An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions

Andi Patmasari[1]*, Agussatriana[1], Abdul Kamaruddin[1]

[1]Universitas Tadulako, Indonesia
*Correspondence: apatmasari@gmail.com

ABSTRACT

Despite several researches have been conducted to investigate the issue of code-switching, the findings of this research are significant as they can assist both teachers and students to consider the use of code-switching in EFL classroom, specifically in Indonesia. This research sought to investigate not only the teachers' perceptions but also the students' attitudes and perceptions towards the use of code-switching in EFL classroom. This research employed mixed methods research (explanatory sequential design). The participants were two teachers and forty students. Data collection instruments were the questionnaire and semi-structured interview. Findings from the teachers' interview showed that the teachers use code-switching for certain situations and specific reasons. They emphasized that it is important to speak English as much as possible in EFL classroom because the target language is English. Furthermore, findings from the students' questionnaire and semi-structured interview showed that most of the students have positive attitudes and perceptions towards the use of code-switching in EFL classroom. They assumed that the teacher should be allowed to use code-switching in EFL classroom since it is used for assisting students and maintaining a good communication between teacher and students.

1. Introduction

English usually has an official status within the country and it is, by status, taught as a foreign language in Indonesia. The students have to learn the language because it is one of the main subjects in their school. In EFL classroom, the teachers teach and the students learn English where there is little natural use of English in their interactions (Yletyinen, 2004). There is a tendency for tasks that should be done in English to be done in L1 because the teacher and all the students have the same L1 or national language (Nation, 2003). This is also found in EFL classroom in Indonesia, the teachers and their students likely switch from English to Indonesian or their local languages or the other way in EFL classroom interactions. Sociolinguists call this phenomenon as code-switching. Having the ability to speak more than one language, code-switching is applied as a tool to convey the meaning (Johansson, 2013). However, the proficiency level of the two languages governs the language choice in the classroom interactions (Ansah, 2014). Some people may perform code-switching unconsciously because they can speak more than one language, while others may do it to restate their explanation (Retnawati & Mujiyanto, 2015).

Since the 1950s, one of the popular topics in linguistics is the study of multilingualism (Mäkilähde, 2016). Therefore, the phenomenon of code-switching becomes one aspect that got more attention. It defined variously as, "the juxtaposition within the same speech exchange of passages belonging to two different grammatical systems or subsystems" (Gumperz, 1982: 59) or "the movement by a speaker to and forth from one linguistic code to another" (Emeka & Nwobia, 2014: 2). It is also described as "the act of conversing in another language, besides the mother tongue" (Eldin, 2014: 78). Nevertheless, it is also defined as "the investigation of an individual's use of two or more language varieties in the same speech event or exchange" (Woolard, 2005: 74). The sociolinguist, Shana Poplack, noted the term code-switching as "the alternation of two languages within a single discourse, sentence or constituent" (Poplack, 1980: 583). Overall, it can be deduced that code-switching is to move from one code to another, not only to another language but also to the varieties of the same language.

In EFL classroom, the phenomenon of code-switching is widely observed. Several researchers have studied the phenomena of code-switching in different contexts and speech communities. They have studied and investigated the issue

of code-switching in linguistics domains (Weda, Rahman, & Sakti, 2022). There are many reasons that caused the teachers to use code-switching in the classroom. Nation (2003) noted that using L1 in the classroom is more natural, easier and more communicatively effective, and using L2 can cause embarrassment especially for those who are shy and those who feel they are not proficient in L2. Puspawati (2018) found that helping the students and facilitating them, especially for the students who are in the low-level are the reasons why the teachers use code-switching in the classroom. Another research done by Bilgin (2016) reported that teaching grammar is the most frequent reason why the teachers do code-switch in the classroom.

The functions of teachers' code-switching performed by the teachers are to deliver their knowledge, organize the class, and create better relationship and interactions between the teachers and their students (Puspawati, 2018). According to Yletyinen (2004), there are some functions of code-switching performed by the teachers and their students in EFL/ESL classroom. They are explanation, requesting help, helping each other, self-corrections, moving from one activity to another, clearing misunderstandings, not knowing the English counterpart, checking for understanding, unofficial interactions, students' comments, students' initiation, teacher admonitions, grammar translation, grammar explanation, and lapses. To make sure the instructions and subject matter can be understood by the students, the teachers utilize code-switching (Lee, 2010). They only switch code in times of need. They also believed that code-switching has a role to play in facilitating language learning (Lee, 2010). Code-switching in EFL classroom is utilized to present the material and clarify the subject (Bilgin, 2016). Yatağanbaba & Yıldırım (2015) discovered that the teachers employ code-switching to translate unknown words or phrases, ask the equivalence, give instructions, and clarify the message. In generally, the teachers utilize code-switching because they discern their students' anxiety. They switch code and clarify certain points in order to be able to make the interaction goes well.

