

Students' Perception on Code Switching Used by English Lecturer

Fitriyah

Universitas Pamulang

Email: dosen01252@unpam.ac.id

Abstract

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This research is a continuation of research that conducted previously with the title "An Analysis of Code Switching Used by English Lecturer" which focuses on types of code-switching and the purpose of code-switching used by the lecturer. Previous research showed that the functions that appeared most often were attracting students' attention, social functions and the last is organize learning and teaching activities effectively. Based on these findings, the author is interested in conducting further research from a different perspective. The researchers are interested in conducting further research from students' perspective. The researchers would like to analyse and prove that code-switching carried out by lecturers is indeed needed by students and is effective in the teaching and learning activities. This research is a descriptive qualitative research. The data are considered as descriptive qualitative because they are form of written and spoken (words) rather than numbers. The research design used in this research is survey research design, meanwhile the researchers collected the data (sample) during English class that conducted by the researchers. The findings of this study, several practical recommendations can be proposed to enhance the effectiveness of code switching in teaching contexts in higher education. Conduct regular training sessions for lecturers to enhance their understanding of teaching strategies that integrate code switching. Lecturers need a deep understanding of how to implement code switching effectively and responsively to students' needs. Further research is also needed to delve into the long- term effects of code switching on academic achievement and students' language proficiency. Thus, this approach not only enriches students' learning experiences but also supports the inclusive and multicultural vision of modern higher education institutions.

Kata Kunci:

*Persepsi Mahasiswa,
Alih Bahasa, Dosen
Bahasa Inggris,
Universitas Pamulang.*

Abstrak

Penelitian ini merupakan kelanjutan dari penelitian yang telah dilakukan sebelumnya dengan judul "An Analysis of Code Switching Used by English Lecturer" yang berfokus pada jenis-jenis alih kode dan tujuan alih kode yang digunakan oleh dosen. Penelitian sebelumnya menunjukkan bahwa fungsi yang paling sering muncul adalah menarik perhatian mahasiswa, fungsi sosial dan yang terakhir adalah mengatur kegiatan belajar mengajar secara efektif. Berdasarkan temuan tersebut, penulis tertarik untuk melakukan penelitian lebih lanjut dari perspektif yang berbeda. Peneliti tertarik untuk melakukan penelitian lebih lanjut dari perspektif mahasiswa. Peneliti ingin menganalisis dan membuktikan bahwa alih kode yang dilakukan oleh dosen memang dibutuhkan oleh mahasiswa dan efektif dalam kegiatan belajar mengajar. Penelitian ini merupakan penelitian kualitatif deskriptif. Data yang dipakai adalah kualitatif deskriptif karena berbentuk tertulis dan lisan (kata-kata) bukan angka. Desain penelitian yang digunakan dalam penelitian ini adalah desain penelitian survei, sementara peneliti mengumpulkan data (sampel) selama pembelajaran bahasa Inggris yang dilakukan oleh peneliti. Berdasarkan hasil penelitian ini, beberapa rekomendasi praktis dapat diajukan untuk meningkatkan efektivitas alih kode dalam konteks pengajaran di pendidikan tinggi. Melaksanakan sesi pelatihan rutin bagi dosen untuk meningkatkan pemahaman mereka tentang strategi pengajaran yang mengintegrasikan alih kode. Dosen perlu memiliki pemahaman yang mendalam tentang cara menerapkan alih kode secara efektif dan responsif terhadap kebutuhan mahasiswa. Penelitian lebih lanjut juga diperlukan untuk menyelidiki efek jangka panjang dari alih kode terhadap prestasi akademik dan kemahiran berbahasa mahasiswa. Dengan demikian, pendekatan ini tidak hanya memperkaya pengalaman belajar mahasiswa tetapi juga mendukung visi inklusif dan multikultural dari lembaga pendidikan tinggi modern.

INTRODUCTION

In bilingual or multilingual contexts, code-switching has become a common phenomenon. It involves the alternation between two or more languages or varieties within a conversation, sentence, or discourse. According to Bullock (2009, cited in Sadiq), bilingual speakers can effortlessly alternate between

languages, which makes code-switching a crucial aspect of linguistic behavior. This practice is frequently observed in educational settings, where it is used as a communicative and instructional tool to facilitate learning, especially in English as a Foreign Language (EFL) classroom.

