STUDENTS’ PERCEPTIONS TOWARD THE USE OF CODE-SWITCHING IN ENGLISH CLASSROOM IN SMP MATER ALMA AMBARAWA

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Submitted in Partial Fulfillment
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Brigitta Inggit Nirwesthi
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Abstract

Code-switching means being able to speak more than one language, bilinguals can code-switch and use their languages as resources to find better ways to convey meaning (Johansson 2013). Code-switching usually occurs in English classrooms. The aim of this research is to investigate the students’ perceptions toward the use of Code-switching in English classrooms. This study explores some important issues, namely the occurrences of code switching and the students’ language preference (Indonesian only, English only or the combination of both) in several English classroom settings. To collect data, 135 students responded to a questionnaire and 18 students were interviewed. The data collected then analyzed based on the students’ responses to the questionnaire and the comments on the interview. The data were analyzed by identifying the students’ language preference and the reasons for their comments on the interview, classifying the students’ language preference in the form of charts based on the emerging themes, quantifying the frequency and the percentage of code switching according to the reasons, and discussing the findings by comparing and contrasting with the findings of previous studies. The results showed that the majority of the respondents in Mater Alma agreed with their teacher’s using code-switching in many kinds English classroom settings.

Keywords: code-switching, the target language, students’ language preferences

INTRODUCTION

Globalization has provided people worldwide with more opportunities to communicate with each other on the basis of common economic, technological, and educational concerns (Lustig & Koester, 2006). To enable them to communicate, English has been chosen as a principal medium for intercultural communication (Crystal, 2003). An increasing number of people are using English, and previous studies have reported that the majority of English speakers are non-native speakers
(Graddol, 2006). In other words, a lot of people in the world who are non-native speakers use English to communicate.

Responding to the above trend, bilingual schools have become prestigious educational institutions in Indonesia. Many people in Indonesia are also aware of this phenomenon, so they struggle to learn English, both the students and the workers. Indonesia people believe if they master English they can get better future. English also carries bigger opportunities for students who want to study overseas. However, to master English in Indonesia is very hard because Indonesia consists of many languages in which a lot of mother tongues become the first languages for different ethnic groups of Indonesia people. The second language for Indonesian people is the Indonesian language. Therefore, English becomes a foreign language for them. Because of this condition, English teachers may face difficulties to make their students learn and apply English in their daily life or even in English classrooms.

To solve this problem, there are many communication strategies such as body language, facial expressions, code-mixing, code-switching and so on to make English easy to learn in English classrooms. Code-switching is one of the communication strategies to make English easier to learn. Code-switching means using two or more languages to communicate (Johansson, 2013). So, English teachers can apply code-switching or using both Indonesian and English in order to make English learnable in English classrooms.

Considering all the situations above, the aim of this research is to help the English teachers to deliver the material in English classroom settings (explaining the
material, communicating, teaching grammar, giving instructions, and giving information) easier by using code-switching. The researcher was also interested to find out the students’ perceptions in SMP Mater Alma, Ambarawa toward the use of code-switching in English classroom. Although there are various studies which are related to code-switching done by the students and teachers, fewer studies have been supported by questionnaires and interviews. In this study, the researcher collected and analyzed the data using questionnaires and interviews research instruments. The data resulted from questionnaires were triangulate with the data from the interview. Hopefully, the result of this study can provide valuable contribution for English teachers when teaching English in different classroom setting.
LITERATURE REVIEW

In this section, the definition of perception, the description of code-switching, the role of code-switching in teaching-learning, also the pros and cons of code-switching are reviewed.

What Is Perception?

According to Lindsay & Norman (1977) as stated in Pickens (2005), perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. People have different perceptions of many things, they can interpret the things into something meaningful based on their experience. Perceptions of students and teachers in the educational system stated by Taylor (2012) refer to how students and teachers think and believe and the way that they view and understand things. In addition, according to Hailu and Jabessa (2010), teachers’ perceptions in educational system have potential to contribute to enhance learning. In other words, perceptions mean teachers’ or students’ comments or assumptions to respond to a certain topic that is considered interesting to discuss to achieve the goal.

Definition of Code-switching

In teaching and learning process, code-switching is commonly used by English teachers at schools. Simply, code-switching means to be able to speak more than one language, Bilinguals can code-switch and use their languages as resources to
find better ways to convey meaning (Johanson, 2013). When the teacher uses code-switching, it will make the students easy to discover the meaning. Based on Duran’s (1994) statement, code-switching is clearly a combination of two or more languages and combines words, phrases, and sentences. Then, the structure of language in code-switching does not violate the rules of drafting sentences for second or more languages. In addition, according to (Schendl and Wright, 2011) code-switching is the ability to "alternate between languages in an unchanged setting, often within the same utterance". David C.S. Li (2008) added that the term of ‘code-switching' refers to the alternate use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause boundaries. Based on the opinions above, it is clear that code-switching is language product that is produced naturally by the people who use multiple languages, phrases or sentences. Many researchers define code-switching in different ways, but overall the ideas are to be able to speak and combine more than one language to communicate. Code-switching in this study refers to the use of English and Indonesian.

