

**EFL STUDENTS' PERCEPTION TOWARDS  
CODE-SWITCHING IN SPEAKING**  
(A Study at Department of English Language Education,  
UIN Ar-Raniry)

**THESIS**

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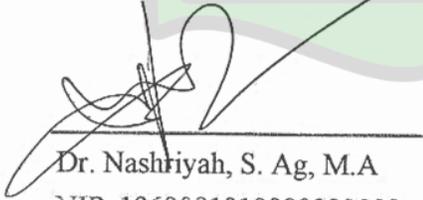
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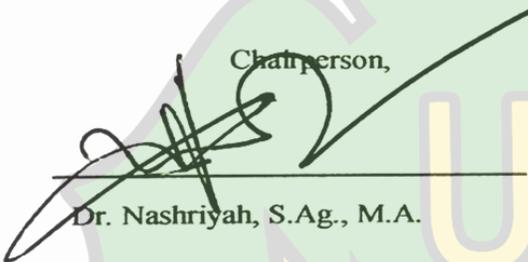
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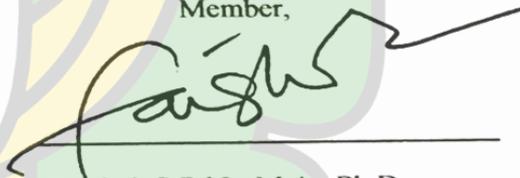
  
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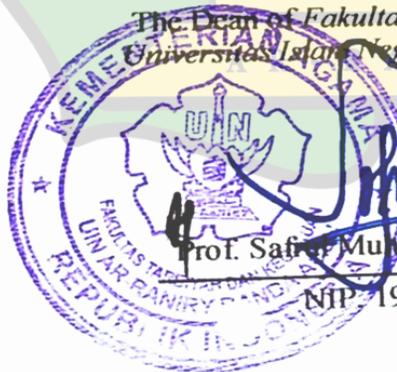
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**EFL Students' Perception Towards Code-Switching in Speaking**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 13 Juni 2023

Saya yang membuat surat pernyataan,



Mulyani Bte Abdul Ghani

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Last but not least, I realize that this thesis needs the constructive ideas in order to reduce its weakness. I hope this thesis contributes meaningful thoughts for both students and lecturers of English Language Education of UIN Ar-Raniry, Banda Aceh.

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## ABSTRACT

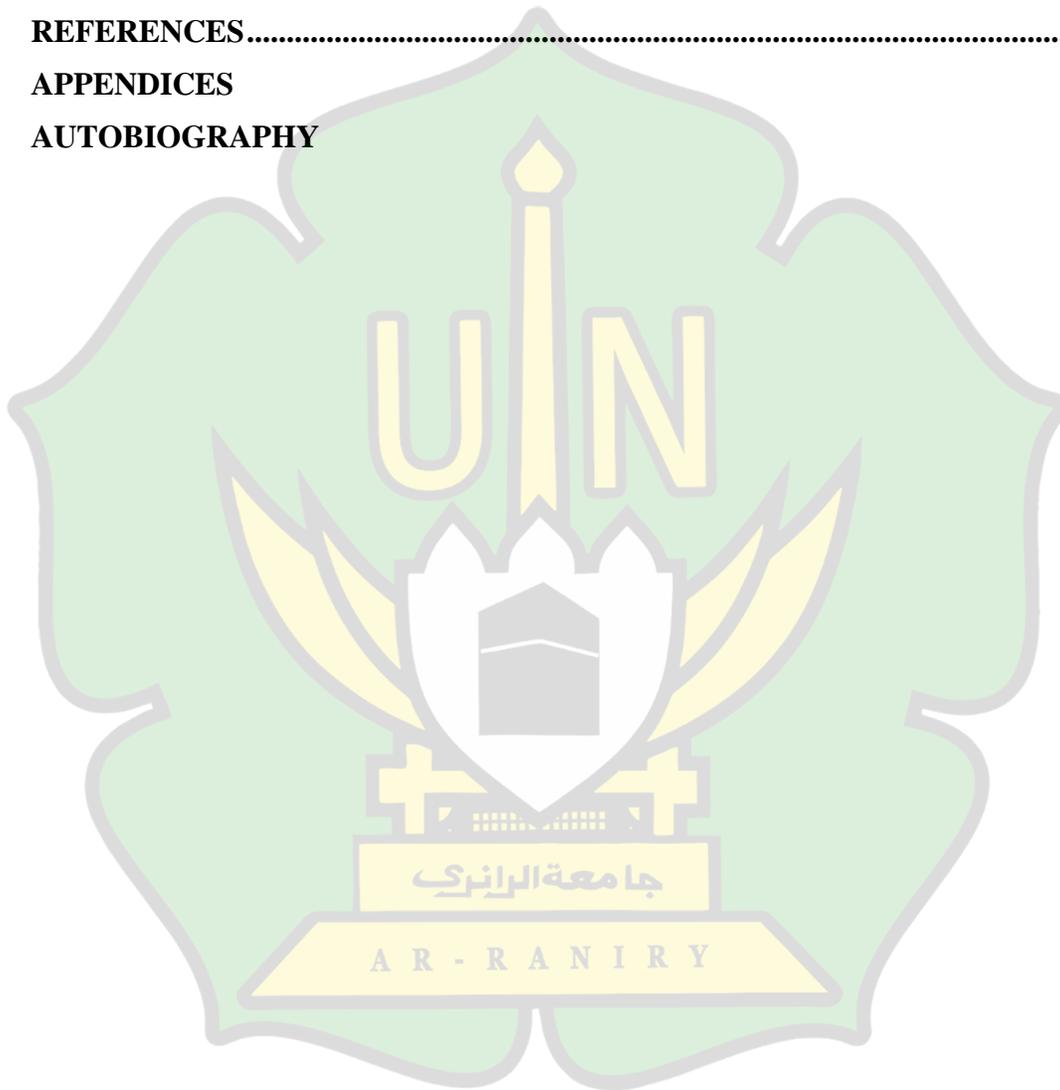
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The study aims to identify students' perceptions on the use of code-switching in English teaching-learning class by the second to the fourth year students in English Language Education at Universitas Islam Negeri Ar-Raniry. The objective is to identify the impact of code-switching in English teaching-learning class and to find out the types of code-switching used by the students. This study used descriptive qualitative using observation and questionnaire. The observation was conducted by utilizing the checklist containing six types of code-switching developed by Pineda (2008) presented a typology of different types of switching based on the functions of the code-switching in order to examine the types of code-switching used by the students. To find out the students' perceptions behind code-switching, questionnaires were distributed to eighty participants. The results showed that the types of code-switching used by the students (1) referential, (2) expressive, (3) phatic. The students believe that using code-switching in the classroom decreases the pressure of the second language. Moreover, students viewed the use of code-switching positively. The study highlights the benefits of code-switching and provides implications for language students and teachers. Future research can explore the same subject, utilize distinct participant groups, alternative research methodologies, or language proficiencies.

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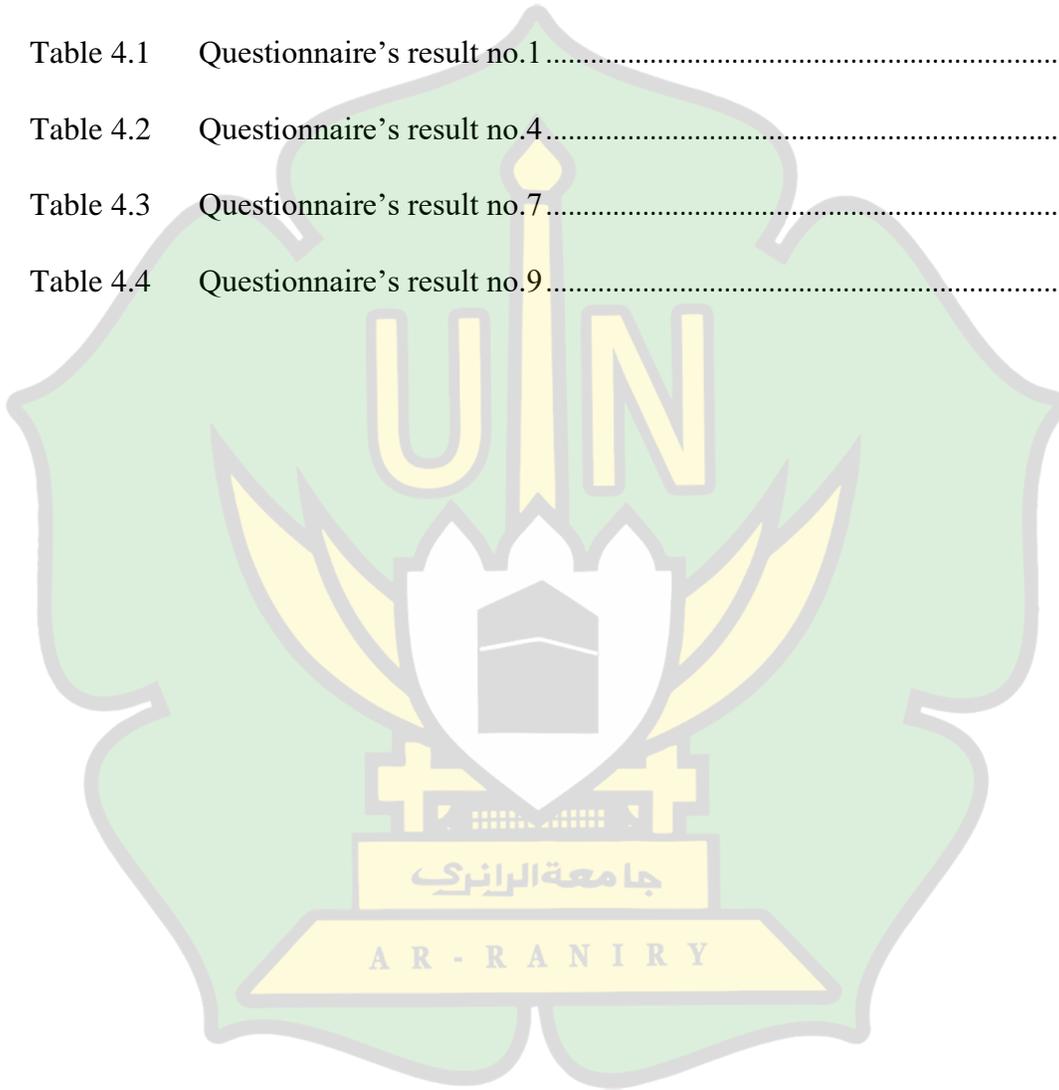
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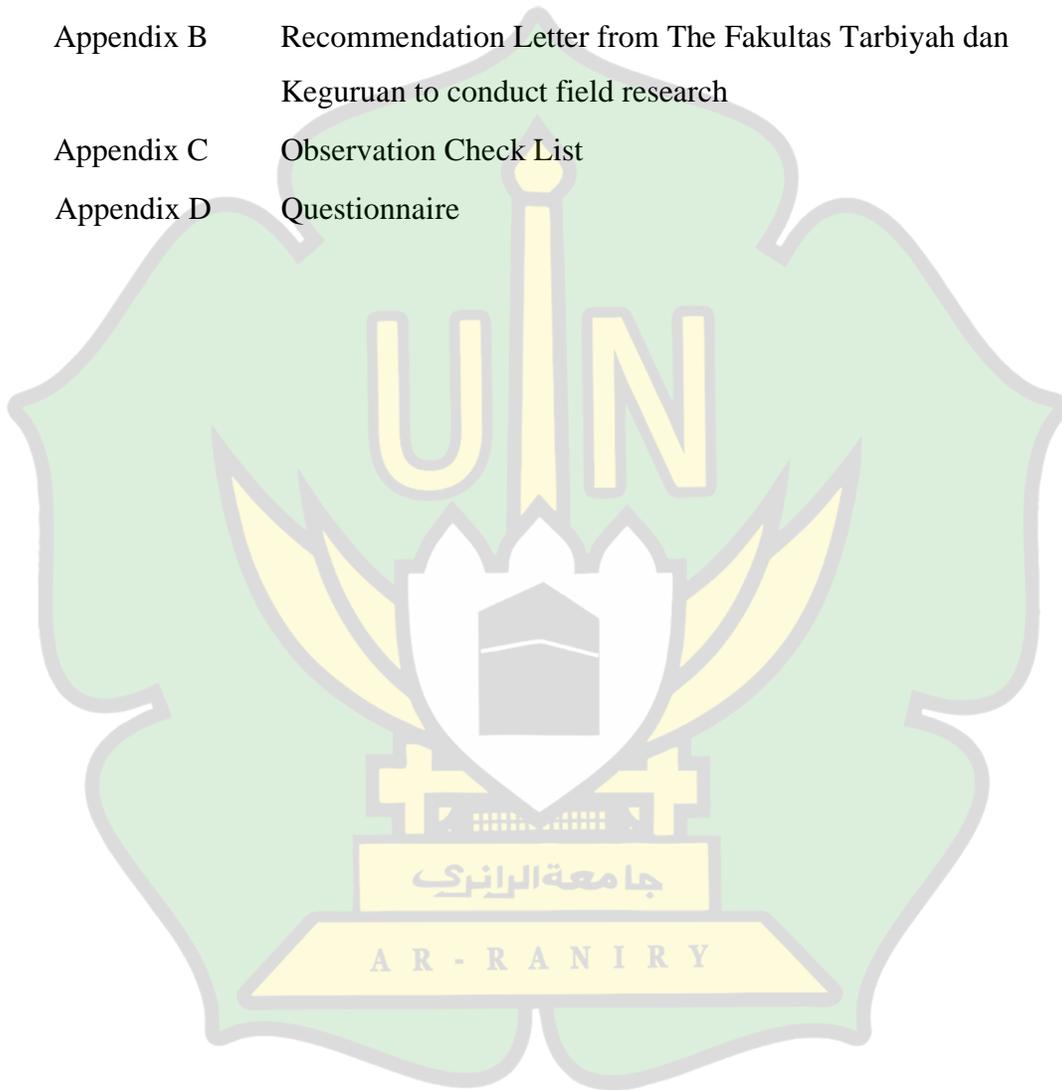
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Language serves as humanity's primary tool for communication, facilitating the exchange of thoughts, emotions, and ideas between individuals and cultures. It enables people to express themselves verbally and in writing, fostering understanding and connection. Besides, language carries culture, history, and identity, allowing individuals to share knowledge and preserve traditions across generations. It plays a vital role in social unity, making it an essential element in building a harmonious and interconnected world.

