STUDENTS' PERCEPTION TOWARD THE USE OF CODE SWITCHING AS A MEANS OF COMMUNICATION IN EFL CLASSROOM

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Abstract: This study is aimed to find out the perception of students towards the use of English – Indonesia code switching as a means of communication in learning and teaching process in the classroom. The study was conducted in Stisipol Candradimuka Palembang, with 20 students from all study programs as the sample of study. The result of study showed that 70% of students preferred to code switch in teaching and learning process. Meanwhile, 20% of students preferred to use Indonesia only. And 10% of students preferred to use English. This result of study showed that the students preferred to use code switching of English and Indonesia as a means of communication in the process of English teaching and learning in the classroom.

Keywords: Perception, Code Switching, EFL Classroom

Abstrak: Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa tentang penggunaan kode alih bahasa Inggris dan bahasa Indonesia sebagai bahasa pengantar dalam proses belajar mengajar di kelas. Penelitian ini dilakukan pada 20 orang mahasiswa campur jurusan di Stisipol Candradimuka Palembang. Hasil penelitian menunjukan bahwa, 70% mahasiwa yang menjadi sample lebih tertarik untuk menggunakan kode alih Bahasa Inggris dan Bahasa Indonesia dalam proses pembelajaran di kelas. Sedangkan 20% mahasiswa menyatakan lebih tertarik untuk menggunakan bahasa Indonesia. Dan 10% mahasiswa menyatakan lebih tertarik untuk menggunakan bahasa Inggris. Hasil penelitian ini menunjukan bahwa penggunaan alih kode bahasa Inggris dan Bahasa Indonesia lebih diminati sebagai bahasa pengantar dalam proses pembelajaran di kelas.

Kata Kunci: Persepsi, Alih Kode, Kelas Pembelajaran Bahasa Inggris

1. INTRODUCTION

Code-switching is not the unfamiliar linguistic phenomenon in the world, especially in some multilingual countries. Code-switching is the alternation between two codes (languages and/or dialects), between people who share those particular codes (Kasperczyk, 2005). The choices about how code-switching is applied can be determined by a number of social and linguistic factors. It is quite typical in multicultural and immigrant populations.

Code switching itself can happen in conversation when one speaker uses one language and the other speaker answers it in a different language. Additionally, it can be defined that code-switching refers to the alternate use of two or more languages by bilinguals or multilingual in a conversation. Code switching requires the speakers to know at least two or more varieties of language.

The use of code-switching has become a natural and subconscious phenomenon in bilingual or multilingual speech. However, many researchers have shown that code

switching will not occur without a purpose. The research done by Moodley and Kamwangamalu (2004) shown that code switching can become a technique in teaching literature in a secondary school in ESL classroom. The finding shows that code switching can facilitate the learning process and code switching also promoted the scholastic achievement as measured by test of literary works.

Meanwhile, Suganda (2011) tried to analyze the code switching and code mixing done by teachers of SMA Kusuma Bangsa. The finding shown that some factors that make the English, Mathematics, Physics, Chemistry, and Biology teachers in SMA Kusuma Bangsa used code switching and code mixing in the process of teaching and learning are; [1] it has repetitive function, translation of new or unfamiliar words, expressing equivalent term and socializing function, [2] it shown that the use of code switching and code mixing done by the teacher did not decrease the students' English skill.

Furthermore a research done by Al-Khotaba, Al-Matarneh, & Al-Qaralleh, (2012) which applies code switching as a classroom discourse in the teaching English as a foreign language to secondary level students. The study was conducted to the Arabic students. The finding showed that to switch from English into Arabic is mostly required in classrooms, besides the necessity to facilitate teaching- learning process it also saves time and efforts.

Additionally, Margana (2012) conducted a research about code switching in English language teaching at senior high school in Yogyakarta Special Province. The findings are expected convince that code switching practices are not randomly done by English teachers of senior high school YSP but it can serve as a strategy of English language teaching to facilitate students of senior high school to acquire the target language.

