

*Research Article*

## Code-Switching Strategy in Efl in Speaking Ability

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**Abstract:** Mastery of English is one indicator of the readiness of the young generation to face global challenges, there are still many factors as students in mastering the English especially in speaking. Even EFL is taught since in the school to collage, the students still have trouble, the use of appropriate method should be applied to overcome the problem during teaching and learning EFL classroom by the teacher. The use of code-switching is the way to motivate the students in order to be active in speaking class. the aims of this study was to findout the use of Code switching strategy in EFL in speaking ability of students. In this study, there were 40 students of the midwifery study program and 3 English Lectures at STIK Bina Husada Palembang as study sample in the 2024/2025 academic year. The methodology used was mixed method and in collecting the data The instrument used were questionnaire that distributed to the midwifery students in second grade and Enlish lecturers in STIK Bina Husada and the speaking test was also given to the students as pre and post test. From the obtained results of the questionnaire showed that the students often used code-switching to explain the information more clearly, it can motivated them to be active event they were still trouble in limited of vocabulary and the English lecturers believed that code-switching in EFL class to help them conveyed the materials clearly to the students. And from the speaking test showed there were positive effect of this strategy to make students more in speaking that it can be seen from the development of students speaking in the class.

**Keywords:** Code-switching; EFL; Speaking Ability.

### 1. Introduction

English is important in various aspects of life, especially education. Mastery of English is one indicator of the readiness of the young generation to face global challenges. However, even though it has been taught from elementary school to university level, students' English language skills, especially in speaking skills, are still concerning. The ability to speak English is not only important for everyday communication, but also for academic and professional success in the future. Since professionals such as midwifery, nursing, public health students need English as a language skill, especially speaking, there are various obstacles in mastering it.

There are some factors that influence students' problems in speaking ability, such as lack of speaking practice: English learning in many schools still emphasizes theoretical aspects such as grammar and vocabulary, while opportunities to practice speaking are limited. Anxiety and lack of confidence: Students often feel afraid of making mistakes or being embarrassed when speaking English, especially in front of their friends. Lack of stimulation from teachers: Monotonous and less interactive teaching methods make students less motivated to actively speak. Lack of vocabulary and understanding of sentence structure: Students often find it difficult to construct correct sentences due to limited vocabulary and understanding of sentence structure in English. Unsupportive environment: The environment around students, such as family and society, which is less supportive of the use of English in everyday life, can affect students' motivation and opportunities to practice speaking. in line with Saragih et al.

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(2021) described that factors such as vocal sharpness, language sharpness, grammar, lack of practice, and anxiety are common among young EFL learners.

## **2. Literature Review**

### **2.1 English As a Foreign Language (EFL)**

English as a Foreign Language (EFL) pertains to the learning and application of English by individuals whose first language is not English in nations where English is not the main means of communication. According to Harmer (2007) states that EFL is usually acquired in settings where English is not part of everyday conversation, and learners lack direct contact with English-speaking groups. In Indonesia, English is one of the language subject that taught in the class whether as formal class or informal class. Moreover Richards and Schmidt (2010) describe that EFL teaching usually occurs in structured educational environments, like schools or language centers, and the main drive for learning is academic, career-related, or personal growth.

### **2.2 Learning English**

Learning English is one of the subject that should be learn in the school and even the college. Since English is an international language, the students need to learn it. According to Galuh (2017) stated that "learning English is common among Indonesian people because English language skills are needed in various fields, even though English is still a foreign language in this country. There are many strategies for students mastering the ability in language especially in speaking as direct communication. Some students face many difficulties when they learn English, because there are many aspect of language that they should be concern in speaking such as vocabulary, grammar, pronounce, fluency etc.

### **2.3 Speaking**

Speaking is one of language ability that convey the information as verbally. Nunan (2004) asserts that speaking is a verbal skill that involves a structured oral message for communicating information and ideas. In speaking, there are some aspects such as vocabulary, grammar, pronounce, accuracy and fluency. According to Hughes (2002), fluency refers to the ability to speak smoothly and naturally, while accuracy involves the correct use of grammar and vocabulary.

According to Brown, 2004, there are five types of speaking, namely: first, Imitation; a very restricted portion of speaking time in class can truly be used to pronounce "human tape recorder" sounds, where, for instance, students are practicing or trying to demonstrate certain vowel sounds. Second, Intensive; goes one step beyond imitative to participate in any speech designed to practice some aspect of phonology or grammar. Third, Responsive; good student speech in class is an abbreviation that applies to questions or comments initiated by teachers or students. Fourth, Broad (monologue); a monologue that is extended in the form of an oral report, or it may be brief in short. Fifth, Interpersonal (dialogue); rather than delivering facts and information, it is performed out for the goal of sustaining social interactions.

