STUDENTS' LANGUAGE PREFERENCE IN EFL CLASSROOM AT ENGLISH EDUCATION STUDY PROGRAM

THESIS

SITI NUR ILMIAH

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ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTHAN

THAHA SAIFUDDIN JAMBI

2023

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THESIS

Submitted as Partial Fulfill of Requirements to Obtain Undergraduate (S1) Degree at English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic University of Sultan Thaha Saifuddin Jambi

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KEMENTRIAN AGAMA RI
UIN SULTHAN THAHA SAIFUDDIN JAMBI
FAKULTAS TARBIYAH DAN KEGURUAN

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The State Islamic University of
Sulthan Thaha Saifuddin Jambi

Assalamu'alaikum wr.wb
After reading, giving guidance and making some necessary correction, we agree that the thesis by:

Name   : Siti Nur Ilmiah
NIM   : 205180065
Department   : English Education Study Program
Judul Skripsi   : "Students' Language Preference in EFL Classroom at English Education Study Program".

       Could be submitted to Munaqasah exam (munaqasah) as one of the requirements for the undergraduate degree (S1) in English Education Program Faculty of Education and Teacher Training, The State Islamic University of Sulthan Thaha Saifuddin Jambi. So, we submit it to the faculty for an immediate process of final examination.

Jambi, February 24, 2023
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Advisor II

Sri Ramdayeni Sakunti, M.Sc.Ed

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The Thesis entitle "Students' Language Preference in EFL Classroom at English Education Study Program" an has been thesis defense by Education and Teacher Training Faculty (FTK) on:

Day	: Thrusday
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Time	: 11.00 – 12.30
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Students' Number	: 205180065
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Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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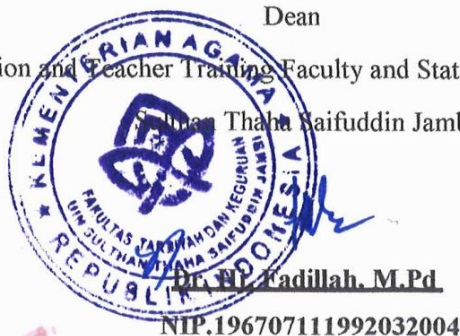
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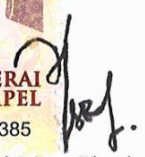# ORIGINALITY THESIS STATEMENT

I who signed below stated that the thesis that I arrange as a requirement to get undergraduate degree which is entitled **"Students' Language Preference in EFL Classroom at English Education Study Program"** is originally and truly my own work.

As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rule and ethnics of specific writing.

If later found that some parts of the thesis are not my own work or indicated any plagiarism, I am willing to accept the consequences in accordance with the rules and regulation prevails. Therefore, in writing this statement, I am in good health and mind.

Jambi, 24 February 2023

Siti Nur Ilmiah

205180065

DEDICATION

Thanks to Allah Subhanahu wata'ala. the most Gracious and Merciful. Sholawat and salaam to the best people in the world prophet Muhammad Shallallahu 'alaihi wa sallam who has brought us from the dark age to this bright age.

I dedicate my thesis to my beloved parents, for my father (Alm. Puguh Rahayu) may you rest in love, and for my mother (Kinarti), thanks for always pray for me, thanks for always supporting me, thanks for advice, material, and everything.

Special thanks to all my family, for my brother, my grandma, my grandpa, my aunts and uncles. Thank you for always helping and supporting me, thanks for the materials and prayers so that I can complete my thesis.

Thanks to all my best friends that I cannot mention one by one. Thank you for always supporting me. Thank you very much for helping me during my thesis.

MOTTO

فَاِذَا فَرَغْتَ فَانْصَبْ ۙ (٧) وَاِلٰى رَبِّكَ فَارْغَبْ ۟ (٨)

(QS. Asy-Syarh: 7-8)

Meaning:

Then when you have finished (from a virtue), keep working hard (for other virtues (7) and only to your God do you hope. (8)

It always seems impossible until it's done.

(Nelson Mandela)

ACKNOWLEDGEMENT

Alhamdulillah, Praise and gratitude we pray for the presence of Allah SWT for giving strength and guidance for the writer, so that this thesis can be finished accordingly. Blessing and Peace be on Prophet Muhammad SAW, his family, his relatives, and all his followers.

The researcher realized that this thesis would have not been complete without helping, advice and guidance from many people. Therefore, in this opportunity the researcher would like to expressing thanks and gratitude to following party for their contribution.

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6. All lectures at English Education Study Program and all lecturers the Faculty of Tarbiyah and Teacher Training of State Islamic University of Sultan Thaha Saifuddin Jambi.

This thesis is far from perfect, the research needs some critics and suggestions, so the research can be better in the future. Finally, the researcher hopes this thesis will give positive contributions to the readers.

Jambi, 24 February 2023

Siti Nur Ilmiah
205180065

ABSTRACT

Name : Siti Nur Ilmiah

Major : English Education Study Program

Title : Students' Language Preference in EFL Classroom at English Education Study Program

The objective of this research was to find out students' language preference in EFL classroom. This research was conducted at English Education study program of UIN Sulthan Thaha Saifuddin Jambi. The total number of sample was two hundred and two students from the academic year 2020, 2021, and 2022. The sampling technique used was stratified random sampling. This research used quantitative method by applying a survey research design. The instrument of the research was adapted from Tamalawe et al., (2022) which consists of thirty statements. The data were collected by distributing the questionnaire by Google form via WhatApp to all samples. There are thirty statements in the questionnaire which every three statements have continuity with each other and if summarized there are ten main points. The researcher calculated the Likert scale scores in each of three statements. The results of questionnaire number one to thirty after calculating the Likert scale scores show that students have a positive response to the use of bilingualism in EFL classes. Therefore, it can be concluded that students' language preference in EFL classroom was bilingual particularly (English and Indonesian).

Keyword*:* EFL classroom, Linguistic, Students' language preference

ABSTRAK

Nama : Siti Nur Ilmiah

Jurusan: Tadris Bahasa Inggris

Judul : Preferensi Bahasa Siswa di Kelas EFL di Program Studi Pendidikan Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui prefrensi bahasa siswa di kelas bahasa inggris. Penelitian ini diadakan di Program Studi Tadris Bahasa Inggris UIN Sulthan Thaha Saifuddin Jambi. Jumlah sampel terdiri dari dua ratus dua siswa dari tahun akademik 2020, 2021, dan 2022. Teknik pengambilan sampel menggunakan stratified random sampling. Instrument penelitian ini diadaptasi dari Tamalawe et al., (2022) yang terdiri dari tiga puluh pernyataan. Pengumpulan data dilakukan dengan cara menyebarkan kuesioner penelitian menggunakan Google form melalui Whatapp kepada seluruh sampel. Terdapat tiga puluh pernyataan pada kuesioner yang mana pada setiap tiga pernyataan memiliki kontinuitas satu sama lain, yang jika disimpulkan terdapat sepuluh poin utama. Peneliti mengkalkulasikan jumlah skor Likert scale pada setiap tiga pernyataan. Hasil dari pernyataan nomor satu sampai tiga puluh setelah dikalkulasikan menunjukan bahwa para mahasiswa memiliki respon yang positif terhadap penggunaan bilingualisme di kelas bahasa inggris. Maka dari itu dapat disimpulkan jika preferensi bahasa siswa di kelas bahasa Inggris yaitu bilingual (Inggris-Indonesia).

Kata kunci: Kelas EFL, linguistik, peferensi bahasa siswa

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CHAPTER I
INTRODUCTION

A. Background of the Research

Language preference is the choice of language that is most preferred by someone to be used as a communication tool. Regarding language preference, researchers have reviewed several previous researches such as done by Haryanto et al., (2016) entitled "Indonesian or English? EFL Student Teachers' Preference and Perception on the Language use in the classroom". This research was conducted at Jambi University with a total sample of fifty seven from fourth semester students who were selected using purposive sampling. The purpose of this research was to find out students' perceptions of the use of English and Indonesian when in English class, and what students' choices of using these two language as teaching media in class and what types of lessons can use Indonesian. And this research used mixed method using a questionnaire and focus group discussion (FGD) to gather data.

Moreover, in a research done by Julianti et al., (2016) entitled "University English Teachers and Students' Perceptions of Language Choices in EFL Classroom". The purpose of this research was to investigate the perceptions of students and teachers regarding the choice of language in EFL classroom. This research uses a qualitative approach using observation, interviews and documentation as data collection techniques. This research was conducted at STKIP YPUP Makassar with samples of two English lecturers and thirty two from second semester students of English education in the 2015/2016 academic year.

In addition, a research done by Rewo (2021) entitled "Analyzing students' perception and language preference of bilingual use in EFL classroom interaction at senior high school 11 Wajo". Like previous research, this research also uses a qualitative approach with a sample of

twenty five students of class XII MIPA3 at SMA Wajo, South Sulawesi. This research was using questionnaire and interview as data collection techniques.

Language is an ability possessed by a creature to communicate with other creatures both through words and movements. According to Algeo (2005) language is the customary voice-sign language used by individuals to communicate. Moreover, according to KBBI language is an arbitrary set of audio signs that members of the community use to communicate, identify themselves, and work together. This demonstrates the greatness of the nation, and language reveals the essence and character of individuals (good and bad behavior shows superiority or superiority of high and low). In addition, preference according to the Oxford dictionary is a great liking for one alternative over another or others. Therefore it can be concluded that language preference is the use of one language that is most preferred by a person compared to other languages as a means of communication and as his identity in his daily life.

