



## Code-Switching Used in Classroom: EFL Teachers' Perceptions

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### **Abstract**

This research examines the idea of teachers' bilingual usage of languages, which refers to teachers who use combined Indonesian and English in their English language lesson. It provides a solid foundation for future research, particularly into the viewpoints of EFL teachers. Furthermore, the fundamental goal of this study is to offer EFL educators with information about the practical implications of using a bilingual approach in EFL classes. The study involved conducting semi-structured interviews with a carefully selected sample of EFL teachers, as adapted from Johansson (2014). The collected data, which included interview transcripts, was thematically analyzed to find salient themes and repeating patterns in the instructors' narratives. The studies indicated two main features. Language Practice and the Impact of Using Transitional Language.

**Keywords:** *Broccoli Produce; Manure; Semi-Organic; Broccoli Vegetables*

### **Introduction**

Mastering a new language involves obtaining competent linguistic assistance that is both easily understood and acceptable. Hall & Cook (2012) stated anxieties a dispute that has existed since the eighteenth century on the use of native and second languages in the context of teaching and learning. This is owing to pupils' incapacity to comprehend explanations provided by teachers, implying that their ability to collect meaningful knowledge is severely constrained. A lack of understanding can lead to the painful conclusion of unsuccessful language acquisition efforts. As a result, the need of clear communication between teachers and students in promoting effective language development cannot be overstated (Saville-Troike, 2006)

Since 2004, the Indonesian Department of Education has worked hard to improve English teaching. The government's promise is outlined in Government Regulation Number 19 of 2005, Article 61, Verse 1. In this context, the law highlights the crucial need of central and local governments constructing educational units that align with worldwide education standards at all levels. In response to this tendency, Indonesian education has embraced a bilingual educational paradigm to boost teaching and learning processes in the country's educational system. According by Goodman & Tastanbek (2020), investigate the significance of incorporating deliberate heteroglossic attitudes and code-switching practices into English language classes.

Proficiency in more than one language is essential in bilingual education. Students are expected to master both the native language, Indonesian (L1), and English (L2), which is an important component of the program. This multilingual approach demonstrates an intentional movement toward equipping learners with linguistic skills beyond their native language. According to Crystal (2003) the absence of a common language would make meaningful discourse among scholars from various national origins impossible, whether in virtual or real-world circumstances. The English language is today the most commonly utilized form of communication on a global scale, bringing together native and non-native speakers.

Graddol (1997), identified three types of English speakers: those who use it on a daily basis (about 375 million), those who use it occasionally as a second language (another 375 million), and those who use it to acquire a language (about 750 million). Graddol claims that English is extremely vital in many businesses around the world. It is the primary language used in worldwide organizations, meetings, scientific publications, business, advertising for major brands, and entertainment like as movies, television, and music. It also has an impact on tourism, university education, aviation and maritime safety, international legislation, language translation, technology exchange, and commerce facilitation.

English is a designated foreign language (EFL) in Indonesia, which means that students have few opportunities to use it in everyday social situations. This condition makes it more difficult for them to fully grasp the language's complexity and degree of detail. Because English is not widely utilized in local speech, formal language education as a primary source of learning becomes even more important. By enrolling in appropriate language classes, students can gain the knowledge and skills required to effectively communicate in English. This is especially true in academic contexts when pupils are studying English. However, students communicated in English rather than Indonesian or their own language.

Considering speaking abilities are so important in education, teachers ought to promote students to express their opinions and thoughts vocally (Lester et al., 2010); (Richards, 2006); (Seedhouse, 2010)). The cited condition influences how teachers promote EFL. Teachers may employ the Indonesian language in EFL classes due to a lack of English skills, particularly among students with low English competency. This is due to the association between intelligible language teaching and language learning efficacy, which will highlight educators' vital role. Their functions will help bridge the gap between foreign language landscapes and learners' comprehension. According to Brown (2007), teaching kids at the beginning of their language learning journey is incredibly tough. Students had little or no previous understanding of the target language.

