



An Indonesian Teacher's Code-Switching In A Senior High School EFL Speaking Classrooms

Putri Al Zahra ¹, Fauzi Miftakh ², Mobit ³

^{1,2,3} Universitas Singaperbangsa Karawang

	Abstract
Received: 04 Januari 2024	<i>Code-switching is a unique phenomenon in people who used bilingual or multilingual language when speaking with another person. Hoffman (1991) stated that code-switching refers to the alternating employment of two languages or linguistic types within the same utterance or during the same conversation. The research aimed to find out the teacher implementation of code-switching in EFL classrooms and discover the extent to which code-switching assists students in learning English. The research focused on the data of a teacher and students speaking about code-switching. The qualitative method was used in this research employing a case study. A teacher and three students at a high school in Kawarang participated in this research. The instrument of this research used an observation checklist and interview guidelines. To analyze the data, the researcher applied thematic analysis. The findings revealed there were three types of code-switching occurred in this research. The language switch that occurred in this research is English, Indonesian, and Sundanese. The teacher implemented code-switching in greeting or opening, introducing the topic, delivering material, and closing the lesson. Code-switching had a positive impact on a teacher and students in their learning process in EFL classrooms. From the result, the research suggested that further research can explore international schools and added one more teacher participant.</i>
Revised: 11 Januari 2024	
Accepted 17 Januari 2024	
Keywords:	<i>code-switching, multilingual, EFL classroom</i>

(*) Corresponding Author: putrialzahra22@gmail.com

How to Cite: Al Zahra, P., Miftakh, F., & Mobit. (2024). An Indonesian Teacher's Code-Switching In A Senior High School EFL Speaking Classrooms. <https://doi.org/10.5281/zenodo.10645755>.

INTRODUCTION

The most essential skill to communicate well in this global world among all the four language skills in order is speaking (Rao, 2019). Teachers and students who live in a particular, often communicate using local language and national language rather than foreign languages. So, it is no wonder that many teachers do not teach in full English. This is a challenge for teachers how to make EFL students understand the material presented by the teacher so students can be active in class. One of the successes of students' learning in a foreign language depends on how often students improve their language skills inside and outside the classroom (Urmilah, Miftakh, & Ridwan, 2021). Many EFL students generally experience weak speaking competence, because mastering English speaking skills is not easy (Islam & Stapa, 2021). The strategy that teachers can use when teaching in the classroom is by switching from English to Indonesian or the local language (Zainil & Arsyad, 2021). This phenomenon is known as code-switching (Abidi & Smaili, 2021).

There are some relevant research has been conducted previously by Temesgen & Hailu (2022) which focused on code-switching in the context of function and motivation of EFL teachers' code-switching practices. In addition, a research by Zainil & Arsyad (2021) presented teachers' understandings and beliefs

about their code-switching practices in EFL classrooms. Other research by Binmahboob (2020) stated about the function of code-switching and the attitudes towards from the perspective of EFL secondary school teacher.

From the previous research regarding to code-switching, there is little research that discussed code-switching in the field of national and local languages. From the previous research, it can be generally accepted and understood that there is a contextual gap between previous research and the present research. The present research is focusing on teacher implementing code-switching in EFL classroom and code-switching practices where most societies their first language is Sundanese and second language is Indonesia. In this research, code-switching is influenced by the mother tongue used during teaching and learning activities.

Literature Review

Bilingualism is the ability to have two languages which is a phenomenon in competence and communication (Sharipov, 2021). Multilingual is someone who can utilize three or more languages, either individually or in varied degrees of code-switching (Mc Arthur, 1992; Bin-Tahir, 2020).