Regarding language, EFL teachers in Indonesian schools usually use bilingual of English and Indonesian as language instruction. On the other hand, there are no rules or policies regarding the use of language instruction at educational institutions in Indonesia to carry out an English language learning program (ELL). Just the teachers' beliefs or methods of language learning are employed to decide how language is used (Surayatika, 2019). But usually the use of Indonesian is more dominant than the use of English. The time that English teacher usually use Indonesian is such as when explain challenging topics and increase students desire for learning English (Nazilah et al., 2021). This is because students more easily understand learning material when the teachers explain using their mother tongue. One of the reason is because Indonesians' English proficiency is low, which Indonesia ranks 81st out of 111 countries with a score 466 which can be concluded that the ability

of Indonesian people's English proficiency is included in the low category (EF English Proficiency Index, 2022). For this reason, it's crucial to comprehend the language of instruction when learning a new language (Azimov, 2020).

The language of instruction used by lecturers in EFL classroom in the English education study program at UIN Sulthan Thaha Saifuddin Jambi is also bilingual of English and Indonesian. This is based on short interviews that have been conducted by researcher to three chair leaders' representatives from each academic year of 2020, 2021 and 2022. The researcher asked what language the lecturers used when teaching EFL in class, and all three answered bilingual of English and Indonesian, but one of them answered that Indonesian was more dominant. The researcher also asked what language they preferred for the lecturer to use when teaching EFL in class, the answer of the three were different, one person preferred it if the lecturer explained learning material in EFL classes in English, another one answered that they preferred a bilingual of English and Indonesian, and the other answered that they would prefer if the lecturer explained using full Indonesian as the language instruction.

Based on the three previous researches above, the researcher found that the sample used from previous research was relatively small. Therefore, the researcher uses a larger sample in this research with the aim that the survey results are more evenly distributed by involving all students who are still actively learning in class. If in the previous research the sample was taken only representative of one class or one semester, and then in this research the researcher selected students from three academic years at English education department of UIN Sulthan Thaha Saifuddin Jambi who are still active in carrying out learning activities in class as a sample. Namely students of English Education Study Program of UIN Sulthan Thaha Saifuddin Jambi in the academic year 2020, 2021, and 2022 with the total population are two hundred thirty nine students.

Therefore based on the explanation above, seeing the differences of opinion regarding language preference, the researcher are interests in examining EFL students' language preference in EFL classroom. Therefore, this research entitled **"Students' Language Preference in EFL Classroom at English Education Study Program".** This research was conducted in English Education Study Program, Tarbiyah Faculty of UIN Sulthan Thaha Saifuddin Jambi.

B. Problem of the Research

The researcher can identify the problem of the research as follows:

1. Students cannot fully understand when the lecturer uses full English in giving learning material, especially when explaining complicated learning materials such as grammar and unfamiliar vocabularies

2. Students' English proficiency does not increase if the lecturer only uses Indonesian when explaining learning material

3. Students have their own preferences regarding when lecturer should use English and when lecturer should use Indonesian when explaining learning material.

C. Questions of the Research

Based on the background above, the question of this research can be formulated as follows:

What are students' language preferences in EFL classroom at English Education Study Program of UIN Sulthan Thaha Saifuddin Jambi?

D. Limitation of the Research

This research only focuses on the students' language preference in EFL classrooms. And the sample of this research is students of English Education Study Program faculty of Tarbiyah of UIN Sulthan Thaha Saifuddin Jambi in the academic year 2020, 2021, and 2022.

E. Objective of the Research

The objective of this research is to find out students' language preference in EFL classroom at English Education Study Program of UIN Sulthan Thaha Saifuddin Jambi.

F. Significance of the Research

1. Students

The researcher hopes this research can add insight to students about what are other students' language preferences in EFL classroom especially at UIN Sulthan Thaha Saifuddin Jambi.

2. Teachers/Lecturers

The researcher hopes that this research can add information to teachers and lecturers regarding students' language preferences in EFL classroom and the researcher also hopes that this research is expected to be able to change the way teachers/lecturers teach by increasing the use of the language preference by students, be it English or Indonesian so that students can more easily understand the learning material.

3. Researchers

Hopefully this research can add insight, information for the researcher. And lastly, the researcher hopes that this research can provide benefits and become a reference for next researchers to further study about students' language preference in EFL classroom.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Language preference

Language preference is a person's tendency to choose and use a language that is most liked. Language preference is also known as language choice. According to Fasold (1984), language choice is an act of selecting a language in a communication as a whole. In addition to being a linguistic phenomenon, language choice is also a social, cultural, and psychological phenomenon.

Language is the ability possessed by a person to communicate with other humans using both word and gestures. According to Wirjosoedarmo (1984), language is a way for members of a society to communicate with one another. It takes the shape of sounds, signs, or symbols that people use to express their thoughts to other people. Moreover Finocchiaro (1974), defines language is a set of arbitrary vocal symbols that allows all members of a culture-or others who have studied that culture-to engage or communicate. Meanwhile language according to Pateda (2011) is a systematic series of sounds as an instrument that replaces someone to say something this leads to cooperation between the interlocutor and ultimately creates cooperation between the speaker and the interlocutor.

Preference is an expression used to convey an opinion or the most preferred choice about thing, object, language, activity, and other. According to Merriam Webster preference is the action of favoritism: the state of favorability, the ability or possibility to make a decision.

Therefore it can be concluded that language is a tool for humans to communicate with other people which consists of sound as an instrument with the aim of expressing their thoughts. To sum up

language preference is the language that a person prefers to use as a means of communicating with others.

Holmes (2001), stated that there are a number of factors that influence a person's language choice, including: the first is participant, who is speaking and to whom is they speaking, second is background, regarding context social interaction, next is topic, what is being discussed, and the last is function, what is the reason to speak.

B. Sociolinguistics and Code Switching

Sociolinguistics consist of two words, namely sociology and linguistic. Soekanto (2013), states that sociology is a categorical, pure, abstract social science that seeks to understand society as a whole. It is also rational, empirical, and general in nature. Meanwhile linguistic according to Matthews (1997), is the study of focuses on the nuances of language. The usual definition of linguistics is "the science of language" or "the scientific study of language".

Sociolinguistics, according to Fishman (1972), is the study of the characteristics of language varieties, the characteristics of their function, and the characteristics of their speakers as these three constantly interact with, change, and change one another within a speech community. Moreover Holmes (1995), defines that sociolinguistics is the study of how language and society interact. They are interested in figuring out why we are speak differently in various social contexts and are concerned with pinpointing the social functions of language and the means by which it is used to communicate social meaning. Meanwhile sociolinguistic according to Kridalaksana (1978), is a field of study that examines the characteristics of various linguistic varieties as well as their connections to one another.

Therefore, it can be concluded that sociolinguistic is a branch of linguistics that studies languages in society and how they interact in society.

Code can occur naturally when someone is speaking where every change in sound results in a change in meaning as well. The code is created according to the mood of the speaker, for example when someone is flirting, the code created will be soft and slow, conversely if angry, the code produced by someone will be hard and fast.

The code is a speech system in which the application of language components has characteristics according to the speakers' background, speaker and speech partner's relationship, and existing speech situations, which are typically in the form of different language variants, is actually used to communicate by members of a language community (Poedjosoedarmo, 1978).

According to Kridalaksana (1993), code is a set of expressions used to convey a specific meaning. Additionally, it claims that one particular language variant and the internal language system of the society make up the code. When someone converses, they are essentially sending the other person a code. This coding happens through a procedure that takes place in voiceless speech that has been previously approves by the interlocutor. Both parties must be able to decipher these codes; otherwise, the deciphering party will undoubtedly make a decision and carry out the necessary actions (Pateda, 1994).

In communication activities, code switching often occurs in bilingual and multilingual or speakers who speak two or more languages. Code switching also often occurs in daily life, for example someone who likes to speak by mixing Indonesian with English, or mixing it with regional languages when speaking every day. Another example is an English teacher who is explaining learning material using English and then explaining it in Indonesian, this change is called code switching.

Herk (2012), defines code switching is the practice of switching back and forth between two languages or dialects inside a single sentence or clause. Moreover code switching according to Ohoiwutun (1997), is a

method of switching from one language to another language. This language translation is purely a result of linguistic developments. The changes in question takes into account elements like the relationship between the speaker and the listener, the reason for speaking, the subjects covered, and the time and location of the conversation.

Chaer & Agustina (2004) defines that code switching can occur by the following factors, as follows:

1. Speakers

   A speaker will frequently switch codes with a partner in order to gain the upper hand or profit from that partner's activities. To profit from a sense of resemblance in one speech community, for instance, and is typically done by speakers who are in the event the utterance expects assistance from the interlocutor.

2. Interlocutor

   Speakers exchange codes to balance their talents when speaking two different languages. Since it's probably not his native language, the interlocutor in this scenario typically has limited linguistic skill. If the interlocutor and speaker share the same linguistic background, then the code switching that takes place is merely a variation switching. The language switches, though, if the opponent claims that their background is not the same as the speaker's.

