

Code-Switching Practices in Multilingual Classrooms: Exploring Pedagogical Functions

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ARTICLE INFO

Keywords:

EFL Students;
Code-Switching;
Multilingualism; Classroom
Instruction

Article history:

Received 2022-01-09

Revised 2022-03-15

Accepted 2022-06-19

ABSTRACT

This study explored the pedagogical functions of code-switching toward teaching and learning processes in multilingual classrooms. The pedagogical function is strongly important to be recognized regarding the successfulness and effectiveness of teaching and learning process. This study reports on code-switching practices for multilingual classroom communication in secondary level in Indonesia, which English is the main instruction of teaching. This study employed ethnographic case study design and the data were gathered through observation, interview and recording. The data were analyzed using qualitative descriptive and the obtained data demonstrated that code-switching has three function categories in terms of pedagogical functions, i.e. 1) knowledge construction/curriculum access, 2) classroom management, and 3) interpersonal relationship. If so, teachers and students are allowed to switch their language as long as they fulfill academic functions and expand students' language repertoire. It can be inferred that the findings suggested that these practices could foster students to become bilingual people and promote the language minority.

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1. INTRODUCTION

English language is chosen as one of the most important subjects that should be taught and learnt in all levels of school or university where it is conducted. It is done by considering the statue of English language as a lingua franca (Grant & Nguyen, 2017). The emergence of English language in the field of education has changed many countries from monolingual to bilingual based, even multilingual. For instance, Indonesia is a multilingual country which consists of many languages, but the national official language of this country is Bahasa Indonesia (Cahyani et al., 2018). Bahasa Indonesia is predominantly used by the society for formal and educational purposes, while the vernacular languages such as Javanese, Sundanese, or Balinese are used for daily communication. In addition, English language as a

foreign language is rarely used outside the classroom for naturalistic communication, whereas it is employed for particular function and purposes across the nation. It has become one of challenging and tough subjects for the students while it is useful to enhance students' English capability. In addition, the theoretical framework applied in this study relates to the pedagogical functions of Code-Switching in the classroom activity (Ferguson 2003, 2009). The taxonomy was adopted from Ferguson's meta-analysis upon a range of Code-Switching research. Another theoretical framework employed in this study is the translanguaging drawn from the theory of Garcia (García & Wei 2014). This aims to recognize what the participants prefer to employ in everyday conversation in terms of classroom activity.

In multilingual context, English has attracted many academicians, researchers and governments to provide and prepare for diverse issues related to its teaching and learning (Fuster & Neuser, 2019), one of these issues is code-switching (Liu, 2018). Code-switching is called a strategy can be employed in teaching and learning of foreign languages at a certain level of education. In this term, code-switching is a shifting of language from one to another by the speaker within the same meaning and substance (Myers-Scotton 1993, 2006). Dealing with this, (Romaine, 1998, 2007) has provided an example of the practice of the code-switching have aqua please means that have water please. The code-switching concept mostly happen in multilingual or bilingual context, a condition of recognizing many languages has led them to practice it in their daily conversation or communication very fluently just like the native speakers' characteristics. Thus, the emergence of code-switching is not only a social life phenomenon but it is more than that. Hakim et al., (2019) have explained that it is hard for them to do full English as their communication tools between teachers and students. In addition, sometimes teachers and students do not realize this practice and the government has no policy on that as well. Furthermore, this phenomenon is experienced by the teachers in both communication with other English teachers and giving the instruction in the EFL classroom. In addition, the practice of Code-switching is similar to the practice of Translanguaging but the practice is varied. It reffers to pedagogical practices which students are required to alternate languages for the purposes of receptive or productive use. Students might be demanded to read in English and write in Welsh and vice verca (Baker, 2011). García & Wei (2014) have revealed that translanguaging refers to new language practices that make visible the complexity of language exchanges among people with different histories, and release histories and understandings that had been buried within fixed language identities constrained by nation-states. It means that the speakers are able to interact and understand the language each other (Margana & Rasman, 2021).

