

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter the researcher describes the results of findings related to Students' Perception on the Benefits of Code-Switching in the Speaking Course. The data was taken from a questionnaire and distributed to second semester students in academic year 2022/2023. The researcher distributed questionnaires to 77 students who took the Basic Spoken English class at the English Education Department in UIN Antasari Banjarmasin. The findings are divided into 2 parts, including students' perceptions of code-switching during teaching and learning activities and students' perceptions of code-switching and whether code-switching is useful in improving students' speaking skills.

1. Students' Perception on the Benefits of Code-Switching Use in Speaking Course

The researcher collect the data using questionnaire. As for researchers using a 5 point Likert scale, there are Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree. The results that researchers found:

a. Increasing Students Confidence

In the eight statement "Code-switching help me to interact in class.", can be shown in this figure 4.1.:

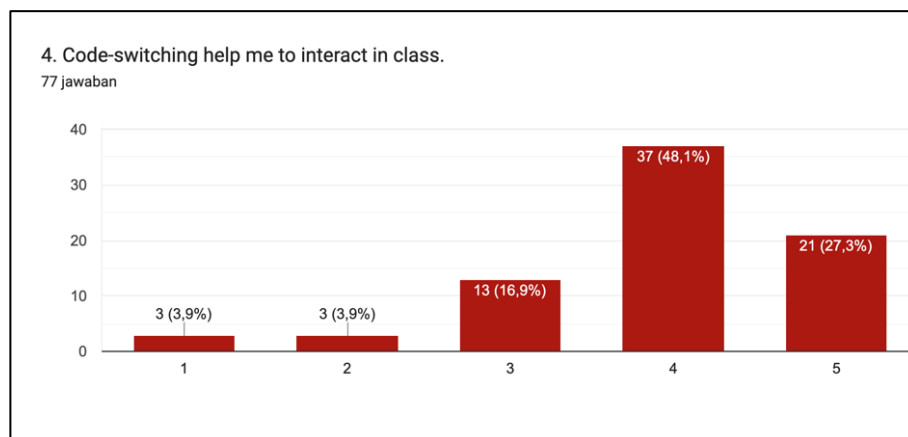


Figure 4.1. Code-switching help facilitating students in interacting.

Based on the figure above, 37 respondents (48,1%) who said agree, 21 respondents (27,3%) strongly agree, 13 respondents (16,9%) neutral, 3 respondents (3,9%) disagree, and the last 3 respondents (3,9%) who said strongly disagree.

In the next question item, the statement in number six “I feel confident to ask and express my opinions in class when using code-switching.” The result can be shown in figure 4.2.:

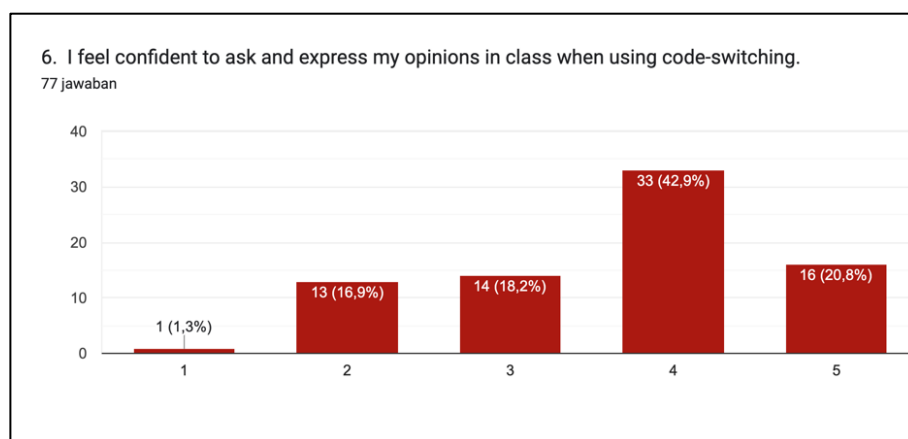


Figure 4.2. Students feel confident to ask and express their opinion.

The figure showed that 33 respondents (42,9%) said agree, 16 respondents (20,8%) who said strongly agree, 14 respondents (18,2%)

chose neutral, 13 respondents (16,9%) chose disagree, and 1 respondent (1,3%) who said strongly disagree.

There is a statement from question item number eight “I feel pressured in communicating when using code-switching (English and Indonesian).” The result can be shown in figure 4.3.:

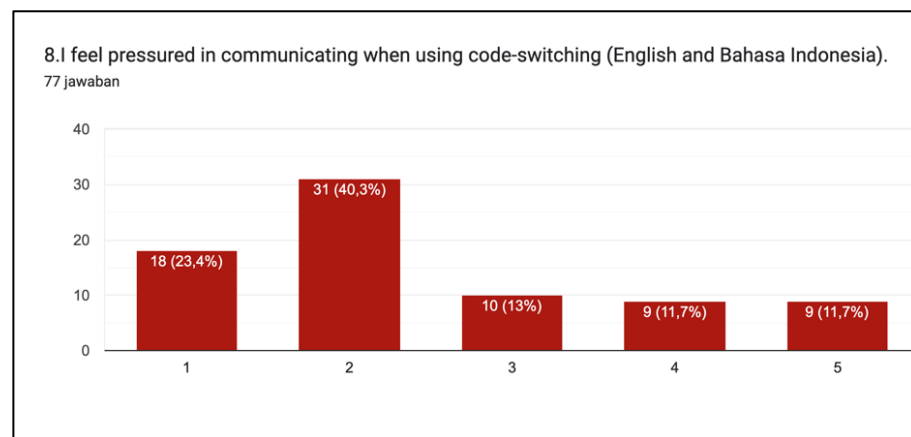


Figure 4.3. Students feel less pressure when using code-switching.

