



## Code-switching used by English teachers in teaching EFL students

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### Abstract

This study aims to investigate: (1) the types of code-switching used by English teachers in teaching the classroom; and (2) the frequency of code-switching functions used by English teachers in teaching activities. According to Poplack's theory, there are three types of code-switching: inter-sentential switching, intra-sentential switching, and tag switching. In addition, there are also three functions of code-switching that will be found in classroom activities according to Sert's theory: topic switch, affective function, and repetitive function. This study was conducted using a qualitative method with a case study approach. The participant in this study was an English teacher at one of the Islamic junior high schools in Ciamis. To determine the participants, the writer used the purposive sampling technique. Data collection in this study was carried out through observation and recording. The writer conducted observation twice, and then recording was used to analyze the data. The results show: (1). The teacher did all the types of code-switching according to Poplack's theory in her teaching activities, namely, inter-sentential switching, intra-sentential switching, and tag switching. (2). The code-switching function that was dominantly used by English teacher was the topic switch function, with 109 cases, or 82%, while the results of affective and repetitive functions were equal.

**Keywords:** bilingualism, code-switching, types of code-switching, function of code-switching

### Introduction

The phenomenon of code-switching in Indonesia is not a strange thing and this phenomenon frequently encounter in society. This phenomenon occurs because there are many languages in Indonesia, starting from the national language, namely

Indonesian, to regional languages and foreign languages, especially English, which are used as connected languages in different countries of the world. Indonesia is a multilingual country with many different languages as it consists of many islands with different ethics and cultures (Danaparamita, 2016). Based on the results of the SwiftKey survey, the diversity of languages in Indonesia has made Indonesia the largest trilingual country in the world and the country with the third largest use of bilinguals (Erwanto, 2016). As previously explained, English is a global language meaning that everyone is required to be able to master the language. Thus, in Indonesia, English is the language included in the education curriculum. That way the use of code-switching will be found in the classroom because code-switching often occurs in activities related to a language.

At school, students learn English from their teachers. Interaction between teachers and students cannot be separated in the classroom (Ramdhani & Rustandi, 2018). English teachers teach students and let them practice communication. In class and the learning process, English teachers occasionally change their language to explain the topic clearly. Thus, English teachers can be aware of changing the language when they teach in the classroom. Rustandi (2017) found that communication occurs through interlocutors who are required to achieve certain goals. Communication happens in the classroom because teachers are able to pass on something to their students: knowledge. According to Shin in Trisulichartini (2014) the reasons teachers choose to switch codes to achieve communicative goals were adaptations to linguistic realities, teacher roles, or psychological motivations. Establishing effective communication between teachers and students may be the best means for teachers to educate students in their native language. Code-switching has great value in accelerating language learning, especially when used intentionally and consciously (Bairmani et al., 2022). Rehman et al. (2020) found that code-switching can be useful both for teachers and students, for example, code-switching can give students confidence in learning a second language, erase confusion code-switching in understanding the concepts of a second language, help students reduce mental stress in learning a second language and improve teachers second language performance.

Previously, there has been research conducted on the field of code-switching. The research includes firstly, Bairmani et al. (2022), study explored the use and reasons for code-switching used by a professor in an Iraqi university. Also,

investigated the differences between linguistic and literature professors in using code-switching. They used mix method as their method. Secondly, Anastasia (2021) in her research, examined the kind of code-switching delivered by the Department of English Education lecturer and its factors. Descriptive qualitative was used in her study. Thirdly, Rehman et al. (2020), their research points out how code-switching accommodates second language learning at public and private schools in Lahore. The method they used was quantitative. Fourthly, Bhatti et al. (2018), their research focused on the use of code-switching by an English teacher in teaching speaking skills at the diploma level, in Pakistan. A qualitative design was used in their method. Lastly, Kultsum et al. (2021), their research aimed to determine the types, functions, and reasons teachers and students used code switching and code mixing in EFL classes at Homeschooling Khalifah. Qualitative descriptive was used as their method.

