An Analysis of Islamic Senior High School English Teacher's Perception of Using Code Switching in the Classroom English Teaching

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ABSTRACT

Although the teachers commonly used many languages in the classroom, but that doesn't guarantee avoiding code switching. This reasearch explores the perceptions and beliefs of teachers regarding the use of code switching in Islamic Senior High School classrooms. It also examines the roles and functions of code switching in the classroom. The sample of this research was twenty two Islamic Senior High School English Teacher in Bengkulu were involved in this research. Data were collected through questionnaires and semi-structured interviews. The result from this research were, 1) Islamic Senior High School English teachers generally have positive and negative views about the practice of code switching in the classroom. 2) There were 25 reasons why do the teacher use code switching in the classroom, 3) The major function of teachers' code switching mainly for curriculum access and for maintaining interpersonal relations. Furthermore, Teachers also would be well advised to have strategies for effectively managing code switching in the English Teaching classroom to avoid its negative implications on the language learning process. It can be concluded that teachers also used code switching to maintain interpersonal relations, specifically to encourage students' participation in classroom activities, to increase students' motivation in and confidence in learning the target language.

Keywords: Teacher's Perception, Code Switching and English Teaching

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ABSTRAK

Meskipun para guru umumnya menggunakan banyak bahasa di dalam kelas, tetapi itu tidak menjamin untuk menghindari terjadinya alih kode. Penelitian ini menggali persepsi dan keyakinan guru tentang penggunaan alih kode di ruang kelas Madrasah. Selain itu juga mengkaji peran dan fungsi alih kode di dalam kelas. Sampel penelitian ini adalah dua puluh dua Guru Bahasa Inggris Madrasah Aliyah di Bengkulu yang terlibat dalam penelitian ini. Pengumpulan data dilakukan melalui kuesioner dan wawancara semi terstruktur. Hasil dari penelitian ini adalah, 1) Guru bahasa Inggris Madrasah Aliyah pada umumnya memiliki pandangan positif dan negative tentang praktik alih kode di kelas. 2) Ada 25 alasan mengapa guru menggunakan alih kode di kelas, 3) Fungsi utama alih kode guru terutama untuk akses kurikulum dan untuk menjaga hubungan interpersonal. Selain itu, Guru juga disarankan untuk memiliki strategi untuk mengelola alih kode secara efektif di kelas Pengajaran Bahasa Inggris untuk menghindari implikasi negatifnya pada proses pembelajaran bahasa. Dapat disimpulkan bahwa guru juga menggunakan alih kode untuk menjaga hubungan interpersonal, khususnya untuk mendorong partisipasi siswa dalam kegiatan kelas, untuk meningkatkan motivasi dan kepercayaan diri siswa dalam mempelajari bahasa target.

Kata kunci: Persepsi Guru, Alih Kode dan Pengajaran Bahasa Inggris

INTRODUCTION

Islamic senior high school students, it is too difficult in learning English by using full English. Therefore, sometimes the teachers switched from English to become the Indonesian language in teaching English subjects, and it is called code-switching.

Code-switching can be defined as the alternative use of two or more languages by bilinguals in a conversation. Code-switching requires the speakers to know at least two or more varieties of languages and making it an exclusive activity to only bilinguals. Code-switching (CS) refers to the mixing, by bilinguals (or multilingual), of two or more languages in discourse, often with no change of interlocutor or topic (Poplack, 2001: 62).

Code-switching is also seen as the alternating use of more than one language. Code-switching is also defined as using more than one language in the course of a single communicative episode, in the same conversation, or even within the same sentence. Code-switching takes a variety of forms. It can occur within a sentence, in the beginning, or at the end of sentences. In the level of syntactic, (Poplack, 2001:62) Identifies three different types of code-switching, name tag, intersentential, and intrasentential switching.

Code-switching is a part of the sociolinguistic phenomenon that often occurs in the community by using more than one language combination in one phrase or sentence. Code-switching can be found anywhere. One of the common places where code-switching can be found in the office community. Communication happens when two or more people share information, idea, or opinion. They are exchanging information by giving an explanation, asking a question, or answering it. The way people converse is determined by how much information each person had. Communication is a two-way process of reaching mutual understanding, in which participants not only exchange information, news, ideas, and feeling but also create and share meaning.