In the figure 4.3. showed that 31 respondents (40,3%) chose disagree, 18 respondents (23,4%) chose strongly disagree, 10 respondents (13%) chose neutral, 9 respondents (11,7%) chose agree, and 9 respondents (11,7%) chose strongly agree.

The last statement is in number eleven “I feel less active in discussion when code-switching used.” The result can be shown:

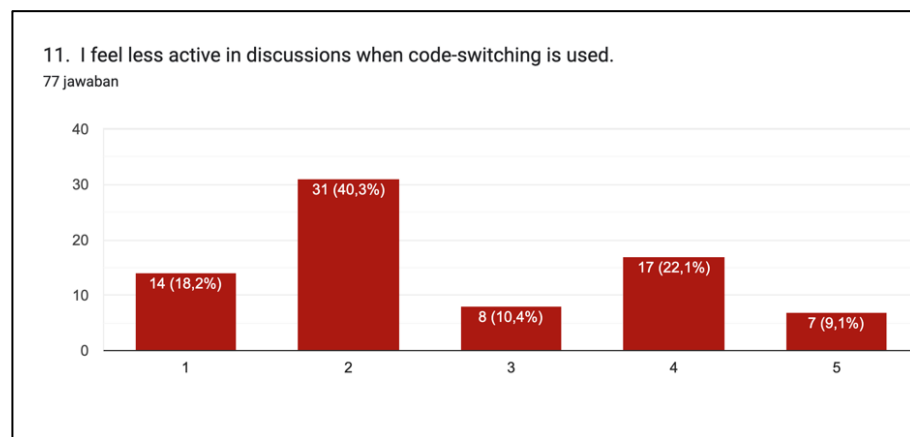


Figure 4.4. Students feel active in discussion.

From figure 4.4., 31 respondents (40,3%) chose disagree, 14 respondents (18,2%) selected strongly disagree, 17 respondents (22,1%) chose agree, 8 respondents (10,4%) voted neutral, and 7 respondents (9,1%) voted strongly agree.

b. Create a Relax Atmosphere

The first statement, question item number 3 “Code-switching help me to increase my learning motivation.” The result can be shown:

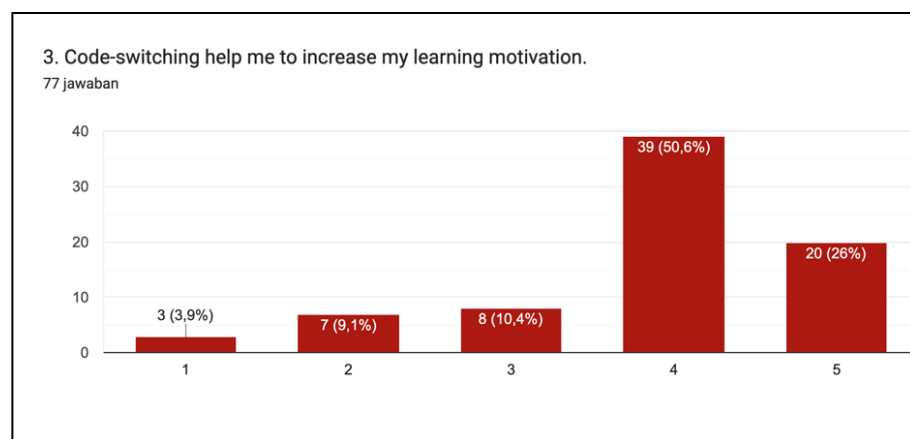


Figure 4.5. A relaxing atmosphere help students to increase learning motivation.

Based on the result above, 39 respondents (50,6%) chose agree, 20 respondents (26%) who said strongly agree, 8 respondents (10,4%)

chose neutral, 7 respondents (9,1%) chose disagree, and 3 respondents (3,9%) who said strongly disagree.

The second statement is from question item number 5 “Code-switching help me to become relax during learning.” The result can be shown:

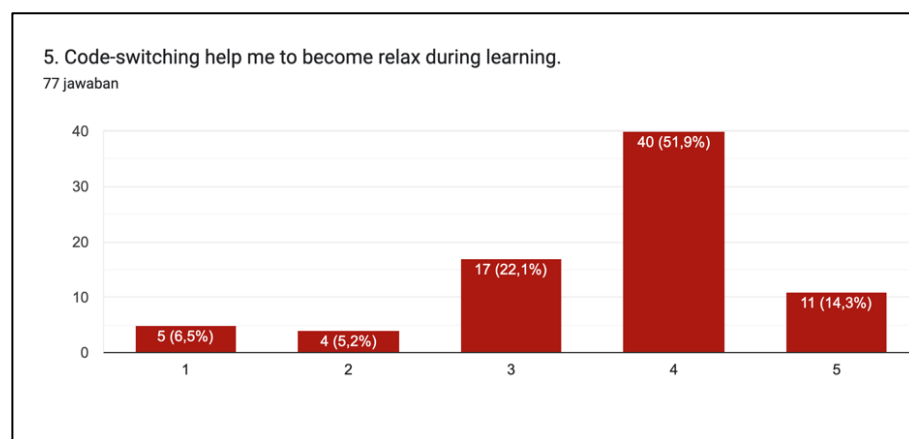


Figure 4.6. Using code-switching help students to become relax.

