

THE USE OF CODE-SWITCHING IN DELIVERING ENGLISH PRESENTATION IN CLASSROOM DISCOURSE

Maulana Alief Ibrahim

English Education Department, UIN Sunan Gunung Djati Bandung, Indonesia
aliefibrahim61@gmail.com

Nia Kurniawati

English Education Department, UIN of Sunan Gunung Djati Bandung, Indonesia
nia.kurniawati@uinsgd.ac.id

Fakry Hamdani

English Education Department, UIN of Sunan Gunung Djati Bandung, Indonesia
Fakry.hamdani@students.mq.edu.au

Abstract

This research investigates the use of code switching in a classroom presentation context. In the EFL classroom, students are required to make presentations using English. In language courses, students directly develop their English skills in the speaking skills section. EFL students have different limitations regarding speaking skills. Hence, the students use code switching to help with the limitations and shortcomings of students' speaking skills. Thus, this research aims to: (a) find out the types of code-switching that are used by EFL students in an offline presentation context, (b) find out the motivation of students to do code-switching to Indonesian, and (c) find out the code-switching affect to listeners' understanding of the material delivered. This research employed a qualitative method. The participant of this research was an English Education Department student in the fourth semester at UIN Sunan Gunung Djati Bandung. Observations and interviews were used to gather the data. The data obtained from participants are collected and analyzed from observation and interviews. The research findings reveal that there are three types of code switching that occur in presentations: inter-sentential code switching, intra-sentential code switching, and tag switching. Moreover, from the type of code switching used by students, there are three factors that cause students to switch codes: lack of vocabulary, to clarify the material, and to avoid misunderstandings. These findings reveal that code switching helps students understand presentation material, as indicated by student involvement in discussions. This research finds that fourth-semester students are required to present in English as a form of assessment of their English language skills. However, the limitations of students make code switching play a helpful role in the context of English presentations. The use of code switching in presentations must be monitored or limited because it reduces the development of students' speaking skills.

Keywords: Code-Switching, Bilingual, Sociolinguistic, Understanding

INTRODUCTION

Students who are multilingual often switch between different languages they know; sometimes they change their language from one language to another. In communicating, students sometimes switch to make it easier to understand. Nunan and Carter (2001) define code-switching as the act of switching between two different languages within a single conversation or discourse. This involves the speaker alternating between languages to convey meaning or express themselves effectively. Code-switching is the act of a speaker shifting from one language or dialect to another during a conversation or communication. This phenomenon

involves a change in the linguistic variety used by the speaker, often occurring in a single utterance or within a short period of time (Richards and Schmidt, 2002, p.81).

Code-switching is a widespread practice in bilingual communities where individuals speak multiple languages. This linguistic behavior involves switching between languages within a single conversation or utterance, often seamlessly blending different languages to convey meaning effectively. It is a natural aspect of bilingual communication and can be observed in various contexts, including bilingual classrooms. Bilingual speakers may switch between languages during a conversation. This can involve stopping speaking one language and starting to speak another, or inserting phrases or sentences from one language into the patterns of another. Code-switching can involve inserting elements from one language into the grammatical structures of another language without adapting them to fit the target language's rules. This means that the speaker combines elements from different languages without modifying the patterns of the second language to accommodate the first language's elements. Code-switching is significant because it reflects the linguistic flexibility and adaptability of bilingual speakers. It also highlights the complex nature of bilingual communication, where speakers draw upon multiple languages to convey meaning and express themselves effectively. Valdes-Fallis (1978), and Grosjean (1982) found that bilinguals engage in code-switching as a way to compensate for the limitations in their two language systems. This coping mechanism helps them address specific weaknesses in each language, allowing them to better navigate linguistic challenges. Hoffman (1991, p.113) claims that bilinguals, especially those who are older able to manage how much code-switching they do. The speaker is influenced by numerous situational, personal, and environmental elements.

Code-switching also occurs in the delivery of the teacher's explanation material to students. This is done to help students more easily understand the material. Code-switching is also possible for students who deliver presentations. However, the reason why students do code-switching is different from lecturers. The limited knowledge of vocabulary is the main reason code-switching plays a role in student presentations. Moreover, students tended to use Bahasa to communicate compared to the English language. The overpowering of the Bahasa is stimulated by the students' abilities to communicate with each other.

