

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

III.1.1 Reading Skill

To collect the data of reading skill, it is provided some items which are related with reading material in both languages. Reading material is distributed to every student to read by themselves. After finished reading, the reading material is submitted back to me and I subsequently distribute a paper for answering item to each student instead.

The students are required to answer the questions in 30 minutes. The questions proposed are totally taken from the reading material. The entire questions are grouped into two categories i.e. I) responding the questions, and II) choosing the appropriate counterpart. Group I consists of 5 questions and group II consists of 10 questions. In judging the final result, each question is given equal weight score. I only judge the right answer. The final result is accomplished by deviding the right answer with the total numbers of the questions (15) and then multiply them with 100.

For instance, a student attains 11 right answers (every right answer is scored 1), he would be given :

$$\frac{11}{15} \times 100 = 73,3$$

To simplify the judgement, decimal fraction more than 0,5 will be completed into 1, while decimal fraction less than 0,5 will be rounded to zero.

Before judging their skill, I have determine a score categories with five criterias as follow:

TABLE: Score Categories and criterion in judging reading skill

Category	Score	Criterion
I	100 - 75	Very good
II	74 - 65	Good
III	64 - 55	Fair
IV	54 - 30	Poor enough
V	29 - 6	Poor

Based on these five criterias, I notice each respondent's reading skill. Furthermore, by considering ethnicity factor, I describe the everage reading skill & percentages as below :

TABLE: Reading Skill's Average & Its Percentages With Madurese Reading Material

Ethnic group	CATEGORY											
	I	%	II	%	III	%	IV	%	V	%	Total	%
Madurese	6	16,21	3	8,11	5	13,51	4	10,81	3	8,11	21	56,76
Javanese	2	5,41	5	13,51	1	2,70	4	10,81	4	10,81	16	43,24
T o t a l	8	21,62	8	21,62	6	16,21	8	21,62	7	18,92	37	100

The students whose scores are included in group IV and V do fairly confess that they are less-practiced of reading beyond the school hour. Anyhow, their family do live in poverty & therefore they can not afford many compulsory books including a book contains their vernaculars (buku bahasa daerah). This kind of lackness situation supports them to ignore reading course. In fact, many of their parents are illiterate because those parents had never experienced any formal education background.

Considering the necessity to propose the detailed result, I would like to depict final score all respondent which is accomplished in Madurese language :

TABLE: THE COMPLETE FINAL SCORE OF RESPONDENT'S READING SKILL UPON MADURESE READING MATERIAL

No.Respondent	Ethnicity	Number of right answer		Total Score	Category
		Group I item	Group II item		
1	Madurese	4	9	86,6	I
2	Madurese	2	5	46,6	IV
3	Javanese	1	3	26,6	V
4	Madurese	3	3	40	IV
5	Javanese	5	10	100	I
6	Javanese	3	7	66,6	II
7	Madurese	1	8	60	III
8	Madurese	1	5	40	IV
9	Madurese	2	8	66,6	II
10	Madurese	2	2	26,6	V
11	Javanese	5	9	93,3	I
12	Madurese	4	6	66,6	II
13	Madurese	2	4	40	IV
14	Javanese	3	6	60	III
15	Javanese	1	2	20	V
16	Madurese	3	10	86,6	I
17	Javanese	3	4	46,6	IV
18	Madurese	2	2	26,6	V
19	Madurese	3	8	73,3	II
20	Madurese	4	5	60	III
21	Javanese	3	7	66,6	II
22	Madurese	4	9	86,6	I
23	Madurese	1	1	13,3	V
24	Javanese	2	5	46,6	IV
25	Madurese	5	10	100	I
26	Javanese	1	4	26,6	V
27	Javanese	2	5	46,6	IV
28	Madurese	4	10	93,3	I
29	Madurese	5	4	60	III
30	Madurese	2	7	60	III
31	Javanese	4	7	73,3	II
32	Javanese	1	1	13,3	V
33	Madurese	5	10	100	I
34	Javanese	4	6	66,6	II
35	Madurese	3	6	60	III
36	Javanese	4	7	73,3	II
37	Javanese	3	4	46,6	IV

After obtaining data of skill in reading Madurese material, then I distribute Javanese reading material. Javanese reading material which I distribute to here is likewise a Madurese one, both in content or in judgement the case. The reading material is originally titled "Pandhawa Lima" in two verses, Javanese dan Madurese.

At last, I notice each student's reading skill as below :

TABLE: READING SKILL'S AVERAGE WITH JAVANESE READING MATERIAL

Ethnic group	CATEGORY										Total	%
	I	%	II	%	III	%	IV	%	V	%		
Javanese	7	18,92	5	13,51	3	8,11	1	2,71	0	-	16	56,76
Madurese	8	21,62	9	24,32	2	5,40	2	5,40	0	-	21	43,24
Total	15	40,34	14	37,83	5	13,51	3	8,11	0	0,0	37	100

For a moment, it is surprising to find out that the number of Javanese students which are categorized into category I dan II are less dominant compare to Madurese students. Yet, if I consider about the proportion of student's ethnicity in the class, it is also fair if I assume that the proportion off students who are 'improved' in reading skill are dominantly Madurese since they have to adapt themselves with children's speech community in Sukamade which uses

Javanese language in daily affairs. This fact is also supported by the result of my reading skill's research that none of them are categorized into category V.

Since Javanese becomes the most popular language which is used among Sukamade's children therefore we can find a fact that many students are mostly categorized into category I and II. Most of the students are able to answer the questions much better compare if the reading material is proposed in Madurese language. In fact, even the children from Madurese ethnic group do speak a likeness to Javanese language style although they use Madurese language in family situation speaking.

Nevertheless, a few of them are still can be categorized into category III dan IV because of the same case as lacking facility (lack of books) whic automatically leads them to reduce reading course activity. Finally, none o them are categorized into category V due to the fact that each of the students have mustered basic skill and competency in Javanese language. The basic skill they obtained is flourished when producing children's 'peer-group', when Javanese language is the most comfortable one as medium language.