Based on the result above, 40 (51,9%) respondents chose agree, 17 respondents (22,1%) chose neutral, 11 respondents (14,3%) chose strongly agree, 5 respondents (6,5%) chose strongly disagree, and 4 respondents (5,2%) chose disagree.

The next statement is from question item number nine “Help me to increase enthusiasm in learning English.” The result can be shown:

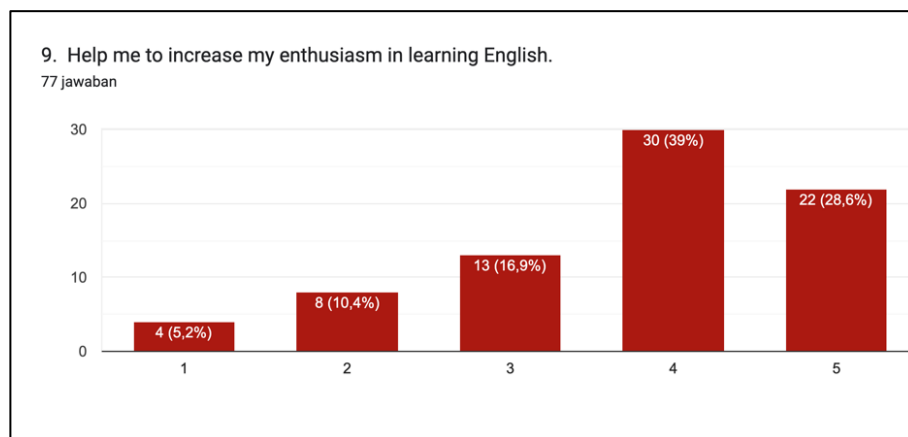


Figure 4.7. Relax atmosphere increase students enthusiasm in learning.

Based on the result above, 30 respondents (39%) who said agree, 22 respondents (28,6%) said strongly agree, 13 respondents (16,9%) chose neutral, 8 respondents (10,4%) chose disagree, and the last 4 respondents (5,2%) chose strongly disagree.

The next statement from question item number twelve “I accept learning more easily when the class atmosphere is relaxed because of the use of code-switching.” The result:

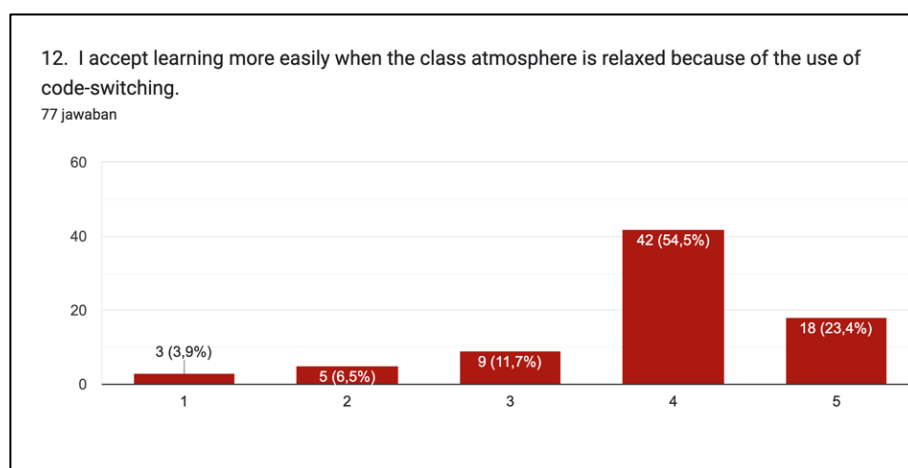


Figure 4.8. A Relaxing situation help students accept learning easily.

Based on the result above, it can be seen that 42 respondents (54, 5%) chose agree, 18 respondents (23,4%) chose strongly agree, 9 respondents (11,7%) chose neutral, 5 respondents (6,5%) chose disagree, and 3 respondents (3,9%) chose strongly disagree.