To enhance speaking abilities, communicative language teaching (CLT) and task-based language teaching (TBLT) are highly endorsed. These methods highlight engagement, authentic communication, and learner-focused education (Richards & Rodgers, 2001). Engaging in role-plays, interviews, discussions, and presentations can enhance fluency and boost confidence. Furthermore, Nation and Newton (2009) propose that successful speaking teaching should incorporate four components: input concentrated on meaning, output centered on meaning, learning focused on language, and development of fluency. Incorporating technology—like digital storytelling, video calls, and language learning applications—can further improve speaking practice and boost motivation. In order to mastering the English as foreign language, the students often face the problems which make them be passive in the class, their weakness like vocabulary or hard to convey some information by using English, so another strategy that can be used in the class by the teacher is code switching strategy in motivate them to be active in the class.

## 2.4 Code-switching

Code-switching is typically described as the act of switching between two or more languages or dialects during a discussion or even in one statement. In contemporary multilingual classrooms and societies, this occurrence is progressively acknowledged as an inherent and tactical method of bilingual communication. Garcia and Wei (2014) stated that code-switching should be viewed within the larger framework of translanguaging, in which bilingual individuals utilize their full linguistic resources to convey meaning, interact, and acquire knowledge. They contend that: “Code-switching reflects a dynamic and adaptable use of language resources to improve communication and learning, rather than indicating a lack of linguistic ability.

Creese and Blackledge (2015) further endorse this perspective, highlighting that code-switching within educational contexts fulfills instructional aims, including elucidating material, facilitating classroom engagement, and reinforcing bilingual identity. They highlight that educators and learners “choose language strategically to maneuver meaning and authority in the classroom. Furthermore Auer (2018) describes code-switching as “an intentional and contextual language practice influenced by linguistic ability and sociocultural standards.” This viewpoint changes the emphasis from perceiving code-switching as a disruption to considering it as a tool for creating meaning. Students utilize various forms of Code Switching while speaking English: Code-Switching: Inserting phrases from one language into the spoken discourse of a different language. Intra-Sentential Switching: Changing languages within a single sentence. Inter-Sentential Switching: Changing languages between sentences

Code-Switching fulfills various roles in EFL speaking:

- a. Affective Functions: Decreasing speaking anxiety and fostering connection among speakers.
- b. Educational Roles: Clarifying ideas, elucidating challenging terminology, and ensuring understanding.
- c. Social Functions: Creating a sense of group identity and promoting a welcoming learning atmosphere.

Some educators use code switching strategy to oversee the classroom, foster social connections, and promote student involvement. Meanwhile the students typically see this strategy in a favorable light, considering it a means to facilitate communication and diminish language obstacles.

## 3. Research Method

In this research, the researcher used a mixed method, where in this study there were qualitative and quantitative as evidence to conduct the data. The method used to describe the data collected from the use of code-switching on midwifery students and english lecturers of STIK Bina Husada Palembang during the teaching and learning process. There were 40 midwifery students in accademic year 2024-2025 as population and the sample used total sampling technique. The instrument used were questionnaire and speaking test.

## 4. Results and Discussion

From the collecting data results, the study found several interpretation. The results found from the questionnaires and speaking test. The questionnaires that were distributed to the midwifery students and the english teacher. It's showed that :

First, from students' questionnaire, the researcher found several data, mainly ;

### 4.1 General Attitudes Towards Code Switching

- a. Do you often switch between your native language and English when speaking in class?. From the students's aswered, there were 36 students or 90% answered yes and 4 students or 10% answered no.
- b. How often do you use code switching in the classroom?. There were 32 students answered always, 5 students answered often and 3 students answered sometimes
- c. In what situations do you usually use code switching?
  - When I don't know the English word (there were 20 students)
  - When explaining something to a friend (there was 2 students)
  - When asking a question (there were 6 students)

- When talking to the teacher (there were 12 students)

#### 4.2 Reasons for Code Switching

- Why do you think people code switch in class?
  - To clarify meaning (there were 4 students)
  - Because it's easier (there were 14 students)
  - Because of lack of vocabulary (there were 22 students)
- Do you think code switching helps you understand the material better?
- There were 40 students answered yes, and there were no students answered no.
- Does your teacher use code switching during lessons?
- There were 40 students answered yes, and there were no students answered no.
- what situations does the teacher code switch
  - Giving instructions (there were 14 students)
  - Explaining Materials (there were 16 students)
  - Clarifying difficult topics (there were 6 students)
- Do you feel more comfortable speaking in class when code switching is allowed?
 

There were 38 students answered yes, and there were 2 students answered no.

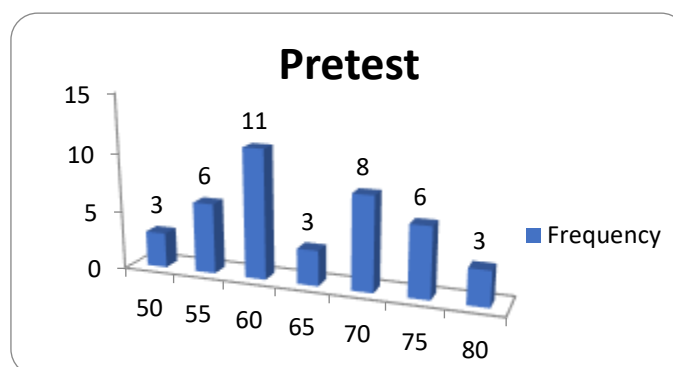
Based on students' questionnaire, it obtained that the students often switch the language during the EFL class. they often used this strategy when they had difficulties in the vocabulary which they didn't know and to explain something. They believed that this strategy can help them to comprehend the material and motivated them to be able in speaking during the teaching and learning.

