

**THE FUNCTIONS OF AND STUDENTS PERCEPTION ON
INSTRUCTOR'S CODE-SWITCHING IN ENGLISH LEARNING AT IAIN
MANADO**

THESIS

Submitted in Partial Fulfillment of The Requirement for the Degree of Sarjana
Pendidikan (S.Pd.) of English Education Study Program

By

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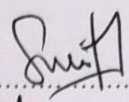
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**ENGLISH EDUCATION STUDY PROGRAM
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THESIS RATIFICATION

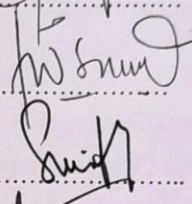
The Thesis entitled "*The Functions of and Students' Perception On Instructor's Code-Switching In English Learning At IAIN Manado*" compiled by Fara Yustisiya Mamonto with student registration number 20126002, a student of English Education Study Program. Has been examined and defended in the munaqasyah session held on January 14th 2025 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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The researcher realizes that this thesis is still far from being perfect, and hopefully, this thesis can provide benefits and input for reader.

Manado, 14 January 2025

The Reseacher

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ABSTRACT

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Thesis Title : The Function of and Students' Perception on Instructor's
Code-Switching in English Learning at IAIN Manado

This study aimed to determine the perceptions on students majoring in English Education and Islamic Psychology regarding the use of code-switching by Instructor's in English language learning among 1st-semester students at IAIN Manado. Utilizing a qualitative research approach, the study employed observation and interviews as primary instruments. Findings indicate that instructor's frequently employed a combination of English and Indonesian, with occasional use of Manado Malay, during lessons. Key findings suggested that code-switching is used to clarify difficult concepts and enhance comprehension, fostering stronger rapport between instructor's and students. Students appreciate this bilingual approach, as it aids vocabulary retention and supports their listening and speaking skills in English. Overall, the strategic use of multiple languages in English teaching is perceived positively, facilitating better understanding and creating a supportive learning environment.

Keywords: *Code-switching, student perceptions, English Learning*

ABSTRAK

Nama : Fara Yustisya Mamonto

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Program Studi : Tadris Bahasa Inggris

Judul : Fungsi dan Persepsi Mahasiswa Terhadap Alih Kode Dosen
Dalam Pembelajaran Bahasa Inggris di IAIN Manado

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa jurusan Pendidikan Bahasa Inggris dan Psikologi Islam mengenai penggunaan alih kode oleh pengajar dalam pembelajaran bahasa Inggris di kalangan mahasiswa semester 1 di IAIN Manado. Dengan menggunakan pendekatan penelitian kualitatif, penelitian ini menggunakan observasi dan wawancara sebagai instrumen utama. Temuan menunjukkan bahwa pengajar sering menggunakan kombinasi bahasa Inggris dan bahasa Indonesia, dengan sesekali menggunakan bahasa Melayu Manado, selama pembelajaran. Temuan utama menunjukkan bahwa pengalihan kode digunakan untuk memperjelas konsep-konsep yang sulit dan meningkatkan pemahaman, serta membina hubungan yang lebih kuat antara pengajar dan siswa. Para siswa menghargai pendekatan dwibahasa ini, karena membantu retensi kosakata dan mendukung kemampuan mendengar dan berbicara dalam bahasa Inggris. Secara keseluruhan, penggunaan beberapa bahasa secara strategis dalam pengajaran bahasa Inggris dianggap positif, memfasilitasi pemahaman yang lebih baik dan menciptakan lingkungan belajar yang mendukung.

Kata kunci: Alih kode, persepsi siswa, pembelajaran bahasa inggris

CHAPTER I

INTRODUCTION

A. Background Research

At present, many people speak more than one language. The language that people usually master well is their mother tongue. People who speak two or more languages are called bilinguals. Bilingualism is a worldwide phenomenon. According to the holistic view, then, the bilingual is a fully competent speaker-hearer; he or she has developed competencies (in the two languages and possibly in a third system that is a combination of the first two) to the extent required his or her needs and those of the environment.¹ When two or more bilingual speakers interact, they don't just use one language in their conversations. Often they use both languages in different comparisons, this phenomenon is known as code-switching in bilingual literature.

Code-switching is including in area of sociolinguistic field. Hudson stated that "sociolinguistic is the study of language in relation to society."² The phenomenon of code-switching is found in bilingual society, because they are usually required to select a particular code whenever they choose to speak, and they may also switch from one language to another language.³ Thus, it is feasible to conduct a study on code-switching by involving the members of the bilingual society who are supposed to switch the language. So, code-switching is when two or more language exists in a community, speakers frequently switch from one language to another⁴. The main code-switching is to convey messages or information from speaker to listener directly and to make good communication between them.

¹Grosjean Francois, *Studying Bilinguals*, (Newyork: Oxford University Press, 2008), P.14.

²Wardhaugh Ronald, *An Introduction to Sociolinguistics*, (United Kingdom: Blackwell Publishing, 2006),P.13

³ Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (United Kingdom: Blackwell Publishing, 2006), P. 101.

⁴Sandra Lee McKay& Nancy H. Hornberger, *Sociolinguistics and Language Teaching*, (United Stated of Amerika: Cambridge University Press, 2009), P. 56.

According to Anita, "code-switching is a daily reality phenomenon that occurs both inside and outside school."⁵ So it is natural when it happens in the teaching and learning process. Code-switching is unavoidable from the instructor because the instructor and students are Indonesian, English is a foreign language to them. For Indonesian students it is not easy to master English because they are not used to communicating in their daily activities. They use Indonesian in their daily communication. So, they will find it difficult to understand the lesson if the teaching learning process uses full English.

Instructors use code-switching as a means of providing students with opportunities to communicate and improve student understanding.⁶ English instructors code-switch during lessons, e.g. giving instructions, clarifying new vocabulary, managing the class etc. Instructors are also believed to switch to explain things better or build good relationships with their students.⁷ Meanwhile, students have their own perceptions in understanding lessons.

In this phenomenon, code-switching was closely related to speaking. Everyone used code-switching as part of their speaking. This study is associated with the verses of the Quran related to speaking. According to Q.S Thaha/20 verses : 25-28:

قَالَ رَبِّ اشْرَحْ لِي صَدْرِي وَيَسِّرْ لِي أَمْرِي وَاخْلُفْ عَنِّي لِسَانِي يَفْقَهُوا قَوْلِي

Translation :

“Lord,” said Moses, “Expand my chest, and ease my task for me.
Free my tongue from its impediment, that they may understand my
speech.” (Q.S. Thaha: 25-28)

⁵ Anita, "Students' *Code-switching In EFL Classroom*" (IAIN SMH Banten, 2013), P. 24.

⁶ Badrul Hisham Ahmad, Kamaruzaman Jusoff, "Teachers' Code-switching in Classroom Instructions for Low English Proficient Learners", *English Language Teaching*, Vol. 2, No. 2, (June, 2009), P. 49.

⁷ Muhammad Fareed, Samrin Humayun, Huma Akhtar, "English Language Teachers' Code-switching in Class", *Journal of Education & Social Science*, Vol. 4 No. 1, (2016), P.1-2.

Surah Taha is the 20th surah of the Qur'an and contains many lessons and moral messages. Taken as a whole, these verses portray an attitude of trust and dependence on Allah, as well as an awareness of the importance of effective communication in proselytizing and teaching religion. These verses also teach us to always ask Allah to ease our affairs and provide smooth communication. These verses are conditional statements, *"Oh Allah, please allow me to speak clearly. Thus, they may fully comprehend what we are saying."* These verses are connected to speaking skills, even Moses as a messenger wants to be able to speak fluently.

As we know that the success of teaching and learning is influenced by student perceptions. Jacob et al. refer to "perception is as one of the most important elements underpinning effective teaching and learning."⁸ If the instructors know the students' perceptions, they are able to modify the language because instructors have important role to help students in learning language and instructors are not only transferring of knowledge but also have to understand what the students need.

Therefore, it is necessary to better understand how students perceive code-switching. Based on these conditions, the researcher was interested in investigating the phenomenon of code-switching in EFL classes from the perceptions of students at different levels. The researcher conducted a study entitled "The Function of and Students Perception on Instructors Code-Switching in English Learning at IAIN Manado". In the world of education, Indonesian is the language to convey material in the teaching and learning process. But that different for IAIN Manado students. They are required to be able to understand the main priority language which is English. It is possible that in the teaching and learning process there is often a code-switching of instructors in providing information and materials for students. Instructors tend to switch the language from English to Indonesian when they teach English in class.

⁸Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", (Thesis, English Education Department, Ar-Raniry State Islamic University Darussalam, Banda Aceh, 2018), P. 7,"

B. Limitation of The Topic

This research was only conducted on students majoring in English education and Islamic Psychology in semester 1 of the 2024/2025 academic year at IAIN Manado. This research was conducted to find out the function of code switching and students' perceptions about the use of code-switching by English instructors and to help them in the English learning process.

C. Research Problem

Based on the background above, the researcher formulates the problem of this research, namely

1. “What are the functions of code-switching used by instructors when teaching English?”
2. “How are students’ perceptions of instructors’ code-switching between English and Bahasa Indonesia/Manado Malay in teaching English?”.

D. Research Objective

1. To determine the functions of code-switching used by instructors when teaching English?
2. To discover students’ perception of instructors’ use of code-switching between English and Bahasa Indonesia/Manado Malay in teaching English.

E. Significance of the Research

1. Theoretical Significance

This research is to determine students' perceptions of the use of code-switching by their instructors in class, because students' perceptions provide input to instructors to inform instructors about the effectiveness of learning quality and for making language policy decisions in teaching. The results of this study are expected to provide information to support language policy decisions taken by instructors in their teaching.

2. Practical Significance

This research gives some useful information about students' perceptions of code-switching used by English instructors. The significances of the research are following:

2.1. For researchers

This research provides insight for future research on sociolinguistic, especially code-switching aspect in teaching learning process.

2.2. For students

The results of this study are expected to be of direct benefit to students in giving their perception about the use of code-switching by English instructors. Therefore, students may contribute to the teaching learning process by explaining what their wants and needs are during the learning process. This is also expected to have a contribution as guiding information for linguistic students who are interested in the study of code-switching.

2.3. For Instructors

This findings research can assist the instructors know about the students' perception toward code-switching, so the instructors can be informed about their use of code-switching in EFL classroom. Eventually, Instructors will be able to build good relationship and communication with their students.

CHAPTER II

THEORETICAL REVIEW

A. English Language Teaching

The process of guiding and facilitating learning is known as teaching. Language, on the other hand, is a systemic means of communicating ideas or feelings through the use of conventionalized signs, sounds, gestures, or marks with unknown meanings. Some experts define English language teaching as any activity on the part of one person that is intended to assist another person in learning English. The teacher has an obligation in English language teaching to provide exposure to the English language and opportunities for learning through classroom activities. Teachers are expected to create a positive learning environment in the classroom. Following that, appropriate learning materials should be designed to improve teaching and learning.⁹

The teacher should consider the best materials, methods, and techniques. As a result, their students do not find their lessons particularly engaging. As a result, teachers must be aware of the goals of their instruction. Language teaching and learning require a variety of factors to be successful. Teachers are expected to be able to set objectives and modify their teaching style to meet the needs of their students.

B. Definition of Code-switching

Linguists viewed code-switching differently. Their description of code-switching are different one each other. For the purpose of understanding code-switching deeper, this research shows some different definitions of code-switching from some linguists. Muysken views code-switching as an immediate sequence of two languages in a single speech event. It shows that code-switching appears when a bilingual speaks using more than one language while speaking. Another linguist, Walter, says code-switching is a result of bilingualism.

⁹Sofia, Yulianafeza, "An Implementation of Character Education In Teaching English (Descriptive Research At Smpn 2 Pontianak In The Academic Year Of 2021/2022)". (Thesis, IKIP PGRI Pontianak, 2022), P. 8.

Meanwhile, Auer defined code-switching as a language alternation, where the speakers show awareness of alternating between two different language codes.¹⁰ The definition of code-switching from each linguist is different. However, the definitions are still connected. Their definitions can be drawn to conclude that code-switching is a language alternation, where a bilingual speaker switching or changing the language while speaking in a single speech event.

C. Switching Language in the Classroom

The use of two more language in a classroom provides great benefits when learning. The use of language transfer, will make communication between educators and students clear. Especially now there is an increase in foreign language learning in schools. This will certainly help, because not all students have the same language background as they were being taught in their classroom at the same.¹¹ For example, learning English, of course, not all students are education with English outside the school environment. So, it takes another language that needs to be use by educators when teaching, so that the intentions of the educator are conveyed.

D. The Functions of Code-Switching

In teaching and learning, the teachers employ code-switching strategy to provide opportunities to communicate and enhance students' understanding of teachers' material. Sometimes, English teachers were not aware of the function and outcomes of the code-switching process in the classroom. Therefore, in some cases it might be regarded as natural and unconscious behavior. However, it necessarily serves some basic functions that may be beneficial in language learning classrooms.

Teachers use code-switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. According to Sert there are two functions of

¹⁰Walter de Gruyter, *Code-switching Between Structural and Sociolinguistic Perspectives*, eds Gerald Stell, Kofi Yakpo (Germany : Deutsche Nationalbibliothek, 2015), P. 2.

