

Students' Perceptions of Code-Switching in English as a Foreign Language Classrooms: A Qualitative Study of Internal and External Influencing Factors

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ABSTRACT:

This study aims to investigate students' perceptions of the use of code-switching in English as a Foreign Language (EFL) classrooms, with particular emphasis on the internal and external factors influencing these perceptions. The study employed a descriptive qualitative research design. The participants consisted of 60 eleventh-grade students from two classes (XI-3 and XI-4) at SMA YP HKBP 1 Pematangsiantar. Data were collected through a structured questionnaire comprising 15 items designed to explore students' attitudes toward code-switching and the factors shaping their perceptions. The findings reveal that the majority of students hold positive perceptions toward the use of code-switching in EFL classrooms. From an internal perspective, code-switching was found to enhance students' confidence, motivation, and comprehension of lesson content. Externally, it contributed to a more supportive and less stressful learning environment, facilitating better interaction between teachers and students. Students reported that the strategic use of their first language alongside English helped them understand complex concepts more easily and express their ideas more effectively. Overall, the study concludes that code-switching plays a beneficial role in EFL classroom settings, particularly in supporting students' language development and reducing learning anxiety. These findings suggest that the pedagogical use of code-switching can be considered an effective instructional strategy when applied appropriately. The study recommends that teachers use code-switching selectively to maximize its benefits while still promoting English language exposure.

Keywords: code-switching, students' perception, EFL classrooms, language learning, qualitative study

INTRODUCTION

Language is one of the important tools of communication among the humans with one another in this universe. By the language, humans are able to express their feelings, opinions, ideas, and more as the social beings. Humans can communicate themselves through language in a variety of ways, such as sharing knowledge, expressing feelings, expressing desires, asking for assistance, requesting help, etc. According to Apriyanto (2020:46), language is a message that is usually conveyed in the form of expression as a means of communication in certain activities (Herman et al., 2023). In short language can facilitates humans' interactions through communication.

Communication is the process of transferring and receiving information, ideas, and others between person or group to another. Human are unable to avoid communication because with communication humans can build the relationship they need as the social beings (Juanda et al., 2025). Communication has important functions, such as delivering information, to express feelings or personal beliefs, share ideas, and exchange information function from one to another. According to Herman et al (2025), communication is the exchange of information, ideas, emotions, and attitudes through verbal or non-verbal means between two or more participant. As means of conveying meaning and fostering understanding, communication supports every aspects of human interaction. Therefore, it plays a vital role in the development of language skill (Cahyani et al., 2025).

There are four language skills, namely listening, speaking, reading and writing. The four skills can be divided into active or productive skills (speaking and writing) and passive and receptive (listening and reading). Those skills are related to each other and cannot be independent. Learners must master all four of the skills (Girsang et al., 2025). Students can be considered as a good English user if they mastered four skills. This is supported by Sinaga et al (2025), where they state about mastering language skills will determine the students' communicative competence in target language.

This research is only related into speaking skill, because speaking plays a crucial role in real-time classroom interaction and is directly connect to how students express their ideas, ask question, and respond during English learning. Speaking in foreign language might be challenging. According to Suryani et al, (2020:51), many students struggle with speaking because they feel anxious, shy, and afraid of making mistakes, which affects their performance in real communicative situations. Speaking in English language is quite difficult for Indonesian learners, because English is viewed as foreign language for them who are more used to using their mother tongue in everyday situation. One of the most common problems in learning English speaking skills among Indonesian learners is the difference between the sound systems of Indonesian and English, which can cause pronunciation errors and fluency issues. In addition, learners often feel nervous, fear of making mistake, or lack of confidence when speaking in front of people.

Based on the researcher's experience and observation while implementing teaching internship program (PPL) in SMA YP HKBP 1 Pematangsiantar, many learners got problem and difficulties when doing speaking English. And there are many learners found it challenging to verbally explain themselves in English. Their lack of confidence and fear of making mistakes often prevent them from speaking fluently, even though they had ideas to share. The researcher noticed that when students lacked the appropriate vocabulary in English or were unsure about the grammar or pronunciation, they often stayed silent or switched to Indonesian during speaking exercises. One of the occurrences in grade X-3 during a speaking activity where students asked to share knowledge about recount text.

Teacher : Okay, now we already discuss about recount text. Now I want one of you tell us what you get it from our material today. Amanda can you?

