Students' Perception Toward the Efl Lecturer's Code-Switching in PGSD'S English Classroom

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ABSTRAK

Sekolah dasar merupakan sekolah formal yang menjadi pondasi penentu tahap pendidikan selanjutnya. Penelitian ini menganalisis tentang persepsi mahasiswa pendidikan guru sekolah dasar atau mahasiswa PGSD terhadap alih kode yang dilakukan dosen EFL di kelas bahasa Inggris dan manfaatnya bagi mereka dalam pembelajaran bahasa Inggris. Dengan menggunakan metode campuran, peserta penelitian yang memenuhi syarat menerima kuesioner dan protokol wawancara semi terstruktur yang dilakukan dalam bahasa Indonesia. Data dari kuesioner dianalisis dengan skala Likert dan wawancara semi terstruktur dianalisis dengan analisis tematik. Hasil penelitian menunjukkan bahwa pertama, mahasiswa memiliki persepsi positif terhadap alih kode yang dilakukan dosen di kelas bahasa Inggris. Kedua, manfaat yang diperoleh siswa dari alih kode di kelas bahasa Inggris adalah meningkatkan tingkat penguasaan kapasitas kosakata bahasa Inggris, membantu dalam memahami pelajaran, mempelajari bahasa Inggris dengan lebih baik, membantu memahami tugas mata kuliah, meningkatkan keterampilan berbicara bahasa Inggris, meningkatkan keterampilan mendengarkan bahasa Inggris. Kesimpulannya, alih kode yang digunakan untuk pengajaran bahasa Inggris di kelas telah memberikan dampak yang besar bagi siswa PGSD yang mana sebagian besar siswa menunjukkan persepsi positif terhadap penggunaan alih kode.

ABSTRACT

Primary school is the foundation of formal schooling which can affect the aftermath. This study analyses the perception of Primary school teacher education or PGSD student toward the code-switching made by EFL lecturers in English classrooms and the benefits for them in learning English. This study using a mixed-method, the eligible participant received questionnaire and semi-structured interview protocols were carried out in the Indonesian language. The data from the questionnaire was analyzed by Likert scale and the semi-structured interview was analyzed by thematic analysis. The findings showed that first, students have a positive perception toward the code-switching done by the lecturer in English classroom; second, benefits that the students get from code-switching in English classroom are increase the level of English vocabulary capacity mastery, help in understanding lessons, learn the English language better, help understanding course assignments, improves English speaking skill, improves English listening skill. As the conclusion, the code-switching used for teaching English in the classroom had given great impact on PGSD students which is most of the students showed a positive perception toward the used of Code-switching.

1. INTRODUCTION

As the EFL country, many Indonesian teachers always use Indonesian language while teaching English, teachers switch English language into the first language in depending on the situation (Siddiq et al., 2020; Suganda et al., 2018). In a sociolinguistics study, this situation is an occurrence known as code-switching. According to previous study code-switching is refer to the language used by changing between two or more language or variation of language in one conversation beyond the limit of sentences or clause (Bahous et al., 2014). Moreover, code switching is the combination of languages or dialects in the same conversation or sentence by bilingual community (Koban, 2013; Reyes, 2004; Van Hell et al., 2015). Code-switching is also very common phenomena in an EFL/ESL classroom throughout this era of the world and the students also have varies perception of the using it in classroom (Bhatti et al., 2018; Moetia, 2018; Siddiq et al., 2020). Primary school is the foundation of formal schooling which can affect the aftermath. Moreover, PGSD Major is a study program at higher education institutions that produces excellent teachers, researchers, and teaching consultants for primary schools (Sujana & Rachmatin, 2019; Widodo et al., 2020). Therefore, this is the reason the researcher choose PGSD major because they will be the next teacher and also will teach English in primary school. Based on the researcher interview with several

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PGSD's students who had learnt English subject in first semester, the researcher found that the ability of students is different. They learn and catch information differently. It is because the level of understanding for each student is different. Students who are in a moderate level of English understanding showed more interest and active in class (Rojabi, 2020; Selivanova et al., 2018; Sukmawati & Nensia, 2019). On the other hand, students at a low level of understanding seemed less interested and passive.

