



## Code-Switching in EFL Classroom: Is It Good or Bad?

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### **Abstract**

Code-switching has been an evolving topic since the bilingualism blooming in linguistics milieu. However, practitioners or experts have contrastive views regarding its use in classroom setting. While the proponents believe that the presence of code-switching in one side is considered as an asset to teach language, the opponents see it is as merely an obstacle to achieve learning goal that is to acquire target language. Code-switching serves many functions for both teacher and students yet it is still employed. Despite the pro and cons of the code-switching, this research aims to show the perspective of both teacher and students towards code-switching and functions it serve in EFL classroom setting. This research used qualitative descriptive approach and the data were taken from the informants of English department in one of university in Surakarta to explore whether the use of code-switching in EFL classroom was seen as beneficial tool. It begins by the general view of EFL use in everyday classroom. This current study found that code-switching was preserved as benefits as it served some functions for teacher to convey material and for students to received material and communicate in classroom.

**Keywords:** purpose of code-switching, function of code-switching, teacher and students' perspective, language teaching and learning

## A. Introduction

During English as Foreign Language (EFL) teaching and learning process, it is inevitable for teachers and students to be engaged in various cases involving L1 use. This paper is keen to find issue happening in classroom particularly code-switching. Code-switching has arisen debatable notion of what it brings, good or bad, in educational milieu. To some extent, it is believed that code-switching is such a help for both teachers and students in achieving the learning target while to some party the use of code-switching is no more than a hurdles. Moore (2010) states that the use of L1 in classroom context is still considered as challenging and expected to use less to avoid such mixing of languages. Regarding the use of L1 one should be aware of what view is being held onto. The position of teachers or educators should be neglected as they are burdened to such responsibility to teach students to be native-like utterers (Nordin, Ali, Zubir & Sadjirin, 2012). The responsibility weighted to teachers is highly expected while in fact the ability to teach in whole-English instruction classroom is more likely impossible (Üstunel, 2016).

Code-switching is one of the cases which involves L1 alternation and proposes both sides of affirmative and negative. Hence we should be clear about the code-switching itself. Code-switching was first termed by Grosjean (1982) as language alternation but the first man to propose the code-switching was Haugen (1956) as he states it as a bilingual introduces a completely unassimilated words from language to his speech. Lin (2013) defines code-switching as the use of two languages code by either teachers or students in classroom setting. Code-switching is commonly found during teaching and learning process. The communication built by teachers to students or otherwise is bridged by language as in the meantime the disruptions happen and code-switching becomes the only solution (Nordin, Ali, Zubir & Sadjirin, 2012). Other than that, the composition of language level in classroom that enables students to check whether their understanding is same or not by using L1 (Jingxia, 2010).

Code-switching as debatable phenomenon can be viewed based on pro and cons side. Code-switching, viewed by affirmatives, is believed to bridge the teaching and learning process (Üstunel, 2016). This concept is seen as opportunity to apply the right function of code-switching rather than the hurdles it gives. In line with that, Enama (2016) states that the target language learning should be accompanied by L1 as in one framework so there is no burden of employing L1 because it serves the precise function in classroom to students. As EFL classroom demands a whole-English classroom situation, the use of L1 is also encouraged because it will activate the prior knowledge of target language (Paradowski, 2008). Moreover, Peregoy & Boyle (2013) propose that L1 facilitates both teaching and learning such as confidence, security, motivation and friendship. The use of L1 in EFL classroom gives students more comfortable setting in which they are able to speak freely with no strict rule of English-only policy. This situation has motivated the affirmative to believe that code-switching is very helpful for both teachers and students in classroom.

On the other side, the negative believes that the use of L1 in classroom is sign of laziness, sloppiness and any other weaknesses during teaching and learning process (Sridhar, 1996) or lack competency (Brown, 2006). This notion emerges due to the discouragement of the use of L1 as the price it may take. The target of language teaching, be afraid, will be shaded by the existence of the L1. The code-switching overuse may affect to the students' optimization of using English compared to the class which uses English all the time (Jingxia, 2010). The long-term language alternation also induces errors as standard forms of language without them realizing that they stick to that standard. It is afraid that code-switching distributes more disadvantages and may affect the way students communicate later (Zhu, 2008). Although code-switching is inseparable part of foreign language education there must be instruction for conducting code-switching. Jacobson (1983) proposes criteria of code-switching instruction in classroom, (a) The distribution of languages must be 50/50; (b) the alternation must be unconscious and; (c) the alternation is for sake of learning goal. Those criteria are not an absolute prerequisite for all teachers but if it does not meet Jacobson mentions it as unstructured code-switching.