TABLE: THE COMPLETE FINAL SCORE OF RESPONDENT'S READING SKILL UPON JAVANESE READING MATERIAL

No.Respondent	Ethnicity	Number of right answer		Total Score	Category
		Group I item	Group II item		
1	Madurese	5	9	93,3	I
2	Madurese	4	7	73,3	II
3	Javanese	2	9	73,3	II
4	Madurese	5	10	100	I
5	Javanese	4	8	80	I
6	Javanese	4	5	60	III
7	Madurese	3	10	86,6	I
8	Madurese	2	4	40	IV
9	Madurese	3	8	73,3	II
10	Madurese	5	5	66,6	II
11	Javanese	5	10	100	I
12	Madurese	3	6	60	III
13	Madurese	1	3	26,6	IV
14	Javanese	4	8	80	I
15	Javanese	2	7	60	III
16	Madurese	4	10	93,3	I
17	Javanese	4	6	66,6	II
18	Madurese	3	6	60	III
19	Madurese	4	9	86,6	I
20	Madurese	5	8	86,6	I
21	Javanese	4	9	86,6	I
22	Madurese	3	8	73,3	II
23	Madurese	4	6	66,6	II
24	Javanese	4	6	66,6	II
25	Madurese	5	9	93,3	I
26	Javanese	3	4	46,6	IV
27	Javanese	4	7	73,3	II
28	Madurese	3	10	86,6	I
29	Madurese	3	7	66,6	II
30	Madurese	4	7	73,3	II
31	Javanese	5	10	100	I
32	Javanese	3	6	60	III
33	Madurese	4	6	66,6	II
34	Javanese	5	9	93,3	I
35	Madurese	3	8	73,3	II
36	Javanese	5	10	100	I
37	Javanese	3	7	66,6	II

III.1.2 Technique of reading

Another way to obtain some vivid and reliable data is by recording the way (technique) students read. The reading material which I used here is the same with I used in above experiment, the one which is originally entitled "Pandhawa Lima". To ease the process of reading, I divide "Pandhawa Lima" into some sections (four paragraphs). Every section is read by a student. I determine and select eight students, respectively four students are taken from Javanese ethnic group and the other four are taken from Madurese one. I demand the students to read the material loudly. The factors which I paid attention to here is about the reading technique they used, a) spelling, b) suprasegmental segments (Interval/pause) and c) punctuation.

There are some obvious errors which eminently emerged in the way Madurese students read Javanese text:

a. The spelling of [e] which become [è], for instance :

[nɔgɔɾɔ] ———> [n`ègʌrʌ]

b. The spelling of [] which oftenly become [], for instance :

[warkudɔɾɔ] becomes [w`èrkudʌrʌ]

On the other hand, there are also some errors possessed by Javanese students when reading Madurese text:

- a. An inappropriate use of glotalization, which they replace it by the use of voiceless velar ['] → [k]
for instance: [pa'na] becomes [epakna]
means : "his father"
- b. An inappropriate use of interval/pause among Madurese preposition and adjective & verb
for instance: se - dehdiḥ, becomes se - interval - dehdiḥ
se ngatengah, becomes se - interval - ngatengah

Based on the test above, I conclude that Sukamade's bilingual children, whose sample is coincidentally taken from students of sixth grade SDN sarongan IV , have not been able to read well technically particularly in certain aspect below :

- a. The pronunciation of opposite vernacular is highly affected by their mother tongue;
- b. Suprasegmental element is not well-used
- c. They have not able to notice the punctuation (coma, full stop).

Those handicaps at least will emerge a kind of misunderstanding toward the text, and most of all, we even obtain an impression that they read the text for as long as it is read.

But somehow, also with the assistance of those handicaps, I could get a better perception about bilingualism. The next step after obtaining their final score in reading is to classify them into the category of bilingual.

TABLE : The bilingual categories based on average score

No. Respondent	Ethnicity	Test A score	Test B Score	av	Category
1	Madurese	86,6	73,3	80	Coordinate
2	Madurese	46,6	73,3	60	Subordinate
3	Javanese	26,6	73,3	50	Incipient
4	Madurese	40	100	70	Coordinate
5	Javanese	100	80	90	Coordinate
6	Javanese	66,6	60	63	Subordinate
7	Madurese	60	86,6	73	Coordinate
8	Madurese	40	40	40	Incipient
9	Madurese	66,6	73,3	70	Subordinate
10	Madurese	26,6	66,6	47	Incipient
11	Javanese	93,3	100	97	Coordinate
12	Madurese	66,6	60	63	Subordinate
13	Madurese	40	26,6	33	Incipient
14	Javanese	60	80	70	Coordinate
15	Javanese	20	60	40	Incipient
16	Madurese	86,6	93,3	90	Coordinate
17	Javanese	46,6	66,6	57	Subordinate
18	Madurese	26,6	60	43	Incipient
19	Madurese	73,3	86,6	80	Coordinate
20	Madurese	60	86,6	73	Coordinate
21	Javanese	66,6	86,6	77	Coordinate
22	Madurese	86,6	73,3	80	Coordinate
23	Madurese	13,3	66,6	40	Incipient
24	Javanese	46,6	66,6	57	Subordinate
25	Madurese	100	93,3	97	Coordinate
26	Javanese	26,6	46,6	37	Incipient
27	Javanese	46,6	73,3	60	Subordinate
28	Madurese	93,3	86,6	90	Coordinate
29	Madurese	60	86,6	63	Subordinate
30	Madurese	60	73,3	67	Subordinate
31	Javanese	73,3	100	87	Coordinate

32	Javanese	13,3	60	37	Coordinate
33	Madurese	100	66,6	83	Coordinate
34	Javanese	66,6	93,3	80	Coordinate
35	Madurese	60	73,3	67	Subordinate
36	Javanese	73,3	100	87	Coordinate
37	Javanese	46,6	66,6	57	Subordinate

NB : Test A refers to test with Madurese reading material

Test B refers to test with Javanese reading material

After finding the categorization of student's bilingualism, I would try to describe the percentage of reading skill for 21 Madurese and 16 Javanese students.

TABLE : Percentages of each bilingual category

Category of bilinguals	Madurese (N = 21)		Javanese (N = 16)		Total	%
	Members of Category	Percentage	Members of Category	Percentage		
Coordinate	10	27,03	7	18,92	17	45,95
Subordinate	6	16,22	5	13,51	11	29,73
Incipient	5	13,52	4	10,81	9	24,32
T o t a l	21	56,76	16	43,24	37	100

III.2. Writing Skill

In this research, I bring out the concept of writing as the students' capability of composing since I also pay attention to the structure and grammar they wrote. I propose three optional titles which can be chosen by the students.

I intentionally pick up some simple titles to enable the students develop their creativity.

Before starting the writing process, I give the students adequate explanation in order to make them to finish their writing right on the time given. The explanation concerned with composing/writing time (40 minutes), length of composition (100 words of minimal).

The three optional titles which are given will be described on tables as follows:

TABLE : THREE OPTIONAL TITLES WITH THE PERCENTAGE OF ELECTOR

No.	Titles		Number of elector	Percentage
	Javanese	Madurese		
1	Ngewangi tiyang sepuhing griya	Abento orang tuwa e bengko	19	51,35
2	Guru ku	Guru engkok	11	29,73
3	Sambang nang kanca lara	entar'ka orang sakek	7	18,92

The students are required to compose a written form in both languages, therefore they are not allowed to switch one title to another (using Javanese in one composition, and then switch to Madurese to another).

From the table above, I find out an interesting evi-

dence that the event which is daily experienced by children is a very interesting & easy to demonstrate in a written form. The detail of title's elector is 19 students or 51,35 % choose the first title, 11 students or 29,73 % choose the second title, while the rest 7 students or 18,92 % choose the last title. The last title obtains fewer electors since, I conclude, it is rarely experienced by the students.