As stated by Brown (2007) young students depend heavily on teachers as language models. Consider incorporating students' native language participation (Bahasa Indonesia/Indonesian) to help them learn English. It is acceptable to use students' native language (L1) in foreign language classrooms if it meets specific language learning needs and gives considerable benefits to learning the target language (L2). Educators frequently use their students' native language to communicate meaning and promote involvement in EFL instruction (Nazary, 2008).

Implementing a student's native language in an EFL session has a huge environmental impact and offers suggestions for improvement. This impact is derived from the native language (L1), which provides psychological comfort and verifies the learners' real-life experiences. Dabbagh & Janebi Enayat (2019; Gerungan et al., (2022) found that language medium allows students to express themselves more successfully. This study, which included study by Zabrodskej (2013), examined how instructors' communication styles affected learners' engagement, motivation, and language learning outcomes. Teachers' communication choices have an impact on their pupils' knowledge, engagement, and language development. The essay, based on a study by Nazary (2008), emphasizes the importance of effective classroom communication in achieving good language learning results. Sharma & Kumar (2018) emphasized the need of empowering language learners through dynamic and effective classroom

communication methods (Redman & Ellis, 1990). It explores the role of communication in meaningful information transfer, a notion that can be applied in the classroom. Few writers, however, have been able to rely on a systematic investigation. The research presented above sheds insight on the impact of effective classroom communication on language learning. There is currently a dearth of rigorous investigation of EFL teachers' viewpoints on empowering students through communication skills. The proposed study addresses this requirement by looking into how bilingual Indonesian-English interaction enhances language learning for EFL students. This viewpoint is underrepresented in the existing literature, emphasizing the significance of research on EFL instructors' behaviors in Indonesia.

The efficacy of language learning activities is strongly reliant on teachers' ability to convey language concepts in a straightforward and understandable way. Clarity in their explanations is critical to learners' ability to understand and absorb the target language's complex vocabulary. According to Brown (2000), educators and pedagogues have engaged in a discussion on the proper integration of students' native language (L1) within the context of the EFL classroom, which is compatible with the first discourse. According to Shin et al., (2019) in order to increase L2 acquisition, first-language (L1) teachings should be introduced into L2 (second language) classes as part of the school curriculum, based on empirical study from 2011 to 2018. Therefore, according to the assertions made by many investigators in recent years, employing students' native language in the educational setting, particularly using code-switching through foreign language education, is not hindering learning.

The question is whether allowing students' native languages to merge with the process of foreign language acquisition yields beneficial results. Some teachers believe that incorporating students' native language throughout the foreign language learning process will benefit pupils with lower levels of English proficiency the most efficiently. This hypothesis is based on the assumption that educating children to their linguistic background improves their ability to learn and assimilate a new language (Cook, 2001)

Creese & Blackledge (2015) found that learning English without using one's first language (L1) is exceedingly challenging. Teachers who share the same native language as their students use it more frequently in class. Teachers who choose to teach in their own language, on the other hand, frequently experience disillusionment. EFL students like to include components of their first language (L1) into their second language (L2) studies, which may be related to their specific social profile.

The approach to language education in English Language Learner (ELL) classrooms is heavily affected by English teachers' teaching beliefs and language learning methodologies. Furthermore, in EFL settings, teachers must choose between two language education approaches: utilizing simply English or integrating English with the student's native or first language (L1). This categorization is consistent with the categories used by the United States Ministry of Education (2012), which recognizes two primary language instruction strategies for EFL classes: English as a Second Language (ESL) and bilingual approaches. According to the statistics, the lack of a bilingual technique in an EFL classroom, particularly one geared to teach English to students with inadequate skills, represents a significant gap in research.

