

**MONOLINGUAL OR BILINGUAL APPROACHES: THE  
EFFECTIVENESS OF TEACHING APPROACH IN EFL SPEAKING  
CLASSROOM**

**(Undergraduate Thesis)**

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**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

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EFFECTIVENESS OF TEACHING APPROACH IN EFL SPEAKING  
CLASSROOM**

**By:**

**SARAH SALMA DIYANI**

**Undergraduate Thesis**  
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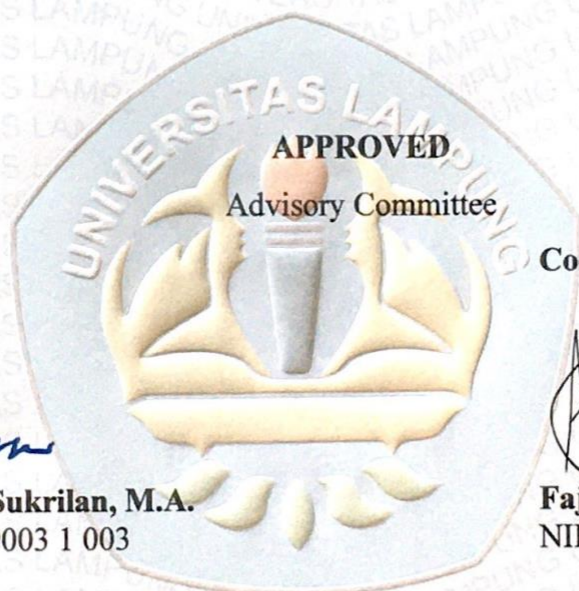
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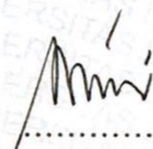
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Sarah Salma Diyani was born in Sidoarjo on December 15th, 1999. She is the youngest daughter of the captivating spouse, M. Djodi Soedarmodjo and Sumariyati, with two older sisters, Annisaa Salma Diyani and Athifah Salma Diyani.

Having done her education at Doha International Kindergarten in 2005, she continued her study at Cambridge International School, Qatar. She was, then, moved by her parents to Doha Academy in grade 4 which only lasted for a year. Her parents decided to move her to Laboratory Primary School UM, Malang. In grade 6, her whole family moved to Lampung and enrolled her to study at SD Pertiwi Teladan Metro, Lampung. Afterwards, she carried on her study at SMPN 1 Metro until grade 8. However, her parents offered her to come back to Qatar and pursue her education there. Hence, she continued her secondary level at Doha Academy until she was in 11th grade. She had to move back to Indonesia and study at SMAN 1 Metro, Lampung and graduated in 2018.

During her study, she realized that English had been a major influence on her life. She enjoyed studying English the most as the English teachers she met had always been so inspiring. Therefore, in the year of 2019, she continued her study in the English Education Study Program of the Teacher Training and Education Faculty at Lampung University.

She hopes that she can use her personal interest and passion to make a meaningful impact not only for herself but for society.

## DEDICATION

*This thesis is dedicated to the future of education in Indonesia, to all the incredible teachers who are still working hard in educating the youth, to all the researchers who have given their time to look for better solutions at times, and to the promising future that lies ahead for this country.*



**MOTTO**

*“Whoever puts his trust in Allah; He will be enough for him.”*

(Quran, 65:3)

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Finally, the writer hopes that this work will be beneficial to the readers and will be a helpful reference for future researchers who want to conduct similar research.

Bandar Lampung, 17 July 2023

The Writer,

A handwritten signature in black ink, consisting of a stylized, cursive script that appears to read 'Sarah Salma Diyani'.

Sarah Salma Diyani

## CONTENTS

<b>ABSTRACT</b> .....	<b>ii</b>
<b>COVER</b> .....	<b>iii</b>
<b>CURRICULUM VITAE</b> .....	<b>vii</b>
<b>DEDICATION</b> .....	<b>viii</b>
<b>MOTTO</b> .....	<b>ix</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>x</b>
<b>CONTENTS</b> .....	<b>xii</b>
<b>TABLES</b> .....	<b>xiv</b>
<b>I. INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Research .....	1
1.2 Formulation of the Problem .....	4
1.3 Objectives of the Research .....	4
1.4 The Uses of the Research .....	4
1.5 Scope of the Research .....	5
1.6 Definition of Terms .....	5
<b>II. LITERATURE REVIEW</b> .....	<b>7</b>
2.1 English as a Foreign Language .....	7
2.2 The Nature of English Speaking Ability .....	2
2.3 Language Exposure in Second Language Acquisition.....	4
2.4 Monolingual Approach .....	5
2.5 Bilingual Approach .....	6
2.6 Previous Studies .....	11
2.7 Theoretical Assumption .....	13
2.8 Hypothesis.....	13
<b>III. METHODOLOGY</b> .....	<b>15</b>
3.1 Research Design.....	15
3.2 Population and Sample.....	16

