

**EXPLORING STUDENTS' PERCEPTION ABOUT LECTURERS'
LANGUAGE PREFERENCE (CODE-SWITCHING AND CODE-MIXING)
DURING LEARNING PROCESS**

THESIS

Submitted By

ADIL UMARA AZHAR

NIM. 200203048

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



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by:

ADIL UMARA AZHAR

NIM. 200203048

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

Approved by:

Supervisor,

AR - RANIRY



Syamsul Bahri, S.Ag., M.A.TESOL

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On:

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Tuesday,

3 Muharram, 1446 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson,

Secretary,

Syamsul Bahri, S.Ag., M.A.TESOL.

Fera Busfina Zalha, S.Pd.I., M.A.

Member,

Member,

Khairiah Syahabuddin, S.Ag.,
M.HSc.ESL., M.TESOL, Ph.D.

Siti Khasinah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Prof. Safrul Mubki, S.Ag., M.A., MEd., Ph.D
NIP. 197301021997031003

146

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Adil Umara Azhar
NIM : 200203048
Tempat/tanggal Lahir : Langsa, 22 Desember 2001
Alamat : Timbang Langsa, Langsa Baro, Kota Langsa.

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:


Exploring Student's Perception About Lecturers Language Preference (Code-Switching and Code-Mixing) During Learning Process

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 26 Juni 2024

Saya yang membuat surat pernyataan,




Adil Umara Azhar

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The Writer,

Adil Umara Azhar

ABSTRACT

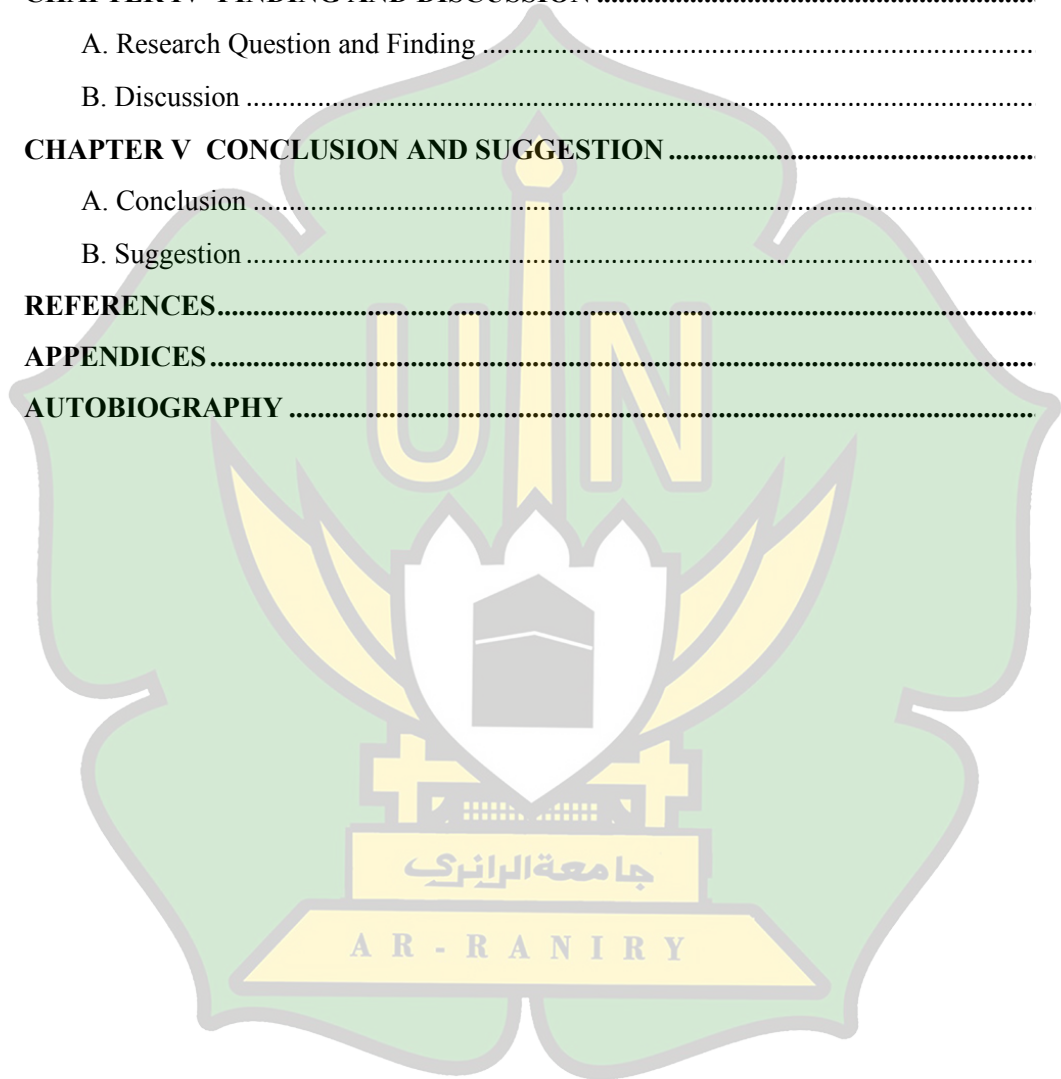
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NIM : 200203048
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
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The use of code-switching and code-mixing as teaching strategies in the classroom has been gaining increasing attention in recent years. This study aims to examine students' perceptions of lecturers who use code switching and code mixing within the learning process. The study used a qualitative research design and collected data through observation and interview in EFL classroom in the form of written or oral forms. Data was gathered through non-participant classroom observations, interviews with students, qualitative surveys given to respondents, and detailed field notes documenting the learning processes. The findings revealed several advantages and challenges associated with code mixing and code switching. Despite these challenges, the overall findings suggest that code switching/mixing can be a valuable pedagogical tool, provided it is managed carefully to mitigate its potential drawbacks. Overall, the results show that, when used judiciously, code switching or code mixing can significantly improve student understanding, engagement, and confidence.

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CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the research question, the aim of the research, the significance of the research and the research terminologies.

A. Background of the Study

In today's interconnected world, multilingualism is far reaching. In different instructive situations, teachers commonly utilize code-switching and code-mixing as phonetic methodologies to help communication and make strides comprehension among understudies from differing dialect foundations. Code-switching alludes to the hone of rotating between two or more dialects amid a discussion, whereas code-mixing includes combining components from diverse dialects inside a single articulation (Myers-Scotton, 2006). These dialect hones are as often as possible utilized by instructors in classrooms to clarify concepts, grant cases, or build up compatibility with understudies who have changing levels of dialect capability (Poplack, 1980).

The utilization of code-switching and code-mixing inside instructive settings has gotten impressive intrigued in both investigate and academic discussions. Whereas certain thinks about highlight the preferences of these dialect hones, such as upgraded comprehension and understudy engagement, others raise concerns almost potential downsides, such as disarray and a lessened center on the planning dialect. Subsequently, it is fundamental to comprehend students' perspectives with respect to

teachers who utilize code-switching and code-mixing within the learning prepare. This understanding is crucial for refining educating strategies and optimizing dialect utilize in classrooms with different dialects.

Picking up understanding into students' points of view on the utilize of code-switching and code-mixing by educates within the learning handle gives important data around the elements of multilingual classrooms. By investigating students' encounters, demeanors, and convictions, teachers can adjust their educating approaches to way better meet students' needs and advance viable dialect learning. To begin with and preeminent, understanding students' recognitions makes a difference to clarify the affect of code-switching and code-mixing on their comprehension and learning results. Inquire about shows that code-switching can serve as a framework method, advertising phonetic back and encouraging the understanding of complex concepts (Conteh, 2007). Be that as it may, a few understudies may discover code-switching troublesome or decipher it as a sign of the instructor's constrained dialect capability. Examining students' viewpoints empowers the distinguishing proof of conditions beneath which code-switching and code-mixing are useful or hindering to learning, permitting educates to create educated choices almost dialect utilize within the classroom.

Secondly, students' recognitions play a significant part in forming their inspiration and engagement. Positive discernments of instructors' dialect hones can cultivate a steady and comprehensive learning environment, boosting students' certainty and readiness to effectively take an interest. Alternately, negative

recognitions may lead to withdrawal, diminished inspiration, and an unfavorable classroom climate. By understanding how understudies see and decipher code-switching and code-mixing, teachers can create techniques that advance a positive dialect learning involvement and propel understudies to grasp phonetic differences.

In conclusion, examining students' recognitions contributes to the broader talk on multilingualism and dialect instruction. In an progressively interconnected world, multilingualism is getting to be the standard instead of the special case. By looking at how understudies see code-switching and code-mixing, this consider can offer experiences into the part of these dialect hones in cultivating dialect improvement, intercultural competence, and the development of personality.

B. Research Question

This study seeks to investigate students' points of view with respect to instructors' utilization of code-switching and code-mixing within the learning prepare. To address this objective, the investigate will be guided by the taking after set of inquire about questions:

1. How does the lecturer's language preference affect students' understanding of the material?
2. How does the lecturer's language preference affect the interaction between lecturer and students in the classroom?
3. According to students, what are the potential advantages and challenges associated with lecturers' use of code-switching and code-mixing?

C. Aims of the Study

By tending to these inquire about questions, this thinks about points to pick up a comprehensive understanding of how understudies see the dialect hones of lecturers, in this manner contributing to academic hones and making strides the quality of multilingual instruction. The ensuing segments will audit the significant writing on code-switching, code-mixing, and students' recognitions. This will be taken after by a portrayal of the inquire about technique, counting points of interest on information collection strategies and investigation strategies utilized in this consider. At last, the anticipated commitments, confinements, and organization of the investigation will be sketched out.

D. Significance of the Research

Understanding students' viewpoints on lectures who join code-switching and code-mixing amid the learning prepare has imperative suggestions for instructive hones and dialect instruction. Recognizing the significance and significance of this investigate can give important bits of knowledge into its potential affect on the field of instruction and dialect instructional method.

E. Research Terminologies

It is almost widely asked in sociolinguistics about the puzzling nature and multifaceted capacities of code-switching and code-mixing (Myers-Scotton, 2006). Past considers have highlighted the socio-pragmatic and cognitive inspirations fundamental code-switching, such as the development of character, communication

convenience, and the administration of etymological assets (Myers-Scotton, 2006). Additionally, investigate has dug into the typology and designs of code-mixing, uncovering its part in encouraging communication, communicating gather character, and passing on social implications (Poplack, 1980).

