# THE EFFECTIVENESS OF USING BILINGUAL PROGRAMS FOR NON-ENGLISH LEARNERS

**THESIS**


Submitted by

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

**The Effectiveness of Using Bilingual Programs for Non-English Learner**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

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Aceh Besar, 10 November 2022
Sincerely yours,

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# ABSTRACT


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This research was conducted to examine the effectiveness of using bilingual programs of non-English learning for students and to identify the factors of bilingual programs that affect students' non-English learning outcomes. The sample of this research was junior high school students of Bunga Matahari International School. This study used quantitative descriptive methods. To obtain the data, this study used documentation which was data of students' assessment from the school and questionnaire. To analyze the effectiveness of using the bilingual program, the researcher compared 2 scores given by the school. The findings of this study indicated that there was an increase in the value of each subject between the first and second grades. It proved that the using of the bilingual program in the school was effective. Based on the questionnaire analysis provided, the most influential factor in the implementation of the bilingual program in this school is the teacher. This is evidenced by the highest frequency, namely 4.56, 4.48, 4.37, 4.30 and 4.19 which was the average result of the factors that explain the teacher's condition. The results of this study indicated that the teacher was the most influential factor in the effectiveness of the bilingual program.

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# CHAPTER I

# INTRODUCTION

This chapter presents the discussion on background of study, research questions, the aim of study, significance of study and terminology.

## A. Background of Study

The development of science and technology as an impact of globalization greatly affects the concept of teaching and learning English. One of the most popular methods today is using bilingual programs. Indonesia as a developing country is trying to face global competition where English is considered as an important factor by improving the quality of education through the implementation of bilingual programs (Dwi & Anton, 2019). In some countries, this program is crucial to be implemented as well as in Indonesia. Bilingual teaching refers to the teaching of specialized courses conducted by a teacher in the classroom using both mother tongue and a certain foreign language to enable students thinking, studying and communicating by two languages at the same time (Hu & Chen, 2017). According to Simbolon (2021)Bilingual Class is using both students' first language and English.

Every school in Indonesia has the opportunity to turn itself into having an international standard. Based on Law No. 20 of 2003 article 50 verse 3 which states *Pemerintah atau Pemerintah Daerah menyelenggarakan sekurang-kurangnya satu satuan pendidikan pada semua jenjang pendidikan untuk dikembangkan menjadi*

*satuan pendidikan yang bertaraf internasional*. Therefore, schools as educational institutions take an important role in creating students as a generation that is competitive, active and creative in responding to developments.

One alternative considered capable of answering these challenges is the implementation of bilingual program or classes with two languages of instruction, namely Indonesian and English. Bilingual program is expected to answer these challenges through the teaching of mathematics, chemistry, biology, and physics in English. This is considered to be able to accelerate students in mastering English as a language signaling development and sophisticated technology, as well as supporting the establishment of international standard schools. Students are expected to be able to speak English well so that they are able to regulate the development of global science and technology. Shah and Ahmad (2007) state that bilingual education generally signifies education where two distinct languages are used for general teaching. Bilingual teaching was a model of the use of two languages to deliver the curriculum materials with the aim to strengthen students' competency in a foreign language. By using this model, there are two main things the students obtain: the mastery of science and literacy in two languages.

As a response to this educational challenge, Bunga Matahari International Junior High School is one of the schools that implements a bilingual program. This school located in Geuceu Iniem, Banda Raya District, Banda Aceh. The application of this bilingual program is expected to improve students' English skills. A bilingual program is a program that uses two languages in instruction, learning, and

communication. Bilingual schools according to experts are schools with consistent addition of bilingual and bicultural programs, using two languages in teaching, learning, and communication with a balanced number of students from the second language (Soltero, 2004). Based on preliminary observations made by researcher at the Bunga Matahari International Junior High School, the teaching and learning process at this school adopts the curriculum standards set by the government as applied by schools in general, but this school using two languages in teaching and learning process and develops an environment for students to actively speak English and other languages such as Arabic, English and Mandarin language. This program is intended to accelerate students in learning English as a foreign language in facing the development of science and technology in the global era.

According to Chin (2015) in his research on the impact of bilingual education on student achievement, students had difficulty understanding academic lessons because appropriate teaching and learning materials were not available in all native languages, and vocabulary in the material was rarely used in everyday life, so that students were confused in understanding the material. Putri (2010) also states in her research result that bilingual programs make students confused towards the lesson. When the teachers taught some materials in English, there were some students who still did not understand what the teachers were teaching. It can be seen from the result of the survey, 45% of the respondent understood the material delivered in English, while 55% did not understand.

In using Bilingual programs the learning process must be in two languages in delivering the material. The schools that implement the bilingual program Math, social and natural Science as subjects are taught using English as the target language. The key point of this program is that these two languages are used as the main language to convey the material. This program aims to make students accustomed to speaking in English. In my opinion, using English in delivering material definitely difficult for Indonesian students, the vocabulary and phrases used in math, natural and social science as subjects are rarely used in everyday life, so students have difficulty understanding the material. Although the material is written 100% in English but in the delivery it is only 50% in English, with the aims students can understand the material clearly. Therefore, the researchers are interested in conducting research on the use of bilingual programs for non-English learners at BungaMatahari International junior high school because it is a plus value for the school. Since RSBI was abolished by the government, not many schools have bilingual programs in their schools.

According to the background of the study above, my focus in this study is to measure the effectiveness of using bilingual programs for non-English learners in Bunga Matahari International junior high school.

## B. Research Question

Based on the background above, the problems can be formulated as follow:

1. Has the bilingual program been effective to improve non-English learning for

student?

2. What are the factors of bilingual programs that affect students' non-English learning outcomes?

## C. The Aim of Study:

Related to the research question the aim of this study are:

1. To examine the effectiveness of using bilingual programs of non-English learning for students.
2. To identify the factors of bilingual programs that affect students' non-English learning outcomes.

## D. Significance of Study

The research is expected to bring significance in theoretical and practical field of teaching, namely:

1. Practically

The result of this research is expected to be an alternative into facilitating the teachers in teaching speaking so they can motivate students' to speak English every time and English teacher as evaluation and input in increasing Bilingual Program which can influence positively toward learning activity of the students in the class.

2. Theoretically

1) For Teachers

Through this research, it is hoped that teachers can implement bilingualism

more effectively and provide more opportunities for students to be actively involved in the teaching and learning process. They may also be more aware of the strengths and weaknesses of using bilingualism and determine solutions to barriers facing the teaching and learning process.

2) For Students

Students know more about the importance and benefits of using bilingualism. They may be more creative in the teaching and learning process because they have enough space to express their thoughts and ability to understand the material.

3) For Researchers

The writer hopes that this research can provide valuable information related to the use of bilingualism including its advantages and disadvantages in the teaching and learning process. In addition, it is hoped that other researchers can have additional knowledge about bilingualism related to its variety, advantages and disadvantages in the teaching and learning process for further research in the future.

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## E. Terminology

To avoid any misinterpretation and misconception, the researcher provides explanations of some important terms. They are:

1. Effectiveness

Erlendsson (2002) defines effectiveness as: the extent to which objectives are met 'doing the right things. Wojtczak (2002) defines effectiveness in the context of medical education as a measure of the extent to which a specific intervention,

procedure, regimen, or service, when deployed in the field in routine circumstances, does what it is intended to do for a specified population. In the health field, it is a measure of output from those health services that contribute towards reducing the dimension of a problem or improving an unsatisfactory situation.

2. Bilingual

Bilingual is the instruction with two languages. According to Tina et al. (2013) bilingual programs mean instruction mainly in students' native language, with little instruction in English. There are many different interpretations of the definition of bilingualism among researchers and educators as it depends on which we approach this phenomenon. Hence, bilingual is habit of using two languages at the same time. Bilingual could be interpreted as the people who are able to speak and fluent in two languages. In this study, bilingual is defined as bilingual program in the school. Bilingual program is a teaching model that implemented at the school, which is Bunga Matahari international school, and the students' habitual use of more than one language (English and Indonesian) as their daily and learning instruction language use.

3. Non-English Learning

Learning is everything that can bring information and knowledge in the ongoing interactions between educators and students. Learning is a process of student interaction with education and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in

students can occur. In other words, learning is a process to help students learn well. While Non-English learning is learning that includes all school subject except English subject such as learning of mathematics, chemistry, biology, and physics.

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# CHAPTER II
# LITERATURE REVIEW

This chapter review some theories related literature, the aims is giving a brief discussion on what is related to the focuses of this study. In this chapter the writer tries to give clear explanation of theoretical framework which is theory of bilingual, non-English learning and previous studies.

## A. Theory of Bilingual

### 1. Definition of Bilingual

Gathercole (2010) define a bilingual person as someone who speaks and understands two languages. If a person speaks more than two languages, he is called 'multilingual'. Another definition for bilingualism was proposed by Walner (as cited in Dwi & Anton 2019), stating that bilingualism is the ability to communicate fluently in a language other than your native language. bilingualis a person or individual who is proficient to be able to speak two or more languages at a certain level. We can become bilingual with simultaneous efforts and practice of the language at home or our schools or even our environment. Bilingualism can also be experienced from childhood toward adolescence. These phenomena lead linguists hardly define what precisely bilingual means because this phenomenon seems unique and complicated.