Furthermore, from the next question item number fourteen “I feel more comfortable when using code-switching.” The result shown:

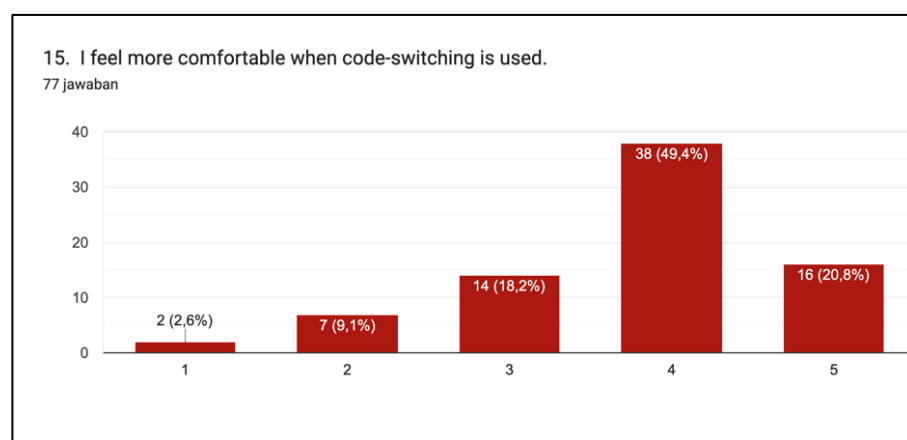


Figure 4.9. Code-switching makes student comfortable during learning.

Based on the figure above, it can be seen 38 respondents (49,4%) who said agree, 16 respondents (20,8%) chose strongly agree, 14 respondents (18,2%) chose neutral, 7 respondents (9,1%) chose disagree, and the last there are 2 respondents (2,6%) chose strongly disagree.

c. Provides a Deep Understanding

The result from question item number one “I feel the use of code-switching makes students and lecturer more flexible.” The result can be shown:

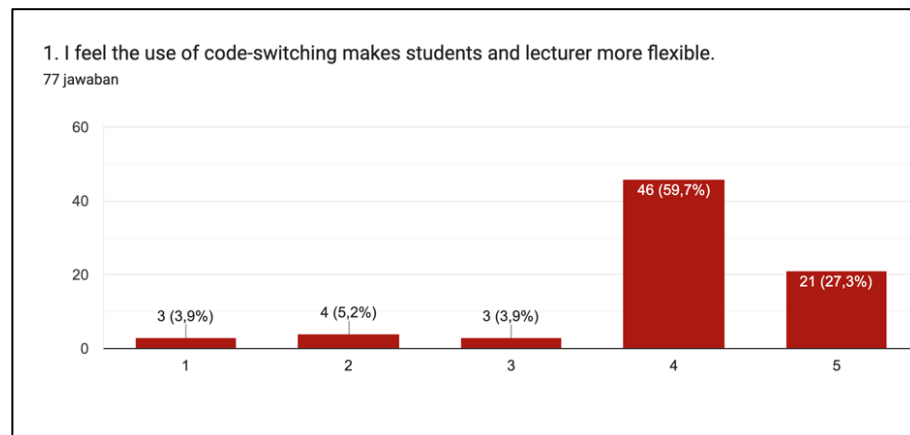


Figure 4.10. Using code-switching help students and lecturer more flexible.

Based on the figure above, 46 respondents (59,7%) chose agree, 21 respondents (27,3%) chose strongly agree, 4 respondents (5,2%) chose disagree, 3 respondents (3,9%) chose neutral, and the last 3 respondents (3,9%) chose strongly disagree.

In second statement “Code-switching give me a deep understanding in learning.” The result:

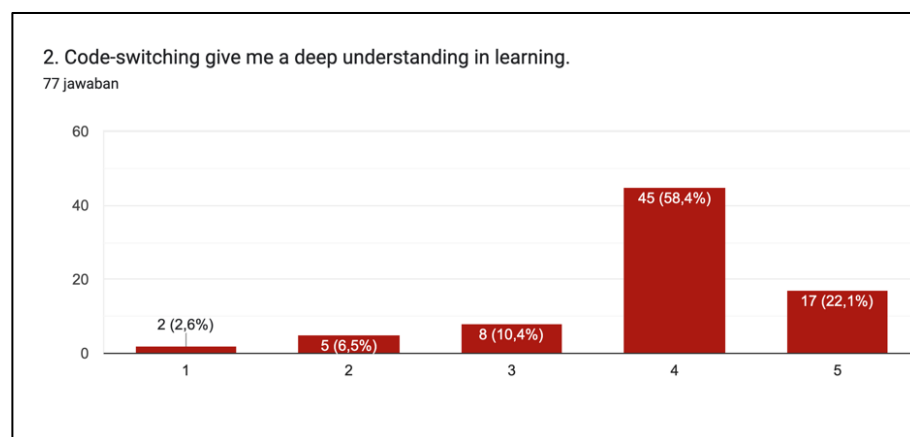


Figure 4.11. Using code-switching help students get a understand learning.

Based on the result above, 45 respondents (58,4%) selected agree, 17 respondents (22,1%) chose strongly agree, 8 respondents (10,4%) said neutral, 5 respondents (6,5%) disagree, and only 2 respondents (2,6%) selected strongly disagree.

