The 10th National Online Seminar on Linguitics, Language Teaching and Literature

Code-switching in Classroom Communication: How is It Perceived and What are the Impacts?

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Abstract

Investigating code-switching in a classroom setting has got paid attention from the parts of the world (see e.g. Edstrom (2006) in the United States; Bunyi (1998) in Kenya; Canagarajah (1995) in Sri Lanka; Lin (1996) in Hong Kong; Liu et al. (2004) in Korea; Rubdy (2007) in Singapore; and Ariffin and Husin (2011) in Malaysia. It was even stated that switching from one language to another becomes a strategy of communication used by teachers in order to increase students' inclusion and understanding in the learning process (Macaro, 2005; Arthur & Martin, 2006). The recent paper is then carried out to evaluate students' attitudes towards code-switching in classroom communication. Involving 302 students of English Department at Universitas Pamulang, this study finds out how students perceive code-switching in classrooms, whether this switching practice affects students' understanding about the courses, especially in linguistics and literature courses, and describe whether there is a correlation between the students' linguistic competence and the code-switching practices. The data revealed that switching practices in classroom communication are common phenomena performed by lecturers, but these practices are perceived positively by most participants. Furthermore, the switching practices were considered advantageous since they are believed to provide some benefits, among others are to facilitate students' understanding, to create a good atmosphere during the lectures, and to encourage students' participation. In terms of the correlation between linguistic competence and code-switching practices, the data indicated that most participants admitted that code-switching utilized by lecturers was not affected by the lecturers' linguistic competence in English, while the lecturers perceived that their switching practices were due to their consideration of students' linguistic competence in English and/or that

of the course or subject learning objectives. To sum up, there seemed no harm to practice code-switching in the classroom instruction and the necessity of acquiring knowledge is to be paid more attention as it was implied by the participants' responses.

INTRODUCTION

Code-switching is not a new phenomenon that occurs in the speech communities, particularly in bilingual or multilingual communities. Myers-Scotton (1993, as cited in Mesthrie, et al., 2000) notes that "bilingual speakers made choices between different languages – they used a language on certain and one language on others" (p.164). It is, indeed, a natural reflection of the bilingual interaction in two or more than two languages in communities characterized as multilingual or multicultural (Alenezi, 2016). The fact that code-switching is used as a communication strategy (Macaro, 2005) is then argued that code-switching may take place because of some specific purposes. One example of code-switching for Bahasa Indonesia into English is in the following Indonesia's president speech:

> *Prinsip dasar kita adalah 'pembangunan untuk semua'*,
>
> Development for all. Our basic principle is development for all
>
> > (Wibowo, Yuniasih, and Nelfianti, 2017, p. 20)

In this case, the purpose of code-switching is to emphasize the message that the president uses the general terms in English, even though his majority audiences are Indonesian citizens. Another example of code-switching - commonly used by Indonesian teachers of English - is in teaching-learning activities as follow:

Teacher : Chandra, introduce yourself.

Student : O.K. ... O.K. ...

Teacher : *Jangan grogi ...* [Don't be nervous]

Introduce-*nya mana*? Use the expression, *ya. Ayo, jangan grogi,ulangi lagi.*

[Come on. Don't be nervous, repeat it again.]

Teacher :"*Sudah*" *itu pakai* tense *apa*? [What tense do you use when

you have "already"?]

Student　　　　: Present Perfect Tense.

(Marcellino, 2005, p.39)

The second example above indicates that code-switching does not only occur in a formal situation, but may also occur in semi-formal environment, in the classroom.

Code-switching practices in the classroom settings, nevertheless, are still debatable. On the one hand, the proponents of code-switching assumed that classroom code-switching is a resource for second language learning. This assumption has been supported by some research studies conducted in some countries, (see e.g. Edstrom (2006), Franquiz and del Carmen (2004), and Flowers (2000) in the United States; Arthur (2001) in Botswana and Tanzania; Merritt *et al.* (1992) and Bunyi (1998) in Kenya; Peires (1994) in South Africa; Canagarajah (1995) in Sri Lanka; Rubdy (2007) in Singapore; Lin (1996) in Hong Kong; Liu *et al.* (2004) in Korea). Otherwise, the opponents viewed that the classroom code-switching is an impediment to learning, (see e.g. Auerbach, 1993; Lucas & Katz, 1994; and Kim, 2003). Due to this controversial issue, classroom code-switching has received much attention from other parts of the world, including Indonesia. Hutauruk (2007), for example, investigated the types and the motivations for using code-switching in bilingual classes at Bunda Mulia University. She concluded that the participants mostly used *intersentential* code-switching and the reasons are to serve several functions, among others are to help students' understanding of the lessons and quote ideas from a certain source. Another study was conducted by Margana (2005). He described the attitudes of English teachers and first graders of junior high schools towards code-switching practices in classroom communication. From the result, it was found that code-switching practices in the classroom were perceived positively by both teachers and students. In addition, there was no significant difference in bilingual attitudes in terms of age, gender, the onset of English study, and teaching experience. Thus, it was claimed that practicing code-switching in a classroom is useful since the use of code-switching may have some advantages for teachers and students. Unfortunately, research studies on code-

