

## Attachment

### Attachment 1. Interview Guide for Lecturer

#### FORMAT WAWANCARA SEMI-TERSTRUKTUR— DOSEN

**Judul Penelitian** : *Penggunaan Code-Switching dalam Pembelajaran Bahasa Inggris di Universitas*

**Nama Peneliti** :

.....

**Tanggal Wawancara:** .....

**Tempat**

: .....

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#### **Identitas Narasumber**

**Nama**

: .....

**Jenis Kelamin**

: L / P

**Usia**

: .....

**Latar belakang pendidikan :** .....

**Pengalaman mengajar bahasa Inggris (tahun):** .....

**Mata kuliah yang diampu saat ini:**

.....

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#### **Pertanyaan dan Catatan Jawaban**

##### **1.Latar belakang mengajar**

Bisakah Bapak/Ibu menceritakan sedikit tentang latar belakang mengajar Bapak/Ibu, terutama dalam konteks mengajar bahasa Inggris di universitas ini?

 **Catatan Jawaban:**

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## 2. Penggunaan bahasa lain di kelas

Dalam proses mengajar bahasa Inggris, apakah Bapak/Ibu pernah menggunakan bahasa Indonesia atau bahasa lain selain bahasa Inggris di kelas? Bisa dijelaskan kapan dan dalam situasi seperti apa biasanya hal ini terjadi?

 **Catatan Jawaban:**

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## 3. Tujuan penggunaan code-switching

Menurut Bapak/Ibu, apa tujuan utama menggunakan code-switching saat mengajar bahasa Inggris?

 **Catatan Jawaban:**

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## 4. Tipe-tipe code-switching yang digunakan

Bisa dijelaskan tipe-tipe code-switching yang paling sering Bapak/Ibu gunakan?  
Misalnya, intra-sentential, inter-sentential, atau tag-switching?

 **Catatan Jawaban:**

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### 5.Konteks penggunaan code-switching

Apakah penggunaan code-switching tersebut lebih sering muncul saat menjelaskan materi, memberi instruksi, menjawab pertanyaan, atau dalam konteks lain? Mengapa?

 **Catatan Jawaban:**

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### 6.Tanggapan mahasiswa

Bagaimana tanggapan mahasiswa terhadap penggunaan code-switching dalam kelas? Apakah mereka terbantu, bingung, atau memiliki reaksi lain?

 **Catatan Jawaban:**

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### 7.Manfaat atau hambatan

Apakah Bapak/Ibu merasa penggunaan code-switching membantu atau menghambat pencapaian tujuan pembelajaran bahasa Inggris? Bisa dijelaskan alasannya?

 **Catatan Jawaban:**

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### **8. Pertimbangan sebelum menggunakan code-switching**

Adakah pertimbangan khusus yang Bapak/Ibu ambil sebelum memutuskan untuk menggunakan atau tidak menggunakan code-switching dalam perkuliahan?

 **Catatan Jawaban:**

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#### **a. Interview Guide for English Students**

### **PANDUAN WAWANCARA SEMI-TERSTRUKTUR – MAHASISWA**

#### **Identitas Narasumber**

**Nama** :

.....

**Jenis Kelamin** : L / P

Usia

:

.....

Semester/Kelas

.....

**✓ Pertanyaan Utama**

**1. Pengalaman menggunakan dua bahasa**

Bisa ceritakan bagaimana pengalaman Anda dalam menggunakan bahasa Inggris dan bahasa Indonesia dalam perkuliahan bahasa Inggris?

 **Catatan Jawaban:**

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**2. Situasi saat melakukan code-switching**

Dalam situasi seperti apa Anda biasanya mencampur penggunaan bahasa Inggris dan bahasa Indonesia saat berbicara di kelas?

 **Catatan Jawaban:**

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**3. Alasan menggunakan code-switching**

Apa alasan utama Anda menggunakan *code-switching* saat berpartisipasi dalam kelas bahasa Inggris?

 **Catatan Jawaban:**

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#### **4. Kesadaran terhadap jenis code-switching**

Apakah Anda menyadari jenis *code-switching* yang biasa Anda gunakan? Misalnya, berpindah antar kalimat, dalam satu kalimat, atau hanya menambahkan kata sapaan/tag dalam bahasa Indonesia?

 **Catatan Jawaban:**

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#### **5. Manfaat code-switching dalam belajar**

Menurut Anda, apakah penggunaan *code-switching* membantu Anda memahami materi lebih baik? Mengapa?

 **Catatan Jawaban:**

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#### **6. Dampak terhadap kemampuan bahasa Inggris**

Apakah Anda merasa penggunaan *code-switching* mempengaruhi kemampuan berbicara atau menulis Anda dalam bahasa Inggris? Positif atau negatif?

 **Catatan Jawaban:**

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### 7. Respons dosen atau teman

Bagaimana reaksi dosen atau teman ketika Anda menggunakan *code-switching*? Apakah mereka mendukung, mengabaikan, atau melarang?

 **Catatan Jawaban:**

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### 8. Preferensi pribadi dan refleksi

Apakah Anda merasa lebih nyaman menggunakan *code-switching* di kelas? Menurut Anda, sebaiknya mahasiswa dibiarkan menggunakan *code-switching* atau tidak? Mengapa?

 **Catatan Jawaban:**

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 **Pertanyaan Tindak Lanjut (Opsional)**

Digunakan untuk menggali lebih dalam jika jawaban peserta masih umum atau kurang mendalam:

"Bisa berikan contoh konkretnya?"

"Bagaimana perasaan Anda saat itu?"

"Apakah itu sering terjadi atau hanya sesekali?"

"Apa dampaknya bagi pemahaman Anda?"



