

**THE USE OF CODE-SWITCHING AS A STRATEGY IN  
INSTRUCTIONAL EFL COMMUNICATION**

**THESIS**

Submitted in Partial Fulfilment of the Requirements for Gaining the  
Bachelor Degree of English Language Education Department



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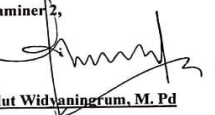
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## ADVISOR APPROVAL

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To  
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*Assalamualaikum Wr. Wb.*

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis:

Title : **The Use of Code Switching as a Strategy in Instructional EFL Communication**  
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*Wassalamualaikum Wr. Wb*

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## *ABSTRACT*

**Title** : **The Use of Code-Switching as a Strategy in Instructional EFL Communication**  
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Code-switching occurs when bilinguals switch between two languages during one interaction with another bilingual person. Code-switching in the classroom is not only normal, but it is also a useful learning tool. This study aims to explain the types of code-switching is used by the teacher and students in a conversation class and to describe the students' and teacher's views on using code-switching as a strategy in instructional EFL communication. The researcher used a qualitative descriptive method. The participants were the teacher and the students of the intermediate class of PP Fadhlul Fadhlun. The data collection was done by using observation and interviews. The data analysis process included data reduction, data display, and drawing conclusions. The research finding showed that the intermediate-level students and the teacher at PP Fadhlul Fadhlun used three different types of code-switching. They are tag switching, intra-sentential code-switching, and inter-sentential code-switching. The students' and teacher's views showed the advantages and disadvantages of using code-switching. This study implies that code-switching can be used as a strategy to help the teacher and the students improve the student's speaking skill.

**Keywords:** *Code Switching, Communication Strategy, Instructional EFL*

## MOTTO

وَوَضَعْنَا عَنْكَ وِزْرَكَ

*“And We have removed from you your burden”*

Al Insyirah:2

“There is a will there is a way”

-Fatiha Ni'matun Nazila-

“God is not sufficient for those who want, but God is sufficient for those who do”

-Dr. KH. Fadlolan Musyaffa', LC., MA-

## DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Achmad Fadlil and Mrs. Maesaroh
2. My lovely sibling sister, Linta Naili Faza
3. All of My Dad and Mom's family members
4. My respectable parents in PP Fadhlul Fadhlul Mijen Semarang  
Babah KH Dr. Fadlolan Musyaffa' LC. MA., and Ibu Nyai Hj.  
Fenty Hidayah S.Pd.I.
5. All of my teacher who has guided and educated me with big  
gorgeous and sincerity.

Love and respect are always for them. There is no other way to express my gratitude than to ask Allah to multiply my gratitude for all of your kindness.

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*Bismillahirrahmanirrahim,*

In the name of Allah SWT, who always provides insight, courage, guidance, and strength to complete this research thoroughly, we thank Him, implore His assistance, and beg His pardon. Peace and salutations are also always extended to Our Last Prophet Muhammad SAW, who has correctly introduced and guided Islam.

The researcher understands that she needs the help, cooperation, support, and love of many people in order to complete this final project. Consequently, he would like to convey his sincere gratitude to:

1. Dr. KH. Ahmad Ismail, M. Ag. M. Hum. as the Dean of Education and Teacher Training Faculty of Walisongo Islamic State University.
2. Mrs. Sayyidatul Fadlilah, M.Pd. as the secretary of the English Department.
3. As my advisor, Mrs. Dr. Hj. Siti Tarwiyah, S.S., M.Hum, was responsible for giving careful guidance and helpful correction during the consultation.
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11. All of my friends, PBI B 2018, May Allah always give us a chance to do our best in this life and spread us to be better.
12. Besides, those who cannot be mentioned one by one who comes and goes in my life intentionally or unintentionally always are a part of this research. Thank you for your support and motivation.
13. My self, Fatiha Ni'matun Nazila who keep trying to do best to complete this research.

Finally, the researcher realizes that this thesis is far from the perfect arrangement. As a result, the researcher will gladly accept any helpful criticism to improve this thesis.

Semarang, 23 December 2022

The writer

Fatiha Ni'matun Nazila

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# CHAPTER I

## INTRODUCTION

This chapter shows the background of the study, research questions, objectives of the study, and significance of the research

### A. BACKGROUND OF THE STUDY

Language is the primary means of human communication, and communication is essential. As a result, communicative competence is the ultimate goal of language teaching.<sup>1</sup> Language is the key to survival in life. They need contact with others to fulfil their daily needs. Everyone has their language based on their nation and where they live. So, language is arbitration agreed upon by the people who own the language.

There are many people today who can speak more than one language. They speak two or more languages, such as their mother tongue or a foreign language. For example, we are in Indonesia and have only one national language. But, we have many traditional languages. When we speak with people who speak the same traditional language like us, we certainly use traditional language. On other hand, in formal cases we speak Bahasa. We use English

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<sup>1</sup> Juvrianto CJ, 'AN ANALYSIS OF CODE-SWITCHING IN ENGLISH MEETING CLUB (Benteng Panynyua Club in Fort Rotterdam Makassar)', *ETERNAL (English, Teaching, Learning and Research Journal)*, 4.1 (2018), 31–42  
<<https://doi.org/10.24252/eternal.v41.2018.a3>>.

also in some of event such as international meeting, learning process, even daily communication. So, we must establish good communication with others. Using two languages (bilingual) or more than two languages (multilingual) is known as code-switching.

Code-switching is the phenomenon when there are two or more languages that exist in the community and speaker frequently switch from one language to another language. When a group of individuals converses, code switching occasionally occurs. They may combine sentences from two or more languages if they are unable to understand the meaning of the language.<sup>2</sup> Code switching is found more with bilingual or multilingual speakers. Bilingualism appears by four factors, such as migration, imperialism, federation, and border area.<sup>3</sup> Although monolinguals or single conversation may actually be said to switch from a variety or style to another.<sup>4</sup> In bilingual situation, code switching is a natural response that allows learners who are constrained by a lack of vocabulary and a fear of making mistakes to express themselves.<sup>5</sup>

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<sup>2</sup> Karsten Legère, Janet Holmes, and Karsten Legere, *An Introduction to Sociolinguistics, Language*, 1994, LXX <<https://doi.org/10.2307/416511>>.

<sup>3</sup> Nona Arlita Yuningsih, Muhammad Amin, and Lalu Jaswadi Putera, 'Student-Lecturer Interactions in Online Learning Using Whatsapp', 9.November 2021, 233–50.

<sup>4</sup> Legère, Holmes, and Legere, LXX.

<sup>5</sup> Elif Kemalolu-er, 'JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES Codeswitching in Group Work in EFL Classes', 16.3 (2020), 1443–57.



Many reasons why they do code switching such as, attitude type, which is the type is caused by their background, whereas linguistic type, which is the type caused by our ability in a language. Grosjean said, there are several reasons why bilinguals do code switching. Among the most obvious factors are namely quoting someone, marking and emphasizing group identity or solidarity, including or excluding someone from a conversation, raising status, and showing language expertise.<sup>6</sup> Code switching is defined as a bilingual speaker's skill. In linguistics, code switching refers to the use of more than one language or variety in conversation. Code switching is one strategy for speaking two or more languages in the same conversation.

Code switching occurs in many fields and cases. Such as in office, school, college, etc. And this global's era we can find the code switching in social media. As seen by Jingxia, code switching appears unconsciously by teachers and is used as a good strategy in explaining instructions, translating difficult vocabulary , managing class, providing background information, and reducing student's nervousness. Code switching is a natural process in the teaching process, particularly in the English Teaching Learning ( ETL). In ETL classroom, the lecturer uses English to explain the material

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<sup>6</sup> Francois Grosjean, *Life with Two Languages: An Introduction to Bilingualism*, 12/12/1982, first edit (Harvard University Press, 1982).

and then switches back to Indonesian or their mother tongue to ensure that the students understand what they are learning.<sup>7</sup>

Teaching Learning English process through code switching is extremely beneficial. A good language of communication in teaching and learning activity is required to ensure the success of the learning process. In Indonesia English as a Foreign language and is the first one we learn in elementary school or even in Kindergarten. However, in today's globalization era, people all over the world must learn English as soon as possible. There are non-formal and formal school using English as an official language at school. Students are required to speak English at all times during the school day. Besides, EFL Students are expected to always communicate in English, even if they have difficulty doing so at time. The difficulty comes when students' characteristics include being multi-cultural and having different family backgrounds. They designated English as a foreign language.

Some studies talked about code switching. Most of them identified the types of code switching and the reason of using code switching. Some of them also talked about the functions of using code switching and using code switching as teaching strategies. Such as Anita Sari (2018) has already conducted a research

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<sup>7</sup> Novi Ayuansari, 'An Analysis of Code Switching in ENGLISH TEACHING LEARNING (ETL) CLASSROOM', *Under Graduate Thesis*, 2019  
<<https://ejournal.unikama.ac.id/index.php/JIBS/article/view/540%0A>>.

focusing on the types of code switching and the use of code switching as teaching strategy conducted by EFL teachers. In this study, the writer used observations and interviews for collecting data from the teachers. The research explained that the teachers used code switching when they gave explanation and command either. Despite the fact that every teacher has a variety of learning tools at their hands to help them explain the lessons or draw attention to actual pictures they have in their surroundings.<sup>8</sup>

Besides that, Kristian Florenso Wijaya (2021) has investigated the advantageous values of code switching in Indonesian EFL teaching-learning contexts. The study employed one type of qualitative strategies that was using case study. In this study, the researcher uses documentation to reveal some rewarding theoretical constructs, practices, and values relevant to the current teaching-learning practices. The finding of this study is code switching facilitate more meaningful teaching-learning interactions for both Indonesian EFL teachers and students, as well as the judicious application of code switching as a crucial strategy for

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<sup>8</sup> Anita Sari, 'The Use of Code Switching As Teaching Strategy Conducted By Efl Kindergarten Teachers', *Jurnal Ilmu Sosial, Pendidikan, Dan Humaniora*, 1.1 (2018), 76–90.

raising Indonesian EFL students' proficiency in their target language highest level.<sup>9</sup>

Concerning the previous problems, code switching occurs when bilinguals switch between two languages during one interaction with another bilingual person. Code switching in the classroom is not only normal, but it is also useful learning tool. In contrast side, code switching has a negative effect in that it makes students lazy to search for unknown vocabulary and lowers their vocabulary level. In this research, the researcher will describe about the use of code switching as a strategy in instructional EFL communication. Since English is used by some of schools for daily speaking. The students need to practice every day. Considering they have various background. In order to, code switching is one of strategy to help them in their communication. Some researchers such as Anita (2018), Sherly (2021), Kristian (2021), Elif (2020) and Aisha (2018) have researched the use of code switching in English teaching learning, however the majority of them did it at a school, which is a formal educational institution that have English as one of daily language. In contrast, the author of this study aims to study how code switching in English teaching learning is used in

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<sup>9</sup> Kristian Florenso Wijaya, 'THE ADVANTEGEIOUS VALUES OF CODE-SWITCHING IN INDONESIAN EFL TEACHING-LEARNING CONTEXTS', *UC Journal: ELT, Linguistics and Literature Journal*, 2.1 (2021), 23–35.

*pesantren* (Islamic boarding school), where *pesantren* is a non-formal institution.

Non-formal Islamic boarding school known as Salafiyah Islamic Boarding School Education which is based on the yellow book study.<sup>10</sup> Arabic and English are often the applicable foreign languages in Islamic boarding school. As well-known as Bilingual Boarding School.

It also happened in Fadhlul Fadhlun Islamic Boarding School. Students there are required to speak in two languages, they are English and Arabic. Not all Fadhlul Fadhlun pupils are fluent in those languages. Every student has a varied level of Arabic and English competence. Through such programs, students are trained to enhance their language abilities here. Pesantren Fadhlul Fadhlun created programs to help students improve their language abilities, particularly their English. English Conversation is one of the programs. Actually, English is not their mother tongue and each students have different level to speak. Based on prior observation, the researcher found that teaching and learning process, the students and tutor tend to switch their language from Indonesia to English and vice versa. In other words, during the teaching and learning process appears code switching. In this case, the author

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<sup>10</sup> 'https://kemenag.go.id/read/mengenal-satuan-pendidikan-pesantren-formal-dan-nonformal-doxdv', 2022.

will more focus on describing the advantages and disadvantages of code switching as a strategy in EFL class based on teachers' and students' view.

## **B. RESEARCH QUESTIONS**

1. What are the types of code switching used as strategies in EFL class?
2. What are the students' view on the advantages and disadvantages of using code switching as a strategy in EFL class?
3. What are the teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class?

## **C. RESEARCH OBJECTIVES**

1. To investigate the types of code switching used as strategies in EFL class
2. To describe the students' view on the advantages and disadvantages of using code switching as a strategy in EFL class
3. To identify the teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class

## **D. SIGNIFICANCES OF THE STUDY**

The findings of this study are expected to provide the following benefits to educational practitioners, including teachers, students, and the author. The researcher divides these benefits into three categories below.

### 1. Theoretically

The researcher hopes that the findings of this study will provide readers with additional information and as a reference for the next research in the future.

### 2. Pedagogically

The result of this research can be used as an additional reference for future research.

### 3. Practically

#### a. For English teacher

The author expects that the result of this study may be helpful for additional information and teacher may use this strategy for teaching learning English.

#### b. For Students

The researcher expect that it can be useful to make students improve their communication skills in English language.

#### c. For the author

The writer hopes to gain valuable experience in the future as an English teacher. Besides that, the outcome can be used in the future to improve the writer's knowledge and skill in English learning.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

Some researches relevant to this study will be mentioned here in order to make this study organization easier, whether a final project or journal.

First, the journal article written by Anita Sari (2018) entitled *The Use of Code Switching as Strategy Conducted By EFL Kindergarten Teachers*. The primary goal of this previous research is to determine the type forms of code switching and how EFL teachers employ code switching as a teaching approach. The previous study data is acquired through classroom observations and interviews. The recording is transcribed and examined to determine the type of code switching. The previous author then interviews them to collect data and determine the utilization of code switching as a teachers' teaching strategy. In conclusion, this study shows that instructors at all levels use code switching in their instruction, despite having various strategies for doing so in the language classroom.<sup>11</sup>

The difference between this previous study with this research is about the object of the study. The study above located

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<sup>11</sup> Sari.

on Pah-Tsung kindergarten school in Cengkareng, West Jakarta, which observed in some of the teachers there. Meanwhile, it will be located on Pesantren Fadhlul Fadhlun Mijen Semarang in this research. Then the similarity between these studies is both of them are focused on the identification of types of code switching and the teaching strategy of code switching.

Second, Sherly Desliyanah (2021) wrote a journal entitled *Students' Perception Toward The Use of Code Switching as a means of Communication in EFL Classroom*. This previous study aimed to determine students' perception on the usage of English – Indonesia code switching as a method of communication in the classroom learning and teaching process. The study was carried out at Stisipol Candradimuka Palembang, with a sample size of 20 students from all academic programs. According to the findings of this previous study, 70 % of students preferred to code switch during the teaching and learning process. Meanwhile, 20% of pupils decided to utilize only Indonesia. And 10 % of pupils chose to communicate in English. The findings showed that students preferred to employ code switching between English and Indonesia

as a method of communication during the English teaching and learning process in the classroom.<sup>12</sup>

The differences between this previous research with this study is about the research questions. This previous study talked about students' perception of using code switching. While this study will investigate the advantages of using code switching on students' and teachers' view. Besides that, these researches have similarity in research methodology. Both of them use qualitative research design.

Third, the journal article written by Kristian Florenso Wijaya (2021) entitled *The Advantageous Values of Code Switching in Indonesian EFL Teaching-Learning Contexts*. This prior qualitative study used a document analysis technique to present the possibly beneficial benefits supplied by implementation of code switching in Indonesian EFL learning environments. This previous qualitative study was carried out under the supervision of document analysis in order to uncover some rewarding theoretical conceptions, behaviors, and values important to contemporary teaching-learning practices. As previously stated, the primary goal of this prior study was to generate more durable and accurate research findings relevant to continuing code switching

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<sup>12</sup> Sherly Desliyanah, 'Students' Perception Towards The Use of Code Switching As a Means of Communication in Efl Classroom', *Jurnal Ilmiah Bina Bahasa*, 14.01 (2021), 44–52 <<https://doi.org/10.33557/binabahasa.v14i01.1329>>.

implementations in our second language teaching-learning contexts based on 30 prior studies of code switching studies in Indonesian EFL teaching-learning contexts.<sup>13</sup>

The differences between this previous study with this research is about the research questions. This previous research focus on the advantages of using code switching in Indonesia EFL Teaching Learning Context. While this current study will talk about types of code switching and the advantages of code switching on students' and teachers' view.