Code-switching refers to the alternating employment of two languages or linguistic types within the same utterance or during the same conversation (Hoffman, 1991). When teacher transition between languages to maximize their instruction, code-switching can function, students, grasp concepts better, and provide them opportunities to participate in discussions (Cahyani, H., Courcy, D.M., & Barnett, J., 2016). According to Hoffman (1991), there are four types of code switching as follow:

1. Intra-Sentential Switches

Intra-sentential is changing the coding-switching within a clause or phrase. An example: "Dia memiliki sepatu putih in their shoe rack" (Hoffman, 1991)

2. Inter-Sentential Switches

Inter-sentential is code-switching that takes place at the boundary of a clause or a sentence. An example, "I started going like this. Dan dia berkata. Look at the smoke coming out of my fingers" (Hoffman, 1991)

3. Establishing Continuity Switches

Establishing continuity is the type of code-switching that occurs to continue the preceding speaker's sentence.

4. Emblematic Switching

Emblematic switching is a tag or a sentence filler that signifies an ethnic identity in the other language. For example, "It is a nice day, Steve? another example, ".. Oh! Ay! It was humiliating! But it was quite nice, but I felt embarrassed!" (Hoffman, 1991)

There are some possible ways to improve the speaking learning process by some experts. One of the experts, Kayi (2019) encourages a number of activities that may be used in the learning process of speaking, including debate, role-playing and simulation, dialogue, and so on. There are some indicators to determine a good speaking learning process (Picollo, 2013), namely, the students have the opportunity to speak as often as possible, the students are all participating fully in the learning process, the students take the initiative to talk in the target language, the students can reduce native language interference, the students have self-assurance while speaking in English, the students receive sympathetic and useful

feedback from the teacher throughout the learning process, and the students receive rewards from the teacher during the learning process.

There is a previous research conducted by Temesgen & Hailu (2022) which concerned in code-switching in the context of function and motivation of English teachers' code-switching practices from one secondary school in Ethiopia. In addition, there is a previous study that was conducted by Zainin & Arsyad (2021) presented teachers' understandings and opinions on effective methods for teaching and learning languages as well as their code-switching techniques in EFL classes. Other research that was revealed by Binmahboob (2020) stated about teachers' perceptions of code-switching in relation to the communicative method and the pedagogical functions that code-switching serves.

METHODS

Research Design

This research used a case study as a research design. Case study is empirical studies that investigate contemporary phenomena in real-life contexts (Yin., R., K., 2018). The case study uses a variety of information including interviews, observations, documents, and equipment. This study investigated how teacher implement code-switching in EFL classroom and students' perceptions. The researcher used case study because it is suitable to support aspects of this research. This research was explored in depth by conducting observations, interviews, and documentation.

Site and Participant

This study was conducted in a senior high school in Karawang. The participant of this research is a female English teacher who has experience in teaching English and students from 11th grade in one class consisting of thirty students. The participant satisfies the research's requirements since she uses code-switching when she teaches English. On the other hand, she is the only English teacher in this school. The researcher only involved three students out of thirty students in the classroom. The students range in age from 16 to 17 years old.

Data Collection Technique

This research adopted a qualitative approach by using a triangulation data collection technique consisting of observation, interview, and documentation. In this research, the researcher conducted observation in English classroom activities. The researcher didn't involve directly in teaching students (non-participant observation). After conducting observations, the researcher transcribed the video recording into written form. The interview was carried out after the classroom observation. The interview which administrated to an English teacher and three students. This step involved the semi-structured interview. The researcher conducted an interview with a female English teacher and three students.

Data Analysis

The collected data was analyzed in thematic analysis. Thematic analysis is a method for analyzing the data by identifying, analyzing and reporting themes or pattern. The data was analyzed within these several steps according to Braun & Clarke (2006).

FINDINGS & DISCUSSION

Findings

The teacher's strategy in implementing code-switching in EFL speaking classroom activity

Code-switching consists of 4 types, namely, inter-sentential, intra-sentential, establishing continuity, and emblematic switching according to Hoffman's theory (1991). In this research, the researcher found three types of four types used by a teacher when teaching in the classroom. One of the types of code-switching that was not used in the lesson was establishing continuity switching. Starting from inter-sentential switching. This strategy is carried out by a teacher so that students can understand what the teacher saying.

