



Bilingual Code Switching in Arabic Learning Among Indonesian Learners: A Sociolinguistic Perspective

Ahmad Habibi Syahid^{1*}, Ani Susilawati², Nuroh Nuroh³

^{1,3} Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

² Institut Agama Islam Negeri Metro, Indonesia

Correspondence: E-mail: ahmad.habibi@uinbanten.ac.id

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ABSTRACT

This study discusses bilingual code-switching between Arabic and Indonesian. This research aims to identify the forms of code-switching in Arabic as a foreign language learning context for Indonesian speakers. Given the variety of language forms available to Arabic speakers across diverse contexts, the authors argue that code-switching as a form of social interaction is to be explored. This includes code-switching practices in Arabic learning among Indonesian learners. In a sociolinguistic context, language prestige does not always translate into pragmatic advantages, such as facilitating everyday communication. A prestigious language does not necessarily influence the social or pragmatic functions of the codes involved. This study employed a descriptive qualitative method. The data consisted of Arabic utterances produced by Indonesian students. Data analysis techniques included data reduction, data display, and conclusion drawing—the study's results on types of code-switching: internal and external. Internally, Arabic code-switching contributed to the development of Arabic fluency among the students. Externally, transcoding occurred when students switched from Arabic to Indonesian.

1. INTRODUCTION

Learning foreign languages in higher education has become a fundamental necessity, not only for students enrolled in foreign language programs such as Arabic and English, but also for students across diverse fields of study (Onishchuk et al., 2020). The ability to master a foreign language, particularly those recognised by the United Nations (UN), has become indispensable for academic and non-medical purposes. Consequently, bilingualism has emerged as a global phenomenon.

Bilingualism, defined broadly, refers to the ability of an individual to use two or more languages to varying degrees. As Edwards (Edwards, 2006) posits, a virtuous individual exists without at least minimal knowledge of another language, demonstrating that bilingualism is, to some extent, a universal human experience. He illustrates that even simple familiarity with expressions such as *c'est la vie*, *gracias*, *guten Tag*, or *tovarisch* can reflect bilingual competence, though many may not consciously identify. However, they are bilingual. Similarly, Tiara Putri et al. emphasise that almost two-thirds of the world practice some form of bilingualism or multilingualism (Jeanretno Tiara Putri et al., 2022). This phenomenon is illustrated by speakers who, for instance, use Sundanese as their mother tongue at home while simultaneously mastering Arabic and English within modern Islamic boarding schools through bilingual education systems (Hidayati, 2020a).

Moreover, while multilingual abilities are widespread globally, attitudes toward second language acquisition can vary significantly between communities. As Edwards observes, dominant linguistic groups, such as monolingual English speakers in the United Kingdom and the United States, often perceive language learning as arduous, attributing failures to a presumed lack of aptitude. Such perspectives not only highlight linguistic elitism but also reflect communication norms. Thus, despite the ubiquity of bilingualism, its social perception remains complex and nuanced (Edwards, 2006).

This complexity extends to the very definition of bilingualism. According to Edwards (2006), the degree of language mastery complicates the categorization of individuals as bilingual (Edwards, 2006). Bloomfield's (1933) classical definition demanded complete fluency in native and second languages, yet he acknowledged the inherent difficulty in assessing linguistic "perfection". Complementing this view, Grosjean and Li propose a continuum approach, assessing bilingualism based on dimensions of linguistic proficiency and frequency of use. Al-Khulli similarly provides multiple perspectives, suggesting that a bilingual speaker may be identified through societal language use, basic knowledge of two languages, fluency, or active use of two languages. However, Al-Khulli also raises critical questions regarding the scope of language skills, highlighting bilingual competence's fluid and context-dependent nature (al- Khulî, 1961; Grosjean, 2015; Grosjean & Li, 2013a).

Furthermore, Weinreich emphasises that relative proficiency between languages is often observable among bilingual speakers; however, using proficiency as the sole metric is insufficient when comparing bilingual groups or examining the psychological dimensions of bilingualism (Edwards, 2006). Thus, the multidimensional nature of bilingualism requires a nuanced and contextualised understanding.

