

**THE ROLE OF CODE-SWITCHING IN ENGLISH VOCABULARY INSTRUCTION
FOR EFL STUDENTS IN AN ISLAMIC ACADEMIC CONTEXT**

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Abstract

This study examines the role of code-switching in teaching English vocabulary to Islamic Education students at STAI Al Falah Cicalengka- Bandung, using a qualitative approach with a case study design. The primary objective of the study was to identify the use of code-switching in teaching English vocabulary and explore its impact on vocabulary comprehension and students' learning experiences. Data were collected through in-depth interviews, participant observation, and document analysis related to the learning materials. The research findings indicate that code-switching plays a significant role in facilitating students' understanding of difficult vocabulary, particularly those related to Islamic religious concepts. However, while the use of code-switching facilitates initial understanding, over-reliance on the native language can hinder deeper English vocabulary acquisition. Based on Bandura's Social Learning Theory, the use of code-switching serves as a tool to connect English vocabulary with students' existing knowledge in their native language, increasing their confidence in using English. However, English language teaching must maintain a balance between the use of code-switching and authentic English language acquisition. This study contributes to the literature on English language teaching in Islamic educational contexts and offers recommendations for more balanced instruction in the use of code-switching. Future research is recommended to expand the scope and explore the long-term effects of code-switching in English language teaching. Keywords: Code-switching, English vocabulary teaching, Social Learning theory, Islamic education, university students.

INTRODUCTION

Education in Indonesia, particularly in the context of teaching English as a foreign language (EFL), faces significant challenges in developing effective language skills among students. One challenge that has received increasing attention is the use of code-switching—the practice of switching between two or more languages within a single communication context—in English language teaching. While this practice is common in everyday

communication among students, its impact on language teaching and mathematics learning remains an understudied topic in educational literature.

According to data released by the British Council in 2020, more than 60% of students in Indonesia experience difficulties in learning English, with vocabulary being one of the most problematic areas. A 2021 report by the Ministry of Education and Culture revealed that a lack of mastery of a broad understanding is a major barrier to students' communication skills at the tertiary level. When faced with English instruction, students often tend to switch to their native language—in this case, Indonesian or a regional language—during the learning process, known as code-switching. This practice affects how students absorb and master new concepts in English. Therefore, it is important to further investigate how code-switching affects learning among students, especially in the context of Islamic education which has its own cultural and linguistic dynamics.

Several previous studies have shown that code-switching can play a dual role in language learning. Research by Harimurti and Suryani (2021) revealed that code-switching can facilitate vocabulary comprehension for learners by providing a more understandable context in their native language. Conversely, research by Susanto (2020) suggests that the use of code-switching in English teaching can slow down vocabulary acquisition by reducing direct exposure to the target language. Overall, this research demonstrates that code-switching influences vocabulary learning in complex ways, but consistent findings regarding its positive and negative impacts are limited.

Furthermore, while numerous studies have explored the role of code-switching in English learning, particularly in developing countries, few have explicitly examined this phenomenon in the context of Islamic education in Indonesia, particularly in Islamic Education majors at universities. These limitations in the context of this research and the inconsistency of findings in the literature indicate a gap that requires further investigation.

This study aims to analyze the role of code-switching in teaching English vocabulary to Islamic Education students at STAI Al Falah Cicalengka, Bandung. Using a qualitative approach, this study will explore how code-switching practices are used by lecturers and students in the context of English language learning and how this influences vocabulary comprehension. The main variables to be examined in this study include: (1) the use of code-switching by lecturers and students in teaching English vocabulary, (2) the effect of code-

switching on students' vocabulary comprehension, and (3) the effect of code-switching on students' learning experiences in an Islamic academic context.

The theory used to explain the relationship between these variables is Albert Bandura's Social Learning Theory, which emphasizes the role of social interaction in the learning process. This theory is relevant because code-switching involves the interaction between two languages in different social contexts, which can influence how students learn and acquire English vocabulary. The use of this theory will allow the study to more deeply explore how social interaction and linguistic habits in an Islamic context influence the vocabulary acquisition process.