Based on pre research indicated that teaching English at Primary Teacher Educator Program (PGSD) at Faculty of Education Universitas Negeri Gorontalo has many problems. First, students have a limited English performance related to English receptive skills, and English productive skills. Second, English for specific purposes for primary teacher educators are still limited for teachers who were teaching English at PGSD major. Third, teachers have limited teaching materials related to PGSD major. Therefore, the condition of teaching and learning process considered to teachers how the teaching and learning process conducted with using code switching in the classroom interaction. The using of code switching would accommodate limited English performance to understand teaching materials and improve understanding of students in learning and teaching process (Lee, 2016; Puspawati, 2018; Suganda et al., 2018). In teaching English for non-English Department students with various level of understanding, the lecturers have several strategies in helping the students in PGSD Major to get a better understanding in English subject, one of them is switching English to their first language. In linguistics, code switching is one of the social phenomena that appeared in daily life conversation (Bokamba, 1989; Lin, 2013; Nurhamidah et al., 2018). Based on some expert, code switching is a really common and thus central follow among bilingual speakers which may have several types. Thus, the alternate use of two codes can occur within linguistic unit of different length (Bahous et al., 2014; Fachriyah, 2017; D. N. Fathimah, 2016). Realizing the code-switching used in English classroom in PGSD Major, the researcher conducted a research related to the perception of the students toward the code-switching used by the lecturer in the EFL classroom.

There are some studies related to this research, one of the studies conducted research about about code switching and mixing (communication in language learning) (Waris, 2012). It is found that code switching and code mixing have repetitive function and efficient comprehension to serve the expression of emotion, to make clear and transfer knowledge to students effectively. It is supported by other research about teachers' use of code switching in EFL Classroom and its functions found that the use of code switching as a teaching method facilitated students' learning (Puspawati, 2018). There is also has researched about on attitude to teachers' code switching in EFL Classes (Yao, 2011). It found that teachers and students have positive attitude to teachers' code switching. The studies mentioned above examined the use of code-switching in English classroom in senior, junior high school, or English major at University. Studies about code switching in university level especially in a major other than English language major, unfortunately, is limited. In this research, the researcher focused on the code switching done by the English lecturer in teaching to PGSD students and how the students' perception toward the code switching used by the lecturer in University level in PGSD Major. The aims of this study is analyses the perception of Primary school teacher education or PGSD student toward the code-switching made by EFL lecturers.

2. METHODS

A mixed method was used in this present study. In general, mixed methods research is research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of study that investigate the same underlying phenomenon (Creswell, 2014; Sugiyono, 2018). The site of this research is the Students of Primary school teacher education Major or PGSD Major at a university in Gorontalo. The participant was the students of 2nd-semester class B. This class was chosen because the English subject was taught this semester and this semester. Therefore, they have the potential to deliver data related to the research. Two kinds of steps were used to collect the data firstly, was through giving a questionnaire to see the important items of the students' perceptions, secondly, was through an interview where the researcher asked a few questions orally to only a few students taken from their questionnaire to see in-depth data about the benefits of teacher's code-switching use for students and also to enrich the data from the questionnaire. A few participants were chosen to answer six questions in the teaching process in the interview session. The conversation is then recorded and interpreted into written form notes for further notification of important statements. Then, the information from the questionnaire were examined and investigated by utilizing a few stages dependent on the means of Likert scale. The data from the questionnaire were analyzed and explored by using some steps based on the steps of thematic analysis. Thematic analysis is one way to analyze data in order to identify patterns or to find themes through the data that the researcher has collected (Braun & Clarke, 2006).

3.   RESULTS AND DISCUSSION

Result

The findings revealed that student's perceptions toward the EFL lecturer's code-switching in teaching English at PGSD major was positive. The questionnaire result is show in Table 1.