3.3	Instrument of the Research.....	16
3.3.1	Oral Assessment.....	17
3.4	Validity.....	19
3.4.1	Content Validity.....	19
3.4.2	Construct Validity.....	19
3.5	Reliability.....	20
3.6	Data Collecting Technique.....	23
3.6.1	Pre-test in this research.....	23
3.6.2	Homogeneity Test.....	23
3.6.3	Treatment in this research.....	24
3.6.4	Post-test in this research.....	24
<b>IV.</b>	<b>RESULTS AND DISCUSSION.....</b>	<b>26</b>
4.1	Teaching Learning Process.....	26
4.1.1	Monolingual Approach on the Experimental Group.....	26
4.1.2	Bilingual Approach on the Control Group.....	30
4.2	Results of the Monolingual Approach.....	34
4.3	Results of the Bilingual Approach.....	35
4.4	Comparison of Monolingual and Bilingual Approach.....	36
4.5	Discussion of the Findings.....	39
<b>V.</b>	<b>CONCLUSION AND SUGGESTIONS.....</b>	<b>43</b>
5.1	Conclusion.....	43
5.2	Suggestions.....	44
	<b>REFERENCES.....</b>	<b>45</b>
	<b>APPENDICES.....</b>	<b>49</b>

## TABLES

Table 3. 1 Illustration of Research Design.....	15
Table 3. 2 Scoring Rubric .....	17
Table 3. 3 Reliability of Coefficient Criteria .....	21
Table 3. 4 Reliability of Pre-test .....	22
Table 3. 5 Reliability of Post-test.....	22
Table 3. 6 Homogeneity Test Result.....	24
Table 4. 1 Experimental Group’s Average Score Based on Speaking Components in the 1 <sup>st</sup> Treatment .....	27
Table 4. 2 Experimental Group’s Average Score Based on Speaking Components in the 2 <sup>nd</sup> Treatment.....	29
Table 4. 3 Experimental Group’s Average Score Based on Speaking Components in the 3 <sup>rd</sup> Treatment .....	30
Table 4. 4 Control Group’s Average Score Based on Speaking Components in the 1 <sup>st</sup> Treatment .....	31
Table 4. 5 Control Group’s Average Score Based on Speaking Components in the 2 <sup>nd</sup> Treatment.....	33
Table 4. 6 Control Group’s Average Score Based on Speaking Components in the 3 <sup>rd</sup> Treatment .....	34
Table 4. 7 Paired Sample T-test Result on Experimental Group .....	35
Table 4. 8 Paired Sample T-test Result on Control Group .....	36
Table 4. 9 Comparison of the Mean Scores of Both Groups .....	37
Table 4. 10 Comparison of Mean Scores Based on Speaking Aspects.....	37
Table 4. 11 Independent Samples Test .....	39

## APPENDICES

Appendix 1. Pre-test.....	50
Appendix 2. Post-test .....	51
Appendix 3. Lesson Plan 1 .....	52
Appendix 4. Lesson Plan 2 .....	57
Appendix 5. Lesson Plan 3 .....	61
Appendix 6. Audio Script .....	64
Appendix 7. Experimental Group’s Pre-test and Post-test Scores.....	67
Appendix 8. Control Group’s Pre-test and Post-test Scores .....	69
Appendix 9. Experimental Group’s Pre-test Scores Based on Each Rater and Speaking Component .....	71
Appendix 10. Experimental group’s Post-test Scores Based on Each Rater and Speaking Component .....	73
Appendix 11. Control Group’s Pre-test Scores Based on Each Rater and Speaking Component.....	75
Appendix 12. Control Group’s Post-test Scores Based on Each Rater and Speaking Component .....	77
Appendix 13. Experimental Group’s Scores on Meeting 1 Assignment.....	79
Appendix 14. Control Group’s Scores on Meeting 1 Assignment.....	82
Appendix 15. Experimental Group’s Scores on Meeting 2 Assignment.....	85
Appendix 16. Control Group’s Scores on Meeting 2 Assignment.....	87
Appendix 17. Experimental group’s Scores on Meeting 3 Assignment .....	89
Appendix 18. Control Group’s Scores on Meeting 3 Assignment.....	91
Appendix 19. Documentation .....	93

## **I. INTRODUCTION**

This chapter includes a description of the whole contents of the research including background of the research, formulation of the problem, objectives of the research, the uses of the research, scope of the research, and definition of key terms.

### **1.1 Background of the Research**

English in Indonesia is positioned as a foreign language since it is only formally studied in schools, where students take English classes from primary school to higher education level. According to Brown (2004), English has four basic skills that can be learned; listening, speaking, reading, and writing, which are commonly learned in formal education. These are the four qualities that allow an individual to have a proper and effective conversation with others. One of the qualities that will be highlighted in this research is speaking. Speaking is essential to be mastered as it is a skill used on a daily basis. Moreover, the main objective of learning a language is communication.

Sharma (2018) states that speaking is an interactive process that comprises producing, receiving, and processing information in the presence of both the speaker and listener to convey feelings, thoughts, and opinions. One of the goals of teaching English is to enable students to communicate effectively in the target language during group discussions, class presentations, and other situations.



However, according to the results of the Cambridge Baseline Study in 2013, pupils' English performance was below the expected level of proficiency and speaking skill was the weakest among the four skills (Nadesan, 2020). Some students struggle with learning to speak yet thrive in grammar and vocabulary. This is a result of their upbringing and lack of exposure to other cultures (Azlan et al., 2019). Besides, students tend to speak their mother tongue at home and at school; they seldom have a chance to speak English as people in their environment communicate with them using their mother tongue (Wong et al., 2021). Therefore, teachers should select appropriate learning strategies that cater to students' needs and learning preferences so that they feel encouraged to speak without any fear of making flaws (Zakaria et al., 2019). The success of students in studying a particular subject, particularly speaking, will be greatly influenced by the teachers' learning strategies. In the process of teaching and learning, particularly in speaking classes, there are at least two approaches available to English teachers: the monolingual approach and code-switching, also known as bilingual.

