

## **CHAPTER I**

### **INTRODUCTION**

This chapter discussed the background of the study, research problems, objectives of the study, scope and limitation, significances of the study, and definition of key terms.

#### **A. Background of the Study**

Learning language is notoriously known as an activity conducted by language learners. As there will be an educator and the students, communication happen in every activity or the process of transferring knowledge either by lecturing or question and answer section. In the classroom context, in this case, Code-Switching appears to be used both by students and teachers (Borlongan, 2009, p. 56).

Code-Switching (CS) is a natural part of being bilingual and it is a common phenomenon used by those who have developed two or more languages. Code-Switching (CS) is used globally in communication practice. Moghadam (2012, p. 202) state that the use of Code-Switching (CS) in a conversation is a normal practice in global communication for various reasons and it is usually an unconscious process. However, the use of Code-Switching (CS) in EFL classroom has been a subject of controversy. It has been regarded as negative and undesirable behaviour where there is a failure in using the target language.

Code-Switching (CS) has also been considered as a sign of laziness of language. For instance, according to Kasperczyk, it can be seen that employing Code-Switching in their EFL curriculum is used by teachers as an effective tool in various language learning activities. When Code-Switching (CS) is happened in a pair of students' activity discussion, it is useful to elaborate the misleading of the topic which English is used as the interlanguage. One partner applied his or her native language to simplify the ideas. Kasperczyk stated that this occurrence help the student and get the students engage to the concept being learned. Meanwhile, when Code-Switching (CS) which is used by teacher while teaching is something new in producing the topic (Kasperczyk, 2005, p. 57).

According the afore-mentioned above, it can be seen from its angle that it is used as a good thing or it is positive to use that style of language variety. Another condition also occurred is that Code-Switching being recognized as a negative phenomenon. Based on Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Cultural and Linguistic Responsiveness, in the past some people said that Code-Switching happened because children were confused and mixing their languages in their brain such as memory capacity; children could not separate the languages; Code-Switching was a disability or evidence of incompetence and children should be punished for mixing their languages whereas in the present research, Code-Switching treat differently by people such as "Code-Switching is typical among children and adults

who know more than one language”, and “Code-Switching is a reflection of cognitive and communicative competence” (National Center on Cultural and Linguistic.

In addition, Greggio (2007, p. 371) and Kang (2008, p. 214) have argued that in EFL classroom context, Code-Switching (CS) is useful to support teaching and learning process of English. Code-Switching (CS) cannot be considered as errors interference, but as bilingual resources (Jenkins, 2006, p. 137), it also helps low proficiency students gaining better comprehensions especially when giving classroom procedures (Tien, 2006). Code-Switching (CS) should not be considered as a sign of defect in the EFL classroom, yet, it is a careful strategy employed by the teachers (Ahmad, 2009, p. 49) Southeast Asia: prospects, perspectives and possibilities, (2006).

The proposed definition of Code-Switching has been defined by numbers of researchers. For Gumperz (2012), Code-Switching (CS) is the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems. Code-Switching (CS) is also seen as the alternating use of more than one language (Auer, 2007, p. 102). Code-Switching (CS) also defines as using more than one language in the course of a single communicative episode (Heller, 2000), in the same conversation or even within the same sentence (Myers, 2012, p. 100).

As the use of CS in EFL classroom has been a subject of controversy over time, and the experience of the researcher that Code-Switching may happen in EFL speaking classroom at IAIN Palangka Raya. it takes place not only among students’

communication but also among the lecturers which happened unconsciously which will affect either the process of teaching and learning processes and learning outcomes. The assumption is that communication happens more frequent in speaking class than other classes such as writing and reading class, it will be confirmed by conducting pre-observation such as asking each student and lecturer about their experiences. Then it is important to investigate the students' and lecturers' belief toward the use of Code-Switching in teaching and learning process whether it will give positive and negative impact to the learning outcomes related to the motivation factor behind it.

Therefore, the researcher will investigate how Code-Switching (CS) is perceived by EFL speaking class students of English Education Study Program of Language Department in IAIN Palangka Raya, Central Kalimantan, Indonesia, in teaching and learning English processes. Moreover, the researcher will find out the lecturers and students' beliefs toward the use of Code-Switching (CS) when teaching English in EFL speaking classroom and the motivation factor behind it.

## **B. Research Problems**

The research problems were formulated as:

1. What are lecturers' and students' belief on the use of Code-Switching (CS) in EFL speaking class?
2. What are the factors contributing to the use of Code-Switching (CS) in EFL speaking class?

### **C. Objectives of the Study**

The objectives of the study as in the following below.

1. To investigate lecturers' and students' belief on the use of Code-Switching (CS) in EFL speaking class.
2. To describe the factors contributing to the use of Code-Switching (CS) in EFL Speaking class.

### **D. Scope and Limitation**

Based on the purpose, the limitation of this study belongs to case study and to limit the study, researcher investigated lecturers and students' belief on the use of Code-Switching (CS) in EFL speaking class in English Education Study Program at Language Department, and the motivation factors behind it.

The subjects of the study were taken from speaking class. Although in all English subject such as listening, speaking, reading, and writing, the most frequent that Code-Switching happens is in EFL speaking classroom. The communication much occupied in speaking class, then the assumption the Code-Switching can be seen much clearer than other skill. Besides, the limitation of the questionnaire given to the students has not been tried out yet by researcher.

### **E. Significance of the Study**

There were two kinds of significances, namely theoretical and practical significances. Theoretically, the result of the study may serve a foundation to

understand the extent to which Code-Switching (CS) could be beneficial for English classrooms and how English is being implemented as a language used in speaking class.

Practically, this study strives for adding to the literature on higher education lecturer in EFL classroom by learning about student concerns and belief about Code-Switching (CS). The results of the study may be importance to policy makers so that they take into consideration key stakeholders' voices when planning and developing the English-medium programs adopting based on lecturers and student's belief about the use of Code-Switching (CS).

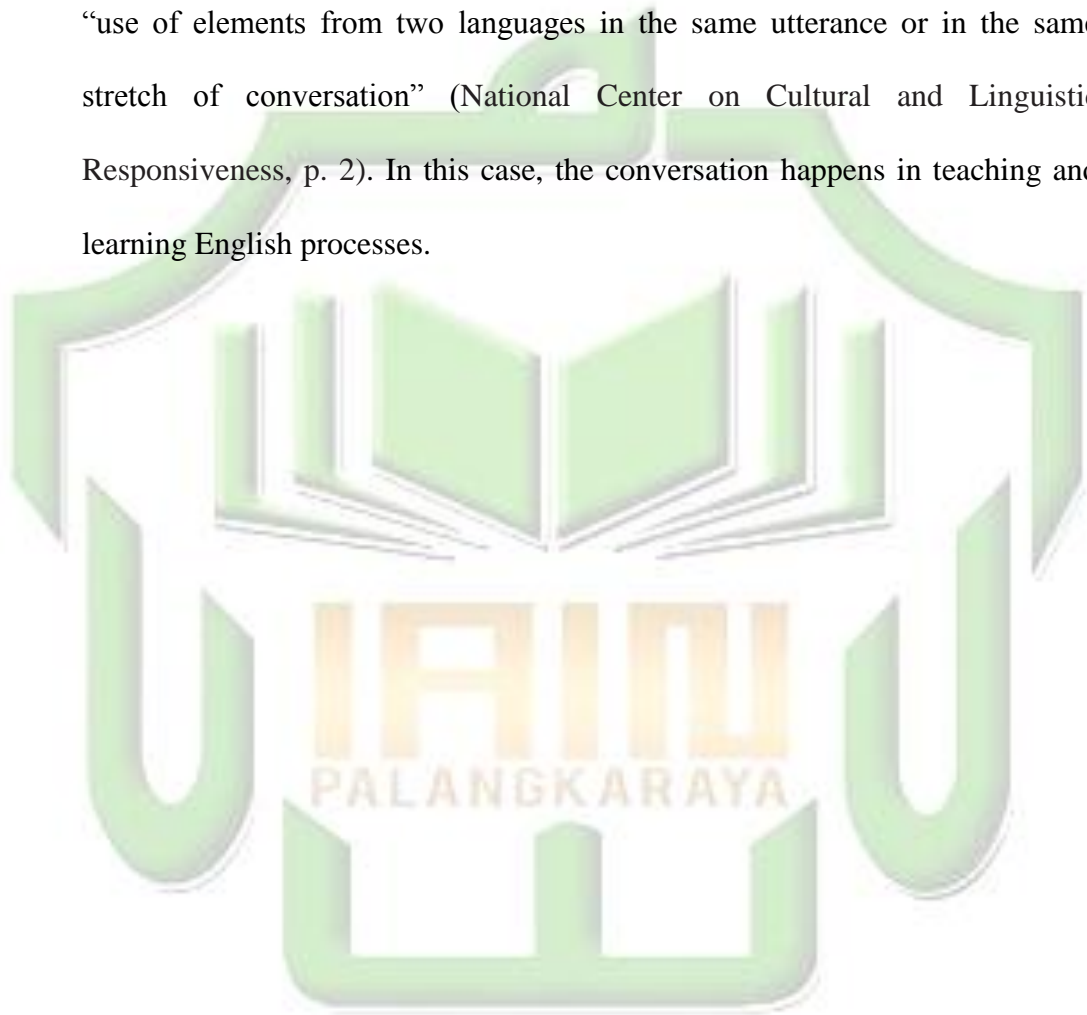
Besides, the study also will be recommended to the Ministry Education should hold workshops to sensitize lecturers on how Code-Switching (CS) may best be employed as an instructional tool in learning process. It is recommended that future research be done on Code-Switching (CS) in university types which were not included in the sample for the present study.

#### **F. Definition of Key Terms**

- a. Definition of Beliefs based on Abelson (1979) defined beliefs in terms of people manipulating knowledge for a particular purpose or under a necessary circumstance. According to Brown and Cooney (1982), beliefs are dispositions to action and major determinants of behaviour.



- b. Practically, Alvarez-Cáccamo, Code-Switching, or changing codes, has been based on a strict identification between the notions of “code” and “linguistic variety,” be that a language, dialect, style, or prosodic register (Nilep, 2006, p. 2). Then the definition of Code-Switching (also called language mixing) is the “use of elements from two languages in the same utterance or in the same stretch of conversation” (National Center on Cultural and Linguistic Responsiveness, p. 2). In this case, the conversation happens in teaching and learning English processes.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discussed some related theories to support the study. The theories were used for underlying requirement to solve the problems. This study will present some theories about Code-Switching (CS) by others sources.

#### A. Related Studies

The first related study was conducted by Mokhtar (2017) entitled *“Patterns and Beliefs of Lecturers’ Code-Switching (CS): An Inquiry into Malaysian Polytechnics English Language Classrooms”*. The researcher used a mix method with a convergent parallel design using classroom observations, interviews and questionnaires. The results showed that Code-Switching (CS) did occur in these polytechnic English Language classrooms. There was no significant difference between the lecturers’ and students’ beliefs in Code-Switching (CS) as a useful classroom strategy.

The next related study was conducted by Amalo’s study (2017) entitled *“Teachers’ Beliefs and Perceptions of Code-Switching (CS) in English as Foreign Language Classroom”*. The study was aimed to find out the teachers’ beliefs and perceptions towards the use of Indonesian language (L1) in EFL classrooms using a qualitative research design. The finding showed that the teachers believe of the advantages in applying code switching (CS) exaggerated the disadvantages in ELF classroom.



The third related study was conducted by Horasan (2014) about Code-Switching (CS) in EFL classrooms and the perceptions of the students and teachers. This study was aimed to investigate the amount of Code-Switching in terms of sentential levels and initiation patterns, the discourse functions of Code-Switching (CS), and the perceptions of the switchers. The results of the quantitative and qualitative analysis of the triangulated data showed that students' use of Code-Switching (CS) was rather high. The perceptions of all participants on Code-Switching (CS) overlapped in that they believed that it was a tool that fostered learning in beginner levels and could be used to attract attention or for jokes yet should be abolished as the proficiency level increases.

The next related study was conducted by Mohebbi and Alavi (2014) entitled *"Investigating into teachers' first language use in a second language learning classroom context: A questionnaire-based study"*. The researcher investigated teachers' beliefs and perception about L1 use in English-as-a-foreign language (EFL) learning context. This study, the researcher took seventy-two L2 teachers volunteered to fill in questionnaire which probed into their beliefs and perception about employing learners' L1 (persian) in L2 (English) learning. The finding revealed that significant implications for language teachers, in particular in EFL contexts, regarding the facilitative effect of L1 use on L2 learning. The pedagogical implications of the study are explained in detail.

The fifth related study was conducted by Mareva (2016) entitled “*Teachers’ Code-Switching (CS) in English as a Second Language (ESL) Instruction: Perceptions of Selected Secondary School Learners in Zimbabwe*”. The researcher used the qualitative inquiry that focused on one rural day, and one urban boarding school. The researcher found from the perspective of the learners that their ESL teachers Code-Switching (CS) used as a teaching and learning tool, mainly to foster understanding among both of them. Besides, the majority of the learners expressed an appreciation of their teachers’ Code-Switching (CS) but there were also negative sentiments.

The next related study was conducted by Bensen (2013) entitled “*Reasons for the Teachers’ Uses of Code-Switching (CS) in Adult EFL classrooms*”. The researcher investigated the acts of Code-Switching by teachers in EFL classrooms in the English Preparatory School of a private university in North Cyprus. The results revealed that all of the teachers code-switched for different purposes and they all strongly believed that it was an effective tool to enhance learning when employed carefully but they also agreed that Code-Switching (CS) may not be useful if the students are interactively motivated as Code-Switching may prevent them from developing communicative competence.

The seventh related study was conducted by Pham about “*Learners’ Perceptions of Tertiary Level Teachers’ Code-Switching (CS): A Vietnamese Perspective (2015)*”. Besides, a qualitative research method was adopted with the pragmatism paradigm. This study found that teachers’ Code-Switching (CS) was

supported in certain contexts by learners, thus suggesting that there was a need for the widespread assumption about the monolingual teaching approach to be re-considered.

The ninth related study was conducted by Ospanova (2017), entitled *“University Students’ Perceptions and Experiences with Code-Switching in a Program with English-Medium Instruction”*. The researcher used qualitative interview-based approach explored the research questions. The findings revealed that despite the varied experiences of Code-Switching (CS) in class, still perceptions were found to be negative and hindering the English language proficiency development.