## Attachment 2. Observation-Sheet

 **OBSERVATION SHEET- CODE-SWITCHING IN ENGLISH**  
**LANGUAGE CLASSROOM**

**Judul Penelitian** : .....

**Nama Observer** : .....

**Tanggal Observasi** : .....

**Nama Dosen** : .....

**Mata Kuliah** : .....

**Durasi Kelas** : ..... menit

**Jumlah Mahasiswa** : ..... orang

**1. Jenis Code-Switching yang Diamati**

No.	Jenis Code-Switching	Terjadi? (✓)	Contoh Ucapan / Catatan Situasi
1	Inter-sentential Switching		
2	Intra-sentential Switching		
3	Tag-switching		

**2. Konteks Penggunaan Code-Switching**

No.	Konteks Penggunaan	Terjadi? (✓)	Catatan / Contoh Kalimat
1	Penjelasan materi		
2	Memberi instruksi		
3	Menjawab pertanyaan mahasiswa		
4	Menyampaikan humor / ice breaking / relaksasi / motivasi		

5	Klarifikasi atau penguatan		
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### 3. Frekuensi Code-Switching

Kategori Frekuensi	Centang (✓)
<b>Sering (lebih dari 10 kali)</b>	
<b>Sedang (5–10 kali)</b>	
<b>Jarang (1–4 kali)</b>	
<b>Tidak ada</b>	

### 4. Tujuan Code-Switching (Interpretasi Observer)

Tandai semua yang relevan berdasarkan observasi Anda:

- Menjelaskan konsep sulit
- Membantu pemahaman kosakata/kalimat
- Mencairkan suasana kelas
- Menyesuaikan dengan tingkat kemampuan mahasiswa
- Memberi penekanan pada informasi penting
- Lainnya: .....

### 5. Tanggapan Mahasiswa (Observasi Non-Verbal & Verbal)

Tulis respons mahasiswa saat code-switching digunakan:

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### 6. Catatan Umum Observer

Gunakan bagian ini untuk mencatat hal-hal menarik, pola, atau refleksi awal tentang penggunaan code-switching selama sesi berlangsung.

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### Attachment 3. Observation Data Analysis

#### ANALYSIS OF OBSERVATION DATA

Participant	Time of Using Code-Switching (Theme)	Example of Expression	Types of Code-Switching			Note
			Intra-sentential	Inter-sentential	Tag Switching	
Mr. Mahendra (L1)	Explaining material	<ul style="list-style-type: none"> <li>Alright, if you talk about “from”, I am from, it means that origin .... <b>Ya asal asli</b>, that is origin.</li> </ul>		√		
		<ul style="list-style-type: none"> <li>As your present before Andraya, so I am from seririt <b>katanya</b> so it means that origin.</li> </ul>	√		√	
		<ul style="list-style-type: none"> <li>Start from now, <b>ketahui</b> function about the text and then when and how to used it. <b>Fungsinya dulu baru kapan dan bagaimana</b></li> </ul>	√	√	√	

		<b>kita gunakan.</b>				
Giving Instruction	<ul style="list-style-type: none"> <li>When you access the e-learning and open the material enrolled, the file cannot open, <b>ada engga?</b></li> </ul>				√	
		<ul style="list-style-type: none"> <li><b>Ya</b>, try to use English!</li> </ul>			√	
Doing QnA	<ul style="list-style-type: none"> <li>What the fuction of.... <b>Kebiasaan?</b></li> </ul>		√			
	<ul style="list-style-type: none"> <li>Started from simple present tense. <b>Tau engga fungsi dari simple present tense itu apa?</b></li> </ul>		√	√		
Telling humor/ice breaking / relaxation/ story/ motivation	<ul style="list-style-type: none"> <li>Ya, jadi ga perlu takut lagi belajar <b>grammer</b> sih, sebenarnya gampang.</li> </ul>		√			
Giving clarification	<ul style="list-style-type: none"> <li>So, you can say thank you for the time that given to you, and after that</li> </ul>			√		

		<p>say the purpose for your speaking.  <b>Kan sudah ada panduannya</b> .</p>				
		<ul style="list-style-type: none"> <li>• <b>Oh fakta, boleh.</b> You say the fact.</li> </ul>		√		
Miss Amanda (L2)	Explaining material	<ul style="list-style-type: none"> <li>• <b>No, jangan. Kan saya bilang jangan orangnya.</b> I know this is ganta or maybe some of you.</li> </ul>		√	√	
		<ul style="list-style-type: none"> <li>• <b>Mirip sama apa si. mirip kayak siapa ganta ini? Nah, jadi bisa,</b> oh he looks like..... for example <b>ya oke.</b></li> </ul>		√	√	
		<ul style="list-style-type: none"> <li>• So, when you are describing people, <b>nah, jadi harus kayak, jangan sebut namanya ya!</b></li> </ul>		√		
		<ul style="list-style-type: none"> <li>• Mutual, what is mutual? .... <b>saling yaa , dibilang saling kenal kayak gitu</b></li> </ul>		√		

		ya and also profesional.				
		<ul style="list-style-type: none"> <li>• <b>Misalkan tadi saya punya foto hagia sovia</b> , but I will not describing hagia sovia</li> </ul>		√		
		<ul style="list-style-type: none"> <li>• Terus ada <b>noun versus noun + verb.</b> .... Dia menunjukan <b>adverb + noun</b> itu bisa menjadi <b>one coumpound nouns.</b></li> </ul>	√			
Giving instructi on		<ul style="list-style-type: none"> <li>• <b>Kita bagi menjadi 3 kelompok,</b> how many people in here?</li> </ul>		√		
		<ul style="list-style-type: none"> <li>• This is the instruction, <b>ya. Pertama,</b> you each group, chose one topic, <b>tadi sudah.</b></li> </ul>	√		√	
		<ul style="list-style-type: none"> <li>• Coba sekarang kalian berdiri <b>in line!</b></li> </ul>	√			
		<ul style="list-style-type: none"> <li>• <b>Yang lainnya,</b> please be quiet!</li> </ul>		√		
Doing QnA		<ul style="list-style-type: none"> <li>• ..., and then she likes a statue, what is statue? ... <b>patung.</b></li> </ul>		√		

