JOURNAL ARTICLE

**EXPLORING STUDENTS` BARRIERS TOCODE-SWITCHING
IN ENGLISH CLASSROOM**

By:
RETNO PRASTIWI
Student. ID. 2101051032

**English Education Department
Tarbiyah and Teacher Training Faculty**

**STATE ISLAMIC INSTITUTE (IAIN) METRO
1446 H/ 2025 M**

JOURNAL ARTICLE

EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

Presented as a Partial Fulfilment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Program

By:
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English Education Department
Tarbiyah and Teacher Training Faculty

Sponsor: Linda Septiyana, M.Pd.

STATE ISLAMIC INTITUTE (IAIN) METRO
1446 H/ 2025 M

APPROVAL PAGE

Title	: EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH
Name	: Retno Prastiwi
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APPROVED

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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Metro, 10 Maret 2025
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Permohonan Munaqosyah**
                 Saudari Retno Prastiwi

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
    Tempat

Assalamu'alaikumWr.Wb.

      Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Retno Prastiwi
NPM   : 2001051032
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

      Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

      Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
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NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
             of Retno Prastiwi

The Honorable of the Dean of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Student Number : 2001051032
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Metro, 10 Maret 2025
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RATIFICATION PAGE

No. B-1607/In.28.1/D/PP.00.9/05/2025

An Article entitled: "EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM" written by: Retno Prastiwi, student number 2101051032 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teachers Training Faculty on Tuesday, March 20, 2025 at 13.00-15.00 WIB.

BOARD OF EXAMINERS:

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Examiner I : Dr. Much Deiniatur, M.Pd. BI. (..............................)

Examiner II : Yeasy Agustina Sari, M.Pd. (..............................)

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Retno Prastiwi
Student Number	: 2101051032
Department	: English Education
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States that this article is originally the result of the writer's research, in exception of certain parts which are quoted from bibliographies mentioned.

Metro, 20 March 2025
The Writer

Retno Prastiwi
Student ID. 2101051032

MOTTO

<div dir="rtl">

... إِنَّ مَعِيَ رَبِّى سَيَهْدِينِ (٦٢)

</div>

"... My Allah is certainly with me – He will guide me."
(Q.S. Asy-Syura: 62)

An orphan without ambition like a bird without wings. Hence, I shall nurture the bird's wings with ambition, enabling it to soar to great heights.

DEDICATION PAGE

With profound gratitude I dedicate this article publication as an expression of my heartfelt thanks to my beloved second parents, Mr. Khoiruddin Yusuf and Mrs. Subardini. Their unconditional love, blessings, and prayer have been the guiding light at every step of my study.

The writer`s deepest gratitude goes to her dearest parents, Mrs. Sukamti (*Rahimahallah*) and Mr. Sunarya (*Rahimahullah*). Sadly, they were never able to witness the proud moment of their daughter finishing her entire education journey- from elementary, junior high, and high school, to Islamic boarding school, and finally, university. The writers continuously prays that Allah SWT will elevate them to His best heaven, *Aamiin*.

ACKNOWLEDGEMENT

TABLE OF CONTENT

Exploring Students' Barriers to Code-Switching in English Classroom

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ABSTRACT

Nowadays, studies on code-switching involving students have received limited focus, despite many research conducted on the university students' code-switching. This study examines the contemporary issue of students' barriers due to excessive dependence on code-switching in the English classroom. This phenomenological study employed a qualitative analysis technique and involved ten students from the English and Arabic departments of a state Islamic institution in East Lampung, Indonesia. The research data were acquired through observations and interviews with the participants. Additionally, the findings of this study indicate that a lot of students consider the social context, including the identity of the interlocutor and the situations code-switching occurs in the English classroom. Furthermore, most of students associated code-switching with the custom prevalent in their environment. This study also revealed that students consciously realize and admit barriers in the learning process. The barriers stem from the students' excessive dependence on code-switching, hindering their ability to engage in tasks necessitating the usage of the target language. This study's findings will offer significant insights for students to help reduce the continuing usage of code-switching by anticipating its future implications, which will assist lecturers in adjusting their approach to code-switching in the English learning process in each department.

INTRODUCTION

Presently, English has emerged as a significant discipline in higher education, pertinent not only to students in English department but also to those in other fields (Baa, 2018; Betti, 2021; Prabowo KA & Ambarini, 2022; Vrika et al., 2021), such as Arabic. Students frequently have difficulties in comprehending materials delivered in the target language (Bhatti et al., 2018; Muhtarom & Maghfiroh, 2022). Therefore, Jogulu (2024) and Putu et al. (2021) point out that the application of code-switching makes students more actively participate in learning and helps students understand the material presented. Moreover, code-switching facilitates the comprehension of similar sound, promoting vocabulary expansion and grammatical awareness between the source and target language (Flyman-Mattsson & Burenhult, 2009; Jabeen, 2023a; Macaro, 2017). Beside, as revealed by Aljoundi (2016) and Junaidi (2019) that the use of code-switching also has disadvantages in language learning. Excessive code-switching can make students face several obstacles such as; hinder direct understanding of the target language (Lipski,

2019; Shafi et al., 2020) and hinder language learning, as students may rely too heavily on their native language (Anggraini et al., 2023; Jabeen, 2023). Therefore, this study focuses to clarify the process of English language learning and examine the barriers faced by first-semester students from English and non-English departments regarding code-switching.

