAIN Metro".

B. Focus of the Study

In this research, the writer focuses on analyzing how the student's use bilingualism in speaking ability at the third semester of the english department of IAIN Metro.

C. Research Question

Based on the consideration of background of the study above, the writer formulates a research question, as follows:

1. What are the students' difficulties in using bilingualism in speaking ability at the third semester of the english department of IAIN Metro?
2. Why do the students get difficulties in using Bilingualism in speaking ability at the third semester of the english department of IAIN Metro?
3. How to solve the students' difficulties in using bilingualism in speaking ability at the third semester of the english department of IAIN Metro?

D. Objective and Benefits of the Study

1. Objective of the study

This study has three objectives, as follows:

- a. To investigate the students' difficulties in the using bilingualism in speaking ability at the third semester of the english department of IAIN Metro.
- b. To know the causes that become the barriers in the use bilingualism in speaking ability at the third semester of the english department of IAIN Metro.
- c. To investigate the solution to solve the students' difficulties in the using bilingualism in speaking ability at the third semester of the english department of IAIN Metro.

2. Benefit of the study

Hopefully, this study will be beneficial for the writer, the students, the teachers and the headmaster. The benefit of this study are, as follows:

a. For the Students

As the actual phenomena that provides students' better understanding about the bilingualism in speaking ability.

b. For the English Teachers

As the information for the English teachers in getting better understanding of how far the students the using bilingualism in speaking ability letter after the writer conducted the research.

c. For the Headmaster

As the consideration for the headmaster to find out how students learn specifically in use bilingualism in speaking ability, and will be evaluated together after the writer has conducted his research.

E. Prior Research

This research will be conducted by considering some prior research as a basis for the authors to determine each important step in this research. The first prior research was done by Qorina Al Qonita Uswatun Hasanah Efendi at 2017 entitled “A study of code mixing and code switching in speaking class”. The writer makes the research a reference for conducting research.⁴

Furthermore, the second prior research was done by Margana at 2015 their journal entitled “Establishing English Indonesia Bilinguals In Indonesia: From Theory To Practice” They discuss for the last two decades the establishment of bilingualism taking English language as one of the target language has become the main concept of expanding English speaking countries including Indonesia on the grounds that the establishment of English Indonesia bilinguals could generate qualified and competitive Indonesia citizens who are superior in term of handling the global communication practices. So, it can be said that this research is different from the previous research above.⁵

⁴ Qorina Al Qonita Uswatun Hasanah Efendi. *A study of code mixing and code switching in speaking class*. (Metro:IAIN Metro, 2017) p. 2.

⁵ Margana, “Establishing English Indonesian Bilinguals In Indonesia”. State University of Yogyakarta: Faculty of Languages and Arts. Vol. 01 No. 10. (2015). p. 1.

Furthermore, the third prior research was done by Majid N. Al Amri at 2013 their journal entitled “Effects of Bilingualism on Personality, Cognitive and Educational Developments: A Historical Perspective”. The research analyzed Bilingualism affects the individual has been discussed as a topic of essential investigation. Researchers have fallen into two main directions in answering this question. Some researchers claim that bilingualism is a negative phenomenon that has detrimental effects on bilingual. Recently, a number of researchers have produced evidence on the positive side that claim that bilingualism affects cognitive, personality, and educational developments. The study discusses these two views further regarding the three main dimensions. Then the study explains why the two views are so contradictory.⁶

Based on all prior research that has been done by several researchers previously related to Analysis on the problem of bilingualism in speaking ability. The writer in this case will use the research as material for consideration by examining the comparison of steps Analysis Bilingualism. Therefore the writer will take the point of view as one of the researchers who benefited from some of the prior research.

Based on the description of prior research above, the writer plans to conduct qualitative research to An Analysis on the Problem of Bilingualism in Speaking ability among the Third Semester Students of the English Department of IAIN Metro. In addition, the writer also will analyze

⁶ Majid N. Al Amri, “*Effects of Bilingualism on Personality, Cognitive and Educational Developments: A Historical Perspective*”. Saudi Arabia: American Academic & Scholarly Research Journal. Vol. 5 No. 01. (2013). P. 1.

bilingualism in speaking ability at the Third Semester Students of the English
Department of IAIN Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. Definition of Speaking

According to Mirostaw Pawlak, speaking is rarely a monologue and typically also involves simultaneous listening and comprehending, it happens in real time, thus being transient and dynamic, it involves mobilizing various aspects of communicative competence, including non-linguistic resources, it is heavily reliant on the situational context and it must take account of the broader cultural and social milieu.⁷

Moreover, Diana Boxer and Andrew D. Cohen define speaking is important if we teachers and testers are to become better at facilitating second language learning, but in addition, we applied linguists, materials writers, and test developers, need to know more about the nature of the second language grammars acquired by learners, including discourse and pragmatic competence, and about the process of acquisition as it is influenced by context. These then are research issues of concern in these fields.⁸

Meanwhile Brown said that speaking is productive skill that can be directly and empirically observed, those observations are invariably

⁷Mirostaw Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and instructed Foreign Language Acquisition* (Ontario: Multilingual Matters, 2011), 4.

⁸Diana Boxer and Andrew D. Cohen, *Studying Speaking to Inform Second Language Learning* (Toronto: Multilingual Matters LTD, 2004), 41.

colored by the accuracy and effectiveness of a test takers listening skill, which necessarily compromises the reliability and validity of an oral production test.⁹

Based on the explanation above, the researcher can conclude that speaking is one of the ways to communicate with every people which is used in English teaching.

a. The Concept of Teaching Learning Speaking

The mastery of speaking skills in English is a priority for many second-language or foreign language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course books in the market), through how best to approach the teaching of oral skills has long been the focus of methodological debate.

Teachers and textbooks make use of a variety of Approaches, ranging from direct approaches focusing on specific features of oral Interaction (e.g., turn-taking, topic management, and questioning strategies) to Indirect approaches that create conditions for oral interaction through group Work, task work, and other strategies.¹⁰

⁹H. Douglas Brown, *Language Assesment: Principles and Classroom Practice*, (California: Longman, 2003), 140.

¹⁰Jack, C. Richards, *Teaching Listening and Speaking: from Theory to practice*, (United States Of America: University Press, 2008), 19.

1) Conversational routines

A marked feature of conversational discourse is the use of fixed expression, or “routines,” that often have specific functions in conversation and give conversational discourse the quality of naturalness.

In designing speaking activities or instructional materials for second language or foreign-language teaching, it is also necessary to recognize the very different functions speaking performs in daily communication and the different purposes for which our students need speaking skills.

2) Style of speaking

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

- a) Got the time?
- b) I guess it must be quite late now?
- c) What’s the time?
- d) Do you have the time?
- e) Can I bother you for the time?

- f) You wouldn't have the time, would you?

Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate.

3) Functions of speaking

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.

b. Elements of Speaking

The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process the information and language directly on the spot. Here are some elements of speaking¹¹:

1) Language Feature

Among the elements necessary for spoken production, are follow :

a) Connected speech

¹¹Jeremy Harmer, *The Practice of English Language Teaching Third edition*, (Cambridge: Longman, 2003), 269-271.

Effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent connected speech' (as in I'd've gone). In connected speech sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specially to improve their connected speech.

b) Expressive devices

Native speaker of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and nonverbal (paralinguistic) means how they are feeling (especially in face to face interaction). The use of these devices contributes to the ability to convey meanings.

c) Lexis and grammar

Spontaneous speech is marked by the use of a number of a common lexical phrases, especially in the performance of certain language function. Teachers should therefore supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

2) Mental/Social Processing

If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talking necessitates.

a) Language processing

Effective speakers need to be able to process the language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.

b) Interacting with other

Most speaking involves interaction with one or more participant. This means that effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and a knowledge of how linguistically to take turns or allow others to do so.

c) (On-the-Spot) Information processing

Quite apart from our response to others' feelings, we also need to be able to process the information they tell us at the

moment we get it. The longer it takes for the penny to drop the less effective we are as instant communicators.

So, the elements of speaking are very useful to help the students improve their speaking ability. This way how to be a process the information and language directly on the spot will affect their fluency in learning speaking.

