

**CODE SWITCHING IN *SIDANG MUNAQASYAH*:
LECTURERS' VOICES**

THESIS

Submitted By

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
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LECTURERS' VOICES**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
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By

ULQIA

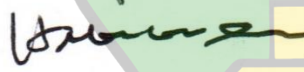
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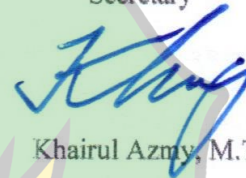
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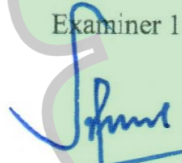
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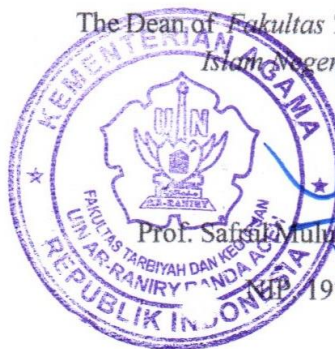
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Code Switching in Sidang Munaqasyah : Lecturers' Voices

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

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ABSTRACT

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This study investigates lecturers' perspectives on code-switching during *sidang munaqasyah* (thesis defense) in the English Education Department. It aims to explore the reasons for the occurrence of code-switching and the factors triggering students to switch languages during thesis defense sessions. This research employed a qualitative case study design involving six lecturers who had experience serving as thesis defense examiners. Data were collected through semi-structured interviews and observations and analyzed using thematic analysis. The findings revealed that lecturers perceive code-switching as a functional communicative strategy that facilitates academic interaction during thesis defense sessions. Code-switching was used to clarify meaning, maintain communication, support mutual understanding, and ensure fair evaluation. The findings also showed that students' code-switching was influenced by linguistic, cognitive, psychological, and interactional factors. In addition, the study highlights the role of lecturers in shaping language use during the examination process. The study concludes that code-switching is not merely a sign of limited English proficiency but an adaptive communicative strategy that supports effective interaction in thesis defense sessions.

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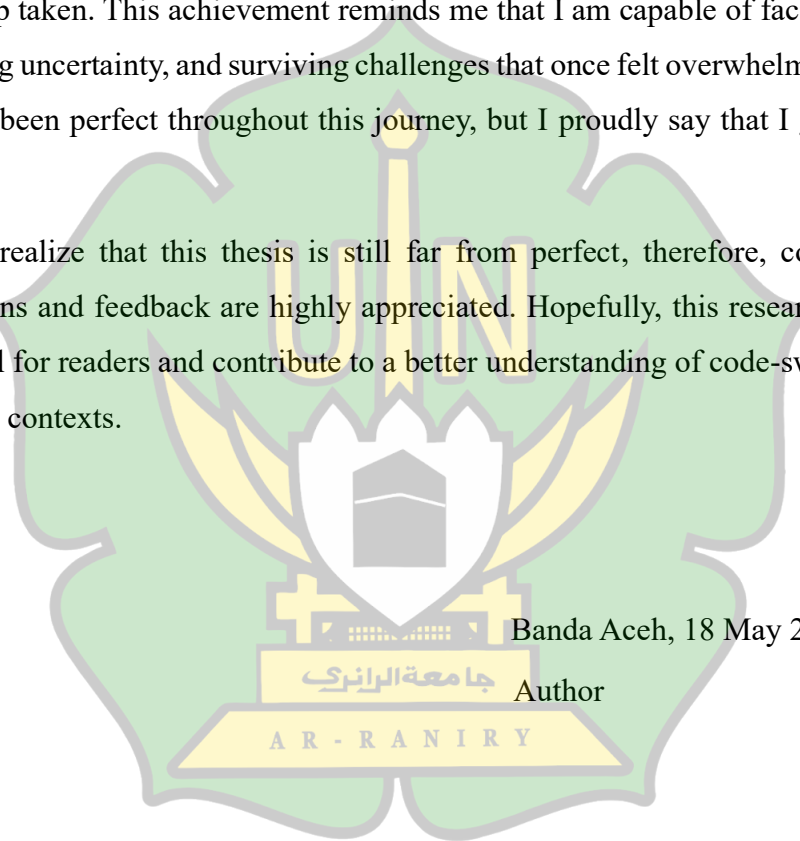
My deepest gratitude goes to my supervisors and academic advisor Prof. Habiburrahim, S.Ag., M. Com, MS., Ph. D for his patience, guidance, and valuable feedback throughout the research process. His support and knowledge greatly contributed to the completion of this study. I would also like to thank all lecturers and staff of the English Language Education Department, UIN Ar-Raniry, for their support during my academic journey.

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I realize that this thesis is still far from perfect, therefore, constructive suggestions and feedback are highly appreciated. Hopefully, this research will be beneficial for readers and contribute to a better understanding of code-switching in academic contexts.



Banda Aceh, 18 May 2026

Author

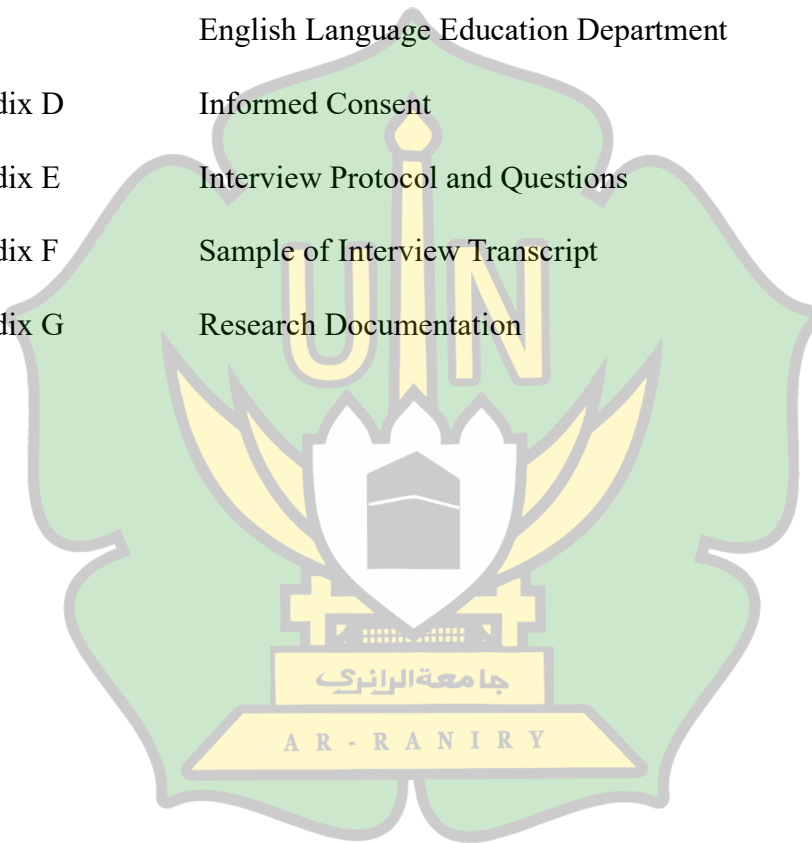
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CHAPTER I

INTRODUCTION

This chapter introduces the background and rationale of the study on code switching during *sidang munaqasyah* from the lecturers' perspectives in the English Education Department. It explains the research problem, presents the research questions and objectives, and highlights the significance of the study. In addition, this chapter defines the key terms used throughout the research to provide a clear understanding of the concepts discussed. Overall, this chapter serves as the foundation for the subsequent chapters by outlining the focus and direction of the study.

A. Background of Study

English has become one of the most important international languages and is widely used in various fields, including education, science, business and technology. In higher education, proficiency in English is not only a valuable skill, but also a requirement that enables students to access global knowledge and opportunities. Brown (2001) identifies four essential English skills: listening, speaking, reading and writing. All of these skills are necessary for achieving communicative competence. Speaking is particularly crucial in academic contexts because it enables students to deliver oral presentations, express arguments and participate in formal examinations. One of the most significant speaking events for English Education students at UIN Ar-Raniry is the thesis defense, or *sidang munaqasyah*, in which they must present and defend their undergraduate thesis to a panel of lecturers. This examination not only assesses students' research, but also their ability to use English in formal academic discourse.

In reality, many students find it challenging to conduct their *sidang munaqasyah* entirely in English. Although English Education students are trained to use English as the medium of communication throughout their programme, they often struggle with fluency and confidence in high-stakes oral examinations. Some students find it hard to express complex academic ideas, while others hesitate due

to a limited vocabulary or inaccurate grammar. Anxiety and nervousness can exacerbate these difficulties, resulting in explanations that are unclear, fragmented or overly repetitive. These communication issues can impact students' ability to convey their research findings effectively, potentially influencing the fairness of the evaluation process.

To address these difficulties, one linguistic practice that often occurs is code switching, the alternation between two or more languages in a single discourse (Poplack, 1980; Wardhaugh, 2006). In thesis defense, it is usually the students who switch codes, but importantly, this does not happen arbitrarily. Instead, code switching is typically performed with the permission of the examiners. For example, when students struggle to explain their ideas in English or when their explanations are not easily understood, lecturers may allow them to switch into Bahasa Indonesia in order to clarify meaning and ensure that their arguments are properly communicated. In this context, code switching functions as a practical solution to avoid communication breakdown, to support comprehension, and to maintain the smooth flow of interaction during the defense.

Previous studies report mixed views on code switching. Some suggest it may reduce students' exposure to English and hinder target-language acquisition (Brown, 2006; Jingxia, 2010). Other research highlights positive functions such as clarification, rapport-building, anxiety reduction, and reinforcement of important points (Sert, 2005; Fachriyah, 2017; Nurhamidah et al. 2018). In the Indonesian context, studies have examined types and functions of code switching in classroom and examination discourse (Kasim et al. 2019; Hanafiah et al. 2021), observed that students use code switching in academic examinations to clarify arguments, and lecturers permit it when needed to maintain fairness in communication. However previous studies have discussed types and functions of code switching in thesis defense, but limited studies have examined how lecturers justify their permission, regulate language choice, and connect code switching with assessment fairness.

This issue is of particular relevance in the context of the English Education Department, where students are expected to demonstrate English proficiency as

future English teachers. Code switching during *sidang munaqasyah* in such a department raises critical questions about the negotiation of academic expectations in practice, and how lecturers perceive the balance between maintaining English as the medium of defence and allowing Bahasa Indonesia for clarity. As the authorised examiners, lecturers play a central role in regulating this practice.

This research is limited to investigating code switching only in the context of *sidang munaqasyah* in the English Education Department. Furthermore, the study focuses solely on the perspectives of lecturers, how they regulate, and justify code switching during thesis defense without considering the views or attitudes of students. This limitation is intended to narrow the scope of the study and provide an in-depth exploration of how lecturers perceive and justify code switching in this high-stakes academic event.

Therefore, although English is officially required in the *sidang munaqasyah*, the practice of code switching continues to emerge as a linguistic strategy, particularly when students struggle to sustain communication in English. The perspectives of lecturers are essential to reveal why this phenomenon happens and what factors contribute to its occurrence. Exploring lecturer voice in this context is significant because it fills a gap in existing research, contributes to the study of bilingual practices in academic discourse, and provides practical implications for both lecturers and students in managing language use during *sidang munaqasyah*.

B. Research Questions

Based on the background of the study, the research questions of this study are formulated as follows:

1. How do lecturers perceive the occurrence of code switching during *sidang munaqasyah*?
2. What conditions do lecturers identify as triggering students' code switching during *sidang munaqasyah*?

C. The Aims of Study

Based on the research questions, this study has the following aims:

1. To explore lecturers' perspectives on the reasons behind the occurrence of code switching during *sidang munaqasyah*.
2. To identify the factors that lead students to perform code switching with lecturers' permission during their *sidang munaqasyah*.