What an individual interprets or perceives may be substantially different from reality and from one person to another. Therefore, the teachers should employ the first language (L1) carefully and plan it to obtain positive outcomes (Cook, 2013). Alsied (2018) concluded that using L1 in English classrooms does not have any negative influence on both teachers and students. Moreover, he explained that "using learners' first language can be used as a tool to aid the students to learn a foreign language in an effective and useful way" (Alsied, 2018: 171). Furthermore, in their research, Tahir, Fatima, & Abuzar (2016) found that the students mostly prefer the switching from English to L1 because it makes them understand and participate in the classroom. They only favored English when their teacher gives the test instructions, the students get the test results, and when they learn grammatical concepts. In addition, most of students believed that in several matter, the teachers and the students can apply L1 as much as possible to facilitate their interactions (Rahimi & Jafari, 2011). The students found code-switching more desirable and they believed that if code-switching is utilized, it will make the course easy to understand (Alenezi, 2010). Similarly, Hamid (2016) reported that the teachers also believed that code-switching can be a communication strategy to solve the difficulties faced by the students in English classroom. The attitudes of the students towards code-switching in ESL or EFL classrooms are mostly positive or neutral (Ma, 2014). They believed if their teachers use L1 to explain some difficult points, it can help them to understand more and thus learn more. Moreover, the teachers and the students perceived code-switching as the beneficial thing in classroom communication (Nurhamidah, Fauziati, & Supriyadi, 2018).

Despite several researches have been conducted to investigate the issue of code-switching, more researches need to be done to investigate the use of code-switching among Indonesian EFL teachers and students in English classroom. This research was undertaken to investigate the use of code-switching in EFL classroom, especially to discover the teachers' perceptions towards code-switching in EFL classroom, includes their general views on code-switching and their reasons for using code-switching and also the students' attitudes and perceptions towards code-switching in EFL classroom, includes their attitudes and perceptions towards the teachers' use of code-switching and the teachers' reasons for using code-switching. The results of this research are significant as they can assist both teachers and students to consider the use of code-switching in EFL classroom.

2. Methodology

This research sought to investigate not only the teachers' perceptions but also the students' attitudes and perceptions towards the use of code-switching in EFL classroom. To gain a better understanding, this research employed mixed methods research (explanatory sequential mixed methods design). This research design used qualitative and quantitative data. In this research, the results of qualitative help to expand or explain the quantitative results (Creswell, 2014). To collect the data about the students' attitudes towards code-switching in EFL classroom, the researcher employed quantitative method. Furthermore, to discover the teachers' and the students' perceptions towards the use of code-switching in EFL classroom, the researcher utilized qualitative method.

This research was conducted in one of senior high schools in South Sulawesi, Indonesia. The participants were the EFL teachers and EFL students of eleventh grade. The total number of the participants was two teachers and forty students. Indonesian is used as the mother tongue for these participants. In addition, they also use Buginese or Bugis as their local language. The students' ages range from 16-17 years old. They have been studying English from the primary level, and it is also considered as one of the main subjects in high school level. In order to discover the students' attitudes towards the use of code-switching in EFL classroom, forty students were given the questionnaire. From the forty students who have been given the questionnaire, the researcher chose four of them to be interviewed to gain a better and more depth understanding into the quantitative result. Not only the students, but also the teachers were interviewed to find out their perceptions towards the use of code-switching in EFL classroom.

Data collection instruments used in this research were the questionnaire and semi-structured interview. The questionnaire was used to collect the data about the students' attitudes towards the use of code-switching in EFL classroom. It was distributed to the forty students. The questionnaire was adapted from Alsied (2018). It consists of two parts and eleven items. The first part consists of six items and it aims to seek the students' attitudes towards the teachers' use of code-switching in EFL classroom. The second part consists of five items and it aims to seek the students' attitudes towards the teachers' reasons for using code-switching in EFL classroom. The respondents were asked to select their answers from a four-point Likert scale ranging from "strongly agree" to "disagree". Additionally, the semi-structured interview was used in this research to elicit in-depth information about the teachers' perceptions towards the use of code-switching in EFL classroom, includes their general views on code-switching and their reasons for using code-switching, and also the students' perceptions towards the use of code-switching in EFL classroom, includes their perceptions towards the teachers' use of code-switching and the teachers' reasons for using code-switching. The interview questions were adapted from Johansson (2013). Two teachers and four students participated in the semi-structured interview.

