



Teachers' Perceptions on Code-Switching in English as a Foreign Language in Classroom

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Abstract

This study explores graduate teachers' perceptions of the use of code-switching in the classroom, particularly in the context of English language learning. The main issues in this study are how code-switching is used and how graduate teachers perceive its effectiveness in improving students' understanding as well as the fluency of communication in the classroom. Factors such as learning context, social identity, and the need for more specific expressions of meaning may influence the decision to use code-switching. The aim of this study is to understand the extent to which code-switching is used and how it impacts the learning process in the classroom. This study used a quantitative method with a 1-4 Likert Scale to measure perceptions of code-switching. Data were obtained from eight second semester postgraduate students of the English program at Bengkulu University. The results showed that overall, the average of the three aspects studied (the function of code-switching, the effect of code-switching on instruction, and the effect of code-switching on language development) was 2.98, indicating a positive trend towards the use of code-switching in the classroom. In conclusion, this study highlights the need for teachers to strategically utilize code-switching to support students' comprehension without hindering second language acquisition.

Keywords: *Code-Switching; English As Foreign Language; Perception; Teacher.*

Introduction

Sociology, or the social lives of language users, and linguistics, or the language of society itself, are combined to form sociolinguistics. Sociolinguistics studies how the style and speech patterns of a person or group of speakers are influenced by social characteristics such as social status, education, occupation, and other factors. According to Rini, et. al. (2019) a subfield of linguistics called sociolinguistics is devoted to the study of language in social contexts. Numerous subjects are covered by sociolinguistics, including bilingualism, dialects, language diversity, repertoires, and communities.

Many people nowadays, in the age of globalization, possess multilingual skills. This phenomenon, in which individuals possess multiple language proficiency, is referred to as "bilingual" or "multilingual" individuals. According to Rusydah (2020) the community's social standing, socioeconomic class, and social style can all contribute to the formation of a new language. The process of merging two languages starts with a small number of people who have this "habit," grows

into a bigger group what we refer to as a speech community and develops into a distinctive language that defines the group.

In contrast to several other nations, English is not a common language in Indonesia, as it is considered a foreign language. It is undoubtedly difficult for pupils to learn English quickly. Students are supposed to learn English more effectively and be able to express themselves in class by employing code-switching during instruction. Puspawati (2018) argues that when they can't remember English words or can't think of the right English term to employ, native English speakers may turn to their mother tongue. Kasim, et. al. (2019) also argues that "code" is a tactic used by speakers to improve mutual comprehension in their communications.

The features of code-switching will be thoroughly explained in many aspects while presenting the phenomena in its context. First, a brief explanation of its role in a bilingual society setting will be given, along with real-world conversational examples to enable the reader to draw conclusions regarding potential educational applications. Second, the purpose of subject switching, emotive function, and repetitive function in instructors' classroom speech will be discussed, along with their many features. Thirdly, by providing certain fundamental functional viewpoints like equivalency, confinement, repetition, and conflict control, the emphasis will move to student code-switching. Junaidi & Majid (2019) explain that, code switching is influenced by a number of factors, such as the lack of English words that are similar, ignorance of the English word, the need to fill in the silence, the ease of speaking one's native tongue, the desire to avoid misunderstandings, the desire to convey intimacy so that others would not understand (privacy), the desire to add emphasis, and other factors.

Code-switching incidents happen in official settings, particularly in schools. More than two languages are used by English professors and pupils. The first language that a person learns in his or her connection is the local language, or mother tongue. Additionally, Indonesian is the second language that a person learns after starting school. Due to the fact that so many people in Indonesia are multilingual, the country is regarded as bilingual. This enables them to converse in many languages at the same time (Suryaningsih, 2023).

In the field of education, Indonesian is the language of instruction and is utilized throughout classroom instruction and learning activities. Code-switching is a learning approach used in the classroom by teachers of foreign languages to help pupils improve their English proficiency. The instructor begins the lesson by introducing the topic in the target language then switching back to Indonesian to make sure the pupils have understood. Additionally, English is the target language studied at school as a foreign language. According to Elias, et. al (2022) teachers and students typically regard code-switching with suspicion and contempt, which is related to the pervasive monolingual misconception that mixing languages indicates linguistic ineptitude. The attitudes and behaviours of ELT practitioners, as well as the stringent teaching limits imposed by language education legislation, are indicative of the persistent negative views toward code-switching in the classroom, despite results to the contrary.

Code-switching can not only occur in the classroom, but it can also occur in advertisements, which is possible because the target audience may be multilingual. Almoaily (2023) made research about the functions of code-switching in online advertisements specifically on Snapchat. The study looks into how Saudi influencers' Snapchat ads that use Arabic-English code-switching work. Four thousand words, written by forty advertisers (20 men and 20 women, each with 100 words), make up the data. The advertisers, who share the same age range, focused mostly on Saudi users of Snapchat who speak just one language while promoting a variety of items.

