

**The Use of Code-Switching And Code-Mixing  
in Instructional Medium of EFL Classes  
(A Descriptive Study at English Education Study Program  
of UIN K.H Saifuddin Zuhri Purwokerto)**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for Sarjana Pendidikan (S.Pd.)  
Degree**

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2022**

## STATEMENT OF ORIGINALITY

### STATEMENT OF ORIGINALITY

Here with I,

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Declare that the thesis I have compiled with the title, "**The Use of Code-Switching and Code-Mixing in Instructional Medium of EFL Classes (A Descriptive Study at English Education Study Program of UIN K.H Saifuddin Zuhri Purwokerto)**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, 20 september 2022

I Who Declare,



**Mohammad Rizki Utomo**

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## APPROVAL SHEET

### APPROVAL SHEET

This undergraduate thesis, entitled


**The Use of Code-Switching and Code-Mixing in Instructional Medium of  
EFI, Classes (A Descriptive Study at English Education Study Program of  
UIN Prof. K.H Saifuddin Zuhri Purwokerto).**

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Purwokerto, 6 Oktober 2022

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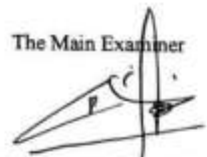
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### OFFICIAL NOTE OF SUPERVISOR

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To :  
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Prof. K.H. Saifuddin Zuhri Purwokerto  
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*Assalamu 'alaikum Wr. Wb.*

After conducting guidance, review, direction, and correction, then through this letter I convey that:

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Medium of EFL Classes (A Descriptive Study at English Education Study Program  
of UIN K.H Saifuddin Zuhri Purwokerto).

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

*Wassalamu 'alaikum Wr. Wb*

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## MOTTO

“Indeed, with hardship [will be] ease.”

(Q.S Al-Insyirah: 6)

“Your toughest and worst time will make you most great version of you”

Mardigu Wowiek Prasantyo

“ God will not be amateur in creating the lifeline of his creatures”

The writer of *Kami Bukan Sarjana Kertas* novel ‘J.S Khairen’

*“Entah kemanapun engkau berada dan posisimu, hal yang sama juga akan berlaku untuk kesulitan dan kegagalan. Tidak apa-apa. Jangan hindari kesulitannya. Temukan hal sulit yang bisa kau hadapi dan nikmati. Sehingga masalah tersebut akan terlalui”*

The writer of *Sebuah Seni Untuk Bersikap Bodo Amat* book ‘Mark Manson’

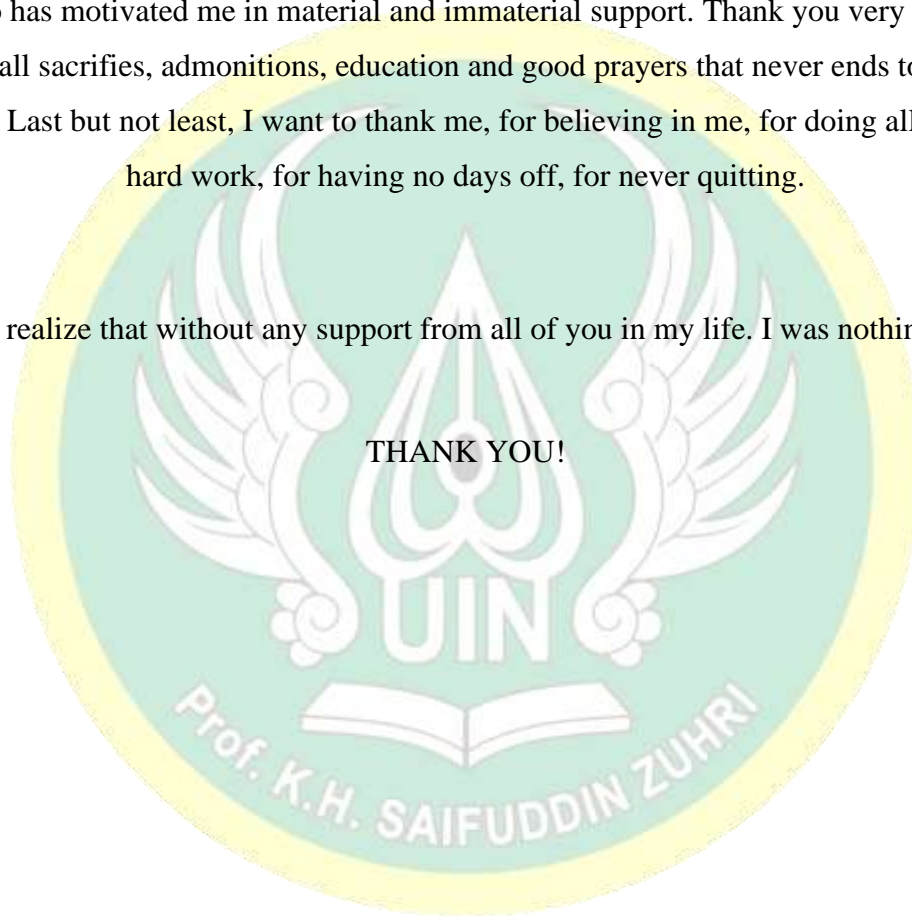
## DEDICATION

This undergraduate thesis is entirely dedicated to my great people in my life, My lovely father Sri Utomo Dananjoyo, My lovely mother Mikhatun Nasikha, My little handsome brother Fairush Utomo. They are my reasons always to study hard, to have great education, so that I finished my journey in undergraduate. Then, this thesis also respectfully dedicated for my inspired aunt, Maskiyah Bajari who has motivated me in material and immaterial support. Thank you very much for all sacrifices, admonitions, education and good prayers that never ends to me.

17. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting.

I realize that without any support from all of you in my life. I was nothing.

THANK YOU!





## ACKNOWLEDGEMENT

*Assalamu'alaikum Wr. Wb*

In the name of Allah, the Beneficent and the Merciful, praises be upon Allah SWT, the Lord of the universe, who has given blessing, guidance, love, opportunity, health, and mercy to complete this undergraduate thesis. This undergraduate thesis entitled “The Use of Code-Switching And Code-Mixing in Instructional Medium of EFL Classes (A Descriptive Study at English Education Study Program of UIN K.H Saifuddin Zuhri Purwokerto). And also my Peace and salutations be upon our great prophet Muhammad SAW, his family, companions, and his faithful forever.

This is the undergraduate thesis that has been proposed to Faculty of Education and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as partial fulfillment of the requirement for obtaining the scholar degree of education (S,Pd).

As long as my journey, I wrote this undergraduate thesis and did my study. I realize to myself that it is too strong to keep all of my worst situations in my journey by myself. God gives some people present in the middle of my journey. They gave me many directions, motivation, aid, and guidance from many sides. So, the writer would also like to express gratitude and appreciation to:

1. Dr. H. Suwito, M.Ag., Dean of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies Purwokerto.
2. Dr. Suparjo, M.A., Vice Dean I of Faculty of Tarbiya and Teacher Training of State Institute on Islamic Studies Purwokerto.
3. Dr. Maria Ulpah, M.Si., Head of Tadris department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.

4. Desi Wijayanti Ma'rufah, M.Pd., Head of the English Education Program of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto.
5. Irra Wahidiyati, M. Pd as the Thesis Supervisor, has given all the best guidance to finish this work. Your goodness, advice, attention, and prayer are always follows the successful. May Allah give back the goodness to you.
6. Endang Sartika, S. Pd., M. A as my great role teacher who has given me motivation, direction, and guidance in many things.
7. All lecturers of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto have given the knowledge until the writer could accomplish this Thesis.
8. The writer's family, My father, Sri Utomo Dananjoyo, My mother, Mikhatun Nasikha, My little brother Fairush Utomo who has motivated me in my study. So, I could at this point.
9. Dr. K.H Fathul Aminudin Aziz M.M., The supervisor of Islamic Boarding School of eL-Fira who has given me a chance to study in eL-Fira 3.
10. Ustadz Hasanudin, B. Sc, M. Sy., and Ustadzah Azizah who have supported and prayed for me to finish my study.
11. All my friends of TBI B-18, as my new family who always supports and motivate me to finish this Thesis
12. Aulia Salsabila, Auliya Rahmah, Muh. Habiburahman, Refnaldi Aditya, and Muh. Dwi Setiono, Dea Nabillah, Nurotun Aliah, and Linda Astrianingsih who have to make a smile together in my journey.
13. Dhava Muhammad N. as always the great friend who has make a smile together, sharing a story and supported me.
14. Irvana Wafir, Tama Naufal, Akmal Al Fajari, Kholid Musthofa, Dika, Abdul Rozak, Fadil, Umam, Fatah Satrio, Izza, Slamet Widodo, Dhava Muhammad N., Guntur Adzaning, Abdul Malik, and Zulkifli as the members of room six who has shared a great moment together and supported me.



15. Syahrin Nizam, Kevin Lutfiansyah, Subhan Maulana Irkham, Ahmad Maftuh Maulana, Rizki Hidayat, Dhava Muhammad N. as my great friend that hopefully God always bless you and successful in the future.
16. Salamatun Riska F. as my cousin that has same major in UIN Prof. K.H Saifuddin Zuhri Purwokerto. Hopefully, God always bless you and successful in the future.
17. Last but not least, I want to thank me, for believing in me, for doing all this hard work, for having no days off, for never quitting. I want to thank me for always being a giver and trying to give more than I receive. I want to thank me for just being me at all times.
18. All people who have given me support and motivation that I cannot mention one by one, may God bless you.

Finally, this Thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

*Wassalamu'alaikum Wr. Wb*

Purwokerto, Oktober 2022



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English language is a medium of instruction for the teaching-learning process in English education study program. Some students did not feel convenient with the lecturer's use of English as the medium of instruction for the whole class. This study aimed to analyze the use of language code-switching and language code-mixing, the advantages, and disadvantages in the lecturer's instructional medium or medium of instruction. This is qualitative research and belongs case-study that was conducted in the English education study program of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The collection data method are observation, interview, and documentation. Data reduction, data display, and conclusion are the techniques of data analysis. The subject of study is the 2<sup>nd</sup> semester students of speaking and listening class. Then, the object of study is code-switching and code-mixing in lecturer's medium of instruction. In the result of study, the use of code-switching is to explain something, emphasize meaning, give a joke, give clear directions, and translate meaning. The use of code-mixing is to find an equivalent word, express agreement meaning, express interrogative meaning, express identity, and express emphatic. Code-switching and code-mixing bridge student's proficiency, contacting languages, giving clear instruction, explaining something, and developing interaction are advantages for lecturers. Code-switching and code-mixing can help students to understand, acquire new vocabulary, and build students' confidence are the advantages for students. The disadvantage of code-switching and code-mixing can make students difficult to understand when the lecturers do not use student's first language, and make an assumption for students to use of their first language.

***Keywords: Code-switching, Code-mixing, Medium of Instruction, EFL Classes***

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# CHAPTER I

## INTRODUCTION

### A. Background of problem

We have already agreed that language has an essential role in our daily life. We socialize with each other in society. We will use language to convey our ideas, purposes, needs, etc. There is no reason that people do not need language. Language can facilitate people to look for information, communicate, and cooperate (Sartika et al., n.d.). Cited from website UKessays.com states that language has an expression function. Language could use to deliver feelings and attitudes. By language, people will understand what other people want (*Five Functions Of Language (Leech, 1974)*, n.d.). Hence, language plays an essential role in expressing our needs and ideas.

We admitted that our native language is Indonesian. However, Indonesia has many local or regional languages, such as; Javanese, Sundanese, Minangkabau language etc. It is proved by the data from the education and culture minister. The total of local languages in Indonesia is 668 local languages (2019). It makes some Indonesian people have many various sources of their first language. Meanwhile, the English language is a foreign language. Right now, many Indonesian people want to study English in depth for many reasons (As Sabiq, 2020). So, many Indonesian people acquire their second or foreign language by themselves through formal learning or informal.

In Indonesia, formal language learning is a place for students to learn new knowledge, understanding, and experiences with the teacher. The teachers will use language continuously when they are teaching in the classroom. Both spoken language and sign language will be used by them. It influences students to understand the material explained by the teacher. Some students

might face foreign language difficulties because they do not know how to learn a new language (Banks, n.d.). Consequently, teachers use various ways to make students easier understand the language in the language learning process.

The teacher uses language in learning become a real model in using language (Fardhani, 2016). Then, it also gives the opportunity for the student to acquire the language. According to Krashen, linguistics input becomes the leading cause of second language acquisition (Brown, 2007). In the English education study program of UIN K.H Saifuddin Zuhri Purwokerto, English is used as an instructional medium or we could say as medium of instruction in communication every day. The English lecturer will use the English medium of instruction. It provides a language environment for students to acquire their second language effectively.

The first language becomes an important factor in second language acquisition (Adwani & Shrivastava, 2017). It affected how English lectures use the medium of instruction. English lectures use English as a medium of instruction to enrich the student experience for acquiring English in the classroom. In English language learning at UIN K.H Saifuddin Zuhri Purwokerto, the students sometimes feel difficult or not convenient when lectures explain the material using full English. Second language learning cannot do, if students feel uncomfortable or anxious (Banks, n.d.). Therefore, many lectures or teachers will use a method by using the English language first. After that, they will use the Indonesian language. Briefly, the teachers switch or mix their language.

Then in the preliminary research, the writer observed the process of language learning in English as Foreign Language (EFL) classes at UIN Prof. K.H Saifuddin Zuhri Purwokerto. Precisely, in the English education study program, which is not all of the subjects taught by lecturers use English as medium of instruction except English skills subject. Here, these all subjects mean the subjects related to English skills (Receptive and productive skills),

linguistic field, and Teaching English subjects. Thus, English will be used as medium of instruction when a subject is relevant to English skills, linguistics, and teaching English.

In the second preliminary research, the writer interviewed one of the fourth-semester students on Whatsapp. She is Anjani Galih. She said that she did not feel convenient when the medium of instruction was in full English in a class. She also added that Anjani and her friends misunderstood when there were difficulties in meaning, and the lecturers did not re-emphasize the meaning in an alternative way. Thus, they said lecturers should mix or switch the language in medium of instruction.

As of this phenomenon, some students sometimes feel difficult or not convenient when lecturers explain the material using full English in the classroom. The students cannot understand the material, the instruction, and what the teacher says. Moreover, this phenomenon was not in line with the theory explained before. In theory, the process of acquiring language occurred due to input linguistics. The input linguistics becomes the beginning point for someone to acquire the language (Maharsi, 2016). Then, more input linguistics was received by the second learner. It will influence the output of the second learner in the language (Maharsi, 2016). So, it gives the writer a contradictive view between theory and reality in the classroom.

Furthermore, the contradictive side was occurred in the classroom. The writer caught a problem solving done by lecturers to balance this phenomenon. The lecturers used switch-languages and also mix-languages. Unconsciously, many lecturers or teachers use code-switching that is switching the language from Indonesian to English or English to Indonesian. It helps learners understand the topic (Nur, 2016). The term switching the language in one moment was named language code-switching. Code-switching uses two languages (or greater) by a speaker within the same conversation occasion (Fanani & Ma'u, 2018). Then, the term of inserting some words in different languages into one utterance was named by language



code-mixing. Related to Ansar article states that lecturers can also use language code-switching to become learning strategies to develop students' proficiency in English (Ansar, 2017). In conclusion, lecturers could use language code-switching and code-mixing in the medium of instruction to accommodate the students' difficulties.

Finally, according to the explanation above, language code-switching and language code-mixing could help teachers or lecturers with student difficulties. It gives us some patterns in language learning that are interesting to know. For that reason, this study concern on analyzing the use of language code-switching and language code-mixing in medium of instruction and how far language code-switching and code-mixing affect them. So, this research entitled "The Use of Code-Switching and Code-Mixing in Instructional Medium of EFL Classes (A Descriptive Study at English Education Study Program of UIN K.H Saifuddin Zuhri Purwokerto)."

## **B. Operational Definition**

The operational definition is an important affirmation of a research title that begins with explaining the limitations of terms or variables used in research and ends with an affirmation of the substance of the focus and purpose of the research (Suparjo et al., 2020). Operational definition was used in research to minimize misunderstandings between authors and readers (Suparjo et al., 2020). There are some terms used in this study that need to be explained. So that there is no misunderstanding in the meaning, they are:

### **1. Language code-switching.**

Code-switching is a term that consists of two words. It is 'code' and 'switching.' Code itself was defined by Asher, whom writer cited in Prabaningtyas states that "the term *code* refers to any system of signs or symbols which conveys information (Prabaningtyas, 2016). "The definition of *code* related to any dialect or language that used by a speaker to build communication with

others (Prabaningtyas, 2016). In hand with that, the use of two languages within one utterance or sentence was defined as Code-Switching (Jingxia, 2010). Code-switching uses two languages (or greater) by a speaker within the same conversation occasion (Fanani & Ma'u, 2018).

## 2. Language code-mixing.

Language code-mixing is the process of insertion of the lexical item, grammar feature from two different into one utterance or sentence. According to Musyken in his article, Code-Mixing is the insertion of lexical items and grammar features from two languages within one sentence (Musyken, 2000). It is different from language code-switching. Code-mixing occurs within sentence or utterance.

## 3. Medium of instruction.

Medium of instruction or we could also say instructional medium is the language was applied by teacher in the classroom to teach the student (Ejim, n.d.). It means that the teacher uses one language in the classroom to convey information, material, and explanation to the student. The language is should not the native language. It could be a foreign language.

## 4. EFL Classes

EFL itself is an abbreviation word from English as a Foreign Language. According to the British Council, English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking countries (Council, n.d.). Then, Richard Nordquist has an argument that cited in Though.co, "English as a Foreign Language (EFL) is the term used to explain of English by non-native in countries where English is not the native or second language (Nordquist, 2020)".



### **C. Research Questions**

Further, in this research, there are two research questions that the researcher used in this study, such as:

1. How is the use of language code-switching and code-mixing in instructional medium of EFL Classes in English education study program at UIN Prof. K.H Saifuddin Zuhri Purwokerto?
2. What are the advantages and disadvantages of language code-switching and code-mixing in instructional medium of EFL Classes in learning at UIN Prof. K.H Saifuddin Zuhri Purwokerto?

### **D. Objective and Benefits of research**

1. The Objective of The Research
  - a) To analyze the use of language code-switching and language code-mixing in instructional medium or medium of instruction by lecturers in medium of instruction. This includes its uses and the kind of code-switching and code-mixing that used by lecturers in Instructional medium or medium of instruction.
  - b) To analyze the advantages and disadvantage of language code-switching and language code-mixing in instructional medium or medium of instruction by lecturers of EFL Classes in English education study program at UIN Prof. K.H Saifuddin Zuhri Purwokerto.
2. The Benefits of The Research

The benefits of this research were divided into two kinds of benefits: theoretical and practical benefits.

- a) Theoretical Benefits
  - 1) The research can provide more knowledge about the use of language code-switching and language code-mixing in medium of instruction.
  - 2) The research can provide more knowledge about the advantages and disadvantages of language code-switching and

language code-mixing in instructional medium or medium of instruction for students.

- 3) The research can be helpful to improve the quality of instructional medium or medium of instruction in EFL classes at UIN Prof. K.H Saifuddin Zuhri Purwokerto.
- 4) The research can be used as a reference for the upcoming research.

b) Practical Benefits

1) For Lecturers

This result was expected to improve lecturer quality in instructional medium or medium of instruction of EFL Classes.

2) For Researcher

This research would give some experiences and knowledge about the use of language code-switching and language code-mixing in instructional medium or medium of instruction for the research or the upcoming researcher.

3) For Reader

For the reader, the outcome of this study will be helpful. It could be a reference for other researchers with the related issue.

## **E. The Structure of Research**

In the research, it should be essential to think about the systematic of the research. In this research, there are five chapters as the structure of the research, such as:

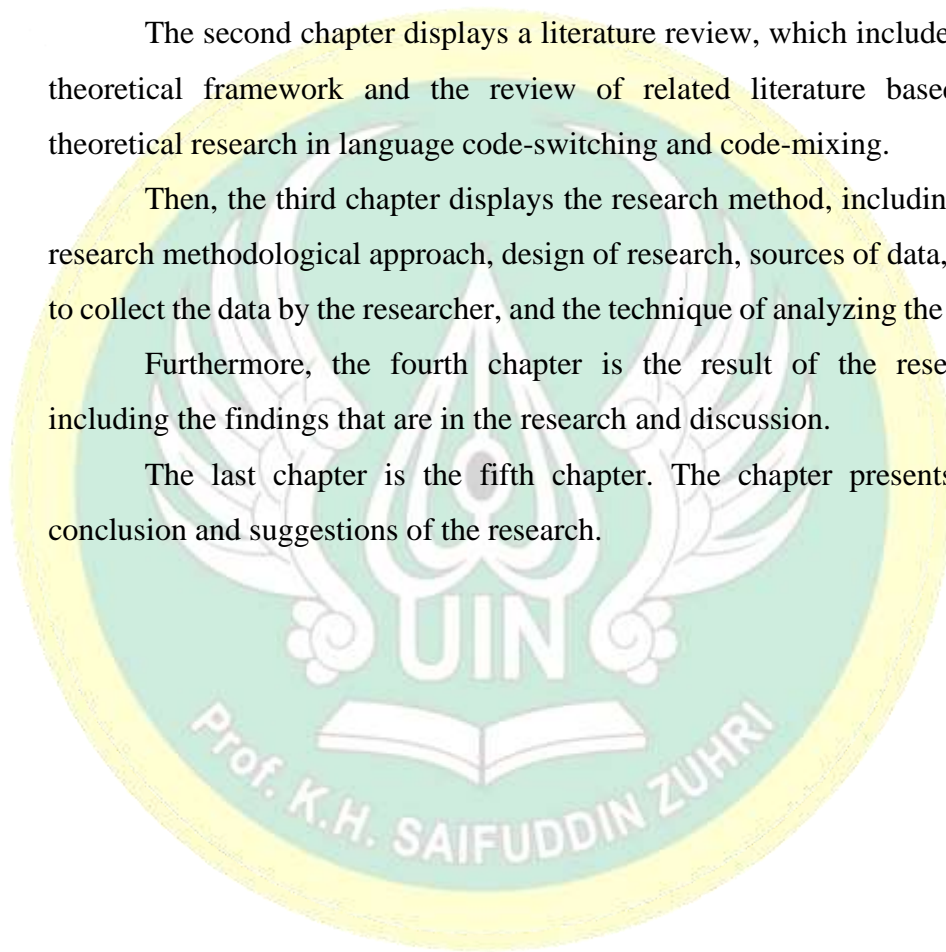
The first chapter displays the introduction, which includes the background of the study, conceptual definitions, research questions, purposes, benefits of research, and research structure.

The second chapter displays a literature review, which includes the theoretical framework and the review of related literature based on theoretical research in language code-switching and code-mixing.

Then, the third chapter displays the research method, including the research methodological approach, design of research, sources of data, how to collect the data by the researcher, and the technique of analyzing the data.

Furthermore, the fourth chapter is the result of the research, including the findings that are in the research and discussion.

The last chapter is the fifth chapter. The chapter presents the conclusion and suggestions of the research.



## CHAPTER II

### LITERATURE REVIEW

#### A. Code-Switching

##### 1. Definition of Code-Switching

Code-switching is a term that consists of two words. It is '*code*' and '*switching*.' Code itself was defined by Asher, whom writer cited in Prabaningtyas (2016) that "the term *code* refers to any system of signs or symbols which conveys information (Prabaningtyas, 2016). "The definition of *code* related to any dialect or language that used by a speaker to build communication with others (Prabaningtyas, 2016). Then, Switching is the process of change from one thing into another. So, in literal meaning, code-switching is the change process of language into another language.

