

**AN EFL SECONDARY TEACHER'S ENGLISH AND MULTILINGUALISM
PRACTICES: AN OBSERVATIONAL STUDY**

A Thesis

**Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



By

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YOGYAKARTA
2024**

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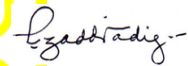
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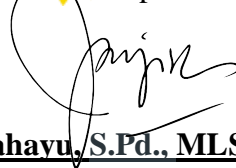


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STATEMENT OF WORK'S ORIGINALITY

I honestly certify that this thesis entitled “An EFL Secondary Teacher’s English And Multilingualism Practices: An Observational Study” which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, August 12th 2024

Author



Risa Dwi Aryani

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MOTTO

“Faith is my sword. Truth is my shield. Knowledge is my armor.” (Dr. Strange)

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to my beloved mother: Daryanti, my beloved father: Suhiri and my beloved brother: Brian.

ACKNOWLEDGMENT

1. All praise be to Allah SWT the Almighty and the most Merciful, and peace be upon the beloved final prophet Muhammad SAW. I thank Allah SWT who has bestowed me with a great blessing, strength, and willingness that I could accomplish this thesis with hard work and prayers.
2. I really appreciate and address my gratitude especially to my father Suhiri, my mother Daryanti, and my older brother Brian.
3. My special gratitude goes to my first supervisor, *Bapak* Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D. for the guidance, time, and suggestion so I am able to complete this thesis.
4. A great appreciation and thanks also go to all of my lecturers at English Language Education Department of Universitas Islam Indonesia who had given me beneficial knowledge and had taught me patiently.
5. Thank you to the examiners who have provided feedback for this thesis.
6. Also, thank you to my best friends who became my companions in working on my thesis and were always there for me, Oci, Ayi and Hana.

7. The others, who cannot be mentioned one by one, who have given their spirit to accomplish this thesis. Finally, I believe that this thesis is far from being perfect. However, it is hoped that this thesis will be useful and contribute to the English teaching process especially for Indonesian EFL Secondary Teachers.

Yogyakarta, August 5th 2024

A handwritten signature in black ink, appearing to read 'Risa Dwi Aryani', with a horizontal line underneath the name.

Risa Dwi Aryani

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ABSTRACT

English and multilingual practices are unavoidable in the EFL classroom. This study reports on an observational study of the English and Multilingual practices of a secondary teacher in an EFL classroom. Qualitative data from classroom observation were collected and analyzed. The instruments are observation transcripts from video recording and observational form. The findings show that the participant makes use of several languages, which include Arabic, English, and Indonesian. In addition, she practices English and Multilingualism by doing code-switching during her teaching sessions. The participant used English more dominantly during learning activities, namely when she praises students, giving examples and when she appoints students to make sentences. Arabic is used when the class is about to finish. In terms of Indonesian, the participant was using Indonesian when she practiced code switching. The use of code switching is to encouraging, bridging the conversation and accommodating student proficiency. Given these findings, in English classrooms in Indonesia, the use of other languages, especially Indonesian and Arabic, is possible. Therefore, the utilization of all linguistic resources in English classes in the Indonesian context is highly possible.

Keywords : *Code-switching, EFL classroom, English and multilingual, teacher practices*

CHAPTER I. INTRODUCTION

1.1 Background of Study

Over the last thirty years, there has been a growing momentum supporting a paradigm shift towards embracing multilingualism in both research and instruction within the field of second language acquisition (Paquet-Gauthier & Beaulieu, 2016). This momentum is “a turn from monolingualism to multilingualism” that emphasizes social-cultural aspects in the studies of SLA, TESOL and bilingual education (May, 2013, p. 2.).

Study on English and multilingualism have been carried out in various countries. For example, Anderson (2022) reported a comparative case study of the multilingual practices of eight secondary teachers of English across India. The findings revealed that invariably prioritizing learner participation over language choice. In each context, learners invariably mirrored the varied translingual practices of their teachers, and that the practices of the classroom community were found to be reflective of practices in wider Indian society. Ashraf, Laar and Turner (2021) examined the use of Arabic in the context of religious practices. It discusses how participants in the study recognize the association of language with religion, specifically noting that they are required to learn Arabic for religious purposes. Bergroth, Draznik, Llompart, Pepiot, Sierens, and Worp (2022) explored the ideological and implementational spaces for mainstreaming multilingual pedagogies (MPs) in initial teacher education (ITE) policies and curricula across the European Union. They contend that the

linguistic ecology and the organizational structure of education systems (decentralization) are factors that help explain the successful mainstreaming of Multilingual Practices in ITE institutions.

Von and Yoong (2019) demonstrated how teachers perceive and employ code switching in Malaysia. They noted that code-switch allows teachers to create a stress-free environment. As a result, rapport is established between the teacher and students when the students respond with a similar switch. Code-switching can also elicit the students' laughter. Hailu and Temesgen (2022) state that teachers used codeswitching for academic, managerial, and social reasons. Key influencing factors included students' limited English proficiency, teachers' beliefs, and the nature of language skills. It emphasized the importance of recognizing code-switching as a valuable teaching tool rather than adhering to an English-only approach. Since codeswitching is a vital part of classroom discourse, it should be embraced rather than avoided.

In addition, Husni and Arianto (2023) explores the reasons behind teachers' use of code-switching, the positive impact it has on students' understanding and performance. The study identifies that teachers use code-switching primarily to aid students' comprehension of the material being taught. By switching between English and Indonesian, teachers can clarify concepts, ensure understanding, and make the learning process more accessible for students who may struggle with English. The findings suggest that code-

switching has a beneficial effect on students' understanding and academic performance. By using both languages, teachers can enhance students' grasp of the material, leading to improved learning outcomes. The research highlights that the strategic use of code-switching can be an effective teaching method. It allows teachers to engage students more effectively, cater to their linguistic needs, and create a more interactive and supportive learning environment.

Nugraheni, Nurkamto and Putra (2023) explore the beliefs and practices of EFL teachers in Indonesia regarding multilingualism. The research highlights how they effectively incorporate Indonesian and English in their classrooms to enhance student understanding. Indonesian is often used as a pedagogical tool to facilitate students' understanding of English. Teachers switch to Indonesian to explain complex English concepts, grammar, or vocabulary, ensuring that students grasp the content fully. The use of Indonesian serves as a support mechanism, helping students with lower English proficiency to keep up with the lessons and participate more actively in the classroom. Zahra (2024) noted how teachers utilize code-switching to enhance student learning and communication in a bilingual environment. Teachers practice code-switching to clarify complex concepts or instructions, building vocabulary, encouraging participation, catering to diverse proficiency levels and cultural relevance.

While previous studies have explored various aspects of multilingual practices in different contexts, there is a need to further investigate teacher's language choices of English and multilingualism in EFL classrooms. Besides that, there is a research gap in understanding the specific English and multilingual practices of EFL secondary teacher in understanding the role of teacher's language practices and their impact on student engagement and language development. This paper aims to fill this gap by offering a detailed account of the English and multilingual practices of teacher in Indonesia.

1.2 Identification of the Problem

Some problems regarding English and Multilingualism practices that could be identified are as follows. Firstly, in Indonesia there is a need to explore how educational policies can better support multilingual practices and address the linguistic needs of students in diverse classroom settings. Secondly, there is a need for a more detailed investigation into how these practices are specifically implemented by EFL teachers in Indonesia and their influence on student outcomes. Lastly, students feel less motivated or confident to speak English in a monolingual classroom, especially if they fear making mistakes or if English is not actively encouraged outside the classroom.

1.3 Limitation of the Problem

There is a lack of comprehensive understanding regarding the specific English and multilingual practices of EFL secondary teachers in Indonesia,

particularly how these practices influence student engagement and language development. This research aims to fill this gap by examining the language practices of EFL teacher in Indonesia.

1.4 Formulation of the Problem

This study addresses the following research question:

How did the EFL teacher practice English and multilingualism in the classroom?

1.5 Objectives of the Study

This study aims to examine the English and multilingual practices of English teachers in secondary schools in Indonesia.

1.6 Significance of the Study

The study of teachers' English and Multilingualism practices contributes to researchers and teacher educators working to enhance English language teaching and learning in the Indonesian context. The practical contribution of this study is that teachers can use three languages and this study shows that in EFL classrooms the use of all linguistic resources can be utilized according to the purpose and possible conditions.

CHAPTER II. LITERATURE REVIEW

2.1 Defining Multilingualism

Li (2008) defines a multilingual individual as anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading). Quite similar to Li, Aronin & Hufeisen (2009) defines multilingual as a person who has the ability to use three or more languages. Different languages are used for different purpose, competence in each varying according to such factors as register, occupation, and education. Meanwhile, the European Commission (2007) defines multilingualism as the ability of societies, institutions, groups and individuals to participate regularly in more than one language during their day to day lives. These definitions are broadened by Ashraf, Laar and Turner (2021) describes multilingualism as the ability of an individual or a community to use more than one language proficiently. It involves the coexistence of multiple languages within a society or an individual's repertoire, allowing for communication and interaction in various linguistic contexts. Cenoz (2013), saying that the use of two or more languages in education provided that schools aim at multilingualism and multiliteracy. The definition of multilingualism employed in this study refers to Wei and Martin (2009) define multilingualism as the ability of individuals or communities to communicate effectively in more than one language. Multilingualism is seen as a dynamic process where languages interact, and individuals use multiple languages for different functions and in various contexts. They also said that multilingualism is not just about knowing multiple languages, but about using them interactively. They view code-switching as a

natural and integral part of multilingual communication, reflecting the speaker's ability to navigate different linguistic and social contexts.

2.2 Multilingualism in English Language Teaching in Indonesia

Multilingualism plays a significant role in English Language Teaching (ELT) in Indonesia. As a diverse country with numerous local languages and dialects, Indonesia recognizes the importance of multilingualism and its integration into the ELT curriculum. With no less than 700 local languages actively spoken (Lewis, 2009), Indonesia is undoubtedly one of the most multilingual countries in the world. Most people in Indonesia are accustomed to the use of at least three languages in everyday interactions, they use local languages at home or informal gatherings, Indonesian at schools and workplaces, and English to engage digitally (Kidwell & Triyoko, 2021).

Besides that, Arifin (2017) state the Arabic occupies a special position in the hearts of millions of Indonesian people. Despite the fact that the Arabic language is considered a foreign language in this country, there are some reasons and factors affecting the Muslim community in Indonesia, one of the factors is the religious factor.

In Indonesian classrooms, teachers and students regularly actualize their multilingual repertoire during teaching and learning (Ningsih & Rose, 2018). This multilingualism is encouraged by the language and education policy; Indonesians are encouraged to love their native languages, use Indonesian or study foreign languages like English (Zentz, 2015).

Zein (2019) argues that mutual understanding between members of Indonesia's multilingual society demands awareness of linguistic and cultural differences, and so the teaching of cultures becomes inseparable from English language teaching. Within this line of reasoning, the development of a multilingual and multicultural perspective in the education of citizens is beneficial because it is related to the development of social harmony (Agnihotri, 2014).