Furthermore, the study of forms and functions of code-switching and code-mixing that use in drama performance that was analysed by Masrurroh & Rini (2021), the purpose of the study was to characterize the types and purposes of code-switching and code-mixing in the ALE theater

performance of the ICP batch 2017 students. Descriptive qualitative research was used in the study. The information is gathered by documenting and observation during the theatrical presentation at the Art and Language Exhibition in Prahara Ing Argabelah.

In connection with the description above, this study uses the term code switching which is defined as the transfer of one language into another language carried out by bilingual teachers who interact in classroom communication when teaching students. Thus, the research question in this study is to what extent the teachers' perceptions on Code-Switching in English as a foreign language in the classroom?

Research Methodology

Population and Sampling

The study's population comprised 31 postgraduate students from two courses (A and B) at Bengkulu University's English education department, who were enrolled in their second semester. Eight postgraduate students served as the study's sample. For this study, the researcher employed the purposive sampling approach. According to Arikunto (2013) purposive sampling involves the researcher choosing samples with a specific goal in mind that aligns with the study objective, as opposed to choosing them at random. Sampling is carried out according to particular standards or attributes pertinent to the study topic, such as age, gender, experience, education level, or other attributes the researcher deems significant. In this study, the selection of participants was based on certain criteria relevant to the topic, such as teaching experience, level of education, and involvement in the use of code-switching in the classroom. This selection justification aimed to gain a deeper insight into graduate teachers' perceptions of code-switching.

Data Collection

The purpose of this study was to conduct quantitative descriptive research. As a result, the purpose of survey questionnaires was to find out how teachers felt about the advantages and disadvantages of code-switching in EFL classes. In quantitative research, instruments involving tests, questionnaires, and observations are used to collect data. These tools are carefully crafted and adhere to tight guidelines. When doing quantitative research, numbers or statistics are often collected, analyzed, and interpreted using a methodical and structured process (Arikunto, 2013).

This study uses Google Form because of its many benefits, including its affordability, ease of use, and compatibility with a wide range of other programs. The targeted respondents will receive the link to the Google Form from the researcher via the WhatsApp app. Through the Google Form dashboard, researchers will track responses to and completion of the questionnaire in real-time. However, the use of this online format also has potential limitations, such as possible response bias due to factors such as accessibility and clarity of understanding of the questions.

Data Analysis

Respondents utilize the five answer options on the Likert scale, which commonly range from "Strongly Agree" to "Strongly Disagree," to indicate how much they agree or disagree with a particular statement. To more detail here is the explanation about the Likert Scale for each point; Strongly Agree (5): The statement was highly agreed upon by the respondents. Agree (4): Although there may be some ambiguity or question, respondents generally agree with the statement. Neutral (3): The respondents' attitudes regarding the stated assertion are amorphous. Disagree (2): While there may be some agreement or exceptions, respondents do not agree with the stated assertion. Strongly Disagree (1): The reply is wholly opposed to the stated position. According to Taluke, et. al. (2019) there are two forms of questions that use Likert, namely positive questions to measure positive

interest, and negative forms of questions to measure negative interest. Positive questions are scored 4, 3, 2, and 1; while negative forms of questions are scored 1, 2, 3, and 4.

Table 1*Interval class division*

Interval class	Category
4 – 3.26	Positive
3.25 – 2.6	Trend to Positive
2.5 – 1.76	Trends to Negative
1.75 – 1	Negative

A questionnaire was employed by the researchers as a tool in this investigation. The researchers selected questions from Hazaymeh (2022) that best fit the objectives of this study. The questionnaire, which had 18 statements or questions and divided into 3 sections which are function of code-switching, effect of code-switching on instruction and effect of code-switching on language development, the questionnaire was created by the researchers for this investigation.

Finding

Purposive sampling guarantees that the sample appropriately represents the features of interest, which is why it was employed in this study to create a homogeneous sample for the purpose of examining a certain phenomenon or trend within a given subgroup. Compared to random sampling, this approach may be more effective, particularly if the population of interest is small or difficult to reach. Time and money may be saved by using this strategy to collect data in a focused manner. Since the researcher did not wish to see a neutral alternative in the statement provided, the Likert scale which varied from 1 to 4, was employed for assessment in this study.

The purpose of code-switching is covered in the first section of the study's results; instruction's impact on code-switching is covered in the second, and language development's impact on code-switching is covered in the third.