2. Definition of Speaking Ability

There are many definition of speaking ability according to expert. Carol a Capella states speaking ability is defined as consisting of abilities for use of particular types of lexico grammatical forms and illocutionary functions within a particular register, but the scoring of performance on a speaking test consists of a single rating based on a judgment of overall performance, the resulting performance data offer no means for testing the construct theory.¹²

Sari Louma defines speaking is also the most difficult language skill to assess reliably. A persons speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgements about a range of aspects of what is being said, as it is being said.¹³

Therefore, Richard Young and Agnes Weiyun states that speaking ability in a second language is in fact a theoretically challenging undertaking. Before we can say what speaking ability is, we have to have

¹²Carol A Chapella, *Language Learning and Language Teaching: English Language Learning and Technology* (Amsterdam: Lowa State University, 2003), 155.

¹³Sari Louma, *Assessing Speaking* (Cambridge: Cambridge University Press, 2004), ix-x.

an understanding of the properties of naturally occurring spoken language and of what it means for someone to speak a language better or worse than someone else.¹⁴

Based on the explanation above, the researcher conclude that speaking ability is special skill or competence that has to be mastered by students in an activity. The researcher would know the students' speaking ability focused on their speaking fluency by measuring their fluency, grammar, vocabulary and comprehension. Hence, in order to be able to speak English fluently, the students must be mastering four components above.

a. The Characteristics of Speaking Ability

Students often think that the ability to speak a language is the product of language learning but speaking is also a crucial part of the language learning process. So, the teacher should teach students speaking strategies through the following characteristics of spoken language that can make oral performance easy as well as, in some cases, difficult. According to Brown, There are some characteristics of speaking, the explained that below¹⁵:

1) Clustering

¹⁴Richard Young and Agnes Weiyun He, *Talking and Tasting: Discourse Approach to The Assesment of Oral Proficiency* (Philadelphia: John Benjamin Publishing Company, 1998), 2.

¹⁵H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, (San Francisco:Longman, 2001) , 270-271

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, etc, all form special problems in teaching spoken English (see the section below Teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

4) Performance Variables

One of the advantages of spoken language is that the process of thinking as speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause hesitate.

5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of the task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm and Intonation

This is the most important characteristic of English pronunciation ,as will be explained below. The stress timed of spoken English and its intonation patterns convey important messages.

8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component the creativity of conversational negotiation.

Based on the characteristics of speaking above, the writer inferred that speaking has some characteristics that have to be understood. If all of characteristics above is completed, it will be producedspeaking well.

b. The Measurement of Speaking Ability

To assess students' speaking skill, the researcher a speaking rubric stated as follows:¹⁶

Table 2
Analytic Speaking Rubric

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
	3 (good)	The students hesitates and repeat himself at times but can generally maintain a flow of speech, although she/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.

¹⁶ Cyril J. Weir, *Language Testing and Validation*, (London: Palgrave Macmillan, 2005), 195-196.

Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few inappropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of Inappropriacy.
	2 (adequate)	Limited use of vocabulary with frequent inappropriacies.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional strategies	4 (excellent)	Interacts effectively and readily participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. The Concept of Bilingualism

1. The Definition of Bilingualism

According to Colin Baker bilingualism is simply about two language.¹⁷ Moreover, according to Josiane F. Hamers and Michel H. A. Blanc Bilingualism is the refers to the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual.¹⁸ In addition, based on Liddicoat Anthony Bilingualism may be defined as having some ability to use two (or even more) languages. There can, therefore, be degrees of bilinguality at one extreme there are those people who have native like control over two languages and at the other extreme are those people who have just begun to acquire a second language.¹⁹

Bilingualism can be regarded as the ability to communication in two languages, but with greater skills in one language. While people which interrelated in it called bilingual. Based on definition of bilingualism from the experts, researcher conclude that bilingualism is interrelated with the individual and society by two languages.

2. Factors Bilingualism

The factors that can make someone would have spoken bilingualism are:

¹⁷Colin Baker, *Foundations of Bilingual Education and Bilingualism* Second Edition (Great Britain:the Bath Press, 1996), 4.

¹⁸Josiane F. Hamers and Michel H. A. Blanc, *Bilinguality and Bilingualism Second Edition* (Cambridge:University Press, 2000), 8.

¹⁹Liddicoat Anthony, *Bilingualism An Introduction* (Australia:NLIA, 1991), 2.

a. Marriage and Heritage

Some communities grow up to second generation or heritage bilinguals who unlike their parents, may be dominant in the majority language.²⁰ An interesting example of multilingualism exists among the marriage. When the children have different parents, it means that father is from Indonesia and mother is from the British, there is possibility their children can speak two languages, they are Indonesian and English. It can be a motive for the children to use two languages to interact with their father's family and mother's family.

b. Visitor and Immigrants

Someone who comes to a different territory certainly should understand the language that is used there to communicate with the local population. When someone will visit another country, she or he would need to know the language of the country they are visiting to communicate. Moreover, moving or staying in another country can also be a motive to speak two languages or speak the native language to interact with the environment.

3. Types of Bilingualism

The study of bilingualism has tended to develop dichotomies. Among the more commonly used dichotomies are the distinctions between compound and coordinate bilingualism (Weinreich), simultaneous and successive bilingualism (McLaughlin), additive and

²⁰Barbara E. Bullock, Almeida J. Toribio, *Linguistic – Code Switching* (New York: Cambridge University Press, 2009), p. 8.

subtractive bilingualism (Lambert), elite and folk bilingualism (Skutnabb Kangas). These distinctions have had an important function in drawing attention to various aspects of bilingualism but at the same time they represent different approaches to the question of bilingualism:

a. Coordinate and Compound Bilingualism

Ervin and Osgood distinguished between compound and coordinate bilingualism according to differences in cognitive functioning. compound bilingualism is defined as a person who learns the two languages in the same context and activates them concurrently leading to a fused representation of the languages in his brain. This type is featured by one unit of concept with two units of sound images (one for each language). Such bilingual speakers conceptualize one embedded set of meanings from the two languages, but have the capability of expressing themselves with the sound images (words) from both languages.²¹ coordinate bilingualism refers to a person who learns languages in different environments which lead him/her to the lexical items of the two languages in different ways with each word holding its own specific meaning. In other words, the bilingual develops and maintains the different conceptual systems of the two languages which have been learned. It is featured by separate signs (images of sounds and units of meanings) for each language.²²

²¹Margana, "Establishing English Indonesian Bilinguals In Indonesia". State University of Yogyakarta: Faculty of Languages and Arts. Vol. 01 No. 10. (2015). p. 4.

²²*Ibid.*

The distinction between these two types of bilingualism involves a difference in cognitive organization of linguistic material in the brain it does not in itself indicate a difference in competence. Coordinate bilingualism tends to be developed through an experience of different contexts in which the two languages are rarely interchanged, whereas compound bilingualism tends to be developed through contexts in which the two languages are rarely interchanged, whereas compound bilingualism tends to be developed through context such as formal language learning in school or continual switching from one language to another.²³

Researchers conclude that Coordinate bilingualism in this type the individual learns the languages separately, in separate environments, and maintains this separation after mastering both. For example, a student who speaks one language at home, acquired via his parents and the home environment, and then learns a second language at school. He only speaks the second language at school, in a classroom environment, and the languages remain separate in his mind. Compound Bilingualism: In Compound Bilingualism there is no such dividing line, the individual learns the languages in the same environment and context and they are often used concurrently or even interchangeably.

²³ Liddicoat Anthony, *Bilingualism An Introduction* (Australia:NLIA, 1991), 5-6.

b. Simultaneous and Successive Bilingualism

McLaughlin maintains that when a child learns two languages simultaneously it is inappropriate to talk about the child's first and second languages. Both languages are in effect first languages, although one may dominate in certain situations or with certain people. For McLaughlin, simultaneous bilingualism could occur at any age less than a cut off age of three years. Therefore, a 2 year old Portuguese speaking child who moves to Australia and begins to acquire English would be considered to be acquiring both languages simultaneously.

McLaughlin felt that below the age of three, the child's first language was not yet established but that after three the child has had a considerable head start in acquiring one language and is establishing first language patterns. It can no longer be considered that the child is acquiring both languages simultaneously. When a language is acquired after the first language is established, McLaughlin talks of successive acquisition. In this case, the first and second languages can be clearly differentiated and the added language is learned as a second language.