The data of this research were analyzed both quantitatively and qualitatively. The data gained from the questionnaire were analyzed quantitatively using descriptive statistical calculation to find out the percentages of the participants' attitudinal judgments. On the other hand, the data of the interview were analyzed qualitatively.

3. Result

The result of this research consist of the data obtained through the questionnaire and interview. Both questionnaire and interview were used with intention of providing answer to the research questions. The findings describe the teachers' perceptions towards the use of code-switching in EFL classroom and also the students' attitudes and perceptions towards the use of code-switching in EFL classroom.

3.1. Teachers' Perceptions towards the Use of Code-Switching in EFL Classroom

In the following, the researcher presents the results of the interview answered by the teachers. The results describe the teachers' perceptions towards the use of code-switching in EFL classroom, includes their general views on code-switching and their reasons for using code-switching in EFL classroom.

a.   The teachers' general views on code-switching

When the teachers were asked about their general views on code-switching, they said:

Code-switching is an unpredictable moment, when we talk in one language then switch it to another language [we cannot predict it]. (T1)

When we talk and suddenly switch the code, we do it naturally and without a plan. (T2)

When the teachers were asked about their perceptions towards the use of code-switching in EFL classroom, they emphasized that they try to utilize code-switching as little as possible. They said it is important to speak English as much as possible. One of the teachers commented:

When I use English, my students will be more challenged to use English, too. But when I use full English, my students find it difficult to understand so I switch to Indonesian to help them. (T2)

Another teacher added:

When I speak full Indonesian, I feel something wrong, I am an English teacher, and yeah at least the opening and closing of the learning are done in English. (T1)

b. The teachers' reasons for using code-switching in EFL classroom

The teachers also expressed their perceptions towards when and why they use code-switching which showed that the use of teachers' code-switching is related to what is being taught and the activities that are being carried out. They use code-switching in order to gain the effective teaching and learning outcome and also to make their students easier to understand the topic that they are explaining. One of the teachers said:

When my students do not understand what I say, I use code-switching to make them easier to understand. (T2)

The teachers also use code-switching when teaching grammar. The first teacher reported:

When it talks about teaching grammar, I use Indonesian to explain the structure and give examples in English. (T1)

Similarly, the second teacher stated:

In teaching or explaining grammar, I use the combination of Indonesian and English because the ability of the students to understand is different. (T2)

Beside using code-switching to teach or explain grammar, the teachers also use code-switching to give instructions to the students. One of the teachers stated:

When I speak Indonesian or Buginese, it helps the students to participate and follow the instructions. Sometimes, when I use full English, some of them said 'Ma'am, aga ifau?' [Ma'am, what are you saying?]. (T1)

Moreover, when the teachers want to explain abstract words or unfamiliar words, they also use code-switching. One of the teachers said:

If I want to explain an abstract word, I use Indonesian. (T1)

Similarly, another teacher responded:

When my students do not understand the new words in English, I will explain those words in Indonesian. They will more understand if I switch the language into Indonesian. (T2)

3.2. Students' Attitudes and Perceptions towards the Use of Code-Switching in EFL Classroom

In the following, the researcher presents the results of the questionnaire and interview answered by the students. The results of the questionnaire describe the students' attitudes towards the use of code-switching in EFL classroom and the results of the interview describe the students' perceptions towards the use of code-switching in EFL classroom. The first part exposes the students' attitudes and perceptions towards the teachers' use of code-switching in EFL classroom and the second part presents the students' attitudes and perceptions towards the teachers' reasons for using code-switching in EFL classroom.

a. Students' attitudes and perceptions towards the teachers' use of code-switching in EFL classroom

Most of the participants who were given the questionnaire and all selected participants that were interviewed showed that they have positive attitudes towards the teachers' use of code-switching in EFL classroom.

Table 1. Students' attitudes towards the teachers' use of code-switching in EFL classroom

No	Item	Strongly agree	Agree	Strongly disagree	Disagree
1	Using code-switching has a negative influence on students' learning.	0% (0)	12.5% (5)	20.0% (8)	67.5% (27)
2	Using code-switching makes teaching and learning easier.	25.0% (10)	67.5% (27)	0% (0)	7.5% (3)
3	Using code-switching is essential in EFL classroom.	35.0% (14)	55.0% (22)	0% (0)	10.0% (4)
4	Code-switching can be used as a method to help students develop their English proficiency.	40.0% (16)	47.5% (19)	0% (0)	12.5% (5)
5	Code-switching in EFL classroom decrease the opportunities of using English.	0 (0)	12.5% (5)	20.0% (8)	67.5% (27)
6	Teacher should be allowed to use code-switching.	25.0% (10)	65.0% (26)	0% (0)	10.0% (4)

