



**STUDENTS' PERCEPTION TOWARDS USING CODE-SWITCHING IN ENGLISH  
CLASSROOM**

**(A case of students grade VII in SMP Negeri 1 Amanuban Selatan)**

*Submitted in Partial Fulfillment of the Requirements for Bachelor of Education*

**by**

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**ENGLISH EDUCATION PROGRAM**

**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN**

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**2020**



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### **DECLARATION OF ORIGINALITY**

Hereby I declare that this journal entitled “STUDENTS’ PERCEPTION TOWARDS USING CODE-SWITCHING IN ENGLISH CLASSROOM” (A case of students grade VII in SMP Negeri 1 Amanuban Selatan) is original and definitely the researcher’s own work. The researcher is completely responsible for all the contents.

Other writers’ opinions or findings included in this journal are quoted and cited in accordance with ethical standard.

SoE, September 2020



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## APPROVAL SHEET

### Students' Perception towards Using Code-switching in English Classroom

(A Case of Students Grade VII in SMP Negeri 1 Amanuban Selatan)

Approving that this final project has been approved, examined and defended in the final examination on August 24<sup>th</sup>, 2020.

SoE, September 2020

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## ACKNOWLEDGEMENT

All praise to God due to His protection, power, mercy, blessing, and love the researcher could complete this journal well. The researcher realizes that he could not complete this journal without the guidance, motivation and kindness of many people. In this occasion, the researcher would like to express his deepest gratitude and appreciation to:

1. Mr. Ared J. Bilik, ST, M.Si as the head of Sekolah Tinggi Keguruan dan Ilmu Pendidikan SoE for giving chance to the researcher to study in this institution.
2. Mrs. Sonya V. Ch. Benu, M.Pd as the head of English Education. Thank for your guidance, supports, suggestion during the completion of this journal.
3. Mrs. Heidi Wulandari, S.Pd, M.Hum as the researcher' first supervisor and Mr. Tri buce J. Banu M.Pd as the researcher's second supervisor of this journal. Thanks for all supporting, wisdom, advising, helping and guiding in every step of writing this journal.
4. Mrs. Sonya V. Ch. Benu, M.Pd as the examiner who had examined the researcher and had given valuable advice for the completion of this journal.
5. All lecturers in English Education Program of STKIP SoE for sharing the great knowledge.
6. All staff in STKIP SoE thanks for servise and kindness for the researcher during his study in STKIP SoE.
7. The researcher's beloved parents (Bapak Matheos Banamtuan, M.Pd and Mama Yohana M.Th. Nenometa), brothers (Gorys, Jekson, Ika, Io, Ansel and Robinson), Sisters (Jivarna, Senly, Nostry and Jerry). Thank you for your attention, motivation and support in every moment.
8. The researcher's beloved girlfriend (Desielen Tanaem) thank you for your attention, motivation, support and kindness. Thank you for always accompanying the researcher in sadness and happiness.
9. The researcher's best friends (Andy, Riky, Jimy, Chaken, Ma'E, Rindo, Hardi, Rony and Tosel) also all members of Federal Crew. Thank you for every valuabe thing and moment given during our togetherness.
10. Thanks also for everyone who has helped the researcher to finish this journal till the end.

Finally, the writer realizes that this journal is imperfect and gladly accepts critics and evaluation to make this journal better.

SoE, September 2020

DARYUS D.K. BANAMTUAN

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# STUDENTS' PERCEPTION TOWARDS USING CODE-SWITCHING IN ENGLISH CLASSROOM

(A case of students grade VII in SMP Negeri 1 Amanuban Selatan)

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## Abstract

The objective of this study is to describe the students of grade VII in SMP Negeri 1 Amanuban Selatan's perception about teachers' use of code-switching in English classroom. This research used descriptive qualitative research. The instrument for collecting data in this study was interview. The participant of this research was ten students of grade VII in SMP Negeri 1 Amanuban Selatan. This research used data reduction, data display, and conclusion drawing to analyze the data. The finding of this study showed that students' perception about the use of teacher code-switching gave positive aspects. It could be drawn that code switching helped students in learning English, made students motivated, brought students get more understanding and made students comfortable and easier to understand English material. Beside that the researcher classified that in using code-switching in English classroom also brought advantages for students in improving their English proficiency such as listening, speaking, reading and writing.

