

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. EFL (English as a Foreign Language)

According to Munawaroh et al. (2022), in countries like Indonesia, English as a Foreign Language (EFL) is defined as a situation in which people learn English in an environment where English is not spoken as a means of communication. In most cases, people only interact with the English language in certain circumstances, for example, within the classroom environment. Therefore, learners' experience in acquiring the language differs from that of those who interact with it daily.

The characteristics of EFL education in these environments include minimal exposure to English, as the learners use the language only during lesson times. The teaching method is usually structured and teacher-oriented (Munawaroh et al., 2022) and includes explanations, teaching grammar, and performing exercises. The use of this type of methodology enables the acquisition of linguistic forms but does not necessarily enhance students' communicative skills in real-life situations (Rengur et al., 2025). First language plays an important role because learners tend to formulate thoughts in their mother tongue and then translate them into English, indicating the ongoing relationship between their education and their first language.

These factors pose some difficulties for learning English in an EFL environment. Vocabulary acquisition is one of the first problems that arise because learners rarely encounter new vocabulary in everyday life. Furthermore, confidence is another challenge that learners face, as they lack confidence in pronunciation, grammar, or word choice, leading to hesitation when communicating, even when they fully understand what they are trying to say. The lack of practice becomes an additional obstacle to achieving fluency, since although learners know how to use grammar properly, they have trouble applying it when communicating in English.

The learning of English is currently undergoing drastic changes owing to the advent of technology. People learn English through social media sites, YouTube, and other digital media (Indah et al., 2024). English language can be learned not only in the conventional classroom environment but in more flexible settings. For instance, TikTok provides opportunities to learn English informally by engaging

with short, interactive clips that depict learners' everyday activities. Nevertheless, this has its own challenges since learners will learn languages mixed with English.

Here, code-switching is one of the many concepts that have grown in importance over the years. When a student has difficulty understanding or expressing something in English, he or she may switch to his or her native language to communicate. This indicates that the learning process is not independent, but rather a combination of the two languages. It is necessary to find out how effective this process is for learning and whether it helps to become dependent on the first language at all.

2. Code-Switching

When it comes to learning a language, especially within EFL settings, code-switching is a rather common occurrence. Code-switching can be described as the use of two or more languages in a single communicative situation (Fatsah & Purnama, 2022). For instance, the student may be speaking English and then add a word or even a sentence in Indonesian. Code-switching is common among many language learners; often, it occurs because of difficulties expressing an idea in the target language. That is why code-switching is not an error, but rather an inherent part of language acquisition.

The linguistic study distinguishes various forms of code-switching (Daulay et al., 2024). Inter-sentential code-switching is defined by code-switching that happens between sentences, where each sentence is written using a separate language. On the other hand, intra-sentential code-switching takes place in one sentence through the mixing of language features in many languages. Additionally, tag-switching takes place through the use of short phrases from another language like “you know” and “right.”

Code-switching does not automatically interfere with learning, but in many instances, it helps students understand the lesson (Nurdiana et al., 2026). The use of the first language serves as an intermediary when students cannot understand English. Furthermore, code-switching ensures the continuous process of communication. The students do not have to stop because of a lack of vocabulary but continue communicating in a combination of both languages. This could be another way for the students to gain confidence as well (Caiado et al., 2020).

In the EFL context, code-switching has been recognized as a communication strategy (Rengur et al., 2025). Code-switching is employed by students in order to compensate for deficiencies in their level of knowledge of the English language. In cases where the learner is unable to recall a certain English word, they can opt to replace it with another word that is found in the first language.

While there are many benefits to code-switching, there are also several drawbacks. Although it helps make the material understandable, promotes participation, and makes the learning process easier, the overuse of code-switching might make learners dependent on their mother tongue. Learners will find it easier to fall back on their mother tongue when confronted with difficulties, thus decreasing their interest in mastering the English language.

