



Analysis of Causing Factors on Teachers' Code Switching

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Abstract

Code switching is an intriguing phenomenon to investigate because it is a part of the development process and the use of multiple languages (bilingual). In the world of education, both at the middle and upper levels, the use of code switching can be done by teachers or students in the classroom. This research was conducted to find out the factors causing teachers to do code switching in the classroom. The research method applied in this study was qualitative research in the form of a case study. The writers selected the participants for this research by using a convenience sampling technique. There were two teachers of English at SMA Negeri 15 Palembang, and those teachers were selected as the participants to collect the data. In collecting data, the writers used interviews through open-ended questions. Then, the writers analyzed the data obtained from the interview using a theme code system in the form of table codes, synchronizing the data

with the aspects and items that prevailed in the interview protocol. The result of this research based on the interviews showed that there are two factors causing teachers to do code switching. Two factors are linguistics and non-linguistics. Language linguistics factors are divided into language stagnation and a lack of students' knowledge of vocabulary. Furthermore, non-linguistical factors are divided into the emotional condition of the teacher and the condition of the class situation.

Keywords: Code Switching; Actors of Code Switching; Linguistics; Non-Linguistics.

Introduction

Code switching is an interesting phenomenon to study, especially the use of language in society, because it is part of the development process and the use of various languages (bilingual). In general, code switching occurs in society for two reasons: first, speakers can only communicate in the target language, and second, for multiple communication purposes (Gysels, 1992). The cause cannot be separated from the influence of language diversity in a community, which ultimately blends to form a mixture that can be understood by the community. In other words, those people who speak A and are entered by other people who have language B, then the two communities mix into one community.

In the world of education, both at the middle and upper levels, the use of code switching can be done by teachers or students in the classroom. In line with this, Braga (2000), Cipriani (2001), Bergsleithner (2002), and Greggio and

Gil (2007) argue that the phenomenon of code switching in multilingual classrooms can occur all over the world. Code switching also occurred with some teachers at SMA Negeri 15 Palembang during my preliminary study. It happened because Indonesian has an important role as it was used as the language of instruction from elementary to university levels in various regions in Indonesia, including in Palembang. In this case, both teachers and students often use the target language, especially when interacting in the classroom. However, most teaching interactions in classes still use code switching. It occurs due to the diversity of input and background of the speaker (student) in the classroom, especially in schools as places of education (Qonaatun, 2018).

Code switching itself has several definitions. Bullock and Toribio (2009) stated that code switching is a person's language ability that allows the person to change two or more languages in one conversation "The phenomenon of code switching cannot be easily avoided because of the person's bilingual ability". The phenomenon of code switching occurs depending on various situations (Hudson, 1996). The phenomenon of code switching is found in bilingual communities because they are usually asked to choose a certain code each time they choose to speak, and they can also switch from one language to another (Wardhaugh, 2006). Pointedly, the code-switching phenomenon can occur in a bilingual society and depends

on various situations. In addition, Hymes (1974) as cited in Ayeomoni (2006) stated that code switching is a common term for alternative use of two or more languages, varieties of a language, or even speech styles.

Based on the preliminary study conducted at SMA Negeri 15 Palembang, it was found that teachers at SMA Negeri 15 Palembang used code switching in teaching English for some factors. First, the teacher uses code switching to avoid misunderstanding the material presented. This is done not only to facilitate the learning process but also to maximize the teacher's performance in every meeting in the classroom. Second, most of the students are not fluent in English. Therefore, the teacher takes the initiative to use Indonesian or the student's local language so that what is meant is conveyed well and easily understood by students. It is hoped that all students will be more active when in the class and that the learning process will be more effective.

In addition, code switching can also change students' mindsets that learning English is not as difficult as they think. In addition, the research of Muthusamy et al. (2020) found that similar factors explained why some teachers used code switching among students; they were as follows: the lack of mastery in English, avoiding misunderstandings, maintaining privacy, ease of speaking in the first language compared to speaking in English, and unfamiliarity with similar words in English. Therefore, code switching was found

to be an effective strategy used by students to make the intended meaning explicit and to transmit some knowledge to other students in class interaction.