**Code-switching in Teaching-learning Activities**

In teaching-learning activities, code-switching is very important for both teachers and learners. Code-switching is very important in the teacher-student relationship since it gives them an opportunity to communicate in a more informal way where the risk of misunderstandings due to L2 shortcomings can be avoided (Simon 2001:317 cited in Johansson). When the teachers use code-switching while
explaining the material, the students get better understanding of the material. Students can use code-switching to their teachers on their conversation to decrease misunderstanding between them. Code-switching can be used to make the teaching-learning process more effective. Sometimes, when teachers giving the materials to students, they may face many difficulties on the way they learn a foreign language (English). Since English has a very complicated grammar, it will carry the major impact on students if their English teachers just explain a difficult concept such as grammar using English only. The teacher can switch the language to help the students discover what they mean. Macaro (2000) found that the majority of second and foreign language teachers believe that code-switching (switching more than one language in the context of a single conversation) is often necessary. Sometimes students need translation into their native language in order to get a better understanding that seems difficult for them. Code-switching also leads to more efficient teaching that the students understand faster and more thoroughly. Code-switching becomes the important tool for English teachers to give the explanations, instructions or information for the students. When the teachers use code-switching, they can convey the meaning more easily.

Pros and Cons of Using Code-switching in Language Teaching

The use of code-switching may carry positive and negative effects for teaching-learning process. There are some opinions of these two factions. Some weak and strong sides of the code-switching use in foreign language classroom
settings need to be critically reviewed. The supporters of the native language use in the form of code-switching argue that code-switching might be an effective strategy in various aspects. However, according to Cook (2002), who carried out a research on the application of code-switching in multilingual classrooms, the use of code-switching may cause problems because students do not share the same first language. The main argument for avoiding code-switching is that the students miss out on input in the target language and are deprived of genuine L2 interaction (Cook 2008:181). In groups with more than one L1, the teachers should ideally be able to relate to all L1s. It means that the teacher should use English when delivering the materials to the students. Code-switching should be avoided and the target language be used consistently instead (Cook 2008:181).

One teaching method that avoids the L1 is the Communicative Language Teaching, which since the 1970s has been one of the most adopted teaching methods in the world (Song & Andrews 2009:35). It focuses on target language communication rather than teaching the linguistic systems of a language. Through participation in communicative activities, the L2 learners are using the target language and the purpose is to use the target language in order to acquire it. Consequently, code-switching should be kept to a minimum in the L2 classroom (Song & Andrews 2009:36).
Relevant Studies

There are several relevant studies which are related to code-switching. The first study conducted by Hasan (2013) explored teachers’ perspectives on their own use of code-switching in the classroom. The finding revealed that all of the teachers code-switched for different purposes and they all believed that it was an effective tool to enhance learning when employed carefully.

The second study which was done by Johansson (2013) occurred in English classrooms in an upper secondary Swedish school. The researcher interviewed five teachers and distributed a questionnaire to 96 students in Swedish school. The results showed that the teachers generally tried to code-switch as little as possible but they code-switched in some situations (giving instructions, giving information, and teaching grammar) where the students preferred either a combination of Swedish and English or Swedish only.

The third relevant study done by Nurhayati (2005) in the English Language Education from Faculty of Language and Arts, UKSW. The finding showed both teachers and students do code-switching. The reasons for doing code-switching were: to make the conversations more comfortable, to clarify terms or sentences, and to show prestige.

The other study was done by Hendrawan, who was graduated from English Department, UKSW. Hendrawan did the observation at SMP Kristen 2, Salatiga in order to find out the occasions when the English teachers used code switching in the classroom situations. He got the data by recording the teaching-learning process. The
result of the study showed that sometimes code-switching was used in the classroom situations. There were six occasions in the use of code switching by the English teacher at SMP Kristen 2. The occasions were: instruction and classroom management, explanation and justification, communicating meaning, giving direction, giving information, and repeating students’ response verbatim. Similar to Hendrawan’s study, this current study also tried to find out the occasions the English teacher used code-switching in many classroom situations like when teacher use code-switching to explain the material, to communicate with students, to explain the difficult material such as grammar, to give instructions and information to the students.

The last study which is related to this study is the study done by Angela (2016). Angela’s study was more focused on kindergarten teachers’ views toward code-switching strategy. The study aims to examine kindergarten teachers' perspectives of their code-switching strategy in helping young learners to acquire English. To understand teachers’ perspectives, three kindergarten teachers who teach English twice a week at a school in Kudus, Central Java, Indonesia were interviewed. The results of the interviews were categorized into three crucial points: (1) quantity of the use of L1 and L2 in code-switching use, (2) function of code-switching, and (3) reasons or motivations of code-switching. This study is a little bit different to Angela’s study. If Angela’s was focused on kindergarten teachers’ perceptions this study is focus on junior high students’ perceptions toward the use of code-switching in many classroom settings.
THE STUDY

This study was aimed to find out students’ perceptions toward the use of code-switching for learning English in Mater Alma, Ambarawa. The type of the study is mixed-method (both qualitative and quantitative). In this session, the context of the study, participants, research instruments, the data collection procedure and data analysis procedure are described.

Context of the Study

This study was conducted in SMP Mater Alma. SMP Mater Alma is located in Ambarawa, Central Java. The curriculum implemented in this school is KTSP for grade 7, 8 and 9. Mater Alma has 6 classes (2 classes for grade 7, 2 classes for grade 8 and 2 classes for grade 9). Every class has 21-25 students.