Many teachers believe that a monolingual method should be used while teaching English in speaking classes, meaning that teachers should instruct, explain, and react to the students in English. This belief is supported by a number of researchers (Selinker, 1992; Rossell and Baker, 1996; Turnbull, 2001) who maintain the advantages of the monolingual policy. Krashen (1985) also supports this belief by stating that the students' L1 should be avoided in the classroom so as to increase exposure to the target language. Another justification for the monolingual approach is that it prevents students from fully understanding the content presented in the target language if the teacher combines the students' L1 and the target language

while explaining it in English (code-switching). In other words, code-switching may impede L2 acquisition, preventing the teaching-learning process's intended outcome.

On the other hand, others (Atkinson, 1987; Auerbach, 1993; Cook, 2001) condemn it as an inflexible and improper method of teaching a foreign language. They prefer using the combination between students' L1 and the target language, also known as code-switching, in which the teacher uses systematic alternating use of two languages or language varieties within a single conversation or utterance (Lightbown, 2001:598). In supporting this contrastive opinion, Willis (1996) suggests that it is not advisable to completely ban students from using their mother tongue. A recent study in Turkish secondary school classes with 12-year-old students found that when the mother tongue was completely forbidden in group conversation, the engagement tended to be shorter, stiffer, and less natural. The weaker students quickly quit up in large numbers. Willis draws attention to the fact that the students used their first language as a communicative tool to learn how to utter words. She also highlights how using L1 in the classroom gives pupils more opportunities to utilize the target language rather than less. Additionally, L1 code-switching enables students to maintain focus on the overarching objectives of a learning assignment while concurrently figuring out how to deal with a particular learning challenge. In a relaxed, yet fully focused manner, learners may more readily participate in practice exercises and other classroom activities, which leads to higher progress in the acquisition of the English language (Modupeola, 2013).

Considering the importance of teaching approaches on students' success to use English, it is critical to conduct research on this topic about which method of the

two is more effective and appropriate to teach English speaking as both have strengths and weaknesses. Consequently, it is teachers' main duty to help students to cope with their learning problems. Once they select an incorrect teaching strategy, students' ability to learn will be at risk. Therefore, the writer proved which approach is more effective for the targeted sample through this research.

### **1.2 Formulation of the Problem**

Dealing with the issues presented in the background, this study aims to answer the following research queries:

1. Is there any significant difference of students' speaking achievement after being taught through monolingual and bilingual approach?

### **1.3 Objectives of the Research**

The objectives of this research are to find out students' speaking achievement after the implementation of the monolingual and bilingual approach and to see which of those approaches have more impact on the speaking achievement of the students.

### **1.4 The Uses of the Research**

The findings of the research are expected to be beneficial both theoretically and practically:

1. Theoretically, it can assist and strengthen existing research, as well as serve as a guide for future researchers who desire to conduct relevant investigations.
2. Practically, it can be beneficial for English teachers to find an effective approach to assist students in mastering their speaking ability.

### **1.5 Scope of the Research**

This research was conducted through quantitative method. It focused on the implementation of monolingual and bilingual approach using two different groups. The subjects were 11<sup>th</sup>-grade students of SMA Negeri 7 Bandar Lampung.

### **1.6 Definition of Terms**

There are a few terms that feature frequently throughout the chapter in this study. Those terms deal with the essence of this study, such as:

#### 1. Speaking

According to Meika et., (2019) and (Tianame et al., 2019), speaking is one of the language abilities that can be used productively in oral interactions since it requires the speaker to create oral exposure that expresses his thoughts, feelings, and ideas.

#### 2. Monolingual

One who speaks just one language, or something that is only available in that language, is considered monolingual. A person who only speaks English is an example of someone who is monolingual. In this case, the monolingual approach involves using English only as a language to be used in the classroom. It implies that languages other than the target one should be avoided in the language teaching and learning process at all cost (Lee, 2012).

#### 3. Bilingual

Bilingual is the opposite of monolingual, where two languages are incorporated. Using two languages in some proportions in order to facilitate learning by students who have native proficiency in one language and are acquiring proficiency in the other. Students' L1 will be used to guide them during the initial stage of their learning experience.

#### 4. Code-switching

While Bokamba (1989) defines code-switching as the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event, Hymes (1974) defines code-switching as a common term for the alternative use of two or more languages, varieties of a language, or even speech styles. Teachers also tend to use code-switching when teaching a foreign language as a strategy to develop the student's skills in the English language. They usually switch from one language to another in the middle of a speech to convey the message they meant.

## **II. LITERATURE REVIEW**

This chapter is in advance of various theories that are covered in a framework and is connected to many items in the preceding chapter. It consists of English as a foreign language, speaking, monolingual approach, bilingual approach (code-switching), theoretical assumption, and previous studies.

### **2.1 English as a Foreign Language**

Teaching English as a second or subsequent language is divided most simply into two kinds: English as a second language (ESL) and English as a foreign language (EFL). ESL is typically used to describe situations when English is the (or one of the) dominant language of the country, and EFL in situations where it is not.

According to Graddol (1997), there are approximately 375 million people speak English as their first language, another 375 million people speak it as a second or additional language, and the remaining people are learning it as a foreign language (about 750 million learners). In Indonesia, English is considered more of a foreign language than a second language. This is primarily because pupils lack the opportunity to study English informally and that English is so rarely utilized in daily life outside of the classroom.

