



Bilingual Program Management Model for Enhancing Students' Speaking Skills in a National Plus School

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ABSTRACT

Purpose of the study: This study aims to analyze the implementation model of the bilingual class program and examine how its managerial structure contributes to improving students' speaking skills in a national plus school context.

Methodology: This research employed a qualitative descriptive case study design. Data were collected through structured classroom observations, semi-structured interviews, documentation analysis, and speaking performance assessment using an analytic scoring rubric (fluency, pronunciation, vocabulary, grammar, confidence). Data were analyzed using the interactive model of data reduction, display, and conclusion drawing with triangulation techniques.

Main Findings: The findings show that systematic planning, structured teacher assignment, consistent English exposure, and continuous program evaluation significantly enhance students' speaking fluency, vocabulary use, and communicative confidence. Functional bilingual interaction practices were more effective than symbolic language use in promoting active oral participation and contextualized language production.

Novelty/Originality of this study: This study introduces an integrative managerial perspective linking bilingual program planning, organization, implementation, and evaluation with measurable speaking skill development. It advances existing bilingual education research by demonstrating that communicative competence improvement is strongly influenced by institutional management coherence, not solely classroom instructional techniques.

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1. INTRODUCTION

The accelerating dynamics of globalization have fundamentally reshaped the objectives of contemporary education systems [1]-[3]. Educational institutions are no longer solely responsible for transmitting disciplinary knowledge; they are increasingly expected to cultivate communicative competence, intercultural literacy, and adaptability in multilingual environments. Within this global landscape, English has emerged as the dominant medium of academic exchange, scientific dissemination, and international mobility [4]. Consequently, proficiency in English particularly in productive skills such as speaking has become a critical determinant of students' academic competitiveness and future professional opportunities [5], [6].

In Indonesia, policy reforms and institutional initiatives have sought to address this demand by strengthening English instruction across educational levels [7], [8]. Among the strategic responses adopted by schools is the establishment of bilingual class programs, in which two languages Indonesian and English are used

as instructional media across selected subjects [9]. Conceptually, bilingual education is grounded in the premise that sustained exposure to a second language in meaningful academic contexts can facilitate deeper acquisition than isolated language instruction. Rather than treating English as a separate subject, bilingual models attempt to embed language learning within content-based instruction, thereby promoting simultaneous development of cognitive and linguistic competencies [10], [11].

Theoretically, bilingual education is associated with significant cognitive and linguistic benefits [12]. Studies in bilingualism suggest that dual-language exposure can enhance metalinguistic awareness, cognitive flexibility, and problem-solving skills [13], [14]. In addition, content-based bilingual instruction is often linked to improved academic engagement and authentic language use. However, such theoretical advantages are contingent upon systematic implementation. Without coherent planning, pedagogical alignment, and institutional commitment, bilingual programs risk functioning merely as symbolic innovations rather than transformative educational practices.

Empirical realities indicate that the implementation of bilingual classes frequently falls short of its conceptual ideals. In many contexts, the use of English is partial and inconsistent, often limited to terminology, greetings, or fragmented explanations [15], [16]. This superficial integration may create the appearance of bilingualism without substantially increasing students' communicative competence. More critically, productive language skills particularly speaking tend to remain underdeveloped. Students may acquire passive comprehension of subject-specific vocabulary yet demonstrate reluctance, low confidence, and limited fluency in oral interaction [17]. This discrepancy reveals a structural issue: bilingual instruction does not automatically translate into communicative proficiency unless it is supported by deliberate pedagogical strategies and effective program management.

Existing research on bilingual education in Indonesia has predominantly focused on students' perceptions, motivational factors, or general academic outcomes [18]. While these studies provide valuable insights, they often overlook the systemic dimensions of bilingual program implementation. There is limited investigation into how managerial elements such as program planning, curriculum organization, teacher preparedness, classroom interaction patterns, monitoring mechanisms, and evaluation strategies collectively shape the effectiveness of bilingual instruction [19], [20]. Moreover, few studies explicitly examine the relationship between the structure of bilingual program implementation and the development of specific language skills, particularly speaking competence.