Fourth, Elif Kemaloglu-Er and Hatice Özata (2020) wrote a journal entitled *Code Switching in group work in EFL classes*. This previous study aims to identify why code switching is used in EFL group work interactions among learners who speak same native language. The data was gathered through observations of group work processes and open-ended questionnaires distributed to students, and it was then thematically analysed. According to the findings, code switching in group work provided four major purposes, such as equivalence seeking, meaning clarification, task procedure following, and emotional expression.<sup>14</sup>

This previous study is different from the present study. This previous study identify the reason of using code switching in EFL

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<sup>13</sup> Wijaya.

<sup>14</sup> Kemaloglu-er.

group work interaction. While this research will analyze the types of code switching used in EFL communication. The similarity of the study above and this research is the object. It is about EFL class.

Fifth, the journal article written by Aisha Bhatti, Sarimah Shamsudin, and Seriaznita Binti Mat Said (2018) entitled *Code Swtiching; A Useful Foreign Language Teaching Tool in EFL Classrooms*. The current study focuses on instructors' use of code-switching as a language teaching method in Pakistani EFL Courses. It also discusses the funtions and the types of code-switching in EFL classes. The data gathered by observing four EFL speaking classes, and audio was captured and transcribed to investigate why and how code switching was used in the classroom interaction transcripts indicated that teachers code switched in order to maintain discipline, interpret new vocabulary, and develop solidarity and close ties with students before, during, and after sessions. The study discovered that code switching from L2 to L1 occurred in the speaking classes, despite the fact that English remained the primary medium of teaching. Throughout their

presentations, all of the professors swapped codes knowingly. After the talks, teachers code shifted to Urdu.<sup>15</sup>

At the same time, there are the differences and similarities between this previous research and this research. The difference between this previous research and this research is the previous study focus on analyzing types and reasons of code switching. While this research will focus on analyzing types of code switching and the advantages of code switching. Besides that, the similarity to the study above, the object of both is EFL classroom.

Sixth, *The Functions of Code Switching in EFL Classrooms* are written by Suthagar Narasuman, Ahmad Zahir Wali, and Zahra Sadry (2019). This study has three aims. First, the study looks into the factors that cause code switching in EFL classrooms at Afghanistan's Balkh and Kandahar universities. Second, it explores Afghan EFL professors' attitudes regarding code-switching at various colleges. Third, learn how EFL lectures employ code-switching as a successful teaching approach in their classrooms. This study used qualitative research method via interview the Afghan English language lecturers. The findings of this research show that these Afghan EFL lecturers have a favourable view of code switching and use it in some contexts to help their teaching

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<sup>15</sup> Aisha Bhatti, Sarimah Shamsudin, and Seriaznita Binti Mat Said, 'Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms', *English Language Teaching*, 11.6 (2018), 93 <<https://doi.org/10.5539/elt.v11n6p93>>.

and students' comprehension of the topic, but they also have a negative perception of switching during teaching. The findings also show that lecturers use code-switching in a variety of situations, including dealing with cultural issues in the target language, explaining grammar and new vocabulary, providing clear instructions, and instructing English for Specific Purposes (ESP) classes.<sup>16</sup>

These previous and present studies have difference and similarity. The difference is the previous research above represent the situation which trigger code switching among Afghanistan EFL Lecturers, perception of Afghan EFL Lecturers towards code switching, and what the effectiveness of code switching as teaching strategy. While in present research is having addition about the types of code switching and the advantages the code switching as a strategy in EFL class based on students' view and teachers' view. On the other hand, the similarity between the previous study and this study is talking about code switching as a teaching strategy.

## **B. Literature Review**

### **1. Code switching**

#### **a. Definition of Code Switching**

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<sup>16</sup> Suthagar Narasuman, Ahamd Zahir Wali, and Zahra Sadry, 'The Functions of Code Switching in EFL Classrooms', 16.2 (2019), 137–51.

Code switching is a moving from speaker or writer from one language to another language. This moving not only a sentence but also a word.

According to Trousdale (2010), code switching is a linguistic situation in which the speaker switches between two varieties (codes) in a conversation with another person who has the same linguistic repertoire as the speaker.<sup>17</sup> Code switching can appear in some occasions. People will switch the language when they need to switch. For example, someone speaks in second language but he did not the word or the phrase at the moment he will use first language. Code switching, being a technique utilized by the speakers in everyday conversation.

Code switching, or using two languages simultaneously in conversation, is not a random occurrence. In actually, it's a quite useful tool. Code switching has variety of uses, including emphasizing certain points, demonstrating empathy and support for kids, and promoting knowledge through quoting others (Gulzar, 2010)<sup>18</sup>

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<sup>17</sup> Thessa Cynthia Ameliza and Ambalegin Ambalegin, 'Code Switching Analysis in English Literature Whatsapp Group', *Jurnal Basis*, 7.1 (2020), 141  
<<https://doi.org/10.33884/basisupb.v7i1.1837>>.

<sup>18</sup> Bhatti, Shamsudin, and Said.



According to Wardhaugh, speakers get to choose a specific code when speaking, and that they might also choose to go from one language to another or mixed them even in short phrases, resulting in a new word, which is referred to as code switching.<sup>19</sup> The change of two languages inside a same speech, phrase, or element is known as code switching.<sup>20</sup>

Code switching is a process that only occurs in bilingual or multilingual contexts. It can only be found in speech communities that are bilingual or multilingual. When a bilingual switches between two or more languages during a conversation with another bilingual, this is known as a code switching. It is because bilingual person is prone to switch the code from a language to another, particularly when the languages are utilized in the same setting. This implies that the utilization of code switching is dependent on the speech community.

## **b. Types of Code-Switching**

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<sup>19</sup> Janet M. Wardhaugh, Ronald and Fuller, *An Introduction To Sociolinguistics*, 2015, seventh ed (John Wiley & Sons, Inc., 2015)  
<[https://www.researchgate.net/publication/269107473\\_What\\_is\\_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civil\\_wars\\_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625](https://www.researchgate.net/publication/269107473_What_is_governance/link/548173090cf22525dcb61443/download%0Ahttp://www.econ.upf.edu/~reynal/Civil_wars_12December2010.pdf%0Ahttps://think-asia.org/handle/11540/8282%0Ahttps://www.jstor.org/stable/41857625)>.

<sup>20</sup> Shana Poplack, 'Poplack 1980 Sometimes I Speak in English', 18 (1980), 581–618.

Code-switching may occur between speaker twists or within a single speaker's switch. According to Poplack's theory, there are three types of code switching, such as, tag switching, inter-sentential switching, and intra-sentential switching<sup>21</sup> :

1) Tag Switching ( Extra-sentential switching)

Tag switching takes place when speech in other languages incorporates tags from several languages. An exclamation tag, or parenthesis in other languages is used to switch tag. Words or phrases added to sentences for emphasis are known as tags. It occur from one language to another.

Example of code switching can be seen as follows:

*Yes please*, apa yang saya bisa bantu untuk anda?

2) Intra-sentential switching

When a transition takes place inside the limits of a sentence or clause, it is referred to as intra-sentential switching. This kind of code switching might occur at the start, middle, or end of a sentence. Example of code switching can be seen as follows:

Saat hendak meninggalkan *floor*, tolong untuk *team sales* yang serah terima, lakukan double crosschecks lagi.

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<sup>21</sup> Ameliza and Ambalegin.

### 3) Inter-sentential switching

Because the four basic elements of speech must agree to the laws of both languages, inter-sentential switching is seen to demand more fluency in both languages than tag switching.

Inter-sentential switching occurs when a speaker says something in one language, then says something else in a different language in the following sentence. The language switch is done at sentence boundaries. It is a complete sentence made up of two separate sentences written in two separate languages.<sup>22</sup> Here the example for inter-sentential switching:

Setelah kamu sampai di kasir. *Please check before transactions.*

## 2. Communication strategies

### a. Definition of Communication Strategies

Since Selinker (Selinker, 1972) first used the term in his study of interlanguage, communication strategies have grown phenomenally. He thought that Communication Strategies were common among interlingual second or foreign language learners and that they were helpful when the

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<sup>22</sup> Halimah Tussa'diah, Eka Anggaini, and Selamat Husni Hasibuan, 'Code Switching Utterances of Public Figures' Vlog in Youtube Channel', *PROJECT (Professional Journal of English Education)*, 4.3 (2021), 513 <<https://doi.org/10.22460/project.v4i3.p513-520>>.

students were having trouble communicating with native speakers of the target language.<sup>23</sup> So, they need communication strategies to reach their goals.

Communication strategies are viewed as an effort to close the gap between the learner's interlocutor's linguistic expertise and their own linguistic knowledge in practical communication activities. Communication are described by Tarone (1981) as "negotiating of an agreement on meaning" between interlocutors. She views the learner's contribution to the interpersonal effort necessary to solve a communication issue as communication strategies.<sup>24</sup>

Some specialists also categorize communication strategies in a different way, in line with the various definitions of those techniques.<sup>25</sup> Kasper and Faerch (1983) defined avoidance behaviour and achievement behaviour as the two categories of communications' taxonomy. When a communication challenge arises, the student might choose to stick the original communication goals by using achievement strategies ( achievement behaviour) or ignore the original

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<sup>23</sup> Rubi Vurdien, 'Communication Strategies of Indonesian Bilingual School Students: An Analysis in One Way Communication Context', *Journal of Foreign Language Education and Technology*, 4.2 (2019), 269–98.

<sup>24</sup> Muhammad Sukirlan, *Communication Strategies and Their Linguistic Features*, ed. by Mahpul (Graha Ilmu, 2017).

<sup>25</sup> Vurdien.

message or communication goals by using reduction methods (avoidance behaviour). The typology of communication strategies is also divided into reduction strategies and achievement strategies by Willems (1987) and Dörnyei (1995). Additionally, Willems (1987) and Faerch & Kasper (1983) divided achievement strategy into many categories of strategies depending on the interlanguage system of the speaker or based on the resources used by the speaker. Meanwhile, Dörnyei (1995) adds pauses, fillers, and delay techniques as time-gaining techniques. When faced with communication issues, students can utilize this tactic to buy themselves some time to reflect.

#### **b. Type of Communication Strategies**

Based on Sukirlan (2017), he identified the categorize of communication strategies into 12 strategies namely approximation, circumlocution, exemplification, comparison, word coinage, borrowing/ code switching, foreignizing, repetition, non-verbal, avoidance, time-stalling device, and appeal for assistance. He summarize these categorize based on the prior researchers. From the taxonomy by prior researchers, the communication strategies have some criteria<sup>26</sup>:

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<sup>26</sup> Sukirlan.

- 1) The decision of the learner to decrease or reach the goal
- 2) To search information from a different L1 or L2 source
- 3) To apply linguistic or conceptual understanding

According to Faerch and Kasper, communication strategies are a model of speech production that include an execution phase (where the plan is executed) and a planning phase (where the plan is developed). If a learner encounters communication difficulties that make it impossible for the plan to be carried out, he or she either chooses to avoid the difficulties, which leads in a modification of the communicative goal and reduction strategies, or confronts the difficulties and creates a different plan, which results in achievement strategies.<sup>27</sup>

### **c. Function of Communication Strategy**

According to Onong Uchjana Effendi, the communication strategy serves the following purposes<sup>28</sup>:

1. Publicize instructional, persuasive, and informational communication messages to the target group in a systematic manner to achieve the best results.
2. Bridge the cultural gap, which if not addressed, will have a negative impact on cultural values.

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<sup>27</sup> Sukirlan.

<sup>28</sup> Teti Apriyanti, 'STRATEGI KOMUNIKASI GURU BIMBINGAN KONSELING DALAM MENINGKATKAN MOTIVASI BELAJAR SISWA', 3 (2021).

Meanwhile, according to Anwar Arifin in the book 'Communication Strategy' (1984:10), actually a strategy is a whole conditional decision about the actions to be carried out, in order to achieve goals. So formulate a communication strategy means taking into account the conditions and situations (space and time) that are encountered and which may be encountered in the future, in order to achieve effectiveness

#### **d. The Goal of Communication Strategy**

Strategy describe a direction that is supported by various existing resources. According to R. Wayne Pace, Brent D. Peterson, and M. Dallas Burnett stated that the strategy communication has three purposes (Effendy, 1984)<sup>29</sup>:

1. To secure understanding : ensure the message is received by the communicant
2. To establish acceptance : build message reception
3. To motivate action : motivated action

Based on Tarone et al. communication strategy as a systematic effort by the learner to express or understand

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<sup>29</sup> G G Giantika, 'Strategi Komunikasi Guru Dalam Upaya Meningkatkan Proses Pembelajaran Siswa SDN Tebet Barat 01 Jakarta Selatan Di Masa Pandemi Covid-19', *Jurnal Komunikasi*, 11.30 (2020), 143–50  
<<https://ejournal.bsi.ac.id/ejurnal/index.php/jkom/article/view/8575>>.

meaning in the target language, in a situation where the proper rules of the target language have not been systematically established.

**e. Code Switching as a Communication Strategy**

Code switching is a strategy for communicating a message by borrowing a lexica item from the speaker's native language. When faced with communication difficulties, the learner may resort to "borrowing strategy" by code switching a specific word in L1. This strategy entails translating from the native language word for word; for instance, instead of saying "They toast each other" the learner says "He invites him to drink ". Facucette's typology includes "borrowing" as one of the types of communication.<sup>30</sup>

According to Hamer (1992) there are three reasons why people communicate. First, they would like to express themselves. Want refers to the speaker's deliberate desire to convey messages to others. Simple terms, people speak because they do not want to stay silent. Second, they serve some communication function. Speakers with communicative purposes want something to happen as a result of what they say. For instance, they may make a request if they require assistance from others, or they may issue a command if they

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<sup>30</sup> Sukirlan.



want others to do something. Thus, when communicating, two things are important: the message they want to convey and the effect they want it to have. They choose it from their language store. The third reason is based on the desire to say something (first reason) and the goal of engaging in communicative activities (second reason). Because they have language storage, they will choose appropriate language expressions to convey messages to others.<sup>31</sup> According to Wardhaugh, code switching is a conversational strategy used to construct, cross, or destroy group boundaries; to create, evoke, or transform interpersonal relationships with their right and responsibility.<sup>32</sup>

Based on definition above, we can conclude that code switching is communication strategies used in bilingual or multilingual societies that involves the use of more than one language in discussion.

### **3. Instructional Language in EFL class**

In the context of education, the term “Instructional English” refers to the English language’s usage of functional

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<sup>31</sup> Irsyam Surahim, ‘Students’ Communication Strategies in an EFL Classroom’, 2021, 158–71.

<sup>32</sup> Nona Arlita Yuningsih, Muhammad Amin, and Lalu Jaswadi Putera, ‘ANALYSIS OF CODE SWITCHING USED IN STUDENT-LECTURER INTERACTIONS IN ONLINE LEARNING USING WHATSAPP’, 9.November 2021, 233–50.

English words and expressions by teachers.<sup>33</sup> There are standards that help teachers apply their practices and help pupils succeed. In order to optimally support students' learning, teachers must have a clear understanding of why, when, and how each activity can be beneficial.<sup>34</sup>

According to Rosenshine lists ten guidelines for effective instruction. These chosen values can improve student results and instructor behaviour. The ten principles are divide into the following categories: starting a lesson with a brief review of prior knowledge; breaking down new material into small steps; having students practice after each step; asking many questions and checking everyone's answer, providing worked examples and models for problem-solving; guiding student practice; checking for student understanding; achieving a high success rate; and providing scaffolds for challenging tasks.<sup>35</sup>

Teachers' language in teaching consist of commands, request, suggestions, and questions.<sup>36</sup> Here is will be identifying about teachers' language:

#### **a. Command**

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<sup>33</sup> Lulut Widyaningrum, *INSTRUCTIONAL ENGLISH English for the Practical Day-to-Day Classes Management*, ed. by Mohammad Nor Ichwan, First (Semarang: CV. Karya Abadi Jaya, 2015), p. 3.

