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Code Switching in English Instruction and Factors Affecting the Language Attitude of Indonesian EFL Learners in Using It

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Abstract: This study aimed at analyzing the factors causing teachers and students to use code switching (CS) and the factors affecting language attitude of EFL learners in using CS in instruction. The participants of this study were 8 English teachers and 312 students of 12 Junior High Schools in Malang, Indonesia. This study used a mixed method. To collect the data, questionnaire and classroom observation were applied. Post hoc item analysis was employed to meet the requirement of validity and reliability. The factors causing the use of CS in EFL instruction were (a) involvement of the learner, (b) use of learner's language, (c) situation of the classroom, (d) weariness of teacher (e) expressing of teacher's anger. All these five factors gave a significant effect to the use of CS in EFL instruction. It was statistically significant ($p < .01$). The fifth factor, the use of the learners' language had dominant influence toward the use of CS in EFL instruction.

Keywords: Code-Switching, Language Teachers, English Instruction

1. Introduction

Teachers often have difficulties in delivering English as a foreign language (EFL) in the classroom interaction. When they deliver the material to the students, the teachers are required to be able to communicate ideas and views in order to be easily understood by them. To achieve this, teachers need strategies, either related to the use or the selection of language learning strategies as well as the delivery of the material. In line with above statements, the teacher may use two or more languages in delivering learning material. If some students do not understand what the teachers explain, it is not uncommon for them to switch a language to another language that is easily understood by students.

The use of CS by teachers in English instruction is a lingual phenomenon which associates with the goal of communication. The aim of the use of CS by English teachers is to enhance their ability to communicate, in particular to communicate in classroom. The use of CS in the classroom is still needed (Cook, 2001). He asserts that teachers are allowed to use CS when they explain important concepts, students do not concentrate on the lesson, and the teachers give praise or warnings to students.

2. Related Literature

2.1 Perspectives on CS

Auer (1995) suggests that the use of foreign words in a conversation can be classified as CS. It is also

supported by Dabene and Danielle (1995) who takes that sort of CS with a unitary code switching. According to them, there are four other types of CS; CS between speech that occurs between two speech uttered by a speaker, CS between sentences, CS in a sentence, and segmental CS happened to modify a segment of speech involving either clauses or phrases. Gumperz as quoted by Wardhaugh (1998) divides CS into two types: situational and metaphorical code switching. Situational CS occurs if the changes of code accompanying either topic changes or participants. Meanwhile, metaphorical CS occurs in a situation with the addition of the meaning of certain components in a speech.

CS can also be used by English teachers in classroom activity as a strategy. As a strategy, the teacher can use CS with some purposes or specific reasons, such as providing explanation changing a formal setting into a relaxed classroom atmosphere and to create a sense of humor. In addition, the main objective is to make students better understand material being presented by teachers (Mujiono, 2013).

2.2 CS as a Communication Strategy in EFL Instruction

The use of CS by the teachers and the students can be viewed as a strategy in EFL classroom interaction. CS which is used by English teachers and the students in the classroom is a lingual phenomenon. It is emerging as the implications of being bilingual. Brice and Roseberry (2001) assert that the use of more than one languages by multilingual people led to the use of language. The use of CS can be caused by factors related to the context of the communication situation. This is in line with the theory of Fishman (1972) stating that bilingual people switch because of some interrelated factors. Associated with the use of this, Romaine (2000) describes that being bilingual and multilingual often causes the use of the selection of language. It is one from several languages or the selection of one from several variants of the language in the same language. It is therefore the use of two or more languages can motivate speakers or partners.

In English instruction, CS is still used by either teachers or students. Switching from English to Indonesian or vice-versa in EFL classroom can be used as a strategy to interact between the teacher and students. It can be seen for instance when a teacher in EFL learning activities can start with one language, then shifted to other languages, namely from English to Indonesian. Krieger (2005) reveals that the use of the first language (L1) in foreign language classroom is sometimes indispensable, especially for explanation and affirmation of linguistic and grammatical concepts. Motivation of students can be enhanced with the use of their L1. Schwarzer (2004) states that the use of L1 might function as a learning strategy to enhance communicative competence in the foreign language. The use of L1 can serve as learning strategies to develop competence in communicating with foreign languages. It is in line with Tang (2002) reporting that teachers of EFL teaching students who are not fluent in English is not possible to avoid using L1. On the other hand, he found that L1 is used by students as a communication strategy to compensate for their flaws in the use of the second language (L2).

