

## English Teacher's Employment of Code-Switching in EFL Classroom: Types and Functions

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### Abstract

Code-switching in the teaching and learning process is a natural phenomenon, meaning the teacher changes the language during the teaching and learning process, either from Indonesian to English or vice versa. The current study was intended to discover the types and functions of code-switching used by English teachers in classroom interaction. This type of research is qualitative. The subject of the study is an English teacher who teaches English in Grade 11 at a private high school in Kupang, Indonesia. The research data were collected through class observation and recording of the teacher's utterances during the teaching-learning process. The study uncovers three types of code-switching i.e.: tag switching, inter-sentential, code-switching, and intra-sentential code-switching. Of the three types, intra-sentential code-switching was the most dominantly used by the teacher. The study also found the functions of code-switching used by the teacher in classroom teaching namely repetition, explanation, asking, and translation. The most dominant function of code-switching used by the teacher was translation. It is recommended that English teachers may employ code-switching in learning activities according to the needs and the level of ability of the students. By doing code-switching, the learning process can run smoothly, and the desired goals can be achieved.

Keywords: Code-switching, English teaching, Types and functions of code-switching.

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## INTRODUCTION

Bilingualism and multilingualism are inevitable as an effect of intensive public communication in a multilingual society. This is because individuals often need to communicate across linguistic boundaries for various reasons such as trade, governance, education, and social interactions. As a result, many individuals become proficient in more than one language, and sometimes in several languages, to navigate these diverse communication needs effectively

Most countries are bilingual or multilingual, depending on how many languages they use. Indonesia has several regional languages spoken actively by tribes in Indonesia. Rachman (2007) and Suwarsih (2010) in Upa (2014) stated that 745 ethnic languages exist in Indonesia. In addition, there are also foreign languages such as English, Arabic, German, and other languages spoken by many Indonesians. This eventually allows some Indonesians to study and learn the language they want to align with their skills and talents. This affects most Indonesians to be bilingual

and multilingual. The more people master a language, the more their ability to switch from one language to another becomes a cultural and social trend.

One of the foreign languages being taught in the Indonesian education system is English. Its vital role in global communication makes it crucial to be mastered by all folks of life in order not to be left behind in modern society which is characterized by the use of high technology that requires a decent command of English (McKay, 2006). In education, English has become a basic subject taught in elementary, junior high school, senior high school, and universities. In junior high school and senior high school, English is one of the subjects tested in the national exam.

Understanding the language is very important, especially in the learning process. So, the teacher who teaches this foreign language in Indonesia must use English as the medium of instruction. But in some cases, the teacher does not only use English as a means of instruction in class but also Indonesian and sometimes uses the vernacular language (Carson & Kashihara, 2012). Teachers use Indonesian and English to explain the subject matter to students. It is common for some English teachers to use Indonesian to their students because English cannot be taught directly. Poedjosoedarmo (1972; 88) stated that almost all English teachers teach English with language switching. They combine Indonesian and English during their English lessons. They sometimes put Indonesian words, phrases, or even sentences while teaching English. They assume that students understand if they speak Indonesian rather than English, to create a class atmosphere, making it conducive, liven up the classroom atmosphere, and build good interaction with students. Besides that, it is believed that students are able to understand the learning materials better. All the purposes of code-switching are aimed at helping the teacher achieve learning and teaching goals (Puspawati, 2018).