Furthermore, Bullock and Toribio argue that code-switching is the effort of bilingual to alternate between their two languages (Bullock & Toribio, n.d., 2009). Then, the use of two languages within one utterance or sentence was defined as Code-switching (Jingxia, 2010). The same definition was explained by Romaine, Romaine states that the use of two language into one language by a speaker within an utterance or discourse or between different interlocutors (Siegel, 1994). The exact definition that Hymes defined in Waris (2012) article is that code-switching is a way of bilinguals who use two or more languages in the same conversation event. (Waris, 2012). In the language learning context, code-switching is a strategy of the teacher to develop student language skills and emphasize the meaning by switching language from one language to another. According to Trudgills' opinion cited in Sert, "speakers switch the language to define the meaning or situation as speaker wishes (Sert, n.d.) Thus, The definition of code-switching in use is the switching from one language to another to convey meaning clearly. Here, the writer adds an example of language code-switching below this for making it clear that the term was defined above.

Teacher : "Open the book on page 10, silahkan dibaca dengan seksama di dalam hati".

Student : "Oke sir,"

Teacher : "According to the text that you have read, Do you understand? What does the text mean? Apa yang dimaksud dalam teks tersebut?".

As the case study above, English is in the classroom as medium of instruction. Then, the teacher simultaneously uses code-switching in the Indonesian language in one utterance. So, that is the code-switching implementation that switches one language to another in one sentence or one sentence simultaneously.

## 2. Types of Code-Switching

Timely, the development and research of code-switching in society have grown. The use of language code-switching has diversity in use. It shows some patterns of how people use code-switching in their society. Thereby, the typological of code-switching have appeared. Poplack states that people use language code-switching in several types. Inter-sentential Switching, Intra-sentential Switching, and Tag switching (Poplack, 2000).

### a) Inter-sentential Switching

In their book, Bullock & Toribio, n.d. (2009) defined the meaning of Inter-sentential code switching with the switch of language that occurs in between sentence or utterance. It means that code-switching does not occur inside the sentence. In line with that, Saraswati states that inter-sentential switching occurs in sentence boundaries where one sentence in one language and another sentence in language differently (Saraswati, 2016). A similar definition also was stated by Ansar that inter-sentential is the switch of language that happens at the sentence level (Ansar, 2017).



For example:

Teacher : "Descriptive text is a text which describes what a person or a thing is like (Descriptive Text; Definition, Generic Structures, Purposes, Language Features – BRITISH Course, n.d.)".

Teacher : “ Mudahnya adalah teks yang bertujuan untuk mendeskripsikan orang, benda dan lain-lain”.

#### b) Intra-sentential Switching

Intra-sentential switching is a switch of language that happens within a sentence (Holmes, 2013). The same explanation was explained by Wibowo et al. that intra-sentential could occur within a clause or sentence in which the content is both languages (Wibowo et al., 2017). The construction of Intra-sentential code switching within a clause or sentence is occurring with grammatically constrained in the subject-predicate or verb-object (Bullock & Toribio, 2009). Then, in the implementation of intra-sentential switching should take place within a single sentence (Younas et al., 2014).

The writer has found the example of intra-sentential switching. The context of the example is from language learning, that is:

Teacher : “The source of our learning, bapak akan menggunakan bukunya Brown”.

Or

Student : “Could I leave out the class karena saya ingin membuang air kecil ?”



Hence, Intra-sentential code-switching occur within clause or sentence.

c) Tag Switching

Tag switching is the switch of language that inserts one phrase called 'tag' into one sentence or phrase (Younas et al., 2014). Then, according to Holmes was cited in Prabaningtyas (2016) that tag switching is the switch of an interjection, sentence filler in the other language that serves as an ethnic identity marker. (Prabaningtyas, 2016), for example:

Teacher : "Bagus! That is good answer!".

Or

Teacher : “ Eeee oke untuk jawabannya adalah, the letter is for the head master.”

**3. The use of Code-Switching in learning.**

In daily life, code-switching is not just used in society. It also conveys the meaning that the speaker wants. According to Trudgills' opinion cited in Sert, "speakers switch the language to define the meaning or situation as speaker wishes (Sert, n.d.). The implementation of code-switching is also can use in language learning by a teacher. It is related to Ansar article states that lecturers can also use language code-switching to become learning strategies to develop students' proficiency in English (Ansar, 2017). Furthermore, we could know that language code-switching has the function itself to language learning. Related to Fachriyah (2017) that there are several functions of language code-switching in language learning. Those functions are clarification, checking for understanding, translation, explanation, asking, reiteration, emphasize the meaning, making interferences, giving feedback, developing vocabulary. Aiding memorization, class management and entertainment (Fachriyah, 2017). In line with that, Younas et.al states that the code-switching can help student to memorize the vocabulary and

release the situation to be comfortable (Younas et al., 2014). Therefore, Fanani and Ma'u in their research stated that there are three uses of code switching in grade XI of MA KHAS Kempek Cirebon; text citation, clarification, and instruction to learners (Fanani & Ma'u, 2018). So, the use of code-switching in language learning by lectures to maintain the student's understanding, repetitive function, and the other uses of code-switching in learning.

#### **4. The advantages and disadvantages of code-switching**

Every people agreed all activities or action that is conducted by people. There will be consequences or the effect of something. Clearly, these implications produce two forms, advantages and disadvantages. Cited in Oxford Dictionary, advantage is a quality of something that makes it better or more useful (*Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com*, n.d.). Then, the disadvantage itself is the cause of something that stops somebody or something from making a progress or accomplishment (*Oxford Advanced Learner's Dictionary at OxfordLearnersDictionaries.Com*, n.d.). So, advantage and disadvantage have the different meaning.

Furthermore, code-switching is applied by teachers or lecturers in learning. It also has advantages and disadvantages for teachers itself or students in learning. There are several advantages that cited in Aljoundi. Code-switching improves class engagement, bridges social and cultural barriers, code-switching helps to express themselves, and solidarity and intimate relations with student can be built through language code switching that was used by teacher in the classroom (Aljoundi, 2013). Then, code-switching also helps teacher to deliver the best education for students (Pollard, n.d.). In line with that, code-switching is also the way for true learning to student (Shafi, 2020) Moreover, it is not only the advantages of function code-switching. The writer also found the negative side of the function. According to Metila that language code-switching can confused

the student and disrupt the student comprehension because the student needs more time to process the language code-switching (Metila, 2009). Therefore, code-switching might undermine the development of children's language (Aljoundi, 2013). So, those are all the function of code-switching related to language learning.

## **B. Code-Mixing**

### **1. Definition of Code-Mixing.**

When we talk about code-mixing, it will not go far with language code-switching. It causes between code-mixing and code-switching almost have the same concept. When we do not pay more attention, what is the difference between code-mixing and code-switching. Code-mixing is the insertion of lexical items and grammar features from two languages within one sentence (Musyken, 2000). Bhatia and Ritchie also stated the same argument cited in Kim (2006). They said that code-mixing is the insertion of various linguistic units of a different language that appears within the sentence (Kim, 2006). The opposite argument about code-mixing was also argued by Nababan cited in Yuliana et al. that code-mixing is the shift of one language to another within the same utterance (Yuliana et al., 2015). So, the writer can conclude that code-mixing is the insertion of linguistic items in the level of the lexical unit and grammatical features within a sentence.

Many people have difficulty differentiating between code-mixing and code-switching. To distinguish the difference between code-mixing and code-switching, Ansar (2017) stated that to distinguish between code-mixing and code-switching, it could see from the function. Code-switching uses as a variety of language that has specific reasons. It is like to emphasize meaning, clarifying something, etc. Meanwhile, code-mixing uses linguistic items in another language that is probably needed within one sentence (Ansar, 2017). Furthermore, the difference between code-switching and code-mixing. Code-mixing transfers elements of all linguistic levels and

units ranging from a lexical item to a sentence. Code-switching is the alternative to using two languages within a single discourse or in sentence boundaries (Kim, 2006). The writer has an example of code-mixing to make that explanation above clear. The context of the example was taken from the language learning context, “Teacher : ‘You, maju kedepan!’.” or, “Teacher : ‘For preparing the final exam. You should rajin membaca materi that I have been taught in the classroom’.”

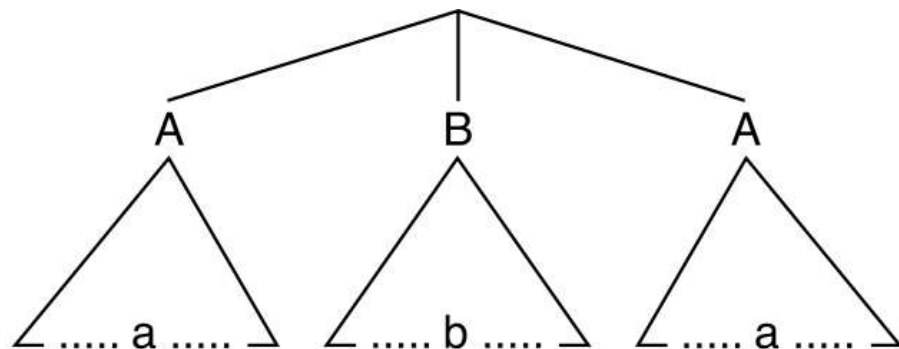
## **2. Types of Code-Mixing**

There are some types of code-mixing that appeared and used by people or bilingual. According to Musyken states that the patterns or the process of code-mixing have been found in the field in three forms; insertion, alternation, and congruent lexicalization (Musyken, 2000).

### **a) Insertion**

According to Nikmah (2019) states that insertion is the placement of material from one language, such as lexical words or complete components, into a structure of another language is called as insertion (Nikmah, 2019). Lexical items or a whole constituents from one language inserted into a structure of another language named by insertion (Setiyorini & Setyaningrum, 2021). There is an inserted language or a borrowed word inside a dominant language in this case. Insertion occurs when lexical elements from one language are introduced into a particular structure without causing the sentence structure to change (Siregar et al., 2018). Furthermore, Musyken (2000) said that insertion could appear at various levels (Musyken, 2000). In the field, the use of insertion usually was appeared in code-mixing. The writer has a figure of the structure insertion in the sentence for reader to know more.





Picture 1. The Structure of Insertion

According to the figure above shows about the structure of insertion in one sentence. The branch of “A” usually is in first language and the branch of “B” usually is in second language. The branch of “B” occurs between branch of “A”. The example of this type, such as:

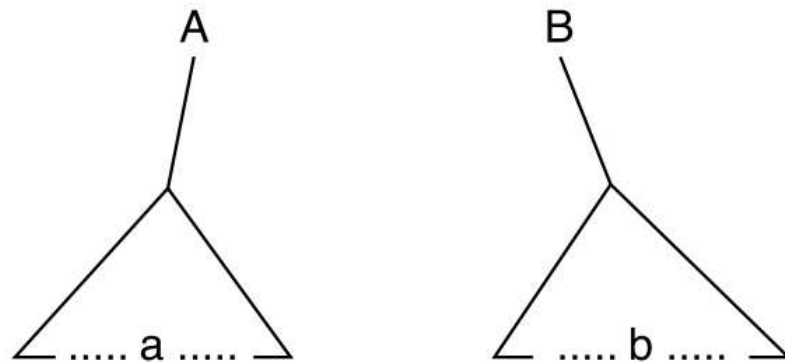
Teacher : "I have explained before, *kalau* plural noun. Do not use a/an article."

Or

Teacher : "I give 10 minutes for you *untuk membaca* the material."

#### b) Alternation

According to Musyken, he defined that alternation is a frequent mixing approach in which the different languages in the phrase stay relatively distinct (Musyken, 2000). In other meaning, there are two different language that appear in one sentence and relatively separate. The writer has a figure of the structure alternation in the sentence for reader to figure out.



Picture 2. The Structure of Alternation

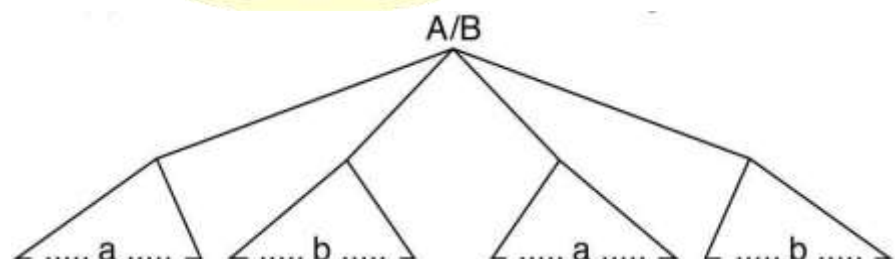
According to the figure above shows about the structure of alternation in one sentence. The branch of “A” usually is in first language and also the branch of “B” is in second language. The example of this type, such as:

Teacher : “Do you remember guys. *materi dipertemuan lalu?*”.

Or : “Let’s open bukunya brown.”

#### c) Congruent Lexicalization

According to Musyken (2000) states that congruent lexicalization describes a scenario in which two languages have a grammatical structure that may be filled lexically with components from either language. The writer has a figure of the structure congruent lexicalization in the sentence for reader to figure out.



Picture 3. The Structure of Congruent Lexicalization



According to the figure above shows about the structure of congruent lexicalization in one sentence. The branch of “a” usually fill with the lexical item from first language and the branch of “b” fill with the lexical items of the second language. Both of the branch ‘a’ and ‘b’ have been filled in the utterance. The example of this type such as:

Teacher : “if you use this reference, *ini nggak bisa dipakai because it is not scientific tidak ilmiah*”.

Or

Speaker : “This medicine *bisa kamu minum* for your body *agar pulih kembali*.”

### 3. The use of using code-mixing in learning.

Code-mixing occurs spontaneously when the speaker speaks. The occurring code-mixing was occurred within the sentence and at lexical level. People mix their first language with many foreign languages that they know. This thing affected the use of code-mixing. In the research field, it was any several research that researched about the use of code-mixing. Generally, the use of code-mixing in learning is not much as the use of code-switching.

Therefore, Novianti and Said stated in their study that teachers use code-mixing in learning to attract students' attention, and to show off and impress personal purposes (Novianti & Said, 2021). Then, Fanani & Ma'u suggested that code-mixing is to create established equivalence, to give the impression of being trendy (Fanani & Ma'u, 2018). In another article, To deliver about a specific topic, quoting someone else, To express expressive, Interjections, Reiteration for clearness, Expressing group identity, that are the use of code-mixing cited in Setyaningrum's article (Setiyorini & Setyaningrum, 2021). Furthermore, the factor of less vocabulary in either the first language

or second language tends to mix the language to equalize the meaning (Dharmawan et al., 2020). So, that are all of the use of code-mixing in the learning.

#### **4. The advantages or disadvantage of code-mixing**

In implementing something, there will be effects that may occurred. Advantages and disadvantages are the forms of effects when people did something. The advantages or disadvantages revealed in previous studies. This is not much of the advantages or disadvantages of code-switching. It causes code-mixing just mixed some lexical item. So, it little bit difficult to determine the effects.

Furthermore, the researcher searched in the related article to the topic. Cited in Spice, Keller argued that code-mixing as a tool to facilitate student learners to scaffold of their first language to foreign language at the beginning stages of language acquisition (Spice, 2018). It means that code-mixing helped language learners to acquire new lexical items in their beginning of language development. Then, code-mixing is also good strategy to help language learner highlight the grammar rule in the foreign language (Moetia et al., 2018). The teacher used code-mixing to emphasize the grammar rule in foreign language into their first language, in order the students know the equal grammar rule in their first language. Therefore, Abdulloh and Usman in their article noted that code-mixing helps language learner to make communication more communicative (Abdulloh & Usman, 2021). Abdulloh and Usman explained that the mixing of linguistic units might flexible communication and reduce misunderstanding.

Moreover, code-mixing has a negative effect in their implementation. Related to Spice study shows that when code-mixing used too much. It might make language learners less motivation to use the foreign language (Spice, 2018). This means when the language learners always mixed their first language into their foreign language

or second language. It makes the motivation of student decrease because of they can always used their first language to deliver their meaning. So, that is the disadvantages of code-mixing.

### **C. Medium of Instruction**

Medium of instruction here we could say same as medium of instruction. Medium of Instruction cannot define far from learning and teaching. It correlates with learning and teaching. Learning is a procedure of obtaining or getting information or skill (Brown, 2007). In the process of getting information. It can be in formal or informal situation. In formal situation, the student usually study in formal education institution. Then in the formal institution for getting knowledge, it needs a curriculum. In line with that, Dib argues in his article that the characteristics of formal education are systematic, organized and administered according to laws or curriculum (Dib, 1988). The curriculum is a set of plans, aims, and learning material (Kurniasih, n.d.). The curriculum can be used to emphasize the focus of learning. So, the learning can be meaningful.

The learning can be meaningful is not also when the curriculum has been made. Nevertheless, the curriculum should apply in the classroom by teachers properly. The role of the teacher becomes essential to make meaningful learning. The teachers have a responsibility to students for acquiring the objective of learning through oral language or written language in teaching activities (Artini, 2013). The teachers' language also becomes essential to pay attention. It is appropriate for the level of development of the student or not. However, it must also be a language well understood by the student (Artini, 2013). So, Teachers should decide on the medium of instruction properly.

Moreover, medium of instruction is the language was applied by teacher in the classroom to teach student (Ejim, n.d.). It means that the teacher uses one language in the classroom to convey information, material, and explanation to the student. The language is not just the native language.

It could be a foreign language. Furthermore, The way to choose language to use for medium of instruction is important (Ejim, n.d.). According to British Council that in teaching language, the use of target language as medium of instruction is helpful in increasing the amount of learner exposure and the opportunity to communicate it in target language (Council, n.d.). Hence, the use of language which to teach in the classroom was called by medium of instruction.

#### **D. EFL Classes**

Lately, the term of EFL classes was well-known either lecturers, researcher or student. Then, EFL itself is an abbreviation word from English as a Foreign Language. According to the British Council, English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking countries (Council, n.d.). Then, Richard Nordquist has an argument that cited in ThoughtCo, "English as a Foreign Language (EFL) is the term used to explain of English by non-native in countries where English is not the native or second language (Nordquist, 2020)".

According to Gebhard, English as a Foreign Language (EFL) is a situation where English is not use just as a language communication tool (Gebhard, 2006). It means that EFL is a condition where English is in some areas becomes a language that applied or taught as an external language. It can be a subject that taught in the classroom or as a communication language. The relation between EFL classes, the writer admits that English as a language that taught or applied in the classroom. So, English applied or taught in the classroom we could say as a EFL classes.



### E. Review of Relevant Studies

In this research, the writer has found several studies that were relevant to the present research. Indeed, it will be helpful in the research to analyze and correlate it with the previous outcomes of studies. The relevant studies are:

1. The journal article entitled "*Code-switching and code-mixing in English learning process*" was written by Ahmad Fanani and Jean Antunes Rudolf Zico Ma'u from Sekolah Tinggi Ilmu Kesehatan Kesetiakawanan Sosial Indonesia and Universitas Sanata Dharma. The results of the journal article are; "First, the code-switching phenomenon that occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of inter-sentential switching, intra-sentential switching, and tag switching (Fanani & Ma'u, 2018)". Then, it does not also explain the code-switching that occurs in learning. Fanani states that related to code-mixing, "The code-mixing phenomenon that occurs within the English learning process in Grade XI of MA KHAS Kempek Cirebon consists of insertion, alternation, and congruent lexicalization (Fanani & Ma'u, 2018)". Moreover, Fanani found the causes behind some of code-switching and code-mixing that occurred in Grade XI of MA KHAS Kempek Cirebon. There are three causes behind the use of code-mixing within the English learning process in Grade XI of MA KHAS Kempek Cirebon, namely: (a) conversation habit (the influence of the first and the second language); (b) absence of or difficulty to find established equivalence; and (c) impression of being modern (Fanani & Ma'u, 2018).

According to this study, the distinction between this study and the researcher's study are the study above was focus in what code-switching and code-mixing are used in senior high school learning level, and also what is the causes behind this phenomenon. Meanwhile, the researcher's study focused on the use of code-



switching and code-mixing at the university level and its advantage and disadvantages. Although, the similarity of the studies was basically the use of language code-switching and code-mixing in learning.

2. The journal article entitled "Code-Switching and Code Mixing in Teaching-Learning Process" was written by Fithrah Auliya Ansar from UIN Raden Intan Lampung. The result of the journal article are; Teacher do code-switching in order to make sure the meaning is clear and to give material in understandable way (Ansar, 2017), and To convey his/her attitude, talking about a particular topic, quoting somebody else, being emphatic about something, clarification, expressing group identity, well known/popular English expression, lack of good equivalence of meaning in Indonesian, giving attention, showing respect, expressing of opinion or opposition. These are several reasons for doing code-switching and code-mixing in the classroom (Ansar, 2017).

According to this article, the distinction between this study and the researcher's study are that the study above was focused on the function of code-switching and code-mixing in the classroom for teacher and several reasons in doing code-switching and code-mixing in the classroom. Then the researcher's study was also focus in advantages and disadvantages. The object of research above also is not transparent. What level of student was used. The researcher's study has a little bit of similarity in aspect the use of code-switching and code-mixing in the classroom that basically is the use of language code-switching and code-mixing in learning.

3. The journal article entitled "*Code-Switching and Code-Mixing; A Case of EFL Teachers Affecting L2 Learners' Learning*" was written by Younas et.al from Language in India. The outcome of article are, Language code-switching or code-mixing allows the students in memorizing without problems. Furthermore, in general students agree

that they sense comfortable during teacher's code-switching or code-mixing to first language. Then, teacher's code-switching or code-mixing make the pressure of second language on B.S students decrease (Younas et al., 2014).

According to this article, the study was conducted by Younnas et al. from India. His article has similarity related to the research of the writer. The similarity is that the article was focused on students' attitudes towards EFL teachers' code-switching and code-mixing that influence their second language learning. The article used the data from students' points of view and the same level of students in the research object. Then, the distinction between the article above and the writer's research is the object of the research. In the research of the writer, the object was students who use English as a discipline of study. While the article above, the object was the student who used English in their country as lingua franca that teacher in the classroom brought that thing.

3. The journal article entitled " *Code Switching as a Medium of Instruction in an EFL Classroom*" was written by Moghadam et al. from Universiti Teknologi Malaysia, Malaysia. The outcome of the article are; Code-switching is in medium instruction that allows for effective communication among students and the teacher naturally and comfortably. Code-switching can be a method for emphasizing specific information, whether it is a grammar rule, name etc, (Moghadam et al., 2012). Furthermore, this article has a similarity to the research of the writer. This article focused on how code-switching is in medium of instruction in EFL class. Then, the object of research is also the university student. Therefore, the distinction between the writer's research, this article was focused on communication or interaction that is occurred in the classroom. In contrast, the study of the writer was focused on the lecturer's medium instructio

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The discussion in this chapter is about the method of research and how the researcher or the writer did the research to answer his research questions. The research questions in this research are two research questions. Then, the discussion in this chapter includes the types of research, the sources of data, the subject and object of the research, techniques of data collection and techniques of data analysis.

#### **A. Types of research**

This research is qualitative research method. Qualitative method is one of methods that research about the intricacies of human interaction. The researcher in this research researched the activities of lecturers in their class. Then, the qualitative approach that used by the researcher in this research was a case-study approach. The case study approach allows a researcher to analyze data within a specific context closely. We can decide the individual person case or group people case. Furthermore, the case study was conducted in the English education study program of UIN K.H Saifuddin Zuhri Purwokerto. The case concerns in the medium of instruction that used by lecturers to their students. The medium of instruction in the English education study program is English language. All of interaction in the class using English language. It is like how lecturer deliver materials, asking questions or interaction even asking helps to the students. The lecturers used English language. It becomes ideal study case for the researcher to use in this research. Moreover, this case has become interesting to research because it has not been any study about this case before. So, the researcher decided to use a case study approach to answer the research questions.

