

THE STUDENTS' ABILITY IN SPEAKING BILINGUAL (ENGLISH AND ARABIC) AT ISLAMIC BOARDING SCHOOL OF DARUL HUFFADH BONE



A Thesis

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ABSTRACT

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Title : **The Students' Ability in Speaking Bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh Bone.**
Consultants : **1. Abd. Muin**
2. Nur Rachma Isnaeni

This thesis aimed at finding out the students' ability and their obstacles in speaking bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh.

The population of the research was senior high school students of Darul Huffadh. It consists of three classes. The number of the students were 68. The writer applied a random sampling technique. The number of sample was 34 students'. The data were collected through Oral Proficiency Test and Interview. In this research the writer used Hughes, Gay, and Sudjana's theory.

The result of this research showed that the students' ability in speaking Bilingual (English and Arabic) was dominant with the value in English 2.75 it was average and in Arabic 3.125 it was Good. Then, there are two factor of obstacles the students face in Speaking Bilingual (English and Arabic) they are external and internal factors. Where in external, it related to the factor of students in school. Whereas in internal, it related to the cognitive factor of students.

The conclusion of this research that the students ability in using bilingual English and Arabic at Boarding school of Darul Huffadh is dominant category. However, there are two factor of obstacle that the students face in using bilingual they are external and internal factor.

CHAPTER I

INTRODUCTION

A. Background

In daily life, we cannot be separated with language, because language is a tool of communication, especially as an identity of a nation's culture. Language has a close relation with the society which is seen as creating and being created by social identities, social relation, and system of knowledge and beliefs. According to Kramsch (1998:3), Language is the principle means where we conduct our social lives, whereas Wardhaugh in Ba'dulu (2004:1) defines language as a system of vocal symbols used for human communication.

Communication is a basic need of human beings. The main instrument of communication is language. By using it, human can get information through the language. Since human beings are social creature, they have a tendency to live among their society and need communication and interaction. They cannot live alone without interaction with other people.

In the era of globalization, international relationship is getting expanded. International relations used communications to support the successful cooperation. In order the relationship with other countries run smoothly, there needs to be a language either oral or written so that the communication can be understood by two sides. English was chosen to be the language of business or language to communicate. On the contrary with the Arabic, because the Arabic can open the work in the oil industry and travel. By knowing the Arabic we can find careers in various fields such as journalism, business and industry, and on

bank finance, translation and interpretation, education and other field. Then a study of the people who speak more than one language is called bilingualism (Myers, 2006:17).

Bilingualism are normal in many parts of the world and that people in those parts would view any other situation as strange and limiting (Wardhaugh, 1988:98) In the popular view, being bilingual equals being able to speak two languages perfectly (Bloomfield, 1935:56).

Viewing the definition of bilingualism above, the writer can conclude that bilingual is a person who speak two different languages perfectly in their daily life, even though the two languages do not the same frequency use. The example one, boarding school students of Darul Huffadh study two foreign languages, such as English-Arabic. Both languages are often used as their language every day. Although both languages are compulsory to use, they have different obstacles and ability to use it, whether their educational background, enviromental, limited in vocabulary, busy hours and dialect.

From these problems, the writer is interested in investigating the students' ability in speaking bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh.

B. Problem Statement

Based on the background above, the writer formulates research questions as follows:

1. How is the students' ability in speaking bilingual (Arabic and English) at Islamic Boarding School of Darul Huffadh?

2. What obstacles do the students face in learning two languages (Arabic and English) concurrently at Islamic Boarding School of Darul Huffadh?

C. Objective of the Study

Based on the problem statement above, the writer would like to propose the objective of the study as follows:

1. To know the students's ability in speaking bilingual (Arabic and English) at Islamic Boarding School of Darul Huffadh.
2. To find out the obstacles that the students face in learning two languages (Arabic and English) concurrently at Islamic Boarding House of Darul Huffadh.

D. Significance of Study

The bilingualism study that the writer has observed is expected to be useful for academic especially to add the reference about bilingual and for all students who want to study about bilingual (Arabic and English) as well.

E. Scope of The Study

In this thesis, the writer limited and focused her research on the students' ability in speaking skill using bilingual (Arabic and English) at Islamic Boarding School of Darul Huffadh.

CHAPTER II

REVIEW OF RELATED LITERATURE

This sub chapter discuss the review of related literature about previous findings and theoretical framework related to the title of this thesis.

A. Previous Findings

There are some researchers who have conducted about students' ability in Speaking Bilingual such as:

Kang (2011) in his thesis, "*English Attrition in Korean-English Bilingual Children*". He found that it seems clear that Korean-English bilinguals' English attrition is not likely to occur within a short period because of the highly valued status of English in Korea.

Netelenbos (2000) in his thesis "*Speech Productions of French-English Bilingual Speakers in Western Canada*". He found that French-English bilinguals maintain separate VOT categories between their English (L2) and French (L1), except for /t/. Their L2 is intermediate between monolingual English and their L1. Voiced and voiceless categories are behaving differently.

Mahmud (2005) in her thesis "*Language Change in Bugis Society*". She found that two different Bugis communities, there is a different pattern of their language use. Bugis is mostly used in rural area whereas Indonesian is mostly used in urban area. It is found that although Indonesian is mostly used among younger generations, Bugis will not be endangered. Bugis language is still used by many speakers for the sake of maintaining politeness.

Kang analyzed the Bilingual Children in Korean-English specialty in English Attrition. Netelenbos analyzed the Bilingual Speaker of French-English specialty in Speech Production at Western Canada. Mahmud analyzed about Bilingual Indonesia-Bugis at Bugis society. Whereas, this research focused on students' ability in speaking bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh.

B. Bilingual Speaker/ Speaking Bilingual

1. Definition of Bilingualism

Bilingualism refers to the use of two languages by individual of speech community, if a speaker is fluent in two languages, they are said to be bilingual. The commonly held image of bilingual person is one brought up in such cultures where they are exposed to two languages from birth. It is not necessary for them to be equally fluent, but they should be very competent in the second language (Harley in Muin, 2012:7).

