

A STUDY OF STUDENTS' ATTITUDES TOWARDS ENGLISH LECTURERS' CODE SWITCHING IN THE CLASSROOM

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Abstract: *This study aimed to analyse English department students' attitudes towards their lecturers' code-switching at Universitas Riau and its perceived impact on learning motivation and English development. Employing a quantitative survey design, data were collected from 73 third-year students using a 30-item questionnaire adapted from Al-Qaysi (2019), which utilized a 5-point Likert scale. The questionnaire assessed three aspects of attitude: affective, behavioural, and cognitive. Data were analysed using SPSS 25 with descriptive analysis methods. Findings revealed that students generally held positive attitudes towards code-switching, particularly in the affective aspect (mean score 3.768), while exhibiting neutral attitudes in behavioural (mean score 3.341) and cognitive (mean score 3.456) aspects. The overall mean score of 3.521 indicated a positive attitude towards code-switching. This positive perspective, despite neutral scores in behavioural and cognitive areas, highlights the significant influence of students' favourable emotional responses. The study concludes that while code-switching may not directly shape students' learning behaviours or cognitive comprehension, its acceptance and emotional appeal are significant enough to foster an overall positive attitude, emphasizing the importance of emotional connection in English learning settings.*

Keywords: *Student attitude, English lecturers, code switching.*

STUDI TENTANG SIKAP MAHASISWA TERHADAP PENGGUNAAN CODE SWITCHING OLEH DOSEN BAHASA INGGRIS DALAM PEMBELAJARAN

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Abstrak: Penelitian ini bertujuan untuk menganalisis sikap mahasiswa jurusan Bahasa Inggris terhadap alih kode (code-switching) yang dilakukan oleh dosen mereka di Universitas Riau dan dampaknya terhadap motivasi belajar serta perkembangan bahasa Inggris mereka. Menggunakan desain survei kuantitatif, data dikumpulkan dari 73 mahasiswa tahun ketiga melalui kuesioner 30 item yang diadaptasi dari Al-Qaysi (2019) dengan skala Likert 5 poin. Kuesioner ini menilai tiga aspek sikap: afektif, perilaku, dan kognitif. Data dianalisis menggunakan SPSS 25 dengan metode analisis deskriptif. Hasil penelitian menunjukkan bahwa mahasiswa umumnya memiliki sikap positif terhadap alih kode, terutama dalam aspek afektif (skor rata-rata 3,768), sementara menunjukkan sikap netral dalam aspek perilaku (skor rata-rata 3,341) dan kognitif (skor rata-rata 3,456). Skor rata-rata keseluruhan 3,521 menunjukkan sikap positif terhadap alih kode. Perspektif positif ini, meskipun skor netral di area perilaku dan kognitif, menekankan pengaruh signifikan dari respon emosional yang menguntungkan dari mahasiswa. Penelitian ini menyimpulkan bahwa meskipun alih kode mungkin tidak secara langsung membentuk perilaku belajar atau pemahaman kognitif mahasiswa, penerimaan dan daya tarik emosionalnya cukup signifikan untuk menumbuhkan sikap positif secara keseluruhan, menekankan pentingnya koneksi emosional dalam lingkungan pembelajaran bahasa.

Kata kunci: Sikap siswa, dosen Bahasa Inggris, code switching.

INTRODUCTION

English serves as a global communication tool and is widely recognized for its importance in accessing resources and engaging in the global community (Rao, 2019). In Indonesia, English has become increasingly valued as the country continues to integrate into international affairs (Kaharuddin, 2019). Developing strong English language skills is crucial for students who aim to participate in the global community and achieve their personal and professional goals (Bsharat & Barahmeh, 2020). However, learning a foreign language presents challenges, as students' language development is influenced by factors such as available resources, teaching methods, and language policies. Additionally, exposure to English is key to acquiring and honing these skills (Hashim & Yunus, 2018). Language acquisition relies heavily on input, and consistent exposure to English plays a fundamental role in comprehension and language production (Lee & Heinz, 2016). The more students are immersed in the language, the more likely they are to understand and use it effectively.

