



**STUDENTS' REACTION ON THE USE OF TEACHER'S CODE
SWITCHING AND ITS INFLUENCE ON LANGUAGE LEARNING:
A CASE STUDY OF MADRASAH ALIYAH MUHAMMADIYAH 1 JEMBER
ACADEMIC YEAR 2018/2019**

THESIS

Written by

TRIA AGUSTIN

NIM 150110101064

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS JEMBER**

2022



**STUDENTS' REACTION ON THE USE OF TEACHER'S CODE
SWITCHING AND ITS INFLUENCE ON LANGUAGE LEARNING:
A CASE STUDY OF MA. MUHAMMADIYAH 1 JEMBER
ACADEMIC YEAR 2018/2019**

THESIS

A Thesis Presented to the English Department, Faculty of Humanities, Universitas Jember, in Partial Fulfillment of the Requirements for the Degree of Sarjana Sastra in English Studies.

Written by

TRIA AGUSTIN

NIM 150110101064

**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITAS JEMBER**

2022

DEDICATION

This thesis is wholeheartedly dedicated to:

1. My father, Ponari and my late mother, Semi, who have sacrificed everything for raising me. Thank you for the prayers, hard work, struggle, tears, and everything you have done for me. Even though I will never be able to repay their unlimited kindness, I will always try my best to make your dreams come true.
2. My husband, Moch. Hasan Arifin, who always gives me encouragement and support to finish this thesis as soon as possible. Thank you for being with me in my difficult times and for accepting me as I am.
3. My brother, Suyanto and my sister, Supiani, who always make their youngest sister not feel alone and excited to continue her dream and complete this thesis.
4. My nieces and nephews, Sela Apriliana, Bagus Alfin Saputra, Nidia Alifatur Rohmah, Raihan, who always made her aunt's days easier to pass, made my days, and comforted me in difficult times. Thank you for making the impossible things seem possible to reach and make it true.
5. My best friends, Evi Nirmawati, Yuni Mandasari, Isnaini Wardanawati, Dwi Mei Mentari Martha, Devy Budi Indriawaty, Nurul Latifah, who always support me. Thank you for always being there for me to work through my ideas and push me to be better. I have been so lucky to have you all in my life.
6. My best friends, Atha Mulia Rahma, Riska Ayu Anjasari, Sahwari, Amrina, Sofya Poerwanta, Fatma Nur Prastika, Linda Agustin, Aura Leilashafa Dibhan, Nina Amelia, who have comforted, inspired, cheered me on, and supported me throughout my study.
7. All my friends of English Department 2015 who cannot be mentioned one by one. Thank you for your kindness, thoughtfulness, generosity, and fierce support of me as a collegemate.

MOTTO

*“Start now. Start where you are. Start with fear. Start with pain. Start with doubt.
Start with hands shaking. Start with voice trembling but start. Start and don’t stop.
Start where you are, with what you have. Just... start.”*

(Ijeoma Umebinyuo)¹



¹<https://www.goodreads.com/quotes/3247698-start-now-start-where-you-are-start-with-fear-start>

DECLARATION

I hereby state that the thesis entitled **“Students’ Reaction on the Use of Teacher’s Code Switching and Its Influence on Language Learning: A Case Study of MA Muhammadiyah 1 Jember Academic Year 2018/2019”** is an original piece of writing.

I certify that the analysis and the research described in this thesis have never been submitted to any publications. I declare that this thesis has been composed solely by myself and that it has not been submitted, in whole or in part, in any previous application for a degree.

Jember, 1 November 2022

The Writer

Tria Agustin

150110101064

THESIS

**Students' Reaction on the Use of Teacher's Code Switching and Its Influence on
Language Learning :
A Case Study of MA Muhammadiyah 1 Jember Academic Year 2018/2019**

By

Tria Agustin

NIM 150110101064

Advisors

Supervisor: Reni Kusumaningputri, S.S. M.Pd.

Co-Supervisor: Dewianti Khazanah, S.S., M.Hum.

ADVISORY APPROVAL SHEET

This thesis entitled “**Students’ Reaction on the Use of Teacher’s Code Switching and Its Influence on Language Learning : A Case Study of MA Muhammadiyah 1 Jember Academic Year 2018/2019**” has been approved on:

Day / Date : Tuesday / 1 November 2022

Place : Faculty of Humanities, Universitas Jember.

Jember, 1 November 2022

Supervisor

Co-Supervisor,

Reni Kusumaningputri, S.S., M.Pd
NIP. 198111162005012005

Dewianti Khazanah, S.S., M.Hum
NIP. 198511032008122002

APPROVAL SHEET

Approved and received by the examination committee of English Department,
Faculty of Humanities, Universitas Jember.

Name : Tria Agustin

Student Number : 150110101064

Title : Students' Reaction on the Use of Teacher's Code Switching and
Its Influence on Language Learning: A Case Study of MA
Muhammadiyah 1 Jember Academic Year 2018/2019

Day, Date : Tuesday, 1 November 2022

Place : English Department, Faculty of Humanities, Universitas
Jember

Jember, 1 November 2022

1st Examiner

2nd Examiner

Drs. Wisasongko, M. A.
NIP. 196204141988031004

Agung Tri Wahyuningsih, S. S., M.Pd.
NIP. 197807232003122001

Approved by the Dean,

Prof. Dr. Sukarno, M. Litt.
NIP. 196211081989021001

ACKNOWLEDGEMENT

All praise is due to Allah the Almighty, the Most Gracious, and the Most Merciful for blessing, love, opportunity, health, mercy, and His endless blessing given to me during my study. I express my gratitude and sincere appreciation to those who have contributed and helped me to finish this thesis:

1. Prof. Dr. Sukarno, M. Litt., the Dean of Faculty of Humanities, Universitas Jember.
2. Indah Wahyuningsih, S.S.,M.A., the Head of the English Department.
3. Reni Kusumaningputri, S.S., M.Pd and Dewianti Khazanah, S.S., M. Hum, who had given their valuable time, I am endlessly grateful for providing me with support, inspiration, and guidance from the very beginnings of the thesis until the very end. This thesis would not be possible without the help, support and patience of them.
4. Drs. Wisasongko, M. A. and Agung Tri Wahyuningsih, S. S., M.Pd, who had given their valuable suggestions, comments, and guidance, to make this thesis improve.
5. All of the lecturers of the English Department who have taught me a vast number of invaluable things.
6. All of the staffs of the Faculty of Humanities Universitas Jember, who had helped and provided all the requirements needed for getting my degree.
7. All of my friends of English Department, who had given me support and motivation to finish this thesis.

Jember, 4 November 2022

Tria Agustin

SUMMARY

Students' Reaction on The Use of Teacher's Code Switching and Its Influence on Language Learning: A Case Study of MA Muhammadiyah 1 Jember Academic Year 2018/2019; Tria Agustin; 150110101064; 2022; 50 pages; English Department; Faculty of Humanities; Universitas Jember.

There is a phenomenon called code switching in bilingual society. It is used as an alternative way between two languages during speaker's speech with another bilingual. In other words, people's ability to use more than one language or code-switching in a conversation is a common phenomenon occurring among bilingual and multilingual speakers. Since the topic of code switching occurring in language learning classrooms has attracted academic interest in the field of second language acquisition, much debate has focused on attitudes towards code switching in a language classroom.

The data of this study were collected from 60 students in MA. Muhammadiyah 1 Jember 2018/2019 academic year. The goal of this study was to find out how the students react to the teacher's code switching, as well as how it influences them when learning English. It used the questionnaire items which are adapted from Lee (2010) and Gaudart (2002). It is then followed by semi-structured interview with 6 students whose questionnaire results showed positive attitude towards teacher's code switching and 6 other students showed the opposite.

This study revealed that the majority of students had positive attitudes towards code switching in English class. Students felt that teachers should use code switching in English classroom settings because teacher code switching practices help them learn English. Furthermore, code switching had positive effects such as facilitating student understanding, clearer teacher explanations, more effective classroom management and helping low achieving students. This research was expected to contribute to other similar research related to second language acquisition. In conclusion, this research

was expected to provide a clear understanding of language attitudes towards teacher code switching.



TABLE OF CONTENT

FRONTISPIECE.....	ii
DEDICATION.....	iii
MOTTO	iv
DECLARATION.....	v
THESIS	vi
ADVISORY APPROVAL SHEET.....	vii
APPROVAL SHEET	viii
ACKNOWLEDGEMENT.....	ix
SUMMARY	x
TABLE OF CONTENT.....	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Research Problem	3
1.3 Research Questions	4
1.4 Purposes of the Study	4
1.5 Scope of the Study	4
1.6 The Significance of the Study.....	5
1.7 The Organization of the Study.....	5
CHAPTER 2. LITERATURE REVIEW	7
2.1 Previous Studies	7
2.2 Theoretical Framework.....	9
2.2.1 Second Language Acquisition.....	10
2.2.2 Bilingualism.....	11
2.2.3 Code Switching	12
2.2.4 Attitude	12

CHAPTER 3. RESEARCH METHODOLOGY.....	14
3.1 The Type of the Research.....	14
3.2 Research Strategy	14
3.3 Data Collection	15
3.3.1 Participants	15
3.3.2 The Instruments.....	16
3.3.3 The Procedures	19
3.4 Data Processing	19
3.5 Data Analysis.....	20
CHAPTER 4. RESULTS AND DISCUSSION.....	22
4.1 Students’ reactions to teachers’ code switching.....	22
4.2 The influence of teacher’s code switching on students’ language learning .	24
CHAPTER 5. CONCLUSION.....	34
REFERENCES.....	36
APPENDICES	36

CHAPTER 1. INTRODUCTION

There are six subchapters written in chapter one. The first subchapter concerns on general discussion about problems to be investigated in this study. It also explains further about basic reasons for selecting topic of the study. The second subchapter shows some problems investigated in the study. The next subchapter presents research questions which need to be answered for the sake of solving the problems of the study. Afterwards, the fourth subchapter contains purposes of the study. The fifth one contains the boundaries of the problems to be discussed so that the scope of the discussion does not expand and remains relevant. The last subchapter explains how this thesis report is organized.