Student : *Iss janganlah aku miss, takut aku*

Teacher : Come on

Student : *Tapi gapapa ya miss kalo ku campur ke Indonesia.* Okay so recount text is a text that tell someone experience in the past, *jadi seperti menceritakan pengalaman yang lucu atau sedih* and others. Then there are 3 generic Structure of recount text that is *yang pertama* kan miss orientation, terus events, *yang terakhir* re orientation thats all miss, *banya itu yang ku tau.*

Teacher : oke good Amanda.

From the example, the researcher found several types of code-switching that appeared. First, at the beginning of the conversation, the teacher used English to ask a question: "Okay, now we already discuss about recount text. Now I want one of you tell us what you get it from our material today. Amanda can you?" However, the student responded in Indonesian: "*Iss janganlah aku miss, takut aku*". This response shows inter-sentential switching, because the switch happens between complete sentences from two different languages, where the teacher used English, while the student responds in Indonesian. Second, in the sentence "*Tapi gapapa ya miss kalo ku campur ke Indonesia.* Okay so recount text is a text that tell someone experience in the past, *jadi seperti menceritakan pengalaman yang lucu atau sedih* and others", there is inter-sentential switching, because students switches languages from Indonesian to English and back again between sentences. Third, "Then there are 3 generic Structure of recount text that is *yang pertama* kan miss orientation, terus events, *yang terakhir* re orientation thats all miss, *banya itu yang ku tau*", there is intra-sentential switching, where in one sentence students combine English and Indonesian language structures simultaneously.

This phenomenon of code-switching occurs because of several challenges that students face when they try to speak English. These challenges include limited vocabulary, lack of confidence, and fear of making mistake. In situation like this, students often switch to Indonesian language to say parts that are difficulties to express in English. Expressions such as "takut aku" and "gapapa ya miss kalo ku campur ke Indonesia" show that students are aware of their limitations and use Indonesian language as a support to keep the communication going. However, behind these

limitations, students often show a strong motivation to participate in speaking activities. This motivation encourages them to continue expressing their ideas, even though code-switching, as a way to stay engaged and be understood. Therefore, code-switching by students is closely related to their perception of their abilities, particularly in cognitive and affective aspects of perception, which includes their knowledge and feelings when they have to switch from one language to another in learning situation.

Perception is the cognitive process of humans to choose, arrange, and interpret sensory information in order to provide meaning for their environment. Lindawati et al, (2022:393) stated that perception is the active process of meaning creation through the selection, organization, and interpretation of people, objects, events, situations, and other phenomena. Every student in a classroom may have a distinct perception on the same scenario based on their individual experiences, feelings, and mentality. Suyadi & Aisyah (2021:1153) also mentioned that classifying the factors that influence perception into two categories, first internal factors, consist of feelings, motivation, process of learning, individual personalities, prejudices, desire or expectation, attention, and interest. Second external factors, consist of family background, information obtained, cultural around, size, and opposites. These factors influence how students respond to learning activities in the classroom, including the use of code-switching when speaking English. Therefore, students' perceptions of code-switching play an important role in their speaking skills. For some students, code-switching is seen as a strategy that helps them convey ideas when they encounter difficulties in English, thus enhancing their confidence and fluency. However, for other students, code-switching may be perceived as an obstacle to mastering the language comprehensively. In other words, how students interpret the use of code-switching greatly determines its effectiveness in supporting the improvement of speaking skills in English language learning.

The researcher uses similar previous study as a reference in conducting this research. That is from Nasution & Siregar (2021). In their research entitled

“Investigating the Impact of Code Switching On English Foreign Language Students' Speaking Confidence”. According to their observations, code switching can be employed as a teaching tool to assist students communicate more effectively and confidently in English, as well as a communication technique. Without worrying about making mistakes, it helps students to get over their fear and engage fully in speaking exercises. This demonstrates that code-switching can help students improve their speaking abilities when applied correctly, particularly in EFL classes where students frequently don't have access to English outside of the classroom. They employed a mixed-method approach that included open-ended interviews, classroom observations, and questionnaires to find out how code-switching impacts students' speaking abilities. The study's findings of their research are demonstrated that code-switching improved students' communication skills, fluency, pronunciation, grammar comprehension, and sentence construction. Overall, the results showed that most students felt more at ease and confident speaking English with the assistance of code-switching, although a tiny percentage of students saying that it helped them less in understanding complex grammar rules.

The previous research is focus on focusing on pre-intermediate level university students at Universitas Muhammadiyah Sumatera Utara English Education Department compared with this research, the subject are grade XI student of SMA YP HKBP 1 Pematangsiantar. Compared of this research, the similarity of usage of code-switching in the context of speaking English as a foreign language (EFL) is found in the aim of both studies to improve students' speaking skill in the classroom. However the difference both of this research Nasution and Siregar (2021) focused their study on university students at the pre-intermediate level and analyzed the impact of code-switching on various aspects of speaking skill. In contrast the present study focuses and explores students' perception to understand how students feel, respond to, and view the use of code-switching as part of their speaking practice in an EFL classroom setting.