Thus, a Tagalog speaking child who moves to Australia from the Philippines at the age of four and a half will already have acquired a large amount of Tagalog as a first language, when this child is exposed to English s/he will begin learning it as a second language.

Simultaneous acquisition of two languages is not necessarily superior to successive acquisition and both patterns of acquisition can lead to bilingual competence. A child's bilingual ability does not so much depend on how early a language is introduced as on other factors such as the relative prestige of the languages, cultural factors and opportunities focus. For example, a child who acquires two languages simultaneously may lose one of those languages when contact with that language is lost whereas a child who has acquired two languages successively but has continued contact with both languages may become a balanced bilingual.²⁴

Researcher conclude that Simultaneous bilingualism could occur at any age less than a cut off age of three years. Simultaneous acquisition of two languages is not necessarily superior to successive acquisition and both patterns of acquisition can lead to bilingual competence.

c. Additive and Subtractive Bilingualism

Lambert drew attention to the close association between bilingualism and the social psychological mechanisms involved in language behaviour. In particular, the relative social status of each of the bilingual person's languages and the person's perception of the difference in status has an important function in the development of

²⁴*Ibid.*, 6-7.

bilingualism. Lambert distinguishes two types of bilingualism additive bilingualism and subtractive bilingualism.

Additive bilingualism develops when both languages and the culture associated with them bring complementary positive elements to the child's overall development. Subtractive bilingualism, however, develops when the two languages are competing rather than complementary. Such competition occurs when the minority language is being replaced by the more dominant and prestigious language of the majority group. Lambert states that the level of bilingualism achieved will 'reflect some stage in the subtraction of the ethnic language and the associated culture, and their replacement with another'. Subtractive bilingualism results, for example, when a child is educated in the more prestigious language without appropriate support for his/her home language in the education programme.²⁵

Researcher conclude that Additive bilingualism develops when both languages complete each other. Subtractive bilingualism, however, develops when the two languages are competing rather than complementary.

d. Elite and Folk Bilingualism

Elite bilingualism to have various characteristics it is voluntary, which means individuals choose to learn an additional language and what language they want to learn. Besides this last characteristic, folk

²⁵*Ibid.*, 7.

bilingualism exhibits all the opposite characteristics of elite bilingualism.²⁶

Skutnab Kangas uses a distinction between elite bilinguals, who acquired their second language through formal education with some opportunity to use the language naturally and folk bilinguals who acquired their second language through practical contact with speakers of that language.

Elite bilinguals typically become bilingual through a free choice to learn a language. Elite bilingualism has always been highly valued and considered a form of cultural enrichment and a mark of learning and intelligence. The risk associated with failing to learn the second language is small and is equal to the consequences of failing in any other area of curriculum. Students who do not excel in language studies are usually able to discontinue the area of study and concentrate their attention on other subject areas.²⁷

Researchers conclude that elite bilinguals, who acquired their second language through formal education and folk bilingualism folk bilinguals who acquired their second language from native language speakers.

e. Balanced Bilingualism

Balanced bilingualism is also a problematic concept for other reasons. The balance may exist at a low level of competence in the

²⁶Carmen Helena Guerrero, "Elite Vs. Folk Bilingualism: The Mismatch between Theories and Educational and Social Conditions". Colombia: Bogota. Vol. 17 No. 01. (2010). p. 6.

²⁷Liddicoat Anthony, *Bilingualism An Introduction* (Australia: NLIA, 1991), 8-9.

two languages. Someone may have two relatively undeveloped languages which are nevertheless approximately equal in proficiency. While this is within the literal interpretation of balanced bilingual, it is not the sense employed by many researchers on bilingualism. The implicit idea of balanced bilingualism has often been of reasonable or appropriate competence in both languages. A child who can understand the delivery of the curriculum in school in either language, and operate in classroom activity in either language would be an example of a balanced bilingual.²⁸

Balanced bilingualism has a range of meanings for different writers. For Haugen a balanced bilingual is an individual who has native like competence in both languages. More frequently, however, the term is used to refer to an individual who has roughly equal ability in both languages. This would mean that someone whose performance was imperfect in both languages would still be a balanced bilingual if his/her skills in each language were about the same.²⁹ Researchers conclude that have a balanced ability in mastering to language.

²⁸Colin Baker, *Foundations of Bilingual Education and Bilingualism Third Edition* (Great Britain: Biddles Ltd, 2001), 20.

²⁹Liddicoat Anthony, *Bilingualism An Introduction* (Australia: NLIA, 1991), 9.

CHAPTER III

RESEARCH MENTHOD

A. Types and Characteristics of Research

The writer decides to use qualitative research to An Analysis on the Problem of Bilingualism in speaking ability among the Third Semester Students of the English Departmen of IAIN Metro.

In addition, Gary Anderson and Nancy Arsenault explain that qualitative research is a form inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, to understand, to explain and to bring meaning to them.³⁰ It can be further explained that qualitative research is used by the researcher to make an interpretation of the data.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.³¹ It can be said that qualitative research means investigating and understanding the problem of human or social by individual or groups.

Qualitative research is a research that aimed to describe, learn, and explain the phenomenon. The understanding of phenomenon can be reached by describing and exploring through narration. It means that the research procedure that result descriptive data written or spoken from the participants and the behavior that is observed. It also belongs to descriptive study that

³⁰Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research* (US: Falmer Press, 2005), p.137.

³¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*(New Delhi: Sage Publications, 2003),3rd Edition, p.4.

proposes to collect current information, to identify problem, to make comparison or evaluation and to learn from others' experience to establish decision.

The characteristic in this research focuses on the descriptive qualitative research. The researcher will take a survey that it can be used to describe phenomena and summarize. The aim of using survey for descriptive research is getting a good step of certain things. Descriptive qualitative analysis involves describing the common underlying characteristics of data. Descriptive qualitative research is useful because it can provide important information regarding the average member of a group.³²

In line with the explanation above, the purpose of this research to know the using of bilingualism in speaking ability at the Third Semester Students of the English Departmen of IAIN Metro.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary Sources

Primary source are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers.

The primary source of this research is the use of bilingualism in

³²Geoffrey Marcyket. al., *Essentials of Research Design and Methodology* (USA: John Wiley & Sons, Inc. 2005), 16.

speaking ability at the Third Semester Students of the English Departmen of IAIN Metro. The total numbers of the students are 16 students.

2. Secondary Sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the reader to accept a certain point of view. The secondary source in this research is from interview, documentation, journals and e-books that are related to the research.

C. Data Collection Method

Qualitative research typically follows an inductive process. It means that the data collection taken from process analyzing data become theory or interpretations. Creswell explains that “in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information”. The data collection is the accumulation of specific evidence that will enable the writer to properly analyse the results of all activities by his research design and procedures.

The data are needed in a research work to serve the raw material that is used in the production of data. It provides a definite direction and definite answer to a research inquiry. Whatever inquiry has to give a definite answer to an investigation. Data are very essential for a scientific research. In

addition, the data are needed to substantiate the various arguments in research findings.

Qualitative researchers also have a toolbox of data-gathering techniques, including indepth interviewing, participant observation, and document analysis. The writer in this research uses document to collect the data. The writer takes documents from the result of the use bilingualism mastery from the students. In the process of collecting the data, the writer collects the results of students use bilingualism.

In this research the writer use three techniques to collect the data, there are observation, interview, and documentation.

1. Observation

Observation is the process of gathering open ended, firsthand information by observing people and places at a research site.³³ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who ave difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a nonuniversity setting).

³³ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research*(England: University of Nebraska, 2002), 53.

2. Interview

In this research researcher use guided interview which researcher given some questions which prepared to the participant and researcher record the answer. Researcher interviewed 16 students to collec the data about the abilizing of bilingualism in speaking class at the Third Semester Students of the English Departmen of IAIN Metro.

3. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.³⁴ In this research, the researcher uses documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.³⁵ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the researcher got the data form the result of students pronunciation test.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or

³⁴ Jhon W. Creswell, *Research Design*(California: Sage Publications , 2000), 180.

³⁵Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (London: Sage, 2008), 341.

meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes two aspects, the aspects consist of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.³⁶

The components of this analysis model are pictured by this figure.