The widespread presence of multilingual abilities among the global population indicates that acquiring a second language is not necessarily an extraordinary accomplishment. This perception, however, contrasts significantly with the attitudes observed within dominant linguistic communities. Among these groups, it is common to encounter assertions regarding the inherent difficulty of learning an additional language or a perceived deficiency in linguistic aptitude. In contemporary contexts, for instance, monolingual individuals from the United Kingdom and the United States frequently express frustration over their inability to acquire foreign languages, often attributing it to a lack of natural talent. Such sentiments are commonly accompanied by admiration—sometimes envy—for multilingual Europeans. In subtler instances, these attitudes are intertwined with linguistic elitism, underpinned by the entrenched notion that non-English speakers ought to adapt within a global environment increasingly shaped to cater to *Anglophones*—English-speaking nations sharing a common cultural background. Ultimately, these perspectives reflect underlying dynamics of power and prevailing social norms rather than genuine concerns about linguistic capability (Edwards, 2006).

In foreign language learning, pedagogical approaches have evolved from traditional methods focusing on grammatical structures to interactive, communicative models that recognise bilingualism's cognitive and sociolinguistic benefits. Research by Bialystok and Barac and Grosjean and Li demonstrates that bilingualism fosters cognitive flexibility and enhances executive functioning (Bialystok & Barac, 2013; Grosjean & Li, 2013b). Additionally, studies such as those by Cahyani et al. (2018) and Archila et al. (2021) reveal that the intentional use of code-switching can optimise multilingual education by serving pedagogical and sociocultural functions (Archila et al., 2021; Cahyani et al., 2018).

In the Indonesian context, integrating Arabic and English into daily practices at modern Islamic boarding schools and madrasahs has further emphasised the significance of code-switching. Nevertheless, despite the abundant use of code-switching among Indonesian learners of Arabic, existing research has focused mainly on bilingualism in general educational contexts, with limited attention to Arabic-Indonesian code-switching (Nurbayan et al., 2024; Sarip et al., 2024; Truscott & Smith, 2017). Thus, a research gap persists regarding the specific forms and functions of code-switching within Arabic language learning environments for native Indonesian speakers.

Accordingly, this study aims to contribute to the growing body of research on bilingualism and second language acquisition by offering a contextualised analysis of code-switching practices in Arabic language learning among Indonesian learners. Building on the work of Masruddin et al., it seeks to deepen the understanding of how code-switching operates within formal educational settings such as pesantren and madrasahs. This study emphasises the pedagogical role of code-switching not as a deficiency or interference but as a strategic tool that supports linguistic development, classroom interaction, and learners' navigation of multiple linguistic identities. Ultimately, the findings are expected to provide theoretical insights and practical recommendations for optimising Arabic language instruction in multilingual contexts (Masruddin et al., 2022).

This study investigates the phenomenon of bilingual code-switching between Arabic and Indonesian in the context of foreign language learning. Code-switching, as a linguistic behaviour, often arises in multilingual environments where learners navigate between their native language and the target language for both cognitive and communicative purposes. In the case of Indonesian students learning Arabic (Sarip et al., 2024), such switching instances are not merely incidental but reflect deeper sociolinguistic patterns. This research focuses on identifying and categorising the various forms of code-switching that commonly occur during Arabic language instruction. Doing so aims to provide a clearer understanding of how these patterns function within the learning environment and what they reveal about the learners' linguistic development. Ultimately, the findings are expected to enhance teaching strategies in bilingual and multilingual classrooms, particularly in contexts where Arabic is taught as a foreign language.

2. METHODS

This study employed a descriptive qualitative method to explore the phenomenon of bilingual code-switching between Arabic and Indonesian in an academic setting. A descriptive-analytical approach was used to interpret the data in depth, enabling a comprehensive understanding of language switching practices as they naturally occur within the classroom context (Kim et al., 2017). This method allows for a contextual analysis of language behaviour, focusing on the structure of the code-switching and its function and meaning in genuine interactions.