However, defining bilingual in overly simple manner such as "the ability to

use two languages" (The Columbia Encyclopedia, 2001) masks the complexities involved in any attempt to study bilingualism. Researchers such as Harding & Riley (2003) indicate that if people in the street were asked about whom they consider bilingual, they would most probably refer to someone who speaks two languages "perfectly". As bilingual competence is compared to monolingual competence, the degree of perfection at which monolinguals communicate needs to be determined. Even when monolinguals are assumed to communicate perfectly in their own language because it is their only way of expressing themselves, they are not expected to master their own language in all contexts to the same degree. A person does not become equally skillful in two languages in all areas such as legal, business, medical, as well as in their daily conversations at home (Baker, 2007).

As illustrated by the inconclusive definitions of the term, bilingualism is complex and multi-dimension phenomena. The process of bilingualism involves several factors that make the bilingual experience deeply heterogeneous and potentially alter its consequences (Bialystok, 2008). The definition of bilingualism does not come with the unifying ideas, but it can be assessed along a continuum of the level of skill development and the frequency of use of the language. It is related to social, psychological, and linguistic phenomena and needs to be understood from a multidimensional aspect.

English as second language curriculum is designed, planned, and implemented to facilitate Bilingual Education (Tabatadze, as cited in Pradeepa & Antony, 2021). It is crucially important that schools have mission toward bilingual

education and strategic plan and goals should be shared by school administrators, teachers, parents, and community. It is utmost important that all stakeholders have positive attitudes toward bilingual education.

According to the definitions of the researchers above, it can be concluded that bilingual program is a teaching model which is carried in a school. This model shows that teachers use partial English (rather than full English) in delivering the materials. The bilingual program is using L1 (Indonesian language) and L2 (English language) to learn content of subject matter. In this research context, the teaching model which is carried out in the bilingual program is bilingual transitional education. Bilingual programs use English for classroom communication and the language of instruction of some selected subjects such as, mathematics and natural science.

**2. Types of Bilingual**

There are three types of bilinguals referring to the kinds of bilingualism (Robert, 2017). They are (1) planned bilingual, (2) natural bilingual and (3) adult bilingual. Planned bilingual is those who achieve their languages because of planned strategy that parents normally decide. They can decide to follow various strategies, but the more natural it is the more successful the bilingualism will be and early bilingualism has also some benefits. The second is natural bilingual and this group refers to the person who was born in a place that naturally offers many languages. Some of these regions are a consequence of historical conflict, most of the time, even connected to politics. The last type includes all those people who need to move to a foreign country and learn new language, it could be for work or any other reason, at a

late stage of life and the terms of language used by bilinguals which influence each other is the first language (L1) and second language (L2) (Robert, 2017). Meanwhile, there are many different types of bilingual school: two ways school, two-way immersions, two-way bilingual education, developmental bilingual education and dual language education (Baker, 2007).

Meanwhile for the type of bilingual programs, there are three main types illustrating the phenomena (Angel & Evelyn, 2009). They are: Maintenance, Transitional and Enrichment. Maintenance bilingual education programs aim at maintaining linguistic minority/ immigrant students' first language while providing them with access to the dominant language (L2) of the society through using the students' first language (L1) as a medium of instruction in the early years of schooling.

Alternatively, in Two Way/Dual Language programs, using both the students' L1 and L2 as mediums of instruction for different subjects or on alternate days. Transitional programs, in contrast, aim at helping linguistic minority or immigrant students to go through a more or less gradual transition from using some of their L1 to using only the mainstream language as the medium of instruction. The aim of transitional programs is the assimilation of linguistic minorities/immigrants into the monolingual mainstream society. Enrichment programs (also called "additive bilingual" programs), in contrast, have been designed for the majority (language students). Typically, the parents of these majority language students want their children to master a high level of proficiency in a socio-economically important L2 in

addition to, not in replacement of, the dominant societal daily life language (L1).

### 3. The Aims and Advantages of Bilingual

The aims of bilingual education are the of dynamic bilingualism and translation necessarily, complexity of bilingualism itself, along with its development in bilingual learners, and related learning approaches (May, 2016).

Baker (as cited in Angel & Evelyn, 2009) examples of the diverse aims of bilingual education as follows:

1. To assimilate individuals or groups into the mainstream society; to socialize people for full participation in the community.
2. To unify a multilingual society; to bring unity to a multi-ethnic, multi-tribal, or multinational linguistically diverse state.
3. To enable people to communicate with the outside world.
4. To provide language skills which are marketable, aiding employment and status.
5. To preserve ethnic and religious identity.
6. To reconcile and mediate between different linguistic and political communities.
7. To spread the use of a colonizing language, socializing an entire population to a colonial existence.
8. To strengthen elite groups and preserve their position in society.
9. To give equal status in law to languages of unequal status in daily life.
10. To deepen understanding of language and culture.

According to Holt (2009), there are some Advantages that the learners take from bilingual education:

1. Bilingual education can be acknowledged without the threat that it will take away from learning the dominant language.
2. Inherent in Bilingual education is learning about ideas and concepts in the language one is use to, and then transferring that knowledge over the culture' dominant language. Many believe that it is more useful to transfer ideas and concepts into another language one they are understood, rather than to learn them in a new language where the understanding of it is incomplete.
3. It enables the advancement of two languages. This can be useful preparation for later careers where bilingual workers are needed. It also allows for opportunities that may be available in other countries where that language is spoken.
4. Being aware of another culture is another advantage of bilingual education. Every language is rich in cultural information, from the way it is spoken to the objects that are represented.

There are many other aims and advantages of bilingual today. That is why bilingual education is becoming an increasingly important topic. Today, educators around the world practice different models of educational programs, and many people are interested in achieving bilingual proficiency.

**4. The effective Factors of Implementation Bilingual Program**

There are several important factors influencing the effectiveness of bilingual

education. Human resources, shared vision of bilingual education by all stakeholder as well as parental and community involvement are the most crucial factors influencing the effectiveness of the bilingual education programs. Montecel & Danini (2002) argued that the factors that influence the effective implementation include teachers' collegiality, teachers' professionalism and students' proficiency level. Another study De Jong (2002) have also found that effective of bilingual program is influenced by other features such as positive interaction between teacher-students, staff and teachers' morale, and cultures that support bilingual education (Abduh, 2017). Basically, effective implementation of bilingual education are implementations that are likely to be successful in promoting academic achievement or other academic outcomes.

In the same manner, effective implementation of bilingual program policy depends on the availability of support within the institution. Some studies found that the leadership roles and support play major roles in initiating the change and implementation (May et al., 2004). Other studies also illustrated that effective implementation of bilingual policy relies heavily on the ideological and implementation spaces that are created within the institution (Hornberger, 2005). This bilingual supporting ideology may later influence the high level of exposure to the target language, one of constituting factors of successful bilingual programs (Howard et al., 2007). In addition, motivation, self-esteem, identity forming, and anxiety levels of students are all factors that produce different student attitudes impacting bilingual program's effectivity. These factors are influenced by the attitudes of their

surroundings and their own experiences with the languages they are learning.

## B. Non-English Learning

### 1. Definition of Learning

Scholars have tried to define the nations of learning through various accounts. According to Slameto (as cited in Mela, 2011) learning is an effort which is done by someone to get as a result of their experience of communicating with their surroundings, a new change of actions on the whole. In line with Mela, Brown (2008) stated that there are seventh components in definition of learning, those are: (1) Learning is a change in behavior, (2) Learning shall be learned or acquired, (3) Learning shall be the retention of knowledge or skills, (4) Retention shall include storage system, memory, cognitive organization, (5) Learning shall be reasonably permanent, but subject to forgetfulness, (6) Learning involves certain forms of practice, possibly reinforcing practice, (7) Learning requires active, mindful concentration and action on activities outside and within the body. In addition, Learning will carry out a change to students. The change is not only related to the knowledge improvement, but also form as skill, attitude, interest, aptitude, and the character adapting.

Learning is a process of change through training activities or procedures both in the laboratory and in the natural environment. Learning is not just gathering knowledge. Learning is a mental process that occurs within a person, causing the appearance of behavior change. It is a mental activity that occurs because of individual interactions with the environment consciously. Dahar (2011) states that

learning is a process which changes behavior of an organism as a result of experiences.

Schunk (2012) argues learning is a change in behavior which results from practice or experience. Those statements explain that students' behavior changes since the students interact with others and society through experiences and exercise they acquire. Learning is the process by which an activity originates or changed through training procedures whether in the classroom or in the natural environment. However, for the purpose of avoiding misconceptions and obtaining measurable data, non-English learning in this study refers to learning other subjects such as mathematics, physics, and so on.

**2. Types of Learning**

As pointed by Sphero (2020), there are four types of learning in education: visual, auditory, reading and writing, and kinesthetic. They explained in greater depth below.

1) Visual

Visual learners are individuals who prefer to take in their information visually, for instance with maps, graphs, diagrams, charts, and etc. However, they don't necessarily respond well to photos or videos, rather needing their information using different visual aids such as patterns and shapes. The best way to present to visual learners is by showing them the relationship between different ideas visually. For instance, when explaining a scientific process, it can be done by using a flow chart.

2) Auditory

Auditory learners are individuals who learn better when they take in information in auditory form; when it is heard or spoken. They are prone to sorting their ideas after speaking, rather than thinking ideas through before. Since saying things out loud helps them understand the concept. Auditory learners learn best when information is presented to them via strategies that involve talking, such as lectures and group discussions, or group activities that require classmates explaining ideas. They further can benefit from repeating back the lessons in cases where they have recordings of the lectures.