## 2.2 The Nature of English Speaking Ability

### a. Definition of Speaking Ability

Speaking is a language ability or a method of communication that allows people to convey their thoughts or information to others orally. In order for others to understand what is being said, speakers must first gather their ideas before speaking, then organize them into clear words. Brown's (2003) statement that is stated as "Speaking is oral interaction where participants need to negotiate meaning in contained ideas, feeling and information, and manage in terms of who is what, to whom and about what" lends support to this assertion. Correspondingly, according to Burkart (1998:11), speaking is an action that involves the mechanics (pronunciation, grammar, and vocabulary); it is the use of the appropriate words in the appropriate context with the appropriate pronunciation. By this concept, each and every component enhances the speaking abilities of the others.

Therefore, it can be concluded from the experts' perspectives above that speaking is a tool for interpersonal communication. Speaking allows people to communicate with others, share information and ideas, and sustain social bonds.

### b. Components of English Speaking Ability

Speaking is a productive skill alongside writing, which can be produced through four components to fulfil its goal as effectively as possible as stated by Harris (2007), which are:

### 1. Pronunciation

According to Cook (1996), pronunciation is the act of producing English sounds. By repeating sounds and correcting them when they are made incorrectly, pronunciation can be learned. When students begin studying pronunciation, they form new habits and get through challenges brought on by the first language. The act of pronouncing is the creation of a sound system that doesn't obstruct communication from the perspective of the speaker or the listener (Paulston & Burder, 1976). The correct pronunciation of a word is how it is said (Otlowski, 1998).

### 2. Vocabulary

All the words in a language make up what is generally known as its vocabulary. English is one of the most advanced languages in the world. Of all the languages, the English language has one of the most extensive vocabularies. One of the three essential components of language learning is vocabulary. A large and consistent vocabulary is important and fundamental because it forms the foundation for creating sentences, communicating ideas and meanings, and is a crucial component of linguistic communication.

### 3. Fluency

According to Richards (2006), fluency is the use of language that comes effortlessly when a speaker starts and maintains meaningful communication. Despite one's communicative competency limitations, this communication would be comprehensible and ongoing. To Fillmore (1979), a fluent speaker may communicate without taking many breaks to ponder.



#### 4. Grammar

Crystal (2004) stated, “Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning.”

#### 5. Comprehension

Cohen (2005) mentioned that comprehension is the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks. Simply put, comprehension is the capacity to recognize and interpret information that is being received or delivered during communication actions.

### **2.3 Language Exposure in Second Language Acquisition**

Second language acquisition (SLA) requires exposure to language input, which includes spoken, gestural, and written discourse in the target language. Based on some theories of second language acquisition, language learning involves making inferences about pronunciation, vocabulary, grammar, and pragmatics from samples of the language to which learners are exposed in the classroom and beyond (Ellis, 2009). On one hand, ‘exposure to language’ means exposure to discourse produced by other speakers (Ellis, et al. 2009). In other words, exposure to language

is the contact that the learners have with the target language that they are attempting to learn.

One of the most essential roles of a teacher is to provide students with sufficient exposure to practice the target language in a variety of contexts. An insufficient exposure to the target language can be influenced by the learner's anxiety and self-efficacy, mainly in speaking and writing (Al Zoubi, 2018). Thus, in this research, one of the approaches that can be used to maximize language exposure in class is by using the monolingual approach, where conversation, learning materials, and topic discussion are carried out using the target language only.

#### **2.4 Monolingual Approach**

Numerous well-known English teaching techniques, including the direct method, audiolingualism, communicative language teaching, and task-based language instruction, have embraced a monolingual approach to language instruction since the end of the 18th century (Howatt, 1984). According to Cook (2001), the monolingual approach discourages the use of L1 through one of three approaches: banning the use of L1 in the classroom, minimizing the use of L1 in the classroom, or maximizing the use of the target language (L2) in the classroom.

A monolingual approach implies that languages other than the target one should be avoided in the language teaching and learning process at all cost (Lee, 2012). In other words, monolingualism is the capacity to speak only one language. The approach has long been prescribed by official policies in the field of English language teaching. When acquiring a second language, a person picks up a language

other than their mother tongue or first language(s). First language is normally a native language and the second is an acquired foreign language (Jean-Mark, 2015).

In EFL classes, a monolingual method has long predominated. The monolingual approach has historically been seen by scholars as enhancing and supporting the learning cycle of the students through extensive and strict exposure to and engagement with the target language. According to Cook (2001), it is a practice of imitating how children acquire their first language via exposure.

## **2.5 Bilingual Approach**

### **a. The Concept of Bilingual and Bilingualism**

Bilingualism is known as the capacity to speak two languages. Children who live in a bilingual setting can simultaneously learn two languages; these two languages can be considered their first or native languages. However, some linguists have varied the definitions of bilingualism. First of all, bilingualism and bilingual are two different aspects. Haugen (1953), Fishman (1971) as quoted by Platt (1975), Hammers and Blanc (1987), Spolsky (1998), Johnson and Johnson (1999), Harmers and Blanc (2000), Grosjean (2001), Richard (2002), Spolsky (2002), Swan et al (2004), Myers-Scotton (2006), state that “Bilingualism is who has the ability to speak more than two languages in their speech community”. While bilingual is a person who can speak one other language in addition to their own one. According to Spolsky (1998), “Bilingual is a person who has some functional ability in the second language”. He also describes that bilinguals can change their language choice to fit the existing circumstance and conditions to effectively

communicate. This causes individuals to transition between two languages in a single sentence, or what is known as "code-switching."