Regarding positive and negative side of code-switching, one should be aware of the reason behind it to know whether code-switching is applicable or not. The level of students' mastery has become a problematic reason. Students tend to switch language because their language ability is not equal one to another or to their teachers' mastery (Üstunel, 2016). Students ought

to find the way of communicating with their peers in convenient possible way. They do not take English as the medium to speak otherwise use L1 instead. On the other side, teachers also do the same action to overcome gaps in conversation (Heredia & Brown, 2005). The unprecedented level of both teachers and students which comes as barrier should be filled with certain way as code-switching has.

Despite the disadvantages and benefits of code-switching, code-switching should be viewed as an asset because it offers so many functions for both teachers and students. Uys & van Dulm (2011) propose that code-switching functions as translation. During teaching and learning process, teachers and students to convey their idea or even new words may encounter some problems. Hence, code-switching bridges the gap by giving chance to translate L2 into L1 so both teachers and students connect. Moreover, another function of code-switching as checking comprehension (Ahmad & Jusoff, 2009; Nordin, Ali, Zubir & Sadjirin, 2012). Sometimes teachers know that students have not understood the material yet try to explain it in L1 as formidable option. This is a positive meaning of conducting code-switching in EFL classroom. During teaching and learning process, some action to do procedure is necessary yet code-switching may act as direction (Brice, Mastin & Perkins, 1998). This is necessary since some procedures are hard to understand. Classroom management is very vital for teachers in order keeping the class in order and to save more time in explaining material (Grant & Nguyen, 2017). Uys & Van Dulm (2011) give more function on use. During teaching and learning process, disruptions such as noisy or unordered students need to be managed and teachers may give clearer warning in L1 than in L2. The last function of code-switching is as learning strategy. This role is very significant because in classroom, teacher may find students do not understand the material so to smoothen the teaching and learning process, teacher can use code-switching as tool to ease the material delivery (Uys & Van Dulm, 2011)

Rather than talking only about the functions of code-switching offers to teachers, code-switching also gives benefits to students. Whether talking to teachers or peers, students need to clarify what is being talked so there will be no miscommunication (Moore, 2002). Furthermore, if they find it complex to understand they will more likely switch to find what they are confused about. During conversation with teachers or between peers, students also do code-switching to bridge the process (Grant & Nguyen, 2017). When group task occurs, students more likely to speak in L1 between the peers because it seems easier. Indonesia as multicultural country consists of various background and awareness of sharing the same identity is backed in code-switching. EFL classroom, which demands English-use speaking occasionally, triggers teachers and students to use L1 since they have the same culture or identity (Azlan & Narasuman, 2013; Uys & Van Dulm, 2011). The use of term by using local language such as Javanese, Batakese, is easily found as they have prior knowledge to the same language.

Many researches have done code-switching in classroom context but this research focused on the functions of code-switching served by both teachers and students in EFL classroom. This research has been previously conducted by Nordin, Ali, Zubir & Sadjirin (2012) in ESL classroom setting. Based on the result, they covered the students' reaction towards teachers' code-switching in classroom. Students showed that they perceived the use of code-switching in classroom for learning purpose only. They wanted some limitation to the use of the code-switching by teacher in classroom. The functions of the code-switching based on students' perception during teaching session were vary. The majority of the students perceived the function of code-switching by teachers was to help them to build confidence and make them felt comfortable. The other functions arose from the research were giving instruction, giving feedback, checking comprehension, explaining new words, explaining grammar, explaining differences between first and second language and discussing assignments, tests and quizzes. Some of those functions related to this research yet the different is the research only sought from students' perspective. This research gives space for teacher to explore the functions they employed in the classroom. This research would suggest more diverse cultural background for future discovery. By seeing the opportunity of using Indonesian and local language during teaching and learning process, this research provided new scope of code-switching could reach and trigger another research with different culture setting.

## B. Methodology

This research was qualitative descriptive design. Nassaji (2015) states that qualitative descriptive is more likely to be conducted in language learning. He further explains that the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. This research focused on the function of code-switching serves for both teacher and students.

The data were obtained through interview and then analyzed through description case. The primary data sources in this research were informants, events, and activities in occurrence and the secondary data were the related journals of code-switching's function. Research was conducted in English department in one of university in Surakarta taken from one teacher and 30 students. The sampling used purposive sampling in which the participants of the research were taken based on the need criteria of the code-switching occurrences on teacher and students. Technique of data analysis used in this research was flow model proposed by Miles & Huberman (1994). The data was analyzed during interview and when the answer was credible, the researchers moved to the next questions. The steps of data analysis were data reduction, data display, and conclusion.