The result next is from seventh statement “I easily understand the content of the lesson when using code-switching.”, is shown in the figure below:

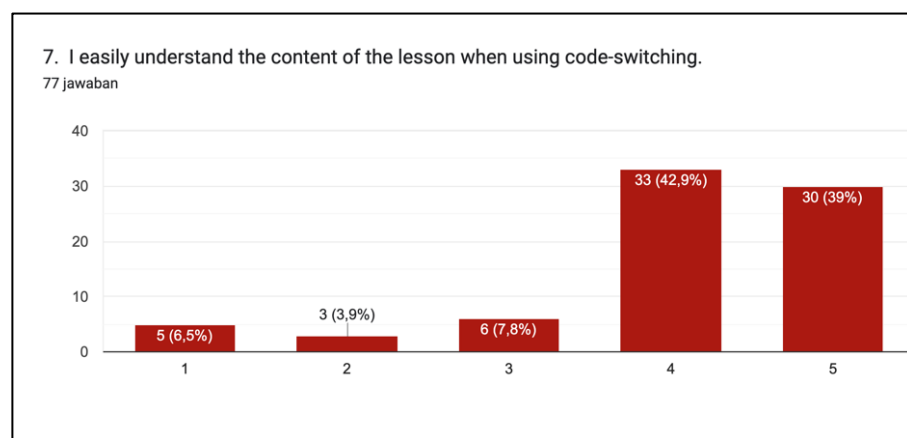


Figure 4.12. Students easily understand the lesson.

Based on the result from figure 4.12. 33 respondents (42,9%) agree, 30 respondents (39%) strongly agree, 6 respondents (7,8%) neutral, 5 respondents (6,5%) strongly disagree, and the last is only 2 respondents (3,9%) chose disagree.

The next statement, question item number ten “I am more able to follow instruction and lesson delivered by the lecturer.” The result as shown in the figure 4.13.:

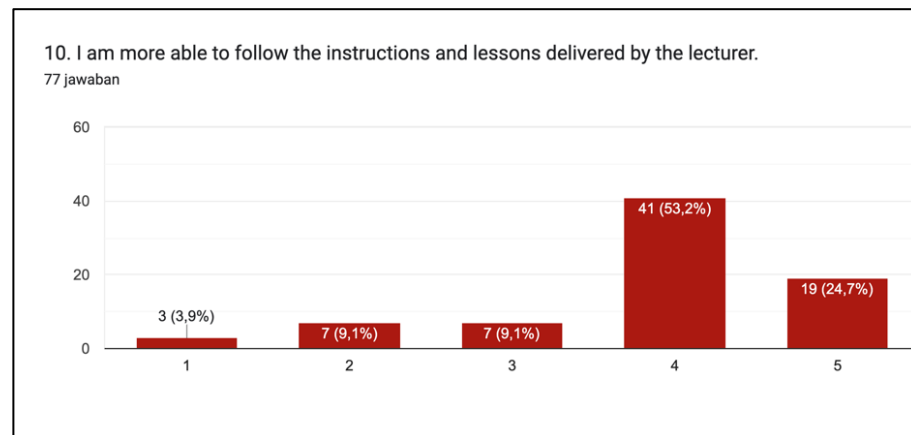


Figure 4.13. Students are more able follow teaching and learning process in class.

Based on the result above, there are 41 respondents (53,2%) agree, 19 respondents (24,7%) strongly agree, 7 respondents (9,1%) neutral, 7 respondents (9,1%) disagree, and 3 respondents (3,9%) chose strongly disagree.

The next statement “I feel that by code-switching learning objectives can be achieved.” The result as shown below:

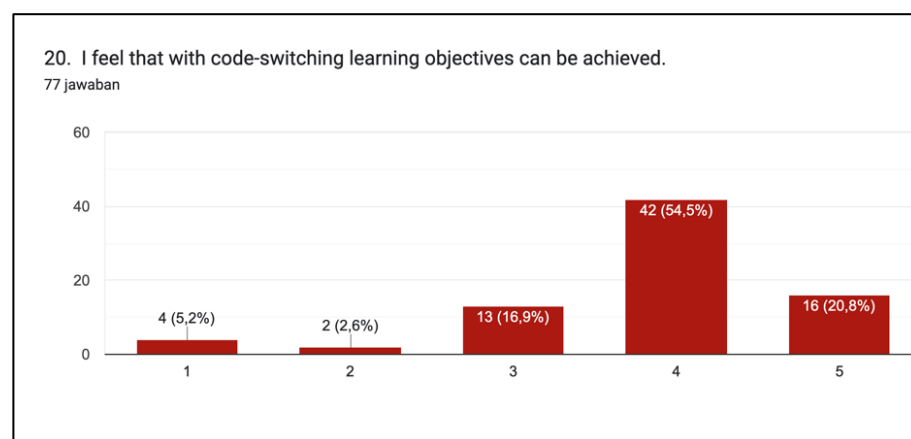


Figure 4.14. Learning objectives can be achieved.

Based on the result above, 42 respondents (54,5%) chose agree, 16 respondents (20,8%) chose strongly agree, 13 respondents (16,9%)

chose neutral, 4 respondents (5,2%) chose strongly disagree, and 2 respondents (2,6%) chose disagree.

As seen in point a (increasing student confidence), point b (creating a relaxed atmosphere), and the last is from point c (provides a deep understanding). From each point there are several more question items related to the major points studied. The results showed that by using code-switching during the process of teaching and learning activities, a positive response was obtained. They found it was helpful to use code-switching.

