



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

English Teacher's Code Switching in The Classroom (A Case Study in Grade IX of SMK 10 Padang)

Dian Mega Putri

STKIP PGRI Sumatera Barat, Padang 25221, Indonesia

ARTICLE INFO

Article history:

Received: 08 June 2020

Revised: 28 June 2020

Accepted: 29 June 2020

Published online: 24 July 2020

Keywords:

Code-switching

English

Attitudes

Function

ABSTRACT

This research aims to reveal the attitudes of the teacher in using code switching in the classroom from English (or shorten by L2) to the Indonesian language (or shorten by L1) or vice versa and also to find out the functions of teacher's switching to the L1 in practice in Grade IX of SMK 10 Padang. The descriptive qualitative research method is used to analyze teachers' code switching to Indonesian language through the observation and interview. The subject in this research is an English teacher who taught in grade IX of SMK 10 Padang. Based on the analysis of the data, it can be concluded that the code switching used by the teacher in the classroom plays a positive role in the process of teaching and learning. Moreover, the functions of code switching used by the teacher in the classroom are in order to explain vocabulary, give grammar instruction, emphasize some points, manage the class, index a stance of empathy or solidarity towards students.

1. Introduction

In social life, there is a control to manage the members of society in order to make attitude still in norm, which means that human attitude is always bordered by norm (Ulya et.al 2018). Moreover, norm and social values take part as the guidance of better attitude for the members of society to avoid social deviation. The participation of society in taking initiative and become the caretaker of education s an important contribution and needed to be appreciated, (Ulya, 2018). Furthermore, Ulya (2018) stated that social norms show people how to act in well-mannered and having good attitude.

In classroom environment, learning activity which relates with educational process, gives the students opportunity to develop their potential that can improve their attitude, knowledge and skill that are needed in social life and give

* Corresponding author.

E-mail: dianmega25januari@gmail.com

Doi: <https://doi.org/10.31258/jes.4.3.p.620-631>

contribution to the society. It can be said that learning activity directs students' potentials to be desired competence for them and society (Putri, et.al 2014)

For instance, one of the goals of English subject is to make students be able to communicate in both spoken and written form in good way. The motivation behind the move of using English in teaching, or content and language integrated learning is to improve students' English language competence and mastery in the language. In addition, the vast amount of information is currently available in English. Thus, it is hoped that the availability of English and more exposure to the language in the classroom can contribute to the students' English language competence, which is the key to access information in a variety of fields and also to facilitate the acquisition of knowledge.

However, there are some problems that are faced by both teacher and students in reaching this goals. Teachers are not only have to master the teaching materials, but also need to have the ability to use English, as the medium to deliver the material. In students' side, they also face challenges when L1 is used as the medium in teaching such as the difficulty in understanding the materials and teachers' instruction since English is not their native language.

Since English has played a significant role in Indonesia, the influence of English continues to be very strong. Gradually, English has become a part of subject in school and is taught from kindergarten until the university level. Nevertheless, most Indonesian students are unable to comprehend English fully or speak the language fluently even after learning the language for a long time. The decline in the level of the English language proficiency among students has brought about the need to tackle the issue. As a result, teachers began to use code-switching as a means of providing students with the opportunities to communicate in the language apart from enhancing their understanding. Moreover, mixed code of English and Indonesian language is used extensively in the classrooms and it may influence teaching and learning process in the classroom.

This research explores the extent to which English and Indonesian language are mixed in the classroom instructions and both teacher's and students' attitudes towards this communicative behavior. In particular, it concerns with revealing the attitudes of the teachers and students towards teachers' switching to the Indonesian language (L1) and also to find out the functions of teacher's switching to the L1 in practice.

Code and Code Switching

The concept of *code* was put forward by Bernstein and Herman (2014). It refers to any system of signals, such as numbers, words, signal, which carries concrete meaning. Wardhaugh (2010) points out that the term *code* is a neutral term rather than terms such as *dialect*, *language*, *style*, *pidgin* and *creole* which are inclined to arouse emotions. Code can be used to refer to "any kind of system that two or more people employ for communication". When a particular code is decided on,

there is no need to stick to it all the time. People can and should shift, as the need arises, from one code to another.

