

## **STUDENTS' PERCEPTION ON LANGUAGE PREFERENCE IN ENGLISH CLASSROOM (A STUDY CONDUCTED AT ENGLISH EDUCATION DEPARTMENT)**

**VIVIANTI TAMALAWÉ, NURMIN.F. SAMOLA, TIRZA.A. KUMAYAS**

*English Education Department  
Faculty of Language and Arts  
Universitas Negeri Manado, Tondano, Indonesia*  
Corresponding author: [nurminsamola@unima.ac.id](mailto:nurminsamola@unima.ac.id)

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**AbstractT:** This study is aimed at analysing purposeful language that students prefer in English classroom. It is to analyze the occurrence of code changes in language while communicating. The technique used in collecting data is questionnaires. The questionnaires are modified from Debreli and Oyman (2015). Data are analyzed using percentage formula by Riduwan (2014:28). Since the study is conducted at English Education Department, it is found that the material given by the lecturers are quickly understood if the language is used by the lecturers is mixed (English and Indonesian). The students of sixth semester (academic year 2020-2021) class A and B consist of 30 students who fill the questionnaires. The questionnaires consist of 10 questions with the intention of asking the students language preference in English classroom. For the number of those who respond to the question given is from number 1 to 10 that answer English 90 or 30 %, which answer English and Indonesian on the number 1 to 10 is 197 or 65,67 %, and which answers Indonesian on the question 1 to 10 is 12 or 4 %. Of the 10 questions that are shared with students and have been answered by students who prefer to use English and Indonesian in the process of learning to teach in the classroom between lecturers and students in order to be understood.

**Keywords:** *Linguistic, Perception, Language Preference, English Education*

### **INTRODUCTION**

Language is vital significant viewpoint in human lives. Everyday, people need to communicate with others in order to build up relationship among them. Language is generally defined as a tool of communication used by humans for building relationship. Communication among people who speak the same language is possible because they share such knowledge, although how it is shared-or even how it is acquired- is not well understood (Wardhaugh, 2006:2).

A language is an organized arrangement of correspondence. Language, from a more extensive perspective, is the technique for correspondence that includes the utilization of - especially human - dialects (<https://en.wikipedia.org/wiki/Language>)

English is a language—originally the language of the people of England (Hampp et al, 2021). Today, English is the main language of the United Kingdom, Ireland, the United States of America, Canada, Australia, New Zealand and more than fifty other countries. (Interestingly, English is NOT the *official* language of the USA, though it is the official language of some US states.)

Code switching is the one of alternative ways to bilingual of two or more languages in the same conversation. Hymes (1974) defines code-switching as "*a common term for alternative use of two or more languages, varieties of language or even speech styles*" while Bokamba (1989) defines code-switching is the mixing of words, phrases and sentences from two distinct grammatical systems across sentence boundaries within the same speech event.

A language choice is choosing a language used in certain domain because of mattering more than one language (Lengkoan and Hampp, 2022). Language choice cannot be separated from the term "*domain*", "*social factors*", and "*social dimensions*". There are some factors that influence person to use a language choice such as with the person you are talking, the social context, and function and also the topic (Karisi et al, 2021). In the English Education Department in our learning process as lecturers and students must use English when speaking in the scope of the English Education Department while in class the course runs or outside the class. When talking we often use mixing languages from English to Indonesia, or to English to Manado Malay languages.

## **LITERATURE REVIEW**

This chapter presents the theories that underline the analysis of this research; the theories of sociolinguistics, code and code-switching by some linguists/researchers are used to help the writers analyze the data.

## ***Sociolinguistics***

Code-exchanging study can't be isolated with sociolinguistics. It is on the grounds that code exchanging is the piece of sociolinguistic peculiarity. Sociolinguistics is fundamental of hypothetical structure to concentrate on code-exchanging (Liando, 2012). Hence, sociolinguistics is important to be clarified before we learn code-exchanging.

Sociolinguistics is the investigation of our day to day existences how language functions in our relaxed discussions and the presence of cultural standards, strategies, and regulations which address language.

Sociolinguistics is the descriptive study of effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language used. According to Hudson (in Mansoer Pateda 2001 : 4), sociolinguistics is the study of language in relation to society. In other words, when a person wants to study a language, he cannot only study the structure of the language itself but also about the connection with the society. Almost the same as Hudson, Holmes (2001:1) states that sociolinguistics is concerned with the relationship between language and context in which it is used.

