

ABSTRACT**MONOLINGUAL OR BILINGUAL APPROACHES: THE EFFECTIVENESS OF TEACHING APPROACH IN EFL SPEAKING CLASSROOM****By****SARAH SALMA DIYANI**

Speaking is considered an important English skill, yet many English Foreign Learners struggle in communicating their ideas in English. Therefore, this research aimed to compare which approach between monolingual or bilingual gives a better effect to be applied in an English-speaking classroom. This research employed an experimental design, which compared two groups taught using two different approaches. Oral assessment was utilized to collect the data, which were computed using SPSS 27. The data were calculated by using formulas, including, the homogeneity test, paired sample T-test, and independent group samples test. The results showed that the experimental group obtained a pre-test score of 32 and a post-test score of 53, with a paired sample T-test value of -30.309. On the other hand, the control group gained a pre-test score of 31 and a post-test score of 35, and a paired sample T-test value of -6.767. The paired sample T-test results showed that both approaches caused some significant improvements in the students' speaking achievement. On the other hand, the final scores resulted in the Independent Sample Test as 5.033 with a Sig. (2-tailed) of 0.00, which is lower than the critical value (0.05). This indicated that there is a significant difference between students' speaking achievement after being taught through monolingual and bilingual approaches, where the students who received the monolingual approach gained the most improvement. It might be caused by the exposure to the target language that the students received in the class.

Keywords: monolingual approach, bilingual approach, code-switching, language exposure