2. Students' Perception on the Benefits of Code-Switching in Improving Speaking Skill in Speaking Course

In this section, the researcher examines more specifically students' perceptions of code-switching. Can code-switching help them improve their speaking skills. The findings can be seen below:

a. Improving Components of Speaking

The first statement is from question item number thirteen "Code-switching help me to improve my speaking skill." The result can be seen:

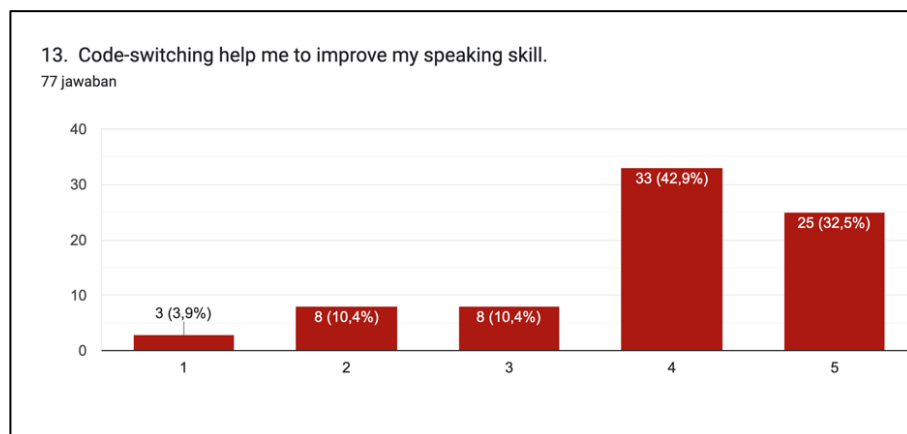


Figure 4.15. Help students in improving speaking skill.

Based on the result in figure 4.15., 33 respondents (42,9%) chose agree, 25 respondents (32,5%) selected strongly agree, and each of the 8 respondents (10,4%) who voted neutral and disagree, and the last 3 respondents (3,9%) voted strongly disagree.

“Code-switching help me to know new vocabulary”, this is the seventeenth statement. The result can be shown:

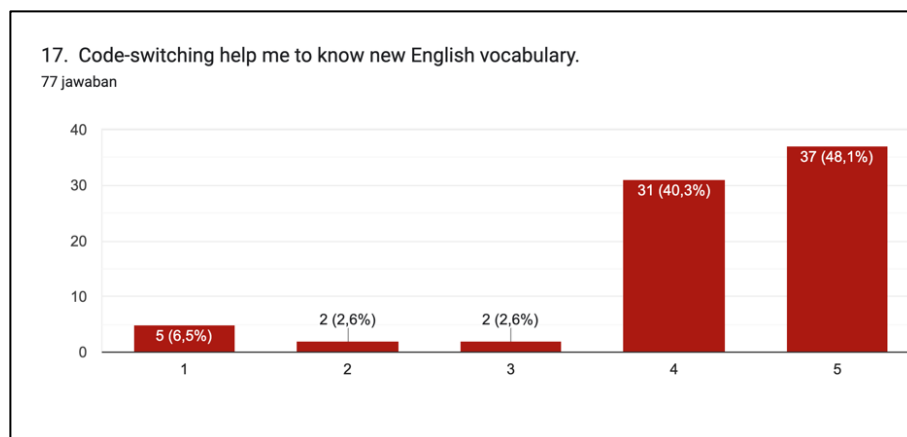


Figure 4.16. To know new English vocabulary.

Based on the figure above, 37 respondents (48,1%) chose strongly agree, 31 respondents (40,3%) answered agree, 5 respondents

(6,5%) chose strongly disagree, and 2 respondents (2,6%) of each chose neutral and disagree.

“I feel the use of code-switching weakens speaking skills.” This is from nineteenth statement, the result:

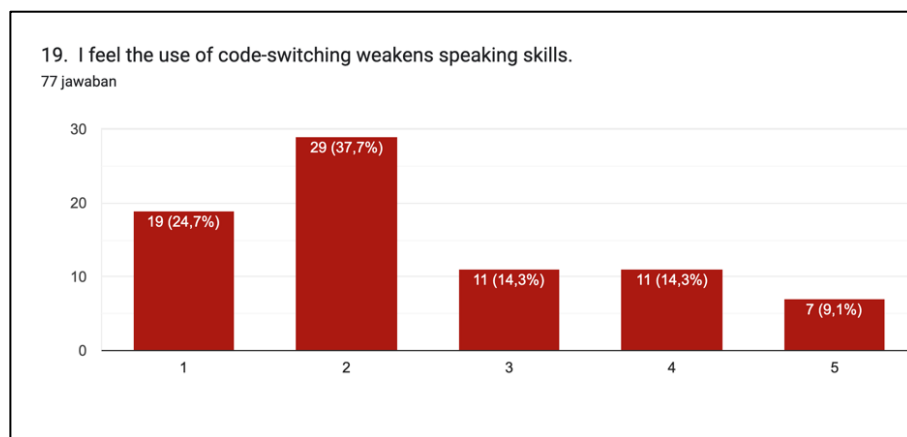


Figure 4.17. Students disagree with code-switching weakens their speaking skill.