Accordingly, Richard (2002) states that bilingual refers to "a person who uses at least two languages with some degree of proficiency". This means that a bilingual is a person who is able to speak, read, and understand two languages equally well. However, they usually have better proficiency in one of the languages than the other. Furthermore, Swan et al (2004) mention that bilingualism is "the use of two or more languages (the latter is sometimes also called multilingualism) by an individual or by a speech community". Thus, it can be concluded that bilingual is an individual who can speak more than one language while bilingualism is the ability to use more than two or more languages adequately to carry on a conversation.

There are several types of bilingual acquisition, including *compound bilingual*, *coordinate bilingual*, and *subordinate bilingual* (Wenrich, 1953). According to Cohn and Ravindranath (2014), compound bilingual, which is also known as "balanced bilingual" happens when two languages develop simultaneously and are spoken by people in the same environment. A good example of this can be brought to light the case of Bahasa Indonesia and Javanese in the province of East Java, Indonesia – those languages are spoken by the people living in that area. Conversely, coordinate bilingual occurs when a person acquires L1 and L2 in different periods of time and context, for instance, students acquire different languages from home and school. On the other hand, subordinate bilingual occurs when an individual acquires two languages but one of the languages is more dominant.

Teaching English using the bilingual approach involves the use of students' L1 in the learning process. Some methods in English teaching also use the bilingual approach, such as the Grammar-Translation Method, which focuses on the translation of texts, grammar, and rote learning of vocabulary. Donnchaidh (2021) believes that through the use of students' L1, meaning will be conveyed efficiently while teachers can ensure that the concepts being discussed have already been grasped by the students. In other words, students' L1 will be used to guide them during the initial stage of their learning experience.

#### b. Code-switching

One characteristic of a bilingual is their ability to transition between codes, or usually known as 'code-switching'. Before contemplating what code-switching is, firstly, let us define what it means by code. According to Richards and Schmidt (2002), code is "a term which is used instead of language, speech variety, or dialect. It is sometimes considered to be a more neutral term than the others". Additionally, they continuously mention that "People use code when they want to stress the uses of language or language variety in a particular community". For instance, an Indonesian living in England may have two codes: English and Bahasa Indonesia. They may be using one code (English) at work and another code (Bahasa Indonesia) at home or when talking to others of the same ethnicity. Therefore, it can be inferred that code-switching is "a change by speaker (or writer) from one language or language variety into another" (Richards and Schmidt, 2002).

On one hand, Mackey (1970) and Di Pierto (1978) mentioned that code-switching is the alternation of two or more languages using words, phrases, and sentences

other than the first language. Thus, it indicates that code-switching happens when one speaker uses one language while the other responds in another. A speaker may switch from one language to another in the middle of a speech or occasionally even in the middle of a sentence.

According to Holmes and Janet (2005), there are several reasons that caused code-switching to happen, which are explained as follows:

1. Solidarity

Holmes and Janet (2005) stated, “The switch is simply an interjection or a linguistic tag in the other language which serves as an ethnic identity marker”. They also mentioned the reason behind code-switching is due to the motivation by the identity and relationship between participants that often express a move along the solidarity/social distance dimension and different kinds of relationships are often expressed or actively constructed through the use of different varieties or codes. Simply put, solidarity backgrounds are what motivated them to switch between codes. A speaker may similarly switch to another language as a signal of group membership and shared ethnicity with an addressee.

2. Topic

Holmes and Janet (2005) added that people may switch codes to discuss a particular topic. Bilinguals often find that speaking in one code rather than the other makes it easier to explain specific subjects. A similar reason for switching is to quote a proverb in another language, which attempts to emphasise a precise message content.

### 3. Switching for affective functions

“Switching between languages can achieve a range of interesting rhetorical effects” (Holmes and Janet, 2005). Rhetorical here means that speech is expressed in terms intended to impress or persuade.

### 4. Metaphorical switching

Each of the codes in metaphorical switching represents or symbolizes a set of societal meanings. The speaker relies on the association of each code, just as individuals use metaphors to communicate nuanced ideas. The word also acknowledges the fact that this kind of switching involves a rhetorical skill. Effective code-switching operates like a metaphor to enhance communication (Holmes and Janet, 2005).

### 5. Lexical borrowing

Based on Holmes and Janet (2005), people often use words from their mother tongue or first language when speaking a second language, for example, because they are unable to find an equivalent word in their second language. These "switches" are brought on by a lack of vocabulary. People may also borrow words from another language when communicating a concept or describe an object for which there is no word available in the language they are using. This type of borrowing is driven by lexical needs and typically involves single words, mostly nouns. It differs greatly from switching when speakers actually get to choose which words or expressions to employ in which language. Borrowed words are usually

modified to fit the speaker's first language. They are spoken and used grammatically as if they were the first language of the speaker.

## **2.6 Previous Studies**

There are several studies dealing with investigating the effectiveness of teaching using monolingual and bilingual approaches in EFL classroom. Below are a few previous studies related to monolingual and bilingual approach to teaching EFL learners.

1. “Monolingual or Bilingual Approach?” The best Approach to Teach Speaking for Beginner Level.

