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INTRODUCTION

A. Background of the Problems

Language served as the main tool of communication used by humans to express thoughts, emotions and ideas to others. Through language, people were able to interact, cooperate and build social relationship. It was not limited to spoken words but also included writing, gesture or symbols that carried specific meanings. Language was the ability to acquire and use complex systems of communication among humans, spoken and written language were the most common form of this systems. The scientific study of language was ³¹ called **linguistics** and **language as a system** existed **to help people express and convey their thoughts, feelings and concern to others.**

As stated by Al-Nadari (2008:10), language is a general human phenomenon in all human societies. It consisted of regular sounds in regular words in sentences to performed different meanings. Therefore, language played a crucial role not only in social interaction but also in the process of learning, where it became the foundation for developing other language skills such as speaking. The success of language learning, however, did not only depend on the ability to use language but also on learners' motivation, which determined how actively they engaged in communication.

According to Rianita (2023:360) motivation is a very important factor in explaining why students achieve different outcomes or process different levels of ability in language learning. Even when learners received the same

instruction, materials and learning opportunities, their language achievement varied. This was because each learner had a different level of motivation.

According to Nurul (2020) in Martina (2021:440) speaking is the ability to communicate with others by expressing ideas, opinions, and information through oral language. Speaking was a productive language skill that involved more than correct pronunciation. It also required vocabulary mastery, grammatical accuracy, fluency and the ability to convey ideas effectively during communication. Speaking was a communication process that occurred between two or more people to exchange and understand information. Through speaking, people were able to express their ideas, opinions and feelings orally. Speaking served not only as a means of conveying messages but also as a medium for receiving information and establishing effective communication with others. Therefore, speaking was regarded as one of the fundamental skills required in daily life.

¹⁰ A bilingual class program was a strategy for teaching students how to use a foreign language. Implementing bilingual classroom programs provides various advantages for students, including becoming fluent in both languages and becoming experts in literacy and other scientific subjects (Agustian & Sujarwati, 2023:17). According to Grosjean in Ila Amalia and Marzuki (2015:74-75), ¹¹ bilinguals are individuals who use two or more languages in their daily lives. They had a wide range of abilities, from ¹¹ migrant workers who could speak the language of the host country but might not have been able to read or write it, to professional interpreters who were highly proficient

in two languages and were able to translate accurately. Thus, bilingualism did not necessarily require perfect mastery of both languages, but rather the ability to use more than one language according to communicative needs and context.

Based on this theoretical perspective, bilingualism could be implemented in educational settings through structured activities that encouraged the active use of more than one language. One of the implementations could be seen in bilingual activities conducted at MTsN 2 Indragiri Hilir. These activities were carried out every Tuesday to Thursday before students entered the classroom, taking place in the school field for approximately 15–20 minutes. In practice, the activities involved the use of two languages, namely English and Arabic, guided by two tutors according to their respective fields. The use of both languages was conducted alternately; however, the writer focused more on the use of English, which was more dominant in the activities. Students were trained to pronounce vocabulary, engage in simple conversations, and improve their pronunciation under the guidance of the tutors. The activities were conducted in a structured and interactive manner, allowing students to actively participate. Through these bilingual activities, it was expected that students could develop their motivation in speaking English.

Therefore, ¹⁷the researcher was interested in conducting a study entitled “Students’ Speaking Motivation in Bilingual Activities At Mts N 2 Indragiri Hilir”. ²⁵This study aimed to describe students’ level of motivation in speaking

English within **bilingual** classroom activities, as well as to students speaking motivation based on the indicators of motivation used in this study. Through this research, it was expected that the findings would provide valuable insights for teachers in developing effective bilingual teaching strategies that could enhance students' motivation to speak English confidently and fluently.

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B. Identification of the Problems

Based on the background above, several **problems can be identified as follows:**

1. Many **students** had difficulty remembering vocabulary.
2. Many students had difficulty pronouncing vocabulary.
3. Many students lack of self-confidence.
4. Many students had low motivation to speak English.

C. Limitation of the Problems

To make this research more focus, in this research the researcher limited this research on students speaking motivation in bilingual classroom activities.

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D. Research Question

Based on the concern presented, **the** researchers decided that **the** research question used for this research was "How is students' speaking motivation in Bilingual activities of grade 8 at MTs N 2 Indragiri Hilir?".

E. Objective of the Research

Based on the previous discussion in the background, the objective of this study was to determine whether students were motivated to speak English through bilingual activities by class VIII students at MTs N 2 Indragiri Hilir.

F. Significance of the Research

It was hoped that this research would provide new insights for students, teachers, and researchers:

1. For the students: The results of this research were expected to improve students' speaking motivation by engaging them in bilingual activities. Through increased exposure to both languages, students were expected to gain confidence in their speaking abilities, enhance their language proficiency and become more motivated to participate actively in speaking tasks. This could lead to a better understanding of the material and higher academic achievement.
2. For the teachers: This research was expected to serve as a reference for English teachers in implementing bilingual activities in their classrooms. By using bilingual methods, teachers could enhance their teaching strategies, create a more engaging learning environment and address the diverse language needs of their students. This could help teachers improve their instructional skills and better support students in developing their speaking motivation.
3. For the school: The findings from this study were expected to be used as a reference by schools in making decisions related to language education

policies and programs. Schools could utilize the insights gained to promote bilingual activities that fostered a positive learning environment and improved students' speaking motivation. This could contribute to the overall quality of education and support the school's goal of developing students' language skills.

4. For the researcher: The researcher was expected to benefit from this study by gaining deeper insights into ⁷¹the effectiveness of bilingual activities on students' speaking motivation. This knowledge could be used to further contribute to the field of language education, providing evidence-based practices that could be shared with other educators and researchers. Additionally, it could support the researcher in their professional development and future research endeavors.

⁶⁸**G. Definition of the Key-terms**

1. Speaking

¹⁵Speaking is a means of communication used by individuals to convey ideas, thoughts, and opinions to others for specific purposes (Ola & Efendi, 2023:20). In addition to serving as a means of communication, speaking skills played an important role in helping students practice accurate pronunciation, thereby minimizing errors and improving their fluency in speaking, particularly in English.

2. Motivation

Motivation is an internal drive that arises within an individual to take action in order to achieve specific goals (Ola & Efendi, 2023:19). In the

context of education, motivation was a very important element for students, because without motivation, students would have had difficulty achieving the established learning objectives

3. Bilingual Activities

Utarida (2021:28) explain that bilingual refers to the use of two or more languages within a communicative context. A bilingual was commonly understood as a learning environment in which instruction was delivered using more than one language to support students' language development.

REVIEW OF RELATED LITERATURE**A. Review of Related Theories****1. Speaking Skills****a. Definition of Speaking Skills**

In English language learning, speaking skill was one of essential competencies that learners needed to master in order to communicate effectively in various situations. As one of the productive language skills, speaking played a crucial role in enabling learners to express their thoughts and interact with others effectively. Therefore, many scholars has defined speaking skill from different perspective.

According to Adieli Laoli (2021:11) speaking is a means of expressing and conveying ideas that are organized and developed according to the needs of the listener or the examiner. Moreover, according to Hastensi (2020) in Fithriyani et al., (2024:29), speaking skills refer to an individual's ability to communicate by producing spoken language in order to express ideas, thoughts, intentions, or feelings and to interact with others. Speaking involved more than accurate pronunciation. It also required learners to develop other essential language aspects, including grammar, vocabulary, fluency and comprehension. In addition, Andreas et al. (2024:37) explain that speaking skill is an important ability that students need to master in classroom learning, especially for direct oralcommunication.

