The use of code-switching by the English teacher in teaching-learning activities

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ABSTRACT

The present research aimed at finding out: (1) the forms of code switching used by English teacher in teaching-learning activities; and (2) the reasons of the English teacher for using the code switching in teaching-learning activities. This study employs qualitative research design. The research subject is an English teacher for the 8th grade students at SMP Dirgantara Makassar. The research data were collected by using observation and interview. The data obtained were analyzed by using the procedure proposed by Creswell (2013), consisting of data managing, data organizing, giving a memo, describing, classifying, and data interpretation. From the results of data analysis, it was found that (1) the English teacher used 3 form of code switching in teaching-learning activities: inter-sentential switching, intra-sentential switching, and tag switching. (2) The teacher applied the code switching in teaching-learning activities for 5 reasons: for confirming, for motivating, for introducing unfamiliar vocabularies, for explaining the grammar, and for translating. Generally, the use of code switching by English teacher in teaching-learning activities has positive implication for students in teaching English as a foreign language.

Keywords: code switching, teaching-learning activities, English as a foreign language

ABSTRAK

Penelitian ini bertujuan untuk menemukan: (1) bentuk-bentuk alih kode yang digunakan oleh guru bahasa Inggris dalam kegiatan belajar mengajar; dan (2) alasan guru bahasa Inggris menggunakan alih kode dalam kegiatan belajar mengajar. Penelitian ini menggunakan desain penelitian kualitatif. Subjek penelitiannya adalah seorang guru bahasa Inggris pada siswa kelas 8 di SMP Dirgantara Makassar. Data penelitian dikumpulkan dengan menggunakan observasi dan wawancara. Data yang diperoleh dianalisis dengan menggunakan prosedur yang dikemukakan oleh Creswell (2013) yang terdiri dari pengolahan data, pengorganisasian data, pemberian memo, deskripsi, pengklasifikasian, dan interpretasi data. Dari hasil analisis data ditemukan bahwa (1) guru bahasa Inggris menggunakan 3 bentuk alih kode dalam kegiatan belajar mengajar: peralihan antar kalimat, peralihan intra-kalimat, dan peralihan tag. (2) Guru menerapkan alih kode dalam kegiatan belajar mengajar karena 5 alasan: untuk mengkonfirmasi, untuk memotivasi, untuk memperkenalkan kosa kata yang asing, untuk menjelaskan aturan grammar, dan untuk menerjemahkan. Secara umum, penggunaan alih kode oleh guru bahasa Inggris dalam kegiatan belajar mengajar mempunyai implikasi positif bagi siswa dalam pengajaran bahasa Inggris sebagai bahasa asing.

Kata kunci: *alih kode, kegiatan belajar mengajar, bahasa Inggris sebagai bahasa asing*

A. INTRODUCTION

The alternate employment of two or more languages in a same utterance or discourse is known as code switching (López, Alexiadou, & Veenstra, 2017; Turjoman, 2016). Code switching is commonly practiced by bilingual society and students who are learning foreign languages from their surroundings. Code switching is permitted and encouraged as a means of improving communication skills (Hadei, 2016; Kementchedjhieva, 2016; Olson, 2016).

The effectiveness of code switching in teaching foreign languages is still up for debate. That is in accordance with the theory stated by Myers-Scotton (2017), that there are two schools of thought, which contradict each other, regarding code-switching in language learning environments. The first, there are educators who would rather follow the formal guidelines for learning a second language, which require learners to communicate and engage in communicative activities, only in the language studied, in order to become proficient in it. The

second, other certain educators and specialists advocate for the implementation of code switching in the second language classroom and think it should not be avoided.

Teachers and students in the classroom can use it with the same objective if bilinguals can use it to enhance their communication skills. Brunner and Diemer (2018) found that language instructors who support bilingual instruction in the form of code switching also believe that it is extremely useful to students in many different aspects. In line with that, Mahdi and Almalki (2019) conducted a research and found that code switching is useful especially in the teaching of beginner students.

From the previous description, it is found that some experts do not recommend the use of code switching in a foreign learning classroom environment, while some others believe that the use of code switching is effective in foreign language learning. In line with the second opinion, code switching phenomenon could also appear in English teaching-learning activities (Istifci, 2019; Luo, 2019; MacSwan & Faltis, 2020). That gap is the background for conducting this research. Based on the initial observation of the present research, code switching used in the English classroom at SMP Dirgantara Makassar. The researchers found that the English teacher used both English and Indonesian in teaching and learning process. Therefore, this research aimed at finding out the forms of code switching, and reasons of the English teacher for using it in teaching-learning activities.