Numerous prior researches have investigated code-switching. The initial study investigates the benefit of code-switching employed by students pursuing a degree in English (Savase, 2024). The findings of this study reveal that although these practices may impact communication efficiency and cultural expression. The other study examines teachers' perspectives of code-switching (Istifci, 2019). The study indicates that code-switching is hardly employed and finishes with the recommendation to integrate the first language (L1) in language instruction. Similarly, the study examines code-switching through a quantitative methodology (Talal, 2022). This study findings indicate that students generally perceive code-switching favorably, and that teachers' use of code-switching can argument student engagement in classroom activities. Despite numerous papers addressing code-switching among students, a comprehensive examination of the issues encountered by students from English and non-English departments due to their reliance on code-switching has not been undertaken. The current study investigates students' perceptions and utilizes a qualitative study to understanding the phenomena.

Whereas several researches have explored the significance of code-switching in enhancing the learning process, there exists a scarcity of literature concerning the possible impacts of its excessive application. This study seeks to complete the previous researches. Examining the effects of excessive code-switching on EFL students is essential, as it directly influences their competency in the target language. This paper attempts: (1) to find out the implementation of code-switching in English classroom, (2) to investigate the challenges that students' face while using code-switching in English classroom.

This study intends to aid students, English Educators, and researchers. The initial resource is intended for students, offering insight into the function of code-switching in education, so assisting them in modulating its application. The second aspect pertains to English educators, as the study elucidates the challenges encountered by students, so guiding pedagogical practices to foster a more inclusive and successful educational atmosphere. This work enhances the literature on code-switching and language learning, providing a basis for future research about this affects in diverse educational settings and on language acquisitions.

METHOD

This study used a qualitative methodology to investigate the challenges faced by students in English and Arabic departments caused by their overdependence on code-switching during the learning process. Besides, this study utilize a case study to developing an in-depth description analysis of a phenomenon (Miles & Huberman, 1994). There are ten participants that selected by using purposive sampling technique. This technique used to select participants who have direct experience and relevance to the topic under study (Miles & Huberman, 1994). The analysis of data was conducted with the interactive paradigm proposed by Miles & Huberman (1994), surrounding four essential phases: (1) Collecting data include semi-structured interviews and observation classes from both departments. (2) Reducing data requires the selection of significant information and the identification of patterns of code-switching patterns that impact the learning process. (3) Displaying data in matrices and charts to facilitate the visualization of the correlation among factors affecting code-switching usage. And (4) drawing conclusion were determined by validating findings through discussions with participants to make sure of accuracy and relevance.

This study used triangulation through the combination of several data sources, including interviews, observations, and academic records, to increase the study's validity. Member checking was conducted to confirm that the findings correctly represented the participants' experiences. This study aims to clarify the effects of code-switching on the learning process of students in the English and non-English department.

FINDINGS AND DISCUSSION
The Implementation of Code-Switching in English Classroom

Social context
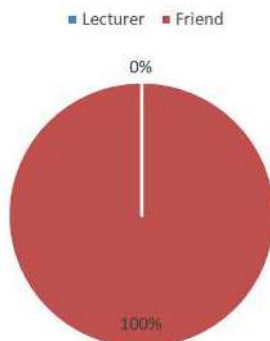
Figure 1. Social Context of Using Code-Switching in English Classroom

Students' code-switching in English classroom is frequently affected by their conversational partners. Figure 1 data reveals that students are more likely to code-switching during interactions with friends rather than with lecturers. Participant 1 uttered:

"[…] *I consistently depending on who I am speaking to, when conversing with lecturers, I try to utilize English. Nevertheless, while interacting with my friends, I frequently employ code-switching throughout the learning process.*" (Participant 1)

From this statement, it can be interpreted that students use code-switching to adjust to their interlocutors. The students use code-switching with friend and lectures. The use of code-switching more often used with friends because they try to use the target language when talking to lecturers. Additionally, this findings correlates with Lestari's (2018) study, which utilized interview methods and demonstrated that the degree of intimacy between speakers greatly affects linguistic variance. Therefore, in the study, all participants 100% indicated a greater comfort in code-switching, frequently tending to their native language during interactions with friends.