Based on the three sources, it could be concluded that speaking was an essential communication skill that enabled individuals to express ideas, thoughts, feelings, and intentions orally while considering the needs of the listener. Speaking skill functioned not only as a means of delivering messages but also as a primary tool for direct interaction, particularly in classroom learning. Therefore, mastering speaking skills was crucial for students to support effective and active communication in learning process.

b. Component of Speaking

According to Harris in Syahidah & Umasugi (2021) in Fithriyani (2024:32), speaking skills consist of five main components, namely
46 comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

Oral communication required speakers to be able to understand spoken language as well as respond to and initiate interaction appropriately. Comprehension enabled speakers to interpret messages and participate actively in communication.

b) Grammar

Learners needed to understand how to construct correct and meaningful sentences during communication. Heaton (1978:5) states that grammar refers to learners' ability to manipulate sentence structures and to distinguish between grammatically correct and

incorrect forms. Grammar plays an essential role in helping learners achieve fluency in both spoken and written language.

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c) Vocabulary

Vocabulary refers to the selection and use of appropriate words in communication. Effective communication, whether spoken or written, could not occur without sufficient vocabulary knowledge. Limited vocabulary often became a major barrier for language learners in acquiring a new language. Without vocabulary, communication was impossible, and without grammar, communication became even more restricted. Therefore, it can be concluded that English learners will face difficulties in speaking and writing if they did not have adequate vocabulary mastery.

d) Pronunciation

Correct pronunciation helped learners speak more clearly and be easily understood. Pronunciation was related to phonology, a branch of linguistics that examined sound systems and patterns in a language. It included both phonemes and suprasegmental features. Based on this explanation, pronunciation could be understood as the ability to produce words clearly and accurately in spoken language, which was crucial for effective communication.

⁴⁹
e) Fluency

Fluency was the ability to speak, read, or write smoothly, naturally, and with appropriate expression. A fluent speaker could

convey meaning and context effectively while responding to language without excessive hesitation. Fluency was often indicated by ⁵² the ability to speak at a reasonable pace with minimal pauses or fillers, such as “um” or “er.” This showed that the speaker did not struggle to retrieve linguistic elements during communication. Therefore, fluency could be considered a key component of speaking ability, referring to the capacity to speak accurately and smoothly.

c. Technique of Speaking

There are various techniques of speaking, including the following:

a. ³⁶ Audio-Lingual Method

The Audio-Lingual Method was a language teaching method that emphasized the repetition of word, phrases and sentences to help students become accustomed to using the target language in communication. Through continuous drills, complex sentence patterns were broken down into smaller and simpler units, making them easier for students to understand, remember and practice. According to Brown (1998:137) in Sari (2021:32), drilling is a key characteristic of the Audio-Lingual Method because it emphasizes repeated oral practice to develop mastery of language patterns.

b. ⁵⁶ Role Play

Role play was an effective technique for teaching speaking, as it encouraged students to perform different roles in real-life or imaginary

contexts. According to Sari (2021:32) Role play is a technique that enhances classroom interaction, increases students' learning motivation and provides opportunities for them to practice their speaking skills. Furthermore, this technique helped students build self-confidence and prepared them to communicate more effectively in various communicative situations.

c. Dialogue technique

According to Sari (2021:33) dialogue technique is a technique that uses conversations between two people as means of practicing communication. The dialogues were usually short, consisted of several exchanges and were created to represent certain communication situations. Through dialogue activities, students could practice expressing their ideas, giving responses and using English simple conversations. This technique helped students improve their speaking skills and become confident in communicating with others.

b. Conversation

In the conversation technique, students asked and answered questions about the topic they were discussing. Conversation was an interesting form of communication because it took place directly between two or more people. Through conversation activities, students could practice expressing their ideas, giving responses and using English in everyday situations. According to Tarman in Sari (2021:33), everyone has a different speaking style. Conversational style was not

something special or possessed only by certain people, but it was the way each person expressed what they wanted to say.

2. ² Motivation

a. Definition of Motivation

Motivation is regarded as an essential factor that significantly supports students' engagement and active participation in the learning process Fakhri et al., (2023:74–75). In addition, motivation plays a positive and meaningful role in influencing students' academic performance or achievement, as learners with higher learning motivation tend to attain better academic outcomes, while those with lower motivation show the opposite results Raysharie et al., (2023) in Nuraysha *et al.*, (2024:35). Moreover, motivation refers to an internal and external force that stimulates individuals to take action in line with their personal desires, enabling them to achieve the goals that have been previously established (Pertiwi & Mursyida, 2025:1).

Based on the three perspectives above, it could be concluded that motivation was a crucial factor in the learning process. Motivation not only encouraged students' engagement and active participation in learning activities, but also had a significant positive influence on their academic achievement. Furthermore, motivation originated from both internal and external drives that stimulated individuals to take action in accordance with their goals and desires. Therefore, a high level of motivation helped

students remain committed to learning and achieve optimal learning outcomes.

b. Learning Motivation

Motivation was the driving force that encouraged individuals to begin learning and sustain their involvement throughout the learning process. Whereas, according to Dornyei et al., (2015:72) in Sari (2021:12) learning is an important process in human life. Through learning, individuals gain knowledge, skills and experience that help them develop positive changes in their behavior. Every a person carries out and every achievement they accomplish are part of the learning process. Through learning, individuals gained knowledge, skills and experience that helped them develop positive changes in their behavior. Every activity a person carried out and every achievement they accomplished was part of the learning process. Through learning, individuals gained knowledge, skills and experience that influenced the way they thought and acted in their daily lives. Therefore, learning was not only focused on the final result, but also on process of achieving the learning goals. The learning process took place actively through various activities that helped individuals develop their abilities and gain a better understanding. Thus, learning motivation could be understood as the driving force that encouraged individuals to begin, participate in and maintain the learning process in order to achieve their learning goals success.

In addition, according to Sari (2021:14) learning motivation is supported by several elements, including:

1. Discipline

Discipline was an attitude that taught individuals to obey rules and carry out their responsibilities properly. Through discipline, people became accustomed to being orderly, following regulations and completing their task according to the established rules. In the school environment, discipline could be seen in students' willingness to follow the teacher's instructions, obey school rules and complete their assignments responsibility.

2. Satisfaction

Satisfaction was a feeling that came from within students after they achieved certain learning outcomes. This feeling encouraged them to maintain and even improve the learning achievements they had accomplished.

3. Security

A sense of security was one of the factors that influenced students' learning motivation. When students felt safe and comfortable in the school environment, they were more likely to stay calm while participating in learning activities and completing their assignments. This condition helped students focus better on their learning and achieve better learning outcomes.

⁸ Based on the explanation above, it could be concluded that learning motivation was an important factor in the learning process. It could come from students themselves or from their surrounding environment. Students with high learning motivation tended to be more enthusiastic about learning and achieved better results, while those with low learning motivation were usually less motivated and achieved lower learning outcomes.

⁷³ c. Foreign Language Learning Motivation

Foreign Language Learning Motivation referred to the drive or reasons that led an individual to make an effort to learn a foreign language. The factors influencing this motivation included the desire to achieve academic success, the need to communicate with native speakers, career opportunities, and personal interest in the culture and language. ⁶³ Motivation in foreign language learning was crucial because it determined the level of consistency, effort, and persistence of learners demonstrated throughout the learning process. According to Ushioda (2022:4), learner motivation should be understood as a personal, situated, and dynamic phenomenon shaped by the learner's goals, self-concept, and experiences. Meanwhile, Oxford & Shearin (2021:78) state that motivation is the primary factor that determines how much effort learners will invest in language learning.

