

Code Switching in EFL Classrooms: the Uses, the Types and the Influences on English Learning

THESIS

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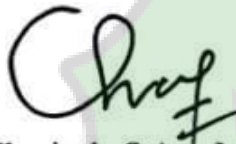
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Code Switching in EFL Classrooms: The Use, The Type and The Influence on Their English Learning adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 17 Desember 2022

Saya yang membuat pernyataan,



Intan Fahira
Intan Fahira

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Banda Aceh, 17 December 2022
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ABSTRACT

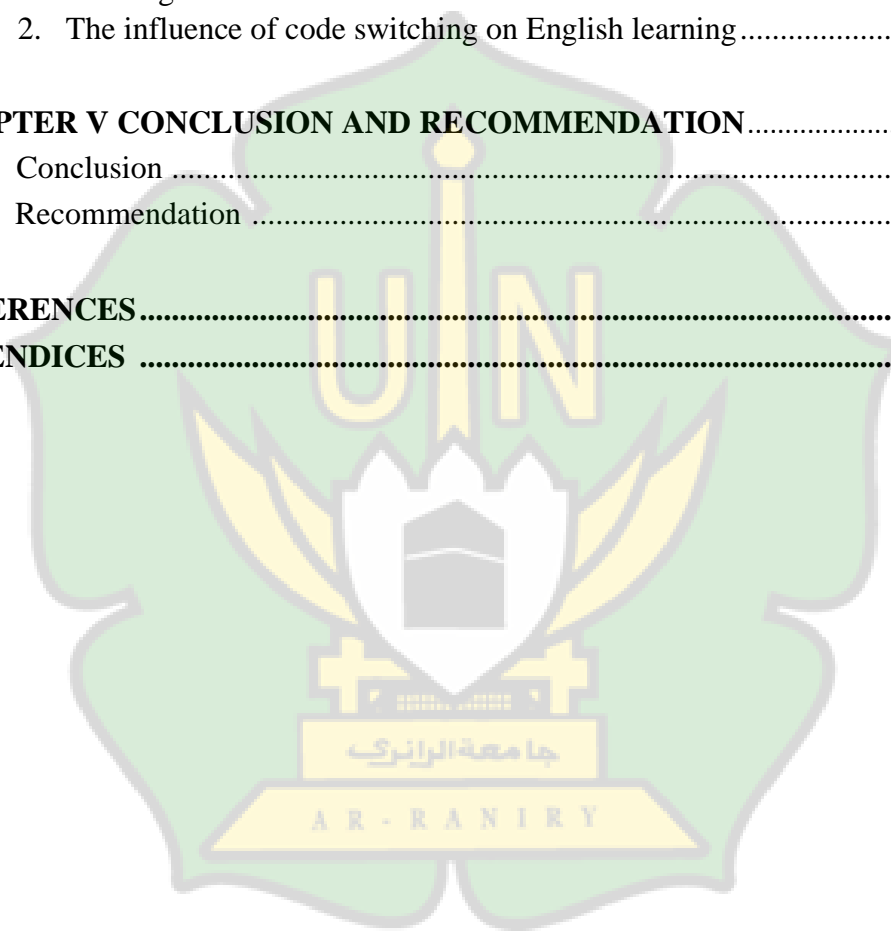
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This study aims to recognize how students use code-switching during English learning and determine the influence of using code-switching on English learning. This is qualitative research. The participant was purposively selected; six English education department students got an A in the sociolinguistic class. The data collection was collected using a semi-structured interview. The result of the study shows that students used code-switching by using three types: inter-sentential switching, intra-sentential switching, and tag switching. In addition, students used code-switching to accomplish specific goals, including interjection, reiteration, quotation, hesitation, address specification, loan word, and proper name. Moreover, code-switching positively influences students, which is most influenced by social and individual factors. Furthermore, students used code-switching due to a lack of resources and habitual experience.

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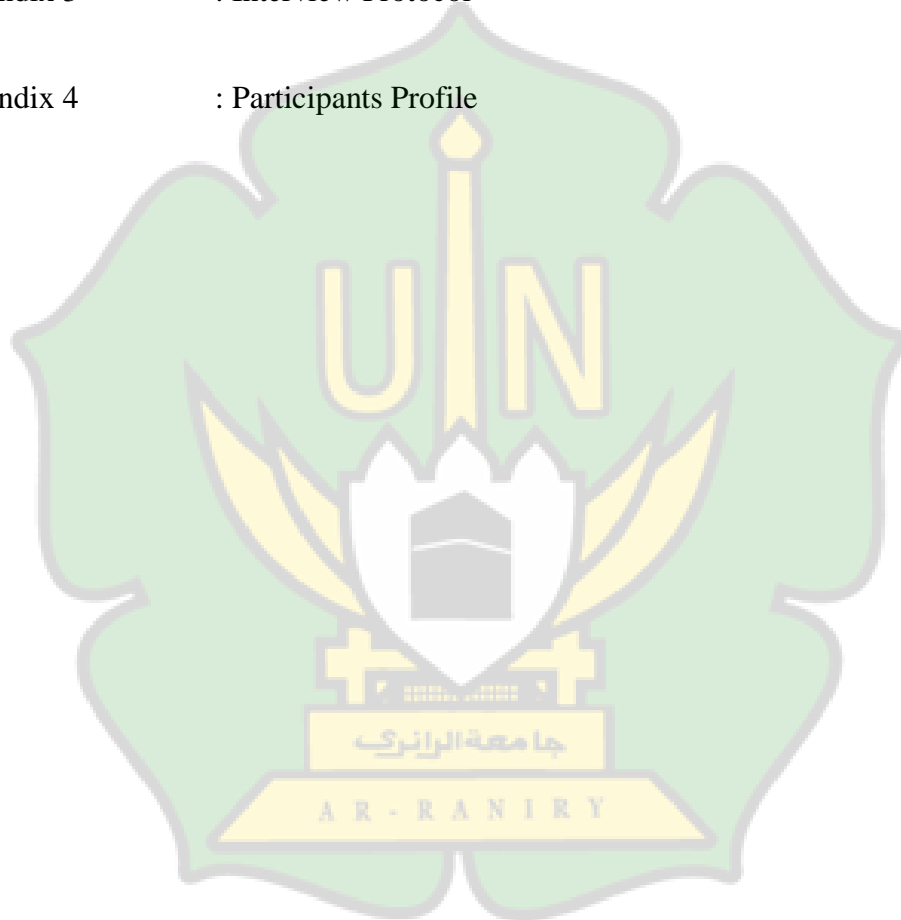
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CHAPTER I

INTRODUCTION

A. Background of the Study

Code-switching is when a speaker changes from one language to another; they are said to be "code-switching" (Holmes, 2008). It happens in bilingual and multilingual communities. When someone switches from one language, variety, or dialect to another, the immigrant might use a different language at home, likewise in school, or they might use the same language but with a different accent.

People use code-switching in their communities under the influence of social media. English is an international language. Consequently, when people speak in English or switch between English and Indonesian, they are intelligent. Unfavorable attitudes toward the Indonesian language have impacted various groups in Indonesia, including the lower, middle, and upper or intellectual classes (Anto et al., 2019). English, as we all know, is a foreign language in Indonesia. People who speak English fluently may have an excellent educational background and economic status, which makes them appear more competent.

Based on the research of (Suganda et al., 2018) on Teachers' Use of Code Switching in an English as A Foreign Language Context in Indonesia. This study aimed to look into the phenomenon of code-switching, which refers to the use of English and Indonesian as mediums of instruction by English as a Foreign Language (EFL) teachers in their classroom discourse. It represented EFL teachers'

and students' attitudes toward the patterns, functions, and influence of code-switching in two EFL classes in Indonesia. The findings showed that even though the amount of time each language was used significantly varied from teacher to teacher due to the level of English proficiency of their students, switching between English and Indonesian in EFL classrooms was very natural and served as a tool to demonstrate the cultural, social, and communicative aspects of each language.