Research Participants

The participants for this research were all of the students from SMP Mater Alma grades (7a, 7b, 8a, 8b, 9a, and 9b). The researcher chose all students in this school as the research participant to make the result of the data valid. The researcher also chose 18 students (3 students each class) to be interviewed.
**Research Instruments**

This study employed 2 instruments: the first instrument is a questionnaire and the second instrument is an interview.

**Questionnaire**

The researcher employed a questionnaire to all students in SMP Mater Alma, Ambarawa. This was chosen because it was practical and could collect large number of data in short period of time and relatively cost effective way, distributing it could also limit affect to the validity and reliability. The data that were collected could be easily analyzed with elaborated details and accurately ensured. The type of the questionnaire was close-ended questionnaire which consist of 15 questions. The first questions until the fifth were students’ preferences toward the use of Indonesian language only in many classroom situations. The sixth until tenth questions were students’ preferences toward the use of English only, and the rest questions were students’ preferences toward the use of the combination (Indonesian and English) in many classroom situations. The questionnaire consists of the frequency of agreement (strongly disagree, disagree, agree, strongly agree). (see Attachment)

**Interview**

The second instrument was the interview. The type of the interview was a semi-structured interview this was chosen to dig out new ideas to be brought up during the interview as a result of what the interviewee says. The questions of the interview were in Indonesian language and the participants also answered the
questions using Indonesian. The interview used “Bahasa Indonesia interviewing” because it was more comfortable for both interviewer and interviewee. (see Attachment)

Data Collection Procedure

The data were collected in the form of qualitative and quantitative data. The qualitative data was use interview and quantitative data was a questionnaire.

Questionnaire

The researcher came to every class from grades 7 to 9 and asked for their approval to help completing the questionnaire. The questionnaire was distributed to all of the participants. They were asked to give honest answers, as the researcher guaranteed their anonymity. The participants completed the questionnaires and submitted at the same time. Every class took 15-20 minutes to complete the questionnaire.

Interview

This study used interview method to get the data with audio recording to save the data. The data collected from the interview were used to triangulate the data collected from the questionnaire. The interviewer chose 18 students in SMP Mater Alma, Ambarawa to be interviewed namely: 6 High Achievers (HA), 6 Average Achievers (Av), 6 Low Achievers (LA) using a semi-structured interview which was audio recorded. The interview took 4-5 minutes in every class. The semi-structured interview was used because it is to dig out the information about code-switching.
Data Analysis Procedure

The data were classified and analyzed based on the emerging themes, namely: the students’ views toward the use of Indonesian only, Students’ views toward the use of English only and the students’ views toward the use of Code-switching in English classroom. Then, for the questionnaire, the researcher was analyzed 135 questionnaires. After getting all the data needed, the researcher carefully read and started to input the data to Microsoft Excel. The data from the questionnaire was displayed in figures and description so that the readers would understand the findings better. For the data from interview the researcher only used the English version, the original version of transcript was at the back of this research (appendix).
FINDINGS AND DISCUSSION

In this chapter, the findings were divided into 2 big subheadings: The first was the characteristic of the respondents and the second was the respondents’ language preferences in the English classroom. Under the second subheading there were 3 sub-subheadings: The first was students’ views toward the use of Indonesian language only, the second was students’ views toward the use of English only and the third was students’ views toward the use of combination of both (Indonesian and English) in many classroom setting situations such as (students’ language preference while learning English, communicating, learning grammar, accepting instruction, accepting information). Below were the details of the findings and discussion.

Characteristics of Respondents

![Figure 1: Characteristic of the Respondents](image-url)
As can be seen in figure 1, the participants of this study were 135 respondents. 73 or 54% of the respondents are male and 62 or 46% are females. This gave a picture that students of Mater Alma Junior High are male-dominant.

Figure 2: Characteristic of the respondents

Figure 2 showed from 135 of the respondents, 18 or 13.33% of the respondents were 12 years old, 36 or 26.66% of the respondents were 13 years old, 41 or 30.37% of the respondents were 14 years old, 34 or 25.18% of the respondents were 15 years old, and 6 or 4.44% of the respondents were 16 years old.
The Students’ Language Preferences in the English Classroom

Students’ views towards the use of Indonesian only

*Students’ language preference when learning English using Indonesian only*

![Pie chart showing students' language preference](chart.png)

Figure 3: Students’ preference learning English using Indonesian only

As can be seen in figure 3, the majority of the students in Mater Alma preferred learning English using Indonesian only. 54 or 40% of the respondents agreed and 61 or 45.18% of the respondents strongly agreed if their English teacher using Indonesian only when teaching English. 13 respondents (9.62%) of 135 respondents disagreed if their teacher used Indonesian only when teaching English. Only 7 respondents (5.18%) of 135 respondents strongly disagreed to use Indonesian Language while learning English.

It was also supported by one of Lower Achievers (LA2) who commented about Indonesian Language preference in order to get better understanding when learning English.
LA2: “because I do not understand a lot of English words and I'm worried if I make mistake while speaking using English. When the teacher explaining the material using English, I do not know what my teacher saying about” (Translated by the researcher)

In other words, using Indonesian language can help the students to learn English when the teacher explains the material using Indonesian language.

