STUDENTS' PERCEPTION ON THE USE OF CODE-SWITCHING IN

ORAL PRESENTATION

Thesis

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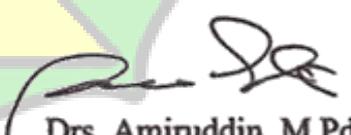
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DECLARATION OF ORIGINALITY

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

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Saya yang membuat pernyataan

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Last but not least, I recognize that my thesis is far from perfect and that many mistakes will be made, but I do hope that this thesis of mine can give any benefits for anyone who reads this, especially future researcher in this field.

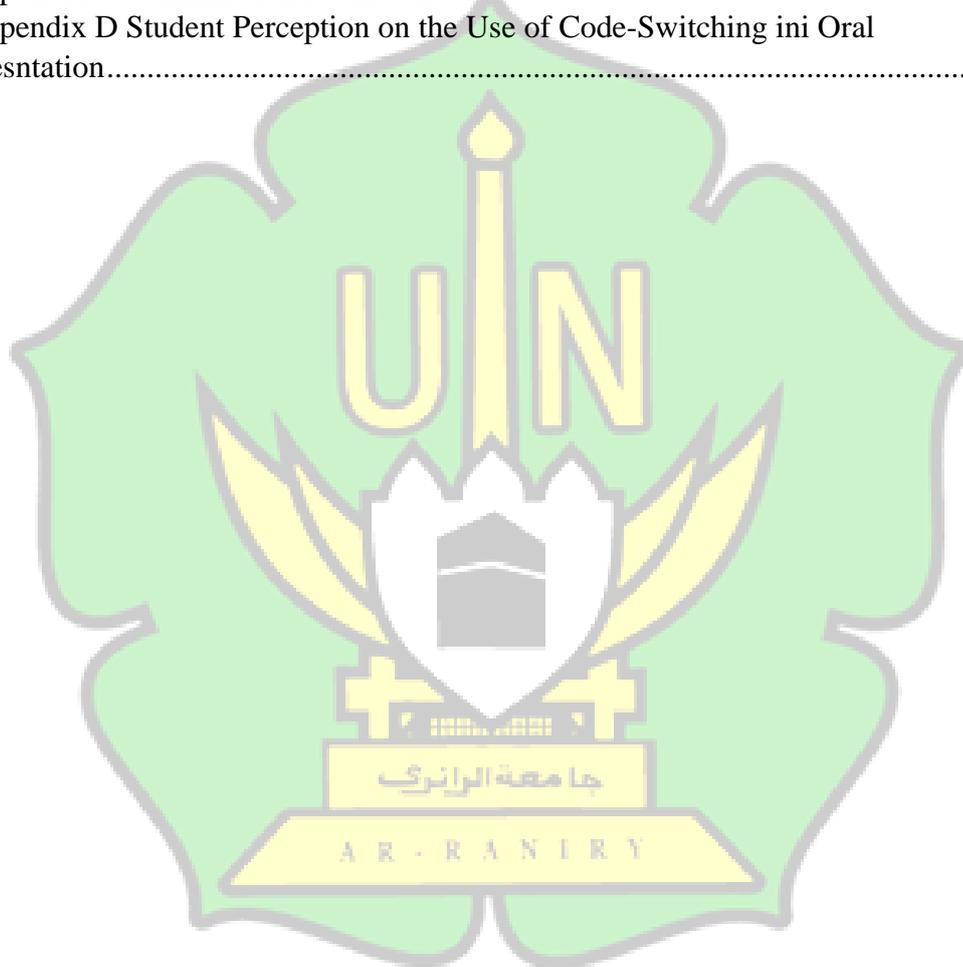Banda Aceh, December 11th 2023

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ABSTRACT

This research aims to determine students' perceptions of the use of code switching in oral presentations. Quanitative research methods were applied in research and data collection by distributing questionnaires to research respondents. Participants in this research were students from the English Language Education Department at UIN Ar-Raniry, especially students in the 7th semester of class 2020 with a population of 101 students from 3 units. By using random sampling, the researcher only chose to take 50 respondents. Data were analyzed using scoring by Ghozali (2016) using Microsoft Excel and descriptive statistics using SPSS Statistics software. The research results showed that respondents agreed with positive statements with the highest percentage of 80% and the percentage of negative statements of 98%. Therefore, the results of code switching have a positive impact on the respondent's communication, self-confidence and English language skills.

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CHAPTER I

BACKGROUND

This capture covers the background of the study, research question, aims of the study, significance of the study, and terminology of the study.

A. Background of Study

English is a very important second language to learn today. The importance of English cannot be underestimated because it is one of the most widely spoken languages in the world, which makes it an international language. As the international language, English is taught in most schools around the world as an important compulsory subject to learn.

English is taught as a foreign language in countries where the first and second languages are not English, such as Vietnam, Brazil, Mexico, and others, including Indonesia. The term used to describe teaching English in these countries is TEFL (Teaching English as a Foreign Language). The curriculum for TEFL is different from the curriculum of English teaching in countries whose second language is English. The term used for English teaching in those countries is TESL (Teaching English as Second Language). The TEFL curriculum is relatively lower than TESL's since the students of TESL are more familiar with the English language than the students of TEFL. However, even though it is lower, it must be done by qualified professionals (Raja & Sujata, 2017). In practice, professional teachers must teach the four skills of English which are reading, writing, listening

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and speaking to their students. Especially in teaching speaking, teachers relatively use both the first and target language in order to make it easier for students to understand what is being conveyed. Such is the teaching-learning process. The use of these two languages is called "code-switching"

Code-switching is a linguistic term referring to a situation in which a person speaks more than one language at a time (Greer, 2007). This normally happens to bilingual or multilingual people who move from one language, variety, or dialect to another when they speak. For example, a Chinese-American community who speak both mandarin and English language in their communication. The reasons for the use of code-switching in communication can be different, for instance, it is difficult to use the right vocabulary and lacks mastery of vocabulary (Malik, 1994). The phenomenon of code-switching can be said as massive, as stated by Hoffman (1999 as cited in Yusuf et al., 2020). Who says that there will be a lot of code-switching when a bilingual or multilingual person talks with other people.

Code-switching has been the subject of many studies. One of the studies was conducted by Subon (2021), analyzing whether the use of code-switching in oral presentations is perceived positively by students. His study found that the students strongly agree that code-switching can improve their oral presentations. Another study was conducted by Hakim (2019). His study was concerned with investigating the student's perception of code-switching in the English Foreign Language (EFL). His research finding showed that most students agreed with the use of code-switching in teaching and learning activities. They consider code-

switching to help them improve their listening skills, and they value teachers who use code-switching when they teach.

Based on the mentioned previous research proposing that code-switching is a positive phenomenon in English teaching; thus, this research is interested in digging students of English Language Education Department's perceptions on the phenomenon of code-switching in their speaking class, especially when they do oral presentations. This issue is essential for the English language Education department since the use of code-switching cannot be avoided from learning, and through student perceptions, it can be helped to formulate the extent to which students can use code-switching in oral presentations.

B. Research Question

Related to this background, the formulation of the research problem/question is as follows: "What are students' perceptions on the impact of using code-switching in doing oral presentations?".

C. Aims of Study

Based on the problems/questions above, the purpose of this study is to determine students' perceptions on the impact of using code-switching in doing oral presentations.