This present study is different from some previous studies since it focuses on determining the types and functions of code-switching used by English teachers in Islamic Junior High Schools in their teaching activities because based on the pilot study English teachers at this school often use code-switching when they are teaching. Thus, it is considered suitable for research. Furthermore, the writer used a qualitative method with a case study as her approach because the writer wanted to understand and then reveal a phenomenon or know the cause and effect of a phenomenon, namely the phenomenon of code-switching in the classroom that the teacher performs when teaching. In line with that Yin in Erickson (2018) stated case study is the right strategy for use in that research using the main research questions of how or why. As a result, the following research questions guide this study:

1. What types of code-switching do English teachers use when teaching in the classroom?
2. What code-switching functions are frequently used by English teachers in teaching activities?

### **Research Methodology**

This study was conducted using a qualitative method with a case study approach since it described and provided clear and detailed results about the use of code-switching in teaching activities, especially the types and functions of code-switching. Yin in Erickson (2018) stated that a case study is the right strategy for use in

that research using the main research questions of how or why. The writer did not do any handling to the sample but rather looked at the teacher as if she were in her natural setting. The writer tries to make sense of the phenomenon from the participants' perspectives (Creswell & Creswell, 2018).

In conducting the study to answer the research problem, the writer took some steps. The writer prepared the instruments needed and was physically present in the field to observe and get data from the participants about their use of code-switching cases, especially types and functions of code-switching, in their teaching activities. The writer also records teacher activities to strengthen the data obtained. After gathering the data needed, the writer transcribed the results into the correct script and then analyzed them. Lastly, the writer summarized the findings and drew some conclusions from them.

The data were obtained through observation and recording. In observation, the writer became a non-participant observation. According to Creswell (2012), a non-participant observer is someone who goes to a location and takes notes without becoming involved in the actions of the participants. This approach involves collecting data with the senses, especially through systematic and meaningful visual and auditory senses (McKechnie in Smit et al. 2018). While the recording was used to collect data about the types and functions of code-switching done by the teacher in teaching the classroom, both observation and recording were used to analyze the data. The result of the data recording changed into written transcripts, and after that, the data were identified, selected, and classified as well.

In this study, three steps of data analysis were used. Firstly, data reduction (the process of choosing, concentrating, reducing, abstracting, and altering the data present in field notes, interview transcripts, documents, and other empirical material) Secondly, data display: in this study, the data were shown in the table. Thirdly, conclusion drawing or verification: the writer concludes the practice of teacher types and functions of code-switching in the process of teaching English (Miles and Huberman in Harahap, 2019).

One of the Islamic Junior High Schools in Ciamis was chosen as the writer's research site. A research site is a location where the writer conducts research (Sileyew, 2019). The school was chosen because of several factors related to this study, such as the fact that the school has a relevant participant as needed. Thus,

the school is worthy of fulfilling the requirements when conducting the study. An English teacher was a participant in this study. To determine the participants, the writer used the purposive sampling technique. According to Creswell in Maelasari (2019), in purposive sampling, researchers intentionally select individuals and sites to learn about or understand the central phenomenon. Moreover, purposive sampling has been chosen because the participant has characteristics that are needed in this study (Nikolopoulou, 2022). In addition, Miles and Huberman (2014) reveal that qualitative researchers usually work with small samples of people.

## Findings and Discussion

### Findings

The results of the instruments used are classified into two categories, namely the type of code-switching and the function of code-switching. Each type and function of code-switching was analyzed according to the theory that was previously elaborated. The data analyzed in code-switching as found in an English teacher's utterances in the teaching-learning process are:

### Types of code-switching

The types of code-switching found through the writer's observation in the classroom seemed to fulfill all the code-switching types proposed by Poplack in Bairmani et al. (2022), namely, inter-sentential switching, intra-sentential switching, and tag-switching.

Based on the writer's observations in classes 8A and 8B, the researcher found several numbers of code-switching. The result of the data analysis revealed that there are 85 cases in 8B and 45 cases in 8A from teachers' utterances in teaching activities. The writer presented the data findings of the types of code-switching used by English teachers in the table as follows:

Table 1. The Data Findings of the Types of Code Switching

No	Types of code switching	Number	Percentage
1.	Inter- sentential Code Switching	25	19 %
2.	Intra- sentential Code Switching	101	76%

3. Tag Switching	7	5%
Total	133	100%

### 1. Inter-sentential Code Switching

- a). Teacher: *Ngartos dugi kadieu?* (did you get here understand?) **Do you understand?** *Cung nu teu acan ngartos?* (who still does not understand?)
- b). Teacher: *Apa saja?* **What are they?**

In the examples above they occurred when the teacher asked about the students' understanding of the material. She switched her language from Sundanese to English language and then switched it to Sundanese language again to ask and make sure whether the students really understood or not. In addition, in the second case, the teacher switched from the Indonesian language to the English language. That utterance showed the teacher did inter-sentential code-switching with the same purpose as the first case.