Sert (2005) explains that CS function which is practiced by the teacher is known as topic switch, affective, and repetitive functions. Topic-switching means that teachers switch their language corresponds to the topic that is being taught. This often can be seen on grammatical learning and to divert students' attention on a new topic. CS plays a role as affective function conducted by the teacher to express the motion, and to build relationships with students. Repetitive function has a sense that

teachers use CS to clarify the meaning of a word, and emphasize the importance of foreign language content for a better understanding. Sert (2005) confirms his experiences as a student and as a teacher of English that the use of L1 can help the students learn English easily. As a strategy in EFL teaching, the teacher uses CS to deliver English material as well as a classroom management.

2.3 Translanguaging in EFL Bilingual Classroom

As stated by Baker (2006) and Garcia (2009) that translanguaging refers to the use of several languages in the classroom at different points in a lesson aimed to develop L1 and L2 in parallel. Further, Baker (2006) defines translanguaging as the use of two languages in parallel to develop language skills in both languages and contribute to a deeper comprehension of subject being learned. He argues concerning with Williams (1994) that the goal of translanguaging is to develop academic competence in both languages, it means that students should obtain the same concepts in both languages for them to learn content knowledge in L1 and L2. To support his argument, Baker (2006) highlights potential advantages of translanguaging for the learners as well as; (1) to help students to have a good and complete understanding of the material being learned, (2) to promote development of learners' skills in language, since the aim of translanguaging attempts to develop learners' academic language skills in both languages, (3) to facilitate home-school cooperation by which learners are able to produce in both languages, and (4) to support the development of second language competence. This is defined as the access of different linguistic features of autonomous language by bilinguals aimed to maximize the potential of communication.

Meanwhile, Garcia (2009) argues that translanguaging is responsible for communicative practice offering possibility of communication and education for all, but it should respond to a separate language settings, which means that it should be included in certain points of the lessons for previously planned purposes. Garcia (2009) stands for translanguaging as the order of the languages which is responsible for acquisition of bilingual children and their learning given the fact that the flexibility of the language, they can match the content and language, oracy and literacy as well. Therefore, it is used in a bilingual classroom to mediate an understanding, to jointly build meaning and interact with others.

In EFL bilingual classroom, the learners use language well or almost well which technically refers to the knowledge of two languages. Baker (2001) explains that a person who has the ability of bilingual will have two or more experiences in the world. Further, he explains that every language system is running with a different behavior. On the other hand, he explains that with two languages it will come by the bicultural experiences and is very likely to produce a greater tolerance among the different cultures as well as diluting the racist sense will.

Related to teaching EFL in bilingual classroom, it may refer to Garcia & Wei, (2014) concerning with a model of bilingualism. They provide a comprehensive overview of various models of bilingualism. These are dependent on the needs of communities, nations and states and are often politically-driven. Garcia & Wei (2014) have presented four models of bilingualism. They are; (1) subtractive, it occurs when children learn a second language which gradually takes over from and eliminates the other, (2) additive, it is a sort of double monolingualism in which another language is added to the existing repertoire, (3) recursive (where attempts are made to revitalize a language that had previously been

suppressed), and (4) dynamic, it is involved in multiple and multimodal language practices as befits the means of communication in a world of shifting peoples and increased access to and use of technology. Further, Garcia explains that this term is compatible with what European institutions call 'plurilingualism'. To support her view, Garcia presents social and cognitive benefits of bilingualism which can be maximized or minimized depending on socio-political contexts which influence educational policy.

3
Related to teaching EFL in bilingual classroom, *translanguaging* is applied to help students to try out the ideas and actions with the purpose of learning and developing their literacy practices. This is done through the use of language that is flexible to support understanding and build knowledge conceptual and linguistic knowledge. 1

2.4 Related Previous Study

In a Preliminary Research, Bista (2010) observing about the factors affecting 15 bilingual international students using CS. Research findings indicated that the primary factor that they used CS was the inability of those in using L2. Another factor was because (a) it eases them to talk to their own language than speak English, (b) in order to avoid confusion, (c) not familiar with words or terms in English language. Based on the findings, he confirmed that CS can be used as a strategy in learning in the classroom aimed to clarify the delivery of subject matter and transfer of knowledge to students.