**Students’ language preference when communicating using Indonesian only**

![Pie chart showing language preference](image)

Figure 4: Students’ language preference when communicating using Indonesian only

Figure 4 showed, the majority of the students in Mater Alma preferred to use Indonesian only when communicating with their English teacher. It had been calculated and resulted 94 or 69.62% out of total participant agreed to communicate with their English teacher using Indonesian only. 21 of the respondents or around 15.55% strongly agreed if their teacher used Indonesian Language only when communicating with the students. The interesting part was none of the students in
Mater Alma junior high who strongly disagreed to communicate with their teacher using Indonesian Language. (Figure 4)

In addition, almost all of the respondents in Mater Alma who were interviewed also preferred to communicate with their teacher using Indonesian. The above finding showed most of students in SMP Mater Alma preferred to communicate using Indonesian only. When the students communicate using Indonesian, they feel more comfortable and feel closed to their teacher. This was exactly the same as the finding which confirmed using first language can be used to create closed relationships between students and teacher (Lin 2013:202; Jingxia 2010:21 cited in Johanson).

**Students’ language preference when learning grammar using Indonesian only**

![Pie chart showing language preferences](image)

Figure 5: Students’ language preference when learning grammar using Indonesian only
As can be seen in figure 5, 87 or 64.44% of the 135 respondents preferred if their teacher used Indonesian language only while teaching grammar. 36 or 26.66% of the respondents strongly agreed if their teacher used Indonesian only to explain grammar. Only 11 or 8.14% students disagreed with the use of Indonesian in learning grammar and only 1 or 0.74% of the respondents strongly disagreed if the teacher used Indonesian only to explain grammar.

Grammar is the most difficult material for students in Mater Alma, Ambarawa. When the English teacher taught them using English only the students could not understand the material well, so they need Indonesian to help them understand grammar. Most of the students in Mater Alma assumed that when the teacher used Indonesian (L1) to explain grammar they could understand the material better rather than using English only. The above finding was similar to the study done by Cook (2001) cited in Johansson (2013) it showed that grammar teaching could be conveyed more thoroughly in the students’ L1. In other words, when the teacher uses Indonesian, teacher is able to draw upon students’ L1 grammar knowledge so that the students can absorb the information about grammar better.
Students’ language preference using Indonesian only when the teacher giving instructions

![Pie chart](image)

Figure 6: Students’ language preference using Indonesian only when the teacher giving instructions

From figure 6, when the English teacher giving instructions most of the respondents 81 or 60% agreed if their teacher used Indonesian only, 21 or 15.55% of 135 respondents even strongly agreed. 31 or 22.96% respondents of 135 respondents disagreed and only 2 or 1.48% respondents strongly disagreed if their teacher using Indonesian language only to give instructions to the students.

The above finding (figure 6) revealed most students in Mater Alma still need their L1 (Indonesian) to understand what the teacher’s meant when giving instructions to them. This finding proved Cook’s (2001:418) statement that using L1 becomes an important tool for teacher’s explanations and instructions. When the teacher used Indonesian Language only the students could understand what their teacher wants. For example if their teacher wants the students to open their book page 168, they prefer using Indonesian Language such as “Anak-anak buka bukunya
Students’ language preference using Indonesian only when the teacher giving information

According to figure 7, 94 or 69.62% from 135 respondents agreed and 24 or 17.77% respondents of 135 respondents strongly agreed if their teacher used Indonesian to give them information. Only 15 or 11.11% respondents from 135 respondents disagreed and only 2 respondents strongly disagreed if their teacher only used Indonesian to give information.

The above finding was similar to Lin’s (2013:205-207) finding indicated that L1 could increase students’ understanding. Lin suggested that a translation into the
students’ L1 can make the students learn new vocabulary more thoroughly. The above finding proved that most of Mater Alma’s students face difficulties when their teacher only used English because the students did not know the certain words. To conclude, English has a lot of vocabulary so using L1 became alternative way to help the students to understand the Information which given by the teacher.

**Students’ views towards the use of English only**

**Students’ language preference when learning English using English only**

As can be seen in figure 8, the finding revealed from 135 respondents, 82 or 60.74% disagreed if the teacher used English only when delivering material. Even 9 or 6.66% respondents strongly disagreed when the teacher used English only to teach English.
Most of the respondents in Mater Alma disagreed to learn English using English only. The finding showed that if the teacher used English only, the students could not understand the teacher’s explanations. However, the finding above was totally different with Cook’s (2002), who carried out a research on the application of code-switching in multilingual classrooms, the finding showed that the use of code-switching may cause problems because students do not share the same first language. In other words, the teacher needs English only to deliver the material because not all the students have same first language. Although Cook’s (2008:181) finding pointed out that code-switching is not helpful to students with a different L1, but the above finding (figure 8) showed that most of the respondents assumed that using Indonesian as their L1 or combination languages (Indonesian and English) can help them understand the material.

*Students’ language preference when communicating using English only*

![Diagram showing language preference](image)

Figure 9: Students’ language preference when communicating using English only
In figure 9, the majority of the students preferred to communicate using Indonesian or both of English and Indonesian. It proved that 108 or 80% of 135 respondents disagreed and 14 or 10.37% respondents strongly disagreed if they use English only to communicate with their teacher. Interestingly, only 3 or 2.22% students strongly agreed to communicate with their teacher using English only.