RESEARCH METHODS

A. Research Design

In conducting this research, the researcher used descriptive qualitative research method. According to Creswell (2023) qualitative research was an approach for exploring and understanding the meaning individuals or groups ascribed to a social human problem (Sutrisno et al., 2023; Herman et al., 2026). The process of this research involved emerging question and procedures data typically collected in the participant's setting, data analysis inductively built from particulars to general themes, and the researcher made interpretations of the meaning of the data. Every research should employ a certain method to determine the problem that aims to resolve. This research appertained as qualitative research. This method utilized in this research to determine about students' perception on the use of code-switching in EFL classroom.

B. Subject of the Research

Purposive sampling was utilized by the researcher to choose research participants. Arikunto (2010:130) stated the research subject was the subject from which the data were obtained. The participants were students from Grade XI at SMA YP HKBP 1 Pematangsiantar, with a total of 60 students, where 34 were from XI-3 and 26 were from XI-4. The selection is based on several considerations. First, the researcher had conducted a teaching internship (PPL) in those classes and was already familiar with the students. Second, during the internship, the researcher and many students frequently used code-switching during English learning activities. Lastly, the researcher believed that students from both classes would cooperate well in the research process.

C. Object of the Research

The object of this research was students' conversations that took place in the English classroom, especially during speaking activities. These conversations served as the basis to explore students' perceptions toward the use of code-switching in their communication. Through a questionnaire developed based on internal and external perception factors, the study aimed to

identify how students viewed the presence of code-switching in their speaking performance. It further investigated whether code-switching helped students feel more confident, reduces their anxiety, and supported their ability to express ideas during classroom interactions with peers and teachers.

D. Instrument of the Research

According to Arikunto (2010:192), research instruments were tools used by researchers in collecting data so that the work was easier and the results were better, in the sense that they were more accurate, complete, and systematic (Purba et al., 2026). In this research, the researcher used questionnaires to collect the data. The indicators of the questionnaires that used was the internal factors of perceptions (feeling, motivation, process of learning, individual, prejudices, desire or expectation, attention, interest) and external factors (family background, information obtained, culture around, size, opposites) on using code-switching in EFL classroom.

E. Technique of Data Collection

Data collection was an essential procedure qualitative research that involved getting information directly from participants in order to

understand a particular phenomenon. Creswell (2023) explained that data collection in qualitative studies usually took place in a natural setting, where the researchers interacted with participants and observed their behavior in context (Judi. The kind of instrument that the researcher used consisted of one instrument, which was questionnaires. Questionnaires were a type of survey form that study participants filled out and returned to the researcher. A questionnaire was a widely used an effective instrument for collecting structured data, often in numerical form, from a group of respondents. By using questionnaires, the data were processed quickly (Purba et al., 2022).

One popular type of questionnaire was the Likert scale. Sugiyono (2016:168) defined the Likert scale as a tool used to measure people's attitudes, opinions, and perceptions toward a social phenomenon. The Likert scale offered respondents a range of answer options that typically reflected continuum or agreement. Likert scale gave respondents a variety of options that represented different levels of agreement or disagreement the scale usually started from "strongly agree" and moved on to "strongly disagree" at the opposite end (Triana et al., 2021)

Table 1. Likert Scale

No	Likert	Point
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

There are eight indicators that collected from internal factors of perception on the use of Code-switching and there was one question for each indicator:

1. Feeling
2. Motivation
3. Process of learning
4. Individual
5. Prejudices

6. Desire or expectation
7. Attention
8. Interest

There are five indicators that collected from external factors of perception on the use of Code-switching and there was one question for each indicator:

1. Family background
2. Information obtained

3. Culture around
4. Size
5. Opposites

F. Technique of Data Analysis

The data obtained from the questionnaires were examined after the process of data collection. The students' responses were summarized into tables and described in narrative form to provide a clear picture of their perceptions. The analysis was conducted by following Miles and Huberman's model (2014) as cited in Simaremare et al, (2023) which included three main steps: data reduction, data display, and conclusion drafting.

In the stage of data reduction, the researcher selected and focused only on the relevant responses related to the research questions. After that, in the data display stage, the results were organized into descriptive tables that represented the frequency of students' answers, which were

then explained narratively to show patterns of perception. Finally, in the stage of conclusion drawing and verification, the researcher interpreted the data by connecting the findings to the theoretical framework and previous studies, in order to draw conclusions regarding the students' perception of code-switching in the EFL classroom.