There are three main things which should be judge in composing written form, those are a) content, b) structure, and c) technique. Concerning with the content, I pay attention to a) Its relationship with the title, b) the content's accuracy, c) expression of the composition, d) diction.

Concerning with the structure, I pay attention to a) organization, b) sentence structure, and c) coherence among sentence. While concerning with the technique, I focus on orthography.

In addition to those three considerations, the sum of sentences which are written by students also be considered though I realize that the length of composition is not an absolute measure for good composition.

The aspects which are judged will be given weight as follow :

- a) content is given 5 weights (bobot)
- b) structure is given 3 weights, and
- c) technique is given 2 weights

The score which will be given are ranging a scale 0 - 100. For instance, a student who gets a score respectively 70, 60, and 45 for those three aspects, will be given a final score as below :

content : 5 X 70 = 350

Structure : 3 X 60 = 180

Technique : 2 X 45 = 90

So, it is accounted 620

This amount (620) will be divided with the sum of the weights (5+3+2=10) = average score. So then, $620 : 10 = 62$. As same as judging reading skill, I determine the criterion of respondent writing skill as follow :

TABLE:SCORE CATEGORIES AND CRITERION IN JUDGING WRITING SKILL

Categories	Final score	Criterion
I	100 - 90	Very Good
II	89 - 70	Good
III	69 - 55	Fair
IV	54 - 40	Poor
V	39 - 25	Very Poor
VI	24 - 10	Worse

Based on these six criterias, I proceed to enquire each respondent's writing skill. Afterwards, with considering

ethnicity factor, I describe the average writing skill as follow :

TABLE : WRITING SKILL'S AVERAGE WITH PERFORMING MADURESE LANGUAGE

Ethnic group	CATEGORY													
	I	%	II	%	III	%	IV	%	V	%	VI	%	Total	%
Javanese	-	-	-	-	-	-	5	13,51	2	5,40	9	24,32	16	43,24
Madurese	3	8,11	6	16,22	5	13,51	7	18,92	-	-	-	-	21	56,76
Total	3	8,11	6	16,22	5	13,51	12	32,43	2	5,40	9	24,32	37	100

By observing the table above, I conclude that Javanese children are not eligible to be categorized into I, II, III since their capability in composing Madurese written form is inferior. In addition to that condition, Madurese text books are rarely found in Sukamade district and therefore their knowledge about literal Madurese is comprehendably serious. Moreover, the language which is used in daily affairs among them (children) is Javanese language whereas this condition leads to incapability to write Madurese language.

Anyway, I obtain a surprising data that Madurse children's writing skill is not as dominant as their reading skill. In fact, only 3 students can be categorized into

category I because their scores fulfil very good criterion, 6 students are categorized into category II, 5 students are categorized into category III, and 7 students are categorized into category IV.

If we carefully observe the data, it can be seen a significant difference between the writing skill of Madurese and Javanese children especially with performing Madurese language. Even Javanese children can not fulfill the criterion which is stated by category I, II, and III. It becomes a strong evidence for me that scores of Sukamade's children on writing skill is not good as their reading skill.

In other words, Madurese language is a little bit difficult to be transcribed into orthography/writing for them. Sukamade's children do not master Madurese language in details of writing language but they are able to speak it well.

TABLE : THE COMPLETE FINAL SCORE OF RESPONDENT'S WRITING SKILL UPON MADURESE TITLES

No. of informen	Ethnicity	Score			Final Score	Cate- gory
		Content	Structure	technique		
1	Madurese	55	40	45	48.5	IV
2	Madurese	60	40	40	54	IV
3	Javanese	25	10	15	18.5	VI
4	Madurese	40	40	40	40	IV
5	Javanese	40	35	40	38.5	V

6	Javanese	45	40	45	43.5	IV
7	Madurese	60	55	60	58.5	III
8	Madurese	50	50	45	49	IV
9	Madurese	80	70	75	76	II
10	Madurese	70	70	70	70	II
11	Javanese	35	50	45	41.5	IV
12	Madurese	85	90	85	86.5	II
13	Madurese	90	75	75	82.5	II
14	Javanese	40	25	30	33.5	V
15	Javanese	20	35	25	22.5	VI
16	Madurese	95	85	85	90	I
17	Javanese	25	15	20	21	VI
18	Madurese	55	65	60	67	III
19	Madurese	90	90	90	90	I
20	Madurese	40	50	35	42	IV
21	Javanese	30	20	15	24	VI
22	Madurese	65	50	60	59.5	III
23	Madurese	35	50	50	42.5	IV
24	Javanese	40	50	35	42	IV
25	Madurese	90	70	75	81	II
26	Javanese	20	20	15	19	VI
27	Javanese	25	20	20	22.5	VI
28	Madurese	60	65	60	61.5	III
29	Madurese	95	85	90	91	I
30	Madurese	40	50	45	44	IV
31	Javanese	25	25	20	24	VI
32	Javanese	15	20	15	16.5	VI
33	Madurese	80	70	75	76	II
34	Javanese	45	50	40	45.5	IV
35	Madurese	60	70	60	63	III
36	Javanese	20	25	20	21.5	VI
37	Javanese	50	40	40	45	IV

If we pay attention to the table above, it seems that there is no conspicuous difference between their scores which are obtain upon three aspects (content, structure, and technique). I assume that their mastery upon those three aspects is forming a kind of average level. The widest range score between the three aspects is 20 (respondent no. 2, 60-40-40).

However, I notice that this handicap in Madurese language writing is caused by :

- a. The teacher rarely use Madurese language as medium of teaching. Moreover, only a few practise given to the students to write Madurese language (by vernacular teacher/guru bahasa daerah).
- b. Madure language is quite formal for them to use in daily affairs, since this language is only used by adult.
- c. They hardly recognize the punctuation of Madurese language (glotalization, allophone, etc).

Now I proceed with presenting the data obtained from students whose scores accomplished from their writing with Javanese language performance.

TABLE : WRITING SKILL'S AVERAGE WITH PERFORMING JAVANESE LANGUAGE

Ethnic group	CATEGORY												Total	Σ
	I	Σ	II	Σ	III	Σ	IV	Σ	V	Σ	VI	Σ		
Javanese	7	18,92	4	10,81	3	8,11	2	5,40	-	-	-	-	16	43,24
Madurese	5	13,51	5	13,51	6	16,21	3	8,11	1	2,70	1	2,70	21	56,76
Total	12	32,43	9	24,32	9	24,32	5	13,51	1	2,70	1	2,70	37	100

The students' average score in writing skill with per-

forming Javanese language is quite good (forming a level of intelligence/ability) except some Madurese students which are categorized into category IV, V, and VI. Usually these children have a handicap in diction, orthography, and spelling.

The most appearance handicap I shall notice are :

* Madurese students often write [] as to replace [] in writing Javanese vernacular.