Although the theory said that using both English and Indonesian language or doing code-switching should be avoided and the target language should be used consistently (Cook 2008:181) the above finding revealed that most of the respondents in Mater Alma junior high preferred to use Indonesian only or both English and Indonesian Language in order to avoid misunderstanding among teacher and students. (See figure 9)

*Students’ language preference using English only when learning grammar*

Figure 10: Students’ language preference using English only when learning grammar
Figure 10 revealed that most of the respondents 86 or 63.70% and 31 or 22.96% disagreed or even strongly disagreed if their teacher using English only to teach grammar. Only 2 respondents who strongly agreed using English only to learn grammar. (See figure 10)

Most of the respondents believed that using Indonesian can help them to understand grammar better rather than using English only. This finding statement supported by all of the respondents in Mater Alma who were interviewed. All of the respondents who were interviewed included High Achievers (HA1 to HA6), Average Achievers (Av1 to Av6) and Lower Achievers (LA1 to LA6) believed that leaning grammar using Indonesian only or using combination languages (English and Indonesian Language) was easier rather than using English only. This finding was also similar to Johansson’s (2013) indicated that the majority of the students (54%) in Swedish school preferred a combination of English and Swedish when learning grammar. Exactly the same as the respondents in Mater Alma, most of them 86 or 63.70% disagreed if their teacher only uses English to teach grammar. In other words, most the respondents preferred a combination of Indonesian and English when learning grammar.
As can be seen in figure 11, the finding revealed that most of the respondents in Mater Alma preferred to use Indonesian language only or the combination between Indonesian and English. 91 or 67.40% of respondents disagreed if their English teacher used English only to give them instructions. 11 students even strongly disagreed to use English only.

The finding in figure 11 proved that Indonesian Language or using Code-switching is very needed in teaching-learning English. In order to get better understanding, most of the respondents in SMP Mater Alma preferred to use Indonesian Language and both English and Indonesian to do instructions from their teacher. However, the finding above was totally different with Johansson’s (2013)
which in that classroom situation (giving instructions), a majority of the students in Swedish school preferred only English to be spoken.

**Students’ language preference using English only when the teacher giving information**

Figure 12: Students’ language preference using English only when the teacher giving information

Figure 12 revealed that from 135 respondents 106 (78.51%) disagreed and 13 (9.62%) respondents strongly disagreed if their English teacher only used English to give information to the students. Only 13 (9.62%) students agreed and 3 (2.22%) students strongly agreed if their teacher using English only to give them information.

This finding was in a line with Johansson’s (2013) finding indicated that almost half of students in Swedish school wanted their teacher to speak a combination of English and Swedish. It was also the same as the respondents in Mater Alma that most of them preferred accepting information from the teacher by using Indonesian Language or combination those languages (English and Indonesian). It proved by 106 (78.51%) respondents disagreed and 13 (9.62%)
respondents strongly disagreed if their English teacher only used English to give information to them.

**Students' views towards the use of code-switching**

*Students’ language preference when learning English using code-switching*

![Pie chart showing language preference when learning English using code-switching](image)

Figure 13: Students’ language preference when learning English using code-switching

Figure 13 revealed that most of the respondents in Mater Alma preferred to use code-switching while learning English. 82 or 60.74% from the respondents strongly agreed if their teacher teach them using code-switching. 44 or 32.59% of the respondents also agreed to learn English using code-switching.

Almost all of the respondents in Mater Alma agreed to use code-switching when learning English because when their teacher coding, the students can get better understanding. 3 respondents from 9a included 1 Lower Achiever (LA1), 1 Average Achiever (Av1), 1 High Achiever (HA1) in Mater Alma believed that they could get
the better understanding if their teacher delivered the material using code-switching.

It also supported by the result of the interview

Respondents from 9a

I: Why do you prefer to use both of English and Indonesian language? Why don't you choose English only or just Indonesian? Start from LA1
LA1: Yeah..to get the better understanding
I: Oh I see, to get better understanding right? How about Av1?
Av1: Same to LA1, I will get the better understanding if the teacher explains the material using English and Indonesian language.
HA1: Me too, I choose both of that languages, sometimes use English and sometimes use Indonesian language. (Translated by the researcher)

The students from 9b who are Average Achiever (Av2) and Higher Achiever (HA2) also commented that they preferred to use the combination of those languages in order to get better understanding

I: Av2 and HA2, why do you prefer if the teacher using both of language? Why don't you like using English only or Indonesian only?
Av2: to get the better understanding, I only use English sometimes I cannot understand the material well!
HA2: yeah that's right then if only use Indonesian language it seems that we are not learning English, later I will not know the certain word in English if only use Indonesian language. (Translated by the researcher)
**Students’ language preference when communicating using code-switching**

![Figure 14: Students’ language preference when communicating using code-switching](image)

As can be seen in figure 14 that 61 or 45.18% the respondents preferred to communicate using both of those languages even 55 or 40.74% strongly agreed if their teacher using code-switching when communicating. Only 1 respondent who really disagreed to use Indonesian and English communicate with the teacher. It is very clear that in Mater Alma code-switching is much needed to convey the meaning between teacher and students.

The same as Anggraeni (2016) the finding indicated that when speakers were able to speak more than one languages if they want to clarify something, they also could speak both languages (Indonesian and English) in order to make the listener understand. In other words, code-switching has an important role for those who face difficulties to catch somebody's mean. The same as the theory in (Simon 2001:317
cited in Johansson) Code-switching is the important tool in the teacher-student relationship since it gives them an opportunity to communicate where the risk of misunderstandings can be avoided.