In this case, the use of code-switching in the teaching and learning process is a natural phenomenon, meaning that the teacher changes the language during the teaching and learning process, either from Indonesian to English or from English to Indonesian and code-switching in learning English is very necessary. For students, code-switching can be a bridge to fluency in English, while for teachers, code-switching can be a functional tool in converting information and knowledge to students so that the material presented can be understood more easily (Bhatti et al., 2018). So through code-switching, teachers and students are able to achieve learning objectives. The arrangement of Indonesian words into English or vice versa is based on several reasons, one of which is to provide an alternative solution if you find a context that has a high level of complexity in translating Indonesian into English or vice versa. Code-switching may also be used as a repair strategy to overcome non-or misunderstandings in conversations (Aleksius, 2021; Aleksius & Saukah, 2018)

Several studies have been conducted on the occurrence of code- in the teaching-learning process. The research conducted by Idana (2021) found that there were three types of code-switching used by teachers, including code-switching between sentences, intra-sentence code-switching, and tags code-switching, but the most dominant is intra-sentential code-switching later followed by intra-sentential code-switching and at the very least tag-switching. Similar results are also found in the studies conducted by Eldin, 2014a; Purnama, 2020; and Upa, 2014). These studies indicated that the use of intra-sentential, intersentential, and tag-switching as the

forms of code-switching used by English teachers in classroom interaction. In addition, these studies also revealed that the code-switching used by teachers is mostly to translate the L2 items into L1 items to assist the students' understanding.

In terms of code-switching functions some studies (Bhatti et al., 2018; Shalihah & Rosa, 2021; and Van der Walt, 2011) found that code-switching is used for various functions such as clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing a language element, making inferences, developing vocabulary, class discussions of student tasks, giving feedback, aiding memorization, class management, and entertainment and general communications. However, the interest in choosing a teacher's code-switching in the English classroom is to focus and understand the process that occurs when the teacher uses the code-switching technique and to know what types of code-switching and functions the teacher uses in the English class.

The current study intends to find out more about the types of code-switching and the functions of code-switching used by English teachers in classroom teaching. Thus the research questions to be explored in this study are (1) what are the types of code-switching used by English teacher in classroom teaching; and (2) what are the functions of code-switching used by English teacher in classroom teaching?

The results of this study are useful for describing languages that can not be explained syntactically, morphologically, phonologically, and semantically and are useful for exploring more knowledge about code-switching. This study also will give information about the use of code-switching in communication. Theoretically, the findings of this study are intended to be used for a reference to linguistic studies, especially the one that is concerned with the area of bilingualism and multilingualism. This study is useful to give general information about code-switching and as a reference for other researcher who wants to conduct the same study in different fields. This study explains code-switching that can become a lesson to be learned and can be practiced to create alternative communication. This study also provides meaningful information and better understanding of the utility of code-switching.

## **RESEARCH METHOD**

This current study was a descriptive qualitative study intended to describe the code-switching phenomenon in classroom interaction based on the forms and functions of code-switching. The participant of this research was an English teacher who teaches English at a Junior High School in the City of Kupang, Indonesia.

The instruments used in this research were classroom observation. In this case, the first author observed the teaching-learning process in the classroom when the teacher was teaching English to the grade XI students of St. Familia Catholic High School in Kupang, Indonesia. The required data were collected by observing and recording the utterances produced by the teacher during one classroom meeting. The recording was done in order to guarantee that none of the teacher's utterances were missed out from the analysis. The recording of teacher's utterances was, then, transcribed for further analysis.

To analyze the gathered data, descriptive analysis was utilized. Several steps employed in the data analysis include checking the transcribed classroom interaction to make sure that the utterances produced by the teacher can be audible.

The next step was identifying all the utterances that contain the use of L1 and then extracting them to be included in the classification analysis of form and function. The analysis continues with the classification of code-switching based on their forms and functions. The classification of code-switching forms was done based on Poplack (1980) who distinguishes three types of code-switching: tag Code-Switching, inter-sentential, and intra-sentential. As for the code-switching function, the classification was done based on the Van der Walt (2011).

## RESULTS AND DISCUSSION

### Results

The result of this study is divided into two parts. The first part is related to the forms of code-switching that occurred in the teacher's utterances during the classroom interaction, and the second part will be about the functions of code-switching.

#### 1. The forms of code-switching

The results of data analysis indicated that there are three types of code-switching used by the teacher of English, namely tag switching, inter-sentential code-switching, and intra-sentential code-switching, similar to the ones proposed by Poplack (1980). The frequency of occurrence also differed from one type to another in which the tag code-switching is the least employed by the teacher.