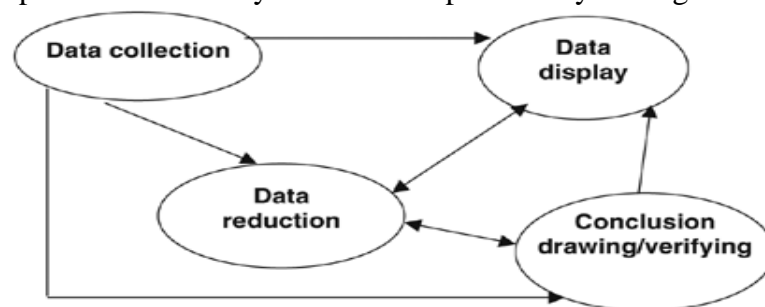


Figure I. Analysis Components of Miles and Huberman Model

Data analysis by Miles and Huberman model conducts the following steps:³⁷

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.

³⁶Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.

³⁷*Ibid*,

- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in, to make the meaningful data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the researcher use six steps in the process of research, as follows:³⁸

1. Identifying a Research Problem

Writer begins a research study by identifying a topic to study typically an issue or problem in education that needs to be resolved. Identifying a research problem consists of specifying an issue to study, developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

2. Reviewing the Literature

Skills required for reviewing the literature develop over time and with practice. The writer can learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on your topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and the review is important.

³⁸ John W. Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research* (New York: Pearson Education, 2002), 7.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, writer needs to focus it so that writer can study it. A focused restatement of the problem is the purpose statement. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in your research study.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

During or immediately after data collection, the writer needs to make sense of the information supplied by individuals in the study. Analysis consists of “taking the data apart” to determine individual responses and then “putting it together” to summarize it.

6. Reporting and Evaluating Research

After conducting the research, the writer will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of State Institute for Islamic Studies of Metro

a. The Historical Background of IAIN Metro

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of Presidents No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of president RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Islamic Law faculty was changed from private to state.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. For that reason, YKIL opened Ushuludin Faculty that is domiciled in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al-Jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named " State Islamic Institute Raden Intan Tanjung Karang". In the year 1993 based on the change of the name of capital province of lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

Likewise, in 1967, the education and Islamic Law Faculty were established in Metro. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 1, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of STAIN Jurai Siwo Metro. This state now campus buildings that are located at Jl. Ki Hajar Dewantara

Street 15 A, East Metro for campus 1 and at Ki Hajar Dewantara Street, Banjar Rejo, Batanghari, East Lampung for campus 2.

As a State, IAIN Metro was founded to graduate students who have quality not only on developing Islamic value and but also science. It was described in its vision: "To be Islamic State". Then, to accomplish the vision, IAIN Metro composed some missions, namely (1) Developing three pillars of university (education, research and development, and society services), (2) Developing and spreading and technology in Islamic culture, and creating academic persons who are smart, competent, and have good morality.

Nowadays, IAIN Metro has four faculties namely Tarbiyah and Teacher Training Faculty, Syari'ah Faculty, Economic Business Faculty, and Islamic Announcement and Communication Faculty. Firstly, Tarbiyah and Teacher Training Faculty covers Islamic Education Department (PAI), Arabic Education Department (PBA), English Education Department (TBI), Islamic Elementary School Education Department (PGMI), Islamic Childhood Education Department (PIAUD), Mathematic Education Department (TPM), Biology Education Department (TPB), and Social Science Education Department (IPS).

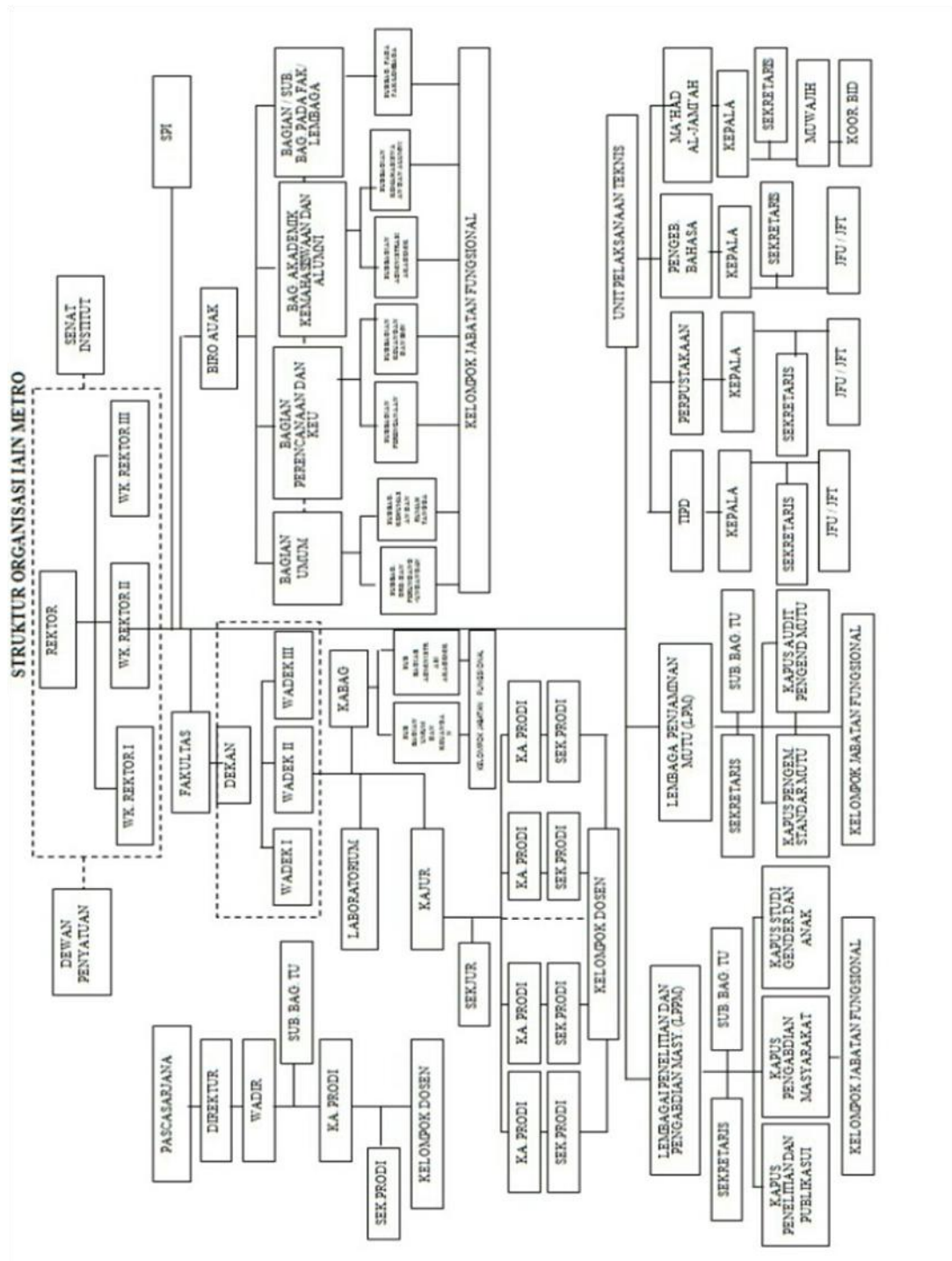
Secondly, Syari'ah Faculty include Islamic Law Program (AS), Islamic Economy Law (HESY), and Islamic Constitutional Law (HTNI), Furthermore, Islamic Economy and Business Faculty

Comprises D3 Syari'ah Banking (D3 PBS), Bachelor Degree of Syari'ah Banking (S1 PBS), Islamic Economy Department (ESY), Islamic Accountant (AKS), and Pilgrimage Management (MHU), The last is Islamic Announcement and Communication Faculty that cover Islamic Communication and Broadcasting Program (KPI), Language and Arabic Literature (BSA), and Islamic Extension Guidance (BPI).

b. Organization Structure of IAIN Metro

The Structural Organization of IAIN Metro in the academic year 2019/2020 is described by the following figure:

Figure 2. Structural Organization of IAIN Metro in the Academic Year 2019/2020



c. The Facilities of IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process, namely: lecturer's unit, Computer Laboratory & baitul Mal wa Tamwil, Library, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volly field, tennis field, auditorium, Students Activities (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