A research by Sabat and Wardhani (2018) investigated students' perspectives towards the monolingual and bilingual approach in English beginner-speaking class using interviews, questionnaires, and class observation. The writers found that most of the students felt anxious when the lecturer asked in English and found it difficult to respond. However, they also found out that the students enjoyed listening while the lecturer spoke in English but hinders to catch up with what the lecturer meant. The result led the writer to conclude that monolingual approach is not appropriate in the classroom as many students do not understand the materials due to a lack of vocabulary and suggested that lecturers should use bilingual approach to give students complete comprehension on lecturer's explanation.

2. Monolingual or Bilingual Policy in the Classroom Pedagogical Implications of L1 Use in the Japanese EFL Classroom



This research was undertaken by Makiko Shimizu (2006), which intended to investigate the responses of the teachers and students toward L1 (Japanese) use in English classroom. The writer's participants were not only students, but teachers also participated in this research. The research has shown that appropriate use of the L1 can be beneficial for students as well as teachers. It indicates that L1 use can assist students in learning English mainly for effective reasons.

3. A comparative Study between Monolingual and Bilingual Teaching Methodologies of English in a Health Sciences University in the United Arab Emirates.

Dr. Omnia Ibrahim Mohamed and Dr. Zita Lobo (2020) conducted a research which examines the monolingual and bilingual methods of teaching English aiming to find out which method is more effective and best achieves the learning outcomes of a language course. The result showed that concerning teaching language skills, most students prefer the interference of their mother tongue in skills like general vocabulary, specialist vocabulary and grammar. Whereas, when it comes to productive skills, such as speaking, pronunciation, and writing, the percentage for bilingualism gets lower. The performance charts of the students also proved that the group exposed to the bilingual method has higher A pluses and As and less average grades. Whereas, the group exposed to the monolingual method has higher failure rates and bordered towards average marks.

Based on the previous studies that have been gathered, the writer concluded that the bilingual approach is more suitable to be used in EFL classes as most of the students preferred to use bilingual. However, it didn't apply to every English skill. Many preferred to use the monolingual approach in productive skills, such as speaking and writing. This is also supported by the result of the study conducted by Dr. Omnia and Dr. Zita (2020) that the percentage of bilingualism in productive skills gets lower.

### **2.7 Theoretical Assumption**

There are several assumptions with clashing standpoints regarding which approach is best for improving students' ability in speaking, whether it is the monolingual or bilingual approach. One of the essential reasons why educators choose the bilingual approach is to ensure that students with varying levels of English ability can grasp the lessons while still working with a high level of efficiency. On the other hand, some believe that using the monolingual approach will provide maximum exposure to the targeted language to the students.

In this case, the writer assumes that when it comes to practicing productive skills, specifically speaking, the monolingual approach may give better effect on the students' speaking achievement because exposure can be received maximally.

### **2.8 Hypothesis**

In accordance with the theoretical assumptions stated before, the writer draws the hypothesis of the research as:

$H_0$  : There is no significant difference in students' English speaking achievement between the students taught using the monolingual and bilingual approaches

$H_1$  : There is a significant difference in students' English speaking achievement between the students taught using the monolingual and bilingual approaches

### III. METHODOLOGY

The writer will use experimental research. The research design, data source, research variable, study instrument, data collection technique, validity and reliability, data analysis, and hypothesis testing were all covered in this chapter.

#### 3.1 Research Design

In this research, the writer used an experimental design. This type of research involved two classes with one as the experimental group and the other one as the control group. The experimental group was taught using the monolingual approach, where using a first language was strictly prohibited among students and lessons were therefore conducted in full English as well. Whereas the control group was taught using the bilingual approach in a more flexible manner where students were allowed to use their first language and lessons were conducted using two languages, which were English and Bahasa Indonesia. Thus, the research design is described as follows:

**Table 3. 1 Illustration of Research Design**

Class	Pre-test	Treatment	Post-test
E	O1	X1	O2
C	O1	X2	O2

E: Experimental Group

C: Control Group

O1: Pre-test

X1: Treatment by using Monolingual Approach

X2: Treatment by using Bilingual Approach

O2: Post-test

The research design above shows that a pre-test was given to the students in the beginning. The students took the pre-test before receiving treatment. The treatment of this research was conducted through monolingual and bilingual approaches – monolingual approach for the experimental group, whereas bilingual approach for the control group. The writer therefore conducted a post-test on the students with similar item as the pre-test. These tests aim to determine whether the treatment's outcome differs noticeably from the results of the pre-test or not.

### **3.2 Population and Sample**

The population of this research was high school students at SMA Negeri 7 Bandar Lampung in the 2022/2023 academic year. The sample was eleventh-grade students from XI MIPA 4 and XI MIPA 6, each of which consisted of 33 students.

### **3.3 Instrument of the Research**

An instrument is a measuring tool that is used to measure the variable items in the data collection process. There are several methods that can be used to manage the

data. This research utilized an oral assessment that will cover the pre-test and post-test.