Furthermore, Fanani and Ma'u (2018) researched code-switching and code-mixing in the English learning process in MA KHAS Kempek Cirebon. This study aimed to examine the types and contributing factors that contributed to code-switching and code-mixing. The result of this study was, in the first place, the code-switching peculiarity that happens inside the English educational experience in Grade XI of MA KHAS Kempek Cirebon comprises inter-sentential intra-sentential switching and tag switching. Second, the code-mixing peculiarity that happens inside the English educational experience in Grade XI of MA KHAS Kempek Cirebon comprises insertion, alternation, and congruent lexicalization. Third, there are three variables behind the utilization of code-exchanging inside the English educational experience in Grade XI of MA KHAS Kempek Cirebon to be specific: (a) quoting texts; (b) clarifying intention, and (c) instructing the students. Fourth, there are three variables behind the utilization of code-blending inside the English educational experience in Grade XI of MA KHAS Kempek Cirebon in particular: (a) conversation habit (the influence of the first and

second language); (b) absence of or difficulty to find established equivalence; and (c) impression of being modern.

Much research has focused on code-switching between teachers and students in the classroom. Research on using code-switching outside the classroom between students and their surroundings still needs to be completed. As a result, it is critical to understand the influence of code-switching on language learning and how students switch languages during the learning process. Consequently, the researcher is eager to conduct a study on the influence of code-switching on English learning. This study will be helpful as supplementary material on using code-switching in the learning process. The proposed research focuses on English department students of a public Islamic university in Aceh, Indonesia.

B. Research Question

This thesis research seeks to answer the following questions:

1. What are the types of code-switching that are used by EFL students during English learning?
2. What is the influence of using code-switching on English learning for EFL students?

C. The Aims of the Study

The objectives of this study are:

1. To identify what types of code-switching that used by EFL students during English learning.

2. To find out the influence of using code-switching on English learning for EFL students.

D. Significance of Study

This research expected the student to be able to utilize code-switching carefully. Students will pay attention to the effects of code-switching while switching languages to avoid ignoring them while learning English. In addition, the findings of this research can be helpful to lecturers while teaching all courses since lecturers have a significant role in responding to code-switching. Besides, this study can be applied to improve code-switching instruction at the Department of English Language Education of Universitas Islam Negeri Ar-Raniry Banda Aceh. Moreover, this study can be used as a guide for other researchers who are interested in code-switching and English learning.

E. Terminology

To avoid misunderstanding, some key of this research; the terms include code switching and english language learning.

1. Code-switching

In this research, code-switching is a language phenomenon in which two or more languages are used interchangeably with a specific purpose in a context. This is to show a specific identity, social status, formal tendencies, and the relationship between the narrative. Moreover, Code-switching occurs “when a

speaker alternates between two or more language varieties in a single conversation” (Shartiely, 2016, p. 215). Code-switching is the use of language units from one language to another to expand the style of language or a variety of languages. Furthermore, code-switching refers to the process of inserting the English language into Indonesian or the process of inserting Indonesian into English. Here, the focus is placed on applying code-switching during daily conversations and discussions.

2. English for Language Learning

In this research English for language learning is the study of the English language with the primary goal of instructing students who are not native English speakers. It takes time and effort to learn a language. Learning a language is a process that allows students to fully develop their capacity for thought, feeling, and action. Furthermore, he adds that learning a language is not a series of simple instructions that can be programmed in an instant kit. To be successful in the learning process requires regular training. This study defines English for language learning as a teaching and learning the English language. Brown (2000:6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying, experience or instruction. Learning English is also a process of adjusting between formal and informal language.

BAB II

LITERATURE REVIEW

A. Definition of Code Switching

Code-switching, defined by Yao (2011), is the phenomenon of switching between two or more languages during a conversation. Consequently, code-switching is a common occurrence in a multilingual community. People who can speak two or more languages consciously or unconsciously substitute phrases or words from one language for phrases or words from another.

In addition, Cook (2013) defines code-switching as occurring when all of the speakers in a conversation speak the same language and involves changing "from one language to the other in mid-speech." It uses more than one language by communicants when performing a speech act. On the other hand, code-switching is switching from one language variety to another verbally or in writing to adapt to a new situation.

Moreover, according to Jendra (2010), situational code-switching occurs when the situation changes, causing the bilingual to switch from one code to another. When speakers of different languages with similar needs convene in one speech context, code-switching allows them to accomplish their goals more effectively and understand each other better. The switch or change of use of a language to another language is referred to as code-switching. (Nurlianiati, 2019) refers to it as a "switch in language usage," but it still adjusts situations and occurs between languages and varieties within one language.

In addition, in bilingual and multilingual communities, code-switching involves changing from one language to another (Wardhaugh, 2006). It is used in a single interaction, and many people are bilingual. In general, Indonesians can speak two or more languages. Furthermore, code-switching has long been observed as an outcome of language contact, particularly in multicultural and multilingual communities (Liu, 2010).

Besides, they are fluent in the local language, Indonesian as a national language, and English. Speakers frequently use two languages. Direct, spontaneous, and unintentional (Lumintintang, 2009). This phenomenon is referred to as a code-switching event that occurs in verbal and nonverbal communication. As in social media, nonverbal communication is used.

Code-switching is common in many public conversations and can happen to anyone, any community, or any social status within the community. Codeswitching is influenced by several sociolinguistic factors and "can be accomplished by simply borrowing some lexical items from another language or by switching from one language to another," according to Dumanig (2010). People who use code switches are mainly born from the speech community's mastery of more than one language, allowing them to communicate in their preferred language.

Furthermore, code-switching can occur on every side of the area that bilingual and multilingual users can access. Yan & Septima (2015) also determine that code-switching occurs naturally in bilingualism and can be defined as alternating between two or more languages in a speaker's speech. Furthermore, it

can also happen because of globalization. As a result, many codes are switched in our daily lives. This can happen due to political, social, educational, or even an interstate marriage event.

1. Types of code-switching

Experts have classified some types of code-switching. These types can assist the writer in determining the occurrence of code-switching. One of the most commonly discussed types of code-switching is provided by (Poplack, 2002), who identifies three types of code-switching. Which are tag switching, inter-sentential switching, and intra-sentential switching:

1. Tag-switching

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 (Abdollahi, 2015). Tag questions can be used as a polite request or to avoid the appearance of a firm order. The interjection, also known as a tag switch, symbolises the bilingual character.

For example, English language students talk in bilingual, betulkah?

2. Intra- sentential switching

Intra-sentential switching happens when a word, phrase, or clause from another language appears within a sentence in the primary language. Intra-

sentential switching, as defined by (Edwar, 2018), is a language change that takes place within the boundaries of a sentence or clause boundary. The alteration occurs within a clause, a sentence, a word's boundary, Etc. It frequently happens when someone starts speaking in one language and abruptly changes to another in the middle of a thought or sentence.

Example: write the text dari page27 bukan dari 20

3. Inter-sentential switching

Inter-sentential switching happens when a complete sentence in a 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 (Edwar, 2018). It might be applied to highlight a discussion point that was made in one of the other languages. Between sentences or utterances, it is a change from one language to another.

Example: I failed the test, rasanya usahaku sia-sia.