Table 2*Code-switching Functions*

No.	Statement	Average Scores
1	Code-switching is used to make things clear.	3.25
2	Code-switching is used to assess pupils' comprehension.	3.5
3	Code-switching is used to communicate commands.	2.8
4	Code-switching is used to provide comments.	2.8
5	Increasing student participation in the classroom is the goal of code-switching.	3.0
6	The purpose of code-switching is to make kids feel more at ease and confident.	3.3
7	Code-switching is used to clarify grammar and expand vocabulary.	3.3
8	When discussing student projects, assignments, tests, and quizzes in class, code-switching is allowed.	2.8

Based on the data above, the first point obtained the results of 2 people strongly agreeing, 6 people agreeing and no one chose to disagree and strongly disagree. The average obtained from the first point is 3.25 which shows that the respondents have a positive tendency.

For the second point in the table above, the average result is 3.5. Out of 8 respondents, 4 people chose strongly agree and 4 other people chose strongly agree, while for the choices of disagree and strongly disagree no one chose. The average results for this point show that respondents have a positive attitude.

The third point in the table above, the average result is 2.8. out of 8 respondents, 7 people chose to agree and 1 other person chose to disagree, the choice of strongly agreeing obtained a result of 0 and so did the choice of strongly disagreeing. The average for this point shows that the results of respondents' choices fall into the interval of positive tendencies.

Furthermore, the fourth point in the table above obtained the results of 2 people choosing strongly agree and 5 other people chose to agree, 1 respondent chose to disagree and no one chose the option strongly disagree. The average for the fourth point is 2.8 which shows that the results of respondents' choices are included in the interval of positive trends.

The fifth point for the table above has the results of 1 respondent strongly agreeing, 6 people agreeing, 1 person disagreeing and 0 people strongly disagreeing with this statement. The average for this point is 3.0 which is included in the positive trend interval.

Four respondents highly agreed, three agreed, one disagreed, and zero strongly disagreed with this statement, according to the findings for the sixth point in the above table. This point's average is 3.3, which means it is under the positive interval.

While, the seventh statement for the table above has the results of 3 respondents strongly agreeing, 5 people agreeing, 0 respondents who chose to disagree and strongly disagree with this statement. The average for this point is the same as the average result of the sixth statement, the seventh statement obtained a result of 3.3 which this result is included in the positive interval.

In the last statement for the function of code-switching has the results of 1 respondent strongly agreeing, 5 people agreeing, 2 respondents who chose to disagree and 0 respondents strongly disagreeing with this statement. The average for this statement is 2.8 which this result is included in the positive trend interval.

The total average for this part of the code-switching function is then summed up and divided by the number of statements in this section which amounts to 8, then the result obtained is 3.09, it can be concluded that the results for the statement of the code-switching function is under into the interval of positive trends.

Some respondents revealed that code-switching helped them better understand the material being taught. One participant stated, "I feel more confident when I understand instructions in my mother tongue before switching to English."

Table 3
Effect of Code-switching on Instruction

No.	Statement	Average Scores
1	Code-switching encourages pupils to become multilingual.	2.75
2	Learning a foreign language is facilitated by code-switching.	3.0
3	One technique for instructing a learning process is code-switching.	3.0
4	Students that use code-switching are better able to relate to and comprehend other languages by using their native tongue.	2.6
5	Students can eliminate concerns and uncertainties about the topic matter by using code-switching.	3.1

The first point for the table above obtained results, 7 respondents chose to agree, 1 person strongly disagreed, 0 respondents for the choice of strongly agree and disagree. The average result for the first point statement is 2.75, this result is included in the tendency interval.

The second and third statements obtained the results of 1 respondent who chose strongly agree, 6 people agreed, 1 person disagreed and 0 respondents chose strongly disagree. The average results for the second and third statements are 3.0. These two statements have the same results and averages, which are included in the positive trend interval.

Then the fourth statement obtained the results of 1 respondent choosing strongly agree, 4 people agreed, 2 respondents disagreed and 1 respondent chose strongly disagree. The average result for this statement is 2.6 which is still included in the positive trend interval.

The fifth or last statement for the effect of code-switching on instructions obtained the results of 1 person strongly agreeing, 7 people strongly agreeing, 0 respondents chose to disagree and strongly disagree. the average result for this statement is 3.1 which includes the depth of the positive trend interval.

The results of the average for the part of the statement of the effect of code-switching on instructions are summed up and then divided by the number of statements, then the result is 2.89, this result is included in the positive trend interval.

Table 4

Effect of Code-switching on Language Development

No.	Statement	Average Scores
1	Code-switching facilitates quicker language acquisition and comprehension.	3.0
2	Conversational fluency is developed by code-switching.	2.75
3	Because code-switching prevents students from inventing their own terms, it creates an inference barrier.	3.0
4	Students who struggle with language acquisition can improve their language skills by using code-switching.	3.0
5	Code-switching improves English language instruction and learning	3.1

First, based on the findings from the table above, 8 respondents selected "agree," none of the respondents selected "strongly disagree," and selected "strongly agree and disagree". The tendency interval includes the average result of 3.0 for the first point statement.