## C. Findings and Discussion

Teacher and students, during teaching and learning process, were found to employ code-switching intensively. Based on the occurrence, researchers chose to take the sample of teacher and students to conduct further interview. During the interview, researchers asked questions related to the functions of code-switching teacher and students conducted during teaching and learning process. Teacher and students also expressed their perspective on the use of code-switching in classroom.

### 1. Teacher's perspective on code-switching in EFL classroom

From teacher's perspective, code-switching was viewed as helpful because the benefits it bring to classroom although teacher should risk other aspect. The following extract proves this:

*That's the experience so I realize that actually every time I have to explain in two languages the number of the slides I should give them reduce but I should do this because if I finish the material in doubt actually I fail. When we look at the score of the students. But if I just give them not many they understand they can develop by themselves later. So I prefer to give them the basic and then the concept and if they understand they read something else they can develop by themselves. So for me the number of material is not important but they understand the basic, the foundation of this concept. (IET1)*

From the excerpt it shows that whenever teacher chose to employ code-switching in classroom she had to take risk to reduce the number of presentation in order to ensure students understood the material. This perspective confirmed the support towards code-switching although for some reason it raised the impact. According to Üstünel (2016) teachers and students in certain situation choose to adapt their language in order to fit in or to show their status in the current interaction as bilinguals do. On the research, teacher showed how she attempted to use Indonesian in classroom context to ease the process of delivering material so that students understood well.

### 2. The function of code-switching for Teacher in EFL classroom

The perspective was not the only aspect why teachers chose to code-switch in classroom. The functions of code-switching in classroom were also appeared during interview as shown as follows:

*Both. No. Three of them. Indonesian, Javanese and English because so many ideas are actually in Javanese and sometimes I forget the translation in Indonesian, sometimes I forget the English so mostly my idea is in Javanese. (IET1)*

From the excerpt, it shows that teacher did code-switching as translation of material since some ideas were only available in Javanese so teacher had no option except translating the idea into other language than English. Uys & Van Dulm (2011) state that teacher can employ code-switching for translation sake. During teaching and learning process, some terms might be found and teacher needed to explain it subtly or for other case as mentioned above that teacher had to explain some ideas in Javanese or Indonesian so the only option was to do codeswitching. The other function of the code-switching providing by teacher was as communication facilitation because teacher sometimes encountered difficulty in conveying the material in English because it was more comfortable to speak in Javanese.

*Because actually language is about meaning and actually when we transfer from Indonesia to English, English to Indonesian the possibility for us to be lost in translation is easy. This is why in my opinion that although I actually situate the children I mean students in English context it's often also I need to explain in Indonesian because that's what I need and I have to make sure that they understand because the message is more important than language itself. (IET1)*

From the interview above the function of code-switching serves for teacher is checking comprehension (Ahmad & Jusoff, 2009; Nordin, et al 2012). Teacher was aware of students' ability in comprehending the material. Teacher might already explain the material in English but to ensure students understand teacher tried to explain in Indonesia because the message of the material had to be delivered well. Furthermore, teacher concerned more on the content rather than students' skill in using language as shows below:

*Yeah, the idea. Because I do not teach skills but content. The content is more important rather than the skill. Actually students can improve their skills everywhere, anytime through media for example. Sometimes the average is much better than me because we are not in English context to get any resources. Students know they get a lot of things in English and it's easy for them to do but it's often actually they do not understand the meaning because different culture, different context situation. So, in my opinion students should understand in different context and different context means different interpretation, different meaning. This is why I need to explain everything for them in Indonesian and when explain this and we understand in different context in Indonesian and English. And they should understand this context. So if I just explain this in English, the possibility for them to get lost in translation is higher. (IET1)*

Teacher tried to elaborate in interview that students should understand context of the material by explaining in Indonesian. Teacher expected students to have adequate understanding during teaching and learning process because different culture students brought could influence the context of the material. In overview, teacher gave students chance to understand in Indonesian context first before going to English context. Ahmad & Jusoff (2009) propose that teacher can code-switch to provide tool or medium for students to communicate and enhance their understanding. So it is very obvious that code-switching brought advantage to teacher.

