



## **PERCEPTION TOWARDS LECTURER'S CODE-SWITCHING IN EFL CLASSROOM OF STUDENTS AT THE AKADEMI KOMUNITAS MAPINDO FOOD AND BEVERAGE STUDY PROGRAM**

**Retny Asriyani<sup>1</sup>, Ni Putu Lindawati<sup>2\*</sup>**

**<sup>1,2</sup>Akademi Komunitas Manajemen Perhotelan Indonesia**

(\*) Corresponding Author: [asriyaniretny@gmail.com](mailto:asriyaniretny@gmail.com)

### **Article Info**

#### **Keywords:**

*Student Perception,  
Code-switching, EFL  
Class*

#### **Abstract**

*Teaching English in Indonesia still faces several obstacles because not all students easily understand the meaning of what the Lecturer says in English. This greatly influences the students' success in understanding the material given, especially in completing the assignments or exams given. Therefore, most English language teaching and learning activities in Indonesia use code switching. Code switching is a change of language (switch) in communication, from one language to another Apart from that, code switching here means English to Indonesian or Indonesian to English. This research examines students of Akademi Komunitas MAPINDO food and beverages study program on the use of code switching in English Foreign Language (EFL) class. This research uses a qualitative research method with three instruments, namely questionnaire distribution, interviews and data collection. 28 students filled out the questionnaire, which is the total number from one class and these students are also involved in answering additional essay questions recognize the use of code switching in class. However, only 5 results were used to represent the entire class included in this research. The research results show that (1) the majority students agree to the use of code switching when it is taught in class (2) they perceive the existence of code switching help them improve their understanding of English language teaching (3) they think that Lecturers who use code switching are friendlier in teaching and better understand students' fluency in English (4) Students think that code switching can improve their readiness exam and pass (5) students feel confident when learning English by code switching and feel comfortable in class.*

#### **Kata Kunci:**

#### **Abstrak**

Mengajar bahasa Inggris di Indonesia mengalami beberapa kesulitan karena tidak semua siswa mudah memahami apa yang disampaikan oleh dosen dalam bahasa Inggris. Hal ini sangat mempengaruhi keberhasilan siswa dalam memahami materi yang diberikan, terutama dalam menyelesaikan tugas atau ujian. Oleh karena itu, sebagian besar kegiatan pengajaran dan pembelajaran bahasa Inggris di Indonesia menggunakan alih kode. Alih kode adalah perubahan bahasa (alih) dalam komunikasi dari satu bahasa ke bahasa lain yaitu bahasa Inggris ke bahasa Indonesia atau sebaliknya. Penelitian ini mengkaji mahasiswa program studi *food and beverages* di Akademi Komunitas MAPINDO mengenai penggunaan alih kode dalam kelas Bahasa Inggris sebagai bahasa asing. Penelitian ini menggunakan metode penelitian kualitatif dengan tiga instrumen, yaitu distribusi kuesioner, wawancara, dan pengumpulan data. Sebanyak 28 siswa mengisi kuesioner, yang merupakan jumlah total dari satu kelas dan yang juga terlibat dalam menjawab pertanyaan esai tambahan untuk mengenali penggunaan alih kode dalam kelas. Namun, hanya 5 hasil yang digunakan untuk mewakili seluruh kelas termasuk dalam penelitian ini. Hasil penelitian menunjukkan bahwa (1) sebagian besar siswa setuju dengan penggunaan alih kode ketika mengajar di kelas (2) mereka berasumsi adanya alih kode membantu mereka meningkatkan pemahaman terhadap pengajaran bahasa Inggris (3) mereka berpendapat bahwa dosen yang menggunakan alih kode lebih ramah dalam mengajar dan lebih memahami kelancaran berbahasa Inggris siswa (4) siswa berpendapat bahwa alih kode dapat



meningkatkan kesiapan menghadapi ujian dan lulus (5) siswa merasa percaya diri saat belajar bahasa Inggris dengan alih kode dan merasa nyaman di kelas.

## INTRODUCTION

English has emerged as the most influential language globally, playing a pivotal role as the primary language mastered by people worldwide nowadays. It serves as the foundation for communication, collaboration, and connectivity among individuals from diverse regions. Whether participating in educational groups, collaborating online, or completing international projects, proficiency in English opens up numerous possibilities and opportunities. In this vein, English is a crucial driver of economic growth and success across various countries. Businesses worldwide predominantly employ English to interact with clients or customers, negotiate agreements, and expand their networks into global markets. Mastering English enriches individual capabilities in the workforce and can potentially expand business revenues and competitiveness in the international market.