Table 1. Types of code-switching used by English teacher

No	Types of code-switching	Data
1	Tag switching	2
2	Inter-sentential code-switching	25
3.	Intra-sentential code-switching	33
	Total	60

#### *Tag switching*

Tag switching is the type of code switching that was less used by the teacher in the learning process and there were only few examples found in the presented data. According to Poplack (1980), tag switching is words or phrases from another language which are inserted at the end of a sentence or utterance boundary.

The examples of this type can be seen in the examples below:

- 1) So, understand, *ya?*
- 2) Not only one chorus, *ya?*

The examples above were categorized as tag switching because the switch happened at the end of the sentence and the tags that occurred are all the same where the teacher inserted the tag "ya" at the end of the sentence.

#### *Inter-sentential code-switching*

Inter-sentential code-switching is the type of code-switching found to be the second highest in the presented data. According to Poplack (1980), inter-sentential switching involves a switch at a clause or sentence boundary, where each clause or

sentence is in one language or another. This type was used by the teacher when she used examples, translated or explained something. The teacher used of English in one clause (the beginning of the utterance) and then switched to another language (Indonesian).

Here are some examples of the type of inter-sentential code-switching:

- 1) Today we are going to learn about "Learning through Music". I know that all of us here in this classroom, like to listen to song, right? *kalian semua di sini suka dengar lagu ka tidak?*
- 2) Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. *Song atau lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi dan hubungan temporal, biasanya diiringi alat musik yang mengandung kesatuan dan kesinambungan.*
- 3) Next, to share someone's emotion to other. *Jadi seseorang itu bisa mengungkapkan emosi atau perasaannya lewat lagu untuk orang lain.*

#### *Intra-sentential code-switching*

Intra-sentential code-switching is the type of code-switching found by the writer in the presented data and is the most used in code-switching. It was mentioned in the previous chapter that intra-sentential code-switching is code-switching that occurs within a sentence. This type of code-switching was used by the teacher when giving examples, when explaining and translating vocabulary or phrases 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.

Below are examples of the types of intra-sentential code-switching:

- 1) Jadi antara bait pertama *verse* dengan dia punya *chorus* atau ref itu berkesinambungan. Biasanya *usually someone like if you want to tell something but you can't express*, tidak bisa mengungkapkan secara langsung, kita bisa mengungkapkan lewat lagu.
- 2) Next *struktur kebahasaan*. The first is Intro. Intro is the beginning of song. *Intro itu biasanya bersisi instrument atau pengenalan suara dari penyanyi.*
- 3) You can do anything, you can be anything the important is never give up. *Kamu mau jadi apa saja*, it's up to you and never give up. *Itu semua terwujud dengan kerja keras dan tidak pernah menyerah.*

#### 2. The functions of code-switching

In the previous research written by Van de Walt (2011) about code-switching, he found that there are fourteen functions of code-switching. In analyzing the data, the researcher found five functions of code-switching used by English teacher in classroom teaching. They are repetition, explanation, asking, translation, and developing vocabulary. Table 2 presents the frequency of appearance of code-switching functions in the teacher's utterances.

Table 2. The functions of code switching used by English teacher

No	Functions of code switching	Data
1	Repetition	21
2	Explanation	14
3	Asking	12
4	Translation	24
5	Developing Vocabulary	3
	<b>Total</b>	<b>74</b>

### *Repetition*

The function of repetition occurs twenty-one times in the utterances produced by the teacher. Repetition occurs when the teacher repeated the speech from English to Indonesian or vice versa in the form of a sentence or phrase or question. Repetition is done to align the meanings in the two different languages (Indonesian and English), so that the students in the interaction could gain a better understanding of the words or phrases spoken by the teacher.

