

## CODE SWITCHING TYPES USED BY THE ENGLISH TEACHER IN ENGLISH CLASSROOM AT SMA I MALILI

**Rahmawati Upa'**

Cokroaminoto Palopo University

[rahmawatiupa42@yahoo.com](mailto:rahmawatiupa42@yahoo.com)

### Abstract

This research aimed at finding out: (1) the types of code switching used by the English teacher (2) the dominant types of code switching used by the teacher and (3) the teacher's perceptions toward the use of teachers' code switching in English classroom at SMA I Malili. This research took one of the English teachers as the subject of the research and the data were gathered through observation, interview, and recorded by using video recorder and field notes. The data were then analyzed using discourse analysis. The result of analysis showed that (1) the teacher used three types of code switching, namely: intra-sentential code switching, inter-sentential code switching, and tag switching; (2) the dominant types of code switching used was intra-sentential code switching followed by inter-sentential code switching and tag switching (3) the interviewed teacher responded positively toward the use of code switching by the English teacher in English classroom.

**Key words:** code switching types, english teacher, english classroom

### Abstrak

*Penelitian ini bertujuan untuk mengetahui: (1) jenis alih kode yang digunakan oleh guru bahasa Inggris (2) bentuk alih kode yang dominan digunakan oleh guru Bahasa Inggris dan (3) bagaimana tanggapan guru terhadap penggunaan alih kode oleh guru dalam kelas Bahasa Inggris. Penelitian ini mengambil seorang guru Bahasa Inggris sebagai subjek penelitian dan data diperoleh melalui observasi, wawancara, rekaman dengan menggunakan rekaman video dan catatan lapangan. Data kemudian dialisis dengan menggunakan analisis wacana. Hasil dari analisis itu menemukan bahwa (1) guru menggunakan tiga jenis alih kode, yaitu: alih kode intra sentential, alih kode inter sentential dan tag switching; (2) alih kode yang dominan digunakan oleh guru bahasa Inggris adalah intra-sentential code switching kemudian inter-sentential code switching dan tag switching (3) Guru menanggapi positif terhadap penggunaan alih kode oleh guru bahasa Inggris dalam kelas bahasa Inggris.*

*Kata kunci: jenis alih kode, guru bahasa inggris, kelas bahasa inggris*

## **Introduction**

Indonesia is a country that has some local languages which emerge among tribes in Indonesia. As stated by Rachman (2007) in Suwarsih (2010), Indonesia has 745 local languages, of which 271 are in West Papua, and dialects with their own characteristics and about 350 ethnic groups and tribes with their own customs, types of villages, social structure, beliefs and religions.

Not only local languages that exist in Indonesia but also foreign languages such as English, Arabic, German, and the other languages. The existence of those languages becomes essential to be known and learnt and this existence also makes most of Indonesians are bilingual and/or multilingual. The more people master languages, the more their ability to switch from one language into another language because of the repertoire in their minds. Therefore, the phenomenon of code switching happens not only between local language and Bahasa Indonesia, but also among local languages, Bahasa Indonesia and English. The phenomenon of code switching not only occurs in daily life situations, but it also occurs in the classroom during the process of teaching and learning including in English classroom.

In English classroom there are four language skills, they are listening, speaking, reading and writing and the language used by the teachers in teaching and learning process is usually in English. But one of the problems faced in the classroom is unsupported-circumstances. The learners still feel any difficulties in learning English because that language is not used in their daily life. Many learners still feel strange when using it. In order to minimize it, there are many strategies that can be used by some non-native English teachers. One of them is using code-switching (CS) in their classroom. Code Switching in this case means the teacher switches her/his language during the teaching and learning process, whether from Indonesia to English or from English to Indonesia.

The interest to choose teachers' code switching in English classroom comes first of all from the fact that the writer is an English lecturer, thus it is important for the writer to pay attention to and understand this phenomenon in the

classrooms. The writer wanted to find out what types of code switching used by the teacher in English classrooms, which types is dominantly used and furthermore, it will be interesting to find out the teacher's response to the use of code switching in English classroom.

### **Problem Statement**

1. What are the types of code switching used the teacher in English classroom in SMA I Malili?
2. What are the dominant types of code switching used by the teacher in English classroom in SMA I Malili?
3. What are the teacher's perceptions toward the use of teachers' code switching in English classroom?

### **Objectives of the Research**

The objective of this research is to find out:

1. The types of code switching uses code switching in English classroom in SMA I Malili.
2. The dominant types of code switching used by the teacher in English classroom in SMA I Malili.
3. The teacher's perceptions toward the use of teachers' code switching in English classroom.