3) Reading and Writing

Reading and writing learners consume information best when it's in words, whether that's by writing it down or reading it. To them, text is more powerful than any kind of visual or auditory representation of an idea. These individuals usually perform very well on written assignments. There are different ways to get a reading/writing learner to engage and understand a certain lesson. For instance, it would be best to have them describe charts and diagrams by written statements, take written quizzes on the topics, or give them written assignments.

4) Kinesthetic

Kinesthetic learners are individuals who prefer to learn by doing. They enjoy a hands-on experience. They are usually more in touch with reality and more connected to it, which is why they require using tactile experience to understand something better. The best way to present new information to a kinesthetic learner is

through personal experience, practice, examples, or simulations. For instance, they can remember an experiment by recreating it themselves.

Based on four types of learning above, teachers need to be aware of many different types of learning they may encounter while teaching. It is not easy for a teacher to choose one type of learning in a class with different abilities of children. But it does not mean that a teacher should give up in understanding the needs of students. A simple solution to this dilemma might be to use as many activities and exercises as possible to suit different learning types. In this way every student gets the opportunity to study in situations they like once in a while.

**3. Characteristics of Learning**

The characteristics of learning include integrative, holistic, scientific, contextual, thematic, effective, collaborative, and student-centered.

First, integrative is an integrated or integrated learning process, namely learning that can link learning activities with the environment and experiences in real life. Second, holistic is an effort to understand concepts and build knowledge as a whole and thoroughly, not just a piece. Third, scientific is a learning activity by carrying out exploration activities to gather information. Fourth, contextual, namely learning efforts by linking material concepts with realities in real life. Fifth, thematic is a learning process that combines a theme to link one concept to another to provide broader insights and meaningful new experiences. Sixth, effective is a learning process that is right on target and effective so that it can achieve the desired goals. Seventh, collaborative is learning activities that emphasize collaboration and

cooperation with each other to achieve goals and encourage active participation and the ability to communicate and discuss. Eighth, student-centered, namely learning activities where the learning process is student oriented so that the teacher functions as a facilitator (Kemristekdikti, as cited in Wulandari, 2021)

It is hoped that the characteristics of learning can be elaborated in learning activities so that they can present effective and meaningful learning activities and are primarily able to encourage the development of 21st-century skills. In this, the role of teachers is very large in realizing learning that has the characteristics of 21st-century learning. Therefore, it is necessary to continue encouraging teachers to achieve these goals.

## C. Previous Studies

There are several studies that related to this research. In this section, some previous studies explained together with their similarities and difference related to this research.

First, some previous studies in using bilingual programs in learning mathematics. According to Putri (2010) the application of bilingual programs in learning mathematics makes students confused towards the lesson. When the teachers taught some materials in English, there are some students who still did not understand what the teachers were teaching. It can be seen from the result of the survey, 45% of the respondents understood the material delivered in English, while 55% did not understand. Therefore, the teacher provides some vocabulary regarding the material

before learning begins so that students can understand the material easily. Ismail (2020) found in his research that linguistic and the conceptual knowledge in math material are the problem faced by the students in the learning mathematics. In solving this problem teachers uses some strategies in delivering the material, explaining the material in English slowly and clearly and the teacher also uses several media in the teaching process, so that students can understand the material clearly. Another study for this problem was proposed by Dhia (2019), in her research found that most of the language difficulties faced by students in mathematics education were related to vocabulary. However, teachers use various methods to facilitate the use of English in mathematics. Setyowati (2019) found in her research that the application of learning mathematics using English at John Paul's Harapan Indah Elementary School is carried out by the teacher delivering all learning instructions using English. The teacher does not target certain words but the instruction is done naturally, the teacher tries to use as much English vocabulary as possible. Learning activities in the classroom make by teachers interactively, the teacher tries to make students actively interact and answer or give questions during class in English. By this way, students become easy to do assignment questions and they get perfect scores.

Second, several studies have also examined the use of bilingual programs in natural sciences such as biology, physics and others. Tina, et al. (2013) found in their study students have difficulties in learning and understanding science and math by using English. Science involves the acquisition of concepts and processes, specific vocabulary, phrases and terminology. They cannot understand the content if they

cannot understand the language, so students had bad perception about using English in science learning in the classroom. The result of this study also have same finding with study done by Marleny (2009) which said that one of the weakness of learning physics were difficulties in using English because the limitation of ability of teachers and students. Setiawan & Arsana (2018) in their research about the effect of learning motivation and gender on science learning achievement of bilingual class student stated that learning motivation does not affect science learning achievement in bilingual class. Learning motivation is not the only determinant of student success in learning because there are various other factors, such as environment and intelligence.

Third, other researchers also investigated the use of bilingual programs in the social sciences. Ulum (2011) found in her research the implementation of bilingual program in sociology lessons does not always run smoothly. The obstacle experienced by teachers is that teachers have not fully received training and mastered English. Even the teacher also commented "He has not fully mastered English even he has received training". In addition, the obstacles experienced by teachers are the English Day program has not run optimally. English day is useful to familiarize teachers and students using English in communicating. The obstacle experienced by students is that students still experience confusion in using English in sociology subjects. This confusion found during tests, the questions given by the teacher are not fully understood by all students. Students are still wrong in translating the test questions. Irawan (2013) in his research on the differences of students' learning

achievement in citizenship education courses between bilingual class and regular class obtained the results that there is a difference between Bilingual class and Regular class, bilingual class gets better learning outcomes than the regular class, it is because the bilingual class have more intelligence than the regular class and they get more facilities and will produce better learning outcomes as well. In addition, the interest and motivation to learn in the bilingual class is greater than in the regular class. And several other factors that affect their learning achievement such as intelligence, talent, interests, attention, learning motives, school, and family environment.

Based on some previous studies mentioned above, there are some differences and similarities between those studies and this research. The similarity is that the topic of the research is equal; the use of bilingual programs in non-English learning in schools. One of the differences between this research and other research is the method used in conducting the research. If other studies mostly use qualitative methods, but I choose to use quantitative methods. And the instrument that the researcher uses to test the effectiveness of the bilingual program is different from previous studies.

# CHAPTER III
# RESEARCH METHODOLOGY

This chapter discusses the research method related to this study. It presents the research design, research variables, population and sample, data collection instrument, and data analysis.

## A. Research Design

This study used quantitative descriptive design. In descriptive research, a researcher explores and describes with the aim of explaining and predicting a phenomenon based on data obtained in the field. Descriptive research tries to describe clearly and sequentially the research questions that have been determined before the researcher goes to the field.

As explained by Arikunto (2010), descriptive research is a design to obtain the status of the current phenomenon and go directly to determining the nature of the situation as it was at the time of the study. He concludes that descriptive research is designed to provide information and a clear picture of social situations with the aim of descriptive research. In this case study, the purpose of descriptive research was to collect basic data descriptively or to make a description of the problem of learning English.

Further Tanzeh (2004) describes that descriptive quantitative is are search where the data consist of numbers and uses deductive-inductive analysis. The

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researcher presents the data in number to describe the observed object through statistics. This is a suitable design for this study as it intends to make description about the effectiveness using bilingual program of non-English learning in Bunga Matahari International Junior High School: emphasizing on trying to find out the factors that support the effectiveness of the program, the weakness and strengths of program implementation.

## B. Research Variables

Sugiyono (2011) states that research variable are things that shape what is characterized by the looks into to be concentrated so as to get data about it, what's more, the end drawn on straightaway. The variable is utilized for the examination since it is subject of the research and it is being seen while doing research. Commonly there are two kinds of variables: independent variable and dependent variable. Independent variable was a variable is an easy to obtain variable and can be diversified into free variables. Meanwhile, dependent variable is the variable impacted by the independent one. This research consists of two variables:

a. Independent variable (X) is Bilingual Program
b. Dependent variable (Y) is Non-English Learner

## C. Population and Sample

1. Population

Sugiyono (2011) defines the population as a generalization region consisting

of objects or subjects that become quantities and certain characteristics set by the researchers to learn and then draw conclusions from. Population is the amount of individual or object. It is living research elements together, stay together and theoretically became the target of research result. The population in this research was the whole students of Bunga Matahari International Junior High School in academic year 2022/2023 which consists of 5 classes: VIIA, VIIB, VIIIA, VIIIB, and IX. Therefore, the population number of this research were 65 students.

2. Sample

Sample is a part of population which has same characteristics (Arikunto, 2010). The sample is part of the number and characteristics possessed by the population, or a small part of the population members taken according to certain procedures so that they can represent the population. This account is in line with Arikunto (2010) stating that sample is part or representative of the population being studied. If we will only examine parts of the population, then the study is called a sample study.

The number of sample in this study is calculated using Slovin formula. This formula was formulated by Slovin (1960). The researcher uses purposive sampling to obtain the sample. According to Arikunto (2010) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. Purpossive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the sample. Participants are selected according to the needs of the study.

In this study, the researcher takes the whole of the eighth-grade students in order to make the data more valid. Therefore, the researcher is interested in investigating the eighth and nine grade of students. The Slovin formula shown as followed:

$$n = \frac{N}{1 + Ne^2}$$

Description:

n = Sample size

N = Population size

e = Error (0.15 or 15%).