**Keywords:** *Code-switching; learning English and students' perception*

## INTRODUCTION

Nowadays, English is a subject that is widely learned by students in every level of education and also by the society in general. English is an international language so it is needed for every people to learn. Sneddon (2003) in Reddy (2016) stated that as a global language, it is obvious that English plays an important role in the international interaction. International interactions include economic relationship among countries, international business relationship, global trading, and others. It means that English is the language of instruction for countries to do cooperation and interaction.

English is a foreign language that is not easy to master because there are so many aspects to comprehend. Besides that, English also contains too many difficult words. Hence, English foreign language students in their process of acquiring English still find problems. The factors that make students find difficulties in learning the language is vary, including time management to learn, learning methods, environment and self-confidence. According to Narayanan et al (2008) in Dharmaraja (2011), the successful acquisition of a second language will be related to learning environment, learning situation, and how they view the target language. The meaning of the opinion is that when learning English, environment and situation can help students to be familiar with it. English language user will acquire English well if she/he lives around the people who know English well

According to Michael A (2016), Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. Mahu (2012) stated that learning a foreign language involves different learning skills and helps develop key skills

through listening, writing and reading. Learning English language enables each student to understand and appreciate language, and to use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning.

English is the most common foreign language. It means that two people who come from different country usually use English as a common language to communicate. That is why everyone needs to learn the language in order to get in touch on an international level. Learning English is important as enables us to communicate easily with fellow global citizens. . Based on the problem above, an English teacher should be able to use suitable strategy to make students be comfortable in learning English. One of the mostly used strategy in English as a foreign language class is the use of code-switching.

Across the globe, code-switching is a common strategy used by teachers to share knowledge to learners in bilingual or multilingual contexts. Code-switching is the communicative practice where the speaker skillfully switches from one language to another without disturbing the flow of ideas. Poplack (1980:583) in Maluleke (2019) stated that “code-switching is the alternation of two languages within a single discourse, sentence or constituent”. It mainly occurs in bilingual or multilingual communities where the interlocutors switch from one language to another for a specific purpose. Code-switching serves a sociolinguistic purpose where learners easily switch from their first language (L1) to L2 to help them for improve their performance. Based on those opinions, it can be summarize that code-switching is a way which someone use two languages at the same time to convey the meaning of the information to tell the interlocutor, if the interlocutor do not understand the target language so the speaker should use the own language of the interlocutor.

According to Ahmad (2009) in Memory et al (2018), Code-switching is the alternating use of two or more languages in teaching and learning for easy acquisition of knowledge by learners. Therefore, in society who has different language speakers, it makes possible to language users facing the problem especially of communication in different situation. It also brings effect in the class when teacher taught foreign language especially for students to improve communication competence in English. Teachers should be able to speak English fluently when teaching and learning process as it will be effective. Hancock (1997) in Fachriyah (2017) stated that “to promote communicative competence, learners must get practice in communicative exchanges in the classroom”.

Regarding the explanation of the previous paragraph, it can be concluded that code-switching is a strategy that can help people who have different language in process of communication. Therefore, the researcher also wants to know about students’ perception when their teacher use code-switching in learning English. According to Stone and Neilson (1985) in Kosmas (2016), Perception generally consists of an observation on certain situation or environment. It can be a mental image, concepts or awareness of the environment elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. The opinion can be understood that perception is individuals’ ability to see, to hear, to feel and to present or to understand what they feel about their environment and their social life physically and mentally.