The role of code-switching is also expected to be classroom management. During teaching and learning process some deviated behavior might happen because various background and learning style. Teacher found that using Indonesian was easier to convey anger or order class as shown in the following excerpt:

*Yeah often also. For example when I am in difficult situation. For example some students' behavior makes me angry it's difficult for me to speak English. When consciously I want to say that...when I want to translate my angry get lost. I want to show to them that I am angry that it is irritated behavior. So yeah, sometimes also. So message is more important for me. (IET1)*

Teacher stated that using Indonesian was more convenient and forceful to show that teacher felt irritated towards students' behavior. Teachers' code-switching somehow showed the power and high status relationship in classroom (Üstünel, 2016). Teacher would like to show power position towards disobediences behavior by switching to L1 is termed as 'cultural member for

cultural member' (Lin, 1996). Kiranmayi (2010) consider this phenomena as medium to bridge solidarity between teachers and the students.

The next function of code-switching serves for teacher is to give procedure and direction. The function can be seen in following utterance:

*They can read but they do not understand actually what they read. And then they understand little by little. Time finally makes them aware what they read in the past. That's what I want the students do this. So if I explain to them in English they get two problems, reading and then they do not understand and they have to apply this ideas here into a research so they get lost. So this is why so often they do a research and then what happened? They get misunderstanding because they do not understand. This is why I need to explain to them, I explain the concept sometimes in English then I will give the example in Indonesian although I explain in English but still actually raising question from the students here is difficult. (IET1)*

Teacher believed that students did not understand what they read in English and made some misconception to prepare their papers or presentations. Hence, teacher wanted to give a clear procedure and direction to students both in English and Indonesian. At first, teacher would give the concept in English as the basic and make clear direction through example by using Indonesian. This is believed because teacher was doubt that students would end up conducting wrong research because they had no precise guidance to make such research. what hardens the process is if students do not understand the procedures or the direction of the task (Brice et al, 1998). For some point, teacher was still encouraged to use English to give direction although Indonesian had to be employed.

The obstacle of having a content class is inevitable due to the difficult material teacher should deliver. The role of code-switching for teacher in EFL classroom can serve as learning strategy. According to the teacher, students could hardly understand the material if only it was delivered in English. Thus, to smoothen the teaching and learning process teacher would use Indonesian in classroom so students could understand material easier and subtler. This is shown as following excerpt:

*Yes. Because I teach content and my material is very philosophical. If I explain to them in English yeah when I translate everything in English and I give the examination, the answer can show to me actually they do not understand my explanation. And also although the students read they do not understand so the negative problem in understanding by reading and when they listen lecturer still speaking in English lost in translation is very big. So this is why I need to explain to them in Indonesian that's actually the meaning. Because the content is important for me. The content is very difficult. (IET1)*

Teacher was aware that her students did not understand the material seeing from the result of their test. In this case, teacher obviously wanted to smoothen the teaching and learning process by using Indonesian. She acknowledged that the material was quite hard thus the tool to bridge the gap of the language level was by using Indonesian to explain the material to students. Whenever students are seemed do not understand the materials Uys & Van Dulm (2011) proposed that code-switching is needed because it can be considered as tool to ease the process of delivering material to students

The role of code-switching on teacher's perspective was highly valued as the asset because teacher saw the opportunity of code-switching to help delivering the material in EFL classroom as shown on above elaboration.

### **3. Students' Perspective towards Code-switching in EFL Classroom**

Students' view on code-switching use in classroom is also advantageous because it serves many functions to help them encounter the obstacle during teaching and learning process.

*... are too preoccupied to use English because English is they're second language so makes a join between English and Indonesian. In Bahasa Indonesia. (IES1)*

Based on the above extract, student showed their tendency to choose code-switching during teaching and learning process. Teacher was expected to deliver material in Indonesian language also because they did not have the same mastery as the teacher had. Sert (2005) considers that learning in L1 sometimes are needed because it is easier. This proves that code-switching is viewed as beneficial side in classroom setting.

