Abstract

Code-switching means being able to speak more than one language, bilinguials can code-switch and use their languages as resources to find better ways to convey meaning (Johansson 2013). Code-switching usually occurs in English classrooms. The aim of this research is to investigate the students’ perceptions toward the use of Code-switching in English classrooms. This study explores some important issues, namely the occurrences of code switching and the students’ language preference (Indonesian only, English only or the combination of both) in several English classroom settings. To collect data, 135 students responded to a questionnaire and 18 students were interviewed. The data collected then analyzed based on the students’ responses to the questionnaire and the comments on the interview. The data were analyzed by identifying the students’ language preference and the reasons for their comments on the interview, classifying the students’ language preference in the form of charts based on the emerging themes, quantifying the frequency and the percentage of code switching according to the reasons, and discussing the findings by comparing and contrasting with the findings of previous studies. The results showed that the majority of the respondents in Mater Alma agreed with their teacher’s using code-switching in many kinds English classroom settings.

Keywords: code-switching, the target language, students’ language preferences