2.3 Previous Studies on English and Multilingualism in Educational Settings

Multilingual and English practices in school contexts have been addressed widespread by scholars. Hopp, Jakisch, Sturm, Becker and Thoma (2020) noted the strategies for promoting multilingualism in English classrooms, namely, (1) code-switching and Code-mixing: Code-switching and code-mixing are important tools for teachers to improve students' multilingual competence, allowing them to transition between languages while maintaining language proficiency, (2) Translation activities: Incorporating translation exercises not only strengthens language skills, but also validates students' multilingual abilities, (3) Multilingual resources: Introducing multilingual resources, such as books, music and multimedia, can engage students more effectively and create culturally inclusive classrooms, (4) Peer Learning and Collaboration: Encouraging peer learning and collaboration

among students from different language backgrounds can improve language acquisition and cultural awareness.

Martin (2005) highlights the practical benefits of code-switching in multilingual classrooms, particularly in rural areas where students may not be proficient in the official language of instruction. While language policies may advocate for monolingual instruction, the reality in the classroom often requires a more flexible approach. The teachers switch between languages to accommodate students' needs, to bridge conversational gaps and encourage their active participation in the learning process.

Puspawati (2018) noted that the use of code-switching may also be found in a classroom context, especially in classrooms that consist of bilingual, or even, multilingual speakers, such as foreign language classes. In Indonesia, as a multilingual and multicultural country where people speak more than one language and dialects, the use of code-switching in EFL classes is inevitable.

Cahyani, de Courcy and Barnett (2016) explore the pedagogical and sociocultural functions of teachers' code-switching, adopting a translanguaging perspective in the analysis. As a result, pedagogical functions reflect on how code-switching serves educational purposes. For instance, teachers may switch to a student's first language (L1) to clarify complex concepts, provide examples, or reinforce understanding. This practice can help students grasp subject matter more effectively, especially when they have limited proficiency in the target language (English in this case). The study seeks to identify specific instances

where code-switching enhances learning outcomes and supports students' engagement with the content. Sociocultural functions examine how code-switching reflects and influences the social dynamics within the classroom. Teachers may use different languages to build rapport, create a sense of community, or address students' emotional needs.

Mary and Hélot (2022) noted the challenges, benefits, and policies related to implementing the use of English and multilingual education in formal schooling. The challenges in implementing English and multilingual education include lack of resources and qualified teachers. The benefits of multilingual education include improved academic results, school attendance and participation, as well as more positive attitudes from teachers and communities. Multilingual education policies should aim to promote language maintenance and revitalization, and develop multiliteracy competences.

Gutiérrez, Muñoz, Valls, and Puig (2020) reports one of their findings, which related to students' linguistic practices. The challenges and practices of preparing middle and high school Dual Immersion (DI). Middle and high school DI teachers in California face challenges related to linguistic equity, high expectations, and preparing students for standardized tests in English. Within this group, some students are classified as Initially Fluent English Proficient (IFEP) speakers, which means that they have a language other than English at home. The article argues that teacher preparation programs and school districts should work together to develop comprehensive and intentional

preparation and support for these teachers, including specific skills related to bilingualism, biliteracy, student achievement, and socio-cultural competence. The article also emphasizes the importance of language proficiency and cross-cultural competencies in teacher preparation programs, as well as shared leadership and collaboration among DI teachers to generate best practices in the field.

Gómez (2023) argues that the significance of learning English in our globalized world and examines how bilingual and multilingual practices can enhance academic success. The article highlights that code-switching is utilized by emergent bilinguals as an effective strategy to acquire a foreign language. It helps students overcome linguistic barriers and express their ideas more freely during conversations. The study suggests that code-switching can aid in the linguistic development of students by allowing them to analyze and utilize linguistic elements from both their first language (L1) and the target language (L2).

Temesgen and Hailu (2022) noted that teachers engaged in codeswitching for three main functions, namely academic, managerial, and social. The academic functions included checking students' understanding, explaining grammar and vocabulary, reviewing lessons, correcting errors, and delivering culture-related messages. The managerial functions showed the teachers utilized code-switching for classroom management tasks such as giving instructions, drawing students' attention, reprimanding, and facilitating

topic shifts. In terms of social functions, codes-switching served as a tool for building rapport, injecting humor, and providing compliments to students. The study also identified several influencing factors on teachers' code-switching practices, including students' limited English proficiency, teachers' beliefs about language use, and the types and nature of language skills being taught. It concluded that code-switching is an integral part of classroom discourse that should be recognized and utilized effectively in EFL teaching.

Ghaderi, Morady and Ostovar-Namaghi (2024) reports the functions of code-switching employed by teachers in English as a foreign language (EFL) context. The study highlights that judicious and purposeful code-switching can benefit language learners by aligning with their needs and cognitive development. It does not interfere with the formation and improvement of second language (L2) competence, thus supporting the idea that code-switching can be a meaningful pedagogical tool in language instruction

Gauthier and Beaulieu (2016) discusses the growing support for a multilingual approach in second language acquisition, the curriculum and the challenge of implementing a multilingual approach. The article highlights the need for significant changes in language curricula and teaching practices to accommodate multilingualism. This includes developing teaching methods that leverage students' existing language knowledge and experiences. Besides that, the authors identify several challenges in implementing a multilingual approach, including resistance from educators, lack of training, and institutional

constraints that favor monolingual teaching practices.

Munawaroh, Hartono and Sakhiyya (2022) noted the interaction and teaching methods used by teachers and students in English as a Foreign Language (EFL) classroom activities, particularly focusing on the practice of code-switching between English and the native language (Indonesian). The interaction and teaching methods used by teachers and students in English as a Foreign Language (EFL) classroom activities involve various strategies and practices that facilitate language learning. A key focus of the study is on code-switching, which refers to the practice of alternating between two or more languages within a conversation or discourse. While code-switching is used to aid comprehension, the ultimate goal remains to improve students' proficiency in English. The study suggests that effective code-switching can help bridge gaps in understanding while still encouraging students to practice and use English as much as possible.

Hafid and Margana (2022) noted how code-switching can enhance teaching and learning by facilitating knowledge construction, managing the classroom effectively, and fostering interpersonal relationships among students and teachers. As a result, code-switching allows teachers to switch between languages (e.g., English, Arabic, and the local vernacular) to help students better understand complex subject matter. By using a language that students are more comfortable with, teachers can clarify concepts, fill knowledge gaps, and ensure that all students, regardless of their language proficiency, can access the

curriculum effectively. Code-switching serves as a tool for classroom management. Teachers can use different languages to give instructions, encourage participation, or signal transitions in activities. This practice helps maintain a structured learning environment and can make students feel more engaged and less anxious, as they can communicate in a language they understand better. The use of code-switching can humanize the classroom atmosphere. It allows teachers to connect with students on a personal level through humor, motivation, and praise, which can reduce anxiety and build rapport. This interpersonal connection is crucial for creating a supportive learning environment where students feel valued and understood.

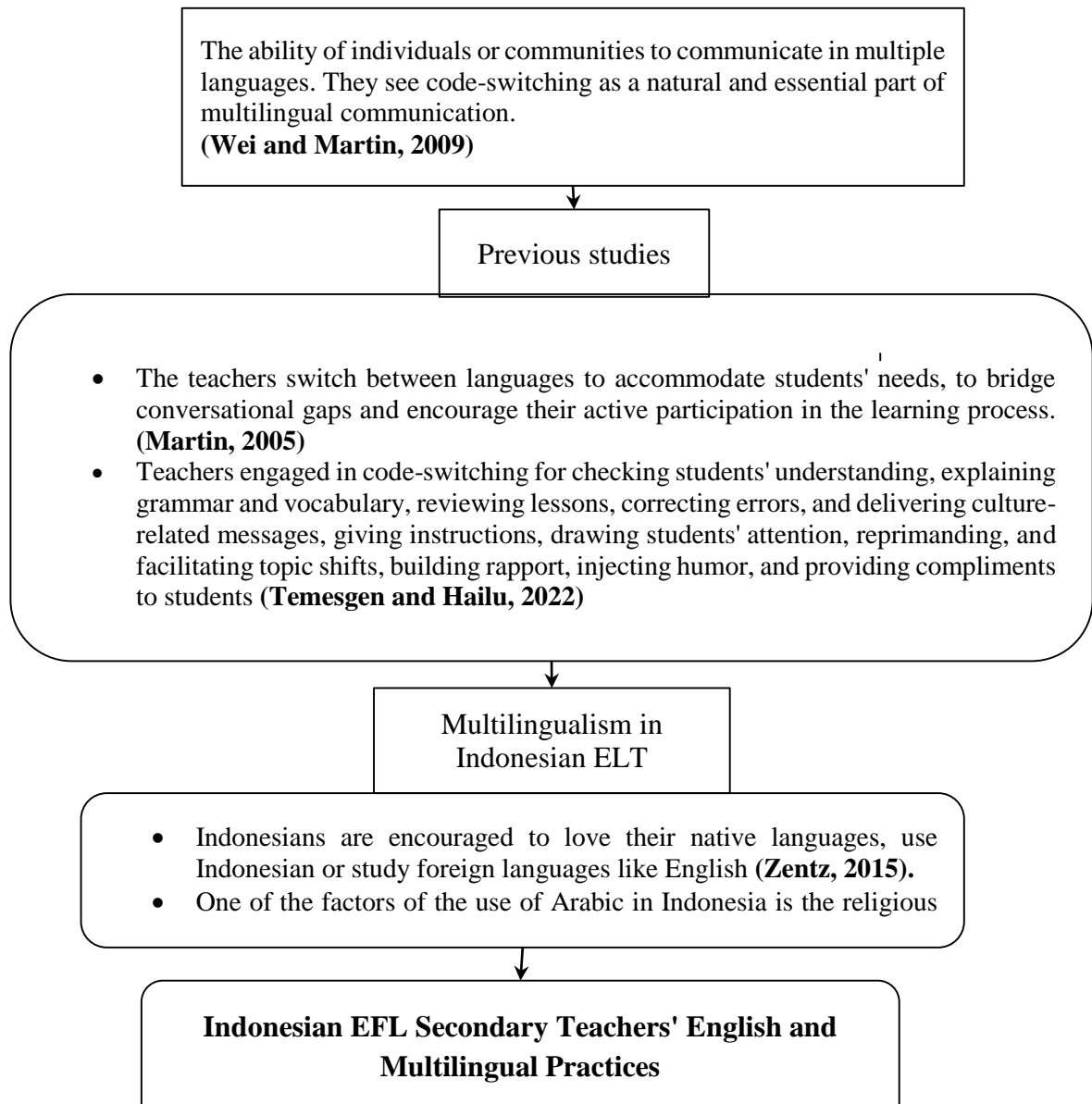
Nasution, Hidayat, Pramesti, & Yuliani (2024) emphasizes that code-switching alternately between languages can significantly improve the clarity of communication in an English as a Foreign Language (EFL) classroom. By allowing the teacher to use the students' mother tongue in addition to English, code-switching helps to clarify instructions and concepts, making lessons more accessible. When they can switch to their native language when needed, it reduces anxiety and fosters a more supportive learning environment.