3. The presence of a third person

   Code switching can occurs when a third person is present who does not share the same background with or proficiency in the language as the speakers and interlocutor. Which language or version to be utilized also depends on third person's position during code switching.

4. Situation changes from formal to informal

For instance, while the speaker and speech partner are talking about their jobs, the environment is formal and they both use standard language; but, when they are not discussing their jobs, the environment is informal and they utilize a range of non-standard languages.

5. Topic change

   Formal subject matter is typically expressed using standard variety in a neutral and serious style, whereas informal subject matter is communicated using non-standard language and style, which might be a touch passionate.

Therefore it can be concluded that code switching is the transition from one language to another language by speakers while speaking where speakers can speak more than one language in a condition caused by factors that influence it.

C. Bilingualism and Multilingualism

Bilingual is term for someone who masters two languages at once. Perhaps half of the world's population is bilingual, because it can it is said that most countries in the world are bilingual Romaine (1994). According to Bloomfield (1993), bilingualism is the capacity of a speaker to utilize two languages equally well. He defined bilingualism as the ability to speak both L1 and L2 with an equivalent level of proficiency. Moreover Joshua (1975), defines bilingualism is sociolinguistic interpreted as the use of two languages by a native speaker socializing with other people.

Multilingual is a term for someone who masters more than two languages, and multilingual also known as plurilingual. Bilingual and multilingual provide several effects such as code mixing and code switching. According to Chaer & Agustina (2010), multilingual is a

condition where a person interacts with other people using more than two languages alternately.

Multilingualism also often occurs during teaching and learning activities in class, especially in Indonesia, for example English teachers who explain learning materials using a mixed language between English, Indonesian, and regional languages. This is based on the fact that there are still many schools in Indonesia whose teachers still use the regional as the language of instruction in class.

D. Language Function

According to Keraf (2004), there are 4 functions of language, as follows:

1. Tool for conveying self-expression

   Language as a means of self-expression is used by humans to show their self-expression to the interlocutor, with the aim of the interlocutor being able to understand what feelings are being experienced by the speaker by looking at the

2. Communication tool

   Language as a communication tool is used as a forum for exchanging thoughts, opinions, and feeling between the speakers.

3. Tools for carrying out social integration and adaption

   Language as a tool of social integration and adaptation is used by humans so that their existence can be recognized by other humans as a tool to adapt to other societies.

4. Tools for carry out social control

5. This language function is used by humans as an attempt to influence or control the thoughts and actions of others. This function often occurs in everyday life, for example, a teacher who advices his students.

E. English as a foreign language

English as a foreign language (EFL) is refers to someone who learns English and English is not his first language and English is not the official language in his country. The term "foreign language" refers to a language that is not widely used in learner's society (Moeller, A. K & Catalano, 2015). In Indonesian context, English is regarded as a foreign language (EFL), in which is not frequently used by learners in their immediate social context (Saville-Troike, 2006).

According to Harmer (2007), EFL is defined as the teaching of English to students who are either already studying the language at home or who are taking brief courses in an English-speaking nation like the United States, Great Britain, Australia, Canada, Ireland, or New Zealand.

F. Previous Related Study

There have been several studies regarding the use of language of interaction used by lecturers or teachers when explaining learning materials especially in EFL classroom. Among them is researcher that discusses code switching, first language usage in EFL classroom, language choice as well as language preferences. So here are three previous related studies regarding students' language preference in Indonesia, as follows:

The first previous related study was conducted by Tamalawe et al. (2022) with the title *Students' Perception on Language Preference in English Classroom (A Study Conducted at English Education Department).* The sample of this study consisted of thirty students from sixth semester of English education department of class A and B (academic year 2020-2021) Manado State University. This study aims to analyze students' preference for the language used in classroom and to analyze code changes when communicating. This study is a descriptive research. In this study, researchers collected data through observation and questionnaire, and there are ten questions in the questionnaire that must

be answered by the students. The result of this study indicate that 65.67% of students prefer teachers to use a mixture of English and Indonesian when teaching English in class, while 30% of students prefer to use English, and 4% of other students prefer to use Indonesian.

The second previous study was conducted by Rewo (2021) with the title *Analyzing Students Perception and Language Preference of Bilingual Use in EFL Classroom Interaction at Senior High School 11 Wajo.* This study aims to investigate students' perceptions when learning English as a foreign language (EFL) using bilingual and to determine students' language preferences about the language used as instructional media in EFL class interaction. The sample of this study consisted of twenty five students from first semester of class XII MIPA3 at SMA 11 Wajo, South Sulawesi province. This study is qualitative descriptive study. Technique of collecting data of this study is questionnaire and interview. The result of this study indicate that students have many difficulties when English is used as media instruction, they cannot understand what their teacher saying when using English, they become hesitant to ask question and interact. Meanwhile, the students understand better if the teacher is more dominant when using Indonesian as media of instruction. The number of students who agree to bilingual as much as 80%, and students who agree to the Indonesian language as much as 70%, and students who agree to English as much as 52%. Therefore, it can be concluded that students prefer bilingual to be used in interaction EFL classes rather than Indonesian and English.

The third previous study was conducted by Syafriyanti (2019) with the title *Student's Attitude toward Teachers' Language Preferences in EFL Classroom.* The purposes of this study are to determine the teachers' language preference and to determine the students' attitude towards the teachers' language preference. The participants of this study were forty five of fourth semester students and 3 lecturers from English education department of UIN Sunan Gunung Djati Bandung. This study

uses qualitative methods and uses purposive sampling. Data were collected through interview and questionnaire. Data analysis of this research is presented by explaining the results of interview and questionnaire. The results of the data analysis show that most students have a positive attitude toward teachers' language preference, including teachers' mother tongue (Indonesian), target language (English), and code switching (Indonesian-English). While viewed from the behavior aspect of the students' attitude showed a positive attitude towards the teachers' code switching. While in cognitive and affective students have a more positive attitude towards teachers' target language (English)

The differences between this research and three previous related studies is that the sample of this research is larger than previous related study with a total of two hundred and two participants from three different academic years. This research was used quantitative approach as the research method so that the data and figures are clear. While the similarity between this research and three previous related studies is this research also uses a questionnaire as an instrument of collecting data. The questionnaire used in this research was a closed questionnaire and the sample was taken using simple random sampling.

CHAPTER III
RESEARCH METHOD

A. Setting of the Research

This research was conducted at English Education study program of UIN Sulthan Thaha Saifuddin Jambi. The location of this university is on Jl. Jambi-Ma Bulian, KM.16, Simpang Sungai Duren, Kabupaten Muaro Jambi.

B. Method and Research Design

This research used quantitative method by applying a survey research design. Quantitative approach is a research strategy that is primary to the post positivist paradigm in developing science (such as thinking about causal causes, reduction to variables, hypotheses and specific questions, using measurements in observation, and testing theory), using research strategies like experiments and survey that require statistical data (Emzir, 2010). Moreover, Ary et al. (2010) defines that in quantitative research, measurements that can be objectively measured are utilized to gather data that will be used to address issues or test prepared hypotheses.

Survey is a process of gathering data from a group of people through questioners and interview, and survey also known as descriptive research. Researchers can use surveys to gauge a population's views and opinions on a topic, summarize attributes, and to measure traits (Ary et al., 2010). Moreover survey according to Babbie (2001), is include "cross-sectional" and "longitudinal" studies that use structured questionnaires or interviews for data collection, with a focus on generalizing from a sample to a population.

C. Population and Sample

The population of this research was students of English Education Study Program of UIN Sulthan Thaha Saifuddin Jambi in the academic year 2020, 2021, and 2022. The researcher used total sampling as a sampling technique. Total sampling is taking the same sample as the current population (Arikunto, 2006).

The total population is two hundred and thirty nine students consisting of nine classes, and the researcher took eight classes as the sample. One class was used to try out the questionnaire. The total number of students selected as the sample was two hundred and two students.

Table 1
Number of populations

NO	Academic year	Number of students
1	2020	77
2	2021	86
3	2022	69
	Total	232

Table 2
Number of sample

NO	Academic year	Number of students
1	2020	77
2	2021	56
3	2022	69
	Total	202

D. Technique of Data Collection

The data collection technique of this research was using a questionnaire. The questionnaire that was used in this research was

adapted from Tamalawe et al., (2022) which consist of thirteen statement that must be answered by the participants.

Data collection procedure of this research was first; the researcher input the questionnaire statement on the Google form. Next the researcher distributed the questionnaire via WhatsApp to all samples. The researcher also used a Likert scale in this questionnaire. Likert scale is one in which the respondent specifies agreement or disagreement with each item, and the stem contains a value or direction (McMillan & Schumacher S, 2010).

E. Instrument of Data Collection

The researcher used a questionnaire in this research to collect data. According to Walgito (1999), a questioner is a research data collection method that employs a list of questions that respondents must answer.

There are three types of questionnaires, namely closed questionnaire, open questionnaire, and closed-open questionnaire. Moreover the questionnaire used in this research was closed questionnaire. Closed questionnaire is a set of questions in the form of a questionnaire for which the researcher has provided alternative answers (Arikunto, 2010).