The combination of one language into another language is mostly done by people who have more than one language in a single discourse, sentence or paragraph. Catabay (2016) and (Myers-Scotton, 2006) have declared that it is mostly perceived by all people with bilingual or multilingual speech community that became the alternative for communication according to the situation. The use of code-switching in the EFL teaching setting is the tool to be an alternative between learners' first language, national language, and their target language while English is a primary element in both university and school. Fareed et al., (2016); Paramesvaran & Lim, (2018) have claimed that code-switching could be utilized to facilitate classroom interaction activity especially to create comprehensible input into the students with low level of English proficiency. The students with that label feel uncomfortable in the class and feel confused. So, it can be inferred that code-switching is used as a medium to provide students with low competency to communicate and increase the understanding of the teachers' explanation. In the pedagogical case, Code-switching is categorized into three types of function (Ferguson, 2009). It can be seen as follow; a) for curriculum access/knowledge construction, it means to assist the students in understanding the subject matters. b) For classroom management, it means to encourage, discipline, signal transformation. c) For interpersonal relation, it means to humanize the classroom atmosphere, make negotiation identities. According to Yulandari et al., (2018) and Rolin-Ianziti & Brownlie (2002), they have found three functions integrated in the classroom activity, those are translation, meta-linguistic use, and communicative use. They include the classroom management and also the reaction of teachers when the students ask it during the class activity. In

relation to that, the students with less capability in English language mastery have led teachers to practice the code-switching in the classroom interaction.

According to Poplack (1980); Yulyana (2012) and Lin (2013) there are three types of code-switching, those are inter-sentential, intra-sentential and extra-sentential or tag. Firstly, inter-sentential switching happens at text with independent clause or sentence boundary, it is a change of sentence level within conversation in one language or another, in this type the language used requires the proficiency in both languages for example "some time I talk in English, tapi kadang juga pakai bahasa Indonesia" (Yulyana, 2012). Secondly, intra-sentential switching means change of words or phrase level that occurs within clause or sentence in one language example "if I said stand up ya berarti kamu harus bangun, berdiri! How dare you are ignoring my order" (Yulyana, 2012). This type is commonly found in the utterances, even though it engages the greatest risk of syntax when the switching of language happens for. It commonly includes independent phrases, verb phrases, determiner, and so on. Thirdly, extra-sentential or tag is a tag phrase in one language that is inserted into another language within such utterances "you should pay attention dong!" (Yulandari et al., 2018). This type includes fillers, quotation, tag, interjection, and so on. They are easily inserted into monolingual utterances since they are subject to minimal restriction of syntax (Yulyana, 2012).

Apart from that, it has been well known that interaction within multilingual-based language always provides the emergence of code-switching (Romaine, 2007; Wardhaugh, 2006). It has occurred because the mother tongue always appears to help teachers and the EFL students in conducting teaching and learning process as a tool to explain and illustrate the meaning (A. Lin, 2006, 2013, 2017). According to Fareed et al., (2016) have demonstrated that the first language is able to be a facilitator used to explain the material and convey the English vocabulary, phrase, and sentence. However, if the students do not understand what teachers explain or mention before, they feel uncomfortable and inconvenient in dealing with a task or retaining it in their mind. Therefore, EFL teachers in the classroom sometimes prefer utilizing their first language to explain, arrange an assignment and control the behavior. Furthermore, Myers-Scotton (2006, 1993) has frankly stated that in the practice of code-switching will be one language that dominates. There has been a grammatical approach called the Frame Model of Matrix Language proposed. The dominant language is called Matrix Language (ML) where the other word which is inserted in the language is called Embedded Language (EL) (Margana & Rasman, 2021).

A number of studies of Code-Switching, to some extent, have focused not only on the tertiary level of education but also on the secondary level, they highlighted the reasons and the perspectives of code-switching practice during the lesson (Hakim et al., 2019; Luo, 2019; Mahdi & Almalki, 2019). Nevertheless, the findings mostly talk about the perspective from teachers only and were limited from students' perspective including views of function could be found there (Cataby 2016; Fareed et al. 2016; Nguyen 2017). In further, it also had been rarely explored for multilingual classroom setting in the Islamic boarding school where teachers and students use two foreign languages namely English and Arabic more than their vernacular language in their daily activity. As teachers and students are joined together in a learning environment, it is highly important to consider students' voice and views on how teachers' practices of Code-Switching either assist or hinder the learning process to achieve dual goals namely content learning and language learning. It is conducted according to the dissimilar perspective they have in that moment (Paramesvaran & Lim 2018).