1.1 Background of the Study

The era of globalization and technology advancement requires society to know more than one language; first is a mother tongue and the second is another language spoken as the second language. According to Chaer and Agustina (1995), bilingualism is an ability to use one or more languages by someone in good level or almost in good level. Technically, it can refer to knowledge of two languages; however the level of it is different. They add that the ability of using two languages may not be in a good level; less proficiency is permitted.

In line with Chaer and Agustina (1995), Lado (1964) states that bilingualism means someone's ability to use two languages correctly based on the knowledge of two languages regardless of level. For this reason, people can be considered as bilingual speakers as long as they are capable of speaking another language other than their mother tongue. As English is considered an important linguistic capital (Saito, 2012), people around the world tend to learn English as a second or foreign language (McKay, 2003). Hence, people who have already mastered their first language are now becoming bilingual or multilingual speakers due to the mastery of English as their second or foreign language

In bilingual society there is a phenomenon called code switching used as an alternative way between two languages during speaker's speech with another bilingual. In other words, people's ability to use more than one language or code-switching in a conversation is a common phenomenon occurring among bilingual and multilingual speakers. It is in line with what some researchers state that the use of more than one language or code-switching in a conversation is a common phenomenon among bilingual and multilingual speakers (Gass and Selinker, 2008).

Related to bilingualism and education in the second language learning context, code switching creates some effects to their learning process in the classroom. It is because the attempt to achieve the success in teaching English as the second language cannot be separated with the role of English teachers themselves as the language educators. However, non-native English teachers are among people who have tendency to switch code since they are required to master the language they have to teach.

If it is seen from the side of pedagogy, the point of controversy in English as a second language teaching is whether the first language (henceforth L1) of students must be allowed to be used by a bilingual teacher in English class. Therefore, there are various policies regarding this issue. It is because they range from encouragement, benefits, despair to the total ban on code switching in the classroom (Martin-Jones, 2000). While students need maximum exposure to English to develop their language skills, it is also important for them to understand teacher talks and linguistic data addressed to them.

Prucha (1983) proposes that code-switching should not be allowed in second language classrooms as it may hinder learning process. It causes the students to depend too much on teachers' code-switching. Consequently, it might make them lose their desire to learn and the ability to guess and conclude in the new linguistic environment of the second language. In addition, frequent use of code-switching might also influence the way students communicate in the second language later. On the other hand, if it is seen from a practical point of view, some researchers such as Crystal

(1987) and Cook (1991) agree that there are times when explaining in the first language is easier. It can save time and help reducing confusion among students who learn English as the second language. Furthermore, the students found this as a motivating factor in learning the second language as they do not perceive the language as difficult to learn (Levine, 2003; Greggio&Gil, 2007)

There have been contrasting views on how bilingual students react to teachers' code switching and how it influences them in language learning. Hence, it motivates the current study to do similar and further investigation about it and to see more about how students' attitude towards teacher's code switching from the students' point of view as the recipients of the language. Therefore, this research investigates how the ESL students react to teacher's code switching and how it influences them as well as their attitude towards teacher's code switching. To collect the data, the study takes the sample case of a phenomenon of code switching used by an English teacher in the English classroom in MA. Muhammadiyah 1 (MAMUSA) of Jember grade 10. When communicating with the ESL students, the English teacher prefers to switch English to Indonesian. Therefore, this investigation is appropriate to be done in this classroom since it aims to clarify which view is being upheld in the English classroom.

1.2 Research Problem

Teacher's code switching is the phenomenon occurring in an English classroom in MAMUSA Jember. The ESL teacher prefers to switch English which is spoken as their second language (L2) to Indonesian (L1) in language learning classroom. Code-switching as debatable phenomenon can be viewed based on pro and cons side. One view states that the use of code switching has a good effect on language learning and the other states the opposite. Thus, this research focusing on Indonesian ESL classroom is conducted to clarify which view is being upheld the effect and how it influences the students in English learning classroom as well as how their attitude towards teacher's code switching.

1.3 Research Questions

From the background of the study which is written above, this research is conducted to answer the following questions:

1. How do the students react to the teacher's code switching?
2. How does the teacher's code switching influence the students when learning English?

1.4 Purposes of the Study

The purpose of this study is to be able to answer the two purposes as follows:

1. To find out how the students react to the teacher's code switching in the English classroom.
2. To investigate how the teacher's code switching influences the students when learning English.

1.5 Scope of the Study

To avoid a broader description of this study, a limitation is needed. Hence, this study deals with Second Language Acquisition (SLA), "the study of how second language are learned" (Gass and Selinker, 2008:1). Ellis (1997) said that second language is not intended to contrast with foreign language. Whether we are learning a language naturally as the result of living in a country where it is spoken or learning a language in a classroom, it is customary to speak generically of second language acquisition.

This study discusses code switching as the result of a language contact between base language (Indonesian language) and embedded language (English) in selected English teaching classroom in MAMUSA Jember. This study limits the object in conducting the data by choosing the whole student in one English classroom. Furthermore, this current study chooses ESL students grade 10 in MAMUSA Jember as the subject of the study.

1.6 The Significance of the Study

There are several reasons of selecting this topic. It is expected that this thesis can provide deeper insight of what the students' attitude towards teacher's code switching and how it influences on language learning which are raised by experts of Second Language Acquisition, more especially in the discussion of attitude and influence. It is also expected that this thesis help the next studies in the field of second language learning. Practically, this study is hoped to be able to help the English teachers in MAMUSA in their second language learning. Meanwhile, for the students in MAMAMUSA, this study can be used as the reference that can help them in learning second language so they can obtain the success in learning English.

1.7 The Organization of the Study

The first chapter in this study concerns on introduction. This chapter deals with subchapters. The first section discusses a general discussion about the problems investigated in this study. It also explains more about reasons and grounds for choosing a topic. The second subchapter shows some of the problems that are being investigated in this study. The next section presents research questions which need to be answered in order to solve research problems.

After that, the fourth section contains the reasons why this research is conducted. The fifth contains the boundaries of the problem to be discussed so that the scope of the discussion does not develop and remains relevant. The next chapter underlies previous studies presented in review of related. This chapter also deals with the theories of code switching and topics related, definition of second language acquisition, bilingualism, code switching, and attitude.

Then, the third chapter deals with subchapters. The first subchapter shows what type of research used in this current study. The second subchapter explains about what type of data used in conducting the study. In the next subchapter, it presents the strategy used in the study. The fourth one presents how the data are processed. The last

subchapter explains the steps how the data are processed. Afterwards the fourth chapter includes results and discussion. Last, the final chapter of this study is conclusion.



CHAPTER 2. LITERATURE REVIEW

This part talks about previous studies which are similar with this current study. There are three previous studies which were already conducted related to the topic of code switching occurring in second language learning classroom. Further, the similarities and the gaps between this study and the previous studies are also provided in this part. In this section, it also explains the theories relating to the problems to be discussed from experts and also from sources that can be trusted.

2.1 Previous Studies

This part talks about the previous studies which are similar in topic to this study. Further, the similarities and the gaps between this study and the previous studies are also provided in this part. There are three previous studies on the topic of code switching occurring in second language learning classroom which are discussed here.

The first previous study was written by Nordin, Ali, Zubir, and Sadjirin (2012). The study aimed to investigate what students thought about code switching and when the code switching worked best in the English class. A total of forty-five second semester diploma students from the Faculty of Applied Sciences, University Teknologi MARA Pahang were randomly selected as the participants for the study. Primary data of the study were collected using a survey questionnaire. The data from the questionnaire were analyzed using both descriptive statistics for the scores of mean, standard deviation, frequency, and percentage and inferential statistics for correlation measures.

The study revealed that a majority of students had positive attitudes towards code switching in the English classroom. Students perceived that teacher should have used code switching in the English classroom setting because the teachers' code switching practice did help them learn English. The students also perceived that it was necessary to limit the use code switching and for specific purposes only. It should have not been extensively done because English was the language being learnt in the classroom. Therefore, the researchers suggested that the use of target language should

be maximized. In addition, the study showed that code switching worked best when giving instruction, giving feedback, checking comprehension, explaining grammar, explaining differences between first and second language, discussing assignment, test, and quizzes because it helped students feel more confident and comfortable.