The research was conducted in an Arabic language class (specifically the Balaghah course) at the Department of Hadith Studies, Faculty of Ushuluddin and Adab, State Islamic University Sultan Maulana Hasanuddin Banten (UIN SMH Banten). The class consisted of 28 students. Data were collected through classroom observations and transcriptions of verbal interactions between the lecturer and students. Field notes were also taken to document contextual and non-verbal aspects of communication, providing a richer understanding of the classroom environment.

The analysis focused on identifying and categorising types of code-switching, including inter-sentential (switching between sentences), intra-sentential (switching within a sentence), and tag-switching (insertion of phrases or discourse markers from another language). These forms of code-switching were analysed in light of existing theories and previous studies to compare and contrast current findings. The goal was to produce an interpretation that reflects the linguistic reality of the participants and offers a more precise and contextually grounded explanation than earlier studies on Arabic-Indonesian code-switching.

3. RESULTS AND DISCUSSION

Arabic Code-Switching

The switched form of Arabic is found in the conversation between the lecturer and students while lecturing. There are three types of code-switching, including inter-sentential (switching between sentences), intra-sentential (switching within a sentence), and tag-

switching (insertion of phrases or discourse markers from another language) in Arabic and Indonesian.

Table 1. Code-Switching of Words

No	Data
1.1	L: Baik, insya Allah hari ini <i>sanata'allam 'an 'ilm al Bayân fî mâdah al Ḥaqiqah wa al Majâz</i> S: Baik, <i>Ustâẓ</i>
1.2	L: <i>Man ya'rif mâ hiya al Ḥaqiqah wa al Majâz?</i> Ayo siapa yang sudah tahu maknanya? S: Belum tahu <i>Ustâẓ</i>
1.3	L: Coba <i>iftaḥ as Ṣūrah</i> yang kemaren saya share tentang <i>Balaghah!</i>
1.4	L: Lihat pengertian serta contoh yang menjelaskan tentang <i>al Ḥaqiqah wa al Majâz. Fahimtum am lâ?</i> S: <i>Na'am Ustâẓ</i> . Izin bertanya <i>Ustâẓ!</i> Apakah <i>isti'ârah</i> sama dengan <i>Majâz?</i>
1.5	L: baik pertanyaan yang bagus. <i>Isti'ârah</i> itu bagian dari <i>Majâz</i> jadi sama. S: Boleh saya bertanya <i>Ustâẓ</i>
1.6	L: Ya silahkan, <i>Mâ fîh al Musykilah</i> .

The data (1.1) is in a form a sentence: "L: Baik, insya Allah hari ini *sanata'allam 'an 'ilm al Bayân fî mâdah al Ḥaqiqah wa al Majâz*, S: Baik: Baik, *Ustâẓ*". This sentence is categorised as inter-sentential (switching between two sentences). The data (1.2) is in a form a sentence: "L: *Man ya'rif mâ hiya al Ḥaqiqah wa al Majâz?* Ayo siapa yang sudah tahu maknanya? S: Belum tahu *Ustâẓ*". This sentence is categorised as inter-sentential (switching between two sentences).

The data (1.3) is in a form a sentence: "L: Coba *iftaḥ as Ṣūrah* yang kemaren saya share tentang *Balaghah!*". This sentence is categorised intra-sentential (switching within a sentence). The data (1.4) is in a form a sentence: "L: Lihat pengertian serta contoh yang menjelaskan tentang *al Ḥaqiqah wa al Majâz. Fahimtum am lâ?*". This sentence is categorised as inter-sentential and tag-switching (inserting phrases like "Do you understand?" from Arabic). Sentence: "S: *Na'am Ustâẓ*. Izin bertanya *Ustâẓ!* Apakah *isti'ârah* sama dengan *Majâz?*" This sentence is categorised intra-sentential.

The data (1.5) is in a form sentence: "L: baik pertanyaan yang bagus. *Isti'ârah* itu bagian dari *Majâz* jadi sama". This sentence is categorised intra-sentential. "S: Boleh saya bertanya *Ustâẓ*". This sentence categorized intra-sentential. The data (1.6) is in a form sentence: "L: Ya silahkan, *Mâ fîh al Musykilah*". This sentence is categorized tag-switching.