D. Significance of Study

This research is expected to obtain useful results for readers, including:

1. Theoretical Significance
 - a) Enrich the literature on bilingual practices, particularly code switching in formal academic examinations.
 - b) Extend the scope of code-switching research by focusing on the lecturer's perspective, which is often overlooked compared to classroom studies or student-focused research.
2. Practical Significance
 - a) Lecturer

The findings can provide a deeper understanding of why students tend to switch codes during thesis defense and under what circumstances it may be allowed. This knowledge can help lecturers design clearer guidelines or strategies in managing language use during oral examinations. It may also help them maintain a balance between upholding English as the academic language and ensuring that communication remains fair and effective.

- b) Students

The study highlights the challenges that lead to code switching and clarifies how and why lecturers permit this practice. With such understanding, students can prepare themselves more effectively for thesis defense, reduce their anxiety about language use, and develop strategies to communicate their ideas more clearly in English. This awareness can also motivate them to improve their speaking skills while recognizing when code switching may be appropriate as a backup strategy.

c) Future Research

This study can provide a basis for further investigation into code switching in different contexts, such as classroom interaction, seminar presentations, or professional examinations. It may also inspire comparative studies between lecturers' and students' voices, or between institutions with different English policies, to obtain a more comprehensive picture of bilingual practices in academic discourse.

E. Terminology

Terminology is an explanation of the keywords of this study and aims to avoid misunderstandings. The following terms are described as follows:

1. Code Switching

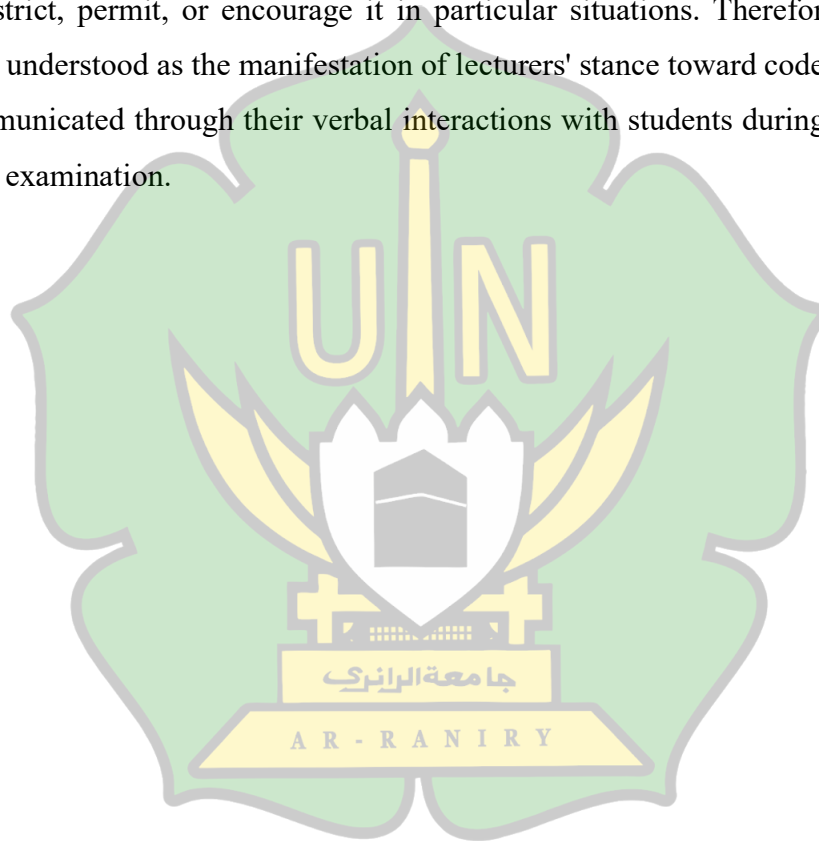
Code switching refers to the alternation between two or more languages, dialects, or language varieties within a single conversation or discourse. Poplack (1980) defines it as "the alternation of two languages within a single discourse, sentence, or constituent." In the EFL context, code switching often occurs when speakers face difficulty expressing ideas in the target language and shift into their first language for clarification or emphasis (Wardhaugh, 2006). In this study, code switching specifically refers to the practice of English Education students switching between English and Bahasa Indonesia during their thesis defense, with the approval of lecturers.

2. *Sidang munaqasyah* (Thesis Defense)

Sidang munaqasyah is a formal academic examination in Indonesian universities, in which undergraduate students defend their thesis before a panel of examiners as a graduation requirement. According to Badan Akreditasi Nasional Perguruan Tinggi (BAN-PT), the thesis defense is a comprehensive evaluation of students' research and academic competence, including their ability to present and discuss their work. In the English Education Department, *sidang munaqasyah* also functions as a platform for assessing students' English proficiency in an authentic academic setting.

3. Lecturer Voice

Lecturer voice refers to the way lecturers express their opinions, attitudes, judgments, evaluations, and positions toward students' language use during the thesis defense examination. Drawing on Hyland's (2005) concept of stance, lecturer voice is reflected through lecturers' comments, feedback, instructions, questions, and responses during the examination process. These expressions reveal how lecturers perceive and react to students' use of code switching, including whether they restrict, permit, or encourage it in particular situations. Therefore, lecturer voice is understood as the manifestation of lecturers' stance toward code switching as communicated through their verbal interactions with students during the thesis defense examination.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical and empirical literature that provides the foundation for the present study. It consists of three main sections. The first section discusses the concept of code switching, including its definitions, types, functions, and reasons for its occurrence. The second section examines code switching in the context of *sidang munaqasyah*, with particular attention to lecturer voice and language regulation during thesis defense examinations. The final section reviews relevant previous studies to identify the existing research gap and establish the significance of the present study.

A. Code Switching

1. Definition of Code Switching

Code-switching has been widely discussed in the field of sociolinguistics and applied linguistics, particularly in the context of bilingual and multilingual communication. According to Simasiku et al. (2015), it should not be viewed as a barrier to communication, but rather as an opportunity to enhance language development and interaction negotiation, as well as to inform effective teaching strategies in second language classrooms. It enables speakers to switch between languages to clarify meaning, avoid misunderstandings, and improve comprehension. Similarly, Fauzi (2023) explains that code-switching is a natural occurrence in classroom communication, influenced by linguistic factors such as lexical choice and memory recall, as well as social context. For EFL learners and teachers, switching between languages is necessary to ensure mutual understanding and effective knowledge transfer.

Similarly, Talal (2022) defines code-switching as the process of changing the language used in communication from one language to another, emphasising its role in multilingual classrooms, where teachers and students often rely on their first

language to overcome challenges in understanding. This practice is not limited to verbal communication, but can also occur in writing.

From these definitions, it can be seen that code-switching is not simply an incidental linguistic phenomenon but a purposeful and functional strategy. It allows bilingual and multilingual speakers to adapt to situational needs, clarify meaning and sustain interaction. In formal academic contexts, such as thesis defences, code switching may be used to negotiate meaning, avoid communication breakdown and ensure ideas are conveyed accurately.

2. Type of Code Switching

Scholars have widely classified code-switching into different types, and one of the most influential frameworks is that provided by Poplack (1980). He distinguishes three major types: inter-sentential, intra-sentential and tag-switching. Each type reflects a different linguistic operation and occurs in different situations in the classroom.

a. Inter-sentential switching

This type of code-switching occurs at the end of one sentence and the beginning of the next, when a speaker finishes one sentence in one language and starts the next sentence in another. For example, a teacher might say: 'Today, we will discuss narrative texts. Teks ini sering muncul dalam ujian nasional.' This shift is often considered to be less complex syntactically as it enables the speaker to finish expressing an idea in one language before moving on to another. In the classroom, inter-sentential switching is typically used to provide detailed explanations, translate challenging vocabulary, and emphasise important information for students who may not fully grasp the target language. According to Nurhamidah et al. (2018), this type of switching is frequently used in English as a Foreign Language (EFL) setting, particularly when the teacher needs to ensure students' comprehension of abstract or technical content.

b. Intra-sentential switching

This refers to language alternation within a single sentence or utterance. This type of switching is more complex because it requires a higher level of bilingual competence; the speaker must navigate the grammar, vocabulary and

syntax of both languages simultaneously. In the EFL classroom, this type of switching often occurs spontaneously when teachers or students cannot recall an English term or find it easier to express an idea by mixing languages. For example, a student might say “The student felt *gugup* during the presentation”. Hakim, Arflida and Satriani (2019) report that this type of switching is highly prevalent in classroom interactions, particularly among students, as it enables them to maintain fluency and continuity of communication without interrupting the discussion.

c. Tag-switching

This involves inserting a short phrase, tag or discourse marker from one language into an utterance that is otherwise in another language. Examples include: 'It's easy, ya kan?' or 'You understand, right?' Although seemingly minor, tag-switching plays an important role in classroom discourse as it engages listeners, seeks confirmation or adds emphasis. According to Poplack (1980), this type of switching requires minimal syntactic adjustment, making it a natural strategy for bilingual speakers. The Journal of English Education (2018) highlights that tag-switching is commonly used by teachers to maintain classroom interaction and by students to demonstrate agreement or solidarity during group discussions.

According to Poplack (1980) classification, a study by Kasim et al. (2019) on code-switching in a thesis defense examination showed that the most dominant type used was intra-sentential switching (77.06%), followed by tag switching (15.59%) and inter-sentential switching (7.33%). Their findings suggest that intra-sentential switching was employed most frequently by both students and lecturers, mainly to ensure clarity and maintain the flow of communication during the defense session. This indicates that code-switching plays a strategic role in facilitating mutual understanding in academic interactions, even within formal contexts such as thesis examinations.

3. Function Of Code Switching

Code switching performs multiple communicative functions that help speakers manage interaction in bilingual academic contexts. Sert (2005) distinguishes three broad functions: topic switch, affective function, and repetitive function. Topic switch takes place when speakers change languages depending on the subject matter. In a thesis defense, for instance, students may present their research findings in English but temporarily switch into Bahasa Indonesia when elaborating on methodological details or localized terms that are difficult to express in English. The affective function appears when code switching is used to ease tension, express emotion, or regain confidence. Given that thesis defense are high-stakes and often anxiety-inducing events, students may momentarily revert to their first language as a way of reducing psychological pressure and maintaining rapport with examiners. The repetitive function involves restating information in both languages to ensure that the intended meaning is clearly understood; a student might provide an answer in English and then repeat the core point in Bahasa Indonesia to avoid misinterpretation.

Building on this perspective, Yusuf (2009), drawing from Gumperz's (1982) interactional framework, emphasizes the pragmatic dimension of code switching. He explains that it is often employed for clarification, elaboration, and the management of interaction. These pragmatic functions are closely related to those outlined by Gumperz (1982), Hoffman (1991), and Holmes (1992), who describe a variety of discourse roles that can also be observed in thesis defense. Among these are addressee specification, in which students switch into Bahasa Indonesia to directly address a particular examiner; interjections, where short fillers in the first language appear when they hesitate in English; quotation, which involves reproducing cited material or interview excerpts in the original language; message qualification, which refines or expands a statement to ensure accuracy; reiteration, which reinforces important points by repeating them in another language; and personalization versus objectification, where students rely on Bahasa Indonesia to share subjective opinions, while using English to present objective findings. Together, these perspectives underline that code switching in thesis defense is not

arbitrary but rather a pragmatic resource that allows students to clarify ideas, expand explanations, and sustain interaction with examiners under the pressures of academic evaluation.

A more context-specific account is provided by Kasim, Yusuf, and Ningsih (2019), who investigated code switching in Indonesian thesis defense. Their study identified ten different functions, ranging from addressee specification and interjection to quotation, message reiteration, and the use of culturally embedded expressions such as Islamic terms. These findings demonstrate that code switching serves both academic and sociocultural purposes: it allows students to emphasize and qualify arguments, maintain clarity, and show respect for cultural norms.