¹¹ Ansar, "*Code-Switching and Code-Mixing in teaching-Learning Process*,".

teacher code-switching; affective functions, and repetitive functions¹². The classification is described as follows:

1. Topic Switch

In the case of topic switching, the teacher changes his or her language according to the topic being discussed. This is often seen in grammar teaching, where the teacher switches to the students' native language when explaining certain grammar points being taught. In this situation, it can be said that the teacher builds a bridge from the familiar (mother tongue) to the new (foreign language content), so that the new material can be conveyed more clearly and the meaning is more easily understood.

2. Affective function

The phenomenon carries affective functions that serve for expression of emotions. In this respect, code-switching is used by the teacher in order to build solidarity and intimate relations with the students. In this sense, one may speak of the contribution of code-switching for creating a supportive language environment in the classroom.

3. Repetitive function

In repetitive function, the teacher uses code-switching in order to transfer the necessary knowledge to the students for clarity. Following the instruction in the target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors.

E. Definition of Perception

Perception is the interpretation of something that is sensed. For example, it can be about physical events, such as how the ears may interpret a sound wave as

¹² Olcay Sert, *The Function of Code-Switching in EFL Clasroos*, TESL Journal, Vol. XI, No. 8, (August 2005)

a musical sound, and then the listener has a perception that the sound is beautiful. In conclusion, perception is the process of interpreting information through the human sense organ system.¹³

As human senses keep getting information from the environment, the experience of perception will constantly happen. This means someone's perspective about everything that is seen, heard, tasted, felt, or smelled is the result of the activity in the nervous system and the knowledge gained from experience.¹⁴

Perception is a person's understanding of something received by sense organ; eyes, ear, *etc.* It is also about the experiences of events or something happen in around.¹⁵ Because of perception, a person can understand about what happen in surroundings.

The researcher concluded that perception is the way someone thinks about things or events after inferring information and interpreting messages about something that is noticed by the sense organ.

F. Process of Perception

Perception is the process where message or information enters to human brain. Through perception, human being continually connects with the environment. Perception also allows us to take the sensory information and make into something meaningfully. Walgito has stated that there are three process of perception as bellow:¹⁶

1. Stimulus

Perception arises because of the response to the stimulus. The first step of perceptions is sensation. All of the sensations enter through humans' senses. Sensation will influence the stimulus.

2. Organization

¹³LufnaLathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021),P. 7.

¹⁴LufnaLathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021),P. 7.

¹⁵LufnaLathifa, "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar" (Thesis of State Islamic Institute Parepare, 2021),P. 8.

¹⁶ Bimo Walgito, *Psikologi Sosial (Satu Pengantar)*, P. 53.

The stimulus will be transferred by nerve to brain. Then it will be processed by brain. In this process, human being recognizes the stimulus. Organization of stimuli starts with people sensory receptors (touch, taste, sight, and hearing), and it transmitted to the brains.

3. Interpretation

People start to interpret on the things that they perceive and organize in stimulus and organization. In other words, after receive and organize they can interpret the information and turn it into something the can categories and given meaning.

G. Students' Perception

A student refers to an individual engaged in studies at a university or another institution of higher education¹⁷. Students play a central and essential role in the teaching and learning process. While students gain knowledge from teachers, the absence of students renders teaching impossible. The entire learning process is fundamentally rooted in perception. According to Jacobs et al., "perception is a crucial factor that supports the effectiveness of teaching and learning"¹⁸. Perception involves the selection and organization of stimuli by an individual, enabling meaningful interpretation. It represents how a person perceives and understands reality.¹⁹

Individuals' perceptions of an object can be either positive or negative. Positive perceptions reflect favorable judgments of an object or information, aligning with expectations or established norms. Such perceptions often stem from individual satisfaction with the source of the perception. On the other hand, negative perceptions involve unfavorable evaluations of an object or information, contrary to expectations or norms. These negative perceptions typically arise from an individual's dissatisfaction with the source of the perception.

¹⁷ Oxford Learner's Pocket Dictionary, 4th ed, P. 441

¹⁸ Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", P. 7.

¹⁹ Steven Altman, Enzo Valenzi, Richard M Hodget, Organizational Behavior: Theory and Practice, P.85.

In summary, students' perception refers to their ability to recognize the significance of code-switching as a means of expressing ideas²⁰. It involves students' selective interpretation of information received from a particular source, which in this context is the teachers' use of code-switching. Moreover, students' perceptions of code-switching in the context of teaching and learning English in the classroom can result in either positive or negative outcomes.

H. Previous Studies

Some studies are relevant to this research. They are as follows:

First a study from Husnah Aminah, 2023 with the title “*Students Perception Toward The Use of Code-Switching in ELT (A Case Study at X MIPA 2 of MA Ma’ahid Kudus)*”. The purpose of this study is to discuss the use of code-switching by English teachers in ELT process, the types of code-switching used by English teachers in ELT process, and the students' perceptions towards the use of code-switching by English teachers in ELT process? This research is qualitative. The results of analyzing the data conducted by the researcher, then draw some conclusions, namely first, the application of code-switching by English teachers in class X MIPA 2 has several functions; topic switch, affective function, and repetitive function. Second, English teachers in class X MIPA 2 use three types of code-switching; inter-sentential code-switching, intra-sentential code-switching, and emblematic code-switching and third, the students of class X MIPA 2 have a positive perception of the use of code-switching by English teachers because they feel easier to understand the lesson when the English teacher uses code-switching, and they feel more comfortable communicating with the English teacher if they use code-switching.²¹ The similarity is about to determine students' perceptions of code-switching in ELT. The differences are this previous study lies in different locations and research designs.

²⁰ Marites Quibol Catabay, "Students' Perception on the Use of Code Switching in English as a Second Language Class", *International Journal of Advanced Research in Management and Social Science*, Vol. 5 No. 4, (2016), P. 278.

²¹ HusnahAminah, *Students Perception Toward The Use of Code-Switching in ELT, (Islamic Institute of Kudus 2023)*

The second is a study from Sefta Feli Dwiyanain 2022 with the title *Students perception on the use of Code-Switching in Oral Presentation*. This study aims to determine students' perceptions of the use of code-switching in oral presentations. Quantitative research methods were applied in the study and data collection by distributing questionnaires to research respondents. The participants in this study were students of the English Education Department of UIN Ar-Raniry, especially 7th semester students of class of 2020 with a population of 101 students from 3 units. By using random sampling, the researcher only chose to take 50 respondents. The data were analyzed using scoring by Ghazali (2016) using Microsoft Excel and descriptive statistics using SPSS Statistics software. The results showed that the respondents agreed with the positive statements with the highest percentage of 80% and the percentage of negative statements was 98%. Therefore, the results of code-switching have a positive impact on the respondents' communication, self-confidence, and English language skills.²² The similarity is about to determine students' perceptions of the use of code-switching. The differences are this previous study uses Quantitative research methods with data collection methods by distributing questionnaires to research respondents

The third is a study was conducted by Sundari Patadjenu in 2019 with the title *Students Perception Towards Teachers code-switching in classroom*. this study aims to determine the perception of students regarding the use of code-switching by lecturers in English language learning. This research used qualitative method and was conducted in Class A, English Education Department, Gorontalo State University. The number of participants was 24 students. The results showed that the use of code-switching by lecturers when teaching in class made it easier for students to understand the material given, increase students' knowledge of the material, make it easier for students to respond to the material and become interested in learning, make it easier for students to find the main information in the learning process, and understand and apply the instructions given.²³ The

²² SeftaFeliDwiyanana, *Students perception on the use of Code-Switching in Oral Presentation*, (Islamic University Banda Aceh, 2022)

²³ SundariPatadjenu, *Students Perception Towards Teachers Code-switching In Classroom*, (Gorontalo: University Gorontalo, 2019)

similarity is about to determine students' perceptions of the use of code-switching. The differences are this previous study lies in different locations and research designs.

The fourth is a study from Tri Anjarwati Prihatiningsih in 2019 with the title *"Students' Perception of Code-Switching Used by English Teacher In Learning Process to The eleventh Grade Students of SMA 1 Belitang"*. The purpose of this study is first to find out students' perceptions of code-switching used by English teachers, second to identify English teachers' opinions on the use of code-switching to teach students. In this study the researcher used descriptive qualitative. The main findings showed that most of the students in class XI IPA 1 and XI IPS 1 had positive perceptions towards code-switching used by English teachers. The English teachers' opinions regarding the use of code-switching are helpful in the learning process, both interviewees share the same opinion that code-switching can help them in managing the class and maintaining interpersonal relationships. They also believe that code-switching is efficient and able to facilitate students' teaching and learning activities in EFL classes. However, there is another opinion that code-switching is used when students are bored or stressed.²⁴ The similarity is about to determine students' perceptions of code-switching used by English teachers. The differences are this previous study lies in different locations and research designs.

Fifth a study from Nidaul Hayati in 2019 with the title *"Students Perceptions of Code-Switching Used By English Teachers (A Descriptive Study On the Second Semester Students of English Education Department Of The State Islamic University Sultan Hasanah Hasanuddin Banten"*. The purpose of this study was to investigate the functions of code-switching by teachers in the classroom and students' perceptions of code-switching used by English teachers. The findings of the data analysis showed that the functions of code-switching used by English teachers were found in three functions: topic switching, affective function, and repetitive function. In the process of code-switching, the teacher

²⁴ Tri Anjarwati Prihatiningsih. *Students Perception of Code-Switching Used by English Teacher In Learning Process to The eleventh Grade Students of SMA 1 Belitang* (University Muhammadiyah Palembang 2019)

practiced both Indonesian and English to help students in understanding the material. Students' perceptions of code-switching used by English teachers in this study found that there were 25.3% answered strongly agree to the code-switching done by teachers in the classroom, 59.3% answered agree, 14% answered disagree and 1.4% of the total respondents' answers answered strongly disagree to what was practiced. In addition, based on the interpretation results, a score of 78% was obtained. It can be said that most students have a positive perception of code-switching used by English teachers. ²⁵The similarity is about to determine students' perceptions of code-switching used by English teachers. The differences are this previous study lies in different locations and research designs.

The novelty of this research lies in several aspects that distinguish it from previous studies. First, Local Context, this research was conducted at IAIN Manado, focusing on areas with linguistic uniqueness such as Manado Malay and Indonesian. This is different from previous research conducted in other places such as Gorontalo or Belitang. Second, Language Focus, this research does not only discuss code-switching between English and Indonesian, but also includes Manado Malay as part of its study. This opens up a new perspective on how students perceive code-switching in a multilingual environment. Third Methodological Approach, While previous studies, such as Sefta Feli Dwiyan (2022), used quantitative methods with questionnaires, this study offers a qualitative approach through interviews or group discussions. This approach provides a more in-depth picture of students' views on code-switching. This research makes a new contribution by exploring code-switching in a multilingual and multicultural context at IAIN Manado, which has not been widely discussed in previous studies.

²⁵ NidaulHayati "Students Perceptions of Code-Switching Used By English Teachers, (Islamic University Sultan Hasanah Hasanuddin Banten 2019)

BAB III

RESEARCH METHODOLOGY

A. Research Design

The research is qualitative research. So, in this study the researcher tried to find answers to social phenomena that are being studied, that is the function and students' perceptions of instructor code-switching in classroom, then the author describes the various answers obtained and produces a meaning from the result of the study. In the study, the researcher sought to gain a deep understanding of students' perceptions as important in education. Code-switching in English learning is carried out while learning process.

B. Time and Location of the Research

1. Place

The research has been conducted the data at Manado State of Islamic Institute, precisely on Jln. S.H Sarundajang, Malendeng, Kec. Paal Dua, Manado, North Sulawesi. Especially in English Language Education and Islamic Psychology Departments.

2. Time

The research conducted in one month on October 2024 to the students of English Education and Islamic Psychology Department program, in 2024/2025 academic year.

C. Research Subject

The subject of the research was the first semester students of the English Language Education and Islamic Psychology Departments of IAIN Manado in academic year 2024/2025

D. Source of the Data

Primary data: The primary data in this study are directly obtained by the researcher. They are obtained through observation, document study, and

interviews with 15 students in English Education and 22 students in Islamic Psychology.

E. Data Collection Techniques

The data collecting method is the method to obtain the data in the research.²⁶The technique of collecting data in this research was clarified as follows:

1. Observation

Observation is intended to determine whether code-switching occurs in the classroom or not. The researcher used an observation checklist to observe whether code-switching occurred in the classroom when the lecturer was teaching.

2. Interview

The researcher also used interviews with students after making observations. Interviews occur when researchers ask one more general participants. Based on the type of interview, researchers used one on one interview with a total 5 questions. One on one interview is a data collection process in which researchers ask questions and record answers from only one participant in the study at a time. Question no 1 based on the theory of English language teaching, the second based on the theory on the definition of code-switching, the third based on the theory on the function of code-switching, the fourth based on the theory switching language in the classroom, and fifth based on the theory Students perception.

In this study, the researcher took all students semester 1 of the English Education and Islamic Psychology in the academic year 2024/2025 as respondents. In this step, the researcher used a recording device to collect information.

F. Research Instruments

In this study, the researcher used two main instruments: observation and interview. Observation is needed to find out and then record the code-switching done by the instructor during the teaching and learning process in the classroom.

²⁶Sugiyono, Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D (Bandung: Alfabeta, 2013), P. 193.

The second instrument used by the researcher was the interview, the interview was conducted to students to find out their perception of code-switching by the instructor in the classroom by using prepared questions.