The tenth related study was conducted by Kim (2015) about *“The Use and Perception of Code-Switching (CS) among Teachers and Students”*. The researcher used mix method namely qualitative and quantitative that involved a small-scale investigation of Code-Switching in university classrooms. The results showed that both instructors and students perceived the use of Code-Switching (CS) was effective in learning English skills overall, but the instructors considered it more effective in reading while students perceived it more effective in listening.

The next related study was conducted by Abdolaziz (2016) about *“Teachers and Students’ Perceptions of Code-Switching (CS) in Aviation Language Learning Courses”*. The researcher used both qualitative and quantitative method to analyse data with the aim of the research was to assess the students and teacher's perceptions of Code-Switching (CS) and to determine whether there were certain factors influencing these perceptions and attitudes. Although Code-Switching (CS) is considered as a medium of instruction in an EFL classroom, but research had shown

the negative attitudes of learners towards their teachers' too much using of Code-switching (CS).

The next related study was conducted by Vergara (2016) about “*Code-Switching: Uses and Perceptions in the EFL Classroom at Uniminuto*”. The following research project is placed in the qualitative research paradigm; this research was aimed to analyse a specific educational situation; hence it was a case study. The limitation was the study of teacher’s Code-Switching (CS) use in the classroom and what the effects on students’ learning process are. Field notes, video recordings, questionnaire and focus group were applied as the data collection instruments. It was found the how students felt when teacher uses and not Code-Switching (CS) in the classroom, also Code-Switching does help student’s English process once it is not over used.

The last related study was from the study of Learners Use of Code-Switching (CS) in the English as a Foreign Language Classroom. It was conducted by Jamshidi and Navehebrahim (2013) with the main objective of this study was to determine the effects of using L1 in an EFL classroom. Besides, A questionnaire was administered to three groups of learners of different degrees. A switch to L1, whether initiated by the teacher or the student, aims to increase the efficiency of information conveyed. The findings of the study reveal that students who use Persian during the class feel more comfortable and enjoy greater competence. Based on the variety of studies, the similarities and the differences among studies are in the following.

**Table 1.1**

The Similarities and the Differences of the Study

No	Name, Tittle, Period, and Kind of Study	Cooperation	
		Similarities	Differences
1.	Mokhtar, Patterns and beliefs of lecturers' Code-Switching (CS): an inquiry into Malaysian polytechnics English language classrooms, 2017, mix method.	Investigate about the belief, Code-Switching (CS) focused on lecturer	Based on Mokhtar, her study focused on the belief from the lecturers but in the study the researcher focused on both of switcher those are lecturer and students. Besides, Mokhtar used mix method but here the researcher will case study.
2.	Amalo about Teachers' Beliefs and Perceptions of Code-Switching (CS) in English as Foreign Language Classroom, 2017, quantitative research design	Investigate about the belief Code-Switching (CS)	The study from Amalo, he is focused on teachers' roles but in the study the researcher only focused on the factor lecturer contributing about Code-Switching.
3.	Horasan, Code-Switching (CS) in EFL classrooms and the perceptions of the students and teachers 2014, the quantitative and qualitative analysis	Code-Switching (CS)	The study from Horasan focused on the perception about Code-Switching (CS) but the researcher will focus on the belief about Code-Switching.



4.	Mohebbi and Alavi, an Investigating into teachers' first language use in a second language learning classroom context: A questionnaire-based study 2014, A questionnaire-based study.	Investigate about the belief  Code-Switching (CS)	Based on the study of Mohebbi and Alavi, they were focused on teacher belief. Meanwhile the study, the researcher not only focused students' belief of Code-Switching (CS) but also from the lecturer.
5.	Mareva, Teachers' Code-Switching in English as a Second Language (ESL) instruction: Perceptions of selected secondary school learners in Zimbabwe, (2016), the qualitative inquiry.	Investigate about Code-Switching (CS)	Based on Mareva, her study focuses on selected secondary school learners. Meanwhile the study, the researcher will focus on university student.
6.	Bensen, Reasons for the teachers' uses of Code-Switching (CS) in adult EFL classrooms (2013).	The belief toward Code-Switching (CS)	The factor lecturer contributing about Code-Switching (CS).
7.	Pham study that talked about Learners' Perceptions of Tertiary Level Teachers' Code-Switching (CS): A Vietnamese Perspective 2015, a constant comparative approach.	Code-Switching (CS)	The study from Pham the data were collected from student participants who were working towards a Bachelor degree in English. Meanwhile the study, researcher collect the data from student who are taking English Speaking class at IAIN Palangka Raya.



8.	Ospanova was discuss about University students' perceptions of and experiences with Code-Switching (CS) in a program with English-medium instruction, 2017, Qualitative interview-based approach.	Code-Switching (CS)	Based on the study of Ospanova, he was also focused on student's experiences with codeswitching in a program with English-medium instruction. Meanwhile the study, the researcher only focused students' belief and the factor contributing of Code-Switching (CS) in English speaking class.
9.	Kim, The Use and Perception of Code-Switching (CS) among Teachers and Students 2015, mix method it is Qualitative and quantitative.	Code-Switching (CS)	This paper from Kim talked about the use and perception but the researcher is going to talk about the use and the belief of Code-Switching.
10.	Abdolaziz, Teachers and students' perceptions of Code-Switching in aviation language learning courses 2016, The researcher used both qualitative and quantitative method.	Code-Switching (CS)	The study from abdolaziz talked about perception in language courses but in the study, researcher talked about the belief of Code-Switching in language class in university.
11.	Vergara, Code-Switching: Uses and Perceptions in the EFL Classroom at Uniminuto 2016, the qualitative research paradigm;	Code-Switching (CS)	The study from vegara discussed about the perception about Code-Switching

			but the researcher will talk about the belief about Code-Switching.
12.	Jamshidi and Navehebrahim, Learners Use of Code-Switching (CS) in the English as a Foreign Language Classroom 2013, A questionnaire.	Code-Switching (CS)	The study from Jamshidi and Navehebrahim, discussed on three groups of learners of different degrees. But the study of researcher only focused on EFL speaking class students in same degree.

Based on the related studies above, there were two kinds of study namely investigating the perception and believe toward the use of Code-switching (CS). The investigating the perception included studies conducted by Horasan (2014), Mareva (2016), Pham (2015), Ospanova (2017), Kim (2015), Abdolaziz (2016), Vergara (2016) and Jamshidi (2013), and investigating the belief of included the studies conducted by Mokhtar (2017), Amalo (2017), Mohemmbi (2014) and Bensen (2013).

## **B. Belief on the use of Code-Switching**

### **1. Definition of Belief**

Based on the key concept from Hume's philosophy and yet Hume's statements about belief appear to be hopelessly inconsistent. Hume's statements about belief can be divided into at least nine different categories. Hume says that belief is:

- a. An idea connective in a certain manner.
- b. That certain manner of conception itself.
- c. An idea that feels a certain way.
- d. An idea that has great influence on the mind.
- e. A lively idea related to an impression.
- f. A lively manner of conceiving an idea, which manner arise from an impression.
- g. Something that make ideas forceful and vivacious. (Hume's, 1993, p. 89).

Besides, Hume's also stated that belief is somewhat than simple idea. This is a particular manner of forming an idea. It is evident that belief consists not in the peculiar nature or order of ideas, but in the *manner* of their conception, and in their *feeling* to the *mind* (1993, p. 91). Furthermore, belief is those perception that most effect the will, and they are able to do this either by virtue of being impressions themselves or by virtue of relations to the

impressions or memories that give rise to them (hum's, 1993, p. 99). Based on Kalaja and Barcelos (2006, p. 1) Belief is considered one area of individual learner differences that may influence the process and outcomes of second/foreign language learning/acquisition (SLA).

Pajares (1992, p. 316) defined belief as an “individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do”. In educational settings, Haney et al. (2003, p. 367) defined beliefs as “one’s convictions, philosophy, tenets, or opinions about teaching and learning”. Rokeach (1972, p. 113) defined beliefs as “any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase “I believe that”.

Rokeach (1972) discussed three kinds of beliefs: descriptive or existential beliefs, evaluative beliefs and prescriptive or exhortatory beliefs. In descriptive beliefs, the object of belief is described as true or false, correct or incorrect (e.g., I believe that the sun rises in the east). In evaluative beliefs, beliefs can be stated as good or bad (e.g., I believe this ice cream is good). In prescriptive or exhortatory beliefs, a certain action or a situation is advocated as desirable or undesirable (e.g., I believe it is desirable that children should obey their parents).

A knowledge system is stored in semantic networks whereas belief systems consist of episodically-stored material influenced by personal experiences or cultural and institutional sources. In summary, Pajares synthesized the findings of research on beliefs in the literature as follows:

- a. Beliefs are formed early and tend to be self-perpetuated, tend to be persistent against the contradiction caused by time, experience, reason and schooling.
- b. Epistemological beliefs play a key role in knowledge interpretation and cognitive monitoring.
- c. Belief substructures, such as educational beliefs, must be understood in terms of their connections not only to each other but also to other, perhaps more central, beliefs in the system.
- d. By their nature and origin, some beliefs are more incontrovertible than others.
- e. The earlier a belief is incorporated into the belief structure, the more difficult it is to change.
- f. Belief change during adulthood is a relatively rare phenomenon.
- g. People's beliefs strongly affect their behaviour.
- h. Beliefs cannot be directly observed or measured but must be inferred from what people say, intend, and do.
- i. Beliefs about teaching are well established by the time a student attends college (p. 324-326).

In sociolinguistics, the term attitude is often used in a less precise way than in social psychology, belief, attitude, and related phenomena like values and ideas, are often simply referred to attitudes. Not all authors make distinctions very strictly and are instead using the term 'attitude' to just reflect both the mental state and behaviour (and they use ambiguous phrases like 'a negative attitude').

In the literature on sociolinguistics, the distinction between belief and attitude is often nevertheless maintained. The idea is that an attitude lies very deep and is not simply visible in a person's reaction to, for instance, a speech fragment. This reaction is the result of a belief, which lies much more on the surface and is subject to change more. Whether this belief is expressive of a stable attitude is not certain. Research tries to look for attitude by collecting beliefs of many people and seeing whether they are somehow patterned (Smakman, 2018, p. 105).

Finally, in the study researcher focused on teacher student belief on the use of Code-Switching (CS) in EFL speaking class at IAIN Palangka Raya.



## 2. Beliefs about the Use of Code-Switching (CS) in Classroom

The practice of Code-Switching in the ESL and EFL classroom is a highly debated issue among ELT practitioners, educators and policy makers. Despite stringent monolingual education policies which insist on the exclusive use of the target language (English-only) in classroom discourse (Cummins, 2007, p. 221) many teachers regarded Code-Switching as an unfortunate but necessary measure (Macaro, 2005, Setati, 2002). Likewise, Ellis and Shintani (2013) claimed that teachers often justify their use of Code-Switching as “a response to the demands in the classroom”, and not because they believed in its cognitive values in language learning. Teachers often feel guilty when they included the first language in target language classrooms (Butzkamm, 2003).

Lee (2010) discovered that a majority of the Malaysian ESL teachers in his study had positive opinions of Code-Switching (CS) use in the classroom. They believed that Code-Switching (CS) should be used in the classroom and that it helped students to learn English. However, at the same time, they also believed that it should only be used when necessary, which suggested that the teachers preferred to minimise Code-Switching use.

Ahmad and Jusoff (2009, 49) examined the opinions of 299 undergraduates enrolled in a university English Communication I proficiency course towards the teachers' use of Code-Switching (CS) during lessons. Most of the participants agreed that Code-Switching (CS) was used by the teacher to perform various classroom functions including checking for understanding,

explaining unfamiliar words, managing classroom activities and providing affective support. It was also observed that the teachers' Code-Switching (CS) influenced the affective state of the learners.

This is based on the responses of the participants who indicated that Code-Switching (CS) by teachers enabled them to feel more comfortable and less anxious during lessons as they were able to comprehend the L2 input. In addition, most participants had attributed their language learning success to the use of Code-Switching (CS) by teachers. However, there had been few studies on teachers' beliefs about Code-Switching. This study was aimed to investigate teachers' beliefs of Code-Switching (CS) in EFL classroom.

Ariffin and Husin (2011, p. 220) investigated the attitudes of instructors and students towards the use of Code-Switching (CS) in the classroom. They found that the instructors admitted that Code-Switching (CS) was inevitable when teaching students who have limited proficiency in English. Less proficient students were more tolerant towards Code-Switching (CS) as it facilitates comprehension. The more proficient students had a less favourable attitude towards Code-Switching (CS) on the ground that more exposure to the target language will benefit them in the long run. These findings suggested that students' language abilities can influence their attitudes towards Code-Switching (CS) as well as the instructors' frequency of Code-Switching (CS) use in the classroom.

### 3. Lecturers' Beliefs about Code-Switching

The lecturers' beliefs about using Code-Switching (CS) in the classroom are likely to be linked to the strategies that they believe will work in their teaching and learning, and which may change over time. They may believe that Code-Switching (CS) could be used as a part of teaching and learning strategies such as for clarification purposes (Mattson & Mattson, 1999). Teachers may be competent in English but want to ensure their students understand what is being in the current MOI.

As discussed earlier lecturers' beliefs are generally consistent with their practice. Lecturers beliefs' will usually be reflected in their practice (Lee: 2009). For example, in Lee's research, the teachers' positive attitudes to language teaching was reflected in their efforts to engage students by using jokes and Code-Switching (CS) to enhance their students' understanding. Students in the study also believed that Code-Switching (CS) had facilitated them to understand the lesson better. Further studies to explore how the levels of language proficiency could contribute to the lecturers' and students' beliefs about the use of Code-Switching (CS) would be beneficial.

#### 4. Students' Beliefs about Code-Switching (CS)

The available literature has little reference to students' practice or perceptions about Code-Switching (CS). As this could contribute to understanding teachers' decision-making on Code-Switching in the classroom, it would be useful to know if there are differences in students' and the teachers' beliefs, as suggested by Barnard and McLellan (2014), as one of the aspects that were less explored by researchers which was students' perspectives on Code-Switching (CS).