Along this with the significant development of the term, the writer finds different definitions and description of bilingualism among these sociolinguists. According to Bloomfield (1933:56) bilingualism as native like control of two languages. This implies that in order to be considered as a bilingual, the speaker should master the two given languages. By contrast, Haugen (1953:7) defines that bilingualism begins when the speaker of one language can produce complete meaningful utterance in the other language.

On the other hand, Diebold (1964 in Yassi 2003:27) states a minimal definition of bilingualism when he uses the term 'incipient bilingualism' to

characterize the initial stages of contact between two languages. In doing so, he leaves open the question of the absolute minimal proficiency required in order to be bilingual and allows for the fact that a person may be bilingual to some degree, yet not be able to produce complete, meaningful utterance. Another case with Bhatia (2004:22) explain is that The investigation of bilingualism is a broad and complex field, including the study of the nature of the individual bilingual's knowledge and use of two (or more) languages as well as the broader social and cultural consequences of the widespread use of more than one language in a given society. While Weinrich (1953 in Hornby 1977:3) states that bilingualism as the practice of alternatively using two language. Whereas Laveday, (1987:8) defines that bilingual is a person who has command of two languages and particularly, some one who has not to learn the L2 in an institution setting but is naturally exposed to it in childhood. Temporary Spolsky (1998:45) states that bilingual as a person who has some functional ability in second language. Whereas Hamer and Blanc (1987:6) define that bilingualism as the state of a linguistic community in which two languages are in contact with the result that codes can be used in the same interaction and that a number of individual are bilinguals.

Viewing the definition above, the writer can conclude that a speaker may be called active bilingualism if the speaker can produce or understand of the two language completely, but when the speaker can produce or understand only a part of the two languages it is called passive bilingualism.

2. Definition of speaking

According to (Webster in Isnaeni, 2008:26) speaking is the act of uttering the words. In another view, speaking is talked to be fundamentally and instrument act. On the other hand, according to (Widdowson in Isnaeni, 2008:26) “the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange”. It means, what one says, therefore, is dependent on an understanding of what other has said.

Furthermore, he goes on his statement that speaking for the manifestation of language as use in spoken interaction is talking. It has a productive part when one participant in an interaction assumes the active role of speaker, and this productive aspect of talking is referred to as saying. The receptive aspect of talking refers to the understanding of a piece of spoken language. This understanding mean one or two things; whether understanding it as usage or understanding it as use. Understanding the sense of recognition of the signification of sentence is referred to as hearing. On the other hand, understanding the sense of the recognition of how the use of particular sentence relates to what else has been said in the interaction is referred to as listening.

In short, speaking is an oral communication and interaction involving three element, they are: the speaker who gives message or information, the language as medium in giving message or information and the listener who receives message or information.

C. Classification of Individual Bilinguals

A favorite activity for the field is attempting to classify bilinguals different categories depending on linguistic, cognitive, developmental, and social dimensions. There are a number of elements that account for the complexity of understanding bilingualism.

First, one should not that bilingualism has multiple dimensions. Reflecting the multi-dimensionality of bilingualism, the writer have proposed different classifications depending on which dimensions of bilingualism they focus on. For example, the distinction between *balanced* and *dominant* (or *unbalanced*) bilingual is based on the relationship between the proficiencies of the respective languages that bilinguals master. Balanced bilinguals are those who acquire similar degrees of proficiency in both languages, whereas dominant (or unbalanced) bilinguals are individuals whose proficiency in one language is higher than that in the other language (Peal and Lambert in Butler and Kenji, 2004:115).

By contrast, Weinrich (1953:9-11) categorize individual bilingualism into three types in terms of the way it was thought that the concepts of language were encoded in the individual's brain: coordinate, compound, and sub-coordinate.

a. Coordinate Bilingualism

He went on elaborating that in coordinate bilingualism, the person learns the languages in separate environments, and the words of the two languages are kept separate with each word having its own specific meaning.

An example, would be a person whose first language is English, who then learned French later in school. Because the two languages were associated with different contexts, it was believed that different conceptual systems would be developed and maintained for the two languages. This would mean that the French term 'livre' as he exemplified would have its own meaning and the English word 'book' its own meaning.

b. Compound Bilingualism

By contrast, in compound bilingualism the person learns the two languages in the same context, where they are used concurrently, so that there is a fused representation of the languages in brain.

Thus, as he acquired a child, for example, acquired both French and German, in the home would know German 'buch'(book) and French 'livre' but would have one common meaning for them both. The two words would be tied to the same mental representation. Single concept would have two different verbal labels attached to it.

c. Sub-coordinate Bilingualism

In the sub-coordinate type the bilingual interprets words of his weaker language through the words of the stronger language. Thus, the dominant language acts as a filter for the other. If English is the weaker language of an Urdu/English bilingual, the English word 'book' will evoke the Urdu word 'kitab'.

Systems tied

Viewing the definition above, the writer can conclude that the compound bilingual would have one set of meanings and two linguistic systems tied to them,

the coordinate bilingual has two sets of meaning and two linguistic system tied to them. The sub-coordinate bilingual, however has a primary set of meanings established through his first language, and another linguistic system attached to them.

Following Weinrich (1953), Romaine (1991:720) illustrate the concept of the three types of bilingualism as shown in the figure below. This simply intended to have a much clearer description of the three types of bilingual.

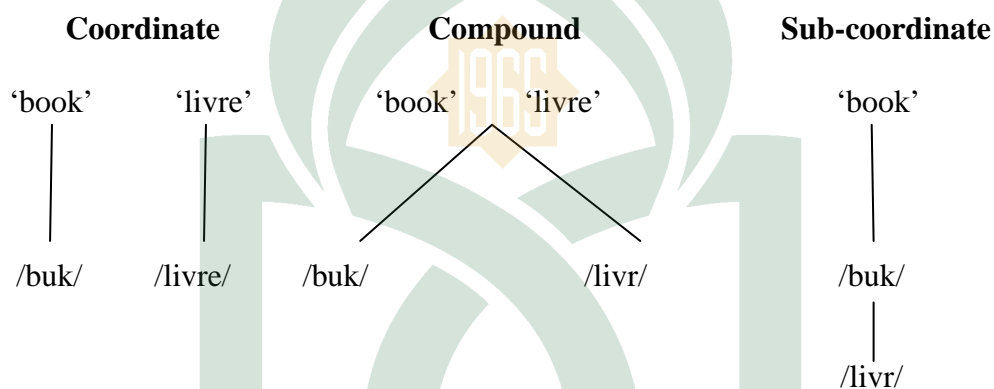


Figure 1. Types of bilingualism (taken from Romaine, 1991:720)

From figure 1 above, the concept 'book' can be associated in different ways with the phonetic representation of the concept in the French/English bilingual.