		<ul style="list-style-type: none"> <li>• She is pretty, she is pleasant. What is pleasant? .... <b>Menyenangkan, betul.</b></li> </ul>		√	√	
		<ul style="list-style-type: none"> <li>• Nah, kalo yang <i>behavior</i> ini tadi dia nyebutin apa aja? ... Apakah disini ada menyebutkan <b>any physical?</b></li> </ul>	√		√	
		<ul style="list-style-type: none"> <li>• Termasuk apa <i>black</i> itu?</li> </ul>	√			
		<ul style="list-style-type: none"> <li>• Mau kapan <i>deadline</i>-nya?</li> </ul>	√			
	Telling humor/ ice breaking / relaxation/ story/ motivation					
	Giving clarification	<ul style="list-style-type: none"> <li>• I think you already know what date is, <b>ya!</b></li> </ul>			√	
<ul style="list-style-type: none"> <li>• Well let me set the ... <b>ini dulu, ya!</b></li> </ul>			√	√		
<ul style="list-style-type: none"> <li>• Misalkan nambahin <i>picture</i>-nya</li> </ul>		√				

		nah, kayak gitu. Tambahin aja.				
		<ul style="list-style-type: none"> <li>Nanti saya tuliskan di deskripsi (untuk) <b>assignment</b>-nya.</li> </ul>	√			
Miss Adnania (L3)	Explaining material	<ul style="list-style-type: none"> <li>So, maybe English doesn't have the exact word to describe that thing, for example <b>batik</b>. ....</li> </ul>	√			
		<ul style="list-style-type: none"> <li>That's why language is dynamic. It's always changing, .... <b>Jadi, Bahasa itu dinamis. Selalu berubah sesuai dengan perkembangan jaman.</b></li> </ul>		√		
		<ul style="list-style-type: none"> <li>Misalkan sekarang zamannya <b>technology</b>, pasti ada kata kata baru yang harus dibentuk untuk mendeskripsikan <b>technology</b>, <i>so we cannot use the old</i></li> </ul>	√	√		

		<i>words to describe this.</i>				
		<ul style="list-style-type: none"> <li>• So, that's usually the name for a brand product, that word we use. <b>Rinso, ya...</b></li> </ul>	√			
		<ul style="list-style-type: none"> <li>• <b>Ya kalo diubah ke bahasa Indonesia,</b> that's different this is not borrowing what is it.</li> </ul>		√		
		<ul style="list-style-type: none"> <li>• In Indonesian, we have the terms <b>adopsi</b> and <b>adaptasi</b>, adoption and adaptation. <b>Jadi kalau sudah berubah berarti bukan borrowing tapi sudah di adaptasi ke bahasa Indonesia</b></li> </ul>	√	√		
	Giving instruction	<ul style="list-style-type: none"> <li>• Satu kelompok empat orang. <b><i>One group four people,</i></b> perbaris saja</li> </ul>		√		

		biar gampang!				
Doing QnA		<ul style="list-style-type: none"> <li>• <b>Maybe</b> ada yang lain, yang mau memberikan pendapat?</li> </ul>	√			
		<ul style="list-style-type: none"> <li>• Jadi sampai sini mau ada yang ditanyakan?..... <b>not yet!</b> Paham</li> </ul>		√		
Telling humor/ ice breaking / relaxation/ story/ motivation		So, that's usually the name for a brand product, that word we use. <b>Rinso, ya...</b>			√	The humor was mostly stated by the students.
Giving clarification		<ul style="list-style-type: none"> <li>• Tadi <b>miss</b> cek masih ada tiga orang yang belum <b>submit</b> tugas.</li> </ul>	√			
		<ul style="list-style-type: none"> <li>• Yang tugas individu masih ada tiga orang belum <b>submit.</b></li> </ul>	√			
		<ul style="list-style-type: none"> <li>• <b>Deadline-</b>nya, Rabu minggu depan jam 12 malam.</li> </ul>	√			

Mrs. Eka Wahyuni (L4)	-	-	-	-	-	Mrs. Eka Wahyuni did not use any types of code-switching in this class. The reason and explanation had been investigated on interview.
Mrs. Koming (L5)	Explaining Material	<ul style="list-style-type: none"> <li>• <b>Jadi kalo ada yang scene-nya misalnya bisik-bisik, sudah dikasih tau gitu ya, that's very nice. And then, so use calling name. Jadi itu penting ya. Remember your student's name.</b></li> </ul>	√	√		

		<ul style="list-style-type: none"> <li>The way you act out in the class it's also freely in line in your rules. <b>Nah, itu adalah salah satu classroom management yang tertib. Jadi aturannya, bagaimana pelaksanaannya juga harus sinkron dengan aturannya.</b></li> </ul>	√	√	√	
		<ul style="list-style-type: none"> <li>When you make example or when you make the material, <b>nah, jangan sampe terjadi ini, membingungkan</b></li> </ul>		√	√	
		<ul style="list-style-type: none"> <li>Mereka sudah melakukan sesuatu sesuai dengan aturannya, jadi itu harus di <i>appreciate</i> juga jadi <i>point out</i>.</li> </ul>	√			
	Giving Instruction	<ul style="list-style-type: none"> <li>Ok, and then next week, <b>itu kan kita galungan jadi kita online saja</b></li> </ul>	√	√		

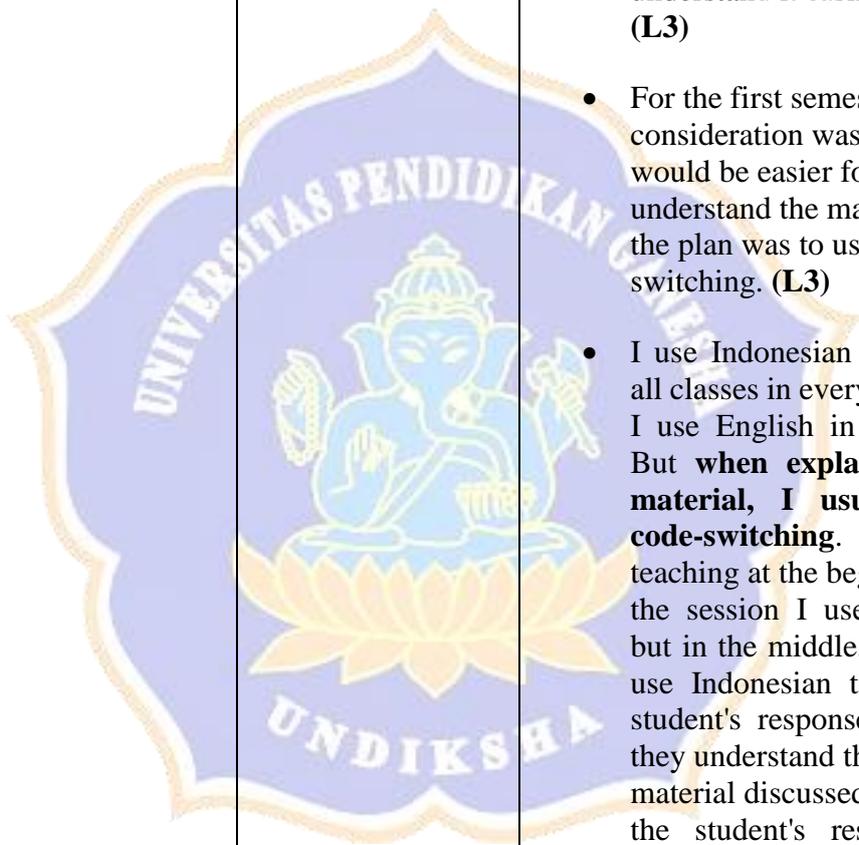
Doing QnA	<ul style="list-style-type: none"> <li>• <b>Ok</b>, yang lain ada yang mau ngasih <b>comment</b>?</li> </ul>	√		√	
Telling humor/ ice breaking / relaxatio n/ story/ motivati on	-	-	-	-	
Giving clarificat ion	<ul style="list-style-type: none"> <li>• It's OK, <b>karena <i>small class</i> ya</b>, so that's it.</li> </ul>	√	√		
	<ul style="list-style-type: none"> <li>• <b>OK</b>, that's all <b>mungkin (untuk) yang lain, untuk masukan secara umum saja.</b></li> </ul>		√	√	