B. LITERATURE REVIEW

1. Concept of Code Switching

Code switching has been defined in several ways by several sociolinguistics experts. According to Myers-Scotton (2017) if code is understood as a single language, then the practice of alternating between two languages within a same discourse, sentence, or element is known as code switching. In a line with that definition, Agudo (2017) stated that code switching refers to the alternate use of two or more languages in the same utterance or conversation.

According to Young and Barrett (2018) code switching as an event or process in which bilingual (or bidialectal) speaker shift from one language (or dialect) to another in the same conversation or discourse, in situation where the interlocutors in the conversation have more than one language in common. Similar definition also stated by Ter Horst, Stam, Pahta, Skaffari, and Wright (2018) that such varied combinations of two or more linguistic varieties occurs in countless bilingual societies and communities, and are known as code switching. Therefore, code switching refers to the use of several languages or dialects in the same conversation or sentence by bilingual people. Related to the present research, code switching is focused on the use of English and Indonesian by English teachers in the English teaching-learning activities.

Some previous studies found two forms of code switching: inter-sentential switching, and intra-sentential switching (Hussein, Saed, & Haider, 2020; Kane, 2020; Ma, 2020). The following is the explanation of those two types of code switching.

a. Inter-sentential Switching

It entails switching between languages at the boundary of a clause or sentence, with each clause or sentence being in a different language. It could also happen in between speaking segments. Inter-sentential switching necessitates a higher level of fluency in both languages since the majority of the utterance must follow their rules.

b. Intra-sentential Switching

The most proficient bilinguals are said to possess it. Here, there is a type swap that takes place inside the clause or sentence. Mixing within word boundaries is included in this type as well.

2. Code Switching in Language Learning Activities

Certain specialists support the use of communicative strategies in language learning environments, but they are against using native language in the classroom in any way (He et al., 2020; Shafi, Kazmi, & Asif, 2020; Zimmerman, 2020). On the other hand, proponents of native language usage in code switching contend that it might be a useful tactic in a number of ways (Auer, 2020). In addittion, May and Aziz (2020) argued in favor of code switching in language classrooms, pointing out that when it is employed because a person is unable to explain themselves, it maintains speech continuity rather than causing linguistic disruption.

It seems that code switching is a normal and intentional occurrence that promotes learning and communication. Three easy explanations for code switching in the classroom are put forth by MacSwan and Faltis (2020). The first is that code switching is a tactic that helps learners of second languages in the short term but may impede long-term acquisition. The second is that interlanguage analysis can be used to examine its manifestations. To put it another way, it is developmental, and attempting to cut back on it too soon might make it more difficult to learn a second language. The third option is possibly more plausible; there might be a significant correlation between code switching and learner styles and skills.

3. Function of Code Switching in Language Learning Activities

According to Yang (2020), in language learning ativities, the use of code switching functions as explanation, request for help, and self-corrections. Explanation usually occurs when speakers need to repeat what has been previously said in another language to make interlocutors more understand. The function as request for help is employed by the learners when they do not know where they are supposed to be in the book or the learning materials. This kind of code switching usually occurs when the teacher asks something in English that students cannot understand and the other students help by translating the teacher's instruction into other languages understandable by students. The last function, speakers use self-correction when they start speaking in English then change a word or two to another language in the middle of their speech.

Altun (2021) found three other functions of code switching in the language learning activities. Firstly, it has a function of moving from one activity to another when it is employed by the language teachers. Secondly, code switching is needed to clear the students' misunderstanding. Lastly, it is used for checking the understanding. In the classroom, when the students are doing an activity in English, the teacher should make sure that all students know all the words in that activity. If there are new words or expressions, the teacher can ask the students what they mean in other languages.

Still related to the language learning activities, Bonyadi, Kalvanagh, and Bonyadi (2021) explained the use of code switching as follows:

a. Unofficial Interactions

In some interactions that are not demanded by the lesson, the code switching is sometimes used by language teachers.

b. Teacher Admonitions

The code switching is used when the teacher is disappointed with particular students. The teacher usually uses the mother tongue to express this anger or frustration.

c. Grammar Translation

The language is treated differently in explanations and when teaching grammar. When explanation occurs the language is a means for communication. When teaching grammar, though, the language is treated as an object. Code switching is almost mandatory when teaching grammar in an EFL classroom. As the students and the teacher share a mother tongue, it is easier to use that as the mode of instruction.