### 2. Intra-sentential switching

- a). Teacher: Jadi, **degree of comparison** adalah tingkat perbandingan dua benda atau orang atau apapun itu. Kalian membandingkan bisa dua, bias lebih yaa. Contoh paling **simple** nya missal **santika is beautiful**.
- b). Teacher: Yang pertama ada **positive degree**. **Positive degree** ini tingkat **positive** biasa ya tetapi kalian membandingkan

From the examples above it can be seen that the teacher did intra-sentential code-switching, she involved changing language in the middle of a sentence. The cases showed that the teacher did that because some words cannot be replaced by Indonesian words, those words relate to the material being discussed in learning activities.

### 3. Tag switching

Teacher: **Okay**, Rio coba kamu suaranya yang paling keras

Teacher: Thanks for your attention and see you next week, **ya!**

On this occasion, the teacher asked one of her students to repeat the meaning of the degree of comparison because he was the loudest. In this case, the teacher used tag-switching in her Indonesian utterance. The word "okay" here belongs to the English language, and it occurs within Indonesian sentences. In the second case, the teacher also did tag-switching. She inserted the Indonesian word "ya" in her English utterance.

## Functions of code-switching

Factors influencing code-switching uttered by the participant in the teaching process because of some factors stated in Sert. Those factors are topic switches where this factor was the dominant factor that the participant used. The next factors are effective and repetitive functions; both functions have the same result.

Table 2. The data finding of the functions of code-switching

No	Functions of code switching	Number	Percentage
1.	Topic switch	109	82 %
2.	Affective function	12	9%
3.	Repetitive function	12	9%
Total		133	100%

### 1. Topic switch

The writer found this function is frequently used by teachers. It can be seen that the percentage of this function is 87%. In this case, the teacher switched her language in dealing with particular grammar points that were being taught at that moment.

Teacher: Lihat di lks! Yang pertama ada **positive degree**. Sekarang dengarkan dan kalian tulis dibuku kalian masing - masing ya. **Degree of comparison** adalah tingkatan dimana dua atau lebih orang atau benda benda dibandingkan. Jadi pada **degree of comparison** kalian akan belajar tentang tingkat perbandingan. **Degree of comparison** itu tingkatannya ada tiga, yang pertama ada positive degree contohnya **santika is as tall as santi**.

In the example above, it can be seen that the teacher switched her language from the Indonesian language to the English language and vice versa. The teacher only switched her language to the English language in dealing with a particular grammar point that was being taught.

### 2. Affective function

In this function, the writer found the teacher used the affective function 9 times at the first observation and 3 times at the second observation. The teacher

used this function for the expression of her emotions. Besides, this is used to build solidarity and intimate relations with her students.

Teacher: *Ibu maunya, kan ibu kalau menjelaskan suka to the point ya ke pokoknya jadi kalau ada yang belum paham kalian langsung tanyain ke ibu. Sebenarnya yang susahnya bagi kalian itu vocabnya, kosakatanya.*

From the utterance above, the teacher asked her students to always ask everything if they still felt confused. This type of utterance categorizes the teacher's attempt to establish intimate relations between the teacher and students.

### 3. Repetitive function

This function happened when the teacher in orders to clarify the utterances so the listeners or students can understand clearly the previous utterance. The percentage of this function is 9%.

a). Teacher: *Lanjut lagi misalkan umm.. kamu siapa namanya?* What is your name?

b). Teacher: *Have you finished? Apakah kalian sudah selesai mencatatnya?*

From the examples above, we can see that the teacher did code-switching with a repetition function. The teacher repeated her utterances in her mother tongue to clarify the meaning. In case (a), the teacher explains the material and she would make an example of what she taught. The teacher used the student's name for the example. Thus the teacher asked the student's name. The next example is in case (b). In this case, the teacher switched the language from English to Indonesian to clarify the language. The teacher asked "Have you finished? Apakah kalian sudah selesai mencatatnya?" The first utterance has the same meaning as the second utterance but the teacher also adds the word "mencatatnya" which means the writing.