English education students often deliver presentations in English without paying attention to other students' understanding. Therefore, in their presentation on 4C class subject Curriculum Evaluation, students seem to read the text listed on Power Points, or even contextual books and do not interact with other students.

Likewise in the implementation of presentations, students used English with limited vocabulary, so they choose to deliver the material with a textbook or just read the material without ensuring the understanding of other students.

Code-switching is a common and natural aspect of bilingual communication. It involves switching between languages within a conversation or inserting patterns from one language into another. Understanding code-switching is crucial for appreciating the linguistic diversity and creativity of bilingual speakers.

METHOD

Qualitative research, as defined by Creswell (2017), is a method for understanding the meanings that individuals or groups assign to social issues. The research process involves iterative questioning and procedures, data collection in the participants' natural environment, inductive analysis that moves from specific details to broader themes, and the interpretation of the data's significance. The final report can be structured in a flexible format.

The researcher was assisted in describing the data by the qualitative methodologies. The analysis's outcome served as a description of the study that was conducted using individual or group observations. The best way to assist the writer in data analysis is to use qualitative

methods, particularly in describing. According to Hancock et al. (2007), qualitative research examines how behavior is naturally regulated. According to Miles et al. (2014), qualitative research is carried out in naturalistic environments with close participant interaction to look at the daily activities of individuals, groups, communities, and organizations. The primary type of data gathered from participants is the form of words, which is gathered and analyzed from observation, interviews, documents, and artifacts. The qualitative technique was selected in this instance to determine how code switching is used and contributes to the delivery of English presentations in a classroom setting.

The research employs a case study design to investigate the process of code switching in delivering English presentations and its influence on students' understanding. This design is suitable because it involves an in-depth examination of a specific phenomenon, which aligns with the research aim. According to Creswell (2017), a case study involves observing, interviewing, and gathering narratives to form the primary database. Noor (2008) describes a case study as a research method where one or more instances of a phenomenon are thoroughly examined. This design choice is compatible with the research goal of thoroughly examining the use of code switching in English presentation contexts and its impact on students' understanding.

This research was conducted at UIN Sunan Gunung Djati Bandung. This research was conducted in the Curriculum Evaluation course in the 4C class at the English Education Department. This course was chosen because students made group presentations. This leads the researcher to investigate the usefulness of code switching and the influence of code switching on understanding audiences. The researchers classified students into two groups. First, students as speakers have a perspective on whether code switching helps and makes it easier for them to deliver presentations. Second, students as listeners have a point of view on whether code switching affects students' understanding of the material presented.

The researcher, acting as a non-participant observer, conducted a classroom observation based on the theories discussed earlier. Observations were carried out in class 4C, English Education Student, Curriculum Evaluation subject. The researcher conducted observations on April 1, 2024, to find out more about the use of code switching in classroom presentations. The researcher utilized an observation checklist based on established theories to monitor the use of code-switching during group presentations in the classroom. This tool systematically documented and analyzed instances of code-switching exhibited by students, ensuring the observations were thorough and aligned with existing theoretical frameworks, thus enhancing the validity of the findings. The checklist also helped the researcher stay focused on the subject under discussion.

Additionally, interviews were conducted with two categories of participants to gather and classify differing opinions. The use of code-switching was analyzed from the perspective of the speaker, as the presenter, and its impact on the listener's understanding as the audience during presentations. A structured interview approach was adopted, with pre-prepared questions to ensure consistency and depth in data collection.

FINDING AND DISCUSSIONS

A. Types of Code Switching Used by Students During Presentation

This section clarifies the types of code switching used by students during presentations. The discovery is linked to the initial inquiry of this study and was made through observation on April 1, 2024. Based on the observation results, the presentation proceeded smoothly within an English context, both from the perspective of the speakers as presenters and the listeners as the audience. However, some participants appeared to face difficulties when speaking English. They often paused briefly to think before finding the words they intended to use. When unable

to recall specific vocabulary, they substituted it with words from another language. This indicates that code-switching plays a significant role in facilitating English presentations.