Majority of students (87.5%) opposed the statement of item 1 "Using code-switching has a negative influence on students' learning". In other words, it can be stated that they believed that the use of teachers' code-switching has a positive influence on their learning. One of the students said:

Code-switching is a way for the teacher to create better interactions between the teacher and his/her students. It will certainly bring a positive influence on students' learning in English. (St1)

As well, another student commented:

When the teacher uses code-switching, it makes students better understand English. It also makes students not confused about what they are going to learn. (St2)

Related to the statement of item 2, as seen in the table, a large number of the students (92.5%) deemed that code-switching makes teaching and learning process easier. As one of the students reflected:

If the teacher uses code-switching, students will become more interested in learning English so it will also make teaching and learning easier. (St4)

As well, another student commented:

Code-switching makes students more comfortable in learning so it will be easier to understand the material. (St3)

Furthermore, according to the data shown in the table, 90% of the students believed that code-switching is essential in EFL classroom. One of the students stated:

As we know that code-switching is one way a teacher interacts with his/her students. Thus, the use of code-switching is essential especially in attracting students' interest to learn English. (St1)

Likewise, another student responded:

We cannot deny that English is the language that we are familiar with, but the ability of the students in English is different. There are students whose understanding is good enough, but some are still lacking, that is why code-switching is essential in EFL classroom. (St2)

The result of the questionnaire also revealed that 87.5% of the students admitted that code-switching can be used as a method to help students develop their English proficiency. One of the students said:

Code-switching can be used in developing students' English proficiency, for example, the teacher who uses code-switching when talking with students or when giving a quiz will make students more enthusiastic. (St1)

As well, another student commented:

When learning English, the teacher should use code-switching, so students will not be confused about what they are going to learn. (St2)

Moreover, it can be seen from the table, 87.5% of the students disagreed with the statement of item 5 "Using code-switching in the classroom decreases the opportunities of using English". In other words, it can be said that most of them perceived the use of code-switching increases their opportunities for using English. As one of them stated:

We know that code-switching makes students more interested in English, so that when code-switching is used in the classroom, students will also try to engage in conversation. (St1)

Likewise, another student responded:

Code-switching can add students' insight, make it easier for students to understand English, and add students' vocabulary. All those advantages will increase the opportunities for using English. (St2)

In addition, related to the statement of item 6, most of the students (90%) assumed that the teacher should be allowed to use code-switching. As one of them said:

In my opinion, code-switching is an effective way of learning English because it can improve students' proficiency in English. Therefore, the teacher should be allowed to use it. (St3)

Similarly, another student commented:

The teacher should be allowed to use code-switching since it is the best way to communicate with students and deal with students who are struggling in learning English. (St1)

b. Students' attitudes and perceptions towards the teachers' reasons for using code-switching in EFL classroom

Table 2 represent the students' attitudes towards the teachers' reasons for using code-switching in EFL classroom. The students indicated their teachers use code-switching mainly to translate abstract words (95%), to give instructions (80%), to motivate students (75%), to manage the class (70%), and to check students' understanding (65%) respectively.

Table 2. Students' attitudes towards the teachers' reasons for using code-switching in EFL classroom

No	Item	Strongly agree	Agree	Strongly disagree	Disagree
1	Teachers usually use code-switching to give instructions.	20.0% (8)	60.0% (24)	10.0% (4)	10.0% (4)
2	Teachers usually use code-switching to translate abstract words.	32.5% (13)	62.5% (25)	0% (0)	5.0% (2)
3	Teachers usually use code-switching to manage the class.	20.0% (8)	50.0% (20)	10.0% (4)	20.0% (8)
4	Teachers usually use code-switching to motivate students.	25.0% (10)	50.0% (20)	5.0% (2)	20.0% (8)
5	Teachers usually use code-switching to check students' understanding.	25.0% (10)	40.0% (16)	15.0% (6)	20.0% (8)

When the students were asked about their perceptions towards the teachers' reason for using code-switching to translate abstract words, one of them stated:

It is interesting because not all students can immediately understand if there are abstract words. But with the use of code-switching, students can understand those abstract words easily. (St4)

As well, another student commented:

I strongly agree because abstract words need more understanding and it will be better if the teacher explains those words using code-switching. (St3)

Furthermore, related to the students' perceptions towards the teachers' reason for using code-switching to give instructions, one of the students commented:

I think the use of code-switching to give instructions is better than directly giving instructions in English without clarity in Indonesian. The teacher's code-switching will make students better understand the instruction given. (St2)

Similarly, another student responded:

I agree with the use of code-switching to give instructions. Sometimes, students do not understand if the teacher only gives instructions in English. (St1)

Another point is dealing with students' perceptions towards the teachers' reason for using code-switching to motivate students, one of the students stated:

Using code-switching to motivate students can make them more enthusiastic but actually it also depends on the way the teacher presents it. (St1)

As well, another student commented"

Sometimes, in motivating students using English is not efficient because students find it difficult to digest the motivation given, so using code-switching will certainly be very efficient in motivating students. (St4)

In addition, with respect to the students' perceptions towards the teacher's reason for using code-switching to manage the class, one of the students responded:

It is normal if the teacher uses code-switching in managing the class. It will certainly make students respond faster. (St2)

Similarly, another student stated:

Using code-switching to manage the class is very useful for students and it will make the students give a faster response. (St3)

Moreover, when dealing with the students' perceptions towards the teacher's reason for using code-switching to check students' understanding, the student said:

I agree if the teacher uses code-switching to check students' understanding, but it will be nice if it is done in English so that students get used to listening to it. (St1)

Likewise, another student stated:

Checking students' understanding by using code-switching is certainly easier to use. But firstly, it should be done in English. (St2)

4. Discussion

This research investigated the use of code-switching in EFL classroom. It explored the teachers' perceptions towards the use of code-switching in EFL classroom and also the students' attitudes and perceptions towards the use of code-switching in EFL classroom.

4.1 Teachers' Perceptions towards the Use of Code-Switching in EFL Classroom

Concerning the teachers' perceptions towards the use of code-switching in EFL classroom, a semi-structured interview was undertaken with the two teachers to investigate their perceptions towards the use of code-switching in EFL classroom. The results of the interview indicated that the teachers try to utilize code-switching as little as possible in EFL classroom. They emphasized that it is important to speak English as much as possible in EFL classroom because the target language is English. The teachers switch their code in some situations where the students preferred either Indonesian and English or only Indonesian. They utilize code-switching in order to gain the effective teaching and learning outcome. When their students do not understand what they have explained, they utilize code-switching to make their students easier to understand the topic that they are explaining and to ensure their students comprehend what they want to convey to the students. They realized that the students have different ability and the teachers need to clarify the instructions using Indonesian so that their students, especially for the low-level students can participate and follow the instructions.

The results of this research seem to agree with Teklesellassie's & Boersma's (2018) research in which they found that the teachers have positive attitudes towards the use of code-switching in the classroom. The teachers and their students should not feel constrained to use L1 (Amharic) wisely as long as Amharic helps them to convey or understand the content. In a similar vein, a research conducted by Johansson (2013) revealed that the teachers employ code-switching as little as possible. They do code-switch when their students preferred them to use a combination of L1 and English. Most of the students preferred their teachers switch from English to Swedish when they have grammar instructions. Additionally, a research conducted by Al-Nofaie (2010) informed that the teachers' attitudes towards code-switching in the classroom were positive. The teachers employ code-switching in certain situations and specific purposes. Their main reason to use code-switching is to help the students who are in the low-level. The teachers need to clarify the difficult tasks using L1. Moreover, Makulloluwa (2013) reported that the teachers have a favourable attitude towards the use of code-switching because it simplifies language acquisition and helps students in a variety of ways. Mukti & Muljani (2016) discovered that the teachers consider their use of code-switching and they use it not because they are lack of English mastery but as the tool to help their students understand better. Contrary to the findings of this research, Mahdi's & Almalki's (2019) findings revealed that the teachers have a negative perception towards code-switching because the students have less opportunity to speak English. Although the teachers have a negative perception towards code-switching, they employ code-switching for several functions, for instance, to assist the students in low-level and simplify the students' assignments.