## Attachment 4. Lecturers' Interview Data Analysis

### Analysis of Lecturers' Interview

#### Reasons of Using Code-Switching in English Learning

No.	Theme	Category	Statement
1.	Clarify of Learning Materials and Instruction	Simplicity of Teaching Materials	<ul style="list-style-type: none"><li>• There are two possibilities for me to use Indonesian, the first is to <b>explain the material</b>. When I see the students' responses are less interactive, so it is difficult for me to see whether the students understand or not. So, when I see something like that, I decide to explain material using Indonesian again, but still use English at the beginning. <b>(L1)</b></li><li>• Maybe the types I often use is intra-sentential because it seems to be an affirmation. I convey the English language then see the response of students who don't understand the material. Then, <b>I switch to Indonesian to explaining again</b> what I was explained in English earlier. <b>(L1)</b></li><li>• for this first semester, the average student is new and their speaking ability is actually still good, but most are still lacking, so if teaching full English in class, there are some who don't understand, so for</li></ul>



			<p>example, I usually use Indonesian, after using English, <b>I first explain a topic in English so that they understand, I repeat it in Indonesian. (L3)</b></p> <ul style="list-style-type: none"> <li>• For those in semester 1, it is automatically used more often when explaining the material so that they can understand it easily, .... <b>(L3)</b></li> <li>• For the first semester, the consideration was that it would be easier for them to understand the material, so the plan was to use code-switching. <b>(L3)</b></li> <li>• I use Indonesian in almost all classes in every meeting. I use English in the PPT. But <b>when explaining the material, I usually use code-switching.</b> When teaching at the beginning of the session I use English, but in the middle, I usually use Indonesian to see the student's response whether they understand the topic or material discussed or not. If the student's response is less, I change to use Indonesian. <b>(L5)</b></li> </ul>
		<p>Emphasis on meaning</p>	<ul style="list-style-type: none"> <li>• Usually, besides using English, I also use Indonesian <b>to emphasis certain concepts</b> with the aim that students understand it more easily. So, the term is to be equal, by using English, it may</li> </ul>

			<p>only be understood by students who have good English skills, but there may be some students who have poor English skills too. So that I can facilitate them (through Indonesian) too. (L1)</p> <ul style="list-style-type: none"> <li>• ... for semester 5 it is 70% : 30% maybe. so for the higher semesters there is more spontaneity because sometimes when it comes to speaking they are already okay, but sometimes <b>there are some terms in morphosyntax that are better explained using Indonesian.</b> (L3)</li> <li>• Well, sometimes I do like this, so <b>I speak in English and then I switch it to Indonesian, so it feels like translating the English into Indonesian just to give emphasis.</b> So there's no misunderstanding, so they understand that oh this is the key point of the material. But it's not always like that, it depends on the students. (L4)</li> <li>• I don't really know, but if the inter-sentential switching, yes, I did it on purpose, because I have a specific intention to <b>make my students understand</b> what the key point of the message is. (L4)</li> </ul>
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2.	Students' English Proficiency Challenge	Limited vocabulary and grammar	<ul style="list-style-type: none"> <li>• ... most of the students have good English skills so they are able to communicate using English well, even though there are some students whose <b>English proficiencies are not very good</b>. So that, it does not mean that they can't do it at all. They can speak English but are a bit lacking in communication. <b>(L1)</b></li> <li>• So that students can better understand the topic being discussed because for the lower semester, especially for the first semester which is just starting, there are still many of them who are still <b>unfamiliar with English</b> or maybe don't understand the topic being studied, .... <b>(L3)</b></li> <li>• ... Maybe this also has to be a difference. <b>English proficiency also varies from class to class</b>. Yes, it depends. So that's because the context is different. So, it depends on the student context. These students are in the lower classes. Let's just say that those in the lower classes of FG are helped. Not only in content courses. Skills courses will also definitely help them. <b>(L4)</b></li> <li>• First, the specifics I'm referring to here are their <b>English proficiency and</b></li> </ul>
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			<ul style="list-style-type: none"> <li>• So the higher their level, the use of code-switching decreases and they try to use English. <b>If the students don't allowed to use code-switching, so they need to practice their English. Even though they don't know what it is in English, They can use Indonesian, this is what I mean.</b> Once I know what he means, I ask that person to repeat what he said in English. But this is an English school, so I provide exposure so that there is not much use of code-switching. <b>(L4)</b></li> <li>•</li> </ul>
3.	Student Participation in Classroom	Willingness to participate	<ul style="list-style-type: none"> <li>• I use code-switching spontaneously <b>to see the student's response</b>, if the response from the student to use code-switching is mostly silent when given affirmative questions (for example do you understand or get the concept), then I explain it again using Indonesian. ... It could be said that it is not very frequent and depends on the student's response, and the Indonesian language that I use is only limited to explaining the material, not providing examples. <b>(L1)</b></li> <li>• ... for students in semester 1 because they are still in the transition period and they are still shy too, so <b>if they want to participate but cannot deliver in</b></li> </ul>