Table 3. Facilities at IAIN Metro

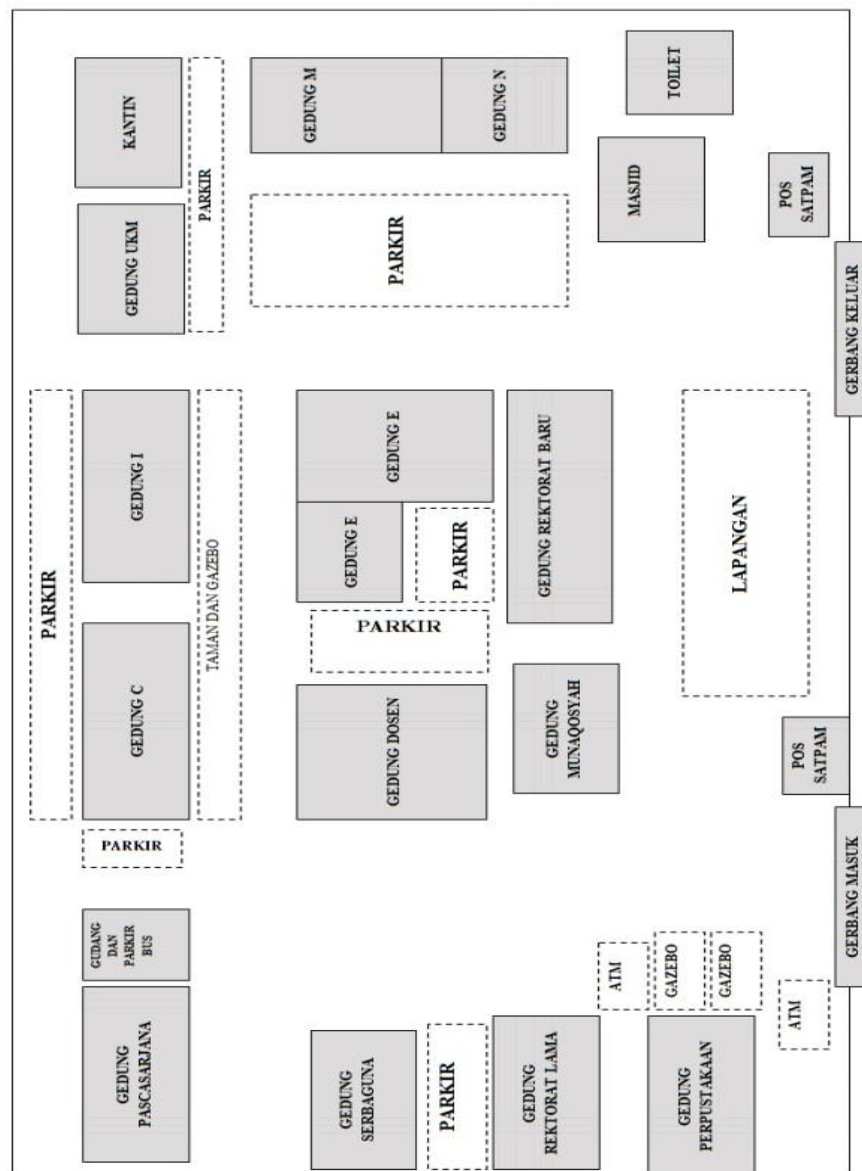
No	Facilities	Total of room	Large (m2)
1	Lectures's room	1	556
2	Computer laboratory unit & BMT	1	1000
3	Library unit	1	1000
4	Language laboratory unit	1	180
5	Micro-Teaching laboratory	1	106,8
6	Islamic development unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal field	1	510
10	Basketball field	1	-
11	Wall climbing field	1	92
12	Volley field	1	-
13	Tennis field	1	650
14	Auditorium	1	-
15	Students activities unit	1	-
16	Students committee office	1	-

Source: Documentation of State Islamic Institute (IAIN) of Metro

d. Location Sketch of IAIN Metro

IAIN Metro has two campus buildings that are located in different area. The first is at Jl. Ki Hajar Dewantara street 15 A, East Metro, Metro city and the second is at Jl. Ki Hajar Dewantara street, Banjar Rejo, Batanghari, East Lampung. These following figures are the location sketch of first and second campus buildings:

Figure 3. The Location Sketch of IAIN Metro (Campus 1)



e. The Population of Students in IAIN Metro

The total of the students in State Institute For Islamic Studies of Metro is 8659 students.

Table 4. Total Students State Institute for Islamic Studies of Metro

No	Departments	Program	Students
1	Tarbiyah Department	English Education Departmen (TBI)	945
		Islamic Education Departmen (PAI)	1362
		Arabic Education Department (PBA)	301
		Islamic Elementary School Education Departmen (PGMI)	562
		Mathematic Education Department (TPM)	194
		Biology Education Department (TPB)	185
		Social Science Education Department (IPS).	165
		Islamic Childhood Education Department (PIAUD),	223
2	Economy business faculty	D3 Syari'ah Banking Program (D3 PBS)	130
		S1 Syari'ah Banking Program (S1 PBS)	1108
		Islamic Economy Department (ESY)	1239
		Islamic Accountant (AKS)	211

		Pilgrimage Management (MHU)	109
3	Syari'ah Department	Islamic Law Program(AS)	457
		Islamic Economy Law Program (HESY)	681
		Islamic Constitutional Law (HTNI)	112
4	Islamic Announcement and Communication Department	Islamic Communication and Broadcasting Program (KPI)	419
		Language and Arabic Literature Program (BSA)	90
		Islamic Extension Guidance (BPI).	107

Source: documentation of IAIN Metro in Academic year 2019/2020

f. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Department (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included Education Faculty in IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the decree No:DJ.1/220.C/2007 on May 28, 2007. In implementing education, English Education Department stands in the English Education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining.

Furthermore, the vision than us enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for educational development.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision above, it is formulated be three purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology and art but also be able to be agents of change the society.
- b. To prepare the students be professional with spirit of English Islamic.

In line with the statement above, English Education Department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in TBI IAIN Metro.

B. Data Analysis

1. The result of observation sheet bilingualism in speaking ability among the third semester students of the english department

In conducting research, the writer analyzed 16 students from 35 grade B students in the third semester of the English Department of IAIN Metro. In this study, the writer analyzed the problem of bilingualism in speaking by using speaking rubric. In this rubric speaking there are several assessment categories such as fluency, pronunciation, vocabulary, grammar, interactional strategies. Based on this analysis, the writer found that there were some students who spoke fluent English and there were some students who used English and Indonesian to speak.

Furthermore, the writer will give the brief description of data analysis result as follows:

a. Fluency

Fluency is fluency has four different interpretations. First, he defines fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker can speak/talk with hesitations and express his/her message in coherent, reasoned, and

semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in use language.

b. Pronunciation

Pronunciation is one of important aspect in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the student's ability in producing comprehensible utterances.

c. Vocabulary

Suggests three usual things used by speaker sin what they are being said:

1. They are (speakers) involving high proportion of word sand expressions that express their attitude (stance) to what is being said.
2. Speakers usually employ word sand expressions that express positive and negative appraisal because al ot of speech has an interpersonal function, and by identifying what people elike and dislike, they are able to express solidarity.
3. A speech aso usually employs deictic language i.e. words and expressions that point to the place, time, and participant sin the intermediate or amore distant context.

d. Grammar

Grammar is the system of rules governing conventional arrangement and relationship of words in sentence.

e. Interactional strategies

Interactional language is the language we use to build and maintain relationships. To maintain interaction, speakers use interactional strategies. Learners in a multilingual group chatting together before a class begins are using interactional language.

