

Students' and Lecturers' Perspective on Code-Switching in ELT Classroom in Faculty of Education and Vocational Studies at Universitas Lancang Kuning

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Abstract

This study explores the perspectives of students and lecturers on code-switching within the English Language Teaching (ELT) classroom context at Lancang Kuning University. Employing a qualitative approach, this research utilized descriptive qualitative methods to delve into the perspective of the participants. Semi-structured interviews, guided by adapted questionnaires, were conducted with three examiner lecturers and four 7th-semester students from the English Education Department. Video recordings supplemented the data collection process. Lecturers strategically employed code-switching to enhance clarity and comprehension, particularly during seminar proposals and result presentations. Students acknowledged its usefulness in aiding understanding, especially in the face of low English proficiency levels. However, concerns were raised regarding potential overuse hindering English language development. Code-switching notably improved students' speaking performance and engagement in ELT classrooms. The study underscores the multifaceted role of code-switching in ELT classrooms, balancing its benefits for comprehension and engagement with concerns about its impact on English proficiency.

Keywords:

ELT Classroom
Code-Switching

Abstrak

Penelitian ini mengeksplorasi pandangan mahasiswa dan dosen tentang percampuran bahasa dalam konteks kelas Pengajaran Bahasa Inggris (ELT) di Universitas Lancang Kuning. Dengan menggunakan pendekatan kualitatif, penelitian ini menggunakan metode deskriptif kualitatif untuk mendalami pandangan para peserta. Wawancara semi-terstruktur, yang diikuti dengan kuesioner yang disesuaikan, dilakukan dengan tiga dosen pengajar dan empat mahasiswa semester tujuh dari Program Studi Pendidikan Bahasa Inggris. Lalu adanya rekaman video yang turut melengkapi proses pengumpulan data. Dosen secara strategis menggunakan percampuran bahasa untuk meningkatkan kejelasan dan pemahaman, terutama selama proposal seminar dan presentasi hasil. Mahasiswa mengakui kegunaannya dalam membantu pemahaman, terutama di tingkat kemampuan Bahasa Inggris yang relatif rendah. Namun, ada kekhawatiran tentang potensi penggunaan berlebihan yang menghambat perkembangan bahasa Inggris. Percampuran juga secara signifikan dapat meningkatkan kinerja berbicara dan partisipasi mahasiswa di kelas ELT. Studi ini menekankan peran multifaset percampuran bahasa dalam kelas ELT, seimbang dengan manfaatnya untuk pemahaman dan keterlibatan dengan kekhawatiran tentang dampaknya terhadap kemampuan bahasa Inggris.

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1. BACKGROUND

The use of more than one language or code-switching in communication is a common phenomenon in various language communities. This phenomenon occurs not only in everyday conversations but can also be found in academic situations, including proposal and result seminars. Lancang Kuning University, specifically the Faculty of Education and Vocation with its English Education Department, is an interesting place to understand the dynamics of code-switching, both from the perspective of lecturers and students, in the context of these seminar activities (Astuti, 2020). The phenomenon of code-switching in the context of English language education becomes more intriguing because English serves not only as the target language of learning but also as the medium of instruction in academic activities. The success of communication in proposal and result seminars at the English Education Department relies heavily on a profound understanding of code-switching, both from the perspective of lecturers delivering the content and students receiving it (Pogeng, 2023).

In the faculty of Education and Vocational Studies, especially in the English department, Students are expected to speak English within the area of the environment, Code-Switching still play a crucial role in determining effective communication strategies, ensuring material comprehension, and creating a conducive learning in the environment. In this regard, the use of code-switching becomes a question because in the ELT Classroom the students have a target of 30% speaking score in seminar exams. So the research focused on the communication strategies that lecturers may employ to explain specific concepts, provide examples, or respond to students' questions. Therefore, understanding their problem regarding code-switching in ELT Classroom is crucial for comprehending the role of language in the learning process (Suganda, 2021). Meanwhile, students as information receivers also play a significant role. For them, understanding seminar materials, especially the results, is the key to success in their academic journey. How they interpret and respond to the use of code-switching can influence their level of understanding of the materials presented by lecturers. Therefore, understanding students and lecturers perspectives regarding code-switching ELT Classroom would provide valuable insights into its impact on comprehension and learning (Puspawati, 2018). The research gap that was theorized behind this research based on a work by Ahmad & Jusof (2019).