The second previous study was conducted by Svendsen (2014). This study attempted to answer if code-switching supported oral language development in the second language (L2) classroom and what needed to be considered when using code-switching in an educational context. The participants of this study were second language students in secondary school in Sweden. This study used a research synthesis as a method since it allowed comparing, contrasting and analyzing previous studies. It concluded that code-switching did not support oral language development in the L2 classroom. Nevertheless, the students still thought that code-switching could be used as a language strategy in the classroom as it might contribute to conversation and keep conversations to abate.

The last previous study was investigated by Akynova, Zharkynbekova and Aimoldina (2012). It aimed to assess students' perception of Kazakh-English code switching. The study examined 100 Kazakh-speaking students of higher educational institutions of Astana (Kazakhstan). A multiple-choice questionnaire with standardized likert scale format was the principal method to conduct this study. Findings of the study demonstrated that code switching contributed to increase the interest in learning as difficult linguistic material was easily learnt with the help of switching to the native language. Besides, the students were less susceptible to stressful situations. In addition, a favourable environment was created for students and the process of language learning became more efficient. Students did not feel lost and felt satisfied in the process of language learning. The results of the study also indicated the relation between code switching and its impact on learning. The majority of students unanimously responded that code switching contributed to effective language acquisition: it helped them understand difficult words and concepts, and explanation of difficult parts of the

grammar in the native language assists in acquiring the proficient level of English. In general, students believed that code switching promoted to effective learning of a foreign language.

The three previous studies above give meaningful contribution to the current study because of some similarities they have. They give knowledge about L2 students' opinion, their reaction, and their attitude towards teachers' code switching in a classroom. Apart from focusing on answering the question of how students react to teacher's code switching and how it influences them in learning English, this study also tries to reveal positive attitude or negative attitude of the students towards teacher's code switching. Since the study of students' attitude towards teacher's code switching in classroom in context of Indonesian students is rarely investigated, it motivates to take similar study in context of students of Indonesian in the current study.

Even though the previous studies elaborated on the students' attitude towards teacher's code switching, none of them touch upon the issue of how teacher's code switching influences the language learning. Besides, research in the ESL classroom has not been that of wide range although there has been that type of research since the 1970's (Martin-Jones, 1995). Thus, this study does not only talk about the attitude, but this study also extends to the area or discussion of the influence of teacher's code switching towards language learning classroom. However, when code switching is used to facilitate, students can have positive and negative attitudes towards it. Hence, student attitudes towards teacher code switching need to be explored in the ESL context in Indonesia.

2.2 Theoretical Framework

This chapter provides some theories which are important to help the current study answer questions in the research problems.

2.2.1 Second Language Acquisition

According to Gass and Selinker (2008:7), Second language acquisition (SLA) refers to the process of learning another language after the native language has been learned. Meanwhile, Ellis (1997:3) explains that “L2 acquisition can be defined as the way in which people learn a language other than their mother tongue, inside or outside the classroom”. From those explanations, we can conclude that a target language refers to the language which is being learned and the study of this learning process is called as SLA. The term “second” in this context can refer to any language that is learned after the mother language. It is in the line with the use of English as a second language in MAMUSA when it is learnt in a classroom.

Further, this research involves the theory of SLA because of some reasons. First, the participants of the study are the students of MAMUSA who are learning English as a second language. The students come from different village with the same first language (Indonesian). Most of them have already acquired and spoken two languages, their local language (henceforth either Javanese or Madurese) and Indonesian as their first language. Therefore, the topic in this study focuses on “students’ second language”. It is similar to what Ellis (1997:3), states that the term ‘second’ itself is not intended to be contrasted with ‘foreign’. Whether we learn the language naturally as the result of living in a country where it is spoken or we learn the language in a classroom, it is customary to speak generically of ‘second’ language acquisition. Therefore, foreign language is within the scope of SLA.

The second reason why this study uses the theory of SLA is because the learning process of English language in MAMUSA-as the place to gain the data is formal L2 learning, in which English is used as the language of instruction by the teacher and learned by the students during learning process in the classroom. It means that this situation is included in the scope of SLA.

2.2.2 Bilingualism

Grosjean (2008:10) describes bilingualism as the regular use of two or more languages (or dialects). It means that bilingualism can happen when the same individual utter two or more languages. Whereas, a bilingual refers to the person who uses two or more languages in his or her utterance. A speaker may be bilingual due to having learning and using two different languages simultaneously or he may be a bilingual by getting an L2 after his L1. It can be known that bilinguals are able to choose which language they are going to use in a social condition. In addition, a bilingual is able to switch their language according to the situation faced at the time, such as location, role relationship, and topic. For example, when bilinguals are in interaction with monolingual, they will use dissimilar language compared to when bilinguals have conversation with bilingual interlocutor. This case is supported by the statement of Hamers and Blanc (1989:12). They state that “the bilingual’s language behavior will vary according to whether he interacts with a monolingual or a bilingual interlocutor in a unilingual, bilingual, or multilingual environment”.

In an EFL context, bilingual approach referred to the use of students’ first language (as a teacher’s and students’ bilingual language) is defined as two languages of classroom instruction used by the teacher in teaching English, or it is also meant incorporating the students’ native language (L1) in English language learning (ELL) classroom as a learning tool (Dujmović, 2007). In other words, bilingual approach applies two or more languages classroom instruction as media in learning second language or foreign language in which it is applied in a class where the students have similar language.

Whereas, bilingual approach in an ESL context has been employed by many current researches. Further, a broader definition of bilinguals that includes individuals have various degrees of language abilities in different domains in both languages, such as ‘those people who need and use two or more languages (or dialects) in their everyday lives’ (Grosjean, 2010:4). Further, bilingual in the context of ESL is defined by Haugen

(1953). He argued that anyone capable of producing meaningful utterances in more than one language could be considered bilingual.

Moreover, the definition of the bilingual approach above is in accordance with Indonesian context in which English exists as a second language when they are learning English as a learning subject. In addition, the term bilingual approach in Indonesia is commonly known as the student's first language use (L1) in second or foreign language learning. The two definitions are the same since the bilingual approach and the use of L1 are the same as the bilingual approach concept itself.

2.2.3 Code Switching

One of the bilingualism results is code switching (CS). The phenomenon of CS has become an important topic in theoretical and practical investigations in the second language acquisition. According to Holmes (1992) code switching happens when speakers shift from one language to another language whether it is only one word, utterance, and even one sentence. Similarly, code switching is also defined by Myers-Scotton (2006) as the use of two languages varieties in the same conversation. It means that code switching occurs when a speaker use more than one variety in a conversation. Besides, code switching occurs unconsciously by the teacher and is used as a good strategy in explaining instructions, translating difficult vocabulary, managing class, giving background information and in reducing students' nervousness (Jingxia, 2010; Yao, 2011).

Since the topic of code switching occurring in a language learning classroom has attracted academic interest in the field of second language acquisition, much debate has focused on the attitudes towards code switching and reasons of the use code switching in L2 classroom environment.

2.2.4 Attitude

According to Secord and Backman, the attitude refers to "certain regularities of an individual's feelings, thoughts and predispositions to act toward some aspects of his

environment”. Similarly, Loudon and Bitta (1993) define attitude as how for or against, positively-negatively, favorably or unfavorably a person regards an object. In language learning, attitude is characterized as an individual reaction to anything that relates to learning process, such as the course and the teaching environment of the target language (Gardner, 1985:9). Code switching is very common in ESL/EFL classrooms throughout the world these days and students have positive and negative attitudes towards code switching of teachers in classroom (Abdolaziz&Shahla, 2015).

However, whether students have positive or negative attitude can be seen from their response toward L2 learning. According to Gardner’s questionnaires (1985), there are some points that explain about a learner who has either positive or negative attitude. For example, “Teacher’s code switching helps me in understanding new and difficult vocabulary, concepts, and ideas”, it shows that the learner has positive attitude. In other words, he/she feels if teacher’s code switching motivates them to work in that subject in learning process. On the contrary, the learner feels enjoyed in all activities of learning such as doing assignment, making discussions with students about L2, and making question or answers of lecture’s explanation. While, if the learner’s response “I am unable to concentrate on lecture when teacher switches code from English to Indonesian”, it is classified as negative attitude. The learner is not interested in everything about L2. He/she tends to keep his/herself away from all the activities of learning.

Some respondents viewed code switching in negative light when code switching hinders L2 acquisition for students. On the other hand, respondents view code switching in positive light when the respondents showed mixed feelings about the view that teacher’s code switching motivates them to work in that subject and facilitates the learning process. They think that they are comfortable with teacher’s code switching and it does not weaken their English.

CHAPTER 3. RESEARCH METHODOLOGY

This chapter consists of 5 subchapters. The first subchapter shows what type of research is used in this current study. In the next subchapter, it presents the strategy used in the study. The third one presents how the data are collected. Next, it explains how the data are processed. The last subchapter explains the steps how the data are analyzed.

3.1 The Type of the Research

This study is categorized as mixed method research since quantitative and qualitative methods of research are combined in collecting the data. According to Bergman (2008:1), mixed method is the combination of at least one qualitative and at least one quantitative component in a single research project or program. In conducting the study, quantitative method is used to serve the analysis of the data in the form of number. It is in line with Denscombe (2007:248) who states that quantitative research tends to be associated with numbers as the units of analysis. In conducting this study, quantitative data is used to count the 10th grade students' preference of the use of teacher's code switching in a classroom.

