

The Role of Code Switching in English Vocabulary Development: A Study of Eleventh Grade Students at SMAN 5 Palu

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A B S T R A C T

This study was conducted to investigate the role of code-switching in enhancing English vocabulary development among eleventh-grade students at SMAN 5 Palu. The research applied a descriptive quantitative design. The population included all eleventh-grade students, while the sample consisted of 30 students who were selected based on their participation in English learning activities that involved the use of code-switching. Data were gathered through a questionnaire using a Likert scale. The data were analyzed using SPSS, which included validity testing, reliability testing, normality testing, and mean score analysis. The validity test results showed that the majority of the questionnaire items were valid, and the reliability test produced a Cronbach's Alpha value of 0.729, indicating that the instrument was reliable. Furthermore, the Shapiro-Wilk normality test revealed that the data were normally distributed. The mean score analysis indicated that students had positive perceptions of the use of code-switching in learning English vocabulary. It helped them understand new vocabulary more easily, reduced learning difficulties, and increased their confidence during the learning process. Therefore, the findings suggest that code-switching has a positive role in supporting the development of English vocabulary among eleventh-grade students at SMAN 5 Palu.

Keywords: *Code-Switching, Vocabulary Mastery, EFL Learning, Eleventh-Grade Students*

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INTRODUCTION

The implementation of English learning in the Kurikulum Merdeka aims to enable students to use English as a means of communication with teachers, peers, and others in various situations and for different purposes. To achieve effective communication, students are required to master a wide range of vocabulary through reading, listening, writing, and speaking activities. However, the reality in the classroom shows that many students still struggle to use English effectively since it is not their first language. Based on interviews with PLP student conducting teaching practice at SMAN 5 Palu, it will be revealed that many eleventh-grade students are still unable to communicate in English properly and fluently. This issue mainly arises due to their limited vocabulary, which makes it difficult for them to construct sentences and express their ideas, both in daily communication and in classroom learning activities.

At the national level, similar problems have been widely reported in Indonesian EFL classrooms. Many students experience difficulties in using English actively despite years of formal instruction, mainly because of limited vocabulary knowledge. Previous studies in Indonesia have highlighted that vocabulary mastery is fundamental to the development of all language skills and that insufficient vocabulary often leads to low student participation and confidence in English classrooms. To address these challenges, teachers frequently employ strategies such as code switching to facilitate comprehension and maintain classroom interaction.

Globally, EFL learners in various countries face comparable issues. Studies conducted in contexts such as Pakistan show that students continue to experience low English

proficiency, particularly in speaking and vocabulary use, even after prolonged exposure to English instruction. In response, teachers have increasingly used code switching as a pedagogical tool to enhance students' understanding and encourage communication. However, many of these studies tend to focus on speaking skills, teaching methods, or higher education contexts rather than vocabulary development at the secondary school level (Bhatti et al., 2018).

This phenomenon is not unique to SMAN 5 Palu but reflects a broader issue faced by EFL learners globally. Studies in linguistics and education have consistently shown that a lack of vocabulary is one of the main factors that hinder students from expressing ideas spontaneously and coherently in English, as well as experiencing difficulties in expressing ideas clearly and effectively. Vocabulary mastery plays a central role in learning English as a foreign language (EFL), as it serves as the foundation for all other language skills, such as reading, writing, listening, and speaking. Without sufficient vocabulary, students cannot effectively understand or produce meaningful language.

In the context of EFL learning, vocabulary acquisition supports students' ability to express ideas, comprehend reading texts, and perform effectively in both oral and written communication. Learners with extensive vocabulary knowledge are generally more capable of following lessons, understanding instructions, and articulating their thoughts clearly. This indicates that an adequate vocabulary base is essential for effective language use. Alqahtani (2015) emphasizes that mastering sufficient vocabulary is fundamental for successful second language acquisition. Without this foundation, students can not apply grammatical structures or language functions they have learned in ways that produce comprehensible communication.

To address vocabulary learning challenges, various strategies have been employed, one of which is code switching. Code switching refers to the practice of alternating between two languages within a single discourse, usually between the speaker's native language and the target language. In EFL classroom settings, both teachers and students often engage in code switching, for example, when explaining materials, clarifying vocabulary, or facilitating discussions. Nawaz et al. (2023) found that code-switching can help students understand new vocabulary more effectively, as explanations given in their native language reduce confusion and clarify meanings, particularly for complex or unfamiliar terms. Similarly, Thomas highlighted that code switching plays a vital role in vocabulary development and in clarifying instructions during classroom learning.