2.4 Flow of Reviewed Literature

Multilingualism is the ability to use more than two languages in communication. English is a global language with many dialects and regional variations, serving as a bridge language in international communication. In

Indonesia, mother tongue is still used in early education. The flow of reviewed literature is presented in the following figure.

Figure 1. The Practices of English and Multilingualism



CHAPTER III. RESEARCH METHODOLOGY

3.1 Research Design

This study is grounded in the qualitative research paradigm and the design of the research is observation. Observation is employed in this study because it is the best means of understanding human behavior (Antwi & Hamza, 2015). They also assert that senses and observation can construct true knowledge. By doing observations, anything related to English and multilingual practices can be experienced through participant observation. In addition, all aspects or dimensions of English and multilingual practices can also be observed.

3.2 Setting and Participant

The study was carried out in the Secondary Schools in Yogyakarta, Indonesia. This setting was chosen because the students and the teachers are multilingual speakers who speak the Javanese, Indonesian, English and Arabic. English is used by the English teacher when they have English lessons. Therefore, there is a possibility for the English teacher and students to make use of the others language in the classroom, especially Indonesian as her native language and also Arabic because the setting of this study is an Islamic, Bilingual, International standard school.

The participant of this study is an Indonesian English teacher. The participant is recruited through the following criteria, a) English teacher, b)

teaching English for more than 10 years, and c) multilingual speaker, and d) teaching in the English and multilingual-accommodate classroom. From these criteria, there was only one teacher who met the requirements and was willing to participate in the study.

The participant has a diverse linguistic background that reflects her cultural and religious influences. She speaks Javanese, which is her native language. Due to her religious background, she also speaks Arabic, a language integral to her religious practices, since she was in elementary school. Additionally, she is proficient in English, which she likely uses in both professional and academic settings, she started spoke English since she was in Junior High school. and she is fluent in Indonesian, the national language of Indonesia, which she uses for everyday communication and formal interactions.

The author recruits the participant through school principals who are giving permission to do data collection. The author came to the school to give permission letters for data collection and asked permission directly to the principal and teacher who would be participant in the study. The author negotiated with the school principal and the teacher the way the author conducted this study. The author also explains the purpose, the research procedure and data collection. The teacher gave their consent to participate in this study.

3.3 Data Collecting Technique

Data collection technique applied in this study is observation. To observe the English and multilingualism practices, the instrument used was observation transcript from video recorded lesson and observation form. These instruments provided actual conditions of what went on during any given lesson. Such recording can be powerful tools in providing teachers with opportunities to reflect on what actually occurred in the classrooms (Acheson, 1987). The recording is also needed for re-watching to find information that may still be missed during observations. The observation process uses observational form to take notes on important things to ensure that the data taken are in actual conditions. Observation form is attached in the appendix 2.

3.3.1 Thematizing

In this section, the author classified six themes related to teacher practices on English and Multilingualism from Martin, P. (2005). Thematizing was used as the process to facilitate the author to analyze data.

Table 3.3.1. Table of Thematizing

Themes	Sub-Themes	Coding
Encouraging	Responding	E-Resp
	Confirming	E-C
Bridging the Conversation	Telling the Meaning	BC-TM
Accommodating Students	Repeating	ASP-Rep

Proficiency	Giving Examples	ASP-GE
	Translating	ASP-T
Using Arabic	Greetings	UA-G
	Closing the Class	UA- CC
Using English	Praising	UE-P
Using Indonesian	Telling the Meaning	UI-TM
	Repeating	UI-Rep

3.3.2 Coding

In this section, the author makes codes to give label-based themes that have been determined in this study. Giving codes is also part of analyzing data that help the researcher. A sample presented in the table below.

Table 3.3.2. Sample of coding and its meaning

CODING	MEANING
E-C	The data were collected from observation with participant in the <i>Encouraging</i> theme section with sub-theme <i>Confirming</i> .
BC-TM	The data were collected from observation with participant in the <i>Bridging the Conversation</i> theme section with sub-theme <i>Telling the Meaning</i> .
ASP-Rep	The data were collected from observation with participant in the <i>Accommodating Students Proficiency</i> theme section with sub-theme <i>Repeating</i> .

3.3.3 Observation

In this observation, the author uses an observational form to take notes during the observation. This aimed to ensure that the data collected is accurate, consistent, and relevant to the research objectives. It's also video-recorded by the author to maintain the authenticity of the data and will be an accurate source for this study. Observation data will be collected using a mobile phone camera, observational form, and transcript. Then, the data will be analyzed to answer the research question.

3.4 Data Analysis Technique

Data will be analyzed through qualitative thematic analysis. The six steps approach to thematic analysis (Braun & Clarke, 2006).

Step 1. Familiarizing with the data

Transcribing data: reading and re-reading; noting down initial codes

Step 2. Generating initial codes

Coding interesting features in the data in a systematic fashion across the data set, collating data relevant to each code

Step 3. Searching for themes

Collating codes into potential themes, gathering all data relevant to each theme

Step 4. Reviewing potential themes

Checking if the themes work in relation to the coded extracts and the entire data-set; generate a thematic map

Step 5. Defining and naming themes

Ongoing analysis to refine the specifics for each theme; generation of clear names for each theme

Step 6. Producing the report

Final Opportunity for Analysis selecting appropriate extracts; discussion of analysis; relate back to the research question or literature; produce report

3.5 Trustworthiness

Lincoln and Guba (1985) argue there are four criteria in their approach to trustworthiness. Namely credibility, transferability, dependability, and confirmability.

3.5.1 Credibility

In this method, the data is checked again to find the truth and credibility of the data. In this study, the data was checked based on the results of observation from video, transcribed observation and also with the results of previous research related to the same context 'English and Multilingualism' in previous studies that are used as references in this study.

3.5.2 Transferability

Transferability is carried out so that this research can be accepted and easily understood by others through attaching all data

results carried out in the research. It includes observational form, observation transcripts, and the entire data analysis process in detail, clearly, and systematically.

3.5.3 Dependability

To establish dependability, the results of the data analyzed in this study were consulted and discussed with the supervisor for feedback. This aims to reduce errors in the data and results obtained as well as in presentation, during the research process and publication.

3.5.4 Confirmability

The last process is confirmability. Researchers will re-examine the data that has been obtained with the data processing that has been done before. If the findings of the research are part of the research, then the research has met the confirmability standard. Rechecking with the supervisor was also carried out. Thus, the results of this research can be more accurate.

CHAPTER IV. FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion. The findings describe the result of the data analyzed from observation while discussion explains and interprets the finding which is intended to answer the research question.

4.1 Findings

From the data analyzed, the findings reveal two themes: (1) language used by teacher, and (2) the practice of code-switching. The summary of these two themes is presented in the table 4.1 below.

Table 4.1 Findings Summary

Theme	Sub-theme
Encouraging	Responding
	Confirming
Bridging the conversation	Telling the meaning
Accommodating students proficiency	Repeating
	Giving Example
	Translating

4.1.1 Language Used by Teacher

During their teaching sessions, it revealed that teacher often involved at least three languages in the classroom, namely Bahasa Indonesia and English as well as some use of Arabic. Bahasa Indonesia was used by the teacher when she was telling the

meaning of a word, telling the English of a word, repeating questions and instructions, confirming students' answers, asking to translate a word and giving examples. While English is more dominantly used by the teacher during class, namely when the teacher praises students, giving examples, giving instructions and when the teacher appoints students to make sentences.

In terms of Arabic, the teacher was using Arabic quite often when the class was about to finish. Before closing the class, she used Arabic for praying. This matter is expressed by the teacher below.

Excerpt 1

*T : ...OK thank you very much, the time is over, let's say
hamdallah
together.*

*S & T : Alhamdulillah rabbi 'alamin. (English version, obs 1,
February 2, 2024).*

The above excerpt shows that the teacher asked the students to say hamdallah. The phrase for hamdallah is "*Alhamdulillah rabbi 'alamin*" ("Praise be to Allah, the Lord of all the creations"), which functions as an expression of gratitude and acknowledgment of Allah's sovereignty over all creation by Muslims. In this context, the teacher expresses thanks to Allah for the time spent together and for the opportunity to learn. This practice is common in educational settings where there is a predominantly Muslim student or in Islamic schools where religious customs and practices are integrated into the daily routine.

In addition, the teacher also used Arabic while she was greeting the students

when she was about to close her class. This matter is represented below.

Excerpt 2

T : Wassalamualaikum warahmatullahi wa barakatuh.
S : Waalaikumsalam warahmatullahi wa barakatuh. (English version, obs 1, February 2, 2024).

This form of greeting means “*peace be upon you, and God's mercy and blessings*”. It signifies mutual respect, goodwill, and seeking Allah's blessings on one another. Arabic is used because it is one of the Muslim cultures in Indonesia that is commonly used in Islamic contexts as a way to greet and show kindness to one another. In the context of Indonesian education, greetings with Arabic are commonly used by both teachers and students.

Besides using Arabic for praying and greeting, the teacher also uses Arabic while she controls her emotions. The following excerpt is an illustration.

Excerpt 3

S : Miss tulisan children gimana ya Miss? (Miss, how do you write children?)
T : Si eitch ai el di ar i en.
.....
S : Miss tulisan children Miss. (Miss how to write children)
T : Children, Yaa Allah. (the teacher writes it on the whiteboard)
(English version, obs 1, February 2, 2024).

The above excerpt reveals that the student asked about how to write "children" by saying "*Miss tulisan children gimana ya Miss?*" (Miss, how do you write children?) (line 1). Then, the teacher responds by spelling the word children in English. After that, another student asked again how to write "children" by saying “*Miss tulisan children*

Miss.” (Miss, the writing of children) (line 3). The teacher responds to the student using English and Arabic by saying “*Children, Yaa Allah*” (line 4). The teacher says “*Yaa Allah*” (Oh my God) which reflects her religious background, namely a Muslim. In Islam, by remembering Allah, it will make the heart calm and keep away from negative emotions. However, in this case the teacher mentioned the name of Allah, because she was upset about having to repeat something that had already been explained before. Rather than speaking bad words or something unusual, the teacher said “Oh My God”.

In terms of English, the teacher has dominantly used English during learning activities. She used English while giving an example of the situation of a word. This matter is expressed by the teacher below.

Excerpt 4

T : *What is slippery?*
S : *Licin Miss*
T : *OK, for example your mom after mopping the floor...slippery.*
(English version, obs 1, February 2, 2024).

The teacher gives an example of a word in English by saying “*OK, for example your mom after mopping the floor...slippery.*” (line 3). The teacher is using an example in English to clarify the meaning of the word "slippery" for the students. By providing a relatable and concrete example, the teacher helps the students understand and remember the word's meaning better. In this case, by saying "your mom after mopping the floor...slippery" helps the student connect the English word "slippery" to a common situation where the floor is slick and easy to slip on after being mopped.

The teacher also uses English while she praises the students. The following

excerpt is an illustration.

Excerpt 5

Arthur : The noodle is warm.

T : The noodle is warm, oke, maybe that's warm, maybe hot, we don't know. OK, OK now, Abiyan, this picture, number two, one sentence.

Abiyan : She fall down.