## Discussion

In summary, this study found that an English teacher was recorded as disclosing the use of code-switching from the first language to the target language or vice versa in teaching classes, even though the first language remained the primary language of instruction. The writer pointed out that it happened. Analysis showed that the three types of code switching mentioned by Poplack's theory as cited in Bairmani et al. (2022), those are inter-sentential switching, intra-sentential

switching, and tag switching, were used by the teacher during teaching in the classroom. From the results of research conducted by the writer, it was found that intra-sentential switching is the most frequently used type of code-switching. This is related to language switching and some vocabulary that cannot be replaced when explaining material.

The second type of code-switching that researchers found that English teachers often do is the inter-sentential switching type. The writer found that the English teacher did this type of code-switching to help the listener understand what was being talked about. Firstly, the teacher says the first language is followed by the target language, or vice versa, but with the same meaning. Next is tag switching. This type is one of the fewest among other types and is extremely rare. The teacher used the types of code-switching based on the awareness she had by seeing what her students needed. Some teachers in the field of education use code-switching as a significant technique to teach pupils and suit their various demands (Kumar et al, 2021).

In addition to observing and analyzing the types of code-switching, the researcher also analyzed the function of the code-switching carried out by the teacher in class while teaching. In analyzing the function of code-switching, the writer is based on the theory of Sert as cited in Harahap (2020), which states that there are three types of functions of code-switching: topic switches, affective functions, and repetitive functions. The writer found that the English teacher also performs all of these functions. The writer found that the topic switch function was the function most often performed by English teachers in teaching activities. While affective function and repetitive function have the same result, they are equal. This study proves that the use of code-switching is something that cannot be avoided by a teacher when teaching in class and is very necessary in language classes. Besides, the teacher believed that code-switching was the best way to help students understand the material (Songxaba et al., 2017).

This study revealed different results from previous studies that were used as references. Even though previous research studies have equally revealed the types and functions of code-switching carried out by teachers when teaching in the classroom, the results of the research will produce different results based on the factors that influence it at the time the research is carried out. In this study, the

researcher found that the teacher who was a participant in this study had utilized all types of code-switching, with the result that the intra-sentential code-switching type was more dominantly used by participants in this study with a percentage of 76%. While inter-sentential switching is 19% and tag switching is 5%. A participant takes advantage of the use of type code-switching naturally but by paying attention to the abilities of the students she teaches.

Regarding the second research question, which is about what code-switching function is most dominantly performed by English teachers when teaching in class, the researcher found that the topic switch function is the function most often used by teachers when teaching, namely as much as 82%. While affective and repetitive functions have the same result, namely 9%. Of the many uses of the topic switch function by the teacher when teaching, it is influenced by several factors, such as the fact that the English language skills of the students in the class are still lacking. This can be seen from the lack of response when the teacher makes a greeting in English and explains to the students what they should say when this happens. Besides that, the interactions that occur in the classroom are also very rare. The second factor is that the researcher conducted research during the post-pandemic period, where previously learning was done online and was less effective for these students. So when learning English, teachers who are careful researchers avoid several sentences using English except those related to the topic being explained.

### **Conclusion and Suggestion**

The conclusions were related to the research questions on the type of code-switching teachers used in teaching classrooms and what functions teachers used in teaching activities. Regarding to the first research question, the writer analyzed the data with three types of code-switching using Poplack's theory and concluded that the teacher used all of the types of code-switching. Among them are intra-sentential switching, inter-sentential switching, and tag switching. Based on the data analysis, teachers mostly used intra-sentential switching with 76% percentage. The second is intersentential switching with 19% percentage. Tag switching had the least number of cases compared to the other types.

Regarding the second research question, the writer concluded that the teacher used all of the functions of code-switching according to Sert's theory. Among them are topic switch, affective function, and repetitive function. The writer found that the dominant function used by an English teacher in her teaching-learning activities was the topic switch function with 82% percentage. The teacher switched her language in dealing with particular grammar points that were being taught at that moment. While affective function and repetitive function are equal. The percentage of them is 9%.

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