switching practices in classroom settings, particularly, at the university level in Indonesia are still limited. The present study, therefore, is conducted to find out how students perceive code-switching practiced by lecturers, whether this practice affects students' understanding of the courses, especially in Linguistics and Literature courses. Finally, this study describes whether there is a correlation between the level of students' proficiency or their semester to the practice of code-switching.

As it was mentioned, previous studies have shown that code-switching may have some benefits to second language learners. However, there is a strong body of opinions in favor of using the target language as the only medium of instruction in teaching-learning activities (Chambers, 1991; Halliwell& Jones, 1991; Macdonald, 1993, as quoted in Margana, 2005, p.2). To put it simply, the practice of code-switching is not suggested in L2 classroom. The present study, thus, addresses the use of code-switching in a formal classroom, which is more focusing on the following questions:

1. How do the students of the English Department perceive the use of code-switching in the classroom context?

2. What are the impacts of code-switching in the classroom context towards the students?

3. Is there any correlation between the practices of code-switching to the students' linguistic competence?

From the three research questions above, it can be said that there are three objectives of the present study. The first objective is investigating students' attitudes towards code-switching. Secondly, this study attempts to identify the impacts of code-switching performed by the lecturers in the teaching-learning processes. Finally, the present study discusses whether or not there is correlation between the use of code-switching towards the students' proficiency or the semester they are in.

Besides the controversial issues about code-switching practices in the formal classroom have received considerable attention all over the world, the present study is interesting to conduct due to the fact that there have been still limited

studies on code-switching practices in Indonesia, particularly at the university level, the findings of this research are expected to contribute some knowledge about code-switching practices in a formal classroom to second language learners. In addition, the results would be of great use in finding out practical implications for second language teaching and learning at university in Tangerang - Banten, in particular, and for many other universities in other parts of Indonesia, in general. Finally, this study would, hopefully, help other researchers or those who are interested in the same topic find out any references related to code-switching.

LITERATURE REVIEW

This section presents some theories about code-switching, approaches to code-switching, types of code-switching, reasons for code-switching practices, perception towards code-switching, and some previous studies with regard to the current study.

Understanding code-switching

Macaro (2005) simply defines code-switching as switching between two or more languages, while Fanani and Ma'u (2018) state that it is an oral communication situation that involves the process of switching from language/dialect, or both language and dialect to another. Those definitions imply that code-switching occurs when there are at least two languages or varieties of a language that are mixed or switched from one language to another in the same speech event.

The term code-switching is traditionally compared with the related term code-mixing. Code-mixing, here, refers to "the inter-sentential alternating use of two or more languages or varieties of a language and is often used in grammatical aspects of bilingual speech" (Muysken, 2000; Poplack and Meechan, 1995, as quoted in Kamwangamalu, 2010, p. 116). Therefore, code-mixing and code-switching are two distinct concepts, with the latter arising inter-sentential (Alenezi, 2016). The present study, nevertheless, focuses only on code-switching practices.

Approaches to code-switching

The approaches employed to examine code-switching may vary from one research

to another, such as grammatical, psycholinguistic, and sociolinguistic approaches (Kamwangamalu, 2010). Some studies using grammatical approaches are more concerned with determining grammatical aspects that frequently take place in bilingual speeches. Others employ psycholinguistic approaches to explore how code-switching is processed in bilinguals' mind.Furthermore, Sociolinguistic approaches determine why bilinguals engage in code-switching. The current study, nonetheless, focuses only on grammatical and sociolinguistic approaches.

Types of code-switching

Jacobson (1978) classified code-switching into two categories, sociological conditioned and psychological conditioned, while Oksaar (1972) categorizes as external and internal ones. Another classification of code-switching is carried out by Poplack (1980), in which he identified three kinds of code-switching in line with what parts of speech act is switched to another language. First, extra-sentential code-switching has to deal with the insertion of a tag, such as 'you know', 'I mean', 'by the way','okay' from one language into a clause or sentence in a different language. Second, inter-sentential code-switching concerns a switch at a clause or sentence boundary. It means that one clause is in one language, and the other in another language. Let us consider the following example.

