

APPROVAL SHEET

This is to certify that the *Sarjana*'s thesis of Fitri Eka Ari Paranita, *The Implementation of Bilingual Teaching at MINU Trate Putra Gresik* has been approved by the thesis advisors for further approval by Board of Examiners.

Gresik, February 4th, 2014
Advisor I

Slamet Asari, M.Pd
NIP. 1970082005011004

Gresik,
Advisor II

Dr. Yudhi Arifani, M. Pd
NIP. 1976100220051011001

APPROVAL SHEET

This is to certify that the *Sarjana's* thesis of Fitri Eka Ari Paranita, *The Implementation of Bilingual Teaching at MINU Trate Putra Gresik* has been approved by the Board of Examiners as the requirement for the degree of *Sarjana* in English Language Education.

Gresik, February 4th, 2014
Board of Examiners

.....Chair

Dr. Khoirul Anwar, M. Pd
NIP. 197301152005011001

.....Member

Slamet Asari, M.Pd
NIP. 1970082005011004

.....Member

Dr. Yudhi Arifani, M. Pd
NIP. 1976100220051011001

Acknowledged by
Head of English Education
Department

Approved by
Dean of Faculty Teacher
Training and Education

Dr. Yudhi Arifani, M. Pd
NIP. 1976100220051011001

Drs. Irwani Zawawi, M. Kes
NIP. 196505021993031004

MOTTO AND DEDICATION

MOTTO:

- ❖ *Impian ada di tengah peluh, bagai bunga yang mekar secara perlahan, usaha keras itu tak akan mengkhianati (JKT48)*
- ❖ *Use you'r time wisely, don't waste even for a second (Writer)*
- ❖ *Success is an achievement. While, struggling is a must (Writer)*

DEDICATION:

This thesis is dedicated to

✚ *My beloved parents*

✚ *My beloved brother*

✚ *My beloved big family*

✚ *My Future Husband*

✚ *My Beloved Advisors*

✚ *My Beloved Friends*

✚ *All lecturers*

✚ *The collegian at English Education Departement,
University of Muhammadiyah Gr̄s̄sik*

Thank you all

ACKNOWLEDGEMENT

I would like to say great thanks to Allah SWT, the Almighty God for His kindness in blessing me with good health, strength and most importantly endurance to complete my thesis successfully. I also would like to acknowledge my deepest gratitude to my advisors Slamet Asari, M. Pd and Dr. Yudhi Arifani, M. Pd for their assistance, patience, guidance, suggestion and motivations in the writing of this thesis. Their concern and constructive advice have enable me to finish the thesis.

My deepest gratitude also goes to all the lecturers who had taught me for almost four years in this university. I am deeply grateful to the headmaster Huda Arifin, S. Ag. M.A, all teachers and staff of MINU Trate Putra Gresik for granting me permission to carry out this study in the school. Special thanks also to Mr. Mokhammad Zainuri, S. Pd, Mrs. Irma Fahmiya, S. Pd and students of 3rd grade in MINU Trate Putra Gresik for giving their time and kindness to help my observation in the class.

My sincere gratitude and respect will be given to my beloved parents (Zainul Arifin and Catur Parayudawati) who have supported me in many ways. My beloved brother, my lovely grandmother and grandfather who give me supports and also for my big family who has supported me with the necessary information that I needed for my thesis and also thanks for their love, helps, patience, and pray so I can finish my study.

My deepest heart also would like to say great thanks for my beloved boyfriend and my beloved true friends that had helped and supported me also give motivation for me in finishing this thesis. I also send my regard to all my friends especially A class in 2009 generation.

Finally, I would like to thank all those people who have contributed to this thesis writing. You are all my spirit. The researcher admits that thesis is far from perfect. Therefore, any constructive criticisms will be welcomed.

The Writer

ABSTRACT

Paranita, Fitri Eka Ari. 2014. *The Implementation of Bilingual Teaching at MINU Trate Putra Gresik*. Thesis, English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor I, Slamet Asari, M. Pd Advisor II, Dr. Yudhi Arifani, M.Pd.

Key words: Implementation, Bilingual, Teaching, Students' response

This study described about the implementation of bilingual teaching at MINU Trate Putra Gresik. The schools are observed because the school is one of favorit school in Gresik and have the bilingual class. It means that they used English as one of the language instructions in teaching learning process. In addition, they also apply Indonesian as the second language in teaching learning process, especially in Science and Math.

This study also described the students' response in bilingual teaching at MINU Trate Putra Gresik. The study was done on November 20 2013 up to November 28 2013. In this study, the researcher used descriptive qualitative. The researcher used observation and interview guide to collect the data.

After analyzing the data, it was found that the teacher implemented bilingual teaching through some ways. First, in pre-teaching, teacher gave some questions related to the topic. It was aimed to motivate students to learn about the topic. Second, in whilst teaching, the teacher implemented bilingual teaching through explanation clearly, the teacher discussed what have been explained with students. After that, teacher gave a task to every students related to the topic and sometimes the teacher give a playing game. It was used to get students' understanding about the material. Third, in post teaching, teacher reviewed and checked students' understanding about the topic by giving some questions. Besides, teacher evaluated students' participations during bilingual teaching applied.

Based on the findings, the writer found some facts. First, the students understand about the topic well through English and basically they understand about the teacher' talk. Second, the students always give good responses as teachers' instruction. In those classes, teachers dominantly use English to deliver the material and students also response through English, but sometimes the teacher did code switching, it was to make the students know about the teacher's said about the material, beacuse sometimes the teacher used the difficult word in delivering material.

In conclusion, the researcher can conclude that the implementation bilingual teaching at MINU Trate Putra Gresik is good by using some code switching by the teacher and according to students' response, the researcher get the conclude that the students enjoyed learning using bilingual, because they said that learning using English can make them more creatively and mastering the English language, and based on the observation the researcher saw the good interaction in bilingual language between teacher and students.

For the suggestion, the researcher hopes that the implementation of bilingual teaching should be applied connected with children's world. Somehow, children's world can give good support in bilingual teaching activity. In addition, the researcher hopes that is not Science and Math that used bilingual but for all subjects. Besides, the study can generate idea for English teachers in improving their skill in bilingual teaching.

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