Nowadays, the international language of unity is English. In fact, English is the language that is used by most of the world's population. Besides, most of important literature resources such as books, documents, important manuscripts, records and even medias use English as an intermediate language to convey information. Moreover, even though the practice of English language is widely spread all over the world; it does not mean that everyone is fluent in and able to understand the English language altogether. This is because it is still common for most people to find English is somewhat challenging to master, especially in speaking and communicating with others. Hence, it is possible to alternate between one language to another when communicating with other people, especially with people from different cultural backgrounds.

Furthermore, since English has been implemented as a foreign language for Indonesians, it is most likely that the clash between the two languages will create bilingual individuals. This might happen in communication in order to get the message across. Moreover, English has become one of the compulsory subjects in schools in Indonesia. Likewise, the learners are specifically known as English as

Foreign Language (EFL) students. Supposedly, an English classroom uses the English language as instruction. However, as a multilingual society, sometimes teachers and students in Indonesia improvise the situation and allow students to speak Indonesian in the classroom with the appropriate level of language use monitored by the teacher. This phenomenon of combining two languages is called code-switching.

Subsequently, according to MacSwan (2020) code-switching is language mixing; it occurs intrasententially, or within sentences, and intersententially, or between sentences. The code-switching phenomenon has become very convenient for teachers with students from diverse cultures and backgrounds. Along the same line, Woolard (2004) states that code-switching is “the investigation of an individual’s use of two or more language varieties in the same speech event or exchange”.

In a study published titled “The Role of Code-Switching as a Communicative Tool in an ESL Teacher Education Classroom”, (Azlan & Narasuman, 2013) address how code-switching functions as a communicative tool in English as a Second Language teacher education class in a tertiary institution in Malaysia. The study found that English was the dominant language of communication while code switching was used to convey ideas in specific situations and to enhance solidarity in the first language. Furthermore, another study conducted by Qing (2010) concerned with investigating code-switching practices of teachers of non-English majors. The study discovered that students' ability to learn the language during the learning process was not hampered by code-switching in an English classroom. However, since students want to deliver the message with a clear meaning, it may be seen as one of their strategies for communicating effectively in the classroom. In other words, the use of code-switching acts as a communication strategy, yet it may become a crucial component of language teaching. Moreover, Pineda (2008) classified a typology of switching based on its' functions including Expressive code-switching, Referential code-switching, Phatic code-switching, Directive code-switching, Poetic code-switching, and Metalinguistic code-switching,

In line with the previous studies above, this study attempts to investigate the phenomenon of code-switching among English as Foreign Language (EFL) students; particularly at Ar-Raniry State Islamic University. However, the perceived impacts behind using code-switching when speaking are rarely searched and when in fact it is considered as a resource or a problem. Hence, this current study aims to concern on the implementation of code-switching in speaking among English as Foreign Language students. This study is interested in exploring the impacts of code-switching and the types of code-switching in speaking English, especially when speaking and communicating.

### **B. Research Questions**

According to the background of the study, this study attempts to discover the influence of code-switching among English Language Education students. The research questions need to be addressed are as follows:

1. What are the students' perceptions on the impacts of code-switching in English teaching-learning class for students in English Language Education?
2. What are the types of code-switching used by the students in English Language Education?

### **C. Aims of the Study**

In accordance with the research question on previous section, the aims of this study are as follows:

1. To explore students' perceptions on the impacts of code-switching in English teaching-learning class for students in English Language Education.
2. To find out the types of code-switching used by the students in English Language Education.

#### **D. Significance of the Study**

This study is expected to benefit the readers in a variety of ways. For EFL learners, hopefully it can help them understand the advantages and shortcomings of code-switching which can assist students in clarifying misunderstandings using their target language. Furthermore, as for teachers, the results of this study are expected to be insightful descriptions of the code-switching that students could possibly use when speaking English, i.e., the transition between mother tongue and foreign language. Hopefully, the findings will serve as a reference and provide useful information in the future.

#### **E. Terminologies**

To avoid misunderstanding, the definitions of the key terms used in this study are provided below.

##### **a. English as Foreign Language (EFL) Students**

Students of English as a Foreign Language (EFL) are non-native speakers who are learning English in countries where English is not the dominant language. Similarly, Harmer (2007) defines EFL as teaching English to students who are either taking short courses in English-speaking countries such as Australia, the United Kingdom, Canada, or the United States, or studying English in their home country. English as a Foreign Language is the study of English in a country where English is not spoken. For example, students learning English in China are considered EFL students because English is not the official language of the country.

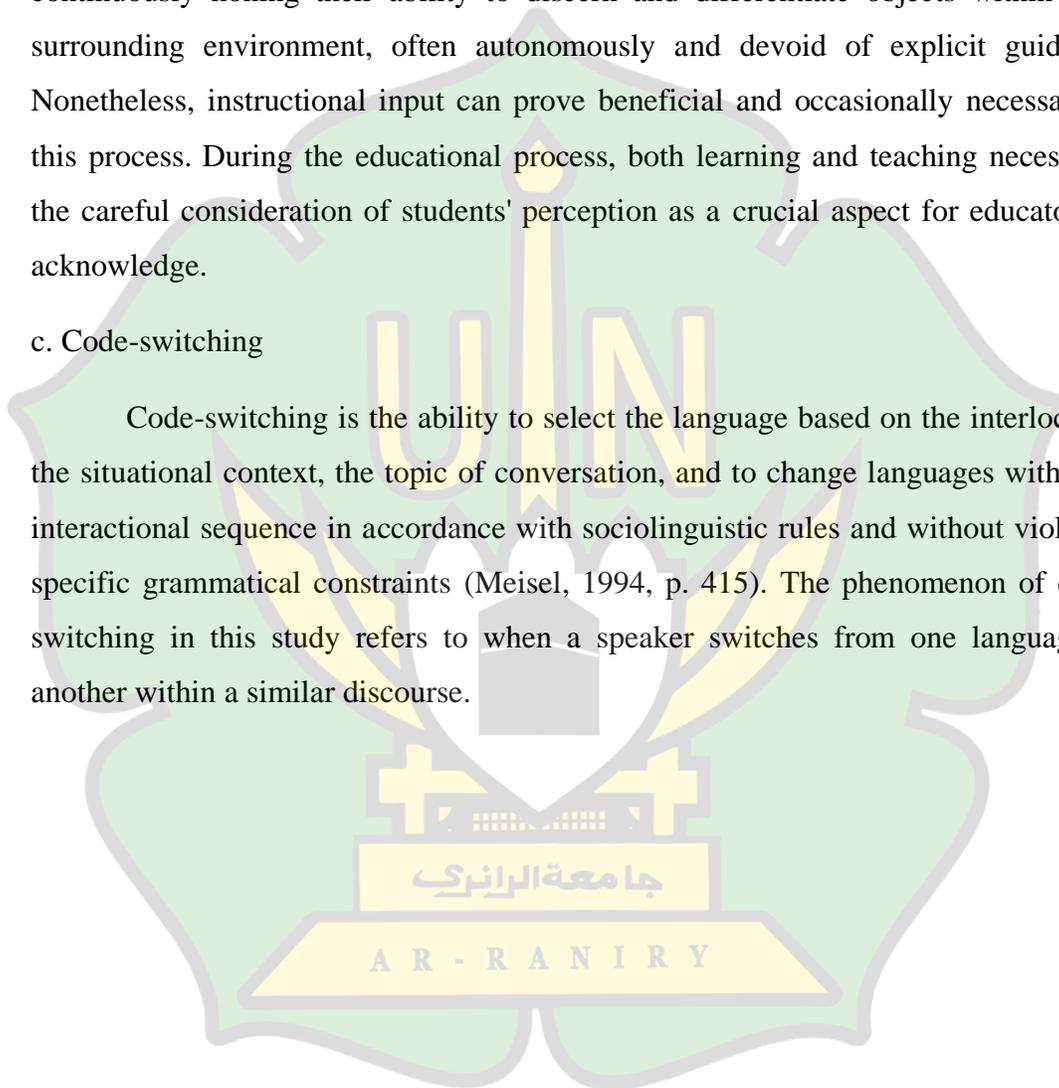
##### **b. Perception**

Perception is the ability to hear, see, and become aware of an object through the senses and is formed from the process of the sensory nervous system. Ou (2017) defines perception as mainly about the conversion of a stimulus into a usable form,

and its functions in people's acquisition of information or knowledge about the outside world. This process involves observation which then produces an interpretation. Moreover, Seitz (2020) adds human beings possess exceptional perceptual expertise, continuously honing their ability to discern and differentiate objects within their surrounding environment, often autonomously and devoid of explicit guidance. Nonetheless, instructional input can prove beneficial and occasionally necessary in this process. During the educational process, both learning and teaching necessitate the careful consideration of students' perception as a crucial aspect for educators to acknowledge.