As stated above, the present study wants to critically analyze the use of code-switching in EFL classroom activities toward the students' engagement in the secondary level. It is aimed at gaining the most appropriate way to employ code-switching in the classroom activity in terms of language pedagogical development. By the light of the theoretical background, the current study is led by the following statement of the problem: How does code-switching function in terms of language pedagogical development in the classroom activity? Meanwhile, the objective of this study is to explore and to describe the practice and the function of code-switching and the translanguaging in a pedagogical

field from the sociocultural perspective. It is expected to be very beneficial to the students' and teachers' performance in teaching and learning process. Furthermore, the researcher can identify which practices the teachers can emphasize in the communication during the classroom activity because the use of both English and another foreign language such as Arabic in the classroom activity at the same time is able to promote that language together.

2. METHODS

Research design and site

This study is conducted using the qualitative method within ethnographic case study design (Cohen et al., 2018; Creswell, 2012). It is appropriate for the investigation with the realities of students' and teachers' lives which expected to gain the constructive suggestion for policy (Cahyani et al. 2016). Therefore, it is conducted to identify how and why teachers change across the languages in the multilingual classroom. The researcher used classroom-based observation and recording of linguistics to collect the data in the process of teaching and learning, and the data were gathered for over one month. In the process of observation, the researcher viewed all the languages used by the teachers during the communication. To strengthen the data obtained from the observation, the researcher recorded all the linguistic data and interviewed the teachers to clarify what they have done.

Participant of the Study

The participant of this study is recruited through the purposeful sampling to have chances in analyzing the data obtained from them related to the use of Code-switching during the class. The site of research is a multilingual program at the secondary level of Islamic boarding school in East Java, especially it is located at Kraksaan Probolinggo. In this program English and Arabic is considered as the main medium of communication, the students are not allowed to communicate through Bahasa Indonesia even vernacular language regarding the policy of the school, but in the pedagogical context they are allowed to use Bahasa Indonesia for some cases such as science and math subject. Three English language teachers and 60 students are selected from each grade as participants of this research. All these three teachers have ten years of teaching experience, and they are also multilingual teachers because they are able to speak and write more than three languages actively and fluently; namely their own vernacular language, Bahasa Indonesia, English, and Arabic language. In this case, all these teachers teach the English language within different grade of class. The participant of this study is recruited from three classes within different grade, and all of them are multilingual students who have the same language background as the teachers.

Data Collection Technique

Two hours of English teaching video-recorded is transcribed. The researcher then analyzed the classroom data by reviewing the videos to choose the session which consists of Code-switching practice. The apparent practice of Code-switching within selected classroom interaction is transcribed at the end of the school. The employment of this tool is aimed at supporting the observation conducted. In addition, the researcher also used the field note which was used to write down the form of utterances with Code switching practice in the classroom interaction as the main object of this study. In addition, to support this process of analyzing the data the researcher used descriptive qualitative methods to interpret the data obtained from the field.

3. FINDINGS AND DISCUSSION

To answer the research question of this study, the finding presents the data analysis of both teachers and students' utterances which contain Code-switching that happened during the class is on in terms of classroom discourse. From this study, the data analysis informed that Code-switching in terms

of classroom discourse in that school fell into three functional categories as mentioned by (Ferguson 2009). Those three functional categories as follow;

1. Knowledge construction/curriculum access: consisting of content lessons with scaffolding, conceptual underpinning, a topic review, clarification, explanation, and giving feedback.
2. Classroom management: Developing students' self-awareness and discipline, catching the attention, and giving a warning, reprimanding or scolding.
3. Interpersonal relationship: Negotiating different sociocultural backgrounds, joking, and giving motivation even praise.

a) Knowledge Construction/Curriculum Access

In this type of Code-switching, teachers usually do it to assist the students in understanding the subject matter, since the students have different level of proficiency in the foreign language (Pramesvaran et al. 2018). They switch the language from the English language into other languages, including Arabic and Indonesia regarding their familiarity and regulation in that school, in order to help those students understand the explanation much easier as demonstrated by (Hakim et al., 2019). It is aimed at facilitating them effectively and efficiently to fill the knowledge gap during the classroom activity. Here is the example as follows.

Excerpt 1.