			<p><b>English only, they are allowed to use Indonesian too and I also respond to them using Indonesian. (L5)</b></p>
4.	Teacher-Student Communication	Communication strategies and Classroom interaction	<ul style="list-style-type: none"> <li>• well one more thing, perhaps the most important thing that I consider to do, is that I always ask students to <b>answer questions or explain something using English as much as possible</b>, well if there is something that might be difficult to convey in English, <b>it can be switched to Indonesian. (L1)</b></li> <li>• If, for example, the students fully understand English and have no difficulties and can produce in English, answering in English, then code-switching is not really used, maybe just tag switching due to habit factors, but when the students said, “miss is it okay to answer using Indonesian?”, <b>then we have to switch back to Indonesian. (L2)</b></li> <li>• ..., for those in the upper semesters, it is used more when giving instructions because some students may not understand, for example, "I was given English here”, students asked “what does it mean,</li> </ul>

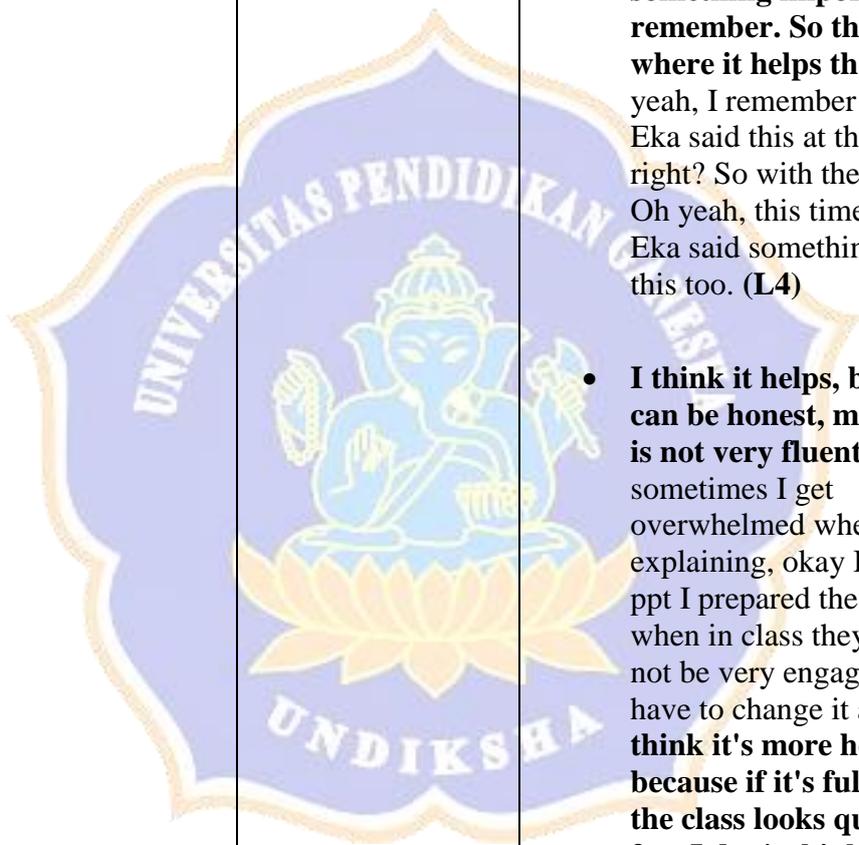
			<p>miss?”, <b>they started using Indonesian, so in the end it was explained again using Indonesian....</b> that's what I've observed so far, it always appears that when discussing in class, they don't understand the topic, so at the beginning they already use Indonesian, so I also explain using Indonesian. <b>(L3)</b></p> <ul style="list-style-type: none"> <li>• the first time I taught here I tried to use full English because previously I taught at an international school that was not allowed to use Indonesian so I got carried away at the atmosphere at that time, well from there I saw that <b>when I used full English the students here were quiet for the first semester</b> but for the upper semester I also tried when I used full English the students didn't have a problem because maybe their ability level was different from the lower semester students. ... <b>in my opinion it's more understandable when I using code-switching. (L3)</b></li> <li>• ... yes, whether we like it or not, sometimes we explain to check whether they understand or not, for example, the material has been delivered using English, the expectation is that they will also use English while practicing.</li> </ul>
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			<p>But sometimes they understand but cannot speak it yet, so whether we like it or not, <b>we have to give them the opportunity to switch from English to Indonesian</b> or for example, from the activity they still don't understand, so explain it in Indonesian. (L5)</p> <ul style="list-style-type: none"> <li>• Mostly to facilitate learning, so as I explained earlier, <b>if they don't understand, they have to use code-switching</b>, because for example, if I'm discussing and asking, if they keep quiet, it'll be like they're speechless, so <b>instead of the class continuing but there's no activity and no response, it's better if we use another mode, using switch language of English-Indonesian again. ... of course, code-switching is useful for establishing communication with students (L5)</b></li> <li>• If I observe, the high use of full English but it turns out that the habit with Indonesian as you said earlier. If I want to speak, it seems like there is a feeling of hesitation if I say "you can ask me". <b>Well, if I use it like that, they seem to hesitate to really ask. if I add tag switching, they feel more open. (L5)</b></li> </ul>
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			<ul style="list-style-type: none"> <li>• Mostly during the discussion, the point is when it <b>involves interaction between lecturers and students</b>, it usually appears more often, I prepare a ppt in English and I also explain it in English later when they ask, usually we start changing the language used. <b>(L5)</b></li> <li>• Firstly, based on my abilities, I have never used full English without code-switching in a lecture. Secondly, <b>I think the class will run more smoothly if code-switching is used. (L5)</b></li> </ul>
5.	Avoid misunderstanding	Strategies to reduce misunderstanding	<ul style="list-style-type: none"> <li>• <b>Preventing errors or misunderstandings</b>, for example, yesterday during the mid-term exam, the instructions were clear, namely to order the items mentioned first up to number ten, and even then, there were some students who still made mistakes, some who misunderstood the instructions, so as to prevent that from happening again, I decide to use code-switching. <b>(L2)</b></li> <li>• ..., but maybe the one that is often used is when using instructions to <b>avoid misunderstandings</b>. Sometimes, even when using English well and</li> </ul>