C. METHOD

The present research employed qualitative research design. An EFL teacher who teaches at the 8th grade students of SMP Dirgantara Makassar was chosen as the research subject. This research applied two techniques for collecting data, namely observation and interview. The data were collected by knowing the schedule, observing the teaching and learning activities, and interviewing the teacher. Furthermore, in analyzing data from classroom observation and interview results, the researcher used qualitative data analysis based on the theory of Creswell (2013), which consists of data managing, data organizing, giving a memo, describing, classifying, and data interpretation. At the data managing stage, the various data related to the research were organized in a computer storage. The next, those data were organized based on the data category and the research questions. The giving a memo step was conducted to get a sense of the database before they are broken down into parts or pieces. The memo was given under the margin of the transcription, interview result, utterances, and field notes of the observation with the short phrases, sentences, ideas, or key concepts related to this research. The last step was describing, classifying, and data interpretation. This step was done the in-depth description of the data obtained from the research subject's experienced, felt, and observed. It was describe the setting, the condition, the background of the research subject, and the event that happened in the research. Data interpretation was conducted based on the researcher's point of view, thought, and intuition in connection with the representative theories.

D. FINDINGS AND DISCUSSION

1. The Forms of Code Switching Used by English Teacher in Teaching-learning Activities

a. Inter-sentential Switching

Inter-sentential types of code switching involves a switch at a clause or sentence boundary, where each clause or sentence in one or another language. The following is an example of inter-sentential code switching form.

Data 1

Teacher : "Do you understand what your friend has told us? *Apa kalian mengerti apa yang telah disampaikan oleh teman kalian kepada kita? Ada yang bisa mengulanginya dalam Bahasa Indonesia?*"

["Do you understand what your friend has told us? **Do you understand what your friend has conveyed to us? Can anyone repeat it in Indonesian?**"]

The data 1 shows that the teacher actually repeats the utterances by switching the language from English to Indonesian. The first sentence is uttered in English, while the second and the third sentences are uttered in Indonesian. The second sentence is said to provide confirmation for the first one. It can be seen that the use of code switching can stimulate the students in giving response toward the teacher's utterances or questions.

b.   Intra-sentential Switching

Intra-sentential switching is another form of code switching that occurs within the clause or sentence boundary, including within word boundary, translation of words, or phrase substitution within a sentence. The following is an example of intra-sentential switching used by the English teacher found in this research.

Data 2

Teacher   : "Okay, students. Let's see on page twenty on your book. We find *bacaan singkat dengan judul* 'Current Computer Use', read it carefully! After that, *kita akan menarik kesimpulan*, you have to try!"

["Okay, students. Let's see on page twenty on your book. We find **a short text entitled** 'Current Computer Use', read it carefully! After that, **we will draw a conclusion**, you have to try!"]

The data 2 shows that the teacher switches from English to Indonesian in uttering one sentence. "We find a short text entitled 'Current Computer Use', read it carefully!" is a complete sentence, which begins with an English clause "We find", then switched to the Indonesian clause "*bacaan singkat dengan judul*", and ends with another English clause "read it carefully!". It can be seen that the use of code switching can strengthen students' understanding towards the teacher's instruction.

c.   Tag Switching

The form of tag switching involves a tag in a particular language into an utterance which is otherwise entirely in another language. In English learning activities, it means that while speaking English utterances, the teacher inserts an Indonesian tag to the utterance or vise versa. The examples of the tag that are usually inserted are "*kan?", "yah?", "iya kan?"*, or using English tag, such as "you know", "right?". The following is an example of tag switching used by the English teacher found in this research.

Data 3

Teacher   : "Well, your friend, Jamil, has explained the definition clearly, *ya kan*?"

["Well, your friend, Jamil, has explained the definition clearly, **hasn't he**?"]

The data 3 shows that the teacher switches from English to Indonesian in uttering a tag in a sentence. Instead of saying "hasn't he", the teacher says "*ya kan*?" at the end of the utterance he said. In this way, the teacher wants to emphasize what he says to the students.

2.   English Teacher's Reasons for Using Code Switching in Teaching-learning Activities
a.   For Confirming

Code switching is used by teachers when they need to add to the information they have previously stated. They convey the additional information using other languages with the aim

of helping students more understand the instructions. One example of the use of code switching by teachers for the reason of providing explanations to students, can be seen in the following data.

Data 4

Teacher : "Reminding to the previous lesson material, at the last meeting we discussed examples of countable nouns, uncountable nouns, and their use in sentences, *berbagai contoh* **countable nouns, uncountable nouns**, *sudah kita pelajari, dan kalian sudah mahir membuat kalimat yang menggunakan* **countable nouns, uncountable nouns**, *ya kan*?"