There have been numerous investigates around code-switching and code-mixing (a term for individuals who can utilize more than one dialect), there are trilingual, quadrilingual, multilingual and omniglot. Be that as it may in this inquire about is as it were centered around code-switching and code-mixing, particularly code-switching and code-mixing which happen amid the learning prepare, transitioning from Indonesian to English and after that to Acehnese, and bad habit versa. Code-switching is the act of transitioning from one etymological frame to another, whether talked or composed, in arrange to alter to a unmistakable setting. This phonetic move may happen when an person has capability in numerous dialects, permitting for these etymological varieties (Bhatia & Ritchie, 2012). Another marvel related with bilingualism and multilingualism is known as code-mixing. Code-mixing may be a wonder watched inside bilingual or multilingual dialect communities, including the modification of one dialect into other dialects inside the same sentence without changing its planning meaning. This happens when words, joins, expressions, and clauses from unmistakable tongues are utilized at the same time interior a single sentence.

CHAPTER II

LITERATURE REVIEW

This chapter discusses about perception, bilingualism and multilingualism, language preference, code-switching and code-mixing, learning process, relevance of code-switching and code-mixing, the factors influencing student perceptions and previous research.

A. Perception

Perception, a foundational concept in brain research, relates to the organization, elucidation, and cognizant encounter of tangible data inside the learning prepare. As characterized by Ou (2017), discernment is the securing of mindfulness or comprehension of tangible data and includes three consecutive stages: choice, organization, and translation. Choice includes choosing which tangible data to center on, organization involves organizing the chosen data into a significant structure, and elucidation is the act of allotting importance to the organized data. The part of discernment within the learning process is vital because it significantly impacts behavior, feelings, and cognitive forms.

An additional perspective on the significance of perception in learning is provided by Perceptual Learning Theory, which posits that sensory information already possesses inherent structure, and the organism's role is to detect rather than add to it. According to this theory, organisms do not learn to perceive; they perceive to learn. In

this context, perception is not a passive process of absorption but an active process of exploration. Types of perceptual learning encompass identification learning and perceptual learning.

B. Bilingualism and Multilingualism

English plays a central role in improving educational standards due to its use in bilingual and multilingual teaching methods. Bilingual or multilingual education refers to the adoption of two or more languages as the medium of instruction. In scientific discourse, bilingual education includes a variety of teaching methods (UNESCO, 2003). According to the American Heritage Dictionary, a bilingual person possesses the ability to converse in two languages, while the online Oxford English Dictionary describes a bilingual person as someone who can speak two languages (Goh & Silver, 2004). Bilingual individuals exploit multiple linguistic codes for social communication in areas where two or more languages maintain relational connections. The first perspective primarily considers the social and is relevant to sociolinguistic studies, while the second perspective is more concerned with individual considerations and involves psycholinguistic investigations (Goh & Silver, 2004).

Walner (2016) defines bilingualism as the ability to communicate effectively in a dialect different from one's local language, creating a complex and multifaceted marvel. Factors contributing to bilingual plans demonstrate notable diversity in bilingual participation, which can have an impact on the plan's outcomes (Bialystok, 2008). Bilingualism can be assessed based on the continued ability and frequency of

dialect use, although a universally accepted definition remains unclear. This includes phonetic, social and mental complexity, requiring different understandings. Many analysts have examined this topic and emphasized its complexity. Haugen (1953) theorized that bilingualism begins when a person engages in meaningful conversation in two dialects, while Grosjean (1998) describes it as the normal use of two dialects.

Bilingualism shows both beneficial and inconvenient consequences on both an person and societal level, captivating the consideration of researchers and teachers due to its persevering coexistence with bilingualism. These marvels take off an permanent engrave on people, forming their encounters from childhood to adulthood. Concurring to Grosjean and Bloomfield, the translation of bilingualism changes unexpected on the particular circumstances and setting (1995). Grosjean (1995) proposes that familiarity in two or more dialects gives a more well-suited definition for bilingualism.

Multilingualism is attracting increasing attention, alongside bilingualism. The practice of speaking three or more languages, including the mother tongue, regional or national languages, and international languages, is officially called multilingualism by UNESCO. Goh and Silver assert that multilingualism reaches its full expression in a multilingual society (2004). Although not an absolute rule, a significant portion of the population regularly exhibits bilingual or multilingual abilities. Another concept of multilingualism is “multilingualism,” which refers to the use of several languages by an individual or a group of speakers. A multilingual individual possesses the ability to

actively participate in language exchange by speaking, writing, or signing, as well as passively participate by listening, reading, or perceiving, as explained on Wikipedia.

Consistent with Kress and Van Leeuwen, cited in Meyer (2013), instances of multilingualism include the deployment of languages with diverse historical and social significance within a community, as well as communication between interlocutors from linguistically diverse and culturally diverse backgrounds. This concept also includes the techniques and methods used to convey meaning. An additional criterion of multilingualism is the simultaneous presence of two or more languages in the same spatial domain, a concept elucidated by Meyer (2013).

As explained previously, bilingualism is the ability to fluently speak two languages that are not one's mother tongue. Understanding of regional languages distinct from Indonesian is also included in this definition. In contrast, the term "multilingual" goes beyond bilingualism, to mean being fluent in at least three languages, including one's mother tongue as well as several other languages, such as a regional language or national and international languages.

C. Language Preference

Grosjean (2010) argues that an individual's sociolinguistic framework and etymological collection influence their dialectal tendencies. Grosjean believes that humans have a habit of adjusting dialect depending on the environment, the speaker, and the desire to interact. He argues that phonetic tendencies extend abilities far beyond and are inseparable from personality and social relationships. From a sociological

perspective, Fishman (1965) describes dialect bias as a speaker's choice among the dialects he or she knows, influenced by social norms. This raises the question of whether phonetic choices reflect broader sociopolitical frameworks and control relationships within a group.

Vygotsky's (1978) sociocultural hypothesis emphasizes the role of social interaction in enhancing cognition. Regarding dialect bias, this thinking suggests that an individual's preferred dialect is strongly influenced by their social environment and social traditions. According to Vygotsky, learning and using dialect occurs through social intelligence, so dialect tendency is a manifestation of the socialization plan. Giles and Johnson (1987) put forward the ethnolinguistic hypothesis, which examines the relationship between dialect and ethnic characteristics. Consistent with this view, etymological choices help individuals express and defend their ethnic characteristics. People may tend to use their common ethnic dialect to feel more connected and united. Accepting Giles's (1973) communicative accommodation (CAT) hypothesis, people modify their dialect choices to accommodate or deviate from their interlocutor's dialect based on social reasons. Encounters occur when individuals modify their dialect to imitate that of their interlocutors, often in an attempt to gain social dignity or create a sense of belonging. On the other hand, disparity is characterized by an emphasis on phonetic contrast in order to maintain social distance or confirm difference.

Social components have a critical impact on tongue inclination. Holmes (2013) emphasizes the affect of family, companions and community on dialect choice. For

example, in bilingual families, the family's etymological environment has an important influence on children's dialect bias, often leading to a bias toward the family's dominant dialect. Dialectical tendencies are unduly influenced by mental variables such as dialectical behavior and self-identity. Gardner (1985) talks about dialect thinking, saying that having a good perspective on dialect increases an individual's ability to study and use it. Similarly, Dörnyei (2009) emphasizes the importance of inspiration in defensive and dialectical tendencies, arguing that integrative inspiration, in which people wish to coordinate within the phonetic community, has a role important game refers to dialect bias. Another pressing consideration concerns the context in which dialects are used. Spolsky (2004) examines how different situational contexts, such as formal and informal settings, influence dialect bias. In formal situations such as work or teaching settings, individuals may choose the formal or popular dialect, whereas in informal situations they may switch to the local or informal dialect.

Understanding dialect bias has important implications for dialect approaches and teaching. Ricento (2006) advocates a dialectical approach that takes into account the dialect biases of the community in order to promote etymological difference and equity. Instructors must recognize students' linguistic tendencies to create inclusive and viable learning environments.

D. Code-Switching and Code-Mixing

Within the field of code-switching and blending, broad logical inquire about has been conducted over a long period of time over different scholastic disciplines,

counting psycholinguistics (Jared & Kroll, 2001; Christoffels, Firk, and Schiller, 2007; Humino & Kroll, 2008; Pyers & Emmorey, 2008; Verhoef, Roelofs & Chwilla, 2009), semiotics (Halliday 1978; Trask & Stockwell, 2005) and sociolinguistics (Hymes, 1978; Bokamba, 1989; Muysken, 2000; Grumperz, 1982; Getha, 20) 10). ; David, 2008. Trugill, 2000) etc. From a phonetics point of view, code-switching has been examined from a assortment of viewpoints, counting discourse generation, aptitude improvement, motion improvement, social inspiration, and different utilitarian angles.

Bokamba (1989:281) provides definitions of both code-switching and code-mixing, defining code-switching as the process of combining words, phrases, and sentences from two different grammatical subsystems across boundaries sentences in the same speech event. It is described as a combination of Embeds consisting of different linguistic units such as affixes, words, phrases and parts of sentences from collaborative activities. Participants must combine what they hear with what they understand to derive the desired message.

Meyerhoff (2006) points out that code-switching occurs primarily at the sentence level, in contrast to code-mixing, which uses only one or two words without alternating entire sentences. Heredia and Brown (2006) define code-switching as the act of switching between her two languages, dialects, or registers of the same language during one conversation. This switching is intended to improve clarity and understanding by using the listener's native language to clarify ideas expressed in the target language.

According to Ahmad (2009), code mixing is not simply the result of laziness or ignorance, but requires a relative mastery of both languages and an understanding of their associated norms. This ability and common understanding between speaker and listener is essential for effective communication in specific situations.

Nordquist (2020) notes that sociologists often study why individuals engage in the behaviors they do and what contextual factors influence their conversations, whether in professional or personal. He indicated that he was working on code-switching. However, this study focuses on the social functions of code-switching and code-switching in areas such as topic choice, vocabulary requirements, discussion context, group identity formation, and construction of relationship in the context of English as a second language. Its use has received only limited attention.