#### **B. Setting of the Research**

This research was conducted at the English education study program of UIN K.H Saifuddin Zuhri Purwokerto. In English education study program itself gives a real experience for the student to study. The language of

instruction was in English. The researcher agreed in every research. It should there is any limitation of object or focus. Then, the researcher decide to make focus of research object on medium of instruction in listening and speaking classes. The selection of these classes are from the criteria of English skill subjects. The English skills were divided into four skills; Listening, Speaking, Reading and Writing. Furthermore, this research was held from March 2022 to June 2022 in the academic year 2022/2023.

### **C. Sources of data**

The researcher in this study will use at least two types of data sources.

#### **a) Primary data**

Primary data is data that has been accumulated from first-hand-experience is called primary data. Primary data has not been posted before and is more dependable, accurate and objective. Then, observation, interview and documentation about The use of Code-Switching and Code-Mixing in Medium of instruction of EFL Classes will be the primary sources of this research.

#### **b) Secondary data**

In the research usually was not only using primary research. It also needs other sources of data for the research. Here, the researcher uses secondary research book and article journal. The book and the article journal will be used as a tool to analyze the research findings.

### **D. Subject and Object of the Research**

#### **a) Subject of the research**

The research was conducted in the 2nd semester class of the English education study program at UIN Prof. K.H Saifuddin Zuhri Purwokerto. Then, the researcher admitted that is should have the limitation of the research object. The researcher decided from all of second the semester classes. There are English skill subjects, Linguistics subjects, and Teaching English subjects. The researcher takes two classes based on the categorizing of English skills. One class was in receptive skill class.



The other one was conducted in a productive class. The research was conducted in productive skill class that was transactional speaking class. The other class was conducted in the receptive class that was a transactional listening class. So, the researcher decided to choose two subjects for the research regarding the English skills subjects.

b) Object of the research

The research object was the code-switching and code-mixing used by lecturers conducted in listening and speaking classes at English Education study program of UIN Prof. K.H Saifuddin Zuhri Purwokerto. The lecturer of listening class was Lecturer A. Then, the lecturer of speaking class was Lecturer B. Hence, the object of research becomes essential to the research because both language code-switching and code-mixing could be the method for teachers or lecturers to develop student proficiencies

### **E. Techniques of Data Collection**

The main part that should be in the research is the data. The researcher collected the data. Later, it can be processed and analyze it to make the outcomes of the research. Undoubtedly, the researcher needs the technique to collect and compile the data to become the result of the research. So, the technique can be adjusted by the researcher for the purposes that the researcher wants it.

In this study, the researcher also uses several techniques of collecting data. The several techniques used by the researcher regards to answer the research question. There were three techniques for collecting data. Observation, Interview and Documentation. The writer explains each data collection technique in the study as follows:

a) Observation

Observation was used by researcher in order to record the interaction that happen in the learning. Specifically, the interaction that observed was code-switching and code-mixing that used by lecturer in medium of instruction. Then, observation allows the researcher to know the actual



situation in the reality. In contrast, the researcher use observation in this research to find out the use of code-switching and code-mixing.

Moreover, the implementation of observation is indirect observation in the research. The researcher did not become a part of the research object, or in another way, the researcher has limited interaction. The researcher just observes the behaviour and takes data. Then, the researcher during observation used observation tools where it helped the observation become measured and focus on the purposes. There were two kinds of observation tools used by the researcher during observation. The first is observation behaviour count. The behaviour count was used by the researcher for counting how many times language code-switching and code-mixing that occurred in medium of instruction. The second is observation notes. The function of observation notes here helped the researcher to write the use of code-switching and code-mixing that occurred in the class room. The observation was done four times by the researcher. The timeline of the observation was in 31 May – 19 June 2022. The first and second observation was done in May 31 2022. The third observation was done in June 2 2022. The last observation was done in June 8 2022. So, the researcher observed the object of research four times.

#### b) Documentation

We usually know that interviews and observation were the favoured technique for collecting data in qualitative research. It is because between interview and observation, direct contact with the object precisely. Then, documentation in the qualitative research also becomes the technique to collect the research data. Documentation can be many forms that related to research. Then, the researcher used it to collect the data from the content in the documents. Here, the content that include in documentation are the transcripts of medium of instruction by lecturers in the class.

Furthermore, transcriptions were obtained by the researcher derived from the observation. In the observation, the researcher recorded audio of

lecturers' medium of instruction in the classroom. Then, the researcher transcribed the audio into the written transcription. Totally, two written transcriptions obtained by the researcher. Further, the transcriptions were used by the researcher to collect valid data about the use of code-switching and code-mixing in the learning. Hence, documentation has a role in collecting valid data based on the documents obtained.

### c) Interview

Interview is the interaction between the researcher and the respondent to collect data or information where the interaction occurs face-to-face. Interview can be used by researcher as a method to clarify the data in the field. The data obtained in the interview will be a part of valid data of findings research. In this research, the interview was conducted in two times. There were a structured and semi-structured interview. The structured interview was conducted based on the interview guideline. On the other hand, the semi-structured was more flexible. It is because the interview conducted in the research was based on the interview guideline and the flexible interview questions that unlisted in the interview guideline.

Then, the semi-structured interview was conducted for the lecturers to know the explanation or clarification about the use and the advantages and disadvantages of code-switching and code-mixing. There were two lecturers that were interviewed by the researcher. The first and second interview was conducted in June 27 2022 with lecturer A who teach speaking class and lecturer B who teach listening class. Furthermore, the structured interview was conducted for the students to know advantages and disadvantages of code-switching and code-mixing. Here, the researcher decided amount a total of 15 students for students' respondents. Each class allocated five students that were interviewed by the researcher.

## **F. Techniques of Data Analysis**

Qualitative data has a strength itself. It has its characteristics. Naturally occurring, ordinary happen in natural settings become the characteristics of qualitative data (Miles & Huberman, 1994). Further, these characteristics give some implications for the findings of the study. Qualitative data tends to the richness in study findings (Miles & Huberman, 1994). It affected the researcher to analyze the findings to become the valid data. Miles and Huberman state that there are three kinds of approaches to data analysis: data reduction, data display and conclusion (Miles & Huberman, 1994).

### **a) Data Reduction**

The researcher agreed that the findings of the research were rich. Further, the researcher gathered all of the data in the research. It was like field observation notes, the transcriptions of lecturers' in medium of instruction and the transcription were from the interview. The data were in above that the researcher has obtained. Then, it categorized based on the theory in the previous chapter. After that, the data was reduced. It was only code-switching and code-mixing in medium of instruction that became a concern for the researcher to analyse the data.

### **b) Data Display**

Furthermore, the data were categorized and reduced in the previous step. The researcher displayed the data in sequence. Afterwards, the data were presented in chronological sequence and verified by observations, interviews, and documents. First, the researcher displayed the data of code-switching and code-mixing in the lecturer's medium of instruction. The second, the researcher displayed the data of interview transcription based on the use of code-switching and the advantages and disadvantages itself. It makes the findings of the research seen focus on the purpose of research for the readers. Consequently, it will help the researcher or the reader to make a conclusion toward the research findings.

### c) Conclusion

The last process of analyzing data in the research was concluding. After categorizing, reducing and displaying the data in the previous step. In conclusion, the researcher conclude the data that has analyzed. For example, how many times the code-switching and code-mixing occurred in lecturer's medium of instruction. The use of code-switching and code-mixing itself, the advantages and disadvantages. Thus, conclusion answered the research questions.

### G. Triangulation

Triangulation actually used more than one method of data collection in the research. In order to know the data in other perspective ways. The study becomes insightful. In this study, the researcher used more than two data collection methods. Observation, interview and documentation become the other way for researcher see the other perspective in the research. In order to minimize bias in the researcher. When in the observation, it did not get maximum data. The writer used interview data for clarifying something and get the detail data. When it still could not to get the maximum data in interview, the researcher used the documentation to analyze the transcription of medium of instruction for getting better result. The data in triangulation was used to determine the authenticity of information using numerous methods and sources of obtaining data. Thus, triangulation facilitate the researcher to get authenticity of the data closer



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

In this chapter, the writer presented the findings and discussion of this study on the use of code-switching and code-mixing in a medium of instruction, the advantages, and disadvantages. The findings and discussion presented here have passed from the data analysis. Then, the purpose of this study was to know how code-switching and code-mixing may be used in the medium of instruction to students by lecturers in EFL classes, advantages, and disadvantages. Here, the researcher presented the findings that the research has been carried out in the English education study program of UIN K.H Prof. Saifuddin Zuhri Purwokerto.

#### **A. The Use of Language Code-Switching and Code-Mixing in Instructional Medium of EFL Classes in The English Education study program**

Generally, the use of code-switching and code-mixing has various ways in uses, and also the kinds of code-switching and code-mixing that implemented by lecturer in their medium of Instruction. Then, the research findings were obtained from the observations regarding the use of code-switching and code-mixing in medium of instruction by lecturers in EFL classes, and interview with the lecturers. The observation was done four times. Based on the observation in the classroom, the researcher noted how often the lecturer used code-switching and code-mixing. After that, the researcher categorized into code-switching itself and code-mixing itself. Then, the researcher analyzed the data in order to know the uses of code-switching and code-mixing itself. Next, the researcher interviewed the lecturers and students to supported the analysis from the researcher. Furthermore, the research findings displayed in this section. It was from the selected observation data from several observation attempts.

##### **1. The use of code-switching by lecturers**

According to the data of observation, lecturer A who taught a listening class in 2 TBI A class. Lecturer A used more code-switching than code-mixing. Lecturer A used code-switching amount of 38 times, and the code-



mixing was the amount of 37 times. Then, lecturer B who taught a speaking class. The speaking class was 2 TBI C. Lecturer B was also same with Lecturer A that used code-switching more than code-mixing. Lecturer B used a code-switching amount of 29 times and the code-mixing amount of 20 times.

Furthermore, the data comparison that the researcher has found in the observation. Both lecturers used code-switching more frequently than code-mixing in learning. Next, the researcher analyzed with used the observation noted and proved with the lecturer's explanations. It makes the data have found in the observation proved and validated by the explanation from the lecturer in the interview. Here, several uses of code-switching by lecturer in medium of instruction :

a) The use of code-switching for explaining something

First, the lecturer used code-switching to explain something. It meant in the learning. The lecturer will use the English language first, and then after that the lecturer switch to the Indonesian language to explain more details in the Indonesian language in order the student to understand what does it meant. Fachriyah in her article, said that if there is an additional explanation, the lecturer would use English at the beginning and Indonesian in the next explanation (Fachriyah, 2017). Here, the researcher attached the example of code-switching that the purpose of explaining somethings:

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

NO.	The excerpt of code-switching	Kind of code-switching
1.	<i>“Yeah, there are some morphs ada beberapa morph yang bisa kalian gunakan untuk melihat apakah kalimat tersebut itu negatif atau tidak.”</i>	Intra-sentential

2.	<i><b>“Kalau kemarin ada teman kalian di kelas sebelah. Kalau discuss miss? Is it prefix? Yes it is no.”</b></i>	Intra-sentential
3.	<i><b>“Karena kalau kita potong menjadi kata seperti ini. That is appointing someone.”</b></i>	Inter-sentential
4.	<i><b>“So, when you are listening to the negative sentences. You have to find out oh tadi negatifnya apa kemudian maksudnya apa.”</b></i>	Intra-sentential
5.	<i><b>“I think in toefl listening. You should more prepare. Jadi, kalian harus belajar juga ya.”</b></i>	Inter-sentential

Table 1 The use of code-switching for explaining something in listening class

According to the table 1, there are some examples of the uses code-switching for explaining something. Take a look at first example, the uses code-switching for explaining something explained that the lecturer wants to explain more about the morphs in English for student. The students can identify from the morphs to know the meaning was negative. Thus, the lecturer explained the explanation before in Indonesian language.

Class : Transactional speaking class (2 TBI C)

Lecturer : Lecturer B

No.	The excerpt of code-switching	Kind of code-switching
1.	<i><b>“Just I said before ya every thing has an exception. Setiap segala sesuatu ada tujuannya.”</b></i>	Inter-sentential
2.	<i><b>“Jadi, kalian nanti jangan terbalik ya. It is an Adverb.”</b></i>	Inter-sentential
3.	<i><b>“The reason was given in amount of members of students. Kelas ini lebih besar dari kelas B. jadi kemungkinan perbedaanya banyak.”</b></i>	Inter-sentential
4.	<i><b>“The different is the context of communication. Formal or informal. Ya penggunaanya sama tinggal konteksnya saja yang berbeda.”</b></i>	Inter-sentential

5.	<i>"You can consider the situation. To whom you speak <b>kamu ngajak siapa untuk berbicara.</b>"</i>	Intra-sentential
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Table 2 The use of code-switching for explaining something in speaking class

In the table 2, the lecturer used code-switching to explain something. The lecturer explains the material in the English language. Then, the lecturer re-explains the chunks of her or his explanation in the English language about the material in the Indonesian language with correlation to the topic or without any topic correlation. To make it clear, the researcher attached the example from table 2, "Lecturer B said that *'The different is the context of communication. Formal or informal. **Ya penggunaanya sama tinggal konteksnya saja yang berbeda.**'*"

According to the excerpt above, there are two utterances that the normal one was in the English language. The lecturer used the English language to explain the material. Then, it continued with the bold utterance in Indonesia that there is no continuity of the topic. Simply, the utterance was on a different topic. Hence, there are two forms of lecturer used code-switching to explain something.

The lecturer used code-switching to explain something. It was not only the argument or analysis of the researcher. The researcher proved this argument by interviewing lecturer A and B. It almost two lecturers agreed that code-switching is used to explain something. The researcher attached the excerpt of the interview transcription with two lecturers below.

Lecturer A : *"Code-switching and Code-mixing is really necessary. All of students not having English background. Some of them may not come to English department because their parents force them because there is no another choice to study in the university. So, if we are use English a whole class. They will lost. ... then, when we want to explain the theory in some material. It is not always necessary for us to explain whole in English. When we are talking about the theory. What we need to convey to them. Rather they cannot to understand the theory. So, if we are not helping them in Indonesian or in*

*simple way. They may not understand the theory. That's way explaining it in English first and then also explain in Indonesian. It is of course very necessary."*

Lecturer B: *"Absolutely yes, we know that when I speak English. It is not all of my students will understand my speech. Sometimes, I should switch my language into Bahasa Indonesia to make it easy to understand. There is something or certain condition that I should explain or I want to emphasize my explanation and some students seems not to understand to my speech. So, that's why I have to switch my language. Generally, I think it is needed. It is not every time but it is needed when in certain condition because my class is speaking."*

According to the excerpt of interview with the lecturers above, the researcher asked to the lecturers that does code-switching and code-mixing has an essential role or not. The lecturers answered with an agreement. Both of them emphasize that code-switching and code-mixing can help the lecturer for explaining something in the different language. Thus, the lecturers and researcher have the same argument that code-switching could use to explain something to the student.

b) The use of code-switching for emphasize meaning or something

The lecturer used code-switching to emphasize meaning or some messages in the student's first language. Important messages might be reinforced when presented in the first language (Ernesto, 1997). It meant in learning. The lecturer explained some terms, theories, and keywords in the material. Then, the lecturer thought that is not clear when it was just explained in English. The lecturer wants the students to know the meaning or something that the lecturer wants to say or deliver. Here, the researcher attached the example of code-switching to emphasize the meaning or something.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-switching	Kind of code-switching



1.	<i>"Kata ini masih memiliki arti yang utuh. There is actual meaning."</i>	Inter-sentential
2.	<i>"If you are listening to the audio that contain negative sentence. What you need to do is that focus in that negative sentence and try find out kalau bisa kalian lihat strateginya adalah hanya fokus di kalimat negatif."</i>	Intra-sentential
3.	<i>"We plan to have a class starting at eight and we cannot find the class. Jadinya kan sebenarnya rencananya gak jadi."</i>	Inter-sentential
4.	<i>"Ada beberapa kata yang menandai disini for example are almost none."</i>	Intra-sentential
5.	<i>"So my responsibility is only for study you have already graduated kalian sudah lulus."</i>	Intra-sentential

Table 3 The use of code-switching for emphasize meaning or something in listening class

In the table 3, the lecturer used code-switching for reinforcing or emphasizing some meanings or some terms. It helps the students to know more about some meaning. At the first example, the lecturer wants the students to know or aware. The word has a complete meaning that is actual meaning. Thus, the students will know the word that has a complete in the material that is actual meaning.

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	The excerpt of code-switching	Kind of code-switching
1.	<i>"What is the exception in this one, ada beberapa hal oke."</i>	Intra-sentential
2.	<i>"There is big different also small different, small different. Berarti perbedaanya kecil."</i>	Inter-sentential
3.	<i>"Give me the example, Ayo!."</i>	Tag-switching
4.	<i>"No, because this is comparative, jadi ini komparatif."</i>	Intra-sentential

Table 4 The use of code-switching for emphasize meaning or something in Speaking class



According to table 4, the lecturer used code-switching to emphasize meaning. The researcher highlighted the lecturer's code-switching in their medium of instruction. The lecturer uses high bit sounds or high melody of their sound to reinforce something important. In the observation, the lecturer repeated their explanation to the students, but it was not in full explanation. The lecturer re-explained only the specific point, the core of their explanation, or just a short utterance, and the bit sound of the lecturer was high to emphasize.

We can look at the example. "Lecturer A said '*Ada beberapa kata yang menandai disini* for example are almost none.'" In the excerpt of the lecturer's explanation above, the bold sentence means that the lecturer said to the students that there are some terms or words that the student should pay more attention. Then, in the second excerpt of lecturer B's explanation that meant the lecturer emphasized that the student's answer from the exercise was wrong. So, lecturer B emphasizes the correct answer.

In the interview session, the lecturers proved or said that to emphasize some meanings. They should use code-switching with the students in order for the students to know what the lecturers mean. Below, the researcher attached the excerpt from the lecturer;

Lecturer A : "*As I said before that I realize don't really realize if I use the code-switching more than code-mixing in my teaching. Generally, I use code-switching to emphasize in some meaning in the theory and also I emphasize in Indonesian or switch it into Indonesian .....*"

According to the excerpt above, the lecturers explained to interviewer that the function or the uses code-switching for emphasize some meaning. Hence, the lecturers used code-switching to emphasize something.

c) The use of code-switching for giving a joke as a entertain purposes

Therefore, the lecturer used code-switching in their medium of instruction for giving a joke in the middle of learning. It meant in learning. The lecturer gave jokes in the middle of learning by using their first language. Younas et al. states in his article, The teacher used their first language in the second language learning to decreased the pressure (Younas et al., 2014). So that, the students were not stressed or bored with the learning. It also affected some little interaction between lecturer and students.

The example of code-switching for giving a joke as a entertain purposes, “Lecturer A said that *‘Who wants to spent so much money just to see Borobudur temple. Unless, yeah they're very rich. for example. Jika kalau itu beneran mending buat belanja diluar yah hehehe.’*” Then, lecturer B also used code-switching in his learning. “Lecturer B said that *‘Good, what the comparative good is? Yes, better and the superlative is best. Good is not gooder or goodest. Godel godel itu namanya apa. Gudel banyu atau apa hehehe.’*”

Here, a joke was given by the lecturer in the learning. It made an energizer for students. The students were not bored and stressed in the

learning. In line with that statement, lecturers also stated that code-switching gave a role in making students comfortable and did not make the lesson was in high tension. It is proved by the answer of the lecturer in the interview.

Lecturer B : *“I want to emphasizing some points of my instruction. To make it easy for students understand. For another reason, for making a joke. It becomes some reasons. Showing the exposure or contacting language from first language in the foreign language.”*

Moreover, the researcher took a note for code-switching to give entertainment or joke. The researcher noticed that not all student was laughed. In the excerpt of lecturer B, some students did not notice the

joke the lecturer delivered. The reason was that the lecturer used Javanese language when he switched the language for joking. Generally, the students' conditions in the class were not all from central java. So, they did not know the Javanese language. So, some students did not laugh.

- d) The use of code-switching for giving clear directions and asking questions

The lecturer also used code-switching to give clear directions or instructions and ask a question. It meant in learning. The lecturer used another language when in switch language to re-tell the question that was delivered for the student to answer. Then, the lecturer also used another language to make sure the instruction that gave by the lecturer was understood for student. For example, the lecturer was at the beginning of the lesson. Sometimes the lecturer did a brainstorming by asking questions to students that correlated with the lesson's material.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-switching	Kind of code-switching
1.	<i>“Dislike, Disagree, disable, disappointment. Apakah bisa dipisah kata yang terakhir?”</i>	Inter-sentential
2.	<i>“Kamu bisa bayar listrik nggak?, I have barely enough money.”</i>	Inter-sentential
3.	<i>“Habis lulus kerja dimana? Oh saya belum bekerja, I am student.”</i>	Intra-sentential
4.	<i>“Answer the almost all negative expression exercise number one until ten. Jadi untuk yang ini kalian kerjakan, nomer satu sampai sepuluh.”</i>	Inter-sentential

Table 5 The use of code-switching for giving clear directions and asking questions in listening class

Based on the data in table 5, the lecturer almost used another language when the lecturer gave directions and also asked a question. The researcher analyzed that this code-switching minimizes misunderstanding among students during the lecturer's instruction or when the lecturer gives a question. The teacher's strategy is to make the student understand their question, the lecturer could use their first language (Mujiono et al., 2013). The students would understand what the lecturer meant in the instruction or the lecturer's question. So, they will not misunderstand the lecturer. Take a look to the excerpt of interview below.

Lecturer A : *"We realize some students may advance in English but in another side some of them have lower ability. We can use code-switching to bridge the lower student ability. Then, as I said before. I can give the clear direction to the student. What do I mean. And also the students understand the theory that I explain in the classroom. Code-switching can facilitate the lecturer to translate the meaning that lecturer want to convey."*

According to the excerpt of interview, Lecturer A also has the same argument that code-switching can use the lecturer to give clear direction and ask questions for the students. The characteristic of students was not all have the same competence in English language. There is lower competence in English. It made the students the different way to understand what the lecturer means. The lecturer could facilitate the kind of student to minimize misunderstanding. So, the student could do something that the lecturer means.

e) The use of code-switching for translating meaning

The last, the use of code-switching that the researcher found in the observation. That is to translate meaning or contact language from the foreign language with student language. When, the lecturers speak in English language. Then, they explain or describe the utterance where it was in English language into the Indonesian language or



Indonesian context. Jingxia states that, the Chinese teacher gave the equivalent of meaning in their explanation by using Chinese (Jingxia, 2010). Thus, the lecturers deliver the exposure language function to the student.

Here, the researcher attached below this. The excerpt from lecturer B explained exposure language or contacting two different languages.

Lecturer B : “... *You know that in Indonesian context. English became foreign language. It does not used in every day. As a teacher, it should contact the language between English and Indonesian. The teacher should give contacting English language into Indonesian language. I mean when we speak in English language. Then, the teacher explains or describe in Indonesian language or Indonesian context. It says as an exposure language.*”

According to the excerpt above, it means that the lecturer should exposure the language or contact English with the first language. It gives to the students more context in the Indonesian language context. Then, it will make the student more understand the context. Lecturer B said that how we use contact the language. We could use code-switching. So, code-switching is used to translate or contact the language.