*Students’ language preference using code-switching when learning grammar*

![Figure 15: Students’ language preference using code-switching when learning grammar](image)

Figure 15 revealed that most of the respondents in Mater Alma preferred to use the combination languages (Indonesian language and English) while learning difficult concept such as grammar. From 135 respondents 56 or 41.48% respondents agreed to use code-switching to learn grammar. It also supported by 66 or 48.9% respondents who strongly agreed to use code-switching in learning English. Only 13 respondents disagreed to use code-switching.
Most of them preferred to use code-switching because they understood better while the teacher translated the difficult material into their Indonesian language. When a teacher explains what is said in the academic text, it can be useful to translate or code-switch some concepts further in the students’ L1 (Lin 2013:202; Jingxia 2010:21 cited in Johansson). The above finding (figure 15) similar to the previous study done by Johansson (2013) found that majority of the students in Swedish school also preferred a combination of English and Swedish for learning grammar.

*Students’ language preference using code-switching when the teacher giving instruction*

![Figure 16: Students’ language preference using code-switching when the teacher giving instruction](image)

The finding in figure 16 revealed the majority of the respondents 69 (51.11%) preferred to use a combination of Indonesian language and English when...
getting instructions from their teacher. 41 or 30.37% of the respondents also strongly agreed if their teacher using code-switching when giving instructions to them. Only 25 students disagreed if their teacher gave instruction using code-switching (both Indonesian and English). Code-switching becomes the important tool for English teachers to give the explanations or instructions for the students. When the teachers use code-switching, they can deliver the meaning easily and students can also discover what the teacher’s mean.

*Students’ language preference using code-switching when the teacher giving information*

![Pie Chart](image)

Figure 17: Students’ language preference using code-switching when the teacher giving information

Almost same as figure 16, in figure 17 the finding revealed that most of the respondents in Mater Alma preferred to use the combination of Indonesian and English when the teacher giving information to them. 68 or 50.37% of 135 respondents agreed if the teacher used Indonesian language and English to give the
information. 45 or 33.33% the respondents in Mater Alma even strongly agreed when their teacher doing code-switching to give information. 19 or 14.07% of the respondents disagreed and only 3 of them really strongly disagreed.

Code-switching becomes important tool when the teacher giving information to the students. While giving the information, the students have to know the exactly what the teacher’s mean so they do not get the wrong information from their teacher. This finding was in line with Cook’s (2001:418) statement that code-switching became important tool for English teachers to give the explanations, instructions or information for the students.
CONCLUSION

The aims of this study are to investigate students’ perceptions toward the use code-switching in English classroom and to answer the research question that is “What are the students’ perceptions toward the use of code-switching in SMP Mater Alma Ambarawa?” it has answered by all of the students in Mater Alma Ambarawa.

The result of this study indicate that most of students in Mater Alma Ambarawa prefer to use the combination languages (Indonesian language and English) while learning English. This study shows that code-switching is very needed in many kinds classroom setting situations (accepting the material, communicating both teacher and students, learning difficult concept such as grammar, doing instructions, and accepting information). The result of the questionnaire shows that most of students in Mater Alma prefer to use combination of Indonesian language and English while the teacher explains the material. When the teacher explains the material using code-switching the students in Mater Alma can catch the material easier. It also supported by the students who were interviewed most of them says that when the teacher using code-switching they can learn English better. Same thing as when the students communicate with the teacher, they prefer to use both of languages (Indonesian language and English). When they using code-switching they can convey the meaning and limit the misunderstanding among them. Based on one of the respondents’ point of view, he says that he really need L1 while communicate to deliver his means, so when he communicates it will make him be more confident and
comfortable. Similar as the other classroom setting situations most of the students in SMP Mater Alma also prefer code-switching when learning grammar. They can understand better when their teacher explain grammar using both of Indonesian and English. it also happen when they doing instruction and accepting the information which given by the teacher.

The study shows that most of the students in Mater Alma who answered the questionnaire and interview questions agree when their teacher using Code-switching in many kinds classroom setting situations (to explain the material, communicate, explain grammar, giving instruction and giving information). The result of analysis and discussion which has been present is expected to be a recommendation for English teachers to determine whether Code-switching can be used to teach the foreign language as a useful learning method for students.

However, this study has limitation because the context was only in one school which located in small country. Therefore, the data may be change if it happens in a big city or in school which English spoken dominated. Code-switching might become useless teaching strategic because maybe the students will prefer using English only rather than using the combination between Indonesian and English. Hopefully the next researcher can use the other research instrument such as observation to collect the data.
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My deepest gratitude to, My Mom Vincentia Diah Arfianti, My brother Landhung and my sisters Wikan and Areta, Thank you for putting up with me and loving me. Knowing you are there keeps me going at tough times.

Finally, I offer my special gratitude to my beloved daughter Bernadetha Queenzha Eltama for always giving me wonderful motivation to complete my research report. I also thank my beloved husband for always loving me. Last but not least I also thank my best friends, Annisa Rahmawati and Mas Wawan for their moral support and kindness.
References


Hai Adik-adik,

Nama saya Brigitta Inggit Nirwesthi. Saya minta tolong untuk mengisi angket yang telah saya sediakan. Angket ini ditujukan untuk meneliti tentang bagaimana tanggapan Adik-adik tentang bahasa yang digunakan guru bahasa Inggris saat menyampaikan, misalnya menggunakan bahasa Inggris saja, bahasa Indonesia saja atau campuran (bahasa Inggris dan bahasa Indonesia) dalam menyampaikan materi bahasa Inggris. Pengisian angket ini tidak akan berpengaruh terhadap nilai Adik-adik nantinya. Data yang saya peroleh akan digunakan sepenuhnya untuk keperluan penelitian. Tolong Adik-adik untuk mengisi sesuai dengan keadaan yang sebenarnya berdasarkan pengalaman Adik-adik saat mengikuti pelajaran bahasa Inggris selama ini.