The instrument of data collection used in this research was adapted from Tamalawe et al., (2022). The reason the researcher adapted this questionnaire was because this questionnaire was feasible and in accordance with the needs of this research. The researcher used this questionnaire to see what language the students preferred for the lecturers to use when teaching English a foreign language in the classroom. There will be 5 optional answers in the Likert scale later, namely: Strongly Agree (SA) 5, Agree (A) 4, Neutral (N) 3, Disagree (D) 2, and Strongly Disagree (SD) scored 1. We can see the table below:

Table 3
Range and score of statements

Optional	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

F. Validity and Reliability

1. Validity

Validity is the degree to which an instrument measures what claims to measure. The validity test, according to (Ghozali, 2009), is used to assess a questionnaire's reliability or validity. When the survey's questions may provide light on the subject matter it will be measuring, the survey is said to be legitimate. The purpose of conducting a validity test is to evaluate the assertions in the questionnaire and to determine whether the items are valid or not.

Validity test carried out by researcher in this research was by testing a research questionnaire to participants who were not part of the research sample using SPSS tool. The participants are class 3B from the academic year of 2021. The researcher only chooses one class as a representative with a total of 30 students, and the participants had to answer 30 questionnaire statements by choosing one of the five options on the Likert scale namely: strongly agree (5), agree (4), neutral (3), disagree (4) and strongly disagree (5).

Then the instrument of this research can be said to be valid if the r value is greater than r table with significant value 0.05.

If Df= (N-2) and the amount of the sample (N) is 30. Thus degree of freedom (df) is 30-2= 28 and alpha= 0.05. It is gained r table= 0.361. Therefore if the r value of this research questionnaire is bigger than 0.361, then it can be stated that this research instrument is valid, we can see the table below:

Table 4
The result of questionnaire validity test

Items	r value	r table	r value>r table
1	0.369	0.361	VALID
2	0.372	0.361	VALID
3	0.410	0.361	VALID
4	0.394	0.361	VALID
5	0.393	0.361	VALID
6	0.402	0.361	VALID
7	0.367	0.361	VALID
8	0.410	0.361	VALID
9	0.374	0.361	VALID
10	0.390	0.361	VALID
11	0.395	0.361	VALID
12	0.421	0.361	VALID
13	0.374	0.361	VALID
14	0.397	0.361	VALID
15	0.421	0.361	VALID
16	0.380	0.361	VALID
17	0.388	0.361	VALID

18	0.374	0.361	VALID
19	0.465	0.361	VALID
20	0.379	0.361	VALID
21	0.387	0.361	VALID
22	0.444	0.361	VALID
23	0.496	0.361	VALID
24	0.429	0.361	VALID
25	0.375	0.361	VALID
26	0.417	0.361	VALID
27	0.491	0.361	VALID
28	0.393	0.361	VALID
29	0.415	0.361	VALID
30	0.399	0.361	VALID

Table of 3.4 shows that the value of r value bigger than r table which is 0.361, so it can be concluded that the research instruments of this research is valid and can be used.

2. Reliability

Reliability according to Ghozali (2009), is a method for evaluating a survey that serves as an indicator of a variable or construct. If one's responses to assertions on a questionnaire are constant or stable throughout the time, it is considered to be dependable. The degree of stability, consistency, predictability, and accuracy of a test is referred to as its reliability. High reliability measurements are those that can be yield trustworthy results.

Ghozali (2013), also stated that questions can be trusted if respondents' responses are occasionally consistent. This hypothesis states that respondents' responses to research are dependable if each question is reliably and consistently answered. The researcher used Cronbach Alpha method to gauge reliability in this research. Cronbach Alpha is one method of evaluating reliability (Ghozali, 2013). It can be claimed that a variable or construct is dependable if it has a value of $\alpha > 0.7$.

Table 5
The result of questionnaire reliability test

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Table 6
Reliability statistic

Cronbach's Alpha	N of items
.799	30

Based on the data above, the Cronbach Alpha value of this research instrument is 0.799, and it is reliable because it is bigger than 0.7, to make sure, we can see the table of Cronbach's Alpha interpretation below:

Table 7
Cronbach's Alpha Interpretation

Cronbach's Alpha	Interpretation
0,00-0,20	Less Reliable
0,21-0,40	Rather Reliable
0,41-0,60	Quite Reliable

0,61-0,80	Reliable
0,81-1,00	Very Reliable

The Cronbach's Alpha value of this instrument is 0.799 which is based on the table 3.6, this value is between 0.61-0.80 where the interpretation is reliable, therefore it can be concluded that the research instrument of this research is reliable.

G. Technique of Data Analysis

This research was used descriptive statistics as a data analysis technique. According to Hasan (2001), descriptive statistics are branch of statistics that teach students how to gather data and display it in a way that is simple to comprehend. Meanwhile descriptive statistic according to Ghozali (2011), give a general summary of the mean, standard deviation, variance, maximum, minimum, total, range, kurtosis, and skewness distribution.

In descriptive statistics, data collection, grouping, and processing activities yield statistical measures such as frequency, data concentration, data distribution, a data set tendency and other. And the researcher uses SPSS tool to analyzed and support this research result. There are following steps that the researcher uses to analyze research data:

The first step is classifying the result of the score from the result of the student's answer according to the categories in Likert scale. Second, looking and calculate for the result of student's responses, and last interpreting students answer based on the percentage results.

CHAPTER IV
FINDING AND DISCUSSION

The researcher will present the results of the data presentation and data analysis in this chapter, in which this research was conducted to determine students' language preference in EFL classroom at English Education study program of UIN Sulthan Thaha Saifuddin Jambi.

A. Finding of the Research
1. Questionnaire Result Presentation

The research questionnaire consisted of thirty statements that had to be answered by two hundred and two respondents by giving checklist in one of the available columns on the Google form. There are five options available, namely; Strongly Agree (SA), Agree (A), Neutral (N), disagree, Strongly Disagree (SD). The researcher also includes a translation of each question into Indonesian to make it easier for respondents to understand and answer statements.
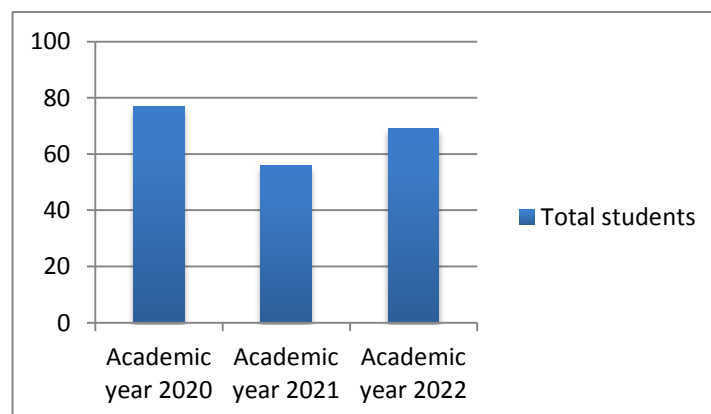
Diagram 1

Total students answer

Diagram 1 shows a total of two hundred and two students participating in this research, consisting of three different academic years. For the 2020 academic year there were seventy seven students, for the 2021 academic year there were fifty six students, and for the 2022 academic year there were sixty nine students.

2. Students' Language Preference in EFL Classroom

Table 8

1. Students' responses on the statement 1 to 3

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
1	I prefer my lecturer to use only English when explaining meanings of new words in English classroom	45	55	21	63	18	202
		22, 3%	27, 2%	10,4%	31, 2%	8, 9%	100%
2	I prefer my lecturer to use bilingual of English-Indonesian when explaining meanings of new words in English classroom	71	109	3	12	7	202
		35,1%	54%	1,5%	5,9%	3,5%	100%
3	I prefer my lecturer to use only Indonesian when explaining meanings of new words in English classroom	51	65	14	59	13	202
		25,2%	32,2%	6,9%	29,2%	6,4%	100%

From the table above, it can be seen that as many as 63 (31.2%) students disagree (D) if the lecturer uses full only English when explaining meaning of new words in EFL class. Meanwhile, as many as 55 (27.2%) students are agree (A) if the lecturer uses full only English. Therefore, if calculated the number of students who agree (A) and strongly agree (SA) if the lecturers use full only English when explaining meaning of new words in the EFL class is 100 (49.5%) students. Meanwhile, students who answered disagree (D) and strongly disagree (SD) were 81 (40.1%) students and as many as 21 (10, 4%) students choose neutral (N). Then it can be concluded in the statement

number one, the students prefer if the lecturer use full only English when explaining meaning of new words in EFL class.

In statement number two, there were as many as 109 (54%) students agreed (A) the lecturers used bilingual (English-Indonesian) when explaining new words in the EFL class. Meanwhile as many as 3 (1.5%) students chose neutral (N). And if calculated the number of students who agree (A) and strongly agree (SA) if the lecturers use bilingual (English-Indonesian) is 180 (89.1%) students, and students who disagree (D) and strongly disagree (SD) if the lecturer use bilingual (English-Indonesian) as many as 19 (9.4%) students, then it can be concluded that students prefer if the lecturers use bilingual (English-Indonesian) when explaining the meaning of new words in EFL class.