D. Significance of Study

This study is expected to contribute academically in several aspects. First, for English teachers, this research can be used as a strategic choice in teaching, especially in the use of code-switching in oral presentations. Second, for researchers, it can be used as a reference to determine students' perceptions of the

use of code-switching in oral presentations. Finally, this study provides information on how students perceive the use of code-switching in oral presentations based on their experiences.

E. Terminology of Study

1. Code-Switching

Code-switching is a term in linguistics that refers to the use of more than one language or variety in conversation. Sometimes bilingual speakers have problems when talking to other people, they change their language from code to code in sentence construction so the other person understands. Code-switching occurs in more than one language group, such as bilingual and multilingual communities. This can happen at some social events to help speakers expand their vocabulary.

2. Oral Presentation

The oral presentation is an extension of oral communication skills. The typical speaking procedure should be utilized, as these abilities are an extension of oral communication. Presentation is one of the activities used in oral communication classes to help students improve their speaking abilities (Hedge, 2000).

CHAPTER II

LITERATURE REVIEW

This chapter highlights the theories related to the topics of this research. It covers a discussion of code-switching, the impact of code-switching in communication, code-switching in English teaching-learning and oral presentation.

A. Perception

1. Definition of Perception

Perception serves as fundamental cognitive mechanism via which individuals engage with and make sense of the external environment in their vicinity. The process of perception begins with the employment of the five senses to get a stimulus, which is then structured and assessed in order to comprehend the information that has been sensed (Nugroho, 2012). Perception, as described by Kotler (2009), is the cognitive process through which individuals actively participate in the discernment, organization, and interpretation of incoming information in order to produce a unified and significant depiction of the external environment. Futhemore, Desmita (2009), perception is a process of using knowledge already possessed to obtain the stimulation of interpretation by the sensory system. With perception, people can capture an interpretation of various phenomena, information or data that always surrounds it. Research on perception shows that different individuals can see the same thing but undestand it differently. Individuals interpret what is seen and call it relativity. Hong (2003)

states that perception is a person's thought about something he has learned to measure how he or she behaves towards the use of something, whether he or she agrees or not about that method or about something he or she has learned. It means that students have their own opinion about something that they got from teaching and learning process.

2. Forms of Perception

According to Solso et al. (2007), perception is divided into two forms, there are: positive perception and negative perception.

a. Positive perception

Positive perception is when people evaluates something or information favorably, or in line with expectations about the thing they have seen or the rules that are in place. Individual pleasure with the thing that is the basis of their perception, the existence of individual knowledge, and the individual experience of the object being observed are the factors that lead to positive perception.

b. Negative perception

Negative perception is an individual's perception of a particular object or information with a negative view, contrary to what is expected from the perceived object or form the existing rules. The cause of negative perception is due to individual dissatisfaction with the object. that is the source of their perception, the ignorance of the individual and the lack of individual experience of the object being perceived.

3. Process of perception

The process of perception can be explained as follows: object give rise to stimuli, and stimuli affect the sense organs or receptors. The stimulus process regarding the senses is a natural process or physical process. The stimulus received by the senses is passed on by the brain's sensory nerves. This process is called a physiological process. Then there is a process in the brain as a center of consciousness so that individuals are aware of what is seen or what is heard or what is felt. The process that occurs in the brain or in the center of consciousness is what is called a psychological process (Walgito, 2002).

B. Code-Switching

1. Definition of Code-Switching

Code-switching is the act of switching between two or more languages or varieties of languages in one conversation; the use of different linguistic systems such as switching languages, dialects, or even different speech styles (Agustina, 2010). Furthermore, according to Ibrahim et al. (2013, as cited in Bhatti et al., 2018), code-switching as a conversational strategy used by bilingual speakers to effectively communicate social meanings influenced by social variables and grammatical structures of one or more languages. It is a sociolinguistic phenomenon that allows language users to use two or more languages in

communication and also a speaking strategy used by bilinguals to communicate effectively.

Code-switching can occur for a variety of reasons, including to express different identities or social roles, to accommodate the language preferences of others, or to convey particular meanings or attitudes that are better expressed in one language or dialect than another (Girsang, 2015), Furthermore, according to Crystal (1987) as cited in Chung (2006), code-switching occurs when two bilingual individuals alternate between two languages in a conversation.

For example, someone who speaks English but suddenly uses a Spanish word or phrase in one sentence. This may happen because the Spanish speaker wants to say that he can speak both English and Spanish or because he wants to say an unknown word in English. Therefore, the speaker uses both Spanish and English words in communication to clarify what they want to say.

Code-switching and code-mixing are common features of speech patterns in bilingual contexts, where they are most commonly used to distinguish between different languages. However, one frequently confuses the difference between code-switching and code-mixing. According to Hemorrhoids (2012), code-mixing is a more subtle form of language choice. Therefore, in code-mixed sentences, bits and pieces from one language are used while the speaker essentially uses another. Code-mixing occurs when someone uses words or phrases from one language in another, while code-switching involves changing the language as a whole structurally and grammatically in another language. Furthermore, code-mixing

refers to the practice of combining words or phrases from two different languages or language varieties in one sentence or conversation.

Both code-switching and code-mixing occur for various reasons, suach as expressing concepts more accurately in one language or establishing social relations with individuals who speak the same language. However, the key difference is that code-switching involves changing the language as a whole in one sentence or conversation, while code-mixing involves the use of language units, words, clauses, and idioms from one language to another to expand language style or a variety of languages.

2. Types of Code-Switching

In terms of types of code-switching, this study focuses on the categorization put forward by poplack (1980), who identifies three types of code-switching which are tag switching, inter-sential switching, and intra-sential switching.

a. Tag switching

According to Putranto (2018), tag switching is usually done from a different language or foreign language placed into the speaker's spoken language or from a common tag language that the speaker uses before switching to another language. Furthermore, according to Abdollahi (2015), tag switching occurs when a bilingual inserts a short expression from another language at the end of a speech. It is helpful for easily inserting speech at some point in a monolingual utterance without

breaking grammatical rules. Below is an example of tag-switching provided by Hofman (1991) in Japanese-English context:

"I'm a good friend, neh?"

In the example, "I'm a good friend" is an English sentence, and "neh" is a Japanese word whose meaning is "isn't it?". Contextually, the word "neh" in that utterance is added to give the sentence a teasing tone. However, technically, the phrase is functioned as a confirmation which is similar to the function of question tag in the English language. Furthermore, this example is included in the switching tag because speakers of the language insert the expression or short word "neh" from English into Japanese at the end of a sentence without violating grammar rules.

b. Inter-sentential switching

According to Edwar (2028), inter-sentential switching happened when a complete sentence in foreign language is spoken between two sentences in the native tongue. It might also involve a change from complete or multiple sentences produced explicitly in a single language. In addition, as defined by Syarif (2017), this type of code-switching is very common among bilingual speakers who are fluent in both languages. For example, "Persahabatan kalian luar biasa, I appreciate it" is classified as inter-sentential switching (Syarif, 2017). This example is included in inter-sentential switching because a bilingual or multilingual person switches from one language to another between different sentences. Like the

example above, "persahabatan kalian luar biasa" is the first language, and "I appreciate its" is the second language.

c. Intra-sentential switching

Intra-sentential switching, as defined by Edwar (2018), refers to a change in language that occurs withing the boundaries of sentence or clause. This often happens when someone starts speaking in one language and abruptly changes to another in the middle of a thought or sentence. Furthermore, according to Syarif (2017), intra-sentential code-switching occurs in the middle of a phrase with no stops, hesitations, or pauses to signal a change. Usually, the speaker is completely unconscious of the change. There are various types of switches at both the clause and word levels, and some studies refer to them as code-mixing. For example, "Sorry mengganggu, soalnya, I need you today." The word 'sorry' is an adjective in English, but for some people in Indonesia, it is a common word to use to apologize in non-formal communication. In intra-sentential switching, both speakers do not have to be bilingual. It is only a single common word or phrase in a different language that people usually know.