Although code switching has several benefits in language learning, its effectiveness in improving students' vocabulary is still debated by researchers. This is because vocabulary development is not influenced by code switching alone. Other factors, such as students' prior English proficiency, their motivation to learn, and their exposure to English outside the classroom through media, music, or films, also play important roles. In addition, the tools commonly used to measure vocabulary improvement, such as tests, observations, and interviews, are often not accurate or consistent enough to clearly show the specific impact of code switching. As a result, it is difficult to determine how much code switching actually contributes to students' vocabulary growth.

Moreover, the types and frequency of code switching used, as well as students' attitudes toward this method, can also affect the learning outcomes. Some students find code-switching supportive and encouraging, while others perceive it as a hindrance to their English language development. Given these considerations, it is crucial to investigate systematically how and to what extent code-switching can be utilized as an effective strategy to enhance students' vocabulary acquisition and how its outcomes can be measured accurately.

Although previous researchers have examined code switching in EFL classrooms, there is still a lack of studies that specifically investigate its role in vocabulary development among senior high school students in the Indonesian context. Most existing research either emphasizes different language skills, such as speaking, or is conducted at various educational levels. Based on my interview with a PLP student who had taught at the school, he said that there were some students whose knowledge of English was lacking and there were also some

students who still had difficulty using English effectively because it was not their first language. Therefore, this research aims to explore the role of code-switching in English vocabulary development among eleventh-grade students at SMAN 5 Palu, to provide insights into its effectiveness within the EFL classroom context.

Literature Review

In conducting this study on the role of code switching in English vocabulary development among eleventh-grade students at SMAN 5 Palu, it is essential to provide clear theoretical explanations of the key concepts involved. These concepts, including vocabulary, vocabulary development, and code switching, need to be explicitly defined to avoid misunderstanding and to ensure that both the researcher and the readers share the same perspective regarding how these terms are applied within the scope of this research. In addition, this chapter reviews relevant theories and previous studies related to code switching and vocabulary development in EFL classrooms. By discussing established theoretical frameworks and findings from earlier research, this chapter provides a foundation for understanding the relationship between code switching and vocabulary development and serves as a basis for analyzing the data in the present study.

Code Switching

Grosjean (2022) defines that code-switching is the alternation between two or more languages within a single conversation. This definition lays the foundation for understanding how individuals utilize different languages within a single communicative event. In the context of education, code-switching is a common practice among lecturers and students alike, languages to accomplish different communicative objectives. This shows that code-switching is not merely a random act of mixing languages, but rather a purposeful strategy to achieve clarity, efficiency, and effectiveness in communication.

The functions of code-switching have been extensively described by various scholars. For example, Muthusamy (2010a) code-switching serves multiple functions, such as compensating for limited language ability or vocabulary, adjusting to an unfamiliar register, conveying the speaker's emotional state, stressing an idea, reflecting habitual expression, highlighting semantic meaning, signaling group identity, addressing different audiences, fulfilling pragmatic needs, and drawing attention. These functions illustrate the versatility of code switching as a linguistic tool that can operate on multiple levels of interaction. Anderson & Toribio (2007) support this by highlighting that some phrases are better expressed through code-switching to convey intended meaning more effectively. Similarly, research by Yao (2011) also concludes that when used judiciously, code switching can serve as an effective communicative tool in language classrooms. Thus, it can be inferred that code-switching is not only a reflection of linguistic limitation but also a strategic and meaningful practice in bilingual and multilingual settings.

Building upon these perspectives, code switching is also recognized as a well-established phenomenon in sociolinguistics and language education. It is broadly defined as the alternation between two or more languages or language varieties within a conversation, sentence, or discourse by bilingual or multilingual speakers. This reinforces the idea that code switching is an integral aspect of human communication in multilingual societies, serving both as a linguistic necessity and a social marker.

R Wardhaugh as cited in Farahsani et al. (2019) states that when at least two individuals speak with one another in discourse, people may call the communication framework that they utilize a code. In human interactions, individuals use specific codes to communicate with one another, and the choice of codes often depends on the context and the audience, with the aim of enhancing communication. When people engage in conversations across different situations and environments, they are often influenced to make language choices. Sometimes, this leads to the blending of multiple languages to facilitate understanding. There are various methods for making language decisions, one of which includes code switching and code mixing. Therefore, the phenomenon of code-switching should be understood not only as an educational tool but also as a natural outcome of social interaction and contextual language choice.

