



The Used of Code Switching in Teaching English as Foreign Language in Senior High School

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ABSTRAK

Alih kode dapat menjembatani kebutuhan untuk memberikan penjelasan dan akomodasi bagi siswa yang memiliki kemampuan bahasa Inggris yang rendah. Durasi pembelajaran yang relatif singkat mendorong guru melakukan alih kode dengan intensitas yang lebih tinggi agar materi yang disampaikan dapat diterima dan dipahami siswa dengan cepat. Penelitian ini bertujuan untuk menganalisis jenis dan fungsi alih kode yang digunakan oleh guru dalam mengajar bahasa Inggris sebagai bahasa asing di Sekolah Menengah Atas. Penelitian ini merupakan penelitian deskriptif kualitatif. Subyek penelitian ini adalah dua guru bahasa Inggris yang mengajar di kelas 11 dan 12 jurusan bahasa. Pengumpulan data dilakukan dengan metode observasi dan wawancara. Instrumen yang digunakan dalam penelitian ini adalah lembar observasi, video recorder, pedoman wawancara, dan tape recorder. Data penelitian ini dianalisis menggunakan metode analisis yang dibagi menjadi tiga tahap, yaitu: reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa terdapat data yang menunjukkan bahwa jenis alih kode yang paling banyak digunakan oleh guru adalah alih intra-sentential, diikuti oleh inter-sentential switching, dan terakhir adalah tag switching. Ada tiga fungsi alih kode yang digunakan guru dalam proses belajar mengajar, yaitu alih topik, fungsi afektif, dan fungsi repetitif.

ABSTRACT

Code-switching can bridge the need to provide explanations and accommodation for students who have low English language skills. The relatively short learning duration encourages teachers to code-switching with a higher intensity so that the material presented can be accepted and understood by students quickly. This study aimed to analyze the types and functions of code-switching used by teachers in teaching English as a foreign language in Senior High School. This study is descriptive qualitative research. The subjects of this study are two English teachers who teach in the 11th and 12th grades of language major. Data were collected using observation and interview methods. The instruments used in this study are observation sheets, video recorders, interview guides, and tape recorders. The data of this study were analyzed using the analysis method which is divided into three stages, as follows: data reduction, data presentation, and drawing conclusion/verification. The results showed that there are data shows that the highest type of code-switching used by the teacher is intra-sentential switching, followed by inter-sentential switching, and lastly tag switching. There are three code-switching functions used by teachers in the teaching and learning process, namely topic switch, affective function, and repetitive function.

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1. INTRODUCTION

English is the language with the most speakers in the world (McKay, 2003; Nishanthi, 2018; Zahedpisheh et al., 2017). The influence of English globally has a significant impact on language development. In this era, English has an important role in various aspects of human life such as business, economics, politics, and tourism, especially for education. People all around the world are learning English as a second or foreign language as a result of this enthusiasm (Ilyosovna, 2020; Oktaviani & Fauzan, 2017; Tuna & Razi, 2016). One of them is Indonesia, where English is taught in the official education system as a foreign language from elementary to college level (Mulenga, 2018; Njui, 2017). Referring to the background of the Indonesian people who are mostly bilingual, learning English directly encourages students to become multilingual (Alfiriani & Hutabri, 2017; Bromberek-Dyzman et al., 2021). States that mastery of more than one language triggers the phenomenon of language switching in various contexts (Ansar, 2017; Fanani & Ma'u, 2018; Siddiq et al., 2020). This language-switching phenomenon is known as code-switching.

The phenomenon of code-switching is commonly found in communication between bilinguals in a society where they can switch from one language to another depending on the situation in a conversation (Bhatti et al., 2018; Fachriyah, 2017). The phenomenon of switching language not only occurs in non-formal

communication but also occurs in formal communication, especially in the world of education (Harya, 2018; Heller, 2020; Moetia, 2018). In the teaching and learning process, code-switching is often found at all levels of school to university level in Indonesia in English subjects, where teachers often switch from Indonesian to English or vice versa in delivering subject matter (Bahous et al., 2014; Green & Wei, 2014; Hofweber et al., 2016). Code-switching is often used by teachers as a method of teaching language in the classroom which is considered a natural phenomenon (Cahyani et al., 2018; D. N. Fathimah, 2016; Gosselin & Sabourin, 2021). The emergence of code-switching in teaching, consciously or not, must fulfill basic functions that may have benefits in a language learning environment. This becomes a kind of effort made by the teacher to cover the difficulties experienced by students in understanding the instructions or learning topics discussed.