Here, the researcher added the example of code-switching for translating.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-switching	Kind of code-switching
1.	<i>“In skill 7-10 we actually learn to listening in audio in english which includes negative sentence or negative implication. Jadi, di ketrampilan 7, 8 dan 9 kita sebenarnya akan mendengarkan audio dalam toefl for</i>	Intra-sentential



	<i>listening itu biasanya terdiri dari kalimat negative."</i>	
2.	<i>"No more than a once a week, jadi satu minggu berarti itu satu kali aja."</i>	Intra-sentential
3.	<i>"She is not unaware itu artinya berarti dia tidak sadar."</i>	Intra-sentential
4.	<i>"She hardly not have any work experience. Hampir tidak punya pengalaman kerja."</i>	Inter-sentential
5.	<i>"That is the moment for you to be adult. Dan, itulah moment terbesar kalian untuk dewasa."</i>	Inter-sentential

Table 6 The use of code-switching for translating something in listening class

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	The excerpt of code-switching	Kind of code-switching
1.	<i>"Everything has an exception. Setiap segala sesuatu mesti ada pengecualian."</i>	Inter-sentential
2.	<i>"I feel a bill spent more money this month. Saya rasa saya mengeluarkan uang lebih banyak bulan ini."</i>	Inter-sentential
3.	<i>"Before pandemic, I usually to go to cinema more frequently. Sebelum pandemi saya biasanya pergi ke bioskop lebih sering."</i>	Inter-sentential
4.	<i>"Semakin cepat kamu mendekatnya semakin kamu mendapatkannya. The faster you approach her the faster you get her."</i>	Inter-sentential
5.	<i>"The faster you run the faster you get that. Semakin kamu cepat berlari semakin cepat kamu mencapai disana."</i>	Inter-sentential

Table 7 The use of code-switching for translating something in speaking class

According to table 6 and 7, the term translation is in the example. The bold sentence that is code-switching was in Indonesian language. Then, the Indonesian sentence give an equivalent meaning of source language. The researcher analyzed that code-switching used by lecturer for translating. It proved from the target language which is the Indonesian language gives an equivalent meaning to the source

language. It was the English language. So, code-switching can be used by lecturer for translating.

f) The kind of code-switching in lecturer's medium of instruction

Moreover, the kind of code-switching in the lecturer's instruction was analyzed by the researcher. Several types of code-switching are inter-sentential Switching, Intra-sentential Switching, and Tag switching (Poplack, 2000). Below, the types of code-switching in the lecturer's instruction.

a) Inter-sentential switching

Example:

Lecturer A : "***Kata ini masih memiliki arti yang utuh.*** There is actual meaning."

The bold sentence occurred outside of the normal sentence. It is not within the sentence. Inter-sentential switching occurs in sentence boundaries where one sentence in one language and another sentence in language differently (Saraswati, 2016). The researcher means that the bold sentence occurred in the different utterances in the observation. There is a slight pause or stop between the bold and normal sentences. According to the observation notes, inter-sentential switching used by lecturer A 15 times in the learning. Then, inter-sentential switching used by lecturer B 21 times in the learning.

b) Intra-sentential switching

Example:

Lecturer A : "Nothing wasn't a plan which means ***itu tidak ada yang sesuai rencana.***"

The bold sentence occurred inside or within the normal sentence or same sentence. Intra-sentential switching is a switch of language that happens within a sentence (Holmes, 2013). It means the sentence occurred within one sentence. There is no

pause or stop in the utterance. It seems like it occurred in one utterance of the lecturer. According to the observation notes, intra-sentential switching used by lecturer A 21 times in the learning. Then, intra-sentential switching used by lecturer B 3 times in the learning.

c) Tag switching

Example:

Lecturer B : “***Mungkin kamu merasa eee, I feel graduate.***”

A tag inserts the bold sentence here. The tags include interjection words, filler words, and idiomatic expressions (Novianti & Said, 2021). And the bold sentence here was in a different language than the normal sentence. According to the observation notes, lecturer A did not used tag-switch in their medium of instruction. Then, tag switching used by lecturer B 3 times in the learning.

## 2. The use of code-mixing by lecturers

In the previous explanation, the researcher displayed the data about using code-switching in learning. It was also attractive to analyze the use of code-mixing. Code-mixing also occurred in the learning. Although, the amount of code-mixing that occurred in the learning was lower than code-switching. So, in this point, the researcher explained or displayed data about using code-mixing.

a) The use of code-mixing to find an equal word or meaning.

First, the use of code-mixing by the lecturer is to find an equal word or meaning. It means the lecturers used some word or lexical item from another language in one sentence. The researcher analyzed that it happens naturally. Some words come out naturally without any plan earlier. It also happens due to a lack of vocabulary from the lecturer to express some meaning. Some linguists said that one of factors that caused code-mixing is poor vocabulary (Gunawan, n.d.).

Here, the researcher attached the example of code-mixing to find equal words or meanings.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-mixing	Kind of code-mixing
1.	<i>“Unlike, unbelievable, unforgettable, unforgivable, <b>tidak dimaafkan, ya.</b>”</i>	Alternation
2.	<i>“Ingender, inside, invinsible, <b>tidak terlihat.</b>”</i>	Alternation
3.	<i>“<b>Non pribumi</b> bule.”</i>	Insertion
4.	<i>“<b>Jadi</b> barely enough <b>ya cukup aja gitu.</b>”</i>	Congruent lexicalization

Table 8 The use of code-mixing to find an equal word or meaning in listening class

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	Lecturer	The excerpt of code-mixing	Kind of code-mixing
1.	Lecturer B	<i>“For example, here, some words with one syllable. The base form of thin. What does mean thin? <b>Tipis.</b>”</i>	Insertion
2.	Lecturer B	<i>“<b>Perbedaan itu</b> it can be <b>besar yang</b> big different <b>atau</b> yang small different.”</i>	Congruent lexicalization
3.	Lecturer B	<i>“But the difference is big <b>perbedaannya besar</b> than we imagine.”</i>	Insertion
4.	Lecturer B	<i>Whatever other people say about you must better and better over the <b>time terus menerus.</b></i>	Alternation

Table 9 The use of code-mixing to find an equal word or meaning in speaking class

According to table 8 and table 9, the black words or phrases were inserted into the English sentence or utterances in Indonesian. Then, Before the bold words or phrases, an equal meaning is preceded in the English language. The example; “Ingender, inside, invisible, **tidak**



*terlihat*.”. Before ‘*tidak terlihat*’ word is preceded by the ‘invisible’ word. The researcher analyzed that the lecturer wanted to find the equal meaning of the ‘invisible’ word in Indonesian. Hence, code-mixing is used by the lecturer to find equal words or meanings.

b) The use of code-mixing to express agreement meaning

In learning, it means that the lecturer expresses of agrees or disagrees about something. The intended meaning of agree or disagree word in another language was inserted into one sentence. The researcher attached the example below.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	Lecturer	The excerpt of code-mixing	Kind of code-mixing
1.	Lecturer A	“ <i>Fourty minutes ya fourty minutes left for listening section.</i> ”	Insertion
2.	Lecturer A	“ <i>Unlike, ya.</i> ”	Insertion
3.	Lecturer A	“ <i>Ok, for example never tadi oh ya I will never go somewhere.</i> ”	Insertion
4.	Lecturer A	“ <i>Impossible ya. Imposibble is also negative.</i> ”	Insertion
5.	Lecturer A	“ <i>Ya ya ya up to you, is it okay?</i> ”	Insertion

Table 10 The use of code-mixing to express agreement meaning in listening class

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	Lecturer	The excerpt of code-mixing	Kind of code-mixing
1.	Lecturer B	“ <i>Ya,, satu suku kata. Just one sound, one phonological sound.</i> ”	Alternation
2.	Lecturer B	“ <i>Baru kemarin kamu become a new student in this campus but right now ya. You are in the second semester.</i> ”	Insertion
3.	Lecturer B	“ <i>If you want to make a ballon you should breathe more and more ya kan contohnya gitu.</i> ”	Insertion



4.	Lecturer B	<i>“For example here, lazier, <b>gak boleh ditambahin</b> more lazier.”</i>	Insertion
5.	Lecturer B	<i>“Ya,, <b>satu suku kata</b>. Just one sound, one phonological sound.”</i>	Insertion

Table 11 The use of code-mixing to express agreement meaning in speaking class

According to the data in table 10 and table 11, the researcher analyzed the insertion ‘ya’ word. It gave the intended meaning of agreeing with something. For example, *“Impossible ya. Impossible is also negative.”*. The insertion of the ‘ya’ word here agrees that ‘impossible’ becomes a word with a negative meaning. It is not only the intended meaning of agreeing. The researcher also found the example of the intended meaning of disagree. For example, *“For example here, lazier, **gak boleh ditambahin** more lazier.”*. The insertion of ‘*gak boleh ditambahin*’ phrase here, intended to disagree meaning of the ‘lazier’ word, could not add by the ‘more’ word. Lecturer means that ‘lazier’ word intended superlative meaning. So, the lecturer used code-mixing to express agreement meaning.

c) The use of code-mixing to express interrogative meaning

In learning process, the lecturer expresses interrogative meaning to ask a question. The researcher noted that when the lecturer said some words or phrases, the sound of the lecturer slowly reduced. The researcher analyzed that it was intended for interrogative meaning. Below, the researcher attached the example of code-mixing to express interrogative meaning.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-mixing	Kind of code-mixing
1.	<i>“Do we have infix in English? <b>Punya gak infix sisipan, ada nggak?</b>.”</i>	Alternation
2.	<i>“Adalagi non <b>misalnya?</b>.”</i>	Insertion
3.	<i>“Alright apa tadi negative sentence-<b>nya?</b>.”</i>	Insertion

4.	<i>“So, let's take a look to the first example. I hope no one unhappy. The double negatifnya <b>adalah?</b>.”</i>	Insertion
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Table 12 The use of code-mixing to express interrogative meaning in listening class

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	The excerpt of code-mixing	Kind of code-mixing
1.	<i>“In <b>adverb</b>, the example is well. Adjective-nya good <b>adverb-nya?</b> well, that's right.”</i>	Insertion
2.	<i>“A pandemic situation is considerably worst than we imagine <b>maksudnya?</b>.”</i>	Insertion

Table 13 The use of code-mixing to express interrogative meaning in speaking class

Regarding the data in table 12 and 13, the researcher analyzed the bold word or phrases here to express interrogative meaning. The lecturer wants to ask questions to students. For example, “He said it is not completely impossible. Jadi not *dengan* impossible ‘artinya?’.”. The ‘artinya’ word means the lecturer wants to ask the student in that sentence. What does it mean about the sentence that the lecturer has delivered. So, the bold word here has an indirect purpose of asking students questions.

d) The use of code-mixing to express proper noun or specific identity

Furthermore, the use of code-mixing by the lecturer is to express proper nouns or identities. The proper noun here means that no word has an equivalent word or meaning in English. The lecturer should use the original word, or the lecturer does not change the word in the English context. Let the word be pronounced authentically in the source of language. So, it should not change by the lecturer to find equal meaning in English to Indonesian.

Here, the researcher attached the example of code-mixing that is used to express proper nouns.

Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-mixing	Kind of code-mixing
1.	<i>"Have you ever gone to <b>Borobudur</b>?"</i>	Insertion
5.	<i>"Talking about <b>Indonesia</b> politics never ending."</i>	Insertion

Table 14 The use of code-mixing to express proper noun or identity in listening class

Class : Speaking class (2 TBI C)

Lecturer : Lecturer B

No.	Lecturer	The excerpt of code-mixing	Kind of code-mixing
1.	Lecturer B	<i>"You should compare one thing with many things or we could say in <b>Bahasa Indonesia</b> as <i>paling</i>."</i>	Insertion
2.	Lecturer B	<i>"We make together what do you want to say with in <b>Bahasa Indonesia</b> terus menerus."</i>	Insertion

Table 15 The use of code-mixing to express proper noun or identity in speaking class

Take a look at one of the examples in table 14 and table 15, *"Have you ever gone to **Borobudur**?"*. The lecturer's 'Borrobudur' word here means that the lecturer wants to deliver the Buddha's temple in Magelang using 'Borobudur'. The 'Borobudur' word is the name of the Buddha's temple in *Magelang*. The lecturer expressed the proper noun without changing the word into an English context. So, code-mixing here was used by the lecturer to express proper nouns or identity.

e) The use of code-mixing to express emphatic on something

Fifth, the use of code-mixing was to express emphatic on something. In learning, the lecturers express their emphatic to the students. The English teacher performed code-mixing to understand the students' emotions (Setiyorini & Setyaningrum, 2021). The lecturers could be emphatic about their achievements, student's

feeling, or motivation. The researcher analyzed that emphatic words or phrases are usually adjective words.

In the observation, the researcher found at least one example of code-mixing used to express emphatic to something. The example is, “Lecturer A said ‘*Well guys, you have done good in the exercise. **Baik** (While give sign of thumbs up)*’”.

That is the excerpt of code-mixing taken from Lecturer A. The researcher analyzed the code-mixing here. The ‘*Baik*’ word here was used to express the student's good performance in the lesson exercise. KBBI also supports it, the meaning of the ‘*Baik*’ word is a word to explain a good feeling condition. So, the lecturers used code-mixing to express emphatic to something.

- f) The use of code-mixing to express reference to something or someone’s meaning

Sixth, code-mixing used to express reference to something or someone's meaning. In the learning, the lecturer used some words or phrases that have meaning to reference something. The word or phrase represents the meaning that the lecturer means. The symbolic relationship that a language phrase has with the concrete thing or concept that it represents is referred to as a reference (Reference, 2015). So, code-mixing is used by the lecturer to express reference to something or someone. The researcher attached the example of code-mixing to express reference to something or someone below. The researcher just found the example from observation in the listening class.



Class : Listening class (2 TBI A)

Lecturer : Lecturer A

No.	The excerpt of code-mixing	Kind of code-mixing
1.	<i>"For example, I have a word "disagreement". So, what the prefix is? Ya this is prefix, this is <b>kata dasarnya</b> (menunjukkan kata di papan tulis* adalah agree ya kita bisa mengatakan root atau base word ya."</i>	Insertion
2.	<i>"Everyone hear clear? <b>Ditengah?</b> *sambil menunjuk*."</i>	Insertion
3.	<i>"Jadi ada kata either <b>di belakangnya.</b>"</i>	Alternation

Table 16 The use of code-mixing to express reference to something or someone's meaning in listening class

According to the data in table 16, the researcher analyzed the bold words or phrases above. It expresses a reference to something or someone. When we symbolize something, the word or meaning that was want to reference. It should represent the meaning. For the example here: *"Everyone hear clear? **Ditengah?** (sambil menunjuk)."* The '*ditengah*' word here references the students who sat down in the middle of class. The lecturer wants to ensure the students hear the explanation clearly or not. Hence, the use of code-mixing to express reference to something.

#### f) The kind of code-mixing in lecturer's medium of instruction

Moreover, the researcher also analyzed the kind of code-mixing in the lecturer's instruction. Several types of code mixing are insertion, alternation, and congruent lexicalization (Musyken, 2000). Below are the types of code-mixing in the lecturer's instruction.



a) Insertion

Example:

*“Have you ever go to **Borobudur?**.”*

Here in the black sentence, the black sentence was inserted by one lexical item: a word within the black sentence. The bold word was Indonesian. Insertion is the insertion of lexical items or entire constituents from one language into a structure of another language (Setiyorini & Setyaningrum, 2021). In this case, there is an inserted language or a borrowing word in a dominant language. According to the observation notes, insertion used by lecturer A 16 times in the learning. Then, insertion used by lecturer B 5 times in the learning.

b) Alternation

Example:

*“They are same. Just the way of speak **cara ngomongnya aja.**”*

The example above gave the overview when there are two languages changed within the sentence. The different languages in the phrase stay relatively distinct, named by alternation (Musyken, 2000). It means within one sentence mixed with two phrases or clauses. Here, the bold clause is added to the black sentence. Clearly, there is an alternative two languages in one sentence by mixing two phrases or clauses. Then, according to the observation notes, alternation used by lecturer A 9 times in the learning. Therefore, alternation used by lecturer B 9 times in the learning.

c) Congruent lexicalization

Example:

*“**Perbedaan itu** it can be **besar yang** big different **atau yang** small different.”*

In congruent lexicalization, two languages share grammatical structure within one sentence. In the example above, the black

word or phrase is the English that shares the grammatical structure with Indonesian by continuously mixing a word or phrase. Then, according to the observation notes, congruent lexicalization used by lecturer A 15 times in the learning. Then, congruent lexicalization used by lecturer B 8 times in the learning.

## **B. The Advantages and Disadvantages of Code-Switching and Code-Mixing in lecturer's medium of Instruction.**

Implementing code-switching and code-mixing in learning has advantages and disadvantages for the lecturer or the students. Here, the researcher presented the advantages and disadvantages according to the data from the interview. It was interesting to know both code-switching and code-mixing that have advantages and disadvantages in learning. So, it is explained in this section.

### **1. The Advantages and disadvantages of Code-Switching and Code-Mixing for The Lecturers**

The role of code-switching and code-mixing in learning has essential role. Ansar's article stated that to develop students' proficiency in English, the teacher or lecturer can apply code-switching and code-mixing as a strategy in learning (Ansar, 2017). Lecturers also support it in the interview with the researcher. The lecturers agreed that code-switching and code-mixing have an essential role in learning. The researcher attached the interview excerpt with one of the lecturers below.

Lecturer A : *"Yes of course, it is essential. But sometimes when I am speaking in the classroom. Sometimes, I don't really realize when I have to switch or mix. It just come out automatically or naturally."*

According to the excerpt above, it is interesting for the researcher to analyze in depth. The researcher analyzed that both code-switching and code-mixing were needed in the learning. When the researcher asked

questions to the lecturer in the interview, the lecturer agreed that code-switching and code-mixing were necessary for the lecturer to apply in the learning. Here is the excerpt of interview with the lecturers.

Lecturer A : *"I think yes. It is necessary for us as lecturers to use cm and cs while we're teaching in the classroom. Code-switching and code-mixing are really necessary. All of students not having english background. Some of them may not come to English department because their parents force them because there is no another choice to study in the university. So, if we are use English a whole class. They will lost. That's why code-switching and code-mixing are necessary for us as lecturer. I think we need to use this."*

Then,

Lecturer B : *"Absolutely yes, we know that when I speak English. It is not all of my students will understand my speech."*

According to the excerpt above, the lecturers agreed that code-switching was really necessary to apply in the learning. The student's barrier was like above that might appear in the learning. Code-switching and code-mixing can used by the lecturer to solve the problem. The reason is code-switching or code-mixing has the advantages and disadvantages itself. So, the role of code-switching and code-mixing was essential.

a) The advantages of Code-Switching and Code-Mixing for The Lecturers

Here, the writer was found some advantages in the research for the lecturer itself. There are five advantages of Code-Switching and Code-Mixing for The Lecturers.

- 1) Code-switching and code-mixing bridge or facilitate the lower student's proficiency in the learning.

The first advantages, code-switching and code-mixing can help lecturer to bridge or facilitate the student who do not have much proficiency in language learning. According to the interview, the lecturer explained to the researcher the student's characteristics in her class. All students were not from English background. In fact, some

students with higher English proficiency are measured by how the student understands in lecturer's medium of instruction. On the other hand, there are still many students with lower proficiency. The teacher or lecturer could use code-switching and code-mixing to facilitate students with lower proficiency to get the same study experience and the process. Along with this analysis, Aljoundi stated that code-switching or code-mixing can solve social gap or barriers and bridge it (Aljoundi, 2013). Then, it was also supported by the lecturer in the interview.

*Lecturer A : "Eee,,, I think it bridges the students who have the lower ability in English. We realize some students may advance in English but in another side some of them have lower ability. We can use code-switching to bridge the lower student ability in the learning."*

The lecturer's statement said that code-switching and code-mixing bridge the lower student's ability to learn in the above excerpt. It makes the lecturers use another language often in their language of instruction. It makes the student to understand with the lecturer's medium of instruction. So, code-switching and code-mixing can facilitate the lower student's proficiency in language learning.

- 2) Code-switching and code-mixing give an exposure language functions for students.

In the observation, the researcher analyzed that there is so many contacts with the languages by lecturers in learning. Contacting the languages means that the speaker tries to find the same or equal meaning from one language in another by contacting two languages together. The teacher gave the context in English language. After that, the lecturers gives the context in Indonesian language. The researcher analyzed that code-switching and code-mixing give an exposure language function. Then, the lecturer in the interview supported it.



Lecturer B : *“You know that in Indonesian context. English became foreign language. It does not used in every day. As a teacher, it should contacting the language between English and Indonesian. The teacher should give contacting English language into Indonesian language. I mean when we speak in English language. Then, the teacher explains or describe in Indonesian language or Indonesian context. It say as exposure language.”*

Furthermore, an example of contacting the language is ‘Good Morning’ word when we contact into the Indonesian language. It means that ‘Good morning’ is ‘*selamat pagi*’. Both ‘good morning’ and ‘*selamat pagi*’ have the same equal meaning. Good morning is the expression to say hello to other people in the morning ( *Oxford Advanced Learner’s Dictionary at OxfordLearnersDictionaries.Com*, n.d.). Hence, Code-switching and code-mixing give an advantage for lecturers to contact the languages in the learning.

- 3) Code-switching and code-mixing help teacher or lecturer to give clear instruction for students.

The role of clear instruction in the learning, it is very important for the student. When there is no clear instruction, the student will get misunderstanding. It will affect their motivation in the study. The instruction is delivered by the lecturer could not understand by the students. Here, the researcher analyzed that code-switching and code-mixing help the student to understand the direction or instruction from the lecturer.

In line with that, Cited in Younas, Code-switching or code-mixing help students to understand the concept, word, and the explanation was in English language (Younas et al., 2014). Furthermore, it is also supported by the data from interview with the students. 13 students agreed that code-switching and code-mixing make them understand to lecturer’s instruction or direction. So, code-switching and code-mixing help the student understand with the lecturer’s instruction or direction.



- 4) Code-switching and code-mixing help lecturer to explain or emphasize some meaning.

Subsequently, code-switching and code-mixing has an advantage for the lecturers are to make the lecturer easier to explain or emphasize something. The difficult term or material that students cannot understand. The lecturer can use code-switching and code-mixing to explain or emphasize some meaning clearly and make it easy for students to understand. The interview with the student also supports it. Here is the excerpt of interview with the student.

Student 6 : *“I think it is helpful when lecturers use this method (code-switching or code-mixing). For students with limited vocabulary, it is easier to understand the instructions or explanations....”*

So, code-switching and code-mixing help the lecturer to make the student understand their explanation or emphasize something.

- 5) Code-switching and code-mixing help lecturer or teacher to build interaction with the students.

Clearly, code-switching and code-mixing also influence the interaction between lecturer and student. Interaction in the learning is needed between lecturer and students. Interaction makes the learning run without distraction (Hanum, n.d.). The researcher analyzed that code-switching and code-mixing becomes one way to build interaction in the learning. Cited in Aljoundi, the lecturer can build student engagement through code-switching that was used by lecturers in the classroom (Aljoundi, 2013). When, the lecturers used code-switching and code-mixing to ask questions or jokes in the learning. The researcher analyzed two factors above. It can make or build interaction in the learning, that is short communication. The article from Hendriks states that Humor or joke can build a good interaction that leads to a more enthusiastic teaching-learning process (Hendriks, 2021).