In education, English plays a crucial role. Many of the world's top universities offer research scholarships related to English. It means that students who master English gain access to opportunities that can enhance their academic potential, enabling them to pursue education on a global scale and increasing their chances of success.

Regarding the hotel industry, sufficient communication is essential for delivering high-quality services to guests from diverse linguistic and cultural backgrounds. Skilled professionals are expected to contribute to the country's growth (Sengkey et al., 2022). As a result, they are more likely to interact with guests in English, accurately understand their needs, and deliver personalized attention, thereby enhancing customer loyalty and satisfaction. Additionally, English proficiency opens up opportunities for international trade within the hotel industry and enables employees to work in hotels, resorts, and international travel and tourism sectors. It is particularly essential for hospitality students, who often communicate with foreign guests in English (Anggayana & Wartana, 2022). These points highlight the vital role of English in facilitating communication in the tourism and hospitality industries.

English is taught at schools from elementary to advanced levels in Indonesia, encompassing it as a core subject and international language (Asriyani et al., 2019a). Teaching English concerns developing four crucial skills: listening, speaking, reading, and writing. However, it is unclear for lecturers to instruct these skills exclusively in English, given that Indonesian students typically encounter English as a foreign language (EFL), not a second language. Speaking, in particular, is a dynamic and complex skill that requires explicit instruction and various exercises in language classes (Burns, 2019).

Code-switching assists the learning process by allowing language shifts (from Indonesian to English or vice versa) during communication (Dujmović, 2007). Employing the native language is advantageous for lessons, such as defining vocabulary items, practicing phrases and expressions, and explaining grammar rules and key concepts. Consequently, English instruction for foreign learners often involves lecturers switching between English and the student's mother tongue (L1), which aligns with Nazary's (2008) observation that EFL lecturers commonly utilize the students' mother tongue to clarify meanings and facilitate interaction, both in language institutes and classrooms.

Code switching means mixing two or more languages when speaking or teaching. This can help students understand English concepts more easily. So that students feel more comfortable in expressing things in English. Students can also focus more on improving their English language skills. Codes can be a useful tool to make learning more effective and

enjoyable. Wijanti (2014) stated that code-switching is believed as the practice of using different language variations in a single conversation. English Lecturers use code switching to help teaching and learning process in class, because it can make it easier for students to understand especially difficult material. As stated by Brown (2001: 99) cited in Nursanti (2016) that the use of students' L1 in foreign language classroom situations is becoming an option, as long as it is limited by the need of the first language itself and gives some distinct advantages in learning the target language.

Most of Lecturers who use code switching in EFL classes are non-native Lecturers. Not only does it help improve English language skills in listening and speaking skills, code switching can also allow Lecturers to freely innovate to provide learning methods or strategies so that giving instructions or explaining material in English becomes easier. Khaerunnisa (2016) discusses that there are four advantages that Lecturers gain from using code switching when teaching English, namely: as a strategy to provide clear explanations, to make things easier for Lecturers when they teach vocabulary, to provide more effective learning situations when they teach pronunciation, and the latter is a strategy for providing different task instructions. He supported by Fareed, Humayun, & Akhtar (2016), they consider that code switching is not only improve students' understanding and application of the material, but also provide a positive learning environment with good student-Lecturer relationships.

Some prominent researchers in the field of code-switching, such as Carol Myers-Scotton, have contributed significantly to our understanding of the phenomenon. Myers-Scotton developed the Matrix Language Frame model, which is a widely recognized theoretical framework for analysing code-switching. This model proposes that in any given utterance, one language (the matrix language) provides the grammatical structure, while the other language contributes lexical items. Based on Myers-Scotton's work and that of other researchers in the field, code-switching is often categorized into several types:

1. **Inter-Sentential Code-Switching**

This type of code-switching occurs when the speaker switches languages between different sentences. **Example:** "Saya baru saja selesai meeting. It was very productive."

2. **Intra-Sentential Code-Switching**

This type of code-switching occurs when the speaker switches languages within the same sentence. **Example:** "Aku harus submit tugas ini by tonight."