Meyerhoff (2006) also notes that people who speak multiple languages or varieties of languages are often well aware of the differences between these varieties, and that people who speak more than one language or language variants are often well aware of the differences between these varieties, and that Meyerhoff (2006) It emphasizes choosing the most appropriate variant in a language.

In the context of second language learning, code-switching and code-mixing are common phenomena among both teachers and students. Teachers use these communication strategies for purposes such as introducing new learning experiences, translating, assessing learners' understanding, explaining complex grammatical

concepts, classroom management, reiterate and emphasize important language tasks as well as many other educational goals.

Baker (2007) points out that code switching and mixing can serve a variety of functions, including emphasizing a particular point, replacing an unfamiliar word in the target language, reinforcing a claim, making clarify the message, promote social identity and friendship, reduce stress and inject humor in a conversation.

Waris (2012:133) argues that educators use code-switching in the classroom as a teaching tool to improve comprehension and facilitate effective knowledge transfer to students. In a broader context, it is acknowledged that code-switching is not a language barrier or a deficiency in language acquisition per se, but a valuable strategy to optimize classroom interaction. However, it should be noted that, over a long period of time, when students interact with native speakers of the target language, code-switching can interfere with mutual understanding.

Additionally, Waris (2012:131) emphasizes the role of code-switching as a means for educators to build rapport and maintain strong relationships with their students. With this in mind, we can discuss the contribution of code switching in creating a conducive language environment in the classroom.

E. Learning Process

The method of learning can be characterized as an continuous travel of changing over data and encounters into information, abilities, behaviors, and attitudes.

It may be a multifaceted concept and endeavor that includes the digestion of data, information, and aptitudes, eventually coming about in behavioral changes brought around by encounter or hone. Moreover, learning is characterized as a transformative prepare driving to alter, driven by encounters that upgrade execution and lay the basis for future learning. Pritchard (2009) compactly summarizes learning as a move in behavior coming about from involvement or hone, the procurement of information, and the continuous advancement of information and mastery. In addition, learning includes the exchange of information from teachers to learners, enveloping the recognizable proof of learning targets, creation of instructing materials, and the usage of successful instructing and learning procedures. The learning handle unfurls as a grouping of exercises inside individuals' central apprehensive frameworks, coming full circle in shifts in demeanor and behavior.

According to Rubin (2005), language learning is characterized as the process of developing communication skills in a second or foreign language. This includes not only the acquisition of language skills such as speaking, reading, writing, and listening, but also the appropriate use of language in different situations and for different purposes. Additionally, language learning is defined in its broadest sense to include the development of communication skills in a second or foreign language, and includes the acquisition of specialized terminology, general or service languages, and the improvement of language knowledge and skills. Furthermore, it emphasizes the complexity of language learning as a long and complex journey in which learners use

all their cognitive abilities to think, feel, and act. This is not a simple, ready-to-program set of steps, but a long and complex process that requires consistent training to be successful.

F. Relevance of Code-Switching and Code-Mixing in Language Learning

Specialists recommend that utilizing code-switching and code-mixing demonstrates advantages in dialect learning. Utilizing these phonetic procedures can serve as viable educating strategies, supporting ESL understudies in getting a handle on complicated dialect concepts and encouraging English instruction, especially in finishing dialect assignments, achieving full of feeling objectives, and keeping up course control (Köylü, 2023).

Within the setting of the Covid-19 widespread, code-switching and code-mixing play a significant part in upgrading comprehension of materials and cultivating classroom interaction, particularly in online learning situations (Nadhifah, Haristiani, & Herniwati, 2021). The utilize of these dialect methodologies is impacted by variables such as demeanor and uneasiness, which, when shown, may weaken certainty in talking the target dialect (Al-Qaysi, 2019).

Both instructors and understudies can lock in code-switching and code-mixing hones. Instructors can use code-switching to clarify implications and proficiently pass on information to understudies (Köylü, 2023; Waris, 2018). Dialect capability too influences the recurrence of code-switching and code-mixing, with learners more likely to switch codes when questionable approximately the suitable lexicon or when feeling

a sense of closeness to the group of onlookers (Nadhifah, Haristiani & Herniwati, 2021). It is essential that the effect of code blending on the improvement of bilingual children remains a generally understudied region, emphasizing the requirement for assist inquire about in this space (Bialystok, 2008).

G. The Factors Influencing Student Perceptions

The variables impacting understudy recognitions in code-switching and code-mixing amid the learning prepare can shift based on diverse components. Here are a few of the variables that were distinguished:

1. Area and setting: The area and setting of the classroom can influence code-switching and code-mixing. For illustration, worldwide understudies in Malaysia may utilize code-switching to communicate in a unused social setting (Köylü, 2018).
2. Reason: The expectation behind utilizing code-switching and code-mixing can shift. For occasion, educators might educate understudies to switch codes as a capable technique for acing the required dialect abilities (Köylü, 2018).
3. Demeanor and uneasiness: The utilize of code-switching and code-mixing can be affected by demeanor and uneasiness. A consider exploring students' recognitions of English capability in auxiliary schools watched that components such as state of mind and uneasiness play a part in forming the event of code-switching and code-mixing (Al-Qaysi, 2019).

4. Certainty: The use of code-switching and code-mixing can affect students' confidence in communicating themselves within the target dialect. Investigate demonstrates that the utilization of these dialect methodologies may contribute to a diminished sense of certainty when talking the English dialect (Al-Qaysi, 2019).
5. Association of instructors and understudies: Both teachers and learners can lock in in code-switching and code-mixing. A ponder looking at the variables affecting these etymological marvels among understudies from the Kulliyah of Dialects and Administration in communication uncovered that both instructors and understudies effectively take portion in code-switching and code-mixing (Rosshidi, 2020).
6. Dialect capability: Dialect capability can influence code-switching and code-mixing. A ponder found that positive or negative states of mind can influence inspiration to utilize or learn a dialect (Bhatti, Shamsudin & Mat Said, 2018).

H. Previous Research

The table below presents several previous studies related to the research that will be conducted by the researcher. This table highlights the research gaps between the previous studies and the current research to be undertaken by the researcher.

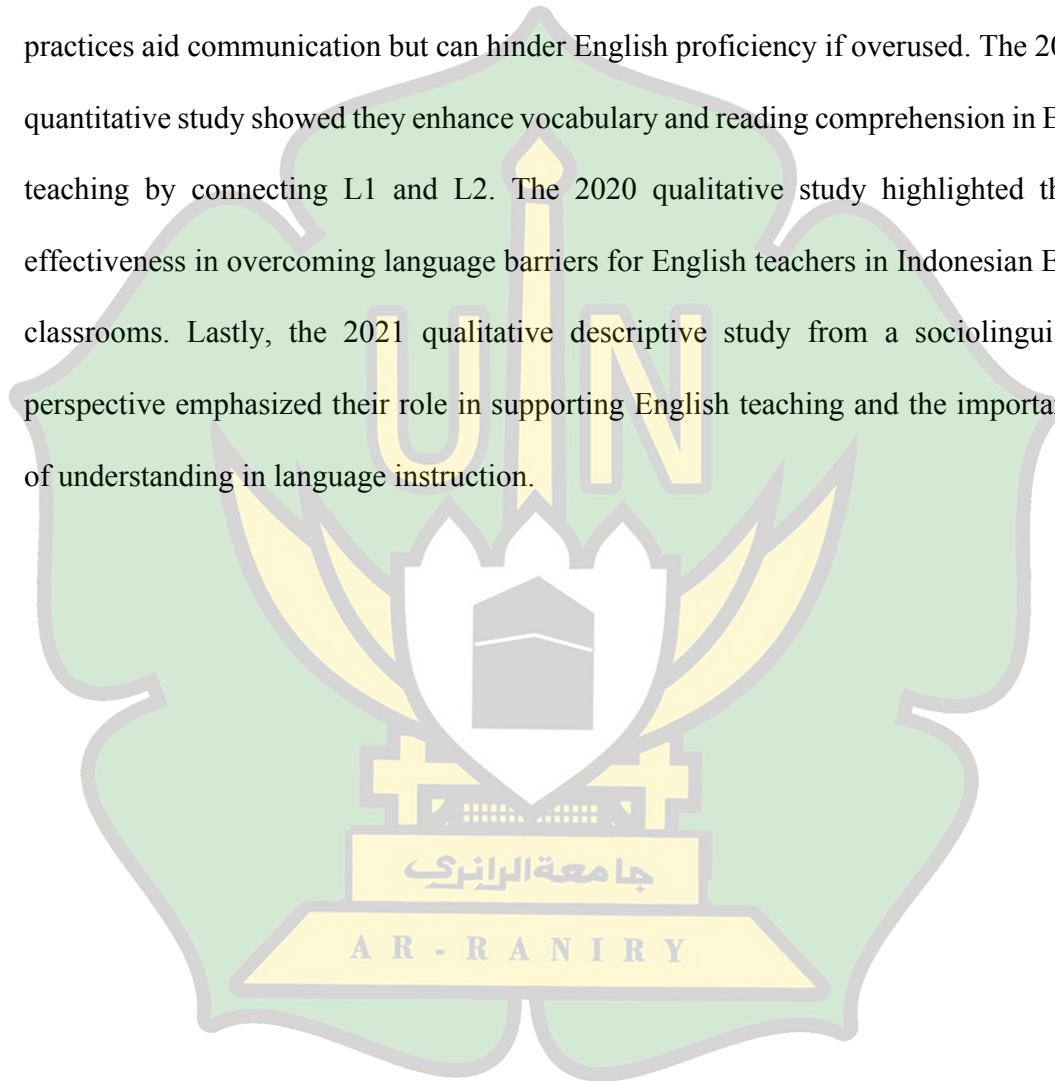
Table 1. 1 *Previous research on the topic to be discussed by the researcher in this study.*

NO	TITLE	METHOD	SUBJECT	FINDINGS
1	"Code Switching and Code Mixing in Teaching-Learning Process: A Case Study in a Senior High School in Indonesia". Ansar, F.A. (2017)	The method used in the study was a case study approach.	The study focused on examining the utilization of code-switching and code-mixing within the classroom setting. It specifically investigated the methods and reasons behind teachers' and students' adoption of these linguistic practices and explored their impact on the teaching and learning processes.	The study's results indicated widespread use of code-switching and code-mixing in the classroom, serving purposes like aiding communication, elucidating meanings, and fostering rapport between teachers and students. However, it also discovered that an excessive reliance on these linguistic practices might adversely impact students' proficiency in English and impede their effective language learning. Consequently, the study suggested that teachers should employ code-switching and code-mixing with discretion and strategic intent to ensure optimal English language learning for students.
2	Code Switching and Code Mixing in Teaching and	The study used a quantitative methodology to	The research concentrated on the application of code-	The research discovered that the practice of code-switching and code-