In the teaching and learning process, the use of code-switching in classroom interactions can connect the communication gap between teachers and students (Koban, 2013; Mabule, 2015). This means that code-switching is not always considered as a speaker's inability to express but as a tool for transferring new knowledge to students (Grobler, 2018; Kasim et al., 2019; Nurhamidah et al., 2018). Code-switching can bridge the need to provide explanations and accommodation for students who have low English language skills (Brown, 2001). In the pedagogical function, code-switching is implemented in delivering challenging learning materials so that they can be easily understood by students, such as explaining abstract learning contexts or defining difficult terms (Adi, 2018; Kustati, 2014; Mustikawati, 2016). In addition, the use of the first language in foreign language learning can be a reference base that helps students receive English lessons by orienting the target language through the first language or connecting the target language and first language phenomena (Bokamba, 1989; Diana Nur Fathimah, 2016). Teachers can use code-switching if the use of the target language is inefficient and creates problems for students, such as explanations that are too difficult, which takes time for students to process and understand learning (Cook, 2001). This means that the use of code-switching in the learning process is an important strategy to facilitate language learning (Suganda et al., 2018).

Based on preliminary observations conducted through interviews with students at SMA N 3 Singaraja, the phenomenon of code-switching is also often found in SMA N 3 Singaraja when the teachers teach English in class. The relatively short learning duration encourages teachers to code-switching with a higher intensity so that the material presented can be accepted and understood by students quickly. In delivering learning, teachers sometimes switch languages from English to Indonesian or regional languages. The code-switching phenomenon that occurs in a teaching interaction in the classroom can affect the level of students' understanding of the material, where most students have difficulty understanding the material explained because of the student's inability to understand vocabulary, grammatical, and pronunciation in English. Previous researchers showed how the code-switching phenomenon is used by teachers in teaching English as a foreign language. One of the researchers found that code-switching is a common phenomenon in EFL classrooms and has a positive role in the teaching and learning process. The other study also shows the results that the use of code-switching by teachers is a natural phenomenon as a learning tool in showing socio-cultural and communicative aspects that adapt to student competencies (Suganda et al., 2018). Based on previous research above and preliminary observation, therefore, the purpose of this study is to analyze more deeply and enrich research related to the use of code-switching by teachers in teaching English as a foreign language.

2. METHOD

This research was a descriptive qualitative approach to describe the phenomena that occur directly related to the use of code-switching by teachers in teaching English a Foreign Language in the classroom (Rallis, S. F. & Rossman, 2003). The use of the descriptive qualitative method aims to analyze data, especially in code-switching analysis research, and describe it completely and in detail in words without statistical data or numeric data. The researcher conducted classroom observations and interviews to obtain data. The subjects of this study were two English teachers at SMA N 3 Singaraja. Both teachers are senior teachers who have decades of teaching experience in school settings and outside the region. The teacher selected as the subject is the teacher who teaches in grades 11th and 12th of the language major which is adjusted to the results of the preliminary observations that have been carried out previously. In collecting data, the researcher used two methods such as observation and interview. Observations were conducted during English class by recording the teaching and learning process using a video recorder. The data collected will be transcribed into written form to facilitate classification. The fifth procedure is to analyze the data. The transcribed data were analyzed using Poplack's theory and Mattson & Burenhult's theory. This study applies four instruments to collect data, they are observation sheet, video recorder, interview guide, and tape recorder. The data of this study were analyzed using the analysis method which is divided into three stages, as follows: data reduction, data presentation, and concluding/verification (Miles & Huberman, 1984).

3. RESULT AND DISCUSSION

Result

Based on the observations, the two teachers produced three types of code-switching, they were tag switching, inter-sentential switching, and intra-sentential switching. In teacher 1, the teacher produces code-switching with a total of 142 utterances which there are 9 tag switching, 58 inter-sentential code-switching, and 75 intra-sentential code-switching. Meanwhile, for the teacher 2, teacher produced 131 utterances in which there are 34 tag switching, 59 inter-sentential switching, and 38 intra-sentential switchings. The percentage of each type of code-switching shown by the two teachers is shown in [Table 1](#).

Table 1. Types of Code-Switching used by Teacher 1

No	Type of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Tag switching	9	6%
2	Inter-sentential switching	58	41%
3	Intra-sentential switching	75	53%
Total		142	100%

Table 2. Types of Code-Switching used by Teacher 2

No	Type of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Tag switching	34	26%
2	Inter-sentential switching	59	45%
3	Intra-sentential switching	38	29%
Total		131	100%

Based on [Table 1](#) and [Table 2](#), show that the teachers use three code-switching functions in the teaching and learning process. The first is the topic switch, the second is the affective function, and the third is the repetitive function. From a total of 142 utterances produced by teacher 1, there were 8 topic switches, 23 affective functions, and 111 repetitive functions. Meanwhile, teacher 2 produced a total of 131 utterances made, there are 21 topic switches, 39 affective functions, and 71 repetitive functions. The percentage of each code-switching function produced by the two teachers is presented in [Table 3](#) and [Table 4](#).