There are various definitions of the term code-switching. Gumperz (in Muin 2011) defines it as the combination within the same speech exchange of passages of speech that have different grammatical systems or subsystems. Moreover, Cook (2000) explains that code-switching is the process of changing from one language to the other during the speech and both speakers know the same languages. As defined by Lightbown (2001), code switching refers to the systematic alternating use of two languages or language varieties within a single conversation or utterance. In short, code-switching is the shift from one language to another within a conversation or utterance in social life. In the context of foreign language classroom, it refers to the alternate use of the first language and the target language, a means of communication by language teachers when the need arises.

Types of Code Switching

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Poplack (in Martiana, 2013). Poplack identified three different types of switching which occurred in her data, namely tag, inter-sentential and intra-sentential switching.

Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be inserted easily at a number of points in a monolingual utterance without violating syntactic rules.

Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. According to Romaine (in Yusuf et.al 2018), inter-sentential switching could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages.

Intra-sentential switching takes place within the clause or sentence and is considered to be the most complex form of switching. It seems most frequently found in the utterances, though it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries. According to Martiana (2013) intrasentential switching may be avoided by all but the most fluent bilinguals.

Gumperz (in Muin 2011) introduced the concepts of situational and metaphorical switching. Situational switching involves change in participants and/or strategies while metaphorical switching involves only a change in topical emphasis. Auer in Yankova (2013) offered two types of code-switching, namely, discourse related alternation and participant alternation.

In short, types of code switching have varied among the experts. Poplack mentions three types; tag, inter-sentential and intra-sentential switching. meanwhile Gumperz mentions two types of code switching; situational and metaphorical switching.

Language Attitudes towards Code-Switching in EFL Classroom

Debate relates to code-switching in foreign language classroom, especially the use or the role of the L1 and the Target Language (L2), has recently been the subject. There are two opposing language attitudes among the experts; target language exclusivity and the opposition.

The proponents of target language exclusivity argue that learners are not necessary understand everything that is said to them by the teacher and that switching to the first language undermines the process of learning. According to the experts, teaching entirely through the TL makes the language real, allows learners to experience unpredictability, and develops the learners' own in-built language system. Chaudron (in Nordin 2013) emphasizes that it is important for second language (SL) and foreign language (FL) teachers to expose learners to as many language functions as possible in the target language. Moreover, Nordin (2013) explains that the use or overuse of the L1 by Second Language and Foreign Language teachers will deprive learners of valuable TL input. Learners who are used to hearing their teacher use the L1 tend to ignore the TL and therefore do not benefit fully from valuable TL input. At the meantime, avoidance of the L1 does lie behind many teaching methods. For example, the Direct Method, which has been used in the classroom since 19th century, permits only the target language to be used in language classroom, including the language of the exercises and teacher talk used for classroom management, as it has one very basic rule: no translation is allowed. Like the Direct Method, the Audio-Lingual Method is also an oral-based approach according to which the target language is used in the classroom, not the students' native language for fear that the habits of the students' native language might interfere with the students' attempts to master the target language.

On the other side of the issue, more researchers argue that students' L1 deserves a place in Foreign Language classrooms. They attempted to question the long-held belief of excluding the L1 from the classroom. Cook (2001) states that it is a humanistic approach to let the students use their mother tongue, it permits them to say what they really want to say. The use of students' L1 is a "learner-preferred strategy". Stern (in Shay 2015) suggests that it may be the time to "reconsider" the use of both the L1 and the TL, though in theory language teaching today is entirely intralingual (i.e., exclusive use of the TL). The learners inevitably works from an L1 reference base, so it can be helpful for them to orient himself in the L2 through the L1 medium or by relating L2 phenomena to their equivalents in L1. Cook (2001) contends that the tradition of excluding the L1 from the language classrooms which had long been taken for granted had sharply limited the possibilities of language teaching and made language teachers fail to look rationally at ways in which the L1 can be integrated in the classroom. Based on

his teaching experiences, Cook argued that regarding the students' L1 as a resource would help to create more authentic users of the TL. Furthermore, Cook also encourages the teachers to use the L1 when explaining grammar, organizing tasks, disciplining students, and implementing tests. Cook (2000) believes that teachers should use the L1 whenever it is too difficult or time-consuming for the students to process and understand the TL. In short, it is not only impractical to exclude the L1 from the classroom but it is also likely to deprive students of an important tool for language learning.