In the Philippines, Abad (2010) found students had difficulties in understanding their lecturers when only English was used during the lessons. Code-Switching (CS) enabled students to comprehend the concept because of the conceptual support offered through L1. Abad also found a greater rapport between the teachers and students with a more relaxed environment which encouraged students to participate actively during discussions. Student respondents in Abad's study did not expect their lecturers to code switch all the time as it may result in negative consequences. Furthermore, students expected their lecturers to be their role-model in improving their English, with some students also preferring their teachers to speak only English in the classrooms. This study suggested that students' preferences for Code-Switching are variable.

The limited research available suggests that students view Code-Switching (CS) differently. Some view it as a tool for acquiring new knowledge while others view it as a good way to reduce their anxiety when using English (Younas: 2014). Similarly, Ospanova's (2017) recent research, reported 75% of the student respondents admitted they used Code-Switching for memorization purposes. These students also said they felt that they were members of the same group who were less proficient in the TL. It had been recorded, however, that there was no significant relationship between Code-Switching and language proficiency, as it occurred in both the low and the high-level proficiency groups among the students (Sampson: 2012).

According to Elain Horwitz (2011) about A seminal study on the students' beliefs about learning a foreign language, she asserted that students bring their own beliefs about language learning to the classroom and these beliefs influence learners' success in language acquisition. Horwitz also (2011, p. 293) maintained that "foreign language teachers can ill afford to ignore those beliefs".

### **C. Code Switching (CS)**

#### **1. Definition of Code-Switching (CS)**

In 2005, a search of the Linguistics and Language Behaviour Abstracts database shows that over 1,800 articles were published on the subject of Code-Switching in every branch of linguistics, virtually (Nilep, 2006). Based on the extended body of research on Code-Switching (CS), it is highly agreed that code is the general umbrella term for languages, dialects, styles and registers. As Wardhaugh (2006, 84) stresses, code is “the particular dialect or language that a person chooses to use on any occasion, a system used for communication between two or more parties” (Muhammad, 10, 2015). Besides, the metalinguistic term ‘Code-Switching (CS)’ was introduced by Gumperz (1964), where he states that the ‘code’ means language and ‘switching’ refers to the use of at least two languages within the same exchange (Camilla, 2015, 6).

In the studies of Code-Switching, there have been various definitions of the term “Code-Switching”. According to Myers Scotton (2001) Code-Switching as the alternation between two or more languages or varieties of a language in the same utterance or dialogue (Christoffer, 2010, 9). In addition to Code-Switching (CS) that happened to some people is as normal as breathing; it comes naturally and without any thought behind it at all. It was



also a common phenomenon on a daily basis both in schools and outside of the school setting.

In the context of foreign language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises. In a like manner, Gardner-Chloros (2009, 4) indicated that the alternation is called Code-Switching (CS) when bilingual people use “several languages or dialects”. In other words, Code-Switching is unavoidable if a person is in constant contact with two or more languages (Sholpan, 2017, p. 6).

## 2. Type of Code-Switching (CS)

There have been many attempts to give a typological framework to the phenomenon of Code-Switching. One of the most frequently discussed is that given by Poplack (1980). He also identified three different types of switching which occurred in her data, namely tag, inter-sentential and intra-sentential switching.

Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be inserted easily at a number of points in a monolingual utterance without violating syntactic rules Poplack (1980).

Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. According to Romaine (1989), inter-sentential switching could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages.

Gumperz (1982) introduced the concepts of situational and metaphorical switching. Situational switching involves change in participants and strategies while metaphorical switching involves only a change in topical emphasis. Auer 1998 offered two types of code-switching, namely, discourse related alternation and participant alternation. Different from other researchers, Lin (1990) categorized Code-Switching according to Halliday's point of view clause, rather than sentence is the basic unit of code-switching. Therefore, he suggested two types of Code-Switching, which are alternational and insertional switching. Alter-national switching belongs to intra-clausal switching while insertional switching is intercausal.

#### **D. The Factor of Code-Switching**

According Inuwa, christoper and Bakrin (2014) argued that Code-Switching is consisting of several factors behind of it such as social factor and social dimension. Social factors and social dimensions too are the determinant elements for the choice of a particular language code rather than another. They are useful and also the basic mechanisms in recounting and examining utterances of all types of social interactions (Holmes, 2013).

Holmes (2013) further highlighted that the way people speak is influenced by certain social aspects and social scopes in which they are speaking. This all depends on where they are speaking, who can hear what they are talking, and what are their outlooks and purposes during the speech exchange? Normally, people express the same message somewhat difference to quite different audiences. Similarly, Hausa bilinguals alternate between the two different codes in their repertoire to express their mind and interactive meaning during usual conversation. In order to examine the factors contributing on the use of Code-Switching in EFL Speaking class by lecturers and students in English study program.

## 1. Social factor

Based on Holmes (2013) Social aspects like the context, participants, the topic and purposes are important factors in explaining various sociolinguistic phenomena such as borrowing, diagnosis, Code-Switching, register, style, and interference.

- a. The participants: are the speakers or language users, who involve in particular interactions or conversation which consist of who is/are speaking, and who are they speaking to? Therefore, choice of a particular code rather than another is determine by the participants involve in the course of a particular interaction.
- b. Social Context: Context is another determinant factor in language choice (Wardhaugh, 2011). The context here refers to any social setting or background where the interaction is taking place between the participants. This covers where they (participants) are speaking at the moment of the conversation, which can be in or outside a classroom, office or official meeting, or at home.
- c. The Topic: Topic here refers to the subject matter that is being spoken about or discussed in the very moment of the conversation between the participants.

- d. The purposes: This denotes interactive goals that the individual participants aim at achieving during or after the conversation. The purpose of any communicating exchange between speakers is the expression of oneself socially.
2. Social dimensions are status, solidarity, formality and functions, which are very significant aspects in describing language choice or alternation between speakers that shared or used more than one language of communication within a particular context.
- a. Solidarity: refers to the social distance between the participants, which involves the relationship that exists between the speakers. Are they friends, host-stranger, instructor-students, preacher-audiences, doctor-patient, news caster-listeners, etc.?
- b. Formality: as well is another causal factor in determining switching between language varieties in a certain situation. Formal situations like public lectures, official meetings, and classroom instructions require a formal variety of language irrespective of the participants. While in an informal dealing such as discussion between students outside classrooms or between peers, an informal variety of languages is definitely expected to be in session throughout the communicative exchange.

c. Functions: Language functions involve a part that language play in a certain circumstance in a particular discourse. Why is the language being used for? Are the participants in questions and answers sessions, giving directives, seeking for an apology, exchanging greeting or jokes and so on? The functions may have the referential meaning or an affective meaning.

According to Bistas' study (2010) it's also mentioned several responses in the study about his socio-linguistic analysis from the factors of Code-Switching among Bilingual English Students in the University Classroom. Many participants agreed that the primary factor of Code Switching in international classroom is incompetence in the second language.

Other noted factors were: to maintain privacy so that others would not understand; to easiness of communication; to avoid misunderstanding; to share informational; being unfamiliar with similar words in English; to put emphasis being stylist or to be thought clever.



## **E. Measuring Belief**

As Kagan stated that, "belief is the best indicators of the decision individuals make throughout their live". Pajares also argued that, "belief is stronger influence and evaluation rather than knowledge". He also added that, " belief is 'an individual's judgement of the truth or falsity of a proposition...that can only be inferred from what people say, intend, and do" (Fives & Gill, 2015, p. 38-39). According to the definition, belief cannot be measured directly, but understanding the implied notion that refer to belief.

Related to teachers' belief (in this case it can be as educator in general in which lecturer is included), Kagan (1992) in Fives and Gill (2015, p. 38), created summary of studies of teachers' belief, Kagan depicted that result finding in measuring belief is not consistent, in other words, belief is related to mind where it can be change over time which means it can be revealed that research of belief only on primarily influenced by three context such as the students, the content, and their experientially derwed personal belief.

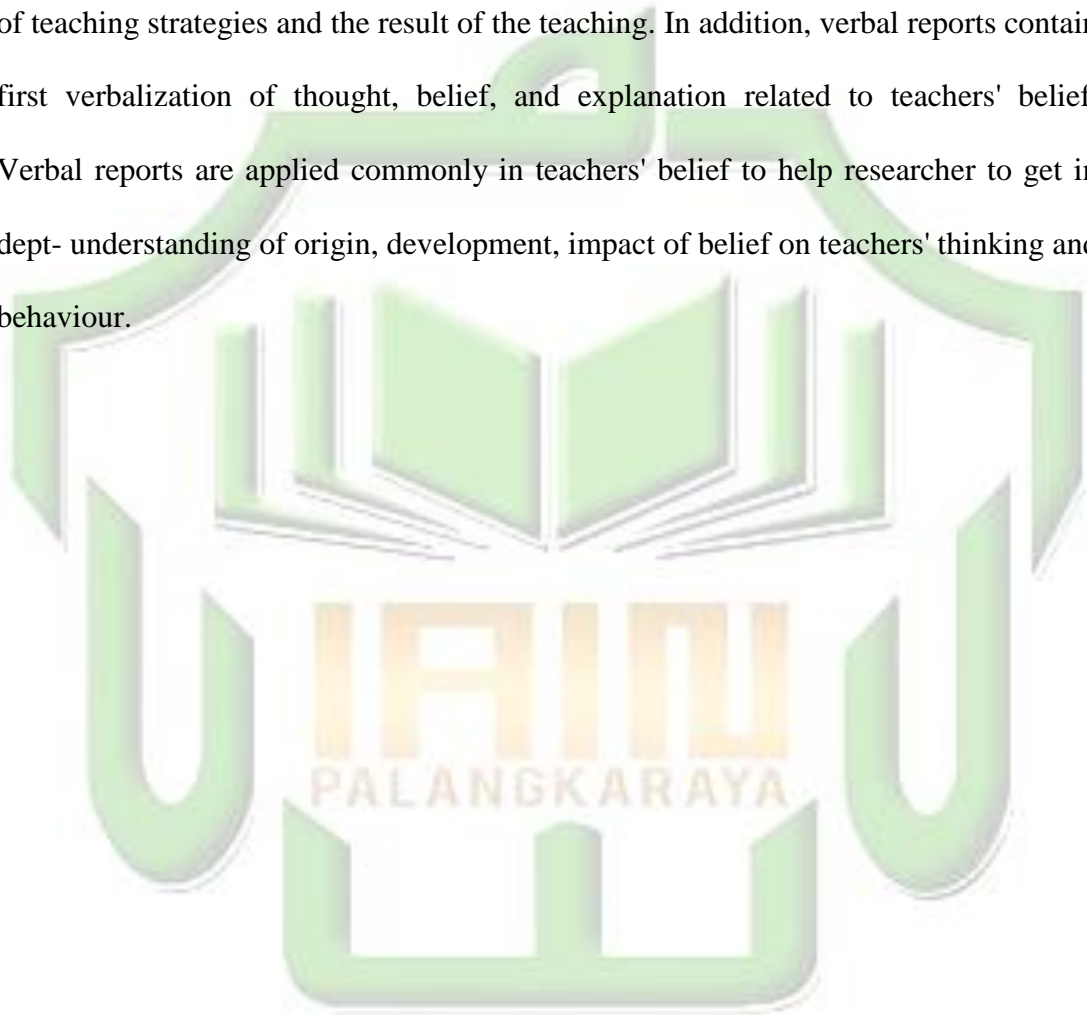
The consistent finding seemed on the context that brought to the belief. Likewise, in this study, it was conducted about investigation lecturers' and students' belief on the use of Code-Switching in EFL speaking class, it was investigated belief about teaching and learning in which focused on content-specific belief (the use of Code-Switching).

In collecting the data, Osterlind and Stiggins in Schraw and Olafson study in Five and Gill (2015, p. 90) mentioned ten strategies in general to assess teachers' belief such as questionnaire, verbal report, performance observation, self-reflective writing, test and exam, vignettes, scale portfolio, visual representation, instructional and classroom artefact.

In this case, questionnaire and verbal reports are the most common and extremely useful assessment data collection technique in some reasons that questionnaire provides easiness to administrator and score, measure multiple construct within a single set of questions, amenable to sophisticated statistical analysis and provide comparative across different studies.

Based in Hoffman and Seidel in Fives and Gill (2015, p. 108) about data analysis, the data is gathered from measure that should be subjected quantitative or qualitative. The objective of quantitative interpretation is to draw logical inferences from numerical score whereas qualitative analysis seeks to assess the meaning and logical of etiologic of teaching behaviours, these measures are including verbal reports, performance observation, self-reflective writing, etc.

Richardson in Hoffman and Seidel study in Five and Gill (2015, p. 93-109) said that qualitative approaches are well suited to understand the nature of teacher thinking and their world-view, the qualitative interpretation allow for a deeper understand as how-to belief in education practice like how teachers reflect on the use of teaching strategies and the result of the teaching. In addition, verbal reports contain first verbalization of thought, belief, and explanation related to teachers' belief. Verbal reports are applied commonly in teachers' belief to help researcher to get in dept- understanding of origin, development, impact of belief on teachers' thinking and behaviour.



## **CHAPTER III**

### **RESEARCH METHOD**

The chapter discussed the research design, subjects and object of the study, research instrument, data collection procedures, data collecting techniques, data analysis procedures, and data endorsement.

#### **A. Research Design**

The research was design in mix methods (Creswell, 2009, p. 451), which gathers both quantitative and qualitative data choose for this research. Mix method is focused on gathering and analysing both qualitative and quantitative data in a single study (John, 240, p. 59). Mix methods research is a methodology for conducting. Another definition claims that mix method research is kind of research where the researcher mixes or combines quantitative and qualitative techniques, method, approaches, concepts or language into a single study or a longitudinal program of inquiry (Jihkson, 2004, p. 17). The rationale for a mix method approach is that the qualitative data and its subsequent analysis enables a thorough and deep understanding of the issues, whereas the quantitative data can interrogate data from a wider sample to answer the research questions.

In this study, convergent parallel design (kind of mix method) will be applied. According to Creswell (2009, p. 540),

“The purpose of a convergent (or parallel or concurrent) mix methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem. A basic rationale for this design is that one data collection

form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data.”