To understand the phenomenon of code-switching more deeply, it is also important to recognize the various types of code switching that have been classified by experts. One of the most well-known classifications is proposed by Poplack (1980) who divides code switching into three main types as follows:

Tag Switching

The insertion of a short phrase or word from another language without changing the main sentence structure. For example: the addition of words like "you know" or "right" at the end of a sentence.

Inter-Sentential Switching

Language switching occurs at the boundary between sentences. For example: one sentence uses Indonesian and the next sentence uses English.

Intra-Sentential Switching

A language alternation that occurs within a single sentence or clause, where elements from two languages are used simultaneously in one sentence structure. For example: "Saya sedang belajar English Grammar sekarang."

In line with Grosjean (2022) view, this study adopts the definition of code-switching as the alternation between two or more languages within a single conversation. This conceptualization is particularly suitable for the present research, as it highlights the intentional and strategic use of multiple languages to achieve communicative goals. Accordingly, this study applies Grosjean's framework to examine how code-switching facilitates students' vocabulary development in the English classroom.

Vocabulary

Vocabulary is a collection of words that person or language has. So vocabulary is all the words that a person knows, understands, and can use to communicate, both verbally and in writing. Vocabulary does not only mean a list of words, but also includes understanding of meaning, use in context, and the ability of students to recognize and remember new words that appear in the learning process. Mastering vocabulary plays a crucial role in learning English, as it influences the development of other language skills, including listening, reading, writing, and speaking (Agustinasari et al. 2022). If students do not master vocabulary, it will be difficult for them to understand conversations and readings in English. Furthermore, learners may face challenges in both spoken and written communication in English (Bambang Purwanto et al., 2023). Therefore, mastering vocabulary becomes essential to develop strong English proficiency.

Vocabulary Development

Vocabulary development is an important part of education because it shows the growth of a concept that becomes a main goal at every level, including higher education. This process is not only related to learning a language but also to the growth of understanding concepts throughout different stages of learning. Vocabulary development is influenced by many factors, such as age, gender, natural abilities, and social status. In addition, geographical background can also affect how someone develops vocabulary. These factors show that vocabulary development is a complex process shaped by both social conditions and individual characteristics.

According to Perry et al. (2021) vocabulary development refers to the way individuals learn a word and its meaning. Vocabulary development can be considered in two ways, namely facilitating vocabulary acquisition or fostering vocabulary learning. In all English classes, vocabulary development is an essential skill which needs to be emphasized. Yet it is a reality that quite a number of students still belong to the underachiever's category as manifested by their failing marks.

In addition, vocabulary development may be understood in two different ways: First, the mastery of difficult or unfamiliar words, including artistic or stylistic forms. Second, the body of words used within a particular language. In this study, it refers to the second interpretation, which emphasizes the set of words acquired and used by learners. Vocabulary knowledge reflects the close connection between language learning and cognitive development, making its assessment an important part of educational practices. Isaiah (2023)

explains, words are the building blocks of language production and serve as indicators of children's abilities and understanding of the world. Therefore, comprehension and production of vocabulary are key developmental indicators. In this study, evaluating vocabulary development aims to explore differences among learners in the pace of language growth and examine how such differences relate to their later achievement in biliteracy.

Factors Causing Code Switching

Code switching occurs due to various linguistic and sociocultural factors that influence bilingual or multilingual speakers to alternate between languages during communication. Several studies have identified key reasons that trigger code switching, especially in educational settings. One primary factor is the lack of vocabulary or appropriate expressions in one language, known as "lack of facility." Malik as cited in Deliana (2019) explains that bilingual speakers often switch languages when they are unable to find the exact term or phrase in the target language, and thus revert to their native language to maintain clarity and continuity. For example, in contexts where certain cultural or technical terms do not have direct translations, speakers resort to code switching to convey meaning effectively.

Another important factor is the lack of register, where speakers switch languages because specific vocabulary or phrases better fit the communicative context in one language than another (Muthusamy, 2010b). Anderson & Toribio (2007) supports this by illustrating that certain idiomatic expressions or stylistic phrases are more natural or meaningful in one language, prompting language alternation. Emotional or psychological states also contribute significantly to code switching. Crystal (2019) notes that speakers may switch languages according to their mood such as excitement, stress, or humor to express feelings more authentically. This is supported by Skiba (2013) who argues that emotional expression often leads to spontaneous language switching to capture the precise sentiment.