> I don't really like Indian food, *tapikalaumaucoba, ayo.*
> (I don't really like Indian food, *but if you want to try, let's try it.*)

> (Wiradisastra, 2006, p. 200)

From the example given above, we can see that one clause is in English, but the other clause is in Bahasa Indonesia.

At last, Appel and Musyken (2006) as cited in Fanani and Ma'u (2018) categorize code-switching into three in terms of grammatical features: tag switching, inter sentential, and intra sentential. Tag switching classifies itself to the code switching that belongs to the units of independence element as part of a statement or question. In general, tag switching does not actually have meaning. However, it aims to improve the naturality of the speech in many kinds of

language, not only English. The second one is inter sentential which refers to code-switching that occurs between two languages. They further mentioned the third category, intra sentential, which is known as switching that involves the syntactic unit of words, phrases or clauses. Moreover, Hutauruk (2010, p. 24) defines intra sentential code-switching as switching of different types that take place within the clause boundary, including within the word boundary, such as *mem*value*kan*and *di*mark-up. One more example of intra sentential is presented by Wibowo, Yuniasih, and Nelfianti (2017) in the following sixth president of Indonesia's speech – from Bahasa Indonesia into English:

> ...., kini kita dapat menempuh 'politik luar negeri ke segala arah', atau *'all directions foreign policy.'*
>
> (, we can now reach all directions foreign policy.)

Reasons for code-switching

There have been some studies discussing the reasons for code-switching practices. SavilleTroike (1986, p.69), for instance, proposed that there are three reasons why bilingual or multilingual speakers switch their languages. The first is to soften or strengthen request or command. Second, code-switching might occur because of real lexical need. It means that bilingual or multilingual speakers switch or mix their languages are due to the lack of equivalent lexicon in the languages. The last reason is to exclude other people when a comment is intended for only a limited audience. Rather contradictory, Alenezi (2016) states that in Saudi Arabia, prestige is the obvious purpose among people speaking more than one language, followed by secrecy and meeting the need of the situation.

Next, Hoffman (1991, p. 117) claimed that the reasons for code-switching performed by bilingual or multilingual speakers are as follows.

1. Talking about a particular topic.
2. Quoting somebody else.
3. Being emphatic about something
4. Interjection (Inserting sentence fillers or sentence connectors).
5. Repetition used for clarification or reiteration.
6. Intention of clarifying the speech content for interlocutor.

7. Expressing identity group.

While the scholars above focused more on the reasons for using code-switching in social context, Macaro (2005) reports that the purposes for using code-switching in classroom context. He noted that code-switching is practiced in the classroom due to some aspects, among others:

1. Building a personal relationship with learners (the pastoral role that teachers take on requires high levels of discourse sophistication);
2. giving complex procedural instructions for carrying out an activity;
3. controlling pupils' behavior;
4. translating and checking students' understanding in order to speed things up because of time pressures (e.g. exams); and
5. teaching grammar explicitly.

Perception towards code-switching

Some studies have revealed that the attitudes towards code-switching were perceived both positively and negatively. Some factors may influence this behavior, such as the degree of proficiency and personal judgment on language use. Those who had negative perceptions towards code-switching were considered less fluent and less intelligent (Chana & Romaine, 1984, as quoted in Margana, 2005). This means that code-switching implies the speakers' deficiency and incapability of using certain language which causes unclearliness. On the contrary, some code-switching studies done in the classroom have shown positive perception towards it due to some specific motivations, e.g. getting a better understanding of the lessons and creating effective communication between teachers and learners. Therefore, code-switching can be an effective method of learning, which is believed to help meet the pedagogical goals (Lin, 1996). Students in Northern Boarder University, Saudi Arabia, for instance, prefer to learn a course which is conducted in both their first and second language respectively (Alenezi, 2016). Nonetheless, bold support of positive impacts in code-switching usage in the classroom is presented by Leoanak & Amalo (2017) who mentioned that it helps them in accessing curriculum (explaining the meaning of the new words, phrases, grammar,

unfamiliar topics), managing the classroom (maintain classroom discipline), and maintaining interpersonal relation (increase student's motivation and confidence) which definitely facilitate teaching and learning process.

Previous studies

A growing body of literature has investigated the use of code-switching by bilingual or multilingual speakers in classroom settings. Margana (2005), for example, described the attitudes of English teachers and first graders of junior high schools towards code-switching practices in classroom communication. Questionnaire was used to conduct her research. From the result, it was found that code-switching practices in the classroom were perceived positively by both teachers and students. In addition, there was no significant difference in bilingual attitudes in terms of age, gender, onset of English study, and teaching experience. Thus, it was claimed that practicing code-switching in a classroom is useful since the use of code-switching may have some advantages for teachers and students. Similar to Margana's study, the present study also investigates students' attitudes towards code-switching. While Margana's study involved junior high school students, this study involves university students.