To conclude, tag switching is inserting one phrase, clause, or word into a sentence. On the other hand, intra-sentential means inserting two phrases, clauses, or words into a sentence. Whether inter-sentential is the transition between sentences in two languages (Yletyinen, 2004), all types above have been done by bilingual and multilingual people. Furthermore, these types of code-switching can be easily implemented in social life.

2. Functions of Code Switching

The practice of code-switching in society serves a purpose. The following are the twelve functions of code-switching in communication, according to Yusuf (2009): quotation, which allows you to use someone else's words, whether they are from a book or that person directly (Edwar, 2018). Addressee information. It happens when the speaker uses different words to address a particular person (Edwar, 2009). For instance, Acehnese people address the speaker with "dron" rather than "Kah" because "Kah" has a bad connotation in Acehnese.

Code-switching can be used as an interjection, as stated by Yunisrina (2019), it is to express strong feelings and prevent misunderstandings when speaking with others. Reiteration is when a speaker clarifies a point by repeating it in a different language (Fachriyah, 2017). Message qualification occurs when a speaker changes languages without changing the message to emphasize a clear message (Yunisrina, 2019). Personalization versus objectivization, according to Edwar (2018), this function takes place when code-switching is used to distinguish between expressed opinion and fact.

Additionally, "hesitation" describes a speaker who pauses and thinks before speaking. The speaker might feel that saying the words in the target language is appropriate (Edwar, 2018). A speaker may switch languages to express a number, such as a date, year, degree, or quantity (Edwar, 2018). The proper name, for listeners to understand a speaker's words, they frequently use the object's original name (Yusuf, 2009).

When used as a parenthetical remark, this function can be expressed as a sentence or word complement that supports the previous assertion (Edwar, 2018). The subconscious marker is transferred because of habit, resulting in a naturally spoken subconscious marker (Yusuf, 2009). Moreover, speaking of loanwords, code-switching is also employed. It happens when a language lacks vocabulary or terms (Edwar, 2018). In short, there are a variety of functions for code-switching. The student used code-switching for specific purposes, such as quotation, hesitation, parenthetical remark, loanword, interjection, reiteration, and so forth.

3. Reasons of using Code Switching

There are several reasons why you might want to switch languages; these will be taken into consideration. The switcher recognizes that the use of either of two languages has significance in terms of the benefits and costs accrue to the user, which is why they code-switch in the community (Girsang, 2015). Regarding possible rewards, the switcher chooses a middle road and uses both languages in the same conversation. According to (Malik,1994), there are several reasons for code-switching. They are;

Lack of facility, Malik, clarified that when bilinguals and multilingual are unable to find an appropriate utterance or vocabulary item, they use code-switching (Malik, 1994). The habitual experience was emphasized that code-switching frequently occurs in fixed phrases of greeting and parting, authority and demand, invitation, expressions of gratefulness, and discourse markers such as

Oyes (listen), you know, or pero (but), in contrast to (Hoffman,1991). Semantic significance conveys meaning when switching codes.

Another communication technique used to speak to different audiences is code-switching. Code-switching is used when addressing individuals from various linguistic backgrounds (David, 2003). As a result, the speaker may switch to another language when speaking with someone who speaks a different language. To attract attention, in both written and oral advertising, code-switching is used to grab readers' or listeners' attention. Examples include: "Hello everyone, tuan-tuan dan puan-puan, dah puas mengundi"? (Hades and colleagues, 2016). The example above of "Hello everyone" signifies the speaker's desire to catch the audience's attention.

Additionally, code-switching after a conversation emphasizes a point while also putting an end to the conversation (Gal, 1979). Code-switching occurs when a speaker wants to emphasize a particular statement (Anderson, 2006). Example: Code-switching between Bahasa Indonesia and English "We travel for work. It is clear from the sentence we travel for work that the speaker wants to emphasize or confirm his words in the context of a particular circumstance. "Aku ingat waktu kecil keluarga kami sering berpindah-pindah" (Yusuf, 2018).

Lack of register occurs when a speaker switches to the second language during a conversation when "a certain vocabulary is not available to a speaker in the first language," according to Muthusamy (2009: (Anderson, 2006). Code-switching typically occurs because some words sound better in the second language than the first. Every person will change the code to express solidarity

with a particular social group to demonstrate identity, according to Crystal (1987). According to Malik, code-switching is used when a person tries to greet people who speak different languages. According to David (2003), advisors frequently talk to several interlocutors simultaneously. They will alter the code based on the intended ethnicity in such cases.

Furthermore, the speaker's mood and the type of language used are determined by the speaker's mood. A person can think of appropriate vocabulary in the target language when in a logical and stable state of mind (Muthusamy, 2009). Emotional factors such as exhaustion, happiness, frustration, uncertainty, panic, shock, and so on can cause code-switching. The pragmatic reason is that speakers will switch codes to attract attention in terms of communication. (Malik, 1994) emphasized that choosing between two languages can be more meaningful depending on the context of the conversation.

In short, aside from the reasons mentioned by the researcher above, there are numerous other reasons why people code-switch. Whether as a result of globalization, many people have begun to use English to support their education, work, or simply their lifestyle. Or through the influence of social media. Since most terms in social media mostly use English, by the time people start using code-switching naturally.

4. Factors Influencing the Use of Code Switching

Today, most people, particularly teenagers, are fluent in two or more languages. When someone can speak more than one language fluently, they often

switch their languages to communicate. Many factors influence people's decision to use code-switching when communicating with others. Three factors influence someone's decision to use code-mixing and code-mixing switches. As stated, (Hudson, 1980). These include social, cultural, and individual factors.

Five social factors can influence someone to switch language, including participants, topics, situations, places, and settings. Hence, cultural factor happens when people use code-switching to communicate with recipients who are not from the same country or speak the same language. It occurs due to the speaker's ancestry and ethnic background being displayed. Moreover, individual factors, two aspects influence an individual: the vocabulary they use and the skills or knowledge they exhibit. People occasionally alter their speech patterns because they cannot think of the correct phrase to express themselves or because they want to be perceived as intelligent. It all relates to the (Samsi, 2016).

B. English for Language Learning

According to Gebhard (2006), English for language learning is the study of English by individuals who reside in regions where it is not the primary language of communication. He added that in such a setting, students have few opportunities to practice English for communication outside the classroom. EFL is typically learned in settings where English is not the primary language of the local population or the school. English is taught in schools even though EFL nations do not use it as a primary language of instruction.

Additionally, Harmer states (2007) that EFL is the teaching of English in which students study English in their home country or participate in short courses in English-speaking countries such as the United States, the United Kingdom, Australia, Canada, Ireland, or New Zealand. Moreover, EFL, as defined by Yoko Iwai (2011), refers to individuals who study English in nations that do not speak the language. (For instance, Japanese nationals who study English at home are considered EFL learners).

According to Camenson (2007), EFL students may reside in a nation where their native tongue is the primary means of communication. However, these students may be required to learn English for academic purposes, travel to an English-speaking nation, or for professional reasons. As a result, EFL is defined in this study as the study of English by non-native speakers who reside in non-native environments and are most likely to be instructed by non-native English speakers.

1. Theories of English for Language Learning

According to Braj Kachru in "Standards, Codification, and Sociolinguistic Realism: The English Language in the Outer Circle." Following this theory, three concentric circles of World English can be used to categorize places where English is studied and spoken and map English diffusion. These are the inner, outer, and expanding circles. Native English speakers are in the inner circle, English-speaking countries that have historically adopted English as a second

language or lingua franca are in the outer circle, and countries in which English is used some but is not widely spoken are in the expanding circle. The circles represent the different tiers of World Englishes. According to this theory, English is a native language in the inner circle (ENL), a second language in the outer circle (ESL), and a foreign language in the expanding circle (EFL). As English spreads globally, more countries are added to the circles.