The importance of understanding students and lecturers perspective of code-switching in ELT Classroom lies in the fact that a profound comprehension of this phenomenon can serve as a foundation for developing more effective learning strategies in higher education settings. Therefore, this research aims to dive deep into students and lecturers perspective code-switching in ELT Classroom Context at the English Education Department, Faculty of Education and Vocation

2. METHODE OF THE RESEARCH

This research adopted a qualitative approach to obtain results for the research questions. The researcher chose the descriptive qualitative research method to conduct this study. As explained by Creswell, qualitative research focuses on real-world situations that describe people's thoughts and perspectives by providing insights into existing conditions and strives to use various evidence rather than just providing references. In short, qualitative research can be used to explore the views or perspectives of interviewees or participants in a specific context. Based on the research questions, the researcher selected this design to obtain more detailed and in-depth information regarding the perspectives of students and lecturers on the use of code-switching in ELT Classroom context and its outcomes (Aspers, 2019).

However, research that focuses on the quality of a relationship, activity, situation, or material is generally categorized as qualitative research. Qualitative research is an approach to investigate and understand the interpretation of social or human issues by individuals or communities. The research process involves formulating questions and procedures, moving from specific aspects to general themes, and drawing conclusions about the meaning of the collected data. The structure of the final research report was flexible (Dewi, 2021).

In the process of collecting data for qualitative research, the primary focus was on details presented in the form of written words or illustrations rather than numerical figures. Conclusions drawn in qualitative research are based on a deeper understanding of the development of a particular issue or social event, as explained earlier regarding qualitative methodology. By employing qualitative research methods, this study aims to elucidate the outcomes of the ongoing investigation, particularly in determining the perspectives of lecturers and students regarding the use of code-switching during the seminar proposal and presentation of results (Nasir, 2023).

The research was conducted at Lancang Kuning University. The time of this research started in 15th of February 2024 until all data was complete in the 22nd of February 2024. The research was documented at Lancang Kuning University seminars exam hall. The research participants include four 7th semester students from year 2020 and three examiner lecturers in the English Education Department. This study involved 7 participants from the supervising examiners, and students. The participating lecturers were selected to serve as examiners, and the student respondents were those who were undergoing thesis results seminar presentations. The participants are S, DK, and RA for the examiners and BT, SM, V, and GN for the students.

In collecting the data, researcher used some instruments, such as interview, video recording, and According to (Arikunto, S., 2019), research tools are the ones chosen and used by researchers while conducting data collection activities, so these activities are systematic and facilitated by them. The instruments used to collect data in this study were interview and video recording. In this study, the first tool utilized was the interview. Interview was one of the methods used to gather detailed information or data from research participants. In this context, lecturers serve as the subjects and objects of the interview with the researcher. The purpose of this interview section was to collect data for the first set of research questions. The interview guideline in this study encompasses numerous questions regarding instructors' perspectives on code-switching during the results presentation seminar. Questions posed include lecturers' views on the use of code-switching during seminar proposals and results presentations, as well as students' perceptions of lecturers' code-switching and the reasons behind lecturers using code-switching. The interview questionnaire was adapted from Ilknur Istifci (2019) and Arafat Hamouda's (2020) work and modified by the researcher. Additionally, the researcher employs an audio recorder in addition to developing the interview guideline. During the data processing, the audio recording also contributes to the process. The researcher transcribes the outcomes of the conducted interviews. Using the video recording, the researcher can supplement data that might have been missed or not fully captured.

Based on interview guidelines from (Istifci, 2019) questions that can be given for the lecturers were as follows:

1. What do you think about code-switching in class? Should L1 be avoided or used in classroom?
2. When do you switch codes in the class?
3. Did you code-switch when your lesson was video-recorded? What was the function?
4. Do your students code-switch? If so, for what purpose?