1) Data from observation

Table 1. The Use of Code Switching

To investigate the use of code switching in English presentation context				
No.	Activities	Theory	Yes	No
1.	Students face difficulties when presenting in an English context		<input checked="" type="checkbox"/>	
	Students as presenters have difficulty delivering presentation material		<input checked="" type="checkbox"/>	
	Students as an audience have difficulty understanding the presentation.		<input checked="" type="checkbox"/>	

The observation results revealed that the presenters faced challenges when delivering material in English. These difficulties can be evaluated based on how effectively they communicated their material to the audience. Speaking English in formal settings, such as presentations, differs significantly from casual conversations. While casual English may be manageable for many, presenting formally in English, especially before an audience, is a demanding task. It requires considerable preparation and attention to various aspects before starting.

Even English Language Education students, whose expertise includes speaking English, encounter difficulties in preparing their material. Besides challenges related to English proficiency and limited language skills, psychological factors also play a role in influencing their performance in formal settings. During the presentations, the delivery often appeared monotonous, with two out of three presenters relying heavily on reading pre-prepared text from PowerPoint slides. This reliance hindered their ability to present the material in a way that was engaging and easy to understand, as there was minimal interaction with the audience, particularly when gauging their understanding of the material.

Table 2: The Use of Code Switching

2.	Students feel nervous when delivering material in an English context presentation.		<input checked="" type="checkbox"/>	
----	--	--	-------------------------------------	--

Based on the observation results, Presenter 2 (P2) appeared nervous during presentations and lacked gestures to command the stage. Feeling nervous while presenting is normal and experienced by most people. However, in the case of P2, this nervousness reflected a lack of self-confidence. This was further exacerbated by insufficient preparation and limited experience presenting in English, leading to excessive nervousness and a lack of engagement with the audience. Both relied heavily on reading prepared text, likely as a way to manage their nervousness. Additionally, they paid little attention to whether the audience was engaged or involved in the presentation. During the delivery of their material, they appeared pressured and eager to conclude the session quickly.

Based on the observation results, before starting the question-and-answer session, the presenter allowed each group to share their conclusions about the material presented by the previous presenter. Once each group provided their conclusions, the question-and-answer session began, during which groups were encouraged to ask the presenter about any aspects of the material they found unclear. This approach was incentivized, as groups or students participating in the question-and-answer session received additional marks or points. From the

observations, P2 responded to questions primarily by repeating the material they had previously presented.

Table 3: The Use of Code Switching

3.	Students use code switching when presenting English context.	Sahrawi and Anita (2019)	<input checked="" type="checkbox"/>	
----	--	--------------------------	-------------------------------------	--

In the observation results, students used code switching to help them in the context of English presentations. The presenters consist of three members, all of whom use code switching with different intensities. However, during the presentation session or delivery of material, the three presenters delivered material predominantly in English. Code switching is used as a helper when they are confused about finding vocabulary in English. They switch to Indonesian as an aid to clarify the delivery of material or emphasize so that the presentation continues to run well. At certain points, code-switching was utilized by the presenters to facilitate the delivery of their material. The use of Indonesian was not intentional but rather a necessity due to their limited proficiency in English.

Table 4: The Use of Code Switching

8.	Code switching makes students participate more in the English presentation context.	Sakura (2023)	<input checked="" type="checkbox"/>	
----	---	---------------	-------------------------------------	--

In the observation results, code switching was used at certain moments, either by the presenter when delivering material, or by the audience when asking questions and discussing. The use of code switching makes the audience more involved in the discussion.

Code switching keeps the presentation in its flow. To keep the presentation from being in an awkward and tense situation because there is a lot of silence, students use code switching. From the results of observations, the audience was more involved in the question-and-answer session. In this session, students were actively involved in discussions with the presenter and other groups.

Table 5: The Use of Code Switching

9.	Code switching often occurs in small group discussions in English context presentations		<input checked="" type="checkbox"/>	
----	---	--	-------------------------------------	--

From the results of observations, many audiences expressed their opinions in group discussions. They seemed more confident in their opinions in group discussions than when the presenter gave them the opportunity to conclude the discussion material. Students discuss the material using code switching in group discussions before presenting it in a presentation.