From these perspectives, it is clear that code switching serves as a communicative bridge in thesis defense. It helps students clarify their arguments, reduce nervousness, maintain rapport with examiners, and respect cultural norms. For lecturers, permitting code switching ensures fairness in evaluation, as it allows them to assess students' academic knowledge without being hindered by language difficulties.

4. Reasons for Code Switching

Beyond its functions, code switching also occurs for specific reasons. In thesis defense, the main reasons can be classified as follows:

a. Linguistic limitations

Students often switch languages when they lack the vocabulary or grammatical resources to continue in English (Hanafiah et al., 2021).

b. Avoiding misunderstanding

Students repeat or clarify answers in Bahasa Indonesia after responding in English to ensure examiners interpret their responses correctly (Kasim et al., 2019).

c. Psychological pressure.

High-stakes examinations generate anxiety, and students resort to their first language to regain confidence and stay focused on content (Hakim et al., 2019).

d. Sociocultural norms.

Students insert greetings or religious expressions in Bahasa Indonesia as part of cultural identity and politeness (Kasim et al., 2019).

e. Institutional flexibility.

Examiners often allow code switching to maintain fairness and clarity, legitimizing the practice within academic discourse (Hanafiah et al., 2021).

These reasons demonstrate that code switching is shaped not only by linguistic needs but also by psychological, cultural, and institutional considerations.

B. Code Switching in *Sidang munaqasyah*

1. Code Switching in Thesis Defense Context

Code switching is widely observed in educational discourse, not only in informal interactions but also in formal academic settings. Ferguson (2003) notes that in classrooms, teachers often code switch for pedagogical purposes such as clarifying concepts, translating difficult terms, and managing interaction. Sert (2005) further argues that code switching helps lower learners' anxiety and fosters a supportive learning environment.

In more formal contexts such as seminars, and thesis defense, code switching takes on additional significance because language itself becomes part of the evaluation. Hanafiah et al. (2021) observed that students in Indonesian in thesis defense frequently code switched when their English explanations became unclear, with examiners allowing the practice to ensure effective communication. Similarly, Kasim et al. (2019) emphasize that code switching in thesis defense is not merely the result of linguistic shortcomings, but also a strategic practice legitimized by academic institutions.

Thus, code switching in academic contexts reflects the tension between the formal requirement to use English and the practical necessity of multilingual communication. It highlights the adaptability of speakers who must balance institutional expectations with communicative effectiveness.

2. Lecturer Voice and Language Regulation in *Sidang munaqasyah*

The concept of voice in academic discourse, as explained by Hyland (2002), refers to the way individuals project authority, stance, and identity in communication. While much of the discussion has centered on writing, the notion

of voice is equally relevant in oral examinations such as thesis defense. In these contexts, lecturer voice is not limited to spoken words but extends to the evaluative stance and institutional authority that examiners bring into the interaction.

Lecturers hold a decisive role in shaping when and how code switching is permitted. Although students are formally required to use English, many instances of code switching occur only with the tacit or explicit permission of examiners. This aligns with the idea that voice embodies authority: lecturers' voices not only evaluate students' performance but also regulate the boundaries of language use in academic examinations (Hyland, 2002).

Moreover, lecturer voice can function in supportive ways. By allowing students to switch into Bahasa Indonesia at moments of difficulty, examiners demonstrate a flexible stance that prioritizes clarity of communication and fairness in assessment. This echoes the findings of Kasim et al. (2019), who observed that examiners in Indonesian thesis defense permitted language alternation when students struggled to explain complex arguments in English. From this perspective, lecturer voice is both authoritative and facilitative, ensuring that evaluation standards are upheld while communication remains accessible.

Thus, exploring lecturer voice provides a crucial lens for understanding code switching in thesis defense. It reveals that language alternation is not solely a student strategy but also a regulated process shaped by institutional authority and examiner discretion.

C. Previous Studies

Several previous studies have investigated code switching in educational and academic contexts, which are closely related to this research.

The first study was conducted by Kasim et al. (2019) entitled "*The Types and Functions of Code Switching in a Thesis Defense Examination.*" This study explored code switching acts by one student and four lecturers during a thesis defense at Syiah Kuala University. Using Poplack's classification for types and Gumperz, Hoffman, and Holmes for functions, the findings showed that intra-sentential switching was the most frequent type, while addressee specification and interjections were the dominant functions. This study highlights that code switching

in thesis defenses is not only a linguistic strategy but also a pragmatic tool for clarity and cultural expression. Compared to the present study, this research is similar in its focus on thesis defense, but it analyzed both student and lecturer interactions, while the current study emphasizes the lecturers' perspective.

The second study, entitled "An Analysis of Code Switching Used by the Examiners and Supervisors during the Students' Thesis Presentation at the English Department of FKIP UIR," was conducted by Arif Haryadi (2021). The study aimed to identify the types and reasons for code switching used by examiners and supervisors during full-English thesis examinations. The study employed a descriptive qualitative method and analyzed 187 instances of code switching from two thesis defenses. The findings revealed instances of intra-sentential, inter-sentential, tag, and multiple code switching, as well as first language use. The most frequent reason was emphatic, followed by discussing particular topics, local interjections, repetition for clarification, and quoting someone else. These results suggest that code-switching was used strategically to maintain clarity, emphasize important points, and facilitate communication during thesis presentations. This study is closely related to the present research because it also focuses on thesis examinations and lecturers' language use. However, while the previous study examined the types and reasons for code-switching, the present study specifically explores lecturers' perspectives on why code-switching occurs during thesis examinations.

The third study was titled "Code Switching in Lecturer–Student Interaction in Thesis Examination: A Case Study in Indonesia." It was conducted by Hanafiah, et al. (2021) It investigated how lecturers and students alternated between languages during thesis examinations. The findings revealed that code switching served as an interactional strategy that facilitated communication, clarified meanings, and alleviated communicative tension during the examinations. The study also revealed that code switching often occurred when participants encountered linguistic difficulties or needed clarification. Unlike previous studies, which examined only students' language use, this study examined both lecturers' and students' language

use in thesis examination settings. In contrast, the present study places greater emphasis on lecturers' perspectives toward code switching.

The fourth study was "Pragmatic Analysis of Academic Discourse: Insights into Code Switching." Conducted by Zahra, T. (2018) It analyzed code switching from a pragmatic perspective within academic discourse. The study found that code switching serves several functions, including signalling emphasis, managing interpersonal relations, simplification of expression, clarifying meaning, and maintaining discourse coherence. This study contributes to our understanding of code switching as not only a linguistic phenomenon, but also a communicative resource within academic interactions. However, the study addressed academic discourse more broadly and was not limited to thesis defense contexts. Therefore, the present study narrows the focus to thesis examinations in formal academic settings.

The fifth study was conducted by Abrar et al. (2024) and is entitled "Unveiling Speaking Challenges and Overcoming Strategies in Thesis Defense Examination: A Case Study of EFL Students at Universitas Jambi." This study examined the speaking challenges that EFL students experience during thesis defense examinations. The findings revealed that students commonly experienced anxiety, limited vocabulary, a lack of confidence, and difficulty expressing ideas clearly. To overcome these challenges, students employed strategies such as preparation, repeated practice, and anticipating possible questions. While this study primarily focused on students' speaking challenges rather than code switching itself, the findings remain relevant because such challenges may contribute to code switching during thesis examinations.

From the studies above, it can be seen that code switching has been widely examined in examination contexts. Most research have focused on the types, functions, reasons, interactional patterns, and speaking challenges related to code switching. However, limited attention has been given to how lecturers perceive, regulate, and justify its use during thesis examinations. Thus, this study aims to address this gap by examining lecturers' perspectives on code switching in thesis defense contexts

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the present study. It is divided into four main sections: research design, population and sample, data collection technique, and data analysis technique. The first section explains the qualitative case study approach adopted to investigate lecturers' perspectives on code switching during *sidang munaqasyah*. The second section describes the research participants and the sampling technique. The third section outlines the procedures for collecting data through semi-structured interviews and observations, while the final section explains the techniques used to analyze the data and ensure the credibility of the findings through data triangulation.

A. Research Design

This study employed a qualitative research design using a case study approach. According to Creswell (2012), qualitative research is appropriate when the aim is to explore participants' experiences, perceptions, and meanings related to a particular phenomenon. In this research, the phenomenon under investigation is code switching during thesis defenses, with a specific focus on the role of lecturer voice in shaping and regulating its occurrence.

Merriam (2009) explains that case studies are suitable for obtaining an in-depth understanding of a bounded system, such as a particular academic activity within a defined institution. Accordingly, this study was conducted as a case study within the English Education Department at UIN Ar-Raniry, focusing on thesis defenses as the bounded system where code switching regularly emerges. This design was chosen to allow for a rich and detailed exploration of how examiners (lecturers) perceive and manage code switching in this formal academic setting.

B. Population and Sample

The study took place in the English Education Department, Faculty of Tarbiyah and Teacher Training (FTK), UIN Ar-Raniry, Banda Aceh. This site was

chosen because thesis defenses in this department are conducted primarily in English, yet instances of code switching into Bahasa Indonesia frequently occur, especially when students face difficulties in expressing complex ideas.

The participants in this study were six lecturers who served as examiners in thesis defenses. They were purposively selected because of their direct involvement in supervising and assessing students during these oral examinations and agreed to participate as participants in this study. As Showkat and Parveen's (2017) note, purposive sampling allows researchers to deliberately select participants based on their expertise and relevance to the research objectives. These lecturers were considered most appropriate because they not only observe but also directly influence when and how code switching occurs, thereby providing valuable insights into the role of lecturer voice.

The decision to include six participants was made to ensure a manageable but sufficient sample size for in-depth qualitative inquiry. Creswell (2009) suggests that a sample of under ten participants can be adequate to reach data saturation, as recurring themes typically emerge after a limited number of interviews.

C. Data Collection Technique

The data for this study were collected through two primary methods: semi-structured interviews and observations.

1. Semi-Structured Interviews

The instrument used in this study was the interview method. Interviews are important in qualitative research because they provide a clear structure that helps collect good quality data while allowing the researcher to explore participants' experiences more deeply. This method helps meet the research goals and supports making decisions based on reliable information. According to George (2022), an interview is a qualitative method that collects data through questioning. Through interviews, the researcher could listen to the participants' views and experiences and ask follow up questions to learn more (Harding, 2018). This method allows researchers to obtain in-depth, detailed information that may not be available through other data collection techniques.

Interviews can be categorized into three types: structured, semi-structured, and unstructured. This study adopted semi-structured interviews, which typically involve open-ended questions. This interview format offers flexibility for participants to elaborate on their experiences while enabling the researcher to follow a set of predetermined topics.

Face-to-face interviews were conducted individually with each lecturer. The interviews lasted approximately 20–30 minutes and were audio-recorded with participants' consent. A guiding set of open-ended questions was prepared in advance, focusing on:

- a. Lecturers' perspectives on the occurrence of code switching during *sidang munaqasyah*.
- b. Lecturers' perspectives on the factors influencing students' use of code switching during *sidang munaqasyah*.
- c. The role of lecturer voice in shaping students' language use.

Follow-up questions were asked depending on participants' responses to allow for deeper exploration. Interviews were conducted in English and Indonesian to maximize comfort and ensure nuanced explanations. All interviews were later transcribed, and where necessary, translated into English for analysis.

2. Observations

The researcher conducted three non-participant observations during *munaqasyah* defense sessions before and during the data collection process. The observations were documented through field notes, which served as a supplementary source of data. The field notes focused on recording instances of code switching, factors that appeared to trigger students' language switching, lecturers' responses toward students' language choices, and situations in which code switching was permitted, encouraged, or restricted during the defense sessions.