Based on interview guidelines from (Hamouda, 2020) questions that can be given for the students were as follows:

1. Do you think code-switching (English to Indonesian) use in EFL classroom is useful?
2. What benefits do you get from code switching use?
3. Does code switching disturb your concentration when learning English?
4. Does code switching help you in understanding English? Why?
5. What is your opinion about the teacher who uses code-switching?
6. What is the impact of using code switching in teaching and learning English?

Another instrument utilized by the researcher in this study is video recording. Video recording is the process of capturing and storing moving images with accompanying audio, allowing for the preservation and sharing of visual experiences. The primary function of video recording is to document and communicate events, ideas, and memories in a dynamic and engaging format. It serves as a powerful tool for various purposes, ranging from personal and professional documentation to entertainment and educational content creation. Video recording devices, such as cameras and smartphones, utilize advanced technologies to convert light and sound into digital data, which is then stored in various formats like MP4 or AVI. The versatility of video recording extends beyond mere documentation; it facilitates storytelling, visual communication, and the creation of multimedia content. With the advent of video-sharing platforms and social media, the impact of video recording has become even more profound, influencing how we connect, learn, and entertain ourselves in the digital age. Students and lecturers will be interviewed accordingly following video observation. Their responses were based on real-life experiences and personal viewpoints regarding the use of code-switching by lecturers' in seminar proposals and results, which could have both positive and negative implications.

A preliminary observation was done in order to obtain data about the phenomenon, a video recording was conducted to study the Code-Switching that occurred closely. Thereafter, an analysis about the recordings were collected and transcribed. An analysis referred to the process of processing, organizing, resolving, and discovering data. Data analysis techniques involve systematically collecting data to facilitate researchers in reaching conclusions. All data obtained by the researcher was presented in descriptive form. To obtain findings for the first question, the researcher used interviews to determine lecturers and students perspectives on the use of code-switching (CS). Interviews were conducted with lecturers and students to

explore more detailed information. In data analysis, the researcher organized data from the interview sessions, then transcribed and coded the data.

In qualitative research, effective data organization was considered crucial due to the substantial volume of information collected throughout the study. During this phase, the researcher analyzed data by organizing it, as the obtained data was still within a wide range. The next step involves the researcher analyzing the data through transcription. Subsequently, the researcher converts the data into a computer file by transcribing and typing it, as preparation for analysis. Transcription was the process of translating audio tape recordings into text data. The data collected from interview sessions were analyzed, and then the researcher proceeds to code the data. Coding involves the task of dividing and labeling text into distinct segments based on descriptions and overarching themes found within the data. At this stage, the obtained data can be labeled and categorized into more specific themes. By analyzing the data, the researcher can process the collected data. The researcher began by going into a classroom for data collection using a smartphone as a tool for video recording, and then the researcher followed with an interview with participants that were also video-recorded.

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The researcher used an interview to collect data related to the second research question, which aimed to answer students' perspectives on the use of code-switching during the proposal seminar and results presentation. The data analysis techniques employed by the researcher followed the approach proposed by Matthew and Michael Huberman, encompassing four steps: data reduction, data display, conclusion drawing/verification, and conclusion drawing/verification. Here, these were explained in more details:

1. Data Collection.

During the data collection phase, the research involved the process of acquiring information at the study location, including the use of questionnaires with appropriate techniques to gather research data. The researcher obtained data in this stage by distributing questionnaires to students. Following the data collection, the researcher proceeded to the coding step, where the obtained data would be categorized into several themes. This was done to facilitate data analysis for the researcher.

2. Data Reduction

Data reduction was the process of selecting, clarifying, simplifying, separating, and transforming data presented in the form of descriptions or narrative text. Researchers can utilize data reduction to organize the acquired interview data and eliminate irrelevant information to arrive at a final conclusion.

3. Data Display

During this stage, the acquired data was organized and presented. A more effective presentation of data, including various types of matrices, graphs, networks, and charts, was considered a crucial component of valid qualitative analysis, as emphasized by (Miles and Huberman, & Saldana, 2014). In this process, the data was to be displayed and analyzed. The researcher was present and compile the results of the collected interview responses, providing a descriptive and analytical overview of the data.