### **Scope of the Research**

In this research, the writer limited it on the types of code switching used by the English teacher at SMA I Malili, exactly the English teacher of the tenth grade. The code switching that the writer observed in this research were the code switching from Bahasa Indonesia to English or from English to Bahasa Indonesia.

### **Previous Related Research Finding**

Kurnia (2011) studied Code Mixing and Code Switching in the Classroom Interaction. Her research was aim at finding out the Code Mixing and Code Switching in the classroom interaction in the form of the teacher talk and the

students talk at SMP Negeri 6 Makassar in academic year 2010/2011. In detail, her research aims to identify (1) the teacher talk, particularly the type token ratio, the mean length of utterance as formal features, question, feedback and correction as interactional features, (2) the student talk particularly response to question and ask question as well as the students preference towards the use of Code Mixing and Code Switching by the students in the learning achievement. The samples of her study were Biology teacher and Biology students.

Agus, A. (2009) studied code switching performed by junior high school students in English class (The Case of the First Year Students of SMP Negeri 1 Kragan, Kabupaten Rembang in the Academic Year of 2009/2010). His research was aim at discussing, explaining and describing the functions of code-switching which were performed in English class by the first year students of SMP Negeri 1 Kragan, Kabupaten Rembang in the academic year of 2009/2010. In his research, he used quantitative and qualitative approach.

From two researchers above, the writer can see that the previous studies have different objects with the present research. The first researcher focused on both the teachers' and students' code switching and code mixing, and the samples were Biology teacher with the students, and the second researcher focused on students' code switching, while in this research the writer only observed the teacher from general English classroom. The classes that the first researcher above observed were in bilingual education program, the second researcher conducted his research in the school which has been considered as an SSN or Sekolah Standar Nasional (the National Standard School level). Meanwhile in this present research the writer conducted the research on analyzing the Code Switching Types used by the English teacher in English Classroom. The writer observed the types and the dominant types of code switching used by the English teacher and the teachers' perception on the use of code switching. The class that the writer observed in this case was not in bilingual education program. So it has different object with the two researchers above. The object of this present study focused on the teachers' code switching, especially the English teacher.

### **Code Switching**

Merritt et. al. (1992: 118) argue that code switching provides an additional resource for meeting classroom needs. In most classroom, code switching seems most often motivated by cognitive and classroom management factors. Usually, it serves a need to focus or regain pupils' attention, or need to clarify, enhance or reinforce lesson material. Meanwhile Jingxia (2010), states that in the context of foreign language classroom, code switching refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises. Meanwhile XU Qing (2010) defines code switching in the classroom as a kind of unmarked linguistic choice and a teaching strategy that can be exploited by EFL teachers to achieve some specific teaching goals.

Cook (2001) referred code switching in the classroom as a natural response in a bilingual situation. Meanwhile Jack and Richard (2002) state that code switching is a change by a speaker (or writer) from one language or language variety to other one. Code switching can take place in a conversation when one speaker uses one language and the other speaker answers in different language. A person may start speaking one language and then change to other one in the middle of their speech, or sometimes even in the middle of a sentence. Furthermore Hornberger and McKay (1998: 56), state that when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon, known as code switching.

Based on the definitions above, the writer can make her own definition, code switching is the switch of two or more variety of languages in a conversation which is always done by bilinguals or multilingual in conversation, whether it is realized or not.

### **Types of Code Switching**

According to K. Chidambaram (2006), code switching involved two types of code switching which are intra –sentential and inter-sentential code switching. Intra-sentential is the type of code switching which happens in the sentences itself.

It can be the switch of a word, a clause, a phrase or even sentence. The second type of code switching is inter-sentential code switching where switching process involved between the sentences. Meanwhile Poplack (1980) in Hanna (2004:14-15) that there are three types of code switching, they are:

1. Tag Switching

Some researchers use different terms for this type of code switching. Hoffman (1991:112) uses the term emblematic switching to refers to tag switching, it is tags or exclamation as an emblem of the bilingual character, establishing continuity with the previous speaker, involving a change of pronunciation (the switching occurs at the phonological level, involving a word within a sentence). While according to Poplack (1980: 589) in Hanna (2004), the insertion of a tag to an utterance has virtually no ramifications for the rest of the sentence. This is because tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules (Poplack, 1980: 589). In this case the writer will follow Poplack and employ the term tag-switching instead of extra-sentential switching or emblematic switching when talking about switches that are neither inter- nor intra sentential switches.