Besides, in the qualitative data, the analysis of data is served in the form of interpretation or description. Mackey and Gass (2005:162) state that "Qualitative can be taken to refer to research that is based on descriptive data that does not make (regular) use of statistical procedures". In conducting this study, qualitative data are taken to be compared with the results of the quantitative data and to know whether the qualitative data supports the quantitative data.

3.2 Research Strategy

This study is classroom research. Allwright (1983:191) argues that classroom research is just that research centered on the classroom. Further, he states that classroom research simply tries to investigate what happens inside the classroom when students and teachers come together. More recently, Dörnyei (2007) described CR as "an umbrella term for empirical investigations that use the classroom as the main research site". Since the phenomenon of teacher's code switching in MAMUSA occurs inside a classroom, this study uses classroom

research as the strategy to conduct the study. From the above explanation, it can be drawn the understanding that classroom research tries to realize the curiosity of a researcher who investigates what happens in a classroom. In the classroom research, the class is used as an object of research by a person other than a teacher who collects data by observing phenomena that occur in the classroom.

3.3 Data Collection

This subchapter includes the participants of the study, the instruments, and the procedures of conducting the study.

3.3.1 Participants

The study started from selecting MA. Muhammadiyah 1 of Jember (MAMUSA) Jember as the location where this study was conducted. The reason why the study was appropriate to be conducted in MAMUSA because the English teacher in MAMUSA used code switching when teaching English in a classroom. In addition, the study was conducted to find out how the students reacted to the teacher's code switching and how it influenced them in learning English. In line with the goals of the study, the students in MAMUSA were taken as the participants because the study focused on the students' point of view towards teacher's code switching.

The study used convenience or opportunity sampling to determine which grade was suitable to be observed. It was also known as a non-probability/non-random sampling technique used to create sample as per ease of access, readiness to be a part of the sample, availability at a given time slot or any other practical specifications of a particular element. The study took members merely on the basis of proximity and did not consider whether they represented the entire population or not. Using this technique, the study could observe habits, opinions, and viewpoints in the easiest possible manner. It used convenience or opportunity sampling to decide target population. It is in line with Dornyei (2007:98) who states that convenience or opportunity sampling is to select members of the target population for the purpose of the study. In this study, all of the 10th grade students in MAMUSA academic year 2018/2019 were taken as the sample of the study. The

10th grade students consist of 60 students and were separated in 2 classes. The 10th grade classes were chosen as the sample of the study because all of the classes in MAMUSA were treated the same way by their English teachers when teaching English in a classroom. The English teachers did code switching when teaching English in 10th-12th grade class.

3.3.2 The Instruments

The instruments of this study were divided into two parts: they were questionnaire and interview. The first data collection method of this study was distributing the questionnaire. The type of questionnaire used was closed questionnaires. Mackey and Gass (2005:93) state that “closed questionnaires mean that the researcher determines the possible answer of questions. Questionnaire is adapted from Lee (2010) and Gaudart (2002). The questionnaire of this study consists of 12 statements. The 6 statements which indicate that the students have positive attitude towards teacher’s code switching are written in number 1 to 6. The other 6 statements which indicate that students have negative attitude towards teacher’s code switching are written in number 7 to 12. The questionnaire, which comprises 12 items aim at finding out what the students’ attitudes toward teacher’s code switching are. It is sorted to include likert scale (Strongly Disagree=SD, Disagree=D, Neutral=N, Agree=A, and Strongly Agree=SA). The students have to tick one of the five boxes by each statement. The questionnaires items are translated into Indonesian so that the participants can understand each item and give correct responses towards the questionnaires. Furthermore, here were the questions distributed to get the quantitative data.

Table 3.1 The ESL Students’ Reaction to Teacher’s Code Switching
Questionnaire

Item Number	Statements
1.	Code-Switching enhances the ability in understanding the lesson

2.	Teacher's code switching helps me in understanding new and difficult vocabulary, concepts, and ideas.
3.	Teacher's code switching for the task instruction helps me understand the task better.
4.	Teacher's code switching gives me confidence to speak and participate in the class.
5.	Teacher's code switching motivates me to work in that subject.
6.	Teacher's code switching facilitates the learning process.
7.	When teacher switches code, I get confused.
8.	Code-switching retards the pace of lesson.
9.	Teacher's code switching weakens my English.
10.	Teacher's code switching makes me less proficient in speaking.
11.	I am unable to concentrate on lecture when teacher switches code from English to Indonesian.
12.	It causes boredom when the teacher uses code-switching.

The second collection method of this study is interview. The interview is done to get detailed information from the participants. The study uses semi-structured interview. With this type of interview, the interviewer needs to prepare the list of the questions, while the interviewer is still possible to ask the questions out of list (Denscombe, 2007:176). It means that the questions are delivered freely but still beyond the main idea of the question lists. Furthermore, the answers are open ended. It takes longer answer other than "yes" or "no" statement. In addition, the interview does not only answer the research question number 2 on how the teacher's code switching influences the students when learning English, but it is

also used to get richer and deeper data as well as further information and clarifications related to participants' answers in the questionnaire. Moreover, the students do not speak English fluently so that the interview is assigned using Indonesian to allow participants to respond the issues thoroughly without language constraints (English). It also makes the participants be able to answer and avoid misunderstanding.

This study uses focus group interview as the technique. It is an economical way to gather information from large amount of qualitative data. A group consists of six or nine students. It is in line with Denscombe (2003: 169) who states that focus group interview can be called as a group discussion in which the group contains a small group of people usually about six or nine persons. Hence, the focus group interview contains 12 students. Further, those 12 students are divided into 2 group interviews. The interview lasts about 30 minutes long each group. The interview is recorded in order to catch the detail of the discussion. Besides, the study also employs internet interview if the participants do not come in the interview. According to Denscombe (2007:186), internet interview, at its simplest, consists of an exchange of email correspondence. It uses the most frequently used applications in current times named Whatsapp application. In addition to its speed and simplicity, WhatsApp also guarantees the confidentiality of users' conversations. Besides, WhatsApp allows users to create a group consisting at least 2 members.

Aside from using focus group interview, this study also uses one-to-one interview. Denscombe (2007:177) states that one-to-one interview is a variety of interview in which there is a meeting between interviewer and the interviewee. It is chosen to know more about participants and to know how the participants expression when they answer the questions. This type of interview is held after doing focus group interview. It takes two participants representing strong answers of positive and negative attitude from the questions asked in the focus group interview.

3.3.3 The Procedures

To start collecting the data, the students were asked to fill the consent form before collecting the data through questionnaire. The consent form contained brief information about what this study tried to investigate and the confirmation of the respondents that they agreed to work with the researcher/ to become the participants in this research. Then, the questionnaires were distributed to the participants. The collection of the questionnaires was done in the same day for the sake of saving the time.

The second method in collecting the data was from semi-structured interview. It employed a focus group interview which was conducted after making an appointment with the participants. Then, a face to face to interview was held when the results of focus group interview were already transcribed. In addition, the questions and the students' answers during both focus group interview and face to face interview were recorded and then would be transcribed later. It was also conducted using Indonesian in order to make the students' comfortable and able to answer the questions appropriately.

3.4 Data Processing

There were two main stages to gather the data; the first stage was the questionnaire data processing and the second one was the interview data processing. The first stage consists of six steps, they are:

- a. Distributing the questionnaires to the participants in 2 classes.
- b. Collecting the questionnaires immediately after the participants finish answering them.
- c. Processing the data by summing up the answers of each student's choices in the 5 likert-scale to find out how the students' attitude towards teacher's code switching.
- d. Calculating the results of the questionnaire because it is represented by numbers and percentages.

Formula:

$$P = F/N \times 100$$

Where:

P = Percentage (%)

F = Frequency

N = Total Number of Participants

- e. Then, showing the results of questionnaire in the form of percentages.
- f. Organizing the result of data obtained from the questionnaire into computer files or file folders.
- g. Transferring or rewriting the result of the questionnaire in the form of a description.