Additionally, code switching serves social and interactional functions, including expressing group identity, establishing solidarity, or signaling changes in topic or social distance. Crystal (2019) emphasizes that language alternation can mark social belonging or convey subtle interpersonal cues. Sert (2005) further finds that teachers and students in bilingual classrooms strategically use code switching to create rapport and facilitate understanding. In sum, code switching is a complex phenomenon influenced by a combination of linguistic limitations, emotional factors, and social dynamics. Understanding these factors helps educators and researchers better appreciate the role of code switching as both a communicative strategy and a learning scaffold in bilingual educational contexts.

Functions of Code Switching in Language Learning

Code switching serves various important functions in language learning, especially in bilingual or multilingual educational settings. It is not merely random switching but rather a purposeful and strategic use of language by both teachers and students to facilitate communication, understanding, and learning. One of the main functions of code switching is clarification and comprehension. When students encounter difficult vocabulary or complex grammatical structures in the target language (L2), teachers can switch to the students' native language (L1) to explain or clarify the meaning. This helps students grasp new concepts more quickly and reduces confusion. For instance, a teacher explaining a new English word might briefly switch to the students' native language to give a clear definition or example. This function supports the idea that code switching acts as a scaffold a temporary support that helps learners build knowledge and confidence in the target language.

Another function is emphasis and reinforcement. Teachers or students may repeat important information by switching languages to highlight key points or ensure understanding. For example, after delivering an instruction in English, a teacher might restate it briefly in the native language to reinforce the message. This dual-language approach increases the likelihood that students will remember and internalize the content. Code switching also plays a crucial role in social interaction and relationship building within the classroom. Using the students' native language can create a more relaxed and inclusive environment, reduce anxiety and increase participation. It helps to build rapport and solidarity between teachers and students, as well as among students themselves. When

speakers switch languages to express emotions or informal remarks, it can make communication feel more natural and engaging. This interpersonal function is vital in encouraging student confidence and willingness to take risks in language use.

Furthermore, code switching may function as a cognitive tool. Bilingual learners often use their full repertoire of languages to make sense of new information. Switching can help them connect new vocabulary or grammar in one language with their existing knowledge in the other. This process can enhance understanding and memory retention. Research has shown that strategic code switching can promote metalinguistic awareness and understanding of how languages work which is essential for advanced language proficiency.

Code switching serves practical classroom management purposes. Teachers often use the native language to give instructions, discipline, or manage classroom routines efficiently, especially when immediate compliance or attention is required. This quick shift in language helps maintain order and clarity without disrupting the flow of the lesson. In summary, code switching in language learning fulfills multiple, interconnected functions: it clarifies meaning, emphasizes key content, nurtures social bonds, supports cognitive processes, and facilitates classroom management. When used thoughtfully, it becomes a powerful pedagogical tool that complements target language instruction rather than hinders it. Understanding these functions helps educators optimize code switching to enhance both language learning outcomes and the social dynamics of the classroom.

Vocabulary and Its Importance in Language Learning

Vocabulary refers to the collection of words that a person understands and uses in speaking, listening, reading, and writing. Vocabulary provides the building blocks for communication. Without vocabulary, it is impossible to express ideas or understand others. "Learners carry dictionaries around and not grammar books" Schmitt as cited in (Harun Rashid et al., 2022). This foundation supports all language skills. Hiebert & Kamil (2005) explain that learning vocabulary is central to language learning. In their book *Teaching and Learning Vocabulary*, they discuss how vocabulary can be taught and learned, how factors like age and culture affect the process, and which words should be given more focus. They also emphasize that knowing a word's meaning, how to pronounce it, and how to use it correctly is essential for understanding and using a language effectively.

Students with a strong vocabulary can follow lessons better. They understand instructions and texts more easily. They can also express thoughts clearly and effectively (Dewi et al., 2024). Rahmawati & Harahap (2023) this struggle often leads to low motivation and difficulty in learning the language overall. According to Schmitt (2010) vocabulary knowledge is a fundamental component of language proficiency, as it strongly influences learners' ability to understand and produce meaningful communication.