However, the use of code-switching in EFL classrooms has been a subject of controversy. It has been regarded as negative and undesirable behavior where there is a failure in using the target language. Code-switching has also been considered as a sign of laziness of language. In contrast to the above controversies, some researchers have argued that in EFL classroom context, Code switching is useful in assisting the teaching and learning process of English. Code switching can no longer be considered as error interference but as bilingual resources. On the other hand, Code-switching helps low proficiency students gain better comprehension, especially when given classroom procedures. Code-switching should not be considered as a sign of defect in the EFL classroom, yet, it is a careful strategy employed by the teachers. The proposed definition of code-switching has been defined by some researchers.

Based on those arguments above, the researcher believes that it is necessary to prove and know-how teachers' react and think about the use of code-switching in EFL classroom, whether it is the best choice to take or not. There are some previous studies related to this study, the first study conducted by Aji (2017: 75) under the title "Students' Perception of Code-Switching in EFL classroom" in his research revealed that the main data of students' perceptions showed that the most students agreed whether the teacher used L1 in the classroom (68%). Students also agreed that oral participation in the classroom should use Indonesian sometimes, one of the purposes was to encourage and make them focus (68.4%). More than half of the students agreed with the use of code-switching in classroom activities (58%).

The other study comes from Leoanak (2018: 126) under the title "Teachers' Beliefs and Perceptions of Code-Switching in English as Foreign Language Classroom". In his research revealed that the teachers applied code-switching to serve pedagogical aims and to facilitate the EFL teaching and learning process. As a result, they used code-switching when explaining difficult words, encouraging students' participation, and managing and organizing the classroom. Another finding was that the teachers also believed that, the advantages in applying code-switching exaggerated the disadvantages in ELF classrooms.

Based on the previous studies above, found how code-switching affects and influences the classroom process. Hence, in this research, the researcher wants to know how teachers' perception and belief in using this way to maintain and help the learning activity as well as teachers in Bengkulu city to strengthen the previous researches.

Code-switching is commonly viewed with suspicion in learned EFL classes to avoid misunderstanding between teacher and students. It is because students whose first language is not English, so they should have intensive time to learn English. This reality makes the researcher feel enthusiastic to know deeply about this phenomenon. The researcher wants to know code-switching is effective or not used in teaching English in the classroom, and also wants to know code-switching will give the influence or not the students when learning English. It is important to take a look into the process, why, and how this phenomenon happens in our surroundings. Why does a teacher use code-switching in the teaching process in the classroom? On the other hand, teachers who too much use code-switching will be a disadvantage for both the teacher and student. Teachers will tend to roam when they share stories in the student's native language. Moreover, teachers, as well as students, begin to feel that they have not 'really understood any item of language until it has been translated into the native language. Therefore the researcher is interested in conducting the research entitled "An Analysis of Islamic Senior High School English Teachers' Perception on the Use of Code-Switching in the classroom as a Foreign Language (EFL) in the Classroom".

METHODOLOGY

This study used a mixed-method. Data was collected from multiple sources to obtain a better understanding of English teachers' perceptions of using code-switching. The subject of this is based on convenient sampling which means that samples select based on their possession of target characteristics and availability. The total subject of the research consists of 22 English Teachers. This research conducted for all of the Islamic Senior High School English Teachers in MAN 1, MAN 2, MA Hidayatul Qomariyah, MA Pancasila, MA Darussalam, MA Ja-Alhaq and MA Muhammadiyah, MA Kreatif Muhammadiyah, MA Harsalukum Bengkulu in Academic Year 2020/2021.

The Instrument Questionnaire and Interview.

The researcher adapt the questionnaire from Selamat's (2014) closed question questionnaires that were administered to teacher and student participants with a standardized Likert scale for all of the statements. However, the researcher only employs teacher's perception questionnaires consisting of 25 statements.