Previous studies have examined bilingual education from various perspectives, such as students' perceptions, academic achievement outcomes, and general language development [21]. However, relatively few studies have analyzed the managerial and implementation aspects of bilingual class programs in relation to specific language skill improvement, especially speaking skills, within the context of national plus schools. Furthermore, limited attention has been given to how program planning, curriculum organization, classroom strategies, monitoring systems, and evaluation mechanisms collectively influence the effectiveness of bilingual instruction in fostering active oral communication [22], [23].

Although numerous previous studies have examined the effectiveness of bilingual programs in improving students' language skills, most of them primarily focus on learning outcomes or levels of linguistic proficiency without comprehensively investigating the implementation process. Study [24], for instance, highlights the improvement of students' speaking skills through bilingual approaches but does not elaborate on how structural and managerial factors contribute to such outcomes. Meanwhile [25], [26] explores classroom practices in bilingual education but remains limited to instructional strategies without examining their alignment with planning, organizing, and evaluation processes. Therefore, a significant gap exists in the literature, particularly in the lack of comprehensive studies that integrate pedagogical, structural, and managerial dimensions in the implementation of bilingual classroom programs.

The novelty of this study lies in its holistic approach to analyzing the implementation of bilingual classroom programs as an integrated system rather than merely a classroom practice. This research thoroughly examines the four core management functions planning, organizing, implementing, and evaluating and investigates how these elements interact to shape the effectiveness of bilingual programs [27]. Furthermore, this study goes beyond assessing students' speaking proficiency as an output by exploring the underlying mechanisms that contribute to the development of communicative competence. By integrating educational management perspectives with language learning frameworks, this research offers a new and comprehensive model of bilingual program implementation that is both theoretically enriched and practically applicable [28].

This study provides both theoretical and practical implications for the development of bilingual education. Theoretically, it contributes to the existing body of knowledge by proposing a system-based model that integrates managerial and pedagogical aspects of bilingual program implementation. Practically, the findings can serve as a reference for educational institutions in designing and managing bilingual classroom programs more effectively and systematically [29]. In addition, this research may inform educational policy development, particularly in establishing bilingual programs that are oriented toward enhancing students' communicative competence [30].

Thus, this study not only advances conceptual understanding but also offers actionable insights that can be implemented in similar educational contexts.

The urgency of this research is grounded in the growing demand for practical and evidence-based models of bilingual education that can be replicated or adapted by other institutions. As more schools adopt bilingual programs to enhance institutional competitiveness and meet parental expectations, it becomes essential to ensure that such programs genuinely contribute to students' communicative development [31]. Therefore, this study aims to analyze the implementation model of the bilingual class program in improving students' speaking skills at Smart Eureka A National Plus School Depok. The findings are expected to provide both theoretical contributions to bilingual education discourse and practical recommendations for effective program management in similar educational contexts.

2. RESEARCH METHOD

2.1. Research Design

This study employed a qualitative descriptive case study design [32]. The case study approach was selected to obtain an in-depth and contextualized understanding of the implementation of the bilingual class program and its contribution to improving students' speaking skills. Rather than measuring variables statistically, this design allows exploration of managerial processes, instructional practices, and classroom interactions as an integrated system within a real educational setting.

The qualitative orientation was considered appropriate because the focus of the research was not merely on outcomes but on how planning, organizing, implementing, and evaluating processes were carried out and how these processes influenced students' communicative performance. The study emphasized naturalistic inquiry, meaning that data were collected in authentic classroom and institutional contexts without experimental manipulation.

2.2. Research Subjects and Objects

The research was conducted at Smart Eureka A National Plus School Depok. The subjects of this study consisted of, (1) The school principal (as the policymaker of the bilingual program), (2) English teachers and subject teachers involved in the bilingual class program. (3) Students enrolled in the bilingual class program. The object of the research was the implementation model of the bilingual class program and its role in improving students' speaking skills.

The sampling technique used was purposive sampling. Participants were selected based on their direct involvement in the bilingual program implementation. This ensured that the data obtained were relevant, information-rich, and aligned with the research objectives.

2.3. Sources of Data and Data Collection Techniques

This study utilized two types of data sources. Primary data includes (1) Classroom observations of bilingual instruction. (2) Interviews with the principal, teachers, and selected students. (3) Direct assessment of students' speaking performance. Secondary data includes, (1) School documents (curriculum structure, lesson plans, program guidelines). (2) Institutional reports related to the bilingual program.