Moreover, Crystal considers the behaviourist and cognitive theories to be the most influential in language learning. According to behaviourist theory, learning a foreign language involves imitation and reinforcement. According to cognitive theory, learning structural rules in a new language involves using cognitive abilities rather than repeating and reinforcing them.

The main goal of behaviourist instruction is to form new, appropriate linguistic tendencies through intensive practice while constantly eliminating obstructive errors. This method of learning a foreign language has many disadvantages. For example, more than impersonation is needed to distinguish between the tasks that students must complete because they are constantly required to develop and comprehend new articulations that go beyond the bounds of any model sentences, they may come up with.

Practitioners of the cognitive theory hold that students can form theories about the structure of foreign languages based on their intellectual capacity. If students feel that the rules need to be revised, they make new ones, use them, and modify them. As students gain a solid understanding of L2, language learning

expands during the development of the transitional stage. Error analysis plays a crucial role in this scenario. When language students draw incorrect conclusions about the concept of L2, mistakes are expected to occur. As students continue to master new language structures, errors are widely accepted as positive evidence of the learning process.

2. Key Concepts of EFL

According to Wang (2009), six key concepts can be understood and applied in the classroom. There are; Grammar—Translation Methods. The grammar translation method was developed as a foreign language teaching strategy based on traditional (or classical) approaches to teaching Greek and Latin. Students must translate entire texts word-for-word according to the method, and they must also memorize a large number of grammatical rules, exceptions, and lengthy vocabulary lists. This approach aims to give students the reading and translation skills necessary to appreciate great literature.

The Direct Method is a strategy for teaching foreign languages that only employs the intended language for instruction. The direct method is characterized by an inductive approach to teaching grammar and using pantomime, realia, and other visuals to teach vocabulary. This method is notable for its emphasis on spoken language (including pronunciation similar to that of a native speaker), focus on question-answer patterns, and teacher-centeredness.

According to the behaviourist-based Audio-Lingual Method, students should be taught a language directly, without using their native tongues to explain new words or grammar rules. The goal is to get students to practice specific constructs until they can use them on their initiative. Additionally, Audio-visual (AV) works combine sound and visual elements. In a typical presentation, the presenter provides the audio by speaking, supplemented by a series of images on a computer monitor connected to a projector.

An approach called "communicative language teaching" strongly emphasizes interaction as the primary method and endpoint for learning a second or foreign language. Learning language functions and assisting students in using their target languages in various settings are both priorities for CLT. Instead of assisting learners in creating flawless grammatical structures or acquiring native-like pronunciation, its primary goal is to assist them in creating meaning. This implies that the degree to which learners have improved their communicative competence measures how successfully they have learned a foreign language.

The cognitive approach was created as a counterargument. Learning must be based on understanding, according to the cognitive approach. It takes creativity to learn a language. Students can perform only after a solid understanding of the language's structure. From the beginning of language courses, the cognitive approach uses all four language skills: speaking, reading, and writing.

3. EFL Practice in Indonesia and Aceh at Higher Education

According to Syawal and Thahir (2017), English has been recognized as an international language in Indonesian schools, and the method by which EFL students learn and acquire English vocabulary has become a contentious issue. According to the research, EFL students learn English vocabulary by doing assignments, practising English pronunciation, learning English verb tenses, practising English dialogue, practising English translation, reading English texts, memorization, memorization exercises, and writing practice. Additionally, the English as a Foreign Language (EFL) students from Indonesia picked up vocabulary by using dictionaries, reading English books, watching and listening to English music and movies, playing games, using the internet, and reading English advertisements.

Moreover, Suwartono (2018) states that Indonesian students must be accountable for their own EFL education inside and outside the traditional classroom or academic environment. Despite the difficulties they face—the unfavourable circumstances for EFL learning—there are still opportunities and benefits from the unfavourable circumstances. They can approach the challenges with all of their efforts.

In order to overcome the adverse effects of their cultural background on their EFL learning, students should make extra efforts to reach their objectives. Students are free to adopt foreign values as long as they are honourable and do not conflict with already-held cultural norms. Students studying English as a foreign

language in Indonesia can benefit from the quick advancements in media technology today.

Additionally, the research conducted at Syiah Kuala University by Ulfah and Bania (2019) shows that two things influence students' motivation to learn English. They are extrinsic and intrinsic factors, respectively. The study's participants' teachers had a significant impact on their motivation to learn English. This is one of the elements that make up extrinsic motivation. At the same time, the highest selection for intrinsic motivation went to students' own goals. However, these students study English because they receive positive reinforcement from their instructors and have goals in mind for which they have mastered the language.

Besides, the research at UIN Ar-Raniry by Fitria (2021) indicates that student exposure to English as a language was primarily influenced by the language environment. Most students began to experience an English-speaking when they entered university, mainly when they enrolled in the Department of English Language Education, even though they had already mastered the language long before enrolling. Some students began to experience an English-speaking environment while attending boarding school, and the rest began when they attended the English Education Department. However, students' motivation also played a role in their ability to learn English.

Furthermore, students' personal experiences revealed that when they first learned English, they encountered a language barrier between Acehnese and

English. As a result, the various Acehese dialects influenced the students' English. Furthermore, English pronunciation differs from Acehese pronunciation. Students who took English classes in Indonesia can get rid of their English accents and speak English without sounding like they are from Aceh. The student who struggles with his accent overcame it after contacting others who could practice their English with him and give him more confidence.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research approach. The researcher uses the qualitative method to determine the influence of code-switching on English learning and to recognize how students use code-switching during English learning. According to (Seliger & Shohamy, 1989), qualitative research is concerned with human behaviour in a specific context, which is carried out naturally by the subject without the researcher's intervention. Qualitative research could be used to fully understand an individual's subjective perception and meaning of their social reality. Its objective is to comprehend the social existence of individuals, communities, and cultures.

Furthermore, Creswell (2014) defined qualitative research as investigating and fully understanding people's and communities' perspectives on societal and humanitarian issues. The researcher used this research design to recognize the use of code-switching in English learning by EFL students. By conducting qualitative research, the researcher can analyze, give importance to, and express findings from the natural context of a particular societal issue. Qualitative research should go to people, settings, sites, or institutions to analyze or record actions in a natural context (Creswell,2014).

More specifically, this study can be categorized as a phenomenological approach. According to Malon & Metz (2017), the phenomenological approach is a type of qualitative analysis that emphasizes the experience and the life elements of a particular construction. Phenomenology's primary goal is to distil each person's unique experiences of phenomena into a description of their shared essence that relates to the nature of things (Manen, 2014). Moreover, this is accomplished by qualitative research identifying a phenomenon (object of human experience). Next, the researcher gathers information from people with first-hand experience with the phenomenon and comprehensively describes what it is like for everyone (Makunika, 2018).

B. Population and Sample

This study was conducted at Ar-Raniry Islamic University in the Department of English education and involved English Education Department students as participants. The population of this study was students of english language Education Department. Especially from year 2018, who have taken sociolinguistic class. The sample of this study were selected by using purposive sampling technique. The criteria for choosing the sample are as follows:

- 1) The students of the department of English Language Education of UIN Ar Raniry Batch 2018
- 2) The participant was fluent in two languages or more
- 3) The student had taken a sociolinguistic class
- 4) The student got an A In the sociolinguistic class

C. Data Collection

In this study, the researcher applied the interview as data collection. According to Lambert and Loisel (2008), the interview is a standard data collection tool in qualitative research; it is generally used as a research strategy to gather information about participants' experiences, perspectives, and beliefs about specific research questions or phenomena of interest. To collect data, the researcher employed a technique known as semi-structured interviews, in which questions are systematically listed and directly answered by the interviewee. Semi-structured interviews allow for eliciting personal narratives from participants and evaluating their beliefs, statements, and opinions (Nohl, 2009).