<sup>34</sup> Widyaningrum, pp. 11–12.

<sup>35</sup> Widyaningrum, pp. 13–14.

<sup>36</sup> Widyaningrum.

Imperative is the simple form of command. The imperative may be in the form of simple instruction. It uses verb to command such as close the door! , Open your book! , put your things away!.

“Don’t look at the answer!” is an example of the negative form of it, which is prohibited. Additionally, imperative can also be personalized to specific person which show specific agent to do something.

The negative form of the personal imperative is also possible. For instance, “Come on everyone, “You say it, Nisa” and “Don’t move”, “Ahmad, you read question number two!”

If you want to indicate annoyance or frustration, you might use the emphatic form of the imperative. Example include “Do be quite now!”, “if you don’t be quite, you can disturb your friends.” And “Just pass me that book, Firman”.

## **b. Request**

The use of intonation might help to identify the type of request. The form it takes will depend on its intended use. A request can be made by utilizing a low rising intonation to convert a command, which typically has a falling intonation.

Example : Try it again, Ihsan ( low rising intonation )

The use of “please” usually accompany the request with low rising intonation such as “Please put your pencil down” or “Put your pencil down, please”. Request also be personalized by mentioning the name of student. When the name is used or mentioned, the order of the name and “please” can be varied. Yet, using “please” before the verb may sound more formal. For example: Budi, come here please.

The word “please” can also be used when a teacher wants to choose a specific pupil from among the children who have raised their hands to respond. For instance: Number 1. Yes, Fatimah, please”

The most common request in English typically makes use of a modal auxiliary. For example: “can you read it again?”, “may I go to toilet?”. Would and could are used to express polite request, such as “could you help me now?”. One another way to make a polite request is to say “ would you be so kind enough to lend your book?”

Additionally, there are words that convey a request while also expressing despair, anger, or frustration such as “I wish you would listen!”, “if only you would try!”, and “can you ever try?”

### c. Suggestion

Suggestion is usually used and has grown into the most common phrase in the classroom. Its use could suggest trying to persuade others to agree with oneself. Using “let’s” is the most popular direct suggestion technique. Let’s is an abbreviation of “let us”. For instance: “Let’s start now!”. Let’s can be also used in a negative context, and its other versions include “Let’s not waste any more time”, and “Don’t let’s bother with number 5”.

Another method to suggest something to say “how about” or “what about” which is followed by noun or gerund, as in “how about reading a novel?”

“what if” and a verb phrase, either in the present or the past, can be combined to produce a suggestion. The present one is preferred in modern usage, particularly when the role is obviously one of suggestion rather than of question. For instance: what if you finish it at home?. Another option may be used “what about if...” and “how about if” in the same way colloquially such as “what about if we translate these sentences?”

The use of the phrases “why not”, “why don’t we”, and “couldn’t we”, which suggest that making a suggestion may lead to more possibilities. As an example “why not leave the

adverb until the end?”, “why don’t you come to my house?”, and “couldn’t we make it simpler?”

Using “I think”, “don’t you think”, and “perhaps” can be used to soften a command. The instances are “I think we have to focus to our assignment”, “Number 7 can be left out, don’t you think?”, “perhaps you have to translate this paragraph”

To express a direct suggestion, the phrases “I suggest”, “I would suggest”, “may I suggestion is” can be used. For example: “May I suggest choosing a class leader directly”

The word “need” may function as suggestion. The example is “You needn’t do the first three”. The pattern with “need” can be varied such as “There’s no need to translate everything”.

Using expressions based on the word “idea” is another method to introduce a suggestion. Typically, this form is used to complement statements like “it could be a good idea to try this again.”

The last way used to persuade people frequently takes the shape of condition. Here the example: “It would be better if you wrote in English”.

#### **d. Question**

There are two different types of questions that teachers may ask their students. First, there are questions for which teachers may offer an answer even if they initially expect students to do so. Such as “Is it right?”, “what is answer to number 3?”, “What is Mrs. Fatimah doing in picture 1?” and “ When does Mr Burhan go to work?”.

The second kind of question is one to which the pupils themselves must respond. Typically, progress questions related to lessons utilize this sort of question. For instance: “Has everybody got a book?”, “Are you ready”, and “call you see it?”.

## CHAPTER III

This chapter shows the research method of the present study. It consist of a research design, type and data source, focus of the research, data collecting technique, instrument of the research and data analysis technique.

### A. Research Method

#### 1. Research Design

The researcher used qualitative design with a descriptive research design for this research. Based on Nasution (1992), qualitative research is observing people in their environment, interacting with them trying to understand their language and interpretation of the world around them.<sup>37</sup> This study was conducted to characterize, clarify, and elaborate a phenomena that leads to a sustained engagement with the study's subject. In qualitative method, verbal and non-numerical data are used in the same way as fundamental analysis and creative problem solving processes. This research describe types of code switching and the advantages and disadvantages of using code switching as a strategy in instructional EFL communication on students' and teachers' view.

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<sup>37</sup> Ajat Rukajat, *Pendekatan Penelitian Kualitatif (Qualitative Research Approach)* (Deepublish, 2018).



## **2. Research setting**

The research was conducted at Pesantren Bilingual Fadhul Fadhlan Mijen Semarang. This Boarding House (Pesantren) located at Robyong street, Pesantren, Mijen, Semarang. This research had been conducted on 14<sup>th</sup> November 2022.

## **3. Participants**

The participants in this study include a teacher and intermediate-level pupils from Pesantren Fadhlul Fadhlun Semarang. The phenomena of code switching commonly occur in intermediate-level as contrast to basic and high level. Which is why the researcher chose this class as participants. Hence, the researcher chose an intermediate level for data collection in order to reach the code switching data.

## **4. Research focus**

The focus of this research was the types of code switching and the students' and teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class. In order to strengthen the data, the researcher also conducted interview both of the teachers and the students.

## **5. Method of Collecting Data**

The primary goal of studies is to collect data, hence data collection techniques are crucial components. The research's technique for collecting data is to obtain detailed and relevant

data. In generally, there are four types of collecting data methods such as observation, interview, documentation, and triangulation (combining).<sup>38</sup> So, in this research, the researcher used observation and interviews to collect data.

#### **a. Observation**

According to MacMillan & Schumacher (2010), observation is the process of observing people's behaviour under specific conditions in order to learn more about a subject of interest. Observations can provide us with knowledge about (location), actors, activities, object, actions, events, time, and feelings.<sup>39</sup>

In this study, the researcher will use observation technique which is by watching learning process. In this occasion, the researcher will observe the tutor and students in Pesantren Fadhlul Fadhlul's conversation class while they engage in teaching and learning activities. The collecting of data will begin in October 2022.

#### **b. Interview**

The researcher will use interviews to get the data needed for this study in order to learn students' view on the

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<sup>38</sup> Prof. Dr. Sugiyono, *METODE PENELITIAN PENDIDIKAN (Pendekatan Kuantitatif, Kualitatif, Dan R&D)*, Cetakan Ke (Bandung: CV ALFABETA, 2016).

<sup>39</sup> Danu Eko Agustinova, *Memahami Metode Penelitian Kualitatif; Teori Dan Praktik*, Cetakan Pe (Yogyakarta: CALPULIS, 2015).

advantages of using code switching as a strategy in EFL class and teachers' view on the advantages of using code switching as a strategy in EFL class to determine gap between them. Offline interviews (face-to-face interviews) make up the interview process.

One method for collecting data in qualitative research is the interview. An interview provides the opportunity to learn more about the interviewee's world and the nature or significance of their day-to-day experiences. An interview gives the researcher the chance to hear the respondents' opinions or experiences for a while and to ask investigative questions to explore more ideas. There are three types of interview including structured interview, semi-structure interview, and unstructured interview.<sup>40</sup> In this case the researcher will use semi-structure interview, which provide her more freedom to ask questions that aren't on the interview list.

## **6. Instrument**

In this qualitative study, human is the key instrument for planning, conducting, gathering, and analyzing of data. It means the primary instrument are the teachers and the students. Besides that, the author will uses a note taking checklist to assist the

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<sup>40</sup> Djam'an Satori and Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Penerbit Alfabeta, 2017).

data gathering in determining types of code switching and interview the students and the teacher for identify the advantages and disadvantages of using code switching as a communication strategy.

**a. Observation**

**Table 3.1 Field Notes**

Variable	Indicator	Expression	Note
Tag Switching	An exclamation tag or parenthesis in other languages is used to switch tag.		
Intra-sentential Switching	The code switching occurs at the start, middle, or end of a sentence.		
Inter-sentential Switching	The code switching occurs when a speaker says something in one language, then says		

	something else in a different language in the following sentence.		
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*Table 1- Field Notes*

**b. Interview**

Interview is used to obtain data about students’ view on the advantages and disadvantages of using code switching as a strategy in EFL class and teachers’ view on the advantages and disadvantages of using code switching as a strategy in EFL class to determine gap between them, which is conducted through face to face interview. The writer add the questions in interview to strengthen about type of code-switching. Additionally, the researcher initially created a lattice of interview guidelines that read as follows before conducting interviews.

**Table 3.2 interview Guideline for Students**

<b>No.</b>	<b>Questions</b>
1.	Does using Code Switching make it easier for you in understanding English? Why?
2.	Does using Code Switching help you to

	understand the teacher's instruction? Why?
3.	Does learning English using code switching help you improve your vocabulary? Why?
4.	What do you think about Code Switching?
5.	Do you more be confident to speak if using code switching? Why?
6.	Does learn English using code switching help you increase your comprehension level of English? Why?
7.	Do you think Code Switching can motivate you to learn English? Why?
8.	Does code switching make you more comfortable to convey your ideas or opinions in the class?
9.	Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?

*Table 2 Interview Guideline for Students*

**Table 3.3 interview Guideline for Teacher**

<b>No.</b>	<b>Questions</b>
1.	What is your opinion why your students switch language?
2.	Does your students understand what you say if using code switching? Why?
3.	Does learning English using code

	switching help your students improve their vocabulary? Why?
4.	What do you think about code switching in English Teaching Learning?
5.	How is the effect of using code switching in your class?
6.	Does learn English using code switching help your students increase their comprehension level of English? Why?
7.	Do you think Code Switching can motivate your students to learn English? Why?
8.	What will you do to develop your students' language ability, especially in English?
9.	Is code switching a sign of linguistic weakness? Why?

*Table 3 Interview Guideline for Teacher*

**Table 3.4 Lattice of interviews guidelines about students' view on the advantages and disadvantages of using code switching as a strategy in EFL class**

Variable	Indicator	Question number
students' view on the advantages and disadvantages of	Understanding	1,2,3
	Accepting	4,5,6

using code switching as a strategy in EFL class	Motivating Action	7,8,9
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*Table 4 Lattice of Interviews guidelines about students' view on the advantages and disadvantages of using code switching as a strategy in EFL Class*

**Table 3.5 Lattice of interviews guidelines about teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class**

Variable	Indicator	Question number
teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class	Understanding	1,2,3
	Accepting	4,5,6
	Motivating Action	7,8,9

*Table 5 Lattice of Interviews Guidelines About Teachers' View On The Advantages and Disadvantages of Using Code Witching As A Strategy in EFL Class*

## **7. Method of Analyzing Data**

Analyzing data is process to look for and arrange the data systematically is gotten from interview's result, note, and documentation by organizing data to categorize, explaining into units, doing sintesa, arrange into the shape, choosing which important and will be learned and making conclusion to easy by



ourselves or others. According to Miles and Huberman as cited in (Rukajat 2018), there are some step for analyzing data technique<sup>41</sup>:

a. Data reduction

Data reduction is the process of simplifying, categorizing, and deleting unneeded data so that the data may provide relevant information and make it easier to draw conclusions. Because of the large of amount data and the complexity of the data, data analysis via the reduction step is required. This step is used to determine whether or not the data is relevant to the final goal.

b. Data display

Data display or data presentation is another step of qualitative data analysis methodologies. Data presentation is an activity in which a collection of data is structured systematically and readily comprehended, allowing for the generation of conclusions. Qualitative data can be represented in the form of narrative text, matrices, graphs, networks, or chart. The data will be structured and placed in a pattern of relationships via the presentation of the data, making it easier to understand.

c. Conclusion or Verification

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<sup>41</sup> Rukajat.

Drawing conclusions is a further examination of data reduction and data display, so that data may be concluded as researchers continue to collect input. Temporary findings may still be rechecked with evidence from the field by reflecting again, and researchers can share ideas with peers, resulting in scientific truth. The data gathered has a specific meaning when it comes to developing conclusions, including the strengths, weaknesses, opportunities, and challenges.

## **8. Data Triangulation**

Triangulation is one of the processes that must be passed by a researcher in addition to other processes, where this process determines the information validity aspect obtained to then be compiled in a study data validity checking techniques that utilize something other than the data for checking purposes as a comparison against the data.

### **a. Source Triangulation**

Source triangulation is the process of comparing data from many sources to determine the data's reliability. Data from these many sources will be defined and categorized, and it won't be possible to average them as in quantitative research to determine which viewpoints are similar, which are different, and which are particular to those sources.

After drawing findings, the data sources were consulted for agreement.

b. Multiple Researchers

Multiple researchers conducted by using more than one researcher in data collection and analysis. This technique is recognize to enrich the repertoire of knowledge regarding the information extracted from the research subject. Multiple researchers is intended among other things to avoid the potential for individual bias in a single researcher.

c. Theory Triangulation

Theoretical triangulation is the use of a number of perspectives or theories in interpreting a set of data. In discussing a problem that is being studied, researchers should not use a theoretical perspective. So that later it will be supported by multiple theories.

d. Methodological Triangulation

Methodological triangulation includes comparing data from the same source using various ways, such as interviewing data and then comparing it to observation and documentation. The researcher undertakes additional interactions with the relevant data source or others to determine which data is considered correct if it produces

different data, which may all be accurate because to different points of view.<sup>42</sup>

In this study, the researcher checked the data from several data sources, then this process can be claimed as using methodological triangulation to the validity of the research.

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<sup>42</sup> Agustinova.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter shows research findings and discussion which include the explanation about the types of code switching, students' view on the advantages and disadvantages of using code switching as a strategy in EFL class, teachers' view on the advantages and disadvantages of using code switching as a strategy in EFL class, and the gap between them.

#### **A. Research Findings**

Based on the observation and interview with teacher and students, the researcher found code switching that used by teacher and students in EFL class. This activity is conducted in natural environment exactly in conversation class of Pesantren Fadhlul Fadhlun. This activity was performed every morning at 05.45 until 6.45 for a week except Saturday and Sunday. The teacher has various methods when teaching speaking skills such as in pairs work, role play, and describing things. In her conversation class the teacher spoke in English when explaining materials. However, because each of students has different ability of speaking skill, she often switched the code in order to clear her explanation.

The researcher conducted recording on 14<sup>th</sup> November until 16<sup>th</sup> November 2022. The researcher only recorded for three days because it served the purpose of this study.

### **1. Types of Code Switching Used as Strategies in EFL Class**

The researcher noted that code switching was used by tutors and students in teaching and learning activities at conversation class. The findings are relevant to Poplack's theory. Code switching is classified into three types such as tag switching, intra-sentential switching, and inter-sentential switching. Based on the identifying the data collection, there are three types of code switching is used by teacher and students in the conversation class of Pesantren Fadhlul Fadhlun. They are tag switching, intra-sentential switching, and inter-sentential switching. Each type of code switching is discussed below:

#### **a. Tag-switching**

This type occurs when a bilingual inserts a short phrase or tag from one language into an utterance in another. The tag can be located anywhere in another language. It is commonly very short and simple. This type also used to express emotions. The researcher found 15 times in during three days observation. These examples can be explained as follows:

“Before this we started at 6.30 *ya!*” (*appendix 4*)

“Ok *yuk* please next, *lanjutkan!*” (*appendix 4*)

From the example above, the researcher found that the teacher gave commands by using tag switching. It demonstrates that the tutor added a short phrase of the end of utterance. The teacher used the Indonesian tag “ya” to give her students instruction.