As one lingual phenomenon, the use of CS is viewed as one of the teacher's efforts to ease him in delivering learning material, particularly in EFL classroom interaction. This is supported by Mujiono (2013), Bista (2010), Ahmad (2009), Metila (2009), Chen & Ting (2009), Hanzah (2008), and Kim (2006) who revealed that the use of CS can serve as a strategy for delivering learning material. Other similar researches, namely those conducted by Chung (2006), Ayeomoni (2006), and Ruan (2003) analyzed the function of CS in general study in bilingual language learning, both formal and informal situations. Meanwhile, Chidambaram (2000) focused on the type of CS used by teachers in language learning.

7 Methods

3.1 Design of the Study

This study applied a combination of qualitative and quantitative research methods. Qualitative study focused on direct data interpretation. Meanwhile, quantitative research method was intended to employ a quantitative computation and inferential statistical application.

3.2 Participants

This study involved 8 English teachers and 312 Sor High School students. The English teachers were categorized into three categories, namely gender, age, and teaching experience. In terms of gender, the teacher was categorized in male and female teachers. In terms of age, the English teachers were ranged from 27 to 65 years old. They were categorized into old when they were 45 years or above, and young when they were less than 45 years. In terms of teaching experience, the English teachers were included in long and short categories. As indicated with long category when they had teaching experience of 15

years or above and show category when they had teaching experience of less than 15 years. The English teachers profile can be shown in Table 1.

Table 1. The Profile of English Teachers

No	Category	Sub-category	Number
1	Gender	Male	5
		Female	3
2	Age	Old	6
		Young	2
3	Teaching Experience	Experienced Teaching	6
		Inexperienced Teaching	2

As shown in Table 1, there were 5 male and 3 female English teachers. In terms of age, 6 English teachers were categorized as old and 2 as young. In terms of teaching experience, 6 English teachers were categorized as long and 2 as new.

The 312 students were categorized into two categories, namely in terms of gender and student's mother tongue. In terms of gender, the observed students were categorized into male and female students. In terms of students' mother tongue, they categorized into two, i.e. the students using Indonesian or local languages.

Table 2. The Profile of Students

No	Category	Sub-category	Number
1	Gender	Male	186
		Female	126
2	Mother tongue	Indonesian	97
		Local Language	215

3.3 Data Collection

The instruments of collecting the data in this study were questionnaire and classroom observation. The questionnaire was provided for students. The questionnaire for students was designed in two parts. Part 1 contained 6 items. This part dealt with the date of birth, gender, learning English experience, language being used in the classroom, at home, and out of classroom. Part 2 contained 25 items, which dealt with students' language attitudes toward the use of CS in EFL instruction. These items were designed to elicit one of the responses, namely "strongly agree", "agree", "do not agree", "do not know", and "strongly

disagree". Each item of the instruments was developed on the basis of the problems of this study. The questionnaire employed in this study was provided for 312 students. Post hoc item analysis was employed to meet the requirements of the validity and reliability of this instrument. The statistical software of SPSS, Cronbach's Alpha analysis was utilized for this study. It revealed that 25 items in part 2 which were designed for the students were valid and reliable.

Classroom observation was applied to obtain data of CS practice in EFL instruction. The classroom observations were implemented at eight selected classes. Eight classrooms observed for duration of approximately 45 minutes of each. The researcher observed the utterance of CS practice in EFL instruction. Classroom sessions were audio recorded to ensure valid and reliable collection of data. Audio recording transcriptions were utilized to crosscheck the collected data. To clarify the gathered data, the researcher consulted participants after English instruction or during class breaks.

3.4 Analysis

7

To analyze the gathered data, descriptive and inferential statistics were utilized. The data gathered through questionnaires were analyzed quantitatively with statistical software of SPSS. The a one-way analysis of variance (ANOVA) test was applied to examine whether there was any significant difference in relation to the factors affecting language attitude of EFL learners to use CS. The data gathered through classroom observation were analyzed qualitatively. Several steps were employed in this data analysis. First, the researcher examined the field notes and transcripts collected from classroom observation to identify all CS data practiced by English teachers and their students. Second, coding and labeling of each data sample were utilized according to its potential type. Third, all of codes were screened and the data labeled with similar codes were grouped together, followed by a careful examination of the relationships between and among different codes. Fourth, each type was re-examined carefully to ascertain that it accurately represented the nature of its supporting data.