Learning of English as a Second Language: Building on Knowledge. Ezech, N. G., Umeh, I. A., & Anyanwu, E. C. (2022)	investigate the efficacy of code switching and code mixing as a teaching strategy in the context of English as a Second Language (ESL) learning.	switching and code-mixing in the process of instructing and acquiring proficiency in English as a second language. More precisely, its goal was to investigate the socio-linguistic roles of these techniques in aiding ESL students as they navigate the shift from their native language (L1) to the unfamiliar second language (L2), particularly in the comprehension of intricate language materials.	mixing yields positive and progressive outcomes in the context of language learning, benefiting both ESL teachers and learners. The findings indicated the practicality and significance of incorporating code-switching and code-mixing in ESL instruction, with some educators highlighting the efficiency of code switches in areas like vocabulary enhancement and reading comprehension. The study emphasized that the effective application of code-switching and code-mixing relies heavily on students' proficiency in their first language and their ability to draw connections between the similarities of the first and second languages, thereby leveraging existing knowledge to the maximum extent.
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<p>Teachers' Code Mixing and Code Switching: Insights on Language Barriers in EFL Classroom.</p> <p>Siddiq, R. A., Kustati, M., & Yustina, L. S. (2020)</p>	<p>The study used a qualitative research design and collected data through observation and interview in EFL classroom in the form of written or oral forms.</p>	<p>The research concentrated on the language challenges encountered by English teachers and students in Indonesia. Specifically, the study sought to recognize the predominant forms of code mixing and switching utilized by English teachers in EFL classrooms.</p>	<p>The research revealed that English teachers in EFL classrooms employed code mixing and code switching as tactics to surmount language obstacles. The study delineated the prevalent forms of code mixing and switching utilized by English teachers in EFL classrooms. Ultimately, the findings suggested that code mixing and code switching serve as effective strategies for addressing language barriers in EFL classrooms.</p>
<p>The Use of Code-Switching and Code-Mixing in English Teaching-Learning Process.</p> <p>Novianti, R., & Said, M. (2021)</p>	<p>The research methodology used in this study is qualitative descriptive research based on sociolinguistics' point of view.</p>	<p>The subject of the study is the use of code-switching and code-mixing in the English teaching-learning process in the classroom.</p>	<p>The study's results indicate the essential role of code-switching and code-mixing in supporting classroom learning (Page 2). Additionally, the research underscores the significance of comprehending the consequences of these linguistic practices within the realm of English language instruction.</p>

Note. the table summarizes previous research on code-switching and code-mixing in education. The 2017 study in an Indonesian senior high school found these practices aid communication but can hinder English proficiency if overused. The 2022 quantitative study showed they enhance vocabulary and reading comprehension in ESL teaching by connecting L1 and L2. The 2020 qualitative study highlighted their effectiveness in overcoming language barriers for English teachers in Indonesian EFL classrooms. Lastly, the 2021 qualitative descriptive study from a sociolinguistic perspective emphasized their role in supporting English teaching and the importance of understanding in language instruction.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research design, research location, data source, data collection techniques and data analysis techniques.

A. Research Design

This study utilized a qualitative research approach, which aimed to explore and comprehend the interpretations and perspectives of individuals or groups in relation to social or human issues, as described by Creswell (2014). The use of qualitative research, particularly through the application of a case study, was deemed appropriate for addressing the research questions in this study. The employment of these research methods, centered around a case study, was deemed suitable for obtaining insights and addressing the research questions of this study.

As mentioned by Zainal (2007), the utilization of a case study enabled researchers to closely examine and validate data within a specific context. Typically, the case study method focused on a small geographical area or a limited number of individuals as the subjects of investigation. Case studies, at their core, involved in-depth contextual analysis of a restricted number of events or conditions, aiming to explore and investigate real-life situations in contemporary settings and the interconnections among them.

B. Research Location

This research was conducted at UIN Ar-Raniry, at the Faculty of Education and Teacher Training, Department of English Language Education Banda Aceh. This Islamic university was built in 1960 and is located on Jl. Syeikh Abdul Rauf, Darussalam, Banda Aceh. The research location encompassed the classrooms attended by students, specifically focusing on students from the English Language Study Program. The research also involved the lecturers who taught in the English Language Study Program at UIN Ar-Raniry.

C. Data Source

The data for this research consisted of 10 English Department Education students who were in their fourth-semester to eight-semester. The study centered on their perceptions of code-switching and code-mixing wonders that happened amid the learning handle. Information were collected through observation, interviews, qualitative surveys and field notes conducted by the analyst. For the fourth-semester students, the researcher conducted observations, took field notes, and carried out interviews because they still had one class available for research. For the sixth and eighth-semester students, the researcher conducted interviews and qualitative surveys because, at the time this research was conducted, they no longer had classes available for observation.

D. Data Collection Techniques

Data were collected through observations, interviews, qualitative surveys, and field notes conducted by the researcher.

1. Observations

In this study, the observation technique was employed to gather data on students' perceptions of instructors using code-switching and code-mixing in the educational process. The observations took place at UIN Ar-Raniry in Banda Aceh, specifically focusing on students majoring in the English language. However, during the course of this research, the researcher was only able to find one available class due to the limited time at the end of the eighth semester. This was because, in the eighth semester, the researcher participated in KPM (Community Service Program) and PPL (Field Practice Experience).

The observation in this study was conducted through non-participant observation. Non-participant observation is nearly member perception; non-participant perception was also utilized to witness the interaction between educators and students within the educational setting. This strategy included watching without direct researcher involvement, maintaining a distance to provide a more objective overview of how educators used code-switching and code-mixing and how students responded to these practices.

2. Interviews

The researcher conducted structured interviews with several English language students to obtain in-depth data about their perceptions of lecturers' use of code-switching and code-mixing. Interviews covered themes such as clarity of content delivery, the impact on understanding, and preferences regarding the language of instruction. In this study, observations and field notes were only conducted with fourth-semester students due to time constraints. For sixth and eighth-semester students, no observations were conducted, but qualitative surveys were used to collect data from them.

3. Qualitative Survey

Qualitative research surveys involve asking participants open-ended questions and allowing them to respond in their own words. This approach results in the collection of rich, detailed data that provides greater insight into participants' experiences and perspectives (Creswell, 2014).

4. Field Notes

Field notes are comprehensive written documents that record detailed observations, interactions, and contextual information during data collection. As part of research conducted at UIN Ar-Raniry in Banda Aceh, field notes were used to record observations of speakers who used code-switching and code-mixing during their learning, as well as the reactions and perceptions of students majoring in English

Language Studies. These field notes provide a comprehensive account of the research setting, participants, and the complexities of classroom dynamics.

E. Data Analysis Techniques

In this research conducted at UIN Ar-Raniry in Banda Aceh, the following strategies were used to analyze the collected data from English language major students regarding their perceptions of teachers who used code-switching and code-mixing within the learning process.

1. Data Condensation

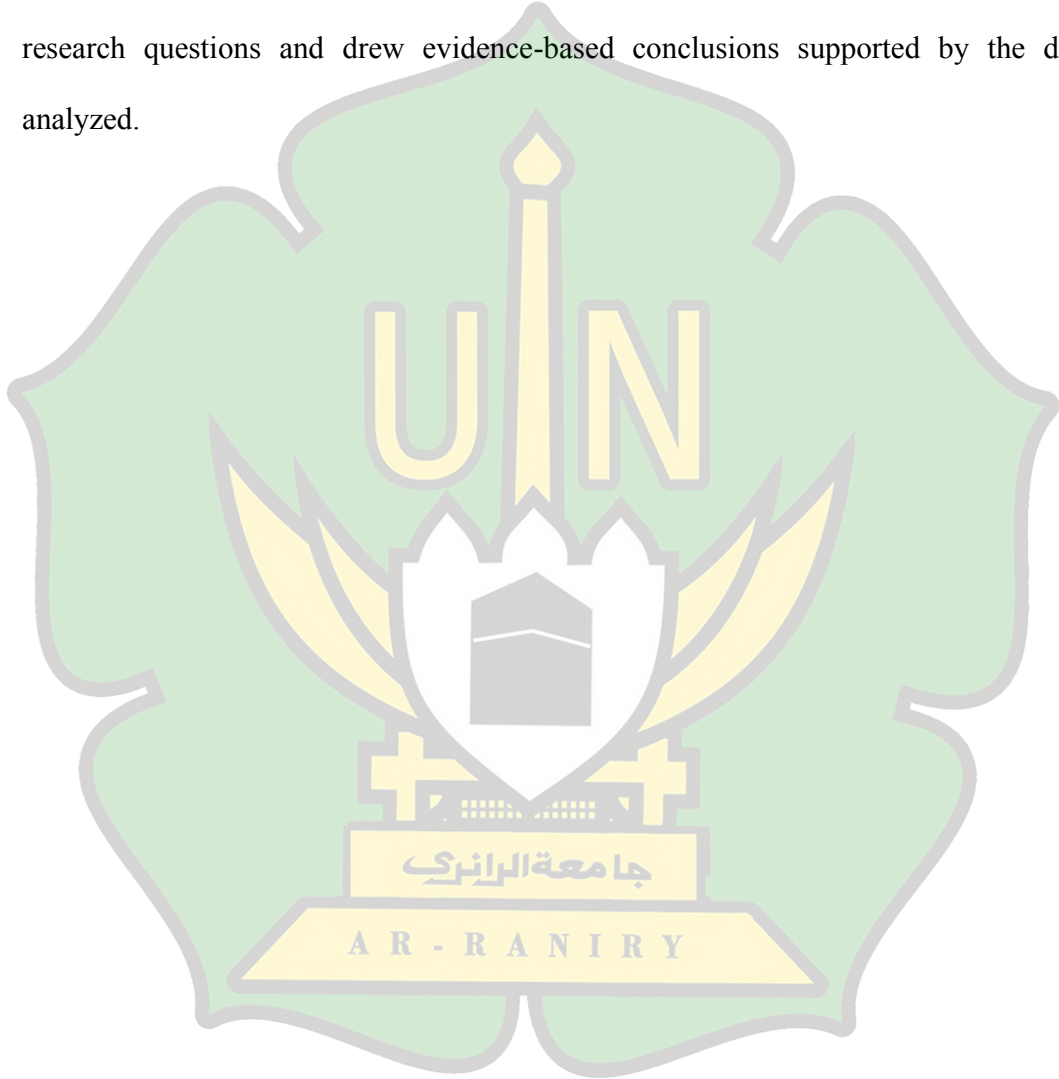
Miles, Huberman and Saldaña (2014) suggest that information condensation involves reducing information to sensitive units of inquiry. Information gathered from surveys, interviews, qualitative investigations and field notes will be condensed into units relevant to the investigation. This preparation includes distinguishing key topics, concepts, and categories that are relevant to students' cognitive abilities in code-switching and code-mixing.