Table 5. The result score that use English language in speaking ability

No	Name	Fluency	Pronunciation	Vocabulary	Grammar	Interactional strategies	Total	Category
1	NRA	3	3	3	2	3	14	Excellent
2	AL	2	2	2	1	3	10	High
3	SS	3	3	3	2	3	14	Excellent
4	SNN	2	1	2	1	2	8	Good
5	SHW	1	1	1	1	2	6	Fair
6	VW	2	3	3	1	2	11	High
7	N	1	1	2	1	1	6	Fair
8	DM	1	2	1	1	2	7	Good
9	DSI	3	2	3	1	3	12	High
10	N	1	1	1	1	2	6	Fair
11	FA	1	1	2	1	1	6	Fair
12	IS	1	2	1	1	2	7	Good
13	MK	1	1	2	1	1	6	Fair
14	EAA	2	1	1	1	1	6	Fair
15	NU	1	2	1	1	2	7	Good
16	RY	1	1	2	1	1	6	Fair
Total		26	27	30	18	31		
Percentage		4,16%	4,32%	4,8%	2,88%	4,96%		

Table 6. The result score that use Indonesian language in speaking ability

No	Name	Fluency	Pronunciation	Intonation	Diction	Interactional strategies	Total	Category
1	NRA	1	1	1	1	1	5	Fair
2	AL	2	1	1	1	1	6	Fair
3	SS	1	1	1	1	1	5	Fair
4	SNN	2	1	2	2	1	7	Fair
5	SHW	2	2	1	1	2	9	Good
6	VW	2	1	1	1	1	6	Fair
7	N	2	2	1	1	2	9	Good
8	DM	2	2	1	1	2	9	Good
9	DSI	2	1		1	1	6	Fair
10	N	2	2	1	1	2	9	Good
11	FA	2	2	1	1	2	9	Good
12	IS	2	1	2	2	1	7	Fair
13	MK	2	2	1	1	2	9	Good
14	EAA	2	2	1	1	2	9	Good
15	NU	2	1	2	2	1	7	Fair
16	RY	2	2	1	1	2	9	Good
Total		30	24	19	24	24		
Percentage		4,8%	3,84%	3,04%	3,84%	3,84%		

Source: Rubic, According to Jakobovits and Gordon (in Burhan nurgiyantoro, 2001).

2. The result of interview question bilingualism in speaking ability

In order to know of English students in speaking ability, The writer conducted the interview to 16 respondents. The conclusion of interview result is presented in below:

a. Question 1

What do you know about pronunciation?

Answer:

Responden 1 :The sound of the word when we say to communicate with other people.

Responden 2 :Menurut saya, Pronoun is a part of speaking that very difficulties to learn.

Responden 3 :Pronunciation is one of the important when we speak up.

Responden 4 :The manner we want to say the word.

Responden 5 :The word in accordance with what is to be said right.

Responden 6 :Pronunciation in my opinion is the correct pronunciation of a compilation of words being spoken using English.

Responden 7 :Pronunciation of pronunciation in English with correct pronunciation.

Responden 8 :is something very important for fluency in speaking English.

- Responden 9 :Pronunciation is the most important part in learning speaking because it is an important aspect for fluency in speaking.
- Responden 10 :Pronunciation in my opinion is the correct pronunciation of words when speaking in English. confused with the English formula.
- Responden 11 :Pronunciation is the pronunciation of words in English.
- Responden 12 :Pronunciation is one of the important when we speak up.
- Responden 13 :The manner we want to say the word.
- Responden 14 :The word in accordance with what is to be said right.
- Responden 15 :Pronunciation in my opinion is the correct pronunciation of a compilation of words being spoken using English.
- Responden 16 :Pronunciation of pronunciation in English with correct pronunciation.

Terminologically, based on the result of the first question, most of the respondents know about pronunciation.

b. Question 2

What are difficulties in learning speaking? What are your difficulties?

Answer:

- Responden 1 :I'm afraid when I'm speak up, I'm worried about getting the wrong words or vocabulary and structure.
- Responden 2 :When I try to remember vocabulary I lost my memorizing in my mind.
- Responden 3 :Yes, I have difficulties learning speaking because I have some error when I speak up.
- Responden 4 :Yes I have difficulties in learning speaking, because I didn't have habit to speak up, I have bad focus when I speak, and I worry with my word I afraid if I have a mistake.
- Responden 5 :So far I just a little have some difficulties because I learn English when I a little.
- Responden 6 :Yes I correct the difficulties but I will continue to learn to correct my mistakes.
- Responden 7 :Yes, I'm having a hard time, I'm also confused why it's so hard when I'm having a hard time
- Responden 8 :Yes I have difficulties but it's not always wrong hg sometimes I have errors in words that I just knew.
- Responden 9 :Yes, I'm having a hard time, but I'm sure I can change it gradually.
- Responden 10 :Yes, I'm having a hard time because everyone needs a process to get better.

Responden 11 :Yes, I understand the difficulties, in fact I remember, but sometimes I doubt whether or not, I'm afraid of being wrong.

Responden 12 : So far I just a little have some difficulties because I learn English when I a little.

Responden 13 :Yes I correct the difficulties but I will continue to learn to correct my mistakes.

Responden 14 :Yes I correct the difficulties but I will continue to learn to correct my mistakes.

Responden 15 :Yes, I'm having a hard time, I'm also confused why it's so hard when I'm having a hard time

Responden 16 :Yes I have difficulties but it's not always wrong sometimes I have errors in words that I just knew.

c. Question 3

What are you know about vocabulary?

Answer:

Responden 1 :Vocabulary is the word we can say when we speak up.

Responden 2 :Vocabulary in the one of important thing when I try to speak up without vocabulary I can't to speak well.

Responden 3 :Vocabulary, I have enought I think with my vocabulary.

- Responden 4 :Vocabulary, I think I have low vocabulary it that's why I can't speak up well.
- Responden 5 :Vocabulary in the one of important thing when I try to speak up, I always think what I must say I have learned before so I have many vocabulary.
- Responden 6 :Vocabulary in my opinion is very important for our fluency when speaking in front of the class.
- Responden 7 :The vocabulary according to me is one of the most important things to get perfect speech because it must have a lot of vocabulary.
- Responden 8 :Vocabulary is a vocabulary that we must have more than we think for our fluency in speaking.
- Responden 9 :Vocabulary vocabulary that students must have to help speak in front of everyone in English.
- Responden 10 :Vocabulary in my opinion is very important for our fluency when speaking in front of the class.
- Responden 11 :Vocabulary vocabulary that we must have because speaking without vocabulary is nil.
- Responden 12 :Vocabulary in the one of important thing when I try to speak up without vocabulary I can't to speak well.
- Responden 13 :Vocabulary, I have enought I think with my vocabulary.

Responden 14 : Vocabulary, I think I have low vocabulary it that's why I can't speak up well.

Responden 15 :Vocabulary in the one of important thing when I try to speak up, I always think what I must say I have learned before so I have many vocabulary.

Responden 16 :Vocabulary in my opinion is very important for our fluency when speaking in front of the class.

d. Question 4

What are the causes of the difficulties in learning speaking?

Answer:

Responden 1 :The area in my life not help me to speak well, so I can't to practice more.

Responden 2 :I did't have good time to study more my English language.

Responden 3 :The right of the causes is I lazy to study more and I not yet to practice well.

Responden 4 :Nervous, bad focus, bad pronunciation, I have mother tang, so that's why I afraid to speak up.

Responden 5 :May be I not practice to much because in my home I cant't to conversation English language.

Responden 6 :I am lazy to re-study at home, so I have to speak poorly

- Responden 7 :I do not understand or get used to communicating in English.
- Responden 8 : I lack confidence in speaking in front of friends but in front of the glass I can smoothly.
- Responden 9 :I don't practice too much and underestimate too much.
- Responden 10 :I was lazy to relearn when I left the class, so I had a hard time.
- Responden 11 :I have free time to keep on practicing because I have a lot to share, I'm bad at sharing my study time.
- Responden 12 :I did't have good time to study more my English language.
- Responden 13 :The right of the causes is I lazy to study more and I not yet to practice well.
- Responden 14 :Nervous, bad focus, bad pronunciation, I have mother tang, so that's why I afraid to speak up.
- Responden 15 :May be I not practice to much because in my home I cant't to conversation English language.
- Responden 16 :I am lazy to re-study at home, so I have to speak poorly..

e. Question 5

What do you know about structure grammar?