The Situations
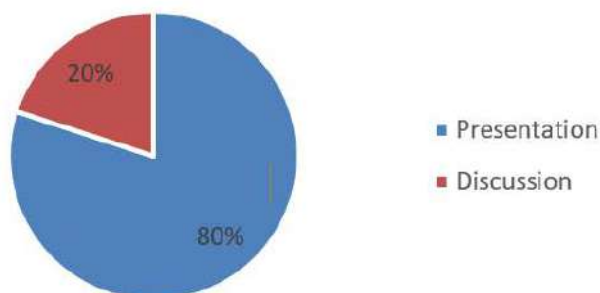
Figure 2. The Situation of Using Code-Switching in English Classroom

Students' use of code-switching is carried out by considering situational context. In the English learning process, students' more often use code-switching when they are in certain situations, such as presentations, discussions, as well as questions and answers to better understand the material being discussed. The study findings show that 20% of students employ this strategy during discussions. This statement is evident from participant 3:

"[…] *when engaging in group discussions or question-and-answer sessions with lecturers, I often use code-switching.*" (Participant 3)

Meanwhile, 80% of students seek code-switching during English classroom presentations. For instance, participant 8 mentioned:

"*Yes, I used code-switching. Especially during presentations, because most of the audience do not understand the material. Perhaps one of the reasons is that we come from an Arabic department…*" (Participant 8)

Similarly, participant 4 from English department added:

"*When presenting assignments, I use code-switching to explain the material in greater detail.*" (Participant 4)

This phenomenon indicates that students often face challenges in understanding and conveying ideas using the target language, particularly when discussing complex topics. This is because students do not know the academic vocabulary conveyed. Consequently, code-switching is employed to overcome these limitations and ensure more transparent communication. These findings align with research conducted by Nahrowi (2022), which revealed that the primary reason for code-switching is to facilitate discussions on specific topics, thereby enhancing participants' comprehension. Moreover, Astuti (2020) states that the use of code-switching is caused by changes in the situation, such as the setting (class, home, work), the type of activity, and the category of speaker. Overall, this study demonstrates that code-switching in English classrooms not only supports students in expressing their ideas based on material comprehension but also their confidence and ensures that all class participants understand the relevant information properly.

The Barriers that Students' Faced to Code-Switching in English Classroom

Awareness
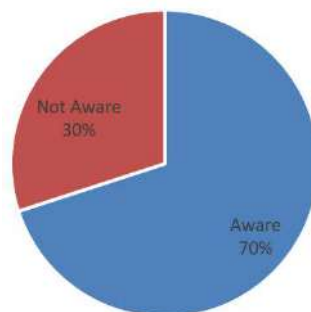
Figure 3. Students' Awareness to Code-Switching

The reason why students use code-switching is that is done consciously and unconsciously. As illustrated in Figure 3 that show 30% of students expressed their unawareness to code switching in the English learning process. The following statement were stated by participant 5:

"[…] *I switch languages unconsciously, usually I do it spontaneously.*" (Participant 5)

In contrast to participant 2, who said that code-switching is used consciously:

"*I am aware of using code-switching. I can control myself, for example when presenting or answering questions from the lecturer, I try not to use code-switching until the situation*

is urgent." (Participant 2)

These two assumptions show that code-switching can be done consciously or spontaneously to Indonesian. The participant used code-switching consciously and tries not to use it until an urgent situation. This study is in line with Astuti (2020), which shows that students are aware of what they convey, namely Indonesian, regional languages, and English. It can be concluded that awareness of language is recorded as having an influence not only on the thought process and learning processes but also on the way language is used to interact with each other socially.

Environmental factors
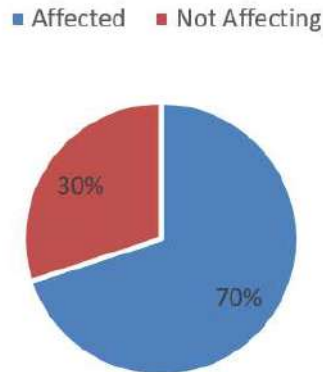
Figure 4. Students' Environmental Factors of Using Code-Switching

The surrounding environment affects the use of student code-switching. EFL students have different environmental backgrounds. The environmental background that influences students' speaking habits is also the reason for participants' use of code-switching. The data above shows that 70% of students feel the influence of the surrounding environment on code-switching in current learning activities. As point out by participant 3:

"[…] *I am grateful because the people around me have taught me English since I was a child, so now I can use it even though I often switch languages*". (Participant 3)

In addition, some participants were influenced by the Islamic boarding school environment, which required English and Arabic as their daily language. As participant 8 and participant 4 said:

"*When I was in Islamic boarding school, I used English three days a week and Arabic for days a week*". (Participant 8)

"*In my home environment I use Indonesian and Javanese. But, when I lived in the Islamic boarding school, I learned that I was required to use English and Arabic*". (Participant 4)

These responses indicated that the environment is influenced the student's habit on code-switching they used in English classroom.

Furthermore, there was 30% of the participants did not feel the influence of their environment with the use of code-switching. The participant stated that the environment did not affect her:

"[…] *no, since childhood I only speak Indonesian*." (Participant 6)

The participant stated that she had only used her mother tongue since she was a child, and

she assumed that it did not affect the code-switching she used in the learning process. Among children, sociolinguistic factors, such as living in a bilingual community, can influence whether a child becomes bilingual (Siswanto et al., 2022). Therefore, the environment greatly influences students' speaking habits.