One of the main debates in language education concerns the use of students' first language (L1) in foreign language (FL) classrooms. Over the past decades, this topic has been widely discussed in the field of English Language Teaching (ELT) (Bozorgian & Fallahpour, 2020). Some educators argue that L1 use should be minimized to encourage more practice in English (Sarıçoban, 2010), while others claim that incorporating L1 can actually facilitate the learning process (Miles, 2004). One concern with L1 use is that it may discourage students from using and practicing English, which could slow down their language development (Hoque, 2017). Furthermore, excessive use of L1 might lead to a dependency on the first language, limiting the students' immersion in English and, consequently, their fluency (Littlewood & Yu, 2011). On the other hand, completely banning L1 in the classroom may not be feasible, particularly for students with limited English proficiency (Cook, 2001). In such cases, L1 can be a useful tool for clarifying complex concepts or expressing ideas that students are unable to articulate in English.

In response to this issue, some educators employ a technique called code switching, which involves alternating between the students' native language and the target language during instruction (Macaro, 2005). Code switching is a common phenomenon in language classrooms and can serve as a bridge between students' existing knowledge and the new language they are learning (Waris, 2012). When used strategically, it allows students to use their L1 to reinforce their understanding of English, aiding in the acquisition of vocabulary and grammar (Ustunel, 2016). Code switching also helps students grasp the cultural nuances of English by allowing them to observe its use in different social contexts (Jiang et al., 2014). Moreover, it creates a more welcoming classroom environment by enabling students to feel comfortable using their native language while gradually increasing their exposure to English, thereby boosting their confidence in language proficiency (Kumar et al., 2021).

However, like any teaching strategy, code switching has potential drawbacks. Overuse may prevent students from fully engaging with English, limiting their fluency and cultural understanding of the language. Furthermore, excessive reliance on code switching might hinder their ability to communicate effectively in English without resorting to their native language (Emilda et al., 2021). Nevertheless, with careful planning and implementation, teachers can minimize these risks while maximizing the benefits of code switching as a pedagogical tool.

Students' attitudes toward learning play a crucial role in their academic success (Akey, 2006). Attitudes encompass emotional, evaluative, and behavioral responses toward various aspects of the learning process, such as the curriculum, teaching methods, and classroom environment (Markova et al., 2016). These attitudes significantly impact students' motivation, engagement, and willingness to participate in learning activities (Oroujlo & Vahedi, 2016). Positive attitudes are often associated with a stronger desire to learn and improved academic performance, while negative attitudes can lead to disengagement and poor outcomes (Lewis & Kim, 2008). Therefore, understanding students' attitudes is essential for educators to ensure meaningful and effective learning experiences (Hashwani, 2008).

In the context of code switching in English classrooms, studying students' attitudes can offer valuable insights into the effectiveness of this strategy as a teaching tool (Bhatti et al., 2018). By examining how students perceive code switching, educators can adjust their approaches to better align with learners' needs and expectations. Furthermore, exploring the role of code switching can provide a deeper understanding of how this technique influences students' motivation and comprehension in English learning (Cahyani et al., 2018). Based on these considerations, the researcher has undertaken a study titled *A Study of Students' Attitudes towards English Lecturers' Code Switching in the Classroom*. Focusing on fifth-semester students of the English Department at Universitas Riau, this study aims to investigate their perceptions of code switching by their lecturers and its impact on their learning motivation and English development.

In conclusion, while code switching remains a topic of debate in English language education, it holds the potential to support language acquisition when employed thoughtfully. By understanding how students react to and benefit from code switching, educators can refine their teaching practices to foster a more conducive learning environment that supports both language development and academic success.

METHODOLOGY

1) Research Design

This research adopted a survey design, which is a research methodology that involves collecting data through the administration of standardized questionnaires. In addition, the research approach is quantitative because the study involved the collection, analysis, and integration of numerical data to gain a comprehensive understanding of the research topic, which is students' attitudes towards the use of code-switching by English lecturers.