G. Data Analysis Technique

In this research, the researcher used data analysis techniques from Miles and Huberman: data reduction, data display, conclusion drawing and verification.²⁷

Data analysis takes place together with the data collection process with the following stages:

1. Data reduction

In this research, the researcher obtained a general and comprehensive picture of the research object during the preliminary observation. Preliminary observations were made for the purpose of obtaining data or information from an object to be observed. In the preliminary observation, the data obtained included the frequency of the use of code-switching by the instructors when code-switching in class, students' responses on how students respond to the use of code-switching whether it is helpful or not, student involvement or the level of student participation during lessons involving code-switching, students' perceptions or students' views on the effectiveness of code-switching in helping to understand the material. In the data reduction process, the researcher sorted and reduced the general data, then set some essential data that used in the research. The data is related to English teaching and learning and Islamic Psychology in the semester 1 of the 2024/2025 academic year IAIN Manado. The researcher sorted the information, then decided to focus on the information about the use of code-switching strategy by the English instructor and the students' perception of that.

2. Data Display

After the data reduction process, the next step is data display. Data display shows the collected information in the form of descriptions, tables, graphs, and

²⁷Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), P. 337

others. In this study, the research data is carried out in the form of descriptions, charts, and so forth.

3. Conclusion drawing and Verification

The last step is drawing conclusions and verification to answer the research problems that were formulated from the beginning. Then, the conclusions need to be verified. The verification is supported by valid and consistent data. In this study, the conclusions of the researcher is supported by the data obtained by the researcher. The conclusion answers the research problem about how the implementation of code-switching strategy, what type of code-switching used by English instructors, and how students perceive the strategy.²⁸

²⁸Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), P. 337-341

CHAPTER IV

FINDINGS AND DISSCUSSION

This chapter provides data collected through observations and interviews and analyzes the findings obtained from observations, notes, and data reduction. This chapter details the results based on what the researcher observed, heard, and concluded during the observation and interview sessions conducted on Tuesday, October 1, 2024, to Friday, October 11, 2024.

A. The Description of Research

Based on research conducted on students of English education study program and Islamic Psychology of religion students in the academic year 2024/2025 FTIK & FUAD IAIN Manado which amounted to 37 active students. Researcher found results about Students perception of instructors code-switching teaching English. Researchers collected data through observation and interview.

B. Findings

1. The Results of Observation

The researcher used observation as the first instrument to collect data. Observations were made to see the conditions and situations in the field and also to find out the use of code-switching by instructors when teaching in the classroom. After being conducted on October 1, 2024 in the English education study program, it was found that instructor used code-switching when teaching in class. Thus, researcher continued to the observation and data collection stage as well as further research on October 8, 2024 in the religious psychology study program at IAIN Manado, the same results were found, namely instructors using code-switching when teaching in class. The following is the data containing the instructors activities observed by the researcher.

4.1 Tabel The Function Of Code-Switching

Function of Code-Switching	Number of Code-Switching	
	EE	IP
F1 (Topic Switch)	9	20
F2 (Affective Function)	5	7
F3(Repetitive Function)	5	7
Total	19	34

Based on the data presented in the table above, it is shown that the Code-Switching Functions (F1, F2, and F3), namely the Topic Switch Function (F1) is the most dominant used in the data, with a total of 29 occurrences (9 times in the English Education class category and 20 times in the Islamic Psychology class). This demonstrated that code-switching was more often used to switch topics in the learning process. Affective Function (F2) and Repetitive Function (F3) have the same number of uses, namely 12 times (5 times each in the English Education class category and 7 times in the Islamic Psychology category). This shows that both functions are used in almost equal proportions to convey emotions or repeat information.

In the English Education category, the total code-switching performed was 19 times, while in the Islamic psychology category it was 34 times. This indicated that code-switching occurred more frequently in the Islamic Psychology class than in the English Education. The total number of times the instructors' use of code-switching in both of the classes was recorded was 53 times, with the most frequently used function being topic switch (F1), while affective function (F2) and repetitive function (F3) were used with lower but similar frequency.

OBSERVATION 1

Table 4.2. Observation Sheet of the English Education (EE) English Class

Code-switching	Never	Rarely	Sometimes	Often	Always
1. The instructor switches to the students' first language for clarification. (Repetitive function, Olcay sert 2005)			✓		
2. The instructor uses code-switching to explain difficult concepts. (Topic switch function, Olcay sert 2005)				✓	
3. The instructor uses code-switching to translate English vocabulary. (Topic Switchs, Olcay sert 2005)		✓			
4. The instructor uses code-switching to give instructions. (Affective function, Olcay sert 2005)			✓		

OBSERVATION 2

Table 4.3. Observation Sheet of the Islamic Psychology (IP) English class

Code-switching	Never	Rarely	Sometimes	Often	Always
1. The instructor switches to the students' first language for clarification.(Repetitive function, Olcay sert 2005)				✓	
2. The instructor uses code-switching to explain difficult concepts. (Topic switch function, Olcay sert 2005)					✓
3. The instructor uses code-switching to translate English vocabulary. (Topic Switchs, Olcay sert 2005)					✓

4. The instructor uses code-switching to give instructions. (Affective function, Olcay sert 2005)				✓	
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*Table adapted from Desma Fauzia, Sesmiyati, & Siska, (2023).

Table 4.4. The Distribution of Code-Switching categories in EE and IP English classes

Code-switching	English Education	Islamic Psychology
1. The instructor switches to the student's first language for clarification. (Repetitive Function, Olcay Sert 2005)	Sometimes (5 Sentences) <ol style="list-style-type: none"> "We use 'do' for I, you, we, and they. For example, 'Do you like apples?' But for he, she, and it, we use 'does.' <i>Contohnya, 'Does she like apples?' Paham sampai sini?"</i> <i>Ya biasa menggunakan capital noun</i> So, yuni is counsonan, <i>iya kan?</i> <i>Untuk jumlah banyak, kita pakai 'much.' Contohnya, 'How much water do you drink?'</i> "'Do' and 'does' are helping verbs, jadi kata kerja setelahnya tetap dalam bentuk dasar." 	Often (7 Sentences) <ol style="list-style-type: none"> <i>'Contohnya, untuk kamu, kita bilang Do you like ice cream? Tapi kalau untuk dia, kita bilang Does she play the piano?'</i> <i>'Kalau mo bekeng pertanyaan, jangan lupa letakkan do or does di awal kalimat.'</i> <i>'Kenapa kita bilang does he go to school? dan bukan do he go to school? Karena he adalah subjek tunggal, jadi pakai does.'</i> <i>Kenapa pakai we have?</i> <i>and then plural dia tidak berubah sama skali</i> <i>ini adalah perbandingan does and do</i> <i>bagian ini namanya regular and iregular verb</i>
2. The instructor uses code-switching to explain difficult concepts. (Topic Switch function, Olcay sert 2005)	Often (7 Sentences) <ol style="list-style-type: none"> <i>"Dalam Simple Present Tense, kita gunakan 'do' atau 'does' untuk membuat pertanyaan. Contohnya, 'Do they like music?' atau 'Does she like music?' Nah, dalam bahasa Indonesia, ini seperti menambahkan kata 'apakah' di depan kalimat untuk membuatnya menjadi pertanyaan."</i> <i>kalau mau bilang banyak, kita pakai 'many.' Contohnya, 'How</i> 	Always (10 Sentences) <ol style="list-style-type: none"> <i>"The difference between 'much' and 'many' can be tricky. Jadi, kalau 'much' digunakan untuk hal yang tidak dapat dihitung, sementara 'many' untuk hal yang bisa dihitung."</i> <i>"Kalau torang pake kata kerja bantu 'do' atau 'does,' itu untuk membuat pertanyaan atau kalimat negatif. Misalnya, 'Do you like ice cream?'</i> <i>"kalau subjeknya dia,</i>

	<p>many apples do you have?'</p> <p>3. "Kalau ada yang tanya, 'Do you speak English?' jawabannya bisa 'Yes, I do,' atau 'No, I don't.' Kalau subjeknya 'she,' misalnya, 'Does she speak English?' jawabannya jadi 'Yes, she does,' atau 'No, she doesn't.'"</p> <p>4. "Kalau mau bilang 'Dia tidak makan nasi,' kita bilang, 'She does not eat rice,' atau bisa disingkat jadi, 'She doesn't eat rice.'"</p> <p>5. "We use 'does' for he, she, or it. Jadi kalau subjeknya 'she,' kita bilang 'Does she like apples?' bukan 'Do she like apples.'"</p> <p>6. <i>Apple</i> termasuk kedalam Countable noun, for the example : one apple, two apple.</p> <p>7. "Kalau kita bilang, 'I have some rice,' artinya 'Saya punya sedikit nasi.' Nasi itu uncountable, jadi kita pakai 'some' atau 'much,' bukan 'many.'"</p>	<p><i>seperti 'he' atau 'she,' kita pakai 'does.'</i> <i>Contohnya, 'Does she go to school?'</i>"</p> <p>4. "In a question, <i>setelah 'do' atau 'does,' kita pakai kata kerja bentuk dasar. Contohnya, 'Does he play football?' Bukan 'Does he plays,' ya, karena kata kerjanya tetap bentuk dasar.</i></p> <p>5. "Untuk kalimat negatif, tambahkan 'not' setelah 'do' atau 'does.' <i>Misalnya, 'I do not like coffee,' atau 'She does not eat meat.'</i></p> <p>6. "Kalau soalnya, 'Does he study every day?' artinya 'Apakah dia belajar setiap hari?' Jawabannya bisa 'Yes, he does,' atau 'No, he doesn't.'"</p> <p>7. "Jangan lupa, kalau sudah pakai 'does,' kata kerjanya tidak perlu ditambah 's' lagi. <i>Misalnya, 'Does she likes pizza' itu salah. Yang benar, 'Does she like pizza?' karena 'does' sudah menunjukkan bentuk present tense.'</i></p> <p>8. "Kalau mau bilang 'dia tidak pergi ke sekolah,' pakai 'does not.' Jadi, kalimatnya, 'She does not go to school.' Bukan 'She does not goes,' ya."</p> <p>9. "Contoh lain, kalau kamu mau tanya teman: 'Do you play basketball?' Tapi kalau tentang kakakmu, misalnya, bilanganya: 'Does your brother play basketball?' karena</p>
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		<p>'brother' itu 'he.'</p> <p>10. "Kalau dalam percakapan sehari-hari, kalian mungkin sering dengar 'don't' atau 'doesn't' untuk singkatan. Misalnya, 'I don't like coffee' artinya sama dengan 'I do not like coffee.'"</p>
<p>3. The instructor uses code-switching to translate English vocabulary. (Topic switch, Olcay sert 2005)</p>	<p>Rarely (2 Sentences)</p> <p>1. "'Table' itu meja, dan itu countable. Jadi kalau tanya, 'How many tables do you need?' Tapi 'salt,' itu garam, dan uncountable. So you say 'How much salt do we need?'</p> <p>2. "Kalau maam bilang 'chairs,' itu apa? Kursi, betul. Chairs are countable"</p>	<p>Always (10 Sentences)</p> <p>1. "Can you say the sentence with 'play' in it? Coba buat kalimat dengan kata 'play.'"</p> <p>2. "Please repeat after me, 'Hello!' Katakan setelah saya, 'Hello!'"</p> <p>3. "The letter 'c' in 'cat' diucapkan seperti 'k.' Jadi, kita tidak bilang 'kat,' tapi 'cat.'"</p> <p>4. "'Car' itu mobil. For example, 'I have a car,' artinya 'Saya punya mobil.'"</p> <p>5. "Listen carefully, dengarkan dengan baik. We're going to practice some sentences together."</p> <p>6. "The word 'question' itu pertanyaan. So, 'Can you answer this question?' artinya 'Bisakah kamu menjawab pertanyaan ini?'"</p> <p>7. "Can you say, 'I am reading a book?' Coba katakan, 'I am reading a book.'"</p> <p>8. "Please open your book to page 20, buka buku kalian di halaman 20."</p>

		<p>9. "For example, 'I like to read.' 'T' itu saya, dan 'read' itu kata kerja yang artinya membaca."</p> <p>10. So, when we say 'big house,' it means <i>rumah yang besar</i>."</p>
<p>4. The instructor uses code-switching to give instructions. (effective function, Olcay sert 2005).</p>	<p>Sometimes (5 Sentences)</p> <ol style="list-style-type: none"> 1. "Read the text on page 15, <i>baca teks di halaman 15.</i>" 2. "Answer the questions on the board, mulai dari kamu yang di sebelah kanan" 3. "Read the passage aloud, biar maam bisa dengar" 4. " listen carefull, maam mau ambil absen" 5. "Complete the exercise on page 5, <i>setelah itu dikumpulkan</i>". 6. "Take turns reading, <i>mulai dari yang paling depan ujung</i>" 	<p>Often (7 Sentences)</p> <ol style="list-style-type: none"> 1. "Listen carefully, <i>awas sabantar banyak yang batanya eh.</i>" 2. "<i>Sekarang silakan</i> look at the book" 3." pay attention exercise <i>satu liat contohnya</i>". 4. "<i>langsung saja</i> exercise tree". 5. "okey, next number two, <i>siapa lagi yang mau?</i>". 6. "Write your name at the top of the paper, <i>jangan lupa!</i>". 7. <i>Sekarang ini dua orang di depan</i>, Open your book to the first chapter".