In addition to these individual variables, bilingual can be classified based on various social variables. Focusing on the social status of language, fishman distinguished folk bilinguals from elite bilinguals. Folk bilinguals are language minority groups whose own language does not have a high status in the dominant language society in which they reside, whereas elite bilinguals are those who speak a dominant language in a given society and who also speak another

language which gives them additional value within the society (Fishman, 1977:5). However According to Genesee et al.,.. Bilinguals also can be classified into early and late bilinguals depending on the age of exposure to two (or more) languages (Genesee et al,..in Butler and Hakuta, 2004: 188).

Lambert focused on how one's L2 affected the retention of one's L1. Bilinguals who can enhance their L2 without losing L1 proficiency have been referred to as additive bilinguals, whereas those whose L2 was acquired or learned at the expense of losing their L1 have been referred to in the literature as subtractive bilinguals (Lambert, 1974:75)

To be additive bilinguals, both of the languages learned by bilingual individuals must be valued in the society in which they reside. It is important to note that these dimension are often interrelated. One may argue that who exposed two languages from birth (simultaneous bilinguals) have a better chance to be balanced bilingual individuals (Butler and Kenji, 2004:118).

Viewing the classification of bilingualism above the writer interested in using Peal and Lambert's theory because it is focusing about relationship between proficiencies in two languages.

D. Theory of Obstacle

According to Syah (2007: 183) factors of obstacle in learning consists of two kinds namely; internal factors and external factors are:

1. Internal factors are things or circumstances that arise from students' own self. Internal factors include impaired students or students psychological disability, namely are:

- a. Cognitive (the realm of knowledge); among others such as low intellectual capacity or intelligence students.
 - b. Affective (the realm of feeling); among other such as emotional liability and attitudes.
 - c. Psychomotor (the realm of action); among other tools such as disruption of the senses of vision and hearing (the eyes and ears).
2. External factors of students are things or circumstances outside the student. An external factor includes all situation and surrounding condition the environmental conditions that do not support students' learning activities. These environmental factors includes as follows:
- a. Family; for example disharmony of relationship between the father and mother and the low economic of the family.
 - b. Environment; for example sum areas, and bad playmates (bad peer group).
 - c. School (university for example the condition and location of buildings); such as mastering lecturers of subject, teaching method and facility or school tools are inferior quality.

Based on explanations above, the writer states that obstacle is problem in studying about anything that hard to do it or hard to understand. In this relation above, the writer identified study of problems about the students' obstacles in using Bilingual English and Arabic at Boarding School of Darul Huffadh.

E. Verbal Linguistic Factors

Most of the students assume that speaking is the most difficult skill to master compared with other language skills. So the writer tries to describe some verbal linguistic factors influencing the students' speaking ability as follow:

1. Pronunciation

Pronunciation is a matter of being generally accepted order for a particular dialect. Borman, et al in Armawana (2006:10) states that the concept of pronunciation may be said to include the sounds of the language or phonology, stress, rhythm and intonation. Rabnon in Armawana (2006: 12) claims that English sounds must be intensively paid attention to get an accurate understanding.

It can be concluded that pronunciation, as a way of producing or pronouncing speech sounds is very important aspect in English particularly in speaking. It relates so tightly to the sounds. Non-native speakers of English need more and more practice to be accustomed with those English sounds. If someone mispronounces the words, people may misunderstand and get wrong information.

Even though pronunciation is important, it is one of the difficult aspects of language to learn. People seem hard to understand English when they hear it for the first time. They usually complain that English is too difficult to understand. They get problem in recognizing the sounds. Concerning this matter, Wilga M Rivers in Armawana (2006:12) stated that we have all the experience when listening to foreigners speaking our language. We also have great difficult to

understand what they are to say, not because the lack of knowledge of vocabulary and language structure but the sound they produce seemed strange.

In brief, pronouncing speech sounds differ because of some causes such as the different background of mother tongues, different level of social and education or different consonants.

2. Grammar

Maybin and Joan in Nadianto (2010:11) said that “ grammar is used to broad senses in linguistic: first, it refers to aspects of the use structure of language. Second it refers to particular approach to the study of linguistic structure.

Grammar is the sets of rules related sound sequences to meanings. In broadest terms, it can be characterized grammar that must be known by individual word meaning order to interpret a sentences. Students need grammar in order to communicate underlying proposition compactly and efficiently.

3. Vocabulary

When we want to speak, we need words. Knowing words means knowing both their sound and meaning. Recognizing only one of it can be a problem in communication. Word is a medium for expressing ideas, opinion and feelings. Many activities such as speaking, listening, reading and so on use words as a medium. Language without structure a few can be communicated. Without words nothing can be communicated.

4. Comprehension

Hand Clark and Clark (1977: 43-44) said that “comprehension has two common senses. In its narrow sense it denotes the mental processes by which

listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think. The speaker intended to convey Comprehension in its broader sense, however, rarely ends here, for listeners normally put the interpretations they have built to work”.

From this definition the writer can conclude that language comprehension is Understanding what other people say and write. language comprehension is more complicated than it might at first appear. Comprehending language involves a variety of capacities, skills, processes, knowledge, and dispositions that are used to derive meaning from spoken, written, and signed language.