According to the data from interviews with the student, the researcher analyzed about 12 students agreed that code-switching and code-mixing could help students not be stressed in their learning. Code-switching and code-mixing helped students, not in high tension in the classroom. Good atmosphere or no high tension in the classroom influence good interaction in learning (Akbar et al., n.d.). So, code-switching and code-mixing can help the lecturer to build interaction with the students.

b) The disadvantage of Code-Switching and Code-Mixing for The Lecturers

It is not also the advantages of code-switching and code-mixing for the lecturer that occurred. The researcher analyzed that there is one disadvantage of code-switching and code-mixing for the lecturer. That is:

- 1) Code-switching and code-mixing can make students difficult to understand when the lecturers do not use student's first language

Code-switching and code-mixing could confuse students when the lecturer does not use students' first language in switching or mixing. To make it clear, the language used by the lecturer in code-switching. It should be the same with students' first language or the majority of language in the classroom so that they may not be confused or need time to understand the meaning. The interview with the student also supports the statement. Here is the excerpt of interview with the student.

Student 9 : *"I think as long as it mixes and changes the language is still understandable it's okay, if you mix or change the language using a language other than Indonesian it makes me confused."*

Here, the student explained her difficulty when she received the lecturer's code-switching and code-mixing. She thought the lecturer better to use Indonesian language or student's first language because it was understandable for students. Rather than, the lecturer switch or mix

languages that the lecturers did not use student's first language. So, the lecturer should use the same language with the student during code-switching and code-mixing so that it does not make the student confused.

## **2. The Advantages and Disadvantages of Code-Switching and Code-Mixing for Students.**

The researcher analyzed the advantages and disadvantages, it is not only for the lecturer. Nevertheless, the student is the object of learning. code-switching and code-mixing were applied by the lecturer in their medium of instruction. It has the advantages and disadvantages for the students. The researcher explained the advantages and disadvantages of code-switching and code-mixing for student below:

### **a) The advantages of code-switching and code-mixing for students**

Here, the writer was found some advantages in the research for the lecturer itself. There are three advantages of Code-Switching and Code-Mixing for The Lecturers.

#### **1) Code-switching and code-mixing can help students to understand**

First, code-switching and code-mixing can help the students to understand the lecturer's explanation in the materials or instruction. In observation, the researcher noted that the lecturers give the material, explaining something or emphasizing something used in English. Then, sometimes lecturers switch or mix their language to make the student clear or understand the explanation or instruction. Cited in Ernesto, when important messages in another language are presented in the first language, they might be reinforced for make it clear to understand (Ernesto, 1997). It means there is a pattern or habit when we want to deliver critical messages to bilinguals and ensure the listener knows the important message. It would be reinforced, emphasized, or explained in the first language. The lecturers in the interview agreed that they should switch or mix their language in order

to make the students understand. Here is the excerpt of interview with the lecturers.

Lecturer B : “... *Sometimes I realized some students doesn't understand, I should to switch my language into Bahasa Indonesia.*”

And,

Lecturer A : “... *when I give the direction in the classroom. Sometimes the students are not paying attention or they does not understand in the sentence that I say. So, I am afraid that they not understand the direction. That's way sometimes, I emphasize that or switch that in Indonesian language.*”

Furthermore, the researcher also analyzed the answer of students in the interview. Generally, 14 students from 15 student, agreed that they are helped to understand explanations or instructions. Code-switching and code-mixing can help the student to understand the lecturer's explanation or instruction. So, code-switching and code-mixing can provide understanding to the students in the lecturer's instruction.

- 2) Code-switching and code-mixing can help student to acquire and familiriazee with the new vocabulary.

In the interview data with students, 12 students have the arguments that code-switching can help them acquire with new vocabulary. It means that code-switching and code-mixing have an implication for the student to help acquire new vocabulary. This situation could occur because there is contacting two languages, English into Indonesian that the lecturer uses. It generates a new understanding of some words or meanings for the student.

Moreover, the lecturers disagreed that code-switching and code-mixing can help the student to acquire or memorize new vocabulary. “Lecturer A said that ‘there had not been any research before that code-switching and code-mixing can help students acquire or memorize new vocabulary’”. “Lecturer A delivered the argument that



‘code-switching and code-mixing can help the student understand the new vocabulary and familiarize themselves with the vocabulary’’. The teacher uses code-switching to familiarize learners with foreign vocabulary and concepts related to English language studies (Shafi, 2020). The same argument was also delivered by lecturer B in the interview below.

Lecturer B : *“I think I don’t agree with the use of code-switching or code-mixing for memorizing word. Vocabulary do not to memorize but vocabulary should to use the vocabulary in language. In another way, we should use code-switching to familiarize vocabulary.”*

Here, the researcher analyzed from the excerpt above that code-switching and code-mixing used by lecturers for making the students acquire and familiarize with the new vocabulary. The term of familiarize here, it is not only acquired, memorize the vocabulary. It also implemented in daily conversation. The researcher’s argument also supported by some articles or research. Mazer et.al stated in their article that code-switching has an essential role in second language learning to facilitate acquisition of word (Mazur et al., 2016). In line with that, Indrahayu confirmed in student’s perception that code-mixing can help students to understand the explanation, acquire and translate new vocabulary (Indrahayu et al., 2022).

Moreover, there is research in China about the perception learners toward code-switching in Chinese language classroom. Code-switching also useful for student to familiarize with the Chinese language (Hu et al., 2022). Then, in Amsal’s research stated that code-mixing help students familiarize in using English (Amsal, 2011). So, code-switching and code-mixing provide students to acquire and familiarize themselves with the new vocabulary.

3) Code-switching and code-mixing build students' confidence in their learning

Furthermore, code-switching and code-mixing build students' confidence in their learning. Then, the role of confidence in learning is important. Students with high-level confidence will understand issues or situations better in learning activities, resulting in higher learning outcomes than students with low self-esteem (Sihotang et al., n.d.). Therefore, the lecturer explained in the interview that is,

Lecturer A : *"... maybe, it can take a big line. I think the student will not stressed or afraid and confident to speak in English fully."*

Furthermore, code-switching and code-mixing provide students with the confidence to speak English. The understanding that the student has believed and understood in his beliefs influences the student to be confident in speaking English, like asking questions, responding to something, and providing arguments or opinions. In the interview, students also shared their insight related to this issue.

Student 5 : *"I am more confident in communicating and responding to what the lecturer says."*

Also,

Student 15 : *"... the lecturer switches his language, making the learning atmosphere less stressful and making me comfortable and confident if I want to apply questions to the lecturer because I am not afraid with misunderstand in the material."*

According to the excerpt of interview above, the researcher analyzed if there was no misunderstanding in students' beliefs. The student knows what the lecturer means through lecturers who use switch languages or mixed languages. Students feel confident in their learning. They can respond to the lecturer, ask a question or provide an opinion. Hence, code-switching and code-mixing help students to be confident in learning.

b) The disadvantage of code-switching and code-mixing for the students

It is not also the advantages of code-switching and code-mixing for the lecturer that occurred. The researcher analyzed that there is one disadvantage of code-switching and code-mixing for the lecturer. That is:

- 1) Code-switching and code-mixing can make an assumption for students to always use their first language

Subsequently, code-switching and code-mixing also give a disadvantage for the student. Code-switching and code-mixing can make an assumption for students to always use their first language instead of the target language in language learning. The researcher has discussed the use of code-switching and code-mixing above. The researcher analyzed that it can make an assumption always use their first language, for example. To clarify something, to ask a question, to explain something. In line with that, the lecturer stated in the interview that is,

Lecturer A : *“I think the negative effect, they will think I do not need to speak English all the time because there is the alternative way with using Indonesian. It impacts they will used to Indonesian language rather than English language. As long as here, English become the instruction medium and concern of study.”*

Also,

Lecturer B : *“if code-switching used too much. We used more Indonesian language in whole class. It disrupts for the development of student language learning.”*

Based on the answer of the excerpt of interview above, the use of code-switching or code-mixing by lecturers in their medium of instruction. It might make students have an assumption always to use their first language rather than English. It also gives a factor that disrupts their language development. However, the lecturers answered in the interview that the lecturer said there are so many factors that could influence the student's language development. It needs further

research that discusses code-switching and code-mixing disrupt language development or not at all.

Lecturer A : *“I think for that question. We need the more research about that. Then, there are so many factor that happen in the outside of classroom. It is like how long the time the study in classroom. How about when they are in the home? How about in the boarding house? It so many factors that can influence the output.”*

Also,

Lecturer B : *“What kind of output. It is questionable. Competence or performance output. It need some depth research about that. We cannot to realize what exactly output that happen in the learning.”*

In the interview, the researcher asked to the lecturer that does code-switching and code-mixing has a role to disrupt of the output students' language development. The lecturer A answered by we cannot to make short generalization about it. There are so many factors that can affect of students' language development. In line with that, the lecturer B also delivered disagree answer. There is a questionable thing with what kind of output students' language development. It needs further research for the researcher. Hence, the use of code-switching and code-mixing by lecturers frequently in the learning might assume students always to use their first language rather than the target language.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions of the study

Generally, the use of code-switching and code-mixing has various uses, and the kinds of code-switching and code-mixing implemented by lecturer in their medium of Instruction at English education study program of UIN Prof. K.H Saifuddin Zuhri Purwokerto. There are five uses of code-switching that lecturers use in their medium of instruction and five uses of code-mixing used by lecturers in their instructional medium or medium of instruction. The lecturers used code-switching to explain something, emphasize some meaning, to give joke as an entertain purposes, give clear directions or ask questions to students, and translate meaning. Then, the lecturers used code-mixing to find an equivalent word or meaning, to express agreement meaning, to express interrogative meaning, to express specific identity, and to express emphatic. Thus, those were the use of code-switching and code-mixing in medium of instruction.

Then, the researcher analyzed that the lecturers used all kinds of code-switching and code-mixing in their medium of instruction. The kinds of code switching that used by lecturer in their medium of instruction, that is; Inter-sentential, Intra-sentential, and tag switching. Therefore, the kinds of code-mixing that used by lecturer in their medium of instruction, that is; Insertion, Alternation, and Congruent lexicalization. So, that is all the kinds of code-switching and code-mixing that used by lecturer in their medium of instruction.

Furthermore, the use of code-switching and code-mixing also has advantages and disadvantages on the lecturer and students. Based on the findings, there are five advantages and one disadvantage for the lecturer. Code-switching and code-mixing bridge the student's proficiency in the learning, contacting two languages for students, to give clear instruction for students, to explain or emphasize some meaning, and to develop interaction with their students. Moreover, the disadvantages of using code-switching and code-mixing for lecturer, that is: code-

switching and code-mixing could make student confused when the lecturer does not use students' first language in switching languages or mixing words. Thus, that is the advantages and the disadvantages for the lecturer itself.

Then, there are three advantages and one disadvantage of using code-switching and code-mixing by the lecturer for students. code-switching and code-mixing can help students to understand, to acquire and familiriaz with the new vocabulary, and build students' confidence. Moreover, disadvantages of using code-switching and code-mixing for students. That is code-switching and code-mixing can make an assumption for students to always use their first language if they have difficulties for expressing some meanings. Hence, those were the advantages and disadvantages of using code-switching and code-mixing by lecturer for students

## **B. SUGGESTIONS**

In the suggestions, the researcher delivered some suggestions for lecturer or teacher, and for further research. That are the suggestions from the researcher:

### **1) For the lecturer**

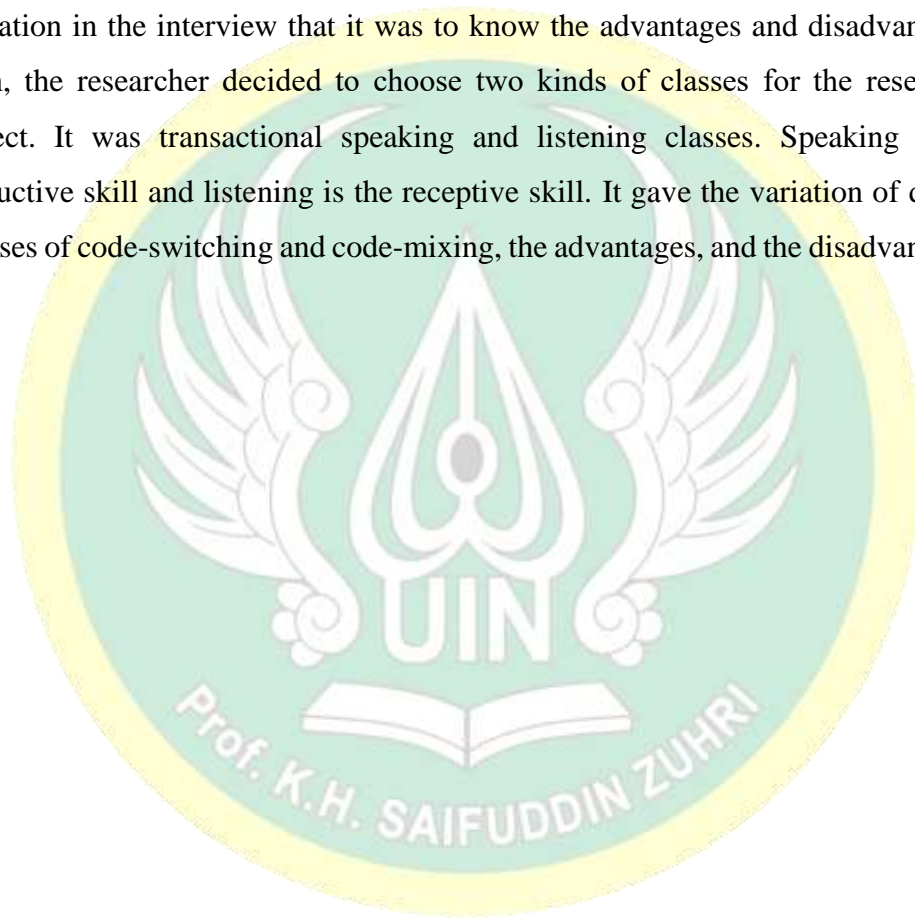
The study's findings are likely to help English lecturers and teachers in using code-switching and code-mixing in their medium of instruction more effectively than before. Teacher or lecturer expected give more attention on the advantages and the advantages of using code-switching and code-mixing. Thus, the use of code-switching and code-mixing could use effectively.

### **2) For further researchers**

The findings of this study could be used as a source of information for the next research. The researcher deliver suggestion for further research to research deeper within the implications of code-switching and code-mixing towards the development of student's foreign language. It expected to know what does code-switching and code-mixing disrupt of the development of student's foreign language. Thus, the suggestions for further research could supported the advantages and disadvantage of code-switching and code-mixing.

### C. LIMITATION OF THE STUDY

The writer realized that in this research. It should there is a limitation of study that have to decide. It makes the result of study more valid, focus, and effective. The researcher decided to give in the limitation of the study. The researcher researched on the lecturers' medium of instruction. It just two lecturers that the researcher decided it for observation, interview and documentation of the lecturers' medium of instruction. Then, the researcher decided to interviewed 15 students for limitation in the interview that it was to know the advantages and disadvantages. Then, the researcher decided to choose two kinds of classes for the research's subject. It was transactional speaking and listening classes. Speaking is the productive skill and listening is the receptive skill. It gave the variation of data in the uses of code-switching and code-mixing, the advantages, and the disadvantages.



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## **APPENDICES**





## TRANSCRIPTION OF INSTRUCTIONAL MEDIUM RECORDING AUDIO

Class : Listening Class/2 TBI A

Lecturer : Lecturer A

NO.	Transcription	Code-switching/code-mixing	Types
1	<i>Fourty minutes <b>ya</b> fourty minutes left for listening section</i>	Code-mixing	Insertion
2	<i>In skill 7-10 we actually learn to listening in audio in english which includes negative sentence or negative implication. <b>Jadi, di ketrampilan 7, 8 dan 9 kita sebenarnya akan mendengarkan audio dalam toefl for listening itu biasanya terdiri dari kalimat negative.</b></i>	Code-switching	Inter-sentential
3	<i><b>Ya ya ya up to you, is it okay?</b></i>	Code-mixing	Alternation
4	<i>Can't is not and (lecturer write a word, can) like this <b>yah oke jadi kalau ada not dan can't berarti dia menunjukan bahwa dia negative.</b></i>	Code-mixing	Congruent Lexicalization
5	<i>Unlike, <b>ya.</b></i>	Code-mixing	Insertion
6	<i>Yeah there are some morphs <b>ada beberapa morph yang bisa kalian gunakan untuk melihat apakah kalimat tesebut itu negatif atau tidak.</b></i>	Code-switching	Intra-sentential
7	<i>Ok, for example never <b>tadi oh ya</b> I will never go somewhere.</i>	Code-mixing	Insertion
8	<i>Have you ever go to <b>borobudur?</b></i>	Code-mixing	Insertion
9	<i>Who wants to spent so much money just to see borobudur temple. Unless, yeah they're very rich. for example. <b>Jika kalau itu beneran mending buat belanja diluar yah hehehe.</b></i>	Code-switching	Inter-sentential

10	<i>And the things that unnormal with this. Siapa yang menetapkan peraturan ini?. Sedangkan, orang tersebut bukan menteri yang seharusnya menerapkan peraturan tersebut.</i>	Code-switching	Inter-sentential
11	<i>Talking about Indonesia politics never ending.</i>	Code-mixing	Insertion
12	<i>Do we have infix in English? Punya gak infix sisipan, ada nggak?</i>	Code-mixing	Congruent Lexicalization
13	<i>For example, I have word "disagreement". so the prefix is? Ya this is prefix, this is kata dasarnya *menunjukan kata di papan tulis* adalah agree ya kita bisa mengatakan root atau base word ya.</i>	Code-mixing	Congruent Lexicalization
14	<i>Kata ini masih memiliki arti yang utuh. There is actual meaning.</i>	Code-switching	Inter-sentential
15	<i>Kalau kemarin ada temen kalian di kelas sebelah. Kalau discuss miss? Is it prefix? Yes it's no</i>	Code-switching	Intra-sentential
16	<i>Unlike, unbelievable, unforgettable, unforgivable, tidak dimaafkan, ya.</i>	Code-mixing	Alternation
17	<i>Ingender, inside, invinsible, tidak terlihat, ya</i>	Code-mixing	Alternation
18	<i>Dislike, Disagree, disable, disappointment. Apakah bisa dipisah kata yang terakhir?</i>	Code-switching	Inter-sentential
19	<i>Karena kalau kita potong menjadi kata appoint. That is appointing someone.</i>	Code-switching	Inter-sentential
20	<i>Adalagi lagi tidak prefix yang menunjukan negative?</i>	Code-mixing	Insertion
21	<i>Impossible ya. Imposibble is also negative</i>	Code-mixing	Insertion
22	<i>Kalau important?</i>	Code-mixing	Insertion
23	<i>Adalagi non misalnya?</i>	Code-mixing	Congruent Lexicalization
24	<i>non pribumi bule.</i>	Code-mixing	Insertion
25	<i>If you are listening to the audio that contain negative sentence.</i>	Code-switching	Intra-sentential

	<i>What you need to do is that focus in that negative sentence and try find out kalau bisa kalian lihat strateginya adalah hanya fokus di kalimat negatif.</i>		
26	<i>Jadi kalau tadi kalian yang menemukan adalah kata negative. Jadi cari yang opposite meaning.</i>	Code-mixing	Congruent Lexicalization
27	<i>For example, kalau disitu, they don't drive slowly.</i>	Code-mixing	Alternation
28	<i>I can't see the door unlocked. Unlocked un disitukan juga dia merupakan kata yang prefix itu.</i>	Code-mixing	Congruent Lexicalization
29	<i>nothing wasn't a plan which means itu tidak ada yang sesuai rencana.</i>	Code-switching	Intra-sentential
30	<i>We plan to have a class starting at eight and we cannot find the class. Jadinya kan sebenarnya rencananya gak jadi.</i>	Code-switching	Inter-sentential
31	<i>Everyone hear clear? Ditengah? *sambil menunjuk*</i>	Code-mixing	Insertion
32	<i>Alright apa tadi negative sentence nya?</i>	Code-mixing	Congruent Lexicalization
33	<i>Oke, kita ulangi lagi kembali. We replay the audio.</i>	Code-switching	Inter-sentential
34	<i>no more than a once a week, jadi satu minggu berarti itu satu kali aja.</i>	Code-switching	Intra-sentential
35	<i>so, when you are listening to the negative sentences. You have to find out oh tadi negatifnya apa kemudian maksudnya apa.</i>	Code-switching	Inter-sentential
36	<i>Kemudian kita lanjut ke skill ini delapan.</i>	Code-mixing	Congruent Lexicalization
37	<i>Lecturer: "Do you know, when you are learning math. When there is negative min negative." S: "Positive" Lecturer: "Yes, exactly jadi hasilnya adalah positif."</i>	Code-switching	Inter-sentential
38	<i>Lecturer: Contohnya kalau disitu it isn't imposibble. Students: So, it is possible Lecturer: Right, it is impossible</i>	Code-switching	Intra-sentential

	<i>karena tidak tidak mungkin. Jadi, artinya berarti mungkin.</i>		
39	<i>or it can also be form with two negative words jadi bisa juga dibentuk dengan dua kata negatif.</i>	Code-switching	Intra-sentential
40	<i>contohnya kalau disitu if it is not snowing. So they aren't going to mountain.</i>	Code-switching	Inter-sentential
41	<i>kemudian itu juga bisa menggunakan neither nor and also either or.</i>	Code-switching	Intra-sentential
42	<i>berarti kalau kalian nantinya ada neither and either cari jawaban yang both of them kedua-duanya.</i>	Code-switching	Intra-sentential
43	<i>So, let's take a look to the first example. I hope no ones unhappy. The double negatifnya adalah? S: Unhappy</i>	Code-mixing	Insertion
44	<i>I think in toefl listening. You should more prepare. Jadi, kalian harus belajar juga ya.</i>	Code-switching	Inter-sentential
45	<i>Jadi double negativenya itu dapat dibentuk dari not ketemu dengan prefix atau double negative words atau kemudian neither and either.</i>	Code-mixing	Congruent Lexicalization
46	<i>He said it is not completely impossible. Jadi not dengan impossible artinya?</i>	Code-mixing	Congruent Lexicalization
47	<i>jadi ada kata either di belakangnya.</i>	Code-mixing	Congruent Lexicalization
48	<i>she isn't unaware itu artinya berarti dia tidak sadar.</i>	Code-mixing	Congruent Lexicalization
49	<i>For example, disini positif, disini negatif. Almost here is negative</i>	Code-mixing	Congruent Lexicalization
50	<i>ada beberapa kata yang menandai disini for example almost none hampir gak ada.</i>	Code-switching	Intra-sentential
51	<i>berarti juga menunjukkan very limited amount.</i>	Code-mixing	Alternation



52	<i>Tapi kalau kita lihat frekuensinya between barely and saldom which one?</i>	Code-switching	Intra-sentential
53	<i>So, if you find there is sentence that contains of kind of this word. Jadi kalian nanti nyari yang almost negatif.</i>	Code-switching	Inter-sentential
54	<i>jadi barely enough ya cukup aja gitu.</i>	Code-mixing	Congruent Lexicalization
55	<i>Kamu bisa bayar listrik nggak? I have barely enough money.</i>	Code-switching	Intra-sentential
56	<i>She hardly not have any work experience. Hampir tidak punya pengalaman kerja.</i>	Code-switching	Inter-sentential
57	<i>Biasanya kalau dalam satu minggu pertama itu the hardest pile of life because you have to adapt to the envirointment and you have to adjust with the people there.</i>	Code-switching	Intra-sentential
58	<i>and usually HRD recruit an employee jadi akan melihat working experiences kalau kalian sudah bekerja itu minimal 6 bulan.</i>	Code-mixing	Congruent Lexicalization
59	<i>Talking about that, the moment when I was every time any graduation. Saya setiap ada wisuda.</i>	Code-switching	Inter-sentential
60	<i>So, having the serious as university student is a priviledge. Ya, karena kalian memiliki status mahasiswa adalah kebanggaan.</i>	Code-switching	Inter-sentential
61	<i>I was proud but untuk mengatakan kamu telah sampai di gerbang situ tetapi kemudian anak-anak ku mau jadi apa nantinya.</i>	Code-switching	Intra-sentential
62	<i>Habis lulus kerja dimana? Oh saya belum bekerja I am student.</i>	Code-switching	Intra-sentential
63	<i>So my responsibility is only for study you have already graduated kalian sudah lulus.</i>	Code-switching	Intra-sentential