Based on the observations in Table 4.1 and Table 4.2, the researcher concluded the following regarding the use of code-switching by instructors in English Education and Islamic Psychology classes:

a. English Education class:

Instructors often use code-switching for clarification especially when students have difficulty understanding concepts or terms in a foreign language. One example of a code-switching sentence used by the instructor: "*kopi itu adalah*, uncountable noun" and instruction for example the sentence used by the instructor "Raise your hand *kalau ada yang mau menjawab*" (indicated by the check mark "often" in this category). Code-switching is sometimes used to

explain difficult concepts. Code-switching is less frequently used to translate vocabulary, as it is marked as “rarely”.

b. Islamic Psychology class:

Instructors sometimes use code-switching for clarification, especially when students have difficulty understanding concepts or terms in a foreign language. For the example “*Kenapa kita pakai “does” di sini? Karena subjeknya adalah “she”. Kalau dia perempuan, kita harus bilang, ‘Does she like ice cream?’*” and instruction for the example “*langsung saja exercise tree*”. Code-switching is often used to explain difficult concepts and translate vocabulary.

To sum up, the instructors in both classes utilized code-switching strategically to enhance students' understanding, especially for complex ideas and important instructions. It showed that code-switching is an effective tool in helping students understand lessons better, especially when faced with difficult concepts or when clarification is needed. However, its use varied depending on the context and subject being taught, with Islamic Psychology instructors relying more on code-switching for vocabulary translation compared to English Education instructors.

2. The Results of the Interview

After the researcher made observations in the classroom, the researcher interviewed students. The researchers interviewed 15 English education students and 22 Islamic psychology students, for a total of 37 active students. The purpose of the interviews was to gather more in-depth information about students' perceptions of instructors' code-switching in English learning.

4.5 Table of Interviews Summary

No	Question	Summary Interview
1.	What language does your instructor use when he/she teaches English?	<p>a. English and Indonesia language = 15</p> <p>b. English, Indonesia and manado malay = 22</p>
2.	In what part of teaching does	a. Explaining the material =30

	your instructor use these languages?	b. When there were students who did not seem to understand =3 c. In the part of the sentence mentioning exercise =2
3.	What languages does the instructor use to explain the meaning of something?	a. English and Indonesia =21 b. English =9 c. Indonesia = 7
4.	What language does the instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	a. English, Indonesia and manado=10 b. English and Indonesia =25 c. English =1 d. Indonesia = 1
5.	What do you think about your t instructors use of two or more languages when teaching English? (good/not, good-why? Not-why?)	All students thought that the Instructors use of two or more languages in English teaching was beneficial.

The summary of interview results can be seen below:

1. Question : **What languages does your instructor use when he/she is teaching English?**

Of the 37 students who were interviewed, “English and Indonesian language” is the answer of 15 students of English education. Some of their responses were:

“Every time I learn English, maam usually use English and Indonesian.”

“(Setiap belajar bahasa inggris sih biasanya maam Menggunakan bahasa inggris dan bahasa Indonesia)”²⁹

“Lecturer often uses English, but sometimes uses indo anyway, so it's mixed”

“(Sering menggunakan bahasa inggris, tapi kadang pakai bahasa indo sih, jadi di mix)”³⁰

“Usually maam uses English then swiches to Indonesian.”

“(Biasanya maam menggunakan bahasa inggris kemudian di swich ke bahasa Indonesia)”³¹

“Using English and Bahasa Indonesia.”

“(Menggunakan bahasa inggris dan juga bahasa Indonesia)”³²

²⁹ Result of interview with students, English education “NS”, 1th October 2024

³⁰ Result of interview with students English education , “MK”, 1th October 2024

³¹ Result of interview with students, English education, “BM”, 1th October 2024

“Maam usually use English and Indonesian”.

“(Maam biasanya pake bahasa antara bahasa Inggris dan bahasa Indonesia)”.³³

While 22 students from Islamic psychology answered that there were three languages, namely English, Indonesian and Manado Malay when teaching in the classroom”. Some of their responses were:

“English, Indonesia and Manado malay”

“(Inggris, Indonesia dan manado)”³⁴

“Lecturers usually use English, Indonesian and Manado.”

“(Dosen biasanya menggunakan Bahasa inggris, Indonesia dan manado)”.³⁵

“English, Indonesian and Manado but more English.”

“(Bahasa inggris, bahasa Indonesia Indonesia dan manado tapi lebih banyak pakai bahasa inggris)”³⁶

“Mixed, using English and Indonesian Manado but learning more towards English.”

“(Campuran, menggunakan bahasa inggris dan bahasa Indonesia dan manado, tapi lebih condong ke bahasa inggris)”.³⁷

“Using English mixed with Indonesia and Manado”

“(Menggunakan bahasa Inggris yang dipadu dengan Bahasa Indonesia dan Manado)”.³⁸

“Sometimes our lecturers teach in Indonesian, Sometimes in English and sometimes in Manado malay”

“(Terkadang dosen kami mengajar dengan bahasa Indonesia kadang pakkai bahasa inggris campur pakai bahasa manado juga)”.³⁹

³² Result of interview with students, English education , “RS”, 1th October 2024

³³ Result of interview with students, English education , “MZ”, 1th October 2024

³⁴ Result of interview with students, Islamic psychology “ST”, 8th October 2024

³⁵ Result of interview with students, Islamic psychology “AA”, 8th October 2024

³⁶ Result of interview with students, Islamic psychology “AA”, 8th October 2024

³⁷ Result of interview with students, Islamic psychology “SM”, 8th October 2024

³⁸ Result of interview with students, Islamic psychology “AR”, 8th October 2024

³⁹ Result of interview with students, Islamic psychology “FS”, 8th October 2024

Based on the interview responses, it is clear that instructors frequently use a mix of languages when teaching English. The languages commonly mentioned by students include:

- a. English and Indonesian: In English education classes, instructors primarily use English but often switch to Indonesian for clarification and better comprehension.
- b. Manado Malay (in some cases): In the Islamic Psychology education class, instructors incorporate a blend of English, Indonesian, and the local Manado Malay dialect, although English is still emphasized more.

In conclusion, instructors use a combination of languages—primarily English and Indonesian, with Manado Malay also being used in certain contexts—to facilitate better understanding and accommodate students' language proficiency levels. This multilingual approach helps create a more inclusive learning environment and ensured students can follow the lessons effectively.

2. Question : In what part of teaching does your instructor use these languages?

Of the 37 students who were interviewed, 30 of them answered “the instructor uses the language when explaining the materialis”. Some of their responses were:

“When explaining the material ma'am mostly uses two languages but when explaining the material initially ma'am uses English and to make us understand better then ma'am translates to Indonesian especially if there are foreign words so usual ma'am translate to Indonesian.”

“(Pada saat menjelaskan materi ma'am kebanyakan menggunakan dua bahasa tapi disaat menjelaskan materi awalnya ma'am menggunakan bahasa inggris dan untuk membuat torang lebeh paham baru ma'am menerjemahkan ke bahasa Indonesia apalagi kalau ada kata yang asing begitu biasa ma'am translate ke bahasa Indonesia.)”⁴⁰

⁴⁰ Result of interview with students English education , “NG”, 1th October 2024

“When explaining material or asking questions to students, English is used. But if we don't understand, we switch to indonesia language.”

“(Pada saat menjelaskan materi atau kayak mo bertanya ke mahasiswa itu pakai bahasa inggris. Tapi kalau seandainya kitanya kurang paham langsung di swich ke bahasa indonesia)”⁴¹

“When explaining the material, Maam Nur used English and to make things clearer, she mixed in Indonesian.”

“(Pada saat menjelaskan materi maam nur menggunakan bahasa inggris dan agar memperjelas lagi di campur pakai bahasa indonesia).”⁴²

“When explaining the material, maam nur uses English and to make it clearer, she mixes it with Indonesia language”

“(Pada saat menjelaskan materi, maam nur menggunakan bahasa inggris dan agar memperjelas lagi dicampur pakai bahasa Indonesia)”⁴³

“When explaining the material and when teaching how to pronounce”

“(Ketika menjelaskan materi dan ketika mengajari pronounce)”⁴⁴

“When the lecturer is teaching and when giving examples of English other students don't understand, the lecturer uses Indonesian.”

“(Pada saat dosen mengajar dan ketika memberikan contoh bahasa inggris mahasiswa lain tidak paham, maka dosen menggunakan bahasa indonesia).”⁴⁵

“When teaching the material being taught.”

“(Ketika sedang mengajar materi yang sedang diajar)”⁴⁶

Three of the 37 interviewed students answered “when there were students who did not seem to understand then the lecturer used code-switching”. Some of their responses were:

“In the part when the lecturer sees students who do not understand when explained using English”

“(Pada bagian ketika dosen melihat mahasiswa yang kurang mengerti saat dijelaskan menggunakan bahasa inggris)”⁴⁷

⁴¹ Result of interview with students English education , “BD”, 1th October 2024

⁴² Result of interview with students English education , “AP”, 1th October 2024

⁴³ Result of interview with students English education, “BM”, 1th October 2024

⁴⁴ Result of interview with students English education, “MZ”, 1th October 2024

⁴⁵ Result of interview with students, Islamic psychology “MA”, 8th October 2024

⁴⁶ Result of interview with students, Islamic psychology “FA”, 8th October 2024

“When explaining, examples are translated when students do not know”

“(Ketika menjelaskan, mencontohkan di translate ketika siswa tidak tahu)”⁴⁸

“When the lecturer teaches and when giving example of English, other students do not understand, so the lecturer uses Indonesian”.

“(Pada saat dosen mengajar dan ketika memberikan contoh bahasa inggris mahasiswa lain tidak paham, maka dosen menggunakan bahasa Indonesia).”⁴⁹

Two of the 37 interviewed students answered in the part of the sentence mentioning exercise that needed to be corrected, Some of their responses were:

“Practice saying sentences and lessons”

“(Latihan mengucapkan suatu kalimat dan pelajaran)”⁵⁰

”usually, when explaining an example, sir often uses English and then translate it into Indonesian so that others can understand”

“(Biasanya kalau mo jelaskan contoh, biasanya sir itu sering pakai bahasa Indonesia agar lain mengerti.)”⁵¹

Two of the 37 interviewed students answered when teaching from beginning to end, Some of their responses were:

“English is usually used at the beginning and end of teaching. Then the middle part of the material explanation usually uses English and Indonesian.”

“(Bahasa inggris biasanya di bagian awal dan akhir mengajar. Trus di bagian pertengahan atau penjelasan materi biasanya menggunakan bahasa inggris dan bahasa Indonesia.)”⁵²

“From start to finish using both English and Indonesian”

“(Dari awal sampai akhir menggunakan dua bahasa inggris dan Indonesia.)”⁵³

⁴⁷ Result of interview with students English education, “AH”, 1th October 2024

⁴⁸ Result of interview with students, Islamic psychology “RP”, 8th October 2024

⁴⁹ Result of interview with students, Islamic psychology “AB”, 8th October 2024

⁵⁰ Result of interview with students, Islamic psychology “NA”, 8th October 2024

⁵¹ Result of interview with students, Islamic psychology “MS”, 8th October 2024

⁵² Result of interview with students English education, “MK”, 1th October 2024

⁵³ Result of interview with students English education, “DR”, 1th October 2024

Based on the interview responses, students generally observed that their instructors frequently used both English and Indonesian during instruction. While English was often the primary language for explaining material, instructors tended to switch to Indonesian for clarification, especially when students struggled with foreign words or concepts. This use of code-switching appeared to enhance student understanding. Key observations from students include:

- a. Instructors often start by explaining the material in English but switch to Indonesian to ensure comprehension.
- b. Code-switching is commonly employed when explaining difficult concepts, providing examples, or asking questions.
- c. In cases where students don't fully understand English, instructors readily shift to Indonesian to clarify.

In conclusion, code-switching is regularly utilized by instructors as a strategy to support student comprehension, especially in challenging areas of the lesson or when students have difficulty with English. This practice seems to facilitate better understanding and engagement in the classroom.

3. Question : **What languages does the instructor use to explain the meaning of something?**

Of the 37 students who answered "English and Indonesian", 13 were from Islamic psychology classes and 8 from English education. Some of their responses were:

"English and Indonesian language"
 "(Bahasa Inggris dan Indonesia)"⁵⁴

"From start to finish using both English and Indonesian."
 "(Dari awal sampai akhir menggunakan dua bahasa Inggris dan Indonesia)." ⁵⁵

⁵⁴ Result of interview with students English education , "AZ", 1th October 2024

“First use English. If, for example, everyone doesn't understand, then it's clarified with indonesia language.”

“(Pertama pakai bahasa inggris. Kalau misalnya semuanya pada kurang paham jadinya diperjelas dengan bahasa indonesia)”⁵⁶

“Usually Indonesian but mixed with English too.”

“(Biasanya bahasa Indonesia tapi di campur English juga)”⁵⁷

“English and indonesia language.”

“(Bahasa Inggris dan indonesia).”⁵⁸

Then those who answered “English” were 7 students of English education and 2 students of Islamic psychology. Some of their responses were:

“English”

“(Inggris)”⁵⁹

“English language”

“(English Language)”⁶⁰

“English”

“(Inggris)”⁶¹

“English”

“(Inggris)”⁶²

While 7 other Islamic psychology students answered “Indonesian”. Some of their responses were:

“Indonesia language.”