In the next statement, the most chosen Likert scale is agree (A) where as many as 65 (32.2%) students prefer lecturers to use full only Indonesian when explaining the meaning of new words in EFL class. Furthermore, there were 13 (6.4%) students who disagreed (D) and as many as 14 students (6.9%) students chose neutral (N). If calculated as many as 116 (57.4%) students agree (A) and strongly (A) if the lecturers use full only Indonesian. Meanwhile, students who choosed disagree (D) and strongly disagree (SD) if the lecturers using full only Indonesian as many as 72 (35.6%) students. Therefore, it can be concluded that students prefer if the lecturers use full only Indonesian when explaining the meaning of new words in EFL classroom.

Table 9
2. Students' responses on the statement 4 to 6

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
	I prefer my lecturer to use only English when	40	63	21	56	22	202

4	explaining English grammar/grammar rules in English classroom	19,8%	31, 2%	10, 4%	27, 7%	10, 9%	100%
5	I prefer my lecturer to use bilingual of English-Indonesian when explaining English grammar/grammar rules in English classroom	77	91	7	16	11	202
		38,1%	45%	3,5%	7,9%	5,4%	100%
6	I prefer my lecturer to use only Indonesian when explaining English grammar/grammar rules in English classroom	34	59	17	65	27	202
		16,8%	29,2%	8,4%	32,2%	13, 4%	100%

The statement on the table nine is regarding students' language preference to lecturer use when explaining English grammar/grammar rules in EFL classroom, and it is known that as many as 63 (31.2%) students agree (A) if the lecturer uses full only English when explaining English grammar / grammar rules in EFL class. With a number that is not much different, namely as many as 56 (27.7%) students who disagree (D) if the lecturer uses only full English. The number of students who agreed (A) and strongly agree (SA) if the lecturer using full English only when explaining English grammar / grammar rules in the EFL class after being calculated was 103 (51%) students and the number of students who disagreed (D) and strongly disagree (SD) after being calculated was 78 (38.6%) students and the rest, namely students who chose to answer neutrally (N), namely 21 (10.4%). Then it can be seen in statement number four the students prefer if the lecturer uses full only English when explaining English grammar / grammar rules in EFL class.

In the statement number five Likert scale that students choose the most, namely agree (A) with 91 (45%) students, and the Likert scale chosen the least by students is neutral (N) with only 7 (3.5%) students. Students who answered disagree (D) and strongly disagree (SD) if calculated, as much as 27 (13.3%) students, while students who chose to

agree (A) and strongly agreed (SA) after being calculated were 168 (83.1%), then it can be seen in statement number five the students prefer if the lecturers use bilingual (English-Indonesian) when explaining English grammar / grammar rules in EFL classes.

In the next statement as many as 65 (32.2%) students chose to disagree (D) if the lecturer used full only Indonesian when explaining English grammar / English rules in EFL classes and as many as 17 (8.4%) students chose to answer neutrally (N). With a slightly different number of students who answered disagree (D) which was 59 (29.2) students agreed (A) and 34 (16.8%) students strongly agreed (SA), which if calculated then the total was 93 (46%) students. Meanwhile, the number of students who answered disagree (D) and strongly disagree (SD) when calculated amounted to 92 (45.6%). Based on these results, it can be seen in statement number six the number of students who agree and disagree if the lecturer uses full only Indonesian when explaining English grammar / grammar rules in the EFL class is balanced but slightly more number of students agree (A).

Table 10
3. Students' responses on the statement 7 to 9

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
7	I prefer my lecturer to use only English when greeting me in English classroom	59	75	9	40	19	202
		29, 2%	37, 1%	4,5%	19,8%	9,4%	100%
8	I prefer my lecturer to use bilingual of English-Indonesian when greeting me in English classroom	42	98	16	35	11	202
		20, 8%	48,5%	7,9%	17,3%	5,4%	100%
9	I prefer my lecturer to use only Indonesian when greeting me in English classroom	25	53	16	83	25	202
		12,4%	26,2%	7,9%	41,1%	12,4%	100%

The statement on the table ten is regarding students' language preference to lecturer use when greeting them in EFL classroom, and in statement number seven, as much 75 (37.1%) students answered in agreement (A) and as many as 19 (9.4%) students answered strongly disagreeing (SD) if the lecturer only used full English when greeting students in EFL class. If calculated, the number of students who answered strongly agreed (SA) and the number of students who answered in agreement (A) was 134 (66.3%) and the number of students who answered disagree (D) and strongly disagree (SD) was 59 (29,2%) and the rest answered neutrally (N) is 9 (4.5%) students. Then it can be concluded in statement number seven that students prefer lecturers to use full only English when greeting them in EFL class.

In a later statement it was found that 98 (48.5%) students agreed (A) lecturers used bilingual when greeting them in EFL classes while as many as 11 (5.4%) students answered strongly disagreeing. if calculated, the number of students who answered in agreement (A) and strongly in agreement (SA) was 140 (69.3%) students and students who answered disagreed (D) and strongly disagreed (SD) were 46 (22.7%) students, the rest answered neutral (N) as many as 16 (7.9%). Then it can be concluded in statement number eight the students prefer if the lecturer uses bilingual (English-Indonesian) when greeting them in EFL class.

Furthermore, 83 (41.1%) students disagree (D) if the lecturer used full only Indonesian when greeting them in EFL classes and as many as 16 (7.9%) students answered neutrally (N). The number of students who agreed (A) and strongly agreed (SA) when calculated amounted to 78 (38.6%) students while students who answered disagree (D) and strongly disagreed (SD) were 108 (53.5%) students. Therefore, it can be stated in statement number nine that students disagree if the lecturer uses full Indonesian only when greeting them in EFL class.

Table 11
4. Students' responses on the statement 10 to 12

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
10	I prefer my lecturer to use only English when talking to me in English classroom	41	72	21	54	14	202
		20, 3%	35,6%	10, 4%	26,7%	6, 9%	100%
11	I prefer my lecturer to use bilingual of English-Indonesian when talking to me in English classroom	62	97	12	21	10	202
		30, 7%	48%	5,9%	10,4%	5%	100%
12	I prefer my lecturer to use only Indonesian when talking to me in English classroom	39	58	16	71	18	202
		19,3%	28,7%	7,9%	35,1%	8,9%	100%

In table eleven, it is known that 72 (35.6%) students agree (A) while as many as 14 (6.9%) students answer strongly disagree (SA) if the lecturer uses full English only when talking to them in EFL class. If calculated the number of students who agree (A) and strongly agree (SA) amounts to 113 (55.9%) students and students who answer disagree (D) and strongly disagree (SD) are 68 93.6%) students, and as many as 21 (10.4%) other students answered neutrally (N). Then it can be concluded that students agree more if the lecturer uses full only English when talking to them in EFL classes.

In the next statement, it was found that as many as 97 (48%) students answered in agreement (A) if the lecturer used bilingual (English-Indonesian) when talking to them in EFL class while as many as 10 (5%) students answered strongly disagree (SD). If calculated the number of students who answered agree (A) and strongly agreed (SA) was 159 (78.7%) students. Meanwhile, the number of students who disagreed (D) and strongly disagreed (SD) was 31 (15.4%) students, and the rest answered neutrally (N), namely 12 (5.9%) students. Then it can be seen in statement number eleven that students prefer if the

lecturer uses bilingual (English-Indonesian) when talking to them in EFL class.

In the next statement, it was found that as many as 71 (35.1%) students answered disagree (D) and as many as 58 (28.7%) students answered in agreement (A) if the lecturer used full Indonesian language only when talking to them in the EFL class. If calculated as many as 16 (7.9%) students answered neutrally (N), as many as 97 (48%) students answered agree (A) and strongly agree (SA) and as many as 89 (44%) answered disagree (D) and strongly disagree (SD). Then it can be concluded that students agree if the lecturer uses full only Indonesian when talking to them in EFL classes.

Table 12
5. Students' responses on the statement 13 to 5

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
13	I prefer my lecturer to use only English when giving me instructions in English classroom	37	68	16	61	20	202
		18, 3%	33,7%	7,9%	30, 2%	9,9%	100%
14	I prefer my lecturer to use bilingual of English-Indonesian when giving me instructions in English classroom	57	91	14	25	15	202
		28,2%	45%	6,9%	12,4%	7,4%	100%
15	I prefer my lecturer to use only Indonesian when giving me instructions in English classroom	39	59	13	70	21	202
		19,3%	29,2%	6,4%	34,7%	10,4%	100%

Based on the table above, the statement is regarding students' language preference to lecturer use when giving the students instruction in EFL classroom. The most choosed Likert scale is agree (A) with 68 (33.7%) students, and the least is neutral (N) with 16

(7.9%) students. The number of students who answered disagree (D) was 61 (30.2%) and strongly disagreed (SD) with 20 (9.9%) students, which if calculated would be 81 (40.1%) students. Meanwhile, the number of students who answered in agreement (A) and strongly agreed (SA) if calculated amounted to 105 (52%) students. Then it can be noted in statement number thirteen students prefer if the lecturer uses full English only when giving instructions to them in EFL class

In statement number fourteen, 91 (45%) students answered in agreement (A) and as many as 15 (7.4%) students answered strongly disagreeing (SD) if the lecturer used bilingual (English-Indonesian) when giving instructions to students in EFL classes. If calculated students who answered agree (A) and strongly agreed (SA) were 148 (73.2%) students and as many as 14 (6.9%) students answered neutrally (N), then the number of students who answered disagreed (D) and strongly disagreed (SD) was 40 (19.8%) students. Then it can be concluded that the students prefer lecturers to use bilingual (English-Indonesian when giving instructions to them in EFL classes.