Table 3. Functions of code-switching used by teacher 1

No	Function of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Topic switch	8	6%
2	Affective function	23	16%
3	Repetitive function	111	78%
Total		142	100%

Table 4. Functions of code-switching used by teacher 2

No	Function of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Topic switch	21	16%
2	Affective function	39	30%
3	Repetitive function	71	54%
Total		131	100%

Based on [Table 3](#) and [Table 4](#), show that teacher 1 found 9 (6%) of tag switching, 58 (41%) of inter-sentential switching, and 75 (53%) of intra-sentential switching. The data shows that the highest type of code-switching used by the teacher is intra-sentential switching. Whereas in teacher 2, the results showed that 34 (26%) of tag switching, 38 (29%) of inter-sentential switching, and 59 (45%) of intra-sentential switching.

Discussion

Based on the results of the study, inter-sentential switching became the type of code-switching that was mostly used by teachers with the highest percentage. This data is supported by Poplack's theory, where there are three types of code-switching including tag switching, inter-sentential code-switching, and intra-sentential code-switching. First, tag switching is a type of code-switching that occurs in sentence tags where the tag and the main part of the sentence are in different languages. Tag switching occurs when the speaker utters a sentence in one language and then inserts a tag phrase or short expression in another language at the beginning or end of the sentence. Second, inter-sentential code-switching is language switching that occurs at the sentence or clause level, where each clause or sentence is in a different language. In this type, code-switching occurs at the boundary of clauses or sentences. This means that inter-sentential switching is a language switching process in which the teacher explains the learning material by expressing sentences in one language and then in the next sentence using another language. The third, intra-sentential code-switching is a type of code-switching that occurs at the level of clauses, phrases, or words in an utterance. This type of code-switching refers to switching from one language to another in a sentence by involving the syntactic units of phrases, clauses, or words.

It is in line with a previous study that states that the function of code-switching is divided into three functions, the first is a topic switch, the second is the affective function, and the last is a repetitive function (Reyes, 2004). First, the topic switch function is needed to facilitate the interlocutor's understanding of a topic. In this function, the teacher switched the language to the student's first language to improve students' understanding of the knowledge transfer process. In the learning process, the teacher usually conveyed the topic of learning, switched to the new material, or carried out advanced activities. Second, an effective function is one of the code-switching functions which is considered to have a positive influence on a good relationship between teachers and students. This code-switching phenomenon is carried out by teachers to express emotions to students in the teaching and learning process. Third, repetitive function refers to conveying the same information in two languages for clarity. Then supported by another previous study that explored bilingual parent and child code-switching patterns over time (Kuzyk et al., 2020). Results of the study indicate more frequent code-switching from the non-dominant to the dominant language in students, and that students code-switch to fill lexical gaps. Results also suggest that less frequent code-switching in a single-language context is associated with better inhibitory control skills.

Based on the finding, discussion, and conclusion described previously, the suggestion that the researcher can give to the teacher is that teachers are expected to be able to use code-switching wisely as a learning strategy to create a good English learning environment. Code-switching needs to be considered to be used creatively in the learning process as a tool for teachers in transferring knowledge to students so that English language learning can be well received by students and learning objectives can be achieved. For other researchers who will conduct similar research related to the code-switching phenomenon in the school environment, social environment, social media, or digital media, this research can be used as a reference to help complete the research conducted. The phenomenon of code-switching is still common so other researchers in the future are expected to explore more deeply related code-switching such as patterns of using code-switching, reasons for using code-switching, etc., to enrich and update related research.

4. CONCLUSION

This study found code-switching utterances used by two English teachers who teach in the eleventh and twelfth grades of the language department at SMA N 3 Singaraja. The data shows that the highest type of code-switching used by the teacher is intra-sentential switching, followed by inter-sentential switching, and lastly is tag switching. While in teacher 2, based on the results of the study, inter-sentential switching became the type of code-switching that was mostly used by teachers with the highest percentage, followed by intra-sentential switching, and finally tag switching. There are three code-switching functions used by teachers in the teaching and learning process, namely topic switch, affective function, and repetitive function. From the data, the dominant code-switching function used by teacher 1 is repetitive, followed by an affective function, and finally topic switch. Meanwhile, the dominant code-switching function used by Teacher 2 is a repetitive function with the highest percentage, followed by the affective function, and the last is the topic switch.

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