Moreover, she states that sociolinguistics explains about why individuals talk contrastingly in various social context, and identifies the social capacity of language. People tend to choose their words carefully, to which they are talking to. Furthermore, from those two theories the writer concludes that when we study a language (Andries et al, 2019), we have to study the language itself and its relation to the society to get to know why the linguistics from is being used by the people.

Fishman (in Chaer and Agustina 1995:3) states that sociolinguistics is the study of the characteristics of language varieties, their functions and their language in a discourse local area. Furthermore, Cipplone, Keiser, and Vasisth (1998:5) state that sociolinguistics is the study of interrelationship of language and social structure, of linguistic variation, and of attitudes toward language.

## **Code**

Wardhaugh (1986, p.99-100) proposes that a code is a system that is used by people to communicate. In daily communication, people usually select different codes in different situations. They may select different codes because they consider that codes make the conversation much easier, regardless where they are speaking.

Furthermore according to Hornby et al. (in Mansoer Pateda 2001: 139), "*code is (1) a collection of laws arranged in a clear and practical manner; (2) a set of rules to speak, principles; a set of manners and morals that has been accepted by society or by group of people*".

Wardhaugh (1986:87) also maintains that a code can be defined as "*a system used for communication between two or more parties used on any occasions.*" When two or more people communicate that they employ a code. A code is a system that is used by people to communicate. When people want to talk to each other, they have to choose a particular code to express their feeling (Liando et al, 2021). The code is a particular language, dialect, style, register or variety.

According to Crystal (1980:66), code is a set of converting one signaling system into another. In other words, a code is a system of rules that allow us to give information in symbolic form. Human language is also a code; consists of words that represent ideas, events, and objects.

## **Code Switching**

Code switching is often used as a superordinate term, which also includes code-mixing. While code switching indicates the movement from one code to another in a single interaction, code-mixing specifically designates a mixture between two codes. This causes a state of hybridization, which can make it difficult to identify which language is actually being spoken.

Code-switching as described here is restricted to communicatively competent or skilled **bilinguals/multilinguals**. It therefore needs to be distinguished from a mixture of languages as performed by unskilled speakers who lack knowledge in a particular code.

Code switching is the use of more than one language, variety, or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992:110).

### ***Bilingualism and multilingualism***

Bilingualism can happen in view of the existence of the general public. It implies the bilingualism continue from language which is utilized as the medium to convey.

As per Wardhaugh, bilingualism is the capacity to utilize two dialects. Such individual are probably going to be workers, guests, or offspring of mixed relationships and in that regard, marked here and there, and such stamping isn't constantly respected well.

Multilingualism is becoming a social phenomenon governed by the needs of globalization and cultural openness. For brevity sake definition, multilingualism is practice of using more than one language. Multilingualism is taken for granted, and moving from one language to another in the course of a single conversation is very common.

Bilingualism and multilingualism give some effects such code- switching and code-mixing. But in this case, we will only discuss about code-switching.

### ***Types Of Code Switching***

There are numerous specialists in the field deciding the sorts of code exchanging. Wardaugh (2006:104) portrays two situational and figurative. The comparable kinds of code exchanging had been proposed by Hudson (2001 : 51). He has classes types of sorts of code exchanging into situational code exchanging. Be that as it may, he proposed extra sort called discussion code exchanging. Those are a few sorts of code exchanging in light of social component which has been proposed by numerous specialists.

Poplack (2004) additionally proposes kinds of code exchanging. The arrangement of code exchanging by Poplack depends on extent of switch. Poplack

distinguishes the accompanying kinds : tag-exchanging, between sentential and intra-sentential.

### ***Inter-sentential switching***

Between sentential exchanging includes a switch at condition or sentence limit, where every statement or sentence is in some language. It includes change from on language to the next between sentences. Additionally, may likewise happen between speaker turns. This sort of switch requires more prominent familiarity with the two dialects than label exchanging since significant bits of the expression should adjust to the principles of the two dialects (Komenaung et al, 2021).

### ***Tag switching***

Label exchanging includes the addition of a labels, for example "you know" and "I mean" in one language into an expression that is fundamentally spoken in other languages.