4. Results

4.1 Factors Causing CS Practice in EFL Instruction

4.1.1 Involvement of Learner

The English teacher applied CS from English to Indonesian to facilitate his students to be actively involved in EFL instruction in the classroom. Examples were presented below as shown in bold and italicized forms.

(D: 001) T: Okay, notice the following text! What's the negative form of simple past

T: *Coba kamu "Didik"* ('you, "Didik", please try'), *apa bentuk negatifnya* ('what is its negative form')? *dibaca dulu ya*, ('read it first, do you)?

S: "She learnt English in middle school"

T: *Ya, bagaimana bentuk negatifnya* ('yes, what is its negative form')?

S: She did not learn English in middle school, *ini bentuk negatifnya*, ('this is the negative form') Sir.

T: good job.

T: *Ada yang mau coba kalimat berikutnya* ('anyone want to have a try for the next sentence)?

S: I'm Sir

T: please

The use of CS from the English to Indonesian or vice-versa due to the teacher wanted to involve one of the students to actively follow the lesson. The teacher pointed students by switching English to Indonesian as shown in excerpt (D: 001) line 2,3,5,6 and 8.

4.1.2 The Influence of the Use of Learner's Language

In Indonesian EFL teaching and learning context, English teacher was often influenced by learners' language. The examples of this factor was presented in data excerpts (D: 002) as shown in bold and italicized forms.

(D: 002) T: Please notice! How about the sentence? is it right?

S: *Kalimatnya salah* ('the sentence is wrong') Sir,

T: *Ya, bagaimana betulnya* ('yes, what is the right one')?

S: "Rena wears her pink shoes to school every day" *kesalahannya kurang* ('the mistake is the missing) "s" Sir,

T: good.

The use of CS from English to Indonesian due to the teacher was influenced by the language which was used by the student. The teacher asked the students to use English, as shown in (D: 002) line 1. The student then answered by using Indonesian, such as visible data (D: 002) row 2. The teacher then used Indonesian as shown in data line 3.

4.1.3 The Situation of the Classroom

English teacher and the students employed CS in EFL classroom to change formal atmosphere become informal or relaxed one. Examples from data excerpts (D: 003) as shown in bold and italicized forms.

D:003) T: Let us notice the following sentences! Make questions from the sentences given below. And please use the question word "what" or "who". Do you understand? *ngerti dak maksudnya* ('do you understand or not')?

S: No, Sir,

T: *Jadi gini rek* ('like this, guys'), *coba perhatikan contohnya* ('please notice the example'), "Minda is baking a cake" *menjadi* ('become') "who is baking a cake"? *faham* (do you understand')?

S: yes Sir,

T: Okay *baca dulu* ('read it first') and then *kerjakan seperti contohnya ya* ('do it as the example, do you)?

S: yes Sir

Data excerpts (D: 003) showed that English teacher wanted to change the strict formal class situation become more relaxed one. When the teacher explained a lesson such as in line 1-2, the situation looks very formal. Students look very enthusiastic to listen and pay attention to the teacher's explanation. But students still do not understand of what was delivered by teachers, such as in line 4. Then the teacher switched to Indonesian as shown in line 5, 6, and 7. By switching from English into Indonesian, the class atmosphere became relax and the students can understand teacher's direction.

4.1.4 The Weariness of the Teacher

English teacher used CS in EFL classroom to express his weariness. Switching from English to Indonesian was considered effective to attract his students to pay attention of his lesson. The examples of data excerpts were shown in bold and italicized forms.

(D: 004) T: Make a group of three *bentuk kelompok yang beranggotakan tiga* ('make a group with three members'), then read again the conversation above *baca sekali lagi percakapan di atas* ('read again the conversation above'), *kemudian identifikasi kalimat yang menunjukkan kegiatan* ('then identify the sentence that show the activity of ') simple present tense. *bisa dimengerti* ('do you understand')?

S: *(diam)* ('silent')

As data excerpts (D: 004), English teacher switched from English to Indonesia to express his weariness. The teacher felt tired in delivering English lessons in the classroom. The teachers teaching began in the morning until noon. The use of Indonesian in the speech is more dominated in his speech, such as data in lines 1-5.