Functions of Code Switching

Speakers do code switch for a variety of reasons. The code switching may be discourse-related or participant-related. Kamisah (in Arifin, 2011) in her study of content-based lectures found that code switching served some functions such as signaling topic change, giving and clarifying explanation, enacting social relationships and aggravating and mitigating messages.

Another factor such as science and technology in education is also another factor contributing to code switching behavior in the classroom. Fiki (1999) in the investigation of the code switching phenomenon in a university teaching context in Libya found that it was a dominant feature in the discourse examined. The study reveals that there was limited resistance to the English language on technical and scientific topics among the speakers.

Moreover code switching of English and a mother tongue can also be found in ESL classroom. For example, Merrit et al. (in Arifin 2011) found that code switching between English and the mother tongue in three Kenyan primary schools occurred when teachers wanted to reformulate information, bring new content information, attract students' attention and substitute words. The former includes classroom management and content transmission, and the latter includes social issues outside the classroom that may have implications on education.

To sum up, there are some functions of code switching in the classroom. The functions are to signal the topic change, give and clarify explanation, enact social relationships and aggravate and mitigate messages, as dominant feature in the discourse examined, reformulate information, bring new content information, attract students' attention, substitute the words, function in classroom management, content transmission, and the latter includes social issues outside the classroom that may have implications on education.

Based on the background of the problem above, this present research aims to find out that teacher's code switching in the classroom, grade XI SMK 10 Padang, gives positive role and also to find out the function of code-switching used by the teacher in the classroom.

2. Methodology

Objective and Research Questions

This research is descriptive qualitative research that aims to prove that teacher's code switching in the classroom plays a positive role and to find out the function of code-switching used by the teacher in the classroom. The subject in this research is an English teacher who teaches in SMK 10 grade XI TKN (*Teknika Kelautan dan Navigasi*) and NKN (*Nautika Kelautan and Navigasi*) classroom.

The research questions are formulated as follows:

1. What are the functions of teacher's switching to the L1 in practice?
2. What are the attitudes of the teacher in using code switching in the classroom?

Technique of Data Collection and Analysis

This research used observation and interview to collect the data. The observation was carried out by using video recording of teacher's class sessions focusing on the use of classroom code switching. The video recordings then were analyzed by the researcher to note on the use of code switching and to categorize the function of the code switching that the teacher used. Then, the note and the category were used as a guideline to interview the teachers to ask about their attitude of the use of code-switching in the classroom. The semi-structured interview was used. The interview was recorded and analyzed. The data from observation and interview were analyzed and explain in descriptive way.

3. Results and Discussion

This data of this research was taken from the code switching used by an English teacher in SMK 10 Padang, The teacher taught English in two classes, grade XI TKN (*Teknika Kelautan dan Navigasi*) and NKN (*Nautika Kelautan and Navigasi*) classroom. Each classroom consists of 20 students. The observation and classroom recordings was taken on English subject which last for about 45 minutes for each class. during the observation and classroom recording the teacher and students discuss about the result and the questions of students' mid-term test.

a. Teacher's Attitude of the switching to the L1 in the Classroom

The explanation of teacher's attitude of the switching to the L1 in the classroom is explained in some points. First is the general views of the use of Indonesian language in English Classroom. Based on the observation and interview, it is found that the teacher think that switching Indonesian language into Target Language (English) the classroom can be used in order to achieve better understanding of the concept and ideas under discussion. It is supported by the

findings from the classroom recording that the teacher sometimes used Indonesian language to explain or give instruction to the students.

Second is the times and situation the teacher choose to speak using Indonesian language. Based on the interview, the teacher stated that she prefer to use Indonesian language when the students face difficulties in understanding the lesson. Moreover, she occasionally use Indonesian language in giving extra information about the related subject of the lesson. Based on the classroom recording, the teacher was also switch to Indonesian language when explaining the rules of the class.

