

ABSTRACT

Nowadays, TikTok has provided EFL students with various learning content to help students improve their English Skills. Many of them use code-switching between English and their first language. With regard to this, many studies have examined this trend. However, only a few studies have examined how students perceive code-switching and whether they depend on their first language when learning English through digital platforms. Therefore, this study aimed to explore EFL students' attitudes toward code-switching in English-learning content on TikTok and to identify their level of first-language dependency. This study employed a descriptive quantitative research design with 71 students from the Faculty of Teacher Training and Education at a private university in Bandung, Indonesia as participants. Data were collected through a Likert-scale questionnaires comprising three dimensions of perceptions, named cognitive, behavior, and affective proposed by Gardner (1985). The questionnaires results were analyzed using descriptive statistics based on mean scores. The findings showed that students had positive attitudes toward code-switching, with an overall mean score of 4.09. Among the three dimensions, the cognitive dimension obtained the highest mean score of 4.27 ($M = 4.27$), followed by the affective dimension of 4.07 ($M = 4.07$) and the behavioral dimension of 3.93 ($M = 3.93$). In terms of the level of first language dependency, the participants tend to be at a moderate level, with a mean score of 3.30 ($M = 3.30$). These findings indicate that code-switching can serve as a useful learning support strategy that helps students to understand English content without highly dependent on the use of the first language.

Keywords: Code-Switching, EFL Learning, First Language Dependency, Students' Attitudes, TikTok