For instance : - 'p dh ' is replaced by podu

- 'din ' is replaced by 'dino'

* Javanese students often makes an error in using /y/ and /j/

For example : - 'rajina' is often replaced by 'rayina'

* Both ethnic group's student still can not distinguish between /e/ allophones, such : /e/, /e/, and /e/

Those handicaps are not predominantly happened, but often occurs in their writing in addition to many others handicap.

I will describe the complete final score of informan's writing skill upon Javanese titles as follow :

TABLE : THE COMPLETE FINAL SCORE OF RESPONDENT'S WRITING SKILL UPON JAVANESE TITLES

No. of respondent	Ethnicity	Score			Final Score	Category
		Content	Structure	technique		
1	Madurese	65	50	70	61.5	III
2	Madurese	55	50	60	54.5	IV

3	Javanese	80	70	75	76	II
4	Madurese	90	90	95	91	I
5	Javanese	50	40	40	45	IV
6	Javanese	60	75	55	63.5	III
7	Madurese	60	40	40	54	IV
8	Madurese	85	70	80	79.5	II
9	Madurese	60	55	60	58.5	III
10	Madurese	75	60	65	68.5	III
11	Javanese	90	95	90	91.5	I
12	Madurese	90	90	90	90	I
13	Madurese	45	35	50	43	IV
14	Javanese	95	85	85	90	I
15	Javanese	75	85	80	79	II
16	Madurese	65	50	90	59.5	III
17	Javanese	90	95	95	92.5	I
18	Madurese	70	85	60	72.5	II
19	Madurese	80	70	65	74	II
20	Madurese	25	45	30	32	V
21	Javanese	65	75	75	70	II
22	Madurese	65	55	50	59	III
23	Madurese	70	85	75	75.5	II
24	Javanese	75	80	75	76.5	II
25	Madurese	70	65	55	66.5	III
26	Javanese	90	95	85	90.5	I
27	Javanese	90	90	95	91	I
28	Madurese	95	90	85	91.5	I
29	Madurese	85	95	95	90	I
30	Madurese	30	15	20	21.5	VI
31	Javanese	70	75	55	66.5	III
32	Javanese	95	90	90	92.5	I
33	Madurese	80	70	75	76	II
34	Javanese	65	50	60	59.5	III
35	Madurese	95	85	90	91	I
36	Javanese	50	55	40	49.5	IV
37	Javanese	90	95	95	92.5	I

Based on the two tables about complete final score on writing skill, I conclude that the student' writing skill on both languages is much more varicolored. For instance, informan no. 17 who obtain 'worse' category in writing/composing

Madurese language but instead she is able to achieve 'very good' category in composing Javanese language. The factor of language spoken in different setting (family-school), in this case is predictably occurred. She confessed that she has not ever written any Madurese languages before, but instead, she oftenly wrote Javanese composition. Anyway, her family has not got used to speak Madurese language at family-setting.

But, this sort of varicolored ability which appears upon both languages, as a matter of fact, leads us to find out the best way to allocate them into category of bilinguals.

TABLE : Bilingual category upon writing skill of Sukamade children

No. of respondent	Ethnicity	Test A score	Test B Score	av	Category
1	Madurese	48,5	61,5	55	Subordinate
2	Madurese	54	54,5	54	Subordinate
3	Javanese	18,5	76	47	Incipient
4	Madurese	40	91	65,5	Subordinate
5	Javanese	38,5	45	42	Incipient
6	Javanese	43,5	63,5	53,5	Subordinate
7	Madurese	58,5	54	56	Subordinate
8	Madurese	49	79,5	64	Subordinate
9	Madurese	76	58,5	67	Subordinate
10	Madurese	70	68,5	69	Subordinate
11	Javanese	41,5	91,5	65,5	Subordinate
12	Madurese	86,5	90	88	Coordinate
13	Madurese	82,5	43	63	Subordinate
14	Javanese	33,5	90	62	Subordinate
15	Javanese	22,5	79	51	Subordinate

16	Madurese	90	59,5	75	Coordinate
17	Javanese	21	92,5	57	Subordinate
18	Madurese	67	72,5	70	Coordinate
19	Madurese	90	74	82	Coordinate
20	Madurese	42	32	37	Incipient
21	Javanese	24	70	47	Incipient
22	Madurese	59,5	59	59	Subordinate
23	Madurese	42,5	75,5	59	Subordinate
24	Javanese	42	76,5	59	Subordinate
25	Madurese	81	66,5	74	Coordinate
26	Javanese	19	90,5	55	Subordinate
27	Javanese	22,5	91	57	Subordinate
28	Madurese	61,5	91,5	76,5	Coordinate
29	Madurese	91	90	90,5	Coordinate
30	Madurese	44	21,5	33	Incipient
31	Javanese	24	66,5	45	Incipient
32	Javanese	16,5	92,5	54,5	Subordinate
33	Madurese	76	76	76	Coordinate
34	Javanese	45,5	59,5	52,5	Subordinate
35	Madurese	63	91	77	Coordinate
36	Javanese	21,5	49,5	35,5	Incipient
37	Javanese	45	92,5	69	Subordinate

NB : Test A refers to test with performing Madurese language

Test B refers to test with performing Javanese language

One more evidence that writing skill is not good as reading skill can be seen at the proportion between numbers of bilingual category in reading skill, there 17 children who are classified into coordinate bilinguals, while in writing skill there only 9 children who are classified into the same category.

On the other hand, 11 students are categorized into subordinate bilinguals in reading skill, where as the number

of subordinate bilinguals in writing skill is much more larger, 21 students.

But, after all, the students who are categorized into "incipient" category is quite balance, 9 students in reading skill and 7 students in writing skill. It is a fact that the only bilingual category which is not balance is on "subordinate" bilinguals (between reading skill and writing skill).

TABLE : Bilingual category and percentages of each ethnic group

Category of bilinguals	Madurese (N = 21)		Javanese (N = 16)		Total	%
	Members of Category	Percentage	Members of Category	Percentage		
Coordinate	9	24,32	-	-	9	24,32
Subordinate	10	27,03	11	29,73	21	56,76
Incipient	2	5,41	5	13,51	7	18,92
T o t a l	21	56,76	16	43,24	37	100

III.3. Listening Skill

The instrument of this listening skill is not experimented to students at initial since it is hard for me to get propered in to school schedule. Nevertheless, I still pick up some items that representative for different student's difficulty index.

The data of listening skill is accomplished with the score which results from the test given to students. The test itself consists of qualifications of data as below :

1. The data of student's ability to understand to content of the conversation. (Test 1)
2. The data of student's ability to take conclusion from the given conversation. (Test 2)
3. The data of student's ability to distinguish sentence's intonation. (test 3)

So then, the whole test of listening skill consists of 20 items. In details, 7 items in Test I, 7 items in Test II, and 6 items in Test III. The weight of respective items is 5. So the highest score which can be attained by students is 100.