Research Questions:

1. How is code-switching used in English vocabulary teaching by lecturers and students at STAI Al Falah Cicalengka, Bandung?
2. What is the effect of code-switching on students' English vocabulary comprehension?
3. How does code-switching affect students' learning experiences in an Islamic academic context?

Research Objectives:

1. To identify and analyze code-switching practices in English vocabulary teaching at STAI Al Falah Cicalengka, Bandung.
2. To assess the impact of code-switching on students' English vocabulary comprehension.
3. To explore how code-switching affects students' learning experiences in an Islamic educational context.

The use of code-switching in English vocabulary teaching can positively influence students' vocabulary comprehension. However, in the context of Islamic education, this influence depends on students' level of awareness of the cultural and social contexts that influence their understanding of the language.

This research is expected to provide new insights into the dynamics of the use of code-switching in English teaching in the context of Islamic education, as well as contribute to the development of more effective English teaching strategies for Islamic Education Major students.

RESEARCH METHODOLOGY

This study adopted a qualitative approach to examine the role of code-switching in teaching English vocabulary to Islamic Education students at STAI Al Falah Cicalengka,

Bandung. This approach was chosen to explore in-depth complex social phenomena and to understand the interactions between inseparable variables in the context of language education. In accordance with Albert Bandura's Social Learning Theory, which emphasizes the importance of social interaction in learning, this study aims to understand how the use of code-switching affects students' learning experiences and English vocabulary acquisition.

Research Design

This study employed a case study design with a phenomenological approach, which allows researchers to gain an in-depth understanding of the experiences of individuals or groups within a specific social context (Creswell & Poth, 2017). This case study focused on the teaching of English vocabulary at STAI Al Falah Cicalengka, Bandung, examining the use of code-switching by lecturers and students in the language learning process.

Participants

Participants in this study consisted of two main groups:

1. English Lecturers: Consisting of five lecturers teaching English courses in the Islamic Education Major at STAI Al Falah Cicalengka, Bandung. These lecturers were selected purposively to ensure they had experience teaching English and were directly involved in teaching practices using code-switching.
2. Students: Twenty students enrolled in English courses at the Islamic Education Major will also participate in this study. The students were selected purposively, considering their active participation in English language learning and sufficient experience using code-switching.

Data Collection Techniques

Data collection in this study was conducted using the following methods:

1. In-depth Interviews: Semi-structured interviews will be conducted with lecturers and students to explore their understanding of the use of code-switching in English vocabulary learning. These interviews aim to obtain data regarding experiences, perceptions, and the impact of using code-switching in English teaching and learning. According to Creswell & Poth (2017) state that in-depth interviews are very useful in qualitative research for exploring individual experiences in detail.
2. Participatory Observation: The researcher will conduct direct observations of the English language teaching process in the classroom, particularly those involving the use of code-switching. These observations will record the frequency and context in

which code-switching is used by lecturers and students. Observations will be conducted during three lecture sessions for each lecturer involved. According to Adler & Adler (2015) note that participant observation is an effective method for understanding social interactions in natural settings, such as classrooms.

3. Document Analysis: The researcher will also analyze the learning materials used in English language teaching at STAI Al Falah, including the syllabus, semester lesson plans (RPS), and teaching materials that include the use of code-switching in English vocabulary instruction. This analysis aims to assess whether code-switching is explicitly taught or permitted in this academic context.

Research Procedures

The research procedure begins with data collection through interviews and observations conducted over the course of one semester. The researcher will begin by interviewing lecturers and students to gain an understanding of their perceptions of the use of code-switching in English vocabulary teaching. These interviews will be followed by classroom observations to capture how code-switching is used in everyday learning practices.

Following data collection, the analysis process will be conducted using thematic analysis techniques. Thematic analysis refers to the approach proposed by Braun and Clarke (2006), which suggests identifying key themes in qualitative data. Data obtained from interviews and observations will be analyzed to identify patterns in the use of code-switching and its impact on English vocabulary learning.