In addition, the results of this research also revealed that the teachers' code-switching are related to what is being taught and the activities that are being carried out. They do code-switch for certain situations and specific reasons. They use code-switching in order to make the teaching and learning process effective. They use code-switching in their classrooms to help their students understand, to give instructions, to give explanation about grammar, and to explain the meaning of new words or abstract words. When they use code-switching, it helps their students participate and follow the instructions. Sometimes, when they use only English, the low-level students feel difficult to understand and follow the instructions. When teaching grammar, they also do code-switch, they use Indonesian to explain the structure and give

examples in English. In this situation, the majority of students preferred the switching from English to Indonesian. Switching to Indonesian can assist the students to understand grammar better. Furthermore, the teachers also switch to Indonesian when explaining the meaning of new words or abstract words. The teachers do it to make the students easier to understand those words. In line with these results, Bilgin (2016) reported that the teachers frequently use code-switching while teaching grammar. They switch to Turkish most while teaching grammar because it is hard for the students to catch the points and items in English. The first language is suitable to be used in EFL classroom by the teachers to explain grammar. Jingxia (2010) found that the teachers utilize code-switching particularly to give instruction and to translate unknown vocabulary items. They switch to Chinese to meet their students' needs. Moreover, Kustati (2014) discovered that in explaining the specific topics or items, the teachers utilize code-switching to render their students understand more about the topics or items.

4.2 Students' Attitudes and Perceptions towards the Use of Code-Switching in EFL Classroom

Related to the students' attitudes and perceptions towards the use of code-switching in EFL classroom, the results from the students' questionnaire and semi-structured interview strongly support that most of the participants who were given the questionnaire and all selected participants that were interviewed have positive attitudes and perceptions towards the use of code-switching in EFL classroom. The students believed that their teacher's code-switching has a positive influence on their learning. When their teacher uses code-switching, it makes teaching and learning easier, so they deemed that code-switching is essential in EFL classroom. They also admitted that code-switching can be used as a method to develop their English proficiency. Furthermore, they perceived the use of code-switching increases their opportunities for using English. Based on those reasons, they assumed that the teacher should be allowed to use code-switching in EFL classroom since it is used for assisting students and maintaining a good communication between teacher and students.

The findings of this research are aligned with Adriosh's & Razı's (2019) findings which reported that the students' attitudes and responses were positive towards the use of teachers' code-switching. The students performed positive attitudes towards the use of Arabic (L1) for specific and limited purposes in EFL classroom. Despite they believed that their teachers should use English as the major language in EFL classroom, but they also perceived that their teachers sometimes need to switch to L1 (Arabic) for certain reasons and purposes. Similarly, Rauf (2018) found that the Pakistani students represented their positive attitude towards code-switching since the students' needs are facilitated through the use of code-switching. Furthermore, Suganda, Loenoto, & Zuraida (2018) reported that the teachers and their students have positive attitudes towards code-switching in EFL classroom since it has contribution to the smooth class interaction. They believed that code-switching in the classroom can be a device to help the students. On the other hand, Abdolaziz & Shahla (2016) reported that the teachers and the students have shown their negative attitudes towards too much using of code-switching in the classroom although they considered code-switching as a mean of teaching and command. In addition, Mahdi & Almalki (2019) notified that students' attitudes towards code-switching in Saudi EFL classroom were negative. A large number of the students have not supported L1 to be used in EFL classroom.

With regard to the students' attitudes and perceptions towards the teachers' reasons for using code-switching in EFL classroom, the results indicated that a large number of the students reported that their teachers use code-switching mainly to translate abstract words, give instructions, and motivate students. The students strongly agree with the teachers' reason for using code-switching to translate abstract words. They supposed that the students can more easily understand those abstract words by using code-switching. Furthermore, related to students' perceptions towards the teachers' reason for using code-switching to give instructions, the students believed that the use of code-switching to give instructions is better than directly giving instructions in English without clarity in Indonesian. Dealing with students' perceptions towards the teachers' reason for using code-switching to motivate students, the students stated that using code-switching to motivate students can make them more enthusiastic but actually it also depends on the way the teachers present or deliver the motivation. Above all, the students also emphasized that the teachers should use English as much as possible so that the students get used to listening to English words. The results of this research compatible with Bhatti's, Shamsudin's, & Said's (2018) research which revealed that the teachers use code-switching in teaching grammar, explaining difficult concepts, and repeating instructions. They use code-switching to help the students deal with the difficulties in understanding English.

5. Conclusion

This research was undertaken to investigate the use of code-switching in EFL classroom, especially to discover the teachers' perceptions towards code-switching in EFL classroom, includes their general views on code-switching and their reasons for using code-switching and also the students' attitudes and perceptions towards code-switching in EFL

classroom, includes their attitudes and perceptions towards the teachers' use of code-switching and the teachers' reasons for using code-switching. The findings of this research consist of the data obtained through the questionnaire and interview. Both questionnaire and interview were used with intention of providing answer to the research questions. The results of the teachers' interview showed that the teachers try to utilize code-switching as little as possible in EFL classroom. They emphasized that it is important to speak English as much as possible in EFL classroom because the target language is English. The teachers do code-switch for certain situations and specific reasons. They switch their code in some situations where the students preferred either Indonesian and English or only Indonesian. They do code-switch to help their students understand the difficult aspects in learning, to give instructions, to give explanation about grammar, and to explain the meaning of new words or abstract words.