When the teacher wanted to emphasize question, she used this type. For example:

“Ok I wanna ask you Asnafu *yuk?*” (*appendix 4*)

The teacher inserted a short phrase at the end of her utterance. In this case, the teacher inserted an Indonesian tag after switching to English. The teacher used tag “yuk?” with a stress to emphasize the question she ask her students.

Based on the utterances or expressions above, it presents that the teacher switched the language by inserted short phrase. The researcher found tha tutor used tag code switching to give commands, ask questions, to emphasize the utterance.

b. Intra-sentential switching

This type occurred 40 times in three days. This type is alternation between two languages that occurs within a sentence or utterance. In this case, the researcher noticed

that the teacher switched the language in the form of a word, phase, or clause within a sentence. For instance:

“How do we say *bangku kecil*?” (appendix 5)

From the example above, the teacher used intra-sentential code switching to highlight an Indonesia term. She switched two languages within her utterance to ask students about an Indonesian term. In this case, the teacher asked the students about Indonesian term of “*bangku kecil*” in English. And the students will look for the meaning in her pocket book. It can be conclude that the teacher switched the language in her utterance to emphasize the Indonesian term.

Another example:

“So now I have discussed with your friend how we wanna change our schedule at 9 after *ngaos* or earlier after *subuh*”

From the utterance above, the teacher was using code-switching during the lesson, especially intra-sentential switching. In a single sentence, the teacher inserts a word from another language. The teacher transitions from Indonesian to another language by combining the words “*ngaos*” and “*subuh*” in a single sentence.

Another example:



“Have a seat *itu lebih* more polite than sit down”  
(*appendix 5*)

From the utterance above, the teacher speaks in English and then insert the word “itu lebih” in a single utterance. So, this utterance can be include in the category of intra-sentential switching.

c. Inter-sentential switching

This type occurred 19 times in three days. It may assist the teacher in delivering lesson materials, information, or instruction. The material is expected to become easier to understand for the students. This type of code switching can be seen in the following example:

“Ok 10 minutes is enough for memorizing. *10 menit cukup*”  
(*appendix 6*)

From the example above, it can be seen that the teacher switched into Bahasa in the following sentence to clarify what the sentence before. In this case, the teacher wants to ensure the students’ understanding.

Another example:

“One of you please repeat the listening, *jadi ada satu yang eee apa yaa ngulangin gitu loh*” (*appendix 6*)

From the utterance above, it is called inter-sentential switching because the teacher talk in English and then switched or repeated into Bahasa in the next sentence.

Another example:

“So today let’s check your duty. *Jadi untuk hari ini ayok kita bahas tugasnya*”  
(appendix 6)

From the utterance above, it can be conclude that that is inter-sentential switching because the teacher talk in English and the switched into Bahasa in different sentence.

The types of code switching can be summed up in the following table.

Table 4.1 Types of Code-switching

No.	Types of Code-switching	Data Sample
1.	Tag switching	<ul style="list-style-type: none"><li>• Before this we started at 6.30 <i>ya!</i>(refer to appendix 4)</li><li>• Ok <i>yuk</i> please next, <i>lanjutkan!</i> (refer to appendix 4)</li><li>• Ok I wanna ask you Asnafu <i>yuk?</i> (refer to</li></ul>

		<i>appendix 4)</i>
2.	Intra-sentential switching	<ul style="list-style-type: none"> <li>• How do we say <b>bangku kecil?</b> (<i>refer to appendix 5)</i></li> <li>• So now I have discussed with your friend how we wanna change our schedule at 9 after <i>ngaos</i> or earlier after <i>subuh</i> (<i>refer to appendix 5)</i></li> <li>• Have a seat <i>itu lebih</i> more polite than sit down (<i>refer to appendix 5)</i></li> </ul>
3.	Inter-sentential switching	<ul style="list-style-type: none"> <li>• Ok 10 minutes is enough for memorizing.</li> </ul>

		<p><b>10 menit cukup</b> (refer to appendix 6)</p> <ul style="list-style-type: none"> <li>• One of you please repeat the listening, <b>jadi ada satu yang eee apa yaa ngulangin gitu loh!</b> (refer to appendix 6)</li> <li>• So today let's check your duty. <b>Jadi untuk hari ini ayok kita bahas tugasnya</b> (refer to appendix 6)</li> </ul>
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*Table 6 types of Code-Switching*

## **2. Students' View on The Advantages and Disadvantages of Using Code Switching as a Strategy in EFL Class**

According to the interview conducted by researcher, the students expressed some views on the advantages and disadvantages of using code switching as a strategy in EFL class, which assist in the teaching and learning of English. Based on Cambridge dictionary view has some of definitions. View is an opinion, the things that you can see from a place, how well you can see something from a particular place. So, Students' view of using code-switching be described through opinions that are adjusted to the purpose, which is an indicator of communication strategy. Effendy states that purposes of communication strategy are understanding, accepting, and motivating action.

### **a. Understanding**

Students' view advantages and disadvantages of using code switching as a strategy in EFL class can be described based on one of the purposes communication strategy that is to secure understanding. There are some advantages of using code-switching in English teaching learning. Here showed the table of students' view on using code-switching about understanding.

#### **Table 4.2 Students view 1: Understanding**

Advantages	Representative of advantages		Disadvantages	Representative of disadvantages	
Using code switching in EFL class makes students easier to understand the materials	<b>S1</b>	...avoid confusion and facilitate our understanding of the sentence .... ( <i>refer to appendix 8, number 2</i> )	The students cannot improve their vocabulary ability	<b>S2</b>	...we not know vocabulary we can use Indonesia ....( <i>refer to appendix 8, number 3</i> )
	<b>S2</b>	...will make it easier for me to understand....( <i>refer to</i>		<b>S4</b>	...cannot speak the language properly ....( <i>refer to appendix</i>

		<i>appendix 8, number 2)</i>			<i>8, number 4)</i>
	<b>S4</b>	<i>...can understand....(refer to appendix 8, number 2)</i>		<b>S9</b>	<i>....will switch language and does not add vocabulary. (refer to appendix 8, number 2)</i>
	<b>S8</b>	<i>...understand me better....(refer to appendix 8, number 2)</i>		<b>S10</b>	<i>...forget the vocab directly we will do code switching ....(refer to</i>

					<i>appendix 8, number 3)</i>
	<b>S9</b>	...easier to understand....( <i>refer to appendix 8, number 1)</i> )		<b>S11</b>	...won't make my vocabulary grow....( <i>refer to appendix 8, number 3)</i> )
The students can understand and respond the teacher's instruction	<b>S4</b>	...respond to instruction....( <i>refer to appendix 8, number 2)</i> )			



and question.					
	<b>S9</b>	...code switching and clarify instruction ....( <i>refer to appendix 8, number 2</i> )			
	<b>S10</b>	...help us to analyze difficult instruction s....( <i>refer to appendix 8, number 2</i> )			
	<b>S11</b>	...will easier for me to			

		answer the teacher's questions. <i>(refer to appendix 8, number 2)</i>			
The students can improve the vocabulary ability	<b>S6</b>	...not vocabulary I know.... <i>(refer to appendix 8, number 2)</i>			
	<b>S7</b>	...will be looking for the word in English.... <i>(refer to appendix</i>			

		<i>8, number 3)</i>			
	<b>S8</b>	<i>...rarely get new vocabular y....(refer to appendix 8, number 3)</i>			

*Table 7 Students View Understanding*

From the table above, we can look the students' view on using code switching. In this part of understanding there were three advantages and a disadvantage. Three advantages are the students are easier to understand English material. The students can understand and respond the teacher's instruction and question. The students can improve the vocabulary ability, because when they ask other or teacher they will get new vocabulary using intra-sentential switching. For example, how to say *bantal kursi*. So they will get answer the question. However, using code-switching has disadvantages in students' view such as, they cannot

improve their vocabulary ability. Because when they do not know they will switch the code.

b. Accepting

The next indicator or purpose is to establish acceptance. Using code-switching in English teaching learning give the advantages and disadvantages. Here showed the table of students' view on using code-switching about accepting.

**Table 4.3 Students' view 2: Accepting**

Advantages	Representative of advantages		Disadvantages	Representative of disadvantages	
The students can accept message and knowledge from the teacher	<b>S3</b>	...help to understand what teacher says....( <i>refer to appendix 8, number 4</i> )	The students look like un-capable in English speaking	<b>S2</b>	...all of presentati on use full English make me not understand

clearly				d....( <i>refer to appendix 8, number 6</i> )
	<b>S4</b>	...understand the difficult aspects of the lesson taught and therefore are able to follow the instruction... <i>.(refer to appendix 8, number 6)</i>		<b>S3</b> ...in a place requires using full English I am not confident <i>....(refer to appendix 8, number 5)</i>
	<b>S5</b>	...can find out what is being conveyed....		<b>S1</b> <b>1</b> ...makes people think that my vocab

		<i>(refer to appendix 8, number 5)</i>			is weak. <i>(refer to appendix 8, number 2)</i>
	<b>S6</b>	....understand meaning that are less clear, especially English. <i>(refer to appendix 8, number 4)</i>			
	<b>S8</b>	....difficult to understand when using fully English. <i>(refer to appendix 8,</i>			

		<i>number 6)</i>			
	<b>S9</b>	....easier to understand the commands or information ....( <i>refer to appendix 8, number 4)</i> )			

*Table 8 Students' View 2: Accepting*

Based on the table above we can conclude that there was an advantage and a disadvantage of using code-switching. Such as, they can accept message and knowledge from the teacher clearly. When they got good explanation they can be more confident to speak English even use code switching. However, they also are not confident using code switching because it makes them are not capable in English speaking, except in our own environment. Code switching also makes decrease students comprehension level of English. Because of limited vocabulary they know.

c. Motivating Action

The last indicator or purpose of communication strategy is motivating action. Using code switching in English teaching learning can motivate the students to learn English. Here showed the table of students' view on advantages and disadvantages of using code-switching about motivating action.

**Table 4.4 Students' view 3: Motivating Action**

Advantages	Representative of advantages		Disadvantages	Representative of disadvantages	
The students are more active and enthusiastic	<b>S4</b>	...motivating to try to learn the original language. ( <i>refer to appendix 8, number 7</i> )	The students are not brave and are not comfortable to speak with native speakers	<b>S1</b>	...talk with native speaker pure English ....( <i>refer to appendix 8, number 9</i> )
		...be able to		<b>S2</b>	...can



		<p>be achieve and enthusiastic. <i>(refer to appendix 8, number 8)</i></p>			<p>cause miss- understan ding....(<i>r efer to appendix 8, number 9)</i>)</p>
	<b>S6</b>	<p>...use full English it will be difficult and a feeling a laziness....(<i>r efer to appendix 8, number 7)</i>)</p>		<b>S4</b>	<p>...they won't understan d. (<i>refer to appendix 8, number 9)</i>)</p>
		<p>...more flexible when studying....( <i>refer to</i></p>		<b>S6</b>	<p>Difficult when hearing native speaker</p>

		<i>appendix 8, number 8)</i>			<p> speak....(  <i>refer to appendix 8, number 9)</i> </p>
	<b>S8</b>	<p> ...makes the learning atmosphere more fun and doesn't make us depressed....  <i>(refer to appendix 8, number 7)</i> </p>		<b>S7</b>	<p> ...not confident .  <i>(refer to appendix 8, number 9)</i> </p>
	<b>S9</b>	<p> ...make it more enthusiastic in learning English....  <i>(refer to appendix 8,</i> </p>		<b>S8</b>	<p> ...limited English vocabulary that I understand....  <i>(refer to</i> </p>

		<i>number )</i>			<i>appendix 8, number 9)</i>
	<b>S10</b>	...motivates us to think that English is very easy for us....( <i>refer to appendix 8, number 7</i> )		<b>S9</b>	...still learning English.( <i>refer to appendix 8, number 9</i> )
	<b>S11</b>	...want my English to be better. ( <i>refer to appendix 8, number 8</i> )		<b>S11</b>	...not comfortable because it looks like our vocab is weak. ( <i>refer to appendix 8, number</i>

					9)
The students are more be brave to speak English even not fluently. They are confident in their environment	<b>S1</b>	...make me/us confident when talk with other. <i>(refer to appendix 8, number 8)</i>			
	<b>S2</b>	...can speak freely.... <i>(refer to appendix 8, number 2)</i>			
	<b>S3</b>	...helps when having conversations with			

		classmates... <i>.(refer to appendix 8, number 7)</i>			
	<b>S7</b>	...can communicat e with teacher. <i>(refer to appendix 8, number 8)</i>			
	<b>S8</b>	...understan d each other what we are talking.... <i>(re fer to appendix 8, number 9)</i>			
	<b>S11</b>	...makes me want to add more to my vocab. <i>(refer to appendix</i>			

		8, number 7)			
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*Table 9 Students' View 3 Motivating Action*

According to the table, we can look there were two advantages and a disadvantage. For instance, the students more active and enthusiastic. Especially for EFL students, which is English is not second language. Code switching can help them to speak English when they cannot speak fluently. It also help the students understand the teacher's talking about. It makes the students more be brave to speak because they are not afraid to speak when they cannot speak English fluently. In other hand, when the students talk to the native speaker they are not comfortable using code switching. They feel embarrassing because of vocabulary weakness.

Based on the data, all of the students agreed that using code switching in English teaching learning can help them understand material in English. However, there are some points of view on improving vocabulary. Some students believe that code switching can help them improve their vocabulary, while others disagree. The use of code switching in English teaching learning assists them in keeping motivated and enthusiastic in EFL class. They are less

confident when speaking with native speakers. Because code switching showed a lack of vocabulary.

### **3. Teachers' View on The Advantages and Disadvantages of Using Code Switching as a Strategy in EFL Class**

Other than from the students' view on the advantages and disadvantages of using code switching as a communication strategy in EFL class, the researcher also interviewed the teacher to obtain reinforcing data. Teachers' view, like students' view, can be described in terms of the purpose of the communication strategy. They are accepting, understanding, and motivating action.

#### **a. Understanding**

Teachers' view advantages and disadvantages of using code switching as a strategy in EFL class can be described based on one of the purposes communication strategy that is to secure understanding. Here showed the table of teacher's view on using code-switching about understanding.

**Table 4.5 Teacher's view 1: Understanding**

<b>Advantages</b>	<b>Representative of advantages</b>	<b>Disadvantages</b>	<b>Representative of disadvantages</b>

The students will be motivated to learn English and improve	<b>T</b>	...will motivate or improve their skill....( <i>refer to appendix 10, number 1</i> )			
their vocabulary and speaking ability	<b>T</b>	...can improve their vocabulary ....( <i>refer to appendix 10, number 3</i> )			

*Table 10 Teachers' View 1 : Understanding*

From the table above, teachers' view on the use code switching in English teaching learning is the strategy of communication can make students to motivate or improve their skill in English especially speaking skill. According to interview, the teacher said that code switching can improve students' vocabulary. Because the teacher used code switching as a communication strategy to give question to



the students. For example: how to say *kamar mandi*?. So the students will get new vocabulary.

b. Accepting

Teacher's views on the advantages and disadvantages of using code switching as a strategy in EFL classes can be described using the next communication strategy, which is to establish acceptance. Here showed the table of teacher's view on using code-switching about accepting.

**Table 4.7 Teacher's view 2: Accepting**

<b>Advantages</b>	<b>Representative of advantages</b>		<b>Disadvantages</b>	<b>Representative of disadvantages</b>	
Code switching is a good strategy to engage the students in English lesson	<b>T</b>	...good strategy to improve not only to improve but also make them interesting... <i>.(refer to appendix 10,</i>	The student cannot increase their English level skill	<b>T</b>	...not all of the students understand what I say....( <i>refer to appendix 10, number</i>

		<i>number 4)</i>			6)
This strategy make the students to pay attention the teacher	<b>T</b>	...used this strategy my students will pay attention....( <i>refer to appendix 10, number 5)</i>			

*Table 11 Teacher's View 2: Accepting*

Based on the data above, teachers' view on the use code switching in English teaching learning is the strategy of communication can make students interesting about English. In the interview, the teacher stated that code switching is a good strategy for improving and engaging students in English. This strategy makes the students pay attention to the teacher. Because when the teacher spoke full English, the students is like do not understand what teacher said. Different from students' view, based on teacher's view, code switching cannot help to increase the level skill of English.

c. Motivating Action

The final indicator or goal of communication strategy is to motivate action. The use of code switching in English teaching learning can motivate students to learn the language. Here showed the table of teacher's view on using code-switching about motivating action.