4. Conclusion Drawn / Verification

At the conclusion of the entire process, the researcher was draw conclusions from the deduced data. Therefore, all processed interview data was described and then interpreted to derive the study's conclusion.

The researcher employed a triangulation approach to establish credibility. According to (Moleong, 2019), triangulation is a method of cross-checking data using external sources to verify or compare it with the collected data. Data triangulation involves the use of multiple instruments in the same research setting. In this

study, the researcher gathered data using various instruments, including interviews and observatory documentation. Triangulation, in this context, entails merging data from interviews and observatory documentations into a unified finding to eliminate bias in data collection.

3. DISCUSSION

In this chapter the researcher presented an overview of data analysis, namely findings and discussion. The purpose of this chapter was to answer the research question: "Students and Lecturers perspective on Code-Switching in ELT Classroom of 7th Semester Students of Faculty of Education and Vocational Studies at Universitas Lancang Kuning". This chapter analyzed research findings based on video recording and data obtained from interviews conducted with students and lecturers who were involved in the results seminar exam. The interviews were employed for 3 examiner-lecturers and 4 7th semester students at the faculty of education and vocational studies year 2020. The interview contained 4 questions for the lecturers and 6 for students about their perspective towards Code-Switching. The lecturers and students answer the interview questions given. Because of that, research questions answered based on data that researcher obtained from interview. In this study, the researcher coded the study participants with S, DK, and RA for the examiners and BT, SM, V, and GN for the students.

In presenting the data, the researcher organizes it based on the research formula used in this study:

a. How is the perspective of Lecturers about Code-Switching in ELT Classroom in the Faculty of Education and Vocational Studies at Universitas Lancang Kuning?

Derived from the interview the researcher found that there were several perspectives from the lecturers. Researcher presented findings based on indicators presented in the Observation transcription. The researcher presented the findings by the interview questions.

a) Using L1 in classroom

(a) The Use of Code-Switching in Classroom for Clarity

Related to lecturers and their perspective about using L1 during classes, data from participants showed that some participants admitted that L1 was somewhat okay to be utilized because it can clear some misunderstanding. It was like which was illustrated in the interview excerpt quote 1:

Excerpt 1

KL: what do you think about code switching in class? Should our native tongue L1 be avoided at all? Or... should it be embraced and used in the classroom?s.

[DK]: "...OK, so we need the code switching actually to make the clarification because I think not all the students can understand what we can say. But some of the students know about our idea or our explanation. So I think code switching also happen in our classroom especially. Code switching can be used to clarify our explanation to explore our concept or our, to make it clear, or lack of the misunderstanding. So code switching also happen in our classroom..."

Excerpt 2

[RA]: "... For me, it's okay, no problem if there is a... We do not need to avoid it, no problem. Because English is not our language, and sometimes we may use our own language and also English. ...".

Quotation from Observation :

[DK]: "...That's why I'm asking you the question. Because when I see here, you write that content analysis is a deep analysis of the content of information written or printed on mass media. And what about your research? Apakah kamu ambil dari media massa?"

The excerpts above shows that the lecturers were very familiar with using Code-Switching. The use of Code-Switching makes it easier for lecturers to communicate with the students, give clarity and so that the students do not miss out on some important material explorations due to the fact that English was not the main language.

b) The Timing of Code-Switching

(a) Explaining Difficult Topics

Derived from interviews, researchers found that lecturers mostly code-switch when it comes to more difficult topics. To describe this experience, the researcher provides excerpt from the lecturers' statements:

Excerpt 3

KL: when do you switch codes in classroom? In what certain moment you do code switching?.

[S]: "... When I'm explaining a very important thing. Yeah, the important thing should be understood well by the student whenever they seem to not comprehend well so I use that..."

Excerpt 4

[RA]: "...For me, coach switching can happen if there is something or something that we do not have any reference for, we do not know see that students understand, fully understand about what we say and then we make a saying in our language, no problem. To emphasize the meaning. ..."