F. A Brief Profile of Islamic Boarding School of Darul Huffadh

Applied learning Arabic and English, Boarding School of Darul Huffadh has several techniques, which is expected that students can master proficient in that both language. Since Darul Huffadh is a Boarding School the students has their own motto that is “the language is the boarding crown , if the language advance the boarding will be increase , and if the language dissolved the boarding will be retreat”. Therefore the students are trying to improve their language because they cling to the principle. Then Arabic and English serve as the official language that must be used in their daily activities. In order to improve the students’ ability in language area, there are parts of the language teaching in order the students’ language can be controlled, and the portions are:

1. LAC (Language Advisory Council)

LAC (Language Advisory Council) is part of the language that consists of teachers who teach the students in the class and guide all students in learning language.

2. CLI (Central Language Improvement)

Is part of the language that consists of students who are taught in the organization And oversees students in speaking in the environment lodge boarding.

3. LMTV (Language Motivator)

It consists of students who are taught in the organization. This part oversees students in dormitories.

Therefore, in order the students can speak proficiently and fluently, they must follow the extracurricular language itself includes giving vocabulary (*liko'i mutarodifat*), speech (*muhadroh*), language courses (*su'batul lugoh*), conversation (*muhadasa*), the rules language (*qowaid*). The Preview of Five extracurricular are:

a. Giving Vocabulary (*liko'i mutarodifat*)

Giving the vocabulary is given by manager room or LMTV (language motivator) in every day and students provided assignments from these vocabulary by making sentence so they know how to use that vocabulary then they memorized and used in thier daily activities.

b. Speech (*muhadoroh*)

These speech guided by the manager of CLI (Central Improvement Language) and is held on Thursday and Monday night after the students came out from the mosque. These extracurricular can train the students to speak language

(Arabic, English) correspond with the concept that they made themselves, but before that concept delivered it was advance by the manager of CLI which is knows more about koidah or language structure.

c. Language courses (*su'batul lugoh*)

These language courses are guided by the manager of CLI (Central Improvement Language) that held on Saturday and Monday during after lunch and it is taught by their seniors who are so prominent in language skill and are more arguable other students.

d. Conversation (*muhadasah*)

This conversation is guided by the LAC (Language Advisory Council) held on Friday and Friday night before the sport. On Friday night, there is conversation given by a teacher specially for class 2nd and 3rd grade students of Senior High School, whereas classes 1st grade of students senior high school and 1,2,3 grade students of junior high school will be provided by the LAC. On Friday, the students should already memorized all vocabulary and for students who have not memorized will be punished.

e. Language Rules (*qowaid*)

The language rules borne by the the teachers, that is provided during class lessons. The lesson include nahwu sorof, and grammar. This class let students to know and understand the forms of words and it's changes.

CHAPTER III

RESEARCH METHOD

This chapter describes the method of the research, population and sample, source of data, instrument of the research, the procedure of collecting the data and technique of data analysis.

A. Research Method

In this research, the writer use descriptive quantitative method. It aims to find out the description of the students' ability and their obstacles in speaking bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh Bone.

B. Population and Sample

1. Population

The population of this research is senior high School Students of Darul Huffadh Bone. It consists of three classes, they are 1st grade, 2nd grade, and 3rd grade' so the total number of the population is 68.

Table 1. Population of the Research

No.	Class	Students
1.	1	25
2.	2	20
3.	3	23
Total number of the students		68

2. Sample

In this thesis, the writer use random sampling technique. The writer took 12 students each class, especially for 2nd grade the writer only took 10 students so the total number of the sample is 34 students or 50%.

D. Instrument of Research

Research instrument is used to obtain or collect data in order to solve problems in achieving the goals of the research study. The instruments are oral proficiency test and interview.

1. Oral Proficiency Test

The Oral proficiency test is conducted to know the students' ability in speaking bilingual (English and Arabic) at Islamic Boarding School of Darul Huffadh.

In this step, the writer gave the students a picture and ask them to explain what the picture is (See Appendix A). Here the writer used classification of the students' ability with the criteria as follows:

1. Pronunciation

Table 2: Scores and Criteria of pronunciation

Classification	Score	Criteria
Excellent	5	Has few traces of foreign accent.
Good	4	Always intelligibel through one is conscious of a definite accent.
Average	3	Pronunciaton problems necessita concentrated learning and lead to misunderstanding.
Poor	2	Very hard to understand because pronunciation problems must frequently be asked to repeat.
Very poor	1	Pronunciation problems so severe as to make speech virtually unintelligible.

2. Grammar

Table 3: Scores and Criteria of grammar

Classification	Score	Criteria
Excellent	5	Makes few (if any) noticeable of errors of grammar or word order
Good	4	Occasionally makes grammatical as word order errors which do not, however, obscure meaning.
Average	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
Poor	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentence or restrict him to basic patterns.
Very poor	1	Errors in grammar and word order as severe as make speech virtually unintelligible.

3. Vocabulary

Table 4: Scores and Criteria of Vocabulary.

Classification	Score	Criteria
Excellent	5	Use of vocabulary or idioms is virtually that of a native speaker.
Good	4	Sometimes uses inappropriate terms or must rephrase ideas because of lexical inadequacies.
Average	3	Frequently uses the wrong words, conversation somewhat limited vocabulary.
Poor	2	Misuse of word and very limited vocabulary make conversation quite difficult.
Very poor	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

4. Comprehension

Table 5: Scores and Criteria of fluency

Classification	Score	Criteria
Excellent	5	Appears to understand everything without difficult.
Good	4	Understanding nearly everything at normal speed, although occasionally repetition may be necessary.
Average	3	Understanding most of what is said is lower than normal speed with repetition.
Poor	2	Has great difficult following that is said can comprehend only social conversation spoken slowly and with frequent repetiiton
Very poor	1	Cannot to say understand even simple conversation English.

To measure the speaking progress of students on the both component observe, the score of the students will classified into:

1. Scores 4.01- 5.00 is classified as excellent
2. Scores 3.01- 4.00 is classified as good
3. Scores 2.01-3.00 is classified as average
4. Scores 1.01-2.00 is classified as poor
5. Scores 0.00-1.00 is classified as very poor

(Hughes in Suriani 2013:25-27)

2. Interview

The interview is conducted to know the students' obstacle in speaking bilingual (English and Arabic). The list of question interview are attached on Appendix B.