Furthermore, the results from the students' questionnaire and semi-structured interview strongly support that most of the participants who were given the questionnaire and all selected participants that were interviewed have positive attitudes and perceptions towards code-switching in EFL classroom. The students believed that code-switching has a positive influence on their learning. They also admitted that code-switching can be used as a method to develop their English proficiency. Furthermore, they assumed that the teachers should be allowed to use code-switching in EFL classroom since it is used for assisting students and maintaining a good communication between teacher and students. More empirical research with a larger number of participants is required to investigate more about code-switching in Indonesian EFL classrooms. It is recommended for further research to be undertaken for a larger number to generate a reliable and accurate result with a large number of participants. Moreover, further research can be focus on the correlation between the use of code-switching and other factors such as gender, level of English proficiency, teaching experience, and individual differences.

References

Abdolaziz, R. & Shahla, S. (2016). Teachers and Students' Perceptions of Code Switching in Aviation Language Learning Courses. *International Journal of Research Studies in Language Learning,* 5(3), 3-18. doi: https://doi.org/10.5861/ijrsll.2015.1259.

Adriosh, M. & Razı, Ö. (2019). Teacher's Code Switching in EFL Undergraduate Classrooms in Libya: Functions and Perceptions. *SAGE Open,* 9(2), 1-11. doi: https://doi.org/10.1177/2158244019846214.

Alenezi, A. A. (2010). Students' Language Attitude towards Using Code-Switching as a Medium of Instruction in the College of Health Sciences: An Exploratory Study. *ARECLS,* 7(1), 1-22.

Al-Nofaie, H. (2010). The Attitudes of Teachers and Students towards Using Arabic in EFL Classrooms in Saudi Public Schools - A Case Study. *Novitas-ROYAL (Research on Youth and Language),* 4(1), 64-95.

Alsied, S. M. (2018). An Investigation of the Use of the First Language in Libyan EFL Classrooms. *TEFLIN Journal,* 29(2), 155-175. doi: http://dx.doi.org/10.15639/teflinjournal.v29i2/155-176.

Ansah, M. A. (2014). Language Choice in Multilingual Communities: The case of Larteh, Ghana. *Legon Journal of the Humanities,* 25(1), 37-57. doi: http://dx.doi.org/10.4314/ljh.v25i1.3.

Bhatti, A., Shamsudin, S., & Said, S. B. M. (2018). Code-Switching: A Useful Foreign Language Teaching Tool in EFL Classrooms. *English Language Teaching,* 11(6), 93-101. doi: http://doi.org/10.5539/elt.v11n6p93.

Bilgin, S. S. (2016). Code Switching in English Language Teaching (ELT) Teaching Practice in Turkey: Student Teacher Practices, Beliefs and Identity. *Educational Research and Reviews,* 11(8), 686-702. doi: 10.5897/ERR2016.2802.

Cook, V. (2013). *Second Language Learning and Language Teaching* (4th ed.). Newyork: Routledge.

Cresswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* London: SAGE Publications Ltd.

Eldin, A. A. T. (2014). Socio Linguistic Study of Code Switching of the Arabic Language Speakers on Social Networking. *International Journal of English Linguistics,* 4(6), 78-86. doi: 10.5539/ijel.v4n6p78.

Emeka, N. U. & Nwobia. (2014). Code Switching in Igbo-English Bilingual Conversations. *British Journal of English Linguistics,* 2(3), 1-6.

Gumperz, J. J. (1982). *Discourse Strategies*. Cambridge: Cambridge University Press.

Hamid, S. M. (2016). Code-Switching between the Teachers and the Students of the Conversation. *Exposure Journal,* 5(2), 174-195. doi: https://doi.org/10.26618/exposure.v5i2.846.

Jingxia, L. (2010). Teachers' Code-Switching to the L1 in EFL Classroom. *The Open Applied Linguistics Journal,* 3(1), 10-23. doi: 10.2174/1874913501003010010.

Johansson, S. (2013). Code-Switching in the English Classroom: What Teachers Do and What Their Students Wish They Did (Master's thesis, Karlstads Universitet, 2013) Retrieved 11th February, 2020 from https://www.diva-portal.org/smash/get/diva2:691914/FULLTEXT02.pdf.

Kustati, M. (2014). An analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context. *Al-Ta'lim Journal,* 21(3), 174-182. doi: http://dx.doi.org/10.15548/jt.v21i3.1.