Therefore, it could be concluded that foreign language learning motivation was the main factor that drove individuals to learn a foreign language and determined how consistent, persistent they were, as well as

how much effort they put into learning process. This motivation was influenced by various aspects such as academic goals, communication needs, career opportunities, and interest in the culture. Moreover, learner motivation was personal, situated, and dynamic, and was shaped by the learners' goals, self-concept and experiences.

d. English Foreign Language

According to Brudden (1995) in Desiana et al., (2020:55), speaking is an activity carried out by an individual to communicate with others in order to express ideas, feelings, and opinions to achieve a certain purpose. Therefore, speaking had many benefits, especially in terms of communication, because through communication a person could gain knowledge, build good relationships with others, and share ideas and expressions. On the other hand, student ² motivation is an important factor in the learning process Lestari (2019) in Desiana et al., (2020:55). Motivation played a significant role in encouraging students to learn in order to meet their needs, achieve goals, and develop their interests. Moreover, a well-structured learning process can enhanced students' motivation, making them feel supported and driven in participating in learning activities, particularly in developing speaking skills. With strong motivation, students were more diligent and consistent in practicing speaking, which enabled them to achieve the expected learning outcomes.

Therefore, it was concluded that speaking was a crucial form of communication used to convey ideas, emotions, and opinions, and it

provided significant advantages such as gaining knowledge and strengthening social relationships. Additionally, student motivation played a vital role in the learning process because it encouraged learners to study consistently to fulfill their needs, reach their goals, and develop their interests. When motivation was strong and the learning process was well-organized, students tended to be more encouraged to enhance their speaking skills, which helped them achieve the desired learning outcomes.

e. Indicators of Motivation

Students' learning motivation can be classified into four indicators, namely ⁵⁰intrinsic and extrinsic motivation proposed by Deci and Ryan (1985:11) through Self-Determination Theory, as well as instrumental and integrative motivation introduced by Gardner (1985) in the Socio-Educational Model of Second Language Learning. These four indicators of motivation are often used together in language learning research because they complement each other in explaining students' internal drives as well as their social and practical goals in learning English (Zihni et al., 2023:7).

1) Intrinsic Motivation

Intrinsic motivation refers to an individual's engagement in an activity driven by genuine interest, curiosity, and enjoyment. Students who possess natural motivation to learn English are encouraged by the pleasure they gain from the learning process itself. They may experience satisfaction in writing, reading, or speaking English, enjoy understanding complex sentence structures, or feel a sense of pride in their ability to

express ideas effectively in English Sari & Wahyudin (2023) in Yasin et al., (2025:16). Self-Determination Theory (SDT) explains ⁶¹ that intrinsic motivation develops when students experience autonomy, competence, and relatedness as essential psychological needs (Alamer, 2021) in (Yasin et al., 2025: 16). When these needs were satisfied, students were more likely to engage voluntarily in learning activities, take on new linguistic challenges, and sustain their learning efforts over time without relying on external rewards.

⁸ Based on the explanation above, it was concluded that intrinsic motivation was an internal drive that arose from students' interest, curiosity, and enjoyment in the process of learning English. This type of motivation developed when students experienced autonomy, competence, and relatedness in learning activities. When these psychological needs were fulfilled, students tended to engage voluntarily, were willing to face linguistic challenges, and were able to sustain their learning over time without relying on external motivation or rewards.

2) Extrinsic Motivation

External motivation occurs when students learn a language to achieve specific outcomes, such as fulfilling parental expectations, passing examinations, or obtaining scholarships, rather than for enjoyment derived from the learning process itself. Students who are externally motivated often study English because they feel obligated to do so or because they

anticipate future advantages, including career opportunities or improved social status (Aulia & Mulyadi, 2022) in (Yasin et al., 2025: 16).

It was concluded that extrinsic motivation played a significant role in encouraging students to meet academic demands, maintain scholarships, and develop skills required for future careers. Cultural values and family support systems also influenced the emergence of external motivation. However, the effectiveness of extrinsic motivation depended largely on students' perceptions. When external encouragement was viewed as supportive, it could enhance learning outcomes; conversely, when students felt pressured or controlled, their motivation and enthusiasm could decline despite initially strong academic performance.

3) Instrumental Motivation

Gardner and Lambert (1972) in Swari et al., (2023:2) state that instrumental motivation is the drive to learn a language because of the benefits it provides to the learner. This type of motivation functioned as a tool to achieve economic and social goals through mastery of the target language. Thus, instrumental motivation reflected learners' interest in learning a language to obtain certain qualifications and improve their career opportunities. This type of motivation functions as a tool to achieve economic and social goals, such as ⁴¹improving social status or self-image, obtaining better careers and business opportunities, continuing education, and meeting academic requirements, including reading technical texts or engaging in translation Saville (2006) in Swari et al., (2023: 2). Therefore,

learners with instrumental motivation studied a second language mainly to accomplish practical and non-interpersonal purposes rather than to engage socially with the target language community.

⁸ Based on the explanation above, it was concluded that instrumental motivation was a form of motivation driven by the practical benefits gained from learning a language. Learners with instrumental motivation were encouraged to master a target language as a means to achieve economic and social objectives, such as obtaining qualifications, improving career prospects, enhancing social status, and fulfilling academic requirements. Therefore, instrumental motivation emphasized practical and non-interpersonal goals in second language learning rather than social integration with the target language community.

4) Integrative Motivation

¹² Integrative motivation refers to the desire to learn a second language in order to communicate with its speakers and understand their culture Chalak & Kassaian, (2010) in Swari et al., (2023:2). Learners with integrative motivation are interested in the culture of the target language, including the way people think and behave Wang (2016) in Swari et al., (2023:2). Unlike instrumental motivation, which focuses on career-related goals, integrative motivation emphasizes cultural understanding in language learning.

According to Gardner (2001) in Rahadiano et al., (2022:5),
³⁹ integrative motivation plays a major role in successful language learning,

particularly when learners have positive attitudes toward the second language, enabling them to become part of the L2 culture more easily Gardner & Lambert (1972) in Rahadiano et al., (2022:5). Integrative motivation refers to learning a language for personal growth and cultural enrichment, in which learners desire to learn a language in order to integrate successfully into the target language community.

Based on the explanations above, it was concluded that integrative motivation was a form of motivation driven by learners' desire to communicate with speakers of the target language and to understand and integrate into their culture. This type of motivation emphasized cultural understanding, personal growth, and positive attitudes toward the second language. When learners possessed strong integrative motivation, they were more likely to engage deeply in the learning process, adapt to the target language culture, and achieve successful outcomes in second language learning.

3. Bilingual Activities

a. Definition of Bilingual Activities

Bilingual activities was a teaching process that used two language as the medium of instruction, such as Indonesian and English or another language. The purpose of bilingual activities was to help improve students' language abilities. According to Pratiwi (2023) in Uma et al, (2024:918), implementing bilingual activities requires careful planning and well-

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 organized stages so that the teaching and learning process can run effectively and achieve its objectives.

In addition, according to Paraniti (2012) in Uma et al (2024:919) bilingual activities aims to improve students' understanding of the subject matter, develop their foreign language skill in both them access information from various international sources and enable them to communicate with people both within their own country and abroad.

b. Benefits of Bilingual Activities

According to Uma et al., (2024:919), bilingual activities has many benefits for students, including:

- 1) In education, it helps students improve their language abilities and compete with others.
- 2) In term of thinking skill, it can increase students' creativity, especially in solving problems.
- 3) In social and cultural aspect, it helps students gain wider knowledge about the world and communicate with people from different countries.
- 4) In economic aspects, it can provide better job opportunities because many job require international language skill.

Therefore, bilingual activities can help students prepare themselves for future careers.

Meanwhile, according to Kurniawan (2019:68-75) in Uma et al (2024:919-920), bilingual activities has many benefits, including:

- 1) Improving students' cognitive abilities

- 2) Developing social skills
- 3) Supporting brain health by helping protect against memory loss.

Based on the explanation above, bilingual activities provided many benefits for students. They not only helped students improve their language skill and communication abilities but also developed their cognitive abilities, creativity and social skills. In addition, bilingual activities supported brain health and prepared students for better opportunities in the future, especially in education and career fields.

c. Objectives of Bilingual Activities

According Akbar et al (2025:106) the objectives of bilingual teaching are as follow:

1) Improving Language Skills

One of the main objectives of bilingual teaching is to help students develop their foreign language skills, especially in English, while maintaining their first language. By using two languages in the learning process, students can ⁴³improve their listening, speaking, reading and writing skills, enabling them to communicate more effectively in both local and global context.