**Table 4.8 Teacher's view 3: Motivating Action**

Advantages	Representative of advantages		Disadvantages	Representative of disadvantages	
The students think that English is easy	<b>T</b>	...they will not think that English is difficult....( <i>refer to appendix 10, number 7</i> )	Code switching is linguistic weakness in high class/level	<b>T</b>	...code switching in high class maybe we can say this linguistic weakness ....( <i>refer to appendix 10, number</i>

					9)
Code switching is not linguistic weakness	<b>T</b>	...make them think that English is not hard....( <i>refer to appendix 10, number 9</i> )			

*Table 12 Teacher View 3: Motivating Action*

According to the data above, it can conclude that the students who learn English using code-switching are not believed English is difficult. Teacher said to develop the student's language ability, the students practice making conversation when they get new vocab. So they can improve their speaking skill. Code-switching helps the students to be brave to practice. When used at the basic or intermediate level, code-switching is not considered a linguistic weakness

by teachers. Because they are still learning a foreign language. But, code-switching is a linguistic weakness in high class/level.

#### **4. Gap between Students' View and Teachers' View on The Advantages and Disadvantages of Using Code Switching as a Strategy in EFL Class**

Based on interviews with pupils and teachers, the research found that students and teachers have differing views on using code-switching as a strategy in English teaching and learning. They both provide advantages and disadvantages.

According to students' views, using code-switching can help students understand the material and respond instructions and question more easily. The students can accept the teacher's message or knowledge clearly. So that they can be motivated to learn English. They are more active and enthusiastic. They feel brave to speak English even not fluently in their environment. Besides from the teacher's view, using code-switching can help students improve their English skills, particularly their speaking ability. Switching codes is an effective strategy for improving and engaging students in English and it is not linguistic weakness. This strategy makes the students focus on the teacher. As a result, the students think that English is easy.

On other hand, students and teacher also give views about the disadvantages of using code-switching as a strategy in EFL Class. Code switching has disadvantages, such as the fact that students cannot improve their vocabulary because they will switch the code when they do not know. They are also uncomfortable using code switching because it makes them incapable of speaking English. Especially when speaking with a native speaker. They are embarrassed by their lack of vocabulary. Besides from the teacher's view, using code-switching cannot help to improve English-level skills. Teacher does not consider code switching to be a linguistic weakness at the intermediate level. They are still studying a foreign language.

The gap of students' view and teacher's view can be summed up in the following table.

	<b>Advantages</b>	<b>Disadvantages</b>
<b>Students</b>	Using code switching in EFL class makes students easier to understand the materials	The students cannot improve their vocabulary ability
	The students can understand and respond the teacher's instruction and question	The students look like un-capable in English speaking

	The students can improve the vocabulary ability	The students are not brave and are not comfortable to speak with native speakers
	The students can accept message and knowledge from the teacher clearly	
	The students are more active and enthusiastic	
	The students are more be brave to speak English even not fluently. They are confident in their environment	
<b>Teacher</b>	The students will be motivated to learn English and improve their vocabulary and speaking ability	The student cannot increase their English level skill
	Code switching is a good strategy to engage the students in English lesson	Code switching is linguistic weakness in high class/level
	his strategy make the students	

	to pay attention the teacher	
	The students think that English is easy	
	Code switching is not linguistic weakness	

*Table 13 Advantages and Disadvantages*

## **B. Discussion**

This part shows the discussion of the findings after getting the result of the research. The result is found by analyzing the data. After conducting the analysis, the researcher knows the students' and teacher's views on the advantages and disadvantages of using code switching as a strategy in EFL class, and the gap between them. Then, it relates to the theory.

### **1. Type of Code Switching Used as Strategies in EFL Class**

According to this finding, the teacher and students mostly use intra-sentential code-switching during the lesson. There are 40 data related to intra-sentential code-switching. This is a type of language alternation that occurs within a sentence or utterance. The researcher noticed that the teacher switched the language in the form of a word, phrase, or clause within a sentence in this case.



Furthermore, inter-sentential code-switching is another type of code-switching used by the teacher and students. This research found 19 data of inter-sentential code-switching. This type of code-switching inserts an entire secondary language phrase, clause, or sentence. It happens outside of sentences and clauses.

The researcher then found 15 data on tag switching in this study. In this study, the research found that tag switching occurs at the beginning, middle, and end of the sentence. The teacher says tag in English and the rest of his words in Indonesian (or vice versa).

In natural communication, code-switching is common. Most people have no idea of how they use their language in natural communication. Sometimes they switch languages because they are doubtful about what they want to say. As a result, when the teacher speaks in class, she switches language commonly. This is related to Ameliza's statement that code switching has become a sometimes used term for alternative uses of two or more languages, language types, or even speech styles. Those who speak multiple languages will include several other languages in their speaking activities.<sup>43</sup>

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<sup>43</sup> Ameliza and Ambalegin.

## **2. Students' View on The Advantages and Disadvantages of Using Code Switching as a Strategy in EFL Class**

The students' view on the advantages and disadvantages of using code-switching as a strategy in EFL Class can be described based on the purpose of communication strategy, which is an indicator of communication strategy, based on the results of data analysis. According to Effendy, the goals of communication strategy are to understand, accept, and motivate action.

The first indicator is understanding. According to the findings, students' view of the understanding indicator is that they can clearly understand English material and teacher instruction. Code-switching can also help them improve their vocabulary because when they ask another person or their teacher, they will learn new words through intra-sentential switching. However, code-switching cannot improve vocabularies if they switch to a language they do not understand.

The second indicator is accepting. According to the findings, students' views toward accepting indicators are using code-switching in English teaching learning can help students improve their English comprehension. This is related to Sakaria's argument that teacher's use of code-switching during

target language instruction can help the students comprehend the material. Due to their limited target language proficiency.<sup>44</sup> They can clearly accept the teacher's message or knowledge. However, code switching makes the students look like incapable in English speaking. Because of their limited vocabulary.

The third indicator is motivating action. According to the findings, students' views of the motivating action indicator are the use of code-switching in English teaching learning can motivate students to learn the language. They were more active and enthusiastic. They are more be brave to speak English in their environment even not fluently. However, on other hand the students are not brave and are not comfortable to speak with native speakers.

### **3. Teacher's View on The Advantages and Disadvantages of Using Code Switching as a Strategy in EFL Class**

By interviewing the teacher, students' view on the advantages and disadvantages of using code switching as a strategy in EFL class can be strengthened. As a result of the teacher interview, it is possible to gain a teacher's view on the use of code switching in English teaching and learning. Such

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<sup>44</sup> Severinus Sakaria and Joko Priyana, 'Code-Switching : A Pedagogical Strategy in Bilingual Classrooms', 6.3 (2018), 175–80 <<https://doi.org/10.12691/education-6-3-3>>.

as students' view, teacher's view also use purpose of communication strategy as an indicator of communication strategy. The goals of communication strategy, according to Effendy, are to understand, accept, and motivate action.

The first indicator is understanding. According to the findings, the teacher's view of the understanding indicator is that using code switching motivates or improves students' English skills, particularly their speaking skills. According to the teacher, code switching can help students improve their vocabulary and speaking ability. Because the teacher used code switching as a communication strategy when asking the students questions. For instance, how do you say *kamar mandi*? As a result, the students will learn new words.

Accepting is the second indicator. According to the results, the teacher's view on accepting the indicator. Based on the teacher interviewed, code switching is a good strategy for improving and engaging students in English. This strategy makes the students focus on the teacher. Because when the teacher spoke in full English, the students appeared to be confused. In contrast to what students believe, code switching, in the opinion of teachers, cannot help to improve English comprehension.

Motivating action is the third indicator. Students can be inspired to learn English by using code switching in English teaching and learning. According to the teacher's interview, students who learn English through code switching do not think that English is a difficult language. The teacher advised the students to practice having conversations as soon as they learn new vocabulary in order to improve their language skills. In order to enhance their communication skills. Code switching encourages students to practice being brave. This is related to Desliyanah's statement that code-switching make the students English lessons more enjoyable and challenge them to use their English as a language of communication.<sup>45</sup> The teacher stated that code-switching is not a linguistic weakness when used at the basic or intermediate level. Due to the fact that the students are still learning a foreign language.

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<sup>45</sup> Desliyanah.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher presents the conclusions and suggestions from the previous chapter.

#### **A. Conclusion**

The researcher concludes from the data above that the English teacher and intermediate students at Pesantren Fadhlul Fadhlani use English and Indonesian in the English teaching learning process in the conversation class. Furthermore, this boarding is bilingual. According to this finding, the teacher and students mostly use intra-sentential code-switching during the lesson. There are 40 data utterances of intra-sentential switching, 15 data utterances of tag switching, and 19 data utterances of inter-sentential switching.

The students' view and the teacher's view on advantages and disadvantages of using code switching as a strategy communication in EFL class present that code switching give some explanations. Both of the students and the teacher agreed that code switching can improve student's vocabulary ability and student's speaking ability. Students' view about the use of code-switching during English lesson that they can be easier to understand the materials and respond teacher's instructions and questions. They

can accept message and knowledge from the teacher. So they are more be active and enthusiastic. They are more be brave to speak English in their environment. Meanwhile, teacher's view on using code-switching include that the students can be inspired to learn English by using code switching in English teaching and learning. The use of code switching can help students learn and use English more effectively. This strategy encourages the students to focus and pay attention on the teacher. Students are encouraged to practice being brave by code switching. However, some of students stated that code switching doesn't help students improving their vocabulary ability. So, they look like un-capable in speaking English. They also are not comfortable and are not confident talking with native speakers. The teacher also give disadvantages explanation, such as code-switching cannot increase the student English level skill.

## **B. Suggestion**

Based on the previous conclusion, the researcher will decide to make some recommendations that, hopefully, will be useful to teachers, students, and future researchers:

### **1. For English Teacher**

The result of this research that using code-switching can help teacher easier to give materials to the students clearly. So teacher can manage the class and engage the students in English

lesson. Hopefully the teacher can help the students will be motivated to learn English.

## 2. For The Students

Based on the result, code switching can help the students understanding and responding the teacher's instruction and question. So, students can accept message and knowledge from the teacher clearly. Hopefully the students more be active and enthusiastic in English lesson.

## 3. For The Next Researcher

The result of this study is expected to be a useful guide for future researchers who are interested in the same topic but using a different method of analysis to get more accurate conclusions, and could be the basis for starting new research with different perspective.



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## APPENDIXES

### Appendix 1 Transcription of Classroom Observation in the Research

#### Data 1

**Date : 14/11/22**

Teacher : “Assalamualaikum wr wb”

Students: “Walaikumusalam wr wb”

Teacher : “Good Morning Class”

Students: “Morning Miss”

Teacher : “How’s life today?”

Students: “I am fine, and you?”

Teacher : “I am fine too thank you. Before we start our lesson, let’s start by reciting Basmallah together”

Teacher : “Bismillahirrohmannirrohim”

Students: “Bismillahirrohmannirrohim”

Teacher : “Have you finished write this?”

Students: “Not yet Miss”

Teacher : “Ok everyone start from now, last week I and your friend have discussed about our conversation I mean I hope all of the member in this conversation class can join the class. **Before this we started at 6.30 ya**, and only the little of people join the class because I know you have lecturer at 7.

**So now I have discussed with your friend how we wanna change our schedule at 9 after ngaos or earlier after subuh** and then your friends prefer earlier, so start from today until the end we will start conversation class at 5.30

*Appendix 1- Transcription of Classroom Observation in the Research*

until 6.30. So there is no reason to do not join the class except getting sick or roaster kitchen. You have 30 minutes to prepare to go to campus. If you have lecturer at 7 you can prepare before subuh. I think you manage your time so when you come here you have prepared. So start from now there is now reason to permit because of lecturer. **Jadi gak ada alasan untuk gak ikut conversation, gak ada alasan untuk karena ada kuliah, kecuali kalau kalian sakit.** Ok have you done?"

Students: "Yes Miss"

Teacher : "Ok I will check your memorizing, have you memorize?"

Students: "Not yet Miss hehe"

Teacher : "**Ok 10 minutes is enough for memorizing. 10 menit cukup**"

Students: "Ok Miss"

Teacher : "Nada please memorize the vocab"

Students: "Yes Miss"

Teacher : "Ok, I will check start from, **how do we say *bangku kecil*?**"

Students: "Mini stool"

Teacher : **“How do we say *bantal kursi?*”**

Students: “Cushion, cushion, cushion”

Teacher : **“How do we say *kabinet?*”**

Students: “Cabinet, cabinet, cabinet”

Teacher : **“How do we say *kursi lipat lantai?*”**

Students: “Folding floor chair”

Teacher : **“How to say *kursi tangan?*”**

Students: “Armchair”

Teacher : **“How to say *Kursi goyang?*”**

Students: “Rolling chair”

Teacher : **“How to say *makanan Mesir?*”**

Students: “Egypt Cuisine”

Teacher : **“How to say *meja makan putar?*”**

Students: “Revolving dining table”

Teacher : **“How to say *melihat-lihat?*”**

Students: “Sight-seeing”

Teacher : **“How to say *karpét?*”**

Students: “Rug”

Teacher : **“How to say *serbet lap piring?*”**

Students: “Tea towel”

Teacher : **“How to say *serbet makan?*”**

Students: “Napkin”

Teacher : **“How to say *sofa?*”**

Students: “Sofa”

Teacher : “**How to say *Stoples Kaca?***”

Students: “Glass jar with lid”

Teacher : “**How to say *tatakan piring?***”

Students: “Place mat”

Teacher : “**How to say *berkeliling?***”

Students: “Go around”

Teacher : “**How to say *mengelap?***”

Students: “Wipe”

Teacher : “**How to say *mengisi ulang?***”

Students: “Refill”

Teacher : “**How to say *mengundang?***”

Students: “Invite”

Teacher : “**How to say *menyusun?***”

Students: “Arrange”

Teacher : “How do we say Cozy?”

Students: “Nyaman”

Teacher : “Comfy?”

Students: “Nyaman”

Teacher : “Jadi kalian kalau mau ngomong nyaman bisa pake Cozy and comfy, so now I will choose you in the first time but later if still maybe ten people and then you have to how to say berebut Ok!”



Students: “Yah miss, hahhaa”

Teacher : “Please Deyani, how to say stoples kaca? Tetott, Adisty?”

Students: “Glass jar with lid”

Teacher : “Ok, Have a sit. Ok Fifi how to say kursi tangan?”

Student : “Armchair”

Teacher : “Ok good, Fina how to say melihat-lihat?”

Students: “Sight-seeing”

Teacher : “Ok good, Ziya how to say kursi lipat lantai?”

Students: “Folding Floor chair”

Teacher : “Ok good, how to say mengisi ulang Alifa?”

Students: “Refill”

Teacher : “Refill good, how to say kursi goyang Kinasih?”

Students: “Rocking chair”

Teacher : “**Ok. Start from now ya**”

Students: “**Yah miss**, huhu Miss”

Teacher : “Hehe It’s ok. How to say bangku kecil?”

Students: “Miss Miss, mini stool”

Teacher : “Ok. How to say tatakan piring?”

Student A: “**Miss saya Miss, place mat**”

Teacher : “Place mat, ok. How to say kursi goyang?”

Students: “Rocking chair”

Teacher : “Satu lagi nanti yang tiga terakhir ini akan berbeda. How to say meja makan putar?”

Students: “Revolving dining table”

Teacher : “Ok. Now 1 2 3 how to say tamu itu punya janji dengan Yai?”