T: *(talking about the grammar usage). You must keep in mind that verbs with a subject of the third singular person must be added by s/es at the end of the word. Do you know orang ketiga tunggal? (the singular person)*

S: *Yes we know sir, agar kita tau itu ditambah s/es bagaimana sir?(how to know the use of S/ES by the end of the verb) I forget sir (smiling)*

T: *Okay, let me explain it again for a while. Jadi begini, kalo verbnya itu berakhiran huruf o,s,ss,x,sh,ch, maka harus ditambah es, nah kalau selain yang disebutkan tadi maka verbnya ditambah s saja (if the verb ends with o,s,ss,x,sh,ch, the verb must be added by es) For example, my father pushes the table, Anna goes to school. Is it clear?*

The conversation between the teacher and the students above occurred because some of the students speak with a wrong grammatical structure. So, the teacher tries to correct it into the correct form. The reason he switched the language was to make the students catch the explanation much easier and to emphasize it with a comprehensive explanation. It is done to guarantee the students' cognitive engagement and the intention for time-saving as revealed by (Cahyani et al. 2016).

The researcher then tried to clarify the intention and the purpose of using Bahasa Indonesia:

"I use Bahasa Indonesia for the switching because they can easily understand the explanation of language pattern in Indonesia because in Arabic language this pattern could not be found. So, I decided to use Bahasa to give a wide range of information related to the use of simple present within third singular person"

From the instance and the voice of teacher, he deliberately employed Bahasa Indonesia to make sure the students have a complete understanding and to ensure their cognitive engagement (Cahyani et al. 2016), as indicated by the sentence "because they can easily understand the explanation in Bahasa Indonesia". Even though the teacher could explain through English sentences due to his knowledge about the terms, students got difficult to interpret the meaning and it would mislead them into misunderstanding. Furthermore, it could be said that the practice of code-switching in the classroom would not only have given students misconception but also given them worthless target language activity.

The other example of code-switching is done from English to Arabic sometimes. It refers to the translation required by the students to understand the sentence's meaning (Yulandari et al., 2018). It is conducted by considering the language used to facilitate the students to have expanded knowledge about language and to make it grow together. Such action is categorized as intentional translanguaging because he wants to explain it with a clearer concept culturally (Cahyani et al. 2016). Meanwhile, if the

students completely do not know about the information, teachers do it by Indonesian language to make it much more comprehensible.

Excerpt.2

T: *Do you ever watch a movie entitled skyscraper?*

S: *No sir, it sounds interesting sir (laughing)*

T: *Very interesting, I recommend you to watch it, okay by the way does anyone of you know the meaning? The synonym is high-rise building; in Arabic we call it bina'un alin jiddan, do you get the point?*

S: *Bangunan yang sangat tinggi (very high building)*

T: *correct, but it is commonly called gedung pencakar langit (skyscraper).*

The teacher then confirmed the excuse why he used code switching at the time:

Actually this is a simple thing because I want to know how good students understand another language and I also want to make them accustomed using the foreign language. In addition, it is also done because it is regulated by the stakeholders not to use local language even vernacular language.

In excerpt 2, the teacher provided the synonym and the exact translation of the phrase skyscraper in Arabic language which is Bina'un alin jiddan. This phrase is rarely used in terms of students' daily conversation; even it could be an unfamiliar word to them. As a result, all students in the class felt confused because they knew nothing about it. Therefore, the teacher attempted to make it easier by using Arabic language and also the synonyms while it is rarely used by them as well (Rolin-Ianziti & Brownlie, 2002). He believed this action enabled the students to respond what the teacher wants; moreover it was about to accommodate individual needs since the students had different levels of proficiency. Meanwhile, even though the students could guess the meaning was literally correct, the teacher switched the language into Indonesian language to clarify it and provide them some feedback with the exact meaning in terms of communication. In addition, the teacher hoped the students would have better comprehension (Pramesvaran et al. 2018).

Furthermore, because the teacher and students come from the same educational background, the teacher then wanted to customize them to use both Arabic and English language at the same time. By using a single Arabic phrase in this way, within English classroom activity, the teacher integrated the two languages in a powerful communication, which is called translanguaging as echoed by (García & Wei, 2014; Margana & Rasman, 2021). Through this action students can have a clearer concept of the language used and made them to improve their foreign language together at the same time. In addition, the teacher also used Bahasa Indonesia at the time because he wanted to emphasize that the answer given by students was grammatically correct and intended for time saving as well as echoed by the study of (Cahyani et al. 2016).

b) Classroom Management

Classroom management is a very important part in the process of learning and teaching activity to create the class atmosphere enjoyable and joyful for the students. According to Douglas & Lee (2015), classroom management is the teachers' action and direction used to generate a supporting environment of learning with a fascinating learning activity. In terms of Code-switching, the teachers sometimes switched their language regarding the classroom management. It could be either English or Indonesian language, depending on what situation the teacher found. It commonly occurred when teachers asked students to pay attention, assigned them with a task, gave them a warning and reprimanding, or disciplined their behaviors (Grant & Nguyen 2017; Ferguson 2009). The following example is Code-switching regarding the classroom management from English to Indonesian language.