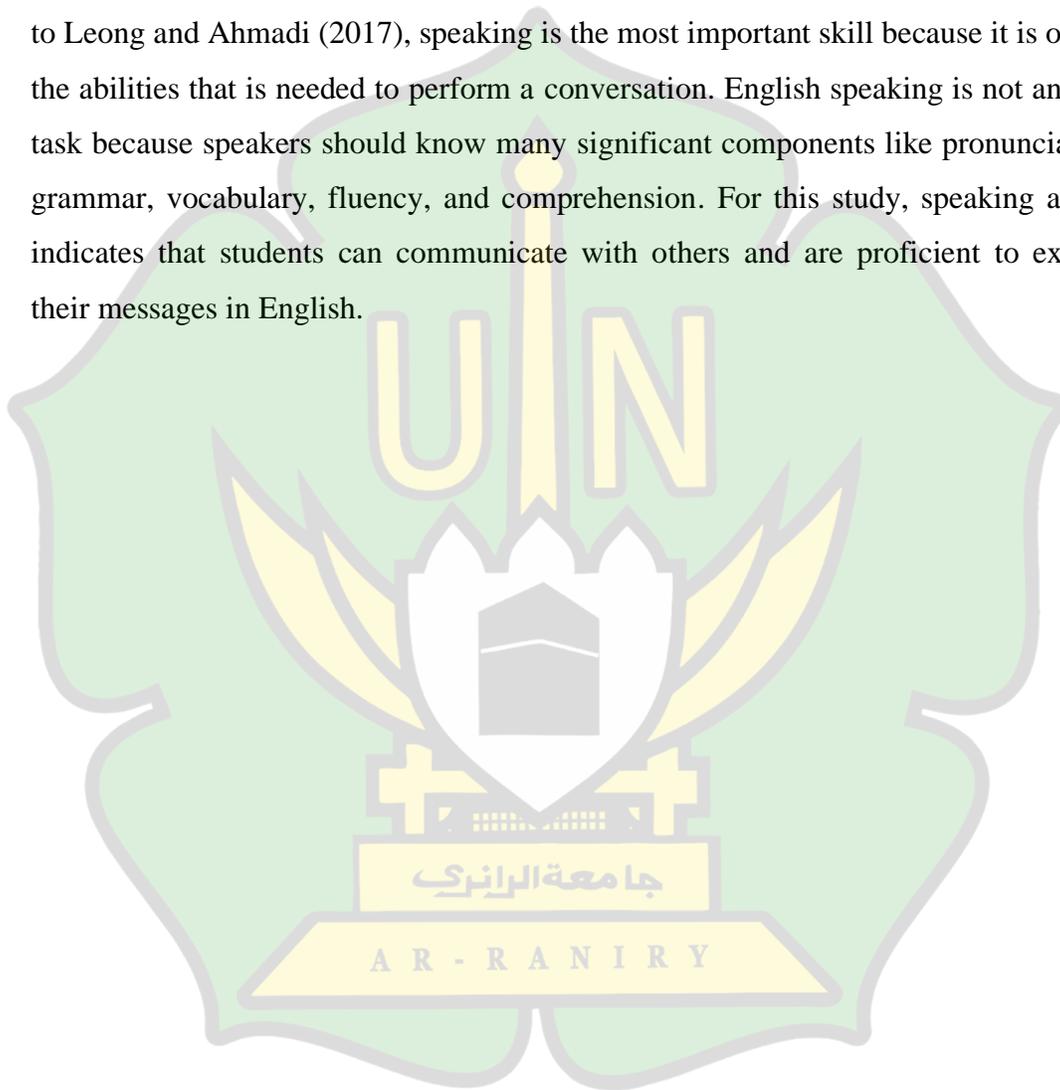
### c. Code-switching

Code-switching is the ability to select the language based on the interlocutor, the situational context, the topic of conversation, and to change languages within an interactional sequence in accordance with sociolinguistic rules and without violating specific grammatical constraints (Meisel, 1994, p. 415). The phenomenon of code-switching in this study refers to when a speaker switches from one language to another within a similar discourse.



#### d. Speaking skill

Speaking ability is a necessary skill for effective communication. According to Leong and Ahmadi (2017), speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. For this study, speaking ability indicates that students can communicate with others and are proficient to express their messages in English.



## CHAPTER II

### LITERATURE REVIEW

This chapter provides the definitions and background to the theories and concepts related to the study in this research.

#### **A. The Concept of Code-Switching**

##### a. Definition of Code-switching

Code-switching can be defined as the use of two or more linguistic varieties in the same conversation (Mabule, 2015). Furthermore, Hamers and Blanc (2013) portrayed code-switching as “a phenomenon that sentences of different languages appearing in a newly inserted composition must conform to the syntax and morphology of the original language” (p. 259). The phenomenon of code-switching normally happened to bilinguals or multilinguals. Bilinguals and multilinguals will frequently switch or mix languages they are accustomed to in daily conversation. Plenty of bilinguals are going to use their ability to switch between languages to communicate with others in the same setting within the same utterance (Bullock & Toribio, 2009). When people want to talk to each other, they have to choose a particular code to express their feelings. Hence, it is common for people who speak more than one language to do code-switching in order to express their feelings and to be able to communicate well.

Subsequently, code-switching is studied as a phenomenon in sociolinguistics. Sociolinguistics is a study concerned with the relationship between language and society with the goal of a better understanding of the structure of language and how languages function in communication. Etymologically, the term “sociolinguistic” is a derivational word. Two words that form it are “sociology” and “linguistic”. Chowdhury (2020) defines "Sociology" as the scientific exploration of society, encompassing social institutions, and interpersonal connections. It involves a

methodical examination of how organized human groups evolve, their structure, interactions, and collective behaviors. Additionally, it entails the scientific analysis of social institutions, understanding them as operational entities within the broader context of society. “Linguistic” refers to the study of language. Then, sociolinguistics is the study of language in any aspects of society.

Besides, Hudson (1980) defines code-switching as the use of various forms of the same language in different situations and at different times by the speakers, which appears to refer to a diglossic situation. Code-switching is known as the use of more than one language by communicants to carry out a speech act. On the other hand, code-switching can be described as the phenomenon of switching from one language variety to another orally or in writing to adapt to a different situation. Code-switching can occur when someone has a thorough understanding of several languages and each of their variations. As a result, people who do not understand the language cannot change the language code. Most code-switching, on the other hand, is unplanned and unnoticed. Nowadays, code-switching is an essential feature of the discourse in a lot of schools.

Code-switching has traditionally been thought to indicate a lack of language knowledge in bilingual speakers. However, according to Shin (2010), bilinguals frequently use code-switching to achieve specific interactional goals in a conversation with other speakers. Code-switching has been identified as having a connection to the identity, ethnicity, and solidarity associated with each language by McConvell (1994), Myers-Scotton (2006), and Heller (1988), and it functions similarly throughout the world. Furthermore, code-switching is considered an unmarked or safe choice when it is expected in a specific type of interaction determined by factors other than the conversation content, such as social and situational settings. Marked choice, on the other hand, is unpredictable, disregarding social and situational factors as well as what is expected in the interaction. As a result, the marked choice is a

discussion about the speaker's relationship with the other participants (Myers-Scotton, 2006).

In addition, the phenomenon of code-switching is often confused with code-mixing. The two phenomena seem to be similar to one another. However, there are some distinctions between code-switching and code-mixing. According to Wardhaugh (1986), code-mixing occurs when the speakers use both languages together to the extent that they change from one language to the other in the course of a single utterance. Besides, Chaer and Agustina (1995) declare that there is a primary code or the base code that is used and has functions while another code in speech case is only the pieces without functioning as a code in code-mixing. Furthermore, Chaer and Agustina (2004) offer the criteria for grammatically differentiating between code-mixing and code-switching despite the similarities between the two practices. While code-switching refers to arranging the language structurally and grammatically in a different language, code-mixing is the use of a single word or phrase from one language in another.

Moreover, according to Muthusamy et al. (2020) there are a number of reasons why code-switching is used in interactions, including lack of proficiency in the second language, privacy concerns, the simplicity of speaking in one's native tongue, avoiding ambiguity and misunderstanding, the absence of English terms or phrases that are equivalent, bridging language gaps while speaking, expressing intimacy, adding emphasis, drawing attention, and pragmatic considerations. Hence, code-switching tends to occur naturally throughout communication when it is initiated by one of the factors.

Subsequently, code-switching is a linguistic phenomenon in which people use different languages during specific communication. It happens to people with diverse educational, cultural, and ethical backgrounds. When engaging in a conversation and code-switching, the speakers tend to speak quickly and without considering the

situation because their goal is to convey an understandable message to the interlocutor or listener.

#### b. Types of Code-switching

Blom and Gumperz (1972) identify two types of code-switching in their previous study: situational and metaphorical. Situational code-switching occurs in a conversation or discourse when a participant, topic, or setting changes. In contrast, metaphorical or conversational code-switching is a strategy used to aid in conversational interactions such as an apology, request, complaint, or refusal.

Poplack (1980), on the other hand, divides code-switching into three categories: tag-switching, inter-sentential, and intra-sentential. Tag-switching is the practice of inserting a tag or short phrase in one language into an otherwise entirely in another language utterance. This type of code-switching occurs the most easily because tags typically contain minimal syntactic restrictions thus not violating syntactic rules when inserted into monolingual sentences. Common English tags such as “I mean, you know, and I wish” are some of the examples that fit into that category. Inter-sentential switching happens at the clausal or sentence level where each clause or sentence is in one language or another. This type of code-switching requires its speaker to be fluent in both languages to conform to the rules of the languages. Intra-sentential switching, possibly the most complex type among the three, can occur at clausal, sentential, or even word levels.