2. Inter-sentential code switching

It constitutes a switch occurring at a clause or sentence boundary, where each clause or sentence is either in a different language.

3. Intra Sentential Code Switching

Intra-sentential is code switching which occurs within a sentence. It involves the greatest syntactic risk as words or phrases from another language are inserted into the first language within one sentence or utterance.

### **Research Design and Method**

In this research, the writer used Mixed method. The types of the mixed method that the writer used in this research was QUAL-Quan model which also known as the exploratory mixed methods design. Qualitative was used to describe what types of code switching used by the English teacher and the teacher's perception toward the use of code switching in the English classroom during the

teaching and learning process in SMA I Malili. While quantitative was used to describe the dominant types of code switching occurred in the English classroom. The data was collected by video recording, interviewing and field note.

### **Research Site and Participant**

This research was conducted in SMA I Malili and the participants of this research were purposefully selected. There was one English teacher taken as subject, he was the English teacher of the tenth class. The teacher was chosen due to his habit of switching his language in teaching process, it was based on the previous observation.

### **Instrument of the Research**

The instruments that the writer used in this research were classroom recordings, interview and field note.

### **Data Collecting Procedure**

In collecting the data, firstly the writer observed the teaching and learning process from the beginning to the last by video recording it using video camera. While recording it, the writer made some field notes and after collecting all the data and the writer interviewed the teacher. The writer came to and observed the classroom teaching for three times, each periods was 3x45 minutes so the total time was 405 minutes.

### **Data Analysis Technique**

This research primarily used QUAL-quant model to analyze the data. The frequencies and the percentages of the types of code switching that the writer found were analyzed and calculated by using Microsoft excel. In analyzing the recording data, the writer listened it many times and then transcribed it then identified what types of code switching that occurred. The data was interpreted and related to the review of literature and previous related research finding. The method of the analysis used was discourse analysis.

## **Finding and Disussion**

From the data and the interview with the participant (the teacher), it was found that the phenomenon of code switching did occur in the classroom, and there were three types of code switching occurred, they were: intra-sentential code switching, inter-sentential code switching and tag switching. The dominant types of code switching used was intra-sentential code switching followed by inter sentential code switching and tag switching and the teacher responded positively to the use of code switching in English classroom. Those finding can be seen in the presented data below.

### **Types of Code Switching**

#### **1. Intra-Sentential Code Switching**

Intra-sentential code switching is the first type of code switching found by the writer in the presented data and this is the most code switching that occurred in the presented data. It was mentioned in the previous chapter that intra-sentential code switching is code switching which occurs within a sentence. This type of code switching was used by the teacher, for examples when explaining direction, translating vocabulary or phrase and it is very common in those situations. Usually in those situations, the base language was in Indonesian then exercise or the examples were in English.

Extract 1 is a good example of intra-sentential code switching which was used when translated vocabularies.

#### **Extract 1**

T: (After singing a song, the teacher continued explaining the dialog)

T: *Ok Imagine, imagine. Ya imagine means me..melukiskan, menggambarkan. Headmaster, headmaster kalau di sini headmaster itu terjemahannya sebenarnya head kepala, master guru jadi kepala guru atau kepala sekolah.*

[Ok Imagine, imagine. Ya imagine means define, describe. Headmaster, headmaster, What about headmaster, its translation actually head is head, master is teacher , so the head of teacher or headmaster sebenarnya]



In this extract, the teacher and the students were discussing the news on the handbook. The students were asked to try to understand what the news means but they were helped by the teacher. One of the ways to understand the news was to translate the vocabularies in it. In this case the students were helped by the teacher to translate some of the vocabularies in the text. The code switching happened when the teacher mentioned the word in English by saying “*Ok Imagine, imagine. Ya imagine means*” then he translated the meaning of the word into Bahasa Indonesia by saying “**me..melukiskan, menggambarkan**” and then he continued it to mention one word in English by saying “*Headmaster, headmaster*” and continued it in Indonesia by saying “**kalau di sini**” and switched again into English by saying “*headmaster*” and he switched again into bahasa Indonesia by saying “**itu terjemahannya sebenarnya**” and he continued again by switching it from bahasa Indonesia to English by saying “*head*” and then he said one word again in English by saying “” and translated the word said in English into bahasa Indonesia by saying “**master**” “*kepala*” and then he translated it into bahasa Indonesia by saying “**guru jadi kepala guru atau kepala sekolah**”.