RESULTS

The first data from internal factor of perception, there were 10 statement indicators that collected from internal factors:

1. Students' feeling on the use of Code-switching in EFL classrooms.

In the first indicator, the researcher will discuss about students' feeling on the use of Code-switching type intra sentential and the result can be seen below:

Table 2. I feel more confident when I can switch into Indonesian words in the middle of an English sentence.

Student Choice	Number of Student
Strongly Agree (SA)	31
Agree (A)	28
Disagree (D)	1
Strongly Disagree (SD)	0
Total	60

The table above showed that from 60 students, there were 31 students who strongly agree with the statement, followed by 28 students who chose agree and 1 students who chose disagree and there were no students who chose strongly disagree. This shows that many student gave a positive response to the statement that they feel more confident when they can switch language into Indonesian in the middle of an English sentence. This showed that Code-switching helped increase students' confidence when speaking. This statement is the

part of type of Code-switching that is intra-sentential, as the language switch occurs within one sentence. Intra-sentential is felt to be effective by students in reducing hesitation when speaking in English.

2. Student' motivation on the use of Code-switching in EFL classrooms.

It necessary to found out and analyzed whether the use of Code-switching in EFL classrooms gave motivation to the students. The data can be seen below:

Table 3. Switching from English to Indonesian between sentences makes me more motivated to speak.

Student Choice	Number of Student
Strongly Agree (SA)	23
Agree (A)	32
Disagree (D)	4
Strongly Disagree (SD)	1
Total	60

From the data above, from 60 students, most respondent positively with 23 chose strongly agree and 32 agree, while only 4 student chose disagree and 1 student strongly disagree. This showed that Code-switching encouraged an increase in student motivation to speak English. The type of Code-switching in this statement is inter-sentential, because the language shift occurs between sentences. Thus, student feel more motivated when

they can combine English and Indonesian in oral communication.

3. Students' process of learning on the use of Code-switching in EFL classrooms.

It is necessary to know students process of learning with the use of Code-switching, to find out whether Code-switching help student or not. The result can be seen below:

Table 4. When I do not understand an English word, I continue my explanation by switch into Indonesian in the same sentence.

Student Choice	Number of Student
Strongly Agree (SA)	24
Agree (A)	35
Disagree (D)	1
Strongly Disagree (SD)	0
Total	60

From the data above, it shows that from 60 students, there are 24 students who chose strongly agree, 35 students who chose agree, and 1 students who chose disagree. This data showed that the majority of students found it easier to continue the conversation when they can switch directly to Indonesian within a sentence. This statement reflected a form of intra-sentential, which serves to maintain smooth communication when students encounter vocabulary obstacles. In this way,

students are not interrupted while speaking. This showed that Code-switching is seen as a practical strategy to support the continuity of the learning process.

4. Students' individual on the use of Code-switching in EFL classrooms.

Students individual affected students' achievement in learning. The researcher found out students' individual on the use of Code-switching in classrooms on the table below:

Table 5. I tend to use Indonesian words when speaking English because it reflects my own speaking style.

Student Choice	Number of Student
Strongly Agree (SA)	11
Agree (A)	29
Disagree (D)	12
Strongly Disagree (SD)	8
Total	60

The result showed variations in students' views. Where 11 students who chose strongly agree and 29 students who chose agree, while 12 students who chose disagree and 8 students who chose strongly disagree. These findings show that the most students tend to consider the use of Indonesian in the middle of English sentence to be part of their personal speaking style, although there are still a number of students who disagree with this. This statement was intra-sentential, because the language switch occurs within the sentence, where code-switching is seen as an expression of individual style.

This is related to individual differences, where some students feel comfortable showing their bilingual identity through the use of mixed languages. Thus, intra-sentential switching not only functioned as a means of communication, but also as a reflection of each student's personality.

5. Students' prejudices on the use of Code-switching in EFL classrooms.

This factor refers to the students' fear of being judged or evaluated negatively when speaking English. The result of this factor are presented in the following table below:

Table 6. I sometimes avoid using English because I think others will judge me, so I prefer to switch into Indonesian within my sentence.