### 3.3.1 Oral Assessment

According to Palm (2008), oral performance is an act of presenting something with a student's mouth. These tests were used to determine students' speaking ability before treatment and after treatment. O'Malley and Pierce (1996) proposed several kinds of oral assessment, including oral interviews, picture-cued descriptions or stories, radio broadcasts, video clips, information gaps, and story or text retelling. This research, on the other hand, had oral interviews as the assessment. O'Malley and Peirce (1996) described oral interviews as "Teacher asks students simple information questions". Therefore, the writer conducted an oral interview where the students were given a topic to discuss with the interviewer and elaborate on the topic as broadly as possible. Students' performances then were recorded and the results were given to the assessors for scoring. As this research used inter-rater way of scoring, hence, there were 3 raters that assessed the speaking performance. This included the writer herself, SMAN 7 English teacher, and a colleague of the writer. The indicator of the success of this research is based on oral proficiency scoring categories suggested by Brown (2001), as follows:

**Table 3. 2 Scoring Rubric**

<b>Components</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Vocabulary	Weak language control; vocabulary use does	Weak language control; basic vocabulary	Adequate language control; vocabulary range is	Good range control; range of well-	Excellent control of language features; wide

	not match the topic	choice with some words lacking from the topic	lacking from the topic	chosen vocabulary	range of well-chosen vocabulary
Pronunciation	Pronunciation is lacking and hard to understand	Pronunciation is okay but multiple problems may interfere the communication	Pronunciation is slightly unclear but generally fair	Pronunciation is good and did not interfere the communication	Pronunciation is excellent, very clear, easy to understand and sounds natural
Grammar	Frequent grammatical errors in simple structures, and meaning is obscured	Frequent grammatical errors in simple structures, at times obscure meaning	Frequent grammatical errors that do not obscure meaning; little variety of structure	Some errors in grammatical structures caused by attempt to include variety	Accuracy and variety of grammatical structure
Fluency	Speech is very slow, stumbling, nervous, and uncertain with response. Inaudible	Speech is slow and often hesitant and irregular. Sentences uncompleted but the student able to continue. Volume very soft	Speech is choppy and slow with frequent pauses, most thoughts are complete. Volume wavers	Effortless and smooth speech with little amount of pause and few hesitations. Slight search for words	Speech with complete expressed thoughts with no hesitation and few pauses. Volume is excellent
Comprehension	Student had difficulty understanding the question and the topic	Student fairly understand the question and topic resulting in minimally complete task. Provide little information	Student was able to understand the topic in general but partially complete the task; lacks important	Student was able to comprehend and respond most of the question. Complete task appropriately and provide	Student was able to comprehend and respond all of the question. Complete task by elaborating on the

			information about the topic	information needed about the topic	topic with high level of detail and creativity
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### **3.4 Validity**

According to Kothari (1990), validity is the most critical criterion which describes the extent to which an instrument measures what it is supposed to measure. In other words, the validity of a measurement is how well it captures the actual differences between the groups being tested. As stated by Hatch and Farhadi (1982), there are two types of validity, namely content validity and construct validity. To measure whether the test has good validity or not, these two kinds of validity were measured.

#### **3.4.1 Content Validity**

Kothari (1990) stated that content validity is the degree to which a measurement tool adequately covers the subject being studied. Simply put, the focus of content validity is the adequacy of the sample and simply on the material. This indicates that the material should be based on the basic competence included in the syllabus of the eleventh grade. In this case, the materials used for the pre-test and post-test were materials from chapter 2 of the syllabus, namely “Opinions & Thoughts”. While the treatments used chapters 7 and 8 of the syllabus, which discussed “Meaning through Songs” and “Explanation Text”.

#### **3.4.2 Construct Validity**

According to Kothari (1990), a measure is said to possess construct validity to the degree that it confirms to predicted correlation with other theoretical propositions.



Therefore, the writer had the instrument of the speaking test checked by using inter-rater validity in which the writer consulted the instrument to an expert in English speaking. The expert then gave their perception towards the instrument on whether or not it possesses the 5 aspects of English speaking.

### 3.5 Reliability

Drost (2011) mentioned that reliability is the degree to which measurements are repeatable when conducted by different people on various occasions and under various circumstances, supposedly with alternative instruments which measure the construct or skill. Additionally, Kothari (1990) stated that a measuring instrument is reliable if it provides consistent results.

To measure the reliability of the instrument used in this research, the writer used an inter-rater expert judgement for the pre-test and post-test to see the consistency of the test. Therefore, the writer collaborated with the English teacher to assess students' speaking based on the speaking aspects suggested by Brown (2001). Then, the scores from both raters were used to compare and determine the reliability of this research. To see the correlation between the two raters, the writer used *Rank Spearman Correlation* ( $\rho$ ), a technique developed by Charles Spearman. The statistical formula is shown as follows:

$$\rho = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

Note:

$\rho$ : coefficient of rank order

d: difference of rank correlation

N: number of students

1-6: constant number

(Hatch & Farhady, 1982: 206)

After determining the coefficient amongst raters, the writer used the reliability criteria below to examine the reliability coefficient:

**Table 3. 3 Reliability of Coefficient Criteria**

Very low reliability	0 – 0.19
Low reliability	0.20 – 0.39
Average reliability	0.40 – 0.59
High reliability	0.60 – 0.79
Very high reliability	0.80 – 0.100

(Arikunto, 1998:260)

Therefore, the speaking tests should be regarded as reliable if they fall within the range of 0.60 – 0.79 (high reliability) to 0.80 – 0.100 (very high reliability). As a result, the reliability of pre-test and post-test are as follows:

**Table 3. 4 Reliability of Pre-test**

			Rater 1	Rater 2	Rater 3
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.967**	.927**
		Sig. (2-tailed)	.	.000	.000
		N	33	33	33
	Rater 2	Correlation Coefficient	.967**	1.000	.925**
		Sig. (2-tailed)	.000	.	.000
		N	33	33	33
	Rater 3	Correlation Coefficient	.927**	.925**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	33	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