E. The procedures of collecting data

In collecting the data, the writer use the following procedures:

1. The writer shows a picture to students .
2. The writer explains to the students about what they should do to the picture.
3. After the explanation finished, the writer call them one by one to describe the image by using English and Arabic that has been prepared by the writer.
4. When they finished the test, the writer called those 34 students one by one to be interview.

F. Technique of the Data Analysis

Since this research was descriptive quantitative, the data obtained from the oral proficiency test and interview was analyzed in the following manner:

1. Find out the mean score of students.
 2. Find out the obstacle of the students in using Bilingual English and Arabic.
- a. To know the mean score of the students, the writer applied the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Notation:

\bar{X} : mean score

ΣX : total score

N : total respondent (Gay in Akbar, 2011: 20)

b. In calculating the frequency and percentage students' score, the writer applied the formula as follow:

$$P = \frac{Fq}{N} \times 100$$

Where:

P = Percentage

Fq = Frequency (the number of correct)

N = The number of samples

(Sudjana in Mirsah 20012:17)

CHAPTER IV

FINDING AND DISCUSSIONS

This chapter consists of two section; deal with the presentation of the findings of the research as well as the discussion of the findings.

A. Findings

1. The Students' ability in speaking bilingual (Arabic and English)

After calculating and classifying the communication proficiency of the students, the mean score in English and Arabic are presented in the following table:

TABLE 6

Mean score of the students in English and Arabic

TEST	ENGLISH	ARABIC
Mean Score	2.75	3.125

The table 6 above shows the statistical summary of the students, mean score both in English and Arabic. The mean score of students' Arabic was higher than the students' score in English. Both of that was good and average and it was dominant categories in bilingual.

The result of descriptive analysis of the students' speaking proficiency is completely shown in appendix C. It includes four term proficiency ratings, they are Pronunciation, Grammar, vocabulary, and comprehension. Here are those items served more detail:

a. Pronunciation

The result of data analysis based on English and Arabic of the Students' pronunciation in speaking that in English, there were 11 students with maximum score 4 and minimum 1 consist of one student. In other way, for the Arabic, the maximum score 4 consist of 8 students and minimum score 2 consist of 12 students. The distribution of score frequency is shown in the following table:

TABLE 7
The distribution of frequency and the rate percentage of students' pronunciation in speaking obtained through English and Arabic

Category	Score	English		Arabic	
		F	%	F	%
Excellent	5	0	0	0	0
Good	4	11	32.35	8	23.52
Average	3	9	26.47	14	41.17
Poor	2	13	38.23	12	35.29
Very Poor	1	1	3	0	0
Total		34	100	34	100

Based on the table above, English shows there were 11 students (32.35%) categorized Good of 34 students. Those who are classified Average consist of 9 students (26.47%), 13 (38.23%) out of students classified into poor score and 1 (3%) out of them into very poor category and none of them classified into excellent score. From the result, it can be concluded the the students pronunciation in English was poor.

The table of score shows in Arabic tells that there was 8 students (25.52 %) categorized as good .41.17 % students classified as average, 35.29% as poor. From the result, it can be concluded that the students' pronunciation in the arabic was average.

b. Grammar

The result of data analysis of the students' vocabulary in English and Arabic showed that in English, there were 16 students with maximum score 4 and minimum score 2 consist of 3 students. In other way, for the Arabic, the maximum score was 4 consist of 19 student and minimum score was 2 consist of 3 students.

The table below presented the distribution of score frequency and percentage score of students' vocabulary.

TABLE 8

The distribution of frequency and the rate percentage of students' grammar in speaking obtained through English and Arabic

Category	Score	English		Arabic	
		F	%	F	%
Excellent	5	0	0	0	0
Good	4	16	47.05	19	56
Average	3	15	44.11	12	35.29
Poor	2	3	9	3	9
Very Poor	1	0	0	0	0
Total		34	100	34	100

Based on the table above, English shows there were 16 (47.05%) students categorized as good out of 34 students, 15 (44.11%) out of the students classified as average, 3 (9%) out of the total sample put into poor category. From the result, it can be concluded that the students' grammar in English was good.

Score of Arabic in table shows that there were no students classified as excellent but there were 19 (56%) students got good score, 12 (35.29%) classified into average category, 3 (9%) students with poor score. From the result, it can be concluded that the students' grammar got good category in Arabic.

c. Vocabulary

The result of data analysis of the students' vocabulary in English and Arabic showed that in English there was not students categorized as excellent. There were 7 students with maximum score 4 and minimum score 1 consist of 1 student either. In other way, for the Arabic, the maximum score was 4 consist of 11 students and minimum score was 2 consist of 8 students.

The distribution of score frequency and percentage score of students' vocabulary are presented on the table below:

TABLE 9

The distribution of frequency and the rate percentage of students' vocabulary in speaking obtained through English and Arabic

Category	Score	English		Arabic	
		F	%	F	%
Excellent	5	0	0	0	0
Good	4	7	20.58	11	32.35
Average	3	15	44.11	15	44.11
Poor	2	11	32.35	8	23.52
Very Poor	1	0	0	0	0
Total		34	100	34	100

Based on the table above, shows that there were no students out of total sample classified into excellent. It just 7 (20.58%) students classified as good, 15 (44.11%) students classified as average, 11 out of them put as poor category. From those result, it can be concluded that the students' vocabulary was average in English.

Score of Arabic in table shows that there were no students classified into excellent but there were 11 (32.35%) students got good score, 15 (44.11%) classified into average, and the rest 8 (23.52%) students classified as poor category. From the result above, it can be concluded that the students, vocabulary was average in Arabic.

d. Comprehensibility

The result of data analysis of the students' comprehensibility in English and Arabic showed that in English there was not students categorized as excellent. There were 10 students with maximum score 4 and minimum score 2 consist of 11 students. In other way, for the Arabic, the maximum score was 4 and minimum score was 2.

The distribution of score frequency and percentage score of students' fluency are presented on the table below:

TABLE 10

The distribution of frequency and the rate percentage of students' comprehensibility in speaking obtained through English and Arabic

Category	Score	English		Arabic	
		F	%	F	%
Excellent	5	0	0	0	0
Good	4	10	29.41	9	26.47
Average	3	13	38.23	15	44.11
Poor	2	11	32.35	10	29.41
Very Poor	1	0	0	0	0
Total		34	100	34	100

The finding of the research deal with the frequency in the rate percentage of the students' score.