Students: “Haa? Hahaha”

Teacher : ***“Kalau di ini, kira kira bisa apa? Tamu itu punya janji dengan Yai? Nada can you answer?”***

Students: “The guests have an appointment”

Teacher : **“Yaa, the guests, pakai nya have atau has?”**

Students: “Have”

Students: “The guests have an appointment with Yai”

Teacher : “Ok. Sit down please. The guests have an appointment with Yai. How to say Ndalem Yai adalah tempat yang nyaman?”

Students: “Yai’s ndalem is cozy and comfy”

Teacher : “Ok have a sit. Deyani the last.how to say Mba ndalem sedang mengisi ulang jajan ke dalam toples?”

Students: “Mba ndalem..... Emmm”

Teacher : “is ?”

Students: “is”

Teacher : “Mengisi ulang?”

Students: “Refilling”

Teacher : “The snack”

Students: “The snack”

Teacher : “into?”

Students: “into glass jar”

Teacher : “Ok please have a seat. So start from now, ee coba ini Nada bikin kalimat yang simple, sederhana gapapa tentang bantal kursi”

Students: “I... bantal kotak itu a miss, apasih bersandar?”

Teacher : “lean back”

Students: “I lean back on the cushion”

Teacher : “lean back itu bener bersandar kan?”

Students: “Iya miss”

Teacher : “Ok thank you. Thank you Nada. The next Fina make a sentence from the vocab “berkeliling”

Students: “New student go around”

Teacher : “New student go around? Sekitar itu bisa pakai surrounding.”

Students: “New student go around surrounding the building”

Teacher : “**Go around atau goes around?**”

Students: “Goes around”

Teacher : “Kenapa?”

Students: “Karena studentnya Satu”

Teacher : “Ok, next mengundang Alifa, please make a sentence from vocab mengundang!”

Students: “I...”

Teacher : “I... hmm”

Students: “I will....”

Teacher : “Apa? Terserah hehee”

Students : “I will... I will invite all of my friends when I married”

Teacher : “I will invite all of my friends ya. *Tak kira tadi kamu bilang*  
**I will invite you in my wedding”**

Students: “Hahahaha”

Teacher : “**I will invite all of my friends when I married** *yaa* ok. **The last, the last one please make a sentence from the vocab**  
*menyusun*, Kinasih!”

Students: “I arrange pillow on the.... Bed”

Teacher : “On the bed, kok mikire adoh men toh on the bed, kek nya mikir dulu gitu ya ok I arrange pillow on the bed. Ok. Ya maybe setidaknya kalian kalau disuruh bikin kalimat sudah bisa ya. Ok. So I think enough for today. Any question?”

Students: “No miss”

Teacher : “Let’s close our meeting by reciting hamdalah together”

Students: “Alhamdulillahirobbil ‘alamin”

Teacher : “Thank you so much and the last I say, wassalamualikum wr  
wb”

Students: “Waalikumussalam wr wb. Thank you Miss”

Teacher : “Ok, you’re welcome”

## Appendix 2 Transcription of Classroom Observation in the Research

### Data 2

Date : 15/11/22

Teacher : “Assalamualaikum wr wb”

Students: “Waalaikumussalam wr wb”

Teacher : “Morning”

Students: “Morning Miss”

Teacher : “How are you today?”

Students: “I am fine thank you and you?”

Teacher : “I am fine too thank you. Ok we start by reciting Basmallah together”

Students: “Bismillahirrohmanirrohim”

Teacher : “Ok... Have done?”

Students: “Doneeeee”

Teacher : “Emm let we check together, yuk kita apaa bahas bersama-sama. But before that I wanna... wait. **One of you please repeat the listening, jadi ada satu yang eee apa yaa ngulangin gitu loh** maksudnya di stop stop, satu kalimat di stop ini ngomong apa kan ini apa audionya masih mudah di mengerti kayak kemarin kemarin kan? Meskipun what is that? Native speaker maksudnya orang luar tapi eee what is that? Bahasanya masih mudah dimengerti. **Ok I wanna ask**

**you Asnafu yuk. Sebelum kita bahas fill the blank.** Coba kamu putar audionya satu kalimat repeat satu kali

(Listening section)

Teacher : “**Ya can kan?** Please repeat it!”

Students: “Good morning Sir. What can I do for you?”

Teacher : “Ok then, oh I think better ini deh Asnafu and Breta. Asnafu is woman, Breta is Man. So you are conversation, talking talking”

Students: “Hahahahaha”

(Listening section)

Teacher : “Ok Stop it, **then repeat it praktekkkan coba**, kesusahan gak?”

Students: “Hehe iya Miss, diulangi Miss”

Teacher : “Ya diulangi, dimulai dari Asnafu”

(Listening section)

Students A : “Good morning Sir, what I can do for you?”

Students B : “Good morning I would like to Mr. Hendri”

Students A : “Have you made an appointment before?”

Students B : “No. I haven’t I have just arrived from Singapore last night. Could you check if he is free?”

Teacher : “Yuk jawab dulu Asnafu”

Students A : “Yes sir, please have a seat first Sir. Excuse me Sir, Mr. Hendri is in his room now, he wants to meet you”

Teacher : “Yaa Ok Breta”

Students B : “Please tell him, I will be free at thirteen thirtyyyyyy...  
Eee”

Teacher : “Kamu dengernya apa? Coba didengerin, diulangi lagi native speakernya bilang apa? **Thirteen point three zero, berarti tiga belas tiga puluh gitu ya**, biasanya kita pakenya a half past, a half past one ya”

Students B : “A half pas one hehe”

Teacher : “Iya, biasanya gitu, kadang ada yang pake ala British, American. Kalau gitu kan dibaca sesuai dengan ininya sesuai dengan tulisannya tinggal tiga belas tiga puluh gitu tapi kalau saya prefer pakai yang ini sih”

Students: “**Yang a half past**”

Teacher : “Heem, tapi kalau misalnya kayak empat belas lima puluh itu ya saya bilanganya ya sesuai sama ini. Tergantung kalau ada a quarter, a half gitu maksudnya saya lebih enak pakai a quarter to one, a half to two. Tapi kalau empat belas lima puluh atau empat belas tiga lima lebih enak pakai kaya gini. Kan cuman nyebutin angkanya. **Ok yuk please next, lanjutkan**”

Students B : “Please tell him, I will be free at 13.30 I am having a meeting with the clients now”

Students A : “Alright Sir, I am sorry Sir. Mr Hendri is having a meeting with a client. He told me that he would be free at about 13.30. Do you want to leave a message Sir?”

Students B : “Yes, please. Tell him I will be back and meet him today at 13.30”

Students A : “All right, Sir. I will give him your message”

Students B : “Thank you”

Students A : “You’re welcome”

Teacher : “Ok thank you so much Ok let we check when Breta and Asnafu are conversation you have to know what is the answer ya. How to I mean ee **what is the answer to fill in the blank ya kan**, jawabannya apa di tes ini kalian sebenarnya sudah tau. Coba kita bahas please ee Good morning Sir what can I do for you? I would like to bla bla? What is that?”

Students : “Meet”

Teacher : “Ok Good, and I would like to meet Mr Hendri. Have you met bla bla before? What is that?”

Students : “An appointment”

Teacher : “Have you made an appointment before? Itu pakai tenses apa coba Have you made?”

Students: “Eeeee simple past”

Teacher : “Have you made, dilihat dari structure grammarnya , tenses nya apa ? present?”



Students: "Present perfect"

Teacher : "Present nya tau dari mana? Perfect jelas ada have sama setelah have karena dia ini kan interrogative sentence ya, maksudnya kalimat Tanya jadikan susunannya have you made kalau dia present perfect dia pakainya have bukan had, kalau had pasti dia past perfect. Ok next, no I haven't I just bla bla"

Students: "Arrived"

Teacher : "Arrived or arrive?"

Students: "Arrived"

Teacher : "Why arrived not arrive? Kenapa yang dipakai verb nya yang ada ed nya?"

Students: "Karena past"

Teacher : "Hmmm? Apakah tenses nya menggunakan past tense? I've itu singkatan dari apa?"

Students: "I have"

Teacher : "Kalau I have just arrived berarti dia tenses nya apa?"

Students: "Present perfect"

Teacher : "Eh kemarin saya pernah ngasih PR untuk menghafalkan 16 tenses gak sih?"

Students: "Nggak Miss"

Teacher : "Masa sih? Waktu bikin kalimat?"

Students: "Nggak ngafalin tapi mempelajari Miss"

Teacher : “Emm nggak ngafalin tapi mempelajari Ok... eee I’ve just arrived from Singapore last night, could you check he is bla bla

Students: “He is free”

Teacher : “Yes Sir, please have a bla bla”

Students: “Seat”

Teacher : “**Have a seat ya, Have a seat itu lebih more polite than sit down. So you can this, please have a seat itu lebih bagus dari pada sit down please.** Sit down please itu kayak perintah kasar. Mungkin sekarang lebih dibiasakan ya pakai Have a seat itu kayak lebih memanusiakkan gitu hehee”

Students: “Heheeehe”

Teacher : “Mr Nasir is eh Excuse me Sir, Mr Nasir is in my room now he wants to meet you, please bla bla him”

Students: “Tell, tell, tell”

Teacher : “**Please tell him, I will be free at tadi bilang nya apa?**”

Students: “Thirteen point three zero”

Teacher : “And having a meeting with the client now. Alright Sir, I am sorry Sir, Mr. Hendri is having a meeting with the client now. He told me that he would be free at about 13.30. do you want to leave a bla bla Sir? What is that?”

Students: “Message”

Teacher : “**Message, pesan ya.** Kalau pijat apa?”

Students: “Massage”

Teacher : “Tulisannya gimana coba? Bedanya pesan sama pijat massage, kalau pesan? Apakah bedanya hanya di salah satu hurufnya?”

Students: “Iya Miss”

Teacher : “Iya kan salah satu hurufnya aja, inget-inget loh ya kalau kalian writing kalian salah nulis satu huruf seharusnya kalian mau nulis pesan pake huruf e kalian salah nulis pakai huruf a artinya udah beda dari pesan ke pijat, jauh kan?”

Students: “Ok miss, iya Miss”

Teacher : “Ok Mr. Yes masa Mr Yes?”

Students: “Itu kebalik miss”

Teacher : “Oh, yes please tell to him I will be bla bla”

Students: “Back”

Teacher : “I will be back and meet him today at 13.30, *saya tanya kenapa itu kok pakainya I will be back kenapa gak langsung I will back, coba ada yang tau?”*

Students: “Karena”

Teacher : “Karena?, *kenapa kok pakainya I will be back kenapa kok gak langsung I will back, kalian menemukan pointnya itu? Why not directly write I will back? Setelah modal harus?”*

Students: “**Setelah modal harus verb**”

Teacher : “Verb1 yang asli, back itu kan buka verb tapi dia? Back kembali disini maksudnya? Apakah dia verb? Coba dicari”

Students: “Kata benda noun”

Teacher : “Ok then next, I meet him today at 13.30 alright Sir I will give you message, thank you, you are welcome. Ok any questions?”

Students: “No miss”

Teacher : “I think enough for today, tomorrow we are reading and study about grammar. I have sent to you the listening text, behind listening text is reading text about knowledge what is the title? Knowledge and”

Students: “Udah miss”

Teacher : “Eh finish ya ini, oh yaya udah pernah ini ya. Berarti nanti readingnya tak carikan yang lain, eh udah belum reading ini?”

Students: “Udah kok Miss”

Teacher : “Ok I think enough for today, let’s close by reciting hamdalah together. Alhamdulillahirobbal ‘alamin”

Students: “Ahamdulillahirobbal ‘alamin”

Teacher : “The last I say, Wassalamualaikum wr wb”

Students: “Waalaiikumussalam wr wb. Thank you Miss”

Teacher : “You’re Welcome”

*Appendix 2- Transcription of Classroom Observation in the research*

### **Appendix 3 Transcription of Classroom Observation in the Research**

#### **Data 3**

**Data : 16/11/22**

Teacher : “Assalamualaikum wr wb”

Students: “Waalaikumussalam wr wb”

Teacher : “Please start by reciting Basmallah together”

Students: “Bismillahirrohmannirohim”

Teacher : “Have you repeat the vocabularies?”

Students: “Have done Miss”

Teacher : “Have done, okey. So in the previous lesson, I gave you a duty,**that is listening ya? So today let’s check your duty. Jadi untuk hari ini ayok kita bahas tugasnya.** Wah banyak sekali ya yang ijin hari ini.”

Students: “Yes miss”

Teacher : “Gimana ya caranya kita kelas conversationnya lengkap, apa di ganti malam?”

Students: “Jangan Miss, ganti lebih pagi aja setengah enam”

Teacher : “Berarti setengah enam sampai setengah tujuh ya?”

Students: “Okey Miss”

Teacher : “Okey, kita bahas dulu tugasnya yuk. *Ini jadi ya, di bawah teks nya itu there are vocabs jawaban dari A sampai J itu tuh ternyata kemarin kalian dikasih bantuan untuk apa?*”

**To help you to answer the question.** Jadi yang easy itu bukan jawaban nomor dua, tapi bisa jadi yang easy itu jawaban nomor satu. Okey let's start to listen"

(Listening to the listening section)

Teacher : "Describing personality, this week I started walking in a new office. Apakah sudah ada bla bla nya?"

(listening to the listening section)

Students: "Belum"

Teacher : "Kalian ini ya, saya belum melihat teks nya, saya mendengarkan listeningnya. It's very easy. I like him because he is helpful and kind, udah ada bla bla nya belum?"

Students: "Sudah dua"

Teacher : "Sudah dua? Wah ketinggalan malah. It's very busy yang pertama"

Students: "Iya hehehe"

Teacher : "J berarti and a lots of people work for here. **I like him because he is tadi apa?"**

Students : "Helpful"

Teacher : "Helpful, iya yang F and kind. Yesterday we went for lunch and he told some funny stories. Ok let's we continue first.

(Listening Section)

Teacher : "He is so humerous. Yang A ya. Apalagi?"

Students: "**Out going kayaknya Miss**"

Teacher : “Ya benar out going, ada lagi?”

Students: “***Tadi miss, it’s very easy***”

Teacher : “***Ya it’s very easy to talk to her. He is? “***

Students: “Selfish and argumentative”

Teacher : “He got angry when I ask him for some help. She is?”

Students : “Talkative”

Teacher : “What is the meaning of talkative?”

Students: “Cerewet”

Teacher : “Kalian bisa pakai Bahasa cerewet, selain talkative kalian bisa pakai apa dulu itu?”

Students : “Charity”

Teacher : “No no, depannya F”

Students: “Fussy”

Teacher : “Fussy itu cerewet juga kan? Sebelum saya kenal kata talkative saya lebih dulu tau kata Fussy. And the she is bla bla Talkative ya. Sometimes I am bit, what is that? Number 9?”

Students: “Shy”

Teacher : “So I just try to be?”

Students: “Polite”

Teacher : “***Ini tentang talk about personality, so what is the meaning of humerous?”***

Students: “Humoris”

Teacher : “And then Argumentative?”

Students: “Suka debat”

Teacher : “**Out going? Ayok dicari dulu artinya**”

Students: “ Emm apa ya, ramah Miss”

Teacher : “Ok I think the listening is easy. **So let’s continue to read the grammar. Bahasanya meskipun apa?** Suaranya atau pronunciation nya seperti native speaker. Tapi tetep bisa didengar ya listening nya. Maksudnya, kita bisa nyambung gitu, gak kek listening yang Haaa..... apa sih ini? **Gitu ya... what is that?**”

Teacher : “So this is today we are reading the text. Okay I will send to you. Please read the text and after that answer from number 1 until 5. Kayaknya kalian tanpa baca bisa jawab pertanyaannya. Tapi kalau reading itu harus **based on the text ya**. Jangan ngarang, cerita Hajar Aswad tuh gini. Ini sirah nabawi dalam English itu Seerah ya...”

Students: “Seerah, seerah”

Teacher : “**Kalau teks ini pasti to describe, karena descriptive text. Terus kalau procedure text apa?**”

Students: “To explain how something can be done”

Teacher : “**Kalau recount text?**”

Students: “**To retell, untuk menceritakan kembali cerita yang telah lalu**”

Teacher : “Okay number 1, Niha what is your answer?”



Student N: “To explain about the arbitration issue involving Hajr Aswad”

Teacher : “Okay, the others. Please Asna?”