Edstrom (2006, as quoted in Kamwangamalu, 2010) documents her own teaching practices using English-Spanish classrooms in the United States. In particular, the author sought to discover how much English she used in a first-semester Spanish course, to identify the functions or purposes for which she used it, to compare her perceptions, and those of her students, with her actual practices, and to critique her L1/L2 use in light of her own pedagogical belief system. Edstrom reports that Spanish/English classroom CS is useful. She used it, for instance, for grammar instruction, classroom management, and for compensating for a lack of comprehension. Edstrom cautions teachers not to adhere blindly to a professional guideline, but rather to identify, and perhaps re-evaluate their moral obligations to their students and their objectives for the language learning process. While Edstrom's study documented her own teaching which described the functions of code-switching, the current study focused more on students' perception towards the practice of code-switching.

In a similar way, Rubdy (2007) investigates the use of Singlish in the educational context in Singapore. He reports that despite the stigma with which it is associated; Singlish is more often than not used in the classroom. Indeed, the official mandate stipulates that only Singapore Standard English should be used in the classroom. However, it seems that teachers switch to Singlish because it best serves their teaching needs: it empowers them to explain difficult points or concepts, to inject humor, to establish a warmer, friendlier atmosphere in the classroom, to encourage greater student involvement, etc (as cited in Kamwangamalu, 2010).

Using ethnographic approach, Moodley (2007) conducted his research on the roles of code-switching by isiZulu (Zulu) native language (NL) junior secondary learners in English first language (EL1) multilingual classrooms in South Africa. The participants were grade 9 learners whose mother tongue was either Zulu or English. These learners were divided into two groups: (1) only Zulu-English bilingual learners; and (2) both Zulu-English bilingual learners and English monolingual learners. The two groups were investigated to find out whether code-switching was employed in L1 classes and to compare the groups in terms of differences in language practices. The findings indicated that code-switching is used by groups that comprise only Zulu NL learners, and hardly ever by groups that comprise Zulu and English L1 learners. Nevertheless, the use of code-switching by the first group fulfills a variety of social and academic functions. Meanwhile, the instances of CS used by the second group do not contribute significantly to the achievement of the specific outcomes within the outcomes-based education curriculum. While this study focused more on the use of code-switching by the learners, the present study discusses the students' attitudes towards the use of code-switching.

Hutauruk (2010) analyzed the use of code-switching in bilingual classes at Bunda Mulia University. Her study aimed to identify the types of code-switching and the motivations for using code-switching by three lecturers. She concluded that three types of code-switching were found, but inter-sentential code-switching is mostly used by the lecturers. In terms of the motivations for using code-switching, She found that there were some reasons why the lecturers practiced

code-switching, namely: to make the student understand more easily about the content of the course, to clarify the content, and to quote somebody else' words or to quote an idea from a source of reference.

Furthermore, Ariffin and Husin (2011) investigated the frequency and attitudes of code-switching and code-mixing of English-Malay in a content-based classroom. The results showed that the instructors frequently utilized code-switching and code-mixing between the two languages in the classroom. This occurrence was related to the instructors' and students' linguistic competence. In terms of the attitudes towards code-switching and code-mixing, the result revealed that the proficient students perceived negatively towards code-switching and code-mixing, while other participants who are less proficient felt that code-switching and code-mixing can promote better comprehension about the lessons or courses.

METHOD

The present study is descriptive qualitative research, which aims to examine the use of code-switching in teaching-learning activities. Beginning with describing students' attitudes towards code-switching utilized by lecturers in classroom communication, and then finding out the impact of code-switching towards the students and the correlation between the use of code-switching and student's linguistic competence, the current study is gradually hoped to be able to reveal practical implications for second language teaching and learning in classroom communicative behavior, particularly in a university. The following subsections, then, provide a brief description of the research participants, the research instruments, the data collection procedures, the data analysis procedures, and the schedule of the research activities.

Research participants

The participants of the current study involve students of the English Department, Faculty of Letters at Universitas Pamulang (UNPAM), Tangerang Selatan - Banten. There were approximately three hundred and two (302) students participating in

this study. The students are predetermined and chosen based on their willingness to achieve the objectives of the study. In other words, they were selected only if they voluntarily took part in this study. Besides, this study also involved some lecturers of the English Department, Faculty of Letters, Universitas Pamulang, particularly those who were teaching the courses regarding the field of *Literature and Linguistics.* The involvement of the lecturers intends to validate whether or not they utilize code-switching and/or code-mixing during their lectures and to know the reasons and perceptions using code-switching and/or code-mixing in classroom communication. Thus, this stage may support the objective of the study dealing with the research question number two.