Quotation from Observation :

[S]: "...Tapi masih belum paham. Di jawab tadi dia tak tahu dah paham. Mungkin dia tak tahu dah paham. Dia tak tahu dah paham kan, tak ada masalah. Dia tak tahu apa yang dia lakukan. Oke, up next. Look at your formulation. How is the English teacher's understanding on the cognitive level of English exam test? Watch the answer. How is the English teacher's understanding? Your wonder?"

Based on the interview results of the two participants above, data indicates that the timing and the moment of Code-Switching depends on the difficulty of the topic during a lesson.

(b) References When Exploring Certain Topics

The lecturer provided a brief answer about how Code-Switching can assist teaching when explaining terms that has no references in L1, This makes it easier for lecturers to provide references of a topic using L1 to emphasize meaning which conveyed in the following interview excerpt:

Excerpt 5

KL: So usually in what moment do you go switch during classes and when do you code-switch during class?.

[RA]: "...For me, coach switching can happen if there is something or something that we do not have any reference for, we do not know see that students understand, fully understand about what we say and then we make a saying in our language, so no problem. To emphasize the meaning. ..."

Quotation from Observation

Using references during lessons was very crucial in providing context. When lecturers try to explain certain topics, Code-Switching has a contribution for clear emphasize and context.

c) Function of Code-Switching

(a) Effectiveness

Derived from interviews, it was found that Code-Switching was regarded as a tool to provide effectiveness. In order to describe this experience, the researcher provides excerpts from lecturers' statements:

Excerpt 7

KL: What is the function usually when you are in the classroom and what is the function of your code switching usually when it's, you know. I was video recording today, this morning. And yes you were switching. And what was the function of the code-switching you did?.

[RA]: "...Yes, as I said to you before, I make the code switching to make the meaning is clear so students can understand about what I mean..."

Excerpt 8

[S]: "...The function yeah I think still the same answer. What exactly code switching itself exactly to help the student to understand what exactly the material about what exactly message about..."

Excerpt 9

[DK]: "...Yeah, the function, yeah, I think to make the... our idea, our explanation is more effectively to understand for the students, yeah..."

Quotation from Observation :

[RA]: "*strong theory and argumentation. Ya? Depends. Only one side. But if there is a weak argumentation, sir. Strong side. Okay? What Remains? Ya, ada kesepakatan?*"

Based on the interview results, it shows that the lecturers found Code-Switching was an effective way to convey ideas during explanations.

d) Lecturers' Perspective on Students Code-Switching in Classroom

(a) English Proficiency Level

During classes, students interact with their lecturers using Code-Switching which was due to the low level of English proficiency in the environment of the Faculty of Education and Vocational studies of Universitas Lancang Kuning. Which indicates the reason why during 7th semester results exam seminar the examiner-lecturers had to code-switch frequently. According to them, using Code-Switching makes it easier for the students to understand their explanations. Therefore, the lecturers understand why students use Code-Switching during 7th semester results exam seminar.

Excerpt 11

KL: So do your students also code switch? If so, what is the purpose for them, do you think?.

[S]: "... I think for the students that depend on the student's level. But mostly I think maybe it's hard for them to say what they are going to say in English. Say for example for the seminar proposal or result seminar or any for the scientific seminar, academic seminar. So far, I see the students use Bahasa, or use L1, or mother language. Yeah, that's the point. Because it's hard for them to deliver in English. So that's why they prefer using Indonesia..."

Excerpt 12

[DK]: "... Yeah, I think you know that's how the level that your friends can speak only in the classroom and also yeah, I think their idea cannot explore more effectively. They use the code switching to make sure that your idea can... exposed to her friends or to his lecturers. So that's their perspective for the students and for your opinion..."

Derived from the interview the researcher found that there were several perspectives from the students. Researcher presented findings based on indicators presented in the form of themes. The researcher presented the findings by the interview questions.

e) Code-Switching from Students

(a) Clarification

Related to students and their perspective about using L1 during classes, data from participants showed that some participants admitted that L1 was helping them to gain more clarity when studying in class which was illustrated in the interview excerpt quote 13:

Excerpt 13

KL: How do you think code-switching (English to Indonesian) use in EFL classroom is it useful or no?.