Student A: “To describe about the arbitration issue involving Hajr Aswad”

Teacher : “**Ok, number 2. Coba Nawa apa jawabnmu?**”

Student W : “When the Prophet (PBUH) was 35 years old”

Teacher : “Jangan cari di geogle ya, disini sudah ada penjelasannya. Kalau waktu tidak harus tahun ya”

Students: “Okay miss”

Teacher : “Ok, continue number 3, please”

Students : “It was decided that the next person to enter the area of the Kaaba would determine what happens. They want to put the black stone in it’s rightful position”

Teacher : “Number 4, how did the prophet solve the fight among the chiefs of the tribes apa? please Alifa

Student L : “He asked for a cloth to be spread out on the ground, upon which he placed the Black Stone”

Teacher : “**Okay ya Good.** Jadi gimana kainnya di bentangkan ke tanah ya, okay number 5 Deyani

Student D: “The respect and reverence”

Teacher : “Jadi bagaimana sikap para kepala suku?”

Student : “Respect and reverence”

Teacher : “Ok I think ini ya tidak terlalu sulit. Untuk grammarnya bisa dibaca sendiri pada halaman selanjutnya”

Students: “**Baik miss**”

Teacher : “Okay I have sent to you about the grammar negative question. **And because time is up kan.** So enough for today. So let’s close our meeting today by reciting Hamdalah together”

Teacher : “Alhamdulillah”

Students:”Alhamdulillah”

Teacher : “Okay, thanks for your nice attention wassalamualikum wr wb”

Students: “Walaikumussalam wr wb. Thank you miss”

Teacher : “You’re Welcome”

*Appendix 3 - Transcription of Classroom Observation in the Research*

#### Appendix 4 result of classroom observation in the Research: Tag Switching

Variable	Indicator	Expression	Note
Tag Switching	An exclamation tag or parenthesis in other languages is used to switch tag.	<b>Before this we started at 6.30 ya!</b> <i>(refer to appendix 1, bold text for completing sentences)</i>	To emphasize, the word "ya" is added to sentences.
		<b>Ok. Start from now ya!</b> <i>(refer to appendix 1, bold text for completing sentences)</i>	To emphasize, the word "ya" is added to sentences.
		<b>Yah miss</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	To emphasize, the word "Yah" is added to sentences.
		<b>I will invite all of my friends when I married yaa.</b> <i>(refer to appendix 1, bold text for</i>	To emphasize, the word "ya" is added to sentences.

		<i>completing sentences)</i>	
		<b>Ok I wanna ask you Asnafu yuk?</b> ( <i>refer to appendix 2, bold text for completing sentences)</i>	To emphasize, the word "yuk" is added to sentences.
		<b>Ya can kan?</b> ( <i>refer to appendix 2, bold text for completing sentences)</i>	To emphasize, the word "ya" and "kan" are added to sentences.
		<b>Yang a half past</b> ( <i>refer to appendix 2, bold text for completing sentences)</i>	To emphasize, the word "yang" is added to sentences.
		<b>Ok yuk please next, lanjutkan!</b> ( <i>refer to appendix 2, bold text for completing sentences)</i>	To emphasize, the word "yuk" and exclamation tag "lanjutkan" are added to sentences.

		<b>what is the answer to fill in the blank ya kan</b> ( <i>refer to appendix 2, bold text for completing sentences</i> )	To emphasize, the word "ya kan" is added to sentences.
		<b>Have a seat ya</b> ( <i>refer to appendix 2, bold text for completing sentences</i> )	To emphasize, the word "ya" is added to sentences.
		<b>Ya it's very easy to talk to her. He is?</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	To emphasize, the word "ya" is added to sentences.
		<b>That is listening ya</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	To emphasize, the word "ya" is added to sentences.
		<b>Based on the</b>	To

		<b>text ya.</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	emphasize, the word "ya" is added to sentences.
		<b>Okay ya Good</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	To emphasize, the word "ya" is added to sentences.
		<b>And because time is up kan</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	To emphasize, the word "kan" is added to sentences.

*Appendix 4- result of Classroom Observation in the Research : Tag Switching*

**Appendix 5 result of classroom observation in the Research: Intra-sentential Switching**

<b>Intra-sentential Switching</b>	<b>The code switching occurs at the start, middle, or end of a sentence.</b>	<b>So now I have discussed with your friend how we wanna change our schedule at 9 after <i>ngaos</i> or earlier after <i>subuh</i></b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There're word "ngaos" occur in the middle sentence and "subuh" in the end of sentence to switch the code.
		<b>How do we say <i>bangku kecil</i>?</b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's phrase "bangku kecil" occur in the end sentence to switch the code
		<b>How do we say <i>bantal kursi</i>?</b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's phrase "bantal kursi" occur in the end sentence to switch the code

		<b>How do we say <i>kabinet?</i></b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's word "kabinet" occur in the end sentence to switch the code
		<b>How do we say <i>kursi lipat lantai?</i></b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's phrase "kursi lipat lantai" occur in the end sentence to switch the code
		<b>How to say <i>kursi tangan?</i></b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's phrase "kursi tangan" occur in the end sentence to switch the code
		<b>How to say <i>Kursi goyang?</i></b> ( <i>refer to appendix 1, bold text for completing sentences</i> )	There's phrase "kursi goyang" occur in the end sentence to switch the code
		<b>How to say <i>makanan Mesir?</i></b> ( <i>refer to</i>	There's phrase "makanan mesir" occur



		<i>appendix 1, bold text for completing sentences)</i>	in the end sentence to switch the code
		<b>How to say <i>meja makan putar?</i></b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's phrase "meja makan putar" occur in the end sentence to switch the code
		<b>How to say <i>melihat-lihat?</i></b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's phrase "melihat-lihat" occur in the end sentence to switch the code
		<b>How to say <i>karpet?</i></b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's phrase "karpet" occur in the end sentence to switch the code
		<b>How to say <i>serbet lap piring?</i></b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's phrase "serbet lap piring" occur in the end sentence to switch the

		<i>sentences)</i>	code
		<b>How to say <i>serbet makan?</i></b> <i>(refer to appendix 1, bold text for completing sentences)</i>	There's phrase "serbet makan" occur in the end sentence to switch the code
		<b>How to say <i>sofa?</i></b> <i>(refer to appendix 1, bold text for completing sentences)</i>	There's word "sofa" occur in the end sentence to switch the code
		<b>How to say <i>Stoples Kaca?</i></b> <i>(refer to appendix 1, bold text for completing sentences)</i>	There's phrase "stoples kaca" occur in the end sentence to switch the code
		<b>How to say <i>tatakan piring?</i></b> <i>(refer to appendix 1, bold text for completing sentences)</i>	There's phrase "tatakan piring" occur in the end sentence to switch the code
		<b>How to say <i>berkeliling?</i></b>	There's word "berkeliling"

		(refer to appendix 1, bold text for completing sentences)	occur in the end sentence to switch the code
		<b>How to say <i>meng gelap?</i></b> (refer to appendix 1, bold text for completing sentences)	There's word "meng gelap" occur in the end sentence to switch the code
		<b>How to say <i>meng isi ulang?</i></b> (refer to appendix 1, bold text for completing sentences)	There's phrase "meng isi ulang" occur in the end sentence to switch the code
		<b>How to say <i>meng undang?</i></b> (refer to appendix 1, bold text for completing sentences)	There's word "meng undang" occur in the end sentence to switch the code
		<b>How to say <i>menyusun?</i></b> (refer to appendix 1, bold text for completing sentences)	There's word "menyusun" occur in the end sentence

		<i>text for completing sentences)</i>	to switch the code
		<b>Miss saya Miss, place mat</b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's word "saya" occur in the middle sentence to switch the code
		<b>Yaa, the guests, pakai nya have atau has</b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's word "yaa" occur in the start of sentence and "pakai-nya" is in the middle of sentence to switch the code
		<b>Go around atau goes around?</b> ( <i>refer to appendix 1, bold text for completing sentences)</i>	There's word "atau" occur in the middle of sentence to switch the code
		<b>Tak kira tadi kamu bilang I will invite you in my wedding</b> ( <i>refer to</i>	There's utterance "atau" occur in the middle of sentence to

		<i>appendix 1, bold text for completing sentences)</i>	switch the code
		<b>The last, the last one please make a sentence from the vocab <i>menyusun</i>, (refer to appendix 1, bold text for completing sentences)</b>	There's word "menyusun" occur in the end of sentence to switch the code
		<b>Have a seat <i>itu lebih</i> more polite than sit down (refer to appendix 2, bold text for completing sentences)</b>	There's word "itu lebih" occur in the middle of sentence to switch the code
		<b><i>Setelah</i> modal <i>harus</i> verb (refer to appendix 2, bold text for completing sentences)</b>	There's word "setelah" occur in the beginning of sentence and "harus" is in the middle of

			sentence to switch the code
		<b>Outgoing kayaknya Miss</b> (refer to appendix 2, bold text for completing sentences)	There's word "kayaknya" occur in the beginning of to switch the code
		<b>Tadi miss, it's very easy</b> (refer to appendix 2, bold text for completing sentences)	There's word "tadi" occur in the beginning of to switch the code
		<b>Ini tentang talk about personality, so what is the meaning of humerous?</b> (refer to appendix 2, bold text for completing sentences)	There's word "ini tentang" occur in the beginning of to switch the code
		<b>Out going? Ayok dicari dulu artinya</b>	There's utterance "ayok dicari

		<i>(refer to appendix 3, bold text for completing sentences)</i>	dulu artinya” occur in the end of to switch the code
		<b>Gitu ya... what is that?</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There’s word “gitu ya” occur in the beginning of to switch the code
		<b>Kalau teks ini pasti to describe, karena descriptive text. Terus kalau procedure text apa?</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There’s phrase “kalau teks ini pasti” occur in the beginning of sentence, “karena”, “terus”, “kalua”, “apa”. Are in the middle and end of sentence to switch the code
		<b>Kalau recount text?</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There’s word “kalau” occur in the beginning of to switch the code

		<i>sentences)</i>	code
		<b><i>iya Miss, diulangi Miss</i></b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There's word "iya" occur in the beginning of sentence, and "diulangi" is in the middle of sentence to switch the code
		<b><i>Ya benar out going, ada lagi?</i></b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There's utterance "Ya benar" occur in the beginning of sentence, and "ada lagi?" is in the end of sentence to switch the code
		<b><i>Baik miss</i></b> <i>(refer to appendix 3, bold text for completing sentences)</i>	There's word "baik" occur in the beginning of to switch the code
		<b><i>Karena past</i></b> <i>(refer to</i>	There's word "karena" occur



		<i>appendix 3, bold text for completing sentences)</i>	in the beginning of to switch the code
		<b>Udah kok Miss</b> ( <i>refer to appendix 3, bold text for completing sentences)</i>	There's word "udah kok" occur in the beginning of to switch the code

*Appendix 5- Result of Classroom Observation in the Research : Intra-Sentential Switching*

**Appendix 6 result of classroom observation in the Research: Inter-sentential Switching**

<p><b>Inter-sentential Switching</b></p>	<p><b>The code switching occurs when a speaker says something in one language, then says something else in a different language in the following sentence.</b></p>	<p><b>Ok 10 minutes is enough for memorizing. 10 menit cukup</b> (<i>refer to appendix 1, bold text for completing sentences</i>)</p>	<p>The first sentence used English language. The following sentence used Bahasa</p>
		<p><i>Kalau di ini, kira kira bisa apa? Tamu itu punya janji dengan Yai? Nada can you answer?</i> (<i>refer to appendix 1, bold text for completing sentences</i>)</p>	<p>The first sentence used Bahasa. The following sentence used English language</p>
		<p><b>One of you please repeat the listening, jadi ada satu yang eee apa yaa ngulangin</b></p>	<p>The first sentence used English language. The following</p>

		<i><b>gitu loh</b> (refer to appendix 2, bold text for completing sentences)</i>	sentence used Bahasa
		<i><b>Sebelum kita bahas fill the blank.</b> (refer to appendix 2, bold text for completing sentences)</i>	The first utterance is English and the following utterance is Bahasa
		<i><b>Then repeat it. Praktekkan coba</b> (refer to appendix 2, bold text for completing sentences)</i>	The first sentence used English language. The following sentence used Bahasa
		<i><b>Thirteen point three zero, berarti tiga belas tiga puluh gitu ya</b> (refer to appendix 2, bold text for completing sentences)</i>	The first sentence used English language. The following sentence used Bahasa
		<i><b>So you can this,</b></i>	The first

		<p><b>please have a seat itu lebih bagus dari pada sit down please.</b>  <i>(refer to appendix 2, bold text for completing sentences)</i></p>	<p>sentence used English language. The following sentence used Bahasa. And re-switch by English</p>
		<p><b>Please tell him, I will be free at tadi bilang nya apa?</b> <i>(refer to appendix 2, bold text for completing sentences)</i></p>	<p>The first sentence used English language. The following sentence used Bahasa</p>
		<p><b>Message. Pesanya</b> <i>(refer to appendix 2, bold text for completing sentences)</i></p>	<p>The first sentence used English language. The following sentence used Bahasa</p>
		<p><b>saya tanya kenapa itu kok pakainya I will be back kenapa gak langsung I</b></p>	<p>The first sentence is Bahasa but the following sentence are</p>

		<p><b>will back, coba ada yang tau</b> (refer to appendix 2, bold text for completing sentences)</p>	<p>English and switch in Bahasa</p>
		<p><b>kenapa kok pakainya I will be back kenapa kok gak langsung I will back, kalian menemukan poinnya itu?</b> <b>Why not directly write I will back?</b> (refer to appendix 2, bold text for completing sentences)</p>	<p>The first utterance is Bahasa and continue for switching in English and Bahasa</p>
		<p><b>So today let's check your duty. Jadi untuk hari ini ayok kita bahas tugasnya</b> (refer to appendix 3,</p>	<p>The first sentence used English language. The following sentence used</p>

		<i>bold text for completing sentences)</i>	Bahasa
		<b><i>Ini jadi ya, di bawah teks nya itu there are vocabs jawaban dari A sampai J itu tuh ternyata kemarin kalian dikasih bantuan untuk apa? To help you to answer the question. (refer to appendix 3, bold text for completing sentences)</i></b>	The first sentence is Bahasa but the following sentence are English and switch in Bahasa
		<b><i>I like him because he is tadi apa? (refer to appendix 3, bold text for completing sentences)</i></b>	The first sentence used English language. The following sentence used Bahasa
		<b><i>So let's continue to read the</i></b>	The first sentence used English

		<b>grammar.</b> <i><b>Bahasanya meskipun apa?</b></i> <i>(refer to appendix 3, bold text for completing sentences)</i>	language. The following sentence used Bahasa
		<b>To retell. Untuk menceritakan kembali cerita yang telah lalu</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	The first sentence used English language. The following sentence used Bahasa
		<b>Ok, number 2. Coba Nawa apa jawabnmu?</b> <i>(refer to appendix 3, bold text for completing sentences)</i>	The first sentence used English language. The following sentence used Bahasa
		<b>Di bawah teks nya itu there are vocabs jawaban dari A sampai J itu</b>	The first sentence is Bahasa but the following sentence are

		<b>tuh ternyata kemarin kalian dikasih bantuan untuk apa?</b> ( <i>refer to appendix 3, bold text for completing sentences</i> )	English and switch in Bahasa
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*Appendix 6- Result of Classroom Observation in the Research : Inter-Sentential Switching*



## **Appendix 7 Interview Guideline for the Students**

1. Does using code switching make it easier for you in understanding?  
Answer:
2. Does using Code Switching help you to understand the teacher's instruction? Why?  
Answer:
3. Does learning English using code switching help you improve your vocabulary? Why?  
Answer:
4. What do you think about Code Switching?  
Answer:
5. Do you more be confident to speak if using code switching? Why?  
Answer:
6. Does learn English using code switching help you increase your comprehension level of English? Why?  
Answer:
7. Do you think Code Switching can motivate you to learn English? Why?  
Answer:
8. Does using code switching help you be more active and enthusiastic in learning English? Why?  
Answer:
9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?  
Answer:

*Appendix 7- Interview guideline for the Students*

## **Appendix 8 transcript of Interview with students**

**Name : Adisty**

**Class : Intermediate level**

**Code : S1**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, because to avoid confusion and facilitate our understanding of the sentence that the teacher said or tell to us

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** Yes, for the example, the teacher say "Don't forget, bawa bekalnya besok". From word "forget" I think student will ask, what the meaning of that word

- 4. What do you think about Code Switching?**

**Answer:** Transfer of the use of one language code to another language code, e.g. Indonesian, then switches to using language code English. It's called code-switching

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes, because people/someone which talk with us will think if we are good in English language

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, because it can help us easier to understand our speech

- 7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes, from code switching we more curious about foreign words that we don't know

- 8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, because it can make me/us confident when talk with other

- 9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** No, because when we talk with native speaker pure using English language

**Name : Alpina Febriyanti**

**Level : Intermediate level**

**Code : S2**

**1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes

**2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, because this code will make it easier for me to understand, because I haven't had too much vocabulary

**3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** Not, because if we not know vocabulary we can use Indonesia language

**4. What do you think about Code Switching?**

**Answer:** I think, it's good for beginners who are learning English but I could also make us lose our vocabulary and spoil our vocabulary

**5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Not, because I feel further behind

**6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, because if all of presentation use full in English make me not understand

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes, because they are more understanding

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, because I can speak freely

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** Not, because it can cause misunderstanding

**Name : Kinasih Rusyda**

**Level : Intermediate level**

**Code : S3**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes, of course. Because sometimes there are words are easy to remember and are often used everyday

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, of course. Because not only use English

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** InsyaAllah can. But if the words are easy to remember and are often used everyday.