Here are the examples of the function of repetition that found in teacher's utterances in class teaching:

- 1) Ok next, what is the meaning of the song? ***Siapa yang tau? Makna dari lagu.*** Who knows? What is the meaning of the song?
- 2) Mia, what is the moral value? ***Ibu barusan omong tadi, pesan moralnya itu apa?*** Maria, what is the moral value? ***Pesan moralnya apa?*** You, Arianti, what is the moral value? ***Coba, siapa yang bisa mengulangi?*** In English.

The examples above show that repetition was done by the teacher, namely by repeating the same sentence but in a different language. At the beginning teacher stated the question in English and then repeated again but in Indonesian which is the language understood by the student.

### *Explanation*

The function of explanation is found fourteen times in the presented data. The function of explanation occurred when there are materials that needed further explanation. The teacher explained by switching the language from English to Indonesian or Indonesian English. Here are the examples of the function of explanation:

- 1) Jadi antara bait pertama *verse* dengan dia punya *chorus* atau ref itu berkesinambungan. Biasanya ***usually someone like if you want to tell something but you can't express***, tidak bisa mengungkapkan secara langsung, kita bisa mengungkapkan lewat lagu.
- 2) ***Bridge is the limited connecting with the chorus. dia ini harus sama dengan verse, tapi dia itu menghubungkan chorus dengan chorus yang berikutnya. Dalam sebuah lagu itu, not only one chorus ya. Ada dua atau tiga chorus. biasanya lagu barat itu panjang. Jadi biasanya untuk menentukan mana chorusnya, mana main chorusnya agak sedikit sulit, ok? Bisa ya?***

From the examples above it can be seen that, when the teacher explained the material, she did not use English entirely or not fully in Indonesian. There are several words and sentences in which English and Indonesian were used.

### *Asking*

The function of asking occurred twelve times in the teacher's utterances. The function of asking occurred when the teacher asked the students about the material that had been explained by switching the language from English to Indonesian. By doing code-switching, students become aware of the teacher's speech in the form of the question, so that students can respond in the form of a correct answer. The following are some examples of the function of asking:

- 1) So, I hope you can understand the material and for the next week, we will have exam. Let's start. Today we are going to learn about "Learning through Music". I know that all of us here in this classroom like to listen to song, right? ***kalian semua di sini suka dengar lagu ka tidak?***
- 2) Now I want to divide you into four group. How many of you? ***Berapa kalian semua di sini?***
- 3) You only got one? ***Majasnya cuman satu?***

From the examples above it can be seen that the teacher code switched when giving the question to the students. The teacher started the questions using English and then switched to Indonesian with the intention that students could understand the questions given.

### *Translation*

Based on the findings, the most common function in teacher utterances was translation with 24 data. Translation was done by the teacher to translate a statement or question because the teacher felt that it needed translation to make the students better understand the meaning of the statement or question to avoid misunderstanding. Here are the examples of the function of translation:

- 1) In Miss Osin's class, what did we do? ***Kita buat apa waktu kita pake past, kita bahas tentang past tense baru – baru?***
- 2) Song is a composition of tone or voice in sequence, combination and temporal relation to produce a musical composition that has unity and continuity. ***Song atau lagu adalah gubahan seni nada atau suara dalam suatu urutan, kombinasi dan hubungan temporal, biasanya diiringi alat musik yang mengandung kesatuan dan kesinambungan.***
- 3) I will climb every mountain and swim every ocean just to be with you. ***Jadi saya akan mendaki gunung dan menyelami samudra hanya untuk bersamamu (Appendix 2, table type of CS and functions of CS, case no.55)***

From the examples above it can be seen that the teacher code switched in explaining the material and also in giving the question. It happened that the teacher explained first in English and then she translated into Indonesian so do questions. The result of the interview stated that students would better understand the material being explained if it was combined or transferred to Indonesian.

### *Developing Vocabulary*

The function of developing vocabulary occurred in teacher utterances with 3 data. This form of code-switching occurs when the teacher and the students are discussing about vocabulary. There are words that need to be translated into Indonesian so that the students could better understand the meaning of the words from English to Indonesia.