[BT]: "...Yes, code-switching in classroom can be useful, especially for clarifying concepts or instructions...."

Excerpt 14

[V]: "... Yes, incorporating code switching from English to Indonesian can be useful in classroom. It can help students understand difficult concepts more easily by providing explanations or examples in their native language, facilitating comprehension and bridging the gap between their existing knowledge and the target language. ...".

The excerpts above shows that the students were common with using Code-Switching in classes. The use of Code-Switching makes it easier for students to communicate with their lecturers, because it facilitates more comprehension and also clarity.

(b) Factor of Expression in Target Language

Also some participants also stated their perspective about using L1 during classes, data from participants showed as well that some participants rather see that L1 was helping them to be more expressive when speaking in classroom which was due to the lack of English speaking ability which was illustrated in the interview excerpt quote 15 and 16:

Excerpt 15

[GN]: "... yes, I think code-switching uhh can make students understand especially for lower grade students.."

Excerpt 16

[SM]: "...yes. because in my opinion, with code switching in class, it is easier for me and I can express what I want to convey even by mixing English and Indonesian .."

Based on the interview results of the two participants above, data indicates that their English speaking ability effects the reason why they found it useful to code-switch during a lesson.

f) Benefits of Code-Switching

(a) Relating English Concepts to Cultural Backgrounds

Drawing from the interview, researcher found that students think that Code-Switching was beneficial when it comes to integration of cultural backgrounds into the Target Language. To describe this experience, the researcher provides excerpt from the students' statements:

Excerpt 17

KL: What benefits do you get from code switching use?.

[V]: "...It helps students like me who can relate English concepts to their own cultural background, fostering a deeper understanding and appreciation of the language.."

Excerpt 18

[SM]: "...it helps me explain in more detail the discussion than how it delivered in the original language. ..."

Based on the interview results of the two participants above, data indicates that Code-Switching was a tool to communicate with one's cultural background during a lesson.

(b) Speaking Performance

Participants also provided a reasoning about how Code-Switching can assist speaking competency, This makes it easier for students to perform better in terms of speaking and also more students engagement which cited in the following interview excerpt:

Excerpt 19

[GN]: "... it helps students with their speaking performance ..."

Excerpt 18

[BT]: "...Benefits of code-switching I see include enhanced comprehension, increased engagement, and scaffolding of difficult language concepts..."

Using Code-Switching during lessons was beneficial in some ways. When students try to communicate using Target Language in classroom, Code-Switching has a contribution on their performance level and engagement.

g) Focus During Learning Target Language

(a) Risks of Overusing

As cited from the interview, it was stated by the participants that Code-Switching could be overused and thus students also rely too much on it which caused deprivation in Target Language engagement. In order to describe this experience, the researcher provides excerpts from following statements:

Excerpt 19

KL: Does code switching disturb your concentration when learning English?.

[BT]: "... I think Code-switching may disrupt concentration if overused or if students rely on it too heavily instead of engaging with English..."

Excerpt 20

[V]: "...OK, OK, Over-reliance on code switching may hinder students' ability to fully immerse themselves in the target language, slowing down their progress in English proficiency..."

Based on the interview results, it shows that there risks of students relying too frequently on Code-Switching during classes that might result into hindrance of their English progress and engagement.

h) Code-Switching as a Helping tool in Learning Target Language

(a) Bridging Gaps in Comprehension

Students dependency on Code-Switching can be explained by their high level of enthusiasm when they interact with their lecturers using Code-Switching which was also due to their Target Language comprehension level in the environment of the Faculty of Education and Vocational studies of Universitas Lancang Kuning. Which indicates the reason why students like to code-switch because they feel that Code-Switching actually helped their learning process.

Excerpt 21

KL: Does code switching help you in understanding English? Why?.

[BT]: "... Code-switching can aid understanding by providing explanations or examples in the students' native language, bridging gaps in comprehension..."

Excerpt 22

[SM]: "... The use of code switching in learning English has a positive relationship because it really helps students understand what the teacher is saying, apart from that, they can also be helped in conveying ideas or answers when in the teaching and learning process..."