Third is the times and situation the teacher choose to not to speak using Indonesian language. Based on the interview and observation, the teacher choose not to speak using Indonesian while the speaking class. The teacher thinks that if she uses Indonesian language in speaking class, the students will not get the main purpose and concept of speaking subject and they tend to use Indonesian language instead of English.

Fourth is the situation where teachers encourage the students to use Indonesian language in the classroom. Based on the interview and observation, the teacher said that she is flexible about the students speak and switch English to Indonesian language. The students can be encourage to deliver their opinion by using Indonesian language or switch from English to Indonesian language. It is important to make them confident when they are not able to explain it in using Indonesian language.

The last point is the teacher's attitude about switching the English into language other than Indonesian language. Based on the interview, the teacher state that she sometimes use the students mother tongue in the classroom but it is not in explaining the material.

b. The Function of Code Switching Used in The Classroom

To understand the function of the teacher's code switching, the researcher recorded two class sessions for each class. Each class was recorded for about 100 minutes. Then, the recordings were analyzed to see the functions on the teacher's code switching. Based on the data analysis, it can be found that the functional uses of code switching to Indonesian language were in the following categories: translating unknown vocabulary items, explaining grammar, class managing, emphasizing some points, and expressing a stance of empathy or solidarity towards students.

The frequency of the functions of code switching to Indonesian language in the data from the classroom recordings shows that the teacher tend to use Indonesian language to explain new vocabulary or vocabulary they thought would be difficult for the students to understand. They frequently provided L1 equivalents to ensure comprehension. More description is explained as follow.

Translating unknown vocabularies

One of the problems that teachers faced in the classroom is how to convey the new meanings of the second language or foreign language to the learner, whether for words, sentences or language functions. Switching to Indonesian language to convey meanings is not to say that teaching should relate all kinds of meaning to Indonesian language but that the use of Indonesian language does extend to the checking of comprehension. To convey the meaning of foreign language through translation may be an efficient way of helping the learner feels natural in an EFL classroom. The following are examples from classroom recording that represent the use of code switching to translate unknown vocabulary.

Example 1:

T: Okay, number 2 Rudi.

S: When do you have semester test?

T: Yes, When do you have semester test? *Apa artinya itu?*

S: (silence)

T: *Artinya, kapan kamu ujian semester?*

Example 2:

S: Who is the color?

T: Caller, *apa bacaannya itu? Caller apa artinya itu? Penelpon*

Example 3:

T: Where does the conversation take place? *Dimana percakapan ini terjadi?* What is the answer?

S: In the classroom

Translation of words and phrases may occur during the interaction between the teacher and students. The teachers were found to switch to Indonesian language when the students seemed not understand the questions. In examples 1 and 2, without receiving any responses from the students, the teachers realized the words might not be in the students' repertoire. So they gave the Indonesian language equivalent to the words.

Translating vocabulary is found to be the main feature in the teacher's practice. It gives the Indonesian language equivalents of English words, phrases and even sentences. It may be the efficiency of comprehension, as stated by Cook (2001) that the mother tongue is efficient in teaching vocabulary items.

Explaining Grammar

Whether L1 or L2 is better for explaining grammar is a practical issue. According to Polio and Duff (1990), teachers are very unwilling to "teach grammar in the TL" for some reasons, such as time-saving, grammar-oriented exams and worries

about too much pressure on the studies. The following are the examples from the classroom recording

Example 4:

T: *Coba perhatikan. Ini kalimat langsung ini kan. "Susan, no cheating with your friends and do the test by yourself. Kerjakan tes itu sendiri, jangan mencontek. Ada yang bikin herself. padahal kalau kalimat langsung jadinya..kita kan udah belajar indirect speech. Kalau kalimat langsung it becomes "Susan, no cheating with your friends and do the test by yourself". Nah disini yourself.*

S: *Kalau herself apa artinya buk?*

T: *Kalau herself artinya dirinya sendiri*

Example 5:

T: Jenny and Sarah. Jenny dulu, kalau Jenny itu kata gantinya apa?