Answer:

- Responden 1 :Structure is one the difficulties in learning speaking, because my structure is buruk.
- Responden 2 :Structure is one of the difficulties in learning speaking, so when I speak up didn't care about my structure.
- Responden 3 :Structure I didn't care about my structure when I speak up.
- Responden 4 :Structure I like grammar than speaking, but when I speak up I didn't care about my structure.
- Responden 5 :Actually I really care about my stucture because I always think the stucture when I want to say.
- Responden 6 :Grammar in my opinion is the most difficult thing of all because I will stop talking if I remember my grammar.
- Responden 7 :Grammar is in my opinion one of the most important parts in English.
- Responden 8 :Grammar in my opinion is the most difficult thing because I will stop if I keep remembering my grammatical.
- Responden 9 :Grammar in my opinion is difficult to see and think, and therefore we must study carefully.
- Responden 10 :Grammar in my opinion is the most difficult thing because I still like to be

- Responden 11 :Grammar in my opinion is the most difficult thing of all because I will stop talking if I continue to remember my grammatical.
- Responden 12 :Structure I didn't care about my structure when I speak up.
- Responden 13 :Structure I like grammar than speaking, but when I speak up I didn't care about my structure.
- Responden 14 :Actually I really care about my stucture because I always think the stucture when I want to say.
- Responden 15 :Grammar in my opinion is the most difficult thing of all because I will stop talking if I remember my grammar.
- Responden 16 :Grammar is in my opinion one of the most important parts in English.

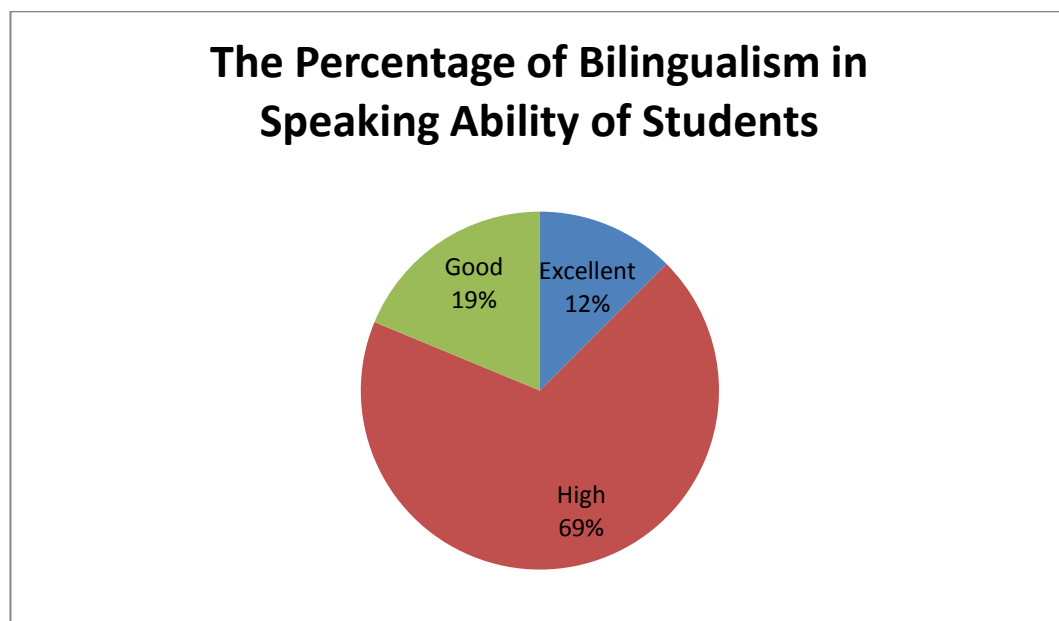
All respondents have their own opinion about grammatical. Most of the students say that grammatical is the important part in speaking, to make a good sentence.

Based on the data above, it can be inferred that students still use bilingualism, namely English and Indonesian to speak. From the data analysis about analyzing on the problem of bilingualism in speaking ability, the researcher gets the frequency from the students use English and Indonesian in speaking.

C. Discussion

This research was conducted at IAIN of Metro. Based on the data analysis and references of the research is about analyze on the problem of bilingualism in speaking on students. Meanwhile, the result of the data analysis describes that most of the students still use bilingualism among english and indonesian language in spoken, because to lack of vocabulary. Furthermore, it can be concluded that students who get an A with Excellent category get a percentage of 12,7%, value B with a High category get a percentage of 18,75%, value C with Good category get a percentage of 25%, and value D with category get a percentage of 43,75%. Moreover, the writer describes the result of the research in a chart as followed:

Figure 4.



In addition, from the result of this research, we could to know why students use bilingualism in speaking. can be seen from the lack of mastery of

students about English and the need to be given the improvement. Also, the students should deeply enhance their knowledge about English especially speaking skill. From the result of students' interview, students argued that the main problem they use bilingualism in English and Indonesian in speaking because of a lack of vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer concludes as follow:

1. On the problem of bilingualism in speaking ability at the Third Semester of the English Department of IAIN Metro that some students were fluent in English but there were some students who still used bilingualism they are English and Indonesian language in speaking ability, caused lack of vocabulary.
2. The cause why the third semester of the english department of IAIN Metro find on the problem of bilingualism in speaking ability because lack vocabularies, and less of study.
3. The way to decrease and solve on the problem of bilingualism in speaking ability were the students study more and try to much conversation with their friend in class although out of the class and the students to memorize many of vocabularies to improve their skill in speaking performance, also through listening music and wathing native speaker and movie.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follow to:

1. For Students

The students who have low vocabulary and still forgot the vocabulary are supposed to study more not only on the vocabulary that you have and you have to memorize 5 vocabulary every day to add your vocabulary more.

2. For Lecturers

The lecturer hopes that there are the students who want to do the research about analysis on the problem of bilingualism in speaking ability in the next chance.

3. For Head of Department

The head of Department should provide some separated programs related to the English subject, especially speaking, to increase students' speaking ability.

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APPENDIXES

LIST OF STUDENTS OF CLASS B AT THE THIRD SEMESTER
STUDENTS OF THE ENGLISH DEPARTMENT OF IAIN METRO

No	Name	NPM
1	Ani Muthiya Sari	1801070007
2	Amalia Fatmarani	1801071003
3	Adinda Lembayung	1801072002
4	Danu Hilmi Darmawan	1801071008
5	Dewi Murtofinah	1801072008
6	Dhimas Sulung Ismanto	1801071012
7	Dela Silviana	1801070016
8	Elcia Reka Tarumida	1801070022
9	Erika Ayu Anggraini	1801072012
10	Fungky Ana	1801070031
11	Indry Dwi Pangestuti	1801070034
12	Ilyas Alamsyah	1801071021
13	Irfan Saputra	1801071022
14	Lathifatur Mutoharoh	1801071027
15	Lilis Cantika	1801070041
16	Mela Dewi Rahayu	1801070073
17	Miftahul Khoiriah	1801071035
18	Monica Yolanda Sari	1801072022
19	Nurhidayah Rahma Atika	1801072027
20	Nadia Ulfa	1801071038
21	Nurhanifah	1801071040
22	Naziah Ayu	1801072083
23	Nadia Arofah	1801070045
24	Nur Mujahidah	1801071041
25	Putri Chandra Sari	1801070053
26	Rifa Yupita	1801070054
27	Sukma Setiawan	1801070063
28	Selvi Herlina Wati	1801071050
29	Sylva Nanda Nurya	1801071058
30	Thalia Shiva	1801070065
31	Triana Febrianti	1801072036
32	Vegi M. Beliya	1801071060
33	Vivi Tsania Meiala	1801071062
34	Vera Wati	1801070070
35	Yovi Astika Sari	1801071065

The Observation Instrument Sheet of Bilingualism in Speaking Ability among the Third Semester Students of the English

Departmen of IAIN Metro

No	Name of Students	Fluency	Pronounciation	Vocabulary	Grammar	Interactional strategies	Total of the point	Grade
1	NRA	4	4	3	3	4	18	90
2	AL	3	3	3	4	3	16	80
3	SS	4	3	4	3	4	18	90
4	SNN	2	4	3	2	4	15	75
5	SHW	3	3	4	3	3	16	80
6	VW	3	3	3	3	4	16	80
7	N	2	2	2	2	3	11	55
8	DM	3	3	3	3	4	16	80
9	DSI	3	3	3	3	4	16	80
10	N	2	2	2	2	3	11	55
11	FA	3	3	3	4	4	16	80
12	IS	2	3	3	3	2	13	65
13	MK	2	2	2	2	3	11	55
14	EAA	2	3	2	3	3	13	65
15	NU	2	2	2	2	3	11	55
16	RY	3	3	3	3	4	16	80

The Criteria Students Speaking Grade

No	Grade	Score	Category
1	81-100	A	Excellent
2	70-80	B	High
3	60-69	C	Good
4	50-59	D	Fair
5	0-49	E	Poor



All of students class B

Related Photos



Interview with SS



Interview with AMS



Interview with NRA



Interview with SNN



Interview with SHW



Interview with VW



Interview with N



Interview with DM



Interview with DSI



Interview with N

Student performed in front of the class in speaking class



DOCUMENTATION SHEET

No	Documentation Points	Availability
1	A profile of IAIN Metro	√
2	Quantity of students class B the Third Semester Students of the English Departmen of IAIN Metro	√
3	Organization Structure of IAIN Metro	√
4	Facilities	√
5	Location Sketch	√

Note.