“(Bahasa Indonesia)”⁶³

“Using Indonesian language when explaining”

“(Menggunakan bahasa Indonesia ketika menjelaskan)”⁶⁴

⁵⁵ Result of interview with students English education , “DR”, 1th October 2024

⁵⁶ Result of interview with students English education , “BD”, 1th October 2024

⁵⁷ Result of interview with students, Islamic psychology “MS”, 8th October 2024

⁵⁸ Result of interview with students, Islamic psychology “PA”, 8th October 2024

⁵⁹ Result of interview with students English education , “DR”, 1th October 2024

⁶⁰ Result of interview with students English education , “AH”, 1th October 2024

⁶¹ Result of interview with students English education , “YA”, 1th October 2024

⁶² Result of interview with students English education , “DR”, 1th October 2024

⁶³ Result of interview with students, Islamic psychology “SN”, 8th October 2024

⁶⁴ Result of interview with students, Islamic psychology “K”, 8th October 2024

“Indonesia language.”
 “(Bahasa Indonesia)”⁶⁵

“Indonesia language.”
 “(Bahasa Indonesia)”⁶⁶

“Indonesia language.”
 “(Bahasa Indonesia)”⁶⁷

Based on the interview responses, it is evident that instructors use a combination of both English and Indonesian to explain the meaning of concepts during their lessons. The main observations include:

- a. Instructors often start by using English and then switch to Indonesian for clarification if students do not fully understand.
- b. Instructors consistently use both English and Indonesian throughout the lesson to ensure comprehension.
- c. In some cases, instructors primarily use Indonesian but mix in English, depending on the complexity of the material and the students' understanding.

In conclusion, instructors frequently adopt a bilingual approach, alternating between English and Indonesian, to enhance students' understanding of the material. This flexible use of language allows them to adapt to students' needs and clarify difficult concepts when necessary.

4. Question : **What languages does the instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?**

Of the 37 students who answered “English-Indonesian and Manado”, 10 were from the Islamic psychology class. Some of their responses were:

⁶⁵ Result of interview with students, Islamic psychology “NO”, 8th October 2024

⁶⁶ Result of interview with students, Islamic psychology “AA”, 8th October 2024

⁶⁷ Result of interview with students, Islamic psychology “NE”, 8th October 2024

“Usually a mix of Manadonese English and Indonesian”

“(Biasanya campur bahasa inggris manado dan bahasa Indonesia)”⁶⁸

“English, Bahasa Indonesia dan Manado”

“(English, Indonesian Language and Manado malay)”⁶⁹

“English mixed with Indonesian and Manado Language”

“(Bahasa Inggris di campur bahasa Indonesia dan Bahasa Manado)”⁷⁰

“English, Indonesian and Manado Malay”

“(Bahasa Inggris, Bahasa Indonesian dan Manado)”⁷¹

“Mix Manado malay, sometimes Indonesian and English”

“(Campur sih, campur bahasa manado kadang bahasa Indonesia dan Inggris)”⁷²

Then those who answered “English-Indonesia” were 14 English education students and 11 Islamic psychology students. Some of their responses were:

“English and indonesian language.”

“(Bahasa inggis dan Indonesia juga).”⁷³

“More English but sometimes mixed with indonesian”

“(Lebih banyak bahasa inggris tapi kadang di campur pakai bahasa indo).”⁷⁴

“Mix Indonesian Language and English”

“(Dicampur bahasa Indonesian dan bahasa Inggris)”⁷⁵

“English mix Indonesian”

“(Mix sih English campur indo)”⁷⁶

“More dominant use of English but sometimes slip the Indonesian language”

“(Lebih dominan menggunakan bahasa inggris tapi terkadang menyelipkan bahasa indonesia).”⁷⁷

⁶⁸ Result of interview with students, Islamic psychology “FA”, 8th October 2024

⁶⁹ Result of interview with students, Islamic psychology “ST”, 8th October 2024

⁷⁰ Result of interview with students, Islamic psychology “SM”, 8th October 2024

⁷¹ Result of interview with students, Islamic psychology “RP”, 8th October 2024

⁷² Result of interview with students, Islamic psychology “MS”, 8th October 2024

⁷³ Result of interview with students English education , “AZ”, 1th October 2024

⁷⁴ Result of interview with students English education , “MA”, 1th October 2024

⁷⁵ Result of interview with students, Islamic psychology “NT”, 8th October 2024

⁷⁶ Result of interview with students English education , “BD”, 1th October 2024

⁷⁷ Result of interview with students, Islamic psychology “CS”, 8th October 2024

One of the 37 interviewed students answered “English” from English education student. Their responses were:

“English”
 “(Bahasa Inggris)”.⁷⁸

One of Islamic psychology student answered “more Indonesian due to lack of understanding of English”. Their responses were:

“Use more Indonesian because there are still many who do not understand English.”
 “(Lebih banyak menggunakan bahasa indonesia karena masih banyak yang belum paham bahasa inggris.)”.⁷⁹

Based on the interview responses, instructors use a mix of languages, including English, Indonesian, and local languages (like Manado malay), to build solidarity and foster positive relationships between instructors and students (T-S) and among students themselves (S-S). Key insights include:

- a. Instructors primarily use a combination of English and Indonesian to establish a connection with students, creating a balance between language learning and relationship-building.
- b. In English education classes, instructors tend to use more English but often mix in Indonesian to maintain rapport and ensure comprehension.
- c. In Islamic Psychology education classes, instructors lean more towards Indonesian, particularly because many students have limited English proficiency. In some cases, instructors also blend Manadonese with English and Indonesian to create a more comfortable and relatable atmosphere.

In conclusion, the use of both English and Indonesian, and occasionally local languages, helps instructors create stronger bonds with their students by making communication more accessible, while still maintaining an emphasis on

⁷⁸ Result of interview with students English education , “BM”, 1th October 2024

⁷⁹ Result of interview with students, Islamic psychology “AR”, 8th October 2024

English learning. This bilingual approach also encourages solidarity among students.

5. Question : What do you think about instructors use of 2 or more languages in teaching English? (Good/not, good -why? Not-why?)

Based on the responses from 37 students, it is clear that all students view the use of two or more languages in English teaching as beneficial.

Based on the results of interviews that have been conducted with respondents, it is explained that some students from the English education class:

“If I think it's good, because if everything uses English, it sometimes makes us students who are still early sometimes not understand. but if we use 2 languages like this English indo, we will understand faster.”

“(Kalau menurut saya baik, soalnya apabila semuanya menggunakan bahasa inggris tuh kadang membuat kita mahasiswa yang masih awal tuh kadang kurang paham. tapi kalau pakai 2 bahasa seperti ini English indo kita jadi lebih cepat paham).”⁸⁰

“I think it's good. Because it can make us understand more about the material presented”

“(Menurut saya baik. Dikarenakan bisa membuat kita semakin paham dengan materi yang disampaikan).”⁸¹

“Good, because it helps students understand some of the vocabulary and materials”.

“(Baik, Karena membantu para mahasiswa memahami beberapa kosa kata dan materi).”⁸²

“Good, because sometimes there are students who do not understand the meaning of a word if it is explained in English, but after explaining it in Indonesian, they can understand the meaning of the sentence.”

“(Baik, karna kadang ada mahasiswa kurang memahami maksud dari sebuah kata jika dijelaskan dalam bahasa inggris, akan

⁸⁰ Result of interview with students English education , “BD”, 1th October 2024

⁸¹ Result of interview with students English education , “UL”, 1th October 2024

⁸² Result of interview with students English education , “RA”, 1th October 2024

tetapi setelah dijelaskan dalam bahasa Indonesia, baru bisa dimengerti maksud atau arti dari kalimat tersebut.)”⁸³

I think it's good. Because for those of us who are still in the first semester and the lack of vocabulary can be helped from the combination of the language English with Indonesian language

“(Menurut saya itu baik. Karna untuk kami yang masih semester 1 dan kurangnya vocabulary bisa terbantu dari gabungan-gabungan bahasa tadi English dengan b.indo.)”⁸⁴

Based on the results of interviews that have been conducted with respondents, it is explained that some students from the Islamic Psychology education class:

“Good, especially for me whose English is still not good so it helps me to better understand the material that has been explained by the lecturer”

“(Baik, apalagi saya yang bahasa inggris nya masih kurang baik jadi cukup membantu saya agar lebih paham dengan materi yang telah dijelaskan oleh dosen)”⁸⁵

“Good enough, because it can train our skills in listening and speaking English.”

“(Cukup baik, karena bisa melatih skill kita dalam mendengar dan berbicara bahasa inggris)”⁸⁶

“It's good, because when we ask questions, it means that we add knowledge that I don't know to what I know”

“(Baik, karena ketika kita tanya artinya kita jadi menambah pengetahuan yang belum saya tahu menjadi tahu)”⁸⁷

“Good, because sometimes there are some vocabulary that students cannot understand and by using a mixture of languages it makes it easier for students to understand.”

“(Baik, dikarenakan terkadang ada beberapa kosakata yang tidak dapat dimengerti oleh mahasiswa dan dengan menggunakan campuran bahasa itu mempermudah mahasiswa)”⁸⁸

⁸³ Result of interview with students English education , “AP”, 1th October 2024

⁸⁴ Result of interview with students English education , “BM”, 1th October 2024

⁸⁵ Result of interview with students, Islamic psychology “NH”, 8th October 2024

⁸⁶ Result of interview with students, Islamic psychology “CS”, 8th October 2024

⁸⁷ Result of interview with students, Islamic psychology “RN”, 8th October 2024

Based on the responses from 37 students, it is clear that all students view the use of two or more languages in English teaching as beneficial. The main reasons cited include:

- a. Improved comprehension: Many students feel that using both English and Indonesian helps them understand the material more easily, especially when they are still developing their English skills.
- b. Vocabulary and concept clarity: Code-switching helps students grasp difficult vocabulary and concepts that might be challenging to understand if explained only in English.
- c. Support for beginners: Students who are less proficient in English appreciate the use of Indonesian as it helps bridge gaps in understanding and makes learning more accessible.
- d. Skill development: Some students believe that this bilingual approach not only aids comprehension but also helps train their listening and speaking skills in English.

In conclusion, the use of multiple languages in English teaching is highly regarded by students. It enhances their understanding of the material, supports those who are still developing their language skills, and facilitates easier learning through a balance of English and Indonesian (or other local languages).

C. Discussion

1. The function of code-switching in English classes of EE and IP

a. Topic Switch Function

Based on the observation in this study, it shows that there is a topic switch in English Education Class, Code-switching is sometimes used to explain difficult concepts, such as “*kopi itu adalah*, uncountable noun.” This shows that the instructor connects new knowledge with students' native language to facilitate understanding. Whereas in the Psychology class, instructors often use code-switching to explain difficult concepts, such as in

⁸⁸ Result of interview with students, Islamic psychology “AM”, 8th October 2024

grammar explanations. This shows that instructors in this class rely more on the topic switch function to help students understand the material. This is also in line with Sert, who stated that the topic switch function of code switching occurred when instructors switch languages to explain certain concepts or topics, especially in teaching grammar or difficult concepts⁸⁹.

The observation also shows the difference in the frequency of using code-switching to translate vocabulary: in English Education class, it is rarely used, indicating that instructors may encourage students to understand vocabulary through the English context. Whereas in the Islamic Psychology always used class, it shows that the instructor focused more on ensuring immediate comprehension of new words through translation. This finding aligns with previous studies, such as Ferguson (2003), who noted that code-switching is often employed in content subject classrooms to facilitate understanding of complex material.⁹⁰

b. Effective Function

Based on the observation results in this study, it showed that there is an effective function in English Education class, the instructor often uses code-switching. Whereas in the Islamic Psychology class, the instructor always uses code-switching to give instructions (for example, “*langsung saja exercise tree*”) reflecting a more relaxed and supportive relationship, thus creating a comfortable learning atmosphere. This finding is in line with Sert’s Theory, which identifies this function as a means to create a supportive emotional relationship between instructors and students⁹¹. Similar patterns have been observed in studies by García, who found that code-switching in classroom settings can enhance

⁸⁹ Olcay Sert, *The Function of Code-Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005)

⁹⁰ Ferguson, G. *Classroom code-switching in post-colonial contexts: Functions, attitudes, and policies* (2003)

⁹¹ Olcay Sert, *The Function of Code-Switching in EFL Classrooms*, TESL Journal, Vol. XI, No. 8, (August 2005)

instructor-student rapport and facilitate a more engaging learning environment.⁹²

c. Repetitive Function

Based on the observation results in this study, it shows that there is the first code-switching function which is repetitive function in English Education class, the instructor sometimes uses code-switching for clarification, such as the example “Raise your hand *kalau ada yang mau menjawab*.” This is in accordance with the repetitive function which aims to help students understand difficult instructions or concepts. Whereas in the Islamic Psychology class, the instructor often uses code-switching for clarification. However, when used, this code-switching still shows the same purpose, which is to ensure students' understanding of instructions or explanations, as in the sentence, “*Kenapa kita pakai ‘does’ di sini?*”. This finding is in line with Sert, theory which states that repetitive functions are used to ensure students' clarity and understanding, especially by repeating instructions in the mother tongue after instructions are given in the target language⁹³. Additionally, Lin (2013) emphasizes that the repetitive function in code-switching is a strategic tool to reinforce understanding, particularly when addressing students with varying proficiency levels in the target language.⁹⁴ These findings confirm that the repetitive function of code-switching is a universal strategy employed by instructors to enhance comprehension and learning engagement in multilingual classrooms.⁹⁵

⁹² García, O. *Bilingual Education in the 21st Century: A Global Perspective*. Wiley-Blackwell (2009)

⁹³ Olcay Sert, *The Function of Code-Switching in EFL Clasroos*, TESL Journal, Vol. XI, No. 8, (August 2005)

⁹⁴ Lin, A. M. Y. Classroom code-switching: Three decades of research. *Applied Linguistics Review*, (2013).