			<p>correctly, there are still misunderstandings. (L2)</p> <ul style="list-style-type: none"> <li>Now for those in class E, F, and also G, I can't be too full of English because their input is also lacking, so I uses a code-switching. ... Well, I do code-switch when, after I confirm whether they understand the material, for example in an assessment course, after a discussion, then I confirms whether they have understood the material, there are questions or what. Well, for example, if someone asks again about a concept that has been discussed, where it was actually clear during the discussion, that means the input they received is lacking, right? <b>It means something is wrong with the information process in their heads, right? At times like that, I use a code-switching. (L4)</b></li> </ul>
6.	Role of Bilingual Use in Learning	Benefits of Bilingual Instruction	<ul style="list-style-type: none"> <li>In my opinion, from my own point of view, <b>they are helped by code-switching</b> when I speak in English but the students don't respond, after that I switch to Indonesian and then the students respond. (L2)</li> <li>In my opinion, it helps, stare at using English just using English all the time, it's okay if you want to use English all the time. But we</li> </ul>

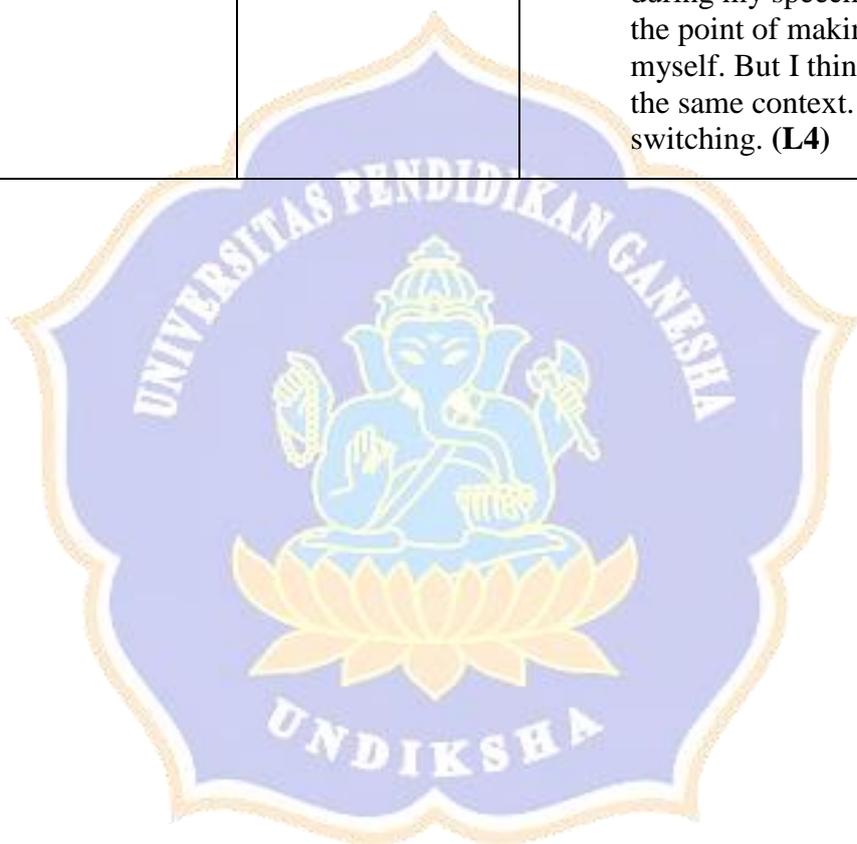
			<p>teach to make someone understand what we have taught, for example, if we only do it one way, it's better if we just use English. But as I said earlier, language doesn't always have to be taught in one language, it's possible when we learn English but we use Indonesian, sometimes we use Javanese, we can also use Balinese, for example, to just give examples so that students can better understand the material being delivered, in my opinion, <b>code-switching helps. (L2)</b></p> <ul style="list-style-type: none"> <li>• for semester 1 itself, <b>code-switching helps them to understand the topic or clarify it clearly</b> because if it is full English, there are some who do not understand the material... until now there is still no one who conveys it directly because they themselves may unconsciously do code-switching in class especially if they want to confirm something they do not understand about a topic they do not understand spontaneously they speak in Indonesian. <b>(L3)</b></li> <li>• <b>It seems helpful, because the goal of the course from the start was to help them understand the material more easily.</b> For</li> </ul>
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		<p>those who needed more clarification, I think it was very helpful. But that's primarily for lower-semester students. (L4)</p> <ul style="list-style-type: none"> <li>• So there's emphasis. There's something that's repeated. <b>So if we hear something repeated like that. It means it's something important to remember. So that's where it helps them.</b> Oh yeah, I remember Miss. Eka said this at the time, right? So with the assistant. Oh yeah, this time Miss Eka said something like this too. (L4)</li> <li>• <b>I think it helps, because I can be honest, my English is not very fluent.</b> So, sometimes I get overwhelmed when explaining, okay I have a ppt I prepared the script when in class they might not be very engaged so I have to change it again. <b>I think it's more helpful because if it's full English the class looks quieter, in fact I don't think it's convincing that the learning is being achieved. (L5)</b></li> </ul>	
	<p>Bilingual Habits and Memory</p>		<ul style="list-style-type: none"> <li>• sometimes I also use Indonesian outside of the material, for example, if it is related to the material, such as a story or experience that I have had, so when <b>I tell an</b></li> </ul>

			<p><b>experience that is related to the material, I use more Indonesian. (L1)</b></p> <ul style="list-style-type: none"> <li>• I often use tag switching, usually I'm used to adding ya or other Indonesian words <b>because of habit. (L2)</b></li> <li>• For the upper semesters, in my opinion, it is more towards spontaneous code-switching because they do not realize when they use code-switching in class and they sometimes do not realize because they unconsciously use code-switching, you could say <b>it is also spontaneous and not planned. (L3)</b></li> <li>• However, for the upper semesters, we tried not to use code-switching, but <b>sometimes it spontaneously ended up being used.</b> ... according to campus policy, we are not prohibited from using code-switching, so it depends on each lecturer whether they want to use it or not. <b>(L3)</b></li> <li>• I don't really recognize whether I did the inter-sentential one or not. Because it was <b>spontaneous. Because I never plan to use any code-switching or something. (L4)</b></li> </ul>
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			<ul style="list-style-type: none"><li>I also have a habit like that. I really want to stop doing it but I can't. Because of habit. Like that, for example. Okay, that's now I understand. <b>Because of the habit of using it, I want to not use it, but it's a daily habit.</b> I question myself, how many words did I say during my speech? Even to the point of making fun of myself. But I think I have the same context. Tag switching. (L4)</li></ul>
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## Attachment 5. Students' Interview Analysis