T: *In the previous meeting I have already asked you to do the task right? So, how does your experience doing that? Sorry, I asked you about it, just to make sure that you already completely understood the topic. Come on let me know your comment on that.*

S: *((The students keep silent, indicating that the students have no idea to say))*

T: *Kalian mengerjakan apa tidak? (have you worked on that or not)*

S: *We think we got a misunderstanding sir, because we assumed that we do not need to submit it sir. (Feeling anxiety and worried)*

T: *yeah, you do not need to submit it but it is to make you completely understand. walaupun tidak dikumpulkan kalian harus tetap kerjakan, kalian harus membiasakan diri. (even though it isn't submitted, you have to do it, you must accustom yourself to have autonomous study)*

In this case, it can be viewed that the teacher deliberately employed code-switching to show them about the management mode through Bahasa Indonesia. It gave a clear signal of formality because the teacher indirectly asked them to cultivate the spirit of responsibility, as stated by the teacher in the following sentences.

"I spoke Bahasa Indonesia to make the situation more formal, I have not used English language to cultivate them to be more responsible about the duty and to be more active as students"

This happened since the teacher intentionally employed code-switching when the situation reinforced him for immediate discipline as an example of markedness concept (Cahyani et al., 2018; Myers-Scotton, 1998). The teacher's Code-switching from English into Indonesian language is used to reprimand and remind the students to train and develop their self-regulation regarding the responsibility they have as students. A shift to management mode from teaching mode functions as a disciplinary action to reinforce them develops their self-awareness. The teacher assumed that it is needed to solve the problem like this one. In addition, it also simultaneously created the interpersonal relations emerges. This action was also aimed at showing the students that teachers look serious and wanted to make the students be more responsible, active and disciplined in the classroom (Cahyani et al. 2016). This finding is in line with the study of (A. Lin, 2006, 2013) where teachers in Hong kong employed code-switching to L1 to address seriousness and urgency of matter such as to discipline students during the classroom activity.

In addition, Teacher's decision to use Code-switching in this conversation is recognized as translanguaging action in which teachers practice it to show them the real cultural identity as declared by (Margana & Rasman, 2021). This action was not only randomly done but also had a meaning for them which represent professional bilingual speakers (Cahyani et al. 2016). it was in line with the Myers-Scotton's (1993, 113) about a negotiating principle, which required teachers to determine to use appropriate code of language due to students' rights and obligation. What was done by the teacher and students in the conversation is the negotiation product among the teacher's views of students' rights and obligations in the classroom as a learner.

c) Interpersonal Relation

The use of Code-switching in the classroom is to preserve interpersonal relationships between teachers and students and humanize the classroom such as joking, humor, giving motivation, and praise to reduce students' anxiety. This function is to construct a supportive classroom climate and to appreciate the students as human (Rolin-Ianziti & Brownlie, 2002; Yulandari et al., 2018). According to Cahyani et al., (2018), they reported where teachers of tertiary level in Indonesian context found that teachers commonly gave praise in English because they thought English is expressive with various forms of utterances. This study found that giving praise in the secondary level is recommended and appropriately fit the students' cultural needs. Here is the example as follows.

T: *Okay good, such nice speaking. It is amazing. Ini bagus sekali speakingnya, suaranya menggema (his speaking is very good, the voice sounds echoed). All of you may imitate him right. Kamu gimana ngelatihnya, kasih tau teman-temannya biar juga bisa?(how did you do that? Tell your friends so they can imitate) (smiling)*

S: *Saya biasanya mendengarkan video pendek di youtube sir, setelah itu mempraktekkan pakai vlog, jadi saya tuh bisa ngereview dan bisa menilai perkembangan speaking saya sir. (I usually watched the videos from*

YouTube, next I practice it through Vlog. So, via this I can review and evaluate the improvement of my speaking) (smiling)

T: That's good, very interesting. Yang lain boleh tiru cara ini ya. (everyone you may copy and do that way)

Since giving praise using a foreign language seems good with various expressions, it might create social relationship among them. From this conversation, it can be seen that the teacher switched the language from English to Bahasa Indonesia for suggestion, recommendation and clarification to keep their emotions closely connected and used English language for giving a praise and appreciation. In addition, this study revealed that using English language is more sincere, friendly, and appropriate to the students' socio-cultural as echoed by (Cahyani et al. 2016). This statement is supported by the following teacher's voice obtained from the interview:

R: When you appreciate your students' work, you prefer using English language. what is the under laying reasons?

