STUDENTS' AND TEACHERS' PERSPECTIVE ON THE USE OF CODE SWITCHING IN ELT
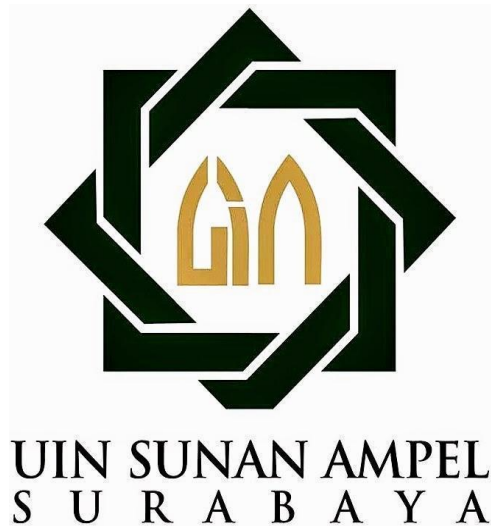
THESIS

Submitted in partial fulfilment of the Requirement for Degree of Sarjana
Pendidikan (S.Pd) in Teaching English

By:

Annisa Khusnul Latifa

NIM: D75216079

ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UIN SUNAN AMPEL SURABAYA

2023

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Annisa Khusnul Latifa

NIM : D7516079

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

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ANNISA KHUSNUL LATIFA

ADVISOR APPROVAL SHEET

This thesis by Annisa Khusnul Latifa entitled *"Students' and Teachers' Perspective on the Use of Code Switching in Indonesian ELT Context"* has been approved by thesis advisors for further approval by the boards of examiners.

Surabaya, 27 Juni 2023

Advisor 1

Hilda Izzati Madjid, M.A
NIP. 198602102011012012

Advisor II

H. Mokhamad Syaifudin, M.Ed.,Ph.D.
NIP. 197310131997031002

iii

EXAMINER APPROVAL SHEET

This thesis by Annisa Khusnul Latifa entitled *"Students' and Teachers' Perspective on the Use of Code Switching in ELT"* has been examined on 14 July 2023 and approved by the boards of examiners.

Surabaya, 14 July 2023

Dean

Prof. Dr. H. Muhammad Thohir, S.Ag. M.Pd.
NIP. 197407251998031001
Examiner 1

Prof. Dr. Mohammad Salik, M.Ag.
NIP. 196712121994031002
Examiner 2

Dr. Irma Soraya, M.Pd.
NIP. 196709301993032004
Examiner 3

Hilda Izzati Madjid, M.A.
NIP. 198602102011012012
Examiner 4

H. Mokhammad Syaifudin, M.Ed., Ph.D
NIP. 197310131997031002

iv

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Annisa Khusnul Latifa

NIM : D75216079

Fakultas/Jurusan : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris

E-mail address : ichalatief21@gmail.com

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ABSTRACT

Latifa, Annisa Khusnul. (2023). *Students' and Teachers' Perspective on the Use of Code Switching in ELT*. A Thesis. English language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Hilda Izzati Madjid, M.A., H. Mokhamad Syaifudin, M.Ed., Ph.D.

Keywords: *Students' and Teachers' perspective, Code Switching.*

This study explores the use of code-switching in bilingual schools, specifically in the context of English Language Teaching (ELT) in Indonesia. The researchers aim to explore the views of educators and learners towards the use of Code Switching in learning. The study utilizes a qualitative research design and involves two teachers and fifty-nine grade 7 students from SMP Bilingual Terpadu Krian. Data collection methods include questionnaires distributed to students and interviews conducted with English teachers. The questionnaire focuses on students' perspectives on code-switching, while the interviews concentrate on teachers' perspectives and reasons for implementing code-switching in ELT. The findings indicate that code-switching is considered important in bilingual learning as it helps students comprehend and communicate in English. Teachers acknowledge that English is not the students' native language, and code-switching facilitates comprehension and creates a comfortable learning environment. Moreover, the study examines the effects of CodeSwitching on students English comprehension. The results demonstrate that code-switching, particularly switching from English to Indonesian, aids students in understanding sentence meanings, grasping new vocabulary, and accelerating language acquisition. The majority of students perceive code-switching as beneficial or neutral, with only a small number finding it confusing. In conclusion, both educators and learners have positive perspectives on the utilization of code-switching in the Indonesian ELT context. Code-switching enhances comprehension, promotes student engagement, and expands vocabulary knowledge. However, the study emphasizes the importance of maintaining a balance and avoiding excessive reliance on code-switching while providing sufficient exposure to full English.

ABSTRAK

Latifa, Annisa Khusnul. (2023). *Perspektif Siswa dan Guru tentang Penggunaan Alih Kode dalam ELT*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Hilda Izzati Madjid, M.A., H. Mokhamad Syaifudin, M.Ed.

Kata kunci: *Perspektif Siswa dan Guru, Alih Kode*.

Penelitian ini mengeksplorasi penggunaan alih kode di sekolah bilingual, khususnya dalam konteks Pengajaran Bahasa Inggris (ELT) di Indonesia. Para peneliti bertujuan untuk mengeksplorasi pandangan para pendidik dan peserta didik terhadap penggunaan alih kode dalam pembelajaran. Penelitian ini menggunakan penelitian kualitatif dengan melibatkan dua orang guru dan lima puluh sembilan siswa kelas 7 dari SMP Bilingual Terpadu Krian. Metode pengumpulan data meliputi kuesioner yang dibagikan kepada siswa dan wawancara yang dilakukan dengan guru bahasa Inggris. Kuesioner berfokus pada perspektif siswa tentang alih kode, sedangkan wawancara berfokus pada perspektif guru dan alasan menerapkan alih kode dalam pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa alih kode dianggap penting dalam pembelajaran bilingual karena membantu siswa memahami dan berkomunikasi dalam bahasa Inggris. Para guru mengakui bahwa bahasa Inggris bukanlah bahasa ibu siswa, dan alih kode memfasilitasi pemahaman dan menciptakan lingkungan belajar yang nyaman. Selain itu, penelitian ini juga meneliti efek dari CodeSwitching terhadap pemahaman bahasa Inggris siswa. Hasil penelitian menunjukkan bahwa alih kode, khususnya alih kode dari Bahasa Inggris ke Bahasa Indonesia, membantu siswa dalam memahami makna kalimat, memahami kosakata baru, dan mempercepat penguasaan bahasa. Mayoritas siswa menganggap alih kode sebagai sesuatu yang menguntungkan atau netral, dan hanya sebagian kecil yang menganggapnya membingungkan. Kesimpulannya, baik pengajar maupun pelajar memiliki perspektif positif terhadap pemanfaatan alih kode dalam konteks ELT di Indonesia. Penggunaan alih kode dapat meningkatkan pemahaman, mendorong partisipasi siswa, dan memperluas pengetahuan kosakata. Namun, penelitian ini menekankan pentingnya menjaga keseimbangan dan menghindari ketergantungan yang berlebihan pada alih kode sambil memberikan paparan yang cukup terhadap bahasa Inggris secara penuh.

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CHAPTER I

INTRODUCTION

The study's introduction is discussed in this section, which is divided into six sections. These parts include the research background, research questions, study aims, study significance, scopes and limitations, and key term definitions.

A. Background of the Study

Indonesia is one of the multilingual states, since the individuals are capable of speaking a variety of languages, such as the mother tongue, the nation's language, and foreign languages. Comprehending language is crucial, particularly during the process of acquiring a new language. Since English is the target language, teachers in English classes are expected to communicate and provide information in English more frequently. It is predicted that students will understand English lessons better.

Until now, language instruction has been inextricably related to integration of native language with target language. This is because pupils will not be able to learn anything from them unless they get what the instructor is trying to convey to them. Currently, English has become the predominant language used for communication across various domains, including professions, education, technology, and more. Thus, English is a foreign language used in Indonesia. Consequently, language is implicitly learned by everyone. English is a compulsory foreign language taught across all educational levels, ranging from elementary school to university. It is also included as a tested subject in the National

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Examination.[1] In EFL lessons, majority of classroom instruction was conducted in English. However, not all students have the same level of comprehension during instruction in English.

Several schools in Indonesia are bilingual, which means that students and teachers communicate in two languages. English and Indonesian are the two languages used in this context. Each student has a different background, especially when it comes to learning English. Therefore, code switching is frequently utilized in EFL classes as the majority of students are multilingual speakers who speak different languages and dialects.[2] Therefore, teachers and students frequently switch among Indonesian and English in classroom interactions. Unfortunately, learning a foreign language is tough in Indonesia because English isn't the native tongue. Students are required to learn English since it is one of the primary academic subjects.

However, most of students' still have difficulties in comprehending the English language correctly. Some students seem confused to comprehend the teachers' explanation while the teacher uses full English in delivering material and giving instructions. Dealing with this problem, teachers should utilize appropriate strategies during learning and teaching processes A crucial consideration in the sphere of education is the ability of teachers to effectively deliver the subject matter and provide clear instructions. To accomplish this, teachers often employ specific

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[1] Andriyani, N. (2015). Enhancing Students' Speaking Skill at Puri Kids Language Course through the Implementation of the Direct Method.

[2] Indah Puspawati. (2018). "Teachers' use of code switching in the EFL classroom and its functions". *Journal of Foreign Language Teaching and Learning,* 3(1), 43.

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strategies. For instance, prior to students engaging in or completing a given task, teachers may utilize multiple languages through code-switching as a means to ensure students comprehend the instructions. As Yana's research indicated, teachers point out the significance of maximizing English speaking in EFL classes since it is the ultimate goal. However, teachers can also employ code-switching as a way to improve classroom instruction and student learning.[3] It can be inferred that utilizing code switching in certain situations during the learning process can improve students' comprehension of English lessons.