Below are examples of the function of developing vocabulary.

- 1) Next, hyperbole. Dari kata hyper, ini kamu tau, Hyper ini **berlebihan over**
- 2) Kosakata sangat banyak, yang pertama itu; *luck, lack* itu **keberuntungan, Itu ada di dalam lagu. Don't wait for luck. Jangan menunggu sampai keberuntungan itu datang. Yang kedua dedicate atau persembahkan. Next, move pindah. Maksudnya berlahan untuk melupakan. Next is champion, juara. Next, bangin itu memukul, and you can see in the screen. Itu adalah beberapa kosa kata yang ibu ambil dari lagu half of fame.**

The examples above show that the teacher switched the language from English to Indonesian when she introduced the unknown vocabulary to the students so that the students could understand the meaning of the words.

### **Discussion**

After doing data analysis, this study discovered that there are three types of code-switching used by English teacher in teaching, namely tag switching, intersentential code-switching, and intra-sentential code-switching. Of the three types of code-switching, intersentential code-switching was the most frequently employed by the teacher, while tag-switching was the least used one. The current study confirms the findings of several previous studies (Idana, 2021; Purnama, 2020; Upa, 2014) that most of the code-switching types are tag-switching, intersentential and intrasentential. These forms are basically used to aid understanding during a course of interaction.

Furthermore, the current study found that there were five functions of code-switching used by English teacher. These are repetition with 21 data, explanation with 14 data, asking with 12, translation with 24 data, and developing vocabulary with 3 data. The common function within the teacher's utterances in teaching was translation with 24 data which was used by the teacher to help the students understand better the meaning of the statements or questions. Compared to the previous study conducted by Van der Walt (2011), that the use of code-switching in language instruction has multiple functions that support an effective learning process. Of the 14 functions of code-switching found in Van der Valt (2011) study, the current study came up only with 4 functions of code-switching, i.e. repetition, explanation, asking, and translation.

The teacher used code-switching because the students had difficulty in understanding English very well. So, the teacher switched her utterances to Indonesian afterward in order for the students to not be confused and they can better understand when the teacher explained the lesson. The teacher used code-switching in the teaching process because she wanted to make her utterances clearer when

explaining so that the students could understand faster. She also used code-switching in the class in order to express her emotions or feeling to the students.

The finding would shedlights on the use of code-switching in communication. Theoretically, the findings of this study may be intended to be used for a reference to linguistic studies, especially the one that concerns in the area of bilingualism and multilingualism. Additionally, practically, this study is useful as it gives general information about code-switching and as a reference for other researchers who want to conduct the same study in different fields. This study provides an explanation of the code-switching that can become a lesson to be learnt and can be practiced to create alternative communication. Furthermore, this study also provides meaningful information and better understanding on the utility of the code-switching.

However, it should be acknowledged that the current study has several limitations, especially in terms of the number of the participant involved as well as the number of classroom meeting recorded for sample data of teacher's utterances. Therefore, we would like to suggest that the future research need to involve more English teachers as participants in order that richer language data may be obtained regarding the use of L1 in the teaching and learning of English in EFL context.

## CONCLUSION

Based on the findings of this study showed that there were three types of code-switching that existed in teaching English. Those types were tag switching, inter-sentential code-switching, and intra-sentential code-switching. The most frequent type which existed in teaching was intra-sentential code-switching. It was also found that the use of code-switching in language instruction has multiple functions that support an effective learning process. These functions include (1) repetition, (2) explanation, (3) asking, and (4) translation. The most effective function that English teachers use in their classroom teaching is translation. It is recommended that English teachers may employ code-switching in learning activities according to the needs and goals to be achieved. The teacher should do code-switching according to the level of ability and understanding of the language the students have. It is intended that learning can run smoothly and achieve the desired goals. In addition, the suitability of using code switching needs to be done so that practitioners and educators have skills, especially those related to communication skills in learning activities.

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