Research instruments

To obtain the data which is concerned with students' attitudes towards code-switching in classroom communication, a self-completed questionnaire would be distributed to the research participants (in this case the students). The questionnaire would also include some information, such as students' background and personal information, for the follow up of the study if necessary.In addition, this study would also do an interview with some lecturers involved in this study which may support the objectives of the present study.

Data collection procedures

This research involves several steps to obtain data. First of all, the self-completed questionnaire was distributed to more or less three hundred (300) students of the English Department, Faculty of Letters, Universitas Pamulang who would be involved in this study.

In this stage, however, the researcher would ensure that the students had taken or were taking the courses in the field of Linguistics and/or Literature. Besides, the researcher would also make sure that the students understand the concept of code-switching and/or code-mixing, so it may ease the students or the research participants to complete the questionnaire distributed. Second, some lecturers, particularly those who were teaching Linguistics and Literature courses, were personally interviewed to ensure that they utilized code-switching and/or

code-mixing in their lectures. In this stage, the lecturers would also be asked for their permission to take part in the current study to support the objectives of the study.

Data analysis procedures

As discussed earlier, the recent study involves three main aspects of code-switching practices that are going to be examined. To begin with, this study evaluates students' attitudes towards the practice of code-switching and/or code-mixing in classroom communication. This first research question is to be based on the answers given in the questionnaire. In this case, the researcher preferably utilizes two contrastive judgments; those are positive or negative judgment. As suggested by some scholars (e.g. Gibbons, 1987; Cook, 1991; and Hammink, 2000), the contrastive judgment to explore the attitudes towards code-switching and/or code-mixing, the terms *good or bad, acceptable or unacceptable, positive or negative*, or legitimate or illegitimate can be employed. While positive judgment means that participants agree with the use of code-switching and/or code-mixing in the classroom, negative judgment then refers to the disagreement of the participants with the practice of code-switching and/or code-mixing in the classroom context.

Second, the present study deals with the impact of code-switching and/or code-mixing. Still, on the basis of the answers given in the questionnaires and then supported by the interview, this study identifies the impacts of such communicative behavior towards the students or the research participants. For instance, it is presumed that code-switching may provide a better understanding of the course or the lesson the students are taking.

Last but not the least, the current study concerns with whether or not there is a correlation between the use of code-switching and/or code-mixing, and the linguistic competence or proficiency of the students. The third research question are also evaluated based on the questionnaire given. Considering the answers from the students who are in the various semesters, the results are then expected to mediate the achievement of the objective of the last research question.

FINDINGS AND DISCUSSION

Findings

This section is dedicated to delivering the results of the study for each research question stated earlier, in which the study focuses on three aspects. First, it aims to evaluate students' perceptions of the practice of code-switching and/or code-mixing in classroom communication. Secondly, the study examines the impact of code-switching and/or code-mixing. Third, the study addresses whether or not there is a correlation between the use of code-switching and/or code-mixing, and the linguistic competence or proficiency of the students. From these three aspects, then, the study is hoped to reveal practical implications for second language teaching and learning in classroom communicative behavior, particularly at higher education.

Students' perception towards the practice of code-switching in classroom communication

To explore students' perception of code-switching, a self-completed questionnaire was distributed to the participants, in which 302 students of the English Department were voluntarily involved, 98 male and 204 female. These students are spread from the first semester to the eighth semester. The description of the participants is summarized in Figure 1 and 2, then.
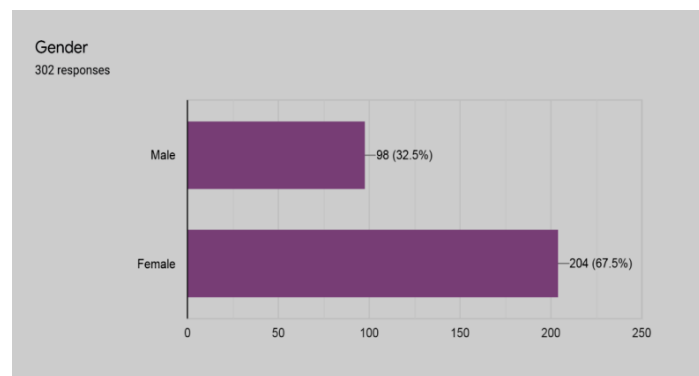