This lack of a bilingual method within the framework of EFL classes, especially in educating English to students with weak language abilities, emerges as a compelling area of investigation that demands careful examination. The absence of such a method not only deprives both the students and the educators of authority and capability but also perpetuates traditional dynamics of authority, potentially hindering the process of creating significance, enriching experiences, and fostering individual identity in teaching and learning, as previously suggested (Creese & Blackledge, 2015).

The purpose of this study is to examine teacher perspectives on including Indonesian, in addition to the students' native tongue, within EFL lessons. The primary goal of this study is to look into the advantages of incorporating Indonesian into the EFL learning environment, as well as the potential impact on students' progress toward English competency. This study also investigates teachers' perspectives on introducing Indonesian into EFL courses and analyzes whether doing so is beneficial to English learning.

In this case, the bilingual technique includes learning both the student's first language (Indonesian) and second language (English). In this study, bilingual language usage refers to the teacher's use of both Indonesian and English to teach students. It provides an excellent foundation for future research. The study's findings are meant to help us better understand how to teach EFL. According to the researchers, incorporating code-switching into EFL sessions allows for a more focused examination of linguistic elements and functions in English and Indonesian. Furthermore, the study aims to give English foreign language teachers with insight into the practical implications of using a bilingual approach in EFL classrooms. The following research question has been created:

1. What are the key themes EFL teachers' narratives regarding their perspectives with code-switching language use?

### **Method**

This study includes conducting semi-structured interviews with a purposive sample of EFL teachers, as adapted from ((Johansson et al., 2013) Three teachers participated in this study; all were Senior High School educators earning master's degrees at UNY (Yogyakarta State University). The interviews delved into their experiences, perceptions, and practices regarding transitional language. Individual interviews were performed to ensure that participants felt safe and comfortable sharing their ideas and emotions about their experiences with the bilingual teaching technique. These interviews were taped correctly and transcribed later.

Thematic analysis was performed to identify important themes and patterns in the teachers' narratives based on the data collected, including interview transcripts. Throughout the research method, all participants provided informed consent, and measures were made to protect their privacy and data security. This qualitative technique, supported by observational data, gave in-depth insights into the attitudes of EFL teachers regarding transitional language use, as well as the obstacles that EFL teachers face when using transitional language.

### **Finding**

This section contains the results of the interviews of the teachers. The findings are presented in two parts: 1) the key themes and challenges and, 2) benefits of EFL teachers regarding and their perspectives using transitional language.

#### **a. Key Themes**

The themes revealed in the interview findings with Senior High School English teachers emphasize two major characteristics that were the primary focus when answering the research questions. These two factors are language choice and practice and the impact of using transitional language, as determined by an 8-question interview. The important concepts are described in the table below.

Table 1. The Key Themes

<b>Key Theme</b>	<b>Codes</b>
Language Usage and Practice	Time
	Situation
	Language Choice
	Encourage Students
The Impact of Using Code-Switching	General Background
	Guideline Effects

## 1. Language Choice and Practice

The three teachers are willing to answer five (5) out of the eight (8) questions regarding their Language Choice and Practice and perspective in transitional language for their English teaching in their classrooms. The questions are coded into Four (4) parts, the codes are: Situations, Time, Language Choice and Encourage Students. The results of the interviews are then presented in the statement below.

### a) Situations

The first teacher states that the use of the Indonesian language in an English class occurs when explaining something in detail, similar to what the first teacher mentioned.

*"This mainly occurs when delving into specific details related to the material." (Informant, the first teacher...)*

Speaking Indonesian in the classroom with English is often used when the teacher wants to explain or discuss specific specifics about the lesson or study material. To provide a deeper overview of the subject matter being discussed in the English language, the educator can transition to Indonesian. This guarantees that students are learning and understanding the subject matter. This conclusion is corroborated by the second teacher's interview findings, which show that children struggle to understand instructions in English.

*"When students in my class do not understand about the materials" (Informant, the second teacher...)*

In the English-speaking classroom, the teacher uses Indonesian when students need to know more about the study material. Simply put it differently, because the teacher uses Indonesian to offer more explicit details when learners struggle to understand the subject.