Besides, the type of study was a case study. As Baxter & Jack (2008) mention, case study methodology provides tools to study complex phenomena within their context. One of the reasons to locate the study in this approach is the fact that this studies a phenomenon. Analyse Code-Switching in the EFL speaking class, but also as Yin (2003) affirms, the focus of the case study methodology is to answer how and why a specific phenomenon or issue happens.

There were three different kinds of cases study, explanatory, descriptive and exploratory. For this study the approach that fits better with the context is exploratory case study. Yin (2003) refers to this methodology as the type of study that explores those situations in which the intervention being evaluated has no clear outcomes.

## **B. Subjects and Objects of the study**

The subjects were chosen by using purposive sampling technique. Based on Ary, et al. (2012, p. 426) the subjects were taken based on purposive sampling technique because everything about the group or site that might be relevant to the research problem cannot be observed by qualitative researchers. In addition, it is believed that purposive sampling is sufficient in providing greatest depth data and knowledge of what the researcher is trying to study.

Therefore, the subjects were based on some criteria, namely the lecturers who teach English and the students who are taking and have taken the EFL speaking class in English Education Study Program in Language Department IAIN Palangka Raya. In brief, there were two subjects in this study such as 14 lecturers who teach English in English Education Study Program, Language Department at IAIN Palangka Raya and 59 students from semester 3 who is taking and 46 students from semester 5 who have taken EFL speaking class at IAIN Palangka Raya, and the objects of the study was the belief of lecturer and student toward the uses of Code-Switching and the motivation factors behind it.

## **B. Research Instruments**

According Cresswel (2012, p. 157), instrument is used to collect the data needed. The instruments used in this study was to answer the lecturers and students' belief toward the uses of Code-Switching in EFL speaking class and motivation factors behind it in English Education Study Program, Language Department at IAIN Palangka Raya. As there were two objects of the study, the instrument used to investigate the belief was questionnaire. In constructing it, it begun with clear statements of the objectives of the study, and determining he subjects of the study, and the last was adopted the questionnaire.

In addition, to find out the factors behind the use of it was by conducting interview. Based on Ary et, al., (2010, p, 438) that interview was used to gather data from some subjects about beliefs toward the use of Code-Switching in their own



words. The interview was arranged based on interview guideline protocol adapted from J. Mason. (2002). As it was mentioned before, the questionnaire was applied in order to investigate the belief whereas the interview was conducted in order to find out more of what motivated factors behind the use of Code-Switching (CS).

The factor was analysed and categorized whether it was because the aptitude in acquiring language, tools, or else. The reasons were categorized indirectly, for example, if one of subjects says that she uses Code-Switching because sometimes she has no idea what the word English word wanted to get out, then this can be categorized as aptitude or memorizing in acquiring the language especially in lacking of English vocabulary. The following below will be the details that researcher will try to find out.

**Table 3.1**

Data Instrument

<b>NO</b>	<b>Problem of the Study</b>	<b>Data Needed</b>	<b>Instrument</b>
1.	What are lecturers' and students' belief on the use of Code-Switching (CS) in EFL speaking class?	Belief	Students' questionnaire Adapted from Selamat (2014) and Lecturers' questionnaire Adopted Amalo (2017)
2.	What are the factors contributing to the use of Code-Switching (CS) in EFL speaking class?	Factors	Interview (sound recording)

## **C. Data Collecting Techniques**

### **1. Questionnaire**

The questionnaire used for the data collection phase of this study was mainly to identify all the attitudes and reactions students have towards the English-speaking class, and of course their feelings towards the subject of matter for this study that was, Code-Switching (CS). As stated by Ram (February 2007), questionnaires are one of the most common data collection instruments used in research. The reason is that through questionnaires, attitudes, behaviours, opinions and feelings can be recollected.

Questionnaire was distributed to the person concerned with a request to answer the question and returned the questionnaire. A questionnaire consisted of a number of questions printed or typed in a definite order on a form or set of forms. The questionnaire was mailed to respondents who were expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents had to answer the questions on their own (Khotari, 2004, p. 100). In the study, the students' questionnaire was adapted from previous study conducted by Selamat (2014) and the lecturers' questionnaire was adopted from previous study conducted by Amalo (2017) as it had been mentioned in chapter II.

Besides the Likert scale for students and lecturers in the study is strongly agreed (SA), Agree (A), neutral (N), Disagree (D), and Strongly Disagree (SD) (Harris 1969:15) presented the sample that used 1 - 5 points. The scale used would be showed either it will be positive or negative of belief toward the use of Code-Switching in teaching and learning process, especially in speaking class.

**Table 3.3**

Range Score of Statements for lecturers

Answer	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SA)	1

One of types of questions in questionnaires were closed or restricted form; yes or no answer, short response, or item checking; is fairly easy to interpret, tabulate, and summarize. On the other hand, closed questions were designed so student and lecturer have the opportunity to show interest or agreement with some items. In this study, the questionnaire was analysed deductively through coding in which there were arranged according to numeral order of 1-5 based on Likert Scale, the item questions were analysed from its percentage calculation from SPSS, and the questions were also grouped in positive and negative opinion or belief to the use of Code-Switching in EFL speaking classroom.

**Table 3.4**

Example of Students' questionnaire

NO		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The use of my first language by the lecturer helps me to enjoy the lesson.					
2	The use of my first language by the lecturer helps me to understand the lesson better.					
3	The use of my first language by the lecturer makes me feel more confident and motivated in learning English.					
4	The use of my first language by the lecturer enables me to focus on the lesson without worrying about unfamiliar words and sentences.					
5	The use of my first language by the lecturer encourages me to actively participate in classroom activities.					
6	I would prefer the lecturer to use English only during lessons and not to use my first language.					
7	I would prefer the lecturer to minimize the use of my first language during lessons.					
8	I would prefer the lecturer to use both					

	English and my first language during lessons.					
9	I don't like it when the lecturer uses other languages during English lessons.					
10	I find it difficult to learn when the lecturer does not explain new words/topics/concepts in my first language.					
11	I find it difficult to concentrate during English lessons when the lecturer uses English only.					
12	I use Code-Switching when I am unable to express myself in English.					
13	I use Code-Switching to help me maintain the flow of conversation.					
14	I use Code-Switching when I communicate with my peers who share the same language.					
15	I use Code-Switching when explaining difficult words and sentences to my peers.					

In the items of students' questionnaire, there were some of statement that focused on the belief and the factor on the use of Code-Switching (CS) such as in item number (1,2,3,4,5,6,7,8,9,10) that is also as positive and negative view. Besides, in item number (12,13,14,15) focused on the belief with concern to function in item (14,15) and Context in item (14,15).

**Table 3.4**

Example of Lecturers' questionnaire

NO	I switch English to students' first language (L1) (Indonesian):	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Code-Switching (CS) will facilitate the language learning process					
2	The practice of Code-Switching (CS) will increase the students' reliance and dependency on the teacher					
3	Code-Switching (CS) should be included as an integral part of the EFL lesson					
4	There should be a strict separation of the mother tongue and English in the EFL classroom					
5	Code-Switching (CS) should only be used as a last resort when all other options have been exhausted					
6	Code-Switching (CS) is an efficient, time-saving technique					
7	English is best taught in English-only classrooms					
8	The use of other languages in the EFL classroom will result in a decline in the standards of English					
9	The ideal teacher of English is a native speaker					
10	The more English that is used, the better the results for the learners					



Based on 10 items in Lecturers' questionnaire mostly the statement focused on the belief with some criteria such as positive views of effect of Code-Switching (CS) language learning, negative views of effect of Code-Switching (CS) in language learning, positive views of Code-Switching (CS) in EFL Speaking classroom, negative views of Code-Switching (CS) in EFL Speaking class.

As adopted from Selamat (2014), the questionnaires were measured by finding out the percentage of each item in which the next step was to sum the total of positive items' percentage, and the negative as well separately. Then each view would be in an average score, after that researcher compared between the views and concluded which one was higher and lower percentage.

## 2. Interviews

Interviews were used to gather data from people about opinions, beliefs, and feelings about situations in their own words. This could help the researcher to collect information that overlooked in observation or the result of translation product (Ary, et, al., 2010, p. 438). In this study, the researcher interviewed the students and lecturers' factor behind the used of Code-Switching in EFL Speaking classroom.

One thing was that the interview was conducted to some subjects such as students and some lecturers. In interviewing, Creswell (2012, p. 220), he mentioned there are some techniques that used:

- a. Identifying the interviewees.
- b. Determining the type of interview, you that will be use.
- c. During the interview, audiotaping the questions and responses.
- d. Taking brief notes during the interview.
- e. Locating a quiet, suitable place for conducting the interview.
- f. Obtaining consent from the interviewee to participate in the study.
- g. Having a plan but be flexible.
- h. Using probes to obtain additional information.
- i. Being courteous and professional when the interview is over.

Besides, the topic that related to the interview was about the factors contributing the occurrences of Code-Switching. The type of interview applied by researcher was one-on-one interview. As Creswell mentioned that it is a popular type that used in collecting data while the questions given, the recording is used as well (Creswell, 2012, p. 218). Thus, in one-on-one interview, the researcher applied semi-structured interview. Besides, interview data was analysed thematically, psychological construct, and conceptual representation as Grbich in Selamat (2014, p. 47) mentioned that interview, thus effectively using segmentation, categorization and re-linking of data to explore and interprets themes relevant to the research question. In this case, finding out the contributing

Code-Switching either by lecturers or students could be started in reading transcription, segmenting and categorizing and re-linking data to the research questions.

#### **D. Data Collection Procedures**

The research was distributed in one way which the questionnaire spread to the students of English-speaking class in IAIN Palangka Raya. For the simple detail, it can be seen from the steps below:

1. The researcher decided the subject of the study;
2. Researcher provided the adopted-questionnaire;
3. The researcher also made the categories to add to the interviews and to ask the students questions on them;
4. Researcher distributed the questionnaire to each subject;
5. The researcher conducted interview to the respondents, the item questions was different between the students and lecturers;
6. The researcher collected the responses;
7. The researcher analysed the result of questionnaire statistically;
8. The researcher analysed the result of interview verbally.
9. The researcher transformed, correlated, compared, and integrated the both results.
10. The researcher concluded the result of analysis.

## **E. Data Analysis Procedures**

According to *Onwuegbuzie and Teddlie* in Ary et.al. (2010, p. 498) there are some steps (applied by researcher) in analysing the data as it is in mix-method, namely:

1. Data reduction occurs continue repeatedly throughout the analysis. It is part of the analysis. In the first stage, through editing, segmenting and summarizing the data will be happened. In the middle stage, it happens through coding and memoing, and will involve activities such as finding themes, cluster, and patterns, since developing abstract concept is also a way of reducing the data. The objective of data reduction is to reduce the data without significant loss of information. In this case, related to the study, the researcher collected the obtained data by filtering and reduced the uninformative data but kept the rich information contained in the translation product.
2. Data display. Data displays manage, compress and gather information. Since qualitative data are typically huge data, massive and dispersed, displays support at all phases in the analysis. There are some ways how to display such as diagram, graph, or any way that moves the analysis forward is appropriate.

3. Data transformation, the *quantitative data (numbers) may be transformed into qualitative data (narrative)*.
4. Data correlation, which involves comparing the data from the different analyses (quantitizing and qualitzing compared to the originals).
5. Data comparison, involves comparing data from the qualitative and quantitative data sources.
6. Data integration, in which the data and interpretations are integrated into either a coherent whole or reported in two separate sets (qualitative and quantitative) of coherent wholes.
7. Conclusion.

### **C. Data Endorsement**

Other things are actually fundamental in research instrument are about credibility, transferability, dependability, and confirmability. As in mix-methods talks about validity and reliability, in this case, because the lecturers' questionnaire was adopted and students' questionnaire adapted too, it means that it had been applied and tested in previous studies. Eventhough the researcher did not conduct trying out the questionnaire in this study. In addition, as the design will be sequence method, quantitative supports the qualitative, there the endorsement will be focus on the qualitative matter.

## 1. Credibility

According to Ary et.al. (2010, p. 498) explained that credibility talks about an accuracy data or the data is considered as a credible source that has been proved by several evidence. In this case, the researcher showed three sources of evidence namely structural corroboration, referential or interpretive adequacy, and control bias.

Based on aforementioned, the researcher gave evidences based on structural corroboration that included different sources of data and different method. It means that the data collection is gathering from different sources such as by pre-observation/preliminary study to look for Code-Switching of utterance into know lecturers' and students' belief on the use of Code-Switching (CS), and contributing questionnaire and interview were used and helpful and essential to researcher because the two instruments capture nuance belief using different method that can be triangulated to support evidence based on inference.

The next evidence was from referential or interpretive adequacy which researcher applied low-inference descriptor. Low-inference descriptor is kind of original script of interview while in analysing the interview.



## 2. Transferability

In this case, the researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting. Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow. In this case, the researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting. Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73).

In these comparisons to be made (Shenton, 2004, p. 73). In this case, researchers applied descriptive adequacy such as thick and rich description and similarity such as literature comparison as Ary et al (2010, p. 502) said that, "...even a single case can be compared with other cases in the published literature that might demonstrate transferability".

## 3. Dependability

In this case, the researcher should also address the stability of the data collected. Dependability has provision employment of "overlapping methods" In-depth methodological description to allow study to be repeated. According to Ary et al. (2010, p. 502) said, "Qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained".

#### 4. Confirmability

In this case, the researcher should keep the neutrality and objectivity of the data. It can be done by using triangulation to reduce effect of investigator bias; Admission of researchers' beliefs and assumptions; Recognition of shortcomings in studies methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinizing (Shenton, 2004, p. 73).

As Cresswell mentioned that this confirmability done by practicing triangulation and reflexivity (Cresswell, 2012, p. 393). It means the data analysis and the result findings that had been described were neutral and objective as the researcher related them to some theories the corroboration, triangulation, and literature comparison (Amalo, Selamat, Richardson, Hoffman & Seidel, Kagan, Pajares, etc) also helped the researcher in keeping the confirmability.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discussed the data presentation, result findings and the discussion.

#### **A. Data Presentation**

The first section of the data presented the quantitative results from questionnaires. There were 15 questions for students adopted from Joanna Tiffany Selamat (2014, p. 165-166) and 10 questions for lecturers adopted from Bonik Kurniati Amalo (2017, p. 3-5). Besides, the questionnaire used to express their belief on the use of Code-Switching in EFL Speaking classroom. The data which were collected by using a set questionnaire provided to students from different semester (3 and 5 semester) and 14 lecturers of English study program at IAIN Palangka Raya.