Through these observations, the researcher gained first-hand information about how code switching occurred in actual *munaqasyah* interactions and how lecturers exercised their authority in regulating language use. The observation data were not used as the primary source of findings but rather to support and enrich the interview data.

D. Data Analysis Technique

To analyze the data, this study followed the five stages proposed by Lacey and Luff (2009). The first stage was transcription, in which all interview recordings and observation notes were converted into written form. At this stage, the entire data set had to be transcribed in full rather than selectively, ensuring that no potentially important detail was excluded. The second stage was data organization, where the researcher arranged the transcripts systematically while maintaining the confidentiality of participants' identities.

This was followed by familiarization, which involved repeatedly reading and reviewing the transcripts in order to develop a thorough understanding of the content before moving on to deeper analysis. The fourth stage was coding, where specific codes were assigned to highlight key statements, actions, or patterns related to code switching and lecturer voice in thesis defenses. Coding served as a way to break down the data into manageable units and facilitated the identification of recurring ideas. The final stage was theme identification, in which the researcher examined the coded data to develop broader themes that captured the essence of the participants' perspectives.

Through this process, the qualitative analysis focused on uncovering the reasons for code switching and the role of lecturer authority in shaping language practices during thesis defense.

To enhance the credibility of the findings, data triangulation was employed. The researcher compared the interview data with the observation field notes to verify the consistency of the findings. Through this process, the observation data were used to support and validate the themes emerging from the interviews, particularly regarding the occurrence of code switching, factors triggering students' language switching, and lecturers' regulation of language use during the defense sessions.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the analysis of the data obtained in this study. It is divided into two main sections: research findings and discussion. The research findings section presents the main findings derived from the interview data and supported by field notes from observations in relation to the two research questions of this study. The discussion section interprets these findings by relating them to relevant theories and previous studies on code switching in academic contexts.

A. Research Findings

This section presents the research findings obtained from semi-structured interviews conducted with lecturers of English Language Education Department, UIN Ar-Raniry, who have experience serving as examiners in *sidang munaqasyah*. The findings are organized around the two research questions of this study, focusing on the reasons why code switching occurs during thesis defense and the factors that trigger students to switch from English to Bahasa Indonesia during *sidang munaqasyah*.

In addition to interview data, field notes from direct observation of several *sidang munaqasyah* sessions show that students do switch code only when examiners permit it. Observations indicate that students tend to switch when they lack sufficient English proficiency; lecturers allow switching to Bahasa Indonesia when students genuinely do not understand in English. In practice, students are still asked to speak in English first, and only when it becomes impossible to continue in English, lecturers permit switching to maintain communication flow. These observational findings support the interview results described below.

1. The Reasons for the Occurrence of Code Switching in *Sidang munaqasyah*

a. Clarification of Meaning

Research findings indicate that one of the main reasons for code-switching during the thesis defense is to clarify meaning. During the defense, students are

required to explain research concepts, justify methodological decisions, and respond spontaneously to examiners' questions. In many situations, students actually understand the substance of their research but struggle to convey the intended meaning clearly in English. In such situations, switching to Indonesian helps make ideas easier to understand and reduces ambiguity in academic interactions. This reason is consistently reflected in the participants' responses.

TZ stated that *"I sometime clarify some complex questions to students using Bahasa Indonesia,"* TZ indicates that language switching is used to make difficult questions easier to understand and to avoid misunderstanding during the thesis defense.

Similarly, RH explained that *"When answering questions from examiners they may start in English but switch to Bahasa Indonesia if they need to clarify or think more clearly,"* she also added *"the use of Bahasa Indonesia for clarification helps the students ensure clear understanding of complex ideas, reduce miscommunication during questioning, support students who may struggle to express nuanced points in English"* RH shows that participants tend to switch languages when they experience difficulty expressing their ideas or need to organize their thoughts more clearly in order to provide accurate responses during the thesis defense.

In line with this, SK additionally mentioned *"Let me assume, it is to clarify meaning,"* SK highlights that code-switching is used to clarify complex ideas and ensure better understanding during the thesis defense. NS also noted that *"Sometimes we are the ones who suggest it because we don't understand."* This indicates that lecturers sometimes ask students to switch to Bahasa Indonesia in order to clarify meaning when they struggle with technical academic vocabulary in English.

These findings suggest that code-switching serves an important clarifying function in thesis defense interactions. Code-switching is not merely a reflection of linguistic failure but helps reduce misunderstandings and supports clearer communication between examiners and students. Overall, the participants agreed

that clarifying meaning is one of the main reasons why code-switching occurs during thesis defenses.

b. Maintaining The Flow of Communication

Another important reason identified in this study is maintaining smooth communication. Thesis defense sessions require students to answer questions directly and engage with examiners in a formal academic setting. When students begin to hesitate, forget specific vocabulary, or struggle to continue their explanations in English, communication can break down. In such situations, code-switching helps keep the interaction flowing more smoothly.

MU explicitly stated *“If they’re forced to keep using English, they might end up unprepared or unable to explain things properly. So, in that situation, code-switching is indeed necessary to keep the communication flowing and ensure the message gets across,”* He indicates that forcing students to continue speaking entirely in English may interrupt communication and make them unable to explain their ideas properly. Therefore, the lecturer views code-switching as necessary to help students continue their responses more smoothly and prevent communication breakdown during the thesis defense.

Similarly, NS explained that *“sometimes we also switch to Indonesian so that communication flows more smoothly.”* She suggests that maintaining continuous interaction during the thesis defense is considered more important than consistently using English. When communication becomes difficult, switching to Bahasa Indonesia helps participants continue expressing their ideas without interrupting the discussion.

SK also stated *“when other factors make it difficult to communicate effectively, using more Bahasa Indonesia can become a practical solution,”*

SK highlights that code-switching is viewed as a practical communicative strategy when students are no longer able to maintain effective interaction fully in English. Under conditions such as nervousness, limited vocabulary, or difficulty explaining complex ideas, switching to Bahasa Indonesia helps students sustain their explanations, avoid communication breakdown, and continue defending their arguments more effectively during the thesis defense.

Similarly, RH mentioned that *“it helps avoid communication breakdown when English vocabulary is limited,”* RH also added *“This balance helps maintain academic standards while still ensuring effective communication,”* RH explained the use of code-switching in this context indicates that it is employed to maintain effective communication in situations where students face challenges with their English vocabulary. Using Bahasa Indonesia selectively allows students to interact effectively with examiners while maintaining English as the primary language during the thesis defense.

These responses indicate that code-switching is not merely used to overcome language limitations, but also serves as a discourse management strategy that helps maintain the continuity of interaction during oral exams. In short, the participants viewed code-switching as an interactional strategy that helps ensure smooth communication during thesis defense sessions. Observational field notes confirm that lecturers allow switching only when continuation in English is not possible, in order to maintain communication flow.

c. Ensuring Mutual Understanding

The research findings also indicate that code-switching occurs to ensure mutual understanding between students and examiners. During oral examinations, questions often involve technical terms, theoretical concepts, or detailed explanations of research findings. Such academic demands sometimes make it difficult for students to fully understand what the examiner is asking.

MU explained that *“when the examiner asks a question and the student does not understand it. In such situations, the examiner will usually switch to Indonesian so that the student can understand better.”* He indicates that code-switching commonly occurs during the question-and-answer session of the thesis defense. More specifically, it takes place when students experience difficulty understanding the examiner’s questions. In this situation, the examiner may switch to Indonesian to clarify the meaning of the question and facilitate communication. This suggests that code-switching occurs as part of the interaction between examiners and students, particularly when additional clarification is needed to ensure mutual understanding during the defense process. MN expressed a similar view he stated

that “students often switch languages because they have difficulty answering and sometimes, they do not understand the entire question we ask, so we ask them to speak in Bahasa.” He added that “by switching to Bahasa, they can understand more easily.” MN’s statement suggests that code-switching may occur when students experience difficulty understanding the examiners’ questions. In such situations, communication can become less effective because students may be unable to fully grasp the meaning of the questions being asked. To address this issue, examiners may encourage the use of Bahasa Indonesia so that students can better understand the questions and provide more appropriate responses. This indicates that code-switching serves as a means of facilitating mutual understanding between students and examiners during the thesis defense process.

These findings suggest that code-switching functions as a form of meaning negotiation. Code-switching supports mutual understanding and reduces the risk of misunderstandings during academic question-and-answer interactions. Overall, ensuring mutual understanding emerges as another important reason why code-switching occurs during the munaqasyah session. Observational notes also show that lecturers intervene with Indonesian mainly when students genuinely do not understand the examiner’s question in English.

d. Fairness of Evaluation

Another reason identified in this study relates to fairness in assessment. Participants emphasized that thesis defense sessions do not merely evaluate students’ ability to speak English, but also assess their understanding of the research content, methodology, and academic reasoning.

TZ clearly stated that “Sometimes codeswitch is normal, but not too much,” added “the examiners need to evaluate beyond language speaking, we need to indeed examine their understanding of their research,” TZ explains that limited code-switching is still considered acceptable during the evaluation process because examiners prioritize students’ understanding of their research over their English-speaking ability. This suggests that the assessment during the thesis defense is broader, taking into account students’ comprehension and their ability to explain their research effectively.

SK stated that *“It does not rely solely on speaking ability, but also assesses students’ understanding, mastery of the content, and overall academic performance.”* Similarly, RH mentioned that *“Assessment is usually fair because the exam has two main focuses: the thesis and the oral defense, which primarily assess content and understanding, not just language.”* SK and RH viewed fairness in the evaluation process as involving broader academic aspects beyond students’ oral English proficiency, while still recognizing the importance of English because the students are part of an English study program. Their perspectives suggest that thesis defense assessment is multidimensional, covering not only students’ fluency in speaking English but also their comprehension of the research, ability to explain arguments, and mastery of the thesis content. In this context, code-switching is tolerated in certain situations not to replace English entirely, but to help students communicate their ideas more effectively when linguistic difficulties arise. Their responses indicate that examiners attempt to balance academic expectations for English use with the need to assess students’ actual understanding fairly, so that language limitations do not completely overshadow students’ academic competence.

NS also claimed that *“Because sometimes we have to be fair. He might write well and understand the content, but his challenge is with the language.”* NS added *“So if it’s just because of the language that they can’t convey their ideas, and we end up assuming they don’t understand the content, that’s also unfair.”* She also mentioned *“There really is a range in grading.”* And added *“Sometimes there are students whose English is good, but their understanding of the content is lacking.”* NS viewed code-switching as part of maintaining fairness in the evaluation process. She explained that students may possess strong understanding of their research but struggle to express their ideas fluently in English. In such cases, relying solely on English performance could lead examiners to misjudge students’ actual academic competence. Therefore, allowing limited code-switching helps examiners evaluate students more fairly by distinguishing between language proficiency and research understanding. NS also emphasized that assessment in the thesis defense involves multiple aspects, including content mastery, writing quality, speaking performance,

and even the research process itself. This indicates that evaluation is not based only on students' fluency in English, but also on their overall academic capability.

e. Lecturer Regulation of Language Use

The research findings also indicate that code-switching is influenced by faculty members' language policies. Although English remains the expected language during thesis defense sessions, faculty members have institutional authority to determine when language shifts are acceptable.

TZ stated that *"Examiners should abide by the policies, but they also have their own discretion"* TZ suggests that Although examiners must follow institutional policies regarding language use during the thesis defense, they still have the discretion to determine whether code-switching should be permitted. This indicates that the application of language rules during the defense is not entirely rigid, as examiners can adjust their decisions based on the student's circumstances and communication needs throughout the defense process.