Since the early 1970s, code-switching has attracted the interest of scholars as a naturally occurring use of languages by bilinguals (Ariffin & Rafik-Galea, 2009). The motivations, functions, and reasons for code-switching have been extensively studied by a number of researchers from various linguistic perspectives. Based on the concept of functional specialization by Jakobson (1960) and Halliday et al. (1964), Appel and Muysken (2006) listed six primary functions of code-switching:

- a. Referential function: Code-switching is caused by a lack of knowledge and proficiency in a language. Hence, bilingual speakers switch code when they do not know the word or when a specific concept is unavailable in that language. A particular language is chosen because it is more appropriate or suitable for a particular topic.
  - b. Directive function: This participant-related code-switching function aims to include or exclude a person from a part of a conversation, for example, by using a familiar or foreign language to that person.
  - c. Expressive function: Speakers use multiple languages to emphasize their self-identity or feelings to others during a conversation.
  - d. Phatic function: Code-switching is used to indicate a change in tone and to highlight important parts of a conversation.
  - e. Metalinguistic function: Myers-Scotton (1979) claimed that speakers occasionally switch code to comment on another language.
  - f. Poetic function: Words, puns, and jokes from one language are switched to another for amusement or entertainment.
- c. Reasons for using Code-switching

There are many reasons for speakers who utilize code-switching in speaking. According to Malik (1994, p. 20), there are ten reasons for speakers to code-switch:

1. Lack of facility: When particular ideas in one language are not available in another, bilingual speakers switch code to express themselves while avoiding unnecessary misunderstanding and loss of intended meaning.
2. Lack of registral competence: Bilinguals who are not equally competent in both languages may struggle to choose appropriate words in the target language for specific topics and may choose to code-switch.

3. Mood of the speaker: Code-switching takes place when bilinguals are in different moods such as angry, anxious, or nervous. Although the intended words are available in both languages, bilinguals may code-switch when the words in the other language seem to take less effort and time to be used at that particular moment.
4. To emphasize and amplify a point: Bilinguals may code-switch on specific parts of a speech to ensure that listeners understand what to highlight and focus on in situations such as an argument.
5. Habitual expressions: Code-switching occurs frequently in fixed phrases such as greetings, commands, requests, apologies, and discourse markers. This may indicate the strength of a speech, such as a warning or threat.
6. Semantic significance: When used as a verbal strategy, code-switching can convey significant linguistic and social information.
7. To show identity with a group: Code-switching is used to signify shared values and experiences by people of a same group or culture. Hence, words and phrases are retained in their original languages to represent a sense of belonging and familiarity to the group.
8. To address a specific audience: Similar to Gumperz's (1982) addressee specification, different languages are used to convey messages to specific listeners or recipients.
9. Pragmatic reasons: Sometimes, code-switching is dependent on the context of a conversation or other factors such as formality, participants, and location where a conversation is taking place. Thus, code-switching may portray a varying degree of speaker's involvement.
10. To attract attention: When two or more languages are used in the media or advertisements, audiences are often drawn to the language with which they are most familiar first.

In addition, there are several other reasons to code-switch from one language to another as proposed by Hoffman (1991). The reasons to switch languages are as follows:

1. Talking about a particular topic: People generally talk about a particular topic in one language rather than in another. Sometimes, the speaker feels free and more comfortable in expressing their thought and emotional situation by using a language which is not their common language.
2. Quoting somebody else: Code-switching occurs when a person switches codes to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said.
3. Being emphatic about something (express solidarity): When a person talks using a language and suddenly wants to be emphatic about something, he either intentionally or unintentionally, switch one language to another language. Otherwise, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.
4. Interjection (inserting sentence fillers or sentence connectors): Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Duh!, Hey!, Oh!, etc. Interjection has no grammatical value, but the speaker usually uses them in the conversation.
5. Repetition for clarification: When a bilingual or multilingual person wants to clarify his speech so that the listener can understand it better, he can sometimes use both of the languages (codes) that he knows to say the same message. A message in one code is frequently literally repeated in the other code. A repetition is used to not only clarify what is being said, but also to amplify or emphasize a message.

6. Intention to clarify the content of the speech for the interlocutor: When a bilingual person speaks to another bilingual, there will be a lot of code-switching and code-mixing. The speaker will recite a message from one language to another in order to improve the flow of the speech or to clarify ideas in order to make the conversation more understandable.
7. Expressing group identity: Code-switching and code-mixing can be employed to express group identity. Academics' communication styles in their disciplinary groups are obviously distinct from those of other groups. In other words, the way one community communicates differs from the way people outside the community communicate.

Moreover, there are a few additional reasons for bilingual speakers who do code-mixing or code-switching as proposed by Saville-Troike (1986):

1. To soften or strengthen a request or command: Another reason code-mixing occurs is that one of the functions is to soften or strengthen a command or request in order to appear more respectful. Nevertheless, code-mixing and code-switching can help a command by making the speaker feel more powerful than the listener since one of them can use a language that the other cannot.
2. Because of real lexical need: The lack of equivalent lexicon in the languages is one of the most common reasons for bilingual people to switch or mix their languages. When an English-Indonesian bilingual needs to say a word that is not available in English, he will prefer to say it in Indonesian. As a result, when he needs a word that is not available in Indonesian, he will use the English term.
3. To exclude others when a comment is only meant for a selected group of people: Occasionally, people only want to communicate with members of a particular group or community. They may try to exclude those people by

using a language that not everyone is familiar with in order to avoid the other community or interference.

Thus, most of the reasons are frequently noticed and very familiar among bilingual speakers. Likewise, code-switching becomes a useful form of exchange particularly for speakers that are inadequate in a certain language.

#### d. The Impacts of Code-switching

The act of code-switching in conversation certainly affects the speaker in a long period of time. However, this tendency is not entirely seen as a negative trait. According to Eldridge (1996), code-switching appears to be a natural and purposeful phenomenon that facilitates communication and learning. As a multicultural background emerged in the classroom, bilingual or multilingual speakers were involved, resulting in compound bilingual speaker spaces where code-switching is unavoidable (Chimbganda & Mokgwathi, 2012). Furthermore, Jernudd (2002) asserts that individuals achieve adequate communication quite happily by engaging in communicative interaction that is meaningful to them.

Next, according to Chimbganda and Mokgwathi (2012), teachers in primary and secondary schools must adjust to the knowledge and skill levels needed for code-switching when it occurs at random in the curriculum. In addition, Cook (2001) advises that teacher training institutions need to create their teacher preparation programs in a way that code-switching strategies can be incorporated into the teaching toolkit. One of the important concerns he brings up is the need to educate teachers about the social significance of language and the potential of heritage language to serve as a window for the construction of meaningful knowledge from students' firsthand experience and culture in the classroom.

Subsequently, according to Ahmad (2009), code-switching allows students to communicate and improve their understanding. Furthermore, it saves time because

teachers do not have to explain or look up simple words to clear up any confusion that may arise. Similarly, Promnath and Tayjasa (2016) discovered that code-switching was beneficial to students' comprehension. Code-switching during learning saved time and made students feel more confident and at ease. The use of code-switching allows students with lower performance to follow lessons better than students who only speak English.

Furthermore, according to Masna's (2020) research on code-switching in the EFL context, code-switching is one of the effective strategies that EFL learners can use to interpret their intention or purposes in communication. Furthermore, code-switching is useful for avoiding communication misunderstandings and clarifying important information that cannot be explained in a single language or code. Similarly, both teachers and students believe that using code-switching in the EFL classroom will contribute to the smooth flow of classroom interaction.

Therefore, code-switching possibly influence the eloquence of learner's speech and learning in general. This is because learners have access to other language during interaction and not constricted to a particular language. This will ensure communication flow between speakers flow smoothly despite switching codes during interaction.

## **B. Speaking Skills**

Speaking is not simply expressing something orally. Speaking ability is a necessary skill for effective communication. According to Thalayak (2012), the students have no ability to communicate correctly and properly. The majority of the students have challenges in speaking whereas they frequently convey their ideas incoherently. For this study, speaking ability indicates that students can communicate with others and are proficient to express their messages in English. Besides, students need to obtain several speaking aspects to have a great speaking ability. Brown

(2001) states that there are several components that should be recognized by learners in learning speaking:

a. Pronunciation

According to Thornbury (2005), pronunciation refers to students' ability to produce understandable statements in order to complete the task requirements. It refers to the appropriate linking of words, the production of individual sounds, and the use of intonation and stress to express the intended meaning.

b. Grammar

According to Harmer (2001), grammar is the description of how words in a language can change forms and combine to form sentences. It assists students in correctly combining words and producing sentences. Grammar can help learners distinguish between formal and informal expressions, as well as polite and impolite expressions, when speaking.

c. Vocabulary

According to Fox and Combley (2014) in the *Longman Dictionary of Contemporary English*, vocabulary is a group of lexemes that includes single words, compound words, and idioms that are commonly used when speaking. The speaker must have a large vocabulary and the ability to use it correctly in order to be able to speak fluently and accurately in a foreign language.

d. Fluency

Fluency is used to assess someone's ability or inability to use a language. Fluency refers to how quickly and confidently speakers use the language, with few hesitations or natural pauses, false starts, word search, and so on (Nunan, 2003).

#### e. Comprehension

Brown (2007) defines comprehension as the ability to perceive, process, and stretches of discourse in order to create representation of meaning sentences. It requires someone who can automatically understand what other speakers say in oral communication.

According to the theories presented above, speaking is the activity of uttering words or using a language by making a speech in ordinary voice to express one's thought, ideas, feelings, and willingness. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five components of speaking ability. The speaker uses speech sound as a signal to convey the message when speaking. Besides the elements proposed by Brown, Amiruddin (2019) implies that the components that students must understand in order to achieve good speaking are grammar, word stress, and pronunciation. He went on to say that EFL students need to put in more effort and practice in order to have a good command of English.