Based on the explanation above, bilingual code-switching between Arabic and Indonesian can be classified into three primary types. These include inter-sentential code-switching, which involves switching between complete sentences in different languages; intra-sentential code-switching, which occurs within a single sentence and reflects a more fluid integration of both languages; and tag-switching, which refers to the insertion of discourse markers or short expressions from one language into an utterance primarily

conducted in the other. This categorisation provides a framework for analysing bilingual language use's structural and functional dimensions in academic discourse, particularly within Arabic language instruction in Indonesian higher education.

Bilingual Code-Switching: A Sociolinguistic Perspective

Several factors can influence a speaker's being bilingual. In addition to sociocultural factors such as the Indonesian speech society with various tribes and languages, and Indonesian as a national language, there are also several other factors, such as marriage between countries. These political policies become provisions in a government. It is also the assumption that a language has high prestige as the language of instruction in institutions or international relations (Green & Wei, 2016; Hidayati, 2020b).

Indonesia is a country with various tribes and languages. Of course, this diversity of tribes and languages makes Indonesia a country with a multilingual society that speaks the mother tongue and Indonesian as a national language. The ability of Indonesians to use these two languages is considered a sign of a bilingual society (Supriastutik & Rudianto, 2014). Even individually, some speakers adapt more than two languages or are known as multilingual. The ability to use these two languages can also influence Indonesians to learn foreign languages and acquire them. It is also possible that some speakers from Indonesian society have assessed foreign languages such as English and Arabic as second languages. This is because they use foreign languages in their daily communication. The speech community by itself builds a culture and language environment.

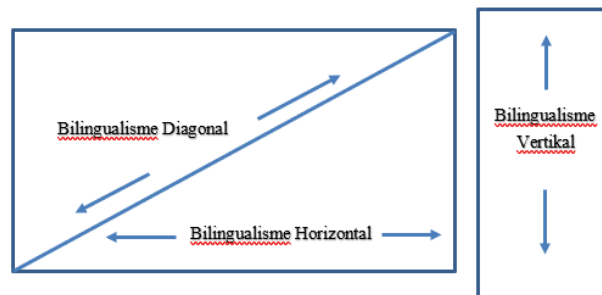
Related to Indonesian people who speak various languages from each tribe. Indonesian, as a language of unity, makes Indonesia a country with an interesting society to study, especially with cultural acculturation such as West and East, which also gives some people the ability to speak two or more languages. The bilingual ability of the Indonesian people is very influential, especially in the ability to communicate. This is also a factor in how metalinguistic awareness (Syahid & Nurdianto, 2022) is formed because it is based on an understanding of the function of language in communicating. The easiest thing to find to describe the situation is the language used in traditional markets. A buyer will use the same native language as the seller's native language to get a relatively cheap price. Therefore, in this situation, the use of language has a significant role (Supriastutik & Rudianto, 2014).

The diversity of languages owned by Indonesian society leads to the definition of bilingualism, whether viewed from individual speakers or speech societies (Sari et al., 2019). Al-Khulli explains bilingualism and the relationship between two languages. This definition also illustrates the influence of bilingualism in the sociocultural society of Indonesia, with language learning, especially in learning foreign languages such as Arabic. A society whose members use two languages to the same degree in formal or cultural dimensions is then referred to as horizontal bilingualism. Meanwhile, vertical bilingualism is referred to as a bilingual model, one language with different dialects. As in Arabic, which knows the Arabic term Fusha and Arabic 'Amiyah. Al-Khulli also mentions diagonal bilingualism, a dualism that mixes between one official language and an unofficial language dialect of another. This kind of

bilingualism occurs in Arabic, which is 'Amiyah. Like the word "*Kam 'Ala*" for the expression invite upwards (higher places). "*Kam*", which is taken from the English word "*come*", which means *mari* (invitation) and "*Ala*", which means above, comes from the Arabic Fusha.