As stated by Andriana, in linguistics, utilizing any or more languages or dialects in a communication is termed "code switching."[4] Code switching is a concept utilized in linguistics to involve the use of multiple languages or dialects through a conversation or discussion. In ELT classrooms, code switching is one of the strategies used. According to Johansson Code-switching, as described by Johansson, is common among bilinguals and multilinguals who rely on language for both expression and comprehension.[5] Thus, in Indonesian EFL classes, the ability of students to transition from English (L2) to Bahasa (L1) and vice versa is alluded to as code switching. Code switching is a common occurrence not just in everyday life but also in the classroom.

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[3] Andi Patmasari,Abdul Kamarudin. "An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions". *ELS Journal on Interdisciplinary Studies in Humanities,* 5(2), (2022). 236.

[4] Andriana, P. (Thesis). *"Students' Perspectives on Code Switching Used by English Lecturers in Teaching Reading Course during the Third Semester at Muhammadiyah University of Makassar".* (2020).

[5] Sara,Johansson."*Code-switching in the English classroom:What teachers do and what their students wish they did."*, (2014). Karlstads University.

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Furthermore, code switching can also improve students' understanding related to teachers' explanations or instructions. One of the primary benefits of using code-switching, according to Tawos Mohammadi et al., students are able to comprehend specific topics or assignments which must be completed during the student learning.[6] In my service-learning experience, I got into a situation in which one student struggled to understand the teacher's explanation. The teacher attempted to repeat the explanation in a more comprehensible way. The goal of code switching in this context is to ensure that pupils understand concepts while learning a foreign language. If students do not grasp the teacher's instructions or explanations, the knowledge provided may be missed. To sum up, Students can benefit from code switching since it helps them better comprehend their teacher's explanations in class and the learning process can run smoothly.

Some researchers have conducted research related to this study. One of the studies by Hazaymeh investigated the purposes and impacts of practices CS among EFL student's. According to the results of the study, the vast majority of educators consider that code-switching is acceptable while it comes to learning English among their students.[7]

Furthermore, based on research by Andi Patmasari, Agussatriana, Abdul Kamaruddin investigated views and beliefs concerning codeswitching practice in

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[6] Mohammadi, et.al., (2019). "The purpose of CS and Teachers' Views on Code-Switching in Primary Schools in Malaysia." *International Journal of Engineering and Advanced Technology,* 9(1), 1531.

[7] Wafa'a Hazaymeh. *"Teachers View the Functions and Impacts of Code-Switching in the English as a Foreign Language Classroom".* European Journal of Educational Research, 11(3), (2022) 1835.

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EFL courses. They considered code switching must be permitted in EFL classes since it improves students' understanding and fosters effective teacher-student communication.[8] In addition, other studies by Daniel Murdani claimed that by implementing code switching in the teaching process, it simplifies students' comprehension of material provided by the teacher. Furthermore, code switching helps students learn English and they are supposed to recall new words in order to increase their vocabulary mastery.[9]

Meanwhile, Yana and Imam Fauzan Nugraha studies revealed that students' have a favourable perspective on the utilization of codeswitching in English class, which is generally positive. Code-switching offers numerous advantages to students, including enhanced comprehension of the material, expanded vocabulary acquisition, accelerated English language learning, convenient understanding of every sentence in English, improved grasp of the overall lesson content, reduced confusion, and increased comfort and confidence in their English learning.[10]

Ummi Khaerati Syam, Saiful, Ismail Sangkala and Indriyani Syarif clarified in their research revealed that the utilization of CS and the use of multiple languages in normal conversations are not prohibited, and that it's impacted by most people learning more than one language, a phenomenon called bilingualism. Teachers should emphasize the use of English rather than Indonesian, it is suggested. In order

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[8] Andi, P., et.al., (2022). *"Exploring the Utilization of CodeSwitching in the EFL Classroom: Attitudes and Perspectives"*. Els Journal on Interdisciplinary Studies in Humanities, 5(2), 230.

[9] Murdani, D. (2011). The Application of CodeSwitching in EnglishInstruction for Third Grade Students at SMP Karitas Ngaglik.

[10] Yana, Y., - Imam Fauzan N.Students' perception On the Use of Code-Switching In English Classroom. *Project (Professional Journal of English Education)*, (2019), *2*(2), 169.

for students to become acclimated to using English in classroom interactions. [11] Therefore, findings by Diah Yovita Suryarini highlighted that academic institutions allowed lecturers to employ code switching in their classes. However, the teacher had limitations for using CodeSwitching. It can be utilized while a teacher gives task instructions and it is needed to clarify the language rules to prevent students from misunderstanding the teacher's instructions.[12]

Putu Andre Sastra and Kadek Yunita Adriyanti studied English teacher perceptions, in the context of teaching English to non-native speakers, code-switching can be an effective method. They clarified that teachers frequently code-switch when they introduce or pronounce new or tough English language to students. This is accomplished by inserting English or Indonesian words in between their utterances. [13] Moreover, Nur' Ain Elias et.al., conducted research that demonstrated that learners have a strong preference for code-switching, which can contribute to the effectiveness and excellence during the learning and teaching process.[14]

Several studies have been undertaken based on earlier research regarding teacher, student perceptions, use, and analysis of code-switching in the English

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[11] Umi Khaerati Syam, et.al,. "Code mixing and code switching in the classroom interaction at SMA Negeri 2 Takalar". *IOSR Journal of Humanities And Social Science (IOSR-JHSS)*, (2018), *23*(7), 96.

[12] Diah Yovita Suryani, (2022). The Use of Code-Switching in English as A Foreign Language Classroom in a Teacher's Perspective. *Jurnal Basicedu*, *6*(5), 8457.

[13] Sastra, P. A. S., - Adriyanti, K. Y. (2022). *"How English Teachers Perceive and Employ Code-Switching in Teaching Young Learners of English as a Foreign Language"*. Acitya: Journal of Teaching and Education, 4(1), 29.

[14] Norzaidi, A. I., Sabri, et.al., (2022). *"ESL Learners View the Use of Code-Switching in the English Language Classroom"*. International Journal of Asian Social Science, 12(5), 159.

classroom. For example, Wafa'a, Putu Andre, and Diah Yovita conducted research on teacher perception using several research subjects. Yana's research focuses on students' perceptions on the use of code switching. Subsequently, Nur 'Ain and friends carried out research on the perceptions of ESL learners in Malaysia regarding the use of code switching. This studies used a quantitative design and 80 learners from secondary leve as a participant. The aims of this study are to investigated their perceptions of the usage and functions of CS for ESL learners in English classroom. They suggest further researchers to explore the viewpoints of teachers and students regarding the use of code switching in qualitative research. Therefore, this study explores the perspectives of teachers and students regarding the use of code switching in bilingual schools, especially in Indonesia. This study aims to fill that gap by conducting an in-depth examination of the topic. Thus, this research findings are expected as a recommendation for teachers to apply this strategy as part of the learning process, and students can apply it to improve their understanding of the material and instructions offered by the teacher.

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B. **Research Questions**

The problem of research can be formulated as the following inquiries, which stem from the background of the study:

1. What are the student's perspectives on the use of Code Switching in Indonesian ELT Context?

2. What are the teacher's perspectives on the use of Code Switching in Indonesian ELT Context?

C. **Objectives of Study**

Building upon the research problem discussed earlier, the objectives of this study are as follows:

1. The researcher intends to explores the students' perspectives regarding the utilization of code-switching.

2. The researcher aims to explores teachers' perspective about the use of code switching.

D. **Significances of Study**

After investigating students' and teachers' perspectives on code switching practise, the researchers suggest that the findings can be useful in contributing to English language teaching in these ways:

1. **For Teacher:** The results of this research may be applied by teachers to enrich communication with students during classroom instructions. It, in

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turn, can help students improve their English comprehension by boosting their understanding of teacher instructions, encouraging active participation in learning activities, and creating a supportive learning environment. However, when deciding on the level of code-switching use, teachers must evaluate their individual learning objectives.

2. **For Student:** The researcher hopes that the findings from this study will enhance students' knowledge of English by utilizing code switching in ELT. The Code Switching approach is suitable for use in beginner classes, such as in formal schools in grade 7, where students have different levels of English proficiency. It aids students in comprehending the teacher's instructions, elucidating the provided material, and grasping the meaning of newly introduced vocabulary.

3. **For Future researchers:** The researcher's hope the findings of this study are used as a benchmark for researchers in the future. examining the same topic from various perspectives, such as investigating how students' code-switching affects their self-assurance during English language learning presentations.

E.   **Scopes and Limitations of the Study**

The aim of this study is explore the viewpoints of students' and teachers on the usage ofcode switching in English language teaching (ELT) specifically at a bilingual Junior High School among seventh-grade students. The data for this research is limited to two teachers and fifty-nine students who are in their first year of Junior High School. The data

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collection process involves conducting interviews and distributing questionnaires.The research focuses on two main research questions. The first question revolves around the students' perspective regarding the utilisation of codeswitching. To analyze the data related to this question, the researcher emphasizes the viewpoints expressed by the students. A questionnaire is employed as the data collection method. On the other hand, the second research questions pertains to the teachers' perspective on the use of code switching. In order to deeply understand their viewpoints, the researcher conducted interviews with teachers.

F. **Definition of Keyterms**

In order to assist readers comprehend the study's contents, the researcher presents the definition of kry terminology used in this stusy. The researcher elaborates on and clarifies the meanings of the following key terms.

1. **Perspectives**

The point of view of an issue that arises or a certain viewpoint utilized in perceiving a phenomenon is referred to as perspective.[15] The definition of perspective in this research refers to English teachers and students' views about the uses of codeswitching in ELT classes. When perceiving and comprehending a phenomenon, perspective refers to a

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[15] Martono, N. (2014). Sosiologi Perubahan Sosial Edisi Revisi.

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particular viewpoint or point of view. Perspective is essential in developing knowledge and interpretation of various topics and issues, as well as in viewing a situation from different points of view. Each individual perceives an object in their own way. Each of these perspectives can create opinions about various objects.[16] In this study, students' perspectives refer to their knowledge of the usage of CS in ELT class. This may assist students by enhancing their comprehension of the English language.