#### C. Code-switching in Speaking Class Activities

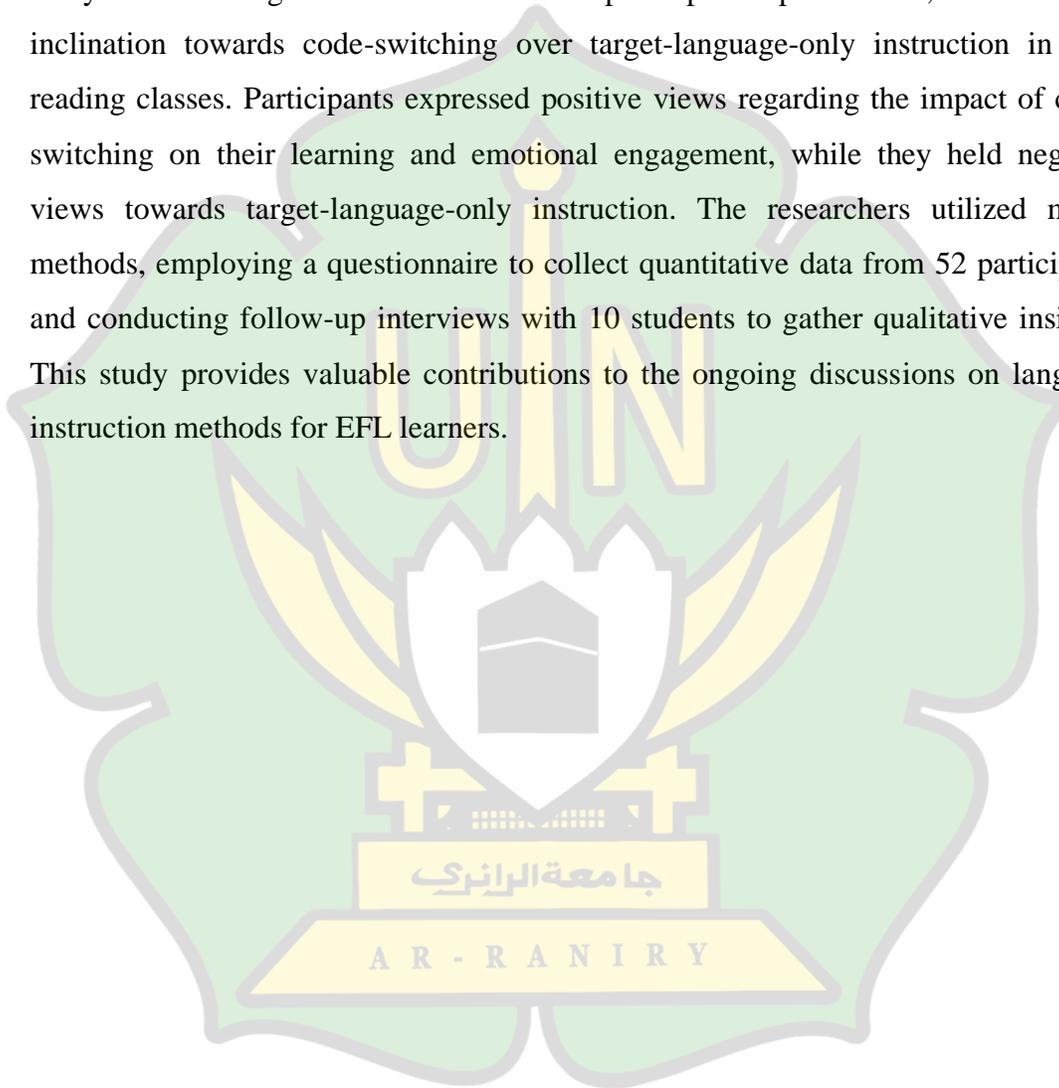
According to Hudson (1996), code-switching refers to the speaker's use of different dialects of the same language. As a result, code-switching is prevalent in the second language classroom. English and the first language, also known as mother tongue, are frequently switched in schools, for example. In an EFL classroom, code-switching can occur in either teachers' or students' discourse. Although many teachers are opposed to it, understanding the function of switching between a native language and a foreign language, as well as the underlying reasons, is essential. This understanding will raise language teachers' awareness of its application in classroom discourse. It will undoubtedly improve instruction by removing or dominating its use during foreign language instruction.

Furthermore, there are several functions of code-switching especially in a classroom setting. An explanation is usually given when the teacher wishes or sees the need to repeat what has been said in another language in order to help students understand the teacher. There are strategies for explaining the issues being taught, according to Canagarajah (1995), such as repetition, reformulation, clarification, and exemplification. Furthermore, there may be times when misunderstandings happen during a lesson, and code-switching will be used to clear it up. Moreover, a student or teacher may insert an Indonesian word into an otherwise English utterance. If a student inserts an Indonesian word, the teacher usually responds by trying to find the correct translation, but this is not always the case.

#### **D. Related Studies**

Talpur, Kakepoto, and Jalbani (2021) conducted a study to explore students' perceptions regarding English Language Teachers' code switching from the second language (L2) to the first language (L1) in a traditional classroom setting. The research findings indicated that code-switching by teachers had several positive effects on students. It facilitated their comprehension of lectures, improved their understanding of tasks, boosted their confidence in speaking and participating in classroom activities, motivated them to work harder in other subjects, and enhanced their overall learning process. The researchers employed a quantitative approach, using a survey questionnaire administered to 150 participants. The questionnaire utilized a five-point Likert scale to quantify students' perceptions of English Language teachers' code-switching strategy. The study's results emphasized the crucial role of code-switching in enhancing the effectiveness of second language classroom teaching and learning.

Additionally, Al Tale' and AlQahtani (2022) conducted a study to investigate the debate surrounding the medium of instruction (code-switching vs. target-language-only) in teaching English as a Foreign Language (EFL) to students. The study revealed significant differences in participants' preferences, with a clear inclination towards code-switching over target-language-only instruction in EFL reading classes. Participants expressed positive views regarding the impact of code-switching on their learning and emotional engagement, while they held negative views towards target-language-only instruction. The researchers utilized mixed methods, employing a questionnaire to collect quantitative data from 52 participants and conducting follow-up interviews with 10 students to gather qualitative insights. This study provides valuable contributions to the ongoing discussions on language instruction methods for EFL learners.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter describes the method that was used in this research. It encompasses the discussion of the research design, population and sample, data collection, and data analysis.

#### A. Research Design

This study utilized a descriptive qualitative approach, in line with Sugiyono's (2010) statement that qualitative research is primarily descriptive in nature. This means that the data gathered and analyzed in the research were presented in the form of words, rather than numerical data. By employing this method, the researchers aimed to gain a deeper understanding of the phenomena under investigation and capture the richness and nuances of the participants' experiences and perceptions. According to Gall, Gall, and Borg (2007), descriptive research aims to provide a clear portrayal of a phenomenon and its attributes. Unlike other types of research, it focuses primarily on the "what" rather than the "how" or "why" aspects of a given situation. Accordingly, researchers frequently employ observation and survey instruments to collect relevant data.

Therefore, descriptive qualitative research is employed to comprehensively describe, explain, and address the research problem by thoroughly investigating individuals, groups, or events. This study utilized descriptive qualitative research to explore students' perceptions on the impact of code-switching in English teaching-learning class for students in English Language Education. Furthermore, the study also explored the various types of code-switching employed by the students in English Language Education.

## **B. Population and Sample**

The population of this study were second to fourth year English Language Education students of UIN Ar-Raniry, Banda Aceh from batch 2019 to 2022. The population estimated was 515 active students. This study used a non-random sampling method. In this study, the sampling technique used was purposive sampling. According to Ilker (2016), purposive sampling involves the method of identifying specific criteria.

This study's criteria are as follows:

1. Second to fourth year English Language Education students of UIN Ar-Raniry.
2. Taken Public Speaking or Intermediate Language Skills subject.
3. Code-switching or alternating language when speaking.

In this study, the questionnaire was spread to students of English Language Department and there were 80 students who responded to the questionnaires. The students who participated became the respondents of this study.

## **C. Data Collection Techniques**

In collecting the data, observations and questionnaire were carried out for this research. Moreover, based on preliminary observations, the students oftentimes switch their language from English to Indonesian, or vice versa. The students used code-switching when speaking English in their casual discussions or to interact during class activities. Code-switching was actively implemented during classes by lecturers and students.

### **a. Observation**

Appointments were set with lecturers for three speaking classes and direct observations were employed as the first step to get the data. Next, the observations were administered in the classrooms respectively. During the observations, the

occurrence of code-switching was examined using an observation checklist that included Pineda's (2008) theory on the different types of code-switching.

#### b. Questionnaire

Furthermore, questionnaire was also used to collect the data adopted from several authors. The students were given the questionnaire in order to collect more accurate and trustworthy data. The questionnaire used a four-point Likert scale format, with answers ranging from "strongly agree" to "strongly disagree" on a scale of 1 to 4. The participants were then asked to carefully check and read the statements. This questionnaire was distributed by using Google Form. The participants were given questions related to code-switching in between language. As a result, the data was transferred to the sheet and statistically analyzed to determine the percentage of each question.

Table 3.1

No	Category	Frequency	Percentage
1	Strongly Disagree		
2	Disagree		

*Questionnaire based on the Likert Scale*

3	Agree
4	Strongly Agree
	Frequency

#### **D. Data Analysis Procedure**

Data analysis is the method of processing data with the goal of extracting valuable information, which serves as the basis for understanding students' perceptions. Consequently, data analysis holds significant importance during the processing stage. This study utilized two data collection instruments, which consequently led to two distinct data analysis procedures.

The data gathered through observation and questionnaire underwent a separate set of steps during the analysis process. In the first step of the data analysis process, the data were identified, selected, and classified based on the analyzing needs that were relevant to the research topic. The collected data was examined using the Miles and Huberman (1994) framework, which included the following steps: data reduction, data description, and data classification.

##### **1. Data Reduction**

The data from the observation were then reduced in order to identify the utterances that were considered to be code-switching. Data reduction omitted utterances that did not contain code-switching, leaving only the utterances that did contain code-switching. The reduced data, which only contains information about the topic of this research, will then be described. By reducing the data, the researcher identified and selected the data, i.e., the utterances which were considered as code-

switching, which was relevant to the research topic, so that the analysis was focused into the data which was suitable to the research questions which had been formulated.

## 2. Data Description

The reduced data which contains only about the topic of this research then be described. These data were analyzed using a descriptive qualitative method to determine the types, reasons, and students' perceptions on code-switching that might occur in class.

## 3. Data Classification

Then, the data which had been reduced and described were classified into specific groups based on the research focus. The focuses of the research were referred to the types, reasons, and the students' perceptions regarding the use of code-switching in English teaching-learning class for students in English Language Education.

Moreover, based on the questionnaire, the participants were expected to choose one of the Likert Scale answers in each statement. After collecting the data, the data were analyzed by following the Likert's data analysis procedure by classifying the responses of student to each statement of the questionnaire into a table. The students who respond towards every statement were calculated and then transformed into percentage. The following formula was used to calculate the percentage of each statement's frequency according to Sudjono (2008).

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

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

Note:

P = Percentage of the item

F = Collected scores

N = Number of cases

Therefore, having done the calculation for each statement from the questionnaire, the results and discussion based on the data obtained are discussed further in the next chapter.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discussed the research result and discussion based on the data obtained from observation, questionnaire, and students' interview session.