NS expressed this more explicitly. *"Why don't you just try speaking Indonesian? So sometimes we're the ones who suggest it because we don't understand."* NS also mentioned that *"We actually allow the use of Indonesian. If it weren't allowed, of course it wouldn't be permitted."* and added *"the examiners have more control over language use during the defense, including whether students are allowed to switch languages or not."*

NS noted that examiners may direct students to use Indonesian when communication in English is not effective. This indicates that examiners play a role in regulating language use during the defense. Furthermore, NS explained that the use of Indonesian is indeed permitted under certain conditions during the defense. This statement indicates flexibility in the application of language use during the defense process. NS also added that examiners have greater control over language use during the defense, including in determining whether students are allowed to switch between languages or not. This indicates that the regulation of language use in the defense is largely influenced by the examiners' judgment during the evaluation process.

RH also stated *“In some conditions lecturers can allow the students to use Bahasa Indonesia, because allowing, though it must be limited.”* RH also noted *“Even with clear policies, examiners often make on-the-spot decisions such as: allowing brief Bahasa Indonesia for clarification only”* Similarly, SK states *“I believe English should remain the main language during the defense, while Bahasa Indonesia can be used selectively for clarification when needed.”* RH and SK indicate that although English remains the primary language in the *munaqasyah* examination, the use of Indonesian may still be permitted under certain conditions, particularly for clarification purposes. Their statements also indicate that language use during the examination is regulated flexibly, as examiners have the authority to determine whether code-switching should be permitted while maintaining English as the primary language of the examination.

Similarly, MN stated *“Actually we want and we hope student to present or define by using English, but at the end and mostly it depends on sometime they cannot present in English at all, so that why it is negreted”* MN showed that although students were expected to use English during the *munaqasyah* examination, in practice the examiners still adjusted their language use based on the students' abilities. This indicates that language use during the examination was not entirely rigid, as examiners were willing to tolerate the use of Indonesian when students had difficulty using English.

Overall, the findings indicate that lecturers play an important role in regulating language use during the *munaqasyah* examination. Although English is expected to remain the primary language, the implementation of language policies is not entirely rigid. Examiners still have the authority and discretion to decide when code-switching should be permitted, particularly when students experience difficulties in understanding questions, explaining ideas, or maintaining communication in English. The findings also show that the use of Bahasa Indonesia is generally tolerated for clarification purposes and to ensure smoother communication during the defense process. Therefore, the regulation of language use during *munaqasyah* reflects a flexible balance between maintaining academic expectations for English use and supporting effective communication between

students and examiners. Observational field notes confirm that students are still asked to speak in English first, and lecturers only allow switching to Bahasa Indonesia when continuation in English is impossible.

2. Factors Triggering Students to Switch Codes During *Sidang munaqasyah*

This section addresses the second research question of this study. Unlike the previous section, which focused on the communicative reasons behind code switching, this section discusses the underlying conditions that lead students to switch from English to Bahasa Indonesia during oral academic interaction.

The findings indicate that students' code switching is mainly triggered by limited vocabulary, difficulty expressing academic ideas, comprehension difficulties, and psychological factors and pressure from examiner questions during the defense session.

a. Limited Vocabulary

Research findings indicate that limited vocabulary is one of the most frequently cited factors triggering code-switching during thesis defense sessions. In these sessions, students are expected to answer questions spontaneously and use academic vocabulary related to their research. However, when they lack sufficient lexical resources, they often switch to Indonesian in order to keep the conversation going.

MN directly stated that *"Second one is limited of vocabulary,"* NS mentioned *"That's because of a limited vocabulary,"* SK added that *"students tend to switch languages during their defense due to limited vocabulary."* MN, NS and SK indicate that limited vocabulary is one of the strongest linguistic factors behind code-switching. When students cannot quickly find the appropriate academic vocabulary, switching to Indonesian becomes a practical strategy to maintain the flow of communication.

Overall, the findings indicate that limited vocabulary becomes one of the main linguistic factors triggering code-switching during the munaqasyah examination. Students often experience difficulties in finding appropriate English

vocabulary, especially when answering questions or explaining academic concepts related to their research. As a result, they tend to switch to Bahasa Indonesia in order to maintain the flow of communication and express their ideas more clearly during the defense process.

b. Difficulty Explaining Ideas

Another key finding that emerged from the research was the difficulty in explaining ideas. Some participants emphasized that students may understand the substance of their theses but still struggle to clearly express complex academic ideas in English.

TZ stated that *“they found it difficult to voice their ideas in English.”* Similarly, SK explained *“that students commonly code-switch when they explain difficult ideas”* RH added. *“It is simply changing languages during the thesis defense to help explain ideas more clearly.”*

TZ, SK, and RH demonstrate that difficulty in explaining ideas is one of the factors that leads students to switch languages during their oral defense. During the defense, students are required to explain their ideas and research findings, as well as answer the examiners' questions, directly in English. However, when they encounter difficulty conveying an idea or explaining a specific concept in English, students tend to switch to Indonesian so that their explanations are easier to convey.

In short, students tend to switch to Bahasa Indonesia when they feel unable to explain their ideas effectively in English. The findings suggest that code-switching frequently occurs not because students completely lack understanding of their research, but because they experience difficulties in conveying their ideas accurately and fluently in English during oral academic interaction

c. Comprehension Difficulties

The findings also indicate that a lack of understanding can trigger code-switching during oral exams. In some situations, students do not fully understand the examiner's questions, especially if those questions involve technical vocabulary, theoretical concepts, or complex academic phrasing.

NS stated that *“sometimes, because we see, the topics are really heavy, sensitive. Some are difficult to discuss.”* MU mentioned that *“There are situations where they have to explain things in Indonesian, especially if they genuinely can’t grasp the concept in English.”* RH mentioned *“difficulty of the concept in which complex theories or explanations often push students to use the language they understand better”* NS, MU, and RH viewed that a lack of understanding of academic questions or concepts is one of the factors that triggers code-switching during the munaqasyah examination. Complex research topics, the use of academic terminology, and theoretical explanations that are difficult to understand in English make it hard for students to grasp the examiners’ questions. In such situations, students tend to switch to Indonesian so they can more easily understand the concepts that are being discussed and provide more accurate answers. This also indicates that code-switching is used as a means to reduce misunderstandings during the academic question-and-answer process.

Overall, the findings indicate that lack of understanding becomes one of the factors triggering code-switching during thesis defense sessions. Difficult academic topics, theoretical explanations, and complex concepts in English often make students struggle to fully understand the examiners’ questions. As a result, students tend to switch to Bahasa Indonesia in order to gain clearer understanding and respond more appropriately during the oral examination.

d. Psychological Factors

The research findings also revealed that psychological pressure plays a significant role in triggering code-switching. Several participants emphasized that anxiety, nervousness, and confidence often affect students’ ability to speak English fluently during oral exams.

MN stated that *“The first one is anxiety”* MN highlight that the main factor that trigger students to code switching is anxiety then SK added *“Anxiety or lack of confidence”* Similiarly TZ indicate *“They are not confident”* These statements imply that psychological factors, particularly anxiety and lack of confidence, can influence students’ language choice during the oral examination. When students

feel anxious or uncertain about their ability to communicate in English, they may experience difficulty expressing their ideas and responding to examiners' questions fluently. As a result, they tend to switch to Bahasa Indonesia, which is more familiar and easier for them to use in stressful situations. Therefore, code-switching can be understood as an adaptive communicative strategy used to manage psychological discomfort while maintaining interactional effectiveness during thesis defense sessions.

RH also noted *"Psychological factors (nervousness or anxiety) that in this situation stress during the defense can make students fall back to their first language."* RH statement implies that psychological factors such as nervousness, anxiety, and stress during the oral exam can cause students to revert to their first language (Indonesian) when they struggle to speak in English.

More specifically, the examination situation is a high-pressure environment because students must answer questions spontaneously in front of examiners. In such conditions, even though they have prepared the material and possess sufficient English proficiency, emotional pressure can disrupt their thought processes and speaking ability. Consequently, they lose their fluency in English and automatically "revert" to a more comfortable and familiar language, namely Indonesian.

MU stated that "We usually allow it: First, if they're unable to explain it in English. Or if they suddenly get stuck, forget a word. Forget what it's called. There are things they might be able to do in other situations. It just so happens that one of the things the examiner asked about was something they didn't understand in English. Or when that anxiety came up earlier. That was actually there from the start. It was there from the beginning, and they had prepared for it. But suddenly, because he was so anxious, distressed, and restless, he couldn't do anything. We had no choice but to use Indonesian."

MU discussed the factor of anxiety in greater depth. He explained that students had actually prepared well and possessed sufficient English language skills, but when faced with the actual examination situation, anxiety could arise suddenly, rendering them unable to speak English fluently. MU also explained that the psychological pressure during the examination could cause students to panic,

become restless, lose focus, and even be unable to articulate answers they had already understood. This demonstrates that code-switching is not always caused by a lack of English proficiency but is also influenced by students' emotional state during the examination process. In high-pressure situations, students tend to revert to the language they are most proficient in to ensure they can explain their answers and maintain communication with the examiners.

The findings conclude that psychological factors, particularly anxiety, nervousness, and lack of confidence, play an important role in triggering code-switching during thesis defense sessions. In high-pressure examination situations, students may struggle to speak fluently in English despite adequate preparation. This emotional pressure affects their confidence, fluency, and ability to express ideas, leading them to revert to Bahasa Indonesia to maintain communication. Therefore, code-switching in this context is influenced not only by linguistic ability but also by students' psychological condition during the oral examination.

e. Pressure from Examiner Questions

Another important factor identified in this study is the pressure created by examiners' questions during thesis defense sessions. In oral academic examinations, students are expected to respond immediately to critical and often unpredictable questions related to their research. Unlike classroom presentations, thesis defenses involve direct evaluation from lecturers, requiring students not only to understand their research content thoroughly but also to provide spontaneous, logical, and academically appropriate responses in English. This demanding situation creates significant interactional pressure that increases students' cognitive burden and often contributes to the occurrence of code-switching.

SK stated *"In my opinion, students tend to switch languages during their defense due to limited vocabulary, difficulty expressing complex ideas in English, pressure from examiners' questions."* SK stated that students frequently switch languages because of the pressure from examiners' questions. This finding suggests that the questioning process itself becomes a source of psychological and communicative tension. When examiners ask challenging or highly analytical

questions, students may feel overwhelmed by the need to process information quickly while simultaneously organizing their thoughts and maintaining grammatical accuracy in English. Under such pressure, students may struggle to continue speaking fluently in the target language, leading them to switch into Bahasa Indonesia as a way to maintain communication and avoid long pauses or misunderstandings.

MU added *“When he’s at a loss, when the examiner asks a question,”* MU indicates that the spontaneous nature of oral questioning can disrupt students’ ability to retrieve vocabulary, structure arguments, and deliver coherent explanations in English. Even students who have prepared their thesis material thoroughly may experience difficulty when faced with unexpected questions that require immediate critical thinking and verbal response. In these situations, switching to the first language becomes a practical communicative strategy that helps students’ express ideas more quickly and confidently without completely interrupting the interaction.

These findings indicate that code-switching is closely related to interactional pressure in oral exams. The spontaneous and evaluative nature of the examiner’s questions creates a demanding context, causing students to temporarily rely on their first language. Overall, pressure from the examiner’s questions emerges as another key factor contributing to code-switching during the munaqasyah session.

Similarly, NS explained that *“as the question-and-answer session becomes more serious and intense, students increasingly begin to switch languages”*. This finding highlights the relationship between the intensity of academic interaction and students’ language choice. At the beginning of the defense, students may still be able to maintain English as the primary language of communication. However, as examiners continue asking deeper, more complex, or more evaluative questions, students often experience increased nervousness, cognitive fatigue, and communicative pressure. Consequently, they may gradually rely more on Bahasa Indonesia in order to sustain their explanations and defend their arguments more effectively.