Code-switching can occur at different levels, categorized as inter-sentential, intra-sentential, and tag switching (Appel & Muysken, 1987, cited in Juniari, 2021). Inter-sentential code-switching takes place between sentence boundaries, while intra-sentential switching occurs within a single sentence. Tag switching, on the other hand, involves the insertion of exclamations or phrases from another language into a sentence. These variations make code-switching a dynamic and adaptive strategy, especially in complex communicative environments such as classrooms.

The use of code-switching in educational settings has been identified as beneficial for students with varying levels of English proficiency. Gulzar (in Widati, 2016) emphasized its role in addressing students' needs and enhancing classroom interactions. Similarly, Fareed et al. (2016, cited in Hafid, 2022) argued that code-switching provides comprehensible input for students struggling with English. By alternating between languages, teachers can create a more inclusive and effective learning environment, bridging language gaps and improving students' understanding of the subject matter.

In Indonesian EFL classrooms, code-switching often involves transitions between English and Bahasa Indonesia. This practice has proven indispensable for managing classrooms and facilitating learning, as it helps explain complex concepts, maintain students' attention, and improve their comprehension (Marsela, 2020, cited in Munawaroh, 2022). Moreover, Bhatti (2018, cited in Boyandi et al., 2021) noted that code-switching serves a social function, strengthening the bond between teachers and students and enhancing the overall learning experience.

For instance, a study by Otheguy, García, and Reid (2015) demonstrated that code-switching facilitates understanding and enhances the learning experience in diverse linguistic environments. Their work emphasized that

students could leverage their linguistic repertoire to grasp complex concepts more readily, which mirrors our finding that 80% of students felt more confident using Indonesian as a bridge to comprehend challenging English material. Furthermore, the enjoyment of classroom interactions reported by students in our study is consistent with earlier findings by MacSwan (2017), who noted that allowing students to use their native language in discussions promotes a more enjoyable and interactive learning atmosphere. These dynamic underscores the importance of a flexible pedagogical approach that accommodates various learner needs and preferences, further enhancing student participation and motivation. In light of these previous studies, it becomes clear that integrating code-switching into teaching strategies is not merely beneficial but essential for fostering an inclusive educational environment. By recognizing the diverse linguistic backgrounds of students and employing code-switching as a pedagogical tool, educators can create a more supportive learning atmosphere. Thus, this study not only reinforces existing research but also contributes to a deeper understanding of how thoughtful language use can enrich educational practices in multicultural contexts. Future research should continue to explore the long-term effects of code-switching on academic outcomes and further refine teaching strategies that incorporate this approach.

Given the significance of code-switching in educational contexts, this study aims to investigate students' perceptions of code-switching used by English lecturers at Pamulang University, particularly in the Accounting major. Focusing on students' perceptions of code-switching used by English lecturers in the Accounting major at Pamulang University is important for several reasons. First, English is often a second language for many students, code-switching becomes a vital tool in the learning process. Understanding students' perceptions can provide insights into how effective this practice is in facilitating comprehension among learners who may struggle with the English language, especially in specialized fields like accounting that involve complex terminology. Second, by examining how students view the use of code-switching, the research can highlight effective strategies that lecturers employ to enhance learning experiences. This can lead to

improved instructional methods that cater to the diverse linguistic backgrounds and proficiency levels of students, ultimately promoting better educational outcomes. Third, Code-switching has the potential to create a more interactive and engaging learning environment. Investigating students' perspectives can help illuminate how this practice influences their motivation and participation in class, shedding light on the implications for classroom dynamics and student-teacher relationships. This research seeks to explore the advantages of code-switching from students' perspectives and evaluate its role in enhancing their comprehension and learning outcomes. By targeting these aspects, the research aims to provide a comprehensive understanding of how code-switching influences learning experiences in the Accounting major at Pamulang University, ultimately enhancing the educational practices and outcomes for both students and educators.