In the next statement, it was found that as many as 70 (34.7%) students answered disagree (D) while as many as 59 (29.2%) students answered in agreement (A). After calculated the number of students who answered agree (A) and strongly agreed (SA) was 98 (48.5%) and as many as 13 (6.4) students answered neutrally (N), while students who answered strongly disagree (SD) and disagree (D) were 91 (45.1%) students. Then it can be concluded in statement number fifteen that students prefer if the lecturer uses full only Indonesian when giving instruction in EFL classes.

Table 13
6. Students' responses on the statement 16 to 18

| No | Questionnaire Statement | Frequency | | | | | Total |
| | | Percentage | | | | | |
		5	4	3	2	1	
16	I prefer my lecturer to use only English when asking me questions in English classroom	32	72	22	53	23	202
		15,8%	35,6%	10, 9%	26, 2%	11,4%	100%
17	I prefer my lecturer to use bilingual of English-Indonesian when asking me questions in English classroom	47	90	13	36	16	202
		23,3%	44,6%	6,4%	17,8%	7,9%	100%
18	I prefer my lecturer to use only Indonesian when asking me questions in English classroom	40	68	17	62	15	202
		19,8%	33,7%	8,4%	30,7%	7,4%	100%

From the table sixteen above, the most choosed Likert scale is agree (A) with 72 (35.6%) students. Meanwhile the least chosen Likert scale is neutral (N) with 22 (10.9%) students. And there were 53 (26.2%) students answering disagreeing (D) and as many as 23 (11.4%) students answering strongly disagreeing (SD) which if calculated would be 76 (37.6%) students. And the number of students who answered in agreement (A) san strongly agreed (SA) if calculated then amounted to 104 (51.4%) students. Then it can be concluded that the students prefer if the lecturer uses full only English when giving questions to the students in the EFL class.

In the next statement, it was found that as many as 90 (44.6%) students answered in agreement (A) while the number of students who answered strongly disagreed (SD) was 16 (7.9%) students. If calculated, the number of students who answered strongly agreed (SA) and agreed (A) was 137 (67.9%) students, while students who answered disagreed (D) and strongly disagreed (SD) amounted to 52 (25.7%) students, and the rest answered neutrally (N) with 13 (6.4%)

students. Therefore, it can be seen in statement number seventeen that students prefer if the lecturer uses full only English when giving questions to students while in EFL class.

In statement number eighteen, the most voted Likert scale is agree (A) with 68 (33.7%) students, while the least chosen Likert scale is strongly disagree (SD) with 15 (7.4) students. If calculated the number of students who answered strongly agree (SA) and agree (A) then there were 108 (53.5%) and students who answered disagree (D) and strongly disagree (SD) amounted to 77 (38.1%) students and the rest answered neutrally (N) with a total of 17 (8.4%) students. Then based on these results, it can be concluded that the students prefer if the lecturer uses full only Indonesian when giving questions in the EFL class.

Table 14
7. Students' responses on the statement 19 to 21

| No | Questionnaire Statement | Frequency | | | | | Total |
| | | Percentage | | | | | |
		5	4	3	2	1	
19	I prefer my lecturer to use only English when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom	45	50	17	68	22	202
		22, 3%	24,8%	8, 4%	3, 7%	10, 9%	100%
20	I prefer my lecturer to use bilingual of English-Indonesian when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom	73	78	12	30	9	202
		36,1%	38,6%	5,9%	14,9%	4,5%	100%

21	I prefer my lecturer to use only Indonesian when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom	62	56	17	52	15	202
		30,7%	27,7%	8,4%	25,7%	7,4%	100%

The statement in table fourteen is about students' language preferences when lecturers explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom in EFL classes. It is known that as many as 17 (8.4%) students answered neutrally (N), while as many as 68 (33.7%) students answered disagree (D) which if calculated by the number of students who answered strongly disagreed (SD), amounted to 88 (44.6%) students. And the number of students who answered agree (A) and strongly agreed (SA) after being calculated was 95 (47.1%) students. Based on these results, it can be seen that students prefer lecturers to use full only English when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in EFL classroom.

The next statement is that the Likert scale that the students choose the most is agree (A) with 78 (38.6%) students while the Likert scale that is the least chosen is strongly disagree (SD) with 9 (4.5%) students. If calculated, the number of students who gave positive responses (A) and (SA) was 151 (74.7%) students and the number of students who gave negative responses (D) and (SD) was 39 (19.4%) students, and as many as 12 (5.9%) students answered neutrally (N). Therefore, it can be concluded that students prefer lecturers to use bilingual (English-Indonesian) explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in EFL classroom

In statement number twenty one, it is known that as many as 62 (30.7%) students answered very much in agreement (SA) if the lecturer

used full only Indonesian explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in EFL classroom Meanwhile, as many as 15 (7.4%) students answered strongly disagree (SD) which if calculated with an answer of disagree (D) 52 (25.7%) students then amounted to 67 (33.1%) students. And the positive responses (SA) and (A) if calculated then amounted to 118 (58.4%) students, and the rest answered neutrally with a total of 17 (8.4) students. Therefore, it can be concluded that students prefer lecturers to only use the full Indonesian language explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in EFL classroom.

Table 15
8. Students' responses on the statement 22 to 24

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
22	I prefer to use only English when answering my lecturer's questions in English classroom	31	59	23	68	21	202
		15, 3%	29, 2%	11, 4%	33, 7%	10, 4%	100%
23	I prefer to use bilingual of English-Indonesian when answering my lecturer's questions in English classroom	55	91	13	33	10	202
		27,2%	45%	6,4%	16,3%	5%	100%
24	I prefer to use only Indonesian when answering my lecturer's questions in English classroom	44	61	16	59	22	202
		21,8%	30,2%	7,9%	29,2%	10,9%	100%

The statement in table fifteen is about students' language preferences when answering questions from lecturers in EFL classes. It is known that the number of students who answered disagree (D) and strongly disagree (SD) if calculated, amounted to 89 (44.1%) students. Meanwhile, the number of students who answered in agree (A) and

strongly agreed (SA) after being calculated amounted to 90 (44.5%) students. And the number of students who answered neutrally (N) was 23 (11.4%) students. Based on the results of these calculations, it can be seen that the number of students who agree and disagree is balanced but more students who choose to agree if the lecturer use full only English with a one-point difference with students who answer disagree.

In statement number twenty three, it is known that the number of students who gave positive responses (A) and (SA) was 146 (72.2%) students, this number is far different from the number of students who gave negative (D) and (SD) responses, namely 43 (21.3%) students. And another 13 (6.4%) students answered neutrally (N). Therefore, it can be concluded that students prefer to use bilingual (English-Indonesian when answering lecturer questions during EFL classes.

The next statement is known to the number of students who give positive responses (A) and (SA) if calculated, namely 105 (52%) students and the number of students who give negative (D) and (SD) response after calculation, which is 81 (40.1%) students. And another 16 (7.9%) students chose neutral (N). Based on these results, it can be known that students prefer to use full only Indonesian when answering questions from lecturers while in EFL classes.

Table 16
9. Students' responses on the statement 25 to 27

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
25	I prefer to use only English during group discussions in English classroom	36	65	23	61	17	202
		17,8%	32, 2%	11, 4%	30, 2%	8,4%	100%
26	I prefer to use bilingual of English-Indonesian	46	97	13	33	13	202

	during group discussions in English classroom	22,8%	48%	6,4%	16,3%	6,4%	100%
27	I prefer to use only Indonesian during group discussions in English classroom	49	59	18	54	22	202
		24,3%	29,2%	8,9%	26,7%	10,9%	100%

Furthermore, the statement in table sixteen is about the language preferences of students during group discussions in EFL classes, and it is known that the number of students who gave positive responses (A) and (SA) was 101 (50%). Meanwhile, students who gave negative (D) and (SD) responses were 88 (38.6%) students. The rest answered neutral (N) with 23 (11.4%) students. Based on these results, it can be seen that the students agreed more if they used full English only when discussing groups in EFL classes.

In the next statement, the Likert scale chosen the most by the students was agree (A) with a total of 97 (48%) students, while the Likert scale chosen the least by the students was strongly disagree (SD) with a total of 13 (6.4%) students and neutral (N) with the same total of 13 (6.4%) students. If calculated, the number of students who gave positive responses (A) and (SA) was 143 (70.8%) and the number of students who gave negative responses (D) and (SD) if calculated, namely 46 (22.7%) students. Therefore, it can be stated that in statement number twenty six, students prefer to use bilingual (English –Indonesian) during group discussions while in EFL class.

In statement number twenty seven, the least chosen Likert scale is neutral (N) with 18 (8.9%) students, while the most chosen Likert scale is agree (A) with 59 (29.2%) students. And the number of students who answered disagree (D) and strongly disagreed (SD) if calculated then the total was 76 (37.6%) students. And the students who answered agreed (A) and strongly agreed (SA) when calculated were 108 (53.5%) students. Therefore, based on these results can be

seen in statement number twenty seven, students prefer to use full only Indonesian during group discussions in EFL classes.