2) Data Collection Technique

The population of the research is the third-year students of the English Department at Universitas Riau. These students are of the batch 2021 with the total of 73 students being involved as the participants. Applying survey design, a questionnaire was used to collect the primary data, which is students' attitudes towards the use code-switching by English lecturers. The questionnaire is adapted from Al-Qaysi (2019) and employs a 5-point Likert scale, with a value of 4 representing "Strongly Agree" and a value of 1 representing "Strongly Disagree." There are 30 items in the questionnaire divided into 3

indicators following the three aspects of attitude by Pickens (2005); affective aspect, behavioural aspect, and cognitive aspect.

3) Data Analysis Technique

Data analysis is a process of analysing and transforming data in order to highlight useful information, support decision making, and draw conclusions. In this study, the data were analysed using SPSS 25 with Descriptive Analysis method. Descriptive Analysis means to analyse the research data descriptively, including the minimum score, the maximum score, the mean score, and the standard deviation. This analysis was applied to the data of each indicator. Additionally, to interpret the data on students' attitudes, the writer used a 5-point Likert Scale and each scale has a descriptive interpretation as follows:

Table 1. Students' attitude scale

Range Score	Descriptions
4.5 - 5	Very Positive
3.5 – 4.49	Positive
2.5 – 3.49	Neutral
1.5 – 2.49	Negative
0.5 - 1.49	Very Negative

(Santiago & Somera, 2010)

FINDINGS AND DISCUSSION

1) Affective Aspect

The emotional component of attitudes is known as the affective aspect. It embodies students' emotional response and conveys their personal assessment or preference for or against English lecturers' code switching. Table 2 below shows the descriptive explanation of the data.

Table 2. Descriptive statistics of affective indicator

N	Minimum	Maximum	Sum	Average Score	Std. Deviation
73	21.00	50.00	2751.00	3.768	6.10755

This dataset consists of scores that range from a minimum of 21 to a maximum of 50, spanning a total range of 29 points. The sum of all the scores combined is 2751. The average score among these values is approximately 37.68, indicating that the typical score is closer to the upper end of the range. Additionally, the standard deviation, which measures the spread of the scores around the mean, is 6.107. This suggests that while there is some variability, the scores tend to cluster relatively closely around the mean, with most scores falling within a few points of 37.68.

Table 3. Classification of students' affective attitude

Classification	Frequency	Percentage
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Very Positive	8	10,9%
Positive	43	58,9%
Neutral	21	28,8%
Negative	1	1,4%
Very Negative	0	0%
Total	73	100%

From Table 3, the majority of students exhibited favourable responses. Specifically, 10.9% (8 students) reported a very positive attitude, and 58.9% (43 students) indicated a positive attitude toward code-switching. This combined total of 69.8% suggests that these students likely appreciate the use of code-switching as a beneficial tool for facilitating understanding or maintaining engagement during lectures. Furthermore, 28.8% (21 students) expressed a neutral attitude, indicating that while they might not find code-switching particularly beneficial, it does not bother them or their learning experience. This may imply a passive acceptance of code-switching as a normal part of classroom interactions. Finally, only a small fraction, 1.4% (1 student) viewed code-switching negatively.

2) Behavioural Aspect

The behavioural component of attitudes relates to the actions or behaviours associated with an attitude. This involves students' inclination to behave in a specific manner toward code-switching. Table 4 below displays the descriptive explanation of the data.

Table 4. Descriptive statistics of behavioural indicator

N	Minimum	Maximum	Sum	Average Score	Std. Deviation
73	24.00	50.00	2439.00	3.341	4.52719

This dataset represents a collection of scores with a specified range from 24 to 50. With the range being 26, the minimum observed score is 24, and the maximum is 50. The total sum of all scores combined is 2,439, which averages out to a mean score of approximately 33.41. This average indicates a moderately high performance across the dataset. Additionally, the standard deviation, which measures the amount of variation from the mean, is 4.527.