Identitas Responden

Berilah tanda centang (✔) pada kotak yang telah disediakan

<table>
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<th>Jenis kelamin:</th>
<th>Laki-laki</th>
<th>Perempuan</th>
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<tbody>
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<td>8</td>
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<tr>
<td>Umur:</td>
<td>11 tahun</td>
<td>12 tahun</td>
</tr>
</tbody>
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Berilah tanda centang (✔) pada pernyataan – pernyataan ini sesuai dengan pendapat Adik-adik. STS: Sangat Tidak Setuju; TS: Tidak Setuju; S: Setuju ; SS: Sangat Setuju.

<table>
<thead>
<tr>
<th>Pernyataan</th>
<th>STS</th>
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<tbody>
<tr>
<td>1. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa</td>
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<tr>
<td>Indonesia saat mengajar bahasa Inggris.</td>
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</table>
2. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Indonesia saat berkomunikasi dengan saya.

3. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Indonesia saat menjelaskan materi yang sulit seperti grammar.

4. Saya lebih suka jika guru bahasa Inggris di sekolah menggunakan bahasa Indonesia saat memberi perintah.

5. Saya lebih suka jika guru bahasa Inggris di sekolah saya menggunakan bahasa Indonesia saat memberi informasi.


7. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Inggris saja saat berkomunikasi dengan saya.

8. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Inggris saja saat menjelaskan materi yang sulit seperti grammar.
9. Saya lebih suka jika guru bahasa Inggris di sekolah menggunakan bahasa Inggris saja saat memberi perintah.

10. Saya lebih suka jika guru bahasa Inggris di sekolah saya menggunakan bahasa Inggris saja saat memberi informasi.

11. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Indonesia dan bahasa Inggris saat mengajar bahasa Inggris.

12. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Indonesia dan bahasa Inggris saat berkomunikasi dengan saya.

13. Saya lebih suka apabila guru bahasa Inggris saya menggunakan bahasa Indonesia dan bahasa Inggris saat menjelaskan materi yang sulit seperti grammar.

14. Saya lebih suka jika guru bahasa Inggris di sekolah menggunakan bahasa Indonesia dan bahasa Inggris saat memberi perintah.

15. Saya lebih suka jika guru bahasa
Inggris di sekolah saya menggunakan bahasa Indonesia dan bahasa Inggris saat memberi informasi.

Interview questions

1. Apakah Adik lebih suka bila guru bahasa Inggris di sekolah adik mengajar dengan bahasa Inggris saja? Jika iya, Mengapa?

2. Apakah Adik lebih suka jika guru bahasa Inggris adik mengajar dengan menggunakan bahasa Indonesia dan bahasa Inggris? Jika iya, Mengapa?

3. Apakah Adik merasa lebih mengerti apabila guru bahasa Inggris di sekolah menggunakan bahasa Indonesia dan bahasa Inggris saat menjelaskan materi yang sulit? Atau justru adik merasa rugi karena seharusnya guru bahasa Inggris menggunakan 100% bahasa Inggris dalam menjelaskan materi bahasa Inggris?

4. Jika sedang berkomunikasi, sedang diberi intruksi atau sedang diberi informasi dengan guru bahasa Inggris adik, adik pilih pakai bahasa apa? Pakai bahasa Indonesia saja, bahasa Inggris saja atau campuran? Mengapa?

5. Misalnya kalau adik-adik tidak paham apa itu “sad”, adik-adik lebih suka jika dijelaskan menggunakan bahasa Inggris atau langsung diterjemahkan seperti sad means sedih?
Transcript of the Interview

Interviewee (I), Lower Achiever (LA), Average Achiever (Av), Higher Achiever (HA)

Respondents from 9A (LA1, Av1, HA1)

I: “gimana sih pendapat kalian, saat guru bahasa Inggris mengajar bahasa Inggris kalian lebih suka kalau diajar pakai bahasa Indonesia saja ,bahasa Inggris saja atau campuran?”

LA1, Av1, HA1: “campuran”

I: “kenapa sih kok kalian sukanya pakai campuran aja? Kok gak pilih bahasa Inggris aja atau bahasa Indonesia aja? Dari LA1 dulu

LA1:“ya..biar akunya mudeng kak”

I: “biar mudeng gitu ya, kalau Av1?”

Av1: “sama, aku lebih ngerti kalo guruku ngejelasinnya pake bahasa Inggris sama Indonesia”

HA1:”aku juga, mendingan dicampur jadi kadang pake bahasa Inggris tapi juga diseling pake bahasa Indonesia”

I: “oh_gitu ya? Terus kenapa sih kok kalian semua gak mau kalau cuma pakai bahasa Indonesia aja? Kan kalian tentu paham bahasa Indonesia?

LA1: ”ya kan ini kita belajar bahasa Inggris kak, nanti gak tau bahasa Inggrisnya”

Av1:” nanti malah bahasa Inggrisnya kurang, maksudku aku merasa enggak sedang belajar bahasa Inggris kalau cuma pake Indonesia”.