T : She fall down, oke, She fall down, very good. Rizky, still this picture, oke, you can make a sentence about the floor, yes?

Rizky : The floor is slippery.

T : The floor is slippery, nice. (English version, obs 1, February 2, 2024).

The data shows that the teachers use English while giving praise to the students by saying "...very good" (line 5). The teacher gave praise to students using English because the teacher tried to familiarize using English in the classroom. Not only encourage students to actively engage in English, but it can also enhance their vocabulary as they discover new words and phrases.

In addition, the teacher also used English to appoint students to make sentences.

This matter is represented below.

Excerpt 6

T : So this is the situation A, please make one sentence based on this picture, Alif, up to you free, based on this picture, what is your sentence?

Alif : The girl is fall down in the canteen. (English version, obs 1, February 2, 2024).

The above data shows that the teacher was asking a student to make a sentence based on a picture in English by saying "...Alif, up to you free, based on this picture,

what is your sentence?” (line 2). Besides wanting to familiarize the use of English in the classroom, the teacher uses English while appointing students because by doing activities in English, such as forming sentences based on pictures, teachers encourage students to communicate in the target language. This builds their confidence in speaking English.

The use of Bahasa Indonesia is used by the teacher during code-switching practice. Those are described in the following section 4.1.2.

4.1.2 The Practice of Code Switching

Table 4.1.2 *The result of observational checklist*

No.	Types of strategies applied in the classroom that encourage code-switching	Freq
1	Giving examples	2 times
2	Asking and Answer Question	5 times
3	Confirming	2 times
4	Repeating Question	2 times
5	Repeating Instructions	1 time
6	Translating	4 times
7	Closing	2 times

As shown in the chart above, there are seven sorts of classroom strategies that promote code-switching: giving examples, asking and answering questions, confirming, repeating questions, repeating instruction, translating, and closing.

However, the author grouped those strategies of code switching into three sub-

themes, including (1) Encouraging, (2) Bridging the conversation, and (3) Accommodating students' proficiency.

4.1.2.1 Encouraging

Teacher practiced code-switching to encourage students by responding and confirming. The teacher practices code-switching when she responds to her student while teaching in the classroom. This matter is represented below.

Excerpt 7

T : So, okay everyone, imagine.
S : Miss
S : Imagine.
T : Imagine, what's wrong?
S : Miss izin ke kamar mandi. (Miss, I need to go to the bathroom)
T : Ya, please. (English version, obs 1, February 2, 2024).

The above data shows that the teacher addresses the class, possibly setting up an activity or prompting them to engage. The language used here is English and then, one of the students asks permission to go to the bathroom by saying “*Miss, izin ke kamar mandi*” (*Miss, I need to go to the bathroom.*) (line 5) the teacher responds to students using English and Bahasa Indonesia by saying “*ya, please*” (Yes, please) (line 6) when her student asks permission using L1. This is because the teacher tried to familiarize using English in the classroom.

The teacher practices code-switching when she confirms the student's answer. This matter is represented below.

Excerpt 8

- T* : *The man is making noodle, very good, OK. This is still here, Arthur please make one sentence, based on this picture, you can emmm make sentence based on this girl. Sentence...sentence.*
- S.1* : *Kek kata-kata gitu lo. (It's like a quotes)*
- S.2* : *Iya kek kata-kata, eh kalimat-kalimat. (Yes, like a quotes, uh sentences)*
- T* : *Yes, kalimat. (Yes, sentence) (English version, obs 1, February 2, 2024).*

The above data shows that the teacher asks one of the students to make a sentence, the language used by the teacher is English but the student who was asked did not understand the instruction, so the other student told him what the teacher was asking by saying “*Kek kata-kata gitu lo*” (It's like a quotes) (line 2) and “*Iya kek kata-kata, eh kalimat-kalimat.*” (Yes, like quotes, uh sentences) (line 3). Then the teacher confirmed the students' answers using English and Bahasa Indonesia by saying “*Yes, kalimat.*” (Yes, Sentence) (line 4) because this confirmation helps to ensure that all students can understand the instructions and can engage effectively. Moreover, below is also an excerpt of the teacher's code-switching practice when she confirms students' answers.

Excerpt 9

- S* : *Tree pohon? (Tree tree?)*
- T* : *Tree? Tree pohon. (Tree? Tree tree?)*
- S* : *Three trees.*
- T* : *Ya, kalo tiga pohon, three trees. (Yes, if three trees, three trees) (English version, obs 1, February 2, 2024).*

The above data reveal the teacher's code-switching practices in confirming

students. The student ensures the meaning of tree in Bahasa Indonesia by saying “*Tree pohon?*” (Tree tree?) (line 1). Then the teacher confirmed the students' question by saying “*Tree? Tree pohon.*” (Tree? Tree tree) (line 2). Then another student mentioned the correct English phrase for “*tiga pohon*” (three trees), which is “*three trees*” (line 3). Then the teacher confirmed the student's answer in English, and confirmed that “*three trees*” is the correct translation for “*tiga pohon*” (three trees) by saying “*Ya, kalo tiga pohon, three trees.*” (Yes, if three trees, three trees) (line 4). By confirming students' answers using both Bahasa Indonesia and English, the teacher has clarified the understanding between herself and the students.

4.1.2.2 Bridging the conversation

The teacher practices code-switching when she tells some words in Bahasa Indonesia to the students. This matter is represented below.

Excerpt 10

- T* : OK, so for example, *Bian*, if you have experienced like in the picture, what do you feel?
Bian : *Malu*. (*embarrassed*)
T : *Malu, embarrassed*. (*Embarrassed, embarrassed*)
(*English version, obs 1, February 2, 2024*).

The above data shows that the teacher asks a student to share their feelings based on the picture. Then the teacher says the English word “*embarrassed*” because the student answered her questions using Bahasa Indonesia “*malu*” (*embarrassed*), which means embarrass. By providing the English translation of the word spoken by the student, the teacher helps facilitate understanding for all students in the classroom.

Teacher practices code-switching when she tells some words in English to the students.

This matter is represented below.

Excerpt 11

- Ilma* : Miss yang grateful itu apa Miss? (What is grateful Miss?)
T : Grateful, bersyukur, berterima kasih. (Grateful, grateful, thankful) (English version, obs 1, February 2, 2024).

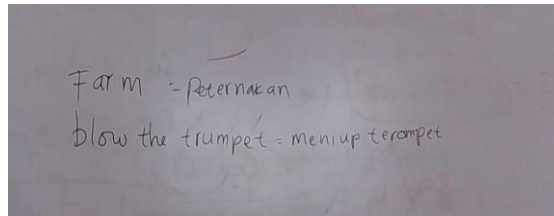
The students ask the meaning of “grateful”. The teacher tells the meaning of "grateful" in bahasa Indonesia "*bersyukur*" (grateful) and "*berterima kasih.*" (thankful). The teacher is using code-switching to help the students understand the meaning better. In addition, the following excerpt is an illustration of teachers' code-switching practice when she tells the meaning of the English word in Bahasa Indonesia.

Excerpt 12

- S* : Miss shirt.
T : Shirt.
S : Shirt itu bukannya itu ya. (Shirt is that isn't it)
T : Shirt is kemeja, t-shirt is more kaos oblong. (Shirt is shirts, t-shirt is more t-shirt) (English version, obs 1, February 2, 2024).

The students ask the meaning of the word “shirt” in bahasa Indonesia. Then the teacher explained that while "shirt" can refer to various types of upper body clothing, in this context, "shirt" specifically means "*kemeja*" (shirt) in Bahasa Indonesia. Additionally, the teacher provides further clarification by explaining that "t-shirt" is more commonly known as "*kaos oblong*" (t-shirt) in Bahasa Indonesia.

Picture 4.1.2.2 Multilingual broadwork



4.1.2.3 Accommodating students proficiency

Teacher practiced code-switching in accommodating students' proficiency by repeating, giving examples and translating. The teacher practices code-switching when she repeats the question. This matter is represented below.

Excerpt 13

- T : Lunch, okay. So, what is the man doing here, this man, this man, in the picture, what is the man doing here? Kira-kira ngapain? (What is he doing?)*
- S : Slipping, Miss. (English version, obs 1, February 2, 2024).*

The above data shows that the teacher asks the students about the picture using English and Bahasa Indonesia by saying “..*what is the man doing here? Kira-kira ngapain?*” (What is he doing) (line 1) In this situation the teacher did the code-switching to repeat her question. This is because when the teacher asked a question using English, the students did not answer the question yet. So, the teacher assumed students did not understand the question.

The following excerpt is also an example of teachers code-switching practices in repeating questions.

Excerpt 14

- T : OK I'll check after class. Is there any question? Is it difficult? Alif, is it difficult?*
- Alif : Yes Miss*
- T : I mean your imagination or in producing the sentences, menyusun kalimat? (Composing sentences?)*
- Alif : Iya Miss. (Yes Miss) (English version, obs 1, February 2, 2024).*

The above data shows that the teacher uses code-switching to check students' understanding of the task by repeating question. The teacher asks if there are any questions and asks specifically if the task was difficult. The teacher asks using Indonesian and English by saying “*I mean your imagination or in producing the sentences, menyusun kalimat?*” (Composing sentences) (line 3) The teacher repeats the question because the student does not seem to understand the question. The teacher also practices her code-switching in repeating instruction as in the following excerpt.

Excerpt 15

- T : OK, next week or Thursday there will be daily test one, ulangan satu, jadi on thursday. (OK, next week or Thursday there will be daily test one, test one, so on thursday.) (English version, obs 1, February 2, 2024).*

The above data shows that the teacher practices code-switching in repeating the instruction by saying “...daily test one, ulangan satu, jadi on thursday.” (daily test one, test one, so on thursday). The teacher switched the language to Bahasa Indonesia when students are not following or are not clear about the instruction. By practicing code-

switching, the teacher provides clarification by using terms in two languages. In addition, by repeating instructions in two languages, the teacher ensures that all students understand what is being communicated and can remember the instructions better. In addition, the teacher practices code-switching when she gives an example. This matter is represented below.

Excerpt 16

T : Any difficult word that you don't know? The English maybe? Any difficult word that you want to know what is the English, maybe, like emm what babi in English. (..what pig in English.) (English version, obs 1, February 2, 2024).

The above data shows that the teacher asked the students if there were any difficult words that they did not know, specifically mentioning Bahasa Indonesia words that might need to be translated into English. The teacher gave examples of questions in English and Indonesian by saying “*What babi in English*” (What pig in English) (line 3).

This shows the use of code switching by the teacher to guide students in expressing whether they want to ask the English of a word.

Furthermore, the teacher practices code-switching when she asks a student to translate a word. This matter is represented below.

Excerpt 17

T : OK good, the last picture, Tata, Tata, last picture, this one, please make one sentence.
Tata : Eeee Rini joins her friend and mengobrol. (Eeee Rini joins her friend and chatting)
T : Rini joins her friend and what is mengobrol in

English?(Rini joins her friend and what is chatting in English?)

S : Having chat. (English version, obs 1, February 2, 2024).