Students' barriers to code-switching

Figure 5. The Challenges that Students' Faced in English Classroom

Excessive code-switching can negatively affect students, as shown by the data above. Students who use code-switching excessively often face barriers in learning the target language. One of the main problems encountered is the lack of vocabulary, experienced by 50% of students. According to participant 5 statements:
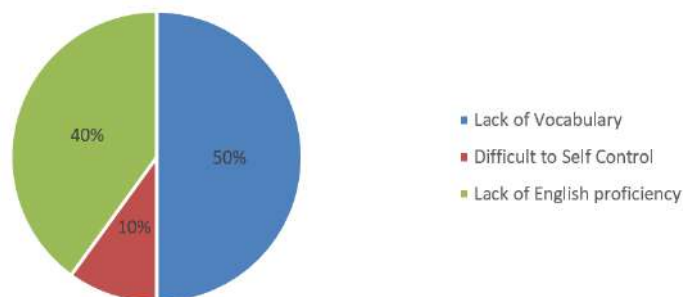
"One of the difficulties for me in balancing the use of the target language and speaking skills in class is the lack of vocabulary". [P5]

This indicates that students struggle to expand their vocabulary due to the infrequency of practicing new words in daily conversations. Moreover, 10% of students also experience difficulty in controlling themselves and not relying on code-switching during the learning process. Participant 8 mentioned:

"I find it hard to control myself only to use the target language because I tend to switch to Indonesian". [P8]

This shows that dependence on code-switching can affect the fluency of the target language, as students feel more comfortable using Indonesian in certain situations. Furthermore, 40% of students acknowledge that difficulties in target language proficiency are dominant issue. Participant 6 revealed:

"If I keep relying on Indonesian, my English will not improve". [P6]

This response emphasizes the importance of continuous practice to hone target language skills, so students do not become dependent on a more familiar language. Excessive reliance on code-switching can negatively affect students' language proficiency, as this study indicates. This aligns with Kiem & Parcon's (2024) view, which suggests that although students believe code-switching challenges in the classroom may not have significant adverse effects, excessive use hinder them from exploring and applying new vocabulary. Therefore, reducing reliance on code-switching is essential to enhance student's overall language abilities.

CONCLUSIONS

This study highlights the multifaceted dynamics of code-switching among first-semester students in English and Arabic departments at an Indonesian Islamic institution. The findings reveal that students' code-switching practices are shaped by social contexts (e.g., interlocutor identity), situational demands (e.g., presentations or discussions), and environmental influences

(e.g., bilingual upbringing or educational background). While code-switching aids comprehension and participation, excessive reliance on it creates barriers, including limited vocabulary acquisition, reduced self-control in using the target language, and hindered English proficiency development. Notably, students' awareness of their code-switching habits varies, with some consciously moderating its use while others unconsciously default to it. These results underscore the dual role of code-switching: a scaffold for communication yet a potential crutch that stifles linguistic growth. The implications call for pedagogical strategies that balance code-switching as a transitional tool while encouraging immersive target language practice. Educators should design activities that gradually reduce dependency on code-switching, fostering confidence in English-only interactions.

However, this study has limitations. The small sample size (ten participants) and focus on a single Islamic institution limit generalizability. Additionally, the research did not account for variables like students' prior language exposure or sociocultural attitudes toward English. Future studies should expand to diverse educational contexts, include longitudinal designs to track dependency effects, and explore interventions like structured code-switching frameworks or metacognitive training. Investigating how digital tools or peer collaboration can mitigate overreliance on code-switching would also enrich the discourse. Ultimately, addressing these gaps will empower educators to cultivate balanced bilingual competencies, ensuring code-switching serves as a bridge rather than a barrier in language acquisition.

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INDICATOR OF ENGLISH LEARNING PROCESS

Indicators	Items	Questions
Code-Switching in English Learning Process		
Adjust language usage by paying attention to the social context.	2	1, 2
Tend to use code-switching in certain situations.	1	3
Can control the thought of when to switch languages.	2	4,5
The habit of using two or more languages from an early age.	3	6, 7,8

Source: Lipski, J. M. (2019). Languages in contact. In *Biculturalism and Spanish in Contact*. https://doi.org/10.4324/9781315100357-6

INDICATOR OF STUDENTS' BARRIER

Indicators	Items	Questions
Students' Barrier to Code-Switching		
Combining two languages in speaking or writing.	1	1
Interference with language skills and academic progress.	1	2,3
Difficulty in comprehension and balance in language.	2	4

Source: Jabeen, M. (2023). *Code-Mixing and Code-Switching Problems among English Language Learners: A Case Study of the University of Sahiwal*. *6*(3), 2023.

RESEARCH INTERVIEW GUIDELINES

1. Do you adjust your language depending on who you are speaking to?

2. Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.