64	<i>That's the moment for you to be adult. <b>Dan itulah moment terbesar kalian untuk dewasa.</b></i>	Code-switching	Inter-sentential
65	<i>So, where will you go after you graduated, <b>kerumah mertua?</b></i>	Code-mixing	Alternation
66	<i>only once <b>berarti hanya sekali saja.</b></i>	Code-switching	Intra-sentential
67	<i>Let's we do exercise. I want you to answer the almost all negative expression exercise number one until ten <b>jadi untuk yang ini kalian kerjakan, nomer satu sampai sepuluh.</b></i>	Code-switching	Inter-sentential
68	<i>Mark barely pass the exam. <b>Berarti, mark hampir saja tidak lulus.</b></i>	Code-switching	Inter-sentential
69	<i>dr. Robert almost never make the patient waiting for long. <b>Dokter Robert hampir tidak pernah membuat pasiennya menunggu lama.</b></i>	Code-switching	Inter-sentential
70	<i>It is seldom has the staff meeting is long. <b>Berarti biasanya staff meetingnya lama atau nggak?.</b></i>	Code-switching	Inter-sentential
71	<i>Siti aisyah, <b>berapa</b>, your scores?</i>	Code-mixing	Insertion
72	<i>Lintang, how many scores-<b>mu?</b></i>	Code-mixing	Insertion
73	<i>Hany, <b>berapa</b>, your scores?</i>	Code-mixing	Insertion
74	<i>Siti maryam, six? <b>oke.</b></i>	Code-mixing	Insertion
75	<i>You've doing good in exercise. <b>Baik.</b></i>	Code-mixing	Insertion

## TRANSCRIPTION OF INSTRUCTIONAL MEDIUM RECORDING AUDIO

Class : Speaking Class/2 TBI C

Lecturer : Lecturer B

NO.	Transcription	Code-switching/code-mixing	Types
1	<i>Ya,, satu suku kata. Just one sound, one phonological sound</i>	Code-mixing	Alternation
2	<i>You should compare one thing with many things or we could say in <b>Bahasa Indonesia</b> as <b>paling</b>.</i>	Code-mixing	Congruent lexicalization
3	<i>If the word has more than one syllabel you can add most word in front of word. <b>Tinggal ditambahin</b> most.</i>	Code-mixing	Insertion
4	<i>For example here, some words with one syllable. The base form of thin. What does mean thin? <b>Tipis</b>.</i>	Code-mixing	Insertion
5	<i>Everything has an exception. <b>Setiap segala sesuatu mesti ada pengecualian</b>.</i>	Code-switching	Inter-sentential
6	<i>What is the exception in this one, <b>ada beberapa hal oke</b>.</i>	Code-switching	Intra-sentential
7	<i>Just I said before ya every thing has an exception. <b>Setiap segala sesuatu ada tujuannya</b>.</i>	Code-switching	Inter-sentential
8	<i>We want to make it comparative. We can add er not more <b>sesuai dengan patternnya</b>.</i>	Code-mixing	Alternation
9	<i>For example here, lazier, <b>gak boleh ditambahin</b> more lazier.</i>	Code-mixing	Insertion
10	<i>You know the base, base word <b>kata dasar, kata dasar ketika dirubah</b> superlative or comparative <b>berubah, berubah total</b>.</i>	Code-mixing	Congruent lexicalization
11	<i>Good, the comparative good is? Yes, better and the superlative is</i>	Code-switching	Inter-sentential

	<i>best. Good is not gooder or goodest. <b>Godel godel itu namanya apa. Gudel banyu atau apa hehehe</b></i>		
12	<i>In adverb, the example is well. Adjective-<b>nya</b> good adverb-<b>nya</b>? well, that's right.</i>	Code-mixing	Congruent lexicalization
13	<i><b>Jadi, kalian nanti jangan terbalik ya. It is an Adverb.</b></i>	Code-switching	Inter-sentential
14	<i>We want to make a big different. <b>Kalau compare itu mesti harus ada perbedaanya.</b></i>	Code-switching	Congruent lexicalization
15	<i><b>Perbedaan itu it can be besar yang big different atau yang small different.</b></i>	Code-switching	Congruent lexicalization
16	<i>a pandemic situation is considerably worst than we imagine <b>maksudnya?</b></i>	Code-mixing	Insertion
17	<i>But the difference is big <b>perbedaannya besar</b> than we imagine.</i>	Code-mixing	Insertion
18	<i>This class is considerably bigger than the class B. <b>Jadi itu mungkin contohnya seperti itu.</b></i>	Code-switching	Inter-sentential
19	<i>The reason was given in amount of members of students. <b>Kelas ini lebih besar dari kelas B. jadi kemungkinan perbedaanya banyak.</b></i>	Code-switching	Inter-sentential
20	<i><b>ehh,,,</b> how many students in this class?</i>	Code-switching	Inter-sentential
21	<i><b>walaupun thirty nine emmm sama ya jumlahnya sebenarnya.</b></i>	Code-mixing	Congruent lexicalization
22	<i>I feel a bill spent more money this month. <b>Saya rasa tagihan saya mengeluarkan uang lebih banyak bulan ini.</b></i>	Code-switching	Inter-sentential
23	<i>I feel a lot of money has been spent. <b>Berarti ada perbedaan yang besar.</b></i>	Code-switching	Inter-sentential
24	<i>before pandemic, I usually to go to cinema more frequently. <b>Sebelum pandemi saya biasanya pergi ke bioskop lebih sering.</b></i>	Code-switching	Inter-sentential



25	<i>You can consider the situation. To whom you speak <b>kamu ngajak siapa untuk berbicara.</b></i>	Code-mixing	Alternation
26	<i>There is big different also small different, small different. <b>Berarti perbedaanya kecil.</b></i>	Code-mixing	Alternation
27	<i>The different is too small. <b>Perbedannya sedikit, jadi kalian lihat lihat.</b></i>	Code-switching	Inter-sentential
28	<i>I feel a bit spent money this month then before. <b>Saya rasa sedikit mengeluarkan uang bulan ini dari pada bulan lalu.</b></i>	Code-switching	Inter-sentential
29	<i>you can use double comparatives to say something is changing, <b>masih berlangsung, masih sedang berubah.</b></i>	Code-mixing	Alternation
30	<i>The process of being better is still changing <b>prosesnya masih terus berlangsung.</b></i>	Code-switching	Inter-sentential
31	<i>Whatever other people say about you must better and better over the time <b>terus menerus.</b></i>	Code-mixing	Alternation
32	<i><b>baru kemarin kamu</b> become a new student in this campus but right now <b>ya.</b> You are in the second semester.</i>	Code-mixing	Congruent lexicalization
33	<i><b>atau mungkin kamu merasa eee,</b> I feel graduate.</i>	Code-switching	Tag-switching
34	<i>if you want to make a ballon you should breathe more and more <b>ya kan contohnya gitu.</b></i>	Code-mixing	Alternation
35	<i><b>Semakin cepat kamu mendekatinya semakin kamu mendapatkannya.</b> The faster you approach her the faster you get her.</i>	Code-switching	Inter-sentential
36	<i>As I get older, the time seems pass more and more. <b>Sepanjang saya menjadi tua, waktu terasa begitu cepat.</b></i>	Code-switching	Inter-sentential
37	<i>The faster you run the faster you get that. <b>Semakin kamu cepat berlari semakin cepat kamu mencapai disana.</b></i>	Code-switching	Inter-sentential

38	<i>The more I think about you the more I less for you. <b>Semakin aku memikirkanmu semakin aku tidak pantas untukmu.</b></i>	Code-switching	Inter-sentential
39	<i>The more I practice the more I fluent. <b>Semakin aku praktik semakin aku lancar.</b></i>	Code-switching	Inter-sentential
40	<i>The different is the context of communication. Formal or indormal. <b>Ya penggunaanya sama tinggal konteksnya saja yang berbeda.</b></i>	Code-switching	Inter-sentential
41	<i>If you want to emphasize the different just use the common. Just say with the additional -er, more, most. <b>Kamu hanya bisa menggunakan jika ingin menekankan adanya perbedaan yang besar ataupun kecil.</b></i>	Code-switching	Inter-sentential
42	<i><b>Kalau hanya sekedar menekankan adanya perbedaan yang besar dan kecil,</b> just use the way as usual. Adding -er or more.</i>	Code-switching	Intra-sentential
43	<i>They are same. Just the way of speak <b>cara ngomongnya aja.</b></i>	Code-mixing	Alternation
44	<i>We make together what do you want to say with in <b>bahasa indonesia terus menerus.</b></i>	Code-mixing	Alternation
45	<i>Give me the example. <b>Ayo!</b></i>		Tag-switching
46	<i><b>Coba yang lain!</b> Give me example <b>dengan semakin.</b></i>	Code-mixing	Congruent lexicalization
47	<i><b>Semakin langit mendung, semakin langit akan hujan.</b> The faster is cloudly, the faster will rain.</i>	Code-switching	Inter-sentential
48	<i>No, because this is comparative, <b>jadi ini komparatif.</b></i>	Code-switching	Intra-sentential
49	<i>Let me check in the sisca. <b>Oh ya kita masih pertemuan sebelas.</b></i>	Code-switching	Inter-sentential

## OBSERVATION GUIDELINE

<b>Observer Name</b>	:
<b>Observation date</b>	:
<b>Start of time</b>	:
<b>Class</b>	:
<b>The object of observation</b>	:

### Observation frequency count

No	Areas of observation	Tally Marks	Total
1.	Code-switching		
2.	Code-mixing		

### Observation taking a note

No	Areas of observation	Notes
1.	Code-switching	
2.	Code-mixing	

## OBSERVATION RESULT SHEET

### A. First Observation

<b>Observer Name</b>	: Mohammad Rizki Utomo
<b>Observation date</b>	: 31/5/2022
<b>Start of time</b>	: 08.45 A.M
<b>Class</b>	: Transactional listening class
<b>The object of observation</b>	: Lecturer A

#### Observation frequency count

	Areas of observation	Tally Marks	Total
1.	Code-switching		29
2.	Code-mixing		22

#### Observation taking a note

No	Areas of observation	Notes
1.	Code-switching	1. Asking question 2. Explaining something 3. Offering something
2.	Code-mixing	a) Find equal meaning

### B. Second Observation

<b>Observer Name</b>	: Mohammad Rizki Utomo
<b>Observation date</b>	: 31/5/2022
<b>Start of time</b>	: 09.20 A.M
<b>Class</b>	: Transactional listening class
<b>The object of observation</b>	: Lecturer A

#### Observation Frequent Count

No	Areas of observation	Tally Marks	Total
1.	Code-switching		37
2.	Code-mixing		29



### Observation taking a note

No	Areas of observation	Notes
1.	Code-switching	Give clear direction
2.	Code-mixing	Find equal meaning

### C. Third Observation

<b>Observer Name</b>	: Mohammad Rizki Utomo
<b>Observation date</b>	: 2/6/2022
<b>Start of time</b>	: 11.14 A.M
<b>Class</b>	: Transactional speaking class
<b>The object of observation</b>	: Lecturer B

### Observation frequent count

No	Areas of observation	Tally Marks	Total
1.	Code-switching		29
2.	Code-mixing		20

### Observation taking a note

No	Areas of observation	Notes
1.	Code-switching	<ol style="list-style-type: none"> <li>1. Clarification</li> <li>2. Emphasize meaning</li> <li>3. Delivering jokes</li> <li>4. Explaining something</li> <li>5. Ask a question to students</li> <li>6. Translate meaning</li> </ol>
2.	Code-mixing	<ol style="list-style-type: none"> <li>1. Find equal meaning</li> <li>2. Express jokes meaning</li> </ol>

#### D. Fourth Observation

<b>Observer Name</b>	: Mohammad Rizki Utomo
<b>Observation date</b>	: 8/6/2022
<b>Start of time</b>	: 08.29 A.M
<b>Class</b>	: Transactional listening class
<b>The object of observation</b>	: Lecturer A

#### Observation Frequent Count

No	Areas of observation	Tally Marks	Total
1.	Code-switching		38
2.	Code-mixing		37

#### Observation taking a note

No	Areas of observation	Notes
1.	Code-switching	<ol style="list-style-type: none"><li>1. Explaining something</li><li>2. Delivering a joke</li><li>3. Emphasize meaning</li><li>4. Give the clear directions</li><li>5. Ask a question</li><li>6. Translation</li></ol>
2.	Code-mixing	<ol style="list-style-type: none"><li>1. Find equal meaning</li><li>2. Express agree meaning</li><li>3. Express an interrogative meaning</li><li>4. Express proper noun or identity</li><li>5. Express reference meaning</li></ol>

## INTERVIEW GUIDELINE

**Interviewer Name : Mohammad Rizki Utomo**

**Respondent : The lecturers**

No.	Interview Questions	Notes.
1.	Do code-switching and code-mixing needed when you are teaching in the classroom?	Y/n
2.	Do code-switching and code-mixing have an essential role in the teaching-learning process?	Y/n
3.	According the data from observation that you used code-switching for thirty times than code-mixing just twentythree times. In your opinion, what is the function of code-switching in your teaching?	Ex
4.	In your opinion, what is the positive effect of code-switching for the student?	Ex
5.	In your opinion, is there any negative effect of code-switching for the student?	Ex
6.	Do you agree code-switching help you to make student comfortable in your class?	Y/n
7.	Do you agree code-switching help student to memorize new vocabulary?	Y/n
8.	Do you agree code-switching help student to understand your explanation or instruction in your class clearly?	Y/n
9.	Do you agree code-switching can help you to give best clarification for student when there was confusing thing?	Y/n
10.	Do you agree code-switching can help you give clear translate of the meaning that you say?	Y/n
11.	Do you agree code-switching can help your student understand when you asking for a question to your student?	Y/n
12.	Do you agree code-switching spent a more time for student to process the meaning when lecturer switch the language?	Y/n
13.	In your opinion, what is the positive effect of code-mixing for the student?	Ex
14.	In your opinion, what is the negative effect of code-mixing for the student?	Ex
15.	Do you agree code-mixing help you to find the equal meaning of word when you are explaining/instructing something?	Y/n
16.	Do you agree code-mixing can help your student to acquire new vocab?	Y/n

17.	Do code-switching and code-mixing cause the output of your student language to be disrupted?	Y/n
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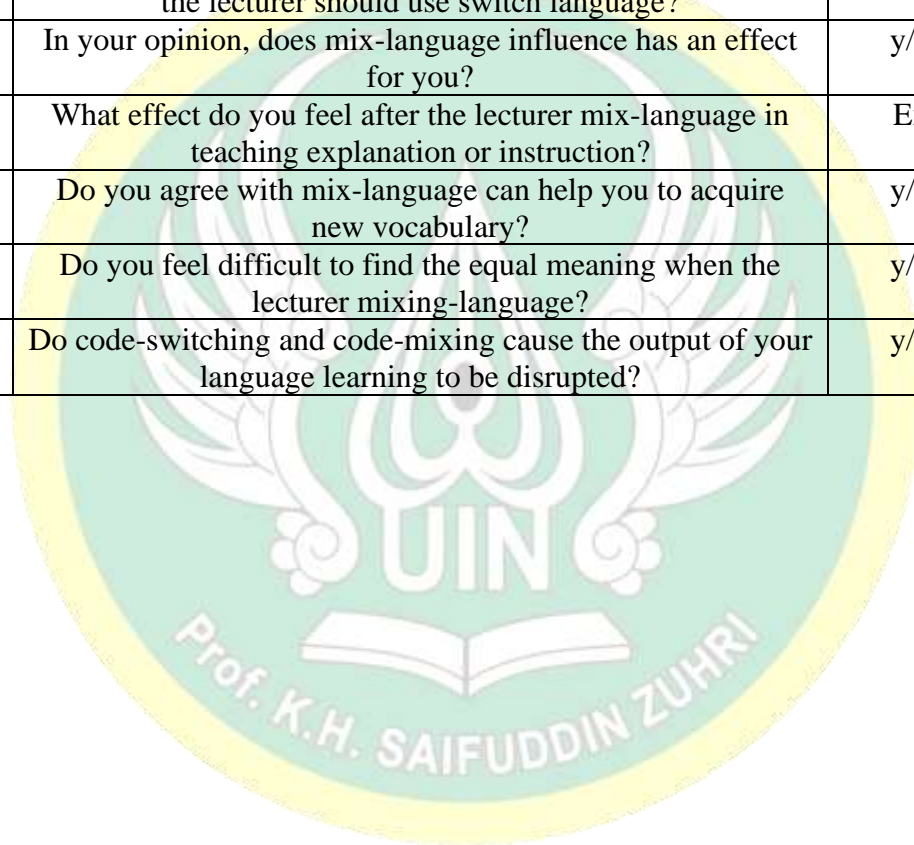
**Interviewer Name : Mohammad Rizki Utomo**

**Respondent : University Students**

No.	Interview Questions	Notes.
1	Do you agree with this statement, “The more input language. It influences the output of language more.” ?	y/n
2	What is your opinion about the learning where is using English language by lecturer from the beginning class until finish?	Ex
3	Do you agree when the lecturer use two languages in the same time in teaching language?  Example: The lecturer will use English language first. Then, the lecturer use Indonesian language for repetition or clarifying something.	y/n
4	Do you agree when the lecturer mixing two languages in the same time in teaching language?  Example: The lecturer will mix two languages into one attempt when lecturer explain something.  “Open your book page 7, sekarang!”	y/n
5	Have you just known about the language code-switching and code-mixing?	y/n
6	What is your feeling when the lecturer use switch language in her explanation/instruction?	Ex
7	What is your feeling when you hear the explanation or instruction from lecturer and it mix in another language?	Ex
8	In your opinion, does switch-language influence has positive effect for you?	y/n
9	What positive effects do you feel after the lecturer use switch-language in teaching?	Ex
10	In your opinion, is there any negative effect of code-switching for you?	y/n
11	What negative effects do you feel after the lecturer use code-switching in teaching?	Ex



12	Do you agree with switch-language can help you to memorize new vocabulary?	y/n
13	Do you agree with switch-language can help you to know clearly the explanation from the lecturer?	y/n
14	Do you agree with switch-language can give you the best clarification from the lecturer when there was a confusing thing?	y/n
15	When the lecturer asking for something to the student and not switch the language, do you feel understand?	y/n
16	Do you feel confused when the lecturer switch the language. So, it makes you spent a more time to understand.	y/n
17	For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?	y/n
18	In your opinion, does mix-language influence has an effect for you?	y/n
19	What effect do you feel after the lecturer mix-language in teaching explanation or instruction?	Ex
20	Do you agree with mix-language can help you to acquire new vocabulary?	y/n
21	Do you feel difficult to find the equal meaning when the lecturer mixing-language?	y/n
22	Do code-switching and code-mixing cause the output of your language learning to be disrupted?	y/n



## TRANSCRIPTION OF INTERVIEW RESULT

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 27-6-2022**

**Respondent : The lecturer A**

**Interview Method : Face to Face**

**Interviewer : Do code-switching and code-mixing needed when you are teaching in the classroom?**

Lecturer : Personally, I think yes. It is necessary for us as lecturers to use cm and cs while we're teaching in the classroom. CM and Cs is really necessary. All of students not having english background. Some of them may not come to English department because their parents force them because there is no another choice to study in the university. So, if we are use English a whole class. They will lost. That's why CM and CS is necessary for us as lecturer. I think we need to use this. Although in the classroom, we need a limitation of first language. Let's say for first and second semester 50 % Bahasa Indonesia and 50 % English language. The higher of the level of student, it can adjust to improve the level. Like 70 % and 30 %. Then, when we want to explain the theory in some material. It is not always necessary for us to explain whole in English. When we are talking about the theory. What we need to convey to them. Rather they cannot to understand the theory. So if we are not helping them in Indonesian or in simple way. They may not understand the theory. That's way explaining it in English first and then

also emphasize explanation in Indonesian. It is of course very necessary.

**Interviewer : Do code-switching and code-mixing has essential role in the teaching-learning process?**

Lecturer : Yes of course, it is essential. But sometimes when I am speaking in the classroom. Sometimes, I don't really realize when I have to switch or mix. It just come out automatically or naturally. I don't count the switch and mix. How many the switch and the mix.

**Interviewer ; In your opinion, what is the function of code-switching in your teaching?**

Lecturer : As I said before that I realize don't really realize if I use the code-switching more than code-mixing in my teaching. Generally, I use code-switching to emphasize in some meaning in the theory and also I emphasize in Indonesian or switch it into Indonesian when I give the direction. So, when I give the direction in the classroom. Sometimes the students are not paying attention or they does not understand in the sentence that I say. So, I am afraid that they not understand the direction. That's way sometimes, I emphasize

that or switch that in Indonesian language.

**Interviewer : In your opinion, what is the positive effect of code-switching**

Lecturer : Emm,,, it bridges the students who have the lower ability in English. We realize some students may advance in English but in another side some of them have lower ability. We can use code-switching to bridge the lower student ability. Then, as I said before. I can give the clear direction to the student. What do I mean. And also the students understand the theory that I explain in the classroom. Code-switching can facilitates the lecturer to translate the meaning that lecturer want to convey.

**Interviewer : In your opinion, what is the negative effect of code-switching?**

Lecturer : I think the negative effect, they wil think I don't to speak English all the time because there is the alternative way with using Indonesian. It impacts they will used to Indonesian language rather than English language. As long as here, English become the instruction medium and concern of study.

**Interviewer : Do you agree code-switching help you to make student comfortable in your class?**

Lecturer : Yes, I am agree. Actually, It is little bit not easy to measure how's comfortable the student by using code-switching and code-mixing in the classroom. There are many things to measure. Does code-switching and code-mixing make student comfortable in the classroom. I don't know more but if

code-switching can make student more understand with what does material from lecturer. Maybe, it can take a big line. I think the student will not stressed or afraid and confident to speak in English fully.

**Interviewer : Do you agree code-switching help student to memorize new vocabulary?**

Lecturer : I think no, because It haven't research before. Actually, in my opinion code-switching can help the student in order to understand the new vocabulary. For the example: In the listening class, I found new vocabulary that may many students confused. The word is terrific. Some students may understand that word by terrify but it is not same at all. Terrific is a word with the meaning like marvelous. Here, in the class I explain to the student like that and the student feel like. Emm ouh ya,,, So, I think it is the example of code-switching can help student understanding in new vocabulary.

**Interviewer : Do you agree code-switching help student to understand your explanation or instruction in your class clearly?**

Lecturer : Yes, of course

**Interviewer : Do you agree code-switching can help you to give best clarification for student when there was confusing thing?**

Lecturer : Yes, I agree

**Interviewer : Do you agree code-switching can help you give clear translate of the meaning that you say?**

Lecturer : Yes of course. It is totally help student to translate the meaning in another way.

**Interviewer : Do you agree code-switching can help your student understand when you asking for a question to your student?**

Lecturer : Yes, I agree. As I said before that code-switching can help me to give best direction to the students.

**Interviewer : Do you agree code-switching spent a more time for student to process the meaning when lecturer switch the language?**

Lecturer : No, I think here the English become foreign language and become the instruction medium. English language here share the language or contacting language with our first language.