The data collection techniques included, Observation, classroom observations were conducted to examine language use patterns, teacher-student interaction, instructional strategies, and students' speaking participation. Observations followed a structured observation guide. Interview. Semi structured interviews were conducted to explore managerial planning, implementation challenges, teacher readiness, and perceived program effectiveness. Documentation, a analysis was used to examine curriculum planning, policy documents, and evaluation records. Speaking performance assessment, Students' speaking skills were assessed using a structured rubric to identify fluency, pronunciation, vocabulary use, grammatical accuracy, and confidence.

2.4. Research Instruments

The research instruments were designed to ensure systematic and comprehensive data collection. The instruments included observation sheets, interview guides, documentation checklists, and a speaking assessment rubric.

Table 1. Research Instruments and Indicators

Instrument	Indicators Measured	Data Source	Purpose
Observation Sheet	Language use (English–Indonesian balance), interaction patterns, speaking opportunities, instructional strategies	Classroom activities	To analyze real implementation of bilingual instruction
Interview Guide	Program planning, teacher readiness, evaluation system, perceived challenges	Principal & Teachers	To explore managerial and instructional dimensions
Documentation Checklist	Curriculum structure, lesson plans, bilingual policies	School documents	To verify program design consistency
Speaking Assessment Rubric	Fluency, pronunciation, vocabulary, grammar accuracy, confidence	Students	To evaluate improvement of speaking skills

The speaking rubric adopted analytic scoring criteria adapted from communicative competence frameworks, with a scale ranging from 1 (very limited performance) to 5 (excellent performance) for each component.

2.5. Data Analysis Technique

Data analysis followed the interactive model of qualitative analysis [33] consisting of, data reduction, data from interviews, observations, and documentation were transcribed, coded, and categorized according to themes related to planning, organizing, implementing, and evaluating the bilingual program. Data display, organized data were presented in matrices and thematic descriptions to facilitate interpretation. Conclusion drawing and verification, patterns and relationships between program implementation and speaking skill improvement were identified. Triangulation was conducted to ensure data validity by comparing observation results, interview responses, and documentation findings. For speaking performance data, descriptive analysis was used to interpret score distributions and identify patterns of improvement.

3. RESULTS AND DISCUSSION

3.1. Implementation of the Bilingual Class Program

The findings indicate that the bilingual class program at Smart Eureka A National Plus School Depok has been implemented through a structured managerial framework consisting of planning, organizing, implementation, and evaluation stages [34]. In the planning phase, the school integrates English usage into selected core subjects and prepares bilingual lesson plans that outline language objectives alongside content objectives. Unlike partial bilingual practices observed in other institutions, this program demonstrates deliberate alignment between curriculum design and communicative goals [35]. This structured planning contributes to greater consistency in English exposure during classroom interaction.

From an organizational perspective, the program assigns teachers based on English proficiency and subject expertise. Teachers are required to demonstrate functional communicative competence and receive internal coordination meetings to standardize instructional approaches. This finding supports previous research emphasizing that teacher readiness significantly determines the effectiveness of bilingual instruction [36], [37]. However, the present study extends prior findings by showing that institutional coordination mechanisms such as regular evaluation meetings and peer discussion forums play a mediating role between teacher competence and classroom implementation quality.

During classroom observations, it was found that English was used not merely for terminology but also for explanation, questioning strategies, and classroom management. Students were encouraged to respond in English, particularly during presentation sessions and structured discussions. This indicates a shift from symbolic bilingualism toward functional bilingual practice. The results align with studies suggesting that meaningful interaction and authentic communicative tasks are essential for developing speaking proficiency [38]. Nevertheless, the intensity of English usage varied depending on teacher confidence and student readiness, suggesting that sustainability remains a challenge.

2.2. Improvement of Students' Speaking Skills

The assessment of students' speaking performance revealed noticeable improvement in fluency, vocabulary usage, and confidence levels. Students demonstrated greater willingness to initiate responses and participate in oral discussions compared to preliminary observation stages. The most significant development was observed in communicative confidence, indicating that frequent exposure and structured speaking opportunities contribute positively to oral proficiency. This finding is consistent with communicative language teaching principles, which argue that language competence develops through active production rather than passive reception [39].