3. Do you notice any differences in the way you speak when you use the code-switching?

4. Do you consciously code-switching when speaking in class?

5. Do you feel you can control when to switch languages or is it more often spontaneous?

6. Do you often hear two different languages in daily conversations? How does it affect you?

7. Since childhood, have you often spoken two languages?

8. Do you feel that your language switching habits were influenced by your language development as a child?

9. Does code-switching reduce your ability to communicate in one language?

10. Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?

11. Does code-switching make it difficult for your understanding the material?

12. Do you find it difficult to maintain a balance between using the target language an speaking proficiency in English class?

Name   : Retno Prastiwi

Student Number   : 2101051032

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Link of audio's interview:

https://drive.google.com/drive/folders/1aj3F5neX7hZO63jrCiC1_fJMJU3oWFu_?usp=drive_link

INTERVIEW TRASCRIPTIONS	
Interviewee Date Place Interview Topic	Participant 1 December 17, 2024 Participant's dorm Students' barriers to code-switching in English classroom
INTERVIEW CONTENT	
Researchers	Do you adjust your language depending on who you are speaking to?
Interviewee	Yes. I definitely look at who I'm talking to, if it's a lecturer, I try to use English.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes. To explain the material when I did the presentation and there are participants who do not understand what is explained.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	No.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	Yes. Of course.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes. Every time I do code-switching I am always aware because I know that my English skill are very poor.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes. Every day I hear two languages.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes. Since childhood I was educated in two languages, namely Indonesian and Javanese.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	No. For me, Arabic and English are two foreign languages, which I have to learn from scratch.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes. I think if in an English class where we are required to speak the target language but instead continue to speak Indonesian, it is less efficient to improve my English skill.

Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes. As same as Arabic language, which with full awareness we must be able to force ourselves not to use Indonesian in order to master the target language.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, of course. For example when conducting a proposal seminar, if nor trained from now on, it will definitely be difficult.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes. Thinking about vocabulary, grammar, makes me more likely to use Indonesian than English itself.

INTERVIEW TRASCRIPTIONS

Interviewee	Participant 2
Date	December 17, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom

INTERVIEW CONTENT

Researchers	Do you adjust your language depending on who you are speaking to?
Interviewee	Definitely, I use code-switching more often with my friend.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when doing presentation, I tend to use code-switching to explain in more detail to my classmates, because if I use the target language they do not pay attention.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	I feel there is no different.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	I consciously code-switching.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes, I can control it. When there is a presentation or I am answering questions from the lecturer, I try not to use code-switching until the situation is urgent.2
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes. I often hear two languages, because my lecturer often uses them.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes, I have. When I am senior high school, I am required to use Arabic and English.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes. Since childhood I have been taught many languages, namely international languages and regional languages, and it continues until now. When in the Islamic boarding school, I switch the language from English to Arabic, but now in collage, English to Indonesian.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes. It is very influential, because if you often rely on code-switching, it will make your understanding and English skill less.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes, I still rely on code-switching at the moment, and I feel that it makes it difficult for me when facing full-English assignments.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, as I said before, it really impacts my understanding of the material.

Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, I found it difficult. I reiterated to myself, in the coming semester I will try to continue to train myself by continuing to speak the target language and reducing the use of code-switching.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 3
Date	December 17, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom

INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, of course I adjust to who I am speaking to. With friend, I use code-switching more often, but if it's with a lecturer, I try to be full-English.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes. For example when answering lecturer questions, I try to reduce the use of code-switching, but when presenting I use it more often because is it for understanding the audience about the material.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	No.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	Not really.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	When I am stuck in a course where code-switching is not allowed, I will control myself to try to do it.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes, I often hear English, Indonesian, or local languages.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes, I have been taught English since I was a child.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes, I feel grateful because the people around me have though me English since I was a child, so now I am getting used to it even though I use code-switching.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes. I feel unfamiliar with the full pronunciation of the target language.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?

Interviewee	Yes, it is affecting to my academic achievement.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, for example listening materials, I lack of what the native speaker said.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, one of the problems is the lack of vocabulary.

INTERVIEW TRASCRIPTIONS	
Interviewee Date Place Interview Topic	Participant 4 December 18, 2024 Participant's dorm Students' barriers to code-switching in English classroom

INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, I predominantly using English when speaking to lecturers, but to friend I adjust or even rarely speak English itself.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when I do the presentation, I use code-switching to comprehend the material.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	No.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	Yes, I realized.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	I do it sometimes spontaneously.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	If in the environment, only Indonesian and Javanese. But I have lived in an Islamic boarding school which incidentally uses Arabic and English.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	No for speak, but I have been interested in English from song and movies since childhood.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes, it is affect me, because sometimes spontaneously speak English while in Arabic class.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, it is hard to balance.

Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes, I once took the Arabic test and the results were superior to the results of English. I realized that I spent a lot of time focusing on Arabic and little on English.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, of course. For the example like in listening class, I am often confused by what native speakers say.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, because the use of code-switching in the Arabic department is very often used, considering we are also less than English.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 5
Date	December 18, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom
INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, I tend use English while with lecturer.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when I do the presentation.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	Yes, the tone of voice.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	No, I am not.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes, I am often spontaneous.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes, when I am at senior high school.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes, I am learn English too.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes, I feel it because my habit switch language.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, a little bit.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?

Interviewee	Yes, it is affecting to my academic achievement.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, for example listening materials, I lack of what the native speaker said.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, one of the problems is the lack of vocabulary.

INTERVIEW TRASCRIPTIONS	
Interviewee Date Place Interview Topic	Participant 6 December 18, 2024 Participant's dorm Students' barriers to code-switching in English classroom
INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, especially with the lecturers more to English.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when I do the presentation.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	Yes, when speaking English, I feel slurred.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	Yes, I realize.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes, I can control it.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes, around my house I hear two languages, Indonesian and Javanese.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	No, since childhood I have only spoken Indonesian.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	No.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	No, because without reducing its use, I also feel the good impact of the use of code-switching.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes, because if I continue to rely on Indonesian, my English will be less practiced.

Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, I feel confused when I faced task that full in English.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, I am awkward if I am required to use one language.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 7
Date	December 18, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom

INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, with my lecturer, I am trying to use English.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when I do the presentation, I use code-switching.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	No.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	Yes, I realize.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes, I can control it, not to be spontaneous.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes, in my environment I hear two languages, Indonesian and Javanese.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	No, I just speak Indonesian.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	No.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, that's affect to my English performance.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes, I feels like difficult.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	No, not really. Sometimes I took a difficult words, but I can handle it.

Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, maybe because I am not used to it.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 8
Date	December 18, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom
INTERVIEW CONTENT	
Researchers	Do you adjust your language depending on who you are speaking to?
Interviewee	Yes, to the English lecturer I use English.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, especially in the presentation. Because most participants did not understand the material, maybe one of the factors was because we were from the Arabic language program.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	Yes, I feel. As we know that writing and speaking in English are different.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	No, unconscious.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	No, it is spontaneous.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes. Since I am studied at Islamic boarding school.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes. When I am at Islamic boarding school, I used English for three days in a week and Arabic four days in a week.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes. In addition to effects of the Islamic boarding school, the habit arises from my mother, father, and brother who often speak in English and Palembang.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, I think that affect from depend on code-switching so I forgot about the vocabularies.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes. Yesterday, when the midterm test, I got a story texts, there I felt confused in answer it.

Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes, it is difficult because I am more tend to Indonesian.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, because in Arabic too often suddenly pronounce Indonesian.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 9
Date	December 18, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom
INTERVIEW CONTENT	
Researchers	Do you adjust your language depending on who you are speaking to?
Interviewee	Yes, if I know the language I will speak to lecturer in English, but not with my friend.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when presentation, I ask about material that I have not understood.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	Yes, personally, I feel more excited when I speak English.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	No.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	No, I do it spontaneous.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	I hear in social media.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	Yes, I often take English private lessons since childhood.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	Yes, of course.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, we know that we are tomorrow is the result how we are today.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	Yes.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?

Interviewee	Yes, as we know, we are not in international collage that must be speaking English, so I feel that difficult.

INTERVIEW TRASCRIPTIONS	
Interviewee	Participant 10
Date	December 18, 2024
Place	Participant's dorm
Interview Topic	Students' barriers to code-switching in English classroom

INTERVIEW CONTENT	
Researchers	Do you adjust your English language depending on who you are speaking to?
Interviewee	Yes, I tend use English while with lecturer.
Researchers	Are you more likely to use code-switching in certain situations? Such when discussing material, presentations, etc.
Interviewee	Yes, when I do the presentation.
Researchers	Do you notice any differences in the way you speak when you use the code-switching?
Interviewee	Yes, the tone of voice.
Researchers	Do you consciously code-switching when speaking in class?
Interviewee	No, I am not.
Researchers	Do you feel you can control when to switch languages or is it more often spontaneous?
Interviewee	Yes, I am often spontaneous.
Researchers	Do you often hear two different languages in daily conversations? How does it affect you?
Interviewee	Yes, when I am at senior high school.
Researchers	Since childhood, have you often spoken two languages?
Interviewee	No, I just speak Indonesian.
Researchers	Do you feel that your language switching habits were influenced by your language development as a child?
Interviewee	No.
Researchers	Does code-switching reduce your ability to communicate in one language?
Interviewee	Yes, that's affect to my English performance.
Researchers	Do you feel that relying so much on code-switching results in a lack of academic achievement in the target language?
Interviewee	Yes, I feels like difficult.
Researchers	Does code-switching make it difficult for your understanding the material?
Interviewee	No, not really. Sometimes I took a difficult words, but I can handle it.
Researchers	Do you find it difficult to maintain a balance between using the target language and speaking proficiency in English class?
Interviewee	Yes, maybe because I am not used to it.