2. Data Display

Visualization techniques such as tables, charts, and graphs will be used to present analyzed data in a visually organized manner. Creswell and Creswell (2017) emphasize the importance of data visualization techniques in visually presenting research results, helping to summarize findings, and making it easier to identify patterns and trends.

3. Drawing and Verifying Conclusions

Data are interpreted, conclusions drawn, and connections made between results and research objectives. The researcher examined the data collected in relation to the research questions and drew evidence-based conclusions supported by the data analyzed.



CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the research findings and offers a comprehensive discussion on the impact of lecturers' language preferences on students' understanding and interaction within the classroom. Through a combination of observations, interviews, qualitative surveys, and field notes, the study examines how code-switching and code-mixing by lecturers influence students' comprehension, engagement, and overall learning experience. The findings reveal significant insights into student perceptions and the factors that shape their academic performance.

A. Research Question and Finding

1. How does the lecturer's language preference affect students' understanding of the material?

From the observations, interviews and qualitative surveys and field notes, it was found that the language preference of lecturers significantly influences students' comprehension of the material. The data highlighted varied responses from students in different semesters.

Some students stated that that they preferred a bilingual approach where complex concepts could be explained in the local language. These students feel that using Indonesian can help them better understand the material, especially when it comes to complex and new concepts. They believe that the ability to switch between

the two languages allows them to gain a deeper and more comprehensive understanding.

A : *“Bagaimana pendapat anda tentang preferensi Bahasa dalam berlangsungnya proses pembelajaran anda?”* (What do you think about language preferences in your learning process?)

HA : *“Nah kalau pendapat saya sendiri, saya prefer sekali penggunaan code-switching atau code-mixing didalam kelas. Kenapa? Selain membuat language barrier itu lebih sedikit, karena siswa juga sesekali mendengarkan Bahasa Indonesia dan juga kemudian siswa bakal lebih cepat dan lebih mudah dalam memahami materi pembelajaran.”* (In my opinion, I highly prefer the use of code-switching or code-mixing in the classroom. Why? It reduces the language barrier, as students occasionally hear Indonesian, and it makes it faster and easier for them to understand the learning materials.) (Respondent 801)

A : *“Bagaimana pendapat anda tentang preferensi Bahasa dalam berlangsungnya proses pembelajaran anda?”* (What do you think about language preferences in your learning process?)

MZA : *“Kalau pendapatnya sih lebih bagus untuk dosen itu karena di prodi saya (Pendidikan Bahasa Inggris) mereka menggunakan Bahasa Inggris. Namun apabila ada kata yang terlalu sulit mungkin bisa dijelaskan lagi dengan Bahasa Indonesia.”* (In my opinion, it would be better for lecturers because, in my department (English Education), they use English. However, if there are

words that are too difficult, they can be explained again in Indonesian.)
(Respondent 404)

However, these students also firmly emphasize that the use of English should not be neglected. They acknowledge that their primary goal in choosing the English major is to achieve proficiency in the language. Therefore, they hope that English remains the main language of instruction to ensure they reach the expected level of competence.

A : *“Bisakah anda memberikan contoh situasi dimana code-switching atau code-mixing berdampak positif atau negatif pada pemahaman anda?”*
(Can you provide an example of a situation where code-switching or code-mixing had a positive or negative impact on your understanding?)

AR : *“Yang pendapat positif itu mempermudah kita untuk memahami bahasa Inggris tersebut dalam pembelajaran. Cuman untuk efek negatifnya, mungkin “Bahasa Inggris”-nya jadi kurang efektif.”* (The positive opinion is that it makes it easier for us to understand English in the learning process. However, the negative effect might be that the use of 'English' becomes less effective.) (Respondent 402)

Another data shows that students are very supportive of code-switching/mixing. It has a positive impact on their knowledge and increases the motivation of students who are intimidated by "full English" communication in the classroom. They say it is very helpful when there are difficult lecture materials that are easier to explain in

Indonesian. However, as English education students, they should not abandon the English language, which is the focus of their major.

A : *“Menurut pengalaman anda, bagaimana mahasiswa merespon terhadap code-switching dan code-mixing didalam kelas?”*. (Based on your experience, how do students respond to code-switching and code-mixing in the classroom?)

HA : *“Kalau respon mahasiswa kebanyakan yang saya dapatkan itu positif. Karena mereka merasa senang dan juga merasa lebih termotivasi dalam belajar di kelas. Karena mereka meskipun mereka tidak terlalu memahami bahasa Inggris, tapi dengan adanya code-switching dan code-mixing ini, mereka jadi lebih cepat menerima bahasa Inggris dalam pembelajaran mereka”*. (The majority of student responses I have received are positive. They feel happy and more motivated to learn in the classroom. Even if they do not fully understand English, with the presence of code-switching and code-mixing, they can grasp English more quickly in their learning.) (Respondent 801)

Some respondents also added that code-switching and code-mixing are only effective for students' understanding during the early semesters. This is because later, students may forget the English they have learned throughout their studies.

A : *“Bagaimana pendapat anda tentang efektivitas pengajaran dosen yang mempraktikkan code-switching dan code-mixing yang dilakukan oleh*

dosen dikelas?” (What is your opinion on the effectiveness of teaching by lecturers who practice code-switching and code-mixing in the classroom?)

MSW : *“Untuk efektivitas mungkin sebagai mahasiswa tahun-tahun pertama itu sangat membantu. Tapi kalau kita berkaca lagi sebagai mahasiswa pendidikan bahasa Inggris, penggunaan code-switching dan code-mixing di akhir-akhir semester itu kurang berdampak baik, kenapa? Mahasiswa akan terlena dengan sering dibantu dengan adanya code-switching dan code-mixing ini.”* (In terms of effectiveness, it is very helpful for first-year students. However, for English education students in the later semesters, the use of code-switching and code-mixing is less beneficial. Why? Students may become too reliant on the assistance provided by code-switching and code-mixing.) (Respondent 802)

The coded data were organized into tables to show the language preference affect their understanding. The table below facilitates the viewing of data obtained from the respondents.

Table 2. 1 *How the language preferences of lecturers affect the understanding of 4th semester students.*

Student Perception on		
Semester	Understanding (Interviews)	Key Observation and Field Notes

IF (401)	4	Struggles initially but improves over time	Only interacts when asked by the lecturer, without initiative
AR (402)	4	Mixed understanding, depends on complexity of topic	Passive engagement, no questions asked
MRF (403)	4	Mixed understanding, depends on complexity of topic	Engages more during discussions in Bahasa Indonesia
MZA (404)	4	Good understanding, appreciates the practice	Active participation in group discussions
AK (405)	4	Effective understanding, finds mixed languages helpful for context	Engages actively, helps peers with translations

Note. the data above indicate varying levels of understanding among participants. IF (401) struggles initially but improves, engaging only when prompted by the lecturer. AR (402) shows mixed comprehension, with engagement dependent on the topic's complexity, and remains passive. MRF (403) also has mixed understanding but is more engaged during discussions in Bahasa Indonesia. MZA (404) demonstrates good understanding and actively participates in group discussions. AK (405) effectively understands the material, finds mixed languages helpful for context, and actively helps peers with translations.

Table 2. 2 *How the language preferences of lecturers affect the understanding of 6th semester students.*

Participant	Semester	Student Perception on Understanding (Interviews)	Qualitative Surveys
NI (601)	6	Very beneficial for beginners learning English	Very helpful when trying to understand specific learning contexts that might require Indonesian/Aceh
JS (602)	6	Acceptable understanding as long as it's not too formal	Very good for understanding if there is no miscommunication

Note. table above illustrates how the language preferences of lecturers influence the understanding of 6th semester students. For participant NI (601), using Indonesian or Acehnese significantly aids beginners in learning English and clarifying specific learning contexts. For participant JS (602), a less formal approach facilitates acceptable understanding and is very effective in preventing miscommunication. These insights underscore the importance of language flexibility in enhancing students' comprehension and engagement.

Table 2. 3 *How the language preferences of lecturers affect the understanding of 8th semester students.*

Participant	Semester	Student Perception on Understanding (Interviews)	Qualitative Surveys
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HA (801)	8	Effective understanding, enjoys the diversity of language use	Quite helpful because some heavy topics need explanations in Indonesian as well
MSW (802)	8	Good understanding, good in both English and Indonesian	Yes, the use of code-switching and mixing has a positive impact in the classroom
SF (803)	8	Effective understanding, finds mixed languages helpful for context	Makes it easier to understand material quickly and easily

Note. the table illustrates the impact of lecturers' language preferences on the comprehension of 8th semester students, based on interviews and qualitative surveys. Participant HA (801) finds the diversity of language use effective and helpful for complex topics needing Indonesian explanations. MSW (802) demonstrates good understanding in both English and Indonesian, noting a positive impact of code-switching and mixing. SF (803) also reports effective comprehension, highlighting the utility of mixed languages for quickly and easily grasping material.

2. How does the lecturer's language preference affect the interaction between lecturer and students in the classroom?

Based on the observations, interviews and qualitative surveys made by the researcher, when the lecturer alternated between English and Indonesian in the classroom, it was evident that the interaction between the lecturer and students increased. The students more frequently provided feedback, responses, and questions without fear or hesitation towards the lecturer; they were more courageous in expressing their opinions. This phenomenon suggests that code-switching and code-

mixing greatly influence student engagement and participation in the learning process, as mentioned by a respondent.