METHOD

The study employed a descriptive qualitative design to analyze written and spoken data rather than numerical information. This approach aligns with the principles of Rossman and Rallis (2012), who emphasize that qualitative research relies on the researcher as the primary instrument and focuses on understanding social phenomena. Qualitative descriptive research aims to provide a comprehensive summary of specific topics of interest. Although it primarily focuses on qualitative data, integrating percentages can help clarify the prevalence or frequency of particular themes or responses, enriching the descriptive quality of the research. The research was conducted at Pamulang University, specifically in the Accounting Department, from November 2023 to June 2024. The participants in this study included 30 students enrolled in the Accounting department at Pamulang University who attended English classes where code-switching was actively practiced by the lecturer. This specific group was chosen to ensure that the responses reflected the experiences and perceptions of students who have directly interacted with the code-switching teaching approach in their educational context. By limiting the sample to one class, the research aims to maintain consistency in the participants' exposure to code-switching, providing a clearer

insight into its effectiveness and impact on their learning experiences. To collect data, the researchers used questionnaires distributed at the end of a semester-long observation of the English classes. Questionnaires can include closed-ended questions or Likert scale items that allow researchers to quantify responses. During the semester, the lecturer employed code-switching strategies in their teaching to facilitate understanding. The questionnaires, designed using a Likert scale, included statements exploring students' perceptions of the lecturer's code-switching practices. Students responded by indicating their level of agreement with each statement, ranging from strongly agree to strongly disagree.

The data analysis involved organizing and classifying the responses into patterns and categories to identify themes. This process followed Moleong's (2002) guidelines, which emphasize transforming qualitative data into meaningful insights. By analyzing the students' perceptions, the study aimed to draw conclusions about the types and functions of code-switching and its impact on classroom instruction in the English language.

FINDINGS AND DISSCUSION

Findings

There are some points as the research results. In this study, there were 30 respondents consisting of active students at Pamulang University. The majority of respondents were first-semester students who were taking English courses as part of their curriculum. Moreover, the majority of respondents were students with varying levels of proficiency in English, ranging from experienced to those who still lacked confidence in using English as an academic language.

Table 1. Questionnaire Analysis Results

No	Statements	Strongly Agree	Agree	Neutral	Dis Agree	Strongly Disagree
1	Saya senang ketika dosen menjelaska materi dalam Bahasa Inggris (full)	3 (10%)	7 (23.3%)	11 (36.7%)	6 (20%)	3 (10%)
2	Saya senang ketika dosen menjelaskan materi dengan Bahasa Inggris dan Bahasa Indonesia	14 (46,7%)	8 (26.7%)	7 (23,3%)	-	1 (3.3%)

3	Saya senang ketika terdapat kata, istilah atau penjelasan yang sulit dosen menjelaskannya dalam Bahasa Indonesia	18 (60%)	6 (20%)	3 (10%)	2 (6.7%)	1 (3.3%)
4	Penggunaan alih bahasa dari Bahasa Inggris ke dalam Bahasa Indonesia membantu saya memahami materi yang sulit	16 (53.3%)	10 (33.3%)	3 (10%)	-	1 (3.3%)
5	Materi yang sulit jika dijelaskan menggunakan Bahasa Indonesia terasa lebih mudah dipahami	17 (56.7%)	9 (30%)	3 (10%)	-	1 (3.3%)
6	Saya sering merasa kesulitan memahami penjelasan dosen jika tidak diselingi dengan Bahasa Indonesia	9 (30%)	14 (46.7%)	5 (16.7%)	1 (3.3%)	1 (3.3%)
7	Dengan adanya campuran Bahasa Indonesia dalam kelas Bahasa Inggris membuat saya sedikit rileks di kelas Bahasa Inggris karena kemampuan Bahasa Inggris saya yang masih kurang	11 (36.7%)	13 (43.3%)	6 (20%)	-	-
8	Penggunaan alih bahasa dalam kelas Bahasa Inggris mempermudah saya dan siswa lainnya dalam memahami instruksi dosen	9 (30%)	14 (46.7%)	5 (16.7%)	1 (3.3%)	1 (3.3%)
9	Saya menjadi lebih berani untuk mencoba berbicara dalam Bahasa Inggris meskipun hanya 1 atau 2 kalimat yang kemudian disambung dengan kalimat berbahasa Indonesia	6 (20%)	12 (40%)	10 (33.3%)	1 (3.3%)	1 (3.3%)
10	Interaksi di dalam kelas terasa lebih menyenangkan karena kami tidak dipaksa untuk terus menerus berbicara menggunakan Bahasa Inggris, melainkan kami diberi kesempatan untuk belajar sedikit demi sedikit.	12 (40%)	11 (36.7%)	5 (16.7%)	2 (6.7%)	-