#### A. Findings

##### 1. Results of Observation

As indicated in the previous chapter on the research design section, observation was conducted in acquiring the data for this study which related to the types of code-switching used by the students. The observation was conducted on 28<sup>th</sup> of February until 20<sup>th</sup> of March 2023 in three Speaking classes that consists of approximately 30 students for each class, at Ar-Raniry State Islamic University. Classroom observation was carried out by using an observation checklist by Pineda (2008) containing code-switching types. This observation lasted an hour and half during the teaching and

learning process. Furthermore, the summary for code-switching which have been utilized by the students can be referred in appendices. Alternatively, the findings of the observation can be seen as follows:

a. Referential code-switching

From the observation, the researcher discovered that the students engaged in this type of code-switching in class. The transcription below shows an example:

**Example 1**     *Student: I wesh my own clothes.*

*Lecturer: Excuse me? Do you mean 'wash'?* (confused)

*Student: Benar, miss.*

**Example 2**     *Student: We living in digital era where social media is fest jadi semuanya*

*berhubung dengan koneksi internet, miss* (talking about ways to communicate in the era of globalization)

*Lecturer: You mean 'fast'?* Fest is festive or festival.

*Different meaning ya. Yes. Nowadays, everything can be searched or spread online easily.*

*Student: Yes, miss. Not all good, social media also have bad sides.*

*Lecturer: Pros and cons of social media that everyone should be aware of.*

This type of code-switching takes place when a student changes her language in order for the speaker or teacher to understand what she is saying. Hence, explaining the meaning intended to avoid misunderstanding or miscommunication.

b. Directive code-switching

During the observation, this type of code-switching was not observed among the students. This type occurs when someone switches languages specifically in order to say something secretly in another language. This is used to include or exclude someone from a conversation in another language.

c. Expressive code-switching

Students frequently used this type of code-switching, especially when students are expressing themselves in class. The following is a transcription of the class conversation.

**Example 1** *Lecturer: Assalamualaikum, class. How are you?*

*Student: Waalaikumussalam. miss. Alhamdulillah, fine. Syukran, miss.*

*Lecturer: Alhamdulillah, good. We will proceed with the presentation.*

*Please share your experience or story with the class.*

*Student: (Sharing about past experience)*

*Lecturer: Which hospital did you go to?*

*Student: Rumah Sakit di Medan, miss.*

**Example 2** *Student: Miss, will we have mid semester test before Ramadhan or after?*

*Apakah kita libur di bulan Ramadhan atau tetap ada kelas,*

*miss?*

*Lecturer: We will continue a few lessons, the test will be after*

*Ramadhan, In Shaa Allah. Okay?*

*Students: Okay. Thank you, miss.*

According to the definition of this type of code-switching, this type of code-switching takes place when a person switches to another language to express their identity or feelings. In the previous case, Muslims typically say Arabic phrases and also switch to native language in their speech.

d. Phatic code-switching

This type of code-switching also happened while the observation is conducted in the classroom.

**Example 1** *Lecturer: Please pay attention! Ini penting, tolong diperhatikan ya.*

*Student: Baik, miss.*

**Example 2** *Student: Pak, do we have presentation next week?*

*Lecturer: Yes, one representative of the group may come in front. Satu orang wakil untuk topic presentation minggu depan tapi diskusikan bersama.*

This type of code-switching occurred when a person repeats a word but uses a different language to emphasize the meaning. The lecturers were emphasizing points in the previous transcription. They changed to Bahasa Indonesia in order to emphasize important points so that their classmates could understand.

e. Metalinguistic code-switching

This kind of code-switching did not happen in the classroom activities among the students. Metalinguistic code-switching occurs when someone switches languages because certain words can only be expressed in a specific language. This type of code-switching takes place when a person switches language as to he only can say words using a certain language.

f. Poetic code-switching

This type of code-switching was also not found in the classroom activities among the students. This code-switching type occurs when a person switches language to make a humorous effect.

## 2. Results of questionnaire

The sample in this study consisted of 80 English department students from UIN Ar Raniry, Banda Aceh. Alternatively, the data and responses provided by the respondents can be referred to in the appendices. For this research, the students were asked ten questions on the questionnaire about their perceptions toward code-switching in speaking. Google Forms was used to distribute the questionnaire. The findings of the study are presented for each question, showcasing the percentage of students' responses based on the most frequently occurring answers from the questionnaire.

1. 'Mixing English and Indonesian language is common phenomenon in the class I have attended.'

Table 4.1

*Questionnaire's result no.1*

No	Category	Frequency	Percentage
1	Strongly Disagree	2	2.5%
2	Disagree	6	7.5%

Table above shows that 51.2% students' response was 'strongly agree' when

No	Category	Frequency	Percentage
1	Strongly Disagree	6	7.5%
2	Disagree	1	1.3%
3	Agree	32	40%
4	Strongly Agree	41	51.2%
	Frequency	80	100%

being asked whether mixing English and Indonesian language is a common phenomenon in the class. Next, 40% of students answered agree. Meanwhile, 1.3% answered disagree, and 7.5% chose 'strongly disagree'. In this case, it can be concluded that most students experienced code-switching in class.

2. 'I feel comfortable with code-switching during class especially when communicating and learning.'

Table 4.2

*Questionnaire's result no.4*

3	Agree	44	55.0%
4	Strongly Agree	28	35.0%
	Frequency	80	100%

There were 35.0% of students' response with 'strongly agree' to being comfortable with the act of code-switching, meanwhile 55.0% of students chose 'agree'. In contrast, 7.5% of students chose 'disagree', and other 2.5% of students chose 'strongly disagree'. From this data it can be concluded that a few students are not comfortable with code-switching as it can be difficult to understand.

7. 'Code-switching decreases the pressure of second language (English).'

Table 4.3

*Questionnaire's result no.7*

No	Category	Frequency	Percentage
1	Strongly Disagree	4	5.0%
2	Disagree	6	7.5%
3	Agree	49	61.3%
4	Strongly Agree	21	26.3%
	Frequency	80	100%

The table shows 26.3% of students' response with 'strongly agree' on how code-switching decreases the pressure of second language (English), meanwhile 61.3% of students chose 'agree'. However, 7.5% of students chose 'disagree', and

5.0% of students chose 'strongly disagree'. It can be concluded that most students find code-switching able to decrease the pressure of speaking English.

9. 'Code-switching helps me to practice the second language that I use.'

Table 4.4

*Questionnaire's result no.9*

No	Category	Frequency	Percentage
1	Strongly Disagree	4	5.0%
2	Disagree	2	2.5%
3	Agree	35	43.8%
4	Strongly Agree	39	48.8%
	Frequency	80	100%

The table shows that 48.8% of students' response with 'strongly agree' on by doing code-switching it helps them to practice English. Meanwhile, 43.8% of students chose 'agree'. From the table, 2.5% of students chose 'disagree', and 5.0% of students chose 'strongly disagree'. Most students find that code-switching is helpful as they can practice English. A few students do not find it effective.

## B. Discussion

Based on the study's results, the discussions are presented based on the order of the research questions of this study.

1. What are the students' perceptions on the impacts of code-switching in English teaching-learning class for students in English Language Education?

From the results of questionnaire in this study, 80 students participated in a questionnaire, and the results revealed that most of them acknowledged that they used code-switching to prevent misunderstandings when interacting with their interlocutors. Also, it is confirmed by table 4.1 that they primarily used code-switching which is in line with previous literature that indicates that code-switching was helpful. According to Promnath and Tayjasa (2016), in teaching and learning process, code-switching encourages students to participate in class especially when they can deliver their opinion or insight freely. Besides, in table 4.2 demonstrated that students feel comfortable with code-switching during class especially when communicating and learning. Hence, the use of code-switching helps struggling students to keep up with lessons. The students, however, did not perceive code-switching as a potential barrier to communication. Instead, they thought it was favorable.

Moreover, students admitted that code-switching decreases the pressure of second language (English). This can be seen on table 4.7 and table 4.9. This phenomenon can also be a resolve for students to learn and improve their English while avoiding or reducing confusion when speaking. Thus, this research has similarity with Masna (2020), who found that code-switching is one of the effective strategies which can be applied by EFL students. This also contribute students' eagerness to learn English showed that they immediately practice using the new vocabulary they have learned in class. Therefore, students' perception on the impact of code-switching in English teaching-learning class is very positive.

2. What are the types of code-switching used by the students in English Language Education?

From the result of observation, only three types of code-switching occurred in the speaking classes: referential code-switching, expressive code-switching, and phatic code-switching. It is reasonable why referential code-switching occurred among them. When someone switches languages to let their listeners or interlocutor comprehend what they are saying, this type of code-switching occurs. In order for the listener to understand, they must change their language. Throughout the observation process, there was also phatic code-switching. The students engaged in this form of code-switching when they repeated their words but did it in a different language to prevent misunderstandings.

Next, since all English Language Education students are Muslims and most of the students are Indonesian, expressive code-switching is also appropriate. The definition of this code-switching is that it occurs when a person switches to another language to express their identity. In this case, students often used Arabic phrases and also used their native language which is Indonesian in class to demonstrate their identity.

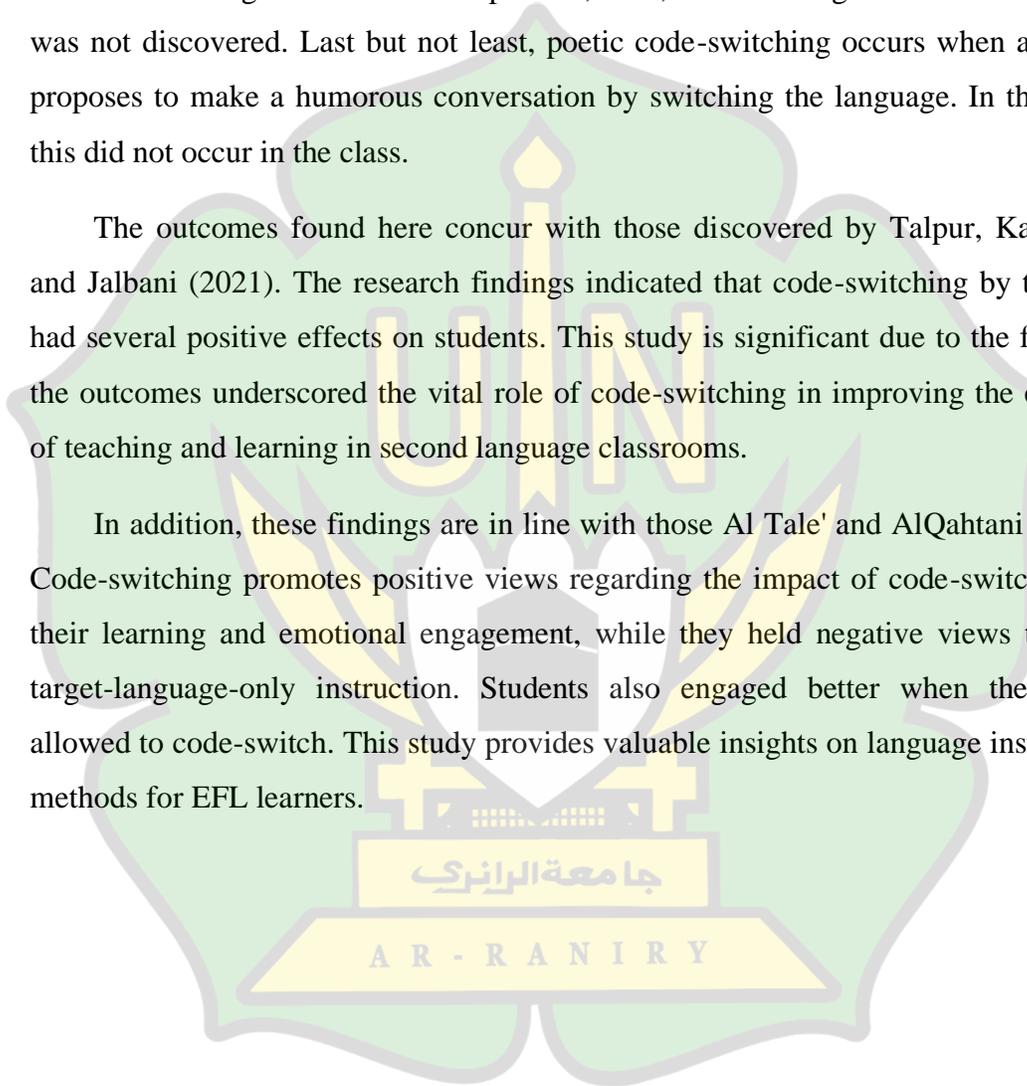
Additionally, out of the types of code-switching discussed previously, directive code-switching, metalinguistic code-switching, and poetic code-switching did not occur during the teaching and learning process in class throughout the observation. Directive code-switching occurs when a person switches the language to say something confidentially in another language. The students did not engage in code-switching because each individual in the class understood the language spoken by their friend. That is why there is nothing that can be hidden or told in private.

