An Analysis of Code Switching in Teaching English Process at SMK N 2 Kubu

Pande Gede Darma Arisuta, Universitas Pendidikan Ganesha, Singaraja, Indonesia
Dewa Putu Ramendra, Universitas Pendidikan Ganesha, Singaraja, Indonesia
I G A Lokita Purnamika Utami, Universitas Pendidikan Ganesha, Singaraja, Indonesia
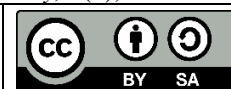
Author Corresponding: *khmami.zada@uinjkt.ac.ic**

Abstract

This study focused on examining the various types and functions of code-switching employed by the teacher in the context of teaching English as a foreign language at SMK N 2 Kubu. This research is a descriptive qualitative study. The subject of this study is an English teacher who teaches 10th-grade students. Data were gathered through observation. The tools utilised in this study include observation sheets, video recorders, and a tape recorder. The findings indicated that English teachers employ three distinct types of code-switching. The categories include intra-sentential code-switching at 56%, inter-sentential code-switching at 24%, and tag code-switching at 20%. Teachers utilise three functions of code-switching: topic switch (6%), affective function (16%), and repetitive function (78%).

Keywords: Code-Switching, Teaching English as Foreign Language, English Teacher

1. Introduction

The globalized landscape necessitates English proficiency, making its instruction crucial in Indonesian Vocational High Schools (SMK). SMK, focused on practical skills training, presents unique challenges to English language teaching, primarily due to the diverse language proficiencies and priorities of its students. Many SMK students prioritize technical skills over English, and their daily lives predominantly involve Indonesian or regional languages, hindering English comprehension. This necessitates innovative pedagogical approaches.

Code-switching, the alternation between two or more languages within a communication event (Gumperz, 1982), emerges as a prevalent strategy employed by English teachers in SMK settings. While