3. **Tag Switching**

This type of code-switching involves inserting a tag or short phrase from one language into another. **Example:** "Dia sudah datang, you know?"

4. **Intra-Word Code-Switching**

This type of code-switching occurs when elements from two languages are mixed within a single word. **Example:** "Dia lagi meeting-in sama client."

The researcher is interested in knowing what students think about using code switching in English as a Foreign Language (EFL) classes. They want to understand students' opinions about switching between languages during the learning process. This means asking students how they feel about Lecturers using both English and Indonesian, for example, during lessons. The goal is to learn if students find it helpful or not when their Lecturers mix languages while teaching English. This information helps the researcher understand how students perceive and experience language learning in the classroom. By gathering students' opinions, the researcher can gain insights into how code switching impacts their understanding and engagement in EFL classes.

## METHOD

In this research, descriptive qualitative analysis is used as the research method. Characteristic the goal of qualitative research is to gather data about events that are happening right now. This research is to determine students' perceptions or attitude about code mixing used in their English class by the lecturer. The sample participants in this research were 1st semester students Food and Beverages service Study Program, *Akademi Komunitas Manajemen Perhotelan Indonesia*. This study used a triangulation technique as the technique in collecting data, they are; distribute questionnaires, conduct interviews and collect documentation. The form of the questionnaire presented is a series of statements that must be responded to by selecting those existing answers. There were 28 students as participants based on the total number of students registered to attend class. The students were given a questionnaire consisting of several use of code switching in the EFL classroom. They were asked about their agreement and perceptions whether they agree, strongly agree, disagree, or strongly disagree every statement in line with Ary, et al (cited in Rahmadani 2016).

## FINDING AND DISCUSSION

### Finding

In their study, researchers handed out six questionnaires from a total of 18, drawing inspiration by Catabay (2016). These six questionnaires were carefully selected because they directly related to the focus of the current research. Each questionnaire likely contains questions or statements tailored to gather information about students' opinions and experiences regarding code-switching in language learning environments. By choosing these specific questionnaires, researchers aimed to gather data that would directly contribute to their research goals. They might use these questionnaires to understand how students perceive and engage with code-switching during English language learning. Additionally, the researchers may present their findings in two main ways: first, through a table summarizing key results, and second, by visually representing the overall findings in a pie chart. This allows for a clear and comprehensive presentation of the data collected from the questionnaires.

Table 1. Students' Perception about Indonesian/English Code-Switching

No	Item Description	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I prefer to study in English and Indonesian.	50%	32.1%	10.7%	7.1%
2	Mixing Indonesian and English leads to the maintenance of both languages.	46.4%	35.7%	14.2%	3.5%
3	I feel satisfied during the process of learning when I mix Indonesian and English.	35.7%	28.5%	17.8%	17.8%
4	I understand difficult concepts when taught in Indonesian and English.	39.2%	28.5%	21.4%	10.7%
5	I respect more the Lecturer when teaching in Indonesian and English	71.4%	10.7%	10.7%	7.1%
6	Teaching in Indonesian and English increases my chance in passing the exam	71.4%	17.8%	7.1%	3.5%

