

## **THE USE OF CODE-SWITCHING IN HIGHER EDUCATION: WHAT LECTURERS DO AND HOW THEIR STUDENTS PERCEIVE ABOUT IT**

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### **ABSTRACT**

The present study aims to describe the rationale of the practice of code-switching, explain to what extent it was used, and explore the students' perspectives on this practice. Through open and closed questionnaires shared with the students majoring in English departments and the lecturers at the School of Foreign Language JIA, the results show that most of the lecturers admitted their use of code-switching in their class, which mainly helped students understand the materials more easily. The code-switching was not only used in the areas of curriculum access but also classroom management and interpersonal relations. In line with this, the majority of the students confirmed a positive view towards this practice since it could assist their learning process and confidence level, so there is a correlation between the rationale of the use of code-switching and the students' perspectives. Thus, the results suggest the practice of code-switching could be employed by lecturers in the EFL contexts in higher education to enhance students' understanding towards the lessons.

**Keywords:** *Code-Switching, Curriculum Access, Classroom Management, Interpersonal Relations.*

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### **INTRODUCTION**

The phenomenon of code-switching (CS for short) is unavoidable in the language classroom. CS refers to “the use of more than one language within a single utterance, regardless of the level of integration between the languages” (Palmer, 2009, p.44). Moghadam et al. (2012) also stated that CS is a common practice in global communication, which is usually unconscious. Nevertheless, the use of L1 in the EFL context has been an issue for decades and generates controversy until today (Agudo, 2017; De La Campa & Nassaji, 2009).

First, it is believed that the most effective way to learn a language is through lots of comprehensible input (Krashen, 1985). In other words, in the context of EFL, the target language (henceforth, TL) should be emphasized more in the language classroom, which functions as language exposure, and the use of L1 should be minimized (Turnbull, 2001). However, the evidence from a variety of contexts reported that the use of L1 in foreign language classes by switching the language from the TL to L1 in Indonesia has been massively used (Benu, 2018; Fanani & Ma'u, 2018; Hamid, 2016). Different from previous scholars, Cook (2001) stated that using L1 can help learners make sense of the new language. So, it is a tool that

cognitively connects them to understand new concepts by utilizing their prior knowledge. Besides, the use of L1 can also be used to express their identity as the speaker of L1 and the TL at the same time (Belz, 2003). Thus, given these two distinct perspectives, the researchers intended to deeply explore CS by taking different contexts in higher education.

In Indonesian contexts, Benu (2018) studied the issue of CS in Kupang and discovered that both teachers and students switched the languages in English classrooms. The teachers' perspectives were then analyzed and he revealed that the teachers believed it was an effective way to learn a foreign language when used carefully. The causes of the occurrence of CS were also carried out by Fanani & Ma'u (2018) in Cirebon. They not only described the types and the factors of CS but also code mixing. Under her research study, Masna (2020) identified the use of CS which was influenced by the roles and relationships, selected topics, and interactions. Some other researchers also studied the use of CS in school settings (see also Hamid (2016); Sahrawi & Anita (2019); Rahmina & Lumban Tobing (2016)).

In fact, there needs to be more research carried out on the use of CS in higher education context in Indonesia. Most studies were done in school settings and were limited to discussing CS for pedagogical purposes. Thus, the researchers intended to go further by investigating CS more comprehensively, covering the rationale, the extent of its use, and the perspectives of students in higher education hoping that it can obtain a description of the rationale of using CS in English classroom, find out to what extent it is used, and describe the students' perspectives on the practice of CS in higher education.