⁹⁵ Ferguson, G. Classroom Code-Switching in Post-Colonial Contexts: Functions, Attitudes, and Policies. *AILA Review*, (2003)

These results suggest that in the context of English language learning at IAIN Manado, code-switching plays an important role, especially in supporting topic switching, conveying emotions, and repetition of information to aid students' understanding.

These results suggest that in the context of English language learning at IAIN Manado, code-switching plays an important role, especially in supporting topic switching, conveying emotions, and repetition of information to aid students' understanding.

To summary, the observation supports Olcay Sert's theory that code-switching had various strategic functions in teaching. In the context of English Education classes, in which the students were presumably had better English proficiency, the instructor prioritized repetitive functions of code-switching for clarification, while topic switch and vocabulary translation functions are used rarely. Whereas in Islamic Psychology classes, whose students were presumably had lower English proficiency, topic switch and vocabulary translation functions were used more often to explain difficult concepts and new vocabulary. This shows that the use of code-switching is influenced by the learning context, students' ability level, and learning objectives in each class.

2. Students' perceptions of instructors' use of code-switching between English and Bahasa Indonesia/Manado Malay in teaching English.

The analysis of students' perceptions regarding their English instructors use of code-switching was based on the findings from the interviews. The results were derived from responses to five interview questions exploring students' perceptions of instructors employing code-switching strategies in English language learning. Based on the interview findings, most students responded positively to the use of code-switching in both English Education and Islamic Psychology classes. Students noted several benefits, including easier comprehension of English material, improved vocabulary and grammar, better understanding of difficult

concepts, increased confidence in speaking English, reduced confusion during learning activities, and overall greater confidence in learning.

The research revealed that students found it easier to understand English material when instructors used code-switching. These findings were align with the study conducted by Eko Purwanti⁹⁶ that found that this strategy proved effective in meeting key indicators of successful teaching, such as facilitating a productive learning process. Furthermore, students that were interviewed in this present study expressed that code-switching made them feel more comfortable interacting with instructors and answering questions, enhancing the communication process and improving the quality of their responses. This was also consistent with the result of Eko Purwanti's⁹⁷ research.

Students emphasized the importance of instructors switching between Indonesian and English (or vice versa) to ensure that lessons were easily understood and to build their confidence in learning English. This was aligned with Brown⁹⁸ who highlighted the advantages of code-switching in teaching. According to students, these advantages include improved material comprehension, discovery of new vocabulary, faster learning, clear understanding of instructor instructions, better retention of key learning points, reduced confusion, and increased comfort and confidence during lessons.

Students expressed a desire for instructors to continue using code-switching strategies in the classroom, as this approach made them happy and engaged during lessons. The positive perceptions identified in the study underscore the role of

⁹⁶ Eko Purwanti, "Classroom Management: Applying Appropriate Strategies to Enhance Effective Teaching," *Journal of Foreign Language Teaching and Learning* 6, no. 1 (2021): 79, Accessed on 12 February, 2022. <https://doi.org/10.18196/ftl.v6i1.10638>.

⁹⁷ Eko Purwanti, "Classroom Management: Applying Appropriate Strategies to Enhance Effective Teaching," *Journal of Foreign Language Teaching and Learning* 6, no. 1 (2021): 79, Accessed on 12 February, 2022. <https://doi.org/10.18196/ftl.v6i1.10638>.

⁹⁸ Brown, H. D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education, p. 491. Retrieved from <http://en.bookfi.net/book/1392129>

perception in effective learning. As Jacobs et al. stated, "Perception is a crucial factor that supports the effectiveness of teaching and learning."⁹⁹

The findings further validated the theory that positive perceptions lead to better learning outcomes. This is supported by Lufna Lathifa, who noted that positive perceptions foster happiness, which in turn motivates students to learn¹⁰⁰. A positive learning environment, shaped by effective teaching strategies like code-switching, can enhance material comprehension, boost student engagement, and improve overall learning outcomes.

The summary, the present study highlights the importance of code-switching as a teaching strategy that supports active and meaningful learning. Instructors should consider the role of perception in education and adopt strategies, such as code-switching, that elicit positive perceptions from students. By doing so, they can foster motivation, engagement, and effective learning.

⁹⁹ Iskandar, "Students' Perception on the Use of Facebook as a Discussion Group in Helping Students Express Ideas Through Written Form", P. 7

¹⁰⁰ Lufna Lathifa, *"Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar"* (Thesis of State Islamic Institute Parepare, 2021), 14-17

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the observations conducted in the English Education and Islamic Psychology classes, it can be concluded that code-switching is a common and strategic tool utilized by instructors to enhance students' understanding during English lessons. The use of code-switching by instructors in both classes proved to be helpful, especially for addressing complex concepts, clarifying instructions, and translating vocabulary when necessary. The frequency and purpose of code-switching, however, vary depending on the context of the subject and the needs of the students. Instructors in the Islamic Psychology class utilize code-switching more extensively for vocabulary translation compared to those in the English Education class. This suggests that code-switching is adaptable to the instructional goals and linguistic needs of the students, reinforcing its role as a flexible and impactful teaching strategy in English learning at IAIN Manado.
2. Based on the research results in the previous chapter, it can be concluded that, the use of code-switching by instructors in English education and Islamic psychology classes makes a good response, students more easily understand the material provided; it can increase students' knowledge of the material. With the lack of students' understanding of English, the use of code-switching by instructors in the classroom makes it easy for students to respond to the material, it also makes students interested in learning, students also find it easy to find the main information in the learning process.

B. Suggestions

Based on the results of the researcher's conclusions above then the researcher can convey the following suggestions:

a. For Instructors

Researcher suggest that instructors should ensure that students fully understand the material, and using code-switching can be an effective method to

improve comprehension. It's also important for instructors to speak clearly, use proper pronunciation, and slow down when explaining in English to minimize misunderstandings between themselves and the students.

b. For Students

Students should remain focused on learning English, and as EFL learners, they need to actively use English and make a strong effort to become proficient. While code-switching is useful, it is still essential for students to continuously build their vocabulary.

c. For Future Researchers

The researcher suggestion for future researchers interested in this topic are encouraged to conduct studies in a wider range of contexts. They should explore different types, functions, and reasons for code-switching in various settings. Additionally, this study hopes to contribute more valuable insights into the use of code-switching.

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APPENDICES



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

N. DR.S. H SARUNDAJANG KAWASAN RING ROAD I KOTA MANADO TLP./FAX (0431) 860616 MANADO 95128

Nomor : B-1240/In. 25/F.II/TL.00.1/09/2024
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 17 September 2024

Kepada Yth :
Ketua Prodi Tadris Bahasa Inggris (TBI)

Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Fara Yustisiya Mamonto
Nim : 20126002
Semester : IX (Sembilan)
Prodi : Tadris Bahasa Inggris
Fakultas: Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul "*Students Perception Of Teachers's Code-Switching In English Learning At IAIN Manado*" Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Srifani Simbuka, S.S, M. Educ, M.Hum
2. Dr Ahmad Mustamir Waris, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan September s.d November 2024.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
Wassalam Wr. Wb

a.n. Dekan
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,



Adri Lundeto

Tembusan :
1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi MPI/ FTIK IAIN Manado
4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jln. Dr S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN

NOMOR : 263 /SKet/TBI/ 21 /2024

Yang bertanda tangan dibawah ini:

Nama : Nur Halimah, M.Hum
NIP : 196904172000032002
Jabatan : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama : Fara Yustisiya Mamonto
NIM : 20126002
Fakultas/Prodi : FTIK/TBI
Judul Skripsi : Students Perception of Teachers Code-Switching in
English Learning at IAIN Manado

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan September sampai dengan Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 8 November 2024

KAPRODI TBI

Nur Halimah, M.Hum
NIP 196904172000032002

Tembusan :

1. Kaprodi TBI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-1240/In. 25/F.II/TL.00.1/06/2024
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 17 September 2024

Kepada Yth :
Ketua Prodi Psikologi Islam IAIN Manado

Tempat

Assalamu 'alaikum Wr. Wb.

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Fara Yustisiya Mamonto
Nim : 20126002
Semester : IX (Sembilan)
Prodi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul " *Students Perception Of Teachers's Code-Switching In English Learning At IAIN Manado*" Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Srifani Simbuka, S.S, M. Educ, M.Hum
2. Dr Ahmad Mustamir Waris, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan Oktober s.d Desember 2024.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
Wassalam Wr. Wb

a.n. Dekan

Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,


Andi Lundeto

Tembusan :

1. Rektor IAIN Manado sebagai Laporan
2. Dekan FTIK IAIN Manado
3. Kaprodi PGMI FTIK IAIN Manado
4. Arsip



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS USHULUDDIN ADAB DAN DAKWAH
PROGRAM STUDI PSIKOLOGI ISLAM

Jalan Dr. SH. Sarundajang Kawasan Ring Road 1 Kota Manado 95128 Telepon/Fax (0431) 860616/850774

SURAT KETERANGAN SELESAI PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Siti Aisa, M.A
NIP : 198911272018012002
Jabatan : Ketua Program Studi Psikologi Islam
Fakultas : Ushuluddin Adab dan Dakwah
Institut : Institut Agama Islam Negeri Manado

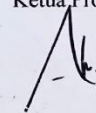
Dengan ini menerangkan bahwa mahasiswa berikut:

Nama : Fara Yustisiya Mamonto
NIM : 20126002
Semester : IX (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Institut : Institut Agama Islam Negeri Manado

Telah selesai melakukan penelitian di Program Studi Psikologi Islam Fakultas Ushuluddin Adab dan Dakwah Institut Agama Islam Negeri Manado pada bulan Oktober 2024 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul **Student Perception Of Teacher's Code-Switching In English Learning At IAIN Manado.**

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Manado, 24 Oktober 2024
Ketua Prodi Psikologi Islam


Siti Aisa, M.A
NIP. 198911272018012002

Appendix 1. Table Observation

OBSERVATION 1

Date : Tuesday 1 october 2024
 Class : English Education Semester 1
 Teacher : N.H
 Total number of students : 15 Students

Table Observation sheet

Code-switching	Never	Rarely	Sometimes	Often	Always
1. Instructor switches to the students' first language for clarification.			✓		
2. Instructor uses code-switching to explain difficult concepts.				✓	
3. Instructor uses code-switching to translate English vocabulary.		✓			
4. Instructor uses code-switching to give instructions.			✓		

Appendix 2. Table Observation

OBSERVATION 2

Date : Tuesday 8 october 2024
 Class : Islamic Psycology Semester 1
 Teacher : F.S.
 Total number of students : 22 Students

Table Observation sheet

Code-switching	Never	Rarely	Sometimes	Often	Always
1. Instructor switches to the students' first language for clarification.				✓	
2. Instructor uses code-switching to explain difficult concepts.					✓
3. Instructor uses code-switching to translate English vocabulary.					✓
4. Instructor uses code-switching to give instructions.				✓	

Appendix 3 Interview Sheet

1. What languages does your Instructor use when he/she is teaching English?
2. In what part of teaching does your Instructor use these languages?
3. What languages does the Instructor use to explain the meaning of something?
4. What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?
5. What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)

Appendix 4 Transcript Responden

Transcript of Interview English Education

No	Name	Question	Answer
1.	Nabila Gizzafitri sonoh	What languages does your Instructor use when he/she is teaching English?	Setiap belajar bahasa inggris sih biasanya maam Menggunakan bahasa inggris dan bahasa Indonesia (Every time I learn English, I usually use English and Indonesian.)
		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan materi ma'am kebanyakan menggunakan dua bahasa tapi disaat menjelaskan materi awalnya ma'am menggunakan bahasa inggris dan untuk membuat torang lebeh paham baru maam menerjemahkan ke bahasa Indonesia apalagi kalau ada kata yang asing begitu biasa maam tanslate ke bahasa Indonesia. (When explaining the material ma'am mostly uses two languages but when explaining the material initially ma'am uses English and to make us understand better then maam translates to