It could be seen from the table above that the correlation of the pretest from each rater is above 0.90. Therefore, it could be concluded that the pretest of this research is regarded to have very high reliability. Whereas the reliability of the post-test is presented as follows:

**Table 3. 5 Reliability of Post-test**

			Rater 1	Rater 2	Rater 3
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.925**	.969**
		Sig. (2-tailed)	.	.000	.000
		N	33	33	33
	Rater 2	Correlation Coefficient	.925**	1.000	.917**
		Sig. (2-tailed)	.000	.	.000
		N	33	33	33
	Rater 3	Correlation Coefficient	.969**	.917**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	33	33	33

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the correlation of the post-test from each rater is also above 0.90, which is also regarded to have high reliability according to the reliability coefficient criteria proposed by Arikunto (1998).

Ultimately, the results demonstrate that both tests reached the range of 0.60 – 0.100.

This indicates that the assessment results are quite consistent across all tests.

### **3.6 Data Collecting Technique**

There are some steps in this research that were used in collecting the data in order to get the research result. The steps are presented below.

#### **3.6.1 Pre-test in this research**

The pre-test was the first test given to the students before conducting a treatment. The writer carried out an oral interview with each of the students and assess them according to the speaking aspects proposed by Brown (2001). Each student was given 5 questions with ‘Meeting People’ as the topic. They were interviewed one by one by the writer. The purpose of the pre-test is to measure students’ speaking ability before receiving treatment using monolingual or bilingual approaches.

#### **3.6.2 Homogeneity Test**

After the pre-test was carried out, the writer applied a homogeneity test to find out the homogeneity of the variances. The analysis was done by using the pre-test scores of both classes and analysing them in SPSS 27. To decide whether it is homogeneous or not, a score of probability was considered. If the probability score (*Sig.*) is  $> 0.05$ , the dependent variables’ variances are homogeneous. However, if the probability score (*Sig.*) is  $< 0.05$ , then the dependent variables’ variances are not homogeneous (Hartono, 2011). In the same way, the homogeneity test result of this research is illustrated below.

**Table 3. 6 Homogeneity Test Result****Tests of Homogeneity of Variances**

		Levene Statistic	df1	df2	Sig.
English Speaking Test Result	Based on Mean	.154	1	64	.696
	Based on Median	.048	1	64	.827
	Based on Median and with adjusted df	.048	1	49.553	.827
	Based on trimmed mean	.015	1	64	.903

According to the table above, the probability score (*Sig.*) is 0.696, which indicates that it is more than 0.05. Hence, it could be concluded that the dependent variables' variances of this research is homogeneous.

### **3.6.3 Treatment in this research**

The treatment was conducted after the pre-test was carried out. The writer conducted three treatments with XI MIPA 4 as the experimental group and XI MIPA 6 as the control group. The experimental group received the monolingual approach, while the control group received the bilingual approach. However, the learning materials used in each class are the same which were according to the syllabus that the school possessed.

### **3.6.4 Post-test in this research**

In contrast with a pre-test, a post-test is a test given to the students after they receive the treatment. The post-test, however, was conducted similarly to the pre-test. An oral interview was carried out with the students individually. The questions of the interview had the same format as the pre-test. However, the topic of the post-test was different. It was about 'Personality'. The purpose of this post-test is to see

whether there are some significant changes in the score. It is also used to determine which approach affects more on the students' speaking ability.

## **V. CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the research results and the suggestions for further writer who want to conduct related research and English teachers who want to find an appropriate approach in helping students mastering their English speaking skills.

### **5.1 Conclusion**

After conducting the research for 5 meetings in SMAN 7 with XI IPA 4 and XI IPA 6, the writer concluded that in teaching English speaking, the monolingual approach is more facilitative to be used. Students gained more exposure to the target language when taught using the monolingual approach. It mostly helped the students in improving their pronunciation skills as the students listen and imitate how the teachers say a word. This is supported by the test results the students gained throughout the research.

On the other hand, using the bilingual approach may be beneficial in classes that focus on receptive skills, not productive skills. The writer found that students in the control group gained greater scores in vocabulary aspect. When students found some unfamiliar words throughout the class activity, they often discussed it with the teachers bilingually.

Thus, every meaning was explained in the L1. They were able to grasp the idea quicker and gain more understanding of the meaning. Therefore, the bilingual approach may be suitable for learning vocabulary.

## **5.2 Suggestions**

Based on the conclusion mentioned above, there are some suggestions that can be brought up from this research. Since the monolingual approach is proven to improve students' speaking skills more effectively, English teachers are encouraged to use this approach in order for students to gain more exposure. On the other hand, the bilingual approach can also be beneficial to be used for improving receptive skills if it is integrated effectively with appropriate teaching methods and media. Ideally, teachers and students can discuss the goals of L1 and L2 use and come to an understanding of how to utilize it most effectively. This should, in turn, inspire students, make learning easier for them, and ultimately result in successful English acquisition.

However, this study only focuses on the comparison between the monolingual and bilingual approaches in accordance with the test. To learn more about the effect of these approaches, it is suggested that future researchers analyse more into the perception of the students.

On one hand, this research is conducted with Senior High School students as the sample. It would be suggested that future researchers develop the approaches with a different sample to see the relevance of the result.



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