This research used error rate of 15% to determine the number of sample. The population of this study was 65 students, therefore, the calculation for the sample shown as followed:

$$n = \frac{65}{1 + (65)(0{,}15^2)}$$

$$n = \frac{65}{2{,}46}$$

$$n = 27 \text{ students}$$

Based on the calculation formula above, it can be stated that the sample in this study amounted to 27 people. The detail shown as followed:

***Table 3.1*** *The Number of Students*

| No | Grade | Number Of Students |
|---|---|---|
| 1 | VIII | 11 |
| 2 | IX | 16 |
| | **TOTAL** | **27 Students** |

## D. Data Collection Instrument

Research instrument is a tool for measuring, observing, or documenting the data (Creswell, 2014). Instruments are tools or facilities used by the researchers to collect data to complete and systematic, to be more easily analyzed (Arikunto, 2010). Below is the instruments that used to collect the data in this study.

***Table 3.2*** *Research Instrument*

| No | Instruments | Variable To Measure |
|---|---|---|
| 1 | Documentation | To measure the effectiveness of using bilingual programs |
| 2 | Questionnaire | To investigate the effective factors of using bilingual programs |

### 1. Documentation

Based on the DRDP (2015) Documentation includes school data, photos, and video/audio recordings of children's communication and behavior. Therefore, the documentation method is a data collection technique that is given indirectly to the research subject. This study used a documentation instrument, namely the documentation of learning achievement. Learning achievement is evidenced by the scores obtained by students as evidence of the success of students' studies. Referring to Porwadarminto (as cited in Ratnawati, 1996) achievement is the result that has

been achieved by someone. While the learning achievement itself is defined as the achievement achieved by a student within a certain time and recorded in the teacher's assessment data. The higher value obtained indicates that the student has a high learning achievement. And the lower value obtained, the student has a low learning achievement. In this study, data on students' quiz assessment for each subject were compared in the two assessments, the researcher looked for the mean of assessment for each lesson and compared them. If the calculation of the value obtained from the first assessment to the second assessment increases, then the program is considered effective, but if the calculated value decreases, then the program is not effective.

**2. Questionnaire**

Questionnaire is written questions used to get information from subjects about themselves or others (Arikunto, 2010). It is disseminated to the students, examining their problems and related information. Questionnaire is typically more efficient and practical than other instruments, and it allows the use of a large sample. It is widely employed in education research. The aim of questionnaire is to get information about the the effective factors of using bilingual.

According to Cresswell (2012), there are three types of the questionnaire:

a) Close-ended question is the researcher poses a question and provides pre-set response options for the participant
b) Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions.
c) Semi-closed-ended questions: This type of question has all the advantages of

open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question.

The questionnaire of this research used closed-ended questions, this questionnaire used five Likert-scales, namely: never, rarely, sometimes, often and always. The questionnaire consists of 20 questions about the effective factors of using bilingual programs in the classroom, consisting of a set of statements which a respondent had to respond. In responding to the questionnaire, the respondents had to check the best preference which represented how they felt about the topics included in the scale. The questionnaire was given to the students and it was written in Bahasa to avoid misunderstanding. To answered these questions, researcher using the following 5-point scale as followed.

***Table 3.3*** *The Likert Scale of Questionnaire*

| Alternative Answer | Score |
|---|---|
| Always | 5 |
| Often | 4 |
| Sometimes | 3 |
| Seldom | 2 |
| Never | 1 |

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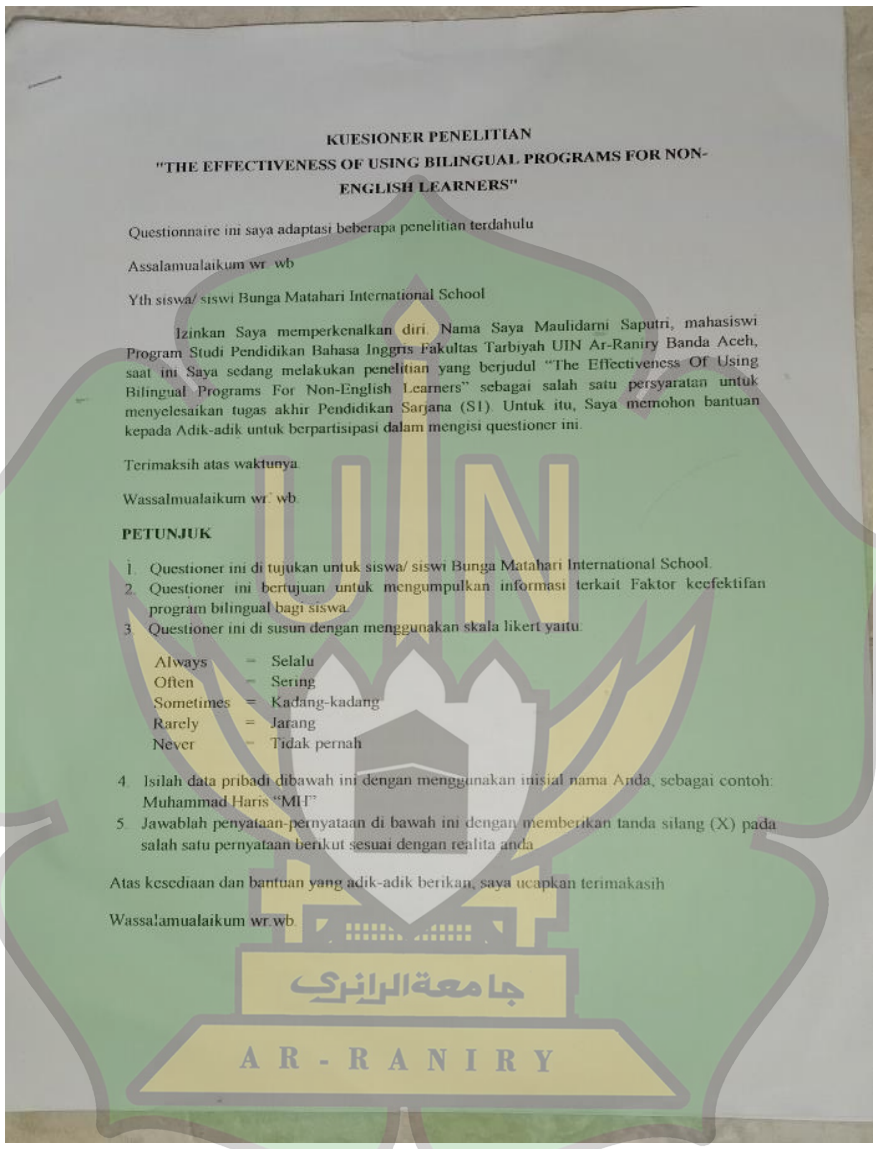
The following is the sample of questionnaire using in this study. (See appendix D for the complete version).

***Figure 1*** *The sample of Questionnaire used in this study.*



KUESIONER PENELITIAN

"THE EFFECTIVENESS OF USING BILINGUAL PROGRAMS FOR NON-ENGLISH LEARNERS"

Questionnaire ini saya adaptasi beberapa penelitian terdahulu

Assalamualaikum wr wb

Yth siswa/ siswi Bunga Matahari International School

Izinkan Saya memperkenalkan diri. Nama Saya Maulidarni Saputri, mahasiswi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh, saat ini Saya sedang melakukan penelitian yang berjudul "The Effectiveness Of Using Bilingual Programs For Non-English Learners" sebagai salah satu persyaratan untuk menyelesaikan tugas akhir Pendidikan Sarjana (S1). Untuk itu, Saya memohon bantuan kepada Adik-adik untuk berpartisipasi dalam mengisi questioner ini.

Terimaksih atas waktunya

Wassalmualaikum wr wb.

PETUNJUK

1. Questioner ini di tujukan untuk siswa/ siswi Bunga Matahari International School.
2. Questioner ini bertujuan untuk mengumpulkan informasi terkait Faktor keefektifan program bilingual bagi siswa.
3. Questioner ini di susun dengan menggunakan skala likert yaitu.

| | | |
|---|---|---|
| Always | = | Selalu |
| Often | = | Sering |
| Sometimes | = | Kadang-kadang |
| Rarely | = | Jarang |
| Never | = | Tidak pernah |

4. Isilah data pribadi dibawah ini dengan menggunakan inisial nama Anda, sebagai contoh: Muhammad Haris "MH"
5. Jawablah penyataan-pernyataan di bawah ini dengan memberikan tanda silang (X) pada salah satu pernyataan berikut sesuai dengan realita anda

Atas kesediaan dan bantuan yang adik-adik berikan, saya ucapkan terimakasih

Wassalamualaikum wr wb

## E. Data Analysis

This study uses quantitative methods to obtain data to be analyzed by considering the comparison of student scores. It is not only the students' scores that are analyzed, but also the results of the questionnaires that have been given to the participants to determine the factors of the effectiveness of the bilingual program.

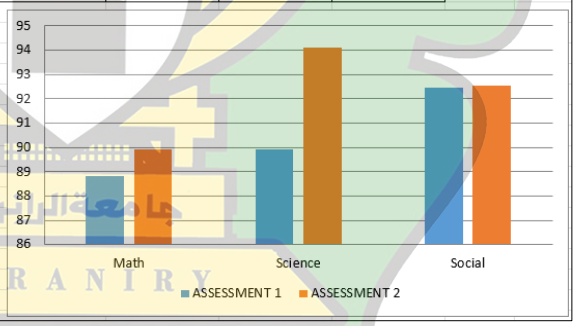
### 1. Analysis of Documentation Data

In this study, the researcher analyzed the students' scores by finding the average of each lesson and comparing the two scores that have given by the school. The formula used in analyzing the documentation data is the same as the formula that used in analyzing questionnaire data. In the documentation data, a bar graph is attached which aims to see the stage of difference between the first and second assessment of students. Below is the data analysis for documentation.