Here's an overview of the relationship of two languages in the concept of bilingualism:

Figure 1. Relationship between Two Languages



Arabic is essential for Indonesians, especially those who are Muslim. Arabic is not only considered the language used to communicate, but also related to the knowledge of Islam and its practice, which is derived from the Qur'an and Hadith. Indirectly, Arabic has been known from an early age to Indonesians who are Muslims. It also affects the learning and acquisition of Arabic as a foreign or second language. Arabic is also learned to understand religious books written by earlier scholars using Arabic, such as Tafsir, Fiqh and others (Ardhian et al., 2021).

Arabic began to be taught at the primary education level at the primary school level in *Madrasah Ibtidaiyah*. Students started to understand vocabulary and terms in Arabic at primary school. Arabic is taught to some Indonesians, especially those who study in Madrasah, and learn Arabic. Even in Islamic boarding schools, Arabic has been used for daily communication. The students and *ustadz* in Islamic boarding schools are exceptionally modern and have a bilingual school system. Still, the growth of the language environment has made students and *ustadz* bilingual speakers and even multilingual. This is because in addition to the students already have a mother tongue as a first language and also Indonesian as a national language, coupled with Arabic and English as languages that are agreed to be used in everyday life as part of the discipline of creating a language environment that is part of the process of learning and acquiring Arabic (Rathert & Cabaroğlu, 2020).

A variety of formal approaches exist for language instruction; traditionally, the more classical methods have placed a strong emphasis on memorising grammatical structures and vocabulary, primarily within the context of literary analysis, while often neglecting the development of spoken language skills. In more modern educational environments, this emphasis has begun to shift. Nevertheless, even technologically advanced language laboratories occasionally serve to individualise conventional techniques rather than promote a genuine transition toward communicative competence. Although classroom instruction frequently fails to reflect the natural progression of language acquisition accurately, there is a growing emphasis on interactive communication. Learners are increasingly encouraged to engage in spoken language before receiving formal grammar instruction, and the influence of their native language is often deliberately minimised. Essentially, second language acquisition

is designed to mirror the process of first language learning. This pedagogical approach is similarly adopted in educational institutions such as *Madrasahs* and *Pesantren* for teaching Arabic to students (Edwards, 2006).

The examination of bilingualism is closely linked to theories of second language acquisition. Spolsky (1989) introduced one such comprehensive framework, which proposed a "general theory" of second language learning. This model seeks to integrate earlier, more narrowly focused theories and offers insights relevant to first language acquisition. Five key features characterise Spolsky's framework. First, it endeavours to encompass all dimensions of language learning within a unified model. Second, it emphasises precision and clarity, ensuring that the broad scope does not compromise attention to contextual specifics, goals, or outcomes. Third, it posits that all components of the learning process are interconnected; even if not all elements are active in every scenario, they still influence one another. Motivation, for instance, is examined in terms of its types and varying intensities. Fourth, Spolsky maintains that language learning must be understood within a social context. Finally, the theory distinguishes between "assessable" learning conditions—those that, when more favourable or intense, are likely to enhance language acquisition—and "idiosyncratic" situations, which commonly occur but are not essential (Edwards, 2006).

Research about the study of bilingualism about language acquisition and learning, both first and second languages, has been widely carried out. Research conducted by Hamers and Blanc, that the process of becoming bilingual can be created through the classroom atmosphere (Hamers & Blanc, 2000; Song, 2019; Wang, 2019). Classes are designed to use at least two languages in their learning planning and presentation. The goal is to support learners in becoming bilingual. Heinlein and Williams found a positive influence on child development through bilingual programs. Bilingual programs need to be well-designed to have a positive impact on a child's development (Byers-Heinlein & Lew-Williams, 2017). This was reinforced by Werker and Heinlein, who found that a child would not experience significant confusion or delay in speaking with him being born ready to learn one or more languages in his context (Pransiska, 2020).

Furthermore, several studies have explored the relationship between bilingualism and metalinguistic ability or awareness. Metalinguistic awareness, a cognitive skill in which bilingual children often demonstrate an advantage, refers to the capacity to engage in flexible and abstract thinking about language. It involves recognising and reflecting upon the formal linguistic properties of language, rather than focusing solely on meaning. This cognitive capacity enables individuals to disengage from the immediate process of understanding or producing speech to analyse the underlying linguistic form and structure.