The test items I proposed to them are in two verses of language, but still in the same form and qualifications. By responding properly to the test items, I conclude that each student has different relative listening skill. Some of them can respond very good if the test items are proposed in Javanese language but they have difficulties if the test items are proposed in Madurese language. But, there are also many of them can answer the question quite obvious related to the question proposed in Madurese language.

Listening skill is a very significant proficiency aspect in pedagogical process, more over in Elementary School. Dr. Miriam Wilt in his research conclude that 2,5 hour out of 5 hour school time (50%) is used to listen the lesson material (in Syafi'ie, 1981:15). Nevertheless, this listening skill's aspect becomes the most ignorable aspect in language teaching (Shane,1955:68), and eventhough Braun proposed it as the gross process of listening to; recognizing, and interpreting spoken symbols (Anderson,1964:81).

Analysis of listening skill is performed with the use of percentages. They would be claimed as coordinate bilinguals if their score is ranging from 100 - 70 (average of two languages verse). While for children who score 69 - 50 they only have 'intermediate' listening skill. Finally, for those who score 49 - 0 will be categorized into incipient bilinguals since they often make mistakes when responding questions which are proposed in two language verses.

The following table will perform a score categories in judging students' listening skill.

Table : score categories and criterion in judging listening skill.

Category	Score	Criterion
I	100 - 80	Very good
II	79 - 60	Good
III	59 - 40	Fair
IV	39 - 20	Poor
V	19 - 0	Very poor

Based on these five criterias, I notice each informan's listening skill. As usual, with considering ethnicity factor, I describe the average listening as follow.

Table : listening skill's category & its percentages with given Javanese conversation.

Ethnic group	CATEGORY										Total	%
	I	%	II	%	III	%	IV	%	V	%		
Javanese	11	29,72	5	13,51	-	-	-	-	-	-	16	43,24
Madurese	13	35,13	7	18,92	1	2,70	-	-	-	-	21	56,76
Total	24	64,86	12	32,34	1	2,70	-	-	-	-	37	100

It is quite surprising to find that students' average in listening skill is much better than what they achieve in previous two skills (Reading and Writing). I subsequently relate this fact with the teacher's information who tell me

that it is probably caused by the nature of education. Reading and Writing are the skill which have to be achieved from formal education (from school), while Listening and Speaking are the skill which come from human nature (since they are born). In fact, they are really aware when the tape recorder contains conversation in two language verses are operated in front of them. They also pay attention to the instructions of each Test which I notify before.

The following table are describe complete final score obtained by Students in given Javanese language conversation, with details of the Test's score.

TABLE : Listening skill's scores with given Javanese conversation

No. of respondent	Ethnicity	Scores multiplied with weight			Total Score	Category
		Test I	Test II	Test III		
1	Madurese	25	30	30	85	I
2	Madurese	30	25	25	80	I
3	Javanese	35	30	25	90	I
4	Madurese	20	30	25	75	II
5	Javanese	35	35	30	100	I
6	Javanese	25	25	30	80	I
7	Madurese	15	25	25	65	II
8	Madurese	30	25	25	80	I
9	Madurese	25	30	30	85	I
10	Madurese	30	30	30	90	I
11	Javanese	25	30	20	75	II
12	Madurese	20	20	25	65	II
13	Madurese	35	30	30	95	I
14	Javanese	35	35	30	100	I

15	Javanese	30	35	25	90	I
16	Madurese	35	30	30	95	I
17	Javanese	30	25	25	80	I
18	Madurese	30	20	25	75	II
19	Madurese	20	25	20	65	II
20	Madurese	25	25	20	70	II
21	Javanese	25	30	20	75	II
22	Madurese	30	25	25	80	I
23	Madurese	25	30	25	80	I
24	Javanese	35	35	30	100	I
25	Madurese	20	25	20	65	II
26	Javanese	25	25	25	75	II
27	Javanese	30	35	30	95	I
28	Madurese	35	30	25	90	I
29	Madurese	30	30	25	85	I
30	Madurese	20	15	20	55	III
31	Javanese	35	35	30	100	I
32	Javanese	30	35	25	90	I
33	Madurese	35	35	30	100	I
34	Javanese	25	25	20	70	II
35	Madurese	25	30	30	85	I
36	Javanese	20	25	25	70	II
37	Javanese	30	30	30	90	I

The average scores of listening skill which are obtained by students upon Javanese language conversation is very incredible. In this case, Javanese and Madurese children are mostly "very good" in listening Javanese conversation since they have been getting used to hear Javanese conversation within their peer-group. Some of them are less aware to the conversation, so they can not respond very good to the questions, but in average, they are "good".

Now, we step on the listening skill by using Madurese conversation in tape recorder. Basically, the listening

skill's stuff which uses Madurese conversation here is identical with Javanese conversation recording. The aspect which makes different between those two recordings is about its native speaker involved within recording.

The listening skill's average and its percentages with given Madurese conversation are accomplished after analyzing through Test 1, 2 and 3.

TABLE : Listening skill's category and its percentages with given Madurese conversation

Ethnic group	CATEGORY											
	I	%	II	%	III	%	IV	%	V	%	Total	%
Javanese	3	8,11	6	16,21	4	10,81	1	2,70	2	5,40	16	43,24
Madurese	10	27,02	8	21,62	3	8,11	-	-	-	-	21	56,76
Total	13	35,13	14	37,83	7	18,92	1	2,70	2	5,40	37	100

From the table above, we can compare that students' listening skill upon Javanese and Madurese language conversation is quite distinctive one another. Students achieved "very good" or "good" in average upon listening Javanese conversation. Not any of them are categorized into group IV and V.

In other hand, when they are faced to Madurese conver-

sation (in tape recorder), they are quite confused with what they are listening. In fact, some of Javanese students are still categorized into group IV and V. Whereas Madurese students are quite "good" in listening Madurese conversation. None of them can't be categorized into group IV and V since they are able to respond the questions of the recording in "fair" category at minimum.