The item questions provided in students' questionnaire consisted of four criteria such as positive, negative view, function, and context on the use of Code-Switching whereas the item question provided in lecturers' questionnaire consisted of four criteria as well like positive view of effect of Code-Switching in language learning, negative view of effect of Code-Switching, positive view of Code-Switching in EFL classroom, and negative view of Code-Switching in EFL classroom. The second section of data was qualitative findings obtained through pre-observation interviews with students, that is asked their experience about Code-Switching in learning process of Speaking class.

Based on the result of questionnaires, the researcher found 5 students from 3<sup>rd</sup> semester and 5 students from 5<sup>th</sup> semester in English study program that become a sample in this research. Besides, 2 lecturers' who is teaching EFL Speaking class in English study program as sample for interview.

The questions that the researcher asked to the students and lecturers as follows; They knowledge about Code-Switching (CS), how often they use and in which language they combined the language in learning process, and the last researcher also asked the factor why they use Code-Switching in EFL Speaking classroom.

**Table 4.1**

Presentation data of students EFL Speaking classroom

NO	Name	Number of questionnaires														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	M1	5	5	5	4	2	4	4	4	4	5	4	3	1	2	3
2	M2	3	3	4	5	5	2	2	2	5	4	4	4	4	4	5
3	M3	2	3	4	5	4	2	4	4	5	1	1	4	4	1	1
4	M4	2	4	4	4	4	4	4	4	5	5	4	5	5	1	1
5	M5	4	4	4	2	2	5	5	4	5	4	4	3	3	2	5
6	M6	3	4	4	5	2	4	4	1	2	4	4	2	3	4	4
7	M7	2	2	2	4	4	4	3	1	4	2	3	4	3	1	2
8	M8	4	4	4	4	5	1	3	5	4	4	4	5	5	1	2
9	M9	2	4	4	4	4	2	4	2	4	4	2	4	2	5	2
10	M10	4	4	4	5	5	3	4	2	5	5	5	2	4	1	4
11	M11	4	4	2	5	3	2	1	2	4	1	1	5	5	5	5
12	M12	5	2	5	5	2	2	2	1	5	4	1	1	4	1	5
13	M13	4	4	4	4	4	1	3	4	5	2	1	5	5	2	5
14	M14	4	4	4	5	4	2	4	5	5	5	4	4	3	4	3

15	M15	4	4	4	4	3	1	4	3	5	4	4	5	5	5	5
16	M16	4	4	5	4	4	1	4	2	3	5	1	4	2	5	5
17	M17	5	3	4	2	4	3	2	2	4	4	1	2	4	1	2
18	M18	3	4	1	1	4	1	2	1	5	5	2	1	1	1	1
19	M19	1	2	3	5	3	3	2	3	4	2	1	3	2	2	2
20	M20	4	3	3	2	4	2	4	4	3	2	1	3	3	4	4
21	M21	4	4	5	4	3	4	4	3	4	4	2	3	5	5	5
22	M22	4	4	3	4	4	4	4	1	5	4	2	5	5	5	4
23	M23	4	2	4	2	4	4	2	2	5	5	1	2	4	2	5
24	M24	1	2	2	3	4	5	4	2	5	5	1	5	2	1	3
25	M25	4	5	5	5	2	4	3	2	4	5	1	5	5	2	4
26	M26	4	4	5	4	4	1	2	3	3	5	4	3	2	2	2
27	M27	5	4	5	4	4	1	2	4	5	5	4	4	4	2	2
28	M28	5	4	5	5	4	1	2	4	2	4	3	3	4	4	5
29	M29	4	4	4	4	5	3	2	5	3	4	4	4	4	3	5
30	M30	4	5	4	4	4	3	2	3	5	2	2	3	3	2	2
31	M31	1	1	2	1	2	5	5	1	5	5	2	3	3	2	1
32	M32	5	5	5	1	5	3	3	2	5	5	2	3	4	2	4
33	M33	4	4	5	5	5	5	2	2	4	3	4	2	4	4	3
34	M34	4	4	4	3	5	3	4	1	3	4	2	5	5	1	4
35	M35	4	4	4	4	5	3	1	2	1	4	3	3	4	4	3
36	M36	3	3	5	5	4	4	4	1	3	1	1	2	4	4	5
37	M37	5	5	4	4	5	3	2	3	4	5	1	4	5	5	3
38	M38	5	5	2	5	5	2	5	1	3	5	3	4	5	5	5
39	M39	5	5	5	5	5	3	2	2	5	5	5	5	5	1	2
40	M40	4	3	4	5	5	2	2	1	2	4	1	3	4	4	4
41	M41	4	4	5	4	4	3	4	1	1	4	2	4	4	2	4
42	M42	5	5	2	5	5	1	4	1	3	5	1	4	4	2	2
43	M43	4	4	4	5	1	3	3	2	2	3	1	5	5	5	5
44	M44	4	3	4	5	5	2	4	1	2	4	1	1	4	4	5
45	M45	4	4	4	4	4	3	5	3	3	5	2	4	5	5	3
46	M46	5	4	4	4	4	3	5	3	3	5	2	4	5	4	5
47	M47	5	5	5	4	2	2	5	1	2	3	2	4	2	4	5
48	M48	5	5	2	4	5	3	5	2	3	2	1	4	4	4	4
49	M49	5	5	5	5	2	1	2	2	3	1	1	5	4	5	5

50	M50	3	4	3	4	4	4	3	4	3	4	1	3	4	1	2
51	M51	4	5	4	5	3	3	4	3	1	5	2	4	5	5	4
52	M52	4	5	3	4	4	3	4	3	3	5	2	5	5	5	5
53	M53	4	4	4	3	4	3	3	4	3	3	1	3	4	3	4
54	M54	1	4	2	1	1	2	1	1	2	1	2	2	1	1	2
55	M55	4	4	5	4	4	4	4	3	1	2	3	3	3	4	2
56	M56	3	4	3	2	3	5	4	3	4	5	4	5	3	4	3
57	M57	1	4	3	2	4	1	3	2	3	2	3	2	1	5	3
58	M58	5	4	5	5	3	3	5	5	3	5	1	5	4	5	5
59	M59	2	4	3	1	4	3	3	3	4	3	3	3	1	1	2
60	M60	4	5	5	5	5	5	3	3	1	5	1	3	3	4	3
61	M61	3	5	2	3	5	3	5	4	5	3	1	4	4	3	5
62	M62	4	4	4	4	5	1	3	5	2	4	4	3	4	4	4
63	M63	2	5	2	4	5	3	3	3	3	2	3	2	3	5	2
64	M64	3	5	3	3	5	3	3	3	5	3	3	3	3	4	3
65	M65	2	5	3	4	5	2	4	2	4	4	4	3	3	5	4
66	M66	3	5	3	4	5	2	2	2	4	4	3	3	3	5	4
67	M67	3	5	3	3	3	2	3	3	3	3	3	3	3	4	4
68	M68	2	3	3	3	5	1	4	4	4	4	3	4	3	5	3
69	M69	3	4	3	3	4	3	3	3	3	4	3	3	3	5	3
70	M70	4	4	2	4	3	4	4	3	5	3	3	4	3	3	4
71	M71	4	5	2	4	2	2	2	2	2	2	1	2	2	2	2
72	M72	5	3	3	4	4	4	4	3	3	1	3	5	3	3	3
73	M73	4	5	3	4	4	3	3	1	3	2	1	1	3	4	5
74	M74	4	5	2	2	4	2	4	1	3	2	1	3	2	4	2
75	M75	4	5	3	3	4	3	4	3	5	2	1	3	3	3	5
76	M76	4	5	2	3	4	3	4	3	3	3	1	2	3	5	5
77	M77	4	5	4	4	4	3	4	4	2	4	3	3	3	5	5
78	M78	4	5	4	2	4	3	3	1	3	4	1	3	3	5	5
79	M79	1	4	4	5	1	3	3	2	3	4	1	1	1	1	5
80	M80	3	4	4	5	3	2	3	3	2	3	2	3	3	2	3
81	M81	4	5	3	5	3	4	4	3	2	2	4	4	4	3	3
82	M82	3	5	3	5	3	3	3	3	4	4	3	4	3	3	3
83	M83	3	5	1	5	1	2	4	3	5	2	2	4	3	4	2
84	M84	4	5	3	4	3	3	4	3	5	5	2	4	3	4	3



85	M85	2	5	2	5	2	2	2	2	2	4	2	4	2	4	1
86	M86	4	5	2	4	2	3	3	2	4	4	2	3	3	4	2
87	M87	1	1	3	4	3	4	3	5	4	5	3	3	3	4	3
88	M88	4	4	5	2	5	1	4	3	4	3	1	1	3	4	3
89	M89	2	2	2	4	2	3	3	2	4	2	2	2	3	2	2
90	M90	4	4	3	5	2	3	4	3	5	3	3	5	3	3	3
91	M91	4	2	2	3	3	3	3	2	3	3	3	5	4	2	4
92	M92	4	4	4	3	3	2	1	3	5	2	4	5	5	2	4
93	M93	4	3	3	5	3	3	3	2	4	2	1	5	5	1	2
94	M94	5	5	3	4	4	4	4	4	3	4	4	5	5	3	5
95	M95	4	5	5	5	1	2	3	3	3	2	1	5	5	3	3
96	M96	2	5	3	2	3	3	3	1	4	1	3	3	4	1	5
97	M97	4	4	4	3	4	3	3	3	3	5	3	4	4	3	5
98	M98	4	4	5	2	2	2	2	2	2	5	2	2	4	3	3
99	M99	2	4	5	4	2	3	3	1	4	1	2	3	4	3	5
100	M100	4	4	3	3	3	4	4	3	1	5	5	3	5	3	3
101	M101	4	5	5	2	1	1	2	2	1	5	2	3	2	3	4
102	M102	4	2	5	5	5	1	4	1	1	1	5	1	4	4	4
103	M103	2	4	4	2	2	3	4	2	5	2	4	4	4	2	2
104	M104	4	4	4	3	4	3	3	3	3	3	3	3	3	4	4
105	M105	4	4	4	4	4	1	2	4	4	4	4	4	4	1	4

**Table 4.2**

Presentation data of Lecturers EFL Speaking classroom

NO	Name	Number of questionnaires									
		1	2	3	4	5	6	7	8	9	10
1	L1	3	5	3	4	4	3	3	3	2	4
2	L2	4	2	2	4	5	3	5	3	2	2
3	L3	4	4	3	4	4	4	5	4	5	4
4	L4	4	3	2	4	5	4	2	4	2	2
5	L5	4	4	3	4	4	3	4	3	4	4
6	L6	4	3	4	4	5	4	3	2	3	4
7	L7	4	4	3	4	4	4	4	4	4	4
8	L8	2	4	2	3	4	2	5	4	1	5
9	L9	4	4	4	2	2	2	2	3	2	4
10	L10	4	2	4	3	4	4	4	3	4	5
11	L11	2	2	3	2	2	2	2	2	2	2
12	L12	4	2	4	3	2	4	1	2	5	1
13	L13	4	3	4	2	3	4	4	3	4	4
14	L14	1	5	1	4	5	1	5	4	3	5

**B. Research Findings**

In this part, the researcher analysed the findings of the research which consisted of the data of the questionnaire and the data from the interview.

1. Data from the questionnaires

One hundred five students from English study program that have taken and are taking EFL Speaking classroom have followed test to answered questionnaire that focused on their belief on the use of Code-Switching in EFL Speaking class. Besides, 14 lecturers from English study program also have filled the questionnaire.

a. Students' Belief on the Use of Code-Switching (CS)

**Table 4.1.1**

The result of questionnaire item\_1

Question	Options of the answer	N	Students' Answer	%
The use of my first language by the lecturer helps me to enjoy the lesson	Strongly Disagree	105	7	6.7
	Disagree	105	13	12.4
	Neutral	105	14	13.3
	Agree	105	54	51.4
	Strongly Agree	105	17	16.2

The percentages presented in item 1 was to show the majority of students found that the lecturers' use of Code-Switching makes the EFL lessons more enjoyable. It was found (67.6%) of the students strongly agreed and agreed that Code-Switching was making the lessons more enjoyable. (12.4%) of the students disagreed that first language by lecturers helping them to enjoy the lesson. Almost (13.3%) the EFL students chose neutral about the use of Code-Switching by the lecturer more enjoyable the lesson. Besides, (16.2%) of the students strongly disagreed that Code-Switching allow them to enjoy the lesson every time.

**Table 4.1.2**

The result of questionnaire item\_2

Question	Options of the answer	N	Students' Answer	%
The use of my first language by the lecturer helps me to understand the lesson better	Strongly Disagree	105	2	1.9
	Disagree	105	8	7.6
	Neutral	105	10	9.5
	Agree	105	48	45.7
	Strongly Agree	105	37	35.2

As evident in item 2, most students found that the lecturers' use of Code-Switching enhanced their understanding and comprehension in the EFL classroom, with (80.9%) of the respondents indicating that the use of Code-Switching by lecturers frequently improved their understanding and comprehension of English lessons while (9.5%) of them indicated neutral with statement. However, (9.5%) the students believed that Code-Switching was not facilitated their understanding and comprehension.

**Table 4.1.3**

The result of questionnaire item item\_3

Question	Options of the answer	N	Students' Answer	%
The use of my first language by the lecturer makes me feel more confident and motivated in learning English	Strongly Disagree	105	2	1.9
	Disagree	105	18	17.1
	Neutral	105	26	24.8
	Agree	105	35	33.3
	Strongly Agree	105	24	22.9

The percentages presented in item three was to indicate that students believed Code-Switching on the use by lecturers improves their confidence and motivation in learning English. High percentages found (56.2%) claimed that be more confident and motivated in learning the target language when lecturers include the use of their first language in the EFL classroom. A small percentage (19.1%) of the respondents reported that the use of Code-Switching was not support their confidence and motivation. Besides, (24.8%) of the respondents argued neutral with the statement.