### b) Time

The use of English is not always carried out during English language teaching, as teachers also use Indonesian. This is indicated in the interview findings from the first teacher.

*"I never exclusively speak in Indonesian. As mentioned earlier, my use of Indonesian in the classroom is solely for providing more detailed explanations during material development." (Informant, the first teacher...)*

This remark indicates that the teacher does not utilize Indonesian as the primary language in class. Instead, they largely use English to instruct. However, there are times when the teacher shifts to utilizing Indonesian. This changeover occurs when the teacher is required to provide detailed explanations, particularly while planning or teaching complex lesson materials.

The result interview with the second teacher revealed that students still need to understand material using the English language. As the second teacher said

*"When students in my class do not understand about the materials because I think that the important thing in learning and teaching proses is transfer knowledge, not only give or deliver material subject..." (Informant, the second teacher...)*

The teacher believes that the fundamental goal of teaching is to help pupils understand and learn the subject matter, rather than simply giving facts. As a result, when pupils experience difficulty understanding, the teacher believes it is critical to identify efficient techniques for transferring knowledge.

### c) Language Choice

Two of the teachers use the transitional language universally with all children in the classroom to keep them engaged in the learning process. The rationale for this decision stems from concerns that if the teacher only provides thorough explanations in Indonesian to select students, it may accidentally promote feelings of inadequacy, among other things. To avoid the establishment of such attitudes and to preserve a balanced and inclusive learning environment, the teacher prefers to use Indonesian while providing full explanations to all pupils in the class. In essence, the instructor aims to establish uniformity in their teaching style so that no student feels excluded or less competent than their colleagues. As the first and second teachers described..

*"I apply this approach to all students in the class. I want to keep students in the learning process. If I only provide detailed explanations in Indonesian to some students, they may feel inadequate..."* (Informant, The first teacher...) and *"Yes, actually. Because students have different knowledge and mentality"* (Informant, The second teacher).

### d) Encourage Students

Based on the findings of interviews with first and second teachers, specific aims motivate to make use of this strategy in the classroom. In certain situations, the teacher resorts to using Indonesian when they have difficulty comprehending what a student tries to express in English.

*"I provide corrections to their previous English pronunciation. I still make an effort to encourage students to speak in English to the best of their abilities in the classroom..."* (Informant, The first teacher.....)

This usually happens when the student's English speech could be more precise or simple to grasp. However, the teacher emphasizes that the usage of Indonesian is largely to improve comprehension. Once the teacher has understood the student's intended message, they will fix any English pronunciation problems that may have occurred.

Using codeswitching language serves several reasons, including encouraging pupils to be more confident and prepared to use English in the classroom. Language learning is crucial in preparing pupils for their limited vocabulary. A sense of preparedness for each learner may aid in overcoming fear or difficulties in learning English. As the second teacher revealed:

*"...Because students have different knowledge and mentality"* (Informant, The second teacher..)

Students can gain confidence and feel more at ease conversing in the target language by actively using English in a learning context, even if their vocabulary is restricted. It also teaches kids that making mistakes when communicating is a natural part of the learning process and that they should not be frightened to try. As a result, this strategy tries to establish an environment that improves the usage of English in the classroom, regardless of lexical limits.

## 2. The Impact of Using Transitional Language

Each of the three educators expressed a willingness to respond to three of the eight questions about the implications of using transitional language in English language learning in the classroom setting. These queries were organized into two main categories: general background and guideline effects. The results of these interviews have been briefly summarized in the paragraph above.

### a) General Background

The second teacher expressed a critical perspective on the method of using both English and Indonesian in English language instruction, aligning with the statement made by the first teacher during the interview:

*"It is not good enough for English Subject"* (Informant, The second teacher...).

