

ABSTRACT

This study aimed to investigate: what is the impact of the use of bilingualism by teachers in the classroom on students' speaking skills?. This study was conducted using descriptive-qualitative because the researcher provides an explanation of a phenomenon. The researcher implemented interviews as her instrument. The researcher carried out data analysis based on data obtained from interviews with students that had been conducted. In the process of conducting interviews, the researcher used a smartphone as a tool to record the interviews. The result of the data recording was converted into written transcripts. The participants in this study were 8 students in the eighth grade at one of the Islamic boarding schools at the junior high school level. The results of this study show that the use of bilingualism by an English teacher in their classroom has a good impact on their English skills. Those benefits were that students could understand the material explained by the teacher, especially in an English-speaking lesson; they could easily understand new vocabulary; they could do the task; they would feel comfortable and enjoy the class; they could have good pronunciation or read something in English correctly; and they could ask and answer something during the class.

Keywords: Bilingualism, Speaking skills, EFL