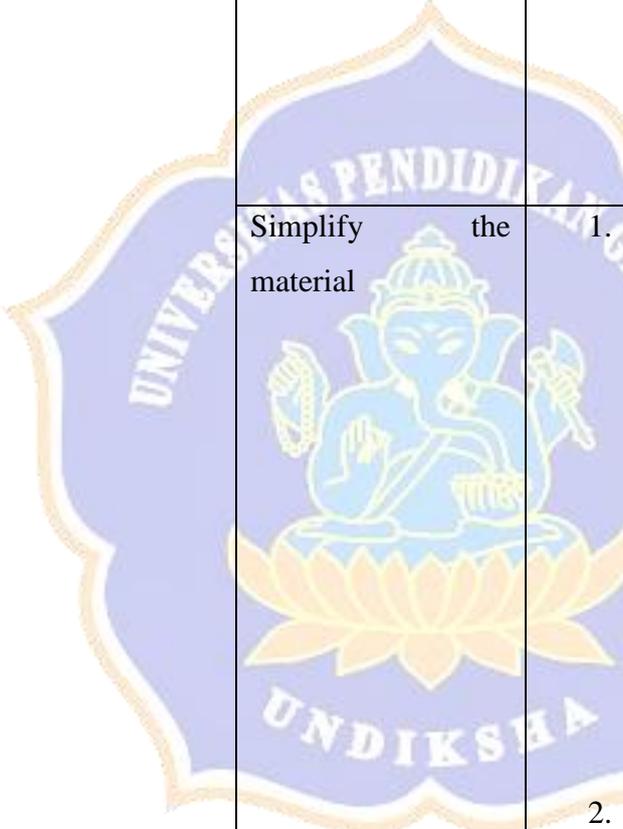
### Students' Interview Analysis

No	Theme	Category	Statement
1.	Environment Factor	Environment Influences	<ol style="list-style-type: none"> <li>1. Just like me too, perhaps without realizing it in discussions or visible interactions in class, perhaps without realizing it <b>because of the influence of the environment</b>, friends and all sorts of things, the types of language used is now easier to switch between ordinary language and code-switching.(M1)</li> <li>2. <b>I've noticed it myself. I often speak to my younger sibling in English, but I translate it back so she understands.(M3)</b></li> <li>3. Because in class, I naturally get along with my friends. I forget English, so I just enjoy speaking Indonesian. I rarely use English in class. Maybe it's <b>because I naturally enjoy speaking Indonesian with my friends, using slang.(M3)</b></li> </ol>
2.	Role of bilingual in language learning	Benefit of Bilingual Application in Language Learning	<ol style="list-style-type: none"> <li>1. <b>In my opinion, the use of code-switching really helps me because sometimes I don't understand the sentences spoken by the lecturer because I'm only in semester 1, so the use of code-switching really helps.(M2)</b></li> <li>2. <b>In my opinion, it's possible. It's quite good for listening practice, so it's more effective. And if the goal is to improve your English, that's it.</b> But sometimes you have to question whether you understand or not. In the end, I still end up asking friends. But it's still quite good for practice.(M3)</li> <li>3. <b>It's really helpful. We're only in our first semester, so we don't really understand. The thing is, this campus has to be entirely in</b></li> </ol>



			<p>the use of code-switching within a single sentence without using two languages in one sentence like that.(M1)</p> <p>2. When I was giving a presentation, I had obviously prepared it beforehand in English, so when I presented, I had really prepared it in English, so I didn't use code-switching. ... <b>Maybe I use it without realizing it.(M2)</b></p> <p>3. Honestly, I don't really realize I'm using code-switching. <b>I speak so quickly, so I don't realize I'm using code-switching or not.(M5)</b></p> <p>4. It's not usually a given in presentations, because we're taught English, <b>so we're explaining the material in English. But because we're used to speaking Indonesian, it seems like we'll occasionally slip in Indonesian.</b> For example, if we're explaining something like this in English, it's inevitable that an Indonesian word will slip in.(M6)</p> <p>5. Besides the communication being more connected, <b>it also seems more comfortable after we chat in English, then we translate it into Indonesian and also so that we understand better.(M7)</b></p> <p>6. For me, it's more towards the South Jakarta side, because every side has a part where we have to use English, because if we're introduced to Indonesian, it seems like it's so stiff to explain it, it feels too formal talking to friends like this. After that, for example, if the context is with the lecturer, it's usually all in English first, then if for example the lecturer asks something like, excuse me, could you repeat it one more time, we try to use Indonesian that uses analogies, so it's easier to grasp the context. ... <b>Aware, very aware.</b></p>
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			<p><b>Suddenly, it's like Jaksel is talking like this.(M8)</b></p> <p>7. For me, the reason is because I feel like I usually enjoy it more, and I also feel like, <b>usually there is a term like Jaksel language like that, right, so it's like that's cool, on the one hand, it also makes me feel more confident in talking about it with my friends, and also he understands it better, right?(M9)</b></p>
3.	Assistance of clarifying learning material	Clarify the message and correct mistake	<p>1. The reaction of lecturers or friends when we use code-switching is normal. <b>They often even tell us what the correct words are in English.</b> For example, we sometimes lag behind when. Well, usually lecturers tell us that when is the English word for "when," something like that.(M2)</p> <p>2. And sometimes, it happens entirely in English, but then at the end, they ask you if you understand. In class, it's quite rare; it's mostly just in English. It depends on who you're with. <b>But in class, it's more common to have it entirely in English, and then at the end, they ask you if you understand. It's like confirming whether you understand or not. (M3)</b></p> <p>3. If you look at it as supportive, it's as it should be. It's just more like a casual expression. <b>But if there's a mistake, we can correct it and help you out.(M3)</b></p> <p>4. I think they're, well, supportive, because they know my English isn't too passive. So they're just supportive. <b>Eventually, if there are any misspelled words or whatever, they'll let you know whether they can correct me or not.(M4)</b></p> <p>5. For me, the lecturers could be considered... not really. But they were very supportive when I used code-switching. <b>Because when I</b></p>