### Students' Perception About Indonesia/English Code Switching

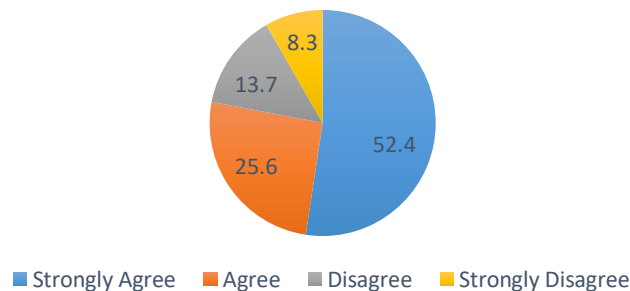


Figure 1. Chart of Students' Perception about Indonesian/English Code-switching

The students' perception about Indonesian and English code switching, they were asked by some statements and the results showed a variety of opinions. Firstly, the perceptions about preference for mixed Indonesian and English teaching. In a survey, half of the students strongly agreed that they like being taught with a mix of Indonesian and English in class. There are 32.1% agreed, so they also like this mix, but not as strongly. On the other hand, 10.1% of the students disagree, meaning they don't really prefer this mixed teaching style. Finally, 7.1% of the students strongly disagree, indicating they don't really like being taught with a mix of Indonesian and English at all. So, it seems like a big portion of students prefer this mixed style, but there are also some who don't like it. Secondly, maintenance of both languages. There are only 4.64%, strongly agree that mixing Indonesian and English helps maintain both languages. This means very few students feel very strongly about this idea. There are 3.57% just agree, indicating a small number of students who think it helps. On the other hand, 14.2% of the students disagree, meaning they don't believe mixing languages helps maintain them. Finally, a large majority, 73.5%, strongly disagree, indicating that most students don't think mixing Indonesian and English helps with language maintenance at all.

Thirdly, Satisfaction with Mixed Indonesian and English Learning Process. In a survey about their learning experience, about 35.7% of the students strongly agreed that they feel satisfied when learning with a mix of Indonesian and English. This means they feel very happy with this style of learning. About 28.5% just agreed, indicating they also feel satisfied but maybe not as strongly. On the other hand, 17.8% of the students disagreed, meaning they don't feel satisfied with this mixed learning process. Finally, another 17.8% of the students strongly disagreed, indicating they really don't feel satisfied at all with learning when Indonesian and English are mixed. So, it's clear that while some students enjoy this mix, others don't find it satisfying. The next, respect for lecturers teaching in Indonesian and English. Nearly 40% of the students strongly agreed that they respect Lecturers more when they teach in both Indonesian and English. This means they really, really think highly of them. About 28.5% of the students just agreed, so they also respect these Lecturers, but maybe not as strongly. On the other hand, 21.4% of the students disagreed, meaning they don't feel this extra respect for Lecturers who teach in both languages. Finally, 10.7% of the students strongly disagreed, indicating they really don't feel any extra respect for these Lecturers at all. So, it seems like a good chunk of students really appreciate when Lecturers can teach in both Indonesian and English, but there are also some who don't feel that way at all. Fifthly, understanding difficult concepts with Indonesian and English teaching. A large majority of students, about 71.4%, strongly agreed that they understand difficult concepts better when they're taught in both



Indonesian and English. This means they really, really feel like they understand better with this mixed teaching style. About 10.7% just agreed, indicating they also understand better but maybe not as strongly. On the other hand, 10.7% of the students disagreed, meaning they don't think this mixed teaching helps with understanding difficult concepts. Finally, 7.1% of the students strongly disagreed, indicating they really don't think this mixed teaching style helps them understand difficult concepts at all. So, it's clear that a large portion of students feel they understand better with Indonesian and English mixed, but there are also some who don't find it helpful. Sixthly, Increased Chance of Passing Exams with Indonesian and English Teaching. A significant majority of students, about 71.4%, strongly agreed that teaching in both Indonesian and English increases their chance of passing exams. This means they really, really believe it helps them pass exams. About 17.8% just agreed, indicating they also believe it helps but maybe not as strongly. On the other hand, 7.1% of the students disagreed, meaning they don't think teaching in both languages increases their chances of passing exams. Finally, only 3.5% of the students strongly disagreed, indicating a very small portion of students who really don't think it helps at all. So, it seems like most students feel that teaching in both Indonesian and English gives them a better chance of passing exams, but there are still some who don't think it makes a difference.

In addition to the questionnaire-based research, the study also incorporates essay questions to delve deeper into students' perceptions regarding code-switching between Indonesian and English in educational settings. These essay questions are designed to provide students with an opportunity to express their thoughts, experiences, and opinions in more detail. By incorporating essay questions alongside the structured questionnaire format, researchers aim to gain richer qualitative insights into the nuances of students' perceptions and experiences with code-switching. These open-ended questions allow students to elaborate on their views, providing valuable context and depth to complement the quantitative data obtained from the questionnaires. Through this multifaceted approach, the study seeks to offer a comprehensive understanding of the complexities surrounding code-switching in the Indonesian/English language learning.

Survey results show that the majority of students agree that English is taught using code switching or combining English and Indonesian. The researchers only chose 5 answers students from a total of 28 students for each essay question to represent their answers in this study. Student answers can be seen in the following table.