At the end of the presentation session, the question-and-answer session is a discussion that involves the presenter and audience sharing their opinions regarding the presentation material. Code switching involved in group discussions helps students prepare material that was be presented in English that is easily understood by other groups.

Table 6: The Use of Code Switching

10.	The learning situation is more communicative when code switching occurs	Sahrawi and Anita (2019)	<input checked="" type="checkbox"/>	
-----	---	--------------------------	-------------------------------------	--

From the results of observations, code switching helps presenters convey material well, meaning it is easy for the audience to understand. The presentation takes place in two directions, where in the discussion or question and answer session, the presenter and audience actively express opinions. The presentation took place communicatively, assisted by code switching, which made it easier for students' limited English skills.

a) Inter-Sentential Code Switching

This type of code-switching involves switching between clauses or sentences in different languages, often at a sentence boundary. This phenomenon is commonly observed in discussion activities where speakers switch between languages to convey their thoughts effectively.

Table 7: The Use of Code Switching

<p>Extract 1 “Students want to know how to presentation in English. Need analysis <i>berperan untuk membuat silabus</i>. To focus on the presentation chapter”</p>

Extract 1 shows the inter-sentential types of code switching used by one of the members of the group. The presenter switches his language from one to another in different sentences. The sentence ‘*Need analysis berperan untuk membuat silabus*’ is in a single turn; inter-sentential switching was employed. The reason for this was that the student changed her idea and used Indonesian before switching to English in a single sentence.

b) Inter-Sentential Code Switching

Intra-sentential code switching refers to the practice of switching between different languages or dialects within a single sentence. This type of code switching involves replacing words or phrases within a sentence with their equivalents in another language or dialect.

Table 8: The Use of Code Switching

<p>Extract 2 “Every student <i>mengasah</i> to improve their critical thinking <i>salah satunya</i> discussion method is the way to go”</p>
--

Extract 2 shows the intra-sentential code switching used by one of the members of the group in the presentation. The sentence ‘Every student *mengasah* to improve their critical thinking *salah satunya* discussion method is the way to go’ the intra-sentential is done in the middle of a sentence. The words ‘*mengasah*’ and ‘*salah satunya*’ happened when the student was using Bahasa Indonesia at that time, but she switched into English in completing the utterance. The word *mengasah* was used to enable the audience to find the correct targeted vocabulary in English.

c) Tag Switching

This is a specific type of code-mixing where a speaker inserts a short phrase or word from one language into an utterance in another language.

Table 9: The Use of Code Switching

<p>Extract 3 <i>Ya</i>, need analysis is very need in current situation especially in English courses. <i>Nah</i>, some student wants to know how to start the presentation well, how to interact with the audience, and other. <i>Enough?</i></p>

Extract 3 shows that the use of the word ‘Enough’ in questions of English in the base language of Bahasa is an example of tag-switching. The word ‘*Enough*’ is interpreted as a question of whether the audience understands the explanation given by the speaker or not. In

Indonesian, we usually use the word ‘*Cukup*’ to ask for the audience's response to the answer previously asked.

B. The Motivation of Students to Do Code Switching in Presentation

The presentation went smoothly but not fully in English. Due to student limitations, code switching at least helps students in presentations. They use code switching to help with vocabulary limitations, to clarify material, and to avoid misunderstandings during presentations.

1) Data from observation

Table 10: Observation from Presenter’s Perspective

4.	Code switching is used when students have limited vocabulary	Sahrawi and Anita (2019) Ajiza (2022)	<input checked="" type="checkbox"/>	
	Limited social interaction in English		<input checked="" type="checkbox"/>	
	Students doesn’t have a reading habit.		<input checked="" type="checkbox"/>	

Based on observations, students used Indonesian words when they were confused about finding vocabulary in English. As in the example sentence “So maybe you all already have that *terbayang* about the material”. The word *terbayang* is used due to limited vocabulary when presenting.