			<p><b>answered questions or explained material using code-switching, the material would be delivered more clearly.</b> When using code-switching with friends, some ignored it, but others forbade it. Those who ignored it, they didn't seem bothered when I used English and Indonesian simultaneously. But some were bothered too. They said that when I spoke, it had to be entirely in English or Indonesian.(M5)</p> <p>6. I am bilingual, <b>but I also see from my friends' conditions that sometimes their brains are over-melted, so sometimes they don't understand English, so I have to explain in Indonesian.</b>(M9)</p>
	Simplify the material		<p>1. In my opinion, the use of code-switching is very helpful for students who are still learning or developing their skills. Not all students in my department, or more specifically, in my department, can or are already truly proficient in English. Therefore, <b>sometimes code-switching helps them understand what the lecturer is saying, and the lecturer also understands</b> what they want to convey or what information they want to share with them. And it helps streamline interactions in learning.(M1)</p> <p>2. Just like Ari, yes, I understand better, because when the lecturer explains the material, <b>sometimes the lecturer's language is more complex, more professional, so if, for example, the lecturer explains it again in Indonesian, I understand it better, I understand the material better, it goes more smoothly.</b>(M7)</p> <p>3. From my point of view, yes, <b>because it really makes it easier to understand the material, you could</b></p>

			say it's easier if you combine the language.(M10)
4.	Communication strategy	Conversation smoothness and blank out avoidance	<p>1. I've noticed, because in class, if we're asked a question in English, sometimes I don't understand. So they ask me back, 'Do you want it translated back into Indonesian or just keep it in English?' <b>So, I don't really understand English. So I'm told to translate it into Indonesian, for example.</b> For example, with friends, I usually use a switch. So I speak English, and sometimes I also speak Indonesian with my friends.(M4)</p> <p>2. <b>I use code-switching to make it easier to convey material to my lecturers. Because in English, I sometimes have words I want to say but can't.</b> So I switch to Indonesian so the lecturers understand what I'm trying to convey.(M5)</p> <p>3. I think using code-switching is incredibly helpful in class. Sometimes, <b>when the lecturer explains the material in English too quickly, I sometimes blank out, like I'm lost. I feel like I don't understand the material.</b> So, I think code-switching is incredibly helpful in class.(M5)</p> <p>4. In class, it's usually a mix, because the atmosphere is formal. So, it's usually more or less the same, as Tiara said. <b>To avoid blanking out, they mix the language into Indonesian.</b> But outside of class, it's Indonesian.(M6)</p> <p>5. My experience isn't much different from Arik's. Many lecturers use both Indonesian and English, perhaps to help us understand the material better. In my own experience, I've used coach switching, for example, during presentations. <b>I've used code-switching because I suddenly went</b></p>

			<p><b>blank or to help my classmates understand better.(M7)</b></p> <p>6. <b>If I'm in a situation where I really feel like my brain is blank</b>, so sometimes I don't just forget English words, but I also sometimes forget what Indonesian words are, <b>so I interject, for example, from Indonesian but with an English word inserted or vice versa.(M9)</b></p>
	<p>Participation improvement in classroom</p>		<p>1. In my opinion, the use of code-switching is very helpful for students who are still learning or developing their skills. Not all students in my department, or more specifically, in my department, can or are already truly proficient in English. Therefore, sometimes code-switching helps them understand what the lecturer is saying, and the lecturer also understands what they want to convey or what information they want to share with them. <b>And it helps streamline interactions in learning.(M1)</b></p> <p>2. For me, it's usually the lecturer. For example, if I use code-switching, <b>the lecturer usually supports it. They probably know that I'm not very passive in English yet. So they'll support me, maybe over time. So we can get used to using English.(M4)</b></p> <p>3. From my perspective, code-switching is incredibly helpful. I think it's incredibly helpful because code-switching, without any formalities, can help us become more fluent in English. When explaining material or talking to friends, <b>we can be clearer using both languages. This allows us to speak clearly while increasing participation.(M5)</b></p> <p>4. So my main reason is to <b>make the conversation more coherent</b>, because it's like if the lecturer uses</p>

			English, we follow suit using English. Likewise, if the lecturer uses Indonesian, we also use Indonesian. So the answer is to make the communication more coherent.(M6)
5.	English Proficiency Challenge	Lack of English Skill	<p>1. <b>I think it's okay to use code-switching because I don't fully understand English yet, as it's not our primary language.</b> So, a message for other students: It's okay at the beginning. Alex said it's okay to use code-switching, but in the upper semesters, we have to use English completely, like that.(M2)</p> <p>2. I'm usually an English learner. I've loved English since high school, so I'm pretty good at it. And in lectures, I can understand what my lecturer is saying. <b>And sometimes, if I can't, I might ask questions in Indonesian.</b>(M4)</p> <p>3. I'm more used to code-switching. <b>It makes it easier for us to talk. My English isn't that good, so we can't just use English all the time, so we just mix things up.</b> (M4)</p> <p>4. In my opinion, <b>I use it, and I often do because it's easier to explain if I mix them up, because there are some vocab in English that I sometimes forget, and sometimes I don't know, so instead of going round and round explaining it,</b> it's better to mix them up so it's simpler and still understandable.(M10)</p> <p>5. Honestly, I'm more supportive because they also have some English vocabulary that they don't understand, so you could say it's a bit of a mix-up when explaining or understanding the material given. (M10)</p> <p>6. Yes, in question and answer situations <b>when I don't know</b></p>

			<b>what the English is, then I use Indonesian like that.(M11)</b>
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## Attachment 6. Documentation of Observation and Interviews

### 1) Documentations of the Observation



### 2) Documentation of Lecturers' Interview



### 3) Documentation of Students' Interview



## BIOGRAPHY



MADE MAHENDRA DHARMAJAYA was born in Singaraja on June 26, 2002. He is a son of Made Supartha, S.Pd. and I Gusti Nyoman Sri Witari. He grew up in Sidoarjo, Jawa Timur until he was 20 years old, then moved to Singaraja when he started his undergraduate study program. He pursued his higher education at Ganesha University of Education and take English Language Education study program at Faculty of Languages and Arts. In February 2026, he finally completed his undergraduate thesis titled “THE CODE-SWITCHING IN ENGLISH LEARNING PROCESS AT GANESHA UNIVERSITY OF EDUCATION”.