"Actually, I don't have any kind of strategy. Yet, when I see my students getting confused using English, I switch to Indonesian or Sundanese directly. So that, students can easily absorb the material I teach." (Teacher Interview 007)

In this first step, the teacher implemented code-switching at the beginning of the learning process. The teacher greeted the students and inquired about their absence today

T1 :*Assalamualaikum! Good morning, everyone!*

S :*Good morning, Mrs.*

T1 :*How are you today? **Keliatannya masih belum semangat yah.***

S :*Baik, Mrs.*

T1 :*Who is absent today? **Saha wae nu teu hadir hari ini?*** (Observation Transcript 001)

The most frequent occurrence is intra-sentential switching. Intra-sentential switching often coexists with emblematic switching. For closing, only intra-sentential switching was used. This strategy has begun to be used frequently to help convey the material well so there is no missed communication. Starting to enter the core stage of learning.

"Very often. Starting from the opening until closing, I always use code-switching to help me deliver the material." (Teacher Interview 003)

The teacher often switches the language of every sentence. The teacher used English, Indonesian, and Sundanese (mother tongue) to ask the students.

T1 :*Before we start our lesson, do we have any homework? **Ada PR ga ya? Ibu teh lupa.***

S :*Henteu bu. Ngga ada bu.*

T1 :*Oke, kalau begitu. **Hayu kita mulai saja masuk ke materi selanjutnya. Ada yang tau apa itu invitation? Rise your hand nu tau artina, sok. Hayo, naon si invitation teh. Sok nu bawa kamus atau bisa lihat google translate.*** (Observation Transcript 002)

Enter into the core stage which is giving the material and instruction. Yet, Indonesian and Sundanese frequently showed up more than English. Because Sundanese is their mother tongue and Indonesian is the national language.

"Basically, I communicate more with Indonesian and Sundanese than English. Our mother tongue here is Sundanese. That's why I always mix Sundanese when teaching." (Teacher Interview 006)

In their area, the use of Sundanese is still very common, especially in daily conversation. So that students are more comfortable and understand when the teacher explains.

T1 :One type of invitation **atau salah hiji jenis undangan** that we will learn **yang akan kita pelajari yaitu** wedding party invitation. Please, open your book, page 90 (ninety) **salapan puluh. Bisa diliat ya disitu ada 1 contoh** wedding party invitation.

S :Baik bu.

T1 :**Contoh namina Johan jeung Glenda mau nikah. Johan and Glenda** invite you to share in a celebration of our love. **Kemudian** after that, **kita** **tentukan mau tanggal berapa, poe apa, tempatnya dimana.** Example: September, 23rd at 11.30 a.m. in Gedung Merdeka Hallroom. **Sok saha nu tau arti kalimat yang di atas ini? Babarengannya.** (Observation Transcript 003)

The impact gained by teaching using code-switching is to provide new vocabulary that was previously unknown by students and improve their English skill.

“Code-switching really helps me a lot in the learning process. All my students can easily understand the material and know what I’m talking about. It can improve their English skill, such as new vocabulary that they have never heard before and now they know what it means.” (Teacher Interview 002)

From the beginning to closing, code-switching was very helpful for students and a teacher. The students could understand the material and instruction delivered by a teacher until they had to complete their assignment.

The extent to which code-switching assists students in learning English in the classroom.

The researcher continued the interview with 3 students based on ranking (high, medium, and low). There were different views on code-switching from these three students. They stated that code-switching gave them a more positive impact than the negative one.

“The positive thing is learning new vocabulary. Knowing the meaning of the material learned. What used to sound foreign, now I know the meaning. It can improve my English skills and those of my friends too” (Student Participant 01)

“The positive thing is it really helps students when learning because not all students can speak English and Indonesian, especially since our basic here is Sundanese.” (Student Participant 02)

“The positives are it is very helpful when learning and increasing knowledge about English.” (Student Participant 03) (Students Interview 003)

Due to the unfamiliarity of the school with the use of English and the low accreditation of the school, learning English is quite difficult for students and less attractive. Therefore, code-switching assists a teacher and students to increase their understanding and interest in English. Certainly, code-switching has a positive impact on learning. The interview result of the three students above are also corroborated by the teacher’s statement.