A : *“Bagaimana menurut anda penggunaan code-switching dan code-mixing memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?”*

(How do you perceive the use of code-switching and code-mixing to influence your engagement and participation in classroom activities?)

AK : *“Tentu saja, itu sangat berpengaruh. Saya suka berbicara. Ketika dosen memberi izin kepada kami untuk menggunakan code-switching dan code-mixing di dalam kelas, saya pikir itu sangat mudah bagi kami untuk berpartisipasi atau mungkin memberikan contoh atau menjawab ketika kami bisa menggunakan code-switching dan code-mixing.”* (Of course, it's really impacting. I love to speak, when the lecturer gives us a permission that you can use a code-switching and code-mixing in the class, I think it's really easy to us to participate or maybe giving an example or giving an answer when we can use the code-switching and code-mixing.) (Respondent 405)

Another sample of students exhibited a tendency to be more active and engaged when given the freedom to use both English and Indonesian. These students demonstrated higher levels of involvement in class discussions and were more active in participation because they felt more comfortable communicating in their chosen language. They felt more confident in expressing their thoughts and opinions fluently, without worrying about linguistic errors. Therefore, the use of both languages can

enhance interaction between students and instructors, creating an inclusive and supportive classroom environment for all participants.

A : *“Bagaimana menurut anda penggunaan code-switching dan code-mixing memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?”*

(How do you perceive the use of code-switching and code-mixing to influence your engagement and participation in classroom activities?)

MRF : *“Sangat-sangat, apalagi kayaknya kalau untuk code-switching dan code-mixing ini juga bakal banyak interaksi antara student-student, teacher-student dan student-teacher, jadi ya sangat mempengaruhi.”* (Absolutely, it seems that for code-switching and code-mixing, there will be a lot of interaction between students, between teachers and students, and between students and teachers. So, it really has a significant impact.) (Respondent 403)

However, there is also a sample that stated they are not from Aceh; therefore, they find it somewhat difficult when a lecturer uses code-switching/mixing into Acehnese instead of Indonesian. But when using Indonesian, he has no issues at all and finds it rather normal. Nevertheless, over time, they have started to get used to the situation.

A : *“Bagaimana menurut anda penggunaan code-switching dan code-mixing memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?”*

(How do you perceive the use of code-switching and code-mixing to influence your engagement and participation in classroom activities?)

IF : *“Kalau pribadi ya lumayan terbatas karena memang bukan orang sini. Sepanjang perjalanan waktu kan lama-lama bisa sendiri, lama-lama juga paham kan. Jadi ya, kalau awal-awal kemarin mungkin memang susah adjustnya kan, karena memang tiba-tiba kali. Tapi untuk sekarang kayaknya sudah bisa dihadapi”*. (Personally, it was quite limited because I am not from here. Over time, I gradually adjusted and understood. So, in the beginning, it was indeed difficult to adjust because it was quite sudden. But now, it seems manageable.) (Respondent 401)

Another data reported that the use of code-switching/mixing in the classroom increases their engagement and participation. They also told the researcher that sometimes students are afraid when the class uses "full-English," which makes them participate less or not at all. However, with the presence of code-switching/mixing, they become more confident in expressing their opinions and providing feedback on the course material.

A : *“Bagaimana menurut anda penggunaan code-switching dan code-mixing memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?”*
(How do you perceive the use of code-switching and code-mixing to influence your engagement and participation in classroom activities?)

HA : *“Ya tentu saja karena dari pengalaman saya dan teman-teman saya, ada teman-teman saya yang kurang aktif dalam kelas yang full Bahasa Inggris. Namun dikelas yang ada code-switching sama code-mixing mereka lebih aktif*

dan lebih berpartisipasi dikelas tersebut, baik itu dengan bertanya maupun menanggapi pertanyaan ataupun menambahkan informasi dari jawaban teman-teman.” (Yes, of course, because from my experience and my friends' experiences, some of my friends are less active in full English classes. However, in classes with code-switching and code-mixing, they are more active and participate more, either by asking questions, responding to questions, or adding information to their friends' answers.) (Respondent 801)

A : *“Bagaimana menurut anda penggunaan code-switching dan code-mixing memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?”*
(How do you perceive the use of code-switching and code-mixing to influence your engagement and participation in classroom activities?)

MSW : *“As long si dosen tersebut memberi kesempatan untuk mahasiswa switch or mix bahasanya itu juga, saya rasa itu membuka kesempatan untuk mahasiswa semakin berani untuk mengutarakan opini dan pendapatnya atau bertanya. Karena itu yang saya lihat baik dari saya sendiri atau lingkungan.”*

(As long as the lecturer gives students the opportunity to switch or mix their languages, I think it opens the opportunity for students to be more courageous in expressing their opinions and thoughts or asking questions. Because that's what I observe both from myself and my surroundings.) (Respondent 802)

The coded data were organized into tables to show the language preference affect their interaction in classroom. Below is a table displaying the lecturers language preference observed.

Table 3. 1 *How the language preferences of lecturers affect the engagement and participation of 4th semester students.*

Participant	Semester	Interaction Level	Key Observation or Field Notes
IF (401)	4	Medium	Interacts more during lectures in native language
AR (402)	4	Medium	Interacts more during lectures in native language
MRF (403)	4	Medium	Frequent questions and interactions
MZA (404)	4	High	Comfortable with switching languages during discussions
AK (405)	4	High	Engages in both languages, asks for clarifications

Note. the table illustrates how the language preferences of lecturers influence the interaction levels of 4th semester students. Participants IF, AR, and MRF, all show medium interaction levels and are noted to interact more during lectures conducted in their native language. Participant MZA, with a high interaction level, is comfortable with language switching during discussions, while AK, also at a high interaction level, engages in both languages and often seeks clarifications.

Table 3. 2 *How the language preferences of lecturers affect the engagement and participation of 6th semester students.*

Participant	Semester	Interaction Level	Qualitative Surveys
NI (601)	6	High	Becomes more courageous in giving feedback and input, or even asking questions in class
JS (602)	6	Medium	Participation increases, sometimes feels confused if encountering unfamiliar words

Note. table shows that 6th semester students' engagement varies with lecturers' language preferences. Participant NI exhibits a high level of interaction, becoming more confident in providing feedback and asking questions in class. On the other hand, JS, with a medium interaction level, shows increased participation but sometimes experiences confusion when encountering unfamiliar words.

Table 3. 3 *How the language preferences of lecturers affect the engagement and participation of 8th semester students.*

Participant	Semester	Interaction Level	Qualitative Surveys
HA (801)	8	High	Encourages more participation due to improved language skills, able to use both languages in class
MSW (802)	8	High	Encourages students to ask questions about things they do not understand using mixed language

SF (803)	8	Medium	Affects my involvement in class as I become more confident to actively participate in speaking activities
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Note. the table details the impact of lecturers' language preferences on 8th semester students' engagement. Participant HA has a high interaction level and improved language skills, leading to more participation and the ability to use both languages. Similarly, MSW encourages students to ask questions using mixed language, maintaining a high interaction level. Participant SF, with a medium interaction level, feels more confident and actively participates in speaking activities due to the bilingual approach.

3. According to students, what are the potential advantages and challenges associated with lecturers' use of code-switching and code-mixing?

Based on observations, interviews, and qualitative surveys, and field notes, several advantages and challenges associated with code-switching and code-mixing were revealed.

Advantages:

- 1. Enhanced Understanding:*** Students across all semesters reported that code-switching helps in better understanding complex concepts.
- 2. Increased Participation:*** Students feel more comfortable participating in discussions when code-switching is used.

3. **Enhancing Confidence:** Code-switching/mixing greatly assists students in boosting their self-confidence. It makes them more courageous in speaking and sharing their ideas.

Challenges:

1. **Over-reliance on Native Language:** There is a risk of students becoming overly reliant on their native language, hindering their proficiency in English.
2. **Inconsistency:** Inconsistent use of languages can sometimes confuse students.
3. **Territorial issues:** Students who are not from Aceh and cannot speak Acehnese will have difficulties when lecturers use the Acehnese language in the classroom.

The coded data were organized into tables to show advantages and challenges due to lecturer's language preferences. Below are tables summarizing the advantages and challenges as reported by students.

Table 4. 1 *Potential advantages and challenges for 4th semester students regarding lecturers' language preferences.* جامعة الرانيري

Participant	Semester	Advantages of Code-Switching/Mixing	Challenges of Code-Switching/Mixing	Key Observations and Field Notes	
IF (401)	4	Enhances understanding, keeps engagement	When the lecturer uses local language (Acehnese)	Finds language lectures more engaging	mixed more

				(Just in Indonesian and English)
AR (402)	4	Enhances understanding, keeps engagement	The effectiveness of English learning decreases	Finds mixed language lectures more engaging
MRF (403)	4	Easier to grasp contextual meaning	Can be distracted	Finds mixed language lectures more engaging
MZA (404)	4	Improves language skills, diverse exposure	Potential for miscommunication	Enjoys the dynamic nature of mixed language use
AK (405)	4	Makes learning more interactive	-	Comfortable with mixed languages, actively participates

Note. for 4th semester students, code-switching/mixing offers significant benefits such as enhancing understanding and maintaining engagement. However, challenges include reduced effectiveness of English learning and potential distractions. Notably, students like IF and AR find mixed language lectures more engaging when

limited to Indonesian and English, while MZA appreciates the dynamic exposure, despite the risk of miscommunication.

Table 4. 2 *Potential advantages and challenges for 6th semester students regarding lecturers' language preferences.*

Participant	Semester	Advantages of Code-Switching/Mixing	Challenges of Code-Switching/Mixing
NI (601)	6	More confident in speaking	Lack of practicing English
JS (602)	6	More focused on listening to the lecturer's explanation	Can cause misunderstandings of word concepts between the lecturer and students

Note. for 6th semester students, code-switching/mixing boosts confidence in speaking and helps focus on lecture explanations. Challenges include insufficient English practice and potential misunderstandings of word concepts, as highlighted by participants NI and JS.