Once students possess a grasp of the concept of code-switching and its application in the language learning process, they can effectively manage switching between languages, express meaning appropriately, and develop a deeper understanding of sentence structure in English. Teachers can create a more inclusive and engaging learning environment that fosters effective language competency and reinforces student achievement in English as a second language (ELT) classrooms by admitting and considering students' viewpoints on code switching.

2. **Code Switching**

The term "code switching" indicates communicating in more than one language or variety.[17] Code switching describes the act of an individual transitioning or altering their language or code during speech, adapting to factors such as the situation, audience, topic, and other contextual

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[16] Pengertian Perspektif atau Sudut Pandang.(2019).

[17] Fithrah, A. A. (2017). (Thesis) "The Use of Code Switching and Code Mixing in the Teaching and Learning Process at UIN Raden Intan Lampung".

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considerations.[18] In this study, codeswitching defined as a technique that can be applied by a teacher to switch or change from one language (English) to another (Bahasa) language within the same conversation or instruction in English class.

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[18] Ugot, M. (2008). "Language choice, code-switching and code mixing in Biase." *Global Journal of Humanities*, 8 (2). 29

CHAPTER II

RELATED OF LITERATURE REVIEW

This part of the chapter determines several issues and theories relating to students' and teachers' perspectives on code-switching use during English teaching. There are two parts in this chapter. Some theories are presented to address the researchs questions discussed in this studys, along with a review of previous studies on this topic..

A. Theoretical of Framework

This section provides an explanation of definition of perspective, explores the point of view of students and teacher, defines codeswitching, and discusses various functions of code switching as described by certain theories.

1. Definition of Perspective

Every individual has their own viewpoint on things. Perspective is a point of view and a way of acting in response to a problem, an experience, or an activity.[19] As Joel M Charon claims, a perspective is defined as a conceptual framework that consists of assumptions, values, ideas. It shapes an individual's perception and has a subsequent impact on their actions in specific situations.[20] Perspective, based on Robbins and Judge, is the individual process by which people utilize their senses to understand and interpret their environment, which ultimately provides meaning to them.

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[19] Sumaatmadja dan Winardit. (1999). *Perspektif Global.* Jakarta:UT,

[20] Charon, J. M. (2012). *Ten questions: A sociological perspective*. Cengage Learning.

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They argue that people's view of reality affects their behaviour. Thus, what people think has an impact on their perceptions.[21] Meanwhile, Sudarsono states that perspective refers to the capability to react, analyse, perceive, and interact with other processes to recall and recognize something by organizing observations acquired by their senses.[22] It implies that one's ability to comprehend others influences one's perspective.

Based on the theories stated above, it can be concluded that perspective is the way individuals perceive and comprehend things, forming their thoughts and beliefs. Another viewpoint refers to how people think, feel, and make decisions and act in different situations they encounter or experience.

2. Students' and Teachers' Perspective

Students are the primary and most important asset in the teaching and learning process. Although teachers provide an important role in knowledge transmission, their capacity to teach successfully is totally dependent on the presence of students. As Sidhu states, student perspectives are the way students examine a situation occurring in the context of classroom learning and provide input, in the form of arguments or recommendations, to the instructor or other students in an effort to enhance that learning.[23] To summarise, understanding students' perspectives on

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[21] Robbins, S., et.al., (2013). *"Organisational behaviour"*. Pearson Higher Education AU.

[22] Sudarsono. *Kamus Konseling"*. (1997). Jakarta. PT Rineka Cipta.

[23] Sidhu, Gurnam Kaur, 2003. *"Literature in the language classrooms: Seeing through the eyes of learners"*. In: Thanakumaran & Edwin Malachi (Eds.). Teaching of literature in ESL/EFL context. Pp.88-110.

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teachers' use of code-switching is important. These viewpoints have a direct impact on students' propensity to actively participate in code-switching during their learning process. Another perspective that focuses on this research are students' views, their understanding, their effect and response towards the utilization of CodeSwitching by the teacher in English Language teaching (ELT) classes.

A Teacher can be described as an individual who imparts their professional knowledge and expertise with their pupils. Additionally, teachers are responsible for cultivating moral values within themselves and play a significant part in molding the character of their students. As Raharjo suggests, teachers fulfil this role by engaging in diverse interactions with students, both within and outside the realm of teaching and learning activities.[24] The statement by Victore and Brown reinforces the notion that teachers' perspectives align with the "ideal" communicative classroom, where students engage in meaningful discussions, accomplish authentic tasks, and utilize computer-based technology, use language outside the classroom, gain exposure to cultures within the classroom, and work in groups or pairs.[25]

In summary, considering the viewpoints shared earlier, it becomes evident that the teacher's perspective holds significant significance within

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[24] Arif Nur Muhammad. (2019). " *Kajian Fenomena Perspektif Guru Terhadap Kurikulum kuttab AlFatih Semarang*" (Skripsi, Universitas Negeri Semarang): 20.

[25] Brown, L. V. (2009). A Comparison of Students' and Teachers' Views on Effective Foreign Language Teaching: Examining Different Perspectives. Modern Language Journal, 93(1), 46-60.

http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/ http://digilib.uinsa.ac.id/

the learning process. The perspective that was needed in this research covered teachers' views, effectiveness, impact to the students' response, attracting students' attention, and advantages or disadvantages of the use of codeswitching in Indonesia ELT context.

3. Definition of Code Switching

The term "Code Switching" denotes the act of switching between two or more languages, language varieties, or speaking styles. Commonly, code-switching occurs when a person switches or changes dialect during a conversation. As stated by Richard Skiba, code-switching can be utilized as a teaching strategy in foreign or second language classes. This approach facilitates language learning by grouping students in pairs and encouraging them to switch between languages at specific moments during their conversations.[26] Moreover, teachers can begin the class with one language and afterwards switch to another, requiring their students to listen closely and comprehend both languages that have been delivered. Equally, in Meng and Wang's study, it was mentioned that teacher language as defined by Karen E. Johnson relates to the language used by the teacher during English language instruction, especially the target language of the students. This aspect of teaching is very important as it serves as a means for instructional forms and methods, and is an integral component of the language learning

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[26] Offiong, Bassey A Okon, "Code Switching as a Countenance of Language Interference: The Case of the Efik Bilingual", *International Journal of Asian Social Science*, 3.4 (2013), 890.

9

environment for students. [27] In this case, teachers have the flexibility to adapt their language usage according to their preferences, aiming to establish an effective learning environment for their students.

Additionally, as stated by Abd. Muin Code-switching can exist among Indonesian and local languages, or between Indonesian and a foreign language (English), or less rarely both local languages and foreign languages. [28] Realizing that English is not the primary language used in Indonesia, instead it is a second language, it can be said that code switching is extremely important when learning the language. Thus, it is not unexpected that many students still utilize their native tongue dialect when using English in conversation. Students' English language abilities can be improved by using this strategy during the learning process.

Mercy Ugot stated that code-switching arises while speakers move between different languages or dialects. [29] In a nutshell, the teachers can utilize another language to make the students understand. Its similar functions with code mixing, Essein described as language phenomena which the two codes or languages are utilized for same messages or communication. In other words, the utilization of codeswitching and codemixing in a bilingual classess are also highly essential because the background of the learners is different and the teacher possesses various

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[27] Xuemei Meng - XuesongWang, "ActionStudyof Teacher's Language on EFL Classroom Interaction", *Theory and Practice in Language Studies*, 1.1 (2011), 98–104.

[28] Abd. Muin, 'Teaching English by Using Code Switching in the Classroom', 6.2 (2011), 26–34.

[29] Mercy Ugot. (2008). "Language choice, code-switching and code mixing in Biase". *Global Journal of Humanities*, 8 (2). 29

techniques during the instructional process. The shifting processes of one linguistic code (language or dialect) to another, in accordance with the social setting or context of conversation is referred to as code-switching. It is also applicable to the process of communication and language teaching strategies. As Fithrah points out, Code-switching is a method wherein multiple languages or language varieties are utilized interchangeably within a single conversations.[30] In conclusion, code switching can be implemented in teaching especially, when teachers explain the material then switch between languages to ensure students' comprehension.

4. **Functions of Code Switching**

As Olcay Sert has indicated, teacher's code switching functions an EFL class are enlisted as: topic switching, affective function, and repetition function. [31] In the case of topic switching, the teacher adjusts to their language depending on the topic discussed. This is commonly practised while teaching grammatical lessons, as it draws pupils attentions to the new knowledge. Affectivefunctions that distribute emotional expression. Code switching utilized by the teacher in order to build a sense of connection and close relations between teacher and students. In this context, it is feasible to conclude that the contribution of code-switching is essential for establishing a conducive language environment within the classroom.

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[30] FA Ansar. (2017). "Code switching and code mixing in the teaching-learning process". *English Education: Jurnal Tadris Bahasa Inggris*, 10 (1). 31.

[31] Olcay Sert, (2005). The Functions of Code Switching in ELT. *The Internet TESL Journal*, 11 (8). 2-4

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Repetitive functions. In this instance, the teacher may utilize code-switching to simplify understandable words and emphasize the significance of the foreign language content. It fosters greater comprehension. As pointed out by Shafi, Sidra, Syeda, and Rehman, code-switching can be used strategically during learning activities to clarify word meanings, provide examples, and reinforce understanding, thus promoting effective vocabulary acquisition.[32]. In brief, code switching can be a beneficial tool for teachers to model and illustrate language use, thereby supporting students in developing their grasp of English.