With regards to the digital age, code-switching is becoming more common. For example, many learning tools for English use the local language alongside English to promote understanding. The idea behind this is that it can boost the ability to relate to what is being taught. It brings up the question of whether it hinders or helps learning.

Taking the above into consideration, code-switching is a relevant issue that warrants exploration, especially in the context of language acquisition in the digital age. In this regard, research will focus not only on code-switching itself, but also on how students understand this phenomenon. Examination of these viewpoints helps to have a better grasp of the question of whether code-switching is beneficial or detrimental for acquiring English.

3. Code-Switching in EFL Learning

Code-switching is a common feature among multilingual and bilingual speakers, in which a speaker switches between languages while communicating. In the case of English as a foreign language (EFL) speaking communities, code-switching is quite common, as English is taught in communities where learners share the same native language. Code-switching should not be taken to indicate any linguistic inadequacy; rather, it is seen as a way of communicating that makes interaction easier. As stated by Rengur et al. (2025), code-switching allows the speaker and teacher to express themselves using a combination of students' familiar linguistic elements.

Code-switching within EFL classrooms has several roles in the teaching process. Often, teachers will switch from one language to another while teaching new vocabulary, explaining grammar rules, giving instructions, or helping learners grasp the whole lesson. Students may also engage in code-switching while asking questions, giving their opinion, or responding to classroom activities, especially when they face linguistic challenges. According to Taufiq & Putri (2022), switching from one language to another strategically assists in keeping the classroom interactions going, avoiding communication failures, and making learners engage in classroom activities.

In addition to formal classroom instruction, code-switching is becoming an increasingly common practice in digital learning environments, particularly on social media platforms where educational content is created for diverse audiences. English language learning videos often combine English with learners' first languages to simplify explanations, improve accessibility and maintain audience engagement. This bilingual approach enables learners with different levels of English proficiency to more easily follow instructional content while gradually developing their understanding of the target language. Indah et al. (2024) emphasise that code-switching in the context of digital learning can support comprehension and create a more inclusive learning environment by reducing language-related barriers.

Despite its educational benefits, code-switching presents several challenges that require careful consideration. Excessive reliance on the learner's first language can reduce opportunities for meaningful exposure to English, potentially slowing the development of vocabulary, listening comprehension, and communicative competence. Learners who become overly dependent on translated explanations may also have difficulty processing English independently in situations where their first language is not available. Maruf et al. (2023) Therefore, they suggest that code-switching should be used strategically, rather than excessively, to ensure that it functions as instructional support while maintaining sufficient exposure to the target language.

Overall, code-switching plays an important role in contemporary EFL learning by facilitating comprehension, increasing learner participation and

supporting communication in both classroom and digital learning contexts. However, its effectiveness depends largely on how and when it is implemented. Appropriate use of code-switching can enhance the learning experience without reducing opportunities for English language development. Given the growing popularity of bilingual educational content on social media, understanding learners' attitudes toward the use of code-switching has become increasingly important in assessing its role in supporting English language learning.

4. First Language Dependency in EFL Learning

a. Definition and Emergence of First Language Dependency

When learning English as a foreign language (EFL), learners often rely on their native language to facilitate comprehension of the target language. This phenomenon, referred to as first language dependence, describes the tendency to use the native language as a support system when acquiring, processing, or communicating in a second or foreign language. First language dependency often occurs when learners encounter unfamiliar vocabulary, complex grammatical structures, or challenging concepts in the target language. As a result, the first language acts as a cognitive support that helps construct the meaning of new information and comprehension. (Alsuhayl & Arabia, 2026).

The use of the first language in language learning is widely recognized as beneficial, especially for learners with limited proficiency in the target language. Cook (2011) argues that the first language serves as a valuable resource in second language learning by allowing learners to connect new information with their existing linguistic knowledge. Strategic use of the first language can also reduce confusion, improve comprehension, and help learners to understand instructional materials more effectively. As a result, the first language is often seen as a helpful tool rather than a hindrance, especially in foreign language learning contexts.