Table 2. Survey result of Students' Perceptions on Indonesia/English Code-Switching

Questions	Answers
Do you think it's helpful when Lecturers switch between English and Indonesian in English classes?	<p><i>Student 1:</i> <i>Yes, because it helps us understand better: When lecturers switch between English and Indonesian, it makes it easier for us to understand what they're teaching. Sometimes English can be tricky, like trying to solve a big puzzle. But when they use Indonesian, it's like they're giving us a clue to solve the puzzle. It makes things clearer and helps us learn faster.</i></p> <p><i>Student 2:</i> <i>Yes, because it makes us feel more comfortable: Learning a new language can be scary, like going on an adventure without a map. But when lecturers switch to Indonesian, it's like they're giving us that map. It makes us feel more confident and less nervous about making mistakes. It's like having a friend guiding us along the way.</i></p>

*Student 3:*

*Yes, because it shows they care about us: When lecturers switch between English and Indonesian, it shows that they understand us and want to help us succeed. It's like having someone who speaks our language and knows how to help us when we're stuck. It makes us feel valued and supported in our learning journey.*

*Student 4:*

*Yes, because it makes learning more fun: Learning English can sometimes feel like climbing a big mountain. But when lecturers switch languages, it's like finding a shortcut to the top. It makes learning feel like a fun adventure instead of a boring chore. It's like adding sprinkles to our ice cream – it makes it more enjoyable!*

*Student 5:*

*Yes, because it prepares us for real-life situations: In the real world, we might need to switch between languages depending on who we're talking to. So, when lecturers switch between English and Indonesian, it's like giving us practice for those real-life situations. It helps us become more flexible and confident in using both languages, which is really important for our future.*

What good things do you get from Lecturers switching between English and Indonesian?

*Student 1:*

*Understanding becomes easier: When Lecturers switch between English and Indonesian, it's like opening a door to understanding. Sometimes English words or concepts can be like big question marks in our minds. But when Lecturers explain in Indonesian, it's like turning on a light bulb – suddenly, everything makes sense. It helps us grasp tricky concepts and feel more confident in our learning journey.*

*Student 2:*

*Improved confidence: Learning English can feel like diving into deep water – scary and uncertain. But when Lecturers switch to Indonesian, it's like giving us a life jacket. It makes us feel safer and more confident to swim in the sea of English. We're not afraid to make mistakes because we know the Lecturer understands us. It boosts our confidence and makes us feel like we can conquer any English challenge.*

*Student 3:*

*Enhanced engagement: Imagine sitting in a classroom where everything sounds like a foreign language. It can be like watching a movie with no subtitles – confusing and boring. But when Lecturers switch between English and Indonesian, it's like adding subtitles to the movie. Suddenly, we're more engaged because we can follow along with the story. It makes learning more exciting and keeps us focused on the lesson.*

*Student 4:*

*Clearer communication: Have you ever tried explaining something without the right words? It's like trying to paint a picture with invisible colours. But when Lecturers switch to Indonesian, it's like giving us a paintbrush and colours – suddenly, we can create a masterpiece! It helps us communicate our thoughts and ideas more clearly, which is super important for learning and building connections with others.*

*Student 5:*

*Cultural connection: Learning a new language isn't just about words – it's also about understanding different cultures. When Lecturers switch between English and Indonesian, it's like opening a window to another world. We get to learn not just the language, but also the culture behind it. It helps us appreciate diversity and build bridges between different communities.*

Does switching between English and Indonesian make it hard for you to focus when learning English?

*Student 1:*

*No, it doesn't. Sometimes, when Lecturers switch between English and Indonesian, it helps us understand things better. It's like getting an extra explanation or a different angle on the same topic. So, we don't get confused – we actually get it!*

*Student 2:*

*No, it doesn't. Learning English can be like reading a book that's too long – boring! But when Lecturers switch languages, it's like adding pictures to the book. Suddenly, it's more interesting and we want to pay attention.*

*Student 3:*

*No, it doesn't. English isn't just words – it's a window to different places and people. When Lecturers switch between English and Indonesian, we learn about both languages and the cultures behind them. It's like going on a mini adventure without leaving the classroom!*

*Student 4:*

*No, it doesn't. Imagine being able to speak two languages – cool, right? When Lecturers switch between English and Indonesian, it's like practicing for real life. We become more flexible and can switch between languages easily, which is super helpful in the real world.*

*Student 5:*

*No, it doesn't. Learning English should be like playing a fun game, not a boring chore! When Lecturers switch between languages, it's like adding new levels to the game. We're more excited to learn because it feels like a fun challenge, not a difficult task.*

Does switching between English and Indonesian make it easier for you to understand English? How?