#### **4. The Function of Code-switching for Students in EFL classroom**

Besides the supportive side of students towards code-switching in classroom, code-switching must have been views based on its functions. The first function is the translation. Same function with teacher, code-switching for students in EFL classroom also serves as tool of translation. Students might find it hard to talk in whole English command so they could use Indonesian. This is stated as follows:

*Well maybe when I use some words or maybe when I try to explain something and no one most of the class doesn't really understand and the I will switch to Indonesian just for that sentence but if it's for the purpose of the learning, the purpose of telling someone my idea, my opinion I will try to speak in English. (IES1)*

*For me if they use fully in English it's okay but I need explanation in Indonesia if it is new terms for me or it is new theory so difficult to understand in English. I need other language to explain so I can catch the mean. (IES3)*

Based on above excerpt student employed code-switching in the case of translating difficult words to his friends. In certain way, he wanted to make his friends understood the words by explaining it in Indonesian but tried to stick on English whenever he conveyed his opinion. Simon (2001) states that the student will use code-switching to fit others' language proficiency. The alternation of language was important as students acknowledge the level of English mastery of their teacher or other students. Students also felt that the use of translating language from English to Indonesian was to avoid misunderstanding emerged from imprecise explanation of terms as shown below:

*Because sometimes when I'm nervous when I do the presentation and I don't want them to wait for my ideas to come out I switch my language to Indonesian and then I'm afraid they misunderstood what I mean because what I present is what I want to express. I don't want them to be misunderstood. (IES2)*

From the excerpt, student was afraid that her idea would bring misunderstanding among peers so direct change from English to Indonesian was very subtle optional to do.

The obstacle students had encountered during teaching and learning process was they forgot the words the wanted to utter. In the middle of presentation, they chose to use Indonesian because they were still lack of vocabulary. IES 2 and IES 3 state this as follows:

*Well I do switching but I also do that kind of thing. I mean when I don't remember that words I try to express it other sentences. (IES2)*

*Because when I forgot the vocabulary or I feel if I speak in English will make my friends confused something like...hard to say in English yah I do code-switching. (IES3)*

From those two excerpts, students showed their intention to choose code-switching over because they forgot English vocabulary to express their ideas or they did not know other expression to express the lexical item (Sert, 2005). This is understandable for them use in classroom as long as their teacher allowed them to do so as stated by IET1 and IES3 below:

*It is okay for me as long it is not in a situation that I should take their score. So I will differentiate between two different concepts here. If it is a formal concept they should speak in English for example during discussion that I need to look at not only whether they understand*

*or not but also their articulation. But in other situation, once it finishes and I change into more relaxing discussion and then after that it is okay for them to speak Indonesian. (IET1)*

*Actually when I do presentation it is like I will see the lecturer first, is it okay to me to speak in Indonesia so I will use Indonesia but if I see the lecturer is very strict yeah something like that I will use English when the presentation happen. (IES3)*

Teacher thought that it is understandable and allowable for students to do code-switching in classroom when it is in discussion mode where teacher should not have to take score from their ideas. Students might encounter difficulty to express their idea because limited vocabulary size.

Next role of code-switching for students is to respond. In classroom, consciously or not teachers and students employed code-switching in respond to their speech partner. For students, in this case are English students, the use of other language than English in classroom triggered them to respond in other language too. For particular situation, teacher would use Indonesian to ask students and students would respond in Indonesian or as part of peers' conversation during discussion or presentation. Following quote proves this.

*Actually the teacher rarely asks us in Javanese language because knows that not all of us are Javanese but if she asks me in Javanese I will respond in English or in Indonesia because personally I don't really good in Javanese. I understand. Of course I understand but when I need to reply that I can't do it. (IES2)*

Based on the interview student would respond in Indonesian when teacher spoke in other language other than English. This situation was where students had no choice but to use Indonesian. This is quite similar to the Üstunel's proposal (2016) about teacher-induced code-switching. This event occurs when students do code-switching after teacher's code-switching whereas the case students considered the situation in which they were allowed to use L1 or not.

This is also applied when students talk to their peers they tended to choose Indonesian or Javanese rather than English as shown in the following excerpt:

*It's no problem to me because for example I speak with my friends in classroom I use Javanese and no problem with this even my lecturer heard about that just see two of us and there is no punishment that he or she gives to use that we speak Javanese in classroom but only in informal conversation. But in presentation we must use English. (IES3)*

The excerpt shows that student would do code-switching in respond to her friend. Üstunel (2016) further explains that students tend to choose L1 over L2 to communicate with others. This is also as part of the same identity or background. Students were aware of the same identity they shared to their friends and teacher so the use of Indonesian or Javanese in classroom was not considered as breaking rule. Following quote also evidences this:

*Sometimes but it's usually in a course that already like really really specialize like we're maybe talking about culture, the way I speak usually in my hometown this so that I can demonstrate how people can think differently and how people can speak very differently according to the culture. (IES1)*

Students wanted to share the same culture background to their friends or in some occasion they wanted to show their identity in classroom setting (Gu & Benson, 2015). This is very common regarding Indonesia has multicultural background and so has the classroom. The option of involving in code-switching is bigger if the students and teacher are from the same culture background. Throwing joke and certain words in other language is considered as usual action as exposed below:

*Yeah. I know them from the Javanese background and so I use Javanese. Sometimes teacher also talks in Javanese and I think it it okay. (IES3)*



From the passage it can be concluded that students with the same identity or cultural background will speak in same language although they are in situation where they should speak English.