The use of code switching does not only become a linguistic phenomenon, but it will appear in the real bilingual or multilingual conversation as the way to keep communicating while having a conversation. Additionally, Mukti (2016) did a study about the use of code switching in the English language education study program as lecturers' instructional languages. In the research result, it was found that there were six reasons for those lecturers to code switch. First, the lecturers considered employing code switching was the best way to talk about certain topics related to students' background. Second, the lecturers considered their students' English proficiency and background. Third, the lecturers wanted to emphasize their delivered messages by employing code switching. Fourth, the lecturers employed code switching as a medium for persuading students to scrutinize the messages and follow their explanation. Fifth, they also wanted to show their solidarity as Indonesians who learned English to make students comfortable learning in classes. Sixth, they also showed

their affection so their students could understand their feeling.

Indonesia is a multilingual country where there are thousands of multilingual speakers who have many ethnics and mother tongues. The process of teaching and learning English will be better if the teacher could apply English as the medium of instruction, but it could not be done well. Since English is a foreign language in Indonesia, the use of code switching while teaching will be one of the solutions.

The ranking system of *EF English Proficiency index (EF EPI)* shows that Indonesia is in the 27th position and Indonesia is in the low English proficiency level (EF EPI, 2012). The data ranked in some countries in Asia. It proves that English proficiency of Indonesian is still left behind. There will be many factors why this fact can happen. The incorrect teacher's method while teaching English, no clear purpose of learning, no much time, money, and chance (Sutrisno, 2010, p.42).

The teacher's style in teaching will also become one of those factors. Many teachers have their own style in teaching, but not all of teachers can make the students fell comfort to stay in the class (Lusita, 2011, p. 17). The teacher should be able to be an active listener to their students, should be able to give more chance to their students to choose their own partner, and should be able to be a motivator. Some teachers always become the center or the main subject in the process of teaching and learning English in the classroom. English is only applied as a lesson and full of complicated explanation. Many students can get good score on their English, but when someone invites them into an English conversation, they always avoid because they are afraid of making mistakes while speaking (Sutrisno, 2010). The students just learn English and they do not apply it as a means of communication.

English – Indonesia code switching could be applied as a teaching strategy. The students used code switching in their EFL classrooms, and they sometimes switched from L2 to L1, and vice versa, and they consciously used code switching in their classroom (Puspawati, 2018). Furthermore, she also stated that the reasons why teachers used code switching were to help students learn, to facilitate students with low level of L2 proficiency and to teach efficiently. The teachers believed that code switching can be a tool for them to facilitate teaching and learning process in the classroom. This showed that teachers in this research have made informed decision regarding code switching in their teaching and learning process.

In relation to the research above, it is cited that there are seven functions of code switching in the classroom;

> The first, is as affective function, when it is used to express emotions and build a relationship between the teachers and the students in the classroom. They use code switching in order to make good relationship among them. The Second, is as repetitive function, when it is used to clarify the meaning of words, phrase or sentences and stress the important terms in order to make the students understand

the material well. The third is equivalent function, when the teachers or the students make equivalent language if they cannot express their idea in target language; therefore, they switch into another language in order to keep their communication continuously. Therefore, they make equivalent language or translate into Indonesian or local languages. The four, is as floor holding function, it is used when the teachers or students cannot remember words or phrases in target language they use their native language to avoid breaking communication. The fifth, is reiteration function, it is used when the teachers use code switching want to help the students to become more competent in the language they are going to learn. The sixth, is conflict control function; it is used to avoid misunderstanding when a student does not use the correct meaning in the sentence, the teachers correct directly or indirectly in the classroom. (Muin, 2011)

After knowing some functions of code switching in the EFL classroom, the researchrs got the other information about students' perception toward teachers' code switching in EFl undergraduate classroom in Libya. It was found that the classroom participants hold positive attitudes toward teacher's code switching. Many other studies, locally and internationally, revealed the same positive perceptions of teacher's code switching in the classroom. Due to those research results, the writer tried to apply code switching in the special class of English as Foreign language. The writer would like to find the students' perception toward the use of code switching and code mixing used by the teacher while teaching English in the classroom, whether the students agree or disagree with the switching and mixing language while having their English class.