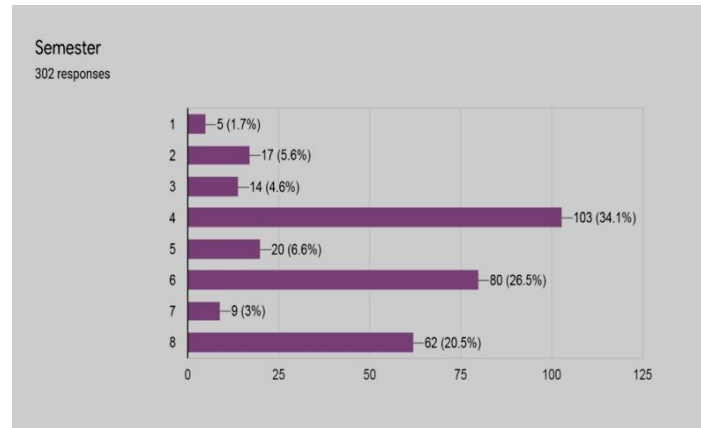**Figure 1. The participants (Gender)**

Figure 2. The participants (Semester)

From the analysis of data, it was found that code-switching and/or code-mixing are common phenomena utilized by lecturers in classroom communication and these practices are perceived positively by most participants. The positive judgment was given since the students viewed that the practice of code-switching and/or code-mixing may help them get a better understanding about the lessons. Their views are then summarized in the following.
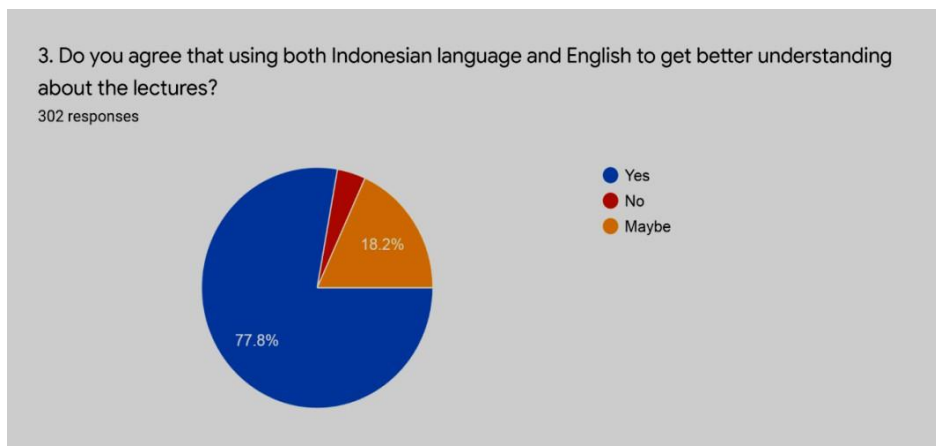

Figure 3. Students' attitudes toward code-switching

As can be seen above, 77.8% of the participants totally agree that using both Indonesian language and English may assist their understanding of the lectures. It should also be noted that the switching practice is not influenced by the incapability of the lecturers in delivering their lectures.

Besides, the data in relation to attitudes towards code-switching were also supported by the lecturers' responses who believed that code-switching provides

some benefits, e.g. to facilitate students' understanding, particularly when dealing with some new terms that the students have never heard or are not familiar with, to encourage student involvement in teaching -learning process, to create a good atmosphere or effective communication, and so forth.

Nevertheless, most of the participants also admitted that the lecturers could minimize the use of Bahasa Indonesia (henceforth BI) to make them feel challenged when the lectures are delivered in English. Thus, it was believed that their English competence may become better and better. The data are then summarized in the following figures.
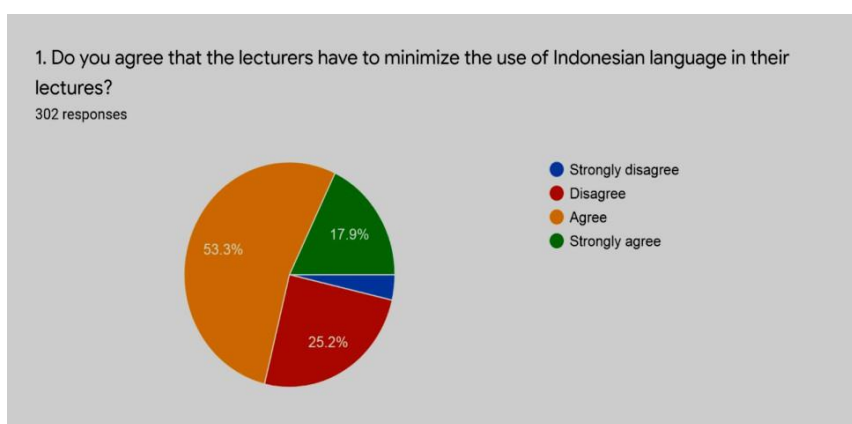