3. Functions of using code-switching

Code-switching can be applied when bilingual speakers have difficulty conversing with other bilinguals. They switch from their language code to another code when constructing sentences to help the other person understand. According to Zentella (1985, cited in Majid, 2017), there are four functions of using code-switching:

a. First, people may use code-switching to hide fluency or memory problem in the second language, although this accounts for only about 10% of code switches.

b. Second, code-switching is used to mark the transition from informal situations, where native languages are used, to formal situations where the second language is used.

c. Third, code-switching is used to exert control, particularly between parents and children.

d. Fourth, code-switching is used to align speakers with others in specific situation, such as defining oneself as a member of an ethnic group. Code-switching also function to announce specific identities, create particular meaning, and facilitate interpersonal relationships Johnson (2000, as cited in Rios et al., (2013).

Meanwhile, according to Hoffman (1991), as cited in Girsang (2015), there are seven different reasons for speakers to use code-switching in communication. These reasons include: talking about a particular topic, quoting somebody else, expressing solidarity, interjection, repetition used for clarification, intention, and expressing group identity.

1. Talking about a particular topic

Sometimes, people may prefer to speak about a particular subject in one language instead of another. They may feel more comfortable expressing their emotional feelings in a language other than their native tongue.

2. Quoting somebody else

A speaker may switch language to quote a well-knowladge, statement, or saying by one or more well-known individuals. Only the words that the speaker claims the quoted source said are switched.

3. Expressing empathy about something (expressing solidarity)

Intentionally or unintentionally, someone who speaks a language other than their first language will switch from the second language to the first language, which allows a person to switch to the first language because it is more convenient.

4. Interjection (inserting sentence fillers or sentence connectors)

Interjections are word or expressing that are added between sentences to indicate surprise, a strong emotion, or to draw attention. Short exclamations like "Darn," "Hey," "Well," "Look," etc. are interjections. Despite having no grammatical significance, people frequently use them, especially when speaking.

5. Repetition used for clarification

Bilingual or multilingual individuals may sometimes use both languages (codes) they know to communicate the same message, making it easier for the audience to understand.

6. Intention of clarifying the speech content for the interlocutor

Code-switching and code-mixing may occur when a bilingual or multilingual person converses with another bilingual or multilingual person. This ensures that the listener can follow along and understand the speaker's points.

7. Expressing group identity

Code-switching can also be used to express group identity. For instance, academics communicate differently from other groups in each of their respective disciplinary contexts.

Based on the explanation regarding the function and use of code-switching in communication, it's to make it easier and clarify someone's communication, whether it's just giving information or having conversations with other people.

C. Code-Switching in Communication

To communicate with other people whose language is different from ours, with all the differences in the way of interaction, is one of the obstacles in the process of communicating (Hemorrhoids, 2012)., as cited in Aditama (2019). Code-switching in communication can be used as motivation to make meaningful communication between interlocutors; it plays a role in improving language speech. By this perspective, code-switching appears to be beneficial in communication. However. Despite its positive impacts, studies have shown that code-switching can also negatively influence communication. The next section of this writing elaborates the advantages and disadvantages of code-switching in oral communication.

1. Advantages of Code-switching

According to Hertner (2022), code-switching in communication can serve several purposes, and adjust to the majority culture. She proposes that there are four advantages of code-switching in communication. These advantages

include: easily adapting to environments, maintaining cultural identity, navigating social hierarchies, and communicating with different audiences.

a. Easily adapting to new environments.

Code-switching in communication can help language users to easily adapt to new environments. Minority community members can switch to the dominant language or cultural norms to suit and be accepted by majority culture.

b. Maintaining cultural identity.

Code-swithing can also be used to maintain cultural identity, especially when members of a minority community are surrounded by the majority culture and switch to their own cultural mode of communication. They are able to express their unique cultural identity and maintain a sense of belonging to their community.

c. Navigating social hierarchies

Code-switching in communication can also be used for navigating social hierarchies, especially in professional and educational settings. Members of minority communities may turn to the dominant language or minority communities may turn to the dominant language or cultural norms to appear more professional, knowledgeable, or competent, or to gain respect and credibility.

Code-switching in communication has many advantages as explained, as code-switching makes it easier for a person to adapt to their new environment because they are able to speak to a different audience than before so that they can communicate effectively. Furthermore, a bilingual or multilingual person who uses code-switching in communication, in addition to learning the language, also learns the culture of the language of the country being studied, which makes it easier for them when they are faced with a very different environment. Thus, code-switching in communication can also preserve and maintain cultural identity when being a minority in a new place, and code-switching can prevent negative social levels, such as in educational environments and cultural communities by encouraging people to respect each other.

2. Disadvantages of code-switching

According to Hamdan (2015), even though code-switching can provide many communication features and benefits, it can also bring some disadvantages in communication. He proposes that there are four disadvantages of code-switching in communication: misunderstanding, marganalization, decrease in speech flow, and loss of cultural heritage.

    a. Misunderstanding

Code-switching can lead to misunderstandings, especially if the listener is unfamiliar with one of the languages or dialects being used. A speaker may assume that the listener understands both languages or

dialects, but the listener may miss important information or misunderstand the meaning of the conversation.

   b.   Marginalization

In some cases, code-switching can help exclude or alienate others who do not speak the same language or dialect. People may communicate with you privately or remove you from conversations. It can lead to negative perceptions; people may view code-switching negatively and associate it with poor language skills and confused cultural identities. In some situations, code switching can be stigmatized or seen as a sign of incompetence, which can lead to negative social judgment and discrimination.

   c.   Decrease in speech flow

Code-switching may result in a lack of fluency in one or both of the language and/or dialects being used. When speakers switch languages and dialects frequently, it can be difficult to maintain consistent grammar, syntax and vocabulary, which can affect overall fluency.

   d.   Loss of cultural heritage

In some cases, younger generations do not learn or use traditional languages and dialects as often or as fluently as older generations, so code-switching can lead to cultural heritage loss. This can lead to loss of cultural identity and separation from cultural roots.

As explained above. code switching in communication can cause misunderstandings with the other person who do not understand different

dialects, thus missing important information. In addition, when speakers change their first language too often and then speak in the target language, they will have difficulty retaining grammar and vocabulary, which will affect their fluency in speaking the target language. Thus, code switching in communication in some ways can exclude or alienate other people who do not use the same language or dialect. Furthermore, code-switching in communication in the current global era can affect the millennial generation who do not learn or use traditional dialects that are common or fluent like the older generations. Thus, code-witching can lead to loss of cultural heritage as many of them forget their first language because they use the second language more often.