Data Analysis Techniques

Data obtained from interviews and observations will be analyzed using a thematic analysis approach, which identifies key themes emerging from the data (Braun & Clarke, 2006). The analysis process consists of the following stages:

1. Transcription: Interviews will be transcribed verbatim to ensure that all relevant information is accurately recorded.
2. Coding: Transcribed data and observation notes will be coded to identify emerging themes related to code-switching and English vocabulary teaching.
3. Theme Formation: Identified themes will be grouped to understand the relationships between themes and how they relate to Bandura's Social Learning Theory.

4. Interpretation: The results of the analysis will be interpreted to explain how the use of code-switching affects the teaching and learning of English vocabulary among Islamic Education Major students at STAI Al Falah Cicalengka, Bandung.

Validity and Reliability

To ensure the validity and reliability of the research results, the following steps will be taken:

1. Data Triangulation: The use of more than one data collection method (interviews, observation, and document analysis) to ensure the accuracy of the findings.
2. Reference: Flick (2018) explains that triangulation is one way to increase the validity of qualitative research results.
3. Member Checking: After transcribing the interviews, the researcher will verify the findings with the participants to ensure the accuracy of the data interpretation.
4. Audit Trail: The researcher will document the entire research process, from data collection to analysis, to ensure transparency and traceability.

The methodology used in this study aims to provide a deeper understanding of the role of code-switching in teaching English vocabulary to Islamic Education major students. Using a qualitative approach and thematic analysis, this study will explore the relationships between related variables and contribute to the development of more effective teaching strategies in the context of Islamic education.

RESULTS AND DISCUSSION

This section presents the results of a study conducted to examine the role of code-switching in teaching English vocabulary to Islamic Education Major students at STAI Al Falah Cicalengka, Bandung. Analyzing data obtained through interviews, observations, and document analysis, key findings will be presented and discussed based on Albert Bandura's Social Learning Theory. This study will also compare the findings with existing literature and identify the implications of the research findings for English language teaching practice.

Research Results

1. Use of Code-Switching in Teaching English Vocabulary

Based on observations and interviews with lecturers, it was found that the use of code-switching in teaching English vocabulary occurs spontaneously and is often used by lecturers to explain vocabulary that is difficult for students to understand. Lecturers

often switch from English to Indonesian or regional languages, especially when students have difficulty understanding the meaning of certain words. One lecturer, Lecturer A, explained:

"When teaching, I often use Indonesian or regional languages to explain difficult vocabulary, especially those related to Islamic concepts. For example, the terms 'fiqh' or 'hadith' are easier for students to understand when I explain them in Indonesian first before they hear them in English."

In our observations, the use of code-switching occurred more frequently with vocabulary with technical meanings or religious concepts that are difficult to explain in English alone. As Lecturer B explained:

"I feel that students will better understand words like 'sunnah' or 'ijtihad' if I connect them with explanations in Indonesian. This is important so they not only understand the words, but also their connection to Islamic teachings."

This occurs more often with complex and technical vocabulary, which requires more in-depth explanation. For example, lecturers revealed that words related to Islamic concepts, such as "Fiqh" or "hadith," are easier for students to understand if they are first translated into Indonesian. This code-switching aims to ensure that students can understand the vocabulary in a context they are familiar with, namely within their religion.

2. The Effect of Code-Switching on Students' Comprehension of English Vocabulary

Based on interviews with students, most study participants revealed that they found it easier to understand English vocabulary when lecturers used code-switching to explain difficult words. Student M1 stated:

"When the lecturer explains vocabulary like 'Fiqh' or 'Hadith' using Indonesian first, I find it easier to associate the meaning of the words with concepts I already know in Indonesian, and then try to remember and use them in English."