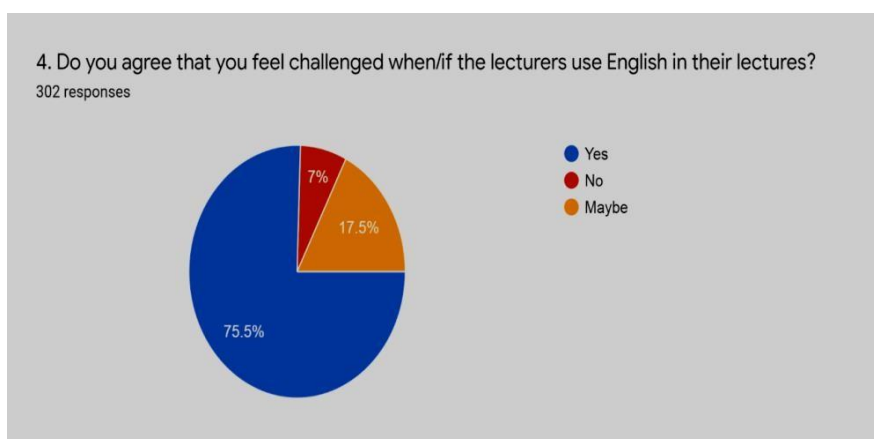**Figure 4. Students' responses toward the use of BI**

Figure 5. Students' responses toward the use of 'English only'

The impacts of code-switching practices in classroom

The second research question addresses the impacts of switching practices in a classroom context, particularly in the subject of literature and linguistics fields.

Based on the data, the study revealed that positive attitudes towards code-switching provide some good impacts. As mentioned earlier, switching practices can help learners understand some parts of the lessons, e.g. in explaining a number of new concepts or terms that the learners have never heard and/or are not familiar with. Switching practices is also believed to check students' understanding. Thus, whenever the lecturers found that the students seemed confused or did not understand, the lecturers initiated to code-switch. In addition, switching practices is also believed to increase students' participation. Less proficient students may not explore their ideas without allowing them to use both English and their mother tongue, which are finally resulting in switching and/or mixing practices. Therefore, the practice of code-switching is beneficial to encourage students' involvement. Furthermore, the use of code-switching is also believed to make classroom communication more effective and interactive. As mentioned earlier, allowing students to use both English and their first language can create a good atmosphere since students can freely express their thought, particularly when the critical analysis is required in the course they are taking. Similarly, this strategy may also overcome students' hesitancy in delivering their ideas, which is likely to make the classroom communication more interactive in the teaching and learning process.

The correlation between students' linguistic competence and code-switching practice

Last but not the least, the third research question concerns whether or not there is a correlation between the use of code-switching and the linguistic competence or proficiency of the students. As mentioned in the previous, this study involved the English department students of the first semester to eighth semester. Those who are in the fifth to eighth semester are considered more proficient students, whereas those who are in the first to fourth semester are considered less proficient. This classification is measured based on the tendency of learning experience and expectations, as well.

The data showed that most participants admitted that code-switching used by lecturers was not influenced by the lecturers' linguistic competence in English.

They believed that the lecturers did not have any difficulties in delivering the lectures in English **(**see **Figure 6).** Meanwhile, the lecturers claimed that their switching practices were due to their consideration of students' linguistic competence in English and/or that of the course or subject learning outcomes. In this case, then, the lecturers prioritized students' comprehension of the learning objectives.
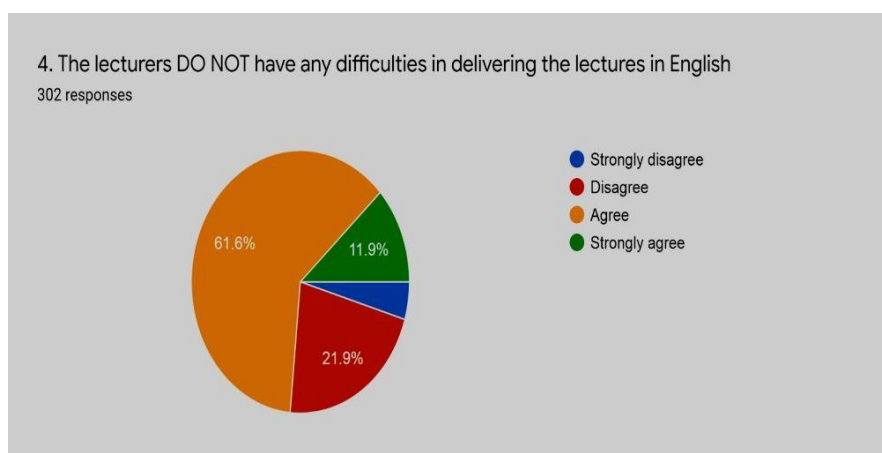