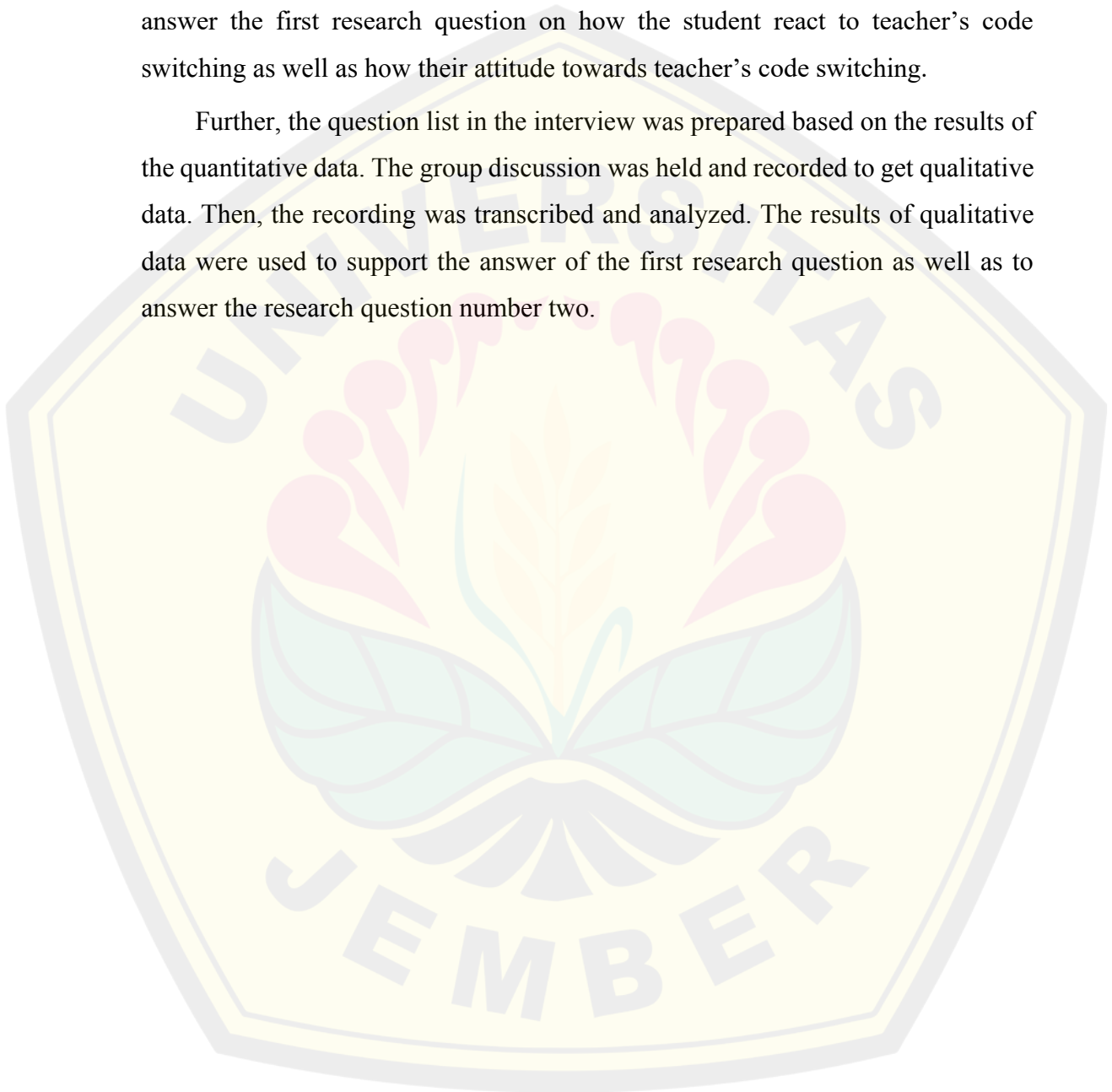
The second stage was the interview which was done after analyzing the results of questionnaire. Several participants were selected to be interviewed with some questions related to their answer in the questionnaire. Then the results of interview were transcribed. It is in line with Dörnyei (2007:246) who states that the result of interview must be transcribed or converted or transformed into a textual form. The transcription process usually takes a long time, but it gives more information.

3.5 Data Analysis

This study used two data collection methods. Those were quantitative data obtained from questionnaire and qualitative data obtained from the interview. The process of analyzing the data consisted of two stages. The first stage was analyzing the data from questionnaire. First, the questionnaire was distributed to all participants in two classes. Second, the questionnaire was collected after the participants had finished answering the questionnaire. Then, the quantitative data were taken. Afterward, the quantitative data were processed. The results of the questionnaire were counted and grouped based on its construct. In this step, the percentage of the participants' answers in every construct could be revealed. If the results showed a high percentage, it meant that the students had positive attitude towards teacher's code switching. It could be concluded that students found the use of teacher's code switching useful and interesting when learning English in a classroom.

On the other hand, a low percentage means that the students had negative attitude towards teacher's code switching. The students found teacher's code switching unuseful and boring. It could be said that low percentage could make them uncomfortable to join the English class. From those results, it could show how the students' attitude towards teacher's code switching. This step was meant to answer the first research question on how the student react to teacher's code switching as well as how their attitude towards teacher's code switching.

Further, the question list in the interview was prepared based on the results of the quantitative data. The group discussion was held and recorded to get qualitative data. Then, the recording was transcribed and analyzed. The results of qualitative data were used to support the answer of the first research question as well as to answer the research question number two.



CHAPTER 4. RESULTS AND DISCUSSION

This chapter consists of one subchapter. It focuses on the results and the discussion of the research. It shows the results of the collected data from quantitative and qualitative methods. In this study, quantitative method is used to gain the first research question asked how the students react to the teachers code switching. It is disclosed from the questionnaire which shows the analysis of the data in the form of number. Then, it is followed by qualitative method for interview session in order to get some clarification from the participants regarding their choices on the questionnaire. In addition, the second result is obtained from the second interview session that reveals and for showing how the teachers' code switching influences their language learning

4.1 Students' reactions to teachers' code switching

The results of the questionnaire are shown in the table below. The questionnaire items were arranged on two opposite polars. The first 6 statements reveal positive reactions toward code switching and the rest are statements showing negative reactions towards teacher's code switching. The higher the mean score, the more positive the students' reactions towards teacher's code switching and vice versa. Therefore, the discussion is going to be presented in that order.

Table 4.1 Students' Reactions to Teacher's Code Switching

STATEMENT	Students (N=60)									
	Distribution of Answer to Each Statement									
	SD		D		N		A		SA	
	f	%	f	%	f	%	f	%	f	%
1. Code switching enhances the ability in understanding English lesson.	2	3.3%	4	6.7%	24	40.0%	20	33.3%	10	16.6%
2. Teacher's	0	0%	3	5%	4	6.7%	33	55%	20	33.3%

code switching helps me understand new and difficult vocabulary, concepts, and ideas.										
3. Teacher's code switching for the task instruction helps me understand the task better.	2	3.3%	4	6.6%	23	38.3%	23	38.3%	8	13.3%
4. Teacher's code switching gives me confidence to speak and participate in the class.	1	1.7%	2	3.3%	20	33.3%	27	45%	10	16.7%
5. Teacher's code switching motivates me to work in that subject.	1	1.7%	4	6.7%	15	25%	25	41.7%	15	25%
6. Code switching can save time in Learning English.	0	0%	9	15%	24	40%	25	41.7%	2	3.3%
7. When the teacher switches the	13	21.7%	19	31.7%	23	38.3%	5	8.3%	0	0%

code, I get confused.										
8. Code-switching retards the pace of lessons.	17	28.3%	20	33.3%	18	30%	5	8.3%	0	0%
9. Teacher's code switching weakens my English.	5	8.3%	33	55%	15	25%	5	8.3%	2	3.3%
10. Teacher's code switching makes me less professional in speaking.	16	26.7%	22	36.7%	13	21.7%	9	15%	0	0%
11. I am unable to concentrate on lecture when the teacher switches the code from English to Indonesian.	21	35%	17	28.3%	30	33.3%	2	3.3%	0	0%
12. It causes boredom when the teacher uses code-switching.	14	23.3%	21	35%	18	30%	5	8.3%	2	3.3%

4.2 The influence of teacher's code switching on students' language learning

The results of questionnaire number one "code switching enhances the ability in understanding English lesson" shows that the students tend to have neutral

reaction towards teacher's code switching. According to some of the students, the reason why they chose neutral because they sometimes lose track of the topic. Most of the time it happens when a teacher employs code switching. It is strengthened by one of the students in the interview session as follows:

“when I heard a teacher does code switching, I accidentally have no idea what he/she talks about. Then I just keep paying attention to him/her, but I just find it quite hard to catch up on his/her material again. Nevertheless, I also feel that it can enhance our ability in understanding English lesson since we use it as the second language in the classroom” (E4.1/1)

From the student's statement above, it indicates that the students find it quite difficult if the teacher explains the lesson in English. As a result, students lose the topic of conversation carried out by the teacher in the classroom. It happens because the students do not know some English words or sentences the teacher uses to convey the topic or material.

However, at the same time, the students find it helpful if the teacher does code switching to make the students understand better. They perceive teacher's code switching as one of the ways the teacher does to make them understand the material well. In addition, code-switching has positive influence on students. It helps them understand difficult aspects of the lesson as well as enabling them to participate in lessons. Besides, it also helps them in making connections to their prior knowledge.

A prevalent positive reaction is seen in question item number 2 where students were asked to react whether teacher's code switching helps them understand new and difficult vocabulary, concepts, and ideas. Its percentage result represents that more than half of the students in the class agree that teacher's code switching helps them understand new and difficult vocabulary, concepts, and ideas. This is reinforced by the results of an interview with one of the students as follows:

"Our English teacher helps us when we have problems in understanding unfamiliar words by doing code switching. It really helps us a lot. If the teacher doesn't do it, we will probably lose of track of unfamiliar words we have never heard before. And in the end, we will not being able to catch up the material"
(E4.1/2)

The interview result strengthens that students feel helped because of the code-switching which is used by the teacher in the classroom. This situation happens when it comes to discussing grammar, translating unknown vocabulary items in English, and helping them when they have problems of understanding. The student also adds that their level of understanding the material also depends on their understanding of new and difficult vocabulary, concepts, and ideas used by the teacher in explaining the lesson in a classroom. Accordingly, both things are interrelated and have an impact on each other. For example, students will find it difficult or even fail to understand the new material explained by the teacher if the words used by the teacher have never been heard or found before. Instead of being busy understanding the material, he was confused wondering what the new difficult word means. This is in line with what the students said in the interview as follows:

"I feel left behind and fail to understand the material if the teacher does not do code-switching. Consequently, I have to catch up on material that I need to master or familiarize myself with" (E4.1/3)

The student's statement above reveals that students are required to catch up in studying the material explained by the teacher in order not to fall behind and fail to understand the lesson. It all happens if the teacher does not do code switching when explaining the material they are supposed to learn. On the other hand, students will get better understanding in the teaching learning process with the help of teacher's code switching.