The findings of the study reveal varied student perceptions regarding the use of English and Indonesian in the classroom, particularly focusing on code-switching as a teaching strategy. When asked about the use of full English instruction, only 33.3% of students agreed or strongly agreed that they were happy with the lecturer explaining material entirely in English. In contrast, a significant majority, comprising 56.7%, felt neutral or disagreed with this approach, indicating considerable variation in preferences concerning the use of English in teaching contexts.

In contrast to the preference for full English, the majority of students expressed positive feelings toward bilingual instruction. A total of 73.4% stated that they were happy when the lecturer explained material in both English and Indonesian. While some students still preferred full English instruction, this clear majority indicates that the bilingual approach is well-received and likely aligns better with the students' learning needs.

Furthermore, the students' responses demonstrate a strong demand for Indonesian language support when dealing with complex terminology. An impressive 80% of participants responded positively when asked if they preferred those difficult words, terms, or explanations be clarified in Indonesian. This overwhelming support suggests that the use of Indonesian is perceived as an effective method for enhancing comprehension of challenging concepts.

Moreover, the effectiveness of code-switching in helping students grasp difficult material is further reinforced by the survey results, where 86.6% of students agreed that this strategy significantly aids their understanding. Similarly, 86.7% reported that when difficult material is explained in Indonesian, it becomes much easier to understand, highlighting the crucial role of native language support in the learning process.

Interestingly, more than half of the students (76.7%) indicated that they often struggle to understand lecturer explanations if they are not interspersed with Indonesian. This finding underscores the importance of utilizing Indonesian as an aid in explanations, as it appears essential to many students' comprehension.

Furthermore, the study revealed that the presence of Indonesian in an English class contributes positively to students' learning environments. About 80% of participants felt that the use of code-switching made them more relaxed in class, particularly due to their self-identified lack of English proficiency. This sentiment illustrates how code-switching not only enhances understanding but also fosters a more positive and supportive atmosphere for learning.

Additionally, 77% of students expressed that code-switching facilitates easier comprehension of lecturer instructions, thereby confirming that this practice is an effective instructional strategy. As for speaking confidence, 73.3% of students reported feeling more comfortable to attempt speaking in English, even if only in short sentences followed by Indonesian. This suggests that the incorporation of code-switching can significantly enhance students' willingness to engage verbally in their second language.

Finally, the findings indicate that the classroom environment is perceived as more enjoyable due to the non-pressured approach to language use, as 76.7% of students appreciated having opportunities to learn gradually without the constant expectation to speak in English. This highlights the potential of code-switching to create a relaxed and supportive learning environment that effectively balances language learning with students' linguistic capabilities. Overall, these findings underscore the value of bilingual instruction and code-switching as they cater to students' diverse needs and contribute to a more inclusive learning experience. Thus, the questionnaire results indicate that the use of code switching (English and Indonesian) by lecturers has a significant positive impact on students' understanding of academic material, enhances their confidence in speaking English, and creates a more enjoyable and supportive learning environment in English classes. By implementing these suggestions, it is hoped that the use of code switching can more effectively support the 13 English learning process in academic environments, according to students' preferences and needs.

Discussion

This study reveals various perceptions and responses of students regarding the use of code switching by lecturers in the higher education learning environment. The questionnaire results highlight several important aspects in understanding how the use of bilingual instruction (English and Indonesian) influences students' learning experiences and perceptions. Firstly, from the questionnaire results, it is evident that a majority of students show a preference for code switching over full English. More than two-thirds of students (73.4%) responded positively to the use of code switching, where they feel more comfortable and assisted in understanding academic materials. This indicates that this approach not only meets the needs of students proficient in Indonesian but also supports those who may feel more confident with Indonesian as a bridge to comprehend complex concepts in English. Secondly, the use of Indonesian to explain difficult words, terms, or explanations was highly rated by most students. A total of 80% of students felt that using Indonesian helps them understand complex materials. This finding underscores the importance of teaching flexibility to accommodate diverse student understandings of the material being taught. Thirdly, from a psychological perspective, the use of code switching also provides significant positive impacts. A majority of students (80%) feel 14 more relaxed in English class due to the use of Indonesian. This reflects a sense of security and support provided to students, especially those who may feel pressured or less confident in communicating in English. Fourthly, classroom interactions were rated as more enjoyable by most students because they can learn with a more gradual approach without the pressure to constantly speak in English. This indicates that a flexible approach in language use supports more inclusive and profound learning, where students can learn in the most effective way for them. The results of this study provide important implications for the development of teaching strategies in the higher education environment. Lecturers can consider adopting an approach that integrates code switching to maximize student understanding and enhance classroom interactions. Moreover, it is crucial to continue researching and evaluating the effectiveness of code switching in