Based on the interview above, it was fully understandable that students can find Code-Switching as a valuable ally in understanding English. This shows that Code-Switching can help student to achieve learning progress while being still able to communicate in L1.

i) Students' Perspective on Lecturers Code-Switching in Classroom

(a) Accommodate Linguistic Diversity

As mentioned in the interview, the participants recognized the importance of Code-Switching in the classroom as participants regard how teachers who code-switch during lessons make students feel more comfortable thus lecturers understand their needs within the learning environment. Also Code-Switching deemed as a way to minimize misunderstandings between lecturers and students. In order to describe this experience, the researcher provides excerpts from following statements:

Excerpt 23

KL: What is your opinion about the lecturer who uses code-switching?.

[V]: "...The use of code switching by teachers can be beneficial in certain educational contexts. It can help students who are bilingual or multilingual feel more comfortable and included in the classroom, as it acknowledges and validates their linguistic diversity..."

Excerpt 24

[BT]: "...Teachers who use code-switching can be effective in addressing students' needs and support the learning environment..."

Excerpt 25

[GN]: "...its good because its helping them to understand difficult materials, there is no any misunderstand in between teacher and students, ..."

j) Impact of Code-Switching in Learning and Teaching English

(a) Effective Communication

As retrieved from the interview, participants agree that Code-Switching can also contribute to effectiveness

in communication. Participants also mentioned the importance of clarification when lecturers hand out instructions and explanations related to their study. As the researcher provides excerpts from following statements:

Excerpt 26

KL: What is the impact of using code switching in teaching and learning English?.

[GN]: "...I think its helping students learn new grammar or vocabulary, and creating effective communication.."

Excerpt 27

[V]: "... I think Code-Switching can help clarify concepts, instructions, or explanations by using familiar terms or examples from the students' native language, leading to better understanding..."

(b) Engagement

Participants also mentioned that the impact of Code-Switching in learning and teaching plays a role in building engagement from the students in classroom. Students appreciate Code-Switching as a component to create more inclusiveness and making learning more relatable.

Excerpt 28

[BT]: "... The impact of code-switching in teaching and learning English can vary, but when that is used appropriately, it can facilitate comprehension and promote a more inclusive classroom atmosphere. ..."

Excerpt 29

[SM]: "...I think it can increase more engagement, incorporating students' native language can make learning more relatable and engaging, particularly for language learners..."

Based on the interview above, the researcher found the answers of lecturers and students about Code-Switching in ELT classroom especially in 7th semester results exam seminar that indicated a significant usage of Code-Switching interactions between examiner-lecturers and students.

In response to the first question, which concerns the use of L1 in the environment, the data shows that lecturers would embrace the use of Code-Switching as Lecturers were very familiar with using Code-Switching. The use of Code-Switching makes it easier for lecturers to communicate with the students, give clarity and so that the students do not miss out on some important material explorations due to the fact that English was not the main language. In addition, these findings also corroborate the findings of (Setyowati, 2023) entitled "Navigating the Impacts of Code Switching in ESP Instruction: Insights From Lecturers and Students," that Code-Switching serves as a communication tool that facilitates learners to be more encouraged to speak. Students had an opinion which concerned the functionality and benefit of Code-Switching because the Students were able to gain more clarity and be more expressive, the data also showed that students think that Code-Switching was beneficial when learning . The use of Code-Switching made it easier for students to relate to their own cultural background and better speaking performance while communicating with the lecturers. In addition, these findings resonated with the findings of Galegane (2020), titled "Code-Switching as an Interactional Strategy: A Case of First Year University Students and Lecturers," in Botswana that Code-Switching was beneficial and helpful as a bridge between local culture and Target Language in developing nations.