Generally, perception is an observation on certain situation or environment. It can be a mental image, concept or awareness of the environments’ elements through physical sensation interpreted in the light of experience and captivity for comprehension. Walgito (1991) in Rauf (2017) defines perception as the last process of observation which is started by the process of sensing in which the process of stimuli is received by the sense, continued

by the process of attention, and then directed to the brain that will make the individual realizes about something. By the definition above, the researcher concludes that perception is the process of interpreting, understanding or being aware of something by using the senses.

Furthermore, Shidu (2003:15) in Nugrahaeni (2018) recommended that students' perceptions are students' point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process. Students' view on code-switching used in classroom is also important because it serves many functions to help them encounter the obstacle during teaching and learning process. Therefore, in this study the researcher intend to focus on students' perception. When students give their perception after learning English, the teacher will evaluate all the perception because it can show how the learning process has been running, how the strengths and the weaknesses as long as the class is running when the teacher using code-switching as the strategy to teach English.

Based on the researcher's experience when conducting teaching practicum at SMP Negeri 1 Amanuban Selatan, it was clear that students in grade VII as the beginner of English learners got problem in understanding teacher's instruction, as they did not do anything related to what teacher said. The case is like teacher asked the students to read a conversation in their book and practice it with their friends, but some of them did not follow the instruction. It made the teacher should repeat the instruction in both English and Indonesian. It reveals the situation that, code-switching is considered appropriate to be used by teacher as a strategy to overcome students' problem in understanding English. Besides that, the problems of English students when they are acquiring English subject, such as English is vary, time management to learn, learning methods, environment and self-confidence. Therefore, students' perception on the use of code-switching comes to be important as reflection toward the strategy used.

## **METHODOLOGY**

A descriptive qualitative research was used in this study because qualitative method focuses on the problem which demands to use a systematic system. Wyse (2011) stated that descriptive qualitative research as a primarily exploratory research used to gain an understanding of underlying reasons, opinions and motivations. It means that qualitative research studies about natural setting between the speaker and the listener to interpret a conversation. Therefore, this research attempted to describe how students' perception toward teacher's switched Indonesian and English in classroom. This research took place at SMP Negeri 1 Amanuban Selatan which is ten students grade VII of SMP Negeri 1 Amanuban Selatan as the participant in conducting this study.

In collecting the data the researcher did semi-structure interview to obtain all information from participants also described and interpreted the participants' answer. The interview question consisted of five questions to asking about students' perception on the use of teacher's code-switching in English classroom. After collected the data, the researcher divided the activity in analyzing data into three activities. They are data reduction, data display, and conclusion drawing. In data reduction, the researcher selected, identified, classified and coded the data that are considered important. Moreover, data displays provided the data in the form of sentence, narrative, or table. Data display refers to the way to show data that have been reduced in the form of patterns. The last process is conclusion and verification. The characteristic of conclusion is temporary and it was summary based on the result of data collection.



## **FINDING AND DISCUSSION**

### **Finding**

The research findings of this study were presented based on the data interview of ten students grade VII SMP Negeri 1 Amanuban Selatan. In this section, the researcher classified the data obtained from interview result into two points. The first was about students' perception on the use of teachers' code-switching in English classroom. The second point was about the advantages of code-switching in students' English proficiency.

### **Students' Perception on the Use of Code-switching in English Classroom**

In teaching English as a foreign language to students as the beginning English learners, English teacher should have strategy. Code-switching is a strategy that can be used by English teacher to teach English effectively. The function of teacher's code-switching in English classroom is to help students easier in understanding English material, because if English teacher does code switching in classroom the teacher will swap English and Indonesian at the same time. Based on English teachers' code-switching in classroom it makes students who take English course comes with different perceptions toward how teacher applies code-switching as English teaching strategy.

In this part, the researcher studied about English students' perception about the use of teachers' code-switching. The result of interview showed positive contribution in English aspects of students in SMP Negeri 1 Amanuban Selatan. They had opinion about teachers' use of code-switching in English classroom. There were four points that researcher get from the data coding of interview. The first is code switching help students in learning English. The second was code-switching made students become motivated in learning English. The third point was code-switching brings students get more understanding in learning English. The last was code-switching makes students fell comfort and easier to understand English material.