Table 17
10. Students' responses on the statement 28 to 30

No	Questionnaire Statement	Frequency					Total
		Percentage					
		5	4	3	2	1	
28	I prefer my lecturer to use only English in English classroom	31	62	22	69	18	202
		15, 3%	30,7%	10, 9%	34, 2%	8, 9%	100%
29	I prefer my lecturer to use bilingual of English-Indonesian in English classroom	55	94	13	32	8	202
		27,2%	46,5%	6,4%	15,8%	4%	100%
30	I prefer my lecturer to use only Indonesian in English classroom	32	50	13	74	33	202
		15,8%	24,8%	6,4%	36,6%	16,3%	100%

Based on the table above, the statement is the student's language preference regarding the use of language by the lecturer during the EFL class. The statement number 28, it is known as many as 69 (34.2%) students answered disagree (D) and as many as 18 (8.9%) answered strongly disagree (SD) which if calculated, the total is 87 (43.1%) students. Meanwhile, students who answered in agree (A) were 62 (30.7%) students and students who answered strongly agreed (SA) were 31 (15.3%) students and if calculated, the total was 93 (46%) students, and as many as 22 (10.9%) students answered neutral (N). Then it can be concluded in statement number twenty eight that students prefer if the lecturer uses only English when in EFL class.

In the statement number twenty nine, it is known that as many as 94 (46.5%) students answered in agreement (A) and as many as 8 (4%) students answered strongly disagree (SD). If calculated the number of students who gave positive responses (A) and (SA) was 149 (73.7%)

students, and the number of students who answered neutrally (N) was 13 (6.4%) students, then the number of students who gave negative responses (D) and (SD) if calculated, the total was 40 (19.8%) students. Then it can be stated in this statement that students prefer if the lecturer uses bilingual (English-Indonesian) when in EFL class.

In the last statement, the most chosen Likert scale was disapproval (D) of 74 (36.6%) students, while the least chosen Likert scale was neutral (N) with 13 (6.4%) students. And if calculated, the number of students who gave positive responses (A) and (SA) was 82 (40.6%) students, while the number of students who gave negative responses (D) and (SD) was 107 (52.9%) students. Therefore, it can be stated in statement number thirty that students disagree if the lecturer only uses full Indonesian when teaching EFL classes.

B. Discussion

Language choice or language preference is the selection of a language that is spoken in a certain dominion due to the importance of multiple languages (Lengkoan, F., & Hampp, 2022). Everyone's language preference is certainly different, because the preference is (the right to) take precedence over others, priority, choice, tendency (KBBI). In other word, a preference is a person's tendency to take precedence over others, which of course each individual has, different preferences.

Language choice is inextricably linked to the terms "domain", "social elements", and "social dimension". The person with whom you are conversing, the social setting, the task at hand, and the subject matter are just a few examples of the variables that might affect language choice (Karisi, 2021).

There are thirty statements contained in this research questionnaire, but every three statements have continuity with each other which. In

the questionnaire that the researcher adapted, namely by Tamalawe et al., (2022), there were ten main points in the questionnaire statement, but in this research the researcher broke every one statement into three statements. In other words, statements number one to three are continuous statements, or the same but different language choices (English, bilingual, Indonesian), as well as statements number four to five and so on. The following are the ten main points of the statements after being calculated:

The first main point is regarding students' language preferences when the lecturer explains the meaning of new words in EFL classroom. Based on the total score from Likert scale which can be seen in table eight, it is known that students prefer if the lecturer use bilingual (English-Indonesian) when explain meaning of new words in EFL classes with a total 180 (89.1%) students who gave positive responses. These result supported by Larasaty (2021), using mother tongue when learning English can help students find new words in the target language (English). In addition, Muin (2011) stated that one of the seven functions of code switching is repetitive function, which used to emphasize key concepts and emphasize meaning of words, sentences, and phrases with the aim to ensure that pupils fully comprehend the content being taught.

The second main point is regarding students' language preferences when the lecturer explains English grammar/grammar rules in EFL classroom. Based on the total score of Likert scale which can be seen in table nine, it is known that students prefer the lecturer use bilingual (English-Indonesian) when explain English grammar/grammar rules in EFL classes with a total 168 (83.1%) students who gave positive responses. Moreover, Larasaty (2021) stated that the pupils find it challenging to comprehend when teachers exclusively use English to explain complex grammar and foreign words. Only when it was utilized sparingly and combined with additional exposure to English

during English class was the usage of L1 helpful in the classroom. Students' vocabulary, grammar, and English accent will improve when the language of instruction is mostly English.

The third main point is regarding students' language preferences when the lecturer greets them in the EFL classroom. Based on the total score of Likert scale which can be seen in table ten, it is known that students prefer the lecturer to use bilingual of English and Indonesian when greet them in EFL classroom with a total 140 (69.3%) students who gave positive responses. Therefore, there were 134 (66.3%) students who agreed if the lecturer used full only English when greeting them in EFL classroom. This number was not much different from the number of students who agreed that the lecturer used bilingual (English-Indonesian) when greeting them in EFL classroom. According Canagarajah in Yletyinen, (2004) code switching in content delivery can aid in the clear transmission of the curriculum required language skills and instructional content such as the opening of the class, negotiating directives, asking for assistance, managing punishment, teacher encouragement, teacher compliments, teacher demands, teacher admonitions, mitigation, pleading, and unofficial encounters were all included in the duties of classroom management.

The fourth main point is regarding students' language preferences when the lecturer talks to them. Based on the total score of Likert scale which can be seen in the table eleven, it is known that students prefer if the lecturer use bilingual of English and Indonesian when speaking to them in EFL classroom with a total of 159 (78.7%) students who gave positive responses. These results supported by (Harbord, 1992), which states that engaging and using the mother tongue can improve and maintain the flow of communication. In line with that, one of the benefits of using L1 in EFL classes is aids pupils' communication skills. Switching the necessary terms from Indonesian might assist pupils communicate their meaning when they speak but forget the

appropriate words to employ (Anggrahini, 2019: Hasrina, N., Aziz, z.a., & Fitriani, 2018; Pardede, 2018). In addition, to the use of the mother tongue, the use of the target language (English) will also help improve students' speaking skills, if the teacher facilitates it by inviting students to speak English while in EFL class.

The fifth main point is regarding students' language preferences when lecturer gives instructions to students in EFL classroom. Based on the total score of Likert scale which can be seen in the table twelve, it is known that students prefer if the lecturer use bilingual of English and Indonesian when giving instruction in EFL classroom with a total of 148 (73.2%) students who gave positive responses. According to Bouangeune (2009), students who received instruction in their first language improved more than the second group of students who received instruction in their second language. In addition, the use of bilingual in this case will also help students understand the instructions given by the lecturer, which if the student does not understand the intention of the lecturer's instructions when using English, then the lecturer switches the language to Indonesian, then the student will be able to understand the instructions given by the lecturer.

The sixth main point is regarding students' language preferences when the lecturer asks a question to students in EFL classroom. Based on the total score of Likert scale which can be seen in the table thirteen, it is known that students prefer if the lecturer use bilingual of English and Indonesian when asking a question in EFL classroom with a total of 137 (67.9%) students who gave positive responses. These results are supported by Nursanti (2016), the finding of which demonstrate six advantages of bilingual language use by teachers when teaching English, including: making students feel at ease during class, assisting them in asking and responding to questions during class. In line with that Rerung (2018) stated in her research result, times where

learners would prefer to use more English, such as when asking questions and providing comments.

The seventh main point is regarding student's language preferences when the lecturer explains instructional material (such as: text organization, structure or difficult/abstract concepts) in EFL classroom. Based on the total score of Likert scale which can be seen in the table fourteen, it is known that students prefer if the lecturer use bilingual (English-Indonesian) when explain instructional material (such as: text organization, structures or difficult/abstract concepts) in EFL classroom with a total of 151 (74.4%) students who gave positive responses. The use of first language when learning second language, such as English, has a number of advantages, one of which is that it aids in improving comprehension of complicated vocabulary, such as abstract words (Anggrahini, 2019: Hasrina, N., Aziz, z.a., & Fitriani, 2018; Pardede, 2018). Moreover, on (Haryanto et al., 2016) research's finding, students claimed that English may help them develop their receptive and productive skills. They also can develop their vocabulary and sentence structure, and lastly their languages abilities.

The eight main points is regarding students' language preferences when answering the lecturer's question in EFL classroom. Based on the total score of Likert scale which can be seen in the table fifteen, it is known that students prefer to use bilingual of English and Indonesian when answering lecturer's question in EFL classroom with a total of 146 (72.2%) students who gave positive responses. These result is supported by Nursanti (2016), the finding of which demonstrate six advantages of bilingual language use by teachers when teaching English, including: making students feel at ease during class, assisting them in asking and responding to questions during class.

The ninth main point is regarding students' language preference during group discussion. Based on the total score of the Likert scale which can be seen in the table sixteen, it is known that students prefer

to use bilingual of English and Indonesian during group discussion in EFL class 143 (70.8%) students who gave positive responses. There are three purpose of L1 in an EFL classroom, according to Kelilo (2012), are pedagogical, psychological, and social. Also, employing a student's native language (L1) promotes them to participate in class and express themselves freely. Moreover, there are three benefits to using a multilingual approach in the classroom according to Tsukamoto (2011): preserving a welcoming environment, fostering student comprehension, and making effective use of class time.