HA1:”iya kak nanti waktu ditanya ini bahasa Inggrisnya apa aku gak tahu karena kita belajarnya cuma pakai bahasa Indonesia”.

I :”oh Gitu ya..terus kalau lagi komunikasi dengan guru kalian lebih suka pakai bahasa apa?

LA1:”kalau aku sih lebih suka pakai bahasa Indonesia”

I:"kalau Av1 dan HA1 lebih suka yang mana?”

Av1, HA1 :”campuran”

I: “terus misal nih ada istilah-istilah di dalam bahasa Inggris yang bisa dijelaskan pakai bahasa Inggris juga misal kalian gak tau sad itu apa terus bu guru jelasin pakai
bahasa Inggris gini sad means unhappy feeling, atau kalian lebih suka sad means sedih. Kalian piilih dijelasin pakai yang mana?

LA1: kalau aku ya pilih langsung sad itu sedih kak karena kadang aku juga gak tau unhappy itu apa daripada panjang lebar"

Av1:”aku lebih suka langsung sad itu sedih kak”

HA1:”Aku juga pilih dijelasin pakai bahasa Indonesia”

I:” jadi dominan dari kalian lebih milih campuran ya baik saat bu guru jelasin materi, saat berkomunikasi, saat memberi informasi maupun memberi instruksi”

LA1,Av1,HA1: “iya kak”

Respondents from 9B (LA2,Av2,HA2)

I: “mau tanya ni tentang pendapat kalian mengenai bahasa yang digunakan bu guru saat mengajar bahasa Inggris, adik-adik lebih suka pakai bahasa Indonesia saja, bahasa Inggris saja atau keduanya?”

Av2,HA2:”campuran kak”

I: “kalian milih campuran, kalau LA2?”

LA2: “kalau aku milih bahasa Indonesia kak”

I: “LA2 kamu lebih suka kalau bu guru pakai bahasa Indonesia aja? Kenapa?”

LA2:”karna aku tu belum paham tentang bahasa Inggris takut salah kalau ngomong pakai bahasa Inggris dan waktu dijelasin kadang masih gak tau bu guru ngomong apa”

I:”Kalau HA2 sama Av2 kan lebih suka kalau bu guru pakai campuran, kenapa sih kok kalian milih bu guru pakai campuran ngga bahasa Inggris aja atau bahasa Indonesia aja?”

HA2:”biar lebih mudeng, kalau bahasa Inggris aja aku biasanya gak mudeng.

Av2:” ya kalau cuma pakai bahasa Indonesia tu gimana gitu gak ada bahasa Inggrisnya, nanti aku malah gak tau kata ini dalam bahasa Inggris apa soalnya cuma pakai bahasa Indonesia.

I:”kok gak milih Inggris aja?”

HA2:”soalnya aku masih sering bingung kalau cuma pakai bahasa Inggris”
I: “terus misal gini ni kalian gak tau makna sad itu apa, lha terus bu guru jelasinnya gini so students sad means unhappy feeling atau kalian lebih suka dijelasinnya sad itu sedih. Kalian pilih yang mana?”

HA2: “Sad itu sedih”

I: “itu kalau HA2, Kalau Av2?”

Av2: “aku juga yang itu, yang langsung pakai bahasa Indonesia”

I: “kalau LA2?”

LA2: “aku suka sad itu sedih”


HA2, Av2, LA2: “campur kak”

I: “jadi dari wawancara ini bisa disimpulkan kalau kalian semua lebih suka pakai bahasa Indonesia dan bahasa Inggris, benar begitu ya?”

HA2, Av2, LA2: “iya kak”

Respondents from 7B (HA3, Av3, LA3)

I: “gini ni kakak mau tanya tentang pendapat kalian mengenai bahasa yang digunakan bu guru bahasa Inggris saat mengajar bahasa Inggris, adik-dik lebih suka yang mana pakai bahasa Indonesia saja, bahasa Inggris saja atau campuran?”

Av3: “campuran”

I: “kalau HA3?”

HA3: “aku sangat setuju dengan campuran”

I: “kalau kamu LA3?”

LA3: “sa juga campuran kakak”

I: “Kenapa nih kok kalian semua lebih suka pakai campuran? kamu dulu yang jawab Av3”

Av3: “karna kalau pertama kan jelasinnya pakai bahasa Inggris, kalau gak tahu artinya itu bisa langsung tanya pakai bahasa Indonesia terus dicampur jelasinnya pakai bahasa Indonesia”

I: “kalau HA3?”
HA3: “sama, aku lebih ngerti kalau pakai bahasa Indonesia dan bahasa Inggris”.

I: “kalau LA3?”

LA3: “sa juga sama lebih mengerti kalau ibu guru pakai bahasa Indonesia dan Bahasa Inggris kakak”

I: “Terus kenapa sih kok kalian gak suka kalau bu guru jelasinnya pakai bahasa Inggris aja? Dari Av3”

Av3: “kalau bahsa Inggris tok itu aku jadi mumet itu”

HA3: “karna kalau pakai bahasa Inggris tok tu aku bingung masak iya nanti kalau aku gak tau artinya ini terus dijelasin pakai bahasa inggris lagi kan aku tambah bingung”

LA3: “sa sama kakak bingung juga kalau ibu guru pakai bahasa Inggris saja”