### **Code-switching Helps Students in Learning English**

In learning English code-switching helps learners to understand difficult aspects of the lesson taught by teacher. Beside that it also helps students to be able to follow the instructions given. Eight students had the same opinion that code-switching can help them in learning English. The reason was because if the teacher used only English it would make students did not get anything about the material being taught.

*"I am helped in learning English because if the teacher does not use Code-switching, I will not understand what the teacher is talking about." (P1,P2,P3,P4,P5,P7,P10, May 2020)*

The students' statement above is based on their thought and their feeling when their teacher switches English into Indonesian in the process of learning English. According to Liswaniso (2018), code-switching can help students to express themselves if they do not know how to say certain things in English. It means that when the teacher accommodates to use code-switching in classroom it helps students with lower performance to be able to follow the lessons better than using English only.

Therefore, it could be summarized that as the beginner of English learners, they could not use English full because they were not the native of English as teacher also can use code-switching as the strategy to help students understood English context.

## **Code-switching Makes Students Motivated in Learning English**

Code-switching as the term that can be used by English teacher to carry the students out deeper about the material given by teacher. Talking about motivation of code-switching in classroom, two students of the participants said that as the beginner of English students they still have a little English vocabulary.

*“I am motivated in learning English because I am still lack of English vocabulary, so when our English teacher uses two languages (English and Indonesian) I able to understanding about the material taught by the teacher” (P1, P10, May 2020)*

The statement above shows that Code-switching in teacher-learner interaction has an important role in motivating them to do interaction between teacher and students in foreign language learning. English students in SMP N 1 Amanuban Selatan were not the native English learners so they may still find difficulties in translating what teacher said in English. Kustati (2014) said that if English teacher used code-switching it will build the knowledge of students to clarity and comprehension also motivates students to be closer to the world of English. Thus, students are human beings, who need to interact in the most respectful manners, and therefore, language teachers need to persuade their performance with motivation.

## **Code-switching Brings Students Get More Understanding in Learning English**

Based on students experience in classroom, four students gave their perspective that teacher’s code switching in classroom made them able to understand teachers’ explanation. The reason was because teacher would translate directly about what he/she teaching about. The statement above can be seen in the quotation below.

*“I am getting more understanding in learning English because in code-switching the teacher will use two languages so she/he will translate the sentence or words from English in Indonesian or reverse” (P5, P6, P7, May 2020)*

The expression above has the same meaning with the statement of Adna (2016), whereas he said that code-switching is often used for some purposes like improving the students’ understanding of the material, creating a relaxing and exciting environment of learning and teaching, and creating a good interaction between the class members. It means that learners have no problems in English because when their teacher explains the English material teacher will translate difficult sentences into their mother tongue and students would get more understanding about what teacher talks about.

## **Code-switching Makes Students Comfortable in learning English**

Code-switching is employed to make students feel comfortable in learning English. Two students have their opinion that *code-switching helped students to do the tasks given by the teacher correctly and quickly. That is why they feel comfortable and get some help while studying English.*

*“I am feeling comfortable in learning English and easier to understand English material because teacher use code-switching as I can understand what the teacher explain about English material.” (P8,P9, May 2020)*

From the perception mentioned by the students, it showed that by employing code-switching would make students more comfortable so the students could learn better. Modupeola (2013), state that code switching help learners to enjoy their learning due to their ability to comprehend the teachers input. The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. It means that, students are comfortable with the environment. Without any unnecessary anxiety the students are able to focus and participate in classroom practice and activities more successfully. It makes students feel more relaxed and comfortable to learn English language.

### **The Advantages of Code-switching in Students' English Skill**

Code-switching stands to be a supporting element in communication of information and in social interaction; and it therefore serves for communicative purposes in the way that it is used as a tool for teacher in classroom to translate meaning. The result of interview with ten students showed that all of them are helped if teacher using code-switching in classroom. The advantages of code-switching rose in all aspects of English such as listening, speaking, reading and writing.