T: Yeah... I think because English has many expressions and sounds good.

R: Are you sure about that?

T: Exactly, because in Bahasa Indonesia we don't have it. Honestly, I use English language because I feel nice

Furthermore, the practice of code-switching for giving appreciation and praise in this study was not in line with the study of (Lin. A, 1996) which was conducted in Hongkong. The study revealed that teachers in the English classroom appreciate students' work through L1. It was done because they won't make a long distance relationship among them. As apposed, if the teacher commends using English language, it seems that the teacher build up social distance among them. However, in this case Hong kong teachers want to show the originality of appreciation.

In the following is another example of Code-switching, in this case the teachers used a joke to preserve their emotion closely connected (Ferguson, 2009; Rolin-Ianziti & Brownlie, 2002). Joke is often characterized by interpersonal relations, and frequently requires teachers to do it with familiar language. They do it commonly as a result of pedagogical decisions, in which they wanted to construct a comfortable atmosphere with an ice breaking and to treat the students with informal interaction in the classroom (Yulandari et al. 2018).

T: Now, we are going to play an Ice breaking okay

S: Okay sir (screaming)

T: Permainannya gini ya, kalo saya bilang jump left, kalian lompat ke kanan, kalo saya bilang jump right kalian lompat ke kiri ke arah sebaliknya, begitupun seterusnya ya. Kalo jump up maka kalian ke bawah. Do you get the point?

S: Yes sir

From these utterances it can be recognized that joking could be viewed as a strategic skill to create the classroom climate an enjoyable site for studying (Cahyani et al. 2016). Likewise, an employment Code-switching, for giving appreciation and praise for their effort, could be adapted as a teaching strategy in bilingual or multilingual classrooms. It could be very beneficial and useful to reinforce students with powerful motivation.

4. CONCLUSION

The emergence of Code-switching in the pedagogical field has several functions which are categorized into categories, namely knowledge construction/curriculum access, classroom management, and interpersonal relation-ship. The data obtained revealed that a common phenomenon occurred in a multilingual context, including the educational field (Catabay, 2016). As long as this practice is used in the right condition, according to the students' need and pedagogical function, it could be employed by teachers in the classroom activity to construct teaching and learning processes with an effective and

efficient activity. Regarding the maximum result of learning the target language, teachers are expected to use minimal code-switching and provide students with sufficient exposure to the target language

However this study highlights the use of Code-switching as a strategic use for translanguaging involving pedagogical function created to accommodate students with full communication to make them engaged in teaching and learning process. Actions to integrate various languages in a single clause or sentence, teachers create a full meaning of multilingual construction. Therefore, this study demonstrated that multilingual learning could be maximized when Code-switching is intentionally done for pedagogical purposes (Margana, 2013), even if the concept of traditional linguistics and some previous studies viewed it as a language distractor or interference (Hobbs et al., 2010).

Limitations and Suggestions

This study actually has a several limitations including the research design of the study. It only consists of 3 teachers without involving students to be interviewed. The limited number of interviewees might hamper researchers to generalize the obtained finding beyond the particular participants. The obtained findings in this research were to explore views of both students and teachers toward the use of code-switching in the English classroom. In addition, another limitation is about students' perspective which was gained from the questionnaire. Most of students give the thick on the open and ended question but doesn't lay the answer based on the real condition and situation. This happens because they are young learners. The views of young learners are usually less explored because some of them find the questions difficult to verbalise it due to the lack of understanding and language barrier even they want to finish the questionnaire soon.

For the next researchers who want to investigate the same field, he could investigate in both secondary and tertiary level of education or involve more participants even expand the scope of the study for getting data. When the obtained data demonstrate adequate number of participants, it would lead to more valid data for the interpretation and the researcher can generalize the result. The study should also be longitudinal, or could explore how translanguaging can give more knowledge to the students in language acquisition. It is expected that this study has assisted to fill a small gap of the previous study and enhance our understanding about pedagogical reasons and functions of CS in the secondary level of education in Indonesia.

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