2) Developing Cognitive Skills

Learning through two languages can enhance students' cognitive abilities. Many studies have shown that students who participate in bilingual programs tend to have better critical thinking, problem-

solving and language pattern recognition skills. They are also more adaptable to new linguistic environments.

3) Increasing Self-Confidence

Bilingual teaching aims to build students' confidence in using both their native language and English. As students become more familiar with communicating in two languages, they feel confident expressing their ideas, interacting with others and facing new challenges.

4) Preparing Students for Higher Education

Bilingual education provides a strong foundation for students to continue their education at higher levels. Students with good language proficiency can adapt more easily to new learning environments and more advanced academic demands.

5) Expanding Cultural Awareness

Bilingual teaching not only focuses on language development but also introduces students to different cultures and global perspectives. This helps students become more open-minded, respectful of cultural differences and tolerant of diversity.

6) Improving Academic Achievement

Using two language in classroom instruction can help students gain a deeper understanding of learning materials. As a result, bilingual students often achieve better academic performance in assignments, examinations and other learning activities.

⁸ Based on explanation above, it could be concluded that bilingual teaching aimed not only to improve students' language proficiency but also to develop their cognitive skills, self-confidence, academic achievement and cultural awareness. In addition, bilingual teaching prepared students to adapt to future educational and global communication demands. Therefore, bilingual teaching played an important role in supporting students' overall academic and personal development.

³⁰ B. Review of Related Findings

In preparing this thesis, the researcher found several previous studies that were relevant to this research, as follow:

One related study was conducted by Lasminiar P. (2022) entitled ²⁵ *"Students' Attitudes in Experiencing Bilingual Environment in Islamic Boarding Schools"*. This study ²⁶ employed a survey research design using a five-point Likert scale questionnaire administered to 88 junior high school students. ¹⁷ The findings revealed that most students showed positive attitudes toward the bilingual environment. The bilingual environment facilitated students' acquisition of English and Arabic through daily communication, enhanced their vocabulary, and improved their bilingual communication skills. More importantly, the study indicated that the bilingual environment created a supportive atmosphere for active language use, ³⁴ encouraging students to participate more frequently in speaking activities. Although some students reported feeling forced to use the target languages, the overall

exposure to bilingual interaction helped increase students' confidence and willingness to communicate orally. Therefore, ² this study is relevant to the present research as it demonstrates that bilingual classroom activities can foster students' speaking motivation by promoting active participation and confidence in oral communication.

The second related study was conducted by Urip and Wedayanthi (2025) entitled ¹⁶ "*Analisis Program Bilingual dalam Perkembangan Bahasa Inggris KG 1 di Kiddos Preschool.*" The purpose of this study was to analyze ¹⁶ the effectiveness of a bilingual program in improving the English language development of KG 1 students at Kiddos Preschool. This study employed a ³³ descriptive qualitative research design, with data collected through observations, interviews, and documentation involving teachers, the principal, and students. The findings revealed that the additive bilingual program had a positive influence on students' English development, particularly in vocabulary mastery, comprehension, and speaking skills. Interactive bilingual classroom activities such as games, songs, storytelling, and the use of visual media ²⁴ encouraged students to participate more actively in speaking English. These activities also ²⁴ helped increase students' confidence and willingness to communicate orally. These findings are relevant to the present study because they indicate that bilingual classroom activities play an important role in enhancing students' speaking motivation. By providing engaging and interactive learning experiences, bilingual programs can foster students' enthusiasm, ²⁴ confidence, and active involvement in speaking activities, which

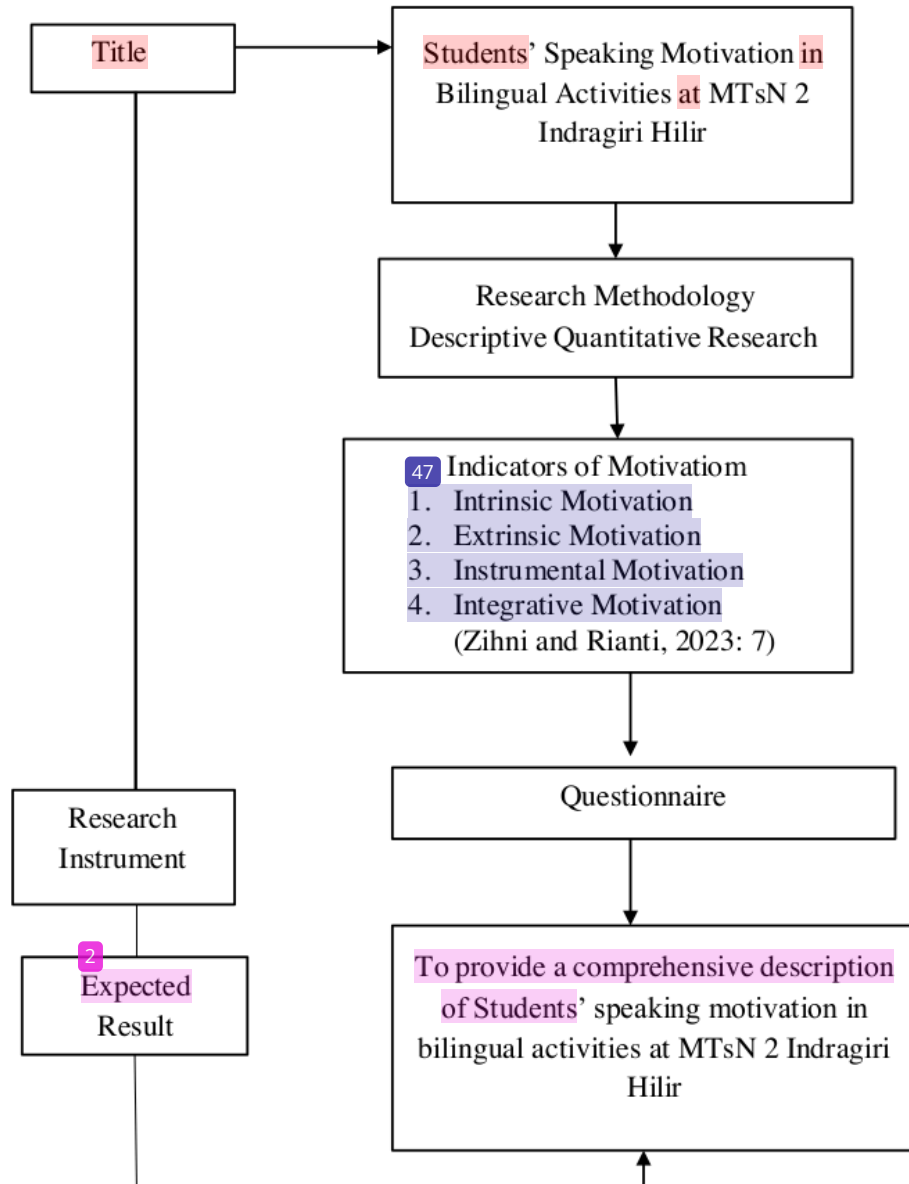
aligns closely with the focus of this study on students' speaking motivation in bilingual classroom activities.