A questionnaire consists of a number of items printed or typed in a definite order on a form or set of forms. The questionnaire is mailed to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose of the questionnaire itself.

In this study, the researcher adapt the questionnaire from Joanna T. Selamat's (2014) closed question questionnaires that were administered to teacher and student participants with a for all of the statements. However, the researcher only employs teacher's perception questionnaires consisting of 25 statements.

The interview questions adapted by (Selamat, 2014) were chosen based on the research questions, to ensure that the participants' responses contained relevant data which would provide answers to the research inquiry. The questions focused on the teachers' perceptions of current issues in classroom code-switching, their opinions about the functions of teacher and student code-switching.

This research employed semi-structured interviews where a common set of topics and questions were used for all teacher participants. Semi-structured interviews were chosen for this study because they focus on obtaining answers for main themes and questions and also allow room for flexibility in the forms and sequences of questions (Kvale, 2008). This means

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Herlina Emilda, Safnil and Ira Maisarah
SINTA 4   *An Analysis of Islamic Senior High School English Teacher's Perceptio…*

that the interviewer is able to structure the interview according to its progression and adapt questioning as the interview progresses without adhering to the rigidity of structured interviews.

The analysis in this study was completed by identifying English teacher perception on the use of code-switching. The items were analyzed using manual calculation and the percentages for each code were calculated and tabulated for comparison. The questions for each section in the questionnaires were then grouped under broader categories to identify and explore the relevant correlations and discrepancies in the data, as presented in the discussion chapter. Respond to each item from questionnaires will be evaluated in percentage from using the formulation proposed by Sugiyono (2007).

FINDINGS AND SUGGESTIONS

This research investigated and presented, the teachers' perceptions and beliefs of Islamic Senior High School English teachers in the EFL classrooms, which will be discussed in two subsections, namely (1) positive views of code-switching and (2) negative views of code-switching. Second, the teachers' reason use code-switching, and the third, the major function of code-switching in the classroom.

Description of Islamic English Teacher's Perceptions of Using Code-Switching in the Classroom

The teachers' perceptions and beliefs about code-switching and the principles of ELT may be grouped into four categories, namely (1) positive views of the effects of code-switching on the language learning process, (2) negative views of the effects of code-switching on the language learning process, (3) positive views of code-switching in the classroom, (4) negative views of code-switching in the classroom.

Positive views of the effects of code-switching on the language learning process with an average of 84.1%. Negative views of the effects of code-switching on the language learning process with average 81.8%. Positive views of code-switching in the classroom were 81.8%, and negative views of code-switching in the classroom with an average of 68,2%. It can be concluded that the perception is mostly positive regarding the use of code-switching by the teacher in the classroom.

Description of why do English Teachers used Code-Switching in the Classroom

Questionnaires had been distributed to 22 respondents of Islamic Senior High School English Teachers in Bengkulu. The questionnaire was adopted from Joana Tiffany Selamet (2014). It had been validated by the experts, i.e. two English lecturers. The questionnaire consisted of 25 statements. The percentage of each item described in the following table 4.2 The Percentage of Islamic English Teacher's Reason for Using Code-Switching in the Classroom, as follows:

Table 4.2 The Percentage of Islamic English Teacher's Reasons for Using Code-Switching in the Classroom

Classification	Frequency	Percentage
Yes	19	86,4 %
No	3	13,6 %

Based on Table 4.2 shows that 19 teachers answered yes with 86,4%. As additional information, the reasons are divided into three parts (Appendix 3) namely; a) Code-Switching

use while teaching and learning process for items 1 to 7, b) Class Management for items 8 to 14, and c) advantages and disadvantages of using Code-Switching for items 15 to 25.