On the other hand, according to Eldridge the code-switching functions of students are classified into four types: equivalence, floor-holding, reiteration, and conflict control. The first is equivalence, which enables learners to interact with one another without gaps due to individual students' inability. Second is Floor-holding, it can be applied while students are unable to recall a word, they might be using their mother tongue to overcome the communication gap. The third, Reiteration can assist the student to increase their proficiency in the language they are currently learning. Lastly, Conflict control can be used to avoid misunderstandings. When a child does not convey the right message in communication.[33] As the preceding functions indicate, this technique is commonly utilized not only

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[32] Shafi'i. "The Advantages of Code-Switching in the Language Learning Classroom at the University of Education Lahore". International Research Journal of Management, IT and Social Sciences, (2020), 7(1), 230.

[33] Eldridge, J. (1996). The Use of Code-Switching in a Secondary School Setting in Turkey. ELT Journal, 50(4), 303-311.

in social communities but also in classroom settings. In this case, it can also be applied in learning methods. The teacher can use more than one method for the learning process through the transfer of methods.

B. Review of Previous Studies

Numerous studies havebeen carried out by various researchs and relevant to this study. One of the studies by Wafa'A Hazaymeh investigated teachers' perceptions regarding the function of code-switching and their impacts in the EFL classroom. [34] This study focused on forty-six EFL teachers who taught in thirteen public and private Al-Ain schools. The data was obtained from survey questionnaires and an online interview. According to research findings, the majority of teachers concurred that code switching was appropriate to employ in ELT and learning in their classes.

Studies by Putu Andre Sastra and Kadek Yunita Adriyanti investigated how English teachers thought about and educated young EFL students through code switching. [35] Five English teachers at SD Lab Undiksha, who teach students in this school's first through sixth grades in English, are the focus of the study. Questionnaires were utilized to compile data, and the interviews were carried out to better clarify and support the findings. The result of the research found that teachers frequently code-

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[34] Wafa'a Hazaymeh..How Teachers View the Functions and Impacts of Code-Switching in the English as a Foreign Language Classroom. European Journal of Educational Research, 11(3), (2022) 1839.

[35] PAS Sastra., & K.Y. Adriyanti, English Teachers' Perception and Strategies Towards the Use of Code-Switching in Teaching EFL Young Learners. *Acitya: Journal of Teaching and Education*, (2022). *4*(1), 25-39.

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switch when they introduce or pronounce new or tough English language to students. This is accomplished by inserting English or Indonesian words in between their utterances.

In another one, a study by Diah Yovita Suryarini explored teachers perspective on the utilization of CS in English as a foreign language class.[36] Data were primarily gathered via interviews with five English teachers. Based on findings, this research demonstrated that teachers code-switched as the institution permitted by using of codesswitching in class. Nonetheless, teachers are limited in their use of code-switching and it can be applied when language rules need to be explained, and also when the teacher gives instructions to the students to prevent misunderstandings.

Yana, Imam Fauzan, and Nugraha conducted another study to find out how students thought about code switching in English classes.[37] 36 students in the 10th grade at the Vocational High School in Cimahi participated as the study's subjects, but only 9 of them participated in an interview session with three low achievers, three middle achievers, and three high achievers. Interviews and questionnaires served as the instruments. The research findings identified that: (1) Students had a positive perception of codeswitching use in EFL classes; (2) Students had benefited from the usage of EFL codeswitching in variety of ways, such as

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[36] DY Suryarini. The Use of Code-Switching in English as A Foreign Language Classroom in a Teacher's Perspective. *Jurnal Basicedu*, (2022). *6*(5), 8458-8465.

[37] Yana and Imam Fauzan Nugraha, 'Students' Perception on the Use of Code-Switching in English Classroom', *PROJECT (Professional Journal of English Education)*, 2.2 (2019), 167.

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being able to comprehend the material quite rapidly, increasing their vocab, learning the language faster, and understanding every sentence in English to ease.

While a study by Nur 'Ain Elias, et.al., examined the perceptions of ESL learners towards code-switching in English classes.[38] This study was carried out on 80 learners using a quantitative method with a questionnaire as an instrument to investigate how they view the value of CS in teaching English to non-native speakers. The results of this studys suggest that this technique aids students' English comprehension. In addition, the research demonstrated that students viewed code-switching favorably while learning English.

Meanwhile, Daniel Murdani studied code switching in English teaching among third grade students of SMP Karitas Ngaglik. The study's aims were to analyse the various types of code switching, including reasons of their use, and their impacts on English language instruction. The third graders at SMP Karitas Ngaglik are the focus of this study's second semester. Interviews, observation sheets, and questionnaires used as the research instruments. The research showed that using students benefit from code switching in the classroom because it helps them better understand what the teacher is saying. Additionally, code switching helps in English language acquisition by students, who are also required to be able to recall new words to enhance their mastery of vocabulary.

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[38] Norzaidi, A. I., et,al.. (2022). ESL Learners' Perceptions of Code-Switching in the English Language Classroom. *International Journal of Asian Social Science*, *12*(5), 158-168.

On the other hand, studies undertaken by Indriani Syarif in the academic years 2016–2017 entitled CodeMix and CodeSwitch in teaching and learning interactions at SMAN 2 Takalar (A Qualitative Descriptive Researchs). The point of this study was to described the various types of codemixing and codeswitching techniques used by English teachers in their interactions with students. at SMA Negeri 2 Takalar. The data were gathered by taking field notes that could be utilized to support the data recording then by documenting the language employed by English teachers during classroom interactions. The studies found codeswitching and codemixing are not prohibited in daily conversation; rather, it is caused by the fact that bilingual people are those who are fluent in more than one language.

Unlike the previous above that focused on examining the usage of code-switching in EFL classes, this study includes attitudes and perceptions, this research aimed to delve into the attitudes and viewpoints of not only teachers but also students concerning the use of code-switching in EFL classrooms[39]. Mixed methods research was used in this study (explanatory sequential design). This study's participants were two teachers and forty pupils. Questionnaires and semi-structured interview were utilized to gain data. Based on the results obtained from the interviews with teachers, it was found that within certain circumstances and for particular purposes, they employed code-switching. They highlighted the significance of maximizing

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[39] Patmasari, A., & Kamaruddin, A. (2022). *"An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions"*.

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opportunities to speak English in (EFL) classroom, given that English is the target language.

All the previous studies showed that by using code switching in ELT can increase students' understanding of the teacher's explanation about material and instruction. Besides, code switching can help students in learning English and expected students can memorize any vocabulary to enrich their vocabulary mastery.

Several studies have been undertaken based on earlier research regarding teacher, student perceptions, use, and analysis of code-switching in the English classroom. For example, Wafa'a, Putu Andre, and Diah Yovita conducted research on teacher perception using several research subjects. Yana's research focuses on students' perceptions on the use of code switching. Subsequently, Nur 'Ain and friends carried out research on the perceptions of ESL learners in Malaysia regarding the use of code switching. But nonetheless, there has been no previous research that investigates in depth the perspectives of teachers and students regarding the use of code switching in bilingual schools, especially in the context of Indonesia. Thus, this study aims to fill that gap by conducting an in-depth examination of the topic.

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CHAPTER III

RESEARCH METHOD

This chapter of the study describes the procedures that were followed. It includes the study's blueprint, participants, data sources, data gathering methods, tools, and analysis procedures.

A.   Research Design

This research uses qualitative study to determine the results of these research questions. Descriptive qualitative research methods are utilized by the researcher to conduct the research. As stated by Creswell, Qualitative research studies real-world situations that describe people's thoughts and perspectives by providing insight into extant conditions and striving to utilize various evidence rather than providing a reference.[40] To summarize, qualitative research can be utilized to explore the perspective or viewpoint of an interviewee or participant in a specific context. Based on a research question, the researcher used this design to explore more detailed and in-depth information about the perspective of students and teachers' on using code switching in ELT.

Nonetheless, Jack R. and Norman E. claimed studies that examine the quality of a relationship, an activity, circumstance, or material are

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[40] Creswell, J. W. (2012). Educational research: planning. *Conducting, and evaluating*, *260*(1),

generally referred to as qualitative research. [41] Similarly, as Creswell argues qualitative research is an approach to investigate and comprehend the interpretation of social or human problems by individuals or communities. A research process containing the formulation of questions and procedures, proceeding from specifics to broad themes, and creating conclusions regarding the data's meaning. The writing structure of the final written report is flexible.[42]

While gathering data for qualitative research, more details are provided in the form of written words or illustrations rather than numerical figures. The researcher concludes based on several of the preceding explanations of qualitative methodology are developments in a problem or social event. Using the qualitative research method, researcher describes the results of the study that is being conducted. Likewise, this research aims to determine the perspective of teachers' and students' concerning the use of code switching in Indonesian ELT context. With specific aim the researcher wants to describe the views of educators and learners about the utilization of code switching in ELT.

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[41] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). "*How to design and evaluate research in education*". New York: McGraw-hill.

[42] Creswell, J. W. "*Educational research: Planning, conducting, and evaluating*". W. Ross MacDonald School Resource Services Library. (2013).

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B. Subject of Research

This study's research subjects comprise grade 7 students and bilingual junior high school teachers. which use code switching in English Language Teaching. This study involves two teacher's and fifty nine students'. Teachers who participated in this study were those who had utilised code-switching in the learning process, and students who became responders were those who had been taught by the instructor and had used code-switching. The location of this study was conducted in SMP Bilingual Terpadu Krian. This study focuses on a bilingual school that utilises two foreign languages (English and Arabic) in daily communication. Each student possesses a diverse background, particularly the first-year student who is unfamiliar with the language spoken because it is not their native tongue. This is a consideration wherein teachers' and students' viewpoints on code-switching in the learning process can be used as one of the techniques that can be utilised as a reference for teachers to develop English teaching methods, especially in a bilingual school environment.

C. Data and Sources of Data

In this investigation, we are collecting information from both educators and learners about their experiences with code-switching in the context of learning and speaking English. The researcher exploring students perspectives using a questionnaire to learn their thoughts on code-switching

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in the classroom. English educators are also being interviewed to gain perspective on the research topics and provide answers.

The data needed in this study are questionnaires and interviews to gather the data from students and teachers. The source data are obtained from Students and Teachers in Bilingual Junior high School.