Another related study was conducted by Fajeri and Samsuri (2024) entitled "*Fenomena Bilingualisme di Kalangan Siswa SD: Dampak terhadap Kemampuan Berbahasa.*"¹² The purpose of this study was to analyze the impact of bilingualism on elementary school students' language abilities.⁴⁸ This study employed a descriptive qualitative research design, with data collected through interviews with fifth-grade students at a private elementary school in Beji District, Depok.²⁰ The findings revealed that bilingualism had both positive impacts and challenges on students' language development. Positively, the use of Indonesian and English in classroom interactions increased students' confidence in oral communication and improved their language skills, particularly in speaking English. However, the excessive use of a foreign language was found to influence students' mastery of Indonesian vocabulary and sentence structure. These findings are relevant to the present study because they indicate that bilingual classroom activities can enhance students' speaking motivation when supported by proper teacher guidance and a balanced learning environment. By encouraging active oral interaction and building students' confidence, bilingual activities provide meaningful opportunities for students to participate in speaking, which aligns closely with the focus of this study on students' speaking motivation in bilingual classroom activities.

There were several similarities between the previous studies and the present research in terms of sample, setting, time, and research design. In terms of the sample, all studies involve students as the research subjects. In terms of the setting, the studies were conducted within educational institutions. In terms of time, the studies fall within a relatively recent period (2022–2026). In terms of research design, all studies used a descriptive approach to describe the phenomenon of bilingual learning. However, there were also several differences between the previous studies and the present research in terms of sample, setting, time, and research design. In terms of the sample, the previous studies involved students from various levels, such as preschool and elementary school, whereas this study focuses on eighth-grade junior high school students. In terms of the setting, the previous studies were conducted in different contexts, such as Islamic boarding schools, preschools, and private elementary schools, while this study was conducted in a formal school setting at MTs N 2 Indragiri Hilir. In terms of time, the previous studies were conducted between 2022 and 2025, whereas this study was conducted in 2026. In terms of research design, most of the previous studies used a qualitative approach, while ¹⁹ this study employed a descriptive quantitative design using questionnaires.

1 C. Conceptual Framework

The conceptual framework for this research can be seen below.



Van der Waldt (2020: 3) in (Amin, 2025: 23) states that the conceptual framework functions as a mental map that covers the entire research design. This framework included aspects such as the researcher's focus, ⁷⁴ research questions, literature review, methodology, data analysis techniques, as well as findings and conclusions, thus requiring a broader and more comprehensive perspective.

Based on the conceptual framework, the title of this study was "*Students' Speaking Motivation in Bilingual Activities at MTsN 2 Indragiri Hilir.*" ² This study employed a descriptive quantitative design. It focused on students' speaking motivation in bilingual classroom activities. Speaking motivation was the main variable investigated, while speaking ability was considered as an aspect analyzed based on motivational indicators. Data were collected through a questionnaire developed according to the indicators of speaking motivation. The aimed ¹² of this study was to identify the level of students' speaking motivation and the factors that influenced it in bilingual.

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

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This study employed a descriptive quantitative research design. The purpose of this design was to describe the students speaking motivation in bilingual activities at MTsN 2 Indragiri Hilir. According to Creswell (2014) in Sari (2021:43), quantitative research is a research approach used to test objective theories by investigating the relationships among variables. Whereas, Sugiyono (2018:13) in Sari (2021:43) explain that quantitative data consist of numerical information or data that can be converted into numbers through a scoring or measurement process.

1

B. Location and Time

This research was conducted at MTsN 2 Indragiri Hilir, was located at Batang Tuaka Street, Tembilahan city, Indragiri Hilir regency. This research was conducted from March until Juny 2026. The total of all students was more than 1000 students. This school had various facilities and infrastructure such as a teacher's room, office, classroom, language and Science laboratory, etc.

C. Population and Sample

1. Population

According to Arikunto in Sari (2021:44) a population refers to the entire group of objects or subjects included in a research study. Similarly, Burhan Bungin (2005:110) in Sari (2021:44) defines a population as a collection of objects or individuals within a particular area that possess specific characteristic are then examined to draw conclusion from the study. As the population, the researcher used and select eighth-grade students, who consisted of nine classes and the total of population consist 367 students. The details of population were as follow:

Table III.1
Population

NO.	CLASSES	POPULATION
1.	VIII.1	40
2.	VIII.2	42
3.	VIII.3	41
4.	VIII.4	40
5.	VIII.5	39
6.	VIII.6	41
7.	VIII.7	40
8.	VIII.8	42
9.	VIII.9	42
TOTAL		367

(Source: MTsN 02 Indragiri Hilir)

Class VIII.8 was not included as part of the main research sample in this study. Instead, this class served as the instrument try-out class for the purpose of examining the validity and reliability of the research instrument prior to its administration to the selected research sample.

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2. Sample

A sample was a subset of the population selected to participate in a research study. The selected sample was expected to represent the characteristics of the entire population so that the findings could be generalized. According to Sugiyono (2017:18) in Sari (2021:45) a sample is a portion of the population that possesses the characteristics of the whole population and serves as the source of research data. The sampling technique used in this study was probability sampling, specifically simple random sampling.

According to Dewi (2021) simple random sampling is a sampling technique in which every member of the population has an equal and independent chance of being selected as a sample, without dividing the population into subgroups. This technique was chosen because it allows every student in the population to have the same opportunity to be selected as a research participant, so that the sample obtained can adequately represent the population.

In this study, researcher used simple random sampling to obtain 25% of the total population as the research participants. If the number of subjects is large, the sample will be taken around 10%-15%, 20%-25%, or even more, depending on the needs of the research, (Arikunto, 2004 in Nita Nilamsari, 2014: 48). Based on this calculation, since the total population in this study was 367, the sample taken was 25% of the population, which equaled 91,75

and was rounded to 92 participants. Therefore, the total sample used in this study was 92 respondents.

D. Research Procedure

The procedures conducted by the researcher are as follows:

1. Preparation: The researcher ⁴⁴obtained permission from the school authorities and informed the students about the purpose of the study. ¹⁸The researcher also ensured that students' participation was voluntary and that all information collected was kept confidential.
2. Sampling: The researcher employed a simple random sampling technique using the Spin the Wheel application as a sampling tool. The names of all students from classes VIII.1 to VIII.9 were entered into the digital wheel, and the required number of participants (92 students) was selected randomly from the entire population through the application, without dividing the population into class-based groups. However, class VIII.8 was excluded from the main research sample because it was used as the instrument try-out (validity testing) class. Therefore, the main research sample was selected only from classes VIII.1-VIII.7 and VIII.9.
3. Questionnaire Distribution: The questionnaires were distributed to the students who had been selected as the research sample. Clear instructions were provided on how to complete the questionnaires, and the researcher ensured that all students understood each questionnaire item ⁵¹before completing the questionnaire.

4. Data Collection: The completed questionnaires were collected and examined for completeness and consistency to ensure that the data were appropriate for further analysis.

1

E. Research Instrument

In this research, the researcher used questionnaire. Sugiyono, (2018:142) The collection of data used by researchers is based on the technique or method. A questionnaire was a technique used by researcher to collect research data, the researcher provided a set of questions or written statements to the respondent with the aim of the respondent answering the questions or statements given.

2

In this research the researcher used a questionnaire totaling 11, which were developed based on the indicators of motivation.

2

TABLE III.2

Blue Print of Questionnaire

NO.	Indicator	Number of item	Item Number
1.	Intrinsic Motivation	1	1
2.	Extrinsic Motivation	3	8,9,14
3.	Instrumental Motivation	4	15,16,18,19
4.	Integrative Motivation	3	23,24,25.

3

F. Data Collection Technique

The primary data used in this study were collected through a questionnaire. The questionnaire consisted of 11 statement items. It was distributed to the eighth-grade students of MTsN 2 Indragiri Hilir who were

selected as the research sample, and the responses obtained were collected for analysis. To measure students' motivation, the respondents were asked to respond to each statement provided in the questionnaire. The respondents were given approximately 10–15 minutes to complete the questionnaire.

G. Data Analysis Technique

a. Questionnaire

The researcher used a descriptive quantitative approach to analyze the data. The data collection technique was a questionnaire consisting of 11 statements. The questionnaire used a 4-point Likert scale, which was considered effective in producing valid and high-quality data. The Likert scale contained four response options, namely: 1) Strongly Agree (SA), 2) Agree (A), 3) Disagree (D), and 4) Strongly Disagree (SD). In general, quantitative data analysis was conducted using descriptive statistics. In this study, the researcher will use SPSS Statistics 27 to analyze data related to students' speaking motivation in bilingual classroom activities.