Table 1. Questionnaire Result

No	Statements	Central Tendency	Interpretation
1	The use of Indonesian language by the Lecturer in English classroom helps you in learning English.	82,2%	Very strong
2	The use of Indonesian language by the Lecturer in English classroom makes you easy to understand the material given by the lecturer	81,4%	Very Strong
3	The use of Indonesian language by the Lecturer in English classroom makes you easy to understand new vocabularies in English	83,8%	Very Strong
4	The use of Indonesian language by the Lecturer in English classroom helps you to be fluent and accurate on your English speaking skill.	74,1%	Strong
5	The use of Indonesian language by the Lecturer in English classroom makes you easy in English writing skill.	74,1%	Strong
6	The use of Indonesian language by the Lecturer in English classroom makes you understand toward the meaning of every sentence which is explained by the lecturer.	85,4%	Very Strong
7	The use of Indonesian language by the Lecturer in English classroom makes you understand something faster and it helps your lecturer in managing the time in explaining thing.	81,4%	Very Strong
8	The use of Indonesian language by the Lecturer in English classroom makes you confused to learn English.	48,3%	Weak

The Table 1, shows that students have a positives perception of the use of code-switching in English classroom. The table shows several trends. The first trend is the statement that reaches "very strong" in interpretation. They are statements number 1, 2, 3, 6, and 7 which reach the central tendency from 81,4% to 85,4%. From this trend, it indicates the majority of participants perceived that code-switching is able to help students in learning English, easier in understanding the material, easier in understanding new vocabulary, make the students understand the lecturer's explanation faster, and helps the lecturer in time management when explaining thing. These data prove that students give their positive perceptions toward the use of code-switching by the lecturer in their English classroom. In addition, the second trend is the statement that reaches strong in interpretation. The data from this trend are statement number 4 and statement number 5 which reaches the same number in central tendency namely 74,1%. From statement number 4, it indicates the majority of the participants perceived that code-switching is able to help the students to be fluent and accurate in English speaking skill. Moreover, statement number 5 indicates that the used of code-switching can easier the students in their English writing skills. These data prove that students give their positive perceptions toward the use of code-switching by the lecturer in their English classroom.

The last trend is the statement that reaches "weak" in interpretation. The data from this trend is statement number 8 which reaches only 48,3% in central tendency. Although this statement only reaches "weak" in interpretation, however, it is actually a good and positive result because statement number 8 is about the use of code-switching by the lecturer makes them confused in learning English. Therefore, from this trend, the minority of the participants perceived that the using of code-switching in English classroom infrequently make them confuse in learning English. This means the students have positives perception toward the use of code-switching by the lecturer's in the English classroom because the majority of the participants perceived that code-switching used in English classrooms is not obscure. According to the information acquired from the questionnaires, it presented students' reactions toward code-switching by the lecturer in the Emglish classroom were positive. This data indicates code-switching is a necessary strategy in the PGSD's English classroom. Moreover, according to this study, the use of code-switching in English classrooms also gives some benefits for students in PGSD major. This part contains the descriptions of students about the first benefit of code-switching in the English classroom. Based on the

result of the study, the first benefit that the researcher found was the use of code-switching in English classrooms helped the PGSD's students increase the level of their English vocabulary capacity mastery. Student 2 said that '…besides, there are also benefits in vocabulary improvement." *(Researcher Translation, line 4-5).* Student 3 said that "…Beside that, in terms of vocabulary, it can be improved more than in high school and now, because we can know more vocabularies that teachers in junior high / high school have never explained before." *(Researcher Translation, line 3-6).* Student 4 said that "…Also I can more understand the new vocabulary in English." *(Researcher Translation, line 4-5).* Student 6 said that "So that is our advantage, can understand faster and easier to memorize the language and more to the how to speak it or by the way we say the words in English and what it means. Other than that vocabulary also increases because when the lecturer speaks of course we will know more the correct pronunciation." *(Researcher Translation, line 2-6).* Student 7 said that "…In addition, if used code-switching, there will be additional new vocabulary in English." *(Researcher Translation, line 2-4).* Student 8 said that "…In addition, when studying, for example, it is easier to explain than what is read, so when you hear/read then the word appears, you will remember more that the lecturer explained about the vocabulary." *(Researcher Translation, line 6-10).*