			Indonesian especially if there are foreign words so usual maam translate to Indonesian.)
		What languages does the Instructor use to explain the meaning of something?	Mix bahasa Indonesia dan inggris (Mix Indonesian and English)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Lebih sering pake bahasa Indonesia dan English (Use Indonesian and English more often)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Menurut saya baik apalagi untuk torang supaya torang jadi lebih paham. Nanti mungkin untuk semester-semester berikut kalau untuk bahasa inggris jadi lebih focus ke bahasa inggris. (I think it's good especially so that we understand more. Later maybe for the following semesters if for English so more focus on English.)
2.	Miftahul Khairah	What languages does your Instructor use when he/she is teaching English?	Sering menggunakan bahasa inggris, tapi kadang pakai bahasa indo sih, jadi di mix (I often use English, but

			sometimes I use indo, so it's mixed.)
		In what part of teaching does your Instructor use these languages?	Bahasa inggris biasanya di bagian awal dan akhir mengajar. Trus bagian pertengahan atau penjelasan materi biasanya menggunakan bahasa inggris dan Indonesia. (English is usually used at the beginning and end of teaching. Then the middle part or material explanation usually uses English and Indonesian.)
		What languages does the Instructor use to explain the meaning of something?	Lebih banyak menggunakan bahasa inggris tapi kadang di mix pakai bahasa indo (More English but sometimes mixed with indo.)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris tapi kalau misalnya torang kelihatan kurang paham baru maam menggunakan bahasa indo (English but if we, for example, don't seem to understand, then we use indo language.)
		What do you think	Kalau menurut saya baik.

		about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Agar torang agar torang lebih mengerti dan paham arti dan pengucapan setiap kata dan kalimat (I think it's good. So that we can better understand and comprehend the meaning and pronunciation of each word and sentence.)
3.	Berliana Dewita Hartanti Putri Dewa	What languages does your Instructor use when he/she is teaching English?	Untuk MK bahasa inggris maam pakai 2 bahasa. Pertama pakai bahasa inggris kedua pakai bahasa indo (For English lessons maam uses 2 languages. First use English second use Indonesian language)
		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan materi atau kayak mo bertanya ke mahasiswa itu pakai bahasa inggris. Tapi kalau seandainya kitanya kurang paham langsung di swich ke bahasa indo (When explaining material or asking questions to students, English is used. But if we don't understand, we switch to indonesian language.)
		What languages does	Pertama pakai bahasa inggris.

		the Instructor use to explain the meaning of something?	Kalau misalnya semuanya pada kurang paham jadinya di perjelas dengan bahasa indo (First use English. If, for example, everyone doesn't understand, then it's clarified with indo language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Mix sih English campur indo (English mix Indonesian)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Kalau menurut saya baik, soalnya apabila semuanya menggunakan bahasa inggris tuh kadang membuat kita mahasiswa yang masih awal tuh kadang kurang paham. tapi kalau pakai 2 bahasa seperti ini English indo kita jadi lebih cepat paham. (If I think it's good, because if everything uses English, it sometimes makes us students who are still early sometimes not understand. but if we use 2 languages like this English

			indo, we will understand faster.)
4.	Massya Aisyah Syamlan	What languages does your Instructor use when he/she is teaching English?	Campur bahasa inggris and Indonesia (Mix English and Indonesian)
		In what part of teaching does your Instructor use these languages?	Saat menjelaskan materi dan pronounce (When explaining the material and pronounce)
		What languages does the Instructor use to explain the meaning of something?	Biasanya English dulu trus di translate ke bahasa indo (Usually English first and then translated into indonesian.)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Lebih banyak bahasa inggris tapi kadang di campur pakai bahasa indo (More English but sometimes mixed with indo.)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, agar kita juga bisa lebih paham (good, so we can also understand better)

5.	Bahur bandire muludin	What languages does your Instructor use when he/she is teaching English?	Biasanya maam nur pakai bahasa inggris tapi untuk lebih jelas pakai bahasa indo (Usually maam nur uses English but for more clarity use indonesian language).
		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan materi maam nur menggunakan bahasa inggris dan agar memperjelas lagi di campur pakai bahasa indo (When explaining the material, Maam Nur uses English and to make it clearer, she mixes it with Indo language.)
		What languages does the Instructor use to explain the meaning of something?	English indo
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	English
		What do you think about Instructors use of 2 or more languages in	Menurut saya itu baik. Karna untuk kami yang masih semester 1 dan kurangnya

		teaching English? (good/not, good -why? Not-why?)	vocabulary bisa terbantu dari gabungan-gabungan bahasa tadi English dengan b.indo. (I think it's good. Because for those of us who are still in the first semester and the lack of vocabulary can be helped from the combination of the language English with Indonesian language.)
6.	Aira Zahranti gobel	What languages does your Instructor use when he/she is teaching English?	Inggris indo (English Indonesia)
		In what part of teaching does your Instructor use these languages?	Di awal menggunakan bahasa inggris dan torang kan semester 1 kak, jadi dosen masih pakai bahasa English indo apalagi di saat memaparkan materi. (In the beginning, we used English and we were in the first semester, so the lecturer still used English indo especially when presenting the material)
		What languages does the Instructor use to explain the meaning of	Bahasa inggis dan Indonesia (English and indonesian)

		something?	language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris dan Indonesia juga (English and indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik karna bisa membuat torang lebih paham materi (Good because it can make torang better understand the material)
7.	Dhea Rasyid	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia (English and indonesian)
		In what part of teaching does your Instructor use these languages?	Dari awal sampai akhir menggunakan dua bahasa inggris dan Indonesia (From start to finish using both English and Indonesian.)
		What languages does the Instructor use to explain the meaning of something?	Inggris (English)
		What languages does	Bahasa inggris dan Indonesia

		the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	(English and Indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, agar kita juga tau maksud dari bahasa tersebut yaitu bahasa Inggris jadi kita lebih paham (Good, so that we also know the meaning of the language, namely English so that we understand better.)
8.	Yasie Fadila Adabo	What languages does your Instructor use when he/she is teaching English?	English Indonesia
		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan materi (When explaining the material)
		What languages does the Instructor use to explain the meaning of something?	English
		What languages does the Instructor use to create bonding (solidarity	Bahasa Inggris dan Indonesia (English and Indonesian)

		relationships) between T-S, and between (S-S) with his students?	
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, agar kita bisa jadi lebih paham (good, so we can understand better)
9.	Anggi Pri Harsani	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris dan bahasa Indonesia (English and indonesian language)
		In what part of teaching does your Instructor use these languages?	Pada bagian ketika dosen melihat mahasiswa yang kurang mengerti saat dijelaskan menggunakan bahasa inggris (In the part when the lecturer sees students who do not understand when explained using English)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris (English)
		What languages does	Bahasa inggris dan bahasa

		the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Indonesia (English and Indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karna kadang ada mahasiswa kurang memahami maksud dari sebuah kata jika dijelaskan dalam bahasa Inggris, akan tetapi setelah dijelaskan dalam bahasa Indonesia, baru bisa dimengerti maksud atau arti dari kalimat tersebut (Good, because sometimes there are students who do not understand the meaning of a word if it is explained in English, but after explaining it in Indonesian, they can understand the meaning of the sentence.)
10.	Pricillia Michellean Abjul	What languages does your Instructor use when he/she is teaching English?	Netral, sometimes speaks English sometimes Indonesia
		In what part of teaching does your Instructor use	when explaining and is used when someone asks a

		these languages?	question and is asked to explain using English indonesia
		What languages does the Instructor use to explain the meaning of something?	English
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Netral English an indonesia
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Good, because we can knoe more about the language and also increase our understanding
11.	Ananda Hadji Ali	What languages does your Instructor use when he/she is teaching English?	English dan indonesia
		In what part of teaching does your Instructor use these languages?	Vocabulary learning bahasa inggris tapi sebagian juga dijelaskan pakai bahasa Indonesia

			(Vocabulary learning is in English but some of it is also explained in Indonesian.)
		What languages does the Instructor use to explain the meaning of something?	English
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	English dan Indonesia (English and Indonesia)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, agar maam dapat menerjemahkan arti dari bahasa yang tidak kita pahami. (Good, so the maam can translate the meaning of the language we don't understand.)
12.	Mochammad Syahril Mereh	What languages does your Instructor use when he/she is teaching English?	English Indonesia
		In what part of teaching does your Instructor use these languages?	Saat menjelaskan materi (when explain the material)

		What languages does the Instructor use to explain the meaning of something?	English
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	English dan Indonesia (English and Indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karena tidak semua di kelas semester 1 baik dalam berbahasa Inggris, maam tahu itu, dan itulah mengapa maam mencampurkan bahasa agar semua murid bisa mengerti. (Good, because not everyone in the first semester class is good at English, maam knows that, and that's why maam mixes the language so that all students can understand.)
13.	Rusya Aditya Sunjaya	What languages does your Instructor use when he/she is teaching English?	Menggunakan bahasa Inggris dan juga bahasa Indonesia (Using English and Bahasa Indonesia)

		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan beberapa materi
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan bahasa Indonesia (English and indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa Indonesia dan English (indonesian langage and English)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, Karena membantu para mahasiswa memahami beberapa kosa kata dan materi (Good, because it helps students understand some of the vocabulary and materials.)
14.	Umi Listianti Ngsih	What languages does your Instructor use when he/she is teaching English?	Biasanya maam menggunakan bahasa inggris kemudian di swich ke bahasa Indonesia (Usually maam uses English then swiches to Indonesian.)
		In what part of teaching does your Instructor use	Dibagian menjelaskan pengertian atau definisi

		these languages?	(In the section explaining the meaning or definition)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris (English)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Menggunakan bahasa inggris kadang dicampur pakai bahasa indonesia. (Using English sometimes mixed with Indonesian.)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Menurut saya baik. Dikarenakan bisa membuat kita semakin paham dengan materi yang disampaikan. (I think it's good. Because it can make us understand more about the material presented.)
15.	Mar'atun zakariah	What languages does your Instructor use when he/she is teaching English?	Maam biasanya pake bahasa antara bahasa inggris dan bahasa Indonesia (Maam usually use English and Indonesian.)
		In what part of teaching does your Instructor use these languages?	Ketika menjelaskan materi dan ketika mengajari cara pronounce (When explaining the material and when teaching

			how to pronounce)
		What languages does the Instructor use to explain the meaning of something?	Campur, bahasa inggris dan Indonesia (Also mix English and Indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Campur juga bahasa inggris dan Indonesia (Also mix English and Indonesian)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, dikarenakan pemahaman bahasa inggris kami yang masih kurang cukup membantu kita memahami materi dengan adanya code switching oleh dosen (Good, because our understanding of English is still lacking enough to help us understand the material with the code switching by the lecturer.)

Appendix 5 Transcript Responden

Transcript of Interview Islamic Psychology

No	Name	Question	Answer
1.	Sosilo Talibo	What languages that your teacher use when he/she is teaching English?	inggris, Indonesia dan manado (English, indonesian and manado)
		In what part of teaching that your Teacher use these languages?	Pada bagian menjelaskan materi atau kadang berinteraksi secara langsung. (In the section explaining the material or sometimes interacting directly)
		What languages does the Teacher use to explain the meaning of something?	Bahasa inggris dan Indonesia (English and Indonesian)
		What languages does the Teacher use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	English, Bahasa Indonesia dan manado (English, indonesian language and manado malay)
		What do you think about teachers's use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karna ada beberapa siswa yang masih belum paham dengan menggunakan bahasa inggris full (Good, because there are some students who still don't

			understand using full English)
2.	Ghaza Al Gazhali Gobel	What languages does your Instructor use when he/she is teaching English?	Inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Saat menjelaskan menggunakan bahasa inggris dengan sedikit campuran bahasa Indonesia dan melayu manado (When explaining using English with a little mixture of Indonesian and Malay Manado).
		What languages does the Instructor use to explain the meaning of something?	Menggunakan bahasa inggris dengan dicampur bahasa Indonesia (Using English mixed with Indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris Indonesia dan manado (English, indonesian and manado malay)
		What do you think about Instructors use of	Baik, agar kita bisa lebih paham apalagi kita yang basic

		2 or more languages in teaching English? (good/not, good -why? Not-why?)	bahasa inggris masih kurang Bahasa inggris Indonesia dan manado (Good, so that we can understand better, especially those of us whose basic English is still lacking Indonesian and Manado English)
3.	Sri Mulyani Mokoginta	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Ketika menjelaskan suatu kalimat dan mencontohkannya (When explaining a sentence and modeling it)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan Indonesia (English, and indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris di campur bahasa Indonesia da bahasa manado (English mixed with Indonesian and Manado language)

		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karena lebih mudah dipahami. (Good, because it's easier to understand)
4.	Nifsa A.P Teila	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Pada bagian penyebutan yang perlu diperbaiki (In the mention section that needs to be corrected)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan indonesia (English and indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Dicampur bahasa indonesia dan bahasa inggris (mix indonesian language and English)
		What do you think about Instructors use of 2 or more languages in	Baik, karena melatih kita dalam pengucapan-pengucapan tertentu.

		teaching English? (good/not, good -why? Not-why?)	(Good, because it trains us in certain pronunciations)
5.	Wafiq Tasila Gonibala	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Ketika menjelaskan materi (When explaining the material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa indonesia lalu di translate bahasa inggris (Bahasa Indonesia then translated into English)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indonesia, bahasa manado dan bahasa indonesia (English, indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Menurut saya sih Baik ya, karena bisa di mengerti. (I think it's good, because it can be understood)