D. Code-Switching in English Teaching Learning

Code-switching is the alternating use of two or more languages in teaching and learning to facilitate easy knowledge acquisition by learners. According to Ahmad (2009), code-switching has positive effects on both learners and teachers. Additionally, Ibrahim (2013) and Promnath (2016) have explained that while most teachers show positive attitudes toward code-switching, they believe it should be used in moderation. The location of the school also has an impact on how learners acquire English, with those in rural areas being more negatively affected than those in towns (Simasiku, 2015).

1. Function of code-switching in English teaching learning

There are many functions of code-swithing in the teaching-learning process. According to Reyes (2004), they are: (1) speech representation,

(2) imitating quotation, (3) turn accommodation, (4) topic shift, (5) situation switch, (6) insistence, (7) giving an emphasis, (8) clarification or persuasion, (9) person specification, (10) question shift, and (11) as a discourse maker. An additional function by Burenhult (1999), is repetition where the repetition in the first language can be either partial or full and is often expanded with further information, but more frequently code-switching is used as a repetition of the previously uttered sentences. Furthermore, according to Grim (2010), he identified three main functions of code-switching in foreign language teaching: facilitating language learning, managing the class, and expressing empathy or solidarity to students. Function of code-switching can actually be seen in EFL classes in Indonesia, where it is carried out by teachers when teaching English to their students. Teachers think that their students cannot fully understand them if they only use English.

2. Impact of code-switching on English teaching learning

According to Metila (2009), code-switching helps to improve class participation by inducing a relaxed class atmosphere that allows students to perform much better and using code-switching in the classroom fosters a positive ambiance. Furthermore, according to Liwaniswo (2018), the use of code-switching helps students with lower performance to be able to follow the lessons better than using English only. It reduced students' stress by not worrying about what to say because they could switch to their first language when they don't know how to say it in English.

Additionally, according to Abad (2005), code-switching manages to lower the effective filter, which consequently establishes rapport and creates an atmosphere of informality in the classroom between the teachers and students, aiding in a more democratic and critical learning environment for the students.

According to Ahmad (2009), code-switching provides an opportunity for students to communicate and improve their understanding. Research conducted by Tayjasa (2016) cited in Liswaniso (2018). shows that code-switching is beneficial for students' understanding and really helps students communicate well. Code-switching helps students communicate easily with one another, and in the classroom, it helps students understand lesson contents, helping them seek clarification concerning some topics. It also helps the students bridge communication gaps in the classroom and the use of code-switching in a bilingual classroom aid in the modification of classroom ambiance.

E. Oral Presentation

1. Definition of Oral Presentation

According to Al-Qubtan (2010), oral presentation is an activity that can encourage students to take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively. It is an important feature of the EFL classroom in various parts of the world, as pupils are taught to use language to boost their creativity. Further development of oral communication was through oral presentation. It is when the presenter

demonstrates their expertise in a specific area. The title or topic that the teacher assigned to each participant could be changed. The participant then conducted a brief investigation to learn more about the subject in order to discuss it with their classmates (Safna, 2019).

According to Swarthout, an oral presentation is the activity of vocally transferring knowledge or ideas from one person to another. Formal or informal oral communication is possible. Similar to giving a speech, an oral presentation is typically made by one person in front of a lectern. Technology, such as a slide show, video clip, or audio recording, can be used in an oral presentation.

1. Types of Oral Presentation

According to Shoolberd (2007) cited in Darmansyah (2019) claim that understanding the presentation style will assist you in investigating the primary goal of giving this presentation. Therefore, an instructive speech was employed in this style of presentation in accordance with the speakers' intended audience. The type of presentation the speakers make can be dictated by the presentation's goal.

    a.   Informative Oral Presentation

The main purpose of this type of presentation is to teach something new to the audience. Speakers use instructive speech as their mode of presentation. The purpose of informative presentations is to interact with the audience and provide them with a lot of information in a short amount of time. according to Shoolbred (2007).

b. Persuasive Oral Presentation

The goal of persuasive speaking is to persuade the audience to think differently about a given or selected issue. It was typically used to elicit a response from or a conversation with the presenter regarding the subject from the audience. According to Shoolbred (2007), in this kind of presentation, presenters have to have a compelling message to convey and do it in an understandable manner.

In addition, according to Baker (2007), persuasive presentations have three elements, which include logos, character, and passion. Logos is a subject that is addressed in a presentation. According to Tacy (2008), presenters should arrange their thoughts from the most crucial point to the least important one when discussing their subject. Meanwhile, Character or e*thos* describes how the speakers influence the audiences by acting in character. On the other hand, passion is the most crucial tool for presenters. It can influence the audience to change their minds and take good action in response to the speaker's issue and support their arguments.

c. Barriers in doing Oral presentation

According to Shoolbred (2007) cited in Darmawangsa (2018), there are several reasons why students are required to make presentations, and many of them are influenced by academic programs as well as environmental and organizational factors. Therefore, one of the purposes or advantages of oral presentations is to provide or gather

information, conduct research, organize, and be constructive. On the other hand, among the many advantages of oral presentations, there are also barriers. The following discussion will share some of the difficulties in giving oral presentations based on some research.

1. Difficulty in Constructiong Good Grammar in Speaking.

   According to Slade (2007), cited in Sivadjati (2016), one of the students' problems in speaking is switching from the first language to the second language, which is done manually. Therefore, it will make speakers have another problem constructing good sentences with correct grammar and vocabulary, and because of that, students sometimes make sentences without considering grammar.

2. Difficulty in understanding the Topic

   According to Mai (2012), it is difficult for the learners if the teacher gives a topic that is not familiar to them, and as a result, it will make them confused because they do not have enough knowledge about the topic. In relation to the topic, the students also face some difficulties in organizing the presentation.

3. Problem in keeping the Audiences' Interest

   According to Khoury (2015), one of the presenter's problems when they do a presentation is keeping or making the audience

listen to the presenter. In other words, maintaining the audience's interest when the speaker performs an oral presentation is difficult.

4. Problem pace in Speaking

Speaking speed also became one of the student's challenges when speaking in front of the public. There was a study that examined the student's problems, especially the tempo. According to Rajoo (2010), most of the students tended to speak too fast. As a result, the audience could not understand well.

5. Memorizing Problem

Memorizing problem, which led to the blankness. Rajoo (2010) also found that memorizing problems became one of the students' considerations when speaking in public. Rajoo said that the students suddenly forgot what they would say when speaking in front of the public.

6. Anxiety

Recent studies have found that anxiety is the most difficult obstacle that students face when speaking in public (Taqi, 2015). Furthermore, according to El-Enein (2011), most of the learners or students were very nervous about presenting in public.

7. Teacher's Expextation

The teacher's expectations also make it difficult for students to give an oral presentation. There are studies that believe that teacher expectations also make it difficult for students to do the

presentation. according to Dell (2012), argued that most of the students were having problems with the teachers' expectations for the students who were going to do an oral presentation.

8. Time Management

A study conducted by Mai (2012) investigated students' problems in making oral presentations. They stated that the students also faced time problems when making presentations. In addition, a study conducted by Rajoo (2010) also categorized students' difficulties in doing oral presentations into 4 groups, namely: vocabulary, language, grammar (not fluent in English, grammar problems, and lack of vocabulary), and content or ideas.