Table 4. 3 *Potential advantages and challenges for 8th semester students regarding lecturers' language preferences.*

Participant	Semester	Advantages of Code-Switching/Mixing	Challenges of Code-Switching/Mixing
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HA (801)	8	Benefits language proficiency, diverse learning experience	The effectiveness of English learning decreases
MSW (802)	8	Provides clarity, supports bilingual skills	When the lecturer uses local language (Acehnese)
SF (803)	8	Students do not hesitate when they want to express an argument they have	Unwilling to try to improve their English skills

Note. for 8th semester students, code-switching/mixing benefits include enhanced language proficiency and clearer understanding. However, it can decrease the effectiveness of English learning and discourage students from improving their English skills. Participants like HA and MSW find it beneficial for bilingual skills, while SF appreciates the freedom to express arguments without hesitation.

B. Discussion

In this discussion, researcher discuss the research questions mentioned in chapter 1. Here, researcher explain the findings related to this study. For a discussion of the research questions in chapter 1, it will be discussed below:

1. How does the lecturer's language preference affect students' understanding of the material?

This research question is addressed by analyzing interview responses and observational data from students in different semesters. The findings indicate a varied impact of lecturers' language preferences on students' understanding of the material.

The data reveals that 4th-semester students exhibit diverse levels of comprehension based on their engagement and language preference. For instance, participant IF (401) initially struggles but shows improvement over time, engaging only when prompted by the lecturer. Participant AR (402) has mixed comprehension depending on the topic's complexity and remains passive. MRF (403) engages more during discussions conducted in Bahasa Indonesia. MZA (404) demonstrates good understanding and actively participates in group discussions, while AK (405) finds mixed languages helpful for context and actively helps peers with translations.

For 6th-semester students, the data suggests that language preferences significantly aid in understanding specific contexts. Participant NI (601) finds using Indonesian or Acehnese beneficial for beginners learning English. Participant JS (602) reports that a less formal approach facilitates acceptable understanding and prevents miscommunication.

For 8th-semester students, the data shows that diverse language use enhances comprehension, especially for complex topics. Participant HA (801) finds language

diversity effective, MSW (802) demonstrates good understanding in both English and Indonesian, and SF (803) highlights the utility of mixed languages for quick comprehension.

These findings are supported by several previous studies:

- **Ansar (2017)** found that code-switching and code-mixing are widely used in classrooms to aid communication, elucidate meanings, and foster rapport between teachers and students. However, excessive reliance on these practices might impede students' proficiency in English and their effective language learning.
- **Ezeh et al. (2022)** discovered that code-switching and code-mixing yield positive outcomes in language learning. These practices are practical and significant in ESL instruction, particularly in enhancing vocabulary and reading comprehension. Effective application relies on students' proficiency in their first language and their ability to draw connections between their native and second languages.
- **Siddiq et al. (2020)** revealed that English teachers in EFL classrooms employ code-switching and code-mixing to overcome language barriers. These strategies are effective in addressing language obstacles and enhancing comprehension in EFL classrooms.

- **Novianti & Said (2021)** emphasized the essential role of code-switching and code-mixing in supporting classroom learning. Their study highlighted the significance of understanding the consequences of these linguistic practices within the realm of English language instruction.

2. How does the lecturer's language preference affect the interaction between lecturer and students in the classroom?

This research question is addressed by analyzing interview responses and observational data from students in different semesters. The findings indicate varying levels of interaction between lecturers and students based on the lecturers' language preferences.

The data reveals that 4th-semester students exhibit different interaction levels depending on the language used during lectures. Participants IF (401) and AR (402) interact more during lectures conducted in their native language, showing medium interaction levels. MRF (403) also shows medium interaction levels with frequent questions and interactions. MZA (404) demonstrates a high interaction level and is comfortable with switching languages during discussions, while AK (405) engages in both languages and often seeks clarifications, resulting in a high interaction level.

For 6th-semester students, the data suggests that language preferences significantly impact engagement. Participant NI (601) exhibits a high level of interaction, becoming more confident in providing feedback and asking questions in

class. Participant JS (602) shows increased participation but sometimes experiences confusion when encountering unfamiliar words, resulting in a medium interaction level.

For 8th-semester students, the data shows that diverse language use enhances interaction. Participant HA (801) has a high interaction level and improved language skills, leading to more participation and the ability to use both languages in class. MSW (802) encourages students to ask questions using mixed language, maintaining a high interaction level. SF (803), with a medium interaction level, feels more confident and actively participates in speaking activities due to the bilingual approach.

These findings are supported by several previous studies:

- **Ansar (2017)** found that code-switching and code-mixing are widely used in classrooms to aid communication, elucidate meanings, and foster rapport between teachers and students. However, excessive reliance on these practices might impede students' proficiency in English and their effective language learning.
- **Ezeh et al. (2022)** discovered that code-switching and code-mixing yield positive outcomes in language learning. These practices are practical and significant in ESL instruction, particularly in enhancing vocabulary and reading comprehension. Effective application relies on students' proficiency in their

first language and their ability to draw connections between their native and second languages.

- **Siddiq et al. (2020)** revealed that English teachers in EFL classrooms employ code-switching and code-mixing to overcome language barriers. These strategies are effective in addressing language obstacles and enhancing interaction in EFL classrooms.
- **Novianti & Said (2021)** emphasized the essential role of code-switching and code-mixing in supporting classroom learning. Their study highlighted the significance of understanding the consequences of these linguistic practices within the realm of English language instruction.

3. According to students, what are the potential advantages and challenges associated with lecturers' use of code-switching and code-mixing?

The findings of this study align with previous research on the impact of lecturers' language preferences on students' perceptions of code-switching and code-mixing.

Previous studies have demonstrated the beneficial role of code-switching and code-mixing in educational contexts. For instance, Ansar (2017) found that code-switching and code-mixing can aid communication, elucidate meanings, and foster rapport between teachers and students. Similarly, Ezech et al. (2022) highlighted the positive outcomes of these practices in ESL learning, noting their effectiveness in

enhancing vocabulary and reading comprehension. Siddiq et al. (2020) and Novianti & Said (2021) also underscored the importance of code-switching and code-mixing in overcoming language barriers and supporting classroom learning.

The findings from this study reflect these advantages. Students across all semesters reported that code-switching helps in better understanding complex concepts and increases their participation in discussions. They also noted that it enhances their confidence in speaking and sharing ideas.

However, the study also revealed challenges associated with these practices. Previous research by Ansar (2017) cautioned against the excessive reliance on code-switching and code-mixing, which might impede students' proficiency in English. This concern was echoed by students in this study, who identified the risk of over-reliance on their native language as a major challenge. Ezeh et al. (2022) and Siddiq et al. (2020) also mentioned potential issues such as inconsistency in language use and difficulties for non-native speakers, which were reflected in students' feedback about confusion and territorial issues when local languages were used.

Overall, the results show that, when used judiciously, code switching and code mixing can significantly improve student understanding, engagement, and confidence. However, this requires careful management to avoid potential disadvantages and ensure that it supports the primary goal of becoming fluent in English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions drawn from the research on the use of code-switching and code-mixing in the classroom, highlighting their significant impact on students' comprehension, engagement, and confidence. Furthermore, it offers suggestions for optimizing the implementation of these linguistic strategies to enhance educational outcomes while addressing potential challenges.

A. Conclusion

Based on the results and discussion in Chapter 4, the use of code-switching and code-mixing in the classroom has a significant impact on students' comprehension, engagement, and confidence. Code-switching/code-mixing improves understanding, especially when it comes to complex concepts, by providing explanations in students' native language. This bilingual approach is popular among students across different semesters as it allows you to master knowledge more deeply and in greater depth.

Additionally, code switching/mixing will promote more noticeable interaction and more dynamic support in the lesson. Students feel more comfortable and confident when they can use both English and Indonesian, which alleviates fears of dialect confusion and inspires them to share thoughts and questions more transparently. Whatever the case, it is essential to maintain a tailored approach, ensuring that English

remains the primary language of instruction to avoid overreliance on local dialects and achieve English proficiency necessary.

Despite the numerous benefits, there are challenges with utilizing code-switching/mixing. Conflicting dialect utilize can cause perplexity, and understudies new with the nearby dialect might feel cleared out. Therefore, speakers must be mindful of the phonetic differences in their classrooms and utilize code-switching/mixing deliberately to maximize its points of interest whereas minimizing potential disadvantages.

B. Suggestion

To optimize the utilize of code-switching and code-mixing in instructive settings, the taking after recommendations are proposed:

1. **Balanced Implementation:** Lecturers ought to point for an adjusted utilize of English and the nearby dialect, guaranteeing that English remains the most dialect of instruction. The neighborhood dialect ought to be utilized deliberately to clarify complex concepts and extend understanding without cultivating reliance.
2. **Inclusive Practices:** Given the differing phonetic foundations of understudies, speakers ought to maintain a strategic distance from utilizing nearby dialects that might prohibit a few understudies. Instep, they ought to utilize generally

caught on dialects like Indonesian and English to make a comprehensive and strong learning environment.

3. *Continuous Monitoring and Adjustment:* Lecturers ought to frequently screen students' advance and alter the utilize of code-switching/mixing based on their needs and input. This versatile approach can help optimize the viability of code-switching/mixing as an instructing device.

4. *Encouraging English Proficiency:* While code-switching/mixing can upgrade understanding and participation, it is vital to encourage understudies to move forward their English capability. Lecturers ought to give openings for understudies to practice and create their English aptitudes, guaranteeing that the essential objective of accomplishing capability is kept up.

By taking after these recommendations, educators can harness the benefits of code-switching and code-mixing to move forward understudy learning results whereas tending to the related challenges. This adjusted and vital approach can make a more compelling and locks in learning involvement, eventually making a difference understudies accomplish their academic and language goals.

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APPENDICES

Appendix A: Appointment Letter of Supervisor

	
KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH	
NOMOR: B-1741/Un.08/FTK/Kp.07.6/01/2024	
TENTANG:	
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA	
DENGAN RAHMAT TUHAN YANG MAHA ESA	
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH	
Menimbang	a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
	b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
	c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
	2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
	3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
	4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
	5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
	6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
	7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
	8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
	9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
	10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
	11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	Menunjuk Saudara : Syamsul Bahri, S.Ag, M.A
Untuk membimbing Skripsi	
	Nama : Adil Umara Azhar
	NIM : 200203048
	Program Studi : Pendidikan Bahasa Inggris
	Judul Skripsi : Exploring Student's Perception Toward the Use of Language Preference During Learning Process
KEDUA	Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
KEEMPAT	Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.
Ditetapkan di : Banda Aceh	
Pada tanggal : 31 Januari 2024	
Dekan,	
 Safrul Muluk	
	
Tembusan	
1. Sekjen Kementerian Agama RI di Jakarta;	
2. Dijen Pendidikan Islam Kementerian Agama RI di Jakarta;	
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;	
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;	
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;	
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;	
7. Yang bersangkutan;	
8. Arsip.	