## 2. Inter-Sentential Code Switching

Inter-sentential code switching is one of the types of code switching found in the presented data. As suggested before in chapter three, inter-sentential code switching occurs between sentences or clause or between turns. This type was used by the teacher when he, for examples, translating or explaining something (grammar, direction, translating sentences, etc).

This type of code switching can be seen in extract 2 below.

### Extract 2

(The students were going study listening, in this case the teacher was going to read dialogs and asked the students to complete the dialog based on the dialog read by the teacher but before reading it, the teacher explained first what the students should do and not to do in the listening activity later)

T: *Ok, now please prepare your pen and your writing book. Ya don't try to copy your friends! Don't copy your friends..writing!* **Jangan kamu mencontek temanmu punya!**

[Ok, now please prepare your pen and your writing book. Ya don't try to copy your friends! Don't copy your friends..writing! Don't cheat our friends'!]

T&S: (The teacher read the news and the students listened to it while completing it based on the complete news read by the teacher)

Here the students were going to do listening exercise. The teacher was going to read the dialog completely and then the students will complete the dialog on their LKS but before doing it, the students were asked to prepare their pens and their writing book and reminded the students to not see the other's answer by using English "*Ok, now please prepare your pen and your writing book. Ya don't try to copy your friends! Don't copy your friends..writing!*" and then the teacher switched it to Bahasa Indonesia by saying "**Jangan kamu mencontek temanmu punya!**" in order that it is clear and the students will be easy to understand since the language that the teacher used is the language that has been familiar by the students. The code switching which is happened here is considered inter-sentential code switching since it was happened between sentences.

### 3. Tag Switching

The third types of code switching that the writer found was tag switching but there are only a few examples of it found in the presented data and the tags that occurred are all the same, the teacher inserted the tag "ya" at the end of the sentence. The example of this type can be seen in extract 3 below. In this extract, the students were asked to make dialog.

#### Extract 3

S: **Pak dua ji?**

[sir, is two only?]

T: *Ya only A and B pertama dan ke dua. Dua orang saja* (the students continue doing their task)

[Ya only A and B the first and th second. Two persons anly]

T: (After more than one minute, the teacher asked) *Ok have you?* (no response from the students) *Now can I make a lot?*

Ss: *Yes*

T: *Two minutes more. Four and five will be done at home, only number three.*  
*I think number two is the same as number one ya?*

[yes]

In this extract, the teacher was giving an assignment to the students to write a dialog based on the given situation on their LKS. They were given some minutes to finish that assignment and during the activity, one of the students asked by using bahasa Indonesia by saying “**Pak dua ji?**” (Sir, only two numbers?) then the teacher answered it in English by saying “*Ya only A and B*” and then switched it into bahasa Indonesia by saying “**pertama dan ke dua. Dua orang saja**” it is code switching but it is not considered as tag switching. After some minutes, the teacher asked if they finish or no by saying “*Ok have you*” but no response from the students and then he asked whether he can make a lot or no in English by asking “*Now can I make a lot?*” then the students said yes. The next the teacher still gave two minutes more for the students to finish that assignment and then reminded them that they will do number three only and the rest will be done at home by saying “*Two minutes more. Four and five will be done at home, only number three*”. The tag switching happened when the teacher said “*I think number two is the same as number one*” and inserted the word “**ya**” in that sentence which mean “yes”. This is considered as tag switching since the switch happened at the tag of the sentence.

#### A. Frequency Analysis of Code Switching Types Used by the Teacher

In calculating the frequency of the types of code switching used by the teacher in the presented data, the writer based on three types of code switching as mentioned in the chapter before, they are inter-sentential code switching, intra sentential code switching and tag switching. To know the frequency of the types of code switching, it can be seen in table 1 below.

Table 1. Frequency of Code Switching Patterns

Pattern Meeting	Inter-Sentential Code Switching	Intra-Sentential Code Switching	Tag Switching	Total
1 <sup>st</sup> Meeting	44	71	1	116
2 <sup>nd</sup> Meeting	45	22	2	69
3 <sup>rd</sup> Meeting	29	35	5	69
Average	46.45	50.39	3.14	100

Table 1 represents the frequency of the types of Code Switching used by the teacher in the data from the classroom recording. It shows that the most types of code switching used by the recorded teacher in teaching English based on the data is Intra-sentential Code Switching where from the 254 utterances which used code switching, the intra-sentential code switching occurred 128 times (50.39%). So in this case the teacher mostly used code switching that occurred within a sentence. The next is followed by Inter-sentential code switching, it occurred 118 times (46.45%). It incites that there about 46.45% of code switching that occurred in the data are between sentence. The last, it is followed by Tag switching which occurred at the tag of the sentence. It was occurred 8 times (3.14%) and this is the less types of code switching that occurred in the presented data.