In this context, a metalinguistic task necessitates deliberate reflection on the linguistic characteristics of a message, requiring attention to and evaluation of language's structural components. Achieving metalinguistic awareness entails the development of strategies for approaching and resolving problems that inherently demand cognitive and linguistic competencies. Typical metalinguistic activities include identifying ambiguity in language and breaking down sentences or words into their constituent elements. These tasks require an

understanding of language as an organised system and the ability to access and manipulate knowledge about that system.

Metalinguistic awareness does not equate to explicit knowledge of technical linguistic terms. For instance, a child may be proficient in performing tasks such as phonemic segmentation or recognising ambiguous expressions without being familiar with the terms phoneme or ambiguity themselves.

The impact of globalisation in the contemporary era necessitates individuals to develop proficiency in multiple languages (Purwowidodo, 2016). The ability to speak foreign languages is one of the needs of today's society, along with technological advances due to globalisation. The desire to master foreign languages such as Arabic and English encouraged the growth of bilingual school programs. However, this movement has grown, especially in schools with boarding school systems such as modern Islamic boarding schools. Students in universities also feel this need. Language is no longer considered lecture material that only discusses grammar, but as a tool to understand the theory of many references from Arabic or English.

The theories developed about bilingualism in language learning were used to see and analyse the influence of bilingualism on metalinguistic abilities and learning foreign languages, in this case, Arabic. In bilingualism, three standard terms are commonly encountered. First, Code Switching is the ability of a first language speaker to change and replace the first language (home language) into a second language (target language) correctly and adequately by the language rules that apply to the second language (Thoyyibah et al., 2024). A speaker will use Arabic on campus and then change it when he is in the home environment or vice versa (Pransiska, 2020).

Second, Simultaneous language Acquisition (SLI) is when children learn two languages simultaneously before the child is three years old. According to Hoff and Shatz, SLI is also known as Bilingual first language acquisition. IDD is also a time when children acquire two languages together. One of these things happened because of the marriage of two individuals from different countries. This means that the father and mother of the child have different nationalities and speak different languages. In Indonesia, there are many things like this. Indonesian men marry women from outside countries, or vice versa; Indonesian women are married to men from outside countries. Usually, they use different languages when communicating with children to introduce the language of their father and mother. So, the child must be able to master the vocabulary of two different languages. Seker said that the amount of vocabulary input children receive affects language acquisition. This means that if a child comes from a parent of different languages, then the dominance of the language that the child has depends on which vocabulary of the language he hears more often and how often the parent speaks the two languages and communicates with the child in two languages simultaneously (Pransiska, 2020).

Third, successive language acquisition (SLA). Grosjean and Li say that SLAS are not like Simultaneous Language Acquisition, where the forming process occurs at an early age. SLAS can last a lifetime, from childhood to adolescence to adulthood (Grosjean & Li, 2013a; Taura,

2014). The acquisition of a second language in SLA can occur from early childhood in kindergarten education to adolescence and/or adulthood. It can happen in family or school environments, ranging from kindergarten to college. It aims to give foreign language proficiency to make one bilingual. Kindergarten is a good time to start SLA. In this golden age, language developed well. Through the correct method and appropriate media, this bilingual program will help. The acquisition of this type of language will also be good from adolescence to adulthood. A child who goes to a bilingual school, such as a modern boarding school, will get used to using a foreign language as a second language to create a language environment (Pransiska, 2020).

Pransiska said that in creating bilingual conditions in learners with a foreign language as a second language, it is necessary to pay attention to several procedures (Pransiska, 2020). The guidelines for implementing well-planned programs include curriculum, teacher competencies, and the use and selection of methods and strategies. This is intended to support the development of students into bilinguals, such as increasing students' cognitive ability, social skills, language learning, and social traits and attitudes.