Additionally, the other highest result on the Likert scale “AGREE” on the first 6 statements revealed a positive reaction to code switching as indicated by the percentage of the results of questionnaire number four. Almost half of the total numbers of the students have an agreement that teacher’s code switching gives students confidence to speak and participate in a classroom. This is in accordance with the results obtained from an interview with a student as follows:

“Every time the teacher switches code, I feel the teacher supports me to be active and responsive in the classroom, so that I feel comfortable and not afraid to speak. If the teacher does code switching, I feel calm and enthusiastic to participate in a classroom. But when the teacher only speaks English, my hands and voice will tremble with fear. In addition, I can feel confident, because I believe that I did not make mistakes in my speech that can make my friends laugh at me. Some friends finally also participate in the discussion if one of the students has started to respond or interact with both the teacher and other students in the classroom. That is why I agree that teacher’s code switching gives me the confidence to speak up and participate in class. That is why I agree if teacher's code switching gives me confidence to speak and participate in the class” (E4.1/4)

The interview above shows that teacher’s code switching has some positive influence on the students. One of them is to make the students feel encouraged to be active and responsive in the classroom. As a result, they are not afraid to speak in front of their friends, interact with their friends or even their teacher, and are eager to participate in the teaching and learning process. This can also increase their self-confidence.

Moreover, besides helping the students in understanding English materials, teacher’s code switching has a role to increase students’ self-confidence to get

themselves involved in a classroom discussion. It is confirmed by students mentioned below:

“When the teacher switches English to Indonesia to discuss something in a class, I have some guts to speak up my mind or deliver a question in English only too or sometimes I will just switch both of them alternately. This situation is really different from the situation when the teacher only uses English. I will just keep silent and be all ears even though I have so many questions to ask in my mind” (E4.1/5)

Most of the students agreed if teacher’s code switching has influence over their self-confidence. They admit that they can be braver to speak up or deliver a question to their teacher. Even they are not hesitated to use English only when asking something in a class.

In the same vein, Greggio, S. and Gil, G. found that code-switching is beneficially contributive in foreign language teaching. Their study finds that alternatively code switching is a strategy for teachers to adapt to students’ English proficiency, teaching goals, and a teacher role in a university setting in China. These findings, however, are based on teachers’ reports of their reasons of using code switching. Code switching can be found effective in teaching and learning in a classroom context. In the classroom, the teacher often switches his or her language during teaching and learning process in conveying his or her messages in the classroom. They also argued that allowing L1 in L2 classrooms is a humanistic approach towards the learners. Through this approach, the learners’ opportunity to speak their mind is not deprived by the deficiency of not knowing the right vocabulary and the fear of making mistakes. Instead of looking at code-switching as a barrier, teachers should look at it as a means to facilitate and ease the learning process. He suggested that learners would best benefit from teachers’ code-switching in several contexts, namely, when explaining grammar, organizing tasks, disciplining students and implementing test (Jingxia, 2010)

In the same way, Promnath and Tayjasa discovered that code-switching has a positive effect on the students' understanding as it is efficient in the classroom and bring students to self-confidence and the sense of comfort. In addition, the use of code-switching allows low proficient students to follow the lessons better than merely using English. They also reveal that teacher's code switching will encourage students to continue speaking till they feel confident and remember the words associated with the topic. This similar study emphasizes that the application of code switching has contributed to increase students' confidence in language learning.

Overall, the results of the questionnaire show that the students tend to have positive reaction towards teacher's code switching. The results are shown in the table 4.1. The data generally shows the consistency of the students to have positive attitude towards teacher's code switching in ranking five-point likert scale questionnaire. The domination of answers "Agree" and "Strongly Agree" are found in the statements 1 to 6. Those statements represent the positive attitude towards teacher's code switching. Meanwhile, the domination of answers "Disagree" and "strongly disagree" are found in the statements 7 to 12. Those statements represent the negative attitude towards teacher's code switching.

Consistently, the data generally shows the highest presentation of negative reaction on the statement 9. There are more participants (around 55%) showed disagreement on that statement, stating whether teacher's code switching weakens the students' English. Hence, from those participants' answers in the questionnaire, the whole data consistently reveal that the majority of students are most inclined to have a positive attitude towards teacher's code switching. However, it is strengthened by some students as mentioned below:

"I understand more when the teacher uses code switching to explain something, because I do not know much about words in English, especially uncommonly used words that I have never heard or recognized before. That is why the use of Indonesian is very helpful for me to understand English materials more easily. Besides, I do

not need to open a dictionary immediately when the teacher explains something in English since they prefer switching English to Indonesian” (E4.1/6)

From the interview above, students realized their limitations in mastering words or sentences in English. Especially when it comes to least used English words or some English words, they will find it difficult to comprehend the material. Hence, the use of code switching carried by the teacher can impact on the students’ level of understanding the material.

Moreover, one of the aims to use code switching is to discuss a particular topic or issue. It could happen when the speaker is worried or hesitates if their interlocutors cannot really get what they are talking about. Eventually, switching English to Indonesia is chosen as the alternative way to make the students easier to get what the teacher means since the students do not know the meaning of uncommonly used words. It is in line with Holmes (1992) who states that people may do code switching within a speech to discuss a particular topic. Additionally, talking about a particular topic can cause a switch, either because of lack of facility in the relevant register or because certain items trigger of various connotations which are linked to experiences in a particular language (Hoffman, 1991, p. 115). A switch can also happen because of lack of register when talking about a particular topic. It is consistent with the statement made by the following student:

“I feel relieved when the teacher switches English to Indonesian to explain difficult English material. At first, I am always afraid if I will misunderstand the material because I do not understand all the words in English. So, the use of Indonesian really influences the level of my understanding of the material used in the class” (E4.1/7)

The positive attitude with the lowest frequency (around 2 participants) is found on the statement 6, stating whether teacher’s code switching can save time in learning English lessons. Further analysis is done to get the clarification from the participants related their agreement on that statement. Some students who have

positive attitude towards teacher's code switching express that the teacher sometimes likes to repeating what he/she has just spoken in Indonesian after speaking in English. That is one of the reasons why they think that teacher's code switching could not be the only way to save time, as revealed on the following statements:

“Teacher's code switching does not really save time since the teacher switch English to Indonesian within a speech either to clarify or emphasis what they have just spoken in English. They do it just to make something clear and to make sure that the whole students in class understand the English material they have just explained” (E4.1/8)

The students further clarify that they really appreciate those teachers who make an attempt in order that they will get better understanding about the English material. They realized that they will have a hard time finding out what the teacher tries to explain or say if the teacher only uses English in a class. The students never think that the teachers do not master English if they happen to switch English to Indonesian within a speech as seen on the following statement:

“Switching English to Indonesian can save time, because we do not need to open our dictionaries every time the teacher uses uncommon words since they are inclined to repeat what they have just said in Indonesian” (E4.1/9)

The students further explain that they never think that the teacher does not master English if they prefer to switch English to Indonesian in explaining something so that the teacher is necessary to limit the use of Indonesian when teaching English since they learn English as the second language. In addition, they really appreciate the teacher's effort to make the students understand English materials well.

Therefore, this study's findings resonate with the findings of Nordin, Ali, Zubir, and Sadjirin (2012) who explained that code-switching helps students to understand more during lessons. In their study, they revealed that a majority of students had positive attitudes towards code switching in the English classroom. Students perceived that teacher should have used code switching in the English classroom setting because the teachers' code switching practice did help them learn English. The students also perceived that it was necessary to limit the use code switching and for specific purposes only. It should have not been extensively done because English was the language being learnt in the classroom.

The findings are also similar to those of Domalewska (2015), Promnath (2016) and Simasiku (2015) who argue that code-switching has a positive influence (such as, making learners understanding more easier, teachers' explanations clearer, classroom management becomes more effective and helps learners with low performance to mention but a few) on the teaching and learning processes for both teachers and learners. Promnath (2016) also added that the use of code switching helped students with lower performance to be able to follow the lessons better than using English only. In this study teachers and learners agreed that learners with English learning difficulties are accommodated during code-switching. Code-switching can help them to express their thoughts.

This result of the research question number one is in the similar with the previous study done by Nordin, Ali, Zubir, and Sadjirin (2012). In their study, they revealed that a majority of students had positive attitudes towards code switching in the English classroom. Students perceived that teacher should have used code switching in the English classroom setting because the teachers' code switching practice did help them learn English. The students also perceived that it was necessary to limit the use code switching and for specific purposes only. It should have not been extensively done because English was the language being learnt in the classroom.