### **B. Teacher's Perception on the Use of Code Switching in the English Classroom**

When the teacher was asked about his perception on the use of code switching in the English classroom, the teacher said it should be used especially to facilitate the students in understanding the lesson being studied. He tended to switch from English to Bahasa Indonesia by considering the students' English proficiency because the English level proficiency of his students is still low. According to him that from five classes that he teaches, only one or two of the students that can response when the teacher speaks English to him/her. He also said that when he taught English, he still used fifty percent Bahasa Indonesia and fifty percent English. He added that when he had just joined English teacher training, he always spoke English in teaching because it is recommended and even the curriculum recommends using 70% English in teaching English but then when he kept using English there was no response from the students that's why he switched it into Bahasa Indonesia. It suitable with what Sert (2005) said that the teacher uses code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in target language, the teacher code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension.

And then he was asked whether he used code switching in the English classroom, the teacher responded that yes and he also said that he wanted to keep

speaking English as much as possible during the lesson but he stated in the same time he used code switching in his teaching and that Bahasa Indonesia and in some situation, it was more beneficial to use than English. These situations dealt with understanding, when teaching grammar and explaining the new vocabulary. He also argued that when he didn't use Bahasa Indonesia then the students would not understand the lesson (grammar). The next situation that made the teacher use code switching in teaching English was when he explained the context and the structure of the text that was being studied. The other situation that made him switched his language from English to Bahasa Indonesia is the teachers have target, that is to make the students understand about the lesson that they are studying and to finish the material in the provided time and the other target is the test. He said those targets made them to take the easier ways that is to switch from English to Bahasa Indonesia.

When questioned about which he used more in teaching, code switching from Bahasa Indonesia to English or from English to Bahasa Indonesia, he said that he used more code switching from English to Bahasa Indonesia especially when he translated the material from the handbook or Students' worksheet (LKS).

The next when asked about the ideal frequency of English use in English classroom, that teacher said it should be seventy percent because it is English subject, it should be English is more than Bahasa Indonesia but there was nothing he could do because the students' English level proficiency forced him to break it. He also said suppose like in the city, the students have high motivation and ability to study and speak English he will also force himself to keep speaking English.

When asked which is more efficient, code switching from English to Bahasa Indonesia or Bahasa Indonesia to English then the teacher said from English to Bahasa Indonesia because the orientations are listening and speaking, when he used English to Bahasa Indonesia, it means that he made the students to try to understand the what they listen. The writer continued by asking how the use of code switching from English to Bahasa Indonesia influence the students' learning mastery then the teacher said it influence better. Then the writer asked again about the positive and the negative effect of using code switching in teaching then he said the positive effect is the students understand more and by

speaking English, it habituated the students to listen to English but there was no negative effect.

And the last question that the writer asked was whether he did code switching consciously or not then he said he sometimes did it unconsciously even though he has known that the English teachers are emphasized to always speak English.

### **Conclusion**

1. From the result of the data analysis, it was also found that there were three types of code switching used by the teacher in the presented data, including inter-sentential code switching, intra-sentential code switching and tag switching, but the most dominant was intra-sentential code switching then followed by inter-sentential code switching and the least was tag switching.
2. The study also reveals that the teacher was not always aware of his own code switching and that code switching was often done unconsciously. This can be seen from the comparison between the result of the observation and the answers of the interviews that the writer gave to the teacher. The teacher recommended that English should be used more than Indonesian in teaching English but however the teacher also stated that the teacher should consider some things, including the students' proficiency level.

### **Suggestions**

Referring to the findings and conclusions presented above, the writer suggests the following items:

1. The English teachers should consider to use code switching in teaching but it should be limited because it can make the students lazy to study English because they will always wait for the switching to Indonesian. It can be done as long as its purpose is to make the students understand more the material being studied.
2. In the future, there should be more researchers in relation with the use of code switching in the English classroom, so it will be very interesting to investigate whether there are any difference between teacher's code switching

habits and teacher's opinion about code switching. It would be also interesting to study more whether the code switching used by the teacher is the phenomenon of borrowing or not.

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