As explained above, oral presentations can have some oral presentation has obstacles such as the difficulty of building good grammar in speaking due to the lack of vocabulary that is remembered, which makes the speaker have difficulty presenting something. on the anotherr hand, students also experience obstacles in managing how long to use in speaking, and when the teacher sets too high expectations, students experience anxiety, which makes them feel nervous, making them uninteresting.

1. Strategies to Handle difficulties in Oral Presentation

Since there are some barriers, as described earlier, that will hinder the improvement of students' oral speaking, some studies also reveal strategies for dealing with speakers' problems when making oral presentations.

a. According to Lewis (2011), the strategy when dealing with grammatical problems was to read more about grammar and structure, which was the best way to overcome the students' problems with grammar and structure errors.

b. According to Blaker (2013), the students should master the topic well when dealing with topic problems or difficulties in understanding it. Using the internet was very helpful for the students in order to learn more about the topic.

c. According to Gibson (2014), in organizing presentation ideas, students must master the topic or material and organize it well. Organizing it very well means that the presenter must divide the main part of the presentation into several points.

d. A tactic on how to keep the student's interest. In order to keep the audience's interest, putting some jokes, stories, etc. inside the presentation was a good strategy. It is because it could make the audience feel comfortable listening to the presenter's presentation (Kim, 2014).

e. In dealing with the speaking speed problem, the students should adjust their speed. Furthermore, According to Pain (2014), adjusting the speed or slowing down the speed is the answer if the students' have problems with their speaking speed because the way the presenter gives the presentation, especially in the pace of speaking, is very important.

f. The strategy for dealing with the memorization problem Furthermore, according to Mitchell (2009), this is a useful guideline for students who

are bad at memorizing. He believed that keeping talking or repeating the previous point when the presenter could not memorize the material was a very useful strategy.

g. Some strategies for facing anxiety problems while speaking in front of the public According to Hall (2014), practice, breathing exercises, and not looking at the audience's eyes can reduce the anxiety level of the student while he or she is doing an oral presentation.

h. Strategy about changing the students' mindset when the students feel afraid of what the teachers expect from the presenter. In dealing with teachers' expectations, Allan (2015) said that changing your mindset to a positive one was a good choice in dealing with the feeling of being under pressure.

i. Handling the time problem. According to Marshall (2009), in dealing with time problems or the length of time when the students did an oral presentation, the students should calculate the time well. If the students calculated the time, they would know which unimportant parts needed to be erased.

In doing oral presentation, as elaborated previously, there are several barriers that might be faced by presenters. To cope with the barriers, research has provided solutions that speakers may implement so that can improve their oral speaking skills. They can deal with the barriers by knowing good and correct vocabulary, managing time problems when making presentations, and organizing a good mindset to avoid anxiety disorders that will result in speed

in speaking. In addition, the strategy of collecting ideas to be conveyed must be good and correct to avoid miscommunication of information.

CHAPTER III

RESEARCH METHEDOLOGY

This chapter discusses the research method used in this study. It describes the research design, participants, data collection, and data analysis.

A. Research Design

This research used a quantitative method as its research methodology. Aliaga & Gundaros (2002) suggest that quantitative method is research that is concerned with a problem or event whose data collection is in numerical form and data analysis uses mathematical techniques. Furthermore, Creswell (2012) mentions that one of the ways to collect data in quantitative research is by distributing questionnaires to the respondents of the research. Following the theory, this study is included as quantitative since it used questionnaire for gaining the data and the data were analyzed numerically, especially statistically.

B. Research Participant

1. Population

According to polit and Hungler (1999), a population is a complete group of people in which the researcher is involved, and broad conclusions can be drawn from the research. In this research, the population studied were students of the Department of English Education at UIN Ar-Raniry, especially students in the 7th semester (students of batch 2020). The total population is 101 students from 3 units.

2. Sample

According to Creswell (2015), a sample is a subgroup of the target population that the researcher plans to generalize to the target population. The sample selection technique used in this research is probability sampling, namely a sampling technique that gives each element (member) of the population the same opportunity to be selected as a member of the sample. In addition. according to Creswell (2019), in probability sampling, a representative sample from a population provides the ability to generalize from that population. Probability sampling has four methods, namely simple random sampling, proportional stratified random sampling, disproportionate random sampling, and cluster sampling. Furthermore, the sampling method used in this research was simple random sampling. According to Gay (2012), simple random sampling is the process of selecting samples from all individuals in a population who are determined to have an equal and independent opportunity to be selected as a sample.

To select the sample, the researchers employed the Slovin formula. According to Sugiyono (2017), a Slovin formula is a formula used to find a sample size that is considered capable of representing the entire population. Employing the Slovin formula enables researchers to ensure that the chosen sample maintains a satisfactory level of precision.

In measuring the sample size in this study, researchers used the Slovin formula with a standard error of 10%. The number of samples in this study was 101 from 3 units. Slovin's formula is shown as follows:

$$Rumus\ Slovin\ (n) = \frac{N}{1 + Ne^2}$$

Notes:

n : Total amount of the sample

N: Total amount of population

e : error tolerance (10% or 0.01).

Based on the Slovin formula, the sample calculation in this study can be described as follows:

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{101}{1 + 101 \times 0{,}1^2}$$

$$n = \frac{101}{2{,}01}$$

$n = 50{,}2487$ Students

$n = 50$ Students

After using the calculation for sample with drawal using the slovin formula, 50 respondets were obtained for this study.

C. Data Collection Technique

The instrument that was used in this research is a questionnaire. According to Nurkancana (1993), a questionnaire is a method of collecting data by asking a list of written questions. Questionnaires were used in this study to obtain students' perceptions on the impact of using code-switching in oral presentations.

Specifically, the datafor the questionnaire that was is a closed questionnaire. According to Creswell (2013), closed questionnaires are useful for researchers because it does not only create questions but also provide pre-determined possible responses. Furthermore, the questionnaire followed Likert Scale pattern, meaning that the indicators are: (1) Strongly Disagree; (2) Disagree; (3) Neutral; (4) Agree; (5) Strongly Agree. According to Sugiyono (2016), the Likert scale is used to assess attitudes, views, and perceptions of a person's or group's social phenomena, where questions are tabulated and students indicate the appropriate scale for their responses. The frequency of student responses was used to interpret the data. Furthermore, the distribution of questionnaires in this study was given and answered directly by the sample in the class.

D. Data Analysis Procedure

Data analysis is the process of searching for data and compiling the data obtained systematically (Sugiyono, 2016). The questionnaire analysis was carried out using SPSS and Microsoft Excel applications to find out the results of the research. An example chart of the questionnaire analysis based on the types of statements and indicators is provided below.

Table 3. 1 Likert's scale

No	Alternative answer	Score	
		Positive statement	Negative statement
1.	Strongly agree	5	1
2.	Agree	4	2
3.	Neutral	3	3

4. Disagree	2	4
5. Strongly Disagree	1	5

Likert's scale (Sugiyono, 2016)

As the questionnaire follows the pattern of a Likert scale, thus, the analysis also follows the formula of a Likert scale analysis, as provided below. (Sugiyono, 2016):

$$P = \frac{F}{N} \; X \; 100\%$$

Description:

P   = Number of percentages

F   = Obtained frequency

N   = Number frequency or sample

100%   = constant value

   To categorize the scores from the questionnaire processed with SPSS and find the average interpretation, the indicators provided by Ghozali (2016) can be follow as the guideline. The method involves grouping the scores based on relevant categories and calculating the average for each category below:

- From 1 to 1.80 represents (strongly disagree).