TABLE III.3
The Likert Scale Rating

No	Scale	Score
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

After all responses had been collected, the total score of the variable was calculated by summing the scores from all respondents. Since the questionnaire used a four-point Likert scale and was administered to 92

respondents, the highest possible score was obtained by multiplying the highest Likert scale value (4) by the total number of respondents, resulting in a maximum score of 368. Meanwhile, the lowest possible score was calculated by multiplying the lowest Likert scale value (1) by the total number of respondents, resulting in a minimum score of 92.

This classification was used to determine the level of students' speaking motivation in bilingual classroom activities at MTsN 02 Indragiri Hilir. The determination of class intervals in this study follows the theory developed by Syukur and Saputra (2021:120). Furthermore, the results of these calculations were used as the basis for classifying the data into very low, low, high, and very high categories, thereby systematically and measurably determining the level of students' speaking motivation in bilingual classroom activities. According to Widyoko's model (2014:109) as cited in Agusria (2023:28), the collected data can be analyzed by calculating the total amount for each score obtained from the respondents.

Formula Explanation:

1. The Highest Score

The highest score is obtained by multiplying the highest Likert scale value (4) by the total number of questionnaire items, indicating the maximum score that respondents can achieve ($4 \times 92 = 368$).

2. The Lowest Score

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The lowest score is calculated by multiplying the lowest Likert scale value (1) by the total number of questionnaire items, indicating the minimum score that respondents can obtain ($1 \times 92 = 92$).

2

3. Class Interval

$$\text{Class Interval} = \frac{(\text{Highest score} - \text{Lowest score})}{(\text{Number of response categories})}$$

$$\text{Class Interval} = \frac{(368 - 92)}{4} \times \frac{21}{4} = 69$$

Based on the interval above, the classification or level of students' speaking motivation in bilingual classroom activities could be seen below.

TABLE III.4

Learning Style in Speaking Skills

Score level	Level of Students' Speaking Motivation
299 – 368	Very Good
230 – 299	Good
161 – 230	Fair
92 – 161	Low

Syukur and Saputra (2021: 120).

1

4. Mean Score

To identify the level of students' speaking motivation, all statement scores must be summed up and divided by the number of statements. The result can be expressed as the level of students' speaking motivation in bilingual classroom activities.

$$\text{Mean score} = \frac{\sum \text{all of the score of the statements}}{\sum \text{all of the statements}}$$

To evaluate the reliability level of a research instrument, the reliability classification proposed by Cohen (2007:33) in Agusria (2023:27) is used as the reference in this study. These classifications provide guidelines for determining the extent to which an instrument can be regarded as reliable. The following table presents the reliability categories used to evaluate the degree to which a test instrument can be considered reliable.

TABLE III.5

A Commonly Accepted Rule of Thumb of Describing Internal Consistency by Using Cronbach Alpha

Cronbach Alpha	Internal Consistency
> 0.90	Very highly reliable
0.80-0.90	Highly reliable
0.70-0.79	Reliable
0.60-0.69	Minimally reliable
< 0.60	Unacceptably low reliable

(Cohen in Agusria, 2023:27)

The reliability of the questionnaire was examined through the Statistical Package for the Social Sciences (SPSS) version 27, which was used to evaluate the internal consistency of the instrument and verify its reliability.

b. Validity Test

According to Sanaky et al. (2021: 433), validity is an aspect of measurement accuracy. A validity test is necessary to determine whether the

data collection instruments accurately and effectively measure what they are intended to assess (Pariani, 2016) in Harnita (2023:26). A valid measuring instrument was able to perform its measuring function precisely and had a high level of accuracy. Accuracy here means that the instrument can detect small differences in the attributes being measured. Therefore, a valid instrument could be defined as a measuring tool that had a high level of accuracy and reliability in collecting data. In this study, the validity used was construct validity. According to Heale and Twycross in Khomeiran and Barrett (2025:38) Construct validity refers to the ability to interpret test results in a way that is consistent with the concept being studied. Moreover, the critical value of the r-table at a 0.05 significance level was employed to determine the results of the validity test, which was carried out using SPSS 27 to evaluate how accurately the instrument measured its intended construct.

c. Reliability Tests

Reliability was defined as the degree to which a measurement produces consistent and stable results. According to Shodiya and Adekunle (2022: 712), a reliability test is used to determine the consistency of an instrument's score across different occasions of testing, different raters scoring the responses. Reliability indicated whether an instrument was able to produce stable and trustworthy data. Therefore, the more consistent the measurement results were, the higher the level of reliability of the instrument was.

1 CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

A. Data Presentation

3 1. Validity of the Test

The purpose of the validity test was to assess the extent to which the questionnaire items effectively measured students' speaking motivation in bilingual activities. The validity of the questionnaire was examined using the Pearson Product Moment correlation analysis in SPSS version 27. This analysis was carried out by correlating the score of each item accurately measured the intended construct. An item was considered valid if its correlation coefficient exceeded the critical value of the r-table at the 0.05 level of significance.

Although twenty-eight questionnaires were distributed to the participants, only eleven completed questionnaires were collected. The result of the validity analysis are presented in the following table:

Table IV. 1

The Validity of Students' Speaking Motivation

NO	R,count	13 R,table	Result
1	0.300	0,432	Invalid
2	0.292	0,432	Invalid
3	0.276	0,432	Invalid
4	0.397	0,432	Invalid
5	0.046	0,432	Invalid
6	0.579	0,432	Valid
7	-0.084	0,432	Invalid

8	0.456	0,432	⁴ Valid
9	0.479	0,432	Valid
10	0.137	0,432	Invalid
11	-0.040	0,432	Invalid
12	-0.058	0,432	Invalid
13	0.170	0,432	Invalid
14	0.601	0,432	Valid
15	0.519	0,432	Valid
16	0.487	0,432	Valid
17	-0.237	0,432	Invalid
18	0.573	0.432	Valid
19	0.728	0.432	Valid
20	0.036	0.432	Invalid
21	-0.147	0.432	Invalid
22	0.262	0.432	Invalid
23	0.632	0.432	Valid
24	0.701	0.432	Valid
25	0.762	0.432	Valid
26	-0.248	0.432	Invalid
27	0.225	0.432	Invalid
28	-0.066	0.432	Invalid

As shown in the table above, a total of 28 questionnaire items were subjected to a validity test. The results of the analysis indicated that only 11 items obtained a Pearson ³Correlation Coefficient (r-count) higher than the critical r-table value of 0.432. Therefore, these 11 items were considered

valid and retained ¹⁷ for use in the data collection process. Of the 11 valid items, each represented one of the 4 indicators of speaking motivation, consisting of 1 item for Intrinsic Motivation, 3 items for Extrinsic Motivation, 4 items for Instrumental Motivation and 3 items for Integrative Motivation. ¹⁴ The validity test was conducted using the Pearson Product Moment Correlation technique by comparing the correlation coefficient of each questionnaire item with the critical r-table value at a 5% significance level. The critical r-table value of 0.432 was determined ³ based on the degree of freedom ($df=n-2$). By retaining only the valid items, the questionnaire was expected to measure the intended construct more accurately, ²³ thereby enhancing the validity and reliability of the study findings.

2. Reliability Test

According to Suharsimi Arikunto (2010:221) in Purwanti (2021:30) ²³ reliability refers to the extent to which a research instrument consistently produces stable and dependable result, making it suitable for use as a data collection tool. A reliable instrument was capable of yielding consistent outcomes when administered repeatedly under the same conditions. Therefore, if the collected data accurately reflected the actual situation, repeated measurements were expected to produce similar or identical result.