The findings conclude that code-switching during thesis defense sessions is strongly influenced by interactional pressure from examiners' questions. The spontaneous nature of oral questioning can disrupt students' ability to retrieve vocabulary, organize ideas, and deliver coherent explanations in English. Even well-prepared students may struggle when faced with unexpected questions that require immediate responses, leading them to switch to their first language as a practical strategy to maintain communication and express their ideas more effectively. As the question-and-answer session becomes more intense and complex, students tend to switch languages more frequently, indicating that increasing academic pressure during the defense affects their language choice. While English may be maintained at the beginning of the session, deeper and more demanding questions can cause students to experience nervousness and cognitive pressure, gradually leading them to rely on *Bahasa Indonesia* to support their explanations. Overall, examiner questioning style and interactional pressure are key factors contributing to code-switching during the *munaqasyah* session.

B. Discussion

This study aims to explore lecturers' perspectives on code switching during sidang munaqasyah, particularly focusing on the reasons why code switching occurs and the factors that trigger language switching during the defense session. The following section discusses the findings of this study in relation to existing theories and previous studies presented in Chapter II. This study answers two research questions, both of which were addressed through data collected from semi-structured interviews with lecturers.

1. Reasons Why Code Switching Occurs During Thesis Defense

To answer the first research question, "*How do lecturers perceive the occurrence of code switching during sidang munaqasyah?*" the research findings indicate that lecturers view code-switching as a functional and purposeful communicative strategy, rather than merely as a sign of limited language proficiency. Based on interview data, five main reasons were identified:

clarification of meaning, maintaining the flow of communication, ensuring mutual understanding, fairness of evaluation, and language use regulation.

The first reason identified in this study was the need to clarify meaning. The lecturer explained that code-switching often occurs when students have difficulty explaining complex research concepts, methodological decisions, or technical terms in English. In such situations, switching to Indonesian helps students convey the intended meaning more accurately and helps examiners understand the research content more clearly. This finding aligns with the views of Simasiku, et al. (2015), who argue that code-switching should not be viewed as a communication barrier, but rather as a resource that helps speakers clarify meaning and avoid misunderstandings. Similarly, Talal (2022) explains that bilingual speakers often rely on their first language when communication in the target language becomes difficult. In the context of a thesis defense, this indicates that code-switching functions as an academic strategy to maintain precision of meaning when discussing complex research content.

Another key reason identified in this study was to maintain the flow of communication. Several instructors noted that code-switching was frequently used when students became hesitant, struggled to continue the conversation, or paused briefly during question-and-answer sessions. By temporarily switching to Indonesian, students could continue their explanations without interrupting the flow of communication. This finding aligns with Fauzi's (2023), who explains that code-switching in academic interactions often serves to maintain communication and facilitate knowledge transfer. This finding also aligns with Sert's (2005) notion that code-switching functions as an interactional resource that helps speakers manage discourse and maintain the flow of conversation. In the context of a thesis defense, maintaining the flow of communication is crucial because students are required to answer examiners' questions spontaneously under time pressure.

The research findings also indicate that code-switching is used to ensure mutual understanding between students and examiners. Some lecturers reported that language shifts are sometimes initiated not only by students but also by examiners when they feel that the intended message has not been fully understood.

In these situations, code-switching serves as a shared communicative strategy used by both parties to negotiate meaning and ensure that the discussion remains comprehensible. These findings reflect Yusuf's (2009) explanation, which draws on Gumperz's interactional framework, that code-switching serves pragmatic functions such as clarification, elaboration, and interaction management. Similarly, Kasim et al. (2019) found that code-switching in thesis defense sessions often serves to maintain clarity and shared understanding among participants. Therefore, this study confirms that code-switching in thesis defense sessions is not merely an individual linguistic act but also a collaborative mechanism for achieving effective communication.

Another reason identified is fairness in assessment. The lecturers emphasized that thesis defense sessions should not only assess speaking ability, but also evaluate students' understanding of the research, mastery of the content, and academic reasoning. In many cases, students may understand their thesis well but struggle to fully express their ideas in English. Therefore, allowing limited code-switching helps examiners assess students' actual knowledge rather than judging them solely based on their fluency. This finding supports Hanafiah et al. (2021), who observed that examiners often permit code-switching during thesis defense to ensure fair assessment and effective communication. This finding also reflects the argument presented in Chapter II that code-switching can serve as a communicative bridge that allows academic knowledge to be assessed without being overshadowed by linguistic limitations.

The final reason identified in this study is lecturer regulation of language use. The findings reveal that code-switching during thesis defense is not solely determined by students' linguistic needs but is also influenced by lecturers' authority in managing communication during the examination. Although English is expected to remain the primary language of interaction, lecturers retain the discretion to determine when the use of Bahasa Indonesia is acceptable. The interview data show that lecturers generally encourage students to use English first; however, they may permit limited code-switching when students experience difficulties in understanding questions, explaining research concepts, or

maintaining communication. This suggests that language choice during the defense is not entirely an individual decision made by students but rather a negotiated practice shaped by lecturers' judgments and institutional expectations. This finding is consistent with Hyland's (2005) view that academic interaction involves participants actively positioning themselves and managing engagement within discourse. In the context of thesis defense, lecturers occupy an authoritative role that enables them to influence interactional practices, including decisions related to language use. Through their role as examiners, lecturers can determine when code-switching is acceptable and when English should remain the primary medium of communication. Unlike previous studies that primarily focused on the types, functions, and reasons for code-switching, the present study demonstrates that examiner authority also plays a significant role in shaping language practices during thesis defense. Therefore, code-switching should be understood not only as a communicative strategy employed by students but also as a practice influenced by lecturers' authority within the institutional context of academic assessment.

Overall, the findings suggest that code switching during' thesis defense is not simply the result of linguistic weakness. Rather, it serves multiple academic and interactional purposes, including clarifying meaning, maintaining communication, ensuring mutual understanding, supporting fairness in evaluation, and regulating language use within the institutional context of thesis examination.

2. Factors Triggering Code Switching During Thesis Defense

To answer the second research question, "*What conditions do lecturers identify as triggering students' code switching during sidang munaqasyah?*", the research findings indicate that codes - witching is influenced by several factors related to linguistic competence, psychological conditions, and communicative demands in the defense setting. Based on the interview data, five main factors emerged: limited vocabulary, difficulty expressing ideas in English, comprehension difficulties, psychological factors, and pressure from examiner questions.

The first factor identified was limited vocabulary. Most lecturers noted that students often switched to Indonesian when they did not know the correct English

term to explain their ideas. This typically occurred when students discussed technical concepts, methodological terms, or academic expressions that are less common in everyday communication. As a result, students rely on their first language to keep the conversation going without causing long pauses or interruptions in interaction. This finding aligns with Hanafiah et al. (2021), who explain that linguistic limitations, particularly vocabulary gaps, are one of the main reasons students switch languages in academic discourse. Similarly, Fauzi (2023) notes that difficulty in finding the right vocabulary often prompts bilingual speakers to switch codes to maintain the fluency of communication. In the context of thesis defense, vocabulary limitations thus become a direct linguistic trigger that influences students' language choices.

Another factor identified in this study is the difficulty of expressing ideas in English. Some lecturers emphasized that while students may understand their research well, they still struggle to explain it clearly and accurately in English. The challenge does not always lie in a lack of knowledge, but rather in the process of translating complex thoughts into academically appropriate spoken English. Students often switch languages when they feel that English does not allow them to convey nuanced meanings, detailed explanations, or methodological justifications as accurately as they intend. This finding supports Talal's (2022), who argues that multilingual speakers often rely on their first language when facing difficulties in articulating ideas in the target language. These findings also reflect Yusuf's (2009) view that code-switching serves as a pragmatic resource for elaborating and reinforcing messages. Thus, in the context of thesis defense hearings, code-switching frequently occurs because students require a more accessible linguistic channel to express the substance of their research.

Another factor identified in this study is comprehension difficulties. The findings indicate that students tend to switch to Indonesian when they have difficulty understanding examiners' questions, particularly when the questions involve complex theories, technical terminology, or detailed academic explanations. In such situations, students may struggle not only to formulate responses but also to fully grasp the meaning of the questions being asked.

Consequently, code-switching becomes a strategy that helps them gain a clearer understanding of the discussion and respond more appropriately. This finding is consistent with Hanafiah et al. (2021), who found that code-switching frequently occurs when participants encounter linguistic difficulties and require additional clarification during thesis defense interactions. Similarly, Yusuf (2009) explains that code-switching serves pragmatic functions such as clarification and meaning negotiation when communication becomes difficult. Therefore, code-switching serves as a means of facilitating comprehension and reducing misunderstandings in academic communication.

The research findings also indicate that psychological factors such as anxiety and a lack of self-confidence are the primary factors triggering code-switching. Lecturers often describe thesis defense sessions as high-pressure academic situations, where students are required to respond spontaneously, defend their arguments, and interact with examiners under formal evaluative conditions. Even students who have prepared their material well may experience nervousness, psychological pressure, or a loss of self-confidence during the defense. Similar findings were reported by Diana et al. (2024), who identified fear of making mistakes, fear of negative evaluation, and concerns about academic performance as factors contributing to speaking anxiety among EFL learners. This finding is also consistent with Habiburrahim et al. (2020), who found that speaking anxiety may negatively affect students' speaking performance and their ability to express ideas effectively during oral communication. In such situations, students often revert to using Indonesian because it provides a greater sense of comfort and helps them calm down. This finding is closely related to the affective function of code-switching proposed by Sert (2005), who explains that language switching can help speakers reduce tension and maintain interaction under pressure. These findings also align with Hakim et al. (2019), which identifies psychological pressure as one of the main reasons bilingual speakers revert to their first language in high-stakes academic situations. In this study, lecturers clearly viewed anxiety not merely as a linguistic issue, but also as a psychological condition that directly affects students' oral performance.

The findings further indicate that pressure from examiner questions contributes to the occurrence of code-switching. During thesis defense sessions, students are expected to provide immediate and academically appropriate responses to critical questions regarding their research. Such demands increase students' cognitive load because they must simultaneously understand the question, organize their ideas, and express their answers in English. This finding is in line with Jarjani and Risdaneva (2018), who reported that anxiety frequently occurs when learners are required to perform individually and speak English in situations involving high self-exposure. When confronted with unexpected or challenging questions, students may experience difficulty maintaining fluency and accuracy in the target language. Consequently, they often switch to Bahasa Indonesia in order to continue their explanations more effectively. This finding supports Abrar et al. (2024), who found that the demanding nature of thesis defense examinations creates communicative pressure that affects students' speaking performance. Thus, code-switching functions as a practical strategy for coping with the interactional demands of oral academic examinations.

The overall findings indicate that students' code-switching during thesis defense is influenced by a combination of linguistic, cognitive, and psychological factors. Limited vocabulary, difficulty expressing ideas, and comprehension difficulties reflect challenges related to language proficiency, while psychological factors and pressure from examiner questions reflect the demanding nature of oral academic examinations. These findings suggest that code-switching should not be viewed merely as evidence of inadequate English proficiency but rather as an adaptive communicative strategy that enables students to maintain participation and successfully convey their ideas during thesis defense sessions.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and recommendations of the study. The conclusions are drawn based on the research findings and discussion presented in the previous chapter. The recommendations are provided as a reference for lecturers, students, and future researchers.

A. Conclusions

Based on the findings and discussion in the previous chapter, several conclusions can be drawn regarding lecturers' perspectives on code switching during *sidang munaqasyah* in the English Education Department.