In research on the positive impact of bilingualism on early childhood social behaviour. Rachmana and Budiani researched the social behaviour of children who receive bilingual learning in kindergarten (Rachmana & Budiani, 2013). From the results of his research, it was found that the six kindergarten students who ran bilingual programs at home and school showed changes in children's social behaviour. Social behaviors that are formed include being willing to share (give in), not insulting and saying rudely (loudly), never quarreling, wanting to share possessions such as food and drink, discipline (obeying the rules), easy to get along with others, giving support, friendly, independent, willing to cooperate, willing to help, easily adjusting, behaving on one's initiative and behaving well which is the hallmark of each subject. These findings reinforce the benefits of bilingual programs that impact several aspects of development, namely cognitive and social development in children (Cedden et al., 2024; Pransiska, 2020).

The interaction between two languages in bilingual individuals contributes to various dimensions of their linguistic development. The simultaneous acquisition and learning of two languages during early childhood and subsequent knowledge of a second language during formal education, from primary school through higher education, shape the speaker's linguistic competence. Throughout this process, individuals are exposed to and internalise the grammatical systems of both languages, while also fostering metalinguistic awareness regarding their structural and functional differences (Caballero & Celaya, 2022). As demonstrated in studies on metalinguistic awareness, bilingual children and adults consistently outperform their monolingual counterparts when tasked with evaluating the grammatical correctness of sentences that contain semantically distracting or contextually irrelevant content (De Bruin et al., 2015). These tasks demand focused attention, requiring individuals to disregard semantic incongruities and concentrate solely on syntactic form. Bilingual individuals, both children and adults, tend to manage this more effectively than their monolingual peers. This ability to suppress salient yet irrelevant information is associated

with the executive control system. This suggests that bilinguals may outperform monolinguals in such tasks due to their strengthened executive functioning in linguistic contexts (Karatas & Aktan-Erciyes, 2022). Consequently, findings from metalinguistic task research support the hypothesis that bilingualism enhances the efficiency of executive functions, not only in language-related processing, but also in broader, nonverbal cognitive tasks (De Bruin et al., 2015).

According to Bialystok and Barac (Bialystok & Barac, 2013), the cognitive advantages of bilingual experiences in children have been observed across a broad age range, specifically between 3 and 8 years. More recently, research conducted by Kovács and Mehler expanded these findings to include infants. In their study, 7-month-old infants were presented with verbal cues composed of nonsensical three-syllable utterances, each followed by a visual reward in the form of a toy consistently appearing on the same side of a screen. The task required infants to associate the verbal cue with the anticipated location of the toy. This association was measured by tracking the infants' anticipatory gaze. If the infants had learned the cue-location pairing, they would look toward the expected location before the toy's appearance. Both monolingual and bilingual infants were equally adept at forming this initial association. However, in the second phase of the experiment, the toy was relocated to the opposite side of the screen, altering the established pattern.

The most significant impact of bilingualism is frequently observed in the domain of executive functioning—a set of cognitive processes including attention regulation, selective focus, inhibition, monitoring, and mental flexibility—all of which develop alongside the maturation of the prefrontal cortex. Diamond (Diamond, 2006) and Miyake et al. (Miyake et al., n.d.) identified three core components central to executive functions: inhibitory control (the capacity to suppress automatic or irrelevant responses), working memory (the ability to retain and manipulate information mentally), and cognitive flexibility (the skill of adapting to changing goals or priorities and shifting between mental sets) (Bialystok & Barac, 2013).

In a related study, Galambos and Goldin-Meadow (1990) investigated whether growing up in a bilingual environment, characterised by the concurrent acquisition of two linguistic systems, could enhance children's metalinguistic awareness. Their research assessed metalinguistic development across three distinct levels of explicit language knowledge in monolingual children and evaluated how bilingual experience influences this trajectory. The findings indicated that monolingual children generally progressed through a consistent sequence when acquiring the ability to identify, correct, and explain grammatical errors. This development typically moved from a meaning-oriented to a form-oriented approach to language at each level. However, variations emerged regarding the types of grammatical constructions that were most easily mastered. Those that were simpler to detect and correct often differed from those that were easier to explain (Galambos & Goldin-Meadow, 1990).

The bilingual experience accelerated the shift from content-based to form-based language awareness at certain stages (such as detection and correction). However, it had minimal influence on the explanation stage. Additionally, bilingualism did not significantly

alter which types of grammatical structures were more easily acquired across the three levels (AlAfnan, 2021; Alsalami, 2021).