## **LITERATURE REVIEW**

### **Code Switching**

The term code can be defined as a language or a variety of languages that can refer to any kind of system that people use for communication (Wardhaugh, 2006). As suggested, code is a neutral term that can indicate dialect, language, style, or standard language. Naturally, people choose a particular code when they want to speak and finally decide to alternate from one code to another (Wardhaugh, 2006). This means speakers use codes to express their ideas or thoughts in order to be understood by receivers in communication, and listeners also employ them to make sense of what they hear. Thus, the phenomenon of switching codes is simply called code-switching (CS). Palmer (2009) defined CS as a natural part and a common phenomenon that can use two or more languages. It happens when speakers change between two or more languages in a single conversation (Shartiely, 2016). It can be concluded that, code switching is the practice of switching from one language to another language when the speakers share the same language in the bilingual communities whether it is only one word or one sentence.

It goes without saying that CS occurs in classroom language, especially in the EFL context such as Indonesia. Switching codes in classroom language is considered a common practice and a pedagogical reason to make the process of teaching and learning more understandable to learners. Yet, this common practice also become a subject of controversy in a foreign language classroom (Leoanak & Amalo, 2018). It is considered a harmful and undesirable behavior because speakers may fail to use the TL. In addition, Hornberger et al. (2010) stated that it signs

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laziness in using a language. In contrast, some scholars believe it can give some advantages in an educational context, such as assistance in the process of teaching and learning (Greggio & Ensino, 2007). Besides, it can be bilingual resources, not error interference (Jenkins, 2006), and it is not a sign of failure, but a language strategy (Ja'afar & Maarof, 2016). In addition to the significance of classroom code-switching, Ferguson (2003) mentioned three major functions that become the basis of this research to find out the extent to which code-switching is applied:

1. CS for curriculum access

Applying CS for curriculum access means the practice of CS to assist students understand the materials by explaining new words, difficult concepts, grammar, unfamiliar materials, difficult pronunciations, etc.

2. CS for classroom management discourse

Employing CS for management discourse indicates the use of CS to motivate, discipline and praise students as well as to signal a change of footing such as by maintaining classroom discipline and structure of the lesson, giving feedback, and encourage students to participate in classroom activities.

3. CS for interpersonal relations

CS for interpersonal relations refers to humanizing the effective classroom environment and negotiating different identities by reducing students' anxiety and increasing students' motivation and confidence.

**Reasons for Using Code Switching**

In general, Littlewood & Yu (2011) contended three most common purposes of inserting L1 in the L2 class, which are to build constructive social relationships, to make sure understanding and give easiness in teaching difficult grammar, and to create a controlled classroom environment. In addition to it, there are a number of reasons of using code switching. Hoffman (2014) emphasized seven reasons of using CS.

1. Discussing particular issues

It is explained that people tend to switch languages when facing particular issues because they feel more comfortable expressing their thoughts; for instance, Javanese is sometimes switched when we talk to people who share the same language instead of using Bahasa Indonesia.

2. Quoting someone else's speech

When giving news reports to cite someone, people switch the language, such as when quoting well-known expressions or saying things from famous people.

3. Showing empathy

Code-switching can also be applied mistakenly or consciously to express empathy about something. This CS can build solidarity among speakers.

4. Giving interjections

People can also use CS to mark an interjection or sentence filler. Language This type of CS may occur intentionally or unintentionally.

5. Repeating to give clarification

Repetition is occasionally done to convey a message from one code to another in order to highlight the points.

6. Clarifying the speech content

When speaking, people may find a situation where the hearers cannot understand the intended message, thus CS is the strategy to make the content can be easily understood by the hearers and run smoothly.

#### 7. Expressing group identity

A group identity can also be expressed through CS, so those who are not the part of community can be identified. This means, people can send the sense of group identification.

Similarly, Malik (1994) pointed out ten reasons that serve as the framework of the rationale in the present study, such as: 1) code-switching is used when speakers cannot find the appropriate word(s) from the L2 to match the word(s) of their L1; 2) speakers code switch because a certain of vocabulary is not available in their native language (Muthusamy, 2009); 3) the code-switching occurs because of the state of mind. In other words, it is triggered when the speaker is emotionally affected; 4) it is employed because the speaker wants to emphasize a particular point; 5) it is the use of code-switching with discourse markers such as "you know", "I mean", "like"; 6) the code-switching is related to the signal of a speaker's attitude, emotion, and communication; 7) it expresses a solidarity with a particular group; 8) it is applied to address someone new in a group; 9) the code-switching is done to draw attention to the context of a conversation; 10) the code-switching is used for attracting people's attention. In general, both Malik and Hoffman shared similar purposes, yet Malik (1994) stated some purposes that Hoffmann (2014) did not mention. Therefore, this study adopts these theories to explain the rationale of the practice of CS.