The last main point is the students' language preferences regarding the language used by the lecturer in the EFL classroom. The total score of the Likert scale which can be seen in the table seventeen shows that students prefer the lecturer to use bilingual of English and Indonesian in EFL classroom with a total of 149 (73.7%) students who gave positive responses. These results are supported by Larasaty (2021), which says that the use of the mother tongue in English classes will make students feel good and motivated to learn English. In this case, bilingual will cause code switching to occur, which Canagarajah in Yletyinen, (2004) def code switching has a micro-function. Management of the classroom and transfer of content are examples of micro-functions. Code switching was a topic of discussion when it came to classroom management since it was thought to help teachers and pupils manage instructions in a method and effective manner.

Based on the results of the questionnaire Likert scale score, it can be concluded that students' language preference is bilingual (English-Indonesian). Students prefer the lecturer to use bilingual (English-Indonesian) as the language of learning instruction in English foreign language classes. Students also prefer to use bilingual of English and Indonesian to interact with lecturers and classmates such as when asking lecturer questions, answering lecturer questions or during group discussion. Based on these results indicate that students still need to

use their mother tongue as the language of instruction for learning, which indicates that code switching is often used during learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that researcher have done by distributing questionnaire via Google form to students of education study program of UIN Sulthan Thaha Saifuddin Jambi regarding students' language preference in the EFL classroom, it can be concluded that the language preferences are bilingual (English-Indonesian). The students tend to prefer when lecturers use bilingual (English-Indonesian) when explain learning material such as vocabulary, grammar, sentence structure. The students also prefer the lecturer use bilingual (English-Indonesian) when interacting with them such as when talking, greeting, giving instructions, asking questions and answering their questions in EFL classroom. In addition, the students also prefer to use bilingual (English-Indonesian) when interacting to the lecturers, such as when talking to the lecturer, when answering lecturer's question and during group discussion with other students in EFL classroom.

Based on the result of this research, it is known that even though they are students of English Education study program, they also still need to use L1 (Indonesian) as the language of instruction when learning English. These results show that the English proficiency of students of the English Education study program is still low. This fact may be contrary to expectations which assume that students of the English Education study program already have high level or at least medium level of proficiency.

B. Suggestions

Based on the result on this research, the researcher divides the suggestion into three, as follow:

1. Students

Prospective students are expected to at least have basic English skills before entering university. Students who will take the English Education study program are advised to practice their English skills so that lecturers do not become overwhelmed when teaching learning materials in English classes because the English language skills of English students are still very low, where they are also prospective English teachers who are expected to have high English proficiency so that later they can deliver learning materials in EFL classes well.

2. Lecturers

Lecturers are expected to be able to understand the language preferences of their students by changing the language of instruction that is commonly used with a language that matches the language preferences of their students in class. The goal is to achieve success in teaching and learning activities, besides that with this students will more easily understand the learning material delivered by lecturers or teachers because they use the language they prefer.

3. Researchers

Future researchers are advised and expected to be able to continue this research at the middle school and high school levels. Future researchers are also advised to continue further research related language preference in more detail based on the subjects in the school where the research was carried out in order to find out the language preferences of the students therefore it will help students understand learning material in English foreign language.

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APPENDIX

RESEARCH QUESTIONNAIRE

QUESTIONNAIRE STUDENTS LANGUAGE PREFERENCE IN EFL CLASSROOM AT ENGLISH EDUCATION STUDY PROGRAM

Name :

NIM :

Class :

Please complete the following questionnaire according to your language preference, by giving a checklist (√) in one of the 5 columns provided.

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

NO	Questionnaire	SA	A	N	D	SD
1	I prefer my lecturer to use only English when explaining meanings of new words in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika menjelaskan arti kata-kata baru di kelas bahasa Inggris)*					
2	I prefer my lecturer to use bilingual of English-Indonesian when explaining meanings of new words in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika menjelaskan arti kata-kata baru di kelas bahasa Inggris)*					
3	I prefer my lecturer to use only Indonesian					

	when explaining meanings of new words in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika menjelaskan arti kata-kata baru di kelas bahasa Inggris)*					
4	I prefer my lecturer to use only English when explaining English grammar/grammar rules in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika menjelaskan tata bahasa inggris/aturan bahasa inggris di kelas bahasa Inggris)*					
5	I prefer my lecturer to use bilingual of English-Indonesian when explaining English grammar/grammar rules in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika menjelaskan tata bahasa inggris/aturan bahasa inggris di kelas bahasa Inggris)*					
6	I prefer my lecturer to use only Indonesian when explaining English grammar/grammar rules in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika menjelaskan tata bahasa inggris/aturan bahasa inggris di kelas bahasa Inggris)*					
7	I prefer my lecturer to use only English when greeting me in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika menyapa saya di kelas bahasa Inggris)*					
8	I prefer my lecturer to use bilingual of English-Indonesian when greeting me in					

	English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika menyapa saya di kelas bahasa Inggris)*					
9	I prefer my lecturer to use only Indonesian when greeting me in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika menyapa saya di kelas bahasa Inggris)*					
10	I prefer my lecturer to use only English when talking to me in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika berbicara dengan saya di kelas bahasa Inggris)*					
11	I prefer my lecturer to use bilingual of English-Indonesian when talking to me in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika berbicara dengan saya di kelas bahasa Inggris)*					
12	I prefer my lecturer to use only Indonesian when talking to me in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika berbicara dengan saya di kelas bahasa Inggris)*					
13	I prefer my lecturer to use only English when giving me instructions in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika memberi saya instruksi di kelas bahasa Inggris)*					
14	I prefer my lecturer to use bilingual of					

	English-Indonesian when giving me instructions in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika memberi saya instruksi di kelas bahasa Inggris)*					
15	I prefer my lecturer to use only Indonesian when giving me instructions in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika memberi saya instruksi di kelas bahasa Inggris)*					
16	I prefer my lecturer to use only English when asking me questions in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika mengajukan pertanyaan kepada saya di kelas bahasa Inggris)*					
17	I prefer my lecturer to use bilingual of English-Indonesian when asking me questions in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika mengajukan pertanyaan kepada saya di kelas bahasa Inggris)*					
18	I prefer my lecturer to use only Indonesian when asking me questions in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika mengajukan pertanyaan kepada saya di kelas bahasa Inggris)*					
19	I prefer my lecturer to use only English when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English					

	classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika menjelaskan bahan ajar (misalnya: organisasi/struktur teks atau konsep sulit/abstrak) di kelas bahasa Inggris)*					
20	I prefer my lecturer to use bilingual of English-Indonesian when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia ketika menjelaskan bahan ajar (misalnya: organisasi/struktur teks atau konsep sulit/abstrak) di kelas bahasa Inggris)*					
21	I prefer my lecturer to use only Indonesian when explaining instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika menjelaskan bahan ajar (misalnya: organisasi/struktur teks atau konsep sulit/abstrak) di kelas bahasa Inggris)*					
22	I prefer to use only English when answering my lecturer's questions in English classroom *(Saya lebih suka hanya menggunakan bahasa Inggris ketika menjawab pertanyaan dosen saya di kelas bahasa Inggris)*					
23	I prefer to use bilingual of English-Indonesian when answering my lecturer's questions in English classroom *(Saya lebih suka menggunakan dwibahasa,*					

	bahasa Inggris-Indonesia ketika menjawab pertanyaan dosen saya di kelas bahasa Inggris)					
24	I prefer to use only Indonesian when answering my lecturer's questions in English classroom *(Saya lebih suka hanya menggunakan bahasa Indonesia ketika menjawab pertanyaan dosen saya di kelas bahasa Inggris)*					
25	I prefer to use only English during group discussions in English classroom *(Saya lebih suka hanya menggunakan bahasa Inggris selama diskusi kelompok di kelas bahasa Inggris)*					
26	I prefer to use bilingual of English-Indonesian during group discussions in English classroom *(Saya lebih suka menggunakan dwibahasa, bahasa Inggris-Indonesia selama diskusi kelompok di kelas bahasa Inggris)*					
27	I prefer to use only Indonesian during group discussions in English classroom *(Saya lebih suka hanya menggunakan bahasa Indonesia selama diskusi kelompok di kelas bahasa Inggris)*					
28	I prefer my lecturer to use only English in English classroom *(Saya lebih suka dosen saya hanya menggunakan bahasa Inggris ketika di kelas bahasa Inggris)*					
29	I prefer my lecturer to use bilingual of English-Indonesian in English classroom *(Saya lebih suka dosen saya menggunakan dwibahasa, bahasa Inggris-Indonesia*					

	ketika di kelas bahasa Inggris)				
30	I prefer my lecturer to use only Indonesian in English classroom				
	(Saya lebih suka dosen saya hanya menggunakan bahasa Indonesia ketika di kelas bahasa Inggris)				

CURRICULUM VITAE

1. Personal Data

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2. Education background

No	Education	Graduated year	Place
1	SDN 243/VI Bungo Tanjung	2012	Merangin
2	SMP Al-Ikhlas	2015	Lubuk Linggau
3	SMA Al-Ikhlas	2018	Lubuk Linggau
4	S1 UIN Sulthan Thaha Saifuddin Jambi	2023	Muaro Jambi