**Table 4.1.4**

The result of questionnaire item item\_4

Question	Options of the answer	N	Students' Answer	%
The use of my first language by the lecturer enables me to focus on the lesson without worrying about unfamiliar words and sentences	Strongly Disagree	105	5	4.8
	Disagree	105	13	12.4
	Neutral	105	15	14.3
	Agree	105	40	38.1
	Strongly Agree	105	32	30.5

The results in item 4 suggest that the inclusion of the students' first language in the EFL help students to focus on the lesson even when faced with unfamiliar target language items. The majority of respondents (68.6%) find that the lecturers' use of Code-Switching enables them to focus on the lesson without worrying about unfamiliar words and sentences.

In contrast, (17.2%) of the respondents strongly disagreed and disagreed that Code-Switching achieved this purpose while (14.3%) reported that it does not result in the desired outcome.

**Table 4.1.5**

The result of questionnaire item\_5

Question	Options of the answer	N	Students' Answer	%
The use of my first language by the lecturer encourages me to actively participate in classroom activities	Strongly Disagree	105	6	5.7
	Disagree	105	16	15.2
	Neutral	105	19	18.1
	Agree	105	39	37.1
	Strongly Agree	105	25	23.8

In item 5 the percentages presented, it was apparent that most students (60.9%) find that the use of their first language encourages them to participate actively in classroom activities. However, (5.7%) of the respondents strongly disagreed that it encourages them to participate actively in classroom activities while the remaining (15.2%) of them disagreed that it encourages them to do so. Besides, (18.1%) choose neutral with the statement.



**Table 4.1.6**

The result of questionnaire item \_6

Question	Options of the answer	N	Students' Answer	%
I would prefer the lecturer to use English only during lessons and not to use my first language.	Strongly Disagree	105	17	16.2
	Disagree	105	23	21.9
	Neutral	105	42	40.0
	Agree	105	17	16.2
	Strongly Agree	105	6	5.7

In item 6 the percentages show that (38.1%) students was not prefer the lecturer to use English only during lessons. Besides, (16.2%) students agreed and (5.7%) strongly agree the lecturer to use English only during lessons and not to use their first language. Besides, (40.0%) chose neutral with the statement.

**Table 4.1.7**

The result of questionnaire item \_7

Question	Options of the answer	N	Students' Answer	%
I would prefer the lecturer to minimize the use of my first language during lessons	Strongly Disagree	105	4	3.8
	Disagree	105	22	21.0
	Neutral	105	31	29.5
	Agree	105	39	37.1
	Strongly Agree	105	9	8.6

In item 7, the percentages show that (45.7%) of the respondents preferred lecturers to minimise use of the L1 by lecturers during English lessons. However, (24.0%) of the respondents reported that they preferred lecturers to maximise the use of their first language in the EFL classroom. Only (29.5%) from the respondents chose neutral with the statement.

**Table 4.1.8**

The result of questionnaire item\_8

Question	Options of the answer	N	Students' Answer	%
I would prefer the lecturer to use both English and my first language during lessons	Strongly Disagree	105	21	20.0
	Disagree	105	29	27.6
	Neutral	105	34	32.4
	Agree	105	15	14.3
	Strongly Agree	105	6	5.7

The data in item 8 provides evidence that most students preferred lecturers to use both English and their first language in the ESL classroom. It is observed that (47.6%) of the respondents reported a strongly disagreed or disagreed to preference for the inclusion of both languages during English lessons while (20%) of them indicated that they want both languages to be used in the classroom. (32.4%) of the students argued neutral with the statement.

**Table 4.1.9**

The result of questionnaire item\_9

Question	Options of the answer	N	Students' Answer	%
I don't like it when the lecturer uses other languages during English lessons	Strongly Disagree	105	8	7.6
	Disagree	105	14	13.3
	Neutral	105	31	29.5
	Agree	105	25	23.8
	Strongly Agree	105	27	25.7

More than half of the students (20.9%), as shown in item 9, appeared to have a negative attitude towards the use of other languages by lecturers in the EFL classroom. However, (49.5%) of the respondents expressed prefer for the lecturers' inclusion of other languages during English lessons.

**Table 4.1.10**

The result of questionnaire item\_10

Question	Options of the answer	N	Students' Answer	%
I find it difficult to learn when the teacher does not explain new words/topics/concepts in my first language.	Strongly Disagree	105	9	8.6
	Disagree	105	20	19.0
	Neutral	105	15	14.3
	Agree	105	31	29.5
	Strongly Agree	105	30	28.6

From item 10, it is apparent that students face difficulties in learning English when lecturers don't explain new words, topics and concepts in the students' first language. Most of the respondents (58.1%) claimed that they

find it difficult to learn when lecturers do not produce explanations of new materials in their first language. Only (27.6%) of the respondents indicated that they do not find it difficult to learn without the scaffold of their first language.

**Table 4.1.11**

The result of questionnaire item\_11

Question	Options of the answer	N	Students' Answer	%
I find it difficult to concentrate during English lessons when the lecturer uses English only	Strongly Disagree	105	34	32.4
	Disagree	105	24	22.9
	Neutral	105	23	21.9
	Agree	105	20	19.0
	Strongly Agree	105	4	3.8

The percentages from item 11 show that students have mixed opinions about the use of Code-Switching as a tool to sustain their attention during classroom instruction. More than half of the respondents (22.8%) reported that they find it difficult to concentrate when lecturers use English only in the EFL classroom. However, (55.3%) of the respondents indicated that they didn't find it difficult to focus in such situations.

**Table 4.1.12**

The result of questionnaire item\_12

Question	Options of the answer	N	Students' Answer	%
I use Code-Switching when I am unable to express myself in English	Strongly Disagree	105	7	6.7
	Disagree	105	13	12.4
	Neutral	105	35	33.3
	Agree	105	28	26.7
	Strongly Agree	105	22	21.0

Based on the percentages in item twelve, it was observed that Code-Switching is a useful technique for students when they have difficulties communicating in English. A majority of the respondents (19.1%) reported that they did not use Code-Switching to a varying degree when they are unable to express themselves in English whereas only (47.7%) of them reported that they used Code-Switching for this particular purpose. But, mostly about (33.3%) the respondents chose neutral about the statement.

**Table 4.1.13**

The result of questionnaire item\_13

Question	Options of the answer	N	Students' Answer	%
I use Code-Switching to help me maintain the flow of conversation	Strongly Disagree	105	6	5.7
	Disagree	105	10	9.5
	Neutral	105	34	32.4
	Agree	105	33	31.4
	Strongly Agree	105	22	21.0

The results in item 13 provided evidence that Code-Switching was used by students for communicative purposes, to ensure that the conversation progresses smoothly. The majority (15.2%) of the respondents indicated that Code-Switching did not help them to maintain the flow of conversation while the remaining (52.4%) of them reported that Code-Switching help to perform this function.

**Table 4.1.14**  
The result of questionnaire item\_14

Question	Options of the answer	N	Students' Answer	%
I use Code-Switching when I communicate with my peers who share the same language	Strongly Disagree	105	18	17.1
	Disagree	105	19	18.1
	Neutral	105	15	14.3
	Agree	105	30	28.6
	Strongly Agree	105	23	21.9

The percentages presented in item 14, it is observed that students demonstrate a strong preference for using Code-Switching when they communicate with their peers who shared similar linguistic backgrounds. The respondents reported (35.2%) that they did not use Code-Switching when they communicate with their peers who shared the same language. In contrast, only (50.5%) of the respondents used Code-Switching in such situations. (14.3%) of the respondents chose neutral.



**Table 4.1.15**

The result of questionnaire item\_15

Question	Options of the answer	N	Students' Answer	%
I use Code-Switching when explaining difficult words and sentences to my peers	Strongly Disagree	105	5	4.8
	Disagree	105	22	21.0
	Neutral	105	24	22.9
	Agree	105	23	21.9
	Strongly Agree	105	31	29.5

The percentages presented in item 15 was to demonstrate that Code-Switching was used by students to provide assistance and scaffolding for their peers. It was found that almost (25.8%) of the respondents reported that they did not used Code-Switching to explain difficult words and sentences to their peers. However, Code-Switching was used for this particular purpose by approximately (51.4%) of students.

#### b. Summary of the Result of Students' Questionnaire

According to the result findings, it could be summarized that students agreed that the use of Code-Switching by lecturers helping them to enjoy and understand the lesson better, making them feel more confident and motivated, making them to enable them to focus the lesson without any worries of unfamiliar words and sentences, encouraging them to be actively participated in classroom activity.

It was also revealed that students mostly undecided toward the lecturers who only use English, however the rest of it, indicator agree was higher than indicator disagree. Meanwhile, students' preferred to minimized-English use by lecturers, it also means that they agreed when lecturers use both English and first language because they agreed that it was difficult to learn and concentrate if lecturers only use English. Then according to students, they used Code-Switching in order to maintain the flow of conversation, to explain difficult words, and help them to express their selves their own peers who share the same language.

c. The lecturers' belief on the use of Code-Switching (CS)

**Table 4.1.16**

The result of questionnaire from lecturers' item\_1

Code-Switching (CS) will facilitate the language learning process

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
66	71.4	7.1	14.3	7.1

Based on the percentages in item 1, it seems that the general consensus was that Code-Switching by lecturers facilitates the language learning process in the EFL Speaking classroom.

The majority of the respondents (71.4%) expressed complete agreement with this statement while the remaining only (21.4%) of them dis-agreed or strongly dis-agreed with it to a certain extent. Besides, (7.1%) of them undecided with the statement.

**Table 4.1.17**

The result of questionnaire from lecturers' item\_2

The practice of Code-Switching (CS) will increase the students' reliance and dependency on the lecturer

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
14.3	35.7	21.4	28.6	

The results in item 2 showed that most of the respondents (50%) agreed and strongly agreed that the practice of Code-Switching (CS) by teachers would encourage students to be more reliant and dependent on the lecturer. It was (28.6%) of them dis-agreed with the statement. Besides, only (21.4%) of the respondents maintained an un-decided stance with regards to the statement.

**Table 4.1.18**

The result of questionnaire from lecturers' item\_3

Code-Switching (CS) should be included as an integral part of the EFL lesson

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
	35.7	35.7	21.4	7.1

Based on the data from item 3, it was showed that only (35.7%) the respondents agreed to consider Code-Switching (CS) as a viable teaching and learning resource in the EFL classroom. Only (35.7%) of them answered un-decided with the statement. However, (28.5%) of the respondents dis-agreed and strongly dis-disagree with this statement too.

**Table 4.1.19**

The result of questionnaire from lecturers' item \_4

There should be a strict separation of the mother tongue and English in the EFL classroom

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
	57.1	21.4	21.4	

The results in item 4 demonstrated that, although most lecturers recognise the role of Code-Switching (CS) in the EFL classroom, (57.1%) of the respondents believed that there should be a strict separation of the mother tongue and English in the EFL classroom. On the other hand, (21.4%) of the respondents believed that both languages can be used concurrently to enhance the language learning process. Besides, (21.4%) of them answered neutral with the statement.

**Table 4.1.20**

The result of questionnaire from lecturers' item\_5

Code-Switching (CS) should only be used as a last resort when all other options have been exhausted

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
28.6	42.9	7.1	21.4	

As seen in item 5, most of the lecturers believed that there were other classroom resources apart from Code-Switching that can be used to facilitate the learning process. It was about (71.5%) of the respondents believed that Code-Switching (CS) should only be used as a last resort when all other options have been exhausted, while (7.1%) of them were neutral about the statement. Besides, (21.4%) of them dis-agreed with the statement.

**Table 4.1.21**

The result of questionnaire from lecturers' item\_6

Code-Switching (CS) is an efficient, time-saving technique

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
	50.0	21.4	21.4	7.1

As seen in item 6, a high percentage of respondents (50.0%) believe that Code-Switching (CS) is an efficient and time-saving technique with (21.4%) of them expressing dis-agreed and (7.1%) of them strongly dis-agreed to a certain degree. Besides, (21.4%) of them maintain a neutral stance about the efficiency of classroom Code-Switching (CS).

**Table 4.1.22**

The result of questionnaire from lecturers' item\_7

English is best taught in English-only classrooms

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
28.6	28.6	14.3	21.4	7.1

The percentages in item 6, show that lecturers have mixed opinions about the inclusion of the students' first language in the EFL classroom. (57.2%) of the respondents believe that the only the target



language should be used in the classroom. However, some respondents think that there is a place for the students' first language in the EFL classroom with (28.4%) stating that they disagree a little that English is best taught in English-only classrooms. The remaining (14.3%) neither agree nor disagree with the statement.

**Table 4.1.23**

The result of questionnaire from lecturers' item\_8

The use of other languages in the EFL classroom will result in a decline in the standards of English

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
	35.7	42.9	21.4	

As shown in item 8, (35.7%) of the respondents believed that the use of other languages during English lessons will result in a decline in the standards of English. In contrast, (21.4%) of the respondents do not think that the use of other languages will have a negative effect on the standards of English and a half of the respondents claimed that remain un-decided towards the issue. Besides, (42.9%) of them believe un decide with the statement.

**Table 4.1.24**

The result of questionnaire from lecturers' item\_9

The ideal Lecturer of English is a native speaker

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
14.3	28.6	14.3	34.7	7.1

As shown in item 9, it is found that (41.8%) of the lecturers disagreed over the belief that the ideal lecturers of English are a native speaker while (42.9%) of them perceive native speaker lecturers to be superior to non-native speaker lecturers. Besides, (14.3%) of them claimed un-decide with the statement.

**Table 4.1.25**

The result of questionnaire from lecturers' item\_10

The more English that is used, the better the results for the learners

<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Un-Decided (%)</b>	<b>Dis-Agree (%)</b>	<b>Strongly Dis-Agree (%)</b>
21.4	50.0		21.4	7.1

The percentages presented in item 10, suggest that a majority of lecturers believe that the amount of target language input will affect the outcome of the language learning process. (71.4%) of the respondents agree that learners will achieve more success in learning

English if they have more exposure to the target language during the teaching and learning process. Only (28.5%) of the respondents disagreed or completely disagreed with this statement.

e. Summary of Lecturers' Responses from Questionnaire

According to the result finding, it could be summarized that based on the effect of Code-Switching (CS), it could facilitate the language learning, efficient and time-saving. Then bases on the use of Code-Switching in EFL classroom, lecturers agreed that it should be concluded as an integral part, but it was used as the last resort because English was considered as the best taught. However, lecturers believed that the more student use English the more they success in acquiring English.