#### **Attitudes to Code Switching**

Reactions to code-switching are various. Some people may see it as a positive and negative attitude (Holmes & Janet, 2013). The positive views are triggered by the reasons proposed by Malik (1994, as cited in Azlan & Narasuman, 2013), and the negative views may be considered that it could hamper their language learning development. In the EFL context, such as in Indonesia, code-switching is considered a common practice in English classrooms. The teachers may do it because they believe it assists them in their language classroom.

### **RESEARCH METHOD**

#### **Research context**

Aiming to describe the rationale of code-switching, the extent it was used, and the students' perspectives on the use of CS in higher education, this research involved students majoring in English Language (D3) and English Literature (S1) study programs at STBA JIA. The study programs provide students a comprehensive foundation in linguistics, literature, cultures and language skills. When they graduate, they are prepared for variety of careers such as interpreters, tour guides, officers, entrepreneurs, English teachers, etc. Yet, according to the researchers' firsthand experience, the practice of CS is occasionally used by the lectures in the classrooms. Therefore, the researchers found it interesting to explore further about how this CS was implemented by the lecturers and perceived by the students.

#### **Research Design**

The mixed methods were adopted in this study to provide more comprehensive data, so it can minimize the drawbacks of both approaches. The researchers utilized two major instruments, open and closed questionnaires. The open questionnaire was designed to explore the rationale of using code-switching in English classrooms in higher education. The second instruments were closed

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questionnaires. The questionnaires were distributed in this study, and the first one gauged the extent to which code switching was employed by adapting Ferguson's concept (2003). It was shared to the lecturers of English Language (D3) and English Literature (S1) at STBA JIA, and the second questionnaire was to elicit the students' attitudes which was sent to the students adapting Agudo (2017).

### **Participants**

The participants participating in this research were the English Language (D3) and English Literature students (S1) (excluding the students in the final year) and the lectures of STBA JIA in Bekasi, West Java. There were seven students from English Language Study Program (D3) and 80 students from English Literature Study Program (S1). Meanwhile, there were nine lecturers involved, consisting of 5 lecturers from the English Literature Study Program and three lecturers from the English Language Study Program.

### **Research Procedures**

Research procedures consist of a series of steps that the researchers followed to attain the research objectives.

1. The step began with identifying the problem by formulating the research questions. In this study, three research questions were formulated, which are *what is the rationale of using code switching in higher education? to what extent is code switching implemented in English classrooms in higher education? what is the students' perspective on the use of code switching in higher education?*
2. In the second step, the researchers examined the relevant studies and literatures reviewing the main concept of the research.
3. In step three, the researchers planned the design of the research and described the research population. Mixed methods were chosen as the research design and the population involved the students and the lecturers in English departments at STBA JIA.
4. The researchers collected the data in step four. The researchers adapted the instruments from the previous researchers through the open and closed questionnaires given to the students and the lectures. In addition, interview was also used as the instrument for the lecturers.
5. After the data were collected, the researchers analyzed the data taken from the questionnaires and interview. The closed questionnaire was analyzed quantitatively, while the open questionnaire and interview was analyzed qualitatively.
6. In the last step, the researchers prepared a report which explains the research findings and discussion.

### **Data Collection and Analysis**

Data were collected from the closed questionnaire, open questionnaire, and interviews. In analyzing the data, the open questionnaire was analyzed qualitatively and the closed questionnaires were quantitatively examined. In the open questionnaire, careful identification was employed to find the themes for the rationale of the use of CS, and exploratory data analysis was chosen to analyze the closed questionnaires. It is a form of data analysis that is usually descriptive by providing frequencies and percentages (Cohen et al., 2007). Statistical analysis of the quantitative data will utilize SPSS 20 to calculate the percentages of the responses.