The above data shows that the teacher addresses a student named Tata and asks her to create a sentence based on the last picture shown. Tata responds by creating a sentence in Bahasa Indonesia and English by saying “*Rini joins her friend and mengobrol.*” (Rini joins her friend and is chatting) (line 3). After Tata provides her sentence, the teacher follows up by asking Tata what “mengobrol” (chatting) means in English. This demonstrates the teacher's use of code-switching as a teaching strategy to clarify the meaning of a specific word in English. The aim is to provoke students to speak and think, as well as to recognize the level of their vocabulary skill. The student responds with the English equivalent, “having chat.” (line 6)

4.2 Discussions

This study found that the teacher practices English and multilingualism by employing code-switching, in which Indonesian, Arabic, and English are used for certain purposes during their teaching. Based on the findings of this study, it was found that teachers dominantly use English during class. The teacher uses English when she praises students, giving examples, giving instructions and when the teacher appoints students to make sentences. For instance, the teacher praised the students with “very good”. By giving praise using English, not only encourage students to actively engage in English, but it can also enhance their vocabulary as they discover new words and phrases. In addition, the teacher uses English while appointing students because by doing activities in English. By employing these strategies, the teacher encourages

students to communicate in the target language. This may build their confidence in speaking English. This seems to be in line with Munawaroh et al., (2022) that code-switching is often necessary to facilitate understanding and support students, but it should be balanced with opportunities for students to use English more extensively in order to achieve language acquisition goals.

Teachers practice code switching between Bahasa Indonesia and English mostly when learning about vocabulary and when helping students who have low English proficiency by repeating questions and instructions and also confirming students' answers. This aimed to make students easily follow and understand the lesson. For instance, when the teacher asks students a question, the students seem not to understand the question. So, she repeated it using L1. By repeating questions and instructions in two languages, the teacher ensures that all students, especially those with low English proficiency, can understand what is being communicated and can remember the instructions better. This is compatible with what Ghaderi et al., (2024) and Cahyani et al., (2016) noted in their study that teachers often use code-switching when repeating questions, particularly to ensure that learners understand the content being discussed. Teachers may switch to the learners' native language (L1) to clarify or rephrase questions, especially when they perceive that students are struggling to comprehend the question in the target language (L2). This strategy helps to avoid misunderstandings and facilitates better communication in the classroom. Code-switching is also used by teachers when repeating instructions, as it serves to enhance students' understanding. The study indicates that teachers often switch between

languages to clarify instructions or reinforce key points, ensuring that students grasp the content being taught.

Besides that, as Indonesia is a predominantly Muslim country, it is not surprising that majority schools in Indonesia implement Islamic values such as greetings in Arabic and several sentences in Arabic. Therefore teacher use it during class, especially while opening and closing the class. Furthermore, incorporating cultural and religious languages such as Arabic can foster a sense of identity among students. This practice not only respects students' cultural backgrounds, but also enriches the educational experience by integrating language diversity into the curriculum. This finding is in line with Ashraf et al., (2021) showing that Arabic language is linked to religious identity within collective educational settings, where education is approached as a communal activity rather than an individual one. This can involve a strong sense of community among students and teacher. These settings are often influenced by cultural values that emphasize group harmony, collective responsibility, and social cohesion.

In addition, teacher's code-switching practices had some impact on students' participation, particularly it enhanced students' understanding and clarity. This can be seen from the use of Indonesian and English to accommodate students' proficiency by repeating questions and instruction. For instance, when the teacher repeats questions or instructions in both Bahasa Indonesia and English, students are more likely to understand and respond appropriately. It also had an impact on students' active engagement in classroom activities. This is shown when students feel free to use

Bahasa Indonesia to express their thoughts or seek clarification, which in turn promotes a more dynamic and interactive learning environment, where teaching and learning processes are engaging, flexible, and responsive to the needs of the students. Moreover, another important aspect to consider is the impact of code-switching on students' confidence and motivation. When students see their mother tongue valued in the classroom, they will feel more confident and motivated to participate. This positive reinforcement can lead to greater engagement and a deeper interest in learning the target language. These findings seem to be compatible with the previous studies in the literature Mary and Hélot (2022) and Cahyani et al., (2016) that one of the benefits of multilingual education is participation. The use of multiple languages helped in building rapport and fostering a supportive learning environment, enhancing student engagement and participation. Therefore, it can be said that this study reveals that the practices of English and multilingualism influence students' participation, especially students with low English proficiency. In this case, students in this category who had difficulty expressing themselves in English are helped by the English and multilingual practices.

In addition, this study also found that the teacher practices code-switching to deliver lesson content to their students. The teacher practices code-switching to help students understand, explaining vocabulary, translating a word and giving examples. Besides that, code-switching is also used to bridge conversations and clarify meaning. Teachers provide translations of difficult words and phrases, to ensure that students can follow the lesson. Those practices had an impact on students' language development.

The impacts are teacher's code-switching practices that aids students in better understanding the context and meaning of new vocabulary. The teacher helps students understand and remember new words more effectively by linking them to familiar concepts and objects and integrates cultural and religious practices into the language learning process. This not only respects the students' cultural background but also makes the learning environment more inclusive and relevant to their daily lives. It shows that the use of code-switching can enhance language learning by giving students the support they need to understand and use the target language effectively. This is in line with Hailu and Temesgen (2022) state that the teacher engaged in code-switching for three main functions. One of the functions is an academic function which includes checking students' understanding, explaining grammar and vocabulary, reviewing lessons, correcting errors, and delivering culture-related messages.

Furthermore, the teacher who practices code-switching not only helps students understand the lesson content, but also creates a safe space for them to express themselves without fear of judgment. This is essential in language learning, where students may feel anxious about making mistakes. By fostering a supportive learning environment, teachers can encourage more active participation with the target language. These practices ensured that all students, regardless of their proficiency level, could understand the lesson content and participate actively. This finding is in line with Von and Yoong (2019) study, which claims that code-switching allows teachers to create a stress-free environment so that the students feel comfortable expressing themselves without the fear of making mistakes.

The findings also highlight the importance of teacher training in multilingual education. Teachers need to be equipped with the skills and knowledge to use code-switching effectively and create classroom environments that value and utilize language diversity. Professional development programs should focus on strategies to integrate multiple languages in the classroom and to support students with diverse language backgrounds. This is in line with Gutiérrez, Muñoz, Valls, and Puig (2020) that teacher preparation programs and school districts should work together to develop comprehensive preparation and support for specific skills related to bilingualism, biliteracy, student achievement and socio-cultural competence.

Besides that, Cahyani et al., (2016) state that excessive reliance on code-switching could hinder students' development of proficiency in the target language if not managed carefully. The study emphasizes the need for intentional and strategic use of code-switching to ensure that it supports rather than detracts from language learning. This is incompatible with the finding that teachers can still support target language learning even by practicing code-switching spontaneously and this does not hinder students' development.

Therefore, teachers can influence students' L1 as a factor supporting learning rather than seeing it as a barrier to language learning. It is possible to say that the above findings are in line with Hailu and Temesgen (2022) showing that since codeswitching is a vital part of classroom discourse, it should be embraced rather than avoided.

However, Gauthier and Beaulieu (2016), emphasize the need for significant changes in language curricula and teaching practices to accommodate multilingualism.

These changes include developing teaching methods that utilize students' existing language knowledge and experience. However, in the observed classrooms, the use of multiple languages appeared to be more impromptu and context-specific rather than systematically integrated into the curriculum. For example, teachers switch to Bahasa Indonesia when students do not understand instructions in English, instead of creating a seamless integration between the two languages from the start. Educational policy makers should consider the integration of multilingual practices into the curriculum to better support language acquisition. This involves not only using multiple languages in the classroom, but also providing resources and materials that reflect language diversity. Thus, the education system can be more inclusive and equitable to students' language backgrounds.

In addition, Mary and Hélot (2022) noted the challenges of the use of English and multilingual education in formal schooling. One of the challenges in implementing English and multilingual education is qualified teachers. However, this study found that the teacher has met the qualifications to implement English and multilingual practices, which according to Mary and Hélot (2022) namely, understanding of multilingualism, cultural competence, and professional development.

CHAPTER V. CONCLUSION AND SUGGESTION

This chapter consists of two sub-chapters, which are conclusion and recommendation. This chapter summarizes the findings and recommends further research.

5.1. Conclusion

This study examines the practices of EFL secondary teachers in Indonesia related to the use of English and multilingualism in their classroom. The findings of this study highlight the use of code-switching between Bahasa Indonesia, Arabic and English by the teachers, especially in teaching vocabulary and accommodating students who have low English proficiency. The use of Arabic is also used due to the cultural and religious context in Indonesia, which fosters a sense of identity among the students.

Based on the findings discussed, it can be concluded that the teacher practices English and multilingual by practicing code-switching. The function of code-switching practices are to encouraging, bridging the conversation, and accommodating students proficiency.

5.2. Weaknesses, Further Research, and Suggestion

As this study still has some limitations, adding more participants is needed so that this study may accurately represent the practices of teachers. Moreover, since the instrument of this study was observation, it is needed to add additional research instruments, such as interviews, to gain a more comprehensive understanding of the multilingual practices of EFL secondary teachers in Indonesia.

Future research also needed to consider teachers' diverse educational contexts and backgrounds to provide a more diverse view of their multilingual practices. Also, it would be good to compare the findings with similar research in different regions or countries to identify the challenges faced by EFL teachers globally.

This study has several implications. Firstly, in pedagogical approaches, which enhance students' understanding and engagement. Secondly, this study can provide evidence on how multilingual practices have an impact on student participation. Finally, this study can help adjust educational practices to support all students, especially students with low English proficiency.

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APPENDICES

Appendix 1. Permit Letter



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kaliurang km 14.5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
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E. fpsib@uii.ac.id
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Tanggal : 19 Januari 2024
Nomor : 2688/DEK/70/DAA/I/2024
Hal : Permohonan Izin Pengambilan Data Skripsi

Yth. Kepala Sekolah SMP Budi Mulia Dua

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

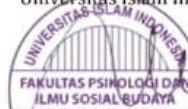
Nama Mahasiswa : Risa Dwi Aryani
Nomor Induk Mahasiswa : 20322084
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D.
Judul Skripsi :

"Indonesian EFL Secondary Teacher's English and Multilingual Practices: An Observational Study"

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum Wr. Wb

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia



[Signature]
Dr. Phil. Qurrotul Uyun, S.Psi., M.Si., Psikolog
NIP. 963200102

Appendix 2. Observation Form

No	Teacher Practices				When to use?
	Bahasa Indonesia	English	Code-switching	Translanguaging	
1.	Malu			Malu, embarrassed	Tell the meaning of a word
2.	Kira-kira ngapain?				Checking understanding
3.	Yes, kalimat				Confirming
4.	Bersyukur, berterima kasih			Grateful, bersyukur, berterima kasih	Tell the meaning of a word
5.	Mengobrol		What is mengobrol in English?		Ask word to students
6.	Babi		...What babi in English		Ask word to students
7.	Adonan		What is adonan in English?		Ask word to students
8.	Kemeja		Shirt is kemeja		Tell the meaning of a word
9.	Kaos oblong		T-shirt is more kaos oblong		Tell the meaning of a word
10.	Ya, kalo tiga pohon			Ya, kalo tiga pohon, three trees	
11.	Menggulung			Roll itu menggulung	Tell the meaning of a word
12.	Menyusun kalimat			I mean your imagination or in producing the sentences, menyusun	Asking question to student

				kalimat?	
13.	Ulangan satu			OK next week or thursday there will be daily test one, ulangan satu	
14.	Jadi		Jadi on thursday		

Appendix 3. Observation Data Transcription

OBSERVATION DATA TRANSCRIPTION

Time : 9.39-10.40 WIB
Place : SMP Budi Mulia Dua
Length of Observation : 61 Minutes
Desc : T for Teacher, S for Students

T	:	So, Okay everyone, imagine.
S	:	Miss.
S	:	Imagine....
T	:	Imagine, what's wrong?
S	:	Miss izin ke kamar mandi.
T	:	Ya, please. OK, so for example, Bian, if you have experienced like in the picture, what do you feel?
Bian	:	Malu.
T	:	Malu, embarrassed. OK, so and then if you have experienced something like that what will you do? What will you do if you have same experience?
S	:	Help.
T	:	OK, you will ask for ...
S	:	Help.
T	:	Ask for help, good. Then now, from this picture, what is the situation, answer, what is the situation here? Situation means what are the people doing, how they feel, for example, the sentences please, they are....
S	:	They are...
T	:	They are doing...
S	:	Doing lunch.
T	:	Lunch, okay. So, what is the man doing here, this man, this man, in the picture, what is the man doing here? Kira-kira ngapain?