The first Part, code-switching is the technique preferred by teachers when explaining the meanings of words and sentences in the EFL classroom, with 22 respondents (100%) of the teachers using code-switching regularly and using it all the time for this reason. The results demonstrate that the majority of the teachers 21 (95.5%) use code-switching to explain difficult concepts of the material. it is observed that code-switching is used by most teachers to explain grammar explicitly 20 (90,9%) was similar with and sixth reasons to introduce unfamiliar materials/ topics. The respondents use code-switching to explain the differences between the students' first language and English 19 (86,4 %), To check for comprehension 18 (87.7%) and lowest score to organize classroom tasks 17 (77,3%). the respondents use code-switching to explain the differences between the students' first language and English. Both of them have lack vocabulary in English, it also supports from interview result. Some teachers gives their reasons why does the teacher used code switching in the classroom? Their confidence level because they are not very easy, they are not very comfortable with their English. Secondly, they don't have the vocabulary to express in full English that's why they sometimes have to use code switching.

> *"I think most of the students, they use code switching with one main reason, uh... which is...because they are lacking of English vocabulary. They uh... they can't express well because they do not have the vocabulary.*
>
> *...because it is the easiest way to interact with each other instead of using English all the time and they do not really find the correct words to say it.*
>
> *Well, I think most likely because their level of proficiency is quite low and they are actually not very familiar with English. "*

The second Parts shows that the reason for code-switching is the technique preferred by teachers when to encourage student's participation in classroom activities 21 (95.5%), to provide praise/feedback/personal remarks about students' performance, and to increase students' motivation and confidence in learning English. Next, to build/strengthen interpersonal relationships between the teacher and students and to reduce students' anxiety in learning English. The lowest score in this part is to maintain classroom discipline and structure of lesson 16 (7.%).

Third Parts, for items 15 to 25, it seems that the general consensus is that code-switching by teachers facilitates the language learning process in the EFL classroom. The majority of the respondents (90.9%) expressed complete Yes. The respondents 18 (81.8%) agreed that the practice of code-switching by teachers will encourage students to be more reliant and dependent on the teacher. The respondents seem to consider code-switching as a viable teaching and learning resource in the EFL classroom. Half of the respondents agree to a certain extent that it should be included as an integral part of lesson 18 (81,8%).

Although most teachers recognize the role of code-switching in the EFL classroom, half of the respondents believe that there should be a strict separation of the mother tongue and English in the ESL classroom 18 (81.8%). On the other hand, 4 (18.2%) of the respondents believe that both languages can be used concurrently to enhance the language learning process.

Half of the teachers (20 Teachers/99,9%) believe that there are other classroom resources apart from code switching that can be used to facilitate the learning process. 72.7% of the respondents believe that code switching should only be used as a last resort when all other options have been exhausted, while 27.3% of them are neutral about the statement. Seventeen (77.3%) respondents believe that code switching is an efficient and time-saving technique. Teachers have mixed opinions about the inclusion of the students' first language in

the ESL classroom. 9 (40,9%) of the respondents believe that the only the target language should be used in the classroom. However, some respondents think that there is a place for the student's first language in the EFL classroom with 13 (59,1%) stating that they disagree a little that English is best taught in English-only classrooms.

Seventeen (77,3%) respondents believed that the use of other languages during English lessons will result in a decline in the standards of English. In contrast, 22.7 % of the respondents do not think that the use of other languages will hurt the standards of English. It is found that 10 (45,5 %) of the teachers disagreed over the belief that the ideal teacher of English is a native speaker while 12 (54,5 %) of them perceive native speaker teachers to be superior to non-native speaker teachers. The younger the child, the easier it is to learn English 21(95,5%). A majority of teachers believe that the amount of target language input will affect the outcome of the language learning process. 22 (100%) of the respondents agree that learners will achieve more success in learning English if they have more exposure to the target language during the teaching and learning process.

The Major Functions of Code-Switching according to the teachers

The functions of code-switching can be grouped into three functional categories as proposed by Ferguson (2009), namely (1) for curriculum access (2) for classroom management and (3) for interpersonal relations. According to Ferguson (2009), code-switching for constructing and transmitting knowledge focuses on delivering the lesson content, specifically the linguistic knowledge about the target language while code switching for classroom management encompasses the use of code switching as a means to manage students behaviour in the classroom. Meanwhile, some of the advantage of code switching for interpersonal relations includes the use of code switching which is related to the social aspects of the language classroom and the learning environment.