A common strategy learned in the native language is code-switching. This practice allows both learners and teachers to alternate between the target language and the native language to facilitate communication and enhance understanding. In educational contexts, code-switching has been shown to support comprehension, clarify complex concepts, and foster a more accessible learning environment.

(Alsalam, 2026). By using code-switching, learners can bridge language gaps and participate more actively in the learning process.

While there are advantages to using the first language, it can also lead to first language dependency. Learners who frequently use translations, explanations, or language supports in their native language have fewer opportunities to process information directly in the target language. As a result, these learners often struggle to develop independent comprehension and communication skills in English. Scholars argue that although the first language can support learning, over-reliance on it reduces exposure to the target language and limits opportunities for language acquisition. (Hussein, 2020).

Within English learning content on TikTok, content creators often use code-switching to increase the comprehensibility and engagement of learning materials. (Huttayavilaiphan, 2024). Although this approach may improve learners' comprehension and foster greater interest in English, it may also promote a reliance on the first language when processing English content. Therefore, it is important to examine first-language reliance to determine whether it only promotes learning or also causes learners to rely on their native language. This question is central to the present study, which examines students' attitudes toward code-switching in English-language learning content on TikTok and assesses the extent to which such content may contribute to first-language dependency.

b. Levels of First Language Dependency

First language dependence is not a fixed or uniform condition; rather, it varies in degree depending on how frequently and necessarily learners rely on their first language when processing the target language. To qualify these varying degrees, this study draws on Macaro's (2001, 2005) framework of L1 use, which identifies three theoretical positions regarding the role of the first language in foreign language learning: the virtual position, the maximal position, and the optimal position.

The virtual position holds that the first language should not be used at all, as learners are expected to acquire the target language solely through exposure to it. Learners close to this position would be expected to show minimal or no reliance on their first language, corresponding to a low level of first language dependence.

The maximum position recognizes that while minimal L1 use remains the ideal, some L1 use is often unavoidable in practice, especially when learners encounter unfamiliar vocabulary or complex explanations. Learners operating in this position would be expected to rely on their first language to a limited but noticeable extent, corresponding to a moderate level of first language dependence.

The optimal position, on the other hand, argues that the first language can be used strategically to enhance rather than hinder target language learning. From this perspective, some L1 use is not necessarily a weakness, but may reflect a deliberate and beneficial learning strategy. However, if learners consistently and extensively rely on the first language in most learning situations, to the extent that comprehension in the target language becomes difficult without it, this pattern would instead correspond to a high level of first language dependence, which is more closely associated with what Macaro (2001) describes as excessive or unprincipled L1 reliance rather than strategic use.

In addition to Macaro's framework, the concepts of scaffolding and fading, rooted in Vygotsky's (1978) sociocultural theory and further developed by Wood, Bruner, and Ross (1976), provide a complementary lens for understanding these stages. Scaffolding refers to the temporary support provided to learners to help them perform tasks beyond their current independent ability, while fading refers to the gradual withdrawal of this support as learners become more capable of performing the task independently. Applied to first language dependency, this concept suggests that first language reliance can function as a form of scaffolding: learners with high levels of dependency still require substantial first language support, learners with moderate levels of dependency show signs of partial fading, relying on the first language only in certain situations, and learners with low levels of dependency show that fading has largely occurred, enabling them to process the target language with minimal first language support.

Together, these two frameworks provide a theoretical basis for interpreting the measured levels of first language dependence. These levels are not arbitrary numerical categories, but rather represent learners' varying degrees of reliance on and independence from their first language when engaging with English learning content on TikTok.

5. Social Media in Language Learning

Recent advances in digital technology have significantly changed the way students access knowledge and engage in learning, particularly in the context of language education. Learning is no longer confined to formal classroom environments, as educational materials are now accessible through a variety of online platforms. Social media, once used primarily for communication and entertainment, has become an important resource for educational purposes. (Singer, 2024). The widespread availability of smartphones and Internet connectivity has further facilitated the integration of social media into students' daily learning routines, allowing them to interact with educational content beyond the confines of traditional classroom settings.