In classrooms where bilingual or multilingual students learn a second language, vocabulary gaps often cause them to switch languages. Thomas shows that code switching helps fill vocabulary gaps. Rustiyani (2020) The native language acts as a bridge to gaining new vocabulary in the target language. This process helps learners understand and use new words better. Vocabulary learning is not only about memorizing words. It includes knowing how to apply words in real communication. Good vocabulary knowledge opens doors to better reading, writing, speaking, and listening. Vocabulary influences how well students perform in all language tasks. Teaching strategies that include code switching, when managed well, help students learn vocabulary faster and more deeply. Code switching becomes a useful tool in language learning. It supports students to transition smoothly from their native language to the target language.

Teachers and curriculum designers should note the importance of vocabulary in language learning. They should include activities and methods that strengthen vocabulary development. Using students' native languages thoughtfully can improve vocabulary learning outcomes. Vocabulary remains a critical key that unlocks successful language acquisition.

The Relationship Between Code Switching and Vocabulary Development

Code switching occurs when learners have limited vocabulary in the target language and use their native language to fill lexical gaps. According to Grosjean et al. (2013) the theory

of bilingualism, this behavior is a natural and strategic practice used by bilingual speakers to achieve effective communication, rather than a sign of language deficiency. This shows a strong relationship between code switching and vocabulary development, as code switching often indicates areas where learners have not yet fully mastered vocabulary in the second language. At the same time, code switching serves as a useful tool to support the learning process. In the classroom, teachers and students use code switching to explain meanings and clarify difficult words, which helps reduce misunderstanding, maintain smooth communication, and keep learners engaged despite vocabulary challenges.

From Grosjean's perspective, bilingual learners activate both languages when communicating, allowing them to connect existing knowledge in their native language with new vocabulary in the target language. This process supports vocabulary development by making input more comprehensible and meaningful. Mangila (2019a) states that the use of the native language during vocabulary learning can reduce students' frustration and confusion, creating a supportive learning environment that encourages participation. Through strategic code switching, teachers introduce new words in the target language and explain their meanings in the native language, enabling learners to hear vocabulary in both languages. This bilingual input strengthens learners' understanding and memory of vocabulary and often leads to faster vocabulary acquisition.

However, Grosjean also emphasizes that code switching should be used appropriately. Excessive or uncontrolled code switching may limit learners' opportunities to practice vocabulary in the target language. Therefore, teachers must manage code switching carefully so that it functions as temporary support. When used effectively, code switching helps learners form stronger mental connections between words and meanings, improve accuracy and fluency in vocabulary use, and develop overall language competence. Overall, based on Grosjean et al. (2013), code switching has a complex but positive relationship with vocabulary development, as it both reflects learners' vocabulary limitations and acts as a bridge to help them overcome those limitations.

Therefore, the relationship between code switching and vocabulary development is reciprocal, as limited vocabulary use encourages code switching, and the appropriate use of code-switching supports students' vocabulary mastery.

METHOD

This study employs a quantitative research design to examine the role of code switching in English vocabulary development among eleventh-grade students at SMAN 5 Palu. A quantitative approach is chosen because it enables the researcher to measure students' perceptions and responses toward the use of code switching in English learning through numerical data. The data obtained from the questionnaire are analyzed statistically to determine the extent to which code switching contributes to students' vocabulary mastery. According to Creswell (2014), Quantitative research is used to examine relationships among variables using measurable data and statistical procedures.

This study focuses on students' vocabulary development as the dependent variable and the use of code switching as the independent variable. Data are collected using a questionnaire in the form of a Likert scale, which is administered to eleventh grade students. The questionnaire was designed to capture students' perceptions of how code switching helps them understand, remember, and use English vocabulary during the learning process. The results were expected to provide empirical evidence regarding the influence of code switching on students' vocabulary mastery in the EFL classroom.

Respondents

The respondents in this study consisted of all eleventh-grade students at SMAN 5 Palu. The respondents were selected using purposive sampling, targeting participants who will actively engage in or observe code switching during English lessons. This study included approximately 30 students who were responsible for delivering instruction. The purposive sampling method was chosen to ensure that the data collected were rich and relevant to the

phenomenon under study, focusing on participants who were most knowledgeable or involved with code switching.

Instruments

To obtain accurate and measurable data on the role of code switching in developing English vocabulary among eleventh-grade students at SMAN 5 Palu, this study employs a questionnaire as the main research instrument. The questionnaire was selected because it enabled the researcher to collect numerical data that could be statistically analyzed to determine students' perceptions of the use of code switching in English vocabulary learning.