*Student 1:*

*Yes, it does. Sometimes, English words can be like pieces of a puzzle that don't quite fit together. But when Lecturers switch to Indonesian, it's like getting the missing puzzle pieces. Suddenly, everything makes sense! The switch helps us understand better because we can connect the English words to something we already know in Indonesian.*

*Student 2:*

*Yes, it does. Learning English can feel like trying to talk to someone who speaks a different language. But when Lecturers switch to Indonesian, it's like talking to a friend who understands us. We feel more connected and comfortable, which makes it easier to learn. It's like having a secret code that only we and our friend understand!*

*Student 3:*

*Yes, it does. Learning English is like trying to climb a big mountain – it can be scary! But when Lecturers switch to Indonesian, it's like finding a shortcut up the mountain. We don't feel as much pressure to understand everything in English right away. It's like taking a break and catching our breath before continuing the climb.*

*Student 4:*

*Yes, it does. English words can sometimes feel like a foggy window – hard to see through! But when Lecturers switch to Indonesian, it's like wiping away the fog and seeing things clearly. The switch provides a visual aid that helps us understand the meaning of English words and phrases. It's like turning on a light in a dark room – suddenly, everything becomes clearer!*

*Student 5:*

*Yes it does. Learning English is like learning to ride a bike – the more you practice, the better you get! When Lecturers switch between English and Indonesian, it gives*



---

	<i>us more opportunities to practice speaking and listening in English. It's like getting extra practice time on the bike – we become more confident and skilled with each try!</i>
What do you think about Lecturers who switch between English and Indonesian during class?	<p><i>Student 1:</i> <i>I think it's helpful when lecturers switch between English and Indonesian because it makes it easier to understand complex topics. It's like having a road sign in two languages – it helps you navigate through the lesson more smoothly.</i></p> <p><i>Student 2:</i> <i>It is confusing Sometimes, switching between languages can be confusing. It's like trying to follow two different stories at the same time, and you might end up feeling lost in translation. Instead of clarifying things, it might make it harder to focus on the lecture.</i></p> <p><i>Student 3:</i> <i>I think Lecturers who switch between English and Indonesian might seem friendlier because they're trying to ensure everyone in the class can follow along. It's like they're making an effort to include everyone, which can create a welcoming atmosphere in the classroom.</i></p> <p><i>Student 4:</i> <i>I think When lecturers switch languages, it shows they understand that not all students are fluent in English. It's like they're saying, "I recognize your language background, and I want to make sure you don't miss out on important information." This understanding can make you feel supported and valued as a student.</i></p> <p><i>Student 5:</i> <i>I think Lecturers who switch between English and Indonesian are adaptable to different students' needs. It's like they're customizing their teaching approach to what works best for the class. This flexibility can make the learning experience more accessible and enjoyable for everyone.</i></p>
Do you think it's a good idea for Lecturers to switch between English and Indonesian during class?	<p><i>Student 1:</i> <i>Yes, I do. Switching between English and Indonesian helps everyone understand better. It's like having a map with directions in two languages – no one gets lost along the way!</i></p> <p><i>Student 2:</i> <i>Yes, I do. Not everyone speaks English fluently, and that's okay! When Lecturers switch languages, it's like they're saying, "You're part of this class too," making everyone feel included and valued.</i></p> <p><i>Student 3:</i> <i>Yes, I do. English words can be like puzzles sometimes, but switching to Indonesian adds clarity. It's like shining a light on the tricky parts, so everyone can see them more clearly.</i></p> <p><i>Student 4:</i> <i>Yes, I do. Language is a bridge that connects people, and switching between English and Indonesian builds that bridge stronger. It's like saying, "We're all in this together," creating a sense of unity in the classroom.</i></p> <p><i>Student 5:</i> <i>Yes, I do. Learning is like a journey with twists and turns, and switching languages shows flexibility. It's like taking different paths to reach the same destination – everyone gets there in their own way!</i></p>

---

## Conclusion

The lecturer's use of code-switching between English and Indonesian in the classroom has been received very positively by the students. A significant majority of the students, 52.4%, strongly agreed that this practice was helpful. Additionally, 25.6% of the students agreed, showing that a total of 78% of the students found the use of both languages to be beneficial. While the majority of students responded positively to the lecturer's use of code-switching between English and Indonesian, there were still some students who did not find it as effective. Specifically, 3.7% of the students disagreed with this approach, and 8.3% strongly disagreed. This means that only 12% did not see the benefits of using both languages in the classroom. These students might have different learning preferences or face challenges with code-switching that make it less helpful for them. The lecturer needs to consider these differing opinions and understand their reasons.