Table 11: Observation from Presenter’s Perspective

5.	Code switching is used to clarify presentation material.	Sert (2005) Ajiza (2022)	<input checked="" type="checkbox"/>	
	Students repeat the material presented using another language.		<input checked="" type="checkbox"/>	

From the findings of observations, students used code switching to repeat using Indonesian. As an example, “The purpose of discussion is as a practice to improve our critical thinking. *Lebih melatih critical thinking kita*”. In the first sentence, the speaker conveys his argument using English, but to ensure the listener understands the meaning of the sentence, the speaker uses code switching to clarify the argument.

Table 12: Observation from Presenter’s Perspective

6.	Code switching is used to avoid misunderstandings.	Sert (2005)	<input checked="" type="checkbox"/>	
----	--	-------------	-------------------------------------	--

In the observation results, they use code switching to ensure the audience does not misunderstand the material. As an example, “Students want to know how to presentation in English. Need analysis *berperan untuk membuat silabus*. To focus on the presentation chapter”. The sentence “Need analysis *berperan untuk membuat silabus*” is used to provide emphasis and link the first sentence.

Table 13: Observation from Presenter’s Perspective

7.	Code switching is used to quote one term.	Rahmina, et al (2016)		<input checked="" type="checkbox"/>
----	---	-----------------------	--	-------------------------------------

Based on observation findings, in the implementation of presentations, whether delivering material or conducting discussion sessions, there was no use of the term bilingual.

2) Data from the interview

The interview was conducted on 10, June 2024. The following are the presentations of the data regarding students’ motivation used for code switching in the English presentation that was gained from the interviews.

Table 14: Interview with P1

No.	Question	Answer
1.	Have you ever experienced difficulties when presenting in English? Can you tell what the cause is?	When it was the third semester, there was a speaking course by Miss Vera. The difficulty is that sometimes we are used to reading text when presenting. In the third semester speaking course by Miss Vera, Miss Vera emphasized spontaneous learning when speaking in English, asking students to learn presentations without reading the text. This requires a long preparation, sometimes we also think that we are afraid of the wrong pronunciation, afraid that if we have delivered the material at length, it will turn out that the audience will not understand because of the limited understanding of different English languages. Apart from that, sometimes I'm confused about what to say, so I have to translate first before delivering the material.

Table 15: Interview with P2

No.	Question	Answer
1.	Have you ever experienced difficulties when presenting in English? Can you tell what the cause is?	Yes, my lack of preparation made it challenging to present in English because I struggled to comprehend the material I was supposed to convey. Additionally, my poor reading habits in English texts hindered my understanding of the material. When presenting in English, I tend to rely heavily on reading the text due to my fear of not conveying the material effectively. However, as English Education students, we are required to learn to present spontaneously using English, which shifts our mindset from relying on text to becoming more comfortable with using English in presentations. This change helps us adapt to presenting in English without being overly reliant on written text.

Students were accustomed to reading text material during presentations, so there was no habit of presenting outside of notes. During the material delivery session, P2 lowered his head and read the text monotonously. In contrast to P1, the presentation was predominantly in English. In the interview results, P1 said it was difficult to present in an English context. Find difficulty pronunciation of some words. However, in situations like this, lecturers were involved in helping students with correct pronunciation. The presenter had difficulty delivering material in English. P1 is afraid that the audience did not understand the explanation of the material presented.

The conclusion is that the difficulty during the presentation was due to a lack of familiarity with English. Students need a long preparation time before presenting to ensure that the audience understands the material being presented.

Table 16: Interview with P1

No.	Question	Answer
-----	----------	--------

2.	Have you ever used anything other than English when presenting?	Daily presentations in several courses were usually mixed with the mother tongue, namely Indonesian. However, in this Curriculum Evaluation class, Mr. Sajidin is very strict about not using Indonesian. Sometimes when we use Indonesian, the lecturer immediately translates it into English.
----	---	--

Table 17: Interview with P2

No.	Question	Answer
2.	Have you ever used anything other than English when presenting?	During our Curriculum Evaluation course, we were tasked with presenting in full English, both by the presenter and the audience, during discussions. Despite our limited English proficiency, we occasionally used Indonesian to ensure the presentation's continuity. We chose Indonesian because it is more accessible when we have a limited vocabulary.