In addition, according to the result of students' interview, students believe that code-switching has positive influences in teaching English for their learning process. Teacher's code switching was used by the teacher as a communicative strategy to make sure the students understand the instructions or the explanations of the teachers. By using code-switching, the students would be able to convey instructions or explanation that can be understood by their teacher. It was used to help the students understand of the subject matter and to make difficult vocabularies to be understood.



CHAPTER 5. CONCLUSION

This is the final chapter of this research. It shows the conclusion of the analysis that has been elaborated in the previous chapter. As stated earlier, the main objectives of this study were to determine how the students regarding the use of code-switching used by the teacher in a classroom and how it influences them when learning English. Therefore, the distribution of questionnaires and interviews has answered those two questions as the central discussion in this study.

In an attempt to explore the students' attitudes towards teacher's code switching practices during classroom, 12-item questionnaires were distributed to groups of students. As the participants, there are 60 students who give contribution to fill the questionnaire. Based on the data analysis, the results show that most of the students have positive attitudes towards teacher's code switching. They mostly agree to the statements which show positive attitude towards teacher's code switching written in the questionnaire number 1 to 6. It also shows that students have consistency in choosing answers and answering questions in interviews. They have positive reactions to the statement that English helps them in learning English in the classroom. In line with that, they consistently have an answer if English does not interfere or hinder them in learning English lessons.

Based on the data from questionnaire, there are several influences behind the percentage to have positive and negative attitude towards teacher's code switching. From the total of participants, they mostly agree to the statements which show positive attitude towards teacher's code switching. This thesis also finds out that code switching carried out by the teacher in the classroom has a positive influence on students. By using code switching, students will be able to understand instructions or explanations that are conveyed by the teacher. For further research, it is recommended to find the students' attitudes towards teacher's code switching in a classroom and its influence on a language learning by using different elements.

Finally, this study is hoped to contribute to the other similar studies dealing with second language acquisition. In conclusion, the study is expected to give a

clear comprehension regarded the language attitude towards teacher's code switching. Hopefully, this research can give contribution for the other researchers in further analysis on students' attitude towards teacher's code switching.

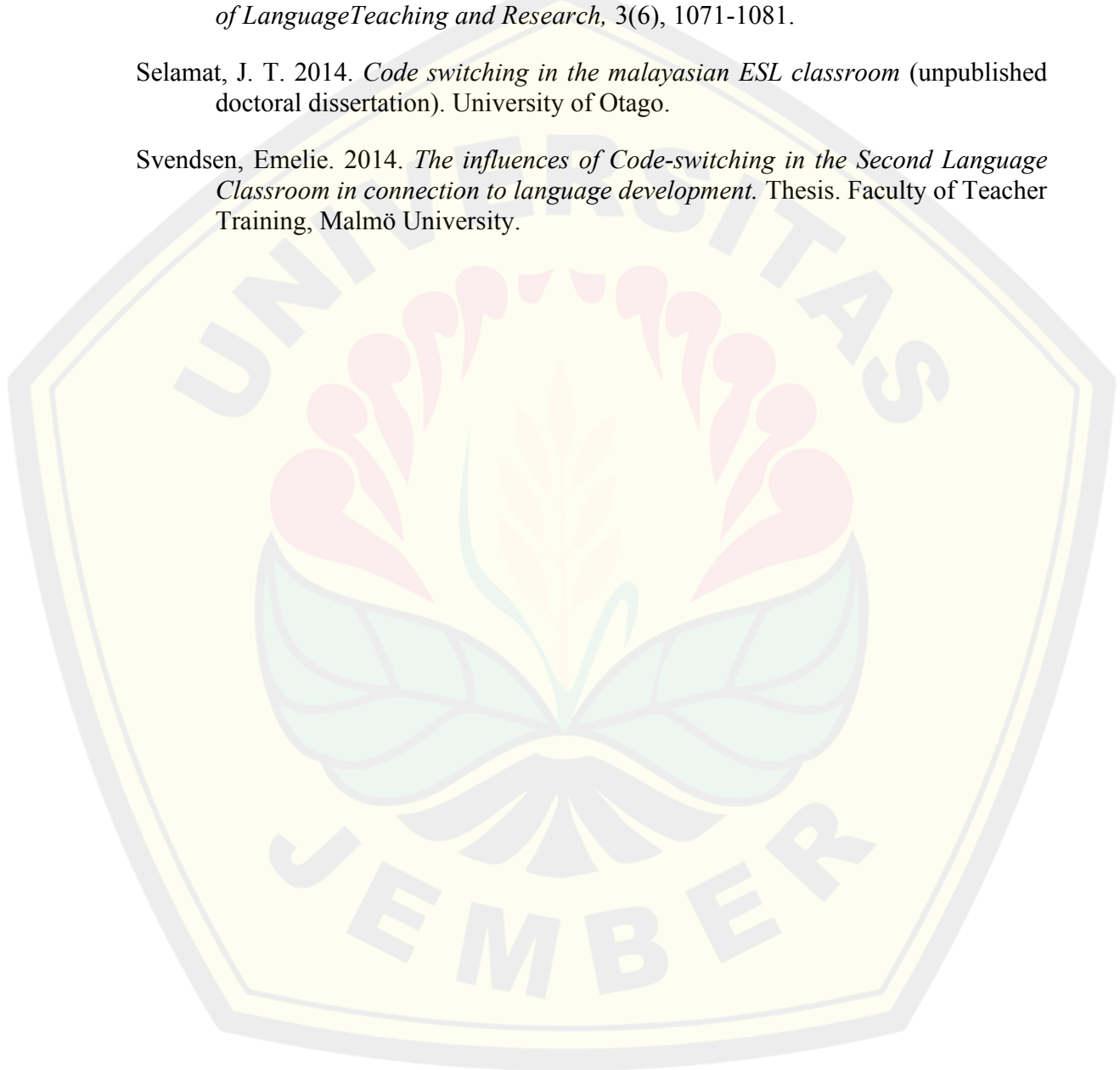


REFERENCES

- Abdolaziz, R., & Shahla, S. 2015. Teacher's and students' perceptions of code switching in aviation learning courses. *International journal of Reseach Studies in Language Learning*, 5(3), 3-18.
- Akynova, Damira., Zharkynbekova, Sholpan., & Aimoldina, Aliya. 2012. *Code switching and second language acquisition in the educational space of Kazakhstan*. Thesis. Philology Department, L.N. Gumilyov Eurasian National University Astana.
- Bergman, M. M. (Ed.). 2008. *Advances in Mixed Method Research*. Thousand Oaks, CA: SAGE
- Chaer, A. and Agustina, L. 1995. *Sosiolinguistik Suatu Pengantar*. Jakarta: Rineka Cipta.
- Cook, V. 1991. *Second language learning and language teaching*. Melbourne: Edward Arnold/ Hodder Headline Group.
- Crystal, D. 1987. *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.
- Denscombe, M. 2003. *The Good Research Guide: For Small-Scale Social Research Projects*. (2nd edition) Buckingham: Open University Press. # 2nd ed, 2003.
- Denscombe, M. 2007. "Critical incidents and learning about risks: the case of young people and their health" In M. Hammersley (ed) *Educational Research and Evidence-based Practice* (204-219). London: Sage and The Open University.
- Dörnyei, Z. 2007. *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Dujmovic, M. 2007. The use of Croatian in the EFL classroom. *Metodicki Obzori* 2(1), 91-100. Retrieved on June 12, 2007 from <http://hrcak.srce.hr/file/19437>
- Ellis, R. 1997. *SLA and language pedagogy*. An educational perspective. *Studies in Second Language Acquisition*, 20.69-92.
- Gardner, R. C. 1985. *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold Publishers.
- Gass, S. M., & Selinker, L. 2008. *Second Language Acquisition (third ed.)*. London: Routledge.

- Gaudart, H. 2002. *English language teaching practices*. Petaling Jaya: Sasbadi Sdn. Bhd.
- Greggio, S. & Gil, G. 2007. Teacher's and learners' use of code switching in the English as a foreign language classroom: a qualitative study. *Linguagem & Ensino*, Vol 10 (2). Retrieved April 13, 2012 from <http://rle.ucpel.tche.br/php/edicoes/v10n2/02Greggio%20e%20Gil.pdf>.
- Hamers, J.F. and Blanc, M.H.A. 1989. *Bilinguality and Bilingualism*. Cambridge: Cambridge University Press.
- Haugen, E. 1953. The Norwegian language in America: *A study in bilingual behavior*.
- Holmes, J. 1992. *An Introduction to Sociolinguistics*. London: Longman.
- Jingxia, L. 2010. *Teacher's Code Switching to the L1 in EFL Classroom*. *The Open Applied Linguistics Journal*, 3(10), 10-23.
- Lado, R. 1964. *Language Teaching: A Scientific Approach*. New York: McGraw Hill.
- Lee, H.L.J. 2010. Code switching in the Teaching of English as a second language to secondary school students. *Malaysian Journal of ELT Research*. Vol 6, 1-45. Retrieved December 13, 2011 from www.melta.org.my
- Levine. 2003. Students and instructors' beliefs and attitudes about target language use, first language use, and anxiety: report of questionnaire study. *Modern Language Journal*, Vol 87, 343-364.
- Loudon, D.L, dan Della Bitta, A. J. 1993. *Consumer Behavior: Concepts and Application*, Singapore: Mc.Grow-Hill, Inc.
- Martin-Jones, M. 1995. Codeswitching in the classroom: two decades of research. In Milroy, L. & Muysken, P. (eds.), *One speaker, two languages: cross-disciplinary perspectives on codeswitching*, Cambridge: Cambridge University Press, 90–111. [CrossRef](#) | [Google Scholar](#)
- McKay, S. L. 2003. EILL Curriculum Development *RELC Journal*, 34(1), 31-47 [online: <http://rel.sagepub.com/content/34/1/31> accessed 20 Maret 2019].
- Myers-Scotton, C. 2006. Multiple Voices “*An Introduction to Bilingualism*. Oxford: Blackwell publishing.