- From 1.81 to 2.60 represents (disagree).

- From 2.61 to 3.40 represents (correct to some extent).

- From 3:41 to 4:20 represents (agree).

- From 4:21 to 5 represents (strongly agree).

Therefore, if the statement is positive and the mean score for the statement is 2.00, the conclusion is the respondent disagreed with the statement, making the positive statement have negative result (perceived negatively).

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter highlights two aspects of this research which are the findings and discussion. The finding section provides the result from the data analysis it answers the research question based on the collected data. Meanwhile, the discussion section attempts to interpret the findings and elaborates their correlation with existing theories.

A. Research Findings

This section provides the findings of this study that were gained from analyzing the data from the distributed questionnaire. The questionnaire was distributed on October 23, 2023, with 50 respondents in total. The number of statements in the questionnaire was 15. They were concerned with classifying student perceptions regarding the influence of code-switching in oral presentations. The questionnaire includes both positive and negative statements. Furthermore, positive statement starts from statement 1 to 10 and negative statement start from statement 11 to 15. As mentioned in chapter III, the data analysis was done by using SPSS application.

The results of data analysis of the questionnaire are presented in tables below. Table 4.1 showcases the results of students' responses towards all statements provided in the questionnaire. To provide clarity, in these tables, students are denoted as "R" (respondent), and the statements are coded as "S" (statement). Therefore, R1 refers to respondent 1, and S1 refers to statement 1. Besides, the percentage measurement of positive statements and negative statements are respectively provided in table 4.2 and 4.3.

Table 4. 1: Students' perceptions of the statements for positive and negative perceptions of the impact of using code-switching in oral presentations

R	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15
1	5	4	5	4	5	5	5	4	4	5	4	4	4	4	4
2	4	4	4	4	5	4	4	4	4	5	4	4	4	4	4
3	4	5	4	4	5	4	5	5	4	5	5	4	4	4	4
4	5	4	5	5	5	5	4	5	4	5	4	4	4	4	4
5	5	4	5	4	4	4	5	5	4	4	4	4	5	4	5
6	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
7	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
8	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
9	5	4	4	5	5	4	5	4	4	4	4	4	5	5	4
10	4	4	5	4	5	4	4	4	4	4	4	4	4	5	4
11	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
12	5	5	4	4	4	5	5	5	5	4	4	5	4	5	4
13	5	5	5	5	4	5	4	5	4	5	4	5	4	5	4
14	5	4	4	5	4	5	4	5	5	5	4	4	5	5	4
15	5	5	5	5	4	4	4	4	4	4	5	5	5	5	5
16	5	5	5	4	5	4	4	5	5	5	4	5	4	4	5
17	5	4	5	5	5	5	4	5	4	5	4	5	4	4	5
18	5	4	5	5	5	4	5	4	5	5	4	4	4	4	5
19	5	4	5	5	5	5	4	5	4	5	4	4	4	4	5
20	4	4	5	5	5	4	4	5	5	4	5	5	5	4	4
21	5	4	4	4	5	4	5	5	5	5	4	4	5	4	4
22	5	5	4	4	5	4	5	4	4	4	4	4	4	4	4
23	5	4	5	4	5	5	5	4	4	4	5	5	5	5	5
24	4	5	4	4	5	4	4	4	4	4	5	5	5	5	5
25	5	4	4	4	5	4	5	4	5	5	4	4	4	4	4
26	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
27	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
28	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
29	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5
30	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
31	5	5	5	5	5	5	4	4	5	4	4	5	4	4	4
32	4	4	5	4	4	4	4	4	5	4	4	5	4	4	4
33	5	5	4	4	4	4	5	4	5	4	4	4	5	4	4
34	4	4	4	4	4	5	4	4	4	4	4	4	4	5	4
35	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
36	4	4	4	5	4	4	4	5	4	4	4	4	4	4	4
37	5	5	5	4	5	4	5	5	5	4	4	4	4	5	5
38	4	4	4	5	5	5	5	4	5	4	4	4	4	5	5

39	5	5	4	4	5	5	5	4	5	4	4	5	4	4	5
40	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
41	4	4	4	5	4	4	5	4	4	4	4	4	4	4	4
42	5	4	4	4	4	4	5	4	5	4	4	4	4	5	4
43	5	4	5	4	5	5	5	5	5	4	4	4	5	5	4
44	5	5	4	5	4	5	4	5	4	5	4	4	4	4	4
45	5	4	4	4	4	4	5	4	5	5	4	5	4	4	4
46	5	4	4	5	4	4	4	5	4	4	4	4	4	4	5
47	5	5	4	5	5	5	5	5	5	5	4	4	4	4	4
48	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
49	5	5	5	4	4	5	5	4	5	4	4	4	4	5	4
50	5	4	4	4	5	4	4	4	5	4	4	4	4	4	5
Total	**240**	**226**	**228**	**217**	**224**	**228**	**232**	**217**	**231**	**216**	**206**	**213**	**211**	**226**	**214**
Mean	**4.8**	**4.52**	**4.56**	**4.34**	**4.48**	**4.56**	**4.64**	**4.34**	**4.62**	**4.32**	**4.12**	**4.26**	**4.22**	**4.52**	**4.28**

As mentioned in chapter III, since the statements of questionnaire contain both positive and negative statements, therefore, the indicators for the Likert scale were changed, in which the indicator for positive statements started with strongly agree whereas the negatives one began with strongly disagree. Both of the first indicators marked with 5 points. Hence, from the table above, it can be concluded that all the responses are relatively positive since the mean score for each is more than 4. This makes the perceptions towards the use of code switching in oral presentation positive (based on the indicator provided in chapter III).

Table 4. 2 Students' Result of positive statements (statements 1-10)

No	Statement	Frequency and Percentage of the respodents				
		SD	DS	N	A	SA
1.	Code-switching can improve my communication skill in oral presentations.	-	-	-	40 (80 %)	10 (20%)
2.	Code switching helps me	-	-	-	25	25

	improve my speaking and oral presentations in class.				(50 %)	(50%)
3.	Code-switching makes me feel more comfortable and confident when giving oral presentation in class.	-	-	-	21 (42%)	29 (58 %)
4.	I found code-switching helped me convey difficult or new word more easily.	-	-	-	32 (64 %)	18 (36 %)
5.	Code-switching helps me reduce nervousness when presenting orally in class.	-	-	-	26 (52%)	24 (48 %)
6.	I believe code-switching allows me to better understand the content I am presenting.	-	-	-	21 (42%)	29 (58 %)
7.	Using code-switching in oral presentations makes me bolder when speaking.	-	-	-	16 (32%)	34 (68 %)
8.	Code-switching allows me to express ideas that I cannot express in other language.	-	-	-	32 (58%)	18 (36 %)
9.	Code-switching helps me communicate well with new audiences.	-	-	-	18 (36%)	32 (64 %)
10.	The use of code-switching makes it difficult for me to maintain consistent grammar and vocabulary in my oral presentations in class.	-	-	-	33 (66%)	17 (34 %)

Table 4.2 shows the conclusive the percentage for each positive statement (S1 to S10) based on the frequency of the respondents choosing particular indicators for the statement. As shown in the table from 5 indicator options, only two options were chosen specifically strongly agree and agree. The table as shows

that statement 1 is the highhest percentage with 80 %. To Sum up, the respondents agreed with the positive statements, indicating that the use of code switching in oral presentation are perceived positive.