Student Choice	Number of Student
Strongly Agree (SA)	32
Agree (A)	20
Disagree (D)	7
Strongly Disagree (SD)	1
Total	60

From the data above, it can be seen that from 60 students there are 32 students who chose strongly agree and 20 students who chose agree, shows that the student feel prejudiced or afraid of being judged when speaking entirely in English. Therefore, the student felt more comfortable use intra-sentential that is inserting Indonesian words into sentences to reduce awkwardness or mispronunciation. Meanwhile, only 7 students who chose disagree and

1 students who chose strongly disagree, indicating that a small minority are more confident in using English without worrying about being judged.

6. Students' expectation on the use of Code-switching in EFL classrooms.

In learning students have expectation, the researcher analyzed students' expectation on the use of code-switching. The result can be seen below:

Table 7. I expect my friends to understand me better if I switch from English to Indonesian in the middle of conversation.

Student Choice	Number of Student
Strongly Agree (SA)	27
Agree (A)	31
Disagree (D)	2
Strongly Disagree (SD)	0
Total	60

From the data above, from 60 students there 27 students who chose strongly agree and 31 students who chose agree. Meanwhile only 2 students who chose disagree. Indicates that the students have an expectation that their friends will find it easier to understand the conversation when they switch language from English to Indonesian between sentence. This shows that students' use communication strategies to ensure that their messages are clearly understood. The type of code-switching that emerged are inter-sentential, as the

language switch occurred between sentence rather than within a single sentence. Students seem to feel that this switch is an effective way to maintain smooth communication, especially when the interlocutor have limited understanding of English.

7. Students' attention on the use of Code-switching in EFL classrooms.

Students' attention plays an important role in the learning process. The researcher analyzed students' attention on the use of code-switching in classrooms. The result can be seen below:

Table 8. When I pay attention carefully in class, I still switch languages if I do not know some English words.

Student Choice	Number of Student
Strongly Agree (SA)	12
Agree (A)	46
Disagree (D)	2
Strongly Disagree (SD)	0
Total	60

From the data above, from 60 students there 12 students who chose strongly agree and 46 students who chose agree while 2 students only chose disagree. It show indicating that even though the pay close attention in class, they still switch languages within sentence when faced with limitations in their English vocabulary. Type of switching here inter-sentential, where language switching usually occurs within a single sentence, where students does not know an English word they

immediately replace it with Indonesian so the explanation can continue.

8. Students interest on the use of Code-switching in EFL classrooms.

Students' interest in learning often increases when they feel more comfortable with flexible communication. The researcher analyzed whether the students interest the use of code-switching in classrooms. The result can be seen below:

Table 9. I become more interested in class discussions when my friends and I use both English and Indonesian in one sentence.

Student Choice	Number of Student
Strongly Agree (SA)	15
Agree (A)	36
Disagree (D)	8
Strongly Disagree (SD)	1
Total	60

From the data above, from 60 students there 15 students who chose strongly agree and 36 students who chose agree, meanwhile there 8 students who chose disagree and 1 student who chose strongly disagree. These result show that the majority feel more interest in participating in class discussions when they can use two languages in one sentence. It is intra-sentential switching, where allows students

to express their ideas more freely without hindered by vocabulary limitations.

9. Students' expectation on the use of Code-switching in EFL classrooms.

In learning students have expectation, the researcher analyzed whether on the use of code-switching is help or not. The result can be seen below:

Table 10. I prefer to answer in English but add Indonesian at the end of my sentence, like a tag "kan" or "ya" to check understanding.

Student Choice	Number of Student
Strongly Agree (SA)	14
Agree (A)	34
Disagree (D)	11
Strongly Disagree (SD)	1
Total	60

From the data above, it show from 60 students, there 14 students who chose strongly agree and 34 students who chose agree even though there 11 students who chose disagree and 1 students who chose strongly disagree. This shows that most students feel helped by adding Indonesian words at the end of English sentence, such as "kan" or "ya", to ensure their partner understanding. This type of tag-switching is considered practical because it allows student to maintain their use of English while

reinforcing meaning with simple additions from Indonesian.

10. Student' motivation on the use of Code-switching in EFL classrooms.

Students motivation is demonstrate effort in learning. The researcher analyzed whether students have motivation on the use of code-switching in EFL classrooms or not. The result can be seen below:

Table 11. I sometimes switch from Indonesian to English between sentences to show my effort in practicing English.

Student Choice	Number of Student
Strongly Agree (SA)	35
Agree (A)	19
Disagree (D)	5
Strongly Disagree (SD)	1
Total	60

From the data above, it show from 60 students, there 35 students who chose strongly agree and 19 students who chose agree even though there 5 students who chose disagree and 1 students who chose strongly disagree. These result show that the majority of students use inter-sentential switching as a way to emphasize their efforts in practicing English. By switching from Indonesian to English between sentence, students, want to show their seriousness and motivation to hone their speaking skill.