The sort of questions used in this research is experience-related, which implies that interview questions are used to express experiences that participants have had. Furthermore, this study used background or demographic questions, which helped reveal the background of the interviewed subjects. Students were asked to answer interview questions. For reliability and accuracy, each student was asked the same questions with the exact wording; the only difference was follow-up questions used to clarify interviewee responses. The writer must pay close attention to the participants' responses in this interview session. Consequently, the researcher recorded the entire interview while interviewing the participants to assist the researcher in obtaining data.

D. Research Procedure

The researcher used the initials of the participants' real names to identify them in this study. There are six participants in this study. Participants 1 (SS), participant 2 (NNP), participant 3 (M), participant 4 (IG), participant 5 (PZ), and participant 6 (PZ) were the six participants (N). Participant selection is made by reviewing the scores obtained by students in the sociolinguistic class. The researcher chose the sociolinguistic class because it refers to the title of the thesis, namely code-switching, which is mainly studied in the sociolinguistic class. The researcher chose the participant with the highest score in the class because they had more control over the material in terms of the grades they received. This is to assess their experience with code-switching inside and outside the classroom.

Moreover, the researcher collects the data for approximately two weeks. Through interviews some participants were interviewed directly face-to-face, but some were interviewed via phone call. This is due to the density of the participant's schedules. The interview lasted for more than 30 minutes and was in the form of a semi-structured interview.

E. Data Analysis

The researcher analyzed the data after collecting the information from the previous data collection steps. Data analysis is extracting meaning from data and concluding it. According to (Moleong,2011), "data analysis is the process of managing data, organizing it into a good pattern, category, and basic unit." It

analyzes the data collection results using various methods based on the researcher's methodology. The interview data were analyzed using the (Miles & Huberman, 2014) model in this research. To analyze the data, there are three methods are employed:

1. Data Reduction

Data reduction is selecting the primary data, focusing on the most critical data, and discarding unnecessary data. This activity summarizes, selects key points, concentrates on the essential details, and searches for themes and patterns. On the other hand, the unimportant data were separated to make the analysis easier.

2. Data display

Data display presents data in a table or essay to make it more comprehensible. By displaying associated concepts from various statements, it seeks to make sense of the data gathered (Miles & Huberman, 2014). A data representation, usually in the form of a table or graph, is used to explore, summarize, and communicate data features. In this study, the researcher directly described the interview results.

3. Drawing and conclusion

In this step, the researcher draws and concludes the data based on the previous data reduction and display, which answers the research focus based on data analysis. The answers to each question in the interview served as the primary

data to assist the researcher in analyzing and determining the influence of code-switching on language learning.



BAB IV

FINDING AND DISCUSSION

A. Finding

This section discusses the findings of the data that was collected and analyzed. The research questions ask how EFL students use code-switching and what the influence of using code-switching is. This section answers and explains the results based on the data obtained. The research findings are presented in the form of narrative explanations. The explanation for this finding is divided into sections based on the research questions.

The findings of this study are based on interview data obtained from six interview participants, namely students from the English language Education Department of UIN Ar-Raniry batch 2018, who can speak more than two languages and have taken sociolinguistic subjects. Participants responded based on their experiences with the ten questions. The six participants were marked as participant 1 (SS), participant 2 (NNP), participant 3 (M), participant 4 (IG), participant 5 (PZ), and participant 6 (N).

In this study, the researcher conducted several processes, such as interview transcription, coding based on interview results, and grouping each answer into themes. The raw data obtained by the researcher from the field was in Indonesian and a mix of Indonesian and English, after which the data was translated into English while adjusting the correct language rules. Following the process, the

researcher obtained findings on two main points based on the research questions.

The results are as follows:

1. The Use of Code-Switching by EFL Students While English Learning

1.1 The Types of Code-Switching used by EFL Students

From the data that the researcher has obtained. During the English learning process, students use three types of code-switching: tag switching, intra-sentential switching, and inter-sentential switching. The following are specifications of the findings based on the types of code-switching.

a. Inter-Sentential Switching

Inter-sentential switching was the first type of code-switching discovered by the writer in the presented data, and it is the most common type of code-switching found in the data presented. As defined in the previous chapter, inter-sentential switching is code-switching between sentences, clauses, or turns. In addition, students used this type when giving a presentation, asking a question, or participating in a discussion.

When I use code-switching, it makes people understand the context I want to tell. The language I switched from English to Indonesian is limited by commas, like independent and conditional sentences. For example, "as I know, materinya gak gitu sih." PZ – participant 5

In the sentence uttered by PZ, she used some English words. Then she switched her language to Indonesian. The speaker begins the conversation with the words "As I know," then switches to Indonesia for the rest of her explanation. Many students use inter-sentential switching because this type of code-switching is easy to do and often happens naturally because many students switch languages in the middle of a conversation. While most students use English while learning, they frequently forget or need to learn more about the vocabulary of the words to be spoken or know the correct sentence pattern. Therefore, they decided to switch the language to Indonesian.

b. Intra-Sentential Switching

One type of code-switching found in the presented data is intra-sentential switching. Intra-sentential switching occurs within a sentence, as explained previously in Chapter two. The student used this type during discussions and daily conversations.

"I am more concerned with combining languages in the middle of a conversation, such as in the middle of speaking English I will switch to Indonesia. For example; I really overwhelmed, tau ga? Extremely exhausted dengan beban hidup." SS – participant 1

In the sentence above, SS used English at the start of conversations in her sentences. She then changed her language to Indonesian. And he did it again the other way. The speaker starts the conversation with "I really overwhelmed," then

switches to Indonesia. "Tau gak," but she switches back and forth between English and Indonesian for the rest of the conversation.

While most students use English while discussing or talking, sometimes the words or sentences they want to say can be better understood in a specific language. Therefore, they use Indonesian. But some terms are not suitable for Indonesian, so they use English. And when they want to talk about feelings, they tend to switch the language to English. Because talking about feelings in Indonesian is rather embarrassing.

c. Tag Switching

The last type of code-switching that the researcher discovered was tag switching, but only a few students use this type of code-switching. They only use it in certain situations. The presented data and the tags used by students are "you know, okey, and right."

"Sebenarnya makan disini enak loh, ayamnya tu empuk, you know right?"

IG-participant 4

In the sentence uttered by IG, she used Indonesian when speaking. Then she switched her language to English. The speaker begins the conversation with Indonesia. Then she switches to an English tag with the words "you know." to emphasize a previous sentence she had spoken.

Tag switching is the type of code-switching that students rarely use. This is caused by the speaker not having to emphasize the sentence because the listener

understands what the speaker means. But some use it, especially some students who are already teaching, and use tag-switching when teaching their students.

1.2 The Function of Code Switching Used by EFL Students

Based on the findings. The majority of participants employ seven code-switching functions. Those were interjection, reiteration, quotation, hesitation, address specification, proper name, and loanword. The following are the findings' specifications based on the code-switching function.

a) Interjection

The interjection was the first function of code-switching discovered by the researcher in the presented data. Interjections are used to express strong emotions to avoid misunderstandings, as described in the previous chapter.

“I use code switching to ensure that there are no misunderstandings and that people understand what I am saying, and vice versa.” [M] participant

3

Interjections are commonly used by students when speaking. When students begin a conversation in English, if it is felt that something needs to be added in the middle of the discussion, then repeat it in Indonesian to avoid misunderstanding the topic being discussed.

b) Reiteration

In doing code-switching for reiteration, students repeat utterances in Indonesian that have previously been explained in English. Reiteration is done to put pressure on the information that has been conveyed. Students usually use reiteration when talking to people who need to improve in English.