D. Data Collection Technique

During the research process, various methods were employed to compile data, including the use of questionnairess and conducting interviewees. The researcher obtained the data by using an interview by using open-ended questions. Interviewers frequently use open-ended questions rather than lead questions. Open-ended questions indicate the topics to be investigated without instructing the participant on how to investigate it according to Jack R and Norman E.[43] Moreover, As Creswell points out, an open-ended response to a question allows participants to generate options in their response.[44] These questions are mainly asked through this instrument, the researcher obtains data from teachers' perspectives on code switching use in ELT classroom. First, the researcher formulates some general questions that participants can answer. However,

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[43] Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (Vol. 7, p. 429). New York: McGraw-hill.

[44] John Cresswell. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.

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questions often develop and change during data collection. After the English lesson, the interview was held in the teacher's room.

Prior to the interview, the researcher prepared an aid tool in the form of an audio recording, which was utilized to record the interview results from the teachers. The researcher posed several questions that have been prepared previously. Then, the results of the interview were collected by the researcher. In this study, the participants consist of two English teachers who teach in seven classes at a bilingual junior high school.. Interviews were conducted in June 2023.

Furthermore, the researcher distributed questionnaires to the students to carried out their perspectives on the usage of code-switching in ELT classes. The questionnaires were distributed to 59 students in two classes who were still in grade 7, but in different classes. The distribution of these questionnaires was adjusted to the class of students taught by the 2 teachers in the interview session. The researcher handed out the questionnaires and provided how to fill out the questionnaires that had been provided and waited for all the participants to complete the questionnaires. The data collection process using this questionnaire was carried out at the end of the English class with the teacher's permission.

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E. Research Instrument

In this study, data is gathered using several instruments below:

1. Interview Guideline

The first tool to be utilized in this research is an interview. It is one of the methods for gathering more detailed information or data from research participants. The teacher serves as the subject and object of an interview with the researcher. The interview section's aim is to gather data for the first questions of research. The interview guideline in this study includes numerous questions about instructors' perspectives on code-switching in the classroom as it relates to English language instruction in Indonesia. Questions to be asked include those about teachers' perspectives on code-switching in the EFL classes, as well as students' perceptions of teachers' use of code-switching and teachers' reasons for using code-switching. Interview questionnaire adapted from Johanssons and modified by the researcher.[45] Furthermore, the researcher uses audio recording in addition to developing the interview guideline. When processing data, audio recording also contributes to the process. Researchers transcribed the outcomes of interviews that have been done. Using the audio recording, researchers can complement data that may have been missed or not met.

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[45] Johansson, S."*Code-Switching in the English Classroom: What Teachers Do and What Their Students Wish They Did''* (Master's thesis, Karlstads Universitet, 2013).

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2. Questionnaire

Another instrument that researchers utiliseed in this study is a questionnaires. A questionnaire is a set of written questions aimed at gathering information from participants in order to find something relevant according to previous experience and knowledge.[46] Researchers used the instrument before doing an interview section. The questionnaire needed to explores students' perspectives on the use of code switching in ELT classrooms. The instrument's aim is to obtain the answer for the second question of research. The questionnaire that utilized in this study has nine questions that provided perspective the use of codeswitching in the context of ELT Indonesian. The questionnaire was adapted from Yana and Imam Fauzan, and modified by the researcher.[47]. The questionnaire comprises two sections with a total of 9 questions. The first section consists of 5 questions and aims to gather students' perspectives on teachers' utilization of CS in EFL classes. Second section comprises 4 questions and aims to investigate the impact of teachers' code-switching on students in the EFL classroom. Students were required to choose their answers from a five-point Likert scale, ranging from "strongly agree" to "strongly disagree". Their responses were based on real-life experiences and personal viewpoints regarding the use of

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[46] Creswell, J. W. (2013). *Educational research: Planning, conducting, and evaluating*. W. Ross MacDonald School Resource Services Library. Page 213.

[47] Yana, Y., & Nugraha, I. F. (2019). Students Perception On The Use Of Code-Switching In English Classroom. *Project (Professional Journal of English Education)*, *2*(2), 167-174.

code-switching by teachers in English classes, which could have both positive and negative implications.

F. Data Analysis Technique

Analyse refers to processing, organizing, resolving, and finding data. The techniques of data analysis are a process of gathering data systematically to facilitate researchers in obtaining the conclusion. All data that the researcher obtained are presented in the form of description. To get the finding of question one, researchers used interviews to determine teachers' perspectives on the use of CS. Interviews were conducted with teachers to explore more detailed information. For data analysis the researchers organize data from the result of interview session, then transcribing and coding the data.

In qualitative research, proper organization of data is considered crucial due to the substantial volume of information collected throughout the study, as emphasized by Creswell.[48] During this phase,the researcher analyses the data by organizing data, because the data obtained is still in a wide range. The next step the researcher analyses the data with transcribing data. Subsequently, the researcher converts the data into a computer file by transcribing and typing it, in preparation for analysis. Transcription, as defined by John W Creswell, is the processof translating audiotape recordingsor field notes into textdata.[49] The

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[48] Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Pearson Education, Inc.

[49] *Ibid.*

collected data obtained from the interview sessions were analysed, and subsequently, the researcher proceeded to code the data. The collected data was then subjected to coding by the researcher. As per Creswell, coding involves the task of dividing and labelling text into distinct segments based on descriptions and overarching themes found within data. [50] In this stage, the data thathasbeen obtained can be labelled and categorized in a more specific theme. By analysing the data, researchers can process the data that has been obtained.

The researcher utilized a questionnaire to gather data related to second research questions, which aims to answer student perspectives on the uses of codeswitching in ELT classes. The researcher utilized analysis data techniques for the questionnaire proposed by Matthew and Michael Huberman to analyse the study's data. They identified four data analysis steps: data reduction, data display, conclusion drawing/verification, and conclusion drawing/verification. Here, these will be explained in more details:

1. Data Collection

Collection of data relates to the process of obtaining the data at the study location including questionnaires using appropriate techniques to obtain research data. Researchers obtain data at this stage by distributing questionnaires to students. Following the collection of data, the researchers conducted the coding step, in which the data obtained will be specified on several themes. This will be

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[50] *Ibid.*

done in order to make data analysis easier for researchers. This will be done to facilitate data analysis for researchers.

2. Data Reduction

Based on Miles & Huberman, the processes of selecting, clarifying, simplifying, separating, then altering data that is presented in the form of descriptions or narrative text is referred to as data reduction.[51] The researcher can use data reduction to organize the obtained questionnaire data and delete irrelevant data in order to get a final conclusion.

3. Data Display

At this stage, the data that has been obtained will be sorted and displayed. Miles and Huberman believe that better data display, including various types of matrices, graphs, networks, and charts, is an essential part of accomplishing valid qualitative analysis. In this process, data will be presented and analysed. Researchers will display and compile the results of the questionnaire that have been collected, as well as describe and analyse these data.

4. Conclusion Drawn / Verification

By the end of the whole process, the researcher will deduce the data. Thus, all questionnaire data that has been processed will be described and then interpreted to obtain the conclusion of the study.

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[51] Matthew B, M., Saldaña, J & Huberman, A. M. (2018). *Qualitative data analysis: A methods sourcebook.* Sage publications.

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G. Trustworthiness

The researcher utilized a triangulation approach to gain the trust. According to Moleong, triangulation is a data checking approach that uses everything outside the data to double-check or compare it with the data that has been gathered.[52] Data triangulation means the use of several instruments in the same research setting. Researchers will gather data for this study using several instruments including interviews and questionnaires. In this study, triangulation entails combining data from interviews and questionnaires into one finding to eliminate bias in data collecting.

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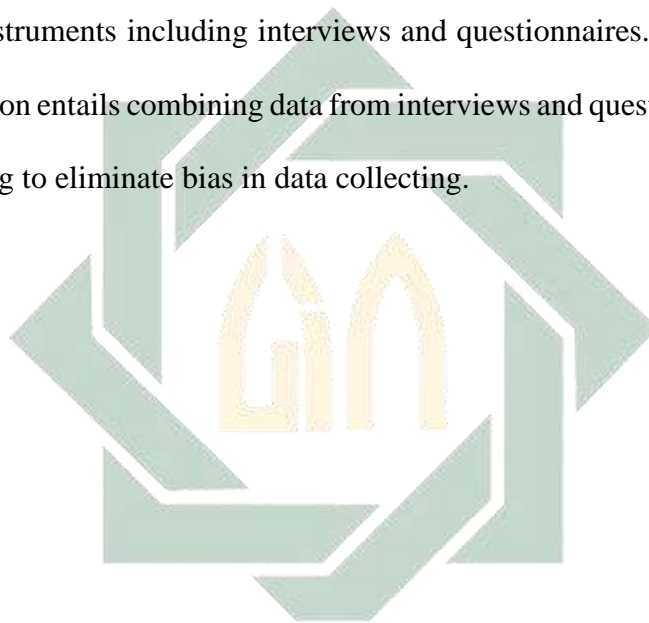
[52] Moleong, L. (2010). Research Methods. Jakarta: Rineka Cipta.

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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This section offers the study's findings, answering research questions about how code switching is recognized by educators and their learners. The results are divided into two sections: the findings, which described the finding and the discussion, which analyses these results in relation with the theoretical framework presented in the preceding chapter. Various research instruments were utilized to gather the data, including interviews and questionnaires.

A. **Findings**

Within this section, the researcher conducts an analysis and discussion of the findings. Both questionnaires and in-person interviews were used to compile this study's results. Questionnaires are utilized to investigate the students' perspectives on code switching, while interviews are conducted to explore the teachers' viewpoints on code switching.