Table 4. 3Students' Result of Negative statements (statements 11-15)

No.		Frequency and Percentage of the respodent				
	Statement	SD	DS	N	SA	A
11.	I believe that using code-switching shows that I'm well educated especially in oral presentations.	49 (98 %)	1 (2%)	-	-	-
12.	Too often, using code-switching in speaking makes it difficult for me to maintain to use of English in class.	41 (82 %)	9 (18%)	-	-	-
13.	Code switching made it difficult for me to understand the content of the lessons in class.	43 (86 %)	7 (14%)	-	-	-
14.	Code switching often causes misunderstandings in my audience when I do oral presentations in class.	24 (48 %)	26 (52%)	-	-	-
15.	Frequently using code switching when making oral presentations hinders me from improving my second language skill.	40 (80 %)	10 (20%)	-	-	-

Table 4.3 shows the results of the percentage of negative statements (S11 to 15) based on the frequency of respondents choosing certain indicators for these statements. As shown in the table of five indicator choices, there were just two options for answers: strongly disagree and disagree. According to the table, statement 11 has the highest percentage at 98%. In negative statements, the results are not negative but positive because the respondents do not agree with the

statement, which states that the use of code switching in oral persentation does not improve students' abilities. In conclusion the respondents agreed with the positive statements, indicating that the use of code switching in oral presentation are perceived positive.

From the results of the questionnaire, the statements can be conclusively grouped into communication, self-confidence and english language skills. These statements have a positive effect on communication skills, where they function as facilitators to overcome misunderstandings and increase overall effectiveness (S1, S2, S9, S14, S15). Apart from that, it increases the speaker's confidence level by reducing nervousness, instilling courage, and increasing self-confidence during presentations (S3, S5, S7, S8, S11). In addition, code switching plays an important role in improving english language skills, increasing proficiency, helping understand content, and maintaining consistency of grammar and vocabulary (S4, S6, S10, S12, S13). It can be concluded that the use of code switching in oral presentations can positively impact students' communication, self-confidence and English language skills.

B. Discussion

This research aims to determine the impact of code switching in oral presentations to determine the impact and perceptions of students. In collecting data, the author used a questionnaire to answer research questions. Data analysis was carried out using the SPSS application, and the results were presented in table form.

Based on the questionnaire results in Table 4.1, the majority show that the average score for each statement is above 4, which indicates a relatively positive perception of code switching in oral presentations and increased ability in communication skills. similar to Hakim's (2019) research results showing that (1) the majority of students agree with the use of code switching in teaching and learning activities; (2) they consider code switching to help them improve their listening skills; (3) they respect teachers more who use code switching when teaching; (4) they consider the use of code switching to increase their chances of passing the exam; and (5) they feel more comfortable and confident when learning English. These results also show that the use of code switching in oral presentations has a good impact on their communication skills and self-confidence.

Table 4.2 presents the conclusive percentage for each positive statement (S1 to S10) based on the frequency with which respondents chose certain indicators for that statement. As seen in the table of 5 indicator choices, there are only two choices most frequently chosen, namely strongly agree and agree. The results of the table show that statement 1 is the statement with the highest percentage, namely 80%. The results from table 4.1 show that respondents agree with the positive statement which shows that the use of code switching in oral presentations has a positive impact and improves skills by looking at the results of this percentage.

Furthermore, the results of Table 4.3 show the percentage of negative statements chosen by respondents. the same as table 4.2, the respondents chose

only two answer choices out of five answer choices, namely "Disagree" and "Strongly Disagree". Statement 11 has the highest percentage of 98%, . Even though this statement is negative the result is positive, because the respondents do not agree with the statement.

Overall, the findings show that code-switching has a positive impact on communication, self-confidence, and English language skills. where positive statements facilitate effective communication, reducing misunderstandings based on (S1, S2, S9, S14, S15). and also Code switching also increases the speaker's self-confidence, reduces nervousness and increases self-confidence during presentations (S3, S5, S7, S8, S11). Lastly, code switching plays an important role in improving English language skills, increasing proficiency, content understanding, and maintaining consistency of grammar and vocabulary (S4, S6, S10, S12, S13). This finding is similar to previous research, namely Subon (2021), where the results of this study revealed that students positively perceived the use of code switching during oral presentations. The majority of them agreed that they code-switched to overcome their lack of ability in English such as limited vocabulary, and to facilitate their oral presentations, similar to the results of this study, namely that it also had an impact on communication skills, self-confidence and English language abilities.

In conclusion, the research findings revealed that code-switching had a positive impact on oral presentations. Despite the inclusion of negative statements, the overall perception was positive as the respondents disagreed with

those statements. The study demonstrated that code-switching improved communication, self-confidence, and English language skills.

BAB V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents conclusions and recommendations for teachers, students, and other researchers. Conclusions are drawn based on research findings to answer the research question posed. Meanwhile, suggestions are put forward to provide insights and references for further research on this topic.

A. Conclusions

This research aims to find out what the function of code-switching perception is and how student respondents use code-switching. Based on data analysis, it can be concluded that.

Findings showed that code switching had a positive impact on communication, self-confidence, and English language skills among the respondent. Analysis of questionnaire responses in table 4.1 shows that the average value of each statement is above 4, which indicates that the perception of code switching is relatively positive.

The results presented in Table 4.2 show that the majority of respondents chose "Strongly agree" and "Agree" for the positive statements, indicating their positive views towards code switching. Likewise, Table 4.3 shows that most respondents chose "Disagree" and "Strongly Disagree" for negative statements, which shows their disagreement with the negative impact of code switching.

Positive perceptions regarding code switching in oral presentations are also supported by detailed analysis of these statements. Positive statements emphasize the role of code switching in effective communication, reducing misunderstandings, and increasing the speaker's confidence. Additionally, code-switching has been shown to improve English language skills, including proficiency, content comprehension, and maintaining consistent grammar and vocabulary.

In conclusion, the results of this study contribute to the understanding of code switching in oral presentations and its impact on student perceptions. and The findings also highlight the positive impact code-switching has on communication, self-confidence, and English language skills. These results have a positive impact on students, emphasizing the value of code switching as an intelligent communication strategy. Further research could investigate the specific contexts, strategies, and potential challenges associated with code-switching in oral presentations.

B. Recommendation

Based on the results of the research, the researcher would like to give some suggestions below.

1. For English Teachers

This research can be used as a strategic choice in teaching, especially in the use of code-switching in oral presentations. and The teachers should make the students understand the material, and code switching can be a good way of delivering the material to make the students more understanding. The teachers

also have to use good pronunciation and explained the material in English to avoid misunderstanding between the teachers and the students.