As the instrument used in this research was in the form of a questionnaire, its reliability was evaluated by applying the Cronbach's Alpha reliability coefficient. According to Priyanto (2011:69) in Purwanti (2021:30) the reliability of an instrument can be determined using Cronbach's Alpha

criteria. A coefficient below 0.60 indicated poor reliability, a value of 0.70 was considered acceptable and a coefficient exceeding 0.80 reflected good reliability.

Table IV.2
The Reliability Statistics of Students' Speaking Motivation Questionnaire

Reability statistic	
Cronbach Alpha	N of items
0.815	11

The results shown in the table indicated that the questionnaire achieved a Cronbach's Alpha value of 0.815, which surpassed the recommended minimum criterion of 0.60. Since the obtained coefficient exceeded the established benchmark, the instrument was considered reliable. Furthermore, the reliability coefficient suggested that the questionnaire had a very high level of internal consistency, making it appropriate for use in this study.

3. The Result of Questionnaire

This section presented the findings of the study based on the research question: "How is students' speaking motivation in bilingual activities of grade 8 at MTsN 2 Indragiri Hilir?". Each questionnaire item was analyzed in detail to ensure that the data could be interpreted accurately and understood clearly. The analysis was intended to determine the level of students' motivation to speak English during bilingual activities. Furthermore, the researcher provided a comprehensive explanation of the results for each statement, enabling readers to gain a clearer understanding of the study's findings. The research results are presented in the following tables:

Table IV. 3

1st statement (I feel more confident when I try to speak English during bilingual activities. (Intrinsic Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	25	25 x 4	100	
2	A	44	44 x 3	132	
3	D	21	21 x 2	42	
4	SD	2	2 x 1	2	
Total		92		276	Good

Based on the table, the total score for the first statement are 276, which was classified as Good. Among the 92 respondents, 44 students chose Agree, followed by 25 students who selected Strongly Agree. Meanwhile, 21 students chose Disagree and only 2 students selected Strongly Disagree. These findings indicated that most students feel more confident speaking English during bilingual activities. This suggested that bilingual activities positively support students' intrinsic motivation by increasing their confidence in speaking English.

Table IV.4

2nd statement (I speak English during bilingual activities because my teacher expects me to. (Extrinsic Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	14	14 x 4	56	
2	A	50	50 x 3	150	
3	D	23	23 x 2	46	

4	SD	5	5 x 1	5	
Total		92		257	Good

Based on the table, the total score for the second statement were 257, which was classified as Good. Among the 92 respondent, 50²² students chose Agree, followed by 14 students who selected Strongly Agree. Meanwhile, 23 students chose Disagree and only 5⁷⁶ students selected Strongly Disagree. These finding indicated that most students were motivated to speak English during bilingual activities because of their teacher's expectations. This suggested that bilingual activities positively enhance students' extrinsic motivation by encouraging them to participate in speaking English through external support and guidance from their teacher.

Table IV.5

3rd statement (I participate in bilingual speaking activities to get a good score or reward. (Extrinsic Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	27	27 x 4	108	
2	A	45	45 x 3	135	
3	D	16	16 x 2	32	
4	SD	4	4 x 1	4	
Total		92		279	Good

Based on the table, the total score for the third statement were 279, which was classified as Good. Among the 92 respondent, 45 students chose⁹ Agree, followed by 27 students who selected Strongly Agree. Meanwhile, 16

5 students chose Disagree and only 4 students selected Strongly Disagree. These findings indicated that most students participate in bilingual activities to obtain good scores or reward. This suggest that external incentives, including grades and rewards, play a positive role in enhancing students' extrinsic motivation to actively participate in speaking English during bilingual activities.

Table IV.6

4th statement (I feel encouraged to speak English when my friends also participate actively. (Extrinsic Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	35	35 x 4	140	
2	A	40	40 x 3	120	
3	D	14	14 x 2	28	
4	SD	3	3 x 1	3	
Total		92		291	Very Good

Based on the table, the total score for the fourth statement were 291, which was classified as Very Good. Among the 92 respondent, 40 students chose 9 Agree, followed by 35 students who selected Strongly Agree. Meanwhile, 5 14 students chose Disagree and only 3 students selected Strongly Disagree. These findings indicated that most students were encouraged to speak English when their classmates actively participate in bilingual activities. This suggested that peer participation serves as an important external factor that strengthens students' extrinsic motivation and promotes greater involvement in speaking English during bilingual classroom activities.

Table IV.7

5th statement (I speak English in bilingual activities because it helps me improve my academic performance. (Instrumental Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	38	38 x 4	152	
2	A	44	44 x 3	132	
3	D	10	10 x 2	20	
4	SD	0	0 x 1	0	
Total		92		304	Very Good

Based on the table, the total score for the fifth statement were 304, which was classified as Very Good. Among the 92 respondent, 44 ²² students chose Agree, followed by 38 students who selected Strongly Agree. Meanwhile, 10 students chose Disagree and 0 student selected Strongly Disagree. These findings indicate that most students speak English during bilingual activities because they believe it contributes to improving their academic performance. This suggested that bilingual activities positively enhance students' instrumental motivation, as they are encourage to use English in order to achieve better academic outcomes.

Table IV.8

6th statement (I practice English speaking because I want to pass English exams or tests. (Instrumental Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	33	33 x 4	132	
2	A	50	50 x 3	150	
3	D	7	7 x 2	14	
4	SD	2	2 x 1	2	
Total		92		298	Good

Based on the table, the total score for the sixth statement were 298, which was classified as Very Good. Among the 92 respondent, 50 students chose ⁹ Agree, followed by 33 students who selected Strongly Agree. Meanwhile, ⁵ 7 students chose Disagree and only 2 students selected Strongly Disagree. These findings indicated that most students practice English speaking because they want to pass English exams or test. This suggested that examinations and test positively support students instrumental motivation by encouraging them to improve their English-speaking skills.

Table IV.9

7th statement (I speak English in bilingual activities because I want to be able to read and understand English texts. (Instrumental Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	46	46 x 4	184	
2	A	39	39 x 3	117	
3	D	5	5 x 2	10	
4	SD	2	2 x 1	2	

Total	92		313	Very Good
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Based on the table, the total score for the seventh statement are 313, which is classified as Very Good. Among the 92 respondent, 50 students chose ⁹ Agree, followed by 33 students who selected Strongly Agree. Meanwhile, 7 ⁵ students chose Disagree and only 2 students selected Strongly Disagree. These findings indicate that most students speak English during bilingual activities because they want to be able to read and understand English tests. This suggested that ⁷⁵ students have a high level of instrumental motivation, as they were motivated to improve their English proficiency in order to achieve academic goals, particularly in understanding and completing English test effectively.

Table IV.10

8th statement (I speak English because it is useful for studying in higher education or abroad. (Instrumental Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	43	43 x 4	172	
2	A	39	39 x 3	117	
3	D	7	7 x 2	14	
4	SD	3	3 x 1	3	
Total		92		306	Very Good

Based on the table, the total score for the eighth statement were 306, which was classified as Very Good. Among the 92 respondent, 39 students chose ⁹ Agree, followed by 43 students who selected Strongly Agree. Meanwhile, 7 ⁵ students chose Disagree and only 3 students selected Strongly

Disagree. These **findings** indicated **that** most **students** speak English because they believed it was useful for studying in higher education or abroad. This suggested that students had strong instrumental motivation, as they recognized the importance of English proficiency in supporting their future academic goals.

Table IV.11

9th statement (I feel motivated to speak English because I want to know more about English culture. (Integrative Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	32	32 x 4	128	
2	A	41	41 x 3	123	
3	D	18	18 x 2	36	
4	SD	1	1 x 1	1	
Total		92		288	Good

Based on the table, the total score for the ninth statement were 288, which was classified as Good. Among the 92 respondent, 41 students chose Agree, followed by 32 students who selected Strongly Agree. Meanwhile, 18 students chose Disagree and only 1 student selected Strongly Disagree. These findings indicated that most students felt motivated to speak English because they want to learn more about English culture. This suggested that bilingual activities positively support students' integrative motivation by encouraging the interest in understanding the culture associated with the English language.