Furthermore, Rahmina and Tobing (2016) also found that the most dominant factor behind the occurrence of code switching was the linguistics factor in terms of the students' lack of English mastery. In addition, Chaer and Agustina (2014) stated that there are other factors that cause code switching, including the following: speakers, listeners, or interlocutors changes in the situation with the presence of a third person or party, changes from formal situations to informal situations or vice versa, and changes in the topic of conversation. A speaker often performs code switching to get an advantage or benefit from the act of communication. Speech partners can cause code switching events, for example with the reason that the speaker wants to balance the language skills of the speech partner. In this case, the speech partner's language skills are usually lacking because it may not be their first language (Chaer & Agustina, 2014).

In conclusion, based on some previous studies and some facts during the preliminary study on teaching English, the writers were interested in finding out factors causing teachers to do code switching.

Research Methodology

The research method applied in this study was qualitative research in the form of a case study. A qualitative study is a method that enables the

researcher to explore and get an in-depth understanding of a phenomenon (Mohajan, 2018). Creswell (2012) stated that a case study is very beneficial in qualitative research because it can be used to get a deep understanding of a case by gaining in-depth information about a phenomenon such as an activity, process, or people. This research was conducted at SMA Negeri 15 Palembang. There were two teachers of English as selected participants. A convenience sampling technique was applied to choose individuals as the participants in this research. In collecting the data, the writers used face-to-face interview. Then, the data has been analyzed through some steps in thematic analysis by Creswell (2014). In relation to thematic analysis, there were some processes followed in this study. Firstly, the writers prepared a table of the coding system which contains three columns namely extract, codes, and theme. Secondly, the researcher put all the validated data from the transcript into column extract. Thirdly, the researcher identified the data in the column extract by highlighting the heart of information in the column to determine the codes. Fourthly, the researcher concluded all the highlighted information as the codes to be put into columns codes. Fifthly, the researcher concluded all the codes gotten to determine the themes as the final result of the thematic analysis process. Finally, the researcher made a description of the gotten themes as the answers to the research objective in this study.

Finding and Discussion

Findings

The interview was conducted to find out teachers' causing factors to do code switching. After gaining the data from interview, the data was analyzed by using thematic analysis. The descriptions of the result described as follows:

Teachers' Causing Factors to Do Code Switching

Table 1. Result of Interview Analysis

Themes	Sub-themes	Codes
Linguistics factors	1. Language stagnation	a. The teachers used three languages such as English, Indonesian and vernacular (Palembang).
	2. Lack of students' knowledge about vocabulary in English	a. The teachers needed to clarify the new vocabulary because the students are lack of vocabulary and in English, not all certain vocabulary/terms have a single meaning.
Non-linguistics factors	1. Emotional condition of the teacher	a. The teacher used a reward and punishment system by using Indonesian and vernacular (Palembang) to make the classroom situation conducive.

2. Condition of the class situation
 - a. The teacher uses a reward and punishment system for students using Indonesian and regional languages (Palembang) to make the classroom situation conducive.

The themes and codes collected from the qualitative data as listed in table 1. It was described some teachers' causing factors to do code switching. There are linguistics and non-linguistics factors.

Linguistics Factors

Based on the data gained from the interview, the writers found language stagnation and lack of students' knowledge about vocabulary in English.

Language Stagnation

Based on data gained from the interview, the teachers used three languages such as English, Indonesian and vernacular (Palembang). In line with that, because the teacher more often uses those languages when in the class so that makes the teachers experienced language stagnation. This is in line with the statement of the teacher NH who claimed that "*I use English and Bahasa Indonesia*". In another interview, the teacher NH also said that "*I use*

Indonesian more often, so when I speak English, I forget or get stuck" (Personal communication, November 1, 2021). In addition, stagnation has an understanding that teachers have a concept of the meaning of a particular word, but the teachers have difficulty conveying it in matrix language, so the teacher switches code by using insert language (Rahmina & Tobing, 2016). Basically, the teacher experienced language stagnation when they had difficulty explaining a concept in English, so they did code switching to another language.