Social media has become increasingly relevant in language learning because it provides learners with continuous exposure to authentic language input. Unlike traditional learning materials, which are often designed for instructional purposes, social media content reflects natural communication used in everyday situations. Learners are exposed to a variety of language expressions, accents, vocabulary, and communication styles through videos, captions, comments, and live interactions. (Marhum & Sadilia, 2026). This authentic exposure allows learners to develop not only their language skills, but also their awareness of how language is used in real-life contexts.

Another important benefit of social media is its flexibility. Students can access learning materials anytime, anywhere, at their own pace and preferences. This flexibility encourages autonomous learning as learners can choose content that matches their interests, language proficiency, and learning goals. (Roy & Gandhimathi, 2025).. Rather than relying solely on textbooks or classroom instruction, learners can repeatedly watch instructional videos, review explanations, and explore additional resources on their own. These opportunities contribute to a more personalized learning experience that complements formal education.

In addition, social media encourage active participation rather than passive consumption of information. Most platforms offer interactive features such as commenting, sharing, liking, and creating user-generated content, allowing learners to communicate with content creators and other users. These interactions promote

meaningful language practice and increase learner engagement, which are considered important factors in successful language acquisition. (Ramadan et al., 2024). Students will be able to not only receive information, but also participate in authentic communication within digital communities.

Despite these pedagogical benefits, the language used in social media differs significantly from the language typically found in textbooks or formal academic contexts. Social media communication is often informal, dynamic, and influenced by multilingual users from diverse linguistic backgrounds. As a result, language practices such as abbreviations, slang, code-mixing, and code-switching are common. Among bilingual and multilingual speakers, code-switching is particularly common because users naturally switch between languages to improve clarity, emphasize meaning, or accommodate audiences with different language proficiencies. (Kim et al., 2022). As a result, learners are often exposed to English alongside their native language while interacting with educational content on social media.

As far as language learning is concerned, such a multilingual setting can have pros and cons. First of all, the presence of learners' first language in teaching can help them understand complicated ideas more easily, as well as reduce the amount of cognitive burden and increase comprehension in general, particularly when learners have poor English (Fauzan et al., 2026). However, excessive use of the first language can reduce exposure to English and affect learners' ability to process English independently (Fauzan et al., 2026). Thus, knowing how learners react to the bilingual use of language on social media has become crucial.

According to Reinhardt (2020), social media should be considered a complementary tool that augments language education rather than a substitute for it. The tool's efficiency as a learning medium depends not only on the availability of online content but also on how learners perceive it. Social media can serve as an effective tool for vocabulary building, listening, culture learning, motivation of students, and usage of language in authentic contexts. Thus, social media is now an inevitable element of language acquisition in the modern world, especially in the environment of technological education.

6. TikTok as Learning Platform

Due to the rapid development of social networks, TikTok has become one of the most popular networks, especially among college students. Although the network was initially known as an entertaining channel, it is now gradually gaining a reputation as an educational tool as well, especially for English language education (Bahya Alfitri, 2024). This is proven by the number of educational videos on the network.

The TikTok app comes with various features that enhance the learning experience. One of these is the briefness of the videos, which makes it easy for TikTok to convey messages fast and directly. The briefness of the videos makes it easier for students to learn without attending prolonged classes (Fiallos, 2020).

In addition to that, the TikTok platform allows for the provision of learning materials through creative, contextually appropriate means. This is because most content creators have a tendency to incorporate elements of conversation, idioms, and common scenarios in their content.

However, even though TikTok is an advantageous learning platform, there are some limitations in using it for educational purposes. First, because of the nature of TikTok and its short, sometimes unstructured videos, the information provided may be shallow, rather than full-fledged. Secondly, the videos are not in English only and use code-switching instead.

TikTok acts as an informal and supportive learning tool, providing learners with easy and interesting ways of acquiring skills in the English language. However, its efficiency becomes optimal when combined with other learning materials.