["Reminding to the previous lesson material, at the last meeting we discussed examples of countable nouns, uncountable nouns, and their use in sentences, **various examples of countable nouns, uncountable nouns, we have studied, and you are already proficient in composing sentences that use countable nouns, uncountable nouns, right**?"]

Students : "Yes, Sir!"

The conversation excerpt in data 4 shows the teacher uses code switching when starting the lesson. The teacher begins the utterances by saying "at the last meeting we discussed examples of countable nouns, uncountable nouns, and their use in sentences" in English. After that, the teacher confirms his utterance using Indonesian by saying, "*berbagai contoh* countable nouns, uncountable nouns, *sudah kita pelajari, dan kalian sudah mahir membuat kalimat yang menggunakan* countable nouns, uncountable nouns".

The reason for using code switching was confirmed by the interview result conducted with the teacher. When asked why the teacher repeated his utterances using Indonesian, he answered that he did it with the aim of confirming the information he had previously conveyed. The teacher used code switching to ensure that students truly understood the information presented to them.

b. For Motivating

When teaching, teachers sometimes switch from English to Indonesian. This aims to motivate students to keep learning. An example of the use of code switching by teachers for motivating students, can be seen in the following data.

Data 5

Teacher : "Alright. The result of midterm exam has been known. You have seen your test scores. Some of you get low scores."

Students : "Yes, Sir! I am sorry. I got very low score." (A student who obtained a very low score answered.)

Teacher : "It's okay, Hasan. *Jika setelah melihat hasil ini kalian memahami kekurangan kalian di mana*, and then if you want to improve your way of studying, keep practicing, surely you will get a better score on the next exam."

["It's okay, Hasan. **If after seeing these results you understand where you are lacking**, and then if you want to improve your way of studying, keep practicing, surely you will get a better score on the next exam."]

The extract in data 5 shows the use of code switching by teachers in teaching and learning activities. The teacher said "It's okay," in English, and then switched to Indonesian by saying "*Jika setelah melihat hasil ini kalian memahami kekurangan kalian di mana*" [If after seeing these results you understand where you are lacking], and said "surely you will get a better score on the next exam". This utterance provides motivation to students who get low marks in their exam.

When asked why the teacher used code switching in that situation, he answered "*Saya melihat beberapa siswa yang mendapat nilai rendah pada ujian tengah semester, terlihat lesu dan menyesal. Oleh karena itu saya sampaikan kepada mereka bahwa mereka bisa memperoleh hasil yang lebih baik jika terus belajar dan terus berlatih. Saya* **menggunakan bahasa Indonesia agar mereka memahami motivasi yang saya berikan**." [I saw some students who had obtained low scores in the midterm exam, look listless and regretful. Therefore I told them that they can get better result if they keep studying and keep practicing. I used Indonesian so that they understand the motivation I gave.]

c. For Introducing Unfamiliar Vocabularies

In the English learning activities, unfamiliar vocabularies are often found in lesson materials or in reading books. When the teacher says an unfamiliar vocabulary, students look confused, therefore the teacher uses code switching to explain the meaning of those vocabularies. It can be seen in the following data.

Data 6
Students : "I am sorry, Sir. *Di sini ada kalimat* 'They experienced a feeling of lassitude'. *Apa tidak salah tulis?*" (That student was confused by a word 'lassitude'.)
Teacher : "Lassitude is the same as weariness. **Masih bingung? Setelah berlari sangat kencang, setelah kerja berat,** what do you feel?"
["Lassitude is the same as weariness. **Still confused? After running very fast, after working hard,** what do you feel?"]
Students : "I see, Sir. Tiredness, or very tired!"

The extract in data 6 shows a code switching used by English teacher in teaching and learning activities. When students are confused by a word that is unfamiliar to them, the teacher explains the meaning of the word. When asked why the teacher used code switching in that situation, he answered "*Ketika ditemukan kata-kata baru atau yang belum pernah dijumpai oleh siswa, mereka menyangka bahwa buku yang salah cetak, maka saya* **menggunakan bahasa Indonesia untuk menerangkan arti kata tersebut**." [When new words are found or there are words students have never found before, they think that the book has a misprint, so I use Indonesian to explain the meaning of the words.]

d. For Explaining the Grammar

In English learning, teachers sometimes use code switching to explain grammar rules. One example of the use of code switching by teachers for the reason of grammar explanation, can be seen in the following data.

Data 7
Teacher : "Let's look again at the sentence written by our friend, Salsa, 'The boy drink a cup of tea yesterday'. Any comments on this sentence?"
Students : "No, Sir! *Sudah benar*, Sir!" (All students answer that the sentence is correct.)