Lack of Students' Knowledge about Vocabulary in English

Based on the data gained from the interview, the teachers need to clarify the new vocabulary because the students are lack of vocabulary and in English, not all certain vocabulary/terms have a single meaning. This is in line with teacher ES *"Not all certain vocabulary or terms have a single meaning". Hence, it really needs to be clarified so as not to be misunderstood. In English, we also have to look at the context, hence it can be interpreted correctly"* (Personal communication, November 1, 2021). In addition, teacher NH also added that *"The students in my class are lack of vocabulary, so when there is a new vocabulary, it must be clarified so that the students did not get the wrong meaning"* (Personal communication, November 1, 2021).

In teaching and learning activities in the class, students are unable to express their ideas in English because they had limited vocabulary. In English,

not all certain vocabularies/terms have a single meaning. Therefore, the teacher needs to explain more if there is a new vocabulary for the students. In this situation, teachers are unable to avoid using Indonesian or vernacular when the students get the new vocabulary. For example, if there is a new vocabulary in a textbook, where the vocabulary has the same spelling and the same sound but has a different meaning, as in the case of the word "Fly" which means terbang and "Fly" which means *lalat*. To avoid the occurrence of misunderstanding to the new vocabulary, the teacher needs to explain it by code switching to Indonesian or students' vernacular so that students does not get the wrong meaning to those new vocabularies.

Non-linguistics Factors

Based on the data gained from the interview, the writers found emotional condition of the teacher and condition of the class situation.

Emotional Condition of the Teacher

Based on the data gained from the interview, the teachers expressed their emotions using Bahasa Indonesia and vernacular (Palembang). This is in line with the teacher NH who added that "*I usually rebuke the students by using English first and then using Bahasa Indonesia*" (Personal communication, November 1, 2021). The emotional condition of the teachers and students could be happy, excited, sad, irritated, angry, and so on can cause code

switching. As a teacher, experiencing things like being annoyed with students is a commonly happen. If it happened when the teacher is explaining the material, but the students are busy playing with their own cellphones, this would certainly provoke the teacher's emotions because they are considered not paying attention to the teacher who is explaining the material. For example, there is a teacher who is explaining the material in front of the class seriously, then suddenly someone deliberately shouts in the middle of the explanation. This is certainly inviting the anger of the teacher. A wise teacher would certainly rebuke, initially rebuked by using English, but if the student is still repeating the mistake, it is necessary to take firm action. Usually, the teacher would rebuke the student by code switching to Bahasa Indonesia or students' vernacular so that the student understands that their actions are wrong. Thus, sometimes the teacher warning would be listened by the students if the teacher rebukes the students by using Indonesian or students' vernacular because those languages has been attached to students since childhood.

Condition of the Class Situation

Based on the data gained from the interview, the teacher used a reward and punishment system by using Indonesian and vernacular (Palembang) to make the classroom situation conducive. This is in line with the teacher ES *"In my class, there certainly reward and punishment. So, when I give punishment*

or praise, I usually use English. If the students do not understand what I say, then I use Bahasa Indonesia or students' vernacular" (Personal communication, November 1, 2021). The class situation in the question includes the calmness of the class atmosphere, the commotion of the class atmosphere, and the tension of the class atmosphere. A teacher who teaches in a class certainly has its own rules so that the class situation remains in a conducive. In these rules, there is such a thing as punishment and reward. Punishment can be used to reprimand students who break the rules, whereas reward can be used as a compliment for following the rules or for performing a commendable action, such as answering all exam questions with perfect scores. For example, when there is a teacher explaining the material, but some students were talking with their friends, this would certainly lead to a class situation that was not conducive and crowded. To make the classroom situation conducive again, the teacher needs to rebuke some of the students to stop talking and making noises when in the class. Initially, the student was well rebuked using English but if the student still makes a fuss in class, strict action needs to be taken. Usually, the teacher would give punishment to the student by using the Indonesian or students' vernacular so that the student understands that his actions are wrong. Because the language has been attached to the student since childhood, rebuking them in their mother tongue would be more effective.

Discussion

This discussion was presented as a way to discover the ideas related to the findings and previous studies. Based on the finding from teacher's response of the interview, the writers found that the factors causing teachers to do code switching were divided into two categories: linguistics factors and non-linguistics factors. Linguistics factors include (1) language stagnation and (2) lack of students' knowledge about vocabulary in English. Non-linguistics factors include (3) the emotional condition of the teacher, and (4) the condition of the class situation.