The questionnaire was designed using a Likert scale format, which allowed students to indicate their level of agreement with a series of statements related to code switching and vocabulary development. The statements focused on students' perceptions of how code switching helped them understand new vocabulary, remember word meanings, and use vocabulary more confidently in English learning activities. By using a Likert scale, the researcher was able to quantify students' responses and analyze patterns, tendencies, and overall perceptions regarding the effectiveness of code switching in vocabulary acquisition.

The data obtained from the questionnaire were analyzed using descriptive statistical techniques, such as mean scores and percentages, to identify the extent to which code switching contributes to students' vocabulary mastery. This quantitative approach allowed the findings to be presented objectively and systematically, providing clear evidence of students' responses to the use of code switching in the EFL classroom.

Data Collection Techniques

To ensure accurate and objective data collection, this study employs a questionnaire as the primary research instrument. The questionnaire was used to obtain quantitative data regarding students' perceptions of the role of code switching in English vocabulary development among eleventh-grade students at SMAN 5 Palu. This technique was considered appropriate because it allows the researcher to collect measurable data that can be statistically analyzed.

Questionnaire

The questionnaire was designed in the form of a Likert scale, which consists of a series of statements related to the use of code switching in English vocabulary learning. Students are required to indicate their level of agreement with each statement based on predetermined response options, such as *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. The use of a Likert scale enables the researcher to quantify students' responses and identify patterns in their perceptions of code switching.

The questionnaire items focused on several aspects, including students' perceptions of how code switching helped them understand new vocabulary, remember word meanings, reduce learning difficulties, and increase confidence in using English vocabulary during classroom activities. This structured format allowed the data to be collected systematically and analyzed using descriptive statistical techniques.

Before distributing the questionnaire, the researcher explained the purpose of the study and provided clear instructions to ensure that participants understand how to respond to each statement. Participants were informed that their responses would remain confidential and would be used solely for academic purposes. The questionnaire was administered to eleventh-grade students at SMAN 5 Palu who had experienced English learning activities involving code switching. After data collection, all responses were tabulated and prepared for statistical analysis.

Data Analysis

The data collected from the questionnaire were analyzed using quantitative data analysis techniques. Since the questionnaire was designed using a Likert scale, the data were processed numerically to measure students' perceptions of the role of code switching in English vocabulary development among eleventh-grade students at SMAN 5 Palu. (1) All questionnaire responses were coded and tabulated. Each Likert scale response was assigned a

numerical value, ranging from *Strongly Disagree* (1) to *Strongly Agree* (5). After coding, the data will be entered into a statistical program or spreadsheet for analysis. (2) Descriptive statistical analysis was applied to analyze the data. This included calculating frequencies, percentages, mean scores, and standard deviations to identify patterns and tendencies in students' responses. The mean scores were used to determine the extent to which students perceived code switching as helpful in understanding, remembering, and using English vocabulary during classroom learning. (3) The results of the analysis were interpreted by categorizing the mean scores into levels (such as high, moderate, or low) to clearly explain the influence of code switching on students' vocabulary mastery. The findings were presented in the form of tables and explanations to provide a clear and systematic description of the results.

Through this quantitative analysis, the study aims to provide objective and measurable evidence regarding the role of code switching in enhancing students' English vocabulary development based on students' responses to the Likert scale questionnaire.

FINDINGS AND DISCUSSION

The data analysis was carried out using the Statistical Package for the Social Sciences (SPSS). Several stages of analysis were conducted, including validity testing, reliability testing, and descriptive statistical analysis using mean scores. The validity and reliability tests were conducted to ensure that the research instrument was appropriate and consistent before proceeding to further analysis. Only valid and reliable questionnaire items were included in the mean score analysis. The results of these analyses are presented systematically in the following sections to answer the research questions of this study.

Validity Test Results

Item	r-count	r-table	Result
Q1	0,563	0,361	Valid
Q2	0,564	0,361	Valid
Q9	0,505	0,361	Valid
Q4	0,274	0,361	Invalid
Q13	0,096	0,361	Invalid
Q14	0,285	0,361	Invalid

Figure 1 Validity Test Result

Based on the validity test results presented in figure 1, it can be seen that the majority of the questionnaire items meet the validity criteria. The validity test was conducted using the Pearson Product-Moment correlation by comparing the r-count value of each item with the r-table value. Items with r-count values higher than the r-table were categorized as valid, indicating that they were able to measure students' perceptions of code switching in English vocabulary development appropriately. However, several items, namely Q4, Q13, and Q14, did not meet the minimum validity requirement because their r-count values were lower than the r-table value. Therefore, these items were considered invalid and were excluded from further analysis. The remaining valid items were subsequently used in the reliability test and the mean score analysis to ensure that the findings of this study were based on valid and accurate measurement instrument.