### ***Intra-sentential switching***

Intra-sentential exchanging happens in the most familiar bilinguals that the method of method of code exchanging is to show the portrayal of the best bilingual.

### ***Language Preference***

This study aims to determine students' preferences for the use of the language of instruction by English teachers which includes their preferences for the use of the language of instruction by teachers in the classroom, the reasons for this preference, and their perception of the right time to use English.

In light of the information examination, the analyst found several findings. First, students prefer code-mixing with a larger percentage of the classroom because the use of code-mixing makes it easier for them to understand the material being explained. Second, the improvement of speaking and listening skills is the reason why students want teachers to give a larger portion of English even though they use code-mixing. They just want the teacher to use Indonesian to explain grammar.

Third, students do not want the teacher to use English when joking or when they have to understand the content of a reading.

### ***Understanding Perception***

Insight is the tangible experience of the world. It includes both perceiving ecological upgrades and activity in light of these improvements.

Through the perceptual interaction, we gain data about the properties and components of the climate that are basic to our endurance. Insight not just makes our experience of our general surroundings it permits us to act inside our current circumstance.

### ***Previous Study***

This examination utilized an elucidating subjective exploration. Maria Adisti, 2010, "*A study of code-switching used by lecturers classroom*", focused on the utilization of code exchanging rehearsed by teacher during addressing process. In the exploration, she broke down the kinds and the elements of code exchanging. The information of sort of code exchanging is broke down by the specialist utilizing Poplack's hypothesis. While the information of capacity of code exchanging is dissected by the scientist utilizing three classifications, those are phonetic capacity, homeroom the board capacity and social capacity.

The information of the exploration shows that each of the three sorts of code exchanging proposed by Poplack are found in speaker's expressions with the most successive kind of code exchanging which rehearsed by the instructor is intersentential switch with the complete multiple times of events. What's more the capacity of code exchanging, likewise rehearsed by instructor of talking class with various reason in each capacity.

This review is pointed toward breaking down the structures or kinds of code exchanging and depicting the significance of the structures utilized by educator or understudies in English learning process in homeroom. In directing this examination the author utilized illustrative strategy (Lengkoan et al, 2022). The information were taken during English learning process, where, there are educator and understudies

in. To gather the information the author utilized recorder and notes. The information gathered were examined by doing Unitization, Categorization, Explanation and Interpretation in English words and sentence, utilized as code exchanging during the study hall. The discoveries in this study show that code exchanging utilized by educator and understudies during the English learning process are type of intersentential code exchanging, intrasentential code exchanging and label exchanging. The significance of those structures or sentence rely upon design of the sentence or setting of the sentence. It is normal that, this exploration can give a commitment to the advancement of sociolinguistics, and give inspiration to other analyst to join or work on a similar subject of examination in the future to foster English learning process.

## **RESEARCH METHODOLOGI**

### ***Research Design***

Since this study aims to give description about the phenomenon of code-switching happens in Indonesia language and English language, it can be classified as descriptive one. In relation to descriptive research, Bogdan and Biklen (1992 : 30) state that, "*Qualitative research is descriptive. The data collected are in the form of words, pictures, rather than numbers. The results of the research contain quotation from the data to illustrate and substantiate the presentation.*" The data are collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire. The data include field notes, photographs, personal documents.

### ***Research Instrument***

The instruments used in doing this research will be the questionnaire.

### ***The Data collection***

The data are collected by doing the following procedures:



- **Observations**

Observations are used to see the possibility of change in the classroom conversation. When watching the conversation in the class of an observer really researching and heavily well from the way of lecturers teaching in the classroom.

In the class sixth semester class A and B in course language assessment and evaluation they are in academic year of 2020-2021, when the teachers teach the switching foreign language code also become a learning strategy to develop student skills in English, teaching in teachers class teaches with time that is given in accordance with the teaching hours that have been given from the campus or according to the teaching curriculum in the classroom with the existing courses, there is a teaching hours for 2 hours (2 sks) teaching teachers in the classroom. In the beginning of meeting the teacher uses target language when they explain the material and then switch again into Indonesia to make sure understood for the students. The students uses the target language as much as possible but reverts to their native language for any element for an utterance that they are unable to produce in the target language.

- **Questionnaire**

A questionnaire is a research instrument that consists of a set of a set of questions or other types of prompts that aims to collect information from a respondent.