## FINDINGS AND DISCUSSION

### Findings

The findings are discussed to address the research questions in terms of the rationale of code switching, the extent it was used, and the students' perspectives on the use of code switching.

#### 1. The rationale of the use of code switching in higher education

After analyzing the themes to seek for the rationale of code switching, it is found that most of the lecturers reasoned that CS was employed to help students understand the materials more easily. The same result was also discovered by Benu (2018) who explain that CS was applied as an effective way for helping students receive information from the teachers. The lecturers believed that their materials contained difficult concepts which might confuse them if CS was not applied.

*To make the students clearly understand about the material. (L1)*

*Untuk bidang linguistic, industry, tourism mahasiswa/i lebih mudah untuk memahami materi dengan cara code switching, dapat mengurangi beban "sulit" dari ilmu bidang linguistik dengan code switching, waktu yang digunakan lebih efektif dalam menjelaskan materi, akan terbiasa menggunakan bilingual didalam sebuah forum. (L6)*

*I use code switching to make sure that students understand to what I've explained. If I use full-English, I'm afraid it will be so difficult for them to catch up the lesson. (L7)*

*I use "C.S" to clarify concepts or instructions, so that students can understand the materials/concepts being taught (If I notice that there is lack of comprehension among the students). (L8)*

*To explain difficult concepts, to explain the differences between English and Indonesian (translation). (L3)*

*Code switching is necessary when the students need to know the meaning (Indonesian) of the words, phrases, or sentences. In vocabulary courses, the lecturer need to mention the meaning in Indonesian after explaining or describing the definition in English. (L9)*

In addition to it, CS was also inserted in the lecturers' utterances to repeat for giving instructions or directions.

*Majority I used code switching when I see my students face look confusing or I need to explain more about direction of assignmen that students must do. However, I always push them to have presentation in English or even only giving question to me. They can still use Bahasa if they stuck with the vocabulary. But usually their friends directly give the English vocab. In translation class, because we need Bahasa also Bahasa is used when we explain the source or target language. (L2)*

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Some lecturers also provided that CS was held to discuss particular issues and establish a social relationship. In her research, Masna (2020) also reported that the practice of CS was used in selected topics.

*Discussing several different occasions, giving instructions and recognizing tasks, discussing specific thing... (L5)*

*...building social relationship (L5).*

Two findings of the use of CS were also implemented to inspire students to actively engage in language classroom.

*To influence students to talk more and confidently, to keep reminding them that we are English department student, to practice my English fluency daily basis. (L4)*

*...encouraging student to involve and participate, managing class, making teaching more energetic... (L5).*

Concluding from the data above, the rationale of the practice of CS was to make the students understand the materials more easily, clarify, discuss particular issues, and encourage students to actively engage in language classroom.

## 2. The extent of the use of code switching in higher education

To investigate the extent to which CS was used, the researchers designed the instrument from the previous study (Ferguson, 2003). For the curriculum access, six statements received “often” as the dominant response, which are explaining the meaning of new words and sentences (66,7%), explaining difficult concepts (66,7%), explaining grammar explicitly (44,4%), explaining the differences between the students’ L1 and English (66,7), checking for students’ comprehension (66,7%), and introducing unfamiliar materials/topics (44,4%). While, statement six in terms of drawing students’ attention to the correct pronunciation of sounds in English, 33,3% of the lecturers chose “almost never”, but there were 22,2%, 22,2%, and 11,1% for “often”, “most of the time”, and “every time” respectively meaning that most lectures confirmed that they also corrected pronunciation through CS.