After examining internal factors, the analysis now turns to external factors to see the extent to which aspect outside the students themselves influence their tendency to engage in code-switching. there are 5 statement indicators that collected from external factors:

1. Students' family background on the use of code-switching.

Family background can affected students' achievement, the data that the researcher collected can be seen in the table below:

Table 12. I often switch from English to Indonesian because my family and friends at home do the same.

Student Choice	Number of Student
Strongly Agree (SA)	8
Agree (A)	14
Disagree (D)	22
Strongly Disagree (SD)	16
Total	60

From the data above, only 8 students who chose strongly agree and 14 students who chose agree, while 22 students who chose disagree and 16 students who chose strongly disagree. This show that the most students do not feel that family at home are the main reason for their code-switching. The type inter-sentential switching reflected in this statement is switching from English to Indonesian between sentences is not entirely considered a pattern formed from the family environment.

2. Information that students' obtained on the use of Code-switching in EFL classrooms.

In the term on the use of code-switching as a strategy for learning, the researcher determined from where students' can know to use code-switching in EFL classrooms. The data can be seen below:

Table 13. I insert Indonesian words in my English sentence because I get examples like that from social media or the internet.

Student Choice	Number of Student
Strongly Agree (SA)	9
Agree (A)	29
Disagree (D)	20
Strongly Disagree (SD)	2
Total	60

From the data above, it can be seen from 60 students, there are 9 students who chose strongly agree followed with 29 students who chose agree. Meanwhile there are 20 students who chose disagree and 2 students who chose strongly disagree. The data show a fairly strong tendency that most students are influenced by the examples of language use they see on social media or internet. This statement relates to intra-sentential switching,

which is when students insert Indonesian words into English sentences.

3. Influence of culture around for the students' on the use of Code-switching in EFL classrooms.

The influence of classmates can be an important factor in shaping students'. The data that the researcher collected can be seen in the table below

Table 14. I am familiar with using two languages when speaking because my classmates often switch between English and Indonesian.

Student Choice	Number of Student
Strongly Agree (SA)	18
Agree (A)	36
Disagree (D)	5
Strongly Disagree (SD)	1
Total	60

From the data above, a total of 18 students who chose strongly agree and 36 students who chose agree with this statement. Meanwhile, 5 students who chose disagree and only 1 student who chose strongly disagree. These results show that students' code-switching are greatly influenced by the classroom culture, particularly through interactions with friends. Intra-sentential switching is evident in this context, as students are familiar with hearing their friends use two

languages in a single sentence. This culture indirectly reinforces mixed language patterns in their daily classroom communication.

4. Classroom size as a factor of students' on the use of Code-switching in EFL classroom.

Class size of students' can affect students' comfort when speaking. The data that the researcher collected can be seen in the table below:

Table 15. I feel more comfortable switching into Indonesian when speaking in front of a large class so that I don't feel embarrassed if I make a mistake.

Student Choice	Number of Student
Strongly Agree (SA)	42
Agree (A)	17
Disagree (D)	1
Strongly Disagree (SD)	0
Total	60

From the data can be seen, a total of students who chose strongly agree and 17 students who chose agree, while only 1 students who chose disagree and none strongly disagree. These result show that the students feel more comfortable use code-switching when speaking in front of a large class, as it reduces their embarrassment or fear of making mistakes. This statement relates to intra-sentential switching, where students mix Indonesian into English

sentence to maintain smooth communication and feel more confident.

5. Students' opposites on the use of Code-switching in EFL classrooms.

Refers to tendency of students doing code-switching while speaking. The data that the researcher collected can be seen in the table below:

Table 16. I switch between English and Indonesian when my partner in conversation does not understand my English.

Student Choice	Number of Student
Strongly Agree (SA)	28
Agree (A)	30
Disagree (D)	1
Strongly Disagree (SD)	1
Total	60

From the data above can be seen, the students' response show that 28 students chose who strongly agree and 30 students who chose agree, while 1 students who chose disagree and 1 strongly agree. This result show that almost all students tend to switch from English to Indonesian when their conversation partners do not understand the

English they are using. The type of code-switching used is inter-sentential switching, as the switch occurs between sentences, usually when clarification or alternative explanations are needed.