The percentages for each code switching function is the sum of the percentages of respondents who have selected a ranking of 3 and above on the questionnaire (Yes/No). In other words, the percentages can be used to indicate the overall preference for the use of code switching by teachers.

it can be generalised average code-switching for Curriculum Access was 88.57%, Code switching for classroom management (75%) and the use of code switching by teachers for constructing and transmitting knowledge takes precedence over the use of teacher code switching for classroom management and for interpersonal relations with average 76 %.

Islamic English Teacher's Perceptions on the use Code-Switching in the Classroom

Positive Views of the Islamic High School English Teachers' Perceptions on the Use of Code-Switching in the Classroom

The majority of the teachers believe that the use of code switching has positive impacts on the language learning process, as evident in the percentages for the first category. However, the teachers also believed that there are some negative effects to code switching. The top reasons for positive views of code switching include:

Code-switching by the teacher will facilitate the language learning process

As evident in the results from the questionnaire, all of the teachers agreed that teacher code switching facilitates the language learning process. The findings from the interviews further support the teachers' beliefs about the pedagogical value of code switching in the classroom. Based on the teachers' responses during the interviews, it is apparent that the

teachers believed that code switching is a useful teaching and learning resource which can be utilised to enhance the students' language learning experience. Some of the teachers stated that code switching is particularly beneficial when explaining unfamiliar words and sentences to students who have limited knowledge of the target language. It is observed that throughout the interview, many of the teachers mentioned that the use of code switching is necessary when teaching students who have limited proficiency in the target language, which reflects the findings of the study by Ariffin and Husin (2011).

2. Code switching is an Efficient, Time-
   saving Technique

In the questionnaire, it was found teachers believed that code-switching is less time-consuming compared to the other alternative of using English only in the classroom. However, during the interview, only two teachers specifically mentioned that code-switching enables them to deliver their lessons more efficiently. One of the teachers mentioned that code switching makes it easier for her to deliver lessons without having to worry about time constraints while the other teacher said that code switching allows her to complete the syllabus within the stipulated time frame.

Code switching should be included as an integral part of the ESL/EFL classroom

There has been an ongoing debate about whether code switching should be included as an integral part of the ESL classroom. Most of the teachers agree that it should form an integral part of the EFL classroom while the rest of them disagree. When asked whether the Ministry of Education should validate the use of code switching as an integral part of the EFL classroom, the teachers had mixed opinions about this issue. This finding is consistent with results from the questionnaire, which suggest that, while all of the teachers are unanimous about the benefits of code switching, some of the teachers appear to have reservations about including it as a fundamental component of the ESL classroom. Despite this, the general consensus is that code switching is useful in the ESL and EFL classroom.

Although most of the teachers have positive views about the usage of code-switching, but Based on the result from interviewed and teachers' personal experience regarding their opinion with question "do you code switching is the best solution to address the students' language learning difficulties?" and some teacher answer

> *"Actually it depends. It depends on the environment that you're in. If you're in urban schools, there will be less code switching happening in urban schools. But let's say you're talking about semi-rural area or remote area or rural schools, then, I think code switching will best be... you know... it's one of the solutions for helping the student because they wouldn't understand it fully in English. So, you need to insert some of their L1 in order to help them to understand so they can relate you know... the things with the English words"*

Based on that statement, Code switching is a common phenomenon in our society. This language behavior is pervasive in daily interactions among friends and colleagues and local movies. Social environment influences the use of code switching among students. This is supported by the results of interviews such as:

Yes, definitely... because different people can from different background. Some speak English at home, some speak Malay at home, some speak Mandarin at home. So, it is in the society itself, it has already been planted in society itself. People will tend to code switch naturally instead of planning what to say before they code switch. So, it's all more like instinctively or spontaneous kind of interaction that goes in the society itself.

That phenomenon arises due to several factors as revealed by the teacher in our interview by given question like what are the factors which you consider when using code switching during English lessons and society ?

"Hmm... factors... probably the meaning of words and some English expressions that students are not familiar with because a lot of them, it plays... context plays a very important role. So, we need to explain to the students. Sometimes, that's where we use code switching."