***Figure 2*** *Data Analysis of documentation*

| NO | NAME | ASSESSMENT 1 | | | ASSESSMENT 2 | | |
|---|---|---|---|---|---|---|---|
| | | Math | Science | Social | Math | Science | Social |
| 1 | ARS | 90 | 90 | 93 | 90 | 93 | 93 |
| 2 | ABC | 92 | 89 | 93 | 91 | 95 | 93 |
| 3 | ASL | | | | | | |
| 4 | CL | | | | | | |
| 5 | EF | | | | | | |
| 6 | GCS | | | | | | |
| 7 | IRK | | | | | | |
| 8 | JO | | | | | | |
| 9 | JCS | | | | | | |
| 10 | LQ | | | | | | |

| MAPEL | ASSESSMENT 1 | ASSESSMENT 2 |
|---|---|---|
| Math | 91 | 91 |
| Science | | |
| Social | | |




The instrument tests carried out in this study were:

1) Validity Test

According to Sugiyono (2012) the validity test is a test step carried out on the contents of an instrument, with the aim of measuring the accuracy of the instrument used in a study. Validity test is intended to measure the

validity of student assessment. The criteria for evaluating the validity test are:

- If r count > r table (at significance level = 0.05), it can be said that the increased value is valid.
- If r count < r table (at significance level = 0.05), it can be said that the increased value is invalid.

Based on the explanation above, to find out whether the correlation value of each assessment is significant, it can be seen in the product moment value table or using SPSS to test it. Invalid assessment items must be discarded or not used as a assessment data.

2) Reliability Test

In the research, reliability is value to reveal the instrument used whether can be trust or not. According to Creswell (2012), reliability means the score of instruments are stable and consistence. Some criteria use based on the grade of the score performed by Cronbach's Alpha technique in SPSS 22 which capable in windows 10. In this research, the researcher analyzed the reliability of the instrument. To prove the reliability of the documentation, all of the items were tested. The instrument can be reliable if the Cronbach's Alpha or reliability coefficient is higher than 0.60 or > 0.60.

**2. Analysis of Questionnaire Data**

This study used several steps to analyze quantitative research. First, the researcher analyzed the data by using descriptive method. The data selection process involved reading, analyzing, and sorting participant responses. Furthermore, all responses were analyzed by calculating the percentage of respondent answers to each statement. After that, the data were analyzed by counting the number of answers for each factor. The last part of the data is analyzed by calculating the frequency and means. The scales are converted to numbers; always = 5, often = 4, sometimes = 3, rarely = 2, never = 1. Data were analyzed using Microsoft Excel formulas to analyze by calculating frequency and means. The following is the formula used to calculate the mean (Sudjana, 2002):

$$M = \frac{\sum x}{n}$$

Description:

M : Mean score

$\sum x$ : The total score

N : The total number of samples

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# CHAPTER IV

# THE FINDING AND DISCUSSION

In this chapter, the findings of the research described including the data analysis questionnaire, data analysis of documentation, and the discussion of the research.

## A. Findings

This section describes and analyzes findings from several categories including student demographics, effectiveness of bilingual programs and factors that support the effectiveness of bilingual programs. The table below shows the demographics of students.

***Table 4.1*** *Demographics of students*

| No | Class | Gender | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| 1 | IX | 7 | 7 | 14 |
| 2 | VIII | 4 | 9 | 13 |
| | **Total** | 11 | 16 | 27 |

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### 1. Documentation

The effectiveness of the bilingual program is measured by comparing two data on student assessment given by the teacher. For social science, the researcher only took the grades from Civics subject. The researcher calculated the average grade for

each lesson and reviewed grade improvement using a bar graph. The following are student assessment data from grade IX obtained from the school:

***Table 4.2*** *Student Assessment Data*

| NO | NAME | ASSESSMENT 1 | | | ASSESSMENT 2 | | |
|---|---|---|---|---|---|---|---|
| | | Math | Science | Social | Math | Science | Social |
| 1 | ARS | 90 | 90 | 93 | 90 | 93 | 93 |
| 2 | ABC | 92 | 89 | 93 | 91 | 95 | 93 |
| 3 | ASL | 85 | 89 | 93 | 88 | 95 | 93 |
| 4 | CL | 91 | 93 | 93 | 91 | 95 | 93 |
| 5 | EF | 87 | 92 | 93 | 88 | 95 | 93 |
| 6 | GCS | 92 | 93 | 93 | 91 | 95 | 95 |
| 7 | IRK | 87 | 82 | 90 | 88 | 94 | 93 |
| 8 | JO | 92 | 94 | 93 | 91 | 95 | 93 |
| 9 | JCS | 86 | 89 | 90 | 90 | 94 | 92 |
| 10 | LQ | 86 | 91 | 93 | 88 | 93 | 90 |
| 11 | CD | 90 | 93 | 93 | 91 | 95 | 95 |
| 12 | CI | 90 | 93 | 93 | 91 | 94 | 93 |
| 13 | CF | 80 | 83 | 91 | 89 | 93 | 90 |
| 14 | CTN | 89 | 91 | 93 | 90 | 95 | 93 |
| 15 | DAM | 92 | 93 | 93 | 92 | 95 | 93 |
| 16 | HA | 93 | 80 | 92 | 91 | 89 | 90 |
| 17 | IA | 87 | 90 | 92 | 88 | 94 | 92 |
| 18 | AS | 90 | 92 | 93 | 91 | 95 | 92 |

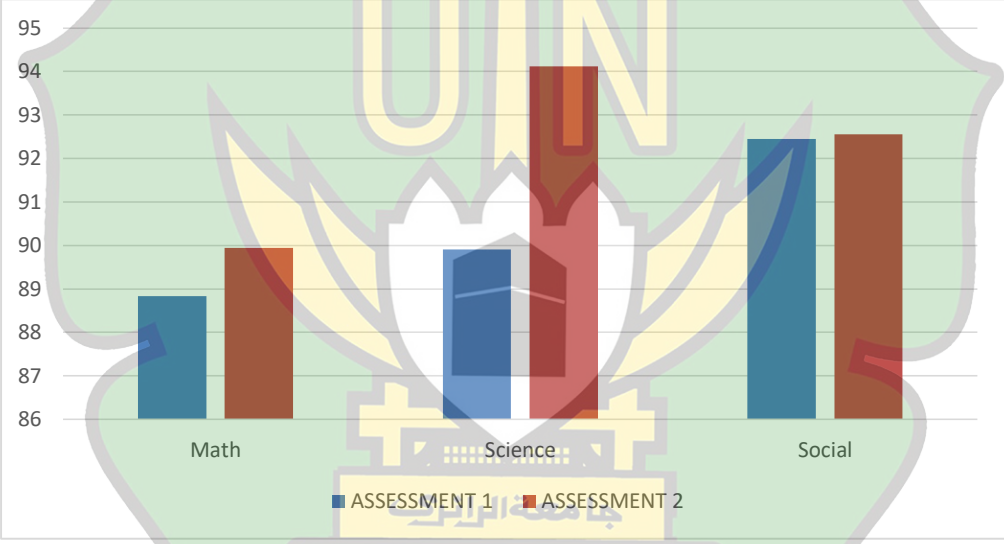
Based on the table 4.2, the researcher looked for the mean of each subject using Microsoft Excel, and the value is obtained as follows:

***Table 4.3****TheMeanGrade for Each Lesson*

| Subject | Assessment 1 | Assessment 2 |
|---|---|---|
| Math | 89 | 90 |
| Science | 90 | 94 |
| Social | 92 | 93 |

Based on the average value obtained, the researcher compares the two values using a bar chart. The comparison is attached below:

***Figure 3*** *Comparison Chart of Two Assessment*




Based on the data above, it shows that there was increase between the first assessment and the second assessment. Math scores increase from 89 to 90, science from 90 to 94, social from 92 to 93. In short, every subject has increase. According to the statement mentioned above, if the first assessment to the second assessment increases, then the program is considered effective, but if the calculated value

decreases, then the program is not effective. Therefore, it can be concluded that the use of the bilingual program at Bunga Matahari International School is effective.

1) Validity Test

Validity test is carried out to see the accuracy and accuracy of a measuring instrument in carrying out its measuring function. This study uses a significant level of 5% with a two-way test. The following is the calculation of the r table with the students' data assessment based on the Degree of freedom formula by William Sealy Gosset (1908):

$$\begin{aligned} \textit{Degree of freedom} &= \text{n-3} \\ &= 18\text{-}3 \\ &= 15 \end{aligned}$$

Based on the results of the degree of freedom above, it was found that the value of r table is 0.514. If r count > r table, then the question item can be declared valid, if r count < r table then the question item is declared invalid. As for after testing the validity of the questionnaire given to the following respondents are the results:

***Table 4.4*** *Validity Test*

| | Subject | Item Corrected | r Table | Description |
|---|---|---|---|---|
| Assessment 1 | Math | 0.761 | 0.514 | Valid |
| | Science | 0.863 | 0.514 | Valid |
| | Social | 0.796 | 0.514 | Valid |
| Assessment 2 | Math | 0.592 | 0.514 | Valid |
| | Science | 0.785 | 0.514 | Valid |
| | Social | 0.887 | 0.514 | Valid |

Based on the table above, after conducting a validity test on a comparison of 2 student value data, it can be stated that all data in the item column are corrected > r table and are positive. Those the statement items can be declared all valid.