Emphasizing the overall response based on students' statements according to the essay questions given, most students appreciated code-switching because learning became more accessible and enjoyable, especially gaining better understanding and feeling more comfortable participating when explanations were given in both languages. This method helps students improve vocabulary retention or learn vocabulary more easily and understand grammar thereby building self-confidence. Switching between languages also keeps classes interesting and interesting, attracting students' attention and supporting their learning at all levels. Although most think positively, however, lecturers should consider additional support for those who prefer monolingual instruction. This ensures that all students benefit and highlights the importance of a variety of teaching strategies to improve the educational experience for all students. Moreover, balancing these methods can create a supportive and dynamic learning environment that addresses a variety of learning preferences, thereby increasing overall teaching effectiveness.

## REFERENCES

- Anggayana, I. W. A., & Wartana, I. M. H. (2022). Using Grammarly to Identify Errors of Hospitality Students in Writing. *Jurnal Manajemen Pelayanan Hotel*, 6(2), 649–663. <https://doi.org/http://dx.doi.org/10.37484/jmph.060230>
- Asriyani, R., Suryawati, D. A., & Anggayana, I. W. A. (2019a). Penerapan Teknik Role Play dalam Meningkatkan Kompetensi Berbicara Bahasa Inggris Siswa Kelas Sebelas terhadap Keanekaragaman Personality Types di SMK Pariwisata Triatma Jaya Badung. *LITERA: Jurnal Litera Bahasa Dan Sastra*, 5(2), 46–57.
- Burns, A. (2012). *Teaching speaking: A holistic approach*. New York: Cambridge University Press.
- Catabay, M. Q. (2016). Students' Perception on the Use of Code-Switching in English as a Second Language Class. *International Journal of Advanced Research in Management and Social Sciences*, 4(5), 272–251.
- Dujmović, M. (2007). The Use of Croatian in The EFL Classroom. *Metodički Obzori*, 2(3), 91–101.
- Fareed, M., Humayun, S., & Akhtar, H. (2016). English Language Lecturers' Code-switching in Class: ESL Learners' Perceptions. *Journal of Education & Social Sciences*, 4(1), 1–11. <https://doi.org/10.20547/jess0411604101>
- Khaerunnisa, L. (2016). An EFL Lecturer's Code Switching in a Young Learners' Class. *Indonesian Journal of EFL and Linguistics*, 1(1), 13–31.



- Myers-Scotton, C. & Ury, W. (1977). Bilingual strategies: The social functions of code switching. *Linguistics* 193: h 5-20.
- Nazary, M. (2008). *The role of L1 in L2 Acquisition: Attitudes of Iranian University Students*.
- Nursanti, Y. (2016). Students' Perception of Lecturer's Bilingual Language. 4(1), 159–176
- Parmawati, A. (2018). The Study Correlation Between Reading Habit and Pronunciation Ability At The Second Grade Students Of Ikip Siliwangi. *Eltin Journal, Journal of English Language Teaching In Indonesia*, 6(1), 46-52.
- Rahmadani, D. (2016). Students' Perception of English as a Medium of Instruction (EMI) in English Classroom. *Journal on English as a Foreign Language*, 6(2), 131–144.
- Sengkey, F., Osin, R. F., & Anggayana, I. W. A. (2022). Emotional Intelligence and Social Networking Effects on Student Academic Achievement. *Jurnal Manajemen Pelayanan Hotel*, 6(2), 532–538. <https://doi.org/http://dx.doi.org/10.37484/jmph.060221>
- Wijanti, W. (2014). Bahasa Indonesia/English Code Switching. *International Conference on Economics, Education and Humanities (ICEEH'14)*, 101–104.