Second, there were 9 questions in questionnaire that given to the 3 english lecturers. From the interview the english lecturers, found that :

- I often use code switching while teaching
- There were 2 lecturers answered yes, and 1 lecturer answered no
- Code switching helps me explain difficult topics
- There were 3 lecturers answered yes, and 0 lecturer answered no
- I use code switching to make sure students understand
- There were 2 lecturers answered yes, and 1 lecturer answered no
- I feel guilty if I use too much of the native language in English class
- There were no lectures answered yes, and 3 lecturers answered no
- Code switching makes the classroom more comfortable and interactive
- There were 3 lecturers answered yes, and 0 lecturer answered no
- In what situations do you most often use code switching
  - When explaining difficult concepts (there was 1 lecturer answered)
  - When translating vocabulary (there were no lecturer answered)
  - When students seem confused (there were 2 lecturers answered)
- How frequently do you use code switching in a typical lesson?
  - Several times (there were no lecturer answered)
  - Only when absolutely necessary (there were 3 lecturers answered)
- Do you think code switching can be an effective teaching strategy?
- There were 3 lecturers answered yes, and 0 lecturer answered no
- Overall, what is your opinion about using code switching in English teaching?
  - Strongly Support (there were 2 lecturers answered)
  - Support (there was 1 lecturer answered)

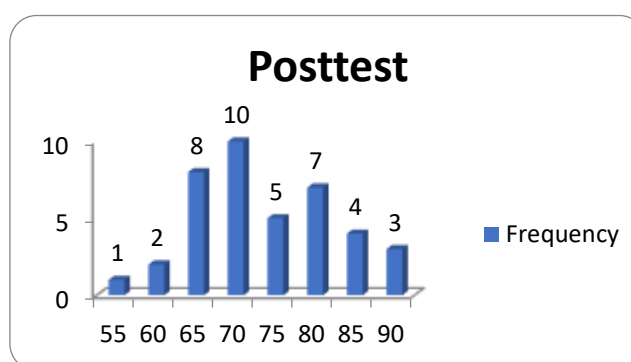
From the questionnaire that distributed to the English lecturers, it can be conclude that some lecturers often used code switching during the teaching and learning EFL, they thought that the use of this strategy to overcome the students who were confuse in some materials and this strategy was effective to make students understand the instruction, material or to make students more active in speaking in the class.

Third, from the speaking ability test on midwifery students in using code switching during English foreign Language (EFL) in the class, the researcher found some important data that can be seen in chart that showed the result of pre test.



**Figure 1.** Pre Test Result

From the pre test result, it showed that minimum score was 50 or 7,5% of students got lowest score and 3 students or 7,5% reached the highest score that was 80. The average score from pretest of speaking ability in using codeswithing was 64,6. Meanwhile, the score of post-test showed that the minimum score was 55 or 2,5% of students got the lowest score. And the highest score was 90 or 7,5% the students obtained the highest score and the average score was 73,5. It can be seen in posttest chart.



**Figure 2.** Posttest Chart

The data was obtained from both pre and post test through the code swithing strategy in speaking test during teaching and learning class. It can be seen that there were some good improvement in students' speaking ability. They were more confident when they used code switching in EFL, since the average score developed from 64,6 to the 73,5. The frequency table bellow as prove the development students' speaking ability.

**Table 1.** Students' Speaking Ability

Frequency Statistics			
N	Valid	pretest	posttest
	Missing	0	0
Mean		64.63	73.50
Median		62.50	70.00
Mode		60	70
Std. Deviation		8.799	8.858
Variance		77.420	78.462
Minimum		50	55
Maximum		80	90
Sum		2585	2940

## 5. Conclusion

Based on the results, Utilizing code-switching in EFL (English as a Foreign Language) classrooms has been demonstrated to aid students in grasping challenging concepts and enhancing their participation in the educational experience. Learners who struggle with anxiety when speaking English gain more comfort and confidence when educators employ code-switching. This allows them to feel more secure in their communication and lessens the anxiety of errors stemming from limited English skills, evidenced by the rise in the average scores of students on the pre- and post-tests.

Educators employ code-switching for multiple teaching purposes, including clarifying content, providing directions, assessing comprehension, and fostering connections with learners. This fosters a more inclusive and positive educational atmosphere. Utilizing code-switching while speaking English greatly enhances students' understanding, involvement, motivation, and self-assurance. Through effective guidance from teachers, code-switching can serve as a valuable resource in enhancing the process of learning English.

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