2) Reliability Test

Reliability test on student value data was carried out by using the Cronbach alpha. A variable is said to be reliable if it has a Cronbach alpha > 0.60. The following is a list of tables regarding the reliability test:

***Table 4.5*** *Reliability Test*

| | Number of Item | Cronbach Alpha | Description |
|---|---|---|---|
| Assessment 1 | 3 | 0.797 | Reliable |
| Assessment 2 | 3 | 0.806 | Reliable |

Based on the data from the table, it can be stated that the reliability test on the effectiveness of the bilingual program variable was found to be Cronbach alpha, namely 0.797 and 0.806. Thus, it can be stated that the variables above are reliable because they exceed 0.60.

**2. Questionnaire**

In this section, research findings are presented to answer the research questions in chapter one. The results of the data presented answer questions about the effective factors of the bilingual program. The results of the study show that there are several factors that are often used in making bilingual programs effective.

Researcher presented the data in the table below:

***Table 4.6****Questionnaire Effective Factors of Using Bilingual Programs*

| NO | STATEMENT | ANSWER CHOICE | | | | | MEAN |
|---|---|---|---|---|---|---|---|
| | | Always | Often | Sometimes | Rarely | Never | |
| 1. | Students use English in everyday conversation in the school environment. | 2 | 18 | 7 | 0 | 0 | 3.81 |
| 2. | Students actively discuss when learning takes place. | 6 | 8 | 12 | 1 | 0 | 3.70 |
| 3. | Students routinely memorize new vocabulary every day. | 3 | 4 | 6 | 13 | 1 | 2.81 |
| 4. | Students use textbooks in English. | 15 | 7 | 5 | 0 | 0 | 4.37 |
| 5. | Students use English dictionaries when learning takes place. | 0 | 0 | 6 | 17 | 4 | 2.07 |
| 6. | Students have difficulty understanding the vocabulary in the learning material. | 0 | 1 | 11 | 15 | 0 | 2.48 |
| 7. | Students have difficulty understanding the vocabulary used by the teacher. | 0 | 0 | 10 | 15 | 2 | 2.30 |
| 8. | Students use English in daily conversation outside of school. | 2 | 7 | 9 | 6 | 3 | 2.96 |
| 9. | Students take part in learning activities outside of school such as private learning, bimble, etc. | 3 | 10 | 9 | 1 | 4 | 3.26 |
| 10. | Students are skilled in English before joining the school. | 3 | 8 | 8 | 5 | 3 | 3.11 |
| 11 | Students have English books as learning materials outside of school hours. | 2 | 4 | 9 | 6 | 6 | 2.63 |
| 12 | Each opening of the lesson the teacher provides some vocabulary as a key to make it | 2 | 5 | 9 | 9 | 2 | 2.85 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | easier to understand during learning. | | | | | | |
| 13 | Learning teachers are experts or professionals in their fields | 15 | 11 | 2 | 0 | 1 | 4.30 |
| 14 | Teachers teach using learning media. | 9 | 8 | 6 | 4 | 0 | 3.81 |
| 15 | The teacher builds good interactions with students in the classroom. | 17 | 8 | 2 | 0 | 0 | 4.56 |
| 16 | The teacher gives the material clearly using English. | 11 | 10 | 6 | 0 | 0 | 4.19 |
| 17 | The teacher explains the material repeatedly when there are students who do not understand. | 16 | 9 | 1 | 1 | 0 | 4.48 |
| 18 | The teacher explains the material using Indonesian because the students do not understand it after being explained repeatedly. | 4 | 11 | 7 | 4 | 1 | 3.48 |
| 19 | The teacher gives motivation in class. | 9 | 9 | 8 | 1 | 0 | 3.96 |
| 20 | The learning system applied by the teacher tends to be boring. | 1 | 1 | 6 | 16 | 3 | 2.30 |

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Based on Table 4.2 Shows that there are several factors that are often used by teachers and students in implementing bilingual programs, the most frequently used factor are the teacher builds good interactions with students in the classroom (4.56), the teacher explains the material repeatedly when there are students who do not understand (4.48), students use textbooks in English (4.37), learning teachers are experts or professionals in their fields (4.30), the teacher gives the material clearly using English (4.19) and the teacher gives motivation in class (3.96 ).

Some other factors that support the effectiveness of this bilingual program with medium to lowest frequencies are: school environment factors such as Students use English in everyday conversations in the school environment (3.81) and Students actively discuss when learning takes place (3.70), another factors are support from home environment such as, Students take part in learning activities outside of school such as private learning, bimble, etc. (3.26) and Students are skilled in English before joining the school (3.11). Vocabulary is also a supporting factor for the effectiveness of bilingual programs, as evidenced by the statement Students routinely memorize new vocabulary every day (2.81). And the lowest factor for the effectiveness of this program is Students use English dictionaries when learning takes place (2.07).

Based on the highest average above, the most supportive and most frequently factor used in the effectiveness of the bilingual program at the Bunga Matahari International school is the teacher. The teacher is the main factor in developing children's bilingualism in the classroom. Teachers in this school build good interactions with children in the classroom, they are professional teachers in their fields who explain the material clearly and often motivate students. This effectiveness factor is accordance with statement Benson, as cited in Baker (2007), teachers have an important role in the effectiveness of bilingual education programs. Bilingual education teachers must know modern teaching methods, must have a positive attitude towards bilingual education and minority students, and must be pedagogues, linguists, innovators and motivators. So, teacher is the factor in the effectiveness of the bilingual program at the Bunga Matahari International school.

## B. Discussion

This part compares and contrasts the findings from the previous section with research findings. The discussion focuses on the two research questions listed in chapter one.

The first research question is “has the bilingual programs been effective to improve non-English learning for students?" The purpose of the study was to evaluate the effectiveness of the bilingual program on student learning outcomes, especially in mastering non-English learning materials using the bilingual program. Therefore, the researchers used data on student learning outcomes to prove the effectiveness of the bilingual program at this school. Based on the results of the data obtained through the instrument documentation in the form of student scores that the researchers got from school grade data, namely daily test scores. The researcher compared the mean scores of the first and second grade on each subject. the value of each lesson between the first and second grade increases, it proves that the bilingual program implemented at Bunga Matahari International School was effective. Based on several previous research results, the implementation of bilingual education in some schools is mostly effective and in using this program there are many factors that support the effectiveness of the programs.

The second research question is “what are the factors of bilingual programs that affect students' non-English learning outcomes?" In implementing a bilingual program, there are several effective factors that are often used by teachers and students. These factors the researcher obtained through a questionnaire. From the

results of student responses through a questionnaire, several factors obtained a high frequency, meaning that these factors are often used in the application of bilingual programs in the classroom. The most influential factor in this school is the teacher.

The teacher is the most influential factor in the effectiveness of the bilingual program at Bunga Matahari International School. Twenty seven students as respondents of the questionnaire given, 17 of them chose the highest Likert scale on the questionnaire points 15 and 16. It means the teacher always builds good interactions with students in the classroom and explains the material repeatedly when there are students who do not understand with the aim of increasing understanding. According to Moore and Harris (2005) the technique that has been done by the teacher is a learning strategy to improve students understanding or also called instructional techniques. The teacher explains the material in English, slowly and clearly, the teacher made pauses between sentences, and also repeated the explanations to avoid students' misunderstandings. Shagdarsuren (2020) has conducted a study to look at the factors that students are interested in learning in English. The results of his research indicate that the external factors that influence the motivation to learn English for students are the teacher, school and classroom environment. Previous studies have also shown that teachers are one of the most important factors in motivating students (Ali & Pathan, 2017).

Based on the highest frequency data from the questionnaire teacher also often gave the material clearly using English and gives motivation in classroom. Pradeepa & Antony (2021) stated that teacher's preparation and training is the most important

component of bilingual education reform. This factor is also supported by the results of Hu & Chen's research (2017), in their research on the main factors that influence the bilingual teaching, they found that teaching materials were not a significant influence on the bilingual program, while the learning motivation of students and teachers significantly influenced the results of their research. Therefore, in the process of implementing bilingual teaching, schools must focus on student motivation and teacher quality. Students need to be stimulated with learning motivation in order to help students interested in learning. On the other hand, teachers who have bilingual skills, professional, attended training and have many techniques and strategies in teaching will greatly influence the effectiveness of the bilingual program

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# CHAPTER V
# CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

## A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. The used of bilingual programs for non-English learning at Bunga Matahari International School was effective. The effectiveness is measured from the value data obtained from the school. Then the researcher compared the average value between the first and the second value. from the results of the comparison there was an increased in the value of each subject. The increase in the value can be concluded that the learning outcomes obtained by students using the bilingual program are effective. students can understand the material presented by the teacher using English well.
2. There are several factors that are often used and influential in the effectiveness of using of bilingual programs at Bunga Matahari International School. Those factors are measured from the questionnaire which is responded by students

depend on the facts that occur in the school environment. Based on the frequency of the questionnaire data obtained, the most influential factor in the effectiveness of the bilingual program at Bunga Matahari International School is the teacher. Teachers play an important role in helping students in the classroom. Although many previous studies state that vocabulary is an obstacle that students often face in understanding material using English, the teachers at this school can overcome these problems. The teachers build good interactions with students, teachers also explain repeatedly material that students have not understood, they also explain material using English that is easy for students to understand, and often provide motivation to learn in class.

## B. Suggestion

The researcher offers suggestions at the end of this chapter. The suggestions in this part may be useful for the teacher, students, and other researchers. Researcher make suggestions as follows.

1. To the teacher

   The teacher has good management in the classroom. The process of teaching was running smoothly because the teacher was able to combine teaching technique, teaching media, and teaching material. they did evaluations well to ensure that the lesson was successful and reached its instructional objectives. The teacher should keep or develop ways to make the lesson more effective.