**Interviewer : In your opinion, what is the positive effect of code-mixing for the student?**

Lecturer : I think code mixing can help the lecturer to find out the equal meaning of some words. It is enough.

**Interviewer : In your opinion, what is the negative effect of code-mixing for the student?**

Lecturer : No, I think

**Interviewer : Do you agree code-mixing help you to find the equal meaning of word when you are explaining/instructing something?**

Lecturer : Yes I agree,

**Interviewer : Do you agree code-mixing can help your student to acquire new vocab?**

Lecturer : Yes, I agree

**Interviewer : Do code-switching and code-mixing cause the output of your student language to be disrupted?**

Lecturer : I think for that question. We need the more research about that. Then, there are so many factor that happen in the outside of classroom. It is like how long the time the study in classroom. How about when they are in the home? How about in the boarding house? It so many factors that can influence the output.



**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 27-6-2022**

**Respondent : The lecturer B**

**Interview Method : Face to Face**

**Interviewer : “ Do code-switching and code-mixing needed when you are teaching in the classroom?”**

Lecturer: Absolutely yes, we know that when I speak English. It is not all of my students will understand my speech. Sometimes, I should switch my language into Bahasa Indonesia to make it easy to understand. There is something or certain condition that I should explain or I want to emphasize my explanation and some students seems not to understand to my speech. So, that's why I have to switch my language. Generally, I think it is needed. It is not every time but it is needed when in certain condition because my class is speaking. I should encourage student to use English as much as possible and I use English all the time. Sometimes I realized some students doesn't understand, I should to switch my language into Bahasa Indonesia.

**Interviewer : What is the positive effect of code-switching?**

Lecturer : I want to emphasizing some points of my instruction. To make it easy for students understand. For another reason, for making a joke. It becomes some reasons. Showing the exposure or contacting language from first language in the foreign language.

**Interviewer : What is the negative effect of code-switching?**

Lecturer : It depends on situation if code-switching too much. We use more Indonesian language in whole class. It disrupts for the development of student language learning. So. It should have the language tolerance in the learning.

**Interviewer : Does code-switching and code-mixing has an essential role?**

Lecturer : I think, it is kind of intercultural communication. You know that in Indonesian context. English became foreign language. It does not used in every day. As a teacher, it should contacting the language between English and Indonesian. The teacher should give contacting English language into Indonesian language. I mean when we speak in English language. Then, the teacher explain or describe in Indonesian language or Indonesian context. It say as exposure language.

**Interviewer: “ Do you agree code-switching help you to make student comfortable in your class?**

Lecturer: I think yes. The students were comfortable when I using Bahasa Indonesia.

**Interviewer : Do you agree code-switching help student to memorize new vocabulary?**

Lecturer : I think I don't agree with the use memorizing word. Vocabulary don't to memorize but vocabulary should to use the vocabulary in language. In another way, we should use code-switching to familiarize vocabulary.

**Interviewer : Do you agree code-switching help student to understand your explanation or instruction in your class clearly?**

Lecturer : Yes, they will catch the meaning

**Interviewer : Do you agree code-switching can help you to give best clarification for student when there was confusing thing?**

Lecturer : Yeah, I think so. Infact, English is foreign language for us. So. It is needed.

**Interviewer : Do you agree code-switching can help you give clear translate of the meaning that you say?**

Lecturer : Of course

**Do you agree code-switching spent a more time for student to process the meaning when lecturer switch the language?**

Lecturer : No, I think It is very easy to catch the meaning. If use the English a whole time. It will make the student confused.

**In your opinion, what is the positive effect of code-mixing for the student?**

Lecturer : What specific meaning can be deliver to the student. It can the student to acquire new words. Then, the student will get the example of first language in English (exposure).

**In your opinion, what is the negative effect of code-mixing for the student?**

Lecturer : The student will not familiarise with the English language

**Do you agree code-mixing help you to find the equal meaning of word when you are explaining/instructing something?**

Lecturer : Of course, we learn about language.

**Do you agree code-mixing can help your student to acquire new vocab?**

Lecturer : Yes, of course

**Interviewer : Do code-switching and code-mixing cause the output of your student language to be disrupted?**

Lecturer: What kind of output. It is questionable. Competence or performance output. It need some depth research about that. We can not to realize what exactly output that happen in the learning.

## INTERVIEW RESULT

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 14-6-2022**

**Respondent : Student 1**

**Interview Method : Whatsapp Messages**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes, I do**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : I think it should be like that, using English when teaching in class considering we are students studying in the English department.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language? Ex: "For this occasion learning time, silahkan kalian buka buku brown."**

**Student : Yes, I do**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language? Ex: "Please, Ahmad come forwards and menyimpulkan what did you hear from audio!."**

**Student : No, I don't**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes, I do**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction in the learning specifically (secara spesifik)?**

**Student : To be honest, the lecturer uses a language other than English because they knows that there are still students who do not fully understand if they use English in full, I am one of them, but I agree much more if English is sufficient in English courses.**

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

**Student : I understand much more**

**Interviewer** : In your opinion, does switch-language affect positive effect for you?

**Student** : Yes, I do

**Interviewer** : What positive effects do you feel?

**Student** : Switch language makes it easier for me to understand, even I can respond by not having to use English, I don't have to think about my English is right or wrong.

**Interviewer** : In your opinion, is there any negative effect of switch-language that used by lecturer for you?

**Student** : In your opinion, is there any negative effect of switch-language that used by lecturer for you?

**Interviewer** : What negative effects do you feel?

**Student** : That way my English skills might just go away without any improvement because there are no demands during the lecture class even though the major is English, studying in English department. It could be that when I was in semester 6, 7, 8, I still couldn't speak English, had not found an English accent and when I graduated I don't know what to bring for myself or others.

**Interviewer** : Do you agree with switch-language can help you to memorize new vocabulary?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch-language can help you to

know clearly the explanation from lecturer?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?

**Student** : Yes, I do

**Interviewer** : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?

**Student** : I understand

**Interviewer** : Are you confused when the lecturer switch the language?

**Student** : Not really

**Interviewer** : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?

**Student** : Yes, I do

**Interviewer** : In your opinion, does mix language affect has an effect for you?

**Student** : Yes, I do

**Interviewer** : What effect do you feel after the lecturer mix-language in the learning?

**Student** : Maybe much more understand

**Interviewer** : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?

**Student** : No, I don't



**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

**Student : No, I don't**

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : Yes, I do**

**Interviewer : Do you agree with switch-language can be a tool for**

**entertainment by lecturer? (Ex: In the middle of learning, Lecturer was giving a jokes in English then he switched it into Indonesian language about the jokes.)**

**Student : No, I don't**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : Yes, I do**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 14-6-2022**

**Respondent : Student 2**

**Interview Method : Whatsapp Messages**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes, I Do**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : In my point of view, it's normal because English is our study program.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language? Ex: "For this occasion learning time, silahkan kalian buka buku brown."**

**Student : No, I do not**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language? Ex: "Please, Ahmad come forwards and menyimpulkan what did you hear from audio!."**

**Student : No, I do not**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : No, I do not**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction in the learning specifically (secara spesifik)?**

Student : Sometimes it's easier to understand.

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : A little bit funny but easy to understand

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes, I do

**Interviewer : What positive effects do you feel?**

Student : More understand and more confident

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : no, I do not

**Interviewer : What negative effects do you feel?**

Student : -

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes, I do

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes, I do

**Interviewer : Do you agree with switch language can give you the**

**best clarification from the lecturer when there was a confusing thing?**

Student : Yes, I do

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Yes, I am. But sometimes I need repeating from the question

**Interviewer : Are you confused when the lecturer switch the language?**

Student : No, I am not

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes, I do

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : Yes, I do

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : Understand the material, get new vocabulary

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : Yes, I do

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : No, I do not

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : Yes, I do**

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer? (Ex: In the middle of learning, Lecturer was giving a jokes in English then**

**he switched it into Indonesian language about the jokes.)**

**Student : Yes, I do**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : Yes, I do**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 14-6-2022**

**Respondent : Student 3**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes, I Do**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : I prefer that way, and if they explained some material but we didn't understand some word we can ask them anyway**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language? Ex: "For this occasion learning time, silahkan kalian buka buku brown."**

**Student : No, I do not**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching**

**language? Ex: "Please, Ahmad come forwards and menyimpulkan what did you hear from audio!."**

**Student : Yes, I do**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes, I do**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction in the learning specifically (secara spesifik)?**

**Student : It's kinda cringe if you didn't use the right word for the right position i.e "For this occasion learning time, silahkan kalian buka buku brown." Yuck buku brown**

**Interviewer** : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?

**Student** : So far I don't find any problem with that, it's just so-so

**Lecturer** : In your opinion, does switch-language affect positive effect for you?

**Student** : No, I do not

**Interviewer** : What positive effects do you feel?

**Student** : No

**Interviewer** : In your opinion, is there any negative effect of switch-language that used by lecturer for you?

**Student** : no, I do not

**Interviewer** : What negative effects do you feel?

**Student** : Nothing

**Interviewer** : Do you agree with switch-language can help you to memorize new vocabulary?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch-language can help you to know clearly the explanation from lecturer?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?

**Student** : Yes, I do

**Interviewer** : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?

**Student** : Yes, I am.

**Interviewer** : Are you confused when the lecturer switch the language?

**Student** : No, I am not

**Interviewer** : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?

**Student** : Yes, I do

**Interviewer** : In your opinion, does mix language affect has an effect for you?

**Student** : No, I do not

**Interviewer** : What effect do you feel after the lecturer mix-language in the learning?

**Student** : I do not really pay more attention

**Interviewer** : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?

**Student** : Yes, I do

**Interviewer** : Do you have difficulties when lecturer do mix-language in learning?

**Student** : No, I do not

**Interviewer** : Do you agree with switch-language can help students aren't stress with the learning?

**Student** : Yes, I do



**Interviewer** : Do you agree with switch-language can be a tool for entertainment by lecturer? (Ex: In the middle of learning, Lecturer was giving a jokes in English then he switched it into Indonesian language about the jokes.)

**Student** : Yes, I do

**Interviewer** : Do you agree with mix-language can help the lecturer to find some equal meaning of word?

**Student** : Yes, I do

**Interviewer Name** : Mohammad Rizki Utomo

**Interview Date** : 16-6-2022

**Respondent** : Student 4

**Interview Method** : Whatsapp Message

**Lecturer** : Do you agree with this statement, " The more input of language, it influences the output of language"?

**Student** : Yes, I Do

**Lecturer** : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?

**Student** : I think, kurang efektif apabila lecture menggunakan bahasa English sepenuhnya dari awal sampai akhir, kenapa? Karena kita sendiri sedang mempelajari bahasa tersebut dan tentu saja kita masih memerlukan penjelasan menggunakan bahasa Indonesia agar kita dapat memahami materi yang disampaikan. mungkin kalau kelas speaking and listening it can be worth it menggunakan English language dari awal sampe akhir

**Lecturer** : Do you agree when the lecturer uses two languages in the same time in teaching

language? Ex: "For this occasion learning time, silahkan kalian buka buku brown."

**Student** : Yes, I do

**Lecturer** : Do you agree when the lecturer mixes two languages in the same time in teaching language? Ex: "Please, Ahmad come forwards and menyimpulkan what did you hear from audio!."

**Student** : No, I do not

**Lecturer** : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language

**Student** : No

**Interviewer** : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction in the learning specifically (secara spesifik)?

**Student** : I myself feel normal. because I also have to get used to mixing language for my class supplies when I become a teacher

**Interviewer** : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?

**Student** : I myself feel normal. because I also have to get used to mixing language for my class supplies when I become a teacher

**Lecturer** : In your opinion, does switch-language affect positive effect for you?

**Student** : Yes, I do

**Interviewer** : What positive effects do you feel?

**Student** : I more understand about the material

**Interviewer** : In your opinion, is there any negative effect of switch-language that used by lecturer for you?

**Student** : no, I do not

**Interviewer** : What negative effects do you feel?

**Student** : Nothing

**Interviewer** : Do you agree with switch-language can help you to memorize new vocabulary?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch-language can help you to

know clearly the explanation from lecturer?

**Student** : Yes, I do

**Interviewer** : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?

**Student** : Yes, I do

**Interviewer** : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?

**Student** : Yes, I am.

**Interviewer** : Are you confused when the lecturer switch the language?

**Student** : No, I am not

**Interviewer** : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?

**Student** : Yes, I do

**Interviewer** : In your opinion, does mix language affect has an effect for you?

**Student** : Yes, I do

**Interviewer** : What effect do you feel after the lecturer mix-language in the learning?

**Student** : The influence for myself in using switch language, is that I can understand more about what material is conveyed by the lecturer and maybe this will be felt by all students.

**Interviewer** : Do you agree with mix-language can help you to

**acquire (memperoleh) new vocabulary?**

**Student : Yes, I do**

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

**Student : No, I do not**

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : No**

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer? (Ex: In the middle of learning, Lecturer was giving a jokes in English then he switched it into Indonesian language about the jokes.)**

**Student : No, I do not**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : Yes, I do**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 22/6/2022**

**Respondent : Student 5**

**Interview Method : Whatsapp Messages**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes, I do**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : I thought it's normal or even should be used. Students must be familiarized with the use of English language in their daily life, so that they have the opportunity to practice every day.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

**Student : Yes, I do**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

**Student : Yes, I do**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes, I have**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : I find it helpful when lecturers use this method. For students whose vocabulary is still limited, it is easier to understand the instructions or explanations given, besides the use of English even though it is not comprehensive.

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : That's not something that bothers me, because our brains must also be stimulated to think English vocabulary when communicating. Therefore, this method is quite effective for me to identify which vocabulary I know and which I need to learn.

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : I am more confident in communicating and responding to what the lecturer says. In addition, this method can also be used as an evaluation material for me in finding new vocabulary ideas that I don't know in advance.

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : No

**Interviewer : What negative effects do you feel?**

Student : So far, I haven't had any negative impacts to this one.

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Sometimes yes, but a little bit hard in certain time.

**Interviewer : Are you confused when the lecturer switch the language?**

Student : No

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : Yes



**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : Easier to catch the explanation of the material from the lecturer.

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : Yes

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : No

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 16/6/2022**

**Respondent : Student 6**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

Student : Yes, I do

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : Ya, sebagai anak Prodi Bahasa Inggris sudah sewajarnya menggunakan 100% English. Tetapi, tidak semua mahasiswa menguasai sepenuhnya bahasa Inggris. Jadi, kalo dari sudut pandang saya lebih baik tidak 100%,

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

paling tidak ada switching language untuk memberi pemahaman kepada mahasiswa yang belum bisa memahami bahasa Inggris dengan baik

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : No

**Lecturer : Have you ever known about the switch-language**

**from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

Student : Yes

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : Terbantu. Karena ngga semua kata dikuasai, jadi ketika ada kata yang belum paham maknanya dan pengajar melakukan switching language, saya merasa terbantu dalam memahaminya.

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : Agak aneh sebenarnya. Ya gimana menjelaskannya,,,agak mengganjal.

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : Membantu memahami kata yang belum dipahami

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : Yes

**Interviewer : What negative effects do you feel?**

Student : Kadang jadi sedikit tergantung sama switching itu sendiri, jadi kadang kalo tiba tiba pengajar tidak melakukan switch malah bingung sendiri

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Bagi saya, ya mungkin agak macet sebentar buat memahami.

**Interviewer : Are you confused when the lecturer switch the language?**

Student : No

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : No

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : Nothing

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : No

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : No, Ya karena secara teknis itu "mengganti", bukan "menjelaskan"

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 1/8/2022**

**Respondent : Student 7**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

Student : Yes, I do

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : That is good thing because, within the scope of the english departement that incidentally learns english thoroughly, it must be done. On the other hand, it can also help us

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : No

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : No

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Have you ever known about the switch-language**

from another languages into one language (code-switching) and mix of word/phrases from another language into one language

**Student** : Yes

**Interviewer** : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?

**Student** : When i'm first hear it sometimes it sounds a little strange maybe because I heard it for the first time, but when done specifically it will create a habit so that it affects your daily life to use switched languages to interact with each other, on the other hand should use the language that should be used

**Interviewer** : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?

**Student** : menurut saya tidak apa apa karena dosen bersikap seperti itu untuk menyesuaikan dengan situasi dan kondisi saat ini, dengan adanya hal tersebut dapat memicu mahasiswanya lebih aktif karena hal tersebut familiar di kalangan mahasiswa saat ini sehingga dapat mengakibatkan mahasiswa menjadi lebih interaktif dengan dosen saat pembelajaran

**Lecturer** : In your opinion, does switch-language affect positive effect for you?

**Student** : Yes

**Interviewer** : What positive effects do you feel?

**Student** : bisa menimbulkan efek positif jika bahasa yang digunakan familiar ketika digunakan dalam kehidupan sehari hari sehingga kita tetap paham terhadap apa yang di bicarakan, di sisi lain walaupun ketika kita tidak tahu kata yang digunakan tetapi bisa untuk menambah kosa kata baru.

**Interviewer** : In your opinion, is there any negative effect of switch-language that used by lecturer for you?

**Student** : Yes

**Interviewer** : What negative effects do you feel?

**Student** : perubahan bahasa yang begitu cepat dalam satu konteks pembicaraan maka hal tersebut dapat membuat pendengar merasa kesulitan.

**Interviewer** : Do you agree with switch-language can help you to memorize new vocabulary?

**Student** : Yes

**Interviewer** : Do you agree with switch-language can help you to know clearly the explanation from lecturer?

**Student** : Yes

**Interviewer** : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?

**Student** : Yes



**Interviewer** : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?

**Student** : yes i'm understand, but sometime I'm little bit don't understand when the lecturer uses words that still sound foreign to me

**Interviewer** : Are you confused when the lecturer switch the language?

**Student** : No

**Interviewer** : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?

**Student** : Yes

**Interviewer** : In your opinion, does mix language affect has an effect for you?

**Student** : Yes

**Interviewer** : What effect do you feel after the lecturer mix-language in the learning?

**Student** : I mean,when the lecture mixing some words from

other languages into English, i can get new vocabulary that maybe i didn't know before and i can to increase my language skills

**Interviewer** : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?

**Student** : Yes

**Interviewer** : Do you have difficulties when lecturer do mix-language in learning?

**Student** : No

**Interviewer** : Do you agree with switch-language can help students aren't stress with the learning?

**Student** : Yes

**Interviewer** : Do you agree with switch-language can be a tool for entertainment by lecturer?

**Student** : Yes

**Interviewer** : Do you agree with mix-language can help the lecturer to find some equal meaning of word?

**Student** : Yes

**Interviewer Name** : Mohammad Rizki Utomo

**Interview Date** : 1/8/2022

**Respondent** : Student 8

**Interview Method** : Whatsapp Message

**Lecturer** : Do you agree with this statement, " The more input of language, it influences the output of language"?

**Student** : Yes, I do

**Lecturer** : What is your opinion, If the lecturer uses English

**language from the beginning class until the end of class?**

Student : i'm kinda love it, but sometimes masih ada temen-temen yang not that understand if lecturers use all English, so i think it's better buat para dosen ngajar pake mix-language or switch-language just like what you said before.

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

Student : Yes

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : I like it cause jadi lebih jelas aja

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : I can catch some word meaning and also it feels little bit weird. Terlebih lagi kalau mix language yang dipakai adalah language yang kita ketahui. Sehingga kita dapat mencerna makna apa yang dimaksud.

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : i think yes, cause sometimes for me switch-language can help me to lebih paham sama apa yang dibicarakan lawan bicara mas

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : No

**Interviewer : What negative effects do you feel?**

Student : No

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Yes, I am really understand when the lecturer switch his or her language.

**Interviewer : Are you confused when the lecturer switch the language?**

Student : Not really

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : No

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : not really i think, itu cuma kaya mempermudah kita buat

speak anything without bingung kalo kehabisan vocab

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : Yes

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : When the lecturer doesn't mix the same language that student understand. It makes little bit confused.

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 1/8/2022**

**Respondent : Student 9**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of**

**language, it influences the output of language"**

Student : Yes, I do

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : in my opinion it's cool because it can influence the students to speak English too

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

Student : Yes

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : selama campur"nya masih bisa dimengerti it's okay mas, kalo misal campur"nya pake bahasa selain Indonesia itu bingung mas

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : Nothing

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : No

**Interviewer : What positive effects do you feel?**

Student : it doesn't affect anything to me

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : No

**Interviewer : What negative effects do you feel?**

Student : No

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : No

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : No

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : No

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Yes,,, I do



**Interviewer : Are you confused when the lecturer switch the language?**

**Student : No,,, I am not**

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

**Student : Yes**

**Interviewer : In your opinion, does mix language affect has an effect for you?**

**Student : No**

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

**Student : Nothing**

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 3/8/2022**

**Respondent : Student 10**

**Interview Method : Whatsapp Message**

**Student : Yes**

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

**Student : No**

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : No**

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

**Student : Yes**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : Yes**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : The student might don't understand every single word that used by lecturer. However if the lecturer explain what she/he mean in bahasa, I think that's ok. It is not every single word must be understood, but the student might don't understand what the lecturer mean.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

**Student : No**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

**Student : No**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

**Student : Nothing**

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

**Student : It's sounds kinda weird**

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

**Student : Yes**

**Interviewer : What positive effects do you feel?**

**Student : Menurutku itu berefek positif, jadi bisa mengerti apa**

yang disampaikan dalam bahasa Inggris jika ada kata yang belum tahu artinya juga bisa menambah kosakata mahasiswa

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

**Student : Yes**

**Interviewer : What negative effects do you feel?**

**Student : Ineffective, take too much time if there is many material in class**

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

**Student : Yes**

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

**Student : Yes**

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

**Student : Yes**

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

**Student : Yes, I understand what the lecturer mean eventhough sometime I don't know some words**

**Interviewer : Are you confused when the lecturer switch the language?**

Student : No

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : No

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : No, ga ada efek sih tapi aneh aja kalo mix nya di per kata kalo frasa masih mending lahh

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 30/6/2022**

**Respondent : Student 11**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

Student : Yes

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : Yes

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : No

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : No

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

Student : Menurut saya bagus karena kita jadi semakin lancar dan menambah kosakata baru ketika kita ada yang tidak mengerti artinya kan kita bisa menanyakan langsung ke dosennya

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : No

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

Student : No

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : More understand and help a student to speak English fluently

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : Know more about vocabulary

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : Feel comfortable to accept the material

**Interviewer : In your opinion, is there any negative effect of switch-**

**language that used by lecturer for you?**

Student : No

**Interviewer : What negative effects do you feel?**

Student : No

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Sometimes

**Interviewer : Are you confused when the lecturer switch the language?**

Student : Sometimes

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**



Student : Yes

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : We need a more time to know the meaning

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : Yes

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : Yes, : I need a more time to understand the meaning

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 23/6/2022**

**Respondent : Student 12**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

Student : Yes

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : Keren si, tp bagi seseorang yg blm terlalu mastering in English hal tsb bakal susah untuk dipahami, I mean penjelasan guru susah di tangkap, bcs English is our foreign language

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

Student : No

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix**

**of word/phrases from another language into one language**

Student : No

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : Mungkin akan terdengar aneh tp itu bisa sedikit membantu reader untuk mencerna apa yg di maksudkan oleh speaker

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : Jawabannya sama kaya pertanyaan diatas

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : Maybe there are some word or sentences that I don't know the meaning, jadi kalo denger people speak in English dan ada campuran other language nya sedikit banyak membantuku buat understanding about what she/he lg omongin. Kaya yg lg aku lakuin

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : Yes

**Interviewer : What negative effects do you feel?**

Student : Aku jawab iya karena bukan negative effects si, tp kaya itu mungkin bukan habit yg baik ya. Takutnya jadi kebiasaan.