### **Code-switching Brings Advantages for Students in Listening Skill**

The use of code-switching by teacher made students become interested in listening to the target language and gained English proficiency in listening. Six students in SMP N 1 Amanuban Selatan agreed that code-switching helps them in improving their listening skill in English.

*“When teacher using code-switching in English class, it helps me to improve my listening aspect in English because teacher asks us to listening what she/he talking about and we have to repeat again the words or sentences also by listening I able to recognize another aspects” (P1,P2,P3,P4,P6,P9, May 2020)*

The statement above is supported by Gumperz (1982) in Waris (2012) who stated that teacher's code-switching is a common strategy to make clear what teacher wants to expressed to the students as instructions to do a listening comprehension. It can be concluded that code-switching that used by teacher not only help them in translating words or phrase but also bring positive effect to increase students listening ability.

### **Code-switching Brings Advantages for Students in Speaking Skill**

Code-switching is a way used by English teacher to help students in learning English especially to help students improved their speaking ability. Speaking becomes the most important tool to communicate that needs to be accomplished in process of teaching and learning. Therefore, four students had the same opinion that by teacher's code-switching increase their speaking ability.

*“Code switching help me in my speaking aspect because in English learning and teaching process we are more speaking and it make us able in understanding material” (P1,P5,P7,P10, May 2020)*

The statement above means that speaking is a good way for students as they will be able to master their English material because through speaking they will repeat what teacher said and remember about the material has learned. Furthermore Bhatti (2018) stated that the use of code-switching as a language tool in speaking skill classrooms with an aim to ensure effective and sufficient learning of the students to explore the efficiency of speaking skill. It means that when teacher switched English and Indonesian it makes them able to follow what teacher spoke and it will effect in their speaking proficiency.

## **Code-switching Brings Advantages for Students in Reading Skill**

In learning English, foreign language students need to use a hand book as their English source material. Therefore to make them able in reading skill they need teacher to help them improve their reading skill. A student who was been interviewed gave his/her own mind that the use of teacher's code-switching make him/her able to read on the hand book because teacher will read first and ask students to follow what teacher already read.

*"Code-switching makes me able to improve my reading aspect because when teacher teach us, she/he ask us to read the material in our hand book and the teacher will read it loud so we can repeat." (P10, May 2020)*

The quotes above showed that if teacher just speaking without involving students, the classroom would not have responses but if teacher ask students to follow what he/she say, it makes students also to understand. Algarin (2014) suggested that teachers should consider code-switching as a viable academic phenomenon and explore ways for bilingual students to use this activity to enhance students reading development.

The statement above means that, teacher should give the concept in English as the basic of students reading skill and make clear direction through the using switch Indonesian and English.

## **Code-switching Brings Advantages for Students in Writing Skill**

In learning English students need to master English well. Not only that but they should be able to improve their English proficiency. One student believes that code-switching brings positive effect in improving writing skill.

*"I am helped in my writing aspect because when our English teacher enters to the classroom, she/he asks us to write or note what we get from the English material" (P8, May 2020)*

The perspective of student above implies that code switch of teacher make students able to rewrite the material given by teacher and it can develop students' writing context. It has the same perspective with Simasiku (2015) in Liswaniso (2018) who stated that Code Switching is a teacher's tool in the English classroom to make students acquire academic proficiency especially in written English. It means that context of teacher code-switching helps learners might continuously use code-switching in their writings in English material.

## **Discussion**

This section presented the discussion based on the findings of the study. The finding data above was collected from interview section to ten students grade VII SMP Negeri 1 Amanuban Selatan. The interview result gave information regarding the aim of this researcher to find out students' perception towards the use of code-switching in English classroom. According to Trask (1995) in Gulzar (2010) code switching is defined as the changing back and forth between two language varieties, especially in a single conversation. It means that in classroom English teachers can apply code-switching as a strategy to translate the meaning of sentence from students first language to English as their foreign language or the vice verse.