- 4. What do you think about Code Switching?**

**Answer:** Code switching can help to understand what the teacher says when teaching and explaining.

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** According to place and circumstances. If using code switching when for example in class. I am confident but if I am in a place that requires using full English. I am not confident.

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, because it makes it easier for us to understand.

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** No. Because code switching only helps when having conversations with classmates or to make it easier for friends to understand our speech.

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes. Because it turns out that in speaking English, we can use code switching. So it's easier.

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** If native speakers can understand what I'm saying. I'm comfortable using code switching.

**Name : Alifa Lusita K.R**

**Level : Intermediate level**

**Code : S4**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes I do. It makes me understand even if it sounds strange for me

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes I do. Because I can understand and respond to instruction without consuming much time to analyze the meaning of the instruction

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** No I don't. Code switching make a men out of the conversation and cannot speak the language properly but it's useful tool in assisting English language teaching and learning process especially at the foundation level where it is a skill being introduced to the students

- 4. What do you think about Code Switching?**

**Answer:** Code switching is the practice of moving back and forth between two languages or between two dialects or registered of the same language at one time

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Actually no but if in the boarding it as ordinary as our opponents who sometimes need the code switching to ease



**6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes I do, because it can to understand difficult aspects of the lesson taught and therefore are able to follow the instruction given

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes I do, because it's motivating to try to learn the original language

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes I do, because when I am hard to understand the instruction won't be able to be achieve and enthusiastic

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** I can't. No comfy. Because we're different native languages though using the switching codes they won't understand

**Name : Fina Ulyana**

**Level : Intermediate level**

**Code : S5**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** Erratic, because sometimes code switching makes us more negligent with that language we learn if more language we learn if more language switching is used

- 4. What do you think about Code Switching?**

**Answer:** Code switching is switching from the use of one language code to another language code

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes of course, because with code switching I can find out what is being conveyed, especially for who is a beginner

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes of course, because with code switching I can find out what is being conveyed, especially for who is a beginner

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** No. Yes of course because with code switching for the learning process it helps me understand more easily

**Name : Azkiya Putri**

**Level : Intermediate level**

**Code : S6**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes I do. Because there is a lot of English vocabulary that I don't understand

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, I do. Because not all vocabulary I know

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** No, I doesn't. Because in my opinion use code switching it will not be trained to speak or get used to speaking English

- 4. What do you think about Code Switching?**

**Answer:** a mix of language and in my opinion using code switching makes it easier to understand meanings that are less clear, especially English

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes I do. Because I feel that I am still in the learning stage and it is easier to use this method so that it does not reduce my feeling or laziness because the language is too difficult

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, I do. Because easier to learn English

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes I do. Because if in the process of learning to use full English it will be difficult and a feeling a laziness arises when side by side something difficult

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes I do. More flexible when studying so not too sense

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** No, I can't. Because difficult when hearing native speaker speak because the intonation is too fast. Not comfortable, because have to repeat and demonstrate words that native speaker don't know because they don't understand when I mean.

**Name : Asnafu Raidah**

**Level : Intermediate level**

**Code : S7**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes I do

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, because not all of English word I know

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** Yes, because sometime I will be looking for the word in English yang saya belum tau

- 4. What do you think about Code Switching?**

**Answer:** Make me easy to speak English

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes, because I can mix English and Indonesian language

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, because if some matter is difficult to understand. It will be in Indonesia

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes, because if full English I can't understand

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, because I can communicate with teacher

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** No, because I am not confident

**Name : Alabreta**

**Level : Intermediate level**

**Code : S8**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes, I do. Because it really helps me who still lack a lot of vocabulary in English

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, I does. Because it understands me better so there is no misunderstanding of the instruction.

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** No, I doesn't. Because we rarely get new vocabulary

- 4. What do you think about Code Switching?**

**Answer:** a mix of languages that can make it easier for us to communicate

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** No, I don't. Because it will make me look less good at speaking English

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** “



**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes I do. Because it makes the learning atmosphere more fun and doesn't make us depressed because we don't understand some vocabulary

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, I does, because I and the speaker can understand each other what we are talking about

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** I can't because of the limited English vocabulary that I understand, so it will the narrative speaker not what I mean and I have to repeat it in sign language

**Name : Deyani Nur Fitri**

**Level : Intermediate level**

**Code : S9**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes, that's right. Because easier to understand

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes, because if using code switching and clarify instruction from the teacher

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** No, because using code switching we will switch language and does not add vocabulary

- 4. What do you think about Code Switching?**

**Answer:** Code switching is switch language can make it easier to understand the commands or information that is these

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes, because can switch languages when not knowing that

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, because easier to understand

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes, because make it more enthusiastic in learning English

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, because we can convince ourselves

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** No. Yes because still learning English

**Name : Umami Tamami**

**Level : Intermediate level**

**Code : S10**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes, it does. Because code switching is more useful for us especially for someone doesn't understand what we say. Because the function of it is clarifying difficult terms and repeating information which is not clear.

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes it does. Because it gonna help us to analyze difficult instructions from our teacher

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** Yes, it does. Because if we forget the vocab directly we will do code switching. But after that we will know more vocabs than before. We are forced to know the vocabs by dictionary and we always remember it.

- 4. What do you think about Code Switching?**

**Answer:** Code switching is trick from beginner/intermediate that they don't memorize many vocabs. So it we don't know the high vocab/others. Code switching is the way to solve it.

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Yes I do. We will be confident person. Because English isn't our language. Pronunciation, vocabs are the

problem for us if we use code switching, it makes us confident to ask everything that we don't know about it.

**6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Yes, it does. Sometimes we get difficult lesson and probably we can't understand it well, therefore code switching will help us to increase our comprehension exactly our level to improve every day.

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes, it does. It motivates us to think that English is very easy for us, if we can maximize to speak this. We can use code switching as the trip for us to solve the problem.

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, it does. Because we are forced to ask anything which we don't understand. So try to be active is the way to do code switching. We aren't overthinking because we can speak Bahasa to ask it.

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** Sometimes we need to do that. Even we can speak English fluently. But we have to mention one sentence like code switching to introduce them. That we have this word and we can explain the meaning of this word in English

**Name : Salma**

**Level : Intermediate level**

**Code : S11**

- 1. Does using code switching make it easier for you in understanding?**

**Answer:** Yes I do. Because there is a new vocab that I still don't memorize

- 2. Does using Code Switching help you to understand the teacher's instruction? Why?**

**Answer:** Yes I do. Because it will easier for me to answer the teacher's questions

- 3. Does learning English using code switching help you improve your vocabulary? Why?**

**Answer:** No, because it won't make my vocabulary grow and that's the only vocab that I know

- 4. What do you think about Code Switching?**

**Answer:** Translation

- 5. Do you more be confident to speak if using code switching? Why?**

**Answer:** Actually not, because it makes people think that my vocab is weak

- 6. Does learn English using code switching help you increase your comprehension level of English? Why?**

**Answer:** Actually not, code switching for me is only limited to helping me understand

**7. Do you think Code Switching can motivate you to learn English? Why?**

**Answer:** Yes I do, because code switching makes me want to add more to my vocab

**8. Does using code switching help you be more active and enthusiastic in learning English? Why?**

**Answer:** Yes, I do. Because I want my English to be better

**9. Can you talk to native speaker fluently? But when you talk to native speaker using code switching, are you comfortable? Why?**

**Answer:** Can depend on the word I say and if I talk to native speaker using code switching actually it's not comfortable because it looks like our vocab is weak

*Appendix 8 - Transcript of Interview With Students*

**Appendix 9 Interview Guideline for Teacher**

1. What is your opinion why your students switch language?  
Answer:
2. Does your students understand what you say if using code switching? Why?  
Answer:
3. Does learning English using code switching help your students improve their vocabulary? Why?  
Answer:
4. What do you think about code switching in English Teaching Learning?  
Answer:
5. How is the effect of using code switching in your class?  
Answer:
6. Does learn English using code switching help your students increase their comprehension level of English? Why?  
Answer:
7. Do you think Code Switching can motivate your students to learn English? Why?  
Answer:
8. What will you do to develop your students' language ability, especially in English?  
Answer:
9. Is code switching a sign of linguistic weakness? Why?  
Answer:

*Appendix 9 - Interview Guideline for Teacher*



## **Appendix 10 Transcript Interview with English Teacher**

**Name : Miss Desi Susanti S.Pd**

**1. What is your opinion why your students switch language?**

**Answer:** I think if they haven't spoken fluently in English. It's Ok. They will use switch language maybe it will motivate or improve their skill. So we hope in the next can speak fluently but I mean switch ya not dominant Indonesia language. Maybe the percentage of English 80 % and Indonesia language 20 %

**2. Does your students understand what you say if using code switching? Why?**

**Answer:** Yes, they do

**3. Does learning English using code switching help your students improve their vocabulary? Why?**

**Answer:** Yes, they do. I think code switching can improve their vocabulary. I mean the main point of code switching is if we want to say "how to say kamar mandi?, how to say gayung? How to say lampu? I mean I understand the code switching is like that. And maybe when I want to ask my student "please remember, please open your book" and my students do not understand what is that open your book, so the meaning of open your book is buka bukumu... oh we want to say buka bukumu we can say open your book.

**4. What do you think about code switching in English Teaching Learning?**

**Answer:** I think that is good. It's good strategy. Because, maybe if we teach in medium class our students maybe a half of my students have English skill well. It's good strategy to improve

not only to improve but also make them interesting about English.

**5. How is the effect of using code switching in your class?**

**Answer:** I feel if I say in English with code switching, when I used this strategy my students will pay attention, more pay attention to me because usually when I speak English full their expression like they don't understand what I say " Oh yes yes miss" they just say "yes yes" but they cannot repeat my statement. So usually I am using code switching or translate into Indonesia.

**6. Does learn English using code switching help your students increase their comprehension level of English? Why?**

**Answer:** If reading usually yes. If speaking because I think yes. I have said if I speak English full from the first until the end. Not all of the students understand what I say

**7. Do you think Code Switching can motivate your students to learn English? Why?**

**Answer:** Yeah. When we learn with code switching they will not think that English is difficult

**8. What will you do to develop your students' language ability, especially in English?**

**Answer:** I will ask them to practice when they get new vocab. Such as kitchen, rice. So I ask my students to make a sentence and improve the sentence in conversations. So they can improve their speaking skill and maybe I will ask them about the topic or their opinion about the topic.

**9. Is code switching a sign of linguistic weakness? Why?**

**Answer:** I think depend on the people. If the people can speak English well and fluently is yes. But if she is still learning, still in the process. And she is from low and medium class, code switching make them think that English is not hard. I think if code switching used in low or medium class is not linguistic weakness but if code switching used in high class maybe we can say this linguistic weakness. So in my intermediate class, code switching is not linguistic weakness.

*Appendix 10 - Transcript Interview with English Teacher*

## **Appendix 11 List of Participant Students**

### **List of Participant Students**

<b>No.</b>	<b>Name</b>	<b>Cod e</b>
1.	Adisty	S1
2.	Alpina Febriyanti	S2
3.	Kinasih Rusydah	S3
4.	Alifa Lusita K.R	S4
5.	Fina Ulyana	S5
6.	Azkiya Putri	S6
7.	Asnafu Raidah	S7
8.	Alabreta	S8
9.	Deyani Nur Fitri	S9
10.	Ummi Tamami	S10
11.	Salma	S11

*Appendix 11 - List of Participant Students*

## Appendix 12 Research Documentation

*Picture 1. Interview with intermediate class students*







## Appendix 12 - Research Documentation

## Appendix 13 Letter of Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof Hamka Km 2 Semarang 50185  
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Nomor: 5048/Un.10.3/D1/TA.00.01/11/2022

11 Oktober 2022

Lamp : -

Hal : Permohonan Izin Riset

a.n. : Fatiha Ni'matun Nazila

NIM : 1803046051

Yth.

Pengasuh Pondok Pesantren

Fadhilul Fadhlun Mijen Semarang

Di tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Fatiha Ni'matun Nazila

NIM : 1803046051

Alamat : Tanjungrejo RT 09 RW 06 Jekulo Kudus

Judul Skripsi : The Use of Code Switching as a Strategy in Instructional EFL  
Communication

Pembimbing : Dr. Hj. Siti Tarwiyah, S.S., M.Hum

Schubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas kurang lebih selama satu bulan.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.  
Wasalamu'alikum Wr. Wb.

a.n. Dekan,

Nakil Dekan Bidang Akademik



Tembusan:

Dekan FITK UIN Walisongo (sebagai laporan)





**SURAT KETERANGAN**

Nomor: 162/PPFF/VI/2022

Yang bertanda tangan di bawah adalah:

Nama : DR. KH. Fadlolan Musyaffa' Lc., MA.  
Jabatan : Pengasuh Pondok Pesantren Fadhlul Fadhlan Semarang

Menerangkan bahwa mahasiswa dibawah ini:

Nama : Fatiha Ni'matun Nazila  
NIM : 1803046051  
Jurusan : Pendidikan Bahasa Inggris  
Universitas : Universitas Islam Negeri Walisongo Semarang

Benar telah melakukan penelitian skripsi di Pondok Pesantren Fadhlul Fadhlan untuk topik: *The Use of Code-Switching as a Strategy in Instructional EFL Communication*. Penelitian dilakukan pada Senin, 14 November 2022 dengan pembimbing Ibu Desi Susanti, S. Pd.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 21 November 2022

Pendiri dan Pengasuh Pondok Pesantren  
Fadhlul Fadhlan Semarang



DR. KH. Fadlolan Musyaffa' Lc. MA.

Jl. Ngroyong, Rt.4/RW 1, Dk. Wonorejo, Kelurahan Pesantren, Kec. Mijen, Kota Semarang, Jawa Tengah

*Appendix 13 Letter of research Permission*

## CURRICULUM VITAE

### A. Personal Data

1. Name : Fatiha Ni'matun Nazila
2. Place of Birth : Kudus
3. Date of Birth : December, 7<sup>th</sup> 1999
4. Religion : Islam
5. Gender : Female
6. Civic : Indonesia
7. Address : Ds. Tanjungrejo RT 09/06 Kec. Jekulo  
Kab. Kudus

### B. Formal Education

1. TK Kartika Perum Terban Indah
2. SD 6 Tanjungrejo, Kudus
3. SMP 2 Jekulo, Kudus
4. MAN 1 Kudus
5. English Education Department, Faculty of Education and  
Teacher Training, UIN Walisongo Semarang

### C. Non-Formal Education

1. Ponpes Fadhlul Fadhlun Mijen Semarang

Sincerely

Fatiha Ni'matun Nazila