1. **The Students Perspectives on the use of CodeSwitching**

Aside from conducting interviews, questionnaires were utilized as another research instrument in this study. The questionnaire was administered prior to the interview section to gather valuable insights into students' viewpoints on the use of code switching in the English language teaching (ELT) classroom. This instrument specifically aimed to address the second research question and consisted of nine questions that sought

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participants' perspectives on code switching within the context of ELT in Indonesia. This questionnaire is adapted from Yana and Imam Fauzan, and modified by the researcher.[53]. The students are requested to indicate their responses using a five-point Likert scale, ranging from "strongly agree" to "disagree." Their answers were derived from personal experiences and individual perspectives, which may vary between positive and negative. The following presents the outcomes of the questionnaire:

a. The Use of Code Switching in the English Learning Process

Based on the questionnaires distributed to students, the researcher collected results that showed students' views onthe use of code-switching in the learning process were explored.

Table 4.1 The Results of the Questionnaire on the use of Code Switching in the English Learning Process

No.	Statement	SA	A	N	D	SD
1.	Students believe that using full English in class enhances their learning.	(5.1%) 3	(35.6%) 21	(54.2%) 32	(5.1%) 3	(0.0%) 0
2.	Using Indonesian by the teacher helps students understand English in class.	(15.3%) 9	(47.5%) 28	(28.8%) 17	(6.8%) 4	(1.7%) 1
3.	Code switching by teachers aids in understanding English lessons in class.	(32.2%) 19	(61.0%) 36	(6.8%) 4	(0.0%) 0	(0.0%) 0

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[53] Yana, Y., & Nugraha, I. F. (2019). Students Perception On The Use Of Code-Switching In English Classroom. *Project (Professional Journal of English Education)*, 2(2), 167-174.

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4.	Code switching used by teachers helps students better understand instructions.	(33.9%) 20	(54.2%) 32	(11.9%) 7	(0.0%) 0	(0.0%) 0
5.	Code switching assists students become fluent in English communication with others in the classroom.	(11.9%) 7	(47.5%) 28	(40.7%) 24	(0.0%) 0	(0.0%) 0

The data presented in Table 4.1 reveals that students hold diverse viewpoints concerning the utilization of full English and code-switching by teachers in English classes. Regarding the use of full English, only a small percentage (5.1%) strongly agree that it helps them learn the language, while a larger portion (35.6%) believe that using Indonesian is beneficial for their learning. The majority of students (54.2%) maintain a neutral attitude towards code-switching, with only a few expressing disagreements.

In relation to the second statement, there is agreement among around 15.3% of students and almost half (47.5%) that using Indonesian in English classrooms aids their understanding of subject matter; however, some students (6.8%) disagree with this claim. Furthermore, from the third statement, approximately one-third of students (32.2%) strongly agree and a majority (61.0%) also agree that code-switching from English to Bahasa Indonesia helps them comprehend English lessons without any disagreement expressed. The fourth statement reveals significant support for code-switching from English to Bahasa Indonesia when giving

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instructions: 33.9% strongly agreed and 54.2% agreed without any disagreements expressed by students overall. In relation to the fifth statement specifically addressing comprehension of instructions through code-switching from English to Indonesian, around 11.9% strongly agreed and nearly half (47,5%) agreed; however, many remained neutral on this matter.

In conclusion, the findings indicate that students have differing opinions on language usage in class instruction methods, including full English or code-switching to Bahasa Indonesia. Nevertheless, it can be deduced that the inclusion of Indonesian or code-switching in the instructional process yields a favorable outcome in enhancing learners' comprehension and understanding. Despite mixed perspectives, many students find value in these approaches for enhancing their learning experience during instruction.

b. The Effect of CodeSwitching on Students English comprehension.

The researcher compiled data through questionnaires that were distributed to the students, revealing the ongoing impact of code switching on students' English comprehension.

Table 4.2 The Results of the Questionnaire on the effect of Code Switching on Students' English comprehension.

No.	Statement	SA	A	N	D	SD
6.	Code switching aids students grasp	(30.5%) 18	(57.6%) 34	(10.2%) 6	(1.7%) 1	(0.0%) 0

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	the meaning of each sentence provided by the teacher.				
7.	Using Code Switching boosts and increases your English learning.	(23.7%) 14	(55.9%) 33	(20.3%) 12	(0.0%) 0	(0.0%) 0
8.	The teacher's use of Code Switching confuses students in learning English.	(0.0%) 0	(0.0%) 0	(6.8%) 4	(67.8%) 40	(25.4%) 15
9.	The teacher's use of code switching makes it easier for you to learn the new language.	(25.4%) 15	(74.6%) 44	(0.0%) 0	(0.0%) 0	(0.0%) 0

Based on the data, a significant portion of students (30.5%) strongly agreed and the majority (57.6%) agreed that using Code switching helped them understand each sentence explained by the teacher. Only a small percentage (10.2%) were neutral, and 1.7% disagreed with this approach. Regarding understanding English lessons faster, almost a quarter of students (23.7%) strongly agreed and the majority (55.9%) agreed that using Code switching by teachers facilitated their comprehension. A considerable number of students (20.3%) remained neutral on this matter. There were no students who expressed strong agreement or agreement that using Code Switching confused them in learning English; instead, the majority

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disagreed (67.8%), while a significant proportion strongly disagreed (25.4%). Only (6.8%) of students were neutral in their opinion.

In terms of understanding new vocabulary, a large majority of students (74. 6%) agreed and a quarter strongly agreed that when teachers used Code switching, it made it easier for them to comprehend new words. Overall, the code-switching technique was seen as useful and effective in improving understanding of sentences, accelerating language acquisition, aiding or remaining neutral in the learning process, and expanding vocabulary knowledge among most students.

2. The Teachers' Perspectives onthe Use of Code Switching

The aim of the interview section is to gather data for the initial research questions. Within this study, the interview guide encompasses several questions concerning teachers' viewpoints on the utilization of codeswitching within the context of (ELT) in Indonesia. The researcher poses a total of 8 primary questions to the teachers. The list of questions includes inquiries about their overall perspectives on code switching, the reasons behind their employment of code switching, as well as students' viewpoints on code switching in the English as a Foreign Language (EFL) classroom. This incorporates their perceptions of teachers' utilization of code switching and the motivations behind teachers' implementation of code switching. The list of interview questions originally developed by

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Johansson, undergoes modifications by the researcher.[54] In addition, the researcher uses audio recording in addition to developing the interview guideline. When processing data, audio recording also contributes to the process. Researchers transcribe the outcomes of interviews that have been conducted.

a. Teacher perspectives on the use of Code Switching.

The teacher had positive perspectives on the use of Code Switching. The interviews with Teachers 1 and 2 provided insight into their perspectives on the use of CS in their class. Teacher 1 claims to utilize code swapping infrequently but Teacher 2 frequently does so in class while teacher 2 uses code switching in the learning process at certain times, such as when explaining material and clarifying teacher instructions. It was proved from interview with **Teacher 1**, she said that:

> "*In the learning process I almost or rarely use Indonesian, so I make it a habit for students to listen to what I say in full English*".[55]

However, **Teacher 2** said that:

> "*At the beginning of the meeting session, from greetings, ice breaking, introduction to my material using full English. Then if I have entered the material, I don't use full English, I switch to Indonesian, where they understand better what I am conveying. Then I usually clarify my instruction by using code switching*" [56]

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[54] Johansson, S. (2014). Code-switching in the English classroom: What teachers do and what their students wish they did.

[55] Interview, Teacher 1, SMP Bilingual Terpadu Krian.2023

[56] Interview, Teacher 2, SMP Bilingual Terpadu Krian 2023

Furthermore, The interview section revealed teachers' perspectives on code-switching in the learning process. Teachers emphasized the effectiveness of codeswitching as a tool for language learning, particularly in the context of English as a foreign language and the Islamic boarding school's requirement to use both Arabic and English. They highlighted code-switching's role in facilitating communication and comprehension, especially since students live in a bilingual environment and actively use English and Arabic in their daily interactions.

There are further reasons why teachers use code switching in the learning process, such as attracting students' attention. Even though each teacher has a different teaching technique, they all believe in the benefits of incorporating Indonesian in English class. While Teacher 1 admits that they do not fully utilize CS in the classroom, it is apparent that when used, children may better understand instructions and the language used by the teacher. As a result, they are more focused on the explanations presented. Teacher 2 also conveys their thoughts on code swapping. They feel that by implementing this technique into their teaching method, students will become more attentive not only during their lessons but throughout the learning process as a whole. When teachers and students interact well, it creates an enjoyable learning environment with no gaps between them. Hence, students develop a stronger interest in and excitement for learning English. Both teacher experiences demonstrate how utilizing Indonesian alongside English enhances good communication and comprehension in the

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classroom. This fosters a learning atmosphere in which students actively participate in lessons while developing close relationships with their teachers.

In a nutshell, the implementaion of codeswitching is important in bilingual learning. Teachers recognize that English is not students' mother tongue and code-switching helps with comprehension and communication in English. Code-switching is effective in teaching English lessons and helps students adapt to the bilingual environment. Teachers also highlight the values of code-switching as a practical and effective tool in language education, bridging the language gap and improving students' communication skills. By combining languages, teachers create an inclusive learning environment that meets students' linguistic needs. Overall, these interviews emphasize the significance of code-switching in facilitating languages learning, effective communication in multilingual education, and it has positive responses as it can attract students' attention.

b.   **Advantages and Disadvantages of CodeSwitching**

During the interview, both teachers discussed the benefits and drawbacks of implementing codeswitching. In accordance with findings of the teachers interview, there are six advantages in utilizing Code Switching including, easier comprehension of new vocabulary, greater understanding of topics presented by the teacher, improved communication between students and teachers, creating a comfortable environment for students to

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communicate in English without feeling inferior, ensuring equal understanding among students with diverse backgrounds, and resolving the potential disparity in English proficiency between students who had previous exposure to intensive English programs and those from regular schools. It was proved from the interview with **Teacher 1**, she stated that:

> "*Students benefit from code switching because they are better able to grasp the instructor-provided language. The content delivered in class can be more easily grasped by the students. Facilitate student-teacher and student-peer communication.*" [57]

In addition, **Teacher 2** stated that:

> "*The advantage of implementing Code switching is that students can speak more freely with each other and teachers and do not feel inferior, by using code switching, students are no longer shy in showing expressions or dialoguing in English. The understanding of English in each student will be more equal and as we know that their backgrounds are diverse, some of them are already intensely speaking English in elementary school, such as in Cambridge class, some are not*". [58]

Aside from the advantages, there are four disadvantages of using CS, based on interviews with teachers which include, students may struggle to directly understand instructions or material delivered in full English, which may hinder the teacher's goal of achieving fluency in the language, the possibility of students becoming less proficient in practicing full English if code switching is overused, limited exposure to English language usage, and a lack of motivation in learning English due to laziness or embarrassment.