However, the interview with the first teacher revealed a different perspective, as he said that mixing the Indonesian language into English classrooms is still common among teachers today, albeit accounting for only approximately 20-30% of total teaching time. This practice continues because educators believe that if English were the primary medium of teaching (100%), students would need further clarification to understand the lesson content.

*"..... even though it may only account for around 20-30% of the time. This is done because teachers still believe that if English is used 100%, students may need more clarification on what we explain in the lessons."* (Informant, The second teacher...)

The sentence emphasizes that many professors continue to use Indonesian in English lessons, even though it is not the primary language of instruction. This is partly due to teachers' fear that using English exclusively may result in pupils requiring more extended explanations or clarification to completely comprehend the course topic. Using Indonesian as a tool to ensure better comprehension and practical learning.

### b) Guideline Effects

The first teacher has a positive attitude toward the strategy that includes using Indonesian and English in the classroom. They appreciate the practical difficulties of expecting students to fully comprehend explanations in English and acknowledge that occasional quick clarifications in Indonesian may be required. However, the teacher notes that teachers are actively attempting to limit the usage of Indonesian in the classroom, demonstrating a dedication to improving students' English language skills.

*"In my opinion, this approach is highly beneficial, both for students and teachers. However, in practice, it's not as easy to demand that students fully comprehend a teacher's explanation in English. Sometimes, there may be a need for brief explanations in Indonesian...."* (Informant, The first teacher...)

The interview results with the second teacher support the inclusion of English language usage in the curriculum. The teacher's remark underlines the importance of adding English as a vital curriculum component in order to meet the changing educational environment and worldwide contact needs.

*"In my opinion, teaching and learning process, must be help students to develop better communication skills, which are essential in a globalized world. Students can learn fast and they can express themselves more effectively in English....."* (Informant, The Second Teacher..)

The speaker feels that the teaching and learning process should prioritize assisting students in developing better communication skills, particularly in today's increasingly globalized world. They think that learning in English allows kids to gain knowledge faster and express themselves more clearly. English proficiency can benefit you both personally and professionally.

## **Discussion**

The EFL teachers' perspectives of transitional language indicated two major themes: language usage and practice, and the impact of using transitional language. Regarding the first important theme, it was clear that teachers realize the need of using transitional language to help explain and promote English language development. Furthermore, they discovered that employing transitional language can improve students' involvement and comprehension during sessions, making the learning process more successful than if teaching was just given in English. English as a Foreign Language instructors typically utilize switching the language in order to ensure learners comprehend difficult or unclear themes (Adriosh & Razi, 2019).

Sun et al., (2016) stated that this research focuses on teachers' language in line with Karen E. his definition, who covers the grammar and vocabulary employed by educators during educating the English language, especially within the setting of the student' chosen language. This aspect of classroom instruction is critical since it functions as equally an introduction for methods and strategies for instruction and an integral part of learners' general language acquisition context. The study suggests a relationship connecting instructors' selections of languages and student results, emphasizing the interconnected nature of both of them.

Respondents in the research questionnaire acknowledged that temporary language has a significant role in improving students' comprehension. This feature emphasizes the importance of using a transition language to return to as well as reinforce previous discussed topics, which causes greater understanding of English lessons between learners. Researcher showed that if educators employ code-switching methods to adapt learners towards their primary tongue (L1), students with inferior ability in their second language (L2) learn L2 subjects more effectively. These results agree presented by (Mochama & Lwangale, 2020) and (Williams, 2005)

The good assessment of the final activity, implying that instructors use code-switching while providing instructions, strengthens the view that code-switching improves learners in English as a Foreign classes by making students experience more comfortable while studying a foreign language. if learners struggle with mastering courses in the language of their choice, teachers commonly switch between the students' mother (L1) and secondary (L2) languages. These results are consistent regarding (Mohr & Mohr, 2007) and (Yao, 2011) discoveries. This strategy has proven to be a great means of supporting education as well as instruction.