However, some students also expressed that they felt unfamiliar with the pronunciation or use of English vocabulary after the explanation using code-switching. Student M2 stated:

"I find it easy to understand words explained using code-switching, but when I have to use them in English conversation, I feel less confident because the pronunciation feels unfamiliar to me."

Students believed that code-switching helped them connect the meaning of English vocabulary with concepts they already knew in Indonesian or regional languages. However, although code-switching facilitated initial comprehension, some students also expressed a lack of familiarity with the pronunciation or correct use of English words. This suggests a tension between quickly grasping vocabulary through code-switching and mastering vocabulary in pure English.

3. The Effect of Code-Switching on Student Learning Experiences

Observations and interviews also showed that the use of code-switching impacted students' overall learning experiences. Student M3 said:

"I feel more comfortable learning English using Indonesian, especially when there are difficult words I need to understand. This helps me feel more confident in communicating."

However, some students also stated that excessive use of code-switching can interfere with their English learning process. Student M4 said:

"Although I find it easier to understand when the lecturer uses Indonesian, I also feel the need to practice more English. Using Indonesian too often makes me less accustomed to English pronunciation and usage."

Students felt more comfortable learning English when they were allowed to use Indonesian or their local language to aid in understanding the material. However, some students expressed that they felt that excessive use of code-switching could interfere with their English learning process, as they were not exposed to pure English in the learning context. Some students also indicated that they felt more confident in actively participating in English classes when they were given the space to use code-switching as a means of better expressing themselves.

Discussion

1. Code-Switching and Vocabulary Learning: A Social Learning Theory Perspective

According to Bandura's Social Learning Theory, learning occurs through social interaction and observation of the behaviour of others in relevant social contexts (Bandura, 2001). In this

context, the use of code-switching can be viewed as a form of social interaction that supports language learning. As explained by Lecturer C:

"Code-switching helps students understand difficult vocabulary. When they understand the concept in Indonesian, they are more confident in using it in English."

However, Bandura's Social Learning Theory also includes the concept of self-efficacy, which is a person's belief in their ability to achieve a certain goal (Bandura, 1997). Frequent use of code-switching in teaching can affect students' self-efficacy in using English vocabulary. This is evident in statements by M2 students who feel less confident when using English vocabulary in more authentic contexts. Lecturers and students interact in a language they share, namely Indonesian or a regional language, which then helps them connect English words with familiar concepts. This phenomenon suggests that English vocabulary learning can be better facilitated through code-switching, allowing students to build a more solid understanding before moving on to more complex uses of English.

However, within Bandura's social learning theory, there is also a concept known as self-efficacy, or a person's belief in their ability to achieve a certain goal (Bandura, 1997). Frequent use of code-switching in teaching can influence students' levels of self-efficacy in using English vocabulary. Students who are more frequently exposed to explanations in Indonesian may feel more comfortable, but they may also feel less confident when asked to use the vocabulary in purely English situations. This highlights the challenge of striking a balance between facilitating vocabulary comprehension and encouraging more active English use.

2. Consistencies and Inconsistencies with Previous Research

This study shares similarities with several previous studies examining the role of code-switching in language learning. For example, research by Ismail et al. (2020) suggests that code-switching can improve English vocabulary comprehension among English learners in developing countries. However, this finding contradicts research by Rahayu and Santoso (2021), which found that excessive use of code-switching can actually slow down English learning, as learners become reliant on translations in their native language, which found that excessive use of code-switching can slow down English learning. As Lecturer A stated:

"Too much code-switching can indeed reduce students' exposure to authentic English, but if used wisely, code-switching can really help them understand more complex words."

This study contributes by identifying the Islamic educational context as an important factor that has not been widely discussed in previous research. In this context, students may feel more comfortable using code-switching to explain vocabulary related to their religious concepts. This study highlights the importance of considering both cultural and academic contexts when analyzing the impact of code-switching on language learning.