2. RESEARCH METHODOLOGY

In this study, the writer used a survey research design as the research method to find out how the students' perception or attitude about code switching and code mixing used in their English class. Furthermore, Creswell (2012) stated that the survey research design is a step in conducting qualitative research where the writer administered to sample or the entire of involved population of people to give explanation about the behaviours, opinions, characteristics, or opinion of the population. In addition, Jackson (2012) stated hat the essence of survey method can be explained as questioning individuals on a topic or topics and then describing their responses, by survey research design, researchers will come to know about how sample or populations' react or response toward their research.

In collecting the sample, the writer conducted an English learning teaching activity in classroom for one semester meetings by using code-switching as the communication tools, and in the last meeting, before having the final examination, the writer gave questionnaire and interviewed some students. There were 20 students as participants in this research. Those 20 students were coming from some study

program in Stisipol Candradimuka Palembang, they are welcome to join the free English class after their college hour. In sorting the questionnaires, the writer used the Likert scale. The participants were given a questionnaire that consists of several statements about code switching and code mixing use in EFL classroom. They were asked about their agreement and perceptions whether they agree, strongly agree, disagree, or strongly disagree about each statement.

3. RESULT

A questionnaire was designed to find out the students' perception on the use of Indonesia/English code switching in the process of teaching and learning English in the classroom. There were eighteen (18) items of an adapted questionnaire were developed for this study from the study titled *Students' language attitude towards using code-switching as a medium of instruction in the college of health sciences: An Exploratory study by Abdullah A. Alenzi, 2010.*The questionnaire consists of three different sections: A, B, C, which are described as follows;

A. Biographical information of the participants - made up of three items.

B. Students' views about the teaching language - consisting of thirteen items.

C. Open ended questions which demonstrated students' preferences for

the language of instruction - consisting of two items.

Table 1
The Scoring of Questionnaire

The Statement	Scores
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

In responding to the items on these scales, the subjects indicate whether they agree, strongly agree, neutral, disagree, or strongly disagree with each statement. The numerical value assigned to each response depends on the degree of agreement with the individual statements. A subject's score is determined by summing the value assigned to individual responses.

3.1 Biographical Information

There were 20 students participated in this research. Those 20 students were coming from some study programs in Stisipol Candradimuka Palembang, they are welcome to join the free English class after their college hour. There were 7 male students and 13 female students from some study programs and semesters. The data showing the language(s) of which the students had been taught in their previous EFL class. The results showed that ten (10) students had taught in a mixture of Indonesia and their village language, five (5) in Indonesia, three (3) in a mixture of Indonesia and Palembang Language, and two (2) students indicated in a mixture of Indonesia and English as a means

of communication in the process of teaching and learning English in the classroom.

3.2 Students' Perception about English

The students' opinion about the language used in the teaching and learning process in the classroom were assessed using a Likert type scale consisting of three (3) questions. On each question, students showed their level of agreement or disagreement with the given statements related to language attitudes.

Table 2

Students' Perception about English

No	Item Descriptions	SA (5)	AG (4)	N (3)	SD (2)	DA (1)
1	English is a subject you enjoy very much	75%	20%	5%		
2	You spend much time studying English	50%	40%			
3	Your English teacher teaches English in a clear and understandable way		20%	5%		75%

Based on the questionnaire given, 75% students enjoy English very much. 50% students spend much time studying English. Meanwhile 75% students stated that their previous English teacher did not teach English in a clear and understandable way.

3.3 Students' Perception about Indonesia/ English Code Switching

In gathering data about students' perception towards the use of Indonesia/ English code switching in the process of teaching and learning English in the classroom, seven (7) questions were administered to show their level of agreement and disagreement.