Table : Listening skill's scores with given Madurese conversation

No. Respondent	Ethnicity	Scores multiplied with weight			Total Score	Category
		Test I	Test II	Test III		
1	Madurese	20	25	15	60	II
2	Madurese	25	30	25	80	I
3	Javanese	20	30	25	75	II
4	Madurese	30	30	25	85	I
5	Javanese	10	15	15	40	III
6	Javanese	30	15	20	55	III
7	Madurese	25	30	30	85	II
8	Madurese	15	20	20	55	III
9	Madurese	35	30	30	95	I
10	Madurese	30	25	25	80	I
11	Javanese	30	25	30	95	I
12	Madurese	20	35	20	55	III
13	Madurese	20	18	25	90	I
14	Javanese	30	35	15	70	II
15	Javanese	30	25	20	65	II
16	Madurese	25	15	15	55	III
17	Javanese	5	-	10	15	V
18	Madurese	25	25	25	75	II
19	Madurese	30	35	30	95	I
20	Madurese	20	25	25	65	II
21	Javanese	15	10	15	40	III
22	Madurese	25	30	25	80	I
23	Madurese	20	25	30	75	II

23	Madurese	20	25	30	75	II
24	Javanese	20	30	25	75	II
25	Madurese	15	35	20	70	II
26	Javanese	30	35	30	95	I
27	Javanese	20	15	15	50	III
28	Madurese	35	30	25	90	I
29	Madurese	25	20	30	85	I
30	Madurese	20	15	25	60	II
31	Javanese	30	30	30	90	I
32	Javanese	15	20	30	65	II
33	Madurese	20	20	30	70	II
34	Javanese	-	-	10	10	V
35	Madurese	30	35	30	95	I
36	Javanese	10	5	20	35	IV
37	Javanese	20	25	30	75	II

After comparing the two final tables of listening skill, I obviously notice that there is no student who is capable to gain "perfect" score (100) in listening Madurese conversation. Looking back at listening skill of Javanese conversation possessed by students, there are five students (4 Javanese students, 1 Madurese student) who able to gain "perfect" score (100). This phenomenon at least will be a tendency for us to predict the dominance of Javanese upon Madurese language within children peer-group.

So, the process to find out their category of bilinguals in listening skill in proceeded. By inventing an average score of their listening skill upon both languages, I may classify them into bilinguals category which I have stated before.

TABLE : Bilingual category upon listening skill of Sukamade children

No. Respondent	Ethnicity	Test A score	Test B Score	av	Category
1	Madurese	85	60	72,5	Coordinate
2	Madurese	80	80	80	Coordinate
3	Javanese	90	75	82,5	Coordinate
4	Madurese	75	85	80	Coordinate
5	Javanese	100	40	70	Coordinate
6	Javanese	80	55	67,5	Subordinate
7	Madurese	65	85	75	Coordinate
8	Madurese	80	55	67,5	Subordinate
9	Madurese	85	95	90	Coordinate
10	Madurese	90	80	85	Coordinate
11	Javanese	75	95	85	Coordinate
12	Madurese	65	55	60	Subordinate
13	Madurese	95	90	92,5	Coordinate
14	Javanese	100	70	85	Coordinate
15	Javanese	90	65	77,5	Coordinate
16	Madurese	95	55	75	Coordinate
17	Javanese	80	15	47,5	Incipient
18	Madurese	75	75	75	Coordinate
19	Madurese	65	95	80	Coordinate
20	Madurese	70	65	67,5	Subordinate
21	Javanese	75	40	57,5	Subordinate
22	Madurese	80	80	80	Coordinate
23	Madurese	80	75	77,5	Coordinate
24	Javanese	100	75	87,5	Coordinate
25	Madurese	65	70	67,5	Subordinate
26	Javanese	75	95	85	Coordinate
27	Javanese	95	50	72,5	Coordinate
28	Madurese	90	90	90	Coordinate
29	Madurese	85	85	85	Coordinate
30	Madurese	55	60	57,5	Subordinate
31	Javanese	100	90	95	Coordinate
32	Javanese	90	65	77,5	Coordinate
33	Madurese	100	70	85	Coordinate
34	Javanese	70	10	40	Incipient
35	Madurese	85	95	90	Coordinate
36	Javanese	70	35	52,5	Subordinate
37	Javanese	90	75	82,5	Coordinate

37	Javanese	90	75	82,5	Coordinate
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NB : Test A refers to test with performing Javanese language

Test B refers to test with performing Madurese language

We can find numerous coordinate bilinguals upon listening skill, but however, there are only five "very good" coordinate bilinguals which consists of 4 Madurese students and 1 Javanese student. This "very good" coordinate bilinguals is students who are able to gain an average score more than 90 (informan no: 9, 13, 28, 31, and 35).

On the other hand, the number of subordinate and incipient bilinguals is not dominant. There are only 8 subordinate bilinguals and 2 incipient bilinguals. Coincidentally, the two incipient bilinguals are from Javanese ethnic group. They gain "very poor" score upon listening Madurese recording. They confess that this handicap is caused by their "family speaking" which hardly never speak Madurese language at home and also never expected to be in practical "Madurese" language listening test.

Table : Bilingual category and each percentage of ethnic group

Category of bilinguals	Madurese (N = 21)		Javanese (N = 16)		Total	%
	Members of Category	Percentage	Members of Category	Percentage		
Coordinate	16	43,24	11	29,73	27	72,98
Subordinate	5	13,52	3	8,11	8	21,62
Incipient	-	-	2	5,40	2	5,40
T o t a l	21	56,76	16	43,24	37	100

III.4. Speaking Skill

Among those four language skill, it is speaking skill which emerges the most difficult judgement and verification, since speaking skill implies a very complex aspects. There are some significant aspects in judging speaking skill, i.e, the ability to master language, pronunciation (segmental element, vowel, consonant, pitch and intonation), grammar, vocabulary, and fluency , and also the mastery upon material which is spoken (Harris,1969).

The most usual way to judge speaking skill is by using estimation scale method. This method will use a degree of qualification which describes the mastery upon speaking aspects. Each degree will be given a score. The higher qualification arise, the higher score which is obtained.

This estimation scale method is a very subjective means. However, this method remains as a compatible one to judge speaking skill (Syafi'ie, 1981:36).

Based on the method above, therefore the procedure of judging is as below :

1. Scoring on ability to use intonation, pitch, and spelling. (Test 1) .

The estimation scale is :

1. The proper use (without any error) of intonation, pitch, spelling which may arise a proper understanding for the listeners in listening conversation.
2. The appearance of uncrucial error in using intonation, pitch and spelling but still tolerable by listeners and it doesn't impose the listeners in understanding the point of conversation.
3. The improper use of intonation, pitch and spelling which uneases the listeners in understanding the point of conversation.
4. The improper use of intonation, pitch and spelling which emerges some *crucial errors* and uneases listeners in understanding the point of conversation. (misunderstanding).

5. The improper use of intonation, pitch and spelling which emerges some crucial fatal errors, and this error causes the listeners are unable to understand the point of conversation at all.

Each degree is given a score as below :

Degree 1 = Score 5

Degree 2 = Score 4

Degree 3 = Score 3

Degree 4 = Score 2

Degree 5 = Score 1

2. Scoring on ability to use vocabulary. (Test 2)

The estimation scale is :

1. The proper use of vocabulary (without any error) so it is easy for listeners to understand the point of conversation.
2. The appearance of uncrucial error in using vocabulary but still tolerable by listeners and it doesn't impose the listeners in understanding the point of conversation.
3. The improper use of vocabulary which uneases the listeners in understanding the point of conversation.
4. The improper use of vocabulary which emerges some cru-

cial errors and uneases the listeners in understanding the point of conversation (misunderstanding).

5. The improper use of vocabulary which emerges some crucial and fatal errors and this error causes the listeners are unable to understand the point of conversation at all.