The second part was about the timing of Code-Switching in the classroom which was related to the moments where lecturers had to use Code-Switching in classroom the timing and the moment of Code-Switching depends on the difficulty of the topic during a lesson. This discussion bears a different result to Research by (Setyowati, 2023) entitled "Navigating the Impacts of Code Switching in ESP Instruction: Insights From Lecturers and Students," the research was conducted in a classroom where the Target Language is already in use in terms of ESP instruction. Thus the findings were the students who felt that their instructor's frequent use of code-switching benefited their education, they were recognizing that it was crucial in the classroom for facilitating both teaching and learning. Meanwhile students were more focused towards achieving focus while learning the Target Language, and bridging gaps in comprehension in the classroom was the reason why Students would like to code-switch. Students also indicated the risk of overusing which implied in the frequency of Code-Switching. Thus this discussion has different result to a research by (Setyowati, 2023). titled "Navigating the Impacts of Code Switching in ESP Instruction: Insights From Lecturers and Students,".

The third part was about the functions of Code-Switching, the results show that Code-Switching reveals the effectiveness that lecturers experience of using Code-Switching. The lecturers found Code-Switching was an effective way to convey ideas during explanations these findings had contrary findings to (Subon, 2021), titled "The Code-Switching Phenomenon during Oral Presentations among the Business Programme Students," The findings of this study reveal that students had a positive view of code-switching during oral presentations. The majority of them agree that they code-switch to overcome limitations in English proficiency, such as limited vocabulary, and to facilitate their oral presentations. This finding revealed some difference result with the findings of previous research, distinguished the subject where the

researcher conducted, that researcher conducted his research in a country where English is taught as second language while Indonesia is a country where English is taught as a foreign language.

The fourth part was about how Lecturers see Students who code-switch. Lecturers conclude that Code-Switching occurred when students interact with their lecturers using Code-Switching which was due to the low level of English proficiency. this was supported by research conducted by (Tabassum, 2020) titled "Functions of Code Switching in the English Language Teaching Classroom Discourse: Perspectives of Lecturers and Students," Most students acknowledge that they frequently engage in code-switching during oral presentations due to their low proficiency. Meanwhile, students were also asked about their point of view when their lecturer was using Code-Switching and, the impact that Code-Switching has on learning and teaching. The results showed that students recognized the importance of Code-Switching in the classroom because it made students feel more comfortable and a way to minimize misunderstandings between lecturers and students. The students also found Code-Switching was a catalyst in building engagement in the classroom. Moreover, students appreciated Code-Switching as a component to create inclusiveness these findings had a lot in common with (Zaghlool, 2023) titled "Saudi EFL Teachers' and Students' Perceptions Towards Using English-Arabic Code Switching as a Teaching and Learning Strategy,". This finding had similarities with the findings of previous research that revealed both teachers and students believed code-switching was an effective strategy in helping students understand unfamiliar topics, facilitating the learning of new grammatical structures, enhancing student-teacher interaction, and creating a lively class atmosphere.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

In conclusion, both lecturers and students acknowledged the usefulness of code-switching as a communication tool in classrooms, especially where English proficiency is low. It enhances clarity and comprehension, with lecturers strategically using it to explain complex topics and students recognizing its role in aiding understanding. However, there's concern among students about potential overuse hindering English proficiency. The prevalence of code-switching in 7th Semester ELT classrooms in 2020 is attributed to low English proficiency levels, emphasizing the need for supportive learning environments. While lecturers are encouraged to prioritize English, code-switching remains valuable for comprehension and engagement. The diverse cultural backgrounds of students highlight the complex relationship between linguistic diversity and code-switching. Despite challenges, code-switching notably improves students' speaking performance, showcasing its multifaceted role in language education.

However, there are a few weaknesses in this research which are, the limitation is that doesn't include the entirety of 7th semester students from the English department of the Faculty of Education and Vocational studies who can provide additional data to give a more accurate picture of how Code-Switching is viewed in ELT Classroom Context. Hopefully this research can inspire other researchers to conduct similar research with a larger sample size and a variety of data methods to solve some of the limitations highlighted in this paper.

4.2 Suggestion

Based on the research results and conclusions above, the suggestions that can be given are as follows:

1. Lecturers should develop teaching strategies in the current era that require students to engage more in Target Language than in L1.
2. Code-Switching should not be avoided as it can pull more engagement and promote better speaking performance.
3. Cultural and linguistic diversity in classrooms should be embraced by using Code-Switching.
4. For future researchers it is hoped that future researchers can conduct further research on the cultural aspects of Code-Switching in learning.

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