Negative Views of the Islamic High School English Teachers' Perceptions and Beliefs about Code-Switching in the Classroom

As discussed in the previous section, most of the teachers have positive opinions about their own use of code switching in the classroom. However, analyses of the questionnaire results and the interview transcriptions reveal that there are negative sentiments among teachers about their use of code switching during English lessons. Negative views of the Islamic High School English Teachers' Perceptions and Beliefs about Code-Switching in the Classroom includes:

The use of other languages in the classroom will result in a decline in the standards of English

Many teachers view their use of code switching in the EFL classroom as undesirable because it is believed that it will result in unacceptable language use among students, which subsequently, leads to a decline in the standards of English. In the questionnaire, 50% of the teachers agreed that the inclusion of other languages in the classroom will have a negative impact on the standards of English, while 30% of them disagreed. The teachers' interview responses corresponded with the questionnaire results five the of teachers agreed that code switching could lead to unacceptable language use, which is often referred to as the 'bahasa rojak' or 'mixed language'. Despite this, these teachers also acknowledged that the code switching by the teacher is necessary under certain circumstances, especially when teaching students who have limited knowledge of the English language. Thus, it is apparent that the teachers have conflicting opinions about the effect of code switching on the standards of English. Based on the teachers' responses, it appears that teachers' beliefs are very much influenced by the prevalent anti-L1-in-the-L2-classroom attitude, which associates code switching with language pollution and undesirable language behaviour (e.g. Adendorff, 1993; David & Lim, 2009; Grosjean, 1992; Wei & Martin, 2009).

Code-switching by the teacher will increase the students' reliance on the teacher and the students' dependency on their first language

Based on the results in the questionnaire, the majority of the teachers (80%) believed that the practice of code switching by the teacher deprives students' of the opportunity to develop into independent learners. From the perspective of teacher code switching, it is believed that the regular use of code switching by teachers during formal language instruction unintentionally encourages students to depend on teachers for explanations of target language vocabulary and expressions in the students' first language . This is because when students are presented with alternatives, they will choose the easier option of relying on the teacher to code switch or use code switching themselves and not attempt to construct meaning in the target language by drawing on their existing linguistic repertoire. During interviews, it was observed that many of the teachers also believed that students tend to be more dependent on their first language when code switching is used during English lessons.

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Herlina Emilda, Safnil and Ira Maisarah
SINTA 4   *An Analysis of Islamic Senior High School English Teacher's Perceptio…*

Another negative aspect of code switching as suggested by the teachers, was the negative interference of the students' first language, which may result in students applying the grammatical rules of their first language to English (Carless, 2007).

Code switching versus English only in EFL classrooms

A large proportion of teachers (60%) believed that English is best taught in English-only classrooms while 30% of the teachers disagreed with the notion of monolingual EFL classrooms. The ideal EFL classroom is thus perceived is one in which there is no use of languages other than the target language. In addition, the teachers' responses on whether there should be a strict separation of the mother tongue and English in the EFL classroom show that some of the teachers (50%) agree that both languages should be kept segregated while 20% of them disagree. These percentages are consistent with the percentages of teachers who believed that English is best taught in English-only classrooms although there is a slight difference in the actual percentages for both statements.

The practice of code switching appears to be the least preferred teaching strategy for teachers compared to the other options. The majority of the teachers (90%) agreed that code switching should only be used as a last resort when all other options have been exhausted. One of the teachers mentioned during the interview that code switching is not necessary for students who have a good command of English. Some of the teachers also pointed out that code switching is inevitable in certain classroom situations, depending on factors such as the students' language abilities and the amount of target language exposure available to the students. The results from the questionnaire coupled with responses from the interview provide evidence that code switching is not considered by the teachers to be the foremost teaching and learning resource in the EFL classroom.

This is further supported by the percentages of teachers (80%) who agree that students will have more success in learning English if it is used more frequently in the classroom. It is clear that teachers strongly believe that the amount of target language use in the EFL classroom has a significant influence on the students' English language achievements, and that maximal use of the target language will lead to success in language acquisition (Cook, 2001; Turnbull, 2001).