S	:	Slippering, Miss.
S	:	Slippery itu apa Miss?
T	:	What is Slippery?
S	:	Licin Miss.
T	:	OK, for example your mom after mopping the floor...slippery. So this is the situation A, please make one sentence based on this picture, Alif, up to you free, based on this picture, what is your sentence?
Alif	:	The girl is fall down in the canteen.
T	:	What is the name? OK maybe there is a girl, the girl is falling down in the canteen. The.. girl..is..
Alif	:	The girl is having lunch in the canteen.
T	:	The girl is having lunch in the canteen, OK good. Iqbal, still in this picture, please make one sentence.
Iqbal	:	Sentence itu apa Miss?
<i>Students laughing</i>		
T	:	The sentence is for example, the girl is eating noodles.
Iqbal	:	The man is making noodle.
T	:	The man is making noodle, very good, OK. This is still here, Arthur please make one sentence, based on this picture, you can emmm make sentence based on this girl. sentence...sentence.
S.1	:	Kek kata-kata gitu lo.
S.2	:	Iya kek kata-kata, eh kalimat-kalimat.
T	:	Yes, kalimat.

Arthur	:	The noodle is warm.
T	:	The noodle is warm, OK, maybe that's warm, maybe hot, we don't know. OK, OK now, Abiyan, this picture, number two, one sentence.
Abiyan	:	She fall down.
T	:	She fall down, oke, She fall down, very good. Rizky, still this picture, oke, you can make a sentence about the floor, yes?
Rizky	:	The floor is slippery.
T	:	The floor is slippery, nice, OK, Iam, Iam please one, please make one sentence.
Iam	:	Gatau.
T	:	Yes, OK ya, he doesn't focus here, you can later write ya, OK, Sasa, still this picture, please make one sentence.
S	:	Sakira.
T	:	OK, there is the word. You can give an anonymous name, maybe your friends or for example, she is Rini.
Sasa	:	Lala helps.
T	:	OK, Lala helps Gina, for example ya, OK Lala helps Gina, OK yaa. Ilma, still this picture.
Ilma	:	Miss yang grateful itu apa Miss?
T	:	Grateful, bersyukur, berterima kasih.
Ilma	:	The girl is grateful because her friend is helping.
T	:	The girl is grateful because..
Ilma	:	Her friend is helping her.
T	:	OK good, the last picture, Tata, Tata, last picture, this one, please make one sentence.
Tata	:	Eeee Rini joins her friend and mengobrol.

T	:	Rini joins her friend and what is mengobrol in English?
S	:	Having chat.
T	:	Having a chat, chatting. OK. So today we are going to have an activity like this... so I will give you a picture, the worksheet, then please do the worksheet. But before that..
<i>Teacher hand-out worksheets to students</i>		
S	:	Ini bikin berapa sentence Miss?
T	:	OK, so listen first, what can you tell from the picture, so.. That is the worksheet. OK now, look at the picture ya, each picture is different, and then write seven, seven is not for the whole picture but for each picture.
S	:	Hah, hah, maksudnya?
T	:	Seven sentences for each picture. For example, this picture. Please make one example, so just add...
S	:	Kenapa gak satu aja Miss?
T	:	No, seven.
S	:	Kenapa?
T	:	And then, for this picture sentence, OK and the one for the other slide. Faiz, understand? Understand? Please make sentences based on the picture. This is the example.
S	:	Miss gimana Miss.
T	:	OK, you can emm using names that are up to you, maybe my mom, my sister, my neighbor, my grandmother.
<i>Students do the worksheet and the teacher go around monitoring students</i>		
T	:	Any difficult word that you don't know? The English maybe? Any difficult word that you want to know what is the English, maybe, like emm what babi in English.
S	:	Apron, Miss.

S	:	Miss, babi pork kan?
T	:	OK, Apron.
S.1	:	Ini daging babi atau babi sih?
S.2	:	Mana sih? Yang ini?
S.1	:	Iya ini.
S.2	:	Aku kira yang ini.
S.3	:	Aku kirain juga ini.
<i>Teacher writes some difficult word in the whiteboard</i>		
S	:	Miss miss. Miss miss miss.
T	:	Yes?
S	:	Yang are itu yang lebih dari dua atau satu?
T	:	Are, are more than one. There are...
T	:	Arya..
S	:	Miss memanggil itu apa?
T	:	Calling, mom is calling. What is adonan in English?
S	:	Dough. Dough.
T	:	OK, Dough.
S	:	Nah, itu Miss.
T	:	Yes. Sasa, how many sentences you have done?

Sasa	:	Ini Miss.
T	:	My mom has a apple. An an, an apple.
S	:	Miss zebra cross, cross nya gimana?
T	:	Si ar ou es es.
S	:	C r o s s.
S	:	Miss shirt.
T	:	Shirt.
S	:	Shirt itu bukannya itu ya.
T	:	Shirt is kemeja, t-shirt is more kaos oblong.
T	:	What is this (pointing cheek) in English?
S	:	Cheek.
S	:	Miss tulisan children gimana ya Miss?
T	:	Si eitch ai el di ar i en.
S	:	Miss celebrate gimana?
T	:	Si i el i bi ar ei ti i.
T	:	What is celebrate?
S	:	Merayakan.
S	:	Miss tulisan children Miss.
T	:	Children, Yaa Allah. (the teacher writes it on the whiteboard).
S	:	Makasih Miss.

S	:	Apron tu apa?
T	:	Apron, this one...
S	:	Ooohh.
S	:	Miss tadi apa miss, the children helping grandmother, nenek.
T	:	You can say, maybe, the children help her grandmother.
S	:	The children, opo miss tadi miss?
Rizky	:	Miss.
T	:	Ya Rizky.
Rizky	:	Sudah Miss.
S	:	Miss kertasku itu.
S	:	Miss kalo banyak pake nya apa?
T	:	There are, for example there are animals and trees in the farm.
S	:	Miss kalo banyak, many?
T	:	Many, there are many apples in the farm.
S	:	There are many apples.
T	:	There are many apples in the farm.
S	:	Tree pohon?
T	:	Tree? Tree pohon.
S	:	Three trees.
T	:	Ya, kalo tiga pohon, three trees. There are many apples in the farm.

S	:	Three trees, three trees.
T	:	Sasa, how many sentences more? Seven sentences for each picture.
Sasa	:	Nomor satu boleh gini gak Miss?
T	:	I cook egg, OK.
S	:	Menggulung apa Miss?
T	:	Roll, roll, roll itu menggulung.
T	:	OK, if you finish, let me check.
S	:	Masih lama kok Miss
T	:	I roll the dough while watching TV
S	:	Miss udahan yuk Miss.
T	:	OK, 10 minutes more.
S	:	Astaghfirullah.
T	:	Please back to your seat. Iqbal, have a seat, sit down faiz. OK, ssstt, Alif, Rizky, OK I want to read some of your sentences. Me and mom are making Chinese food. Mom is wearing apron. There are many apples in the farm. There are apple trees in the farm. The horse, cow, chicken, and rabbit are in the farm. I celebrate my birthday with my family. OK I'll check after class. Is there any question? Is it difficult? Alif, is it difficult?
Alif	:	Yes, Miss.
T	:	I mean your imagination or in producing the sentences, menyusun kalimat?
Alif	:	Iya Miss.

T	:	OK, next week or Thursday there will be daily test one, ulangan satu, jadi on thursday. OK thank you very much, the time is over, let's say hamdallah together.
S & T	:	Alhamdulillah rabbi 'alamin.
T	:	Wassalamualaikum warahmatullahi wa barakatuh.
S	:	Waalaikumsalam warahmatullahi wa barakatuh.

Coding

	Transkripsi	Kode
T	: So, Okay everyone, imagine.	Ob/T/01
S.1	: Miss.	Ob/J/02
S	: Imagine....	Ob/J/03
T	: Imagine, what's wrong?	Ob/T/04
S	: Miss izin ke kamar mandi.	Ob/J/05
T	: Ya, please. OK, so for example, Bian, if you have experienced like in the picture, what do you feel?	Ob/T/06
Bian	: Malu.	Ob/J/07
T	: Malu, embarrassed OK, so and then if you have experienced something like that what will you do? What will you do if you have same experience?	Ob/T/08
S	: Help.	Ob/J/09
T	: OK, you will ask for ...	Ob/T/10
S	: Help.	Ob/J/11
T	: Ask for help, good. Then now, from this picture, what is the situation, answer, what is the situation here? Situation means what are the people doing, how they feel, for example, the sentences please, they are....	Ob/T/12

S	:	They are...	Ob/J/13
T	:	They are doing..	Ob/T/14
S	:	Doing lunch.	Ob/J/15
T	:	Lunch, okay. So, what is the man doing here, this man, this man, in the picture, what is the man doing here? Kira-kira ngapain?	Ob/T/16
S	:	Slippering, Miss.	Ob/J/17
S	:	Slippery itu apa Miss?	Ob/T/18
T	:	What is Slippery?	Ob/T/19
S	:	Licin Miss.	Ob/J/20
T	:	OK, for example your mom after mopping the floor...slippery. So this is the situation A, please make one sentence based on this picture, Alif, up to you free, based on this picture, what is your sentence?	Ob/T/21
Alif	:	The girl is fall down in the canteen .	Ob/J/22
T	:	What is the name? OK maybe there is a girl, the girl is falling down in the canteen. The.. girl..is..	Ob/T/23
Alif	:	The girl is having lunch in the canteen.	Ob/J/24
T	:	The girl is having lunch in the canteen, OK good. Iqbal, still in this picture, please make one sentence.	Ob/T/25
Iqbal	:	Sentence itu apa Miss?	Ob/T/26
<i>Students laughing</i>			
T	:	The sentence is for example, the girl is eating noodles.	Ob/J/27
Iqbal	:	The man is making noodle.	Ob/J/28
T	:	The man is making noodle, very good, OK. This is still here,	Ob/T/29