Table IV.12

10th statement (I enjoy speaking English because it helps me understand how people think and behave in English-speaking countries. (Integrative Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	31	31 x 4	124	
2	A	44	44 x 3	132	
3	D	16	16 x 2	32	
4	SD	1	1 x 1	1	
Total		92		289	Good

Based on the table, the total score for the tenth statement were 289, which was classified as Good. Among the 92 respondent, 44 students chose Agree, followed by 31 students who selected Strongly Agree. Meanwhile, 16 students chose Disagree and only 1 student selected Strongly Disagree. These findings indicated that most students enjoy speaking English because it helped them understand how people think and behave in English-speaking countries. This suggested that bilingual activities positively support students' integrative motivation by increasing their interest in understanding the culture and perspectives of English-speaking communities.

Table IV.13

11th statement (I speak English in bilingual activities because I want to be part of the English-speaking community. (Integrative Motivation))

NO	Choices	Number of Responden	Respondents x Score of Every Answer	Result	Level
1	SA	19	19 x 4	76	
2	A	40	40 x 3	120	

3	D	28	28 x 2	56	
4	SD	5	5 x 1	5	
Total		92		257	Good

Based on the table, the total score for the last statement were 257, which was classified as Good. Among the 92 respondent, 40 students chose Agree, followed by 19 students who selected Strongly Agree. Meanwhile, 28 students chose Disagree and only 5 students selected Strongly Disagree. These findings indicated that most students were willing to speak English during bilingual activities because they want to be part of the English-speaking community. This suggested that bilingual activities positively support students' integrative motivation by encouraging their desire to communicate with and become part of the English-speaking community.

Table IV.14
Recapitulation of Students' Speaking Motivation in Bilinngual Activities
at MTsN 2 Indragiri Hilir

NO	STATEMENT	SA 4	A 3	D 2	SD 1	AMOUNT	LEVEL
1	Statement 1	100	132	42	2	276	Good
2	Statement 2	56	150	46	5	257	Good
3	Statement 3	108	135	32	4	279	Good
4	Statement 4	140	120	28	3	291	Good
5	Statement 5	152	132	20	0	304	Very Good
6	Statement 6	132	150	14	2	298	Good
7	Statement 7	184	117	10	2	313	Very Good
8	Statement 8	172	117	14	3	306	Very Good
9	Statement 9	128	123	36	1	288	Good
10	Statement 10	124	132	32	1	289	Good

11	Statement 11	76	120	56	5	257	Good
Total						3158/11 = 287.09	Good

The recapitulated data indicated that the students' speaking motivation in bilingual activities at MTsN 2 Indragiri Hilir is classified as Good. This conclusion was based on the overall mean score of 287.09, which falls within the interval of 230-299, representing a Good level of speaking motivation. These findings suggested that students generally demonstrated positive motivation to speak English during bilingual activities.

The classification was established using Widyoko's assessment framework, as described in the table provided in Chapter III. Furthermore, a detailed examination of the questionnaire responses shows that ⁵³ the four dimensions of speaking motivation, intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation were predominantly classified as Good, while several questionnaire items were categorized as Very Good. According to the classification intervals adopted in this study, ⁶⁰ the overall mean score of 287.09 falls within the range of 230–299, which represents the Good category, whereas scores ranging from 299–368 were classified as Very Good. ² These results indicated that the students generally demonstrated a favorable level of speaking motivation during bilingual activities. In addition, the presence of several questionnaire items in the Very Good category suggests that certain aspects of students' motivation were particularly strong. Overall, these findings imply that bilingual activities play a meaningful role in fostering students' motivation

to communicate in English by encouraging active participation, increasing confidence, and strengthening their willingness to use English in the classroom.

B. Research Finding

This study was conducted to examine students' speaking motivation during bilingual classroom activities at MTsN 2 Indragiri Hilir. Based on the questionnaire responses collected from 92 respondents, ²the findings revealed that the students' overall speaking motivation was categorized as Good. According to the classification intervals applied in this study, the overall mean score of 287.09 fell within the range of 230–299, indicating a Good level of speaking motivation. Furthermore, although most questionnaire items were classified as Good, several items achieved the Very Good category, indicating that certain aspects of students' speaking motivation were particularly strong. Overall, these findings suggest that bilingual classroom activities contributed positively to students' motivation to speak English and encouraged their active participation in classroom communication.

2 CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to examine students' speaking motivation in bilingual activities at MTsN 2 Indragiri Hilir. The study was based on the awareness that motivation plays an important role in encouraging students to participate actively in speaking English. Bilingual activities implemented at the school provide opportunities for students to practice English regularly through vocabulary practice, pronunciation exercises, and simple conversations. Therefore, this study aimed to describe the level of students' speaking motivation during bilingual activities.

3 This study employed a descriptive quantitative research design using a questionnaire as the research instrument. The questionnaire consisted of 11 valid statements representing four indicators of motivation, namely intrinsic motivation, extrinsic motivation, instrumental motivation, and integrative motivation. The participants of this study were 92 eighth-grade students selected through simple random sampling from the total population of 367 students.

3 The findings revealed that the overall level of students' speaking motivation in bilingual activities was categorized as Good, with a mean score of 287.09. This score falls within the interval of 230–299, indicating that students generally have positive motivation to speak English during bilingual classroom activities. The findings also showed that all four indicators of

motivation contributed positively to students' speaking motivation. Several questionnaire items were categorized as Very Good, particularly those related to instrumental motivation, indicating that practical goals such as improving academic achievement, passing examinations, understanding English texts, and preparing for higher education strongly encouraged students to speak English.

Overall, the results indicate that bilingual activities positively support students' motivation to speak English. Through regular participation in bilingual activities, students become more confident, actively involved in classroom communication, and more willing to use English in meaningful situations. Therefore, bilingual activities can be considered an effective program for promoting students' speaking motivation and encouraging the development of their English communication skills.

B. Sugestion

Based on the findings and conclusions of this study, several suggestions are proposed for English teachers, students, future researchers, and educational institutions.

1. For English Teachers

English teachers are encouraged to continue implementing bilingual classroom activities because they have been shown to positively support students' speaking motivation. Teachers are also recommended to provide more interactive speaking activities, such as role plays, group discussions, dialogues, language games, and presentations, in order to maintain students'

interest and increase their confidence in speaking English. Furthermore, teachers should provide positive feedback and encouragement so that students feel comfortable expressing themselves in English.

2. For Students

Students are expected to participate actively in bilingual classroom activities and make use of every opportunity to practice speaking English. They should not be afraid of making mistakes because continuous practice will improve their confidence and speaking ability. In addition, students are encouraged to strengthen their motivation by practicing English outside the classroom through conversations with friends, ⁵⁸ listening to English songs, watching English videos, reading English materials, and using English in their daily communication whenever possible.

⁴⁵ 3. For Future Researchers

Future researchers are recommended to conduct further studies related to students' speaking motivation by involving larger samples or different educational levels ² to obtain more comprehensive findings. In addition, future studies may investigate the relationship between students' speaking motivation and other variables, such as speaking achievement, speaking anxiety, self-confidence, or vocabulary mastery. Researchers may also ² employ qualitative or mixed-method approaches to gain a deeper understanding of students' motivation in bilingual classroom activities.

4. For Educational Institutions

Schools are encouraged to continue developing and supporting bilingual classroom activities as one of the strategies to improve students' English speaking motivation. Educational institutions should provide adequate learning facilities, English learning resources, and opportunities for students to practice English in authentic situations. In addition, schools are expected to organize more English-based programs and activities that can create an enjoyable learning environment and encourage students to communicate confidently in English.

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