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : Paham ajaa si, selama kalimatnya gak terlalu complex

**Interviewer : Are you confused when the lecturer switch the language?**

Student : Enggak si

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : No

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : Yes

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : Lebih mudeng aja gitu

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : Yes

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : No, Membantu, ibarat guru adalah kamus hehe

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 22/6/2022**

**Respondent : Student 13**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

Student : Yes

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

Student : Oke kali ini menurutku tergantung apa mata kuliahnya. Sebenarnya kita sebagai

mhs bhs inggris kan siap ga siap harus siap kalau ada dosen yg pake bhs inggris full dr awal sampai akhir. Tp ini cukup merugikan mhs ketika mata kuliah yg di ampu dosen tersebut cukup sulit.

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

Student : Yes

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

**Student : No**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

**Student : Ya aku sangat merasa terbantu dengan adanya switch language tersebut apalagi kalau penjelasannya memang sulit di pahami kalau menggunakan full inggris**

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

**Student : Little bit confused because we need a more time to understand and arrange the meaning**

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

**Student : Yes**

**Interviewer : What positive effects do you feel?**

**Student : Feel more understand**

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

**Student : No**

**Interviewer : What negative effects do you feel?**

**Student : No**

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

**Student : Yes**

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

**Student : Yes**

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

**Student : Yes**

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

**Student : Sometimes**

**Interviewer : Are you confused when the lecturer switch the language?**

**Student : No**

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

**Student : Yes**



**Interviewer : In your opinion, does mix language affect has an effect for you?**

**Student : Yes**

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

**Student : Sometimes student need more time to process**

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

**Student : Yes**

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

**Student : Yes, takes a little bit more time to understand**

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : Yes**

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

**Student : Yes**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : Yes**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 24/6/2022**

**Respondent : Student 14**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : I think it might be good for those who want to train their skill to be more fluent. But I think for the QnA part it would be good if the**

**lecturer not fully using English in order to make the student understand easier.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

**Student : No**

**Lecturer : Do you agree when the lecturer mixes two languages in the same time in teaching language?**

**Student : No**

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

**Student : Yes**

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

**Student : I think it is good, because I am also a student and would be a teacher in the future. By using switch language the lecturer gives US more time to understand what are they try to deliver in the class and of course it would help ya develop our knowledge especially in vocabulary.**

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

**Student : For me, it is not so helpful. For me myself, it is kind of make me confuse.**

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

**Student : Yes**

**Interviewer : What positive effects do you feel?**

**Student : I can understand the message in both language well.**

**Interviewer : In your opinion, is there any negative effect of switch-**

**language that used by lecturer for you?**

**Student : No**

**Interviewer : What negative effects do you feel?**

**Student : There is not.**

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

**Student : Yes**

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

**Student : Yes**

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

**Student : Yes**

**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

**Student : For most of time, it is a yes from me.**

**Interviewer : Are you confused when the lecturer switch the language?**

**Student : For most of time, it is a no from me.**

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

**Student : Yes**

**Interviewer : In your opinion, does mix language affect has an effect for you?**

**Student : No**

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

**Student : I think it might reduce my focus**

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

**Student : Yes**

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

**Student : Yes, I feel confuse and sometimes I even don't understand what are the lecturer saying.**

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

**Student : Yes**

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

**Student : Yes**

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

**Student : No**

**Interviewer Name : Mohammad Rizki Utomo**

**Interview Date : 18/8/2022**

**Respondent : Student 15**

**Interview Method : Whatsapp Message**

**Lecturer : Do you agree with this statement, " The more input of language, it influences the output of language"?**

**Student : Yes**

**Lecturer : What is your opinion, If the lecturer uses English language from the beginning class until the end of class?**

**Student : I don't agree, because for early semester students there are still many shortcomings in speaking English so it's better if you still use a**

**mixture of languages, unless the students really have high thinking power in remembering words, but for students around semester 3 and above it might be better if in teaching lecturers use full English in learning.**

**Lecturer : Do you agree when the lecturer uses two languages in the same time in teaching language?**

**Student : Yes**

**Lecturer : Do you agree when the lecturer mixes two languages in**

the same time in teaching language?

Student : Yes

**Lecturer : Have you ever known about the switch-language from another languages into one language (code-switching) and mix of word/phrases from another language into one language**

Student : No

**Interviewer : What is your feeling (perasaanmu) when the lecturer uses switch-language in her/his explanation or instruction?**

Student : for myself, it makes it easier for me to understand the lessons that have been delivered by the lecturer, because I myself also don't really understand in digesting English.

**Interviewer : What is your feeling (perasaanmu) when the lecturer mix words/phrases from another language into one language in her/his explanation or instruction in the learning specifically?**

Student : mm, in my opinion, it's the same as making it easier for me to catch the lessons given by the lecturer, but with a mix of language the lesson hours seem more fun because sometimes there are also those who mix language with something that seems funny to listen to in the ears, and melts the tense atmosphere during lessons.

**Lecturer : In your opinion, does switch-language affect positive effect for you?**

Student : Yes

**Interviewer : What positive effects do you feel?**

Student : yes of course, because it makes it easier for me to understand the things that are conveyed by the lecturer, because if I don't understand what the lecturer says I tend to be indifferent and lazy to follow the lesson

**Interviewer : In your opinion, is there any negative effect of switch-language that used by lecturer for you?**

Student : Yes

**Interviewer : What negative effects do you feel?**

Student : yes of course, the negative effect if the lecturer does this too often, students become dependent on the switch language and make students not develop and will have a rather difficult understanding if this is done continuously,

**Interviewer : Do you agree with switch-language can help you to memorize new vocabulary?**

Student : Yes

**Interviewer : Do you agree with switch-language can help you to know clearly the explanation from lecturer?**

Student : Yes

**Interviewer : Do you agree with switch language can give you the best clarification from the lecturer when there was a confusing thing?**

Student : Yes



**Interviewer : When the lecturer asking for something to the student and it doesn't switch the language. Are you understand?**

Student : actually understand, it just makes me feel less confident

**Interviewer : Are you confused when the lecturer switch the language?**

Student : I don't feel confused, it's just that when the lecturer does this we have to really pay attention

**Interviewer : For emphasizing some meaning from lecturer, do you agree the lecturer should use switch language?**

Student : Yes

**Interviewer : In your opinion, does mix language affect has an effect for you?**

Student : Yes

**Interviewer : What effect do you feel after the lecturer mix-language in the learning?**

Student : I think the influence of mixed language sometimes makes us confused and has to absorb the

word, but it can also be a joke so that the atmosphere is not monotonous

**Interviewer : Do you agree with mix-language can help you to acquire (memperoleh) new vocabulary?**

Student : No

**Interviewer : Do you have difficulties when lecturer do mix-language in learning?**

Student : Yes, maybe for me there is a little negative effect, because when mix language the lecturer will mix some words which might make me a bit confused

**Interviewer : Do you agree with switch-language can help students aren't stress with the learning?**

Student : Yes

**Interviewer : Do you agree with switch-language can be a tool for entertainment by lecturer?**

Student : Yes

**Interviewer : Do you agree with mix-language can help the lecturer to find some equal meaning of word?**

Student : Yes

## RESEARCH ACTIVITIES

### A. Observation



Observation in listening class



Observation in listening class



Observation in speaking class

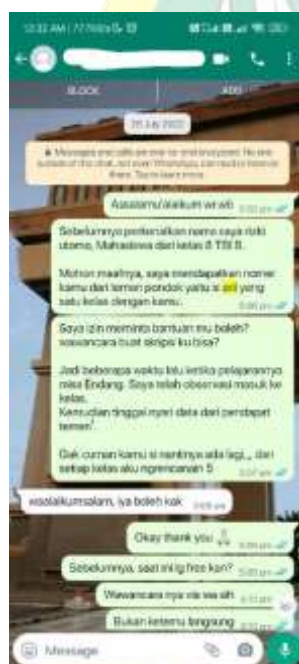
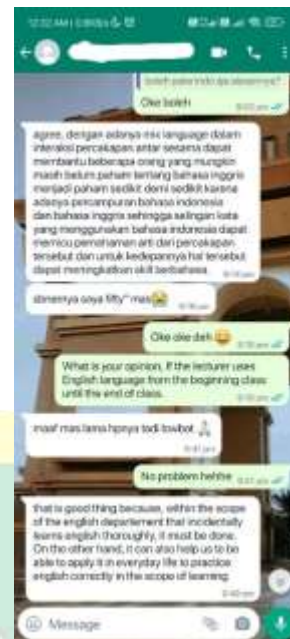


## B. Interview with lecturers



## C. Interview with students







## **Curriculum Vitae**

### **A. Personal detail**

1. Name : Mohammad Rizki Utomo
2. Student Number : 1817404070
3. Place, Date of Birth : Jakarta, 27 November 2000
4. Address : Banjaranyar, Rt 09/002, District of Balapulang,  
Tegal regency
5. Name of father : Sri utomo dananjoyo
6. Name of mother : Mikhatun Nasikha

### **B. Educational Background**

#### **1. Formal Education**

- a) SD Negeri Larangan Selatan 01 Tangerang
- b) MTs Negeri 1 Tegal
- c) MA Negeri 1 Tegal
- d) UIN K.H Saifuddin Zuhri Purwokerto (dalam proses)

#### **2. Non Formal Education**

- a) Pondok Pesantren Modern Elfira 3 Purwokerto

### **C. Scientific Work**

1. A systematic Review: Telegram As Learning Media in Teaching English

### **D. Organization Experience**

1. HMJ Tadris Bahasa Inggris 2019
2. Bilingual Village Community El-fira
3. Javelin Community
4. IMT Purwokerto
5. Commite of PPM eL-Fira 3



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Nomor : B.m.069/Un.19/D.FTIK/PP.05.3/04/2022  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Pendahuluan**

11 April 2022

Kepada  
Yth. Kepala Program Studi Tadris Bahasa Inggris UIN Prof. K.H Saifuddin Zuhri  
Purwokerto di Tempat

***Assalamu'alaikum Wr. Wb.***

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Mohammad Rizki Utomo
2. NIM: 1817404070
3. Semester : 8 (Delapan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Mahasiswa semester 4
2. Tempat / Lokasi : Program Studi Tadris Bahasa Inggris
3. Tanggal Observasi: 11-04-2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

***Wassalamu'alaikum Wr. Wb.***

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



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Nomor : B.m.777/Un.19/D.FTIK/PP.05.3/05/2022  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Kelas**

24 Mei 2022

Kepada  
Yth. Kepala Program Studi Tadris Bahasa Inggris UIN Prof. K.H Saifuddin Zuhri  
Purwokerto di Tempat

**Assalamu'alaikum Wr. Wb.**

Dalam rangka meningkatkan pemahaman dan pendalaman materi perkuliahan bagi mahasiswa pada:

Mata Kuliah : Transactional listening  
Semester : 2 (Dua)  
Program Studi : Tadris Bahasa Inggris  
Dosen Pengampu : Endang Sartika, S.Pd., M.A

Maka dengan ini kami mohon bantuan bapak/ibu untuk berkenan menerima, mengizinkan dan membantu mahasiswa kami untuk melaksanakan observasi tentang: "Listening Learning" Adapun mahasiswa yang akan melaksanakan observasi adalah:

No	Nama	NIM
1	Mohammad Rizki Utomo	1817404070

Observasi tersebut akan dilaksanakan pada tanggal 31-05-2022 s.d 07-06-2022

Demikian permohonan ini disampaikan, atas kesediaan dan kerjasamanya kami sampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.ftik.uinsaizu.ac.id

Nomor : B.m.777/Un.19/D.FTIK/PP.05.3/05/2022  
Lamp. : -  
Hal : **Permohonan Ijin Observasi Kelas**

24 Mei 2022

Kepada  
Yth. Kepala Program Studi Tadris Bahasa Inggris UIN Prof. K.H Saifuddin Zuhri  
Purwokerto di Tempat

**Assalamu'alaikum Wr. Wb.**

Dalam rangka meningkatkan pemahaman dan pendalaman materi perkuliahan bagi mahasiswa pada:

Mata Kuliah : Transactional listening  
Semester : 2 (Dua)  
Program Studi : Tadris Bahasa Inggris  
Dosen Pengampu : Endang Sartika, S.Pd., M.A

Maka dengan ini kami mohon bantuan bapak/ibu untuk berkenan menerima, mengizinkan dan membantu mahasiswa kami untuk melaksanakan observasi tentang: "Listening Learning" Adapun mahasiswa yang akan melaksanakan observasi adalah:

No	Nama	NIM
1	Mohammad Rizki Utomo	1817404070

Observasi tersebut akan dilaksanakan pada tanggal 31-05-2022 s.d 07-06-2022

Demikian permohonan ini disampaikan, atas kesediaan dan kerjasamanya kami sampaikan terima kasih.

**Wassalamu'alaikum Wr. Wb.**

An. Dekan  
Ketua Jurusan Tadris



Maria Ulpah





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI**  
**PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
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Telepon (0281) 635624 Faksimil (0281) 636553  
www.uinsalzu.ac.id

Nomor : B-e.3904/Un.19/D.FTIK/PP.05.3/09/2022 13 September 2022  
Lampiran : -  
Hal : **Surat Telah Menyelesaikan Penelitian**

Kepada  
Yth. Mohammad Rizki Utomo  
Di Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini:

1. Nama : Dr. Maria Ulpah, S.Si, M.Si.
2. Jabatan : Ketua Jurusan Tadris

Menerangkan bahwa:

1. Nama : Mohammad Rizki Utomo
2. NIM : 1817404070
3. Semester : IX
4. Jurusan/Prodi : Tadris Bahasa Inggris
5. Tahun akademik : 2022/2023

Telah melakukan penelitian guna penyusunan skripsi yang berjudul **"The Use Of Code-Switching And Code-mixing in Instruction Medium Of EFL Classes (A Descriptive Studi at English Education Study Program Of UIN Prof. K.H. Saifuddin Zuhri Purwokerto)."** dengan ketentuan sebagai berikut:

1. Obyek : Dosen TBI dan Mahasiswa TBI 2021.
2. Tempat/Lokasi : Prodi Tadris Bahasa Inggris
3. Tanggal obsevasi : 31 Mei s/d 19 Juni 2022

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

*Wasalamu'alaikum wr. wb.*

A.n. Dekan  
Ketua Jurusan Pendidikan Islam  
  
Dr. Maria Ulpah, S.Si, M.Si.  
NIP. 19801115 200501 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Mohammad Rizki Utomo  
No. Induk : 1817404070  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Pembimbing : Irma Wahidiyati, M. Pd.  
Nama Judul :  
The Use of Code-Switching And Code-Mixing in Medium Instruction of EFL Classes (A Descriptive Study at English Education Study Program of UIN K.H Saifuddin Zuhri Purwokerto).

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	7 Maret 2022	Pertemuan awal dengan dosen pembimbing, memperbaiki kekurangan dalam proposal mini, dan membuat time line bimbingan proposal.		
2.	16 Maret 2022	Konsultasi Background of problem, operational definition, research questions, objective and benefits of research.		
3.	30 Maret 2022	1. Revisi Background of problem, operational definition, research questions, objective and benefits of research. 2. Konsultasi Review of relevant studies, literature review, methodology, structure of research.		



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Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsu.ac.id

4.	7 April 2022	1. Revisi Review of relevant studies, literature review, methodology, structure of research. 2.		
----	--------------	--	--	--

Dibuat di : Purwokerto  
Pada tanggal : 6 Maret 2022  
Dosen Pembimbing

Irma Wahidiyati, M. Pd.  
NIP. 19811130 201908 2 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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Telepon (0281) 635624 Faksimili (0281) 636553  
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**SURAT KETERANGAN**  
**SEMINAR PROPOSAL SKRIPSI**  
No. B.1987/Un.19/FTIK.JTBI/PP.05.3/5/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"The use of code-switching and code-Mixing in medium instruction of efl classes (a descriptive study at english Education study program of uin k.h saifuddin zuhri purwokerto)"**

Sebagaimana disusun oleh:

Nama : Mohammad Rizki Utomo  
NIM : 1817404070  
Semester : 8 (Delapan)  
Jurusan/Prodi : FTIK/TBI

Benar-benar telah diseminarkan pada tanggal : 20 April 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 24 Mei 2022

Mengetahui,  
Koordinator Jurusan/Prodi TBI



Penguji

Muflihah, S.S., M. Pd.  
NIP. 19720923 2000031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
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Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

**SURAT KETERANGAN**

**No. B-2296/Un.19/WD1.FTIK/PP.05.3/6/2022**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :


N a m a : Mohammad Rizki Utomo  
NIM : 1817404070  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Senin, 20 Juni 2022  
Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 24 Juni 2022  
Wakil Dekan Bidang Akademik,  
  
Dr. Suparjo, M.A.  
NIP. 19730717 199903 1 001





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uin-saiwu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Mohammad Rizki Utomo  
No. Induk : 1817404070  
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Pembimbing : Ira Wahidyan, M. Pd.  
Nama Judul :  
The Use of Code-Switching And Code-Mixing in Medium Instruction of EFL Classes (A Descriptive Study at English Education Study Program of UIN K.H Saifuddin Zuhri Purwokerto).

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	25 April 2022	1. Bimbingan BAB I 2. Revisi Structure of Research 3. Revisi Research Questions 4. Lanjut Bab II		
2.	10 Mei 2022	1. Bimbingan BAB II 2. Lanjut BAB III		
3.	24 Mei 2022	1. Bimbingan BAB III 2. Lanjut Instrumen Penelitian		
4.	27 Mei 2022	1. Bimbingan Instrumen Penelitian		
5.	17 Juni 2022	1. Bimbingan revisi BAB III		
6.	29 Agustus 2022	1. Bimbingan BAB IV		
7.	12 September 2022	1. Bimbingan revisi BAB IV 2. Lanjut BAB V & Abstract		



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Telepon (0281) 635624 Faksimili (0281) 636553  
www.uin-saiwu.ac.id

8.	13 September 2022	1. Bimbingan BAB V 2. Bimbingan Abstract		
9.	15 September 2022	1. Bimbingan skripsi full		
10.	19 September 2022	1.		

Dibuat di : Purwokerto  
Pada tanggal : 20 September 2022  
Dosen Pembimbing

Ira Wahidyan, M. Pd.  
NIP. 198810302019082001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
UPT PERPUSTAKAAN**

Jalan Jenderal A. Yani No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
Website: <http://lib.uinsaizu.ac.id>, Email: [lib@uinsaizu.ac.id](mailto:lib@uinsaizu.ac.id)

**SURAT KETERANGAN SUMBANGAN BUKU**

Nomor : B-3070/Un.19/K.Pus/PP.08.1/9/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : MOHAMMAD RIZKI UTOMO  
NIM : 1817404070  
Program : SARJANA / S1  
Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menipkan uang sebesar :

**Rp 40.000,00 (Empat Puluh Ribu Rupiah)**

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakanseperlunya.

Purwokerto, 15 September 2022  
Kepala,  
  
Aris Nurohman



## CERTIFICATE

الشهادة

No. : B-489/Un.19/K.Bhs/PP.009/III/2022

This is to certify that

Name

: MOHAMMAD RIZKI UTOMO :

Place and Date of Birth

: Jakarta, 27 November 2000 :

Has taken

: IQLA :

with Computer Based Test,

: 10 Maret 2022 :

organized by Language Development Unit on

: 10 Maret 2022 :

with obtained result as follows

Listening Comprehension: 52

Structure and Written Expression: 50

Reading Comprehension: 53

فهم السمع

فهم العبارات والتركيب

فهم المقروء

Obtained Score :

517

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.



Purwokerto, 10 Maret 2022  
The Head of Language Development Unit,  
رئيسة الوحدة لتنمية اللغة  
Ade Ruswatie, M. Pd.  
NIP. 19860704 201503 2 004



## CERTIFICATE

الشهادة

No. : B-489/Un.19/K.Bhs/PP.009/III/2022

This is to certify that

Name

: MOHAMMAD RIZKI UTOMO :

Place and Date of Birth

: Jakarta, 27 November 2000 :

Has taken

: EPTUS :

with Computer Based Test,

: 10 Maret 2022 :

organized by Language Development Unit on

: 10 Maret 2022 :

with obtained result as follows

Listening Comprehension: 52

Structure and Written Expression: 54

Reading Comprehension: 55

فهم السمع

فهم العبارات والتركيب

فهم المقروء

Obtained Score :

535

المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سيف الدين زهري الإسلامية الحكومية بوروكرتو.



Purwokerto, 10 Maret 2022  
The Head of Language Development Unit,  
رئيسة الوحدة لتنمية اللغة  
Ade Ruswatie, M. Pd.  
NIP. 19860704 201503 2 004



KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
UPT MA'HAD AL-JAMI'AH

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126  
Telp : 0281-635624, 628250. Fax : 0281-638553, www.iainpurwokerto.ac.id

## SERTIFIKAT

Nomor: B-009/In.17/UPT.MAJ/Sti.001/1/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada;

**MOHAMMAD RIZKI UTOMO**

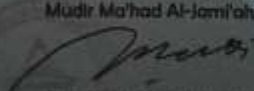
**1817404070**

MATERI UJIAN	NILAI
1. Tes Tulis	84
2. Turtu	90
3. Tahfidz	78
4. Imla'	70
5. Psikoh	73

NO. SERI: MAJ-G1-2019-001

Sebagai tanda yang bersangkutan telah **LULUS** dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

Purwokerto, 24 Januari 2019  
Mudir Ma'had Al-Jami'ah,

  
Drs. H. M. Mukti, M.Pd.I  
NIP. 19570521 198503 1 002



# SERTIFIKAT

## APLIKASI KOMPUTER

KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO  
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA  
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-835624 Website: www.iainpurwokerto.ac.id Purwokerto 53120



No. IN.17/UPT-TIP/D/261/VI/2021

### SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

**MOHAMMAD RIZKI UTOMO**

NIM: 1817404070


Tempat / Tgl. Lahir: Jakarta, 27 November 2000

### MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	96 / A
Microsoft Excel	76 / B+
Microsoft Power Point	84 / A-

Sebagai tanda yang bersangkutan telah menempuh dan LULUS Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto Program *Microsoft Office* yang telah diselenggarakan oleh UPT-TIPD IAIN Purwokerto.



Purwokerto, 19 Agustus 2021  
Kepala UPT-TIPD  
  
Dr. H. Fajar Hardoyono, S.Si, M.Sc.  
NIP. 19801215 200501 1 003



KEMENTERIAN AGAMA

UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO

LABORATORIUM FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40/A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

## Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009 / III / 2022

Diberikan Kepada :

**MOHAMMAD RIZKI UTOMO**

**1817404070**

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan  
Praktik Pengalaman Lapangan (PPL) II Semester Genap Tahun Akademik 2021/2022  
pada tanggal 24 Januari sampai dengan 5 Maret 2022

Mengetahui,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Dr. H. Suwito, M.Ag.

NIP. 19710424 199903 1 002

Purwokerto, 21 Maret 2022  
Laboratorium FTIK  
Kepala,

Dr. Murtuadi, M.Pd.I.

NIP. 19711024 200604 1 002



# SERTIFIKAT

Nomor: 1131/K.LPPM/KKN.48/08/2021

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)

Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa :

Nama : **MOHAMMAD RIZKI UTOMO**

NIM : **1817404070**

Fakultas/Prodi : **FTIK / TBI**

## TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-48 Tahun 2021  
dan dinyatakan **LULUS** dengan Nilai **95 (A)**.

Purwokerto, 29 Oktober 2021

Ketua LPPM,

  
H. Ansori, M.Ag.  
NIP. 19650407 199203 1 004