		Arthur please make one sentence, based on this picture, you can emmm make sentence based on this girl. sentence...sentence.	
S.1	:	Kek kata-kata gitu lo.	Ob/J/30
S.2	:	Iya kek kata-kata, eh kalimat-kalimat.	Ob/J/31
T	:	Yes, kalimat.	Ob/J/32
Arthur	:	The noodle is warm.	Ob/J/33
T	:	The noodle is warm, OK, maybe that's warm, maybe hot, we don't know. OK, OK now, Abiyan, this picture, number two, one sentence.	Ob/T/34
Abiyan	:	She fall down.	Ob/J/35
T	:	She fall down, oke, She fall down, very good. Rizky, still this picture, oke, you can make a sentence about the floor, yes?	Ob/T/36
Rizky	:	The floor is slippery.	Ob/J/37
T	:	The floor is slippery, nice, OK, Iam, Iam please one, please make one sentence.	Ob/T/38
Iam	:	Gatau.	Ob/J/39
T	:	Yes, OK ya, he doesn't focus here, you can later write ya, OK, Sasa, still this picture, please make one sentence.	Ob/T/40
S	:	Sakira.	Ob/J/41
T	:	OK, there is the word. You can give an anonymous name, maybe your friends or for example, she is Rini.	Ob/T/42
Sasa	:	Lala helps.	Ob/J/43
T	:	OK, Lala helps Gina, for example ya, OK Lala helps Gina, OK yaa.	Ob/T/44

		Ilma, still this picture.	
Ilma	:	Miss yang grateful itu apa Miss.	Ob/T/45
T	:	Grateful, bersyukur, berterima kasih .	Ob/J/46
Ilma	:	The girl is grateful because her friend is helping.	Ob/J/47
T	:	The girl is grateful because..	Ob/T/48
Ilma	:	Her friend is helping her.	Ob/J/49
T	:	OK good, the last picture, Tata, Tata, last picture, this one, please make one sentence.	Ob/T/50
Tata	:	Eeee Rini joins her friend and mengobrol.	Ob/J/51
T	:	Rini joins her friend and what is mengobrol in English?	Ob/T/52
S	:	Having chat.	Ob/J/53
T	:	Having a chat, chatting. OK. So today we are going to have an activity like this... so I will give you a picture, the worksheet, then please do the worksheet. But before that..	Ob/T/54
<i>Teacher hand-out worksheets to students</i>			
S	:	Ini bikin berapa sentence Miss?	Ob/T/55
T	:	OK, so listen first, what can you tell from the picture, so.. That is the worksheet. OK now, look at the picture ya, each picture is different, and then write seven, seven is not for the whole picture but for each picture.	Ob/J/56
S	:	Hah, hah, maksudnya?	Ob/T/57
T	:	Seven sentences for each picture. For example, this picture. Please make one example, so just add...	Ob/J/58
S	:	Kenapa gak satu aja Miss?	Ob/T/59

T	:	No, seven.	Ob/J/60
S	:	Kenapa?	Ob/T/61
T	:	And then, for this picture sentence, OK and the one for the other slide. Faiz, understand? Understand? Please make sentences based on the picture. This is the example.	Ob/T/62
S	:	Miss gimana Miss.	Ob/T/63
T	:	OK, you can emm using names that are up to you, maybe my mom, my sister, my neighbor, my grandmother.	Ob/J/64
<i>Students do the worksheet and the teacher go around monitoring students</i>			
T	:	Any difficult word that you don't know? The English maybe? Any difficult word that you want to know what is the English maybe, like emm what babi in English..	Ob/T/65
S	:	Apron Miss.	Ob/J/67
S	:	Miss, babi pork kan?	Ob/T/68
T	:	OK, Apron.	Ob/J/69
S.1	:	Ini daging babi atau babi sih?	Ob/T/70
S.2	:	Mana sih? Yang ini?	Ob/T/71
S.1	:	Iya ini.	Ob/J/72
S.2	:	Aku kira yang ini.	Ob/J/73
S.3	:	Aku kirain juga ini.	Ob/J/74
<i>Teacher writes some difficult word in the whiteboard</i>			
S	:	Miss miss. Miss miss miss.	Ob/T/75

T	:	Yes?	Ob/J/76
S	:	Yang are itu yang lebih dari dua atau satu?	Ob/T/77
T	:	Are, are more than one There are...	Ob/J/78
T	:	Arya..	Ob/T/79
S	:	Miss memanggil itu apa?	Ob/T/80
T	:	Calling, mom is calling. What is adonan in English?	Ob/T/81
S	:	Dough. Dough.	Ob/J/82
T	:	OK, Dough.	Ob/J/83
S	:	Nah, itu Miss.	Ob/J/84
T	:	Yes. Sasa, how many sentences you have done?	Ob/T/85
Sasa	:	Ini Miss.	Ob/J/86
T	:	My mom has a apple. An an, an apple.	Ob/J/87
S	:	Miss zebra cross, cross nya gimana?	Ob/T/88
T	:	Si ar ou es es.	Ob/J/89
S	:	C r o s s.	Ob/J/90
S	:	Miss shirt.	Ob/T/91
T	:	Shirt.	Ob/J/92
S	:	Shirt itu bukannya itu ya.	Ob/T/93
T	:	Shirt is kemeja, t-shirt is more kaos oblong.	Ob/J/94

T	:	What is this (pointing cheek) in English?	Ob/T/95
S	:	Cheek.	Ob/J/96
S	:	Miss tulisan children gimana ya Miss?	Ob/T/97
T	:	Si eitch ai el di ar i en.	Ob/J/98
S	:	Miss celebrate gimana?	Ob/T/99
T	:	Si i el i bi ar ei ti i.	Ob/J/100
T	:	What is celebrate?	Ob/T/101
S	:	Merayakan.	Ob/J/102
S	:	Miss tulisan children Miss.	Ob/T/103
T	:	Children, Ya Allah. (the teacher writes it on the whiteboard)	Ob/J/104
S	:	Makasih Miss.	Ob/J/105
S	:	Apron tu apa?	Ob/T/106
T	:	Apron, this one...	Ob/J/107
S	:	Ooohh.	Ob/J/108
S	:	Miss tadi apa miss, the children helping grandmother, nenek.	Ob/T/109
T	:	You can say, maybe, the children help her grandmother.	Ob/J/110
S	:	The children, opo miss tadi miss?	Ob/T/111
Rizky	:	Miss.	Ob/T/112
T	:	Ya Rizky.	Ob/J/113
Rizky	:	Sudah Miss.	Ob/J/114

S	:	Miss kertasku itu.	Ob/J/115
S	:	Miss kalo banyak pakenya apa?	Ob/T/116
T	:	There are, for example there are animals and trees in the farm.	Ob/J/117
S	:	Miss kalo banyak, many?	Ob/T/118
T	:	Many, there are many apples in the farm.	Ob/J/119
S	:	There are many apples.	Ob/T/120
T	:	There are many apples in the farm.	Ob/J/121
S	:	Tree pohon?	Ob/T/122
T	:	Tree? Tree pohon.	Ob/J/123
S	:	Three trees.	Ob/T/124
T	:	Ya, kalo tiga pohon, three trees. There are many apples in the farm.	Ob/J/125
S	:	Three trees, three trees.	Ob/J/126
T	:	Sasa, how many sentences more? Seven sentences for each picture.	Ob/T/127
Sasa	:	Nomor satu boleh gini gak Miss?	Ob/T/128
T	:	I cook egg, OK.	Ob/J/129
S	:	Menggulung apa Miss?	Ob/T/130
T	:	Roll, roll, roll itu menggulung.	Ob/J/131
T	:	OK, if you finish, let me check.	Ob/T/132
S	:	Masih lama kok Miss.	Ob/J/133

T	:	I roll the dough while watching TV.	Ob/T/134
S	:	Miss udahan yuk Miss.	Ob/J/135
T	:	OK, 10 minutes more.	Ob/T/136
S	:	Astaghfirullah.	Ob/J/137
T	:	Please back to your seat. Iqbal, have a seat, sit down faiz. OK, ssstt, Alif, Rizky, OK I want to read some of your sentences. Me and mom are making Chinese food. Mom is wearing apron. There are many apples in the farm. There are apple trees in the farm. The horse, cow, chicken, and rabbit are in the farm. I celebrate my birthday with my family. OK I'll check after class. Is there any question? Is it difficult? Alif, is it difficult?	Ob/T/138
Alif	:	Yes, Miss.	Ob/J/139
T	:	I mean your imagination or in producing the sentences, menyusun kalimat?	Ob/T/140
Alif	:	Iya Miss.	Ob/J/141
T	:	OK, next week or Thursday there will be daily test one, ulangan satu, jadi on thursday. OK thank you very much, the time is over, let's say hamdallah together	Ob/T/142
S & T	:	Alhamdulillah rabbi 'alamin.	Ob/J/143
T	:	Wassalamualaikum warahmatullahi wa barakatuh.	Ob/T/144
S	:	Waalaikumsalam warahmatullahi wa barakatuh.	Ob/J/145

No	Language used			Language Practices			Notes/context	Categorizing
	Bahasa Indonesia	English	Arabic	Code-switching	code-mixing	Translanguaging		
1.	T : So, Okay everyone, imagine. S : Miss S : Imagine. T : Imagine, what's wrong? S : Miss izin ke kamar mandi. T : Ya, please			Miss izin ke kamar mandi. Ya, please.			Teacher respond students using English even though the student ask permission using L.1 This is because the teacher tried to familiarize using English in the classroom.	Group 1 : English response a.Familiarizing b.Answering question
2.	T : OK, so for example, Bian, if you have experienced like in the picture, what do you feel? Bian : Malu. T : Malu, embarrassed.			Malu, embarrassed.			The teacher tells the English of a word. Because the student answered questions using Indonesian.	Group 2 : Tell and answer a.Tells the English of a word b.Answered question in Indonesian

3.	<p>T : Lunch, okay. So, what is the man doing here, this man, this man, in the picture, what is the man doing here? Kira-kira ngapain?</p> <p>S : Slippering, Miss.</p>			<p>What is the man doing here? Kira-kira ngapain?</p>			<p>The teacher repeated the question using L.1.</p> <p>Because when the teacher asked a question using English, the students did not answer the question yet. So, the teacher assumed students did not understand the question.</p>	<p>Group 3 : Repeat</p> <p>a.Repeating question b.helps students' understanding</p>
4.		<p>T : What is slippery? S : Licin Miss T : OK, for example your mom after mopping the floor...slipper y.</p>					<p>The teacher gives an example of the situation of a word.</p> <p>The teacher gives an example so that students can understand the context of situations from the vocabulary.</p>	<p>Group 4 : Give example</p> <p>a. Giving example b. Vocabulary context</p>