All of the data obtained from 60 students have been calculated and presented below:

Table 17. Result of Student's Questionnaires from Internal and External Factors

A. Internal Factors

N o	Statement	SA	A	D	SD	Total
1	I feel more confident when I can switch into Indonesian words in the middle of an English sentence.	31	28	1	0	60
2	Switching from English to Indonesian between sentences makes me more motivated to speak.	23	32	4	1	60
3	When I do not understand an English word, I continue my explanation by switch into Indonesian in the same sentence.	24	35	1	0	60
4	I tend to use Indonesian words when speaking English because it reflects my own speaking style.	11	29	12	8	60
5	I sometimes avoid using English because I think others will judge me, so I prefer to switch into Indonesian within my sentence.	32	20	7	1	60
6	I expect my friends to understand me better if I switch from English to Indonesian in the middle of conversation.	27	31	2	0	60
7	When I pay attention carefully in class, I still switch languages if I do not know some English words.	12	46	2	0	60
8	I become more interested in class discussions when my friends and I use both English and Indonesian in one sentence.	15	36	8	1	60
9	I prefer to answer in English but add Indonesian at the end of my sentence, like a tag "kan" or "ya" to check understanding.	14	34	11	1	60
10	I sometimes switch from Indonesian to English between sentences to show my effort in practicing English.	35	19	5	1	60

B. External Factors

N o	Statement	SA	A	D	SD	Total
1	I often switch from English to Indonesian because my family and friends at home do the same.	8	14	22	16	60

2	I insert Indonesian words in my English sentence because I get examples like that from social media or the internet.	9	29	20	2	60
3	I am familiar with using two languages when speaking because my classmates often switch between English and Indonesian.	18	36	5	1	60
4	I feel more comfortable switching into Indonesian when speaking in front of a large class so that I don't feel embarrassed if I make a mistake.	42	17	1	0	60
5	I switch between English and Indonesian when my partner in conversation does not understand my English.	28	30	1	1	60

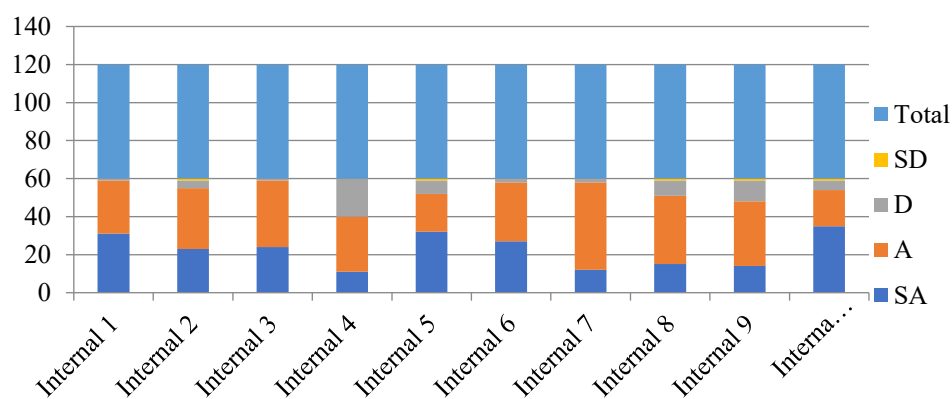


Figure 1. Result of Student's Questionnaires internal factors

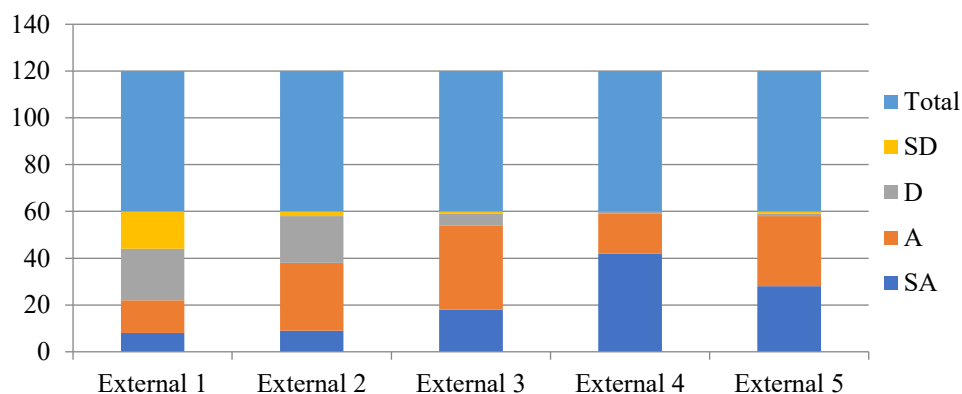


Figure 2. Result of Student's Questionnaires external factors

Based on the overall results of the questionnaire, it appeared that students gave positive responses to the use of code-switching in both internal and external factors. Regarding internal factors, the majority of students chose the categories agree and strongly agree, especially in terms of motivation, understanding, attention, and involvement in discussions. This showed that code-switching is considered to be able to increase confidence, make

it easier for students to convey ideas, and make them more courageous to participate when encountering difficulties in speaking English. Meanwhile, in terms of external factors, students also predominantly chose agree and strongly agree, although the number of disagreements was higher than for internal factors. Some students felt that the influence of family and classroom situations did not always support the use of code-switching, but most

still saw the social environment, peers, and classroom conditions as factors that encouraged the practice of language switching. Thus, it can be concluded that, in general, students' responses to the use of code-switching are positive, mainly because it helped facilitate communication and increased motivation to learn English.