The following table shows the distribution of frequency and rate percentage of final score of the speaking ability of senior high school students of Darul Huffadh in English and Arabic.

TABLE 11
The distribution of frequency and the rate percentage of students' speaking proficiency obtained through English and Arabic

Category	Scale	English		Arabic	
		F	%	F	%
Excellent	4.01- 5.00	0	0	0	0
Good	3.01- 4.00	15	44.11%	18	52.94%
Average	2.01- 3.00	19	55.88%	16	47.05%
Poor	1.01-2.00	0	0%	0	0
Very Poor	0.00- 1.00	0	0	0	0
Total		34	100	34	100

Based on the table above, English shows in final score there were no students out of the total sample classified into excellent category, 15 (44.11%) out of the students classified as good, and 19 (55.88%) with average score. From the result, it can be concluded that the speaking proficiency of senior high school students of Darul Huffadh in English is average.

In Arabic, based on the table of final score, there was no students classified into excellent category, 18 (52.94%) students classified into good category, 16 (47.05%) students classified into average category. As a matter of

fact according to those result, it can be concluded that the speaking proficiency of senior high school students of Darul Huffad was good in Arabic.

2. The obstacles do the students' face in Speaking Bilingual (Arabic and English)

In students' learning ability between Arabic and English, they have some obstacles it is proved by the results of interviews conducted by the writer to the students of Boarding Scholl of Darul Huffadh.

Based on the result of this interview, the writer founded two obstacles that the students face in speaking bilingual (English and Arbic), they are internal and external obstacles. Internal obstacle is an obstacle that faced by students come from themselves, while the external obstacle is an obstacles faced by students from outside not from themselves. The result of interview it can be seen in appendix F. The following table shows the distribution of frequency and rate percentage of students' internal and external obstacles:

TABLE 12
The distribution of frequency and the rate percentage of students'
internal and external obstacles

Category	Scale	English		Arabic	
		F	%	F	%
Excellent	4.01- 5.00	0	0	0	0
Good	3.01- 4.00	15	44.11%	18	52.94%
Average	2.01- 3.00	19	55.88%	16	47.05%
Poor	1.01-2.00	0	0%	0	0
Very Poor	0.00- 1.00	0	0	0	0
Total		34	100	34	100

B. Discussion

In this section, the writer would like to present the discussion of the results of data analysis in this research namely the students' ability and their handicapes in using bilingual English and Arabic at Boarding School of Darul Huffadh.

1. The students' ability in Speaking Bilingual (Arabic and English)

The students ability in using bilingual English and Arabic at senior high School of Darul Huffadh was classified as “*average*” it was proved by the mean score of students in English was 68. Based on the judgment of the test in the previous chapter, if the result was 61-75, it was classified as average ability. While the mean score of students in Arabic was 69, it was classified as “*average*” too.

The result show that the students ability of senior high school of Darul Huffadh in using bilingual English and Arabic was classified as balance category based on Peal and Lambert's theory, though the mean score in arabic higher than the mean score in English.

While their Frequency in speaking ability English and Arabic are:

a) **Pronunciation**

According to the data in the table 7, that in English there are more than 13 (38.23%) of students got score as poor category from the total of 34 students. It was proved by the assessment that has been proposed in the previous chapter that students' pronunciation is very hard to understand because pronunciation problems must frequently be asked to repeat.. However in Arabic, there more than 14 (41.17%) of students got score as average category. It's mean that the student's pronunciation in English and Arabic was classified as poor and average category.

b) Grammar

The data that has been got showed that in English there more than 16 (47.05%) of students got score as good with 34 students of the total sample. But in Arabic more than 19 (55.88%) of students categories as good with 34 students of the total sample because they occasionally makes grammatical as word order errors which do not, however, obscure meaning.. It's mean that the student's grammar in English and Arabic is good category.

Vocabulary

Measuring students' vocabulary means that we measure the ability of students to make effort and search for words in producing and make any conversation in any situations.

The data that has been got showed that in English more than 15 (44.11%) of students got score as average category with 34 students of the total sample because Frequently uses the wrong words, conversation somewhat limited vocabulary.. However in Arabic there are more than 15 (44.11%) of students was classified as average category 34 students of the total sample. It's mean that the student's vocabulary in English and Arabic is average.

c) Comprehensibility

The term of comprehension related with the way of rest taker get the listener understand to the speech she produced. the data that has been shows that the score of students' comprehensibility both in English and Arabic test was quite different. In English more than there were 13 (38.23%) students with 34 students of the total sample got score as poor category. It was because understanding most

of what is said is lower than normal speed with repetition. However in Arabic there are more than 15 (44.11%) of students with 34 students of the total sample got score as average category. It's mean that the student's comprehensibility in English and Arabic is average.

2. The obstacles which the students' face in Speaking Bilingual (Arabic and English).

As the writer has suggested before that there are two obstacles faced by students, they are internal and external factors based on Syah's theory (2007:183). Internal factors were things or circumstances that arise from students' own self. There were three factors; cognitive, affective and psychomotor. Cognitive was talking about the intellectual capacity of students. Affective was the emotional liability of students. Psychomotor was disruption of the senses of vision and hearing(*the eyes and ears*) of students.

The results of interview showed that the students were many obstacle in using bilingual. The first point factor was internal factors. Where their internal obstacle are:

- a. lack of vocabulary that they have mastered.
- b. they difficulties in applying tenses and dhomir.
- c. and also difficulties in pronounce the word.

If we saw this factor, it has related with cognitive factor of students, such as some of them where intellectual capacity or intelligence students.

From these obstacles CLI (Central Language Improvement) must held a special class for those who are lacking in terms of language skill. By this class,

the students are taught how to master the vocabulary, how to use the good pronunciation, and how to use the good tense and dhomir. Because if they are grouped with other students with good skill, automatically they will be overwhelmed.