Teacher : "Certain? But I don't think so. Note the word 'yesterday' which means a time before now, right?"

Students : "*Oohh….iya*, Sir!"

Teacher : This is an action carried out in the past, *oleh karena itu kata kerja yang digunakan seharusnya bentuk lampau atau bentuk kedua dari* 'drink', *yaitu* drank, right?"

["This is an action carried out in the past, **therefore the verb used should be the past form or the second form of '**drink' that is drank, right?"]

The extract in data 7 shows that the teacher uses Indonesian to convey the past form of 'drink'. In that situation, the teacher did not translate, but only switched the language in explaining grammar roles. The use of code switching aimed to make the students easy to understand the explanation.

e. For Translating

Code switching for translating found when the teacher explained a particular word or sentence in teaching and learning activities. In explaining about certain word or sentence, the teacher translated it using Indonesian. It can be seen in the following data.

Data 8

Teacher : "In English, the use of the simple past tense is to talk about a completed action in a time before now, *jadi digunakan untuk menceritakan suatu tindakan atau kegiatan yang telah selesai pada waktu sebelum sekarang*"

["In English, use of the simple past tense is to talk about a completed action in a time before now, **so it is used to tell about an action or activity that was completed at a time before now**"]

A student: "For example *sesuatu yang dilakukan kemarin atau minggu lalu*, Sir?"

["For example something done yesterday or last week, Sir?"]

The extract in data 8 shows that the teacher switches from English utterances to Indonesian utterances. The teacher began his statement with "In English, the use of the simple past tense is to talk about a completed action in a time before now", then translated his words with "*jadi digunakan untuk menceritakan suatu tindakan atau kegiatan yang telah selesai pada waktu sebelum sekarang*".

Related to the use of code switching by English teacher in teaching-learning activities, the present research finds three forms of code switching used by the teacher: namely inter-sentential switching, intra-sentential switching, and tag-switching. It develops the previous studies about types of code switching. Those pevious research found only two types: inter-sentential switching and intra-sentential (Hussein et al., 2020; Kane, 2020; Ma, 2020).

Regarding the reasons of English teacher for using code switching in teaching-learning activities, the present research found 5 reasons. Those are for confirming, for motivating, for introducing unfamiliar vocabularies, for explaining the grammar, and for translating. This research develops the previous research conducted by Altun (2021) that found three functions of code switching in the language learning activities: for moving from one activity to another, to clear the students' misunderstanding, and for checking the understanding.

In the relationship between code switching and grammar explanation, this research is similar to the previous research conducted by Bonyadi et al. (2021) about three code switching functions:

as unofficial interactions, as teacher admonitions, and for grammar translation. However, this research found other points related to the functions of code switching carried out by English teachers. Apart from explaining grammar rules, code switching is also used for other reasons: for confirming, for motivating, for introducing unfamiliar vocabularies, and for translating.

Furthermore, the use of code switching by English teachers in teaching and learning activities has significant and positive implications for students in learning English as a foreign language. This is indicated by the students' positive perception towards the use of code switching in the classroom interaction. Firstly, the students think that the use of code switching makes them easy to understand the learning materials and more active in following the teaching and learning activities. Secondly, the use of code switching by teachers enriches their vocabularies. Thirdly, their speaking skill is improved because the teacher conveys the learning laterials by using code switching. Lastly, teacher's code switching arises their translation competence.

Moreover, according to the English teacher, the use of code switching in teaching and learning activities has positive significance in teaching English as a foreign language. The use of code switching can motivates and facilitate the students to understand easy the learning materials taughgt. The use of code switching can be said as one of the alternative strategies in teaching English as a foreign language. However, it is considered that the use of English should be dominant than Indonesian in the English teaching and learning activities.

D. CONCLUSION AND SUGGESTIONS

In the activities of learning English as a foreign language in Indonesia, teachers sometimes use code switching. There are three forms of code switching used by the English teacher in teaching-learning activities: inter-sentential switching, intra-sentential switching, and tag switching. The English teacher applied the code switching in teaching-learning activities for 5 reasons: for confirming, for motivating, for introducing unfamiliar vocabularies, for explaining the grammar, and for translating. The use of code switching by English teacher in teaching-learning activities has positive implication for students in teaching English as a foreign language.

As has been explained that code switching can be used as an alternative strategy in teaching English as a foreign language. The use of code switching by English teachers in teaching and learning activities has positive impact to the students in learning English. Therefore, further researchers are suggested to investigate the causative factors of the code switching. Furthermore, the relationship between the use of code switching and the increase of foreign language proficiency should be investigated further.

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