From the results of the interview above, the students used Indonesian when switching from English. Indonesian was chosen as the mother tongue and is usually used in formal situations. The diversity of where students come from goes hand in hand with the diversity of their respective regional languages. To harmonize and facilitate language switching, students choose to use Indonesian. When students do code switching in a presentation, the lecturer is involved to help translate it into English as well as increase the students' vocabulary knowledge.

Table 18: Interview with P1

No.	Question	Answer
3.	Have you ever experienced confusion during a presentation due to limited vocabulary?	Yes, but we have to get used to speaking spontaneously, so usually, one day before the presentation, I have to read the material that has been prepared and have to practice it. Prepare material in Indonesian, and then also prepare material in English to be delivered during the presentation. Apart from that, listening habits are also one of the tips for increasing vocabulary. So we can know a lot of vocabulary without having to know the meaning in Indonesian, because we already know how the words are used.

Table 19: Interview with P2

No.	Question	Answer
3.	Have you ever experienced confusion during a presentation due to limited vocabulary?	Occasionally, when presenting material, I would struggle to find the appropriate phrases or vocabulary to effectively convey the topic. To overcome this, I would switch to speaking Indonesian, which simplifies the presentation process for me.

From the answer above, limited vocabulary was one of the causes of students using code switching when presenting. Students needed to study the material in Indonesian, then translate and prepare the material in English. Because in the presentation context, there would be a discussion session, which might have required students to explore material that was not prepared. In the question-and-answer session, the presenter used code switching more than delivering material. This was because the presenter delivers material through text that had been studied and prepared beforehand. In this question-and-answer session, students' speaking skills were tested with discussions outside of the prepared material.

Table 20: Interview with P1

No.	Question	Answer
4.	Does code switching make it easier when presenting material?	Yes, it makes it easier, but don't get used to using code switching. Lecturers also ask us to use English both during presentations or discussions in class. Because in the fourth semester, lecturers have different assessments when we students present in Indonesian. However, the use of code switching helps those of us who have limited English skills, helps with limited vocabulary and helps to avoid misunderstandings about the topic of conversation. Not all courses prohibit the use of code switching; it depends on whether speaking skills are one of the lecturers' assessments or not.

From the results of the interview above, the use of code switching helped students when presenting. When carrying out presentations, several students, both presenters and audience, were confused when presenting their arguments. They had difficulty finding vocabulary to argue, so using code switching did not limit students from participating in discussions. Although in the Curriculum Evaluation course, students were required to use English when presenting. However, due to limited speaking skills, students used code switching to continue the presentation. P1 repeated his argument by using code switching to minimize audience misunderstandings.

C. The code-switching contributes to listeners' understanding of the material delivered

1) Data from the interview

Table 21: Interview with the Listener

No.	Question	Answer
1.	Have you ever had difficulty understanding presentation material in English?	Yes, there were two things that caused difficulty in understanding presentations in English. First, a lack of extensive vocabulary knowledge makes it difficult to understand the meaning of foreign vocabulary. Second, there is a lack of listening skills when the presenter delivers the material. I didn't catch the presenter's meaning because I didn't understand what was being said.

The presentation in class has two sessions, namely the material delivery session and the discussion session or question and answer session. During the material delivery session, the audience did not have the opportunity to interrupt or ask for clarity on the material being presented. This made the presenter deliver the material monotonously, reading the text prepared on PowerPoint. The audience had difficulty understanding the material due to limited vocabulary and listening skills. When the audience noted a list of explanations or questions that they did not understand, but did not have the opportunity during the discussion session to ask for a re-explanation of the material. The question-and-answer session discussed contextual material or examples of applications of the theory.