The questionnaire use is modified of model made out by Debreli and Oyman (2015).

### ***Data Analysis***

In analyzing the obtain data, the writers use percentage formula (Riduwan 2014:28). The formula is :

$$P = F \frac{F}{N} \times 100$$

Note :

P :Percentage

N : Frequency

## DATA ANALYSIS

### *Data Questionnaire of Students Attitude*

Based on the questions in the questionnaire of students perception in table 1.

No	Questionnaire	Options		
		English	English & Indonesian	Indonesian
1	Which language should your English teacher use to explain meanings of news words in English classroom: <i>English, mix English-Indonesian, or Indonesian?</i>	9	20	1
2	Which language should your English teacher use to explain English grammar/grammar rules in English classroom: <i>English, mix English-Indonesian, or Indonesian?</i>	3	27	0
3	Which language should your English teacher use to greet you in English classroom: English, mix English-Indonesian, or Indonesian?	28	2	0
4	Which language should your English teacher use to talk to you in English classroom: English, mix English-Indonesian, or Indonesian?	9	18	3
5	Which language should your English teacher use to give instructions (to you) in English classroom: English, mix English-Indonesian, or Indonesian?	12	16	2
6	Which language should your English teacher use to ask you questions in English classroom: English, mix English-Indonesian, or Indonesian?	22	8	0
7	Which language should your English teacher use to explain instructional materials (for example:	1	27	2

	text organizations/structures or difficult/abstract concepts) in English classroom: English, mix English- Indonesian, or Indonesian?			
8	Which language should you use to answer your English teacher's questions in English classroom: English, mix English-Indonesian, or Indonesian?	18	10	2
9	Which language should you use in group discussion in English classroom: English, mix English-Indonesian, or Indonesian?	5	22	2
10	Which do you prefer your English teacher to use in English classroom: English, mix English- Indonesian, or Indonesian?	9	21	0

Based on the questions in the questionnaire of students perception in table 1.

(Modified version of Debreli & Oyman, 2015)

**Figure 1**

Students responses to statement that "Which language should your English teacher use to explain meanings of news words in English classroom: English, mix English-Indonesian, or Indonesian?" is in figure 1.

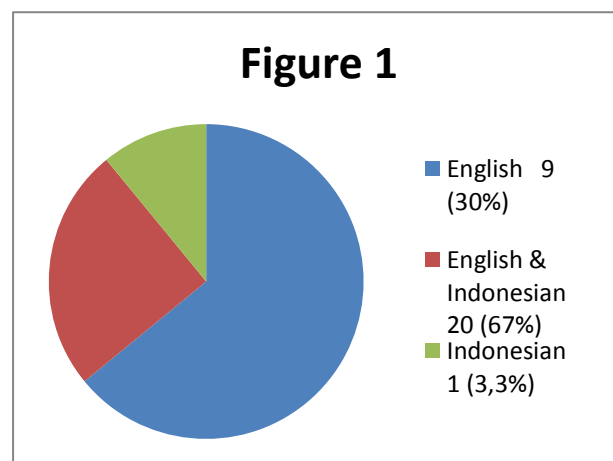


Figure 1 above shows that 20 respondents or 67 % give an answer that English & Indonesian to this statement, 9 respondents or 30 % give an answer that English to this statement, and 1 respondents or 3,3% give an answer that Indonesian statement.

### Figure 2

There a statement that "Which language should your English teacher use to explain English grammar/grammar rules in English classroom: *English, mix English-Indonesian, or Indonesian?*" in present in figure 2.

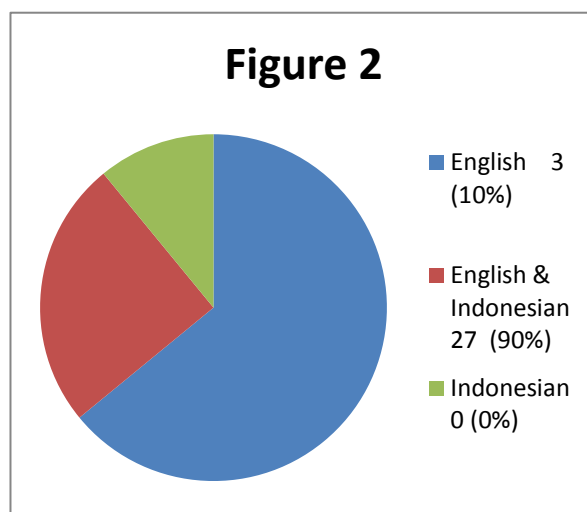


Figure 2 above shows that 27 respondents or 90 % give an answer that English & Indonesian to this statement, 3 respondents or 10 % give an answer that English to this statement, as for Indonesian do not get a response from the respondents.