Table 5. Classification of students' behavioural attitude

Classification	Frequency	Percentage
Very Positive	1	1,4%
Positive	24	32,9%
Neutral	47	64,3%
Negative	1	1,4%

Very Negative	0	0%
Total	73	100%

Table 5 exhibits that the distribution of behavioural attitudes towards English lecturers' code-switching in the classroom demonstrates a predominantly neutral stance with 64.3% (47 students) having a neutral attitude. This shows that the majority of students are fine with the practice and may not exhibit strong behavioural changes in response to it.

Meanwhile, 32.9% (24 students) have a positive behavioural response towards code-switching, which can imply that they appreciate or find value in the lecturers' code-switching. Conversely, both very positive and negative behavioural responses are minimally represented, each by only one student (1.4%), indicating that strong behavioural reactions to code-switching, either extremely supportive or highly resistant, are very rare.

3) Cognitive Aspect

The cognitive component of attitudes encompasses the mental elements, such as students' thoughts, beliefs, and knowledge, linked to, and attitude, which is, in this case, code-switching. Table 6 below displays the descriptive explanation of the data.

Table 6. Descriptive statistics of cognitive indicator

N	Minimum	Maximum	Sum	Average Score	Std. Deviation
73	25.00	50.00	2523.00	3.456	5.17469

The dataset presented indicates a range of scores from 25 to 50, with a range of 25 points between the minimum and maximum scores. The total sum of all scores is 2523. The average score, or mean, calculated is 34.56, suggesting a central tendency towards the middle-upper range of the score spectrum. Additionally, the standard deviation, a measure of the spread of scores around the mean, is approximately 5.1747.

Table 7. Classification of students' cognitive attitude

Classification	Frequency	Percentage
Very Positive	3	4,1%
Positive	33	45,2%
Neutral	37	50,7%
Negative	0	0%
Very Negative	0	0%
Total	73	100%

Based on Table 7, the majority exhibited a neutral stance, with 50.7% (37 students) holding neutral cognitive attitudes. This suggests that for many students, code-

switching is viewed as neither particularly beneficial nor detrimental to their learning process.

On the other hand, 45.2% (33 students) have a positive attitude towards code-switching and 4.1% (3 students) even show a very positive attitude. This means that these students cognitively recognize and appreciate the potential benefits of code-switching, such as better understanding and communication in a multilingual classroom environment. Also, there were no reported negative or very negative cognitive attitudes among the students, which indicates a general absence of strong aversion or opposition to code-switching from a cognitive standpoint.

4) Overall Analysis

For the overall analysis, the researcher combined all the data to analyse and conclude the findings of this study. Also, this is to conclude the attitudes of English department as a whole toward code-switching.

Table 8. Summary of research data

No	Indicator	Mean	Scale Description
1.	Affective	3.768	Positive
2.	Behavioral	3.341	Neutral
3.	Cognitive	3.456	Neutral
Total Mean Score		3.521	Positive

As shown from the table above, the overall mean score of the data is 3.521 across all indicators of students' attitudes toward code-switching, which is categorized as *positive*. This positive perspective towards code-switching, despite neutral scores in behavioural and cognitive areas, highlights the significant influence of the students' favourable emotional responses. This highlights the important role of emotional connectivity in education, showing that students appreciate the relational and communicative flexibility that code-switching offers, which helps to create a more inclusive and engaging learning environment.

5) Discussion

This study focuses on discovering the attitudes of students at English Department at Universitas Riau toward their lecturers' code-switching. There are two research questions asked in this study; 'What are the attitudes of students towards the use of code-switching?' and 'How do they perceive the use of code switching regarding its effect on learning motivation and English development?'. Employing Pickens's theory (2005), the attitudes here were analysed according to three aspects: affect (emotion), cognition (thought or belief), and behaviour (action).

Based on the results, most students generally hold positive attitudes towards code-switching particularly in terms of the emotional aspect. Meanwhile, when considering the behavioural and cognitive aspects, the students exhibited neutral attitudes. This neutrality might indicate that while students are emotionally in favour of code-switching, they do

not perceive it as significantly impacting their classroom behaviour or cognitive understanding (Rauf, 2018).