Reliability Test Results

Based on the reliability test results presented, the Cronbach's Alpha value of 0.864 indicates that the questionnaire has acceptable reliability. This value exceeds the minimum reliability threshold, showing that the instrument has good internal consistency. Therefore, the questionnaire is considered reliable and suitable for further analysis. All valid items were retained and used in the subsequent mean score analysis to examine students' perceptions of code switching in English vocabulary development.

Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total_Score	,143	30	,121	,955	30	,237

a. Lilliefors Significance Correction

Figure 2 Table Test of Normality

Based on the results of the normality test on table 2 using the Shapiro–Wilk test, the significance value (Sig.) obtained for the Total Score variable was 0.237. According to statistical decision rules, data are considered to be normally distributed when the significance value is greater than 0.05 (Sig. > 0.05). Since the obtained value exceeds this threshold, the null hypothesis stating that the data are normally distributed cannot be rejected.

This result indicates that the distribution of students' total questionnaire scores follows a normal distribution pattern. In other words, the data do not show significant deviation from normality, meaning that the responses are spread in a balanced manner around the mean without extreme skewness or kurtosis.

The normal distribution of the data suggests that the students' responses are relatively consistent and representative of the population being studied. Therefore, the dataset satisfies the assumption of normality, which is an important prerequisite for conducting further statistical analyses, such as descriptive statistical analysis and mean score interpretation.

Based on this finding, it can be concluded that the collected data are statistically appropriate and reliable for further analysis to examine the role of code-switching in students' English vocabulary development.

Mean Score Analysis

Table 1 Mean Score Analysis

No	Item Code	Statement summary	Mean score	Interpretation
1	Q1	Using both Indonesian and English helps me understand lessons better	3.93	High
2	Q2	Code-switching makes me feel more comfortable in English class	3.67	High
3	Q3	Code-switching helps me understand new English vocabulary	3.63	High
4	Q5	Code-switching helps me remember vocabulary longer	3.77	High
5	Q6	Code-switching makes learning vocabulary easier	3.47	Moderate
6	Q7	Too much code-switching sometimes causes confusion	3.90	High
7	Q8	I rely on Indonesian when learning new English words	3.57	High
8	Q9	I switch languages when speaking in English class	3.60	High
9	Q10	Code-switching is important for vocabulary improvement	3.67	High

Based on Table 1, the mean score analysis was conducted to determine students' perceptions of the role of code-switching in English vocabulary development. The analysis involved responses from 30 eleventh-grade students who completed the Likert-scale questionnaire. The mean score for each item was calculated by dividing the total score of responses by the number of respondents.

Overall, the findings show that most items obtained moderate to high mean scores, indicating that students generally perceive code-switching as a helpful strategy in learning English vocabulary. Items related to understanding new vocabulary, remembering words, and feeling more comfortable during lessons tend to receive higher mean scores, suggesting that

code-switching facilitates comprehension and reduces learning difficulty in the EFL classroom.

Meanwhile, some items addressing dependence on Indonesian and potential confusion show moderate mean scores. This indicates that although code-switching is beneficial, excessive use may lead to over-reliance on the first language if not applied appropriately. Nevertheless, students still regard code-switching as an important instructional strategy that supports vocabulary development when used strategically by teachers.

Discussion

This section discusses the findings of the study by relating the results of the mean score analysis to Grosjean's theory of bilingualism, previous studies, and the research questions. The purpose of this discussion is to explain how code-switching contributes to students' vocabulary mastery and to clarify its role in vocabulary development among eleventh-grade students at SMAN 5 Palu.