The first factor causing teachers to do code switching is language stagnation. This is consistent with the results of Rahmina and Tobing (2016). They reported that one of the reasons teachers did code switching was due to language stagnation. Language stagnation means that teachers have a concept of the meaning of a particular word, but they find it difficult to convey it in matrix language, so they switch codes using insertion language. The factor of language stagnation was also found by Margana (2012), who reported that language stagnation was also one of the factors causing code switching.

The second factor causing teachers to do code switching is the lack of students' knowledge about vocabulary in English. This finding is consistent with

Muthusamy et al.'s (2020) findings. They reported that one of the factors that caused teachers to do code switching was the lack of vocabulary knowledge in English. Most of the students declared that they did not know the English words. Therefore, they have to code switch to their mother tongue or their first language. A majority of the participants stated that code switching make the class climate more interesting when the class is boring. On the other hand, code switching is considered to be carried out in the program to improve the ability of students who are still low in mastering English (Brown, 2000; Harmer, 2007).

The third factor causing teachers to do code switching is the emotional condition of the teacher. This finding is consistent with the findings found by Rahmina and Tobing (2016) which revealed that the emotional state of the teacher here has meaning as feelings such as happy, excited, sad, irritated, angry, and so on which can lead to code switching. This resulted in the English teacher giving advice and warnings to them for their actions. In order for the message to be conveyed by the teacher to the students, the teacher switches the code from English to Indonesian. Furthermore, one of the factors causing code switching was discovered in Margana's (2012) research, where he reported that the emotional state of the teacher was also one of the causes of code switching. However, teachers of English must be able to use English and their native language in a balanced and correct way. This is in

line with Gass and Selinker (2008), the ability of an English teacher must be high in order to be able to do code switching and use correct grammar.

The last factor causing teachers to do code switching is the condition of the class situation. The class situation in question includes the calmness of the class atmosphere, the commotion of the class atmosphere, the tension of the class atmosphere, and so on. The teacher switches the code from English to Indonesian because the class is starting to get noisy, so to anticipate this situation, the teacher does code switching so that the class situation becomes more comfortable for learning (Rahmina & Tobing, 2016). This is in line with research conducted by Margana (2012) revealed that the condition of the class situation is also one of the factors causing code switching.

Conclusion and Suggestion

Conclusion

In conclusion, based on the data findings, teachers did code switching when teaching English due to several factors. In this study, two factors were found to be related to the findings. The two factors are linguistics and non-linguistics. Linguistics factors, it is divided into language stagnation and lack of students' knowledge about vocabulary. Furthermore, non-linguistics factors are divided into the emotional conditions of the teacher and conditions of the class situation.

In addition, so that the above factors can be easily understood, the writers explain the meaning of each of the factors mentioned above. Firstly, language stagnation has an understanding that it has the concept of a certain word meaning, but they have difficulty conveying it in the target language, they switch codes using Indonesian. Second, the lack of students' knowledge about vocabulary can have an impact on learning activities in class. It means that the students cannot expressed their ideas in English because they have limited vocabularies. Not to mention, not all of the vocabulary in English has a single meaning. This encourages teachers to switch codes to Indonesian to avoid misunderstanding. Third, the emotional conditions of the teachers means that teacher has their own condition. That would be happy, sad, irritated, angry, and so on. The last, conditions of the class situation refer to the calmness of the class atmosphere, the commotion of the class atmosphere, and the tension of the class atmosphere.

Suggestion

From the conclusion that has been described, there are three suggestions that must be considered in linguisticss and non-linguisticss factors. First, for the teachers, teachers may experience language stagnation during the teaching and learning process in the class. Therefore, the use of code switching is a solution so that the learning process runs smoothly. In addition, the emotional conditions of the teacher should not affect the teaching and

learning process, but this does not rule out the possibility that a teacher can also be affected by his emotional condition so that he does code switching. In addition, this can happen either consciously or unconsciously. Second, for the students, students with limited vocabulary will be greatly helped if the teacher switches the language to Indonesian. However, the use of English must also be used, because learning English itself is the main point. Therefore, Indonesian is used only to simplify the process, but that does not mean forgetting the purpose of learning English itself. Third, for further writers, the writers hoped that the future writers who want to conduct the research on the same topic can clearly explain the factors that caused code switching from student opinions. Because in this study, it was only focused on the teacher's opinion.

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