Figure 6. Students' response towards the lecturers' linguistic competence

Moreover, the data also indicated that positive judgment towards the use of code-switching in classroom communication was not determined by students' language proficiency. The students from either higher or lower semester agreed that code-switching practice was advantageous to help them better understand the lessons, and it was not a problem for them when switching practices were applied during the lectures. Nevertheless, it was admitted that the students felt challenged when the lectures were delivered in English.

Discussion

This study has shown that code-switching in the classroom context is a common phenomenon and perceived positively although the lecturers are supposed to deliver their lectures in English. This phenomenon occurs due to the fact that code-switching is still believed to give some advantages, among others are to facilitate students' understanding, to create a good atmosphere during the lectures, to encourage students' participation or inclusions, and so on. Strictly speaking, these

benefits support the previous research conducted by Arthur and Martin (2006) and Leoanak and Amalo (2017), who were also concerned about the switching practice in the classroom context.

Furthermore, Ariffin and Husin's study (2011), who were also concerned about code-switching in a classroom context, found out that the switching practice is largely influenced by both students' and instructors' linguistic competence in English. This study, however, showed that the lecturers are perceived to have no difficulties to deliver the lessons in English. This is then acceptable since the lecturers' educational background is English. On the other view, it was admitted that students' linguistic competence became one of the reasons why code-switching choices existed, and then due to the necessity of course learning objectives, the lecturers prioritized students' understanding of the lessons rather than on the language used in a classroom. Owing to this, it can be said that code-switching might not be harmful. The switching practice even might be a communication strategy in teaching and learning processes as it was argued by Macaro (2005). Hence, the policymakers in relation to language use in a classroom setting might reconsider and/or do a further assessment of this kind of circumstance.

CONCLUSION

The current study has investigated the use of code-switching in teaching-learning activities. More specifically, this research study addressed three research questions. The first research question sought to describe students' attitudes or perceptions towards code-switching performed by lecturers in the classroom context. The data revealed that switching practices are common phenomena utilized by lecturers in classroom communication and these practices are perceived positively by most participants. The positive judgment was given due to the fact that the students believed that the practice of code-switching and/or code-mixing may help them get better understanding of the lectures. However, it was also admitted that the lecturers were expected to minimize the use of Bahasa Indonesia to make students feel challenged when the lectures are delivered in

English. Thus, they believed that their English competence would be better and better.

Next, the second research question sought to investigate the impact(s) of the switching practices in a classroom context, particularly in the subject of literature and linguistics fields. Both literature and linguistics subjects might provide a number of concepts or terms that the students have never heard and/or are not familiar with. Thus, the lack of this knowledge affects students' understanding of the lessons. Hence, switching practices were considered beneficial and provided some good impacts. Among others are to facilitate students' understanding, to create a good atmosphere during the lectures, and to encourage students' participation or inclusions.

Finally, the last question addressed the correlation between the use of code-switching and the student's linguistic competence. The data indicated that most participants admitted that code-switching performed by lecturers was not affected by the lecturers' linguistic competence in English. They believed that the lecturers did not have any difficulties in delivering the lessons in English. Meanwhile, from lecturers' perspectives, it was claimed that their switching practices were due to their consideration of students' linguistic competence in English and that of the course or subject learning objectives. Furthermore, it was also found that students from either higher or lower semesters believed that code-switching was not the main problem for them when it was implemented in the teaching and learning process, but they were concerned more with their comprehension of the lessons. Nonetheless, most of them agreed that they felt challenged when the lectures were delivered in English.

All in all, there might be a conflict between the switching practice in classroom instruction and language policy. Hence, the policymakers might better reconsider and/or do afurther assessment to provide a better solution and favorable results for all parties involved.

It is worth noting that the present study concentrated only on students' and lecturers' beliefs on code-switching practices. Thus, it was rather suggested to conduct further research by directly observing the communication behavior in the classroom setting.

In closing, it is expected the current study might contribute to the field regarding language use in classroom contexts and reveal practical implications for second language teaching and learning in classroom communicative behavior, particularly at higher education.

ACKNOWLEDGEMENTS

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