Furthermore, the integration of subject content and language learning appears to create contextual reinforcement for vocabulary acquisition. Students were able to use subject-specific terminology in spontaneous speech, reflecting internalization rather than rote memorization. Previous research has highlighted that content-based bilingual instruction strengthens contextualized language use [40] however, this study demonstrates that such reinforcement becomes effective only when speaking opportunities are systematically embedded into instructional design. Thus, the findings confirm earlier literature while clarifying the mechanism through which improvement occurs.

An important gap addressed by this study concerns the managerial dimension of bilingual implementation. While prior research predominantly focused on student outcomes or motivational factors, limited attention has been given to institutional processes that enable language development. The present findings reveal that structured monitoring, teacher collaboration, and evaluation systems significantly influence speaking skill enhancement. Therefore, although the results are in line with earlier studies affirming the positive impact of bilingual education, this research introduces a systemic explanatory layer that strengthens the theoretical understanding of program effectiveness.

The gap analysis indicates that most previous studies have predominantly positioned bilingual education as a pedagogical technique focused on classroom practices, without linking it to a broader institutional system. Study [41], for instance, emphasizes the importance of authentic communicative exposure in enhancing students' language competence but does not integrate this perspective with school managerial dimensions. Furthermore, research [42] demonstrates improvements in speaking skills through bilingual approaches; however, it remains limited to instructional aspects without considering organizational factors such as curriculum planning and human resource management. Similarly, study [43] explores bilingual teaching strategies in classroom settings but does not examine how systematic monitoring and evaluation mechanisms influence learning outcomes. Therefore, a significant conceptual and empirical gap exists, particularly in the lack of studies that conceptualize bilingual education as an integrated institutional model combining pedagogical and managerial dimensions.

The novelty of this study lies in its reconstruction of bilingual education as a holistic managerial ecosystem rather than merely an instructional practice [44]. This research develops an analytical framework that systematically links curriculum design, teacher assignment and competence, continuous monitoring mechanisms, and structured evaluation strategies. More importantly, it explicitly investigates the relationship between managerial coherence and measurable improvements in students' speaking skills [45]. This integrative approach expands the existing discourse on bilingual education by demonstrating that language learning success is not solely determined by classroom interaction, but also by the quality of institutional governance and organizational alignment.

The implications of this study are both theoretical and practical. Theoretically, the findings reinforce the socio-interactionist perspective, which highlights the importance of authentic communicative interaction in language learning, while simultaneously integrating it with educational management perspectives that emphasize institutional coherence as a key determinant of instructional success [46], [47]. This leads to a more comprehensive understanding that the effectiveness of bilingual education is the result of synergy between pedagogical practices and organizational management. Practically, the study suggests that schools intending to implement bilingual programs should prioritize systematic planning, c[48]ontinuous professional development for teachers, and the establishment of structured evaluation frameworks. The findings also underline that merely labeling a program as "bilingual" does not guarantee improved communicative competence without strong managerial consistency [49].

Despite its contributions, this study has several limitations that should be acknowledged. First, the research is conducted within a single institutional context, which limits the generalizability of the findings to other schools with different characteristics. Second, the measurement of students' speaking skill improvement may still be influenced by external factors, such as students' linguistic backgrounds and social environments outside the school, which are not fully controlled in this study [50]. Third, while the study emphasizes managerial system analysis, it does not deeply explore micro-level classroom interaction dynamics. Therefore, future research is recommended to integrate both macro- and micro-level approaches and to involve diverse institutional contexts in order to gain a more comprehensive understanding of bilingual education implementation.

4. CONCLUSION

Based on the findings, the implementation of the bilingual class program at Smart Eureka A National Plus School Depok demonstrates that systematic managerial planning, structured instructional strategies, and consistent English exposure significantly contribute to the improvement of students' speaking skills. The integration of curriculum alignment, teacher readiness, interactive classroom practices, and continuous evaluation creates a supportive communicative environment that enhances fluency, vocabulary development, and students' confidence in oral expression. The study confirms that bilingual education becomes effective not merely through the use of two languages, but through coherent institutional management and deliberate pedagogical design. However, given that this research was conducted within a single institutional context using a qualitative approach,

further studies are recommended to employ mixed-method or longitudinal designs across multiple schools to examine the sustainability, scalability, and comparative effectiveness of bilingual program models in developing communicative competence.

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USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI)-assisted technologies were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data collection, data analysis, interpretation of results, and manuscript preparation, were conducted entirely by the authors without the assistance of any AI-based tools.

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