### Figure 3

There a statement that "*Which language should your English teacher use to greet you in English classroom: English, mix English-Indonesian, or Indonesian?*" in present in figure 3.

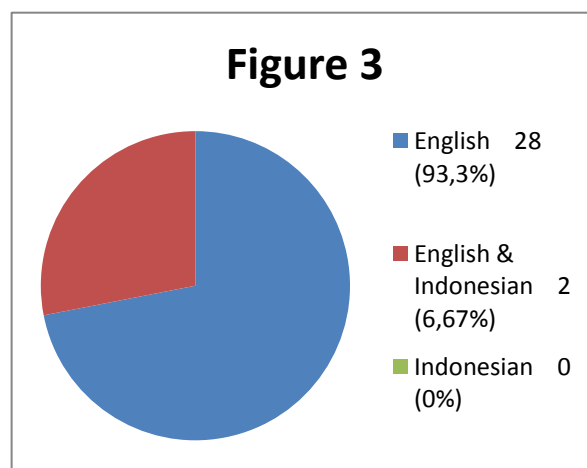


Figure 3 above shows that 28 respondents or 93,3 % give an answer that English to this statement, 2 respondents or 6,67 % give an answer that English & Indonesian to this statement, as for Indonesian do not get a response from the respondents.

**Figure 4**

There a statement that "Which language should your English teacher use to talk to you in English classroom: English, mix English-Indonesian, or Indonesian?" in present in figure 4.

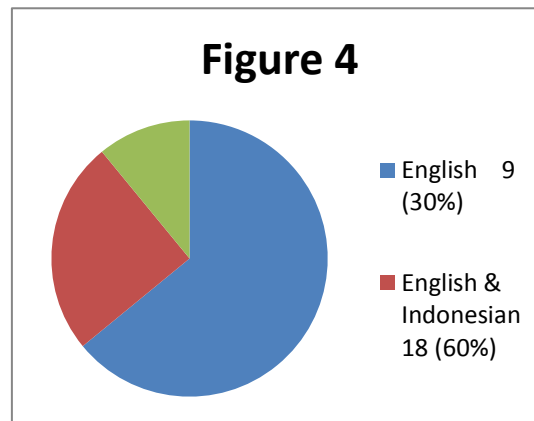


Figure 4 above shows that 18 respondents or 60 % give an answer that English & Indonesian to this statement, 9 respondents or 30 % give an answer that English to this statement, and 3 respondents or 10% give and answer that Indonesian.

**Figure 5**

There a statement that "*Which language should your English teacher use to give instructions (to you) in English classroom: English, mix English-Indonesian, or Indonesian?*" in present in figure 5.

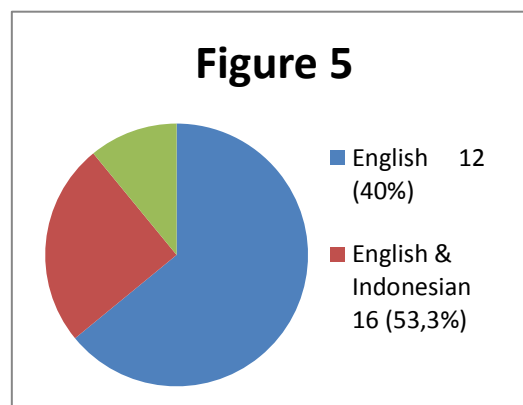


Figure 5 above shows that 16 respondents or 53,3 % give an answer that English & Indonesian to this statement, 12 respondents or 40 % give an answer that English to this statement, and 2 respondents or 6,67 % give an answer that Indonesian.

### **Figure 6**

There a statement that *"Which language should your English teacher use to ask you questions in English classroom: English, mix English-Indonesian, or Indonesian?"* in present in figure 6.