The impact of code-switching usage is the other significant theme discovered in the survey results. Three of the respondents expressed enthusiasm for implementing code-switching into English lessons in order to help learners improve their ability to speak English (Lee, 2011). he results presented below confirm by Muthusamy et al., (2020) discovery that study EFL teachers frequently employ changing language among students' native language (L1) and their intended language (L2) to satisfy the learner's specific requirements, leading to greater English instruction in EFL lessons.

This finding aligns with the scientific foundations of societal and interactive language instruction techniques. These approaches to learning define language acquisition an exceeding merely recalling structures of grammar and lexicon; it also requires greater understanding and dedication in effective interaction inside the context of society.

A specific teaching information, which employs transitional language, is a deliberate approach to create an additional easily understood educational setting. Teachers that frequently employ transitional language recognize that the English language might not be entirely their students' main communicative media. precisely an outcome, researchers argue that including students local languages will boost comprehension and communication skills. This is in line with the sociocultural method of teaching, which highlights the importance of integrating learners' previous understandings and backgrounds in culture for



use in the course of study. Educators use transitional phrase to help close the communication disconnect between their students' native tongues and English, so makes lessons simpler to understand and historically meaningful (Shafi, 2020).

Educators reported a clear preference for using the English language primarily in their teaching activities. However, they recognized the importance of transitional language in assisting pupils' comprehension. This viewpoint is consistent with a theoretical framework that views code-switching as a way to improve knowledge and provide additional language help to students. Both educators acknowledged their importance as linguistic role models for students and the obstacles they face in encouraging foreign language proficiency, particularly when their classmates and superiors rarely use the needed language.

As a result, transitional language emerges as an effective tool for educators to demonstrate language usage and assist students in developing consistent language proficiency in the classroom. Using transitional language strategically, educators can improve students' comprehension of instructions, instructional materials, and the language used, allowing for more effective knowledge application. Furthermore, the deliberate use of transitional language can elucidate word meanings, give illustrative instances, and strengthen comprehension, thereby encouraging effective vocabulary acquisition (Banegas, 2014)

The educators also proposed that when students' competency in the target language (TL) improves, transitional speech can be gradually reduced to boost the learning process of the second language (L2). Harris (1969), discussions shed light regarding the fundamental reasoning for employing transitional language, including deadlines cited as an example of the inspirations. Study by Fulcher & Harding (2022) offers a similar viewpoint. Supporters of transitional language as a beneficial educational strategy contended that adding students' native languages fosters the establishment of an ongoing conversation among learners and educators in school, resulting in boosting cognitive abilities of learners including understanding. As stated by Skolverket students are encouraged to customize linguistic characteristics in order to clarify, diversify, and improve understanding. Students are also urged to use skills for understanding successfully presenting ideas when presented with language restrictions.

The study's results showed an existence of two major themes in the transcripts gathered of interviews with three educators who employed code-switching. The biggest challenges are how to use language and implementation, in addition to the repercussions of employing switching language. This activity consists of intervening English or Indonesian words into spoken utterances.

## **Conclusion**

The English as a Foreign teachers' viewpoints on code-switching revealed two important themes: language usage and practice, and the impact of employing switching language. According to documents assessments, three teachers in the Indonesian English Language Teaching (ELT) developing were favorable about the usage of switching language. All three of these teachers identified the advantages of code-switching, including its capacity to boost understanding, promote student engagement, and foster an educational atmosphere. Still, students demonstrated a knowledge of possible drawbacks, including a strong dependence on code-switching and limited access to full English fluency. Teachers must gradually decrease the emphasis on code-switching while offering the opportunity for students to become acquainted with the English language. This strategy needs to be paired with detailed illustrations and rationales provided for both languages. Using code-switching is aligned with cultural factors and interactive language teaching principles. This approach combines students' native language with the language of interest, facilitates interesting discussions, and utilizes learners' own understandings and cultural experiences for improving education.

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