The second point of the questionnaire was to gauge the extent to which CS was adopted. As seen, most lecturers used CS to maintain classroom discipline and structure of the lesson (44,4%) and encourage their participation in class (55,5%). Interestingly, there were equal responses in “almost never”, “often”, and “most of the time” (33,3%) for the implementation of CS for giving feedback/praise/personal remarks for students’ performances. Yet, it still shows that most of the lecturers had a positive view on it.

Lastly, the lecturers agreed to use CS for lowering students’ anxiety (77,8%). It could be assumed that the students might have anxiety when the language medium was full in English, consequently, the lecturers initiated to make them feel relaxed during the learning process. Yet, the majority had 44,4% voices if CS could increase students’ motivation and confidence.

**Table 1. The Extent of the Use of Code Switching**

No	Statement	Never	Almost Never	Often	Most of the Time	Every Time
To what extent do you use code switching for curriculum access?						
1	To explain the meaning of new words and sentences	11,1%	11,1%	66,7%	0%	11,1%
2	To explain difficult concepts	0%	0%	66,7%	22,2%	11,1%
3	To explain grammar explicitly	11,1%	22,2%	44,4%		22,2%
4	To check for students' comprehension	0%	11,1%	66,7%	11,1%	11,1%
5	To introduce unfamiliar materials/topics	11,1%	11,1%	44,4%	22,2%	11,1%
6	To explain the differences between the students' L1 and English	11,1%	11,1%	66,7%	11,1%	0%
7	To draw students' attention to the correct pronunciation of sounds in English	11,1%	33,3%	22,2%	22,2%	11,1%
To what extent do you use code switching for classroom management?						
8	To maintain classroom discipline and structure of the lesson	0%	22,2%	44,4%	22,2%	11,1%
9	To provide praise/feedback/personal remarks about students' performance	0%	33,3%	33,3%	33,3%	0%
10	To encourage students' participation in classroom activities	0%	22,2%	55,5%	11,1%	11,1%
To what extent do you use code switching for interpersonal relations?						
11	To reduce students' anxiety in learning English	0%	0%	77,8%	22,2%	0%
12	To increase students' motivation and confidence in learning English	0%	11,1%	44,4%	33,3%	11,1%

### 3. Students' perspectives on the use of code switching in higher education

The data show that most of the students had a positive view on the practice of CS. They agreed that CS was necessary for their learning (49,4%), able to facilitate their learning (56,3%), and the lecturers who used CS were still proficient in English (48,3%). They also gave their disagreement that the practice of CS polluted their learning (35,6%) or the lecturers who used CS were deficient in English (43,7%). Yet, they realized that the practice of CS had nothing to do with their learning pace (47,1%).

When asked to share their opinions on their perspectives towards the English only in English classroom, they had a neutral position which shows their hesitance (44,8%). While, their perceptions on the use of Bahasa Indonesia in



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English class are drawn from various views. Teaching English with fully Bahasa Indonesia was not dominantly agreed. There was 40,2% of the total lecturers agreed nor disagreed with this idea. Overall, incorporating Bahasa Indonesia in English classroom resulted to a positive view such as agreeing that using Bahasa Indonesia was helpful for understanding difficult concepts such as grammar (48,3%), topics (47,1), words (48,3%), instructions (51,7%), messages (44,8), explanations (49,4%), and lesson contents (51,7%). Besides, the majority of the students had a belief that CS facilitated their learning by agreeing that CS help them with concept checking (55,2%), giving feedback (52,9%), shifting the topics (50,6%), and presentations (47,1%). CS not only affected students in the areas of learning, but also, they agreed that CS made students become more motivated and confident (39,1%), assisted teachers to attract attention (36,8%), elicit responses (44,8%), encourage classroom interaction (42,5%), provide help for students, guide students (43,7), answer possible questions (43,7%), make contrast between Bahasa Indonesia and English (57,5%), and provide assistance with administrative issues.