2. To the student

Students in bilingual school must have an effort to master English language, so they can follow the teaching and learning process well. It can be used as an opportunity for students to develop their English skills. Students are also advised to be active in the learning process so that they can understand the material and improve their learning outcomes, especially in speaking. Therefore, students must have high enthusiasm and motivation to improve their ability in English.

3. To other researchers

This study discusses the effectiveness of using bilingual programs for non-English learners with a focus on the effectiveness of using programs in non-English subject and the factors that influence the effectiveness. It is hoped that the findings of this study will be used as a resource for future research on similar issues.

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# APPENDIX A

**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : B-6417/UN.08/FTK/KP.07.6/06/2022**

**TENTANG**
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 91 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022

**MEMUTUSKAN**

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Khairiah Syahabuddin, MHSc.ESL., M.TESOL., Ph.D. — Sebagai Pembimbing Pertama
2. Fitriah, M.Pd. — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Maulidarni Saputri** |
| NIM | : | **180203140** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **The Effectiveness of Using Bilingual Programs for Non-English Learners** |

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor; SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 03 Juni 2022
Dekan,

**Muslim Razali**

**Tembusan**
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;*
4. *Mahasiswa yang bersangkutan;*
5. *Arsip.*

# APPENDIX B



**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**
**FAKULTAS TARBIYAH DAN KEGURUAN**
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13761/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala SMP Bunga Matahari Internasional School

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MAULIDARNI SAPUTRI / 180203140**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Tgk. Glee Iniem Gampoeng Siem, Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effectiveness of Using Bilingual Programs for Non-English Learners***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 17 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

*Berlaku sampai : 17 November 2022*

Habiburrahim, M.Com., M.S., Ph.D.

**APPENDIX C**

YAYASAN BUNGONG MATAHARI ACEH
SEKOLAH MENENGAH PERTAMA
BUNGA MATAHARI INTERCULTURAL SCHOOL
Jln. Jend.Sudirman No.41A, Geuceu Iniem, Kec. Banda Raya, Kota Banda Aceh
Telp. (0651) 48695, (0651) 7471961, Fax.(0651) 48695
E-mail: smpbmisdisdik.pora@gmail.com Website : www.bungamatahari.sch
Kode Pos: 23239

Banda Aceh, 1 November 2022

Nomor : 422/SMP-BMIS/XI/029/2022.
Lampiran : -
Perihal : Telah Mengumpulkan Data

Yth. Wakil Dekan Fakultas Tarbiyah
dan Keguruan UIN Ar-Raniry
Darussalam, Banda Aceh
di-
Banda Aceh

Sehubungan surat saudara nomor: B-13761/Un.08/FTK.1/TL.00/10/2022 Tanggal 17 Oktober 2022 perihal Penelitian Ilmiah Mahasiswa, maka dengan ini kami sampaikan bahwa:

Nama : Maulidarni Saputri
NIM : 180203140
Prodi : Pendidikan Bahasa Inggris
Jenjang : S-1

Telah mengadakan penelitian/ mengumpulkan data pada Bunga Matahari International School pada tanggal 19 Oktober 2022 dalam rangka penulisan skripsi dengan judul **"The Effectiveness Of Using Bilingual Programs For Non-English Learners"**

Demikian surat ini kami buat agar dapat dipergunakan seperlunya. Atas kerja sama yang baik, kami ucapkan terima kasih.

Kepala Sekolah,

Nana Diana, S.Pd., M.Pd.

**APPENDIX D**

**KUESIONER PENELITIAN**

**"THE EFFECTIVENESS OF USING BILINGUAL PROGRAMS FOR NON-ENGLISH LEARNERS"**

Questionnaire ini saya adaptasi beberapa penelitian terdahulu

Assalamualaikumwr.wb

Yth siswa/ siswi Bunga Matahari International School

Izinkan Saya memperkenalkan diri. Nama Saya Maulidarni Saputri, mahasiswi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry Banda Aceh, saat ini Saya sedang melakukan penelitian yang berjudul "The Effectiveness of Using Bilingual Programs for Non-English Learners" sebagai salah satu persyaratan untuk menyelesaikan tugas akhir Pendidikan Sarjana (S1). Untuk itu, Saya memohon bantuan kepada Adik-adik untuk berpartisipasi dalam mengisi questioner ini.
Terima kasih atas waktunya.
Wassalmualaikum wr. wb.

PETUNJUK

1. Questioner ini ditujukan untuk siswa/ siswi Bunga Matahari International School.
2. Questioner ini bertujuan untuk mengumpulkan informasi terkait Faktor keefektifan program bilingual bagisiswa.
3. Questioner ini di susun dengan menggunakan skala likert yaitu:
   Always = Selalu
   Often = Sering
   Sometimes = Kadang-kadang
   Rarely = Jarang
   Never = Tidakpernah
4. Isilah data pribadi dibawah ini dengan menggunakan inisial nama Anda, sebagai contoh: Muhammad Haris "MH"
5. Jawablah penyataan-pernyataan di bawah ini dengan memberikan tanda silang (X) pada salah satu pernyataan berikut sesuai dengan realita anda.
6. Atas kesediaan dan bantuan yang adik-adik berikan, saya ucapkan terima kasih Wassalamualaikumwr.wb.

Data Pribadi

Nama :
Kelas :
Jenis Kelamin :

**Faktorkeefektifan program bilingual bagisiswa**

| NO | PERNYATAAN | PILIHAN JAWABAN | | | | |
|---|---|---|---|---|---|---|
| | | Always | Often | Sometimes | Rarely | Never |
| 1. | Siswa menggunakan bahasa Inggris dalam percakapan sehari-hari di lingkungan sekolah. | | | | | |
| 2. | Siswa aktif berdiskusi disaat pembelajaran berlangsung. | | | | | |
| 3. | Siswa rutin menghafal kosa kata baru setiap harinya. | | | | | |
| 4. | Siswa menggunakan buku paket dalam bahasa Inggris. | | | | | |
| 5. | Siswa menggunakan kamus bahasa Inggris saat pembelajaran berlangsung. | | | | | |
| 6. | Siswa kesulitan memahami kosa kata pada materi pembelajaran. | | | | | |
| 7. | Siswa kesulitan memahami kosa kata yang digunakan oleh guru. | | | | | |
| 8. | Siswa menggunakan bahasa Inggris dalam percakapan sehari-hari di luar sekolah. | | | | | |
| 9. | Siswa mengikuti kegiatan pembelajaran di luar sekolah seperti private, les bimbel dan sejenisnya. | | | | | |
| 10. | Siswa sudah terampil berbahasa Inggris sebelum bergabung ke sekolah tersebut. | | | | | |
| 11 | Siswa memiliki buku berbahasa Inggris sebagai bahan pembelajaran di luar jam sekolah. | | | | | |
| 12 | Setiap pembukaan pembelajaran guru memberikan beberapa kosakata sebagai kunci untuk lebih mudah di pahami selama pembelajaran. | | | | | |
| 13 | Guru pembelajaran merupakan ahli atau | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | profesional dalam bidangnya | | | | | |
| 14 | Guru mengajar menggunakan media pembelajaran. | | | | | |
| 15 | Guru membangun interaksi yang baik dengan murid di dalam kelas. | | | | | |
| 16 | Guru memberikan materi dengan jelas menggunakan bahasa Inggris. | | | | | |
| 17 | Guru menjelaskan materi secara berulang ketika ada siswa yang belum paham. | | | | | |
| 18 | Guru menjelaskan materi menggunakan bahasa Indonesia karena murid belum paham setelah dijelaskan secara berulang. | | | | | |
| 19 | Guru memberikan motivasi dalam kelas. | | | | | |
| 20 | Sistem pembelajaran yang diterapkan oleh Guru cenderung membosankan. | | | | | |

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**APPENDIX E**

YAYASAN BUNGONG MATAHARI ACEH
SEKOLAH MENENGAH PERTAMA
BUNGA MATAHARI INTERCULTURAL SCHOOL
Jln. Jend.Sudirman No.41A, Geuceu Iniem, Kec. Banda Raya, Kota Banda Aceh
Telp. (0651) 48695, (0651) 7471961, Fax.(0651) 48695
E-mail: smpbmisdisdikpora@gmail.com Website : www.bungamatahari.sch
Kode Pos: 23239

**DATA OF STUDENTS ASSESSMENT**

**GRADE VIII**

| NO | CODE | MATH | | SCIENCE | | SOCIAL | |
|---|---|---|---|---|---|---|---|
| | | A1 | A2 | A1 | A2 | A1 | A2 |
| 1 | ARS | 90 | 90 | 90 | 93 | 93 | 93 |
| 2 | ABC | 92 | 91 | 89 | 95 | 93 | 93 |
| 3 | ASL | 85 | 88 | 89 | 95 | 93 | 93 |
| 4 | CL | 91 | 91 | 93 | 95 | 93 | 93 |
| 5 | EF | 87 | 88 | 92 | 95 | 93 | 93 |
| 6 | GCS | 92 | 91 | 93 | 95 | 93 | 95 |
| 7 | IRK | 87 | 88 | 82 | 94 | 90 | 93 |
| 8 | JO | 92 | 91 | 94 | 95 | 93 | 93 |
| 9 | JCS | 86 | 90 | 89 | 94 | 90 | 92 |
| 10 | LQ | 86 | 88 | 91 | 93 | 93 | 90 |
| 11 | CD | 90 | 91 | 93 | 95 | 93 | 95 |
| 12 | CI | 90 | 91 | 93 | 94 | 93 | 93 |
| 13 | CF | 80 | 89 | 83 | 93 | 91 | 90 |
| 14 | CTN | 89 | 90 | 91 | 95 | 93 | 93 |
| 15 | DAM | 92 | 92 | 93 | 95 | 93 | 93 |
| 16 | HA | 93 | 91 | 80 | 89 | 92 | 90 |
| 17 | IA | 87 | 88 | 90 | 94 | 92 | 92 |
| 18 | AS | 90 | 91 | 92 | 95 | 93 | 92 |

Banda Aceh, October 19th, 2022
Head Master,

Nana Diana, S.Pd., M.Pd.