language learning, as well as to provide appropriate training for lecturers to implement these strategies effectively. Thus, this research offers valuable insights into how code-switching approaches can enrich students' learning experiences and support the achievement of learning goals in an increasingly multicultural and global academic environment. The findings of this study highlight the efficacy of code-switching in higher education, particularly among students who may struggle with English as a medium of instruction. This aligns with previous research that has established the benefits of code-switching in multilingual classrooms. For instance, a study by Otheguy, García, and Reid (2015) demonstrated that code-switching facilitates understanding and enhances the learning experience in diverse linguistic environments. Their work emphasized that students could leverage their linguistic repertoire to grasp complex concepts more readily, which mirrors our finding that 80% of students felt more confident using Indonesian as a bridge to comprehend challenging English material. Furthermore, the enjoyment of classroom interactions reported by students in our study is consistent with earlier findings by MacSwan (2017), who noted that allowing students to use their native language in discussions promotes a more enjoyable and interactive learning atmosphere. These dynamic underscores the importance of a flexible pedagogical approach that accommodates various learner needs and preferences, further enhancing student participation and motivation.

In light of these previous studies, it becomes clear that integrating code-switching into teaching strategies is not merely beneficial but essential for fostering an inclusive educational environment. By recognizing the diverse linguistic backgrounds of students and employing code-switching as a pedagogical tool, educators can create a more supportive learning atmosphere. Thus, this study not only reinforces existing research but also contributes to a deeper understanding of how thoughtful language use can enrich educational practices in multicultural contexts. Future research should continue to explore the long-term effects of code-switching on academic outcomes and further refine teaching strategies that incorporate this approach.

CONCLUSION

Based on the analysis of the questionnaire, several conclusions can be drawn. Firstly, the majority of students showed a positive response to the use of code switching (English and Indonesian) in teaching. Most students felt that this approach helped them understand difficult material, reduced pressure in English classes, and increased comfort in actively participating in learning. Secondly, the use of Indonesian as a tool to explain difficult words, terms, or concepts received strong support from students. This finding indicates that Indonesian serves not only as a bridge to facilitate understanding in English but also as an essential tool for delivering accurate and clear information. Thirdly, psychologically, the code-switching approach creates a more relaxed and supportive learning environment. This is evidenced by increased confidence in speaking English and a more positive perception of the learning process overall. Fourthly, classroom interactions were rated as more enjoyable because students were given the opportunity to learn gradually without feeling burdened to exclusively speak English. This approach promotes inclusive learning where every student can contribute according to their comfort and language skills.

Based on the findings of this study, several practical recommendations can be proposed to enhance the effectiveness of code switching in teaching contexts in higher education. Conduct regular training sessions for lecturers to enhance their understanding of teaching strategies that integrate code switching. Lecturers need a deep understanding of how to implement code switching effectively and responsively to students' needs. Then, develop clear teaching guidelines on the use of code switching in class. These guidelines can assist lecturers in planning and implementing cohesive teaching strategies oriented towards desired learning outcomes. Also, it needs continuously evaluate the implementation of code switching in teaching to monitor its impact on students' understanding and language development. Further research is also needed to delve into the long-term effects of code switching on academic achievement and students' language proficiency.

Implementing these recommendations is expected to optimize the use of code switching as a functional teaching strategy and support the achievement of language learning goals in the academic environment. Thus, this approach not only enriches students' learning experiences but also supports the inclusive and multicultural vision of modern higher education institutions

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