7. Code-Switching in Digital Learning (TikTok)

In this regard, TikTok has been one of the fastest-growing social media platforms around the world due to the growth of social media. The platform, which is used for entertainment purposes via the posting of short videos, has evolved to perform other roles in different fields such as education, business, and communication. In the field of education, the TikTok app has gained popularity amongst both instructors and learners as a source of information dissemination in an entertaining way. This evolution of the role of the app has demonstrated how digital learning environments

have changed and social media has transformed from a fun environment to one of learning (Bahya Alfitri, 2024).

The unique feature of TikTok is the short video clip, which helps people convey their information effectively and easily in an attractive and clear way. In TikTok learning videos, learners get information along with animations, subtitles, background sounds, and visual demonstrations, which make complex ideas simple for learners. This type of media helps attract the learners' attention and engages them. In addition, today's young generation is very used to using the Internet via their smartphones and gets attracted to such content more easily. As mentioned by Fiallos (2020), the shorter length of TikTok videos helps learners get information effectively.

Along with being a short-format platform, TikTok supports the idea of microlearning, which refers to the delivery of educational content through short and concentrated segments that can be covered in a very short amount of time (Khlaif, 2021). Through such a form of learning, students are able to learn things step-by-step while being attentive and motivated to learn. The students are able to watch the videos many times according to their convenience since they have access to the videos at any time, which results in the ability of autonomous learning on the part of the students.

There are authentic language opportunities on TikTok, which is why TikTok is important in helping people learn English. There are various English learning users who teach different aspects of the language, such as vocabulary, pronunciation, grammar, idioms, and even conversational English by giving learners contexts from which they can learn. Instead of providing the learner with just an example from a textbook, most of the TikTok users show how English can be used in context (Yang, 2020).

In addition, one more benefit of TikTok is its interactive learning environment. With TikTok, students have access to tools like commenting, sharing, liking, duetting, and stitching that make them interact actively. Communication between the learner and the content creator, as well as the interaction among the users with common learning interests, happens thanks to those tools (Khlaif, 2021). In such a way, the community of learners is formed online, which allows the

learners to ask questions, exchange ideas and get quick responses from content creators or other users.

However, despite all these benefits of using TikTok for educational purposes, there are a number of issues associated with TikTok as a learning tool. The briefness of videos is one of the factors which makes it impossible to discuss various language-related topics in detail. Besides, considering that everyone is capable of uploading an educational video, there is no guarantee of information being reliable. Thus, learners must have the necessary set of digital literacy skills which will help them to determine the credibility of information (Benitez-correa & Gonzalez-torres, 2025).

The use of code-switching is another distinct feature of English-learning videos on TikTok. A large number of creators tend to switch from English to the learners' native language Indonesian, for instance to help understand some meanings better, explain the grammatical structures, introduce new vocabulary, or keep the viewers engaged. The two-language presentation makes the material more comprehensible and easier to learn for people having different levels of English knowledge. On the other hand, however, the consistent usage of the native language can affect learners' perception of English as well as their attitude to bilingual instruction (Moleke Heritage; Malesela Edward Montle, 2022). Therefore, the analysis of the learners' attitudes to code-switching in TikTok videos becomes crucial.

In general, it is safe to say that TikTok proves to be quite a useful medium for the informal study of the English language due to the presence of flexible, interesting, and authentic opportunities available to the users (Tan et al., 2022). However, to achieve the best results from this app, it must be used along with learning materials and methods. Within this context, a discussion of the attitude of university EFL students to code-switching in the English learning material on TikTok can be very beneficial.

8. Attitude in Language Learning

Attitude represents a significant factor influencing students' success in language learning. It encompasses students' cognitive, emotional, and behavioral responses to both the language and the learning process (Thuan, 2021).