2. Data from Interview

The findings from questionnaire were supported and clarified by using interview. In this part, the discussion of the data is about lecturers and students' factor contributing on the use of Code-Switching (CS) in EFL Speaking classroom.

Based on the respondents, the researcher has chosen five students from 3<sup>rd</sup> semester and 5 students from 5<sup>th</sup> semester in EFL Speaking class students that have taken or still taking the subject. Besides, the researcher also took 2 lecturers who teach EFL Speaking subject in English study program.

a. Data interview from students

1) RN

RN is a student in the academic year of 2015/2016. According to her about using alternation language in speaking classroom. She didn't have no idea about it but she ever used another language not only using English but also using Bahasa Indonesia in learning process especially in speaking class. She often uses two or more language when she doesn't know the meaning in English so the last alternative is she used Bahasa Indonesia. Besides, the reason why she combined the English into Bahasa Indonesia, sometimes lack of vocabulary and Subconscious when she spoke in conversation in the class with Banjaress.

**Table 4.2.1**

The results from first student's interview

No	Factor	Statement from the Interview	Students' initial
1	Clarification	<i>"Sering ya kalo misal gk tau bahasa Inggris nya langsung bahasanya menggunakan bahasa Indonesia"</i>	RN (Student in the academic year of 2017/2018)
	Lack vocabulary	<i>"Kita gak tau bahasa inggrisnya, ee....kosa-kata, kosa katanya gak terlalu bahasa Indonesia itu apa"</i>	
	Subconscious	<i>"eee...kadang tu bisa kecampur basa banjar"</i>	

## 2) DS

DS is a student in the academic year of 2015/2016. According to her about Code-Switching (CS) is *“The use of Bahasa Indonesia in learning English. For example, she explained in English then also used Bahasa Indonesia, so that the audience understood what was explained”*. She ever used Code-Switching when she did not know the meaning of the sentence because, she forgot it and after that she changed it into Bahasa Indonesia or Banjaress. Besides, DS used alternative languages when she found some word that she did not understand. She also claimed that it was too difficult for her to express English and reluctant to talk and ask something with lecturers. Sometimes, she expressed Bahasa Indonesia in unconsciously situation. Another reason was lack of vocabulary and her habit to use Bahasa Indonesia or other languages. However, based on her opinion she was more comfortable using daily language such as Bahasa Indonesia or Banjaress in communication each other.

**Table 4.2.2**

The results from second student's interview

No	Factor	Statement from the Interview	Students' initial
1	Functions	<i>"Mungkin...kadang-kadang kalo Dyahnya gak tau kaliamat itu apa,"</i>	DS (Student in the academic year of 2017/2018)
	Anxiety	<i>"atau gugup itu biasanya ngeblang...udah lupa"</i>	
	Formality	<i>"Kaya...susah biasa nya tu kaya segan ngomong sama dosen tuh,"</i>	
	Subconscious	<i>"tiba-tiba langsung nyplos bahasa Indonesia kaya gitu sih"</i>	
	Lack vocabulary	<i>"Selain itu, mungkin kalo yang pertama, karena kurang vocabulary"</i>	
	Habit	<i>"kemudian karena terbiasanya pakai bahasa Indonesia atau bahasa selain bahasa Inggris. Dan lebih enak aja kalo komunikasi menggunakan bahasa yang ibaratnya sehari-hari kaya Indonesia atau Banjar"</i>	

## 3) MY

MY is a student in the academic year of 2015/2016. According to him about combining two or more language in EFL speaking class, he did not know yet about it but MY ever-used Code-Switching in speaking class. He claimed that he used Code-Switching almost every meeting, it's about 80% in using Bahasa Indonesia.



Besides, the motivation behind of it was unconfident and lack vocabulary. He combined between English into Bahasa Indonesia in EFL Speaking class.

**Table 4.2.3**

The results from third student's interview

No	Factor	Statement from the Interview	Students' initial
1	Anxiety	<i>"Eee...Kurang percaya diri. Eee...Kosa kata kurang kosa kata"</i>	MY (Student in the academic year of 2017/2018)
	Lack of vocabulary	<i>"Eee...Kosa kata kurang kosa kata"</i>	

#### 4) MA

MA is a student in the academic year of 2015/2016. Based on the answered about Code-Switching (CS) is the use of two language or mixing the language in teaching English such as combine English with Bahasa Indonesia. In learning process, NA argued ever used Code-Switching until 75%. Besides, the motivation of him using Code-Switching (CS) were some of expression in English that he did not know the meaning, too long thinking about the word he wanted to express because he thought to speak English, we had to arrange the structure of the sentence, and influence from the vocabulary.

**Table 4.2.4**

The results from fourth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Functions	<i>"Oke! karena ada beberapa bahasa Indonesia yang ulun masih belum tau bahasa Inggris nya,"</i> <i>"Karena kan kalo bahasa inggris mikir dulu susunan kata nya, kalimatnya."</i>	MA (Student in the academic year of 2017/2018)
	Lack of vocabulary	<i>"di vocab nya ya berpengaruh"</i>	

#### 5) LEE

LEE is a student in the academic year of 2015/2016. He argued Code-Switching (CS) is collaborating between Bahasa Indonesia with English. Sometimes, repeating what the lecturer said in the classroom. Besides, LEE ever and used to applied it two more language especially when he did not know the vocabulary and combined to other language so that other people understand of him. The hardest problem of him was lack vocabulary and did not know the meaning in English. However, LEE not only used Bahasa Indonesia but also used Banjaress to combine with English.

**Table 4.2.5**

The results from fifth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Lack of vocabulary	<i>"Sering sih. Apabila ada kosakata yang kada tau tuh"</i>	LEE (Student in the academic year of 2017/2018)
	Clarification	<i>"Di gabungkan jadi biar orang tau jua tu nah"</i>	
	Ease to communication	<i>"heennn....Memang karna ulun ada banyak kosa-kata yang kada tau bahasa Inggrisnya jadi ulun kolaborasikan biara nyaman ngomongnya"</i>	
	Functions	<i>"Kdang memang kada tau bahasa Inggris nya ja"</i>	

## 6) KR

KR a student in the academic year of 2016/2017. According to her about Code-Switching, she did not know yet about the topic but she ever and often to combined language in EFL speaking class. She argued that sometimes too difficult for her expressing sentences in English. Besides, she said just little bit to combine language in front of lecturers and she afraid if the lecturers know her spoke in Bahasa Indonesia because, the lecturers forbid to speak another language than English in the class. Sometimes, also she was not confident with her pronunciation. Another reason speak Bahasa Indonesia was one of her habit in class in learning process.

**Table 4.2.6**

The results from sixth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Assertion	<i>"paling bisik-bisik "ini bahasa Inggris nya sama teman gtu?" kalo didenger dosen sih gak dibolehin lo"</i>	KR (Student in the academic year of 2016/2017)
	Functions	<i>"Terkadang kita mau ngomong bahasa Inggrisnya tapi kita gk tau bahasa Inggris nya yang mau kita ucapin itu apa?"</i>	
	Habit	<i>"Ya terkadang takut pronunsiation nya salah lah, itu terus lagi, memang terbiasa. Terbiasa! Kayanya itu aja"</i>	

#### 7) AY

AY is a student in the academic year of 2016/2017. Based on of him, he forgot about what the Code-Switching (CS) is? But AY ever combine two or more language in Speaking class. Besides, He also argued that to combining the language in the class was depend on the lecturer. Usually, lecturers asked the students to speak in Full English but some lecturers allowed them to mix the language. But, to mix the language in English cannot word by word but insentiences. The motivation of him combined the language is to make simple and easy to communication with another friend. The problem of him using two or more language was lack of English skill and unconfident to express the English. Sometimes, AY combined the language with Banjarese.

**Table 4.2.7**

The results from seventh student's interview

No	Factor	Statement from the Interview	Students' initial
1	Assertion	<i>"Tergantung dosen. Kalo dosen biasaya nya kalo kata dosen harus full English"</i>	AY (Student in the academic year of 2016/2017)
	Ease communication	<i>"Ya biasa nya supaya lebih simple"</i>	
	Clarification	<i>"Supaya lebih nyambung"</i>	
	Anxiety	<i>"Sebenarnya sih yang menjadi problem nya tuh karena kemampuannya, salah satu ada kepercayaan diri"</i>	

## 8) RT

RT is a student in the academic year of 2016/2017. According to him about using alternation language in learning EFL is as translation language from English into Bahasa Indonesia. So, you spoke one sentence used English and mixed to Bahasa Indonesia. He ever used alternation language in presentation time, speak in front of the class and talk with some peers. Besides, the factor behind of it was lack of vocabulary, weak in grammar, and hesitates when used in wrong sentence in English. Another reason was because some my classmate isn't really understanding with speak too fast speak in English so RT combined the language with Banjaress.

**Table 4.2.8**

The results from eighth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Lack of vocabulary	<i>"..masih kurang nya vocabulary jadinya kadang satu kata tuh gak tau bahasanya,</i>	RT (Student in the academic year of 2016/2017)
	Functions	<i>"Selain kurang Vocab, apa yoo...grammar grammar grammar. Grammar jadi nya... karena ragu nanti pas di bilang bahasa ini nya bahasa Inggris nya di bilang salah"</i>	
	Clarification	<i>"aaa...Dikelas jua mungkin, teman-teman klo ngomong nya terlalu cepat, kurang paham jadi dikebahasa kan ke Indonesia"</i>	

## 9) RA

RA is a student in the academic year of 2016/2017. He was not sure about Code-Switching (CS) but he ever uses two or more language in learning process. He claimed not too often used Bahasa Indonesia but he thought your peers easy to understand with what you talked about? Besides, the reason was lack vocabulary, un confident, and influence from some of my friend don't understand with his English. Sometimes, the environment from my classmates used Bahasa Indonesia in the class.



**Table 4.2.9**

The results from ninth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Lack of vocabulary	"Pertama...lack of vocabullary"	RA (Student in the academic year of 2015/2016)
	Anxiety	"dan juga kepercayaan diri mungkin kurang. Jadi ketika maju kedepan vocabulary nya hilang"	
	Calrification	"terkadang ada teman yang tidak paham langsung diartikan"	
	Environment	"Ya perngaruh dari kawan juga. Faktornya salah satunya lingkungan"	

#### 10) RS

RS is a student in the academic year of 2016/2017. Based on her, she doesn't have any idea about Code-Switching (CS). She ever used Code-Switching (CS) when she did not know the meaning of the sentence because, she forgot it and after that she changed into Bahasa Indonesia or Banjaress. Besides, she claimed that used other language like Banjaress was kind of a habit, sometimes unconscious situation, and less memorise vocabulary to speak. Other reason was not confident talk with lecturer and afraid if made some mistaken.

**Table 4.2.10**

The results from tenth student's interview

No	Factor	Statement from the Interview	Students' initial
1	Functions	<i>"ulun kdang kda tau apa bahasa Inggris nya, truss..ulun campurae"</i>	RS (Student in the academic year of 2016/2017)
	Habit	<i>"hmmm..gara-gara terbiasa lawan kawan tu nah, be pander bahasa Banjar"</i>	
	Subconscious	<i>"tapi biasaa nya juga ulun kada sadar pakai bahasa Banjar di kelas tuh"</i>	
	Lack of vocabulary	<i>"kurang kosa-kata ulun nih"</i>	
	Formality	<i>"apalagi kdaang ulun tuh takutan bepander lawan dosen,..takut salah"</i>	

## b. Data interview from lecturers

## 1) LB

LB is a lecturer who teach EFL Speaking classroom in English study program IAIN Palangka Raya. Based on him about Code-Switching (CS) is the use of language from Target language and first language or a source language with L1, L2 that mixed in EFL class. He also argued some of motivation behind of the uses of Code-Switching are first, he thought the students have not yet responsive to the message that he conveyed in English or in the target language. So, he uses Bahasa Indonesia to clarify it.

Besides, he claimed that the uses of Code-Switching (CS) was not right and good to the process of mastering a foreign language in a class because of the limited input they had to be exposed to the target language. Second reason is creating a joke in class. He argued that when while teaching EFL speaking class he combined two languages for giving some joke in class. Sometimes, when Indonesian Joke applied into English the students would feel weird with the joke. However, third reason was the uses of Code-Switching needed for giving specific instruction in class and sometimes he did it cause of subconscious in learning process. He thought that Code-Switching was not really needed in learning process and claimed that the more foreign language learning is exposed with the target language being studied, the more positive the impact will be, but the less often learning is exposed in a foreign language, the contrary will have less impact on the development of mastery. Finally, the last of the factor contributing the uses of Code-Switching in learning class was because too difficult explained some of grammar even though it's not often applying in class.

**Table 4.2.11**

The results from first lecturer's interview

NO	FACTOR	STATEMENT FROM THE INTERVIEW
1	Clarification	<i>"pertama saya merasa mahasiswa belum terlalu menangkap pesan yang saya sampaikan dalam bahasa Inggris atau dalam bahasa target"</i>
	To create humour	<i>"eeee...biasanya pada saat memberikan Joke terutama, jadi saya selingi dengan bahasa Indonesia. Kadang-kadang Joke yang bahasa Indonesia kita Inggris jadi mereka jadi merasa aneh."</i>
	Ease of communication	<i>"Selain itu mungkin ketika memberi instruksi yang spesifik, memberi instruksi yang spesifik biasanya"</i>
	Subconscious	<i>"ter...secara tidak sengaja mungkin, secara tidak sengaja menggunakan bahasa Indonesia atau secara sengaja dalam batas tertentu menggunakan bahasa Indonesia"</i>
	Functions	<i>"Kadang-kadang walaupun tidak sering ya, kadang itu juga ketika menjelaskan grammar nya dari suatu ya, dari suatu teks ada grammar mungkin, lebih sulit dari. Jadi harus di Code-Switching dalam bahasa Indonesia."</i>

## 2) ZQ

ZQ is a lecturer who teach EFL Speaking classroom in English study program IAIN Palangka Raya. According to ZQ about Code-Switching is as a phenomenon of using two or more languages in interaction or communication between language users with the same mother tongue.