Appendix B: Recommendation Letter to Conduct Field Research



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4128/Un.08/FTK.1/TL.00/5/2024
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ADIL UMARA AZHAR / 200203048**

Semester/Jurusan : VIII / Pendidikan Bahasa Inggris

Alamat sekarang : Tibang, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Student's Perception About Lecturers' Language Preference During Learning Process*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 14 Mei 2024

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 28 Juni 2024

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C: Research Instrument (Interview Questions)

ANGKET INTERVIEW PENELITIAN

Name :
Student ID / NIM :
Semester :
Adress :
Phone Number :

PERTANYAAN INTERVIEW PENELITIAN

1. Bisakah anda menjelaskan pengalaman anda dengan *code-switching* dan *code-mixing* dalam kelas/pembelajaran anda?
2. Bagaimana pendapat anda tentang preferensi bahasa (*code-switching* dan *code-mixing*) dalam berlangsungnya proses pembelajaran anda?
3. Bisakah anda memberikan contoh situasi di mana *code-switching* atau *code-mixing* berdampak positif atau negatif pada pemahaman anda?
4. Bagaimana pendapat anda tentang efektivitas pengajaran dosen yang mempraktikkan *code-switching* dan *code-mixing* didalam kelas?
5. Menurut pengalaman anda, bagaimana mahasiswa merespons terhadap *code-switching* dan *code-mixing* yang dilakukan oleh dosen di kelas?
6. Bagaimana menurut anda penggunaan *code-switching* dan *code-mixing* memengaruhi keterlibatan dan partisipasi anda dalam kegiatan kelas?

**catatan : semua jawaban responden akan di rekam untuk kepentingan penelitian*

Appendix D: Research Instrument (Qualitative Surveys)

Qualitative Surveys on Exploring Student's Perception About Lecturers'

Language Preference During Learning Process

Petunjuk Pengisian

Isilah survey dibawah ini berdasarkan pengalaman dan persepsi responden masing-masing!

1. Bagaimana preferensi bahasa dosen (penggunaan *code-switching* dan *code-mixing*) mempengaruhi pemahaman anda terhadap materi perkuliahan?
2. Bagaimana preferensi bahasa dosen (penggunaan *code-switching* dan *code-mixing*) mempengaruhi keterlibatan dan partisipasi anda ketika berada didalam kelas?
3. Menurut anda, apa saja kelebihan/keuntungan dan kekurangan/tantangan yang mungkin terkait dengan penggunaan *code-switching* dan *code-mixing* oleh dosen?
4. Bagaimana pendapat anda tentang efektivitas pengajaran dosen yang mempraktikkan *code-switching* dan *code-mixing* didalam kelas?
5. Sejauh pengamatan anda, bagaimana mahasiswa merespon terkait adanya *code-switching* dan *code-mixing* yang dipraktikkan dosen selama pembelajaran/perkuliahan?

(<https://forms.gle/mVVhR4vzTTQhoLJ16>)

Appendix E: Responses from Samples

Transcript of the interview between the researcher and the respondent

surya

05/28 00:26 05:17 Bahasa Indonesia

researcher, respondent 802

Summary Query

00:00 researcher

Oke baik dengan saudara Muhammad Suryawijaya

00:03 researcher

Kita langsung saja lanjut ke pertanyaan penelitian nomor pertama

00:07 researcher

Jadi bisakah Anda menjelaskan pengalaman Anda dengan code switching dan code mixing dalam kelas atau pembelajaran Anda?

00:16 respondent 802

Ya saya pernah mengalami hal-hal tersebut terutama pada saat proses belajar mengajar di dalam kelas

00:22 respondent 802

Di kelas apa contohnya gitu misalnya

00:27 respondent 802

Kalau kita contoh ya hampir di semua kelas itu kan

00:31 respondent 802

Karena kan kita di jurusan bahasa Inggris ya

ipan

05/24 15:17 05:06 Bahasa Indonesia

respondent 401, researcher

Summary Query

00:00 researcher

Jadi untuk pertanyaan pertama, bisakah Anda menjelaskan bagaimana pengalaman Anda dengan code switching dan code mixing di dalam kelas atau pembelajaran Anda yang dilakukan oleh LSU?

00:11 respondent 401

Kalau pengalaman ya, pengalaman itu kayak lumayan sering lah ya bisa bilang ya, lumayan sering, tapi kalau untuk aku pribadi kurang prefer, karena kan aku bukan asli orang Aceh kan, mereka juga tata yang ngajar tuh orang Aceh, toko emang.

00:32 respondent 401

Jadi untuk nge-adjust ke semua kondisi itu, lagi tiba-tiba kan mereka kayak lagi ngomong hatu tiba-tiba ada kata-kata asing yang muncul pakai bahasa Aceh itu emang agak kurang, tapi sepanjang jalanan waktu udah bisa adjust dulu, udah terbiasa dengan lingkungan Aceh semua ya.

Respondent's answers in qualitative surveys

Qualitative Surveys

Questions Responses Settings

Identitas Responden

Name

5 respondents

Human Name

Jalan alamat

Suku Bangsa

Mohamad Surya Wijaya

Nomor Urut

Qualitative Surveys

Questions Responses Settings

Pertanyaan

Bagaimana preferensi bahasa dosen (penggunaan code-switching dan code-mixing) mempengaruhi pemahaman Anda terhadap materi penelitian?
Tanggapi

Untuk membantu ai, kita mengisi di beberapa titik berturut-turut pengalaman dalam bahasa Indonesia juga

Di awal penelitian saya, sangat menyenangkan karena dengan adanya pemahaman itu dapat menjadi lebih komunikasi yang dapat meningkatkan ilmu.

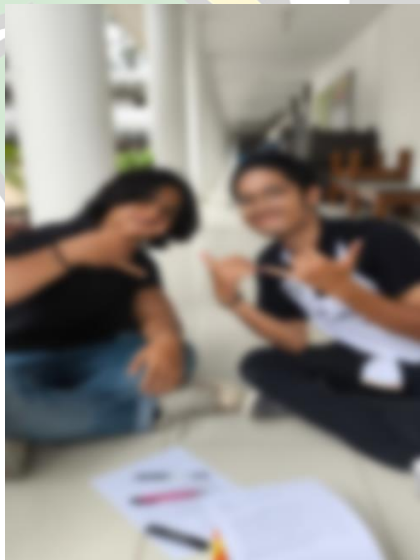
menurut saya, dengan adanya penggunaan code switching dari dosen dapat memudahkan saya dalam memahami sebuah materi dengan mudah dan cepat di kelasnya jika dosen memberikan penjelasan materi dengan full english mungkin saya akan sedikit sulit untuk mencerna ng dengan cepat

Ya, penggunaan code switching dan mixing menurut saya ini sangat berpengaruh di dalam kelas.

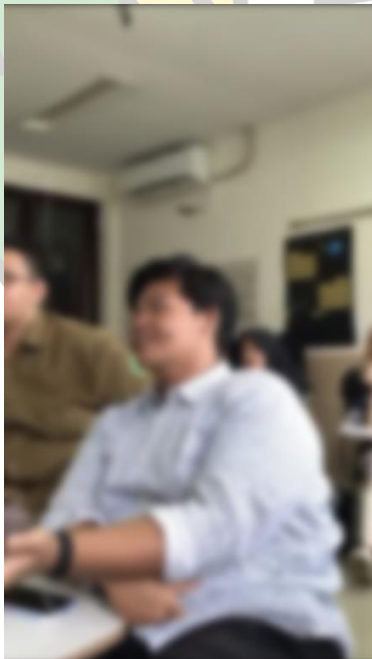
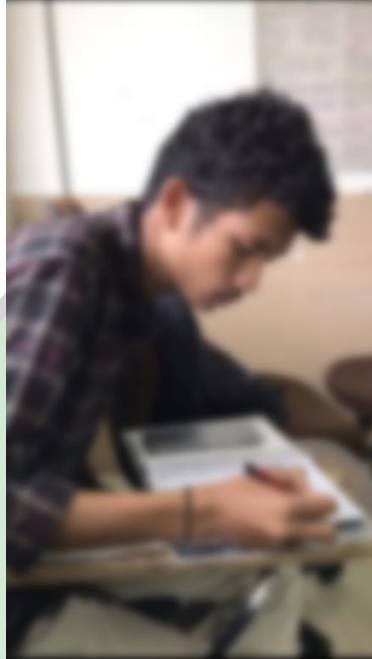
menurut saya pribadi ya sangat berpengaruh ya, ketika ada suatu hal/materi dari dosen yang ketika diucapkan dalam bahasa Inggris itu lebih cepat ada pemahaman saya, bisa kemudian ditranskripkan dalam bahasa Indonesia nanti, itu saya menjadi paham, sangat membantu ketika ingin memahami suatu.

Appendix F: Documentation

The researcher instructed the respondents to fill out the questionnaire (angket) before the interview



The researcher conducted classroom observations



AUTOBIOGRAPHY

Name : Adil Umara Azhar
Place/Date of Birth : Langsa/December 22, 2001
Nationality/Ethnic : Indonesia
Religion : Islam
Sex : Male
Marital Status : Single
Occupation : Student
Address : Timbang Langsa, Langsa Baro, Kota Langsa
E-mail : 200203048@student.ar-raniry.ac.id

Educational Background

1. Elementary School : SD Negeri 1 Simpang Ulim (2008-2014)
2. Junior High School : MTsS Madrasah Ulumul Quran Langsa (2014-2017)
3. Senior High School : SMA Negeri Unggul Aceh Timur (2017-2020)
4. University : English Education Department, UIN Ar-Raniry

Parents' Bio

Father's Name : Syariful Azhar
Mother's Name : Husna
Address : Timbang Langsa, Langsa Baro, Kota Langsa