The researcher analyzed the gathering data from students to find out what are their perception when their English teachers using code-switching in classroom. The data showed that Students' perception gives positive contribution on the use of teachers code-switching in English classroom. There are four points about ten students at SMP Negeri 1 Amanuban

Selatan's perception on the use of code-switching in English classroom. The first was code-switching help students in learning English. The second was code-switching made students became motivated in learning English. The third point was code-switching brings students get more understanding. The last was code-switching made students fell comfort and easier to understand English material. Besides that the information of students when the researcher asked them about what are the advantages of teachers' code-switching in English classroom, all the students as the participants of this research believed that the use of teachers code-switching in English classroom help them to improve their English proficiency such as listening, speaking, reading and writing. It will elaborate more on the next paragraph.

The use of code-switching by teacher made students become interested in listening to the target language and gained English proficiency in listening. Six students in SMP N 1 Amanuban Selatan agreed that code-switching helps them in improving their listening skill in English. Besides that Code-switching is a way used by English teacher to help students in learning English especially to help students improved their speaking ability. There are four students had the same opinion about code-switching can help them increase their speaking ability.

Furthermore, in learning English, foreign language students need to use a hand book as their English source material. Therefore to make them able in reading skill they need teacher to help them improve their reading skill. A student who was been interviewed gave his/her own mind that the use of teacher's code-switching make him/her able to read on the hand book because teacher will read first and ask students to follow what teacher already read. In addition, in learning English students need to master English well. Not only that but they should be able to improve their English proficiency. One student believes that code-switching brings positive effect in improving writing skill. It was caused when the teacher spoke they also had to be able to write English words based on what teacher said. That is why, it can make students able to write the English vocabulary and the meaning of each word.

Based on the discussion above, it showed that the information of ten students grade VII SMP Negeri 1 Amanuban Selatan are answered the research question of this researcher about what students' perception toward the use of code switching in classroom.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Based on data findings and discussion, the researcher concludes the students grade VII in SMP Negeri 1 Amanuban Selatan's perception about the use of teachers' code-switching in classroom. There are four points that researcher draws from the finding data. The first is code switching help students in learning English. The second is code-switching make students are motivated in learning English. The third point is code-switching brings students get more understanding in learning English. The last is code-switching makes students fell comfort and easier to understanding English material. Beside that the researcher classifies that in using code-switching in English classroom also brings advantages for students to improving their English proficiency such as listening, speaking, reading and writing.

## Recommendation

Regarding to the conclusion above the researcher wants to give recommendation for the teacher who teaches English, the English students and for the further researchers who want to do a researcher related to the topic of the study. The first recommendation for the English teacher is teacher should use code-switching. The reason is when teacher use code-switching, it will help students understand the material also students are able to improve their English proficiency in learning process. Besides, it makes everything understandable and clear when the teacher explains the lesson materials and gives instruction. The second is for English students, learning English is not an easy thing that is why students also should have their own strategy in learning English. The strategy that students can use is code-switching because code-switching can help students in learning English such as make students are motivated in learning English, get more understanding and fell comfort. In other hand, using code-switching brings advantages for students to improve their English skills. The last for the further researcher who wants to conduct research with similar subject, they should conduct deeper and develop another research in different problem from this study such as teacher's perception in using code-switching in English classroom. It will be better if they could find other variable that related with code-switching.

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## APPENDIX

### Semi-structure interview:

**The questions bellow are arranged to ask about the English students' perception towards using code-switching in English classroom**

1. Does your English teacher do code-switching in the classroom? When does it happen? Explain!
2. How do you think/feel when your English teacher does code-switching? Why?
3. Is it advantageous for your improvement in Learning English? In what aspects? Explain!
4. How do you think if your English teacher does not use code-switching in teaching? Explain?
5. What is your suggestion for your English teacher when doing code-switching? Explain!