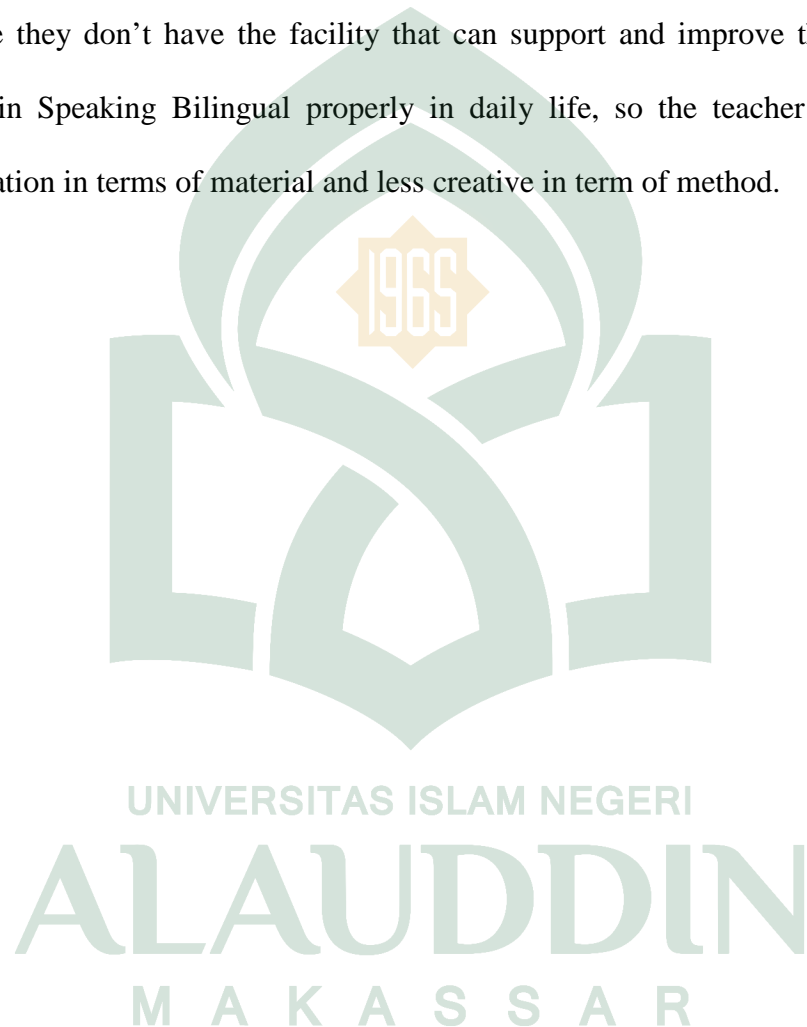
The second point factor was external factors. There were three factors; family, environment and school (*university*). The family factor included disharmony relationship between father and mother and also low economic of the family. Environment factor included sum areas and bad peer group. School or university factor related with lecturers' mastering of subject, teaching method and facility of school or university.

The result of interview showed that the students were many obstacle too in external factor are:

- a. There is no facility that can support and improve the quality of students in Speaking Bilingual properly in daily life. From these obstacles, LAC (Language Advisory Council) should be held a language lab. In order in this lab the students should listen to the conversations of foreigners so they can develop their dialect and they do not use again buginese dialect.
- b. No innovation in terms of material. The teacher should held other materials as listening so that students do not feel bored in the study.
- c. Teachers less creative in terms of delivering teaching material (lack of method). At least the teachers in this boarding it should be have several methods in providing the material as order the student make

conversation and presentation in front of class. And the leaders can accept the teachers from outside in order the students in this boarding can get new experience from them.

If we saw this factor, it related with the external factor of students in school. Where they don't have the facility that can support and improve the quality of them in Speaking Bilingual properly in daily life, so the teacher there is not innovation in terms of material and less creative in term of method.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion, it can be concluded that the students' speaking ability in Bilingual, Arabic is dominant which the mean score in English is 2.75 and in Arabic is 3.125. Based on the judgment of the test in the previous chapter, if the result was 2.01-3,00, it was classified as average ability and if the result was 3.01-4.00, it was classified as good ability. It means the students' Arabic is better than the their English.

There are also obstacles faced by each student are external and internal factor. There are 40% of students who have the external factor and there are 60% of students who have internal factor. External factor are lack of facilities that can improve the quality of students in bilingual (Arabic and English) properly. In addition teaching staff do not have a lot of methods in teaching and the material provided does not develop. While the internal factor are lack of vocabulary that they have mastered, they have difficulties in applying tenses and dhomir and also difficulties in pronouncing the word.

B. Suggestions

Based on the conclusion above, the writer puts forward suggestion as follows:

1. It is advisable for English and Arabic teacher of Islamic Boarding School of Darul Huffadh to apply teaching technique by unusual way or unusual thing in teaching English and Arabic and the teachers are

hoped to use technique or method that can stimulate the students to study hard and love the lesson that is taught in the class.

2. The Leadership should be held as language lab facilities which can help the students in speaking English would also Arabic.