This part contains the descriptions of students about the second benefit of code-switching in English classroom. Based on the result of the study, the second benefit that the researcher found was the code-switching used in the English classroom helped the PGSD's students to understand the material and it becomes more interesting. The table proof of phrase that refers to the agreement: Easier to understand the material and reduce time consumption. Student 1 said that "Yes it helped.. Because when lecturers using code-switching it can help us understand the material." *(Researcher Translation, line 1-2).* Student 3 said that "In personal, I agree. Because, it can help students to understand the sentence. Additionally, we can also know that the lecturer is explaining related to the material." *(Researcher Translation, line 1-4).* Student 4 said that "Yes very helpful. Because I'm personally not too fluent in English so when the lecturer explained in Indonesian I understand more the material explained in the English lesson so I feel helped." *(Researcher Translation, line 1-4).* Student 5 said that "…Because it is easy to understand and also every material described is easy to understand." *(Researcher Translation, line 1-2).* Student 6 said that "…For example in learning sometimes many students do not know completely the material from the English language especially there are people or friends who do not understand English so with that switch code we can know what the lecturer is explaining." *(Researcher Translation, line 1-2).* Student 7 said that "Yes agree, because there are usually students. For example someone doesn't understand and lecturer explain the meaning of the word "good morning, so we as students are easier to understand." *(Researcher Translation, line 1-3).* Student 8 said that"Yes. Because personally i lack a lot of vocabulary in English, So, when new vocabularies appear i can't immediately understand what they mean and it's impossible to look at the dictionary again because it will take time." *(Researcher Translation, line 1-2)*

This part contains the descriptions of students about the third benefit of code-switching in English classroom. Based on the result of the study, the third benefit that the researcher found was the used of code-switching in English classroom helped the PGSD's students to learn the English language better. The proof of phrase that refers to the agreement: Understand English language. Student 1 said that "…We can also understand many things in English if the lecturer uses code-switching to Indonesian. *(Researcher Translation, line 1-3).* Student 2 said that "Because it can make easier for us to understand English quickly because not all of students understand all of English language, we are automatically still confused. So it is better for lecturers to further improve our understanding by using code-switching from English to Indonesian. So it's easier for us to understand English itself." *(Researcher Translation, line 1-6).* Student 3 said that "Yes i agree. Because we can know the meaning of the word after described with code-switching." *(Researcher Translation, line 1-2).* Student 4 said that Yes. Because can be helped with the explanation to understand English. *(Researcher Translation, line 1-2).* Student 6 said that "…So that is our advantage, can understand faster and easier to memorize the language and more to the how to speak it or by the way we say the words in english and what it means." *(Researcher Translation, line 2-4).* Student 7 said that "There is. Become knowing English." *(Researcher Translation, line 1).* This part contains the descriptions of students about the fourth benefit of code-switching in English classroom. Based on the result of the study, the fourth benefit that the researcher found was the use of code-switching in English classroom helped the PGSD's students easier to understand the assignment. The proof of phrase that refers to the agreement. Student 1 said that ".. For example, when we were given an assignment we will understand what the assignment is ordered." *(Researcher Translation, line 3-4).* Student 2 said that "…So when we are given an assignment we already understand what the sentence means." *(Researcher Translation, line 5-6).* Student 4 said that "…and when the lecturer gives an assignment I don't feel confused what the lecturer gives…" *(Researcher Translation, line 2-3).* Student 5 said that "…if there is an assignment we already understand how to do the assignment." *(Researcher Translation, line 2-3).* This part

contains the descriptions of students about the fifth benefit of code-switching in English classroom. Based on the result of the study, the fifth benefit that the researcher found was the used of code-switching in English classroom helped the PGSD's students to improves speaking skill. Student 2 said that "...The first from us to others, if for ourselves, so we can understand how we use the language and when to use the language when we communicate with people with different countries with us..." *(Researcher Translation, line 1-4).* Student 3 said that "For me. Yes can increase in understanding and in the 4 skills in English, the most improved ability is speaking ability." *(Researcher Translation, line 1-3).* Student 4 said that "...i also feel helped in speaking English." *(Researcher Translation, line 3).* Student 5 said that "Very helped. Speaking because the lecturer more explains words we use when talking correctly." *(Researcher Translation, line 1-2).*