S: She,

T: *Kalau Sarah?*

S: She

T: *Kalau Jenny and Sarah digabung jadi apa? dia dan dia jadi apa?*

S: *Mereka*

T: *Mereka. They. Now, Jenny and I?*

S: Our

T: *Kok Our?*

S: We

English foreign students are not very familiar with the terms of English grammar. If the teachers use grammatical terms in English to explain the complicated sentence structure, the teacher is running the risk of making more trouble for it takes more time and causes problems with the students' understanding. It seems that in this context, teachers tend to switch to the L1 promptly with no or little instruction in the Target Language.

Managing the Class

The ways in which the teacher organizes the class also involve a choice of language. Some teachers resorted to L1 after having tried in vain to get the activity going in L2. The following are examples of code switching that the teacher use in managing the class.

Example 6:

T: What are you doing? Do not make noise. *Jangan ribut. Coba Danil pindah kedepan*

Example 7:

S: *Buk, permisi buk*

T: No, no. Sit down. *Duduk*. Wait for Ivan first.

T: Hey ini kenapa ini malah tidur? *Go wash your face*

From the example above, the teacher manage the class by using code switching to make the students understand what she asks them to do.

Emphasizing important point

Important messages can be reinforced or emphasized when they are transmitted in the L1. The present data shows that the use of Indonesian language can lay stress on some instructions or direct students' attention to important contents. Code-switching to Indonesian language can be used to give emphasis. The example is as follow.

Example 8:

T: *Coba perhatikan. Ini kalimat langsung ini kan.* "Susan, no cheating with your friends and do the test by yourself. *Kerjakan tes itu sendiri, jangan mencontek. Ada yang bikin herself. padahal kalau kalimat langsung jadinya..kita kan udah belajar indirect speech. Kalau kalimat langsung it becomes* "Susan, no cheating with your friends and do the test by yourself". *Nah disini yourself.*

S: *Kalau herself apa artinya buk?*

T: *Kalau herself artinya dirinya sendiri*

From the example above, it is found that the teacher used the code switching to get the students' attention. She emphasized what she thought was important by inserting a Indonesian language sentence and drawing the students' attention to the description.

Indexing a Stance of Empathy or Solidarity Towards Students

The teacher in the data appears to switch to build solidarity and intimate relations with the students and to show some concerns when students seemed to have problems. This finding is consistent with that of Polio and Duff (1999). They concluded that many of the teachers resorted to the L1 for rapport building with the students and "to temporarily background their role as a teacher, to perhaps foreground their role as an empathetic peer, and to digress from instructional sequences". The following are the examples of indexing a stance of empathy or solidarity toward students.

Example 9:

T: *Kemarin*, Yesterday, only some of you came to the class. How about the others? *Yang lain kemana? Kenapa tidak datang.* Why you didn't come yesterday?

S: Still in Lebaran Day

T: Where is your hometown, Ari. *Dimana kampungnya?*

S: Pariaman

S: *Buk gimana hasil ujianny buk?*

T: Hasil ujiannya memuaskan, But some of you get low marks.

T: We will discuss the test sheet. Okay jadi hari ini kita bahas soal yang kemarin
Example 10:

T: Do you have the mistakes in your answer? Ada yang salah Aidil?

S: Nggak Buk.

T: Good

In the example, the teacher shows her attention to the students through asking questions and using the code switching. Although the frequency of code-switching to Indonesian language for solidarity or empathy is not high, it was of great value to guarantee the effective communication between the students and teachers.

The questionnaires and classroom recordings both greatly contribute their share to shaping the following findings: First, the data from the questionnaires and classroom recordings reflect that teachers' code-switching to Indonesian language does exist in EFL classroom. The teacher and students claim that there is the switching to Indonesian language sometimes or occasionally in their classes and it is used consciously or unconsciously. In addition, most the students and teacher hold a positive view on teacher's' code-switching to the L1.