2. For Researchers

It can be used as a reference to determine students perceptions of the use of code-switching in oral presentations. and this study provides information on how students perceive the use of code-switching in oral presentations based on their experiences.The students should focus on learning English and, as EFL, give a great effort to master English. The students also have to increase the vocabulary although code switching is used.

3. For Future Researchers

For further research that is interested and continuing, research related to this this topic is needed, The researcher suggests to future researchers to carry out research in various situations. Hopefully future researchers can explore the various types, functions, and ways of using code switching that occurs in some other situations. In addition, the results of this research will also provide further information regarding code switching.
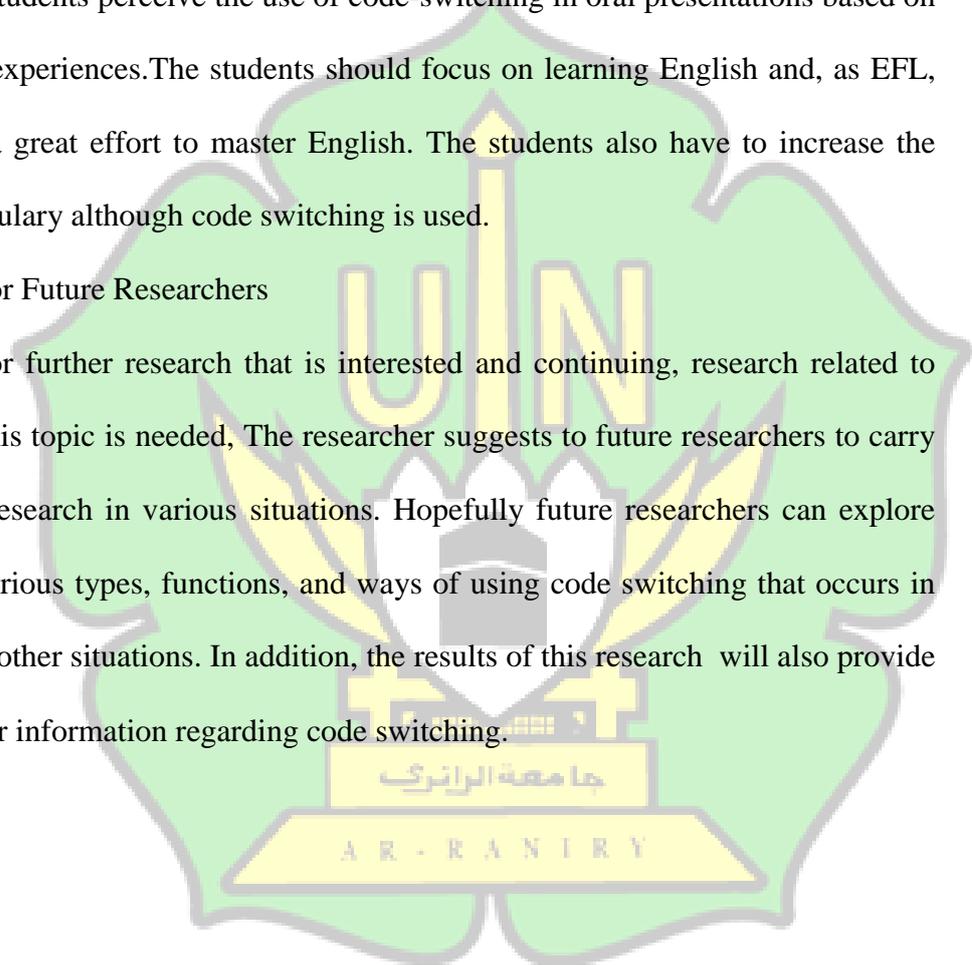
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Appendix A

Appoitment Letter of Supervision

Appendix B

Recommendation Letter from Fakultas dan Keguruan to Conduct Field Research

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

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

Nomor   : B-12081/Un.08/FTK.1/TL.00/11/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Ingrris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Sefta Feli Dwiyana / 180203240**
Semester/Jurusan : XI / Pendidikan Bahasa Inggris
Alamat sekarang : Ie masen Kaye Adang, Syiah Kuala, 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 *Investigating Students' Perception on the Use of Code-Switching in Oral Presentation*

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

Banda Aceh, 19 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

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

Berlaku sampai : 15 Desember 2023

Appendix C

Confirmation Letter from School

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id. Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-873 /Un.08/PBI/Kp.01.2/11/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-12108/Un.08/FTK.I/TL.00/11/2023 tanggal 20 November 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **SEFTA FELI DWIYANA**
NIM : 180203240
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"Investigating Students' Perception on the Use of Code-Switching in Oral Presentation"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 22 November 2023
Ketua Prodi Pendidikan Bahasa Inggris,
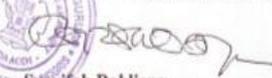
Syarifah Dahliana

Appendix D
Students' Perception on the Use of Code-Switching in Oral Presentation

Name   :

Nim:

Gender   :

I have taken one of the following subjects: a. English for Academic Purpose.

b. Public Speaking.

There are 15 statements: 10 for positive statements (numbers 1–10) and 5 for negative statements (numbers 11–15).

No	Questions	SA	A	N	DS	SD
1.	Code-switching can improve my communication skill in oral presentations.					
2.	Code switching helps me improve my speaking and oral presentations in class.					
3.	Code-switching makes me feel more comfortable and confident when giving oral presentation in class.					
4.	I found code-switching helped me convey difficult or new word more easily.					
5.	Code-switching helps me reduce nervousness when presenting orally in class.					
6.	I believe code-switching allows me to better understand the content I am presenting.					
7.	Using code-switching in oral presentations makes me bolder when speaking.					
8.	Code-switching allows me to express ideas that I cannot express in other language.					
9.	Code-switching helps me communicate well with new audiences.					
10.	The use of code-switching makes it difficult for me to maintain consistent grammar and vocabulary in my oral presentations in class.					
11.	I believe that using code-switching shows that I'm well educated especially in oral presentations.					
12.	Too often, using code-switching in speaking makes it difficult for me to maintain to use of English in class.					
13.	Code switching made it difficult for me to understand the content of the lessons in class.					
14.	Code switching often causes misunderstandings in my audience when I do oral presentations in class.					

15.	Frequently using code switching when making oral presentations hinders me from improving my second language skill.					

AUTOBIOGRAPHY

1. Name : Sefta Feli Dwiyana
2. Place / Date of Birth : Sukaraja, April 21th 2000
3. Sex : Female
4. Religion : Islam
5. Nationality : Indonesia
6. Address : Ie Masen Kaye Adang, Kec. Syiah Kuala
7. Email : seftafelidwiyana21@gmail.com
8. Occupation : Student of Department of English
   Language Education, UIN Ar-Raniry.
9. Parents
   a. Father's Name : Alm. Slamat
   b. Mother's Name : Asniar Kana
   c. Father's Occupations : -
   d. Mother's Occupations : Civil Servant
   e. Address : AlueBillie,Kec. Darul Makmur, Kab.
   Nagan Raya
10. Educational Background
    a. Elementary School : SDN Bunga Bangsa
    b. Junior High School : SMP 1 Darul Makmur
    c. Senior High School : SMAN 1 Seunagan
    d. University : Department of English Language
    Education, *Fakultas Tarbiyah dan Keguruan*, UIN Ar-Raniry

Banda Aceh, December 11th 2023

Sefta Feli Dwiyaa