During the observation and data collection, it became evident that bilingual code-switching between Arabic and Indonesian occurred frequently in the classroom. Both students and instructors engaged in this linguistic behaviour, particularly when comprehension appeared to be challenging. Instructors often used Indonesian strategically to clarify complex grammatical rules or explain abstract vocabulary, while students occasionally switched to their native language to express uncertainty or seek confirmation. These instances reflected not only bilingual speakers' natural linguistic tendencies but also code-switching's functional role as a pedagogical support. In many cases, intra-sentential and inter-sentential code-switching were observed, suggesting that such switches were not random but purpose-driven and context-sensitive. This bilingual interaction contributed to a more inclusive learning atmosphere and facilitated deeper engagement with the Arabic language, especially among learners with varying degrees of linguistic competence.

Code-switching in Arabic language classrooms serves a clear pedagogical and social function. Rather than being viewed as a sign of linguistic deficiency, code-switching emerges as a purposeful strategy that supports comprehension, facilitates participation, and enhances classroom interaction. Teachers employ code-switching to ensure that key concepts are understood, particularly when introducing unfamiliar grammatical structures or culturally specific vocabulary. At the same time, students utilise bilingual shifts to negotiate meaning, seek clarification, or express ideas with greater confidence. This dynamic creates a more inclusive and socially responsive learning environment, where learners feel comfortable navigating between languages without fear of making errors. As a result, code-switching not only aids in language development but also fosters a sense of community within the classroom, bridging linguistic differences and reinforcing mutual understanding among participants (Hazaymeh, 2022; Liu, 2020).

The findings, however, indicate that although Arabic was the primary medium of instruction, both students and teachers frequently engaged in code-switching to Indonesian, particularly when explaining complex grammatical rules or clarifying vocabulary. This bilingual interaction serves as a linguistic bridge and a pedagogical strategy to ensure comprehension and reduce learning anxiety. For instance, several students alternated between Arabic terms and Indonesian explanations during class observations when presenting their answers. Such instances reflect inter-sentential and intra-sentential code-switching, which aligns with Grosjean's (Grosjean & Li, 2013b) view of bilingual communication as a dynamic and functional process in language learning.

4. CONCLUSION

This research examines the occurrence of bilingual code-switching between Arabic and Indonesian within the framework of Arabic language instruction for native Indonesian speakers. The findings reveal that code switching occurs in various internal and external forms. Internal code switching refers to shifts between different varieties or styles within

Arabic, contributing to the development of Arabic fluency among learners. On the other hand, external code switching involves switching between Arabic and Indonesian, serving both communicative and pedagogical functions in the learning process. This study underscores that the prestige of Arabic as a language does not automatically translate into pragmatic dominance in everyday classroom interactions, where Indonesian often plays a crucial role. Overall, code switching emerges as a natural and strategic tool that learners and educators use to navigate the complexities of bilingual communication in the Arabic learning context. This study contributes to the growing body of research on bilingual education by emphasising the strategic use of code-switching as a pedagogical tool in Arabic language classrooms.

The practical implications of this study suggest that Arabic language instructors in Indonesia should recognise and leverage code-switching not as a sign of linguistic deficiency, but as a pedagogical resource that can support student comprehension and engagement. Teachers may purposefully integrate Indonesian at specific stages of instruction to clarify complex grammatical concepts, explain cultural nuances, or facilitate metalinguistic awareness, especially at the beginner and intermediate levels. Training programs for Arabic educators should incorporate strategies for effective code-switching to enhance the teaching and learning process in bilingual settings.

Nevertheless, this study has certain limitations. The analysis was based on classroom observations and teacher-student interactions in a specific educational context, which may not reflect the broader range of Arabic learning environments across Indonesia. Future research could explore how code-switching practices differ between pesantren-based Arabic instruction and general public or private educational institutions. Furthermore, experimental intervention studies could assess how intentional and structured use of code-switching impacts language acquisition outcomes over time. Expanding the participant pool and incorporating learner perceptions would also enrich understanding of how code-switching is received and utilised from both instructional and cognitive perspectives.

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