Second, code-switching to Indonesian language has been found to serve various functions like translating vocabulary items, explaining grammar, managing class, and building close relation with students which are in accord with the findings of Levine (2011). In addition, emphasizing some points is also the functional uses in EFL class. Third, code-switching to Indonesian language is a good strategy of efficiency and benefits EFL classroom.

4. Conclusion

The result in this research revealed that the subject in this case study used code switching in her English classroom and sometimes switch from English to Indonesian language and vice versa and consciously used code switching in the classroom. Regarding with the function of code switching, it can be concluded that the functions of code switching used by the teacher in the classroom are in order to explain vocabulary, give grammar instruction, emphasize some points, manage the class, index a stance of empathy or solidarity towards students.

References

- Arifin, K., & Husin, M. S. (2011). Code-switching and Code-mixing of English and Bahasa Malaysia in Content-Based Classrooms: Frequency and Attitudes. *The Linguistics Journal*, 5(1), 220-247.
- Bernstein, E., & Herman, A. (2014). Code Switching and Competition: An Examination of Situational Response. *Journal Quest*, 66(4), 409-420.
-

-
- Cook, V. (2000). *Second Language Learning and Language Teaching*. Beijing: Foreign Language Teaching and Research Edward Arnold.
- Fiki, E. (1999). *Code-mixing of Arabic and English in a University Science-Teaching Context: Frequency, Grammatical Categories and Attitudes*. (Unpublished thesis). Concordia University, Quebec, Canada.
- Levine, G. S. (2011). *Code Choice in the Language Classroom*. Bristol, UK: Multilingual Matter.
- Lightbown, P. M. (2001). L2 Instruction: Time to Teach. *TESOL Quarterly*, 35(4), 8-99.
- Martiana, T. (2013). Examining Code-Switching Practices in Hilman Hariwijaya's Makhluk Manis dalam Bis dan Bunga untuk Poppi. *Journal Passage*, 1(1), 9-20.
- Muin, A. (2011). Code-Switching as A Communication Strategy. *Journal Adabiyah*, XI (2), 264-277.
- Nordin, N. M., Ali, D., Zubir, S.I., & Sadjirin, R. (2013). ESL Learners' Reaction Towards Code Switching in Classroom Settings. *Procedia - Social and Behavioral Sciences*, 90, 478-487.
- Polio, C. G., & Duff, P. A. (1990). How Much Foreign Language Is There in The Foreign Language Classroom? *The Modern Language Journal*, 74(2), 154-166.
- Putri, D. M., Zaim, M., & Desmawati, R. (2014). An Evaluation of Speaking Tasks in Students' Book for Senior High School Grade X Semester 1. *Journal English Language Teaching (ELT)*, 2(2), 56-65.
- Shay, O. (2015). To Switch or Not To Switch: Code Switching in a Multilingual Country. *Procedia - Social and Behavioral Sciences*, 209, 462-469.
- Ulya, R. H. (2018). Dimensi Keteraturan Sosial Wanita Hamil dalam Gamitan Superstisi Kubuang Tigo Baleh. *Kafa'ah Journal*, 8(2), 183-196.
- Ulya, R. H. (2018). Reinterpretation of Ethic Value in Minangkabau's Superstition. *TELL-US Journal*, 4(1), 47-57.
- Ulya, R. H., Thahar, H.E., Asri, Y., & Agustina, A. (2018). Cultural Manifestation in Superstition of Minangkabau Society. In Ifdil (Ed.). *Proceeding of the 1st International Conferences on Education, Social Sciences and Technology Application in Digital Era*. Padang: Universitas Negeri Padang.
- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. Oxford: Blackwell.
- Yankova, D., & Vassileva, I. (2013). Function and Mechanism of Code-Switching in Bulgarian Canadian. *Etudes Canadiennes/ Canadian Studies* 74, 103-121.
- Yusuf, Y. Q., Fata, I. K., & Chyntia, C. (2018). Types of Indonesian-English Code-Switching Employed in A Novel. *Kasetsart Journal of Social Sciences*, 1-6.

How to cite this article:

Putri, D. M. (2020). English Teacher's Code Switching in The Classroom (A Case Study in Grade IX of SMK 10 Padang). *Journal of Educational Sciences*, 4(3), 620-631.