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[57] Interview, Teacher 1, SMP Bilingual Terpadu Krian 2023

[58] Interview, Teacher 2, SMP Bilingual Terpadu Krian 2023

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According to Teacher 1, there are disadvantages associated with implementing code-switching in the classroom. One drawback is that students may not fully understand instructions or materials delivered by the teacher in full English. This hinders the achievement of the teacher's goals, as fluency in speaking English is a key objective of learning the language.

Similarly, Teacher 2 also acknowledges a drawback of code-switching. If it is used too frequently by both teachers and students, it can hinder the development of proficiency in full English. This lack of exposure to full English sentences and understanding material delivered solely in English can result in reduced motivation among students to learn and speak the language.

In summary, both teachers highlight potential drawbacks of excessive code-switching, including limited understanding and practice opportunities for full English usage among students. These challenges can impact their motivation and confidence when learning or using English.

To sum up, there are advantages and disadvantages while using CodeSwitching. Teachers need to find a balance in using code-switching and full English in order to maximize the advantages. Teachers should gradually reduce the use of code-switching while increasing their exposure to full English. Clear examples and explanations are necessary to improve students' understanding, and teachers should adapt code-switching to the needs of their students. Teachers should carefully evaluate and utilize code-

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switching in the classroom to build an effective learning environment that promotes students' language development in both forms of language.

c.   **Functions of CodeSwitching**

Code switching was discussed at length in interviews with both teachers, who emphasized its value in the classroom. Based on the findings, there are four functions in the usage of Code Switching, including code switching, which can assist teachers teach tough topics such as grammar and tenses that students may find difficult to understand, teachers can simplify the language and make it more accessible to students by adopting code-switching. It also improves teacher-student interaction, resulting in a better learning environment. By providing new language during code-switching instruction, it also aids in vocabulary retention and expansion.

The interviews with Teacher 1 and Teacher 2 highlight theadvantages by using code-switching in theclassrooms. Teacher 1 believes that code-switching helps teach grammar and tense, especially when dealing with complex topics. It enhances interaction between teachers and students, making it easier for students to understand instructions. Similarly, Teacher 2 emphasizes how code-switching reinforces vocabulary by allowing students to recall and practice words in class. This technique also introduces new vocabulary, expanding students' word bank. Both teachers recognize that incorporating code-switching simplifies concepts,

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improves communication, and bridges any potential gaps between teachers and students during instruction.

To summarize, code switching serves four functions during the learning process. It simplifies difficult ideas, improves student understanding, encourages teacher-student engagement, and overcomes student gaps. Both teachers emphasized how code-switching makes language more accessible and increases the connection between students and teachers when teaching tenses. It fosters inclusion and confidence among the students while helping in vocabulary retention. Nevertheless, teachers should use code-switching with caution to ensure that students gain English competency based on students' abilities.

B. Discussion

In this section, the research study results are being presented and analyzed in connection with the theoretical framework discussedin Chapter II. The firsts aspect under consideration isthe viewpoint of teachers regarding code switching, while the second aspect delves into the perspective of students on code switching. The structure of the discussion is as follows:

1. The Students' Perspective About the Use of Code Switching

The data findings reveal that most students are in agreement that the teacher's incorporation of the Indonesian language in an English classroom

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enhances their understanding of the material, and they perceive this approach as advantageous for comprehending English lessons. In addition, they concur that the teacher's implementation of code-switching aids in their comprehension of English lessons and instructions during class. The neutral or disagreement stance from some students is noticeable but not significant enough to indicate a negative perception of this approach. This may be due to the fact that each student has a different ability to understand and varying levels of English proficiency. Some students are able to comprehend the material and instructions delivered in class when using full English, but they may not fully grasp the meaning of the sentences conveyed by the teacher. On the other hand, there are students who struggle to understand the material when it is presented solely in English. This indicates that this approach is perceived as beneficial and effective in enhancing their comprehension of the teacher's instructions.

Most students concur that the teacher's utilization of the Indonesian language in an English classroom facilitates their comprehension of the material., and they perceive this approach as beneficial for their comprehension of English lessons. They also agree that the usage of CS by the teacher helps them understand English lessons and instructions in class. The neutral or disagreement stance from some students is noticeable but not significant enough to indicate a negative perception of this approach.

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A vast majority of pupils consider the teacher's code-switching from English to Indonesian to be either beneficial or neutral., and they do not agree that it confuses them in the process of learning English. However, a small percentage expresses confusion or remains neutral. A significant number of students agree that this approach facilitates their understanding of new vocabulary, indicating its effectiveness in expanding their vocabulary knowledge. This finding was related to the study by Nur ʿAin Elias, et.al. examined the perceptions of ESL learners towards code-switching in English classes.[59] The research is conducting a quantitative study involving 80 learners who are completing a questionnaire to explore their perceptions of code-switching and its functions in English lessons for ESL learners. The findings indicate that learners are acknowledging the beneficial role of codeswitching in enhancing their comprehension of English. Moreover, the data reveals that students are holding a positive perspective towards the use of CS in the English class.

Therefore, this also in line with Yana, Imam Fauzan, and Nugraha conducted another study to find out how students thought about code switching in English classes.[60] 36 students in the 10th grade at the Vocational High School in Cimahi participated as the study's subjects, but

[59] Norzaidi, A. I., Sabri, M. I. I. M., Singh, C. K. S., Ramanlingam, S., & Maniam, M. (2022). ESL Learners' Perceptions of Code-Switching in the English Language Classroom. *International Journal of Asian Social Science*, *12*(5), 158-168.

[60] Yana, Y., & Nugraha, I.F.(2019) 'Students' Perception on the Use of Code-Switching in English Classroom', *(Professional Journal of English Education)*, 2.2, 167.

only 9 of them participated in an interview session with three low achievers, three middle achievers, and three high achievers. Interviews and questionnaires served as the instruments. The research findings identified that: (1) Students had a positive perception of codeswitching use in EFL classes; (2) Students had benefited from the usage of EFL codeswitching in variety of ways, such as being able to comprehend the material quite rapidly, increasing their vocab, learning the language more fastly, and understanding every sentence in English .

2. The Teachers' Perspective About the Use of Code Switching

Based on data finding, there are two approaches used by teachers in language use in the classroom. First, a teacher tends to minimize the use of Indonesian and encourages students to use full English to get used to the language. Secondly, a teacher adopts a mixed approach and alternates between English and Indonesian to improve students' understanding. This choice of strategy is influenced by the teacher's preference in creating an effective learning environment for her students.

In Meng and Wang's study, it is mentioned that teachers' language, as defined by Karen E. Johnson, pertains to the language used by teachers during English teaching, specifically the target language of the learners. This aspect of teaching is crucial as it serves as a vehicle for instructional forms and methods, while also being an integral component of the language learning environment for students. The study suggests a correlation between

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teachers' language and students' output, highlighting their interconnectedness.[61]

Based on data finding, Teachers have different approaches to code-switching in the classroom. There are teachers who often use code-switching to facilitate students' understanding, while there are also teachers who focus more on the use of English without relying too much on switching to students' mother tongue. The decision to use or not to use code-switching is determined by the teaching philosophy and the language development goals of the students.

This finding can be related to the theory of sociocultural and communicative approaches to language teaching. According to these approaches, language learning is not only about mastering grammatical rules and vocabulary but also about understanding and participating in meaningful communication within a social and cultural context. In this particular context, the utilization of CS can be seen as a strategy to create a more inclusive and comprehensible learning environment. The teacher who frequently employs code switching recognizes that English is not the primary language of the students and believes that incorporating their native language can enhance understanding and communication. This aligns with the sociocultural perspective, which emphasizes the importance of building

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[61] Meng, X., & Wang, X. (2011). Action study of teacher's language on EFL classroom interaction. *Theory and Practice in Language Studies*, *1*(1), 98-104.

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on students' prior knowledge and cultural experiences to facilitate learning. By using code switching, the teacher aims to bridge the gap between the students' native language and English, making the content more accessible and relatable.[62]

In accordance with data findings, the two teachers interviewed concurred that code switching holds significance in the learning process, especially in a bilingual environment. They recognized the need for code-switching to facilitate comprehension and communication in English and to help students adapt to the bilingual environment. Besides that, code-switching is also useful for bridging the linguistic gap between the students' mother tongue and the target language, improving communication skills and creating an inclusive learning environment that meets students' diverse linguistic needs. As a conclusion, the interviews confirmed the value of code-switching as a practical and effective tool in multilingual education. Teachers felt the imperative of code switching in the learning process, especially in a bilingual environment where students are required to use several languages.

The practice of switching between two or more languages within a conversation or interaction, can be a valuable tool in language learning, particularly in bilingual or multilingual environments. The teachers in the

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[62] Muthusamy, P., Muniandy, R., Kandasam, S. S., Hussin, O. H., Subramaniam, M., & Farashaiyan, A. (2020). Factors of Code-Switching among Bilingual International Students in Malaysia. *International Journal of Higher Education*, *9*(4), 336.