The functions of code-switching brought have opened the opportunity for students and teacher to employ in EFL classroom. The function of code-switching for teachers as aforementioned theory stated that it could act as translation, clarification, learning strategy, classroom management (Uys & Van dultm, 2011), checking comprehension (Ahmad & Jusoff, 2009; Nordin, et al 2012) and giving procedure (Brice et al, 1998). Teacher maximized the use of code-switching in EFL classroom setting as an asset despite the impact it would bring. The insufficient English ability of students had inclined teacher to code-switch (Rahimi & Eftekhari, 2011). Teachers realized that the content of the teaching material was quite hard for them to understand yet the problem had to be solved. Whether code-switching brought future impact, teacher still appreciated the use of Indonesian and Javanese in EFL classroom was necessary.

As the multicultural background arose in classroom, the bilinguals speaker or even multilingual were involved and resulted in compound bilingual speaker spaces in which code-switching is inevitable (Chimbganda & Mokgwathi, 2012). The unavoidable circumstances in which students and teacher involved in code-switching is very understandable because teacher and students came from different cultural background (Sert, 2005). As Xu (2012) proposes that teacher's use code-switching in classroom is employed to serve as pedagogical purposes. Teacher will not occupy other language if it is not for the sake of teaching and learning process. The finding proves this where teacher acknowledged students were striving to use English during examination despite their answers showing that they still did not understand the material. Teacher wanted to show her attitude towards code-switching as maximal (Macaro, 2014). Macaro defines maximal as the state where teachers use L1 because of low language proficiency of students. Teacher was aware that students were lack of vocabulary size and for additional the content of the material was hard for them to understand so the option was to do code-switching instead of sticking on the only-English command. Teacher would prefer to build a robust class by maintaining and controlling students' behavior (Grant & Nguyen, 2017). Teacher tried to discipline students by making order or even showing anger by code-switching. Based on the finding, teacher said that whenever she tried to maintain using English when she was angry, she lost in words. To make a firm expression of feeling disrupted teacher would show it in Indonesian or Javanese. This is done because it is clearer for teacher to discipline students by using easy-language instead of using English.

Different from teacher, students also show their support towards code-switching because it is very beneficial for them. Sert (2005) states students tend to code-switch because they have no ability to use target language to explain certain words in first language. As in result of the research, students would choose Indonesian over English to explain some difficult words or because they did not know the term in English so they had to switch. In respond to teacher or peers, students also used code-switching as an effort to bridge the feeling or the message. According to Mujiono, Poedjosoedarmo, Subroto & Wiratno (2013) classroom members tend to code-switch based on their feeling. On the finding, students responded to teacher by using Indonesian because teacher expressed herself by using Indonesian and it also applied among peers. They use the same language to respond other's feeling. This is also in accordance with the same culture background or identity. Students and teacher shared the same language i.e. Javanese and Indonesian to talk during teaching and learning process. The same identity had brought them to the use of code-switching in classroom setting. They would talk freely to their friends with the same cultural background and showed their identity through L1 (Azlan & Narasuman, 2013; Gu & Benson, 2015; Horasan, 2014; Jiang, Carcia & Willis, 2014; Uys & Van dultm, 2011).

This research confirms that whether code-switching has valuable or regretful opportunity in EFL classroom it has many role to help teachers and students during teaching and learning process. This research emerges matter teachers and students should cope with.

#### **D. Conclusion**

Given the potential functions that code-switching may serve to teaching and learning activity as explained above, it can therefore be concluded that the use of code-switching in classroom is

very beneficial for both teachers and students. The contrastive views it entails should be taken as a thoughtful consideration instead of obstacles that will hamper the process of achieving the learning goals. In one hand, this research has shown that teacher can use code-switching for translation, clarification, comprehension check, procedure and directions giving, classroom management and learning strategy to bridge the classroom level of language proficiency. In another hand, students can function it as translation, clarification, response, and identity sharing. As such, it is clear that teacher and students perceived code-switching as helpful asset to bridge the communication during teaching and learning process.

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