**Table 2. Students' Perspectives on the Use of Code Switching**

No	Statement	SD	D	NAND	A	SA
1	Lecturers' code-switching is necessary and helpful for a successful EFL learning and teaching.	0	0	8%	49,4%	42,5%
2	Lecturers' code-switching facilitates EFL learning and teaching.	0	3,4%	8%	56,3%	32,2%
3	I think that lecturers should speak English only in classes.	8%	14,9%	44,8%	14,9%	17,2%
4	I think that Bahasa Indonesia should be excluded from English classes.	6,9%	27,6%	40,2%	16,1%	9,2%
5	Using both languages (English and Bahasa Indonesia) make me learn quicker and more easily.	47,1%	36,8%	14,9%	0%	1,1%
6	Lectures who switch code from English to Bahasa Indonesia or from Bahasa Indonesia to English pollute both languages.	11,5%	35,6%	18,4%	27,6%	6,9%
7	Lecturers who switch code from English to Bahasa Indonesia are deficient in English.	9,2%	43,7%	31%	12,6%	3,4%

8	Lecturers who switch code from English to Bahasa Indonesia are proficient in English.	0%	6,9%	26,4%	48,3%	18,4%
9	Using Bahasa Indonesia is helpful for explaining complex grammar points and rules.	0%	3,4%	12,6%	48,3%	35,6%
10	Using Bahasa Indonesia helps me to understand the difficult and complicated topics easily.	0%	0%	11,5%	47,1%	41,4%
11	Using Bahasa Indonesia is helpful for explaining and helping me understand unfamiliar words and/or expressions.	0%	2,3%	11,5%	48,3%	37,9%
12	Using Bahasa Indonesia is useful to explain and help me understand complex instructions.	1,1%	1,1%	14,9%	51,7%	31%
13	Using Bahasa Indonesia is helpful for putting emphasis on the message.	0%	2,3%	31%	44,8%	21,8%
14	Using Bahasa Indonesia is helpful for saving time in lengthy task explanations.	1,1%	4,6%	25,3%	49,4%	19,5%
15	Using Bahasa Indonesia is helpful for clarifying the lesson content taught when I do not understand in English.	0%	3,4%	13,8%	51,7%	31%
16	Using Bahasa Indonesia is a useful tool for checking and/or ensuring understanding.	1,1%	2,3%	13,8%	55,2%	27,6%
17	Using Bahasa Indonesia is useful to provide feedback and/or comments on	1,1%	4,6%	23%	52,9%	18,4%

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	the responses and explain the errors.					
18	Using Bahasa Indonesia is helpful in topic shift.	0%	5,7%	32,2%	50,6%	11,5%
19	Using Bahasa Indonesia is helpful for presenting information about the English culture.	0%	14,9%	24,1%	47,1%	13,8%
20	Using Bahasa Indonesia is helpful for encouraging and making me feel more motivated, comfortable and confident through humorous and positive comments so as to create a relaxing atmosphere in class.	2,3%	10,3%	31%	39,1%	17,2%
21	Using Bahasa Indonesia is helpful for attracting attention.	1,1%	16,1%	35,6%	36,8%	10,3%
22	Using Bahasa Indonesia is helpful for better eliciting responses from students.	0%	6,9%	39,1%	44,8%	9,2%
23	Using Bahasa Indonesia may encourage classroom interaction.	0%	12,6%	28,7%	42,5%	16,1%
24	Using Bahasa Indonesia is necessary to maintain discipline and control the class.	3,4%	16,1%	39,1%	34,5%	6,9%
25	Using Bahasa Indonesia is helpful in giving individual help to learners.	0%	4,6%	14,9%	63,2%	17,2%
26	Using Bahasa Indonesia is helpful for supervising and guiding students when working collaboratively.	0%	6,9%	35,6%	43,7%	13,8%

27	Using Bahasa Indonesia is helpful at the end of the class to answer possible questions.	0%	10,3%	32,3%	43,7%	13,8%
28	Using Bahasa Indonesia is helpful for making contrast between Bahasa Indonesia and English.	0%	4,6%	20,7%	57,5%	17,2%
29	Using Bahasa Indonesia is helpful for administrative issues like exam announcement.	1,1%	6,9%	19,5%	50,6%	21,8%

### Discussion

Viewed from the findings above, the results show that the lectures employed CS for several reasons hoping that the subject lessons could be better understood by the students. In addition, the extent of the use of CS indicates that the lectures switched their language not only for curriculum access, but also classroom management and interpersonal relations. Similarly, most of the students surveyed believed that the practice of CS was accepted positively. Further discussion of the results is explained in the following section.