An even deeper analysis shows that the attitude of people usually has three main parts, which include cognitive, affective, and behavioral (De & Hernández, 2024). Cognitive attitudes are connected with beliefs of the students about English and can be based on perception of its importance or complexity. Affective attitude means feelings of the students in relation to English; it can be interest, pleasure, or nervousness. Behavioral part includes actions of the students.

The attitudes of the students affect the learning process. Students who have a positive attitude towards something learn more easily and become more motivated towards the task. Similarly, if learners hold negative attitudes toward something, they lack motivation and tend to avoid it.

However, in modern educational settings, not only classroom situations but also media play a role in shaping the attitudes of learners. The attitudes of students concerning some teaching strategies such as code-switching depend on their perception of such teaching strategies. Their perceptions matter a lot in their attitudes towards such strategies.

Understanding students' attitudes is essential for evaluating their responses to various learning strategies and for assessing the impact of these attitudes on motivation, participation, and academic outcomes.

According to Gardner (1985), attitude is made up of three aspects that include cognitive, affective, and behavioral aspects. The aspects represent learners' thoughts, feelings, and behavioral tendencies towards a specific object or phenomenon. Hence, in the current research, Gardner's (1985) three aspects are used to examine students' attitudes towards code-switching in English learning videos on TikTok.

a. Gardner's Attitude Theory

The concept of attitude plays a very significant role in the process of language learning. According to Robert Gardner (1985), attitude refers to the evaluative response that people make to any object, individuals, or situations. When applied to language learning, it is quite clear that the attitudes of learners have a significant effect on their motivation and learning behaviors. Those learners who have positive attitudes towards certain learning procedures tend to perform better than others.

According to Gardner (1985), attitude is comprised of three aspects, which are interconnected: cognitive, affective, and behavioral. The cognitive aspect is defined by the beliefs, ideas, and perceptions of learners about an object. The affective aspect involves the emotions of learners and their feelings. The behavioral aspect is related to the intentions of learners to act in a certain way.

Gardner's Attitude Theory is one of the effective approaches to use in studying the attitudes of students towards code-switching in English learning content on TikTok. The study will help us gain an overall knowledge of the attitudes, emotions, and behavior of students towards code-switching in the online English learning process.

b. Cognitive Aspect

Cognitive attitude is a set of beliefs, perceptions, and information that a person has concerning a certain object. According to Gardner (1985), the cognitive aspect of attitude reflects the thoughts and beliefs of people about an object based on their experience and information. As far as the sphere of language learning is concerned, cognitive attitudes include learners' perceptions of the utility and value of certain strategies.

As far as code-switching is concerned, cognitive attitudes relate to the perception of students regarding whether using Indonesian and English at the same time helps to understand the learning material better. It means that having positive attitudes shows that the students consider code-switching beneficial for them.

c. Affective Aspect

Affect is related to the emotions that someone may feel towards specific stimuli. As explained by Gardner (1985), the affective domain describes whether someone likes or dislikes certain stimuli, enjoys or feels relaxed about something. The emotions can play a big role in determining how the students participate in language lessons.

Within the context of code-switching, the affective concerns of both Indonesian and English are in educational content. Students who experience comfort, interest, or confidence when exposed to code-switching demonstrate positive affective attitudes. Consequently, analyzing the affective aspect facilitates the identification of emotional responses associated with code-switching in English-learning content on TikTok.

d. Behavioral Aspect

The behavioral aspect denotes an individual's propensity or intention to respond in a specific manner toward an object or situation. According to Gardner (1985), this component encompasses observable actions or behavioral tendencies arising from underlying beliefs and emotions.

Within the context of language learning, behavioral attitudes are demonstrated by learners' willingness to participate in learning activities, engage with instructional materials, and persist in employing specific learning strategies. Regarding code-switching, the behavioral dimension concerns students' tendencies to observe, interact with, and use English learning content that integrates both Indonesian and English. Positive behavioral attitudes suggest that learners are receptive to engaging with and deriving benefits from code-switching during their learning process.