Based on the statements above, 29 respondents (37,7%) chose disagree, 19 respondents (24,7%) said strongly disagree, 11 respondents (14,3%) answered neutral, 11 respondents (14,3%) voted agree, and 7 respondents (9,1%) said strongly disagree.

b. Facilitate Students in Constructing Sentences

The statement “I find it hard difficult when constructing sentences when learning using English entirely.” This is fourteenth question item. The result can be shown below:

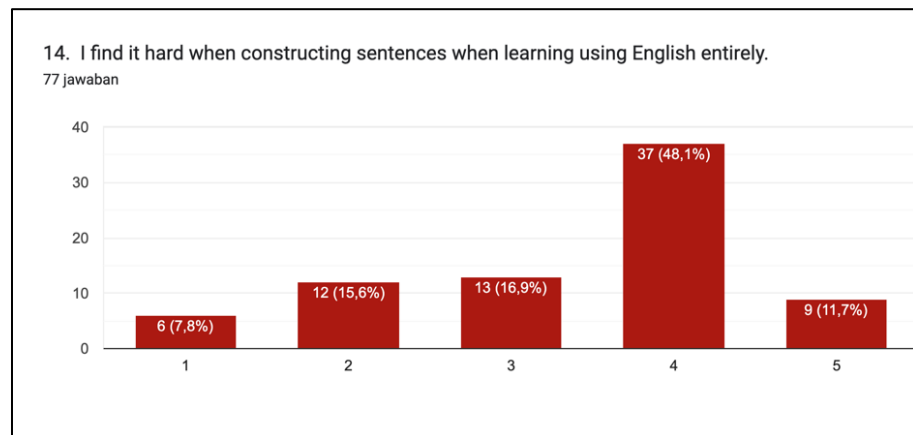


Figure 4.18. Students hard to construct full English in sentences.

The figure 4.18. showed that 37 respondents (48,1%) chose agree, 13 respondents (16,9%) voted neutral, 12 respondents (15,6%) chose disagree, 9 respondents (11,7%) selected strongly agree, and 6 respondents (7,8%) voted strongly disagree.

c. Improving Students' Speaking Skill in Pronunciation

The statement is from question item number sixteen "Help me to improve my English pronunciation." The result can be shown in the figure 4.19.:

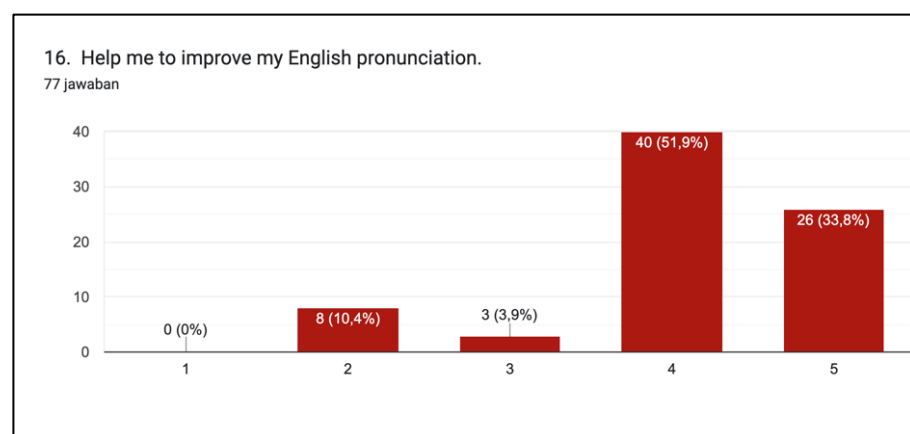


Figure 4.19. Help students in improving their pronunciation.

Based on the figure above, 40 respondents (33,8%) voted agree, 26 respondents (33,8%) chose strongly agree, 8 respondents (10,4%) said disagree, 3 respondents (3,9%) answered neutral, and no respondents chose strongly disagree.

d. Improving Students' Speaking Skill in Fluency

The statements is in eighteenth question item “Code-switching help me to be able to use English fluently.” The result can be seen in the figure below:

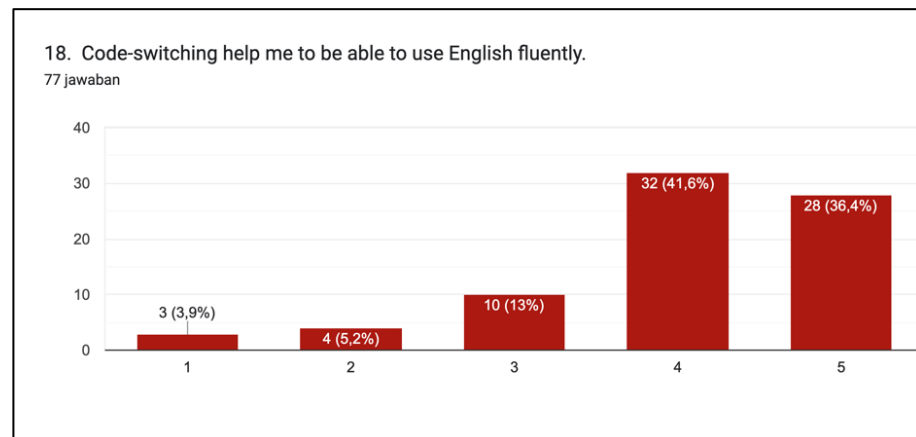


Figure 4.20. Code-switching can improving fluency.

Based on the result above, 32 respondents (41,6%) voted agree, 28 respondents (36,4%) chose strongly agree, 10 respondents (13%) selected neutral, 4 respondents (5,2%) who said disagree, and 3 respondents (3,9%) voted strongly disagree.