"I use code switching when speaking with people who do not speak English fluently. It's as if we've spoken in English, but they don't understand, and I try to explain more in Indonesian." [SS] participant - 1

Therefore, the speaker or listener in the interaction can better understand the topic being discussed.

c) Quotation

Students use quotations in code-switching situations, such as; when they retell the movies they have watched to their friends or when retelling the novels or books they have read. And when they cheer someone up by quoting wise words, they've found that fit their friend's current situation.

"I use code switching when I retell about someone, particularly an idol, who unexpectedly imitates the way he speaks." [IG] participant 4

Therefore, students place the use of code-switching in certain situations.

d) Hesitation

In code-switching for hesitation, students use hesitation when unsure about the words or sentences they are saying. Then, they repeat the words they have said in a language the listener understands well. And students also use hesitation when a word has been repeatedly spoken and is no longer pleasant to hear. Consequently, they decide to use the target language.

"I frequently use code-switching when I'm hesitant to use the same word; I repeat it using Indonesian." [IG]

e) Address Specification

The findings show that students use address specification code-switching when conversing with people from different backgrounds, including education, culture, and place of residence.

"I use code switching when I occasionally have to adjust to who the other person is speaking to, where he is from, and what his cultural background is." [M]

To avoid being impolite, students may use address specifications by using a specific word

f) Loanword

Based on the results obtained, students use loanword code-switching when they cannot find the right word in one language, and then they borrow certain words and put them into the discussion in a different language. For example,

“Overwhelmed, overwhelmed is a word with a broader meaning that will not have a single meaning in Indonesia.” [SS]

When students want to discuss a complex language to translate into Indonesian, they use English as a loanword.

“I code switch when I don’t find an appropriate term in Indonesia, because in Indonesia, nothing is ever as precise as in English.” [IG]

g) Proper Name

The result shows that students use proper names in code-switching to describe things that are difficult or not easy to find in Indonesian, so they use English for specific terms. Such as; mental health, quarter-life crisis, feminism, gender inequality, and so on.

“Sometime I code switch to describe a general term such as mental health, quarter-life crisis, and so on.” [IG]

2. The Influence of Using Code Switching on English Learning for EFL Learner

2.1 The Factor That Influences Students in Using Code-Switching

Based on the data that the researcher has obtained. The factors that influence a student in using code-switching are social factors and individual factors. The following are specifications of the findings based on the factors of code-switching.

a. Social Factor

The researcher found that many students use code-switching because of the influence of social factors. As explained in the previous chapter, five social factors can influence someone to switch languages, including participants, topics, situations, places, and settings. As participant-3 [M] argued, "The most influential is the social factor because when I speak, I have to adjust to the environment and the other person. For example, when I communicate with some relatives who speak Acehnese more frequently and are more comfortable with it, I adjust to speaking Acehnese as well. The same thing happened when we studied with the lecturer; he insisted that we speak English, so I tried to do so. However, perhaps in the middle of the conversation, there was something challenging to explain, so I ultimately used code-switching."

Consequently, the influence of code-switching on participant-3 [M] are participant, place, and setting. In addition, participant-6 [N] said that "I use code-switching because of social influences. Teenagers have started exploring

themselves widely on campus and through social media. Therefore, the language used also varies according to trends, and there is also a lot of switching of languages in conversation." As a result, the influence of code-switching on participant-6 [N] are situation, participant, and setting."

b. Individual factor

In this study, participants state that one of the factors influencing their use of code-switching is the individual factor. However, as explained by the researcher in Chapter 2, two factors influence an individual: their vocabulary and the skills or knowledge they demonstrate. participant-1 stated that "I mostly influenced by individual factors. This is because I believe I can better explain myself in English. But, when I teach, I like to show off to my students. because when I start the class and show them that I can speak English, it gives them the impression that this teacher is quite intelligent, and they appreciate and admire us more." Therefore, the influence of using code-switching on participant-1 [M] is the skill and knowledge she demonstrated. In addition, participant-4 [IG] declares that "Individually, it influences me to use code-switching because I want to shorten my speech. After all, long speeches exhaust me, and some terms are difficult to explain in Indonesian, so I prefer to use English." As a result, the influence of using code-switching on participant-4 [IG] is the vocabulary she uses and the skill she demonstrates.

2.2 The Reason that Influence students In Using Code-Switching

From the interviews, the researcher found that all participants use code-switching for two reasons: lack of resources and habitual experience. The specifications of the findings based on the code-switching reason are as follows.

a. Lack of Resources

Based on the information obtained. The researcher discovered that many students used code-switching due to a lack of resources. Students who lack English vocabulary frequently use code-switching to switch conversations to Indonesian as participant 3 [M] states that "I use code switching was heavily influenced by the vocabulary I acquired. because code-switching can add new vocabulary and improve your understanding of English grammar and sentence structure. because the word usage in English sentences differs from that in Indonesian. For example, if "mau makan" in Indonesian cannot be translated into "want eat" in English, it cannot be careless. As a result, we must learn how to use it in full English sentences or when switch a code."

Moreover, participant-2 [NNP] added that "For example, in one conversation, I can say "I got tired today" in English, but I can't put the next sentence together in English. As a result, I'm motivated to finish the sentences. Therefore, using code switching aids in speaking fluently."

a. Habitual Experience

Based on the interview findings. The participant uses code switching due to habitual experience. Students use code-switching because it has become a habit caused by the use of code-switching, they have been doing for a long-time participant-1 [SS] argued that "I like English better when I do code switching. I remember when I was a kid. It looks cool when I switch between codes. This inspired me to learn more. People who code-switch believe they are intelligent. It also motivates me to learn more English so that I can code-switch. I now code-switch as a habit. It is my daily conversation."

Moreover, participant-4 [IG] states, "Code switching really influences me. Because we are more exposed to code-switching and have a longer duration of exposure to English. Then our ability will be proportional to our experience. The more people who switch codes around me, the more I understand the language."

B. Discussion

In this section, the researcher presents a discussion based on the research findings. This study was conducted to recognize how students use code-switching during English learning and to find out the impact of code-switching on English learning. The researcher attempts to elaborate on the findings of interviews conducted with English students to answer research questions.

1. The Use of Code-Switching by EFL Students While English Learning

The first research question is, "how does an EFL student use code-switching while English learning?" The findings revealed that students employ three types of code-switching: inter-sentential switching, intra-sentential switching, and tag switching. Following the analysis of the interview data, all participants expressed different opinions for a variety of reasons. Based on the findings of the interviews, all participants use code-switching in all aspects of their lives, and they believe this ability is crucial for students.

The first is intra-sentential switching, which participants state they use more frequently because they get confused by language more often in the middle of a conversation. Moreover, they acknowledged that they often needed to remember the vocabulary they were supposed to use in the middle of a conversation or were unsure what to use. As a result, they decided to code-switch. Chaer and Agustina (2010) state that mixed clauses and phrases may be used in a speech event.

The second is interactive switching, which the participant claims will help the listener understand more easily. They are not directly mixed in one sentence due to the differences in the languages used, which are separated by commas. As Appel and Musyken (2006) defined, inter-sentential switching is the alternation between two languages in a single discourse when the following sentence in the first language has been finished. As a result, some participants are likelier to use inter-sentential switching.