On the other hand, the favourable emotions students have towards code-switching suggest that they perceive code-switching as a supportive tool in their language learning process. As stated by De La Cruz (2021), students feel more comfortable and engaged when lecturers use code-switching, possibly because code-switching can bridge linguistic gaps and fosters a more inclusive atmosphere (Suryaningsih, 2023).

A study by Al-Qaysi (2016) also supports this perception by claiming that code-switching is beneficial communicative strategy within bilingual educational settings. Alang and Idris (2018) add that the utility of code-switching can enhance comprehension and facilitate communication between teachers and students who may not be fully proficient in the English language of instruction. This interpretation highlights the adaptive and integrative function of code-switching in learning contexts (Cahyani et al., 2018), where it acts as a link between students from various language origins and may lessen the cognitive burden on non-native speakers (Alang & Idris, 2018).

In addition, Shafi et al., (2020) maintain that the emotional support provided by code-switching can have significant impact on students' academic success. The study found that there is a significant correlation between the emotional comfort students feel when code-switching is used and their success in learning. In other words, when students feel supported in their language needs, their academic performance improves as previously asserted by Simasiku (2015). This is because code-switching not only helps in meeting linguistic needs but also contributes to creating a more inclusive and supportive learning environment (Simasiku, 2015). This emotional support is crucial since it can directly affect a student's confidence and willingness to participate, thereby influencing their overall learning engagement and success (Suryaningsih, 2023).

Moreover, code-switching is also a valuable socio-emotional. Bhatti et al. (2018) discovered the multifaceted role of code-switching in expressing emotions, which is a crucial component of language learning. This function of code-switching gives multilingual students an effective way to express their emotions and ideas more clearly and accurately and helps them to develop a deeper level of self-expression and social development (Shafi et al., 2020). This expressive role of code-switching is especially important in multicultural classroom environments where students speak different languages and have different cultural backgrounds (Cahyani et al., 2018). In addition to allowing students to express themselves properly, code-switching creates a sense of inclusivity and belonging by acting as a bridge across various language and cultural frameworks (Anchimbe, 2015). Thus, code-switching not only improve students' language proficiency, but also their interpersonal skills and intercultural competence, which advances their entire social and emotional growth (Simasiku, 2015; Shafi et al., 2020).

However, although code-switching can be a valuable pedagogical tool, it can also have drawbacks if not used carefully. For instance, excessive or inappropriate use of code-switching can lead to a reduced interest in and fluency of the target language (Hamouda & Aljumah, 2020). If students rely too heavily on their native language in the classroom, they may not feel the need or motivation to improve their skills in English (Fauzi, 2023). So, this over-reliance can hamper their language development, potentially leading to limited vocabulary expansion and poor grammatical skills (Narasuman et al., 2019).

In conclusion, this study highlights that while code-switching may not directly shape students' learning behaviours or cognitive comprehension, its acceptance and

emotional is significant enough to foster a positive attitude overall. This emphasizes the significance of emotional connection in learning settings and implies that students appreciate the relational and communicative flexibility that code-switching has, which fosters a more welcoming and relatable learning environment.

CONCLUSION AND RECOMMENDATION

This study analysed the attitudes of English department students at Universitas Riau toward their lecturers' use of code switching and its perceived impact on their learning motivation and English development. Findings revealed that students generally hold positive attitudes towards code-switching, particularly in the emotional or affective aspect, where they appreciate its role in creating a more engaging and inclusive learning environment. However, in terms of behavioural and cognitive aspects, students were more neutral, indicating that while they emotionally value code-switching, they don't necessarily see a strong impact on their learning behaviour or thought processes. Overall, the positive perceptions emphasize the importance of emotional connection in language learning, with students appreciating how code-switching aids communication and fosters flexibility in the classroom.

The study offers several recommendations. For students, it suggests embracing the benefits of code-switching to enhance classroom discussions and boost confidence, while ensuring not to overuse it. For lecturers, the recommendation is to use code-switching strategically, such as switching to Bahasa Indonesia for complex concepts but maintaining English for general communication, ensuring that English remains the primary focus. Future research could explore code-switching in different academic disciplines, age groups, and its long-term effects on language development to understand its broader role in education.

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