The second statement had the following results: 0 strongly disagree, 6 persons agreed, 2 disagreed, and 0 highly agree. This statement's average result 2.75 and is under the positive trend interval.

For the third and fourth claims, there was eight agreeing responder, 0 strongly agreeing respondents, 0 disagreeing respondent, and 0 very disagreeing respondents. 3.0 is the average outcome for the second and third assertions. The averages and outcomes for these two claims are identical and fall inside the interval of positive trend.

Subsequently, in response to the fifth and final statement on the effect of code-switching on language development, 1 respondent strongly agreed, 7 strongly agreed, and 0 respondents disagreed and disagreed strongly. The depth of the positive trend interval is included in the average result for this statement, which is 3.1.

After adding up and dividing the total average for this portion of the code-switching function by the total number of statements in this section, which comes to 8, the result is 2.97. From this, it can be inferred that the results for the effect of code-switching on language development statements is within the interval of positive trends.

It can be concluded that the average result of the 3 sub-statements above is 2.98. Which is the result of the first sub-statement about the function of code-switching is 3.09, the result of the second sub-statement which is about the effect of code-switching on instructions is 2.89. The last is the sub-statement about the effect of code-switching on language development is 2.97. From the three average results of these sub-statements, it is then divided by 3 (the number of sub-statements) then it gets a result of 2.98, which is included in the positive trend interval.

Discussion

Teachers do not always utilize code switching consciously, which implies that they are not always aware of the purpose and outcomes of the procedure. As a result, code-switching may occasionally be seen as an instinctive and unconscious activity. This phenomenon provides an emotional purpose, which is the expression of feelings, in addition to the code switching (also known as subject switching) function. Here, educators employ code-switching to foster a sense of community and strong bonds with their students. To help pupils understand the material more clearly, teachers employ code-switching. In order to underline the significance of foreign language information for effective understanding, the instructor code-switches to the native language after teaching in the target language.

Teachers' favourable opinions regarding code-switching are constantly supported by the evidence, according to Shafi, Kazmi, and Asif's (2020) results. Most teachers believe that knowing the L1 facilitates learning the L2. The results show that switching from L2 to L1 has no detrimental effects on students' L2 learning. One linguistic strategy employed in language classes to support discourse and preserve communication is code-switching. Beginner and intermediate students typically have trouble understanding words and sentences during their studies.

Based on the extremely encouraging research findings in this study, Yana and Nugraha's (2019) research findings are nearly identical to the result of this study. What distinguishes is the object under study, the object in this study is postgraduate students who have become teachers while in Yana and Nugraha's (2019) research were the students. Yana and Nugraha (2019) result state that language swapping is done to help students get more comfortable studying English and to help them absorb the content more readily. Thus, students have mentioned a few benefits associated with code-switching in English lessons. One benefit of code-switching is that it makes the content easier for pupils to grasp. Additionally, students can pick up new vocabulary, learn something they didn't know before, learn English more quickly, comprehend every sentence their teacher says, grasp the main ideas of the lesson, avoid confusion, and feel at ease and confident when learning the language.

While code-switching has benefits in supporting students' comprehension, it is important for teachers to use it consciously and strategically so as not to hinder target language development. The use of code-switching should be limited and planned, for example to explain difficult concepts or provide clearer instructions, without replacing students' exposure to the target language. Teachers can also integrate code-switching in teaching strategies by using it as a purposeful pedagogical tool, such as emphasizing certain vocabulary or language structures. By developing lesson plans that include when and how code-switching is used, teachers can ensure that this strategy still supports students' language acquisition.

In addition, it is important for teachers to encourage students to practice using the target language as much as possible in classroom interactions. Although code-switching can be a tool,

teachers should create a learning environment that motivates students to communicate in the second language, so that they still get enough exposure and opportunities to practice. In addition, teachers also need to develop metacognitive awareness in the use of code-switching. By reflecting on when and why they use code-switching, teachers can optimize its use to remain effective without reducing students' exposure to the target language.

Conclusion and Suggestion

It is possible to conclude from this study that code-switching in the classroom is seen positively by both teachers and students. By using code-switching, educators may improve communication and decrease misunderstandings by giving clear directions, offering criticism, and facilitating conversations. Additionally, code-switching can help students who are still honing their target language skills bridge the gap between what they already know and what they are learning, allowing for more seamless transitions and learning experiences.

Based on these findings, teachers are advised to utilize code-switching strategically to support students' comprehension without hindering the development of the target language. Policy makers and curriculum developers could consider more flexible policies towards the use of code-switching in language learning, especially for beginning students.

Further research could explore the long-term impact of code-switching on students' language skill development, as well as how contextual factors such as social and cultural background affect its effectiveness in teaching.

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