

ABSTRACT

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This study investigates an English teacher's perspective on the use of English in a multilingual classroom at SMA Swasta Panglima Polem Rantauprapat. Using a qualitative descriptive design with a case study approach, the research explored the challenges faced by the teacher and how her perspectives influenced her instructional strategies. Data were collected through semi-structured interviews and classroom observations. The findings reveal that the teacher faces several interconnected challenges including varied English proficiency levels among students, students' habit of code-switching, fear of judgement, and institutional expectations. The study also finds that the teacher's perspectives play a significant role in shaping her instructional strategies. The teacher demonstrates nurturing, developmental, and apprenticeship perspectives, which guide her to apply flexible and supportive approaches. It recommends professional development in multilingual pedagogy, supportive institutional policies, and further research on multilingual classroom practices in Indonesia.

Key words: *Teacher's Perspective, Multilingual Classroom, English Language Teaching, Instructional Strategies*