Table 3

Students' Perception about Indonesia/English Code Switching

No	Item Descriptions	SA (5)	AG (4)	N (3)	SD (2)	DA (1)
4	Learning English in English makes it easy for you to understand		5%	5%		90%
5	Learning English in English increases your chance of getting a good job after leaving school		5%	5%		90%
6	Learning English in Indonesia will only damage your chances of finding a good job after leaving school			5%		95%
7	Learning English in both Indonesia and English would make it easier for you to understand	95%	5%			
8	Learning English in both Indonesia and English would increase your chances of Passing English test	5%	90%	5%		
9	Learning English in Indonesia would be the best for you			20%	5%	75%
10	English test should be written in both Indonesia and English	10%	40%	5%		25%

The result showed that 95% of students strongly agree to use Indonesia and English Code Switching as a means of communication in the classroom. Meanwhile, 90% of students stated that learning English only in English did not make them easy to understand.

3.4 Code switching and Its Effects on Teacher's Image among Students

There were three (3) questions given to the student to know the effects of using code switching on the teacher's image among students.

Table 4

Code Switching and Its Effect on Teacher's Image among Students

No	Item Descriptions	SA (5)	AG (4)	N (3)	SD (2)	DA (1)
1	I respect instructor more when teaching in Indonesia and English	10%	90%			
2	I respect instructor more when teaching in Indonesia	5%	5%			90%
3	I respect instructor more when teaching in English		5%	10%		85%

The result showed that 90% of students respect the teacher more when they use both English and Indonesia while teaching and learning process in the classroom.

3.5 Responses from Open- Ended Question

In this section, the writer described the result of the open-ended question. There were two (2) open-ended questions given. This section presents preferences, explanations of these preferences, and the comments, regarding language(s) of instruction.

Question 1: In which language(s) would you prefer the course to be taught?

Question 2: Please explain why you prefer the language(s) in question1!

Table 5

Prior and Post Explanation Regarding Preferred Language(s) of Instruction

Language (s)	Number of Students
Indonesia	4(20%)
Indonesia/English	14 (70%)
English	2 (10%)
Total Responses	20

The table above had shown the result of prior and post-questionnaire regarding preferred language of instruction. Based on the result, it can be seen that 4 (20%) out of 20 students preferred to use Indonesian language. Meanwhile, it was about 14 (70%) students preferred to use Indonesian/English language. And the last, it was about 2 (10%) students preferred to use English as the language instruction.

Due to the result above, it could be seen clearly that 70% of the students preferred Indonesian/English code switching applied as a medium instruction. Meanwhile, 20% of the students expressed a preference for English. And 10% preferred to use Indonesia only in EFL classroom. On the other hand, there was a slight decrease in preference for Indonesian and English only.

4. CONCLUSION

After applying English – Indonesia code switching as a means of communication in the process teaching and learning in the classroom, the questionnaire was spread to know the students' perception toward the use of code switching in the classroom. And based on the result above, the writer drawn several conclusions. First, it was found that the use of Indonesian/English code switching as a medium of instruction made the students enjoying the English lesson since the teacher used the understandable language in the process of teaching and learning English in the classroom. In addition, most students prefer to choose both English and Indonesia as a means of communication.

Based on the questionnaire given on part of the students' perception towards teachers' image while applying English and Indonesia code switching, the result showed that students respected more when teacher using Indonesia and English code switching while teaching English in the classroom. After conducting this research, the writer realized and would like to propose some suggestions to the teachers who taught English as Foreign language. Considering that English is learnt as foreign language in Indonesia, students need to be motivated to use English as a means of communication. And they need to be motivated by their learning environment. The teachers have an important role in stimulating students' motivation to learn the language. And it is also necessary for them to find students' difficulties in speaking and find some interesting ways to teach to make students have more eagerness to speak. It is hoped that both teachers and students are able to apply Indonesian/English code switching as a medium of instruction as one of teaching strategies that might be used to support speaking activities in the classroom.

As the conclusion, applying Indonesian/English code switching would show the students that speaking English is not as hard as they thought; they could switch the target language with their own language to keep the running of conversation among non native speakers (students). As time goes by, the students will be motivated to use their English to speak. Finally, it could be stated that students' perception towards the use of Indonesia and English code switching are positive since it can help them enjoying their English lesson and challenge them to try to use their English as a means of communication. On the other words, code switching helped them more to enjoy the teaching and learning process in the classroom.

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