This study shows that lecturers generally perceive code switching as a purposeful and functional communicative strategy rather than merely as a sign of limited English proficiency. With regard to the first research question, the findings reveal that code switching occurs for several important reasons during thesis defense.

First, code switching helps clarify meaning. During thesis defense sessions, students are required to explain research concepts, methodological decisions, theoretical frameworks, and research findings. In many cases, students understand the substance of their research but experience difficulty expressing complex academic ideas clearly in English. In such situations, switching to Bahasa Indonesia helps them convey the intended meaning more accurately and reduces the possibility of misunderstanding.

Second, code switching helps maintain the flow of communication. Thesis defense requires students to respond spontaneously to examiners' questions in a formal academic setting. When students hesitate, forget particular vocabulary, or struggle to continue their explanations in English, communication may become interrupted. In these situations, code switching functions as a practical strategy that allows interaction to continue more smoothly.

Third, code switching helps ensure mutual understanding between students and examiners. The findings indicate that language switching is not only initiated by students but may also be initiated by lecturers when questions or explanations are not fully understood. In this way, code switching becomes a shared communicative strategy that supports clearer academic interaction during the defense session.

Fourth, code switching contributes to fairness of evaluation. The lecturers emphasized that thesis defense does not only assess students' speaking ability, but also evaluates students' understanding of research content, methodology, and academic reasoning. Therefore, limited code switching may help examiners assess students' actual understanding of their research rather than judging them solely based on language performance.

Finally, an important contribution of this study is the identification of lecturer regulation of language use as a factor influencing the occurrence of code-switching. The findings show that lecturers play an active role in shaping language practices during the defense by determining when code-switching is permitted or restricted. This suggests that language choice during thesis defense is influenced not only by students' communicative needs but also by lecturers' authority and institutional expectations within the academic examination context.

With regard to the second research question, the findings reveal several factors that trigger students to switch from English to Bahasa Indonesia during *sidang munaqasyah*.

The findings indicate that limited vocabulary is one of the most common factors. Students often experience difficulty finding appropriate English words, especially when discussing technical academic terms related to theory, methodology, and research findings. Another factor is difficulty expressing ideas in English. Some students may understand the substance of their thesis well but still struggle to transform their understanding into clear oral academic explanations in English.

Lack of understanding also emerged as an important factor. Students sometimes do not fully understand examiners' questions, particularly when the

questions involve complex academic language or technical terminology. In such situations, switching to Bahasa Indonesia helps restore understanding and supports smoother communication.

Psychological factors also play an important role. Anxiety, nervousness, and lack of confidence often affect students' ability to speak English fluently during thesis defense. Even students who are well prepared may experience pressure during oral examinations and temporarily return to their first language because it provides greater comfort and confidence.

In addition, pressure from examiners' questions also contributes to code switching. During thesis defense, students are required to respond immediately and defend their arguments in real time. This interactional pressure increases cognitive demands and often triggers temporary language switching.

To sum up, this study concludes that code switching during thesis defense is not simply the result of linguistic weakness. Rather, it emerges as an interactional and context-dependent communicative strategy shaped by academic demands, psychological conditions, and lecturer authority. In this context, code switching serves as a practical resource that helps maintain effective academic communication while enabling lecturers to assess students' actual understanding of their research.

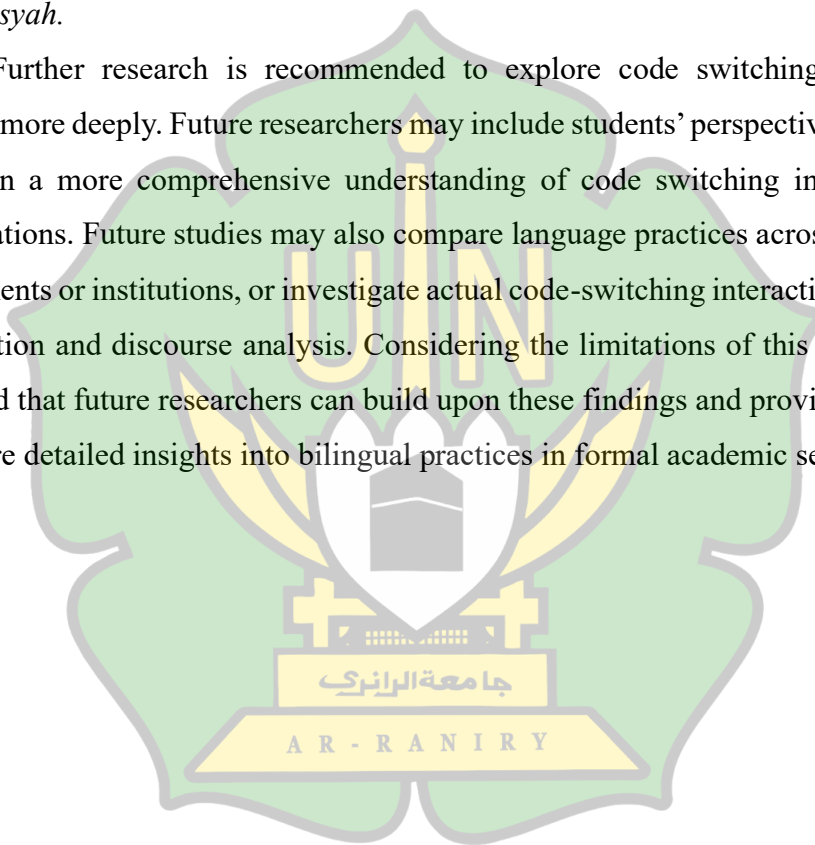
B. Suggestions

Based on the findings of this study, several recommendations are proposed for lecturers, students, and future researchers.

Students are encouraged to prepare themselves carefully before the thesis defense. They need to strengthen their academic vocabulary, practice explaining their research orally in English, and anticipate possible questions from examiners. Students are also advised to develop a strong understanding of the core aspects of their thesis, including what the study is about, why the topic was chosen, and how the research was conducted. Better preparation may help reduce anxiety, increase confidence, and minimize excessive dependence on code switching during the defense.

Lecturers are encouraged to maintain a balanced approach toward language use during thesis defense. English should remain the primary medium of communication in order to support students' academic language development. However, limited and purposeful code switching may be allowed when it helps clarify meaning, maintain communication, and ensure fairness in assessment. It is also recommended that lecturers provide clearer guidance regarding when and under what circumstances code switching may be acceptable during *sidang munaqasyah*.

Further research is recommended to explore code switching in thesis defense more deeply. Future researchers may include students' perspectives in order to obtain a more comprehensive understanding of code switching in academic examinations. Future studies may also compare language practices across different departments or institutions, or investigate actual code-switching interaction through observation and discourse analysis. Considering the limitations of this study, it is expected that future researchers can build upon these findings and provide broader and more detailed insights into bilingual practices in formal academic settings.



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APPENDICES

Appendix A

Appointment Letter of Supervisor


KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1440 TAHUN 2025

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/Kmk.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 :
Prof. Habiburrahim, S.Ag., M.Com., MS., Ph.D
Untuk membimbing Skripsi
Nama : Ulqia
NIM : 220203033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Code Switching in Sidang Munaqasyah : Lecturer's Voice

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-025.04.2.423925/2025 Tanggal 02 Desember Tahun Anggaran 2025;

KEEMPAT : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : 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 : 16 Oktober 2025
Dekan,

Satrio Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan 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 from The Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-1423/Un.08/FTK.1/TL.00/3/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

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

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203033

Nama : ULQIA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Medan-Banda Aceh, Tgk Mahdi Desa Geurugok

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 **CODE SWITCHING IN SIDANG MUNAQASYAH : LECTURER'S VOICE**

Banda Aceh, 06 Maret 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 17 April 2026

A R - R A N I R Y

Appendix C

Confirmation Letter of Conducting Research at the English

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN
Nomor: B-320/Un.08/PBI/Kp.01.2/5/2026

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : Ulqia
NIM : 220203033
Prodi : Pendidikan Bahasa Inggris
Alamat : Dsn Tgk Mahdi, Desa Geurugok

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Code Switching In Sidang Munaqasyah: Lecturers' Voices"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Mei 2026
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahlilana

Appendix D

Informed Consent

Informed Consent Form

Research Project Title : Code Switching in *Sidang munaqasyah* : Lecturers' Voices

Researcher : Ulqia

Thank you for agreeing to participate in this research. You are invited because you are a lecturer in the English Education Department who has experience serving as an examiner in *sidang munaqasyah* (thesis defense). This research aims to explore lecturers' perspectives on the occurrence of code switching during *sidang munaqasyah*, particularly the reasons why it occurs and the factors that trigger students to switch codes during the defense.

If you agree to participate, you will be involved in a semi-structured interview session. The interview will include questions about your experiences as an examiner during thesis defenses, your views on the use of code switching, and the factors that may lead students to switch between English and Bahasa Indonesia. The session will last approximately 20–30 minutes, and with your permission, the conversation will be audio-recorded to ensure the accuracy of the data.

Voluntary Participation

Your participation in this study is entirely voluntary. You are free to decline participation, refuse to answer any question, or withdraw from the study at any time without penalty, explanation, or any impact on your professional or academic position. You also have the right to withdraw your data prior to the analysis stage

Confidentiality

All information provided in this study will be treated confidentially. Your name and any identifying information will not appear in any report or publication. A pseudonym will be used to protect your identity. All collected data will be securely stored and used solely for academic and research purposes.

If you have any questions or concerns regarding this research, please contact:

Researcher :

Ulqia

Department of English Language Education UIN Ar-Raniry Banda Aceh

Email: 220203033@gmail.com

Phone: +6285217606248

Statement of Consent

I have read and understood the information provided above. I have had the opportunity to ask questions, and all of my questions have been answered satisfactorily. I understand that my participation in this study is voluntary and that I am free to withdraw at any time without any consequences. By signing below, I voluntarily agree to participate in this research.

Banda Aceh, 2026

Researcher

Ulqia

Participant

(.....)

Appendix E

Interview Protocol and Questions

Interview Protocol

Research Project Title : Code Switching in *Sidang munaqasyah* : Lecturers' Voices

Time of Interview :

Date :

Place : UIN Ar-Raniry, Banda Aceh

Research Investigator : Ulqia

Participant :

Position of Interviewee : Examiners in *Sidang munaqasyah* of English Language Education Department

This research explores lecturers' perspectives on the occurrence of code-switching during thesis defense (*sidang munaqasyah*) in the English Language Education Department. The study aims to investigate how lecturers perceive the use of code-switching during the defense process and to identify the factors that trigger students to switch between English and Bahasa Indonesia. Data will be collected through semi-structured interviews, and the conversation will be audio-recorded with the participant's consent. All information provided by the participants will be kept confidential and used solely for academic research purposes. During the interview, participants will be asked several questions regarding their experiences and views as examiners in thesis defense sessions. The interview is expected to take approximately 20–30 minutes.

Questions

1. How do you define code switching in the context of a thesis defense (*sidang munaqasyah*)?
2. In your experience as an examiner, how often do students switch from English to Bahasa Indonesia during their defense?
3. What are the most common situations in which students perform code switching?
4. What factors do you think trigger students to switch languages during their defense?
5. Do you think allowing code switching helps or hinders students' performance in presenting their thesis? Why?
6. How do you decide when to permit or restrict students from switching codes?
7. In your opinion, does code switching affect the fairness or accuracy of the evaluation process?
8. What are your personal views about balancing English as the main language with Bahasa Indonesia for clarification?
9. Do you believe institutional policy or examiner discretion plays a stronger role in regulating language use during munaqasyah?
10. What suggestions would you give to future students to manage their language use effectively during thesis defense sessions?