Based on the statement points above, the findings when the researcher distributed the questionnaire to 77 students who took the Basic Spoken English course, most of the students responded positively

regarding the use of code-switching in class. They agree that by using code-switching, they can improve the components of speaking skills.

B. Discussion

In this chapter, after analyzing the data from questionnaire. The researcher discusses the finding which was conducted on students in second semester of the academic year 2022/2023 who took the Basic Spoken English course in English Education Department UIN Antasari Banjarmasin. As for the results that researcher got, as follow:

1. Students' Perception on the Benefits of Code-Switching Use in Speaking Course

Based on the findings, there are 3 main points that have been analyzed and can be discussed. The results show a positive response to the use of code-switching in the speaking course. The researcher found that in point a related to increasing students' confidence. Among them are in question item number 4, 6, 8, and 11 or in figures 1, 2, 3, and 4. In question number 4 shows positive student perceptions, students are assisted in interacting when code-switching is used in speaking class. In question number 6, student responses are positive in helping them to increase confidence in asking questions and expressing opinions. Number 8, they feel more free in communicating. Also in number 11, with code-switching, students can be more active during discussion session. This is in accordance with research conducted by Syamsudin (2018), researchers found that

code-switching helps students increase self-confidence and makes it easier for students to interact. In general, learners who use code-switching can solve their speaking issues since can help them comfortable and confident when practicing speaking. The use of code-switching enable students and their speaking partners to communicate effectively.

In the next point, related to code-switching create a relaxed atmosphere. Among them are in question item number 3, 5, 9, 12, and 15 or in figures 5, 6, 7, 8, and 9. In question 3, a positive response was obtained from the research conducted, with a relaxed atmosphere, students can increase their learning motivation. In number 5, with code-switching make students feel relaxed. In number 9, a positive response in increasing their learning enthusiasm. In number 12, they easily accept learning, and the last is question number 15, students feel more comfortable. In line with this, in Ningsih (2021), code-switching makes the classroom relax. The researcher stated that using full English makes a serious atmosphere and has an impact on students become uninterest in learning. So, the use of code-switching can take students' attention to focus and listen to the lecturer. If the classroom is relaxing and pleasing, the students will be more receptive to the lecturer's explanation.

In the last point, related to code-switching provides a deep understanding. This is found in question item numbers 1, 2, 7, 10, and

20 or in figures 10, 11, 12, 13, and 14. In number 1, the use of code-switching makes learning more flexible. In number 2, students agree that helps students to get a deep understanding. Number 7, they easily understand the lesson. In number 10, help them to follow instructions and lessons. The last, in number 20, learning objectives can be achieved. In accordance with the findings from Ijudin, Irianti, and Rachmawati (2021) and from Syamsudin (2018), code-switching provides students' deep understanding in learning. Students not showing signs that they understand, so teacher switch from English to *Bahasa*. Also, students difficult to understand the long or detailed instructions using English entirely. This finding is also the same in Ningsih (2021) students easily follow instructions and lessons, but if the teacher uses English entirely, it can make students confused, so it is important for the lecturer to switch the language.

2. Students' Perception on the Benefits of Code-Switching in Improving Speaking Skill in Speaking Course

Based on the findings, there are four main points that have been analyzed and can be discussed. First, improving components of speaking skill. The question is in number 13, 17, and 19 or in figures 15, 16, and 17. In number 13, they respond positive for improving their speaking skill. In number 17, help students to know new vocabulary. The last is in number 19, they disagree that code-switching weakens their speaking skills. In Nasution and Siregar (2021), their findings with code-switching can increase students'

speaking skill, it was found that errors in students speaking were corrected by the lecturer using feedback in the form of code switching. Also in their findings, it can help student to understanding new vocabulary. It is often found that students use the same vocabulary repeatedly, sometimes the meaning to be conveyed is not suitable and there can be different in the meaning conveyed in English. The feedback help given by the lecturer, can facilitate students to know suitable vocabulary.

The second is to facilitate students in constructing sentences. In number 14 or in figure 18, they agree that constructing sentences using English entirely is not easy. Findings from Nasution and Siregar (2021) with feedback from lecturer using code-switching, it helps students to know how to construct good sentences. The feedback provided by the lecturer using code-switching made students aware of how important it is to make good sentences and made them more careful not to make the same mistake.

The third point is improving students speaking skill in pronunciation. It is in number 16 or in figure 19, students agree that code-switching help them to improve their pronunciation. Nasution and Siregar (2021) found that teacher sometimes emphasize the correct pronunciation and students listen to the teacher. The feedback given using code-switching helps them to remember and helps them to know how to pronounce correctly certain words, is also in

accordance with findings from Patanduk, Sirande, and Kombong (2021).

The last point is code-switching help improving students' speaking skill in fluency. It is in number 18 or in figure 20, students respond positive related to improving their fluency. They may find it challenging to improve their speaking abilities because of knowledge gaps. Further, it is challenging for them to speak fluently (Syamsudin, 2018). The use of code-switching as feedback from lecturer can improve their fluency. It encourage them to speak better so fluency in English can be achieved (Nasution and Siregar, 2021).