Metalinguistic code-switching occurs when someone switches languages because certain words can only be expressed in a specific language. For instance, a

lecturer wants to explain about the definition of certain terms like historical terms, the lecturer has to switch his language into Bahasa Indonesia and Bahasa Melayu so that the students can identify the language. However, this situation did not happen in the classroom during the observation process, thus, the metalinguistic code-switching was not discovered. Last but not least, poetic code-switching occurs when a person proposes to make a humorous conversation by switching the language. In this case, this did not occur in the class.

The outcomes found here concur with those discovered by Talpur, Kakepoto, and Jalbani (2021). The research findings indicated that code-switching by teachers had several positive effects on students. This study is significant due to the fact that the outcomes underscored the vital role of code-switching in improving the efficacy of teaching and learning in second language classrooms.

In addition, these findings are in line with those Al Tale' and AlQahtani (2022). Code-switching promotes positive views regarding the impact of code-switching on their learning and emotional engagement, while they held negative views towards target-language-only instruction. Students also engaged better when they were allowed to code-switch. This study provides valuable insights on language instruction methods for EFL learners.



## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusion and recommendation of the study. The conclusion describes the summary of this study findings. The recommendation depicts several advices dealing with this study.

#### A. Conclusions

Based on the results of this research, it can be concluded that:

1. There are three types of code-switching that occurred at English Language Education of UIN Ar-Raniry, which are: expressive code-switching, referential code-switching, and phatic code-switching.
2. The students believe that using code-switching in the classroom decreases the pressure of the second language, which they find very helpful because it can make the conversation flow smoothly. The students also find it easier to practice English by code-switching.
3. The students' perception towards the use of code-switching is good, as it can assist and motivate the students to keep learning English.

In conclusion, this research offers insights into students' perceptions regarding the impacts of code-switching and the various types employed.

## **B. Recommendations**

### **1. Students**

Students need to be enthusiastic and participate in classroom activities in order to reduce the pressure when speaking English. Students should respect each other to create a pleasant environment among themselves. Furthermore, instead of mocking one another when a student is having difficulty, they should help and motivate one another. This would make them feel more at ease with one another. Furthermore, anxious students should understand that making mistakes is a normal part of learning. As a result, they should not be discouraged from speaking English.

### **2. Teachers**

As for teachers, teachers should be aware of student's pressure in speaking. Therefore, it is necessary to raise teachers' awareness and be supportive of students in the classroom because anxiety is a significant factor that influences students' speaking. Recognizing the existence of students' anxiety in speaking English will undoubtedly influence the teacher's treatment of the students.

### **3. Future Researcher**

Future researcher may delve into the concept of code-switching, extending this inquiry with comparable concepts or subjects. Researcher can employ this investigation as a framework for guiding their own exploration into the same subject, utilizing distinct participant groups, alternative research methodologies, or varying language proficiencies.

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# APPENDICES

## APPENDIX A

### Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY  
Nomor : B - 7080/Un.08/FTK/KP.07.6/06/2023

TENTANG  
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DI/TL.00/5970/2015 TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-  
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7105/Un.08/FTK/KP.07.6/6/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;  
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;  
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;  
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;  
5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;  
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;  
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI  
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;  
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;  
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;  
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **28 Maret 2022**
- MEMUTUSKAN
- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **B-7105/Un.08/FTK/KP.07.6/6/2022** tanggal **22 Juni 2022**
- KEDUA : Menunjuk Saudara:  
1. Dr. Nashriyah, M.A. Sebagai Pembimbing Pertama  
2. Fera Busfina Zailha, M.A. Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi:  
Nama : **Mulyani Bte Abdul Ghani**  
NIM : **190203162**  
Program Studi : **Pendidikan Bahasa Inggris**  
Judul Skripsi : **EFL Students' Perception Towards Code - Switching in Speaking**
- KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat keketiruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 16 Juni 2023

Dekan,  
  
Sabar Muluk

#### Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

## APPENDIX B

### Recommendation Letter



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syaikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-4053/Un.08/FTK.1/TL.00/02/2023  
Lamp : -  
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,  
Dosen dan mahasiswa UIN Ar-Raniry  
Assalamu'alaikum Wr.Wb.  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **MULYANI BTE ABDUL GHANI / 190203162**  
Semester/Jurusan : VIII / Pendidikan Bahasa Inggris  
Alamat sekarang : Darussalam, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *EFL Student's Perception Towards Code-Switching in Speaking*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Februari 2023  
an. Dekan  
Wakil Dekan Bidang Akademik dan  
Kelembagaan,

AR - RANIRY



Berlaku sampai : 20 Maret  
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**Appendix C**  
**OBSERVATION CHECKLIST**  
**Source: Pineda (2008)**

No	Types of code-switching	Example	Occurred	Remarks
1	<p><b>Referential code-switching</b></p> <p>Code-switching involves lack of knowledge or facility in a language. Hence, bilingual speakers switch code when they do not know the word or when a certain concept is not available in that language. Language is chosen because it is more appropriate or suitable to be</p>	<p>Student: Miss, I want ask question.</p> <p>Lecturer: (Confused)</p> <p>Student: <i>Saya ijin untuk bertanya, miss.</i></p> <p>Lecturer: <i>Ok, silahkan.</i> Ask away.</p> <p>(Student: Miss, I want ask question.</p> <p>Lecturer: (confused)</p> <p>Student: <b>I would like to ask a question</b>, miss.</p> <p>Lecturer: Ok, <b>please do.</b> Ask away.)</p>		

		used for a particular topic.			
2	<b>Directive code-switching</b>	This participant-related function of code-switching aims to include or exclude a person from a part of a conversation such as by using a familiar or foreign language to that person.	Code-switch or using term in any language.  Student A&B: Speaks in English/Arabic/Acehnese excluding student C in their conversation.  Student C: <i>Aku gak ngerti kalian ngomong soal apa. Ngomong pakek Bahasa Indonesia aja.</i> AR - RANIRY  (Student C: <b>I don't understand what you guys are talking about. Please just speak in Bahasa Indonesia.</b> )		

3	<b>Expressive code-switching</b>	Speakers use more than one language to stress their self-identity or feelings to others in the conversation.	<p>Lecturer: <i>Assalamu'alaikum.</i> How are you? <i>Sehat?</i></p> <p>Student: <i>Walaikumussalam, miss. Alhamdulillah, fine, miss. Syukran. Jazakallah Khairan, miss.</i></p> <p>(Lecturer: <i>Assalamu'alaikum.</i> How are you? <b>Are you fine?</b></p> <p>Student: <b>Walaikumussalam, miss. Alhamdulillah, fine, miss. Thank you, miss.</b>)</p>	✓	
4	<b>Phatic code-switching</b>	Code-switching is used to show a change in tone and emphasize parts of a conversation that are of importance.	<p>Lecturer: Everyone, please pay attention! <i>Ini penting ya. Tolong diperhatikan.</i></p> <p>Students: Baik, miss!</p> <p>(Lecturer: Everyone, please pay attention! <b>This is important. Please take a look at it.</b></p> <p>Students: <b>Alright, miss!</b>)</p>	✓	
5	<b>Metalinguistic code-switching</b>	Myers-Scotton (1979) asserted that speakers	Lecturer: Indeed, <i>Bahasa Melayu dan Bahasa Indonesia itu lebih kurang sama. Soalnya kita serumpun.</i> We can still understand each other.		

		<p>sometimes</p> <p>switch code in order to comment on another language.</p>	<p>(Lecturer: Indeed, <b>Bahasa Melayu and Bahasa Indonesia are almost the same. This is because we are kin.</b> We can still understand each other.)</p>		
6	<b>Poetic code-switching</b>	<p>Words, puns and jokes in one language are switched to another language for the purpose of amusement or entertainment.</p>	<p>Student A: Always bee yourself.</p> <p>Student B: Bee? <i>Kok</i> bee? <i>Bukannya</i> be?</p> <p>Student A: That's a pun joke, dude.</p> <p>(Student A: Always <b>bee</b> yourself.</p> <p>Student B: Bee? Why bee? Isn't it supposed to be <b>be</b>?</p> <p>Student A: That's a pun joke, dude.)</p>		

**Appendix D Questionnaire**  
**EFL Students' Perception Towards**  
**Code-switching in Speaking**

Note: Code-switching or language alternation occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation or situation.