Lee, H. L. J. (2010). Code Switching in the Teaching of English as a Second Language to Secondary School Students. *Malaysian Journal of ELT Research,* 6(1), 1-45.

Ma, J. (2014). Students' Attitudes towards Code-Switching in the Bilingual Classroom of Accounting English. *Journal of Education and Practice,* 5(20), 177-188.

Mahdi, A. & Almalki, M. S. (2019). Teachers' Perceptions towards Pedagogical Implications of Code Switching: Saudi EFL Classroom Context in Focus. *International Journal on Studies in English Language and Literature (IJSELL),* 7(3), 1-9. doi: http://dx.doi.org/10.20431/2347-3134.0703001.

Mäkilähde, A. (2016). Language Choice, Language Alternation and Code-Switching in the Mercator-Hondius Atlas. *Approaching Religion,* 6(1), 35-45. doi: https://doi.org/10.30664/ar.67581.

Makulloluwa, E. (2013). Code Switching by Teachers in the Second Language Classroom. *International Journal of Arts & Sciences,* 6(3), 581-598.

Mukti, T. W. P. & Muljani, R. (2016). Code Switching in the Instructions of English Language Education Study Program Lecturers. *LLT Journal,* 19(1), 46-60. doi: https://doi.org/10.24071/llt.2016.190105.

Nation, P. (2003). The Role of the First Language in Foreign Language Learning. *Asian EFL Journal,* 5(2), 1-8.

Nurhamidah, Fauziati, E., & Supriyadi, S. (2018). Code-Switching in EFL Classroom: Is It Good or Bad?. *Journal of English Education, 3*(2), 78-88. doi: http://dx.doi.org/10.31327/jee.v3i2.861.

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of code-switching. *Linguistics,* 18(7/8), 581-618.

Puspawati, I. (2018). Teachers' Use of Code Switching in EFL Classroom and its Functions. *Journal of Foreign Language Teaching & Learning,* 3(1), 42-51. doi: https://doi.org/10.18196/ftl.3128.

Rahimi, A. & Jafari, Z. (2011). Iranian Students' Attitudes towards the Facilitative and Debilitative Role of Code-Switching; Types and Moments of Code-Switching at EFL Classroom. *The Buckingham Journal of Language and Linguistics,* 4(1), 15-28. doi: https://doi.org/10.5750/bjll.v4i0.34.

Rauf, A. (2018). Students' Attitude towards Teachers' Use of Code-Switching and its Impact on Learning English. *International Journal of English Linguistics,* 8(1), 212-218. doi: http://doi.org/10.5539/ijel.v8n1p212.

Retnawati, S. & Mujiyanto, Y. (2015). Code Switching Used in Conversations by an American Student of the Darmasiswa Program. *Language Circle: Journal of Language and Literature,* 10(1), 29-35.

Suganda, L. A., Loeneto, B. A., & Zuraida. (2018). Teachers' Use of Code Switching in an English as a Foreign Language Context in Indonesia. *Script Journal: Journal of Linguistic and English Teaching,* 3(2), 111-126. doi: http://dx.doi.org/10.24903/sj.v3i2.202.

Tahir, A., Fatima, I., & Abuzar, N. (2016). Teachers' and Students' Attitude toward Code Alternation in Pakistani English Classrooms. *JEELS,* 3(1), 85-108. doi: https://doi.org/10.30762/jeels.v3i1.175.

Teklesellassie, Y. & Boersma, E. (2018). Attitudes towards Code-Switching in an English-Medium Content Classroom. *PASAA (A Journal of Language Teaching and Learning),* 55(1), 57-77. doi: 10.14456/pasaa.2018.3

Weda, S., Rahman, F., & Sakti, A. E. F. (2022). The Use of Literature in The Language Classroom at A Higher Education Institution In Indonesia. *Asian Journal of Advances in Research*, 40-44.

Woolard, K. A. (2005). Codeswitching. In Alessandro, D (Ed.). *A Companion to Linguistic Anthropology*. Oxford: Blackwell Publishing Ltd., pp. 73-94.

Yatağanbaba, E., & Yıldırım, R. (2015). EFL Teachers' Code Switching in Turkish Secondary EFL Young Language Learner Classrooms. *International Journal of Linguistics,* 7(1), 82-101. doi: http://dx.doi.org/10.5296/ijl.v7i1.6750.

Yletyinen, H. (2004). The Functions of Codeswitching in EFL Classroom (Master's thesis, University of Jyväskylä, 2004) Retrieved 11th February, 2020 from https://jyx.jyu.fi/bitstream/handle/123456789/7407/G0000707.pdf.