Appendix F

Sample of Interview Transcript

Interviewer : Ulqia (UQ)

Participant : NS

UQ	How do you define code switching in the context of a thesis defense (sidang munaqasyah)?
NS	I'm a bit forgetful, you know, because there's another term: code mixing. Well, to be honest, I'm a little fuzzy on that part. So, when you get older like this, sometimes the line between A and B is pretty blurry. But basically, what I mean by "code switching" is switching between languages. We're in the English language field, right? But there are many situations where we sometimes speak Indonesian, so that switching is...
UQ	In your experience as an examiner, how often do students switch from English to Bahasa Indonesia during their defense?
NS	My experience as an examiner: Yes, it happens often. Sometimes they even try to switch languages, but we try to steer them away from that. Yes, to maintain the flow. Well, it's not just that. It's their chance to speak English, for example. Although there are times when, sometimes, because, you see, the topics are really heavy, sensitive. Some are difficult to discuss. When it's clear they're really struggling, we let them. But as long as they can, we try to have them speak English. When else would they get the chance? In class, we use Indonesian, so we hope that the exam is a moment for them to speak English. Because actually, the context might be different from others. They're asked about the content. If the exam is in Indonesian let say, biology there's more content. But in English, the research itself is more minimal. So they write in English and discuss it in English. So actually, the substance is more minimal. Actually, the goal of the research in the English Language Program is to enable students to write and discuss topics in

	English. So, the main focus is on ensuring they know what to write, how to structure it, and that everything is presented in English. As for me personally, I still prioritize quality. However, if, for example, a student's content isn't quite up to par but they can express themselves fluently in English, that's also a factor I take into consideration. But sometimes we don't automatically give a passing grade just because they speak fluently, even if they make a lot of mistakes. It's not that simple. So there are still factors to consider. It might be different, though, because I work not only in the field of English but also on gender and children's issues. So I'm often asked to serve as an examiner outside the department, for example at the Faculty of Social and Political Sciences or sometimes in religious outreach. In those cases, what's usually prioritized is the substance of the research. But here, we do still ask about the substance as well. It's just that if it turns out they can present it well in English, that also factors into the evaluation.
UQ	Would it be a plus if it could be entirely in English, Miss?
NS	Yes, so when he speaks Indonesian, we still guide him toward speaking English
UQ	What are the most common situations in which students perform code switching?
NS	Generally, when the words are unusual, they can be a bit difficult. Usually, when it comes to everyday language, the words we use most often aren't
UQ	They'll definitely be able to perform in everyday language, right, Miss?
NS	Yeah, but when it comes to the actual substance, the language gets more technical. The vocabulary is also quite specialized, so there's often code-switching. Or the topic gets even more detailed, which usually leads to code-switching.
UQ	What about the Q&A session, Miss?

NS	It also happens quite often that, when he answers and his responses start to get more intense, especially when the conversation turns to serious topics, he usually starts to switch between languages.
UQ	What factors do you think trigger students to switch languages during their defense?
NS	That's because of a limited vocabulary. Since those words are rarely used, and the subject matter is complex. Not to mention, sometimes I feel like if I don't use Indonesian, they won't understand. So sometimes I try, "Let's try Indonesian, why don't you understand?" Maybe they're trying to speak English too. Sometimes I say, "Can you repeat that again?" Try speaking Indonesian. Oh, okay, thank you. So sometimes we're the ones who suggest it because we don't understand, and they try. We suggest they speak English, and they try to speak English with their limited vocabulary. And then they try to do it, and then we don't understand. Okay, try speaking Indonesian. So sometimes, you see, it's more difficult. Then the vocabulary is indeed core vocabulary, usually not just ordinary vocabulary.
UQ	Sometimes people have a hard time expressing their ideas when they speak English, right?
NS	Well, but when it comes to everyday activities, like "Where are you from?" that's just part of daily life. But when it comes to the substance they did code-switching, for example, when discussing something like "What are you doing?", "I did this, I did that", that's easy. "Why did you..." that might be a bit more intense. "What did..." in Chapter 2, it says about this or that might already be starting to trigger it.
UQ	Do you think allowing code switching helps or hinders students' performance in presenting their thesis? Why?
NS	Yeah, in my opinion, it helps. Honestly, we do help them. Because, let's face it, even we sometimes struggle. As you know, Indonesia isn't the best environment for studying English. Because, as you already know, English itself is a foreign language. A foreign language means it's rarely used. It's

	very helpful. So, for English learners in Indonesia, it's actually not conducive to push them to speak English when they're having a hard time. Finally, we're making room for him, giving him a chance to explain things in his own way. We're also helping to ease the pressure. It's better than him staying silent or getting even more stressed out. Because sometimes we have to be fair. He might write well and understand the content, but his challenge is with the language. Well, that still deserves recognition. Even though it was labeled a "minus" earlier, there's still merit to it. Because research isn't easy. It actually requires a balance between the research process, from calculations, data collection, and writing, to how they defend their research. Each of these has its own role. So if it's just because of the language that they can't convey their ideas, and we end up assuming they don't understand the content, that's also unfair. That's why we sometimes give them some space, so we can see that they actually do understand what they're writing, they're just having trouble conveying it in English. So that's where we help. And honestly, not many people can truly understand and express themselves fluently at the same time. So we help as much as we can.
UQ	How do you decide when to permit or restrict students from switching codes?
NS	Yeah, we can tell when we see it, because we've been watching them for a while. From the way they speak and their body language, we can usually predict when they're having a hard time. So, as much as possible, we let them try on their own at first and give them a chance. But if we see that they're truly struggling, even though they've tried and are trying to be confident, but we feel that what they're saying isn't clear, that's when we usually suggest they just use Indonesian instead.
UQ	In your opinion, does code switching affect the fairness or accuracy of the evaluation process?

NS	Oh Everything has its own part. In my opinion, grading does have a range. For example, if the writing is good, the English grammar is good, and during the defense we see that the student truly understands the material and speaks well, the grade will be high. It could be an A, or even an A+. But if they speak fluently, even though there are still some mistakes but most of it is correct, that might get an A, but an A-minus. So there really is a range in grading. Sometimes there are students whose English is good, but their understanding of the content is lacking or there are errors, which can also lower the grade. Because I personally evaluate based on those three aspects. Actually, there's one more factor. As an advisor, my evaluation isn't just based on the final result, but also on the mentoring process. That's why my evaluation might differ when I'm an examiner compared to when I'm an advisor. As a mentor, I look at their struggle, from start to finish, and I look at their improvement. I value that. But as an examiner, I evaluate based solely on what's visible at that moment, without any extra credit. Meanwhile, as a mentor, there's extra credit for the process. But sometimes it can happen that my score is actually lower than others', because I've already seen the process from the beginning.
UQ	What are your personal views about balancing English as the main language with Bahasa Indonesia for clarification?
NS	We actually allow the use of Indonesian. If it weren't allowed, of course it wouldn't be permitted. So, in my opinion, since it is allowed, it's not a problem. Even so, it still affects the evaluation. For example, if their English sounds less fluent, their score might be lower. But that doesn't mean they're being rude; it just affects the fluency of their language.
UQ	Why was it allowed?
NS	Why was it allowed? Because we saw that he was indeed having difficulties. And in our view, when he's struggling, being able to clarify things in Indonesian actually makes it easier for him. Once again, his ability to master the material is a separate consideration. Because there are also

	people who actually understand the material but are unable to convey it in English. Well, that's also a separate factor in our evaluation.
UQ	So, the important thing is to keep trying in English. Don't just switch to Indonesian and still need permission from the examiner, Miss?
NS	Unless we ask them to, they usually try speaking English again on their own. Some do keep trying. But if they seem to be struggling, we usually say, "Why don't you just try speaking Indonesian?" Sometimes, even without being asked, they switch to Indonesian right away. And in some situations, we also switch to Indonesian to make communication go more smoothly.
UQ	Do you believe institutional policy or examiner discretion plays a stronger role in regulating language use during munaqasyah?
NS	If asked whether institutional policies or examiner policies play a greater role, it's actually the examiners who are more dominant. So, the examiners have more control over language use during the defense, including whether students are allowed to switch languages or not. Usually, the professor who asking the questions is the one who makes the final decision. Sometimes we do offer suggestions, such as "try using English first" or "you may use Indonesian," but these are merely suggestions, not requirements. In an examiner panel, there are usually several people, say four. Even though there is a chairperson, the examiner currently asking the questions still holds the authority during the Q&A session. So we respect each other's roles. For example, as the chair, I usually try not to interfere too much. At most, I'll offer advice, but the final decision rests with the examiner in question. After all, each examiner will have their own assessment. I also don't like to interfere with others' evaluations, and vice versa. Because every examiner has their own considerations. Since our system is based on cumulative scoring, we let each examiner evaluate according to their own perspective. When it comes to language use, we actually prioritize English. After all, this is their chance to demonstrate their English proficiency. As

	long as we see that they're still capable, we encourage them to keep using English. But if they start to struggle after a while, only then do we offer an option, such as "try using Indonesian instead." In fact, some end up using Indonesian more often. We can usually predict this from the start; for example, from the first 5–10 minutes of their presentation, we can already see what level their proficiency is at. So the bottom line is, the examiner plays the biggest role in managing language use, but remains flexible based on the student's circumstances.
UQ	What suggestions would you give to future students to manage their language use effectively during thesis defense sessions?
NS	Sekarang gini Kan kamu yang nulis kecuali Somebody else Write it for you You know , Terus tentang Skripsi sebenarnya dibandingkan Pembimbing Jangan kan penguji, pembimbing Kamu lebih tau seharusnya daripada Orang lain. Orang lain Pembimbing itu hanya berdasarkan pengalaman Ini maunya begini Tapi yang kamu yang cari Itu kamu yang lebih menguasai Jadi Nah seharusnya vocab itu Udah dikunyah Udah dikuasai Ada 3 pertanyaan yang selalu wajib Academic writing, academic defense First What Why And how. Just get ready What is your title And then Why are you interested in it Just get ready So everything You prepare those 3 things Later I will be asked What is this This is the answer And then why Why are you interested in that This is the answer And then how Did you do that Oke, I did The first step, the second step, and the third step And this is what I did. Here's the thing, you're the one who wrote your thesis, unless somebody else actually wrote it for you. So, you're actually the one who knows the content of your thesis best, even better than your advisor. Your advisor is just guiding you based on experience, suggesting it's better this way or that way, but you're the one who collected the data, wrote it, and really understands it. So, you should be the one who knows it the most. That's why the vocabulary in your thesis is something you've already digested, you already understand it, it's just a matter of how you deliver it.

	In academic writing and academic defense, there are always three main things: what, why, and how. What is about your research, your title, your topic. Why is why you are interested in it. And how is how you did the research. So you just need to prepare those three. If later you're asked, you already know how to answer. What is this, you answer. Why are you interested in this, you answer. How did you do it, you explain step by step, the first step, the second step, the third step, this is what you did. So basically, just prepare those three clearly.
UQ	So the key really is preparation, right, Miss?
NS	Yes, so you really do have to prepare. And actually, we should also reread what we've written frequently and try to anticipate the questions. Because those questions often come up and are predictable, especially if you attend seminars regularly., you'll start to recognize the patterns. Usually, the questions don't stray far from these topics: what's the title, why are you interested, what does the research look like, how many research questions are there, let say, three and then how do you answer them. Then it moves on to the methods: what techniques were used, what type of research it is. For example, quantitative, then you'll be asked again, what does quantitative mean? Then what techniques were used, such as interviews or questionnaires, and why those were chosen. So really, it's just a matter of being prepared. If there are terms, you're not familiar with, prepare them. Memorize them often or get used to using new vocabulary, that's how it should be.
UQ	Thank you very much miss

Appendix G

Research Documentation