As explained in previous points, vocabulary mastery is essential in English learning, yet many students experience difficulties due to limited vocabulary knowledge. Code-switching functions as an effective instructional strategy in addressing students' vocabulary-related difficulties in the EFL classroom. The present study provides empirical support for this claim, demonstrating that students perceive code-switching as helpful in enhancing comprehension and reducing learning barriers, a finding that is consistent with previous research highlighting its role in facilitating vocabulary acquisition (Grosjean, 2013; Mangila, 2019a)

Code-Switching and Vocabulary Mastery (Research Question 1)

The first research question aims to determine the extent to which the use of code-switching improves students' vocabulary mastery in English learning among eleventh-grade students. The results of the mean score analysis show that code-switching improves students' vocabulary mastery to a great extent. This is indicated by the high mean scores obtained in items related to vocabulary comprehension and retention. Item Q1 obtained the highest mean score ($M = 3.93$), indicating that students strongly agree that using both Indonesian and English helps them understand lessons better. In addition, items Q3 ($M = 3.63$) and Q5 ($M = 3.77$) show that code-switching helps students understand new vocabulary and remember it for a longer period.

These findings align with Grosjean's view of bilingualism, which explains that bilingual learners use their languages as an integrated system rather than separately. This perspective is supported by Dijkstra & Hell (2003), who found that both the first and second languages are activated simultaneously during vocabulary processing. In this study, students' positive perceptions indicate that the use of Indonesian helps them link new English vocabulary to their existing linguistic knowledge, making vocabulary learning easier and more effective.

The findings also support previous studies, which have reported that code-switching facilitates vocabulary learning. For example, Cook (2006) argues that the use of learners' first language can support second language learning by strengthening understanding and retention. Similarly, Macaro (2001) found that limited and purposeful use of the first language can enhance learners' comprehension. Therefore, the results of this study confirm that code-switching positively contributes to students' vocabulary mastery.

The Role of Code-Switching in Vocabulary Development (Research Question 2)

The second research question examines the role of code-switching in supporting the vocabulary development of eleventh-grade students at SMAN 5 Palu. The findings show that code-switching plays a supportive role by facilitating comprehension and reducing learning difficulties, as reflected in the high mean scores indicating students' comfort and confidence during English instruction. This result aligns with Grosjean's bilingualism theory, which explains that bilingual learners naturally utilize both languages to support learning and communication (Grosjean, 2010). Code-switching enables students to bridge vocabulary gaps by connecting their first language with the target language. This finding is consistent with previous studies by Mangila (2019b) and Nawaz et al. (2023), which reported that strategic use

of the first language helps clarify meanings, reduce confusion, and enhance vocabulary acquisition in EFL classrooms.

However, the findings also suggest that code-switching should be used appropriately. The moderate mean score in item Q6 ($M = 3.47$) and the high mean score in item Q7 ($M = 3.90$) indicate that excessive use of code-switching may cause confusion. This finding is in line with previous studies, which emphasize that although code-switching is beneficial, overuse may limit students' exposure to the target language (Sert, 2005). Therefore, code-switching should be applied strategically to maximize its positive effects on vocabulary development.

The findings of this study demonstrate that code-switching improves students' vocabulary mastery to a great extent and plays an important role in supporting vocabulary development. These findings are consistent with Grosjean (2013); in his book, Grosjean's theory of bilingualism is supported by previous studies. The results directly answer the two research questions and confirm that code-switching, when used appropriately, is an effective strategy for English vocabulary learning among eleventh-grade students at SMAN 5 Palu.

CONCLUSIONS

Based on the findings and discussion presented in the previous chapter, it can be concluded that code-switching plays a supportive role in English vocabulary development among eleventh-grade students at SMAN 5 Palu. The results of the descriptive quantitative analysis show that students generally respond positively to the use of code-switching in English learning activities. The mean scores obtained from the questionnaire indicate that students feel more comfortable, confident, and supported when teachers use both English and Indonesian to explain vocabulary and learning materials. The role of code-switching can help students understand new vocabulary more easily, reduces confusion when encountering unfamiliar words, and assists them in retaining vocabulary for a longer period. This supports the view that code-switching functions as a pedagogical strategy rather than a barrier in EFL classrooms, particularly for learners with limited vocabulary knowledge. In line with Grosjean's bilingualism theory, students naturally rely on both their first language and the target language to facilitate comprehension and learning, especially when facing lexical gaps. However, the findings also suggest that code-switching should be used strategically and in moderation. Excessive reliance on the first language may limit students' opportunities to actively practice English. Therefore, balanced and purposeful use of code-switching is necessary to ensure that it supports vocabulary development without hindering students' exposure to the target language. In general, this study concludes that code-switching has a positive and meaningful role in enhancing students' English vocabulary development when applied appropriately in the classroom context.

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