No	Statement	Response				Sources
		SD (1)  (Strongly Disagree)	D (2)  (Disagree)	A (3)  (Agree)	SA (4)  (Strongly Agree)	
1	Mixing English and Indonesian language is common phenomenon in the class I have attended.					(Syafriзал et al., 2019)
2	I tend to do code-switching in English class in which I will switch to Indonesian					(Syafriзал et al., 2019)

	when speaking.					
<b>3</b>	Code-switching helps me in memorizing easily especially when studying.					(Younas et al., 2014)
<b>4</b>	I feel comfortable with code-switching during class especially when communicating and learning.					(Younas et al., 2014)
<b>5</b>	I feel pressured because of linguistic difficulties during lectures especially when lecturers use English as medium of instructions.					(Younas et al., 2014)
<b>6</b>	Code-switching by switching languages increase my communicative					(Younas et al., 2014)

	skills.					
<b>7</b>	Code-switching decreases the pressure of second language (English).					(Younas et al., 2014)
<b>8</b>	I code-switch by alternating language sometimes due to lack of facility especially when I am unable to find the appropriate terminology or identical word.					Kiranmayi & CELTA (2010)
<b>9</b>	Code-switching helps me to practice the second language that I use.					Kiranmayi & CELTA (2010)
<b>10</b>	Code-switching makes me more confident in class.					Naveed (2014)

## Questionnaire Data

### Responses

No	Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
1	Adriyati	1	2	2	2	2	1	1	2	2	2	17
2	Agha	3	3	3	3	1	3	4	4	4	4	32
3	Shinta	4	4	4	4	3	4	4	4	4	4	39
4	Anggie	4	3	3	3	2	3	3	3	3	3	30
5	Wais	3	3	4	4	2	4	3	3	4	4	34
6	Diva	4	4	3	3	2	3	3	4	4	3	33
7	Siti	3	3	3	3	1	3	3	3	3	2	27
8	Anna	3	4	3	4	1	2	2	2	3	4	28
9	Lena	4	4	4	3	2	3	2	2	4	4	32
10	Puteri	4	4	3	4	4	3	4	4	4	4	38
11	Dilla	1	1	1	1	1	1	1	1	1	1	10
12	Gabriella	3	3	3	3	2	4	3	4	4	3	33
13	Helzahra	4	3	3	3	3	4	3	4	4	3	34
14	Nia	4	3	4	4	1	4	4	4	4	4	36
15	Ananda	4	3	3	3	1	3	3	3	3	3	29
16	Juwita	4	3	4	4	1	4	4	4	4	4	36
17	Basma	4	4	4	4	2	4	4	3	4	4	37
18	Musliadi	4	3	2	3	2	3	3	3	3	3	29
19	Zakwan	2	1	2	2	1	3	4	3	4	3	25
20	Putri	1	2	2	4	3	4	3	2	4	4	29
21	Trilli	3	3	4	4	3	3	3	3	4	3	33
22	Bila	1	1	1	2	1	2	1	1	2	1	13
23	Salsa	3	3	3	3	2	3	3	3	3	3	29
24	Finan	4	3	3	4	2	4	4	4	3	3	34
25	Fitri	4	2	3	3	2	3	3	3	3	3	30
26	Suryani	3	4	3	4	3	4	3	4	3	3	34
27	Caca	4	4	3	3	2	3	3	3	4	3	32
28	Ulya	4	4	4	4	1	4	4	4	4	4	37
29	Nada	4	4	4	3	1	2	3	3	3	2	29
30	Vira	4	3	4	4	4	4	4	3	3	3	36
31	Eka	1	1	1	1	1	1	1	1	1	1	10
32	Kia	3	2	4	4	2	4	4	3	3	3	32
33	Vanessa	4	4	3	4	2	3	3	3	3	3	32
34	Najla	3	3	3	3	1	2	2	2	1	2	22
35	Cut Nadya	4	3	4	3	2	4	3	3	4	3	33

36	Nisa	4	3	4	3	2	4	3	3	4	3	33
37	Salsabila	4	4	4	4	3	4	3	4	4	4	38
38	Reyza	4	4	3	2	4	3	3	3	3	3	32
39	Cut Dara	4	4	3	4	3	4	4	4	4	1	35
40	Sinta	4	4	4	4	2	4	4	4	4	4	38
41	Yunidha	3	3	3	3	2	3	3	3	3	3	29
42	Yola	4	3	3	3	2	2	3	4	4	4	32
43	Fayya	3	3	4	3	2	3	3	3	3	3	30
44	Putri	3	3	4	3	2	3	3	3	4	4	32
45	Jauza	3	3	3	4	3	3	3	3	3	3	31
46	Nirmala	3	3	3	3	2	4	2	3	3	3	29
47	Najwa	1	1	2	2	3	2	2	1	1	2	17
48	Balqis	4	4	4	3	3	4	4	3	4	4	37
49	Amiiratul	3	3	4	3	3	4	3	3	3	4	33
50	Syera	3	2	3	3	2	4	3	2	4	3	29
51	Risyda	3	4	3	4	3	4	3	3	4	3	34
52	Damayanti	3	3	3	3	2	3	3	3	3	3	29
53	Adinda	4	3	4	3	2	4	3	3	4	3	33
54	Nurul	4	4	4	4	2	3	4	3	4	3	35
55	Ramadhani	4	3	3	3	2	3	3	2	3	2	28
56	Gina	3	2	3	3	3	3	3	3	3	2	28
57	Annisa	3	3	4	4	2	3	3	3	4	3	32
58	Aris	4	4	3	4	1	4	4	4	4	4	36
59	Atha	4	3	4	4	2	4	4	4	4	4	37
60	Affan	4	3	4	4	2	3	3	3	4	4	34
61	Rifqi	3	3	3	3	2	3	3	3	3	3	29
62	Ifanul	3	3	4	3	1	3	4	2	4	4	30
63	Yesy	4	3	3	3	4	3	3	3	3	3	32
64	Yuri	3	3	3	2	3	3	3	3	3	3	29
65	Ulqia	3	3	3	3	3	2	3	3	3	2	28
66	Ettia	3	4	3	3	2	3	3	3	4	3	31
67	Maghfira	3	4	3	3	2	3	3	4	3	3	31
68	Ruhdiana	3	3	3	3	3	3	3	3	3	3	30
69	Mirzatillah	3	4	4	3	3	4	3	3	3	4	34
70	Fathimah	4	3	4	3	3	3	4	4	4	4	36
71	Mawardiana	4	4	4	4	4	4	4	4	4	4	40
72	Raihani	3	3	3	4	3	3	4	3	4	4	34
73	Zetyasep	4	3	3	3	3	3	2	3	3	3	30
74	Qori	3	3	4	3	3	3	3	3	3	3	31
75	Farisa	4	3	3	3	3	2	3	3	4	2	30
76	Chairi	4	4	4	3	2	4	3	3	3	3	33

77	Meri	4	4	4	3	1	3	3	3	3	3	31
78	Putroe	3	3	4	3	2	3	3	3	3	3	30
79	Rayyan	3	3	3	3	1	3	3	3	3	3	28
80	Prili	4	4	3	4	2	4	3	4	4	4	36



## **AUTOBIOGRAPHY**

Name : Mulyani Bte Abdul Ghani

Place/Date of birth : Banda Aceh, November 17<sup>th</sup> 1997

Sex : Female

Religion : Islam

Nationality : Indonesian

Marital Status : Single

Parents

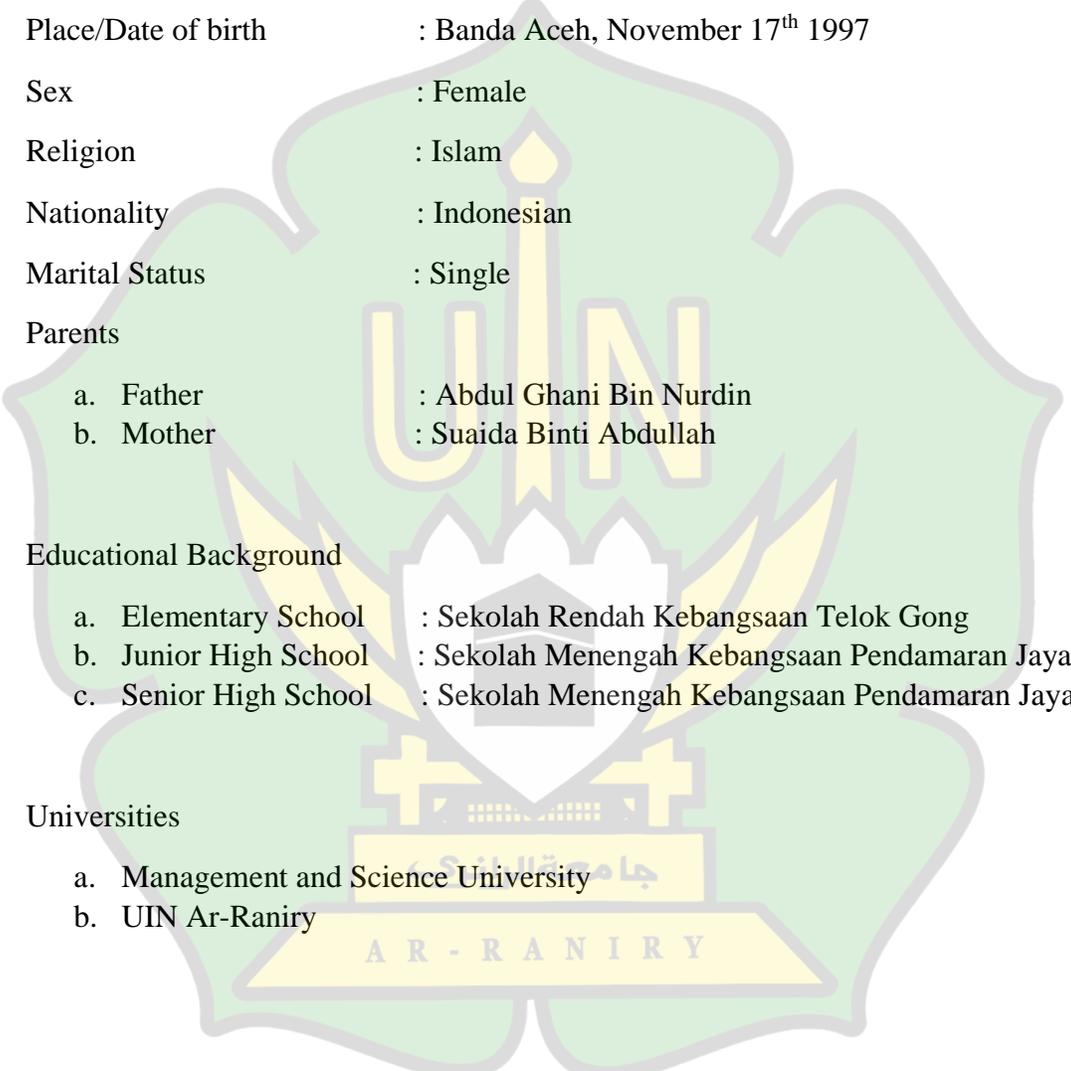
- a. Father : Abdul Ghani Bin Nurdin
- b. Mother : Suaida Binti Abdullah

Educational Background

- a. Elementary School : Sekolah Rendah Kebangsaan Telok Gong
- b. Junior High School : Sekolah Menengah Kebangsaan Pendamaran Jaya
- c. Senior High School : Sekolah Menengah Kebangsaan Pendamaran Jaya

Universities

- a. Management and Science University
- b. UIN Ar-Raniry

The background of the page features a large, semi-transparent watermark of the UIN Ar-Raniry logo. The logo is a green shield-shaped emblem with a yellow and white central design. At the top, the letters 'UIN' are written in a stylized yellow font. Below this, there is a white and yellow architectural structure resembling a mosque or university building. At the bottom of the emblem, the text 'AR-RANIRY' is written in a yellow banner. Above the banner, there is Arabic calligraphy in yellow.

Banda Aceh, June 13<sup>th</sup>, 2023

Mulyani Bte Abdul Ghani