Although all of the teachers agreed that their use of code switching will facilitate the language learning process, they have also cautioned that the excessive use of code switching may result in the overuse and overdependence of the students on their first language. Likewise, 80% of the teachers believed that the practice of code switching by the teacher actually prevents learners from becoming independent language learners because these learners have the tendency to depend on the teacher for definitions and explanations of English vocabulary in other languages.

Some of the teachers (50%) also expressed concerns that code switching could compromise the standards of English and that code switching could lead to unacceptable language use by students despite the positive opinions about its educational value and its efficiency as a time-saving strategy. These conflicting views can be interpreted as a struggle between the respondents' beliefs, the classroom realities, and the official language policy imposed by educational authorities (Lin and Martin, 2007).

Based on the result of an interview about opinion in response education experts and policy makers are strong advocates of the exclusive use of English during the teaching and learning process, code switching is a practice which is discouraged or even prohibited/proscribed. What are your thoughts on this belief?

> *"These are theories, very much theories because when you talk about using…*
> *exclusive use of English during the learning process, this could actually happen*
> *when the students are in more advanced level ESL/EFL classroom but if you're*

Herlina Emilda, Safnil and Ira Maisarah

SINTA 4   An Analysis of Islamic Senior High School English Teacher's Perceptio...

talking about intermediate, you're talking about beginner... then I think code switching will play an important role in helping the students to learn the language because you can't just expect them to speak in English when they don't even know a single word so you need to have code switch first. You get them through that zone of proximal development, get them through that phase, with scaffolding, with code switching as a scaffold and once they progress from the beginner level to the intermediate level... and after the intermediate level, when they go towards the advanced level, then you can use solely English. Then you will see that there is actually learning, there is actually progress going on in the ESL classroom."

Code-switching should be rare in the English Classroom. There are many ways of avoiding it or explaining the contents of the language or the reading passages by the teachers like using pictures, role playing, etc

Code-switching and code mixing is negative. The researcher do notcondone the use of code switching in the classroom, but under certain conditions, it is very necessary (for example, the lack of students' or teachers' vocabularies and grammar or English used in a remote area) and depending on the level for grading.

Islamic English Teacher's Reason of Using Code Switching in the Classroom

This section contains findings of the teachers' reasons used code switching. There were 25 reasons, why does the teacher uses code switching in the classroom (see Appendix 3). When asked about why they think students code switch in the EFL classroom, most teacher participants mention limited English vocabulary and the lack of confidence to communicate in English as the main reasons, as indicated in the following responses. And the top reason

A similar opinion with (Jingxia, 2010) emphasizes that is important for foreign language teachers to explore their students or the learners to produce as many language functions as possible in the target language. In addition, Ellis (as cited in Jingxia, 2010) points out that the use or overuse of the L1 by foreign language teachers will deprive learners of valuable target language input..

Filmore (as cited in Jingxia, 2010) thought that students who usually hear their teacher speaks in L1 tend to ignore or not pay attention to the target language and do not benefit fully from the value of the target language input. Although both teacher and students are expected to use full English in the classroom, the use of Indonesian as an alternative in teaching and learning process is unavoidable in particular situations. English is learned in Indonesia by talking about the grammatical rules of English and errors are always corrected.

Some teachers suggests that there is a continuum for the use of code switching and ungrammatical English by the students which is influenced by the students' level of competence in English. He thinks that code switching occurs in mainly beginner classes and it precedes the production of ungrammatical English. In other words, he believes that the students will produce code switched sentences as they expand their knowledge of the linguistic system before gradually producing ungrammatical English, and later on, they will presumably produce grammatically accurate English.

English/Malaysia or Mandarin code switching, that's just a starting point so probably this can be a beginner ESL classroom and from there, they can gradually move on to ungrammatical English. English in Indonesisa as EFL, so there is always a process, we can't expect them to just speak ungrammatical English and from there we correct them, but when is the crawling period? They need to crawl before they walk.