- (√) Tick for each positive availability

Metro, 14 October 2019

The writer

Fennyliya Saputri
Npm.1501070170



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3071/In.28.1/J/TL.00/09/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
DEKAN FTIK IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **FENNYLIA SAPUTRI**
NPM : 1501070170
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : AN ANALYSIS ON THE PROBLEM OF BILINGUALISM AMONG
THE FIFTH SEMESTER STUDENTS OF THE ENGLISH
DEPARTMEN OF IAIN METRO.

untuk melakukan *pra-survey* di FTIK IAIN METRO.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 30 September 2019

Kepada Jurusan
Pendidikan Bahasa Inggris



Anhad Subhan Roza, M.Pd.
0750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

Nomor : B-313/In.28.1/D/TL.00/10/2019
Lampiran : -
Perihal : Balasan Izin Pra Survey

Kepada Yth.
Fennyliya Saputri
di-

Tempat

Assalamu'alaikum Wr. Wb.

Menindaklanjuti surat Saudara tanggal 2 Oktober 2019 perihal izin pra survey maka dengan ini kami memberikan izin pra survey kepada :

Nama : FENNYLIA SAPUTRI
NPM : 1501070170
Jurusan : Tadris Bahasa Inggris
Judul proposal : AN ANALYSIS ON THE PROBLEM OF
BILINGUALISM AMONG THE FIFTH SEMESTER
STUDENTS OF THE ENGLISH DEPARTMEN OF IAIN
METRO.

Demikian surat ini kami sampaikan agar dipergunakan sebagaimana mestinya.
Wassalamu'alaikum Wr. Wb.

Metro, 9 Oktober 2019
Dekan FTIK IAIN Metro



Dj. Akla, M.Pd

NIP.196910082000032005



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3373 /In.28.1/J/PP.00.9/10/2019
 Lamp : -
 Hal : **BIMBINGAN SKRIPSI**

21 Oktober 2019

Kepada Yth:
 1. Drs. Kuryani, M.Pd (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
 Dosen Pembimbing Skripsi
 Di -
 Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Fennyliya Saputri
 NPM : 1501070170
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris
 Judul : An Analysis On The Problem Of Bilingualism In Speaking Ability Among The Third Semester Students Of The English Departement Of IAIN Metro

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.





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 INSTITUT AGAMA ISLAM NEGERI METRO
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Nomor : B-3479/In.28/D.1/TL.00/10/2019
 Lampiran : -
 Perihal : **IZIN RESEARCH**

Kepada Yth.,
 DEKAN FTIK IAIN METRO
 di-
 Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3478/In.28/D.1/TL.01/10/2019, tanggal 25 Oktober 2019 atas nama saudara:

Nama : **FENNYLIA SAPUTRI**
 NPM : 1501070170
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di FTIK IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF IAIN METRO."

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 25 Oktober 2019
 Wakil Dekan I,

 Dra. Isti Fatonah MA
 NIP. 19670531 199303 2 003





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3478/In.28/D.1/TL.01/10/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
 menugaskan kepada saudara:

Nama : **FENNYLIA SAPUTRI**
 NPM : 1501070170
 Semester : 9 (Sembilan)
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di FTIK IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF IAIN METRO."
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
 mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 25 Oktober 2019



Mengetahi
 Pejabat setempat
 Nama: **Solihan Roza, M.Pd**
 NIP. 19690215 199503 1 001



Wakil Dekan I,
 Nama: **Isti Fatonah MA**
 NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusti@stainmetro.ac.id Website: www.stainmetro.ac.id

SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH

No. B-362/In.28/D.1/TL.00/10/2019

Menindak lanjuti Surat Institut Agama Islam Negri (IAIN) Metro Nomor: B-3479/In.28/D.1/TL.00/10/2019, tanggal 25 Oktober 2019 Perihal izin Research, dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro Menerangkan bahwa:

Nama : **Fennyliya Saputri**
NPM : 1501070170
Jurusan : Tadris Bahasa Inggris (TBI)

Telah selesai melaksanakan penelitian selama 12 hari dari tanggal 25 Oktober sampai dengan 5 November 2019 di IAIN Metro dengan judul "AN ANALYSIS ON THE PROBLEM OF BILINGUALISM IN SPEAKING ABILITY AMONG THE THIRD SEMESTER STUDENTS OF THE ENGLISH DEPARTMENT OF IAIN METRO" dengan baik.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 5 November 2019
Dekan FTIK IAIN Metro





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1056/ln.28/S/U.1/OT.01/12/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : FENNYLIA SAPUTRI
NPM : 1501070170
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 1501070170.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 09 Desember 2019
Kepala Perpustakaan



Drs. Mokharidi Sudin, M.Pd.
NIP. 195808311981031001 7

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Fennyliya Saputri

NPM : 1501070170

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : *Grammar Practice for upper intermediate students*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Fennyliya Saputri

NPM : 1501070170

Fakultas : Tarbiyah

Angkatan : 2015

Telah menyerahkan buku berjudul : *Grammar Practice for upper intermediate student*

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fennyliya Saputri Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070170 Semester/TA : VIII/2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	22 7 2019	✓	Revisi kembali pembahasan foot note dan bibliography.	
2	15 8 2019	✓	- Data Presumy - focus of study - Research question - Objective and Benefits of the Study - power research	
3	22 8 2019	✓	Revisi Chapter II	
4	29 9 2019	✓	Revisi Chapter III	
5	5 9 2019	✓	Acc Seminar	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
 NIP. 196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Fennyliya Saputri Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070170 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	Jum'at/ 28/2019 16	✓	- Revise cover - Revise chapter I a. Background of the study b. focus of the study c. prior Research	
2.	Kamis/ 1/7/2019	✓	- Revise chapter II - Revise chapter III	
3.	Rabu/ 10/7/2019	✓	Ma'af saya sudah selesai	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Fennyliya Saputri Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070170 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	14/10 2019	✓	Rekom observasi Rekom dokumentasi Rekom penyusunan	
2	21/10 2019	✓	ACC LPD	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing I

Drs. Kuryani, M.Pd
 NIP. 196202151995031001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Fennyliya Saputri Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070170 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1.	10 / 2019 /10	c	hal 1-3 dan usulan	AmR

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Fennyia Saputri
NPM : 1501070170

Fakultas/Jurusan : FTIK /TBI
Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing I	Hal yang dibicarakan	Tanda Tangan
1	21 11 2019	✓	Smart list - Recording of Speedy	
2	5 12 2019	✓	Revisi Chapter IV ✓	
3	10 12 2019	✓	Acc mangrupel	

Diketahui :
An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 17505102008011004

Dosen Pembimbing I

Drs. Kurvani, M.Pd
NIP. 196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
 Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : Fennyia Saputri Fakultas/Jurusan : FTIK /TBI
 NPM : 1501070170 Semester/TA : IX/ 2019

No	Hari/ Tanggal	Pembimbing II	Hal yang dibicarakan	Tanda Tangan
1	Jum'at / 8 / 2019 " "	✓	- Revisi Abstracts - Revisi chapter IV - Revisi chapter V	
2	Jum'at / 15 / 2019 " "	✓	Revisi chapter IV - Data analisis	
3	Kamis / 21 / 2019 " "	✓	An Mungom See E Idemor	

Diketahui :
 An Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
 NIP. 17505102008011004



CURRICULUM VITAE

The name of writer is Fennyliya Saputri she was born in Giham balak, on august 01, 1997. She is the first child of Alm. Ali Bahwani and Mrs Sri Utami. She lives in Giham Tengah, West Lampung.

In 2009, she graduated from SDN 02 Giham Sukamaju, West Lampung. At the time 2012, she graduated from SMPN 1 Sekincau. Then, she continued her study to SMAN 1 Sekincau, West Lampung and graduated in 2015. In 2015, she entered S1 English Education Program of states islamic studies of Metro (IAIN Metro).