She also claimed, there were some situations why she applying two or more language in EFL classroom. First, when she wanted to delivering difficult material in teaching or something that so important to explain with Bahasa Indonesia such as intonation and expression. Other reason to explain some difficult vocabulary or the meaning. However, she used alternative language was to giving instruction specifically. She also argued that Code-Switching is important to ease communication between lecturer and students in EFL Speaking classroom. Even though Code-Switching still controversy among scientists and instructors in the field of language but she thought that she needed to use alternative language in EFL class, because there were certain topics that would be more accurate if delivering it by using mother tongue or second language. Besides, she also more comfortable to teach in class by using any language depend on the condition of the class and the students.

**Table 4.2.12**

The results from second lecturer's interview

NO	FACTOR	STATEMENT FROM THE INTERVIEW
1	Clarification	<i>"Pertama, ketika harus menyampaikan materi ajar yang sangat sulit, penting dan perlu penekanan/diksi/ekspresi paling tepat dalam bahasa ibu/bahasa pertama"</i>
	Fuctions	<i>"Kedua, ketika kosakata atau diksi yang"</i>

		<i>perlu saya gunakan dalam berkomunikasi dengan siswa sulit dicari padanan katanya dalam bahasa Inggris dan atau bahasa Indonesia”</i>
	Clarification	<i>“Selain itu mungkin ketika memberi instruksi yang spesifik, memberi instruksi yang spesifik biasanya”</i>
	Ease to communication	<i>“pada situasi tertentu Code-Switching bisa sangat membantu menjembatani kendala komunikasi sehingga pembelajaran bahasa Inggris menjadi lebih efektif, efisien dan bermakna”</i>

### 1) AS

AS is a lecturer who teach Public Speaking classroom in English study program IAIN Palangka Raya. AS argued about the use of alternative language in class, in general using Code-Switching is the transferring of language usage from the target language of English to Indonesian or also to the local language. Based on of him, he used Code-Switching would be depended on the subject that he teach, for example in the form of skill subject. He used more English in order to increase their English knowledge. But sometimes it is also necessary to use Indonesian language to clarify if there is material that is rather difficult. Besides, he claimed that he is better uses Full English to mastering the students' habit using their target language. AS also stated that there were some of reason why he used alternative language such as to clarify some difficult vocabulary, create a humour and



explained grammar or some text in English. In the last of his statement, he said some humour in class needed to make the students happy and enjoy with process of learning, even he has to code switch in teaching process.

**Table 4.2.13**

The results from third lecturers' interview

NO	FACTOR	STATEMENT FROM THE INTERVIEW
1	Clarification	<p><i>"Tapi juga kadang haa di selipkan bahasa Indonesia untuk memperjelas apabila ada yang materi-materi yang agak susah"</i></p> <p><i>"yang memperjelas lebih memperjelas penekanan yang membehasa bisa bahasa Indonesia atau bahasa daerah"</i></p> <p><i>"jadi saya lebih banyak menggunakan bahasa Indonesia jadi untuk memperjelas eee yang susah-susah menggunakan bahasa Indonesia tapi untuk basa basa yang simple saja"</i></p>
	Ease to communications	<i>"yang memperjelas lebih memperjelas penekanan yang membehasa bisa bahasa Indonesia atau bahasa daerah"</i>
	Functions	<i>"Iya. Kadang perlu jadi sebenarnya dieperlukan pada saat ketika yang tadi saya bilang ee ada kosa-kata yang terlupakan gitu ya atau ada hal tertentu yang mengharuskan dalam bahasa Indonesia"</i>
	Create humour	<i>"Saya biasa nya kalo misalnya untuk hal yang lelucon gitu, lelucon atau humor kadang saya menggunakan bahasa Indonesia"</i>
	Functions	<i>"Kadang-kadang walaupun tidak sering ya, kadang itu juga ketika menjelaskan grammar nya dari suatu ya, dari suatu teks ada grammar mungkin, lebih sulit dari. Jadi harus di code switches dalam bahasa Indonesia."</i>

e. Summary of the Result from Students and Lecturers' Interview

Based on the result of student's interviewee, most of the students claimed that the factor contributing them to use alternative language in EFL Speaking classroom is lack of vocabulary. Another reason is the functions. It means, some of the students argued they used Code-Switching (CS) when they don't know the meaning to speak with other peers or lectures, trouble with some of English text and grammar.

Besides, to clarify speaking between peers and lecturers also needed in EFL Speaking classroom in other to make good communication each other. Then not too different from some of lecturers viewed about use alternative language in teaching process. From 3 of the lecturers agreed that the factor on use Code-Switching faced by them is clarification, some trouble with functions and to make easy communication in learning process.

Even though, two of lecturers needed Code-Switching to create some humour as one of method in teaching specially to make the students enjoyable followed the process of learning.

### C. Discussion

Based on the result findings, there were two categories toward belief in the use of CS such as positive view and negative view, beside there were function and context of using CS involving in students' questionnaire. From the positive view, it consisted of eight items (item 1,2,3,4,5,8,10, and 11), as they agreed (agreed and strongly agree) on item 1 (67.6%), item 2 (80.9%), item 3 (52.2%), item 4 (68.6%), item 5 (60.9%), item 8 (60.0%), item 10 (58.1%), and item 11 (22.8%). From the negative view, it consisted of three items (item 6, 7, and 9) of which they agreed (agreed and strongly agreed) on item 6 (21.9%), item 7 (45%), and item 9 (49.5%).

According the two views, it can be said that from the average score of positive (58.89%) was higher than the negative's (39.03%). Thus, it was inferred that students tended to be positive toward the use of CS in classroom. It was concluded that, students agreed on using code switching (CS) that it enabled them to enjoy, comprehend, and to focus the lesson; and it encourage them to be active joined in the class, felt to be easier and to be concentrate when lecturers involving the CS, in addition it was supported by the function and context of using code switching (CS) that they (students) tended to dominantly agreed.

The result of questionnaire was completely supported by interview data about the factor of CS by students where the students revealed their factor for involving the L1 in L2. The reasons came from some factors (Moghadham, Chapter 1, p. 1; and Holmes, Chapter 2, p. 28) such as lack of vocabulary, assertion, clarification, ease to communicate, habits, functions, sub consciousness, formality, anxiety, and environment. Among the factors, the lack of vocabulary was mostly occupied in every student. This will be related to the aptitude (the capacity of brain in memorizing) where it led to the psycholinguistics aspect being the involving L1 in L2 learning, in other word Code-Switching occurred because of the psycholinguistics aspect.

Based on that discussion, it can be inferred that students' beliefs about Code-Switching (CS) in classroom was rather to support the learning process than call it as error performance although the factor occupied that most frequently happened such lacking of vocabulary (aptitude), however Code-Switching (CS) cannot be claimed as bad at all (although it may influence the process and outcomes of language acquisition). Since English in this country considered as foreign language, Code-Switching (CS) is inevitable for students in acquiring the English Language.

In line with lecturers' questionnaire, it was mostly agreed toward the use of Code-Switching (CS), and it was not contradictory to students' such as lecturers believed that CS could facilitate teaching and learning process, and students mostly believed that Code-Switching (CS) help them in teaching and learning process.

Thus, lecturers' belief was reflected to student's belief. It was also implied in interview that factors motivated of Code-Switching (CS) was mostly tended to students' condition (as they are foreign language learners) who came from different background such as aptitude, environment, and culture, in other words all students in a classroom were not the same so that they used Code-Switching (CS) was seemed to be claimed as positive where these beliefs will affect the attitude and lead to producing different teaching methods.

Therefore, it was believed that Code-Switching (CS) for either lecturers and students, is an integral part that take place in teaching and learning English process, even though lecturers realized that the use of Code-Switching (CS) could affect the language acquisition (the processes and outcomes of learning) as in Kalaja, Barcelos, and Horwitz (Chapter 2, p. 17), however in Code-Switching (CS), the use of English is better, however the use of first language or mother tongue in classroom during the lesson is needed for some reasons and condition.

The involving of first language or mother tongue was not the prominent language in classroom but it could help to support the English word of which to be acquired. The factors contributing behind the Code-Switching by students were lack of vocabulary (most frequently became the factor), anxiety, subconscious, clarification, function, formality, easier to communicate, assertion, environment, and habit. Meanwhile the factors they came from the lecturers were clarification, to create humour, subconscious and function. Thus, these factors were linked to Holmes (2013, Chapter 2, p. 30-33) in which social dimension such as function and formality were included, and social factor such as participant (to peers, to lecturers), purpose (assertion, clarification, easiness, humour), topic (lack of vocabulary in certain topic, grammar), and social context (environment, relationship among friends, subconscious related to habit).



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

It was concluded that the lecturers' and students' beliefs toward the use of Code-Switching in EFL speaking classroom was tended to be positive. First, lecturers believed that Code-Switching should be as an integral part in language learning process, which it was used as the last resort in transferring knowledge. It means that Code-Switching was not the prominent language used in teaching since it could affect students in acquitting language.

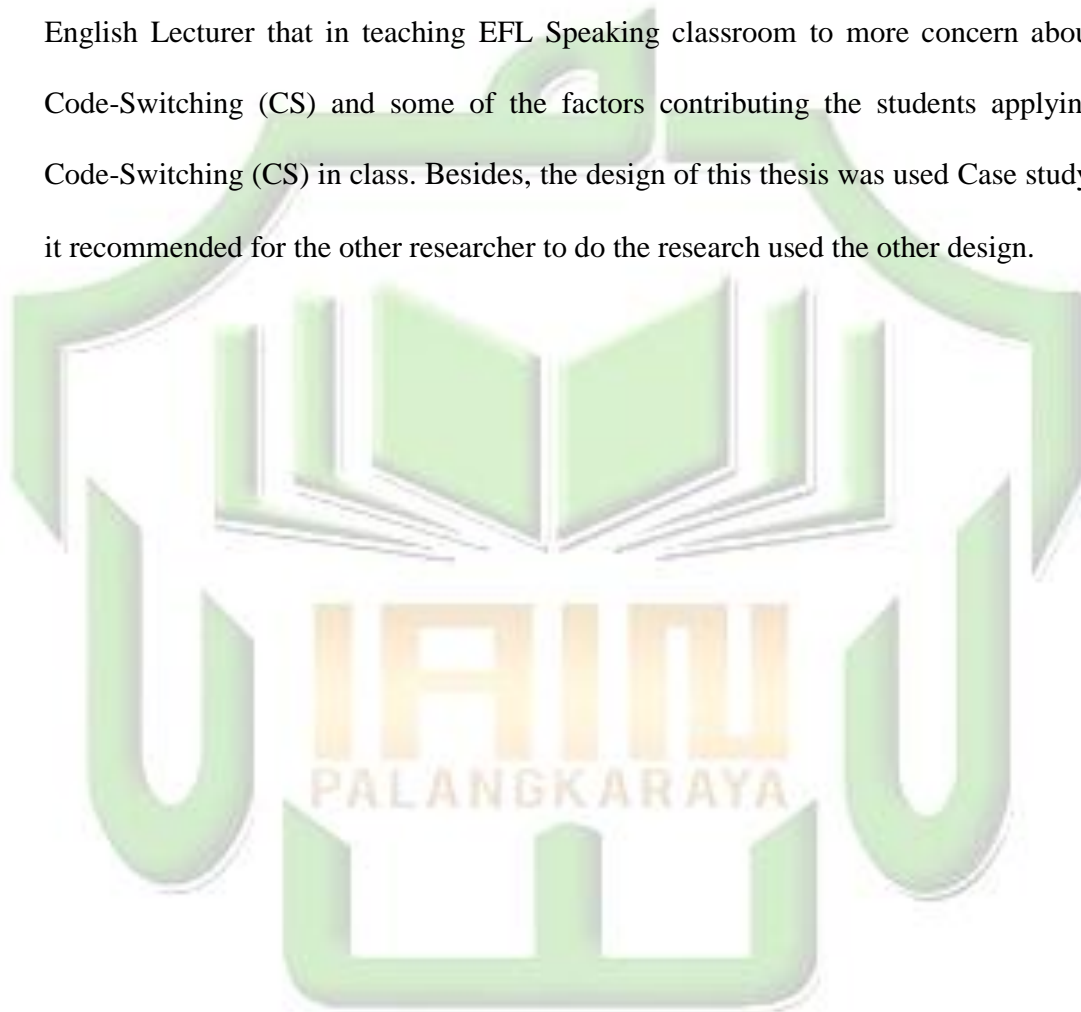
However, they admitted that Code-Switching was needed in contexts and function. Second, students believed that Code-Switching used by lecturers could help them to improve their comprehension to be better in language learning process especially in EFL speaking classroom. The students also used Code-Switching in some contexts and function in which they used it for serving communication to their or peers. However, in language learning process they preferred to use both English and first language during a lesson. Thus students' belief on the use of Code-Switching was tended to be positive. Talking about behind of Code-Switching used by lecturers and students, it was coming from some factors namely social factors and social dimension.

First, factors contributing Code-Switching used by lecturers were social factors such as purpose (to make students' comprehension to be better, to create humour/jokes, to make communication to be easier, to be understood, and to make clarification during teaching); the topic (to explain difficult topic like grammar); social contexts (subconscious related to habit and environment in which the most participants were from the users of first language); and participants (lecturer and students, the second factors were solidary (lecturers' understanding the need of students in acquiring language since English is foreign language and not second language), and function (related to the purposes mentioned in social factor).

There were two factors contributing the use of Code-Switching by students, namely social factor and social dimension. The social factors consisted of participant (students to lecturers, and students and their own peers who share the same language); the purpose (to express their self, to maintain the flow of conversation, to make communication to be easier, and to make assertion, anxiety related to social setting/shyness/unconfident); social context (subconscious related to habit in using first language); the topic (related to the condition of lacking vocabulary toward certain topic during lesson), social dimension motivated students in using Code-Switching included solidary (relationship among students); functions (related to the purpose mention in social factor), and formality of which students tried to keep being formal to lecturer by using Code-Switching.

**B. Suggestion**

It was instructed to all students to concern with improving their vocabulary in English speaking classroom. So that it will solve some of Code-Switching (CS) to clarifying and make ease to communication each other. It was recommended to English Lecturer that in teaching EFL Speaking classroom to more concern about Code-Switching (CS) and some of the factors contributing the students applying Code-Switching (CS) in class. Besides, the design of this thesis was used Case study, it recommended for the other researcher to do the research used the other design.



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