“For now, the negative impact of learning using code-switching doesn’t seem to exist. Because of the current situation in this school, code-switching roles an important role in teaching and learning activities in the classroom. The positive impact is felt by me and of course my students.” (Teacher Participant 001) (Teacher Interview 009)

The students objected to the teacher using full English when teaching in the classroom. English is a foreign language or not the main language, hence, they prefer to mix with Indonesian or Sundanese. They find it difficult if a teacher did not apply the code-switching during learning process.

Discussion

Teacher's strategy in implementing code-switching in EFL speaking classroom activity

After analyzing the data, the researcher intends to discuss the findings that have been investigated in this section to answer the research question. code-switching occurs when a speaker switches between two or more language in a single discussion (Hoffman, 1991). This study uses Hoffman's theory in which the implementation of code-switching is seen from 4 types when learning starts from opening to closing. Yet, of the four types of code-switching above, only three are used by teachers during the teaching and learning process in the classroom. This is because one of the four types is not applied or applied by teachers and students in the classroom. The type is establishing continuity.

From the finding statement above, one of the four most frequently used types of code-switching is intra-sentential switching. This type is used when introducing a topic, giving the material and instruction, and also for closing. Giving the material and instruction is the core activity in the learning process (Rao, 2019). Intra-sentential switching often coexists with emblematic switching. This strategy is used for helping a teacher to deliver the material to the students well and correctly without any missed communication.

For inter-sentential switching used during greeting or opening. Greeting or opening is a simple greeting to welcome students "in" that they matter (Lysiak, et al., 2020). This strategy is carried out for students to understand what a teacher said. The teacher used this strategy because code-switching gave a lot of positive impact on a teacher and students starting from opening until closing.

The researcher compared with previous findings from Temesgen & Hailu (2022) in "Teacher Code-Switching in EFL Classroom: Function and Motivation" that this research used the type of code-switching, one of which is most often used is intra-sentential switching. The researcher used Ferguson's theory (2003, 2009). From the previous findings above, this research is in line with the previous research.

The extent to which code-switching assists students in learning English in the classroom

The use of code-switching in the classroom learning process has many positive sides compared to its negative sides (Murad & Jalambo, 2019). These three students can feel the positive effect of the use of code-switching applied by the teacher. Whereas, English is not the main language in this school, but a foreign language that they must learn. Moreover, the use of Sundanese as the mother tongue in the area is still very thick. So, with code-switching, it helps them to learn new vocabulary and improve their English skill.

The research compared with other previous findings, it can be acquired the differences with the findings from Binmahboob (2020) in "Code-Switching and Attitudes towards in EFL classes from English Teachers' Perspective", this research the researcher found that code-switching has a detrimental impact on language education and reduces learners' exposure to the target language. Teachers advise

students to avoid using their mother tongue in class and to lessen their reliance on their first language. The theory that the author used is Wardhaugh (2002).

Based on the result, the researcher found that the implementation of code-switching helped the teacher and students during the learning process. It could help a teacher in delivering material and instruction to the student. In addition, it reduces misunderstandings that occur between a teacher and students.