Student 6 said that "Yes increased. Because by using code-switching we know more how to use the right intonation in English or Indonesian language. So what increased is the speaking skill because i know more what the lecturer is explaining." *(Researcher Translation, line 1-4).* Student 7 said that Yes, there is. Especially in speaking. While the other skills need more improvement." *(Researcher Translation, line 1). Student 8 said that* "Yes. The ability to speak because usually we only know the meaning but when speaking, it becomes difficult. Now, if the lecturer does codes switching, it will be very helpful because i better understand how to pronounce it." *(Researcher Translation, line 1-3).* This part contains the descriptions of students about the sixth benefit of code-switching in English classroom. Based on the result of the study, the sixth benefit that the researcher found was the use of code-switching in English classroom helped the PGSD's students in improves the listening skill. Student 2 said that "Yes, it helped. I think in listening / hearing. Because when the lecturer explains the material we can hear the language we hear now, then the lecturer says in detail from there we can respond to the meaning of this language." *(Researcher Translation, line 1-4).* Student 3 said that If in me. Yes can increase in understanding. And in the 4 skills in English..." *(Researcher Translation, line 1-2).* Student 4 said that "Yes increased. It is improved in listening skill because i can more understand what i hear." *(Researcher Translation, line 1-2).*

Discussion

Based on data it was found that the perception given by the students was a positive perception where the results of the questionnaire given, 7 out of 8 questionnaires which related to the positive contribution of the use of code-switching got a high interpretation, namely "strong" and "very strong". Moreover, for the 8th questionnaire on the question do code-switching makes them confused to learn English, the interpretation obtained is weak, so this shows that code-switching is very helpful for PGSD students in the English classroom and does not make them confused about the English lesson (Kuzyk et al., 2020; Nurhamidah et al., 2018). The use of code-switching itself is also indeed beneficial to increase the level of English vocabulary, help in understanding the lesson, learn the English language better, help understanding course assignments, improves English speaking skills, and improves English listening skills (Fanani & Ma'u, 2018; Diana Nur Fathimah, 2016; Lee, 2016).

The researcher got 81,4% central tendency which interpreted as "very strong" which means that the students were strongly agreed with the statement that the use of code-switching indeed made the students understand the material given by the lecturer. Based on the results of the questionnaire "The use of Indonesian language by the Lecturer in English classroom makes you easy to understand new vocabularies in English", it was found that there were 83.3% of the students stating that the use of code-switching could make it easier for them to understand vocabulary in English. At another questionnaire "The use of Indonesian language by the Lecturer in English classroom helps you to be fluent and accurate on your English speaking skill." and "The use of Indonesian language by the Lecturer in English classroom makes you easy in English writing skill" For both questionnaires obtained 74.1%. Furthermore, according to the students, listening skill was also increased by the using of code-switching by the lecturer, because when the lecturer explained by using code-switching they could listen the meaning of the new language they just heard (Ansar, 2017; Mabule, 2015). Moreover, based on the results of the interviews, the researchers also found that the students were not only understood the meaning of every sentence explained by the lecturer but were also helped in the process of doing the assignments since the assignments in English courses are having direction in English too (Suganda et al., 2018; Van Hell et al., 2015). The seventh questionnaire "The use of Indonesian language by the Lecturer in English classrooms makes the students understand something faster and it helps their lecturer in managing the time in explaining thing". It might cause the limited potential of students to practice and learning English, so even the majority of students' perception toward code-switching is positive we should not ignore the rest of students' perceptions which stated that sometimes they were confused when used code-switching in learning English (Kasim et al., 2019; Koban, 2013). For instance, in previous research about code switching in English as a Foreign Language (EFL) Classroom found that mother tongue could be an

important and useful elements to help the learners to learn better (Rahmat, 2020). It is supported by other finding that state code switching make students more focus in learning process and help them understand the material (Mustikawati, 2016; Reyes, 2004). The implication of this study is providing an overview based on students' point of view when the lecturer used code-switching to ease the students in understanding the English subject. Whether the strategy used by the lecturer gives positive perception or either negative perception from the students. This study has limitations on the subject of research which only involves one institution, namely PGSD Major at a university in Gorontalo. It is hoped that further research will be able to deepen and broaden the scope of research related to code-switching.

4. CONCLUSION

The code-switching used for teaching English in the classroom had given a great impact on PGSD students. As a result, most PGSD students admitted that they still did not master in English, so that the teacher used code-switching to provide many benefits to students. This benefits were to increase the level of English vocabulary capacity mastery, help in understanding lessons, learn the English language better, help understanding course assignments, improves English speaking skills, improves English listening skills, and helps lecturer in managing time. Therefore, it turned out that the perception of PGSD students towards the code-switching in English classroom was positive perception.

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