4.1.5 The Expression of Teacher's Anger

English teacher tended to use CS in EFL classroom to express his anger. By expressing his anger in his L1, his expectation was that students knew that he was angry. The following data excerpts showed that CS was employed to express anger as shown in bold and italicized forms.

(D: 005) T: Okay, now let's study about describing people, Please open your book at page ninety eight

S: (noisy and talk each other)

T: hello, hello, *jangan ramai sendiri, coba apa yang saya sampaikan barusan* ('don't be noisy, what did I say just now')?

S: (silent)

T: *makanya jangan ngomong sendiri, perhatikan ya* ('so, don't talk by yourself, please do pay attention!')

S: Yes Sir,

T: Okay, I repeat once more, please open page ninety eight. Open please. Have you done it?

S: Yes Sir,

T: well, and then please choose the correct description to describe the person in the picture *dalam gambar ini* ('in this picture'), and *you boleh pilih lebih dari satu* ('you may choose more than one'), okay

S: Okay sir,

With reference to data excerpts (D: 005), it showed that CS⁶ was employed by English teacher to express his anger as shown in excerpts (D: 005) line 4 and 7. Switching from English to Indonesian was perceived to be effective way to express his anger. Emotionally, the students close to the use of their mother tongue than English.

In support of the above findings concerned with CS in English instruction, 25 valid item questionnaires were given to Indonesian EFL learners. The data obtained was then statistically analyzed by SPSS. The analysis employed the mean, SD, Min, and max scores of the items. To further investigate the students in relation to their language attitude toward the use of CS in English instruction, categorizations were conducted. They were divided into five (5) categories; the involvement of learner, the use of learner's language, the situation of the classroom, the weariness of the teacher, and the expression of teacher's anger.

4.2 Students' Language Attitude toward the Use of CS in EFL Instruction

Table 3. The Mean value, SD, Min, and Max Scores of the Students' Language Attitude.

Category	Sub Categories	\bar{X}	SD	Min	Max	N
The Factors	The involvement of learner	79.48	7.153	68	93	60
	the use of learner's language	85.66	5.807	70	93	64
	The situation of Classroom	76.94	6.775	65	95	62
	The weariness of teacher	75.65	5.766	70	95	60
	The expression of teacher's anger	76.39	6.015	67	93	66

As displayed in table 3, in terms of the involvement of learner, the mean value of students were 79.48 with 7.153 SD, 68 min and 93 max scores. In terms of the influence of learners' language, the mean value was 85.66 with 5.807 SD, 70 min and 93 max scores. In terms of the situation of classroom, the mean value was 76.94 with 6.775 SD, 65 min and 95 max scores. In terms of the teacher's weariness, the mean value was 79.90 with 5.766 SD, 70 min and 95 max scores. In terms of expression of teacher's anger, the mean value was 76.39 with 6.015 SD, 67 min and 93 max scores.

To further investigate whether there was a significant difference in each factor, ANOVA was conducted. The summary of statistical analysis was presented in Table 4.

Table 4. The summary of the ANOVA test of the factors affecting toward the students' language attitude to use of CS in EFL instruction

	Sum of Squares	DF	Mean Squares	F	SIG.
Between Groups	4228.648	4	1057.162	26.480	.000.
Within Groups	12256.570	307	39.924		
Total	16485.218	311			

As table 4 showed that there was a significant difference in terms of involvement of learner, the learner's language, the situation of the classroom, teacher's weariness, and the expression of teacher's anger in relation to their language attitude toward CS practice. This finding showed that the five factors had significant effect toward learners' language attitude to use CS in EFL instruction.

To know what factor affecting other factors, homogeneous subjects test was displayed below.

Table 5. Homogeneous Subjects Test

The factors	N	Subset for alpha = .05		
		1	2	3
The involvement of learner	60		79.48	
The use of learner's language	64			85.66
The situation of classroom	62	76.94	76.94	
The weariness of the teacher	60	75.65		
The expression of teacher's anger	66	76.39	76.39	
SIG.		.788	.052	1.000

Table 5 showed that the only factor in the use of learner's language affect the forth other factors. It can be concluded that the use of learners' languages was the dominant influence on learners' language attitude toward using CS in Indonesia EFL instruction.