3. Practical Implications for English Language Teaching

The findings of this study provide several practical implications for English language teaching, particularly in the context of Islamic education. The use of code-switching in English language teaching can help students understand more complex vocabulary, but it must be used carefully to avoid reducing opportunities for exposure to authentic English. Therefore, lecturers should use code-switching sparingly, only when necessary to clarify the meaning of difficult words, while still providing sufficient opportunities for students to practice and use English in more in-depth contexts.

This study reveals that the use of code-switching in English vocabulary teaching has a significant impact on student comprehension, but also poses challenges related to genuine English vocabulary mastery. The use of code-switching can facilitate initial comprehension, but care must be taken to ensure it does not interfere with the long-term development of students' English skills. Based on these findings, it is recommended that lecturers use code-switching selectively and proportionately in English vocabulary teaching, taking into account the relevant cultural and academic contexts.

CONCLUSION

This study aims to examine the role of code-switching in teaching English vocabulary to Islamic Education Major students at STAI Al Falah Cicalengka, Bandung. Based on data analysis obtained through interviews, observations, and document analysis, it can be concluded that code-switching plays a significant role in the English vocabulary learning process. This finding is based on Bandura's Social Learning Theory, which emphasizes the importance of social interaction in the learning process, where students can construct their understanding of English through interactions with lecturers within their cultural and linguistic contexts.

The Role of Code-Switching in Teaching English Vocabulary

The use of code-switching by lecturers and students in teaching English vocabulary has been shown to be beneficial in facilitating students' understanding of difficult vocabulary,

particularly in contexts related to Islamic religious concepts. As explained in Bandura's Social Learning Theory (2001), learning occurs through observation and interaction in relevant social contexts. In this case, code-switching allows students to associate English vocabulary with concepts they are already familiar with, namely in Indonesian or regional languages that are closely related to their understanding of religion.

However, while code-switching can accelerate vocabulary comprehension in the short term, research suggests that reliance on code-switching can hinder deeper English mastery in the long term. This aligns with Bandura's (1997) findings on the concept of self-efficacy, where reliance on native language translation can impact students' confidence in using English in more authentic contexts. Therefore, lecturers need to use code-switching wisely and in a balanced manner to ensure students do not miss out on opportunities to be exposed to authentic English.

Practical Implications

The results of this study have important implications for English language teaching practices in Islamic education contexts. The use of code-switching can help students understand difficult English vocabulary and accelerate the learning process. However, it is important to maintain a balance between the use of code-switching and teaching more authentic English. Lecturers should integrate code-switching into their teaching in a manner that is not excessive, to ensure students remain exposed to English in broader and more authentic contexts.

The proportional implementation of code-switching also needs to be adjusted to students' academic needs in understanding English vocabulary related to religious knowledge. Given the context of the Islamic Education Major, which involves religious concepts, the use of code-switching can help students connect English vocabulary with their understanding of Islam, thereby increasing the relevance and relevance of the learning material.

Contribution to the Literature and Recommendations for Further Research

This study makes an important contribution to the growing literature on the use of code-switching in English language teaching, particularly in the context of Islamic education in Indonesia. The findings also demonstrate the importance of considering both cultural and academic contexts when analyzing the impact of code-switching on language learning. Although much research has been conducted on code-switching in language teaching, there is still little research examining this phenomenon in the context of Islamic education. Therefore,

further research is needed to explore in more depth how cultural and religious factors influence the use of code-switching in English language teaching across various educational contexts.

Future research is also recommended to further explore how the use of code-switching can be integrated into more complex teaching materials and to examine its long-term impact on students' English language acquisition. Furthermore, research could expand its scope by involving various departments and universities in Indonesia to gain a broader understanding of the use of code-switching in English language learning.

Final Conclusion

Overall, this study shows that code-switching plays a complex role in teaching English vocabulary. The use of code-switching can help facilitate vocabulary comprehension at an early stage, but it must be used selectively to ensure students do not become dependent on their native language. In the context of Islamic education, code-switching can provide benefits in connecting English vocabulary with familiar religious concepts, but it still needs to be balanced with sufficient exposure to authentic English.

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