#### 1. The rationale of code-switching

Most of the lecturers argued that they switched their language to clarify the lessons in order to make the students understand the materials more easily. They admitted that the lessons contained difficult concepts, such as in Linguistics, which might confuse them without switching the code. This reason resonated with Hoffmann (2014). Besides, CS was also reported to repeat important information and describe particular issues (Hoffmann, 2014).

One respondent perceived that CS not only focused on the subject areas, but it also could strengthen the relationship between the lecturer and students (Malik, 1994). One interesting fact found according to the result of this open questionnaire is also the information that the two respondents adopted CS to stimulate students to actively engage in English classroom. This case might occur when teaching a class with low proficiency level.

#### 2. The extent of the use of code-switching

Drawing on the result of the questionnaire, the lecturers used CS for curriculum access, management discourse, and interpersonal relations positively (Ferguson, 2003). In regards to curriculum access, the lecturers changed the language to their L1 to explain new meanings of the words, complex concepts, explicit grammar, the differences between L1 and L2, and unfamiliar topics. This is in line with the data revealed in the previous section. In this case, the lecturers attempted to assist students in comprehending the subjects by inserting Bahasa Indonesia in their speech. In the management discourse, the lectures taught the class with CS to discipline, structure the lessons, and make students active. They might need some help with using English to manage the class. Consequently, Bahasa

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Indonesia was preferred to use because it was more easily understood. Lastly, most of the lecturers also agreed that lowering anxiety could be solved by using CS, despite having doubts if CS could increase their motivation and confidence.

### 3. Students' perspectives on the use of code-switching in English classroom

Looking at the percentages of the students' questionnaire adapted from Agudo (2017) reveals that most of the students had a positive view of the use of CS in English classrooms even though they realized that the practice of CS did not make them become fast learners. They also did not label the lecturers who used CS as people who had low proficiency in English.

They confirmed the benefits of CS, but they rejected to have a class with full Bahasa Indonesia except incorporating it as a language shift. According to the respondents, CS could help the with concept checking, giving feedback, shifting the topics, and giving presentations. Not only, scaffolding the learning areas, CS supported their affective areas, such as boosting their confidence and motivation levels. In addition, with CS, students felt teachers could attract attention, elicit responses, encourage classroom interaction, provide help, guide students, answer questions, identify the differences between L1 and L2, and give assistance with administrative matters.

## CONCLUSION AND SUGGESTION

### Conclusion

The phenomenon of code-switching is unavoidable in EFL contexts. Based on the results of open and closed questionnaires to the lecturers and students, this research was able to summarize that code-switching was employed by the lecturers in English class mainly to make the lessons easier to understand. The extent to which it was adopted was on the curriculum access (explaining difficult concepts), management discourse (classroom management), and interpersonal relations (lowering anxiety). The students also viewed this practice as a positive way which assisted them in the learning process and affective aspects (lowering anxiety), so there is a correlation between the lecturers' rationale and the students' perspectives. This suggests that the practice of CS is accepted in the EFL contexts in higher education as long as the lecturers have clear reasons for their use.

### Suggestion

This research can address the research questions by explaining the rationale of the use of code switching, analyzing the extent it was employed, and how the students perceived this language shift. Yet, this does not mean the research is perfectly done. The future researchers can address the gap of the research such as enlarging the participants (not limited to students majoring in English department) and identifying the specific types of code switching applied by the lecturers. These may provide greater reliability and more sophisticated results in the future.

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