5.	<p>T : The man is making noodle, very good, OK. This is still here, Arthur please make one sentence, based on this picture, you can emmm make sentence based on this girl.</p> <p>Sentence...s entence.</p> <p>S.1 : Kek kata-kata gitu lo.</p> <p>S.2 : Iya kek kata-kata, eh kalimat-kalimat.</p> <p>T : Yes, kalimat.</p>					Yes, kalimat.	The teacher confirms the student's answers.	Group 5 : Confirm a. Confirming students answer
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6.		<p>Arthur : The noodle is warm.</p> <p>T : The noodle is warm, oke, maybe that's warm, maybe hot, we don't know.</p> <p>OK, OK now, Abiyan, this picture, number two, one sentence.</p> <p>Abiyan : She fall down.</p> <p>T : She fall down, oke, She fall down, very good.</p> <p>Rizky, still this picture, oke, you can make a sentence about the floor, yes?</p>		<p>She fall down, oke, She fall down, very good.</p>			<p>The teacher gave praise to students using English.</p> <p>Because the teacher tried to familiarize using English in the classroom. This can also enhance the students' vocabulary.</p>	<p>Group 6 : Feedback a. Praising students using English b. Familiarizing</p>
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		<p>Rizky : The floor is slippery.</p> <p>T : The floor is slippery, nice...</p>						
7.	<p>Ilma : Miss yang grateful itu apa Miss?</p> <p>T : Grateful, bersyukur, berterima kasih</p>			<p>Grateful, bersyukur, berterima kasih</p>			<p>The teacher tells the meaning of a word.</p>	<p>Group 7 : Tells Tell the meaning</p>
8.	<p>T : OK good, the last picture, Tata, Tata, last picture, this one, please make one sentence.</p> <p>Tata : Eeee Rini joins her friend and</p>					<p>What is mengobrol in English?</p>	<p>The teacher asks the students to translate a word.</p>	<p>Group 8 : Translate Asking to translate</p>

	<p>mengobrol.</p> <p>T : Rini joins her friend and what is mengobrol in English?</p> <p>S : Having chat.</p>							
9.	<p>T : Any difficult word that you don't know? The English maybe? Any difficult word that you want to know what is the English, maybe, like emm what babi in English.</p>			<p>Like emm What babi in English</p>			<p>The teacher gave an example of a question.</p> <p>To guide students in expressing whether they want to ask the English of a word.</p>	<p>Group 9 : Give example</p> <p>a. Giving example</p> <p>b. Guide students</p>
10.	<p>S : Miss memanggil itu apa?</p>			<p>What is adonan in English?</p>			<p>The teacher asks the students to translate a word.</p>	<p>Group 10 : Translate</p> <p>a. Ask to</p>

	T : Calling, mom is calling. What is adonan in English? S : Dough, dough.						The aim is to provoke students to speak and think, as well as to recognize the level of their vocabulary skill.	translating b. recognize students' vocabulary skills
11.	S : Miss shirt T : Shirt S : Shirt itu bukannya itu ya T : Shirt is kemeja, t-shirt is more kaos oblong			Shirt is kemeja, t-shirt is more kaos oblong			The teacher tells the meaning of a word to the student. Students are given the task of making sentences, and the teacher asks students to ask for vocabulary if they don't know the meaning or vice versa.	Group 11 : Tells a. Tell the meaning of a word b. Making sentence c. Ask the meaning
12.			S : Miss tulisan children Miss. T : Children, Yaa Allah.	Children, Yaa Allah.			The teacher mentioned the name of Allah, because she was upset about having to repeat something that	Group 12 : Arabic phrase a. Religious background

			(the teacher writes it on the whiteboard)				had already been explained before. The teacher uses “Yaa Allah” reflects her religious background.	
13.	S : Tree pohon? T : Tree? Tree pohon. S : Three trees. T : Ya, kalo tiga pohon, three trees.			Ya, kalo tiga pohon, three trees.			Confirming students.	Group 13 : Feedback Confirming
14.	S : Menggulung apa Miss? T : Roll, roll, roll itu menggulung.			Roll itu menggulung.			Tell the meaning of a word. In the context of Students ask what is the English of an Indonesian word.	Group 14 : Tells Tell the meaning
15.	T : OK I'll check after			producing the		Repeating the question.	Group 15 : Repeating

	<p>class. Is there any question? Is it difficult? Alif, is it difficult?</p> <p>Alif : Yes Miss T : I mean your imagination or in producing the sentences, menyusun kalimat? Alif : Iya Miss</p>				sentences, menyusun kalimat?		<p>The teacher repeats the question because Alif does not seem to understand the question.</p>	<p>a. Repeating question b. Students understanding</p>
16.	<p>T : OK, next week or Thursday there will be daily test one, ulangan satu, jadi on thursday.</p>			Jadi on thursday	There will be daily test one, ulangan satu		<p>Repeating the instruction.</p> <p>This aims to make students understand and remember the instructions given.</p>	<p>Group 16 : Repeating</p> <p>a. Repeating instruction b. Students understanding</p>

17.			<p>T : ...OK thank you very much, the time is over, let's say hamdallah together.</p> <p>S and T : Alhamdulillah ahhi rabbil 'alamin.</p>				<p>Closing the class.</p> <p>Arabic is used because of the religious background of teacher and students who are Muslims.</p>	<p>Group 17 : Arabic phrase a. Religious background b. Closing the class c. Muslims</p>
18			<p>T : Wassalamu alaikum warahmatul lahi wa barakatuh.</p> <p>S : Walaikum salam warahmatul lahi wa barakatuh.</p>				<p>Greetings. Similarly to the closing of the class which used Arabic, Arabic is used in the greeting because it is one of the Muslim cultures in Indonesia.</p>	<p>Group 18 : Arabic phrase a. Greetings b. Muslims culture</p>
19		<p>T : So this is the situation A, please make one</p>					<p>The teacher uses English to appoint students to make</p>	<p>Using English</p>

		<p>sentence based on this picture, Alif, up to you free, based on this picture, what is your sentence?</p> <p>Alif : The girl is fall down in the canteen.</p>					<p>sentences. This is because by doing activities in English, such as forming sentences based on pictures, teachers encourage students to communicate in the target language. This builds their confidence in speaking English</p>	
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Notes/context	Categorizing	Theme
<p>Teacher respond students using English even though the student ask permission using L.1</p> <p>This is because the teacher tried to familiarize using English in the classroom.</p>	<p>Teacher respond students using English even though the student ask permission using L.1 This is because the teacher tried to familiarize using English in the classroom.</p> <p>The teacher confirms the student's answers.</p> <p>Confirming students.</p>	<p>Encouraging</p> <ol style="list-style-type: none"> 1. Responding 2. Confirming
<p>The teacher tells the English of a word.</p> <p>Because the student answered questions using Indonesian.</p>	<p>The teacher tells the English of a word because the student answered questions using Indonesian..</p> <p>The teacher tells the meaning of a word.</p> <p>Tell the meaning of a word in the context of students asking what is the English of an Indonesian word.</p> <p>Tell the meaning of a word in the context of Students asking what is the English of an Indonesian word.</p> <p>The teacher tells the meaning of a word to the student. Students are given the task of making sentences, and the teacher asks students to ask for vocabulary if they don't know the meaning or vice versa.</p>	<p>Bridging the conversation</p> <ol style="list-style-type: none"> 1. Telling the Meaning
<p>The teacher repeated the question using L.1.</p>	<p>The teacher repeated the question using L.1. Because when the teacher asked a question using English, the students did not answer the question yet. So, the</p>	<p>Accommodating students proficiency</p> <ol style="list-style-type: none"> 1. Repeating 2. Giving examples

<p>Because when the teacher asked a question using English, the students did not answer the question yet. So, the teacher assumed students did not understand the question.</p>	<p>teacher assumed students did not understand the question.</p> <p>Repeating the question. The teacher repeats the question because Alif does not seem to understand the question.</p> <p>Repeating the instruction. This aims to make students understand and remember the instructions given.</p> <p>The teacher gives an example of the situation of a word. The teacher gives an example so that students can understand the context of situations from the vocabulary.</p> <p>The teacher gave an example of a question. To guide students in expressing whether they want to ask the English of a word.</p> <p>The teacher asks the students to translate a word.</p> <p>The teacher asks the students to translate a word. The aim is to provoke students to speak and think, as well as to recognize the level of their vocabulary skill.</p>	<p>3. Translating</p>
<p>The teacher gives an example of the situation of a word.</p> <p>The teacher gives an example so that students can understand the context of situations from the vocabulary.</p>		

<p>The teacher confirms the student's answers.</p>		
<p>The teacher gave praise to students using English.</p> <p>Because the teacher tried to familiarize using English in the classroom. This can also enhance the students' vocabulary.</p>		
<p>The teacher tells the meaning of a word.</p>		
<p>The teacher asks the students to translate a word.</p>		
<p>The teacher gave an example of a question.</p> <p>To guide students in expressing whether they want to ask the English of a word.</p>		
<p>The teacher asks the students to translate a word.</p> <p>The aim is to provoke students to speak and think, as well as to recognize the level of their vocabulary skill.</p>		
<p>The teacher tells the meaning of a word to the student.</p>		

Students are given the task of making sentences, and the teacher asks students to ask for vocabulary if they don't know the meaning or vice versa.		
<p>The teacher mentioned the name of Allah, because she was upset about having to repeat something that had already been explained before.</p> <p>The teacher uses “Yaa Allah” reflects her religious background</p>		
Confirming students.		
<p>Tell the meaning of a word.</p> <p>In the context of Students ask what is the English of an Indonesian word.</p>		
<p>Repeating the question.</p> <p>The teacher repeats the question because Alif does not seem to understand the question.</p>		
Repeating the instruction.	The teacher tells the meaning of a word to the student.	Using Indonesia

<p>This aims to make students understand and remember the instructions given.</p>	<p>Students are given the task of making sentences, and the teacher asks students to ask for vocabulary if they don't know the meaning or vice versa.</p> <p>Repeating the question. The teacher repeats the question because Alif does not seem to understand the question.</p> <p>Repeating the instruction. This aims to make students understand and remember the instructions given.</p>	<ol style="list-style-type: none"> 1. Telling the Meaning 2. Repeating
<p>Closing the class.</p> <p>Arabic is used because of the religious background of teacher and students who are Muslims.</p>	<p>Closing the class.</p> <p>Arabic is used because of the religious background of teacher and students who are Muslims.</p> <p>Greetings.</p> <p>Similarly to the closing of the class which used Arabic, Arabic is used in the greeting because it is one of the Muslim cultures in Indonesia.</p> <p>The teacher mentioned the name of Allah, because she was upset about having to repeat something that had already been explained before. The teacher uses “Yaa Allah” reflects her religious background.</p>	<p>Using Arabic phrase</p> <ol style="list-style-type: none"> 1. Closing the Class 2. Greetings
<p>Greetings.</p> <p>Similarly to the closing of the class which used Arabic, Arabic is used in the greeting because it is one of the Muslim cultures in Indonesia.</p>	<p>The teacher gave praise to students using English. Because the teacher tried to familiarize using English in the classroom.</p> <p>This can also enhance the students' vocabulary.</p>	<p>Using English</p> <ol style="list-style-type: none"> 1. Praising