CONCLUSION

This research investigated the teacher's implementation of code-switching in speaking classroom activity and the extent to which code-switching assists students in learning English in the classroom. The finding of this research showed that a teacher used Hoffman's (1991) theory for implementing code-switching to the students during the learning process in the speaking classroom. There are four types of code-switching, intra-sentential, inter-sentential, establishing continuity, and emblematic switching. Among the four types, there is one that is not used by a teacher when teaching, namely establishing continuity. The teacher used this strategy to help students comprehend the material presented by the teacher well. Code-switching assists a teacher and students to reduce missed communication. It helps a lot of students to give some new vocabulary that never heard before and increases their interest to learn English.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

ACKNOWLEDGEMENT

The researcher would like to express her deepest and sincere gratitude to those who have helped the author in completing this thesis well and on time. They are, God Almighty, Allah SWT, Fauzi Miftakh, S. Pd., M. Pd. as the Advisor I, Mobit, S. Pd. M. Pd. as Advisor II who has been willing to guide me and take the time so that the writer can finish this thesis, my parents and my brother who always support and pray for me, all my close friends for always helping and supporting me in every situation, and the last one for myself for surviving in a downturn and never give up.

REFERENCES

- Abidi, K. & Smali, K. (2021). CESAR: A new metric to measure the level of code-switching in corpora -Application to Maghrebian dialects. *HAL Open Science*. 03139685.
- Binmahboob, D. T. (2020). Code-Switching and Attitudes towards in EFL classes from English Teachers' Perspective. *Electronic Comprehensive Journal for Education and Science Publications (MECSJ)*. ISSN: 2616-9185.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>.

- Cahyani, H., Courcy, D.M., & Barnett, J. (2016). Teachers' code-switching in bilingual classrooms: exploring pedagogical and sociocultural functions. *International Journal of Bilingual Education and Bilingualism*.
- Hoffman, Charlotte. 1991. *An Introduction to Bilingualism*. Inc: Longman.
- Islam, M. S. & Stapa, M. B. (2021). Students' low proficiency in spoken English in private universities in Bangladesh: reasons and remedies. *Language testing in Asia*. <https://doi.org/10.1186/s40468-021-00139-0>.
- Kayi (2019). Teaching Speaking Activities to Promote Speaking in Second Language. *The Internet TESL Journal*, Vol.XII(6), 1-1. <http://itestlj.org/Tecniques/Chen-Games.html>.
- McArthur, T. (ed). (1992). *The Oxford Companion to the English Language*. Oxford: OUP.
- Murad, A. I. & Jalambo, M. O. (2019). EFL Students' Reluctance in Participating in English Speaking Activities at University College of Applied Sciences: Challenges and Solutions. *Scientific Research*. Vol. 7 3. DOI: 10.4236/jss.2019.73003.
- Piccolo, L. (2019). Teaching Speaking to Second Language Students. <http://suite101.com/article/teaching-speaking-to-english-second-language-students-a261761>.
- Rao, P. S. (2019). THE IMPORTANCE OF SPEAKING SKILLS IN ENGLISH CLASSROOMS. *Alford Council of International English & Literature Journal (ACIELJ)*. Vol. 2 2. ISSN:2581-6500.
- Sharipov, S. S. (2021). BILINGUALISM- AS A PHENOMENON OF BILINGUAL COGNITIVE COMMUNICATION. *European Journal of Agricultural and Rural Education (EJARE)*. Vol. 2. No. 12. ISSN: 2660-5643.
- Shields-Lysiak, L. K., et all. (2020). Classroom Greetings: More than a Simple Hello. *Iranian Journal of Language Teaching Research*. Vol. 8:3. 41-56. <http://ijltr.urmia.ac.ir>.
- Temesgen, A. & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and Motivations. *Cogent Education*. Vol. 9:1. DOI: 10.1080/2331186X.2022.2124039.
- Urmilah, U., Miftakh, F., & Ridwan, I. (2021). Students' Perceptions and Experiences on YouTube-mediated Self-regulated Learning. *Jurnal Pendidikan*. Vo. 5. No. 2. ISSN 2548-8201.
- Yin R.K. (2018) *Case Study Research and Applications: Design and Methods*, 6th edition. London: Sage.
- Zainil, Y. & Arsyad, S. (2021). Teachers' Perception of Their Code-Switching Practices in English as a Foreign Language Classes: The Results of Stimulated Recall Interview and Conversation Analysis. *SAGE Journal*. DOI: 10.1177/21582440211013802.