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## APPENDIX F

| | F 1 | F 2 | F 3 | F 4 | F 5 | F 6 | F 7 | F 8 | F 9 | F 10 | F 11 | F 12 | F 13 | F 14 | F 15 | F 16 | F 17 | F 18 | F 19 | F 20 | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| RS 1 | 4 | 5 | 3 | 3 | 2 | 4 | 3 | 2 | 3 | 2 | 3 | 4 | 4 | 2 | 4 | 3 | 5 | 5 | 4 | 2 | 67 |
| RS 2 | 3 | 3 | 2 | 5 | 3 | 3 | 3 | 2 | 4 | 1 | 3 | 4 | 1 | 5 | 3 | 5 | 3 | 5 | 4 | 1 | 63 |
| RS 3 | 4 | 4 | 2 | 5 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 2 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 2 | 61 |
| RS 4 | 4 | 5 | 2 | 5 | 2 | 2 | 2 | 4 | 1 | 3 | 3 | 2 | 4 | 4 | 5 | 4 | 4 | 4 | 5 | 2 | 67 |
| RS 5 | 5 | 2 | 5 | 4 | 2 | 3 | 1 | 4 | 3 | 2 | 2 | 3 | 5 | 3 | 4 | 5 | 5 | 4 | 4 | 3 | 69 |
| RS 6 | 3 | 4 | 2 | 4 | 3 | 2 | 3 | 2 | 4 | 3 | 4 | 3 | 4 | 5 | 5 | 3 | 5 | 4 | 3 | 2 | 68 |
| RS 7 | 3 | 4 | 2 | 4 | 2 | 3 | 3 | 1 | 3 | 4 | 3 | 2 | 4 | 5 | 5 | 3 | 4 | 4 | 3 | 3 | 65 |
| RS 8 | 4 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 4 | 5 | 1 | 3 | 5 | 4 | 5 | 3 | 5 | 3 | 2 | 3 | 64 |
| RS 9 | 4 | 3 | 2 | 4 | 2 | 2 | 2 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 2 | 67 |
| RS 10 | 4 | 3 | 2 | 5 | 2 | 2 | 2 | 4 | 3 | 2 | 4 | 2 | 3 | 4 | 5 | 3 | 5 | 3 | 3 | 2 | 63 |
| RS 11 | 4 | 4 | 2 | 5 | 3 | 2 | 2 | 3 | 4 | 4 | 3 | 2 | 5 | 5 | 4 | 3 | 5 | 3 | 3 | 4 | 70 |
| RS 12 | 4 | 3 | 2 | 5 | 2 | 3 | 3 | 1 | 4 | 5 | 1 | 2 | 4 | 2 | 3 | 5 | 5 | 4 | 3 | 1 | 62 |
| RS 13 | 4 | 5 | 3 | 3 | 2 | 3 | 2 | 3 | 4 | 3 | 3 | 1 | 5 | 2 | 5 | 4 | 4 | 4 | 5 | 2 | 67 |
| RS 14 | 4 | 3 | 2 | 4 | 2 | 2 | 2 | 2 | 5 | 4 | 2 | 2 | 4 | 3 | 4 | 4 | 4 | 4 | 3 | 3 | 63 |
| RS 15 | 3 | 5 | 2 | 3 | 2 | 2 | 2 | 3 | 4 | 3 | 2 | 4 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 2 | 68 |
| RS 16 | 4 | 3 | 4 | 5 | 2 | 2 | 1 | 4 | 3 | 2 | 5 | 3 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 1 | 70 |
| RS 17 | 5 | 3 | 5 | 4 | 3 | 2 | 3 | 4 | 3 | 2 | 2 | 3 | 5 | 3 | 4 | 5 | 5 | 2 | 5 | 2 | 70 |
| RS 18 | 3 | 5 | 1 | 5 | 2 | 3 | 2 | 3 | 4 | 4 | 1 | 1 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 2 | 67 |
| RS 19 | 4 | 3 | 4 | 4 | 2 | 3 | 3 | 3 | 4 | 3 | 3 | 4 | 5 | 4 | 5 | 4 | 5 | 5 | 5 | 2 | 75 |
| RS 20 | 4 | 3 | 3 | 5 | 1 | 3 | 3 | 5 | 3 | 3 | 3 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 2 | 76 |
| RS 21 | 4 | 4 | 3 | 5 | 1 | 2 | 2 | 4 | 3 | 5 | 5 | 2 | 5 | 4 | 5 | 5 | 5 | 3 | 4 | 2 | 73 |
| RS 22 | 3 | 4 | 3 | 5 | 3 | 2 | 3 | 1 | 1 | 1 | 1 | 3 | 4 | 3 | 5 | 5 | 4 | 2 | 3 | 2 | 58 |
| RS 23 | 4 | 5 | 4 | 5 | 1 | 3 | 2 | 4 | 2 | 1 | 2 | 3 | 4 | 3 | 5 | 4 | 5 | 2 | 5 | 3 | 67 |
| RS 24 | 4 | 3 | 4 | 3 | 1 | 2 | 2 | 5 | 5 | 4 | 1 | 2 | 5 | 5 | 4 | 4 | 2 | 1 | 4 | 5 | 66 |
| RS 25 | 3 | 4 | 2 | 5 | 2 | 3 | 3 | 2 | 3 | 3 | 1 | 3 | 5 | 2 | 5 | 5 | 5 | 4 | 3 | 2 | 65 |
| RS 26 | 4 | 4 | 3 | 5 | 3 | 2 | 2 | 3 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 3 | 4 | 2 | 77 |
| RS 27 | 4 | 3 | 5 | 5 | 2 | 2 | 2 | 3 | 1 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 2 | 5 | 3 | 73 |
| Total | 103 | 100 | 76 | 118 | 56 | 67 | 62 | 80 | 88 | 84 | 71 | 77 | 116 | 103 | 123 | 113 | 121 | 94 | 107 | 62 | |
| Mean | 3.81 | 3.70 | 2.81 | 4.37 | 2.07 | 2.48 | 2.30 | 2.96 | 3.26 | 3.11 | 2.63 | 2.85 | 4.30 | 3.81 | 4.56 | 4.19 | 4.48 | 3.48 | 3.96 | 2.30 | |

**APPENDIX G**

## Validity and Reliability Test

ASSESSMENT 1

| | | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| Math | Pearson Correlation | 1 | ,344 | ,500* | ,761** |
| | Sig. (2-tailed) | | ,162 | ,035 | ,000 |
| | N | 18 | 18 | 18 | 18 |
| Science | Pearson Correlation | ,344 | 1 | ,679** | ,863** |
| | Sig. (2-tailed) | ,162 | | ,002 | ,000 |
| | N | 18 | 18 | 18 | 18 |
| Social | Pearson Correlation | ,500* | ,679** | 1 | ,796** |
| | Sig. (2-tailed) | ,035 | ,002 | | ,000 |
| | N | 18 | 18 | 18 | 18 |

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

ASSESSMENT 2

| | | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---|---|---|---|---|---|
| Math | Pearson Correlation | 1 | ,060 | ,313 | ,592** |
| | Sig. (2-tailed) | | ,814 | ,205 | ,010 |
| | N | 18 | 18 | 18 | 18 |
| Science | Pearson Correlation | ,060 | 1 | ,690** | ,785** |
| | Sig. (2-tailed) | ,814 | | ,002 | ,000 |
| | N | 18 | 18 | 18 | 18 |
| Social | Pearson Correlation | ,313 | ,690** | 1 | ,887** |
| | Sig. (2-tailed) | ,205 | ,002 | | ,000 |
| | N | 18 | 18 | 18 | 18 |

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REABILITY 1

| Cronbach's Alpha | N of Items |
|---|---|
| ,797 | 4 |

REABILITY 2

| Cronbach's Alpha | N of Items |
|---|---|
| ,806 | 4 |

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**APPENDIX H**

## Research Documentation

***Figure 4*** *The Process of Students Filling Out the Questionnaire*

***Figure 5*** *The Head Master of BungaMatahari International School*

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# AUTOBIOGRAPHY

1. Name : Maulidarni Saputri
2. Place/ Data of Birth : Desa Siem/ 18 July 2000
3. Sex : Female
4. Religion : Islam
5. National/ Ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Dusun Keubok, Gampong Siem, Darussalam, Aceh Besar
8. Email : maulidarnisaputri07@gmail.com
9. Parents
   a. Father's Name : Mahdar
   b. Occupation : Mechanic
   c. Mother's Name : Anita, S. Pd.
   d. Occupation : Teacher
10. Educational Background
    a. SDN Lambaro Angan : Graduated in 2012
    b. MTsS Darul Ihsan : Graduated in 2015
    c. MAS Darul Ihsan : Graduated in 2018
    d. English Department of UIN Ar-Raniry : Graduated in 2023

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