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study recognized the importance of code switching in the learning process, considering this is a bilingual school and the fact that English is not the students' first language. They acknowledged that code switching can facilitate comprehension and communication in English. This aligns with the theory, which suggests that code switching can provide scaffolding and support for learners as they navigate the complexities of acquiring a new language.[63] The teachers emphasized that code switching is effective in teaching English lessons and helping students adapt to the bilingual environment. By using a combination of languages, they created an inclusive and supportive learning environment that catered to the diverse linguistic needs of the students. This corresponds to the theories that code switching can foster understanding and enhance communication skills by enabling students bridge the linguistic disparity between their native language and the target language.

Teachers emphasized their preference for using full English but acknowledged the need to support students' understanding by code-switching in line with the theoretical perspective that views code-switching as a means to facilitate understanding and provide additional linguistic support to students. Both teachers agreed that teachers serve as linguistic models for students and face challenges in familiarizing foreign language habits when their peers and seniors rarely speak the required language.

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[63] Puspawati, I. (2018). Teachers' use of code switching in EFL classroom and its functions. *Journal of Foreign Language Teaching and Learning*, *3*(1), 42.

Therefore, the use of code-switching can be a useful tool for teachers to demonstrate language use and help students develop consistent language habits in the classroom. By incorporating code switching, teachers can help students better understand instructions, lesson materials, and the language used, allowing them to apply their knowledge effectively. This aligns with the theory's suggestion that code switching can create a supportive and comprehensible learning environment. The routine activity mentioned by the teacher, where English teachers introduce new vocabulary words and engage students in writing, constructing sentences, and memorizing the words, demonstrates the practical application of code switching to enhance vocabulary skills. Code switching can be used strategically during this activity to clarify the meanings of words, provide examples, and reinforce understanding, thereby promoting effective vocabulary acquisition.[64]

In light of the results, both teachers acknowledged the code switching had a favourable influence in the classroom.. Despite not fully implementing it, the teacher recognized that code switching helps students better comprehend instructions and the language used by the teacher, leading to increased attention and comprehension. The teacher emphasized the importance of establishing a strong teacher-student interaction throughout the learning process, highlighting that code switching facilitates this

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[64] Shafi, S., Kazmi, S. H., & Asif, R. (2020). Benefits of code-switching in language learning classroom at University of Education Lahore. *International Research Journal of Management, IT and Social Sciences*, 7(1), 227-234.

interaction and creates an enjoyable and engaging English class. Both teachers agreed that code switching eliminates any gaps between teachers and students, resulting in heightened interest and involvement in the subject. The interview affirmed the benefits of code switching, confirming its role in enhancing students' understanding, attention, and overall learning experience.

One of the main advantages of codeswitching is ability to capture student attention and create a sense of familiarity. When students hear their native language or a language, they are more comfortable with being used alongside the target language, it can immediately pique their interest and make the content more relatable. Code switching acts as a bridge between the students' linguistic background and the new language they are learning, providing them with a sense of connection and facilitating comprehension.[65] By incorporating code switching strategically, educators can tap into students' existing knowledge and linguistic resources, thereby facilitating a smoother transition to the target language. When students encounter a concept or vocabulary item presented in their native language, they are more likely to grasp its meaning quickly and accurately. This instant recognition boosts a sense of confidence and encourages active participation in the learning process.

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[65] Mohammadi, T., Seraj, M. Y., Ibrahim, H., & Abdul Hadi, N. F. (2019). The Purposes of Code-Switching and Teachers' Perceptions toward Code-Switching in Malaysian Primary Schools. *International Journal of Engineering and Advanced Technology*, *9*(1), 1531.

Due to the findings, both educators highlighted the advantages of code-switching in the classroom, as students' responded well and paid more attention to the material being taught. Language proficiency can grow through habit, then by using code-switching greatly helps students' understanding especially in introducing new vocabulary. The teacher also attributes this positive response to the diverse backgrounds of Grade 7 students. Thus, code-switching facilitates better understanding of the teacher's instructions and explanations and increases students' responsiveness to the learning process.

When teachers incorporate code switching into their classroom practice, they often find that students respond positively to this approach. Code switching refers to the intentional use of multiple languages or language varieties within a conversation or instructional context. [66] Code-switching can enhance students' learning experience through the familiarity and comfort created by their native language. It reduces anxiety and increases student confidence, and encourages interaction and active participation in the learning process. This inclusive approach allows students to share ideas, ask questions and engage in discussions without language barriers thus promoting better understanding and retention of knowledge.

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[66] Mohammadi, T., Seraj, M. Y., Ibrahim, H., & Hadi, N. F. A. (2019). The Purposes of Code-Switching and Teachers' Perceptions toward Code-Switching in Malaysian Primary Schools. *International Journal of Engineering and Advanced Technology*, *9*(1), 1532-1536.

Both teachers pointed out the advantagesanddisadvantages of code-switching in the classroom, such as facilitating students' comprehension and improving communication between students and teachers. However, reliance on code-switching can hinder the goal of achieving fluency and decrease exposure to full English. To optimize it, careful management is needed by gradually reducing the frequency of its use while increasing exposure to full English. Teachers should also provide clear examples in both code-switching sentences and full English and adapt their approach to the individual needs of students. Thus, an effective learning environment can be created to support students' language development in both types of language.

Both teachers highlighted the benefits of code-switching in simplifying complex topics, facilitating student understanding and improving teacher-student interaction. Code-switching helps teach grammar and tenses concepts thus making language more accessible to students as well as creating a conducive learning environment. It also boosts students' confidence and encourages their active participation in the English learning process. However, it is important for teachers to maintain a balance in the use of code-switching so that students continue to develop full English language skills in accordance with the learning objectives. This finding was in line with Studies by Putu Andre Sastra and Kadek Yunita Adriyanti investigated how English teachers thought about and educated young EFL

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students through code switching. [67] Five English teachers at SD Lab Undiksha, who teach students in this school's first through sixth grades in English, are the focus of the study. Questionnaires were utilized to compile data, and the interviews were carried out to better clarify and support the findings. The result of the research found that teachers frequently code-switch when they introduce or pronounce new or tough English language to students. This is accomplished by inserting English or Indonesian words in between their utterances.

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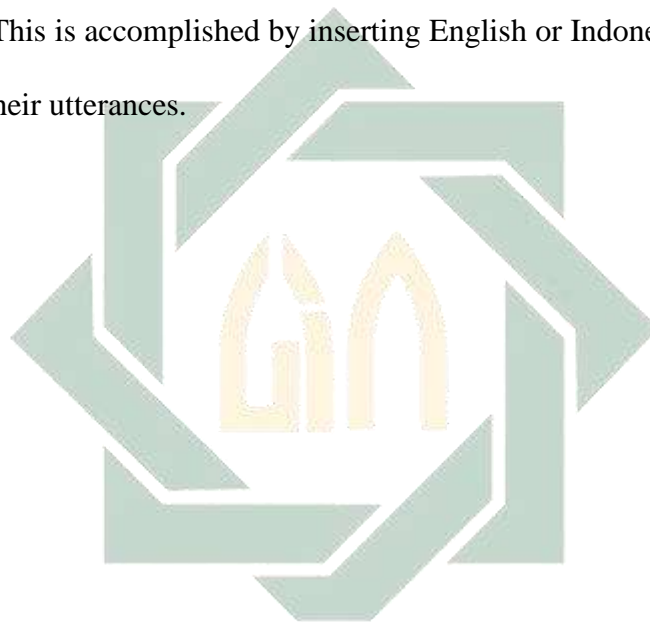
[67] Sastra, P. A. S., & Adriyanti, K. Y. (2022). English Teachers' Perception and Strategies Towards the Use of Code-Switching in Teaching EFL Young Learners. *Acitya: Journal of Teaching and Education*, *4*(1), 25-39.

CHAPTER V

CONCLUSION AND SUGGESTION

The research's findings and suggestions are presented in this chapter. The conclusion summarizes the findings related to the study questions, while the recommendations provide direction to English teachers or future researchers interested in exploring comparable themes.

A. Conclusion

Reflecting on the findings of this study, the conclusions derived by the researcher are as follows:

1. The teacher had positive perspectives on the utilization of CodeSwitching in Indonesian ELT Context. Both teachers acknowledge the benefits of code switching, such as facilitating understanding, promoting student engagement, and creating a supportive learning environment. However, they also recognize the potential drawbacks, such as overreliance on code switching and limited exposure to full English. To strike a balance, teachers should gradually reduce code switching and increase exposure to full English while providing clear examples and explanations in both languages. The omplementationof code switching aligns with sociocultural and communicative language teaching approaches, as it bridges the gap between students' native language and the target language, creates

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meaningful communication, and incorporates students' prior knowledge and cultural experiences.

2. The students had positive perspectives on the use of Code Switching in Indonesian ELT Context. The findings indicate that a significant number of students agree that the usageof codeswitching, specifically switching from English to Indonesian by the teacher, has several positive effects. It helps students understand the material, comprehend instructions, grasp the meaning of sentences, facilitate their language learning, and expand their vocabulary knowledge. The majority of students do not find code switching confusing and perceive it as beneficial or neutral in their English learning process. Overall, utilizing this technique is perceived as a valuable means to improve students' understanding and acquisition of language skills.

B. Suggestion

1. For teacher

While acknowledging the advantagesof employing codeswitching, teachers should be mindful of the potential drawbacks, such as overreliance on code switching and limited exposure to full English. It is important to strike a balance by gradually reducing code switching over time. This can be done by increasing the use of full English in the classroom while still providing clear examples and explanations in both languages.

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2. For students

Students could recognize that code switching, when used appropriately by teachers, can be beneficial for students' language learning process. It helps students understand the material, comprehend instructions, and grasp the meaning of sentences. Hence, students that code switching can facilitate their language learning journey and expand their vocabulary knowledge.

3. For future researcher

The researcher expects the study's finding will deliver insights for future researchers who are investigating various aspects of the same topic, such as investigating how code-switching influences students' confidence in delivering presentations in English language learning.

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