Each degree is given a score as below :

Degree	1	=	Score	5
Degree	2	=	Score	4
Degree	3	=	Score	3
Degree	4	=	Score	2
Degree	5	=	Score	1

3. Scoring on ability to arrange sentence. (Test 3)

The estimation scale is :

1. The proper use (without any error) of sentence arrangement, so it is easy for listeners to understand the point of conversation.
2. The appearance of uncrucial error in arranging sentence but still tolerable by listeners and it doesn't impose the listeners in understanding the point of conversation.
3. The improper use of sentence arrangement which uneases

the listeners in understanding the point of conversation.

4. The improper use of sentence arrangement which emerges some crucial errors and uneases the listeners in understanding the point of conversation.
5. The improper use of sentence arrangement which emerges some crucial and fatal errors, and this error causes the listeners are unable to understand the point of conversation. at all.

Each degree is given a score as below :

Degree	1	=	Score	5
Degree	2	=	Score	4
Degree	3	=	Score	3
Degree	4	=	Score	2
Degree	5	=	Score	1

4. Scoring on ability to speak fluently. (Test 4)

The estimation scale is :

1. Speak by performing 150 words within effective minutes (3 minutes) and be communicative.
2. Speak by performing 51 - 100 words within effective minutes (3 minutes) and be communicative.
3. Speak by performing 0 - 50 words within effective minutes (3 minutes) and be communicative.

4. Speak by performing 101 - 150 words within effective minutes (3 minutes) and be less communicative.
5. Speak by performing 51 - 100 words within effective minutes and be less communicative.
6. Speak by performing 0 - 50 words within effective minutes and be less communicative.
7. Speak by performing 101 - 150 words within effective minutes and be not communicative.
8. Speak by performing 51 - 100 words within effective minutes and be not communicative.
9. Speak by performing 0 - 50 words within effective minutes and be not communicative.

Each degree is given a score as below :

Degree	1	=	Score	9
Degree	2	=	Score	8
Degree	3	=	Score	7
Degree	4	=	Score	6
Degree	5	=	Score	5
Degree	6	=	Score	4
Degree	7	=	Score	3
Degree	8	=	Score	2
Degree	9	=	Score	1

It is hard to judge their speaking skill because I, with the assistance of the teacher, have to pay attention carefully to any word they spoke. Yet, relating with estimation scale which has been proposed above (in Syafi'ie, 1981) at least we have a parameter to measure their ability in all sort of test (1, 2, 3 and 4).

As a matter of fact, the score I proposed in this skill is quite distinctive I with the three skills I observe before. The score criterias are based on the score they achieve in four tests. In test 1, 2 and 3 the highest score which may be attained is 5, and the last test (test 4) the highest score which may be attained is 9 logically, the highest score upon collective test is 24 (5+5+5+9).

The following table will perform a score categories and criterias in judging students speaking skill.
Table : Score categories and criterion in judging listening skill

Categories	Score	Criterion
I	24 - 20	Very Good
II	19 - 15	Good
III	14 - 10	Fair
IV	9 - 5	Poor
V	4 - 0	Very Poor

Based on these five criterias, I note each respondent's speaking skill. By considering their ethnicity

speaking skill. By considering their ethnicity factor, I describe the average speaking skill as below :

Table : Speaking skill's category and its percentages of students in speaking Javanese

Ethnic group	CATEGORY											
	I	%	II	%	III	%	IV	%	V	%	Total	%
Javanese	7	18,92	9	24,32	-	-	-	-	-	-	16	43,24
Madurese	5	13,51	8	21,62	3	8,11	5	13,51	-	-	21	56,76
Total	12	32,43	17	45,94	3	8,11	5	13,51	-	-	37	100

The table shows us to the fact that, in average, they are good in speaking Javanese and even may reach "very good" category. There is only one Madurese students who is categorized into "fair" category.

In field research, I even find a fact that all students may speak Javanese alike. Madurese students may speak alike to Javanese language. Their intonation. pitch, and spelling are good in average. The only handicaps are only on their capability to use vocabulary and arrange sentences.

In conclusion, they (Madurese students) may invite or adjust themselves to the way Javanese students speak, but in using vocabulary and arranging sentences. They can't

match native Javanese speaker. To understand this phenomenon obviously, please look at table below :

No. Respondent	Ethnicity	Scores obtained				Total Score	Category
		Test 1	Test 2	Test 3	Test 4		
1	Madurese	5	3	2	6	16	II
2	Madurese	5	4	4	8	21	I
3	Javanese	5	4	5	8	22	I
4	Madurese	4	5	4	7	20	I
5	Javanese	5	5	4	8	22	I
6	Javanese	5	4	3	7	19	II
7	Madurese	3	2	3	5	13	III
8	Madurese	2	2	2	3	9	IV
9	Madurese	3	1	2	2	8	IV
10	Madurese	4	3	3	7	17	III
11	Javanese	5	5	4	8	22	I
12	Madurese	4	4	3	7	18	II
13	Madurese	5	4	5	7	21	I
14	Javanese	5	5	5	9	24	I
15	Javanese	5	3	3	8	19	II
16	Madurese	4	3	2	7	16	II
17	Javanese	5	4	3	7	19	II
18	Madurese	3	2	1	3	9	IV
19	Madurese	2	3	2	5	12	III
20	Madurese	4	4	3	6	17	II
21	Javanese	5	4	5	5	19	II
22	Madurese	4	4	3	4	15	II
23	Madurese	2	3	1	3	9	IV
24	Javanese	4	5	4	6	19	II
25	Madurese	5	4	5	7	21	I
26	Javanese	4	4	5	6	19	II
27	Javanese	5	3	4	8	20	I
28	Madurese	4	3	2	7	16	II
29	Madurese	2	1	2	3	8	IV
30	Madurese	4	4	2	8	18	II
31	Javanese	5	5	5	8	23	I
32	Javanese	5	2	3	9	19	II
33	Madurese	4	3	2	6	15	II
34	Javanese	5	4	3	7	19	II
35	Madurese	5	4	4	8	21	I
36	Javanese	4	4	5	9	22	I
37	Javanese	5	3	3	6	17	II

Based on the table above, I conclude that students obtain more often a perfect score in test 1 (ability to use information, pitch, and spelling) compares to the other test (test 2, 3 and 4).

There are 18 students who gain a perfect score '5' in test 1, while in test 2 there are only 6 of them may able to reach perfect score. In test 3, 8 students are able to obtain perfect score '5'.

I think it is a quite strong evidence that children in Sukamade may speak like wise in Javanese language. They are able to use information, spelling and pitch as Javanese native speaker. But, they are less able to use vocabulary and arrange sentences.