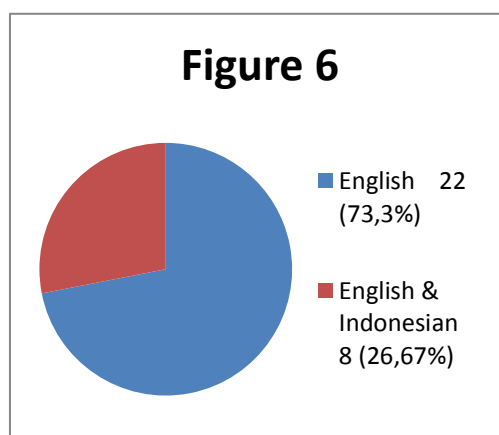


Figure 6 above shows that 22 respondents or 73,3 % give an answer that English to this statement, 8 respondents or 26,67 % give an answer that English & Indonesian to this statement, as for Indonesian do not get a response from the respondents.

### **Figure 7**

There a statement that *"Which language should your English teacher use to explain instructional materials (for example: text organizations/structures or difficult/abstract concepts) in English classroom: English, mix English- Indonesian, or Indonesian?"* in present in figure 7.

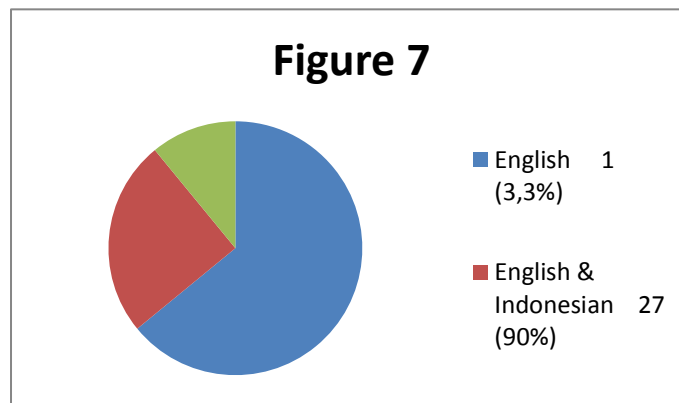


Figure 7 above shows that 27 respondents or 90 % give an answer that English & Indonesian to this statement, 1 respondents or 3,3 % give an answer that English to this statement, and 2 respondents or 6,67 % give an answer that Indonesian statement.

**Figure 8**

There a statement that "*Which language should you use to answer your English teacher's questions in English classroom: English, mix English-Indonesian, or Indonesian?*" in present in figure 8.

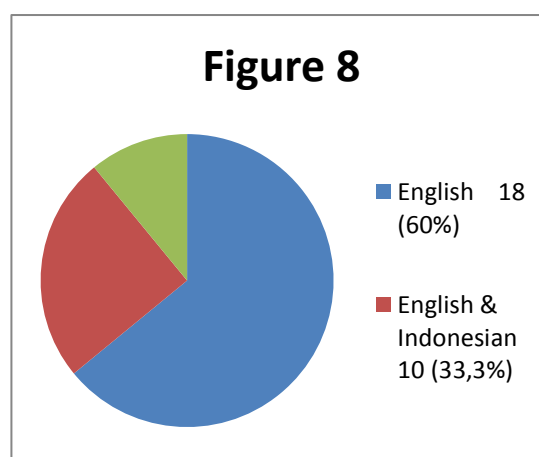


Figure 8 above shows that 18 respondents or 60 % give an answer that English to this statement, 10 respondents or 33,3 % give an answer that English & Indonesian to this statement, and 2 respondents or 6,67 % give an answer that Indonesian statement.

### Figure 9

There a statement that *"Which language should you use in group discussion in English classroom: English, mix English-Indonesian, or Indonesian?"* in present in figure 9.