The findings on this chapter are present to answer the question on the problem of the research, that is what are the students' perception toward the use of code-switching in English as a Foreign Language (EFL) classrooms?, where the factors of perceptions use to analyzed defined into two namely, the first internal factors (feeling, motivation, process of learning, individual, prejudices, expectation, attention, and interest) the second external factors (family background, information obtained, culture around, size, opposites).

Discussion

Based on the findings, the researcher would to discuss and answer the research problem that is based on the findings, the researcher would to discuss and answer the research problem that is to find out what are the students' perception toward the use of code-switching in English as a Foreign Language (EFL) classrooms. To obtain data, this research questionnaires was developed based on two main factors of perception, namely internal factors and external factors (Robins 2007). The result of the analysis show that the majority of students gave positive responds as indicated by the dominance of strongly agree and agree responses to almost all statements from both factors. These findings indicate that code-switching is viewed by students not as an obstacle, but as a relevant and useful strategy in supporting the communication process in English classes.

Furthermore, the analysis result also show that internal factors such as motivation, attention, expectation, process of learning, and interest are the main factors that encourage students' to use code-switching. With switching language, students feel more confident, find it easier to understand learning content, and dare to express their ideas even though their English vocabulary is limited. Meanwhile, external factors such as class size, culture around,

and family background also contribute to the practice of code-switching. Students feel more comfortable switching to Indonesian when speaking in large classes so they don't feel embarrassed if they make mistake. This show that both internal and external factors of perception play a role in shaping students' positive perception of code-switching in EFL classrooms.

In doing this research, the researcher used other research as the reference, a research entitle "Students' Perception On The Use of Code-Switching in English Classroom". The research determined and analyzed students' perception toward the use of code-switching in learning. The research employed a qualitative approach, using a questionnaires and interviews to 36 vocational high school students in Cimahi. The finding of the research between 75 and 95% of students presume that code-switching has advantages because it makes learning English easier, help them comprehend lessons more clearly, enhances their vocabulary, and clears up misunderstanding. Compare to this research, there are similarities and contrast exist. Both research found that students had positive perceptions of code-switching in English classrooms. However, this study focused more on the factors that influenced those perception. Questionnaire developed based on internal and external factors thus providing a more detailed picture the reason why students' perception of code-switching positively. In this way, this study complements Yana et al findings by emphasizing how internal and external factors contribute to shaping students' perception. The strength of this study was found in the use of a larger sample involving 60 students, which made the findings more reliable and representative. In addition, the systematic categorized of students' perceptions into internal and external factors provide a deeper explanation of the source of those perceptions.

CONCLUSION

In this chapter, the researcher presents the researcher conclusions and suggestions. The purpose of this research was to find students' perception on the use of code-switching in English as a Foreign language (EFL) classrooms. The researcher used a questionnaire instrument

developed on internal and external factors of perception and analyzed the data qualitatively.

In the learning process, students' perception played an important role because it can influenced their motivation, engagement, and learning outcomes. It is supported by Soemanto (2006) as cited in Simaremare et al, (2023:439) that state a positive perception leads to happiness, on the other hand, a negative perception leads to unhappiness. In the context of learning, happiness or unhappiness affected students' interest and actions. This means that students have a positive perception, they found it easier to understand the lesson because they learned with feeling happy. In contrast, students' with a negative perception tended to be less interested, easily bored, and not optimal following the learning process.

The result of the questionnaires showed that there were internal factors (feeling, motivation, process of learning, individual, prejudices, expectation, attention and interest) and external factors (family background, information obtained, culture around, size and opposites) that influence students' perception. The majority of students demonstrated positive inclination toward these factors, although, a small number disagreed on certain aspects. However, overall the response of students' maintained a predominance of positive perception.

Based on explanation above, it can be concluded that students' generally have a positive perception of code-switching in English learning. Code-switching is not seen as an obstacle, but rather as a useful strategy to aid comprehension, and increase students' engagement in English as a Foreign Language classrooms.

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