B. Documentation of Students Classroom Activity

Date of the observation on Thursday, September 26, 2024.

English class of the first semester accompany by Mrs. Rika Dartiara, M.Pd.

Nomor   : 4086/In.28/J/TL.01/09/2024
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
Dekan IAIN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Dekan IAIN METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**RETNO PRASTIWI**
NPM	:	2101051032
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	A Comparative Study on Students' Perceptions of Code Switching by English Department and Non-English Department

untuk melakukan prasurvey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Dekan IAIN METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 06 September 2024
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

SURAT KETERANGAN

Nomor: B-5649/In.28.1/J/TL.00/12/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:

Nama	:	Dr. Much Deiniatur, M.Pd.
NIP	:	19880308 201503 1 006
Jabatan	:	Ketua Jurusan
Jurusan	:	Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama	:	Retno Prastiwi
NPM	:	2101051032
Jurusan	:	Tadris Bahasa Inggris (TBI)
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Instansi	:	IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"Exploring Students' Barriers to Code Switching in English Classroom"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 11 Desember 2024
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP.19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0963/In.28/D.1/TL.00/03/2025
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KETUA PRODI TBI INSTITUT AGAMA ISLAM NEGERI METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0962/In.28/D.1/TL.01/03/2025, tanggal 14 Maret 2025 atas nama saudara:

Nama	:	**RETNO PRASTIWI**
NPM	:	2101051032
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI INSTITUT AGAMA ISLAM NEGERI METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 Maret 2025
Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN
Nomor: B-5649/In.28.1/J/TL.00/3/2021

Assalamu'alaikum Wr. Wb.

Yang betanda tangan di bawah ini:
Nama   : Dr. Much Deiniatur, M.Pd.
NIP   : 19880308 201503 1 006
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : Retno Prastiwi
NPM   : 2101051032
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul *"Exploring Students' Barriers to Code Switching in English Classroom"* yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

Wassalamualaikum Wr. Wb

Metro, 17 Maret 2025
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.
NIP. 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

S U R A T   T U G A S
Nomor: B-0962/In.28/D.1/TL.01/03/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**RETNO PRASTIWI**
NPM	:	2101051032
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 14 Maret 2025

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Moch Deinrabur, M.Pd.B-I

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Retno Prastiwi
NPM : 2101051032

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Wed, August 14th 2024	Linda S	Outline	
2.	Thursday, November 07th 2024	Linda S	chapter 1	
3.	Monday, December, 16th 2024	Linda s	chapter 1 - 3.	
4.	Monday December 23th, 2024	Linda S	Acc Sempro	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Linda Septiyana, M.Pd.
NIP. 2016099001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Retno Prastiwi
NPM : 2101051032

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	24 Dec 2024 on Tue	Linda S	Penyusunan APD	
2	Friday 27 Dec 2024	Linda S	Acc APD	
3.	Monday 30 Dec 2024	Linda S	Bimbingan Result and Discussion	
4.	Thur, 2 Jan 2025	Linda S	Submit article	

Mengetahui
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082031006

Dosen Pembimbing

Linda Septiyana, M.Pd.
NIP. 2016099001

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Retno Prastiwi
NPM : 2101051032

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday 6 Jan 25	Linda S	Revisi article	
2.	Wednesday 8 Jan 25	Linda S	Submit hasil revisi article	
3.	Friday, 10 Jan 2025	Linda S	Konsultasi berkas yang diperlukan	
4.	Monday 13 Jan 2025	Linda S	Published article (lexeme journal, UNPAM)	
5.	Tue, 14 Jan 25	Linda S	ACC untuk di Munaqosyah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 19880308 201503 1 006

Dosen Pembimbing

Linda Septiyana, M.Pd.
NIP. 2016099001

APPROVAL PAGE

Title : EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

Name : Retno Prastiwi

NPM : 2101051032

Department : English Education Department

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the proposal (seminar) in Tarbiyah Faculty and Teacher Training of State Institute for Islamic Studies (IAIN) of Metro.

The head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, January 6, 2025
Sponsor

Linda Septiyana, M.Pd
NIP. 199009162023212034

NOTIFICATION LETTER

Number   :
Appendix   : -
Matter   : **In order to hold the Seminar**
                of Retno Prastiwi

To:
The Honorable the Dean of Faculty Tarbiyah and Teacher Training
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to research proposal script which is written by:

Name   : Retno Prastiwi
St. Number   : 2101051032
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teachers Training in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikumWr. Wb.

The head of English Education Department

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006

Metro, January 6, 2025
Sponsor

Linda Septiyana, M.Pd
NIP. 199009162023212034

NOTA DINAS

Nomor   :
Lampiran : -
Perihal   : **Mohon Diseminarkan Proposal**
      Saudari Retno Prastiwi

Kepada yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
  Tempat

Assalamu'alaikum Wr. Wb.

  Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh :

Name   : Retno Prastiwi
NPM   : 2101051032
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul   : EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

  Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan.

  Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

<table>
<tr><td>Mengetahui,
Ketua Program Studi TBI,</td><td>Metro, 6 Januari 2025
Dosen Pembimbing,</td></tr>
<tr><td>

Dr. Much Deiniatur, M.Pd.B.I.
NIP. 198803082015031006</td><td>

Linda Septiyana, M.Pd
NIP. 199009162023212034</td></tr>
</table>

RATIFICATION PAGE
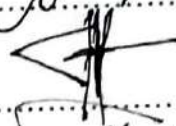
The Research Proposal entitled: EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM, written by: Retno Prastiwi Student Number: 2001051032, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Wednesday, February 27th, 2025 at 13:30 – 15:00 WIB.
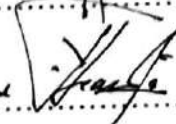
BOARD OF EXAMINERS

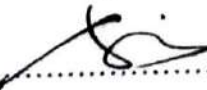Chairperson   : Linda Septiyana, M. Pd   (............................)

Examiner I   : Dr. Much Deiniatur, M.Pd.B.I.   (............................)

Examiner II   : Yeasy Agustina Sari, M. Pd   (............................)

Secretary   : Aisyah Sunarwan, M. Pd   (............................)

Head of English Education Department
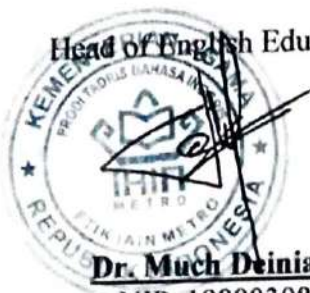
Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Nomor : 0893/In.28.1/J/TL.00/03/2025
Lampiran : -
Perihal : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Linda Septiyana (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**RETNO PRASTIWI**
NPM	:	2101051032
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	EXPLORING STUDENTS` BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Maret 2025
Ketua Jurusan,

Dr. Much Deiniatur M.Pd.B.I.
NIP 19880308 201503 1 006

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-90/In.28/S/U.1/OT.01/03/2025

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Retno Prastiwi
NPM	: 2101051032
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Maret 2025
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Retno Prastiwi

NPM   : 2101051032

Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Maret 2025
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
NIP 198803082015031006

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by ITentix Plagiarism Checker

METRO, 6 Januari 2025
KETUA PRODI TBI

Dr. MUCH DEINIATUR, M.Pd.B.I.
NIP 19880308 201503 1 006

EXPLORING STUDENTS' BARRIERS TO CODE-SWITCHING IN ENGLISH CLASSROOM.

Retno Prastiwi
Institut Agama Islam Negeri
Metro, Lampung, Indonesia
Email:
retnoprastiwi782@gmail.com

Abstract

Nowadays, studies on code-switching involving students has received limited focus, despite many research conducted on university students' code-switching. This study examines the contemporary issue of students' barriers due to excessive dependence on code-switching in English classroom. This phenomenological study employed a qualitative analysis technique and involved ten students from the English and Arabic departments of a state Islamic institution in Lampung. The research data were acquired through observations and interviews with the participants. The findings of this study indicate that a lot of students consider the social context, including the identity of the interlocutor and the situations code-switching occurs in English classroom. Furthermore, most of students associated code-switching with the custom prevalent in their environment. This study also revealed that students consciously realize and admit barriers in the learning process. The barriers stem from students' excessive dependence on code-switching, hindering their ability to engage in tasks necessitating the usage of the target language. This study's findings will offer significant insights for students to help reduce the continuing usage of code-switching by anticipating its future implications, which will assist lecturers in adjusting their approach to code-switching in English learning process in each department.

Keywords: *students' barriers, code-switching, English classroom*

INTRODUCTION

Presently, English has emerged as a significant discipline in higher education, pertinent not only to students in English department but also to those in other fields (Baa, 2018; Betti, 2021; Prabowo KA & Ambarini, 2022; Vrika et al., 2021), such as Arabic. Students frequently have difficulties in comprehending materials delivered in the target language (Bhatti et al., 2018; Muhtarom & Maghfiroh, 2022). Additionally, Jogulu (2024) and Putu et al. (2021) point out that by applying the advantages of code-switching to promote active participation in the target language. Moreover, code-switching facilitates the comprehension of similar sound, promoting vocabulary expansion and grammatical awareness between the source and target language (Flyman-Mattsson & Burenhult, 2009; Jabeen, 2023; Macaro, 2017). Beside, as reveals by Aljoundi (2016) and Junaidi (2019) that the use of code-switching has benefit and cons in language learning. Consequently, dependence on code-switching can hinder direct understanding of the target language (Lipski, 2019; Shafi et al., 2020). Anggraini et al. (2023) and Jabeen (2023) founds that excessive code-switching may hinder language learning, as students may rely too heavily on their native language. Therefore, this study focuses to clarify the process of English language learning and examine the barriers faced by first-semester students from English and non-

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