B. Previous Research

The first study, Negeri and Thaha (2025) conducted a study titled “*The Influence of English Code-Mixing in Social Media Content on the Language Attitudes of Indonesian Youth.*” Using a descriptive qualitative approach and document analysis, the researchers examined how code-mixing affects the language attitudes of Indonesian youth. The results demonstrate that code-mixing appears in several forms, including words, phrases, and clauses. Furthermore, code-mixing fulfills various communicative functions, such as expressing identity, promoting social interaction, and supporting adaptation to global culture.

Moreover, the results of the study show that the attitude towards languages is a double-edged one in Indonesia. While Bahasa Indonesia is highly esteemed for official purposes, English is considered to be more modern, expressive, and useful in the digital environment. This means that the process of code-mixing involves not only linguistic but also social and cultural aspects. Therefore, the study suggests that the process of code-mixing is adaptive in multilingual communities, especially in the digital age.

The second study, carried out by Nurdiana et al. (2026), with the title “The Influence of Code-Mixing in TikTok Posts: How Video Contents With Mixed Languages Help Develop the Vocabulary of Students,” was done using a descriptive

quantitative research design. This research examined the attitudes of English learners in TikTok towards code-switching and how they used their first languages. There is evidence of a statistically significant increase in students' vocabulary levels after exposure to TikTok videos featuring code-mixing. Indeed, there was an increase in the mean vocabulary level from 57.78 to 74.63.

In this study, it is important to note that TikTok, as a means of learning, shows engaging and interactive nature as well as contextual relevance that can help to motivate students to be engaged in learning the English language. However, in this study, the focus is on the cognitive aspect, that is, improvement of vocabulary, and not on students' perception of code-mixing.

Third, “Code-Switching in the English Teaching Process: A Study of Lecturers’ Utterances in the Department of English Education” by Anastasia (2021), was done on the use of code-switching in university English instruction and learning process. This study employed the descriptive qualitative approach where two lecturers in the English Education Department were used as subjects.

Results show that code-switching was used by lecturers in two ways, namely inter-sentential code-switching (57.5%) and intra-sentential code-switching (42.5%), while tag-switching was not evident. Other factors that have been identified as having influence on code switching include participant variables (ability of the students), setting (classroom environment), content (materials being taught), and function (communication purposes). Code-switching was done by the lecturer to help the students understand the materials better, especially when dealing with difficult English terminologies.

Study four is done by Wulandari et al. (2025) and entitled “*Code-Switching in Digital Communication: A Study on Bilingual Language Usage in Popular Platforms.*” This study examines the usage of code-switching in digital communication via different popular platforms such as Instagram, WhatsApp, TikTok, and Twitter. Qualitative research methodology was used in this study through literature review. It has been found that code-switching in digital communication is influenced by social, psychological, and technological aspects, among which the particular platform plays a role.

In addition, code-switching acts as a communicative strategy that helps to adapt the audience, express social and cultural identity, and strengthen social relationships in the digital world. In particular, the study shows that the language of choice on media with a worldwide audience is English, while local languages are preferred when communicating on a personal level. Therefore, code-switching plays a linguistic function, which is intrinsically related to the social identity of the users.

The fifth study, conducted by Panjaitan and Seinsiani (2025) entitled “*First Language Interference on EFL Learners' Speaking Ability at the Higher Education Level*” investigated the influence of first language (L1) interference on the speaking ability of EFL students in higher education. This study employed a qualitative approach using interviews, open-ended questionnaires, and closed-ended questionnaires to identify the types of L1 interference and the factors contributing to its occurrence among university students.

The findings indicate that first-language interference significantly affects students' English-speaking performance, particularly in accuracy and fluency. The study reports that 82% of participants mentally translate from Indonesian to English before speaking, demonstrating a strong dependence on their first language. This practice frequently leads to grammatical errors, unnatural sentence structures, frequent pauses, and diminished speaking confidence.