Where as in test 4, there are only students who are qualified to gain perfect score '9'. Above all of them these as only one Javanese students who are able to maintain his total score to be perfect '24' (informan no 14)

On the other hand, they face several problems when speaking Madurese (especially students from Javanese ethnic group) since Madurese language is less popular among children peer-group. Basically they are quite good in the other previous skills upon Madurese language but in finding the

way to speak it, they are still learning to speak it properly

Table : Speaking skill's category and its percentages of students in speaking Madurese

Ethnic group	CATEGORY											
	I	%	II	%	III	%	IV	%	V	%	Total	%
Javanese	-	-	3	8,11	7	18,91	6	16,22	-	-	16	43,24
Madurese	12	32,44	6	16,21	3	8,11	-	-	-	-	21	56,76
Total	12	32,44	9	24,32	10	27,02	6	16,22	-	-	37	100

In other case, Madurese children is fluent to speak Madurese properly since it has been their mother-tongue in their family-setting. So, their speaking skill upon Madurese language is unchallenged by Javanese children to transform their habit from speaking Javanese to Madurese language (when graduated from elementary school), it is only a matter of time for them. Please, look at the table below :

Table :

No. Respondent	Ethnicity	Scores obtained				Total Score	Category
		Test 1	Test 2	Test 3	Test 4		
1	Madurese	5	5	4	8	22	I
2	Madurese	4	5	4	7	20	I
3	Javanese	3	2	2	3	10	III
4	Madurese	5	5	5	8	23	I

5	Javanese	2	2	1	2	7	V
6	Javanese	3	3	2	6	14	III
7	Madurese	4	3	4	8	19	II
8	Madurese	5	3	3	7	18	II
9	Madurese	5	4	4	9	22	I
10	Madurese	3	3	4	7	17	II
11	Javanese	2	2	1	4	9	IV
12	Madurese	5	4	5	6	20	I
13	Madurese	5	5	5	8	23	I
14	Javanese	4	4	3	7	18	II
15	Javanese	3	2	2	5	12	III
16	Madurese	4	3	2	4	15	II
17	Javanese	3	2	4	4	13	III
18	Madurese	5	5	5	9	24	I
19	Madurese	3	3	4	8	20	I
20	Madurese	4	5	5	7	21	II
21	Javanese	4	4	3	7	18	III
22	Madurese	3	4	2	5	14	II
23	Madurese	5	3	3	6	17	II
24	Javanese	4	4	4	5	17	II
25	Madurese	5	4	5	7	21	II
26	Javanese	3	3	3	4	13	III
27	Javanese	2	2	2	3	9	IV
28	Madurese	3	4	2	3	12	III
29	Madurese	3	2	2	4	11	III
30	Madurese	5	5	4	8	22	I
31	Javanese	3	3	2	4	12	III
32	Javanese	2	1	2	3	8	IV
33	Madurese	4	4	4	7	19	II
34	Javanese	2	3	4	4	13	III
35	Madurese	5	4	4	8	21	I
36	Javanese	3	2	3	1	9	IV
37	Javanese	2	1	1	2	6	IV

If we compare Sukamade children's speaking with their listening skill, it would make sense for us to assume that speaking skill is less balanced than their listening skill.

Madurese language, though they are able to understand they remain to have commitment not to use it in peer-group.

For instance, respondent no. 36 who scores 'very good' in speaking Javanese but he scores 'poor' in speaking Madurese. He confesses that he masters Madurese language unprofoundly.

Some of them may obtain unbalanced score between speaking Javanese and Madurese language because they are nervous to face such a test, consequently, they speak Madurese (the language they are not used to) haltingly.

However, converting habit to speak Madurese from Javanese one after getting graduated is not easy for them. They need some little time to adjust themselves with adult environment who will assume them to be responsible for themselves in life.

And, the description of those tables of speaking skill and listening skill streng then the idea that speech activity is more difficult than listening activity. People usually learn language firstly from listening activity (receptive skill), and by means of their good skill in receptive skill they would continue their language learning to find out the best way creating productive skill (speaking and writing).

Finally, to enable the description of bilinguals category, I should make up the score in speaking skill to ad-

just with what I have observe on previous skill. I put the weight score of this speaking skill as :

$$\frac{100}{24} = 4,16$$

The procedure of counting is : for instance, respondent number

30.

$$\text{Test (A+b)} = (18+22) \times 4,16 = 166,4 = 166$$

$$\text{average score} = 166/2 = 83$$

The final score will be rounded to nearest point

Table :

No. Respondent	Ethnicity	Score obtained		(Rounded) Scores multiplied with weight	Rounded average score	Category of bilinguals
		Test A	Test B			
1	Madurese	16	22	158	79	Coordinate
2	Madurese	21	20	171	85,5	Coordinate
3	Javanese	22	10	133	67	Subordinate
4	Madurese	20	23	179	89,5	Coordinate
5	Javanese	22	7	121	60,5	Subordinate
6	Javanese	19	14	137	69,5	Subordinate
7	Madurese	13	19	133	66,5	Subordinate
8	Madurese	9	18	112	56	Subordinate
9	Madurese	8	22	125	62,5	Subordinate
10	Madurese	17	17	141	70,5	Coordinate
11	Javanese	22	9	129	64,5	Subordinate
12	Madurese	18	20	158	79	Coordinate
13	Madurese	21	23	183	91,5	Coordinate
14	Javanese	24	18	175	87,5	Coordinate
15	Javanese	19	12	129	64,5	Subordinate
16	Madurese	16	15	129	64,5	Subordinate
17	Javanese	19	13	133	66,5	Subordinate
18	Madurese	9	24	137	68,5	Subordinate
19	Madurese	12	20	133	66,5	Subordinate

20	Madurese	17	21	158	79	Coordinate
21	Javanese	19	18	154	77	Coordinate
22	Madurese	15	14	121	60,5	Subordinate
23	Madurese	9	17	108	54	Subordinate
24	Javanese	19	17	150	75	Coordinate
25	Madurese	21	21	175	87,5	Coordinate
26	Javanese	19	13	133	66,5	Subordinate
27	Javanese	20	9	121	60,5	Subordinate
28	Madurese	16	12	116	58	Subordinate
29	Madurese	8	11	79	39,5	Incipient
30	Madurese	18	22	166	83	Coordinate
31	Javanese	23	12	146	73	Coordinate
32	Javanese	19	8	112	56	Subordinate
33	Madurese	15	19	141	70,5	Coordinate
34	Javanese	19	13	133	66,5	Subordinate
35	Madurese	21	21	175	87,5	Coordinate
36	Javanese	22	9	129	64,5	Subordinate
37	Javanese	17	6	96	48	Incipient

TABLE : Bilingual category and percentages of each ethnic group

Category of bilinguals	Madurese (N = 21)		Javanese (N = 16)		Total	%
	Members of Category	Percentage	Members of Category	Percentage		
Coordinate	11	29,73	4	10,81	15	40,54
Subordinate	9	24,32	11	29,73	20	54,05
Incipient	1	2,70	1	2,70	2	5,40
T o t a l	21	56,76	16	43,24	37	100