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Appendix A

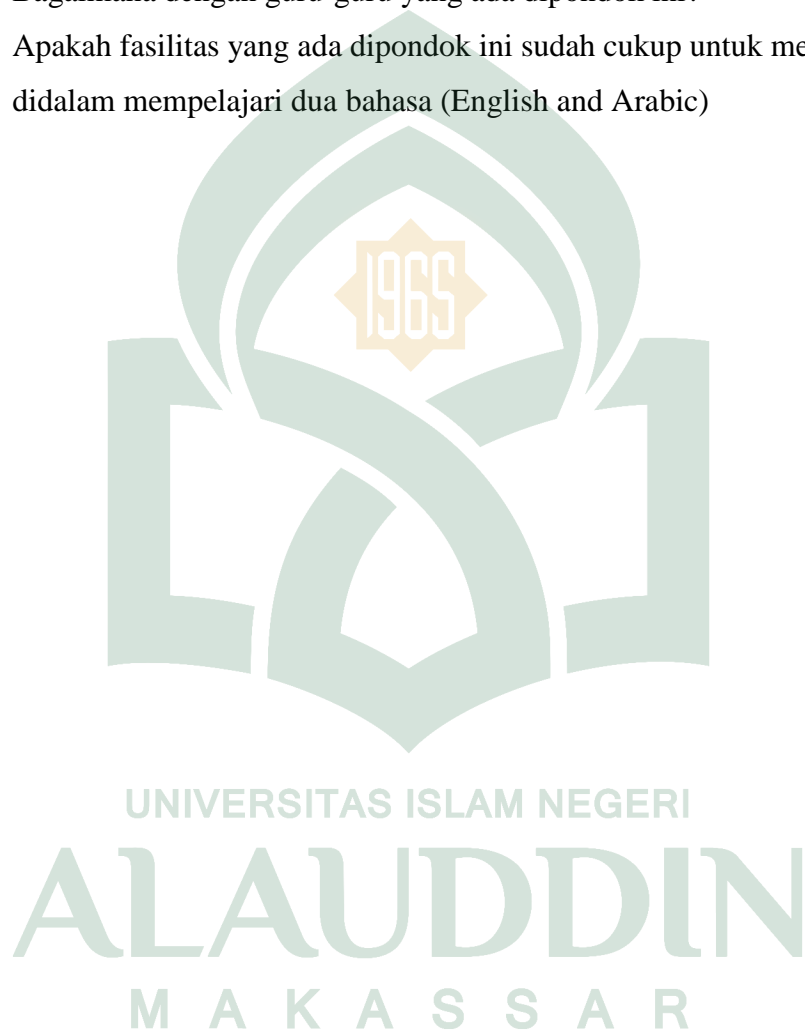
A Picture was explained by Students



Appendix B

List Questions of Interview

1. Bagaimana dengan materi yang anda pelajari selama ini? Apakah itu cukup untuk membantu anda didalam menggunakan bahasa (Arab dan Inggris)?
2. Bagaimana dengan guru-guru yang ada dipondok ini?
3. Apakah fasilitas yang ada dipondok ini sudah cukup untuk membantu anda didalam mempelajari dua bahasa (English and Arabic)



Appendix C

The result of descriptive analysis of the students' speaking proficiency test

Sample		The Score of Students' Speaking Proficiency							
		English				Arabic			
No	Name	Accuracy	Vocabulary	Comp	Final score	Accuracy	Vocabulary	Comp	Final score
1	Respondent 1	4	3	4	3,67	3	4	4	3,67
2	Respondent 2	3	4	4	3,67	4	3	4	3,67
3	Respondent 3	4	3	3	3,33	2	3	3	2,67
4	Respondent 4	2	3	4	3	3	3	4	3,33
5	Respondent 5	3	2	3	2,67	2	3	3	2,67
6	Respondent 6	4	3	3	3,33	2	3	3	2,67
7	Respondent 7	2	3	4	3	2	3	4	3
8	Respondent 8	3	2	3	2,67	3	4	3	3,33
9	Respondent 9	2	3	2	2,33	2	3	4	3
10	Respondent 10	4	2	3	3	2	4	3	3
11	Respondent 11	4	3	2	3	4	4	2	3,33
12	Respondent 12	2	4	3	3	2	4	3	3
13	Respondent 13	3	3	4	3,33	3	3	2	2,67
14	Respondent 14	2	2	1	1,67	3	3	3	3
15	Respondent 15	4	3	2	3	4	3	2	3
16	Respondent 16	4	4	3	3,67	2	4	3	3
17	Respondent 17	3	2	4	3	3	4	4	3,67
18	Respondent 18	4	2	2	2,67	3	2	2	2,33
19	Respondent 19	2	3	4	3	3	2	4	3
20	Respondent 20	2	3	3	2,67	3	3	3	3
21	Respondent 21	2	4	4	3,33	4	2	4	3,33
22	Respondent 22	2	2	3	2,33	4	2	3	3
23	Respondent 23	2	3	3	2,67	3	2	3	2,67
24	Respondent 24	3	3	3	3,33	2	3	3	2,67
25	Respondent 25	2	1	2	1,67	2	4	2	2,67
26	Respondent 26	2	4	3	3	3	4	2	3
27	Respondent 27	3	2	4	3	3	2	3	2,67
28	Respondent 28	3	2	2	2,33	3	2	2	2,33
29	Respondent 29	2	2	2	2	2	3	2	2,33
30	Respondent 30	4	3	2	3	2	3	4	3
31	Respondent 31	1	2	2	1,67	4	4	2	3,33
32	Respondent 32	3	3	4	3,33	4	3	3	3,33
33	Respondent 33	4	4	3	3,67	4	4	3	3,67
34	Respondent 34	3	4	2	3	3	2	2	2,33
Total		98	96	100	98.01	98	105	101	101.29

APPENDIX D

THE MEAN SCORE

$$\bar{X} = \frac{\sum X}{N}$$

TEST	ENGLISH	ARABIC
Accuracy	$\bar{X} = \frac{98}{34} = 2.88$	$\bar{X} = \frac{98}{34} = 2.88$
Grammar	$\bar{X} = \frac{115}{34} = 2.88$	$\bar{X} = \frac{118}{34} = 2.88$
Vocabulary	$\bar{X} = \frac{96}{34} = 2.82$	$\bar{X} = \frac{105}{34} = 3.08$
Comprehensibility	$\bar{X} = \frac{101}{34} = 2.94$	$\bar{X} = \frac{101}{34} = 2.97$
Total	$\bar{X} = \frac{93.25}{34} = 2.74$	$\bar{X} = \frac{106.25}{34} = 3.125$

CURRICULUM VITAE



A. Kurniati or usually called nhia was born on July 2nd, 1990 in Bulukumba. She is the eighth of ten children of A. Badwi and A. St. Hasmah.

She started her education in SDN 174 Anrihua until 2002. After finishing the elementary school, she continued her study in Boarding School of Darul Huffadh. In 2005, She finished her study in junior high school and in the same year, she also continued her study in senior high school of Darul Huffadh and finished in 2008.

Then, she continued her study at Alauddin State Islamic University of Makassar in 2009. She took English and Literature department in Adab and Humaniora Faculty.

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