Code switching by students is viewed as a typical characteristic of the speech produced by bilingual learners who are at the early stages of acquiring a second language. Therefore, it can be assumed that learners will use less code switching as they progress and become more

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Herlina Emilda, Safnil and Ira Maisarah
SINTA 4   *An Analysis of Islamic Senior High School English Teacher's Perceptio…*

familiar with the linguistic system of the target language. Similar opinion with Aji (2017) under the title *"Students' Perception of Code Switching in EFL classroom"* in his research revealed that the main data of students' perceptions showed that the most students agreed whether the teacher used L1 in the classroom (68%). Student also agreed that oral participation in the classroom should use Indonesian sometimes, one of the purposes was to encourage and make them focus (68.4%). More than half of the students agreed with the use code switching in classroom activities (58%).

Unsimilar to the previous study, when bilinguals switch two languages, there might be motivation and reasons for code-switching. Grosjean (Eun hee, 2006: 47) suggests some reasons for code-switching. For example, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Furthermore, their interlocutors, situations, messages, attitudes, and emotions generate code-mixing. According to Grosjean (1982), code-switching can also be used for many other reasons, such as, Quoting what someone has said (and thereby emphasizing one"s group identity, Specifying the addressee (switching to the usual language of a particular person in a group will show that one is addressing that person). Qualifying that has been said or talking about past events. On the basis of a number of factors such as with whom (participants: their backgrounds and relationships), about what (topic, content), and when and where a speech act occurs, bilinguals make their language choice.

The Major Function of Teachers' Code Switching

The findings in this research were consistent with the findings of similar studies, which investigated the functions of teacher code switching (e.g. Ariffin, 2009; Canagarajah, 1995; Ferguson, 2003; Greggio & Gil, 2007; Lucas & Katz, 1994; Then & Ting, 2011 and Selamat, 2014).

The majority of the teachers' responded that they use code switching mainly for curriculum access and for maintaining interpersonal relations. Teacher code switching for classroom management is used to a lesser extent as compared to the other two functions. The teacher' reported use of code switching in the questionnaire and interview is consistent with their actual use of code switching during English lessons. However, it is important to note that not all of the codes switching functions in the questionnaires were identified in the teachers' actual classroom practice.

In the questionnaire, there are seven functions of teacher code switching which fall under the first functional category but it is found that only three of these functions were utilised by the teachers in transcriptions of classroom observations, which are functions (a), (c) and (d).

In this study, code switching by the teacher mainly functions as a classroom strategy to provide curriculum access, which includes providing explanation of language items such as vocabulary, sentence structures and grammar. Teachers also used code switching to maintain interpersonal relations, specifically to encourage student's participation in classroom activities, to increase students' motivation in and confidence in learning the target language. The use of teacher code switching for the purpose of classroom management consists of code switching to maintain classroom discipline.

CONCLUSION AND SUGGESTION

Islamic Senior High School English teachers generally have positive views about the practice of code switching in the EFL classroom. Code switching is perceived by teachers as a valuable teaching and learning resource in the classrooms to facilitate the learning process, by ensuring that the curriculum is more accessible to students. It is also an effective strategy employed by teachers for classroom management and affective purposes. There were 25 reasons why do the teacher use code switching in the classroom. The major function

of teachers' code switching mainly for curriculum access and for maintaining interpersonal relations.

Code-switching should be rare in the English Classroom. There are many ways of avoiding it or explaining the contents of the language or the reading passages by the teachers because the teacher as a model, can use pictures, role playing, etc Code-switching and code-mixing is negative. The researcher do not condone the use of code-switching in the classroom, but under certain conditions it is very necessary, depending on the level for grading. Code switching as a systematic and planned aspect of the EFL classroom may not be relevant, at least in the context of this study, as teacher code switching occurs naturally and spontaneously at any given stage of the lesson, depending on the learning difficulties that students encounter during the lesson. However, it is important for teachers to reflect and evaluate their code switching practices in order for them to develop a better understanding of their own practices.

The use of code switching in the EFL classroom is inevitable because it is not possible to completely exclude the first language use during lessons, particularly first language use by students. Therefore, teachers would be well advised to have strategies for effectively managing code switching in the EFL classroom to avoid its negative implications on the language learning process.

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