6.	Raisa Nabila Pedju	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia deng manado sih (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Ketika menjelaskan, mencontohkan ditranslate ketika siswa tidak tahu. (When explaining, examples are translated when students do not know)
		What languages does the Instructor use to explain the meaning of something?	Bahasa indonesia dan bahasa inggris (Indonesian language and English)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indo, manado dan inggris (English, indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karena ketika kita tanya artinya kita jadi menambah pengetahuan yang belum saya tahu menjadi tahu. (It's good, because when we ask questions, it means we add knowledge that I don't

			know yet.)
7.	Revalina Syafa Abuba	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Bahasa inggris dimana dosen saya menjelaskan materi dalam bahasa inggris dan mengartikan dalam bahasa indonesia. (English where my lecturer explains the material in English and interprets it in Indonesian)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris tapi juga menggunakan bahasa indonesia (English but also uses Indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indonesia dan bahasa manado (indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in	Baik, karena dengan begitu saya bisa mengerti dengan apa yang dikatakan guru

		teaching English? (good/not, good -why? Not-why?)	saya. (Good, because then I can understand what my teacher is saying)
8.	Nurul N.A Onu	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Pada bagian tertentu saat menjelaskan seperti ketika menjelaskan materi. (In certain parts when explaining such as when explaining material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa indonesia (indonesian language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indonesia dan bahasa inggris (English dan indonesian)
		What do you think about Instructors use of 2 or more languages in teaching English?	Baik, karna kita bisa mengerti apa yang di bahas oleh guru (It's good because we can

		(good/not, good -why? Not-why?)	understand what the teacher is talking about)
9.	Azizah T. Awir	What languages does your Instructor use when he/she is teaching English?	Dosen biasanya menggunakan Bahasa inggris, Indonesia dan manado (Dosen biasanya menggunakan Bahasa inggris, Indonesia dan manado)
		In what part of teaching does your Instructor use these languages?	Pada Bagian Tertentu seperti menjelaskan materi dan memberikan mencontohkannya saat menjelaskan materi (In certain areas such as explaining the material and giving examples when explaining the material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa indonesia (Indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indonesia dan inggris (Indonesian language and English)
		What do you think	Baik, karena bisa mengerti

		about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	apa saja yang dibahas oleh guru (Good, because I can understand what the teacher is discussing)
10.	Khairunissa	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, bahasa Indonesia Indonesia dan manado tapi lebih banyak pakai bahasa inggris (English, Indonesian and Manado but more English)
		In what part of teaching does your Instructor use these languages?	Saat menjelaskan materi (When explaining the material)
		What languages does the Instructor use to explain the meaning of something?	Menggunakan Bahasa indonesia ketika menjelaskan (Using Bahasa Indonesia when explaining)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa indonesia dan bahasa inggris (Indonesia and English)
		What do you think about Instructors use of 2 or more languages in	Baik, karena kita bisa mengetahui kata kata baru

		teaching English? (good/not, good -why? Not-why?)	(Good, because we can learn new words)
11.	Ghaida Hanania	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Saat menjelaskan pelajaran yang sedang berlangsung. (When explaining an ongoing lesson)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan indonesia (English, indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Dicampur bahasa indonesia dan bahsa inggris dan bahasa manado. (mix English, indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why?	Baik, karena kita semakin mengerti apa yang dijelaskan. (Good, because we understand more about what

		Not-why?)	is being explained)
12.	Andi Mahardika Amirah Batora	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, dan indonesia tapi lebih sering menggunakan bahasa inggris dan dicampur juga dengan bahasa daerah yaitu bahasa manado. (English, and Indonesian but more often using English and mixed with local language, namely Manado language)
		In what part of teaching does your Instructor use these languages?	Pada saat dosen mengajar dan ketika memberikan contoh bahasa inggris mahasiswa lain tidak paham, maka dosen menggunakan bahasa indonesia. (When the lecturer teaches and when giving examples of English, other students do not understand, so the lecturer uses Indonesian)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan indonesia (English, indonesian)
		What languages does	Dicampur bahasa indonesia

		the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	dan bahasa inggris (mix English and indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, dikarenakan terkadang ada beberapa kosakata yang tidak dapat dimengerti oleh mahasiswa dan dengan menggunakan campuran bahasa itu mempermudah mahasiswa. (Good, because sometimes there is some vocabulary that students cannot understand and by using a mixture of languages it makes it easier for students.)
13.	Nazwa Mutiar Erungan	What languages does your Instructor use when he/she is teaching English?	Bahasa inggris, Indonesia dan manado (English, indonesian and manado malay)
		In what part of teaching does your Instructor use these languages?	Pada saat memberikan contoh dalam menjelaskan suatu materi. (When giving examples in

			explaining a material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa indonesia (Indonesian language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Dicampur bahasa indonesia dan bahasa inggris (mix English and indonesian)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karena kita bisa mengerti apa yang dibahas oleh dosen. (Good, because we can understand what the lecturer is discussing)
14.	Siti Nurul. N Manunu	What languages does your Instructor use when he/she is teaching English?	Campuran, menggunakan bahasa inggris dan Indonesia manado tapi lebih condong ke bahasa inggris (Mixed, using English and Indonesian Manado but leaning more towards English)
		In what part of teaching does your Instructor use	Pada saat menjelaskan materi menggunakan code-switching

		these languages?	<p>ini agar kita lebih mudah paham juga.</p> <p>(When explaining the material, we use code-switching to make it easier for us to understand.)</p>
		What languages does the Instructor use to explain the meaning of something?	<p>Bahasa indonesia</p> <p>(Indonesian language)</p>
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	<p>Dicampur bahasa indonesia dan bahasa inggris</p> <p>(mix English and indonesian)</p>
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	<p>Sangat baik jika dalam pembelajaran awal yang dimana belum terlalu fasih dalam berbahasa inggris.</p> <p>Namun jika semua sudah fasih atau mengerti sepertinya sudah tidak perlu lagi di pindah antara 2 bahasa atau lebih. Fokus saja pada satu bahasa dan kembangkan ketika sudah fasih semuanya.</p>

			<p>(Very good if in early learning where not too fluent in English. But if all are fluent or understand it seems no longer necessary to move between 2 or more languages. Just focus on one language and develop it when you are fluent in all of them.)</p>
15.	Nabila. J.A. abaran	What languages does your Instructor use when he/she is teaching English?	<p>Bahasa inggris, Indonesia dan manado</p> <p>(English, indonesian and manado malay)</p>
		In what part of teaching does your Instructor use these languages?	<p>Latihan mengucapkan suatu kalimat dan pelajaran</p> <p>(Practice saying sentences and lessons)</p>
		What languages does the Instructor use to explain the meaning of something?	<p>Bahasa indonesia</p> <p>(indonesian language)</p>
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S)	<p>Dicampur bahasa indonesia manado dan bahsa inggris</p> <p>(mix English, indonesian and manado malay)</p>

		with his students?	
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, karena bisa menambah wawasan tentang berbagai kosakata antara bahasa indoneisa dan inggris (Good, because it can increase awareness of various vocabulary between Indonesian and English)
16.	Cinta S. Budu	What languages does your Instructor use when he/she is teaching English?	Bahasa indo kadang pakai manado juga tapi Lebih dominan menggunakan bahasa inggris (Indonesian language sometimes uses manado too but English is more dominant.)
		In what part of teaching does your Instructor use these languages?	Menjelaskan sesuatu atau percakapan santai (Explaining something or casual conversation)
		What languages does the Instructor use to explain the meaning of something?	Bahasa inggris dan bahasa Indonesia (English and indonesian)
		What languages does the Instructor use to	Lebih dominan menggunakan bahasa inggris tapi terkadang

		create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	menyelipkan bahasa indonesia (More dominant use of English but sometimes slip the Indonesian language)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Cukup baik, karena bisa melatih skill kita dalam mendengar dan berbicara bahasa inggris (Good enough, because it can train our skills in listening and speaking English.)
17.	Ardina R. Aulia	What languages does your Instructor use when he/she is teaching English?	Menggunakan bahasa inggris yang dipadu dengan bahasa Indonesia dan manado (Using English mixed with Indonesian and Manado.)
		In what part of teaching does your Instructor use these languages?	Biasanya semua tipe pengajaran sir menggunakan bahasa tersebut. (Usually all types of sir teaching use the language)
		What languages does the Instructor use to explain the meaning of something?	Kebanyakan bahasa inggris tapi di campur juga dengan bahasa indo karena saya pribadi lebih mudah pahami

			(Mostly English but also mixed with indo because I personally understand it more easily).
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Lebih banyak menggunakan bahasa indonesia karena masih banyak yang belum paham bahasa inggris. (Use more Indonesian because there are still many who do not understand English.)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Sangat baik, karena mempermudah kita dalam paham dan semakin seru dalam proses mengajar. (Very good, because it makes it easier for us to understand and more exciting in the teaching process)
18.	Faradhila A. Suma	What languages does your Instructor use when he/she is teaching English?	Terkadang dosen kami mengajar dengan bahasa Indonesia kadang pakai bahasa inggris campur pakai bahasa manado juga (Sometimes our lecturers teach in Indonesian,

			sometimes in English and sometimes in Manado malay)
		In what part of teaching does your Instructor use these languages?	Ketika sedang mengajar materi yang sedang di ajar (When teaching the material being taught)
		What languages does the Instructor use to explain the meaning of something?	Biasanya campur bahasa inggris dan bahasa Indonesia (Usually a mix of English and Indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Biasanya campur bahasa inggris manado dan bahasa Indonesia (Usually a mix of Manado malay English and Indonesian)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Kalau menurut saya itu baik karena tidak semua di dalam kelas itu kan mengerti bahasa inggris dan tidak semua sudah menguasai bahasa inggris jadi tidak apa-apa jika dosen menggabungkan bahasa inggris dan Indonesia (I think it's good because not everyone in the class understands English and not

			everyone has mastered English so it's okay if the lecturer combines English and Indonesian.).
19.	Mudhi'ah Sabbaniyah	What languages does your Instructor use when he/she is teaching English?	<p>Kalau bahasa yang digunakan itu biasanya campur bahasa indo, bahasa inggris dan bahasa manado</p> <p>(The language used is usually a mix of indo, english and manado.)</p>
		In what part of teaching does your Instructor use these languages?	<p>Biasanya kalau mo jelaskan contoh, biasanya sir itu sering pakai bahasa inggris kemudian di artikan lewat bahasa Indonesia agar yang lain mengerti</p> <p>(Usually, when explaining an example, sir often uses English and then translates it into Indonesian so that others can understand.)</p>
		What languages does the Instructor use to explain the meaning of something?	<p>Biasanya bahasa Indonesia tapi di campur English juga</p> <p>(Usually Indonesian but English is mixed in too)</p>
		What languages does	Campur sih, campur bahasa

		the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	manado kadang, bahasa Indonesia dan bahasa inggris (mix Manado malay sometimes, Indonesian and English.)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Sebenarnya baik sih karna memang kan nda semua mahasiswa itu yang mengerti bahasa inggris jadi torang bisa sama-sama belajar ya dari yang tidak tau sampai bisa tau sedikit-sedikit (Actually, it's good because not all students understand English so we can learn together from those who don't know to those who know a little.)
20.	Alifa Paputungan	What languages does your Instructor use when he/she is teaching English?	Biasa sir pakai bahasa campur sih inggris Indonesia kadang ada bahasa manado sedikit (Usually sir uses mixed language, English Indonesian sometimes there is a little Manado language.)
		In what part of teaching	Biasa saat mengajar materi

		does your Instructor use these languages?	atau melemparkan pertanyaan pa mahasiswa (Usually when teaching material or throwing questions at students)
		What languages does the Instructor use to explain the meaning of something?	Campur sih kak bahasa inggris deng Indonesia (mix English and indonesian language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris, indo deng kadang campur manado (English, indo deng sometimes mixed manado)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik sih kak apalagi for torang yang bahasa inggris masih kurang skali dengan adanya pengalihan bahasa ini jadi torang lebe paham dang (It's good, especially for people whose English is still lacking with this language transfer so that people understand more)
21.	Putri. Aulia	What languages does	Inggris, indo deng manado

	Saing	your Instructor use when he/she is teaching English?	kak. (English and indonesian)
		In what part of teaching does your Instructor use these languages?	Biasa sih lebe banyak pada saat menjelaskan suatu materi (Usually more when explaining a material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa Indonesia dengan bahasa inggris (English and indonesian)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Bahasa inggris, indo deng manado (English, indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik jadi materi yang dijelaskan jadi lebih mudah dipahami. (Good so the material explained is easier to understand.)
22.	Nurfaiqatuddin h. Yusuf	What languages does your Instructor use when he/she is teaching	Sir FS itu menggunakan bahasa inggris, indo, dengan bahasa manado kadang kak

		English?	(Sir FS uses English, indo, with Manado language sometimes kak)
		In what part of teaching does your Instructor use these languages?	Pada saat menjelaskan materi (When explaining the material)
		What languages does the Instructor use to explain the meaning of something?	Bahasa Indonesia dan bahasa inggris (English and indonesian language)
		What languages does the Instructor use to create bonding (solidarity relationships) between T-S, and between (S-S) with his students?	Inggris, indo dan bahasa daerah manado (English, indonesian and manado malay)
		What do you think about Instructors use of 2 or more languages in teaching English? (good/not, good -why? Not-why?)	Baik, apalagi saya yang bahasa inggris nya masih kurang baik jadi cukup membantu saya agar lebih paham dengan materi yang telah dijelaskan oleh dosen. (Good, especially for me whose English is still not

			good so it helps me to better understand the material that has been explained by the lecturer)
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Appendix 6 . Documentation of Interview English Education





Appendix 7 . Documentation of Interview Islamic Psychology





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Manado, 14 Januari 2025

The Researcher

Fara Yustisiya Mamonto