The third is tag switching. Tag switching is the least used by participants. since the switching tag is only used at the end of the sentence to emphasize the previous sentence that has been explained. As defined by (Romaine in Susanto, 2008), Tags can be easily added to speech at various points in a monolingual utterance without violating syntactic rules. Therefore, based on the interview results, tag switching was only carried out by participants who had already taught, and they used it when teaching and communicating with their students.

Meanwhile, based on the interview findings, students use code-switching in various contexts, including interjections, which the participant described as a way to express their feelings and prevent others from misunderstanding. Aside from that, they also use injections to discuss essentials or something profound. Additionally, when repeating a sentence, students also use code-switching. Students use Repetition to ensure that the listener understands what they have been saying, and they also use Repetition to ensure that they have covered all of their points. According to Brown (2022), Repetition is a favorite technique among participants because it can help to emphasize a point and make a speech easier to follow. Furthermore, students use reiteration when speaking to people who do not speak English fluently, so they must explain it again in Indonesian.

Besides, students also use code-switching when quoting someone's words. Students use quotations when they tell a story about someone they met or someone they watched so that when they retell it, they cite some things that impressed them about that person. Moreover, students used hesitation when code-switching when they were unsure of the words they were saying. As Taylor (Riri,

2015) argued, hesitation pauses within phrases or clauses appear to reflect the difficulty of selecting a word from a large pool of possibilities. They also use code-switching when they hesitate to use the same word in English, then repeat it in Indonesian.

In addition, students use code-switching when specifying addresses. They must adjust the language or words used when they meet people from different backgrounds. However, this is frequently done when students converse with people of the exact origin as themselves so that they can understand the same language. And they usually talk about things only they know. Further, Students also use code-switching when they want to say a word or phrase that is not in Indonesian, so they borrow English words such as protocol, capitalism, etc. According to Molina and Albir (2002), borrowing is a translation technique in which a word or expression is taken directly from another language. And this is known as a loanword.

Furthermore, Students also use code-switching when they want to say a word that would be better expressed using the language's original terms. For instance, quarter-life crises, mental health, gender inequality, etc. This term is known as a proper name.

2. The Influence of Code Switching on English Learning

The second research question is about the influence of code-switching on learning English. From the results of the interviews, the researcher found that all students agreed that code-switching influences students in a positive way. Social factors have the most influence on students' decisions to use code-switching. Students state that they are required to be able to use English even passively in this era of globalization, and they will find English everywhere, especially on social media, which uses English terms on average. As a result, students say they must adapt to the influence of widespread English use to participate in English learning through the social factors they encounter. Students added that they came from the English department, which understood and could actively speak English. As a result, they must also modify their language to follow their friends.

Besides, the social factor influences the student's situation, which necessitates the use of code-switching. Situational code-switching, as defined by Jendra (2010), is the process by which a bilingual person switches from one code to another when the situation requires it. Students report that they frequently use code-switching to follow what topics are being discussed, such as college tasks or the news.

Additionally, due to individual influences, students also use code-switching. Students stated that they would use code-switching to shorten the talk. Because several words would be difficult to explain in Indonesian, they prefer to use English in the middle of the discussion. Students also stated that they could easily

explain themselves in English or by code-switching. Some students also argued that they frequently use code-switching when teaching to impress their students, making them believe that the teacher is quite intelligent. Furthermore, students add that confidence is one factor in using code-switching. Abdullah&Usman (2021) defined code-switching as giving them more self-esteem in implementing and learning English.

Meanwhile, students use code-switching for various reasons, including requiring more registration. When students lack English vocabulary, they use code-switching to switch to Indonesian. According to Sardar et al. (2015), code-switching may occur due to a limited vocabulary in English. Students stated that they decided to code-switch when they did not know the correct sentence pattern in English. They also mentioned that word usage in English sentences differs from Indonesian. As a result, students prefer to code-switch to Indonesian to avoid mistakes in the sentence pattern that will be used.

Furthermore, students use code-switching due to habitual experience. Because they have used code-switching since they were in school, students claim that they have practiced English by using code-switching. And now they can speak English fluently. People frequently change their language during daily interactions (Cahyani et al., 2018). Then they claimed that because the teacher used code-switching in class, they learned some terms they didn't know before, and now they use code-switching naturally. As a result, students have developed the habit of code-switching.

CHAPTER V

CONCLUSION AND RECOMENDATTION

A. Conclusion

This study examined the use and influence of code-switching on English learning. The researcher draws several conclusions based on the research findings and discussion in the previous chapters. First, students use code-switching when communicating with friends who can speak and understand English, especially friends from the English department. Students use code-switching during discussions, presentations, and daily conversations. Second, the student employs three types of code-switching: inter-sentential switching, intra-sentential switching, and tag switching. Of the three types, students primarily use inter-sentential switching, and the least is tag switching. Third, students use code-switching to accomplish specific goals. Students use seven code-switching functions: interjection, reiteration, quotation, hesitation, address specification, loanword, and proper name. These seven functions each serve a distinct purpose.

Moreover, the reason students use code-switching is influenced by social and individual factors; based on these two factors, social factors have a significant role in the use of code-switching by EFL students. Moreover, students have specific reasons when using code-switching, be it a lack of resources, especially lack of vocabulary mastery, or everyday experience, which code-switching has become a student habit in speaking. As a result, code-switching positively

influences students, and students find it easy to communicate when using code-switching.

B. Recommendation

In conducting this study, some limitations were used to avoid deviations from the results. The limitation is only to examine the type of code-switching and the influence of code-switching used by EFL students. Data analysis was also carried out based on the theory of code-switching types by Poplack (2002) and the influence of the use of code-switching by Hudson (1980). In addition, this research also has several implications, such as that the use of code-switching can help students speak English fluently, and the use of code-switching by the surroundings, such as teachers, friends, and so on, can also increase students' knowledge of the use of English vocabulary. Furthermore, habituation using code-switching can hone students' academic and nonacademic English skills so that they can use English fluently.

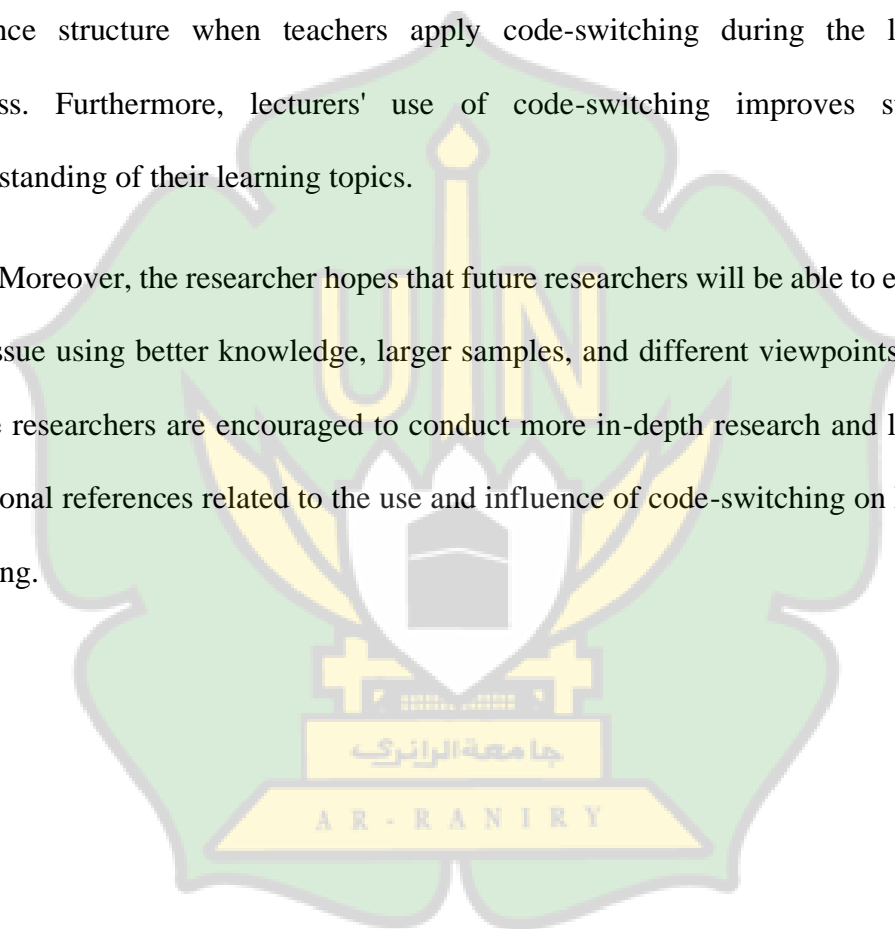
Additionally, the advantages of this research are that the use of code-switching can be applied in classrooms. Due to the study's results, researchers found that students would find it easier to understand a lesson when the teacher switched languages rather than using full English; this can also increase students' vocabulary; by using code-switching, students can master English fluently.