Furthermore, the study identified four major factors contributing to first language interference, namely first language background, English proficiency level, psychological factors, and learning strategies. Students with limited English proficiency tended to rely heavily on Indonesian language patterns, while anxiety, lack of confidence, and habitual translation strategies further reinforced this dependence.

Overall, the study concluded that excessive reliance on the first language can hinder learners' fluency and speaking development. The researchers suggested that English instruction should encourage learners to think directly in English and provide more opportunities for authentic communication rather than relying on translation-based learning strategies.

The sixth study, conducted by Patmasari, Agussatriana, and Kamaruddin (2022) entitled “*An Investigation of the Use of Code-Switching in EFL Classroom: Attitudes and Perceptions*,” examined students’ attitudes and perceptions toward the use of code-switching in EFL classrooms. The study employed a qualitative descriptive approach involving EFL students and aimed to explore how learners viewed the use of both the first language and English during classroom instruction.

The findings indicated that students generally maintained positive attitudes toward code-switching in the classroom. Most participants reported that code-switching enhanced their comprehension of learning materials, especially when encountering challenging vocabulary, complex explanations, or unfamiliar concepts. Additionally, code-switching was found to reduce confusion and improve students’ ability to follow classroom instruction. Students also identified code-switching as an effective strategy for facilitating communication between teachers and learners.

Furthermore, the study found that code-switching fostered a more supportive learning environment by reducing learners’ anxiety and enhancing their confidence in classroom participation. While English remained the primary language of instruction, the strategic use of students’ first language was perceived as beneficial for improving comprehension and learning outcomes.

Overall, the study concluded that students demonstrated positive attitudes toward code-switching and viewed it as an effective pedagogical strategy in EFL classrooms. The findings suggest that the appropriate use of code-switching can support learners’ understanding, engagement, and participation in the language learning process.

The seventh study conducted by Tran (2025) entitled “*Code-Switching in EFL Classrooms: Students’ and Teachers’ Attitudes in the Mekong Delta, Vietnam*” investigated the attitudes of EFL students and teachers toward the use of code-switching in English language classrooms. The study employed a mixed-method approach using questionnaires and semi-structured interviews. The participants consisted of 60 English-major students and 10 EFL teachers from educational institutions in the Mekong Delta, Vietnam.

The findings indicated that both students and teachers generally expressed positive attitudes toward code-switching. Students reported that code-switching helped them overcome linguistic challenges, improve comprehension, and increase their interest, confidence, and motivation in learning English. Teachers identified code-switching as an effective instructional strategy for enhancing classroom learning and facilitating communication.

Furthermore, the study identified several functions of code-switching in EFL classrooms. For students, code-switching was used to maintain conversations, communicate with peers, and avoid misunderstandings. For teachers, code-switching served to explain lesson content, manage classroom activities, and strengthen relationships with students.

Overall, the study concluded that code-switching plays a positive role in EFL learning by supporting comprehension, communication, and learner motivation. The findings suggest that code-switching can be used as an effective pedagogical strategy when implemented appropriately in English language classrooms.

Based on the previous studies, it can be concluded that the phenomena of code-switching and code-mixing have been widely investigated in various contexts. The study by Negeri & Thaha (2025) shows that code-mixing in social media is related to the dual orientation of youth language attitudes, but it does not specifically focus on the EFL context at the university level. The study by Nurdiana et al., (2026) reveals that TikTok content with code-mixing effectively improves students' vocabulary, yet it mainly emphasizes cognitive aspects without examining learners' attitudes. Meanwhile, Anastasia (2021) focuses on the use of code-switching in classroom learning from the lecturers' perspective, and Wulandari et al., (2025) explores this phenomenon in general digital communication without specifically linking it to English language learning.

Therefore, while previous studies have mainly focused on the functions, influencing factors, and learning outcomes of code-switching and code-mixing, the present study contributes to the existing body of knowledge by examining EFL university students' attitudes toward the use of code-switching in English learning

content on TikTok. This perspective provides additional insights into the role of code-switching in digital English learning environments.