- Nordin, N. M., Ali, F. D. R., Zubir, S. I. S. S., & Sadjirin, R. 2012. ESL Learners Reactions Towards Code Switching in Classroom Settings. *Procedia-Social and Behavioral Sciences*, 90, 478–487.
- Prucha, J. 1983. *Using Language: A Sociofunctional Approach*. In Bin, B. (Eds.). *The Sociogenesis of Language and Human Conduct*. New York : Plenum Press.
- Saito, A. 2012. Is English Our Lingua Franca or the Native Speaker's Property? The Native Speaker Orientation among Middle School Students in Japan. *Journal of Language Teaching and Research*, 3(6), 1071-1081.
- Selamat, J. T. 2014. *Code switching in the malayasian ESL classroom* (unpublished doctoral dissertation). University of Otago.
- Svendsen, Emelie. 2014. *The influences of Code-switching in the Second Language Classroom in connection to language development*. Thesis. Faculty of Teacher Training, Malmö University.



Appendices

Appendice 1 : The ESL Students' Reaction to Teacher's Code Switching Questionnaire

1. Code-Switching enhances the ability in understanding the lesson
(Alih Kode meningkatkan kemampuan dalam memahami pelajaran)
2. Teacher's code switching helps me in understanding new and difficult vocabulary, concepts, and ideas.
(Alih kode guru membantu saya dalam memahami kosakata, konsep, dan ide yang baru dan sulit)
3. Teacher's code switching for the task instruction helps me understand the task better.
(Alih kode guru untuk instruksi tugas membantu saya memahami tugas dengan lebih baik)
4. Teacher's code switching gives me confidence to speak and participate in the class.
(Alih kode guru memberi saya kepercayaan diri untuk berbicara dan berpartisipasi di kelas)
5. Teacher's code switching motivates me to work in that subject.
(Alih kode guru memotivasi saya untuk mengerjakan mata pelajaran tersebut)
6. Teacher's code switching facilitates the learning process.
(Alih kode guru memudahkan proses pembelajaran)
7. When teacher switches code, I get confused.
(Ketika guru mengganti kode, saya menjadi bingung)
8. Code-switching retards the pace of lesson.
(Alih kode memperlambat kecepatan pelajaran)
9. Teacher's code switching weakens my English.
(Alih kode guru melemahkan bahasa Inggris saya)
10. Teacher's code switching makes me less proficient in speaking.
(Alih kode guru membuat saya kurang mahir dalam berbicara)
11. I am unable to concentrate on lecture when teacher switches code from English to Indonesian.
(Saya tidak dapat berkonsentrasi pada kuliah ketika guru mengganti kode dari bahasa Inggris ke bahasa Indonesia)
12. It causes boredom when the teacher uses code-switching.
(Hal ini menyebabkan kebosanan ketika guru menggunakan alih kode)

Appendice 2: Transcription of the Interview

Note :

X : Intervieweer

A : Interviewees

X : Menurut anda apakah alih kode meningkatkan kemampuan dalam memahami pelajaran?

Y: Iya, benar.

X: Kenapa demikian?

Y : Karena ketika saya mendengar seorang guru melakukan alih kode, saya tidak sengaja tidak tahu apa yang dia bicarakan. Kemudian saya hanya terus memerhatikannya, tetapi saya merasa cukup sulit untuk mengejar materinya lagi. Namun demikian, saya juga merasa bahwa hal itu dapat meningkatkan kemampuan kita dalam memahami pelajaran bahasa Inggris karena kita menggunakannya sebagai bahasa kedua di dalam kelas”

X : pada situasi apa saja guru melakukan alih kode yang dapat difungsikan di dalam kelas?

Y : "Guru bahasa Inggris kami membantu kami ketika kami memiliki masalah dalam memahami kata-kata asing dengan melakukan alih kode. Ini sangat membantu kami. Jika guru tidak melakukannya, kami mungkin akan kehilangan jejak kata-kata asing yang belum pernah kami dengar sebelumnya. Dan pada akhirnya kita tidak akan bisa mengejar materi”

X : Apakah alih kode tidak membantu anda dalam memahami materi?

Y : Tidak. Saya merasa tertinggal dan gagal memahami materi jika guru tidak melakukan alih kode. Akibatnya, saya harus mengejar materi yang perlu saya kuasai atau biasakan.

X: Apa yang anda rasakan ketika guru melakukan alih kode pada saat proses belajar?

Y: “Setiap kali guru berganti kode, saya merasa guru mendukung saya untuk aktif dan responsif di kelas, sehingga saya merasa nyaman dan tidak takut untuk berbicara. Jika guru melakukan alih kode, saya merasa tenang dan antusias mengikuti kelas.

X: Apa yang biasanya kamu alami ketika guru hanya berbicara bahasa Inggris?

Y : Ketika guru hanya berbicara bahasa Inggris, tangan dan suara saya akan gemetar ketakutan. Selain itu, saya dapat merasa percaya diri, karena saya percaya bahwa saya tidak melakukan kesalahan dalam pidato saya yang dapat membuat teman-teman menertawakan saya. Beberapa teman akhirnya juga ikut berdiskusi jika salah satu siswa sudah mulai merespon atau berinteraksi baik dengan guru maupun siswa lain di dalam kelas. Itulah mengapa saya setuju bahwa alih kode guru memberi saya kepercayaan diri untuk berbicara dan berpartisipasi di kelas. Makanya saya setuju jika alih kode guru memberi saya kepercayaan diri untuk berbicara dan berpartisipasi di kelas”

X : Apa yang anda rasakan Ketika guru mengganti bahasa Inggris ke bahasa Indonesia untuk membahas sesuatu di kelas,

Y : “Ketika guru mengganti bahasa Inggris ke bahasa Indonesia untuk membahas sesuatu di kelas, saya punya nyali untuk mengungkapkan pikiran saya atau menyampaikan pertanyaan dalam bahasa Inggris juga atau kadang-kadang saya hanya mengganti keduanya secara bergantian. Situasi ini sangat berbeda dengan situasi ketika guru hanya menggunakan bahasa Inggris. Saya hanya akan diam dan mendengarkan meskipun saya memiliki begitu banyak pertanyaan untuk diajukan dalam pikiran saya”

X : apakah anda lebih mengerti ketika guru menggunakan alih kode untuk menjelaskan sesuatu?

Y : Iya, benar.

X : Apa alasannya?

Y : “Saya lebih mengerti ketika guru menggunakan alih kode untuk menjelaskan sesuatu, karena saya tidak tahu banyak tentang kata-kata dalam bahasa Inggris, terutama kata-kata yang jarang digunakan yang belum pernah saya dengar atau kenali sebelumnya. Itulah mengapa penggunaan bahasa Indonesia sangat membantu saya untuk memahami materi bahasa Inggris dengan lebih mudah. Selain itu, saya tidak perlu langsung membuka kamus ketika guru menjelaskan sesuatu dalam bahasa Inggris karena mereka lebih suka mengganti bahasa Inggris ke bahasa Indonesia”

X : Apa yang anda rasakan ketika guru mengganti bahasa Inggris ke bahasa Indonesia untuk menjelaskan materi bahasa Inggris yang sulit

Y : “Saya merasa lega ketika guru mengganti bahasa Inggris ke bahasa Indonesia untuk menjelaskan materi bahasa Inggris yang sulit. Pada awalnya, saya selalu takut jika saya salah memahami materi karena saya tidak mengerti semua kata dalam bahasa Inggris. Jadi, penggunaan bahasa Indonesia sangat mempengaruhi tingkat pemahaman saya terhadap materi yang digunakan di kelas”

X : Apakah alih kode yang dilakukan guru dapat menghemat waktu pembelajaran?

Y : Tidak.

X : Kenapa demikian?

Y : Karena, pengalihan kode guru tidak terlalu menghemat waktu karena guru mengalihkan bahasa Inggris ke bahasa Indonesia dalam pidato baik untuk memperjelas atau menekankan apa yang baru saja mereka ucapkan dalam bahasa Inggris. Mereka

melakukannya hanya untuk memperjelas dan memastikan bahwa seluruh siswa di kelas memahami materi bahasa Inggris yang baru saja mereka jelaskan

X : Apakah alih kode yang dilakukan guru dapat menghemat waktu pembelajaran?

Y : Iya, benar.

X : Kenapa demikian?

Y : Beralih bahasa Inggris ke bahasa Indonesia bisa menghemat waktu, karena kita tidak perlu membuka kamus setiap kali guru menggunakan kata-kata yang tidak umum karena mereka cenderung mengulangi apa yang baru saja mereka katakan dalam bahasa Indonesia.