Based on the findings of this study, the researcher makes some recommendations for English students, lecturers, and future researchers. Students

should practice code-switching in daily conversation. It is due to the improvement in their English ability.

Additionally, code-switching is expected in the classroom for the lectures to apply. The researcher discovers that students know a lot about vocabulary and sentence structure when teachers apply code-switching during the learning process. Furthermore, lecturers' use of code-switching improves students' understanding of their learning topics.

Moreover, the researcher hopes that future researchers will be able to examine this issue using better knowledge, larger samples, and different viewpoints. Then, future researchers are encouraged to conduct more in-depth research and look for additional references related to the use and influence of code-switching on English learning.



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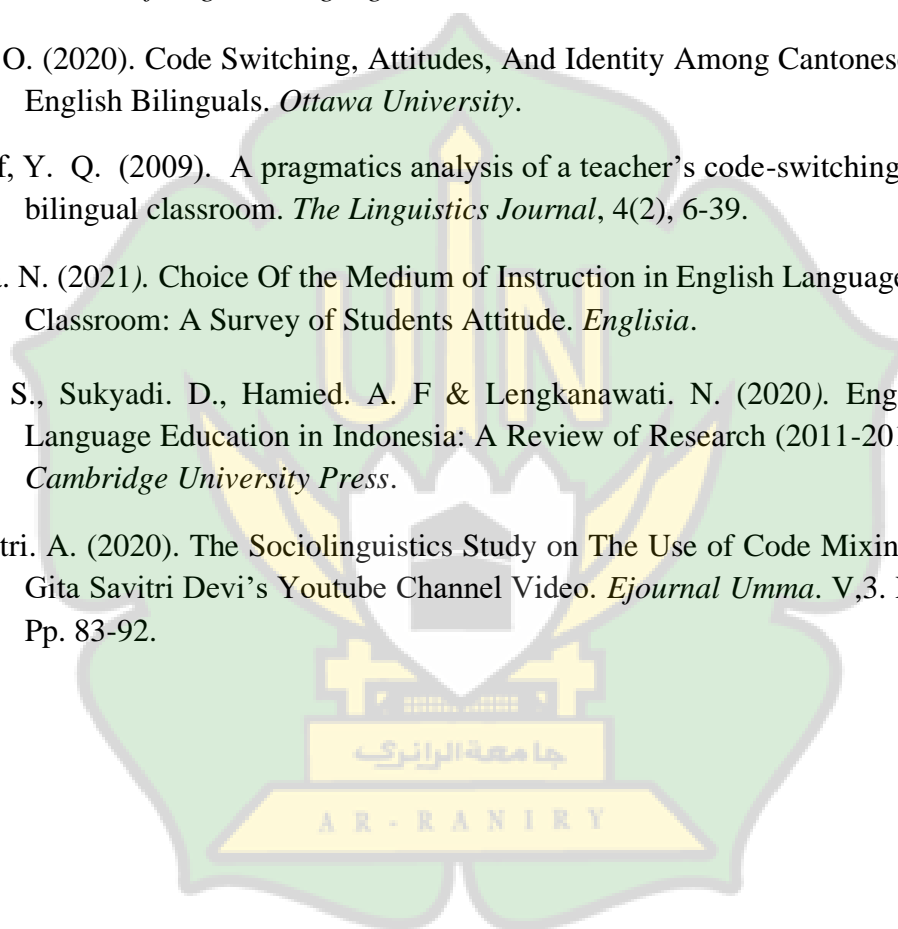
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Appendix 1



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-14356/Un.08/FTK/KP.07.6/11/2022

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

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqoyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7124/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 Pemasarjana 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 09 Juni 2022

MEMUTUSKAN

Menetapkan :
PERTAMA : Menebut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: **B-7124/Un.08/FTK/KP.07.6/6/2022** tanggal **22 Juni 2022**

KEDUA :
Menunjuk Saudara:
1. Dr.Phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
2. Siti Khasinah, S.Ag., M.Pd Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Intan Fahira**
NIM : **180203108**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Code Switching in EFL Classrooms: The Use, The Type and The Influence on their English Learning**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023.

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada tanggal: 01 November 2022
Dekan

Saiful Akmal

Tembusan

1. Rektor UIN Ar-Raniry (salah satu);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk diteliti dan dilaksanakan;
4. Mahasiswa yang bersangkutan

Appendix 2



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

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

Nomor : B-16344/Un.08/FTK.1/TL.00/12/2022
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Program Studi Pendidikan Bahasa Inggris 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 : **INTAN FAHIRA / 180203108**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Indrapuri, Aceh Besar

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 ***Code Switching in EFL Classrooms: The Use, The Type and The Influence on Their English Learning***

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

Banda Aceh, 16 Desember 2022

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 16 Januari 2023

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

Appendix 3

INTERVIEW PROTOCOL

Project : **The Influence Of Code Switching On English Learning**

Time : -

Date : -

Place : -

Interviewee:

This research is about Code Switching in EFL Classrooms: The Use, The Type and The Influence on Their English Learning. The aims of the research are to recognize how students use code-switching during English learning and to find out the influence of using code-switching on English learning. The data is collected through the semi-structured interview, which is recorded and only used for research purposes to protect the participant's confidentiality based on informed consent.

- A. How does EFL student use code switching while learning English?
1. Do you use code-switching when discussing with friends? How often?
 2. When learning English, when do you usually use code-switching? In what situation?
 3. What type of code-switching you often use? Why?
 4. What kind of function do you use code switching? Why?
 5. What form of language, sentence, or word do you use when using code-switching?
- B. What is the influence of using code switching on English learning?
1. Did the use of code switching give you more exposure to the language?

2. What factors influence you to use code-switching? Whether it is a social, cultural, or individual factor, why?
3. Does code- switching help you in learning English?
4. How can code- switching influence you in learning English?
5. Does code-switching give you a better understanding in learning English?



Appendix 4

PARTICIPANTS PROFILE

No	Name	Age	Sociolinguistic score	Code switching experience
1.	PZ	22	A-	Start using two or more languages (foreign language) especially English, since senior high school.
2.	NNP	22	A-	Start using two or more languages (foreign language) especially English, since senior high school.
3.	SS	21	A-	Start using two or more languages (foreign language) especially English since junior high school.
4.	M	22	A-	Start using two or more languages (foreign language) especially English, since senior high school.
5.	N	22	A-	Start using two or more languages (foreign language) especially English, since senior high school.
6.	IG	22	A-	Start using two or more languages (foreign language) especially English, since junior high school.