Table 22: Interview with the Listener

No.	Question	Answer
-----	----------	--------

2.	Does code switching make it easier to understand English presentation material?	In fact, the use of code switching in discussions, especially in Curriculum courses, must be minimized. However, due to limited English language skills, we used code switching to help cover up gaps in the presentation. From the audience's perspective, the use of code switching, whether in the form of words or sentences, really helps us understand the material. During the discussion session, when we used code switching, it avoided misunderstandings.
----	---	--

Students, as the audience, thought that code switching made it easier to understand the presentation material. In the question-and-answer session, the discussion went smoothly between the presenter and the audience. They conveyed and refuted each other's arguments. In line with what was explained in the interview, the observation found that code switching played a role as an explanation and repetition of the material presented. In addition, the use of code switching was not to help the presentation run, but to help students add new vocabulary.

CONCLUSION

The study concludes with three key conclusions based on the findings and discussions. The first conclusion focuses on the types of code-switching employed by students in English presentation contexts. There are three primary types of code-switching used by students in such contexts. First, inter-sentential code switching involves changing the language used within a sentence. It occurs between sentences, where a speaker switches languages within a sentence. Second, intra-sentential code switching occurs within clause boundaries, including word boundaries or translation substitutions of words or phrases within a sentence. Third, tag switching involves inserting a tag from one language into an utterance in another language. This technique allows speakers to incorporate elements from one language into another.

The second refers to the kind of motivation that makes students use code switching in an English presentation context. There are three kinds of motivation that students use in a presentation context. First, code switching is due to a lack of vocabulary knowledge. Students switch to Indonesian when they cannot find the vocabulary they need in English. Second, code switching is used to clarify the material. Code switching ensures that the material is conveyed clearly. Third, code switching is used to avoid misunderstanding in presentations. Code switching is one of the strategies to minimize or overcome potential communication breakdowns. The motivation strategies employed by students in class 4C align with Sert's theory (2005) that they use code-switching due to limited vocabulary and repetition in explanations to avoid misunderstandings.

Third, the effect of code switching on audience understanding. The use of code switching in presentations makes the atmosphere more active. This was proven by the audience's involvement during the discussion and question, and answer sessions. They provide arguments to each other and clarify the material being discussed.

BIBLIOGRAPHY

Ajiza. (2022). *Penggunaan "code-switching" dalam pembelajaran bahasa Inggris untuk mahasiswa teknik*. Malang: Semsina.

Creswell, J. W. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Grosjean, F. (1982). *Life with two languages: An introduction to bilingualism*. Harvard University Press.

- Hancock, B., Ockleford, E., & Windridge, K. (2009). *An introduction to qualitative research*. The NIHR RDS for the East Midlands / Yorkshire & the Humber. <https://dl.icdst.org/pdfs/files3/315d0c3a18c9426593c9f5019506a335.pdf>
- Hoffmann, C. (1991). *Introduction to bilingualism* (1st ed.). Routledge. <https://doi.org/10.4324/9781315842035>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). SAGE Publications.
- Noor, K. B. M. (2008). Case study: A strategic research methodology. *American Journal of Applied Sciences*, 5(11), 1602-1604.
- Nunan, D., & Carter, D. (1999). *Second language teaching & learning*. Hainle & Hainle.
- Sahrawi, S., & Anita, F. (2019). Analisis penggunaan *code switching*. *Jurnal Pendidikan Bahasa*, 8(1), 171–182. <https://doi.org/10.31571/bahasa.v8i1.1143>.
- Sakura, K. N. (2023). Campur kode dan alih kode pada pembelajaran *Basic English* bagi mahasiswa/i di Labuan Bajo. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 4(3), 217–228. <https://doi.org/10.37478/jpm.v4i3.2363>
- Sert, O. (2005). The function of code-switching in ELT classroom. *The Internet TESL Journal*. <http://iteslj.org/Articles/Sert-CodeSwitching.html>
- Rahmina, R., & Tobing, R. L. (2016). Penggunaan alih kode (code switching) dalam pembelajaran bahasa Inggris di MA Mu'allimaat Muhammadiyah Yogyakarta. *LingTera*, 3(2), 191–202. <https://doi.org/10.21831/lt.v3i2.6314>.
- Richards, J. C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics*. Pearson Education.
- Valdes-Fallis, G. (1978). Code-switching among bilingual Mexican-American women: Towards an understanding of sex-related language alternation. *International Journal of the Sociology of Language*, 17, 65–72.