5. Discussion

The findings showed that both English teacher and students used CS in EFL classroom interaction. It also supports Ling's study (2013). In a formal process of EFL teaching and learning, teachers often have difficulties in delivering subject matter to the students. To overcome these difficulties, the teacher tries several learning strategies. The use of CS in EFL classroom is viewed as one of their efforts to solve the

problems related to their teaching. In this case, the teacher used the language which has been previously mastered by the students. These findings also showed those teachers and students are bilinguals. In this case, they used two languages interchangeably. The alternation of language such as this is a communication strategy (Mujiono, 2013), and (Inuwa, 2014). As reported by Bista (2010) and Tabaeifar (2014), they named as strategies of interaction in the classroom.

If it is associated with the use of communicative functions, the use of CS as mentioned earlier, to switch from English to Indonesian or vice-versa shows communication competence of both teachers and students. So the choice of a language influences toward the success of communication. The psychologically, the involvement of students to communicate English can be encouraged by using student's mother tongue to bring up communication. Academically, involvement of students can help onset of effective learning and achievement of the learning outcomes. Therefore, the use of CS is inevitable at all. The results of previous studies such as the Kreiger (2005) found that the use of L1 in the foreign language classroom context is sometimes indispensable, especially for the explanation and the affirmation of the linguistic and grammatical concepts. The motivation of learners can be raised with the use of their L1 to explain part of the language that is indeed difficult to understand if it is presented in English. Language and culture differences between English grammatical aspects and the students' L1 can be offset by a systematic explanation of using a language which has been mastered by students.

From the perspective of sociolinguistics, the use of CS in EFL classroom at Senior High School is caused by various factors. The dominant factor is the use of the learners' language. From the test results of homogeneous subject with subsets for alpha .05 and value factor 85.66 as in table 5, it was indicated that factor of the use of learners' languages gave significant difference from other factors such as the involvement of learners' language, the situation of the classroom, the weariness of teacher, and the expression of teachers' anger. The English teachers and the students used CS in EFL classroom for pedagogical purpose. A result of Merrit's study (1992) found that a school teacher in Kenya using CS between the languages to attract the attention of students, conduct a clarification as well as emphasize the material being taught. Meanwhile, Canagarajah (1995) found that the English teachers in Sri Lanka employed CS for classroom management and content delivery. Referring to the results of the studies for various reasons of the use of CS by English teachers and the students, CS is still necessary for Indonesian EFL learners.

6. Conclusion

The teachers need to use two or more languages as strategies to deliver material in EFL classroom interaction. Teachers use CS from English to Indonesian or vice-versa in order to be easily understood by the learners and to make the learners understand better material being presented by teachers (Mujiono, 2013). Using CS by the teachers in EFL classroom is a lingual phenomenon that associates with the aim of communication. It is supported by Cook (2001) who reveals that the aim of using CS by the teachers is to enhance their ability to communicate particularly to communicate in classroom. In EFL classroom interaction, the use of L1 is sometimes indispensable, especially for the explanation and the affirmation of linguistic and grammatical concepts (Krieger, (2005). It might function to enhance communicative competence in the foreign language as a learning strategy (Schwarzer, 2004).

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The use of several languages in the classroom at different points in the lesson is aimed to parallel develop the L1 and L2. According to Baker (2006) and Garcia (2009), it is called translanguaging. It is also the use of two languages in parallel to develop language skills in both languages and contribute to a deeper comprehension of the subject being learned. In Indonesian EFL classroom context, the learners can get the same concepts in both languages by which they are able to learn content knowledge in L1 and L2. By referring to Baker (2006) and Garcia (2009), it can be highlighted that by using translanguaging, the Indonesian learners have a good and complete understanding of the material being learned, get development of their skills in language, can produce in both languages, and can develop learners' second language competence. So, translanguaging here is an essential angle to take the complement on CS.

4
This study identified five (5) factors causing the use of CS by English teachers and Indonesian EFL learners in classroom interaction. They were (a) the involvement of the learner, (b) the use of learner's language, (c) the situation of the classroom, (d) the weariness of teacher (e) the expression of teacher's anger. All five of these factors gave a significant effect on the use of CS in EFL instruction. It was statistically significant ($p < .01$). The fifth of these factors, the use of the learner's language gave dominant influence on the use of CS in Indonesian EFL instruction.

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