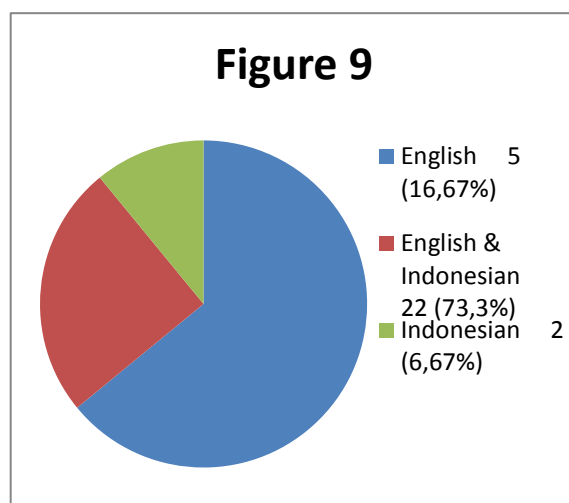


Figure 9 above shows that 22 respondents or 73,3 % give an answer that English & Indonesian to this statement, 5 respondents or 16,67 % give an answer that English to this statement, and 2 respondents or 6,67% give an answer that Indonesian statement.

### Figure 10

There a statement that *"Which do you prefer your English teacher to use in English classroom: English, mix English-Indonesian, or Indonesian?"* in present in figure 10.

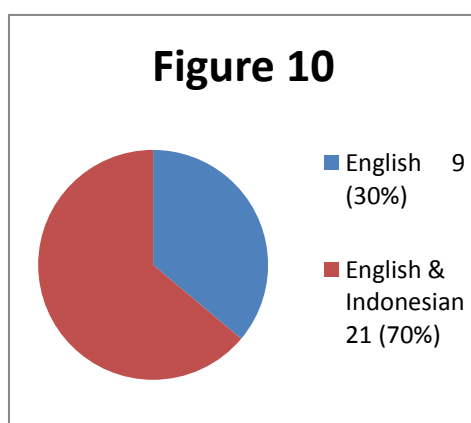




Figure 10 above shows that 21 respondents or 70 % give an answer that English & Indonesian to this statement, 9 respondents or 30 % give an answer that English to this statement, as for Indonesian do not get a response from the respondents.

### ***Discussion of the Result***

The research observe that the student attitude over the years of leaning English and that the authors want to find out the level of leaning to teach students in the classroom in learning English and understanding the material content that teachers give when teaching. The authors eventually get the results from his research that the student's attitudes could improve and was seen by each student from the questionnaire scores contained in the answers.

An attitude is the behavior and conduct of a person in him adapting to others. Thus the authors make a study to get questionnaire results from the students in the English department. We can see from the score that the student attitude is more likely to learn using both English and Indonesian. It is thought that teachers in the English department will understand and understand the attitude of students who are teaching in the classroom so that students will also be able to understand and understand the meaning and purpose of every material given during the teaching process.

From the questionnaire to the student body, for the number of those who respond to the question given is from number 1 to 10 that answer English 90 or 30 %, which answer English and Indonesian on the number 1 to 10 is 197 or 65,67 %, and which answers Indonesian on the question 1 to 10 is 12 or 4 %.

The conclusion from a study of undergraduate VI students at Manado State University of English education department is that students have an attitude from the process of learning English by using a combination of languages between English and Indonesian. The writers have done research using an questionnaire. The students of the sixth semester of the A and B class of English education department had a total of 30 students. The number of problems in the number is 10 problems.

## **CONCLUSION AND SUGGESTION**

### ***Conclusion***

In human life there must be a language used in communication with others (Liando et al, 2021). Everyone speaks a language that comes in at least two dialects in correspondence. The language used when communicating with others is sometimes while speaking is one sentence used in English but another is speaking in English or there is a double language being combined.

According to the study of the language writers, students in the English education department can understand and understand in the process of leaning to teach in the classroom using a combination of languages between English and Indonesian when the teachers teach in the class give material from each subject.

A study of undergraduate VI students at Manado state University of English education department is that students have an attitude from the process of learning English by using a combination of languages between English and Indonesian. The writers have done research using an questionnaire. The students of the sixth semester of the A and B class of English education department had a total of 30 students. The number of problems in the number is 10 problems. From the questionnaire to the student body, for the number of those who respond to the question given is from number 1 to 10 that answer English 90 or 30 %, which answer English and Indonesian on the number 1 to 10 is 197 or 65,67 %, and which answers Indonesian on the question 1 to 10 is 12 or 4 %.

### ***Suggestions***

The writers want to deliver a message for those who read this script that in us using language has an attitude when speaking to others to communicate. To students and lecturers in the English education department it is a good orderly grammar that has a good attitude when speaking in order to be understood and understood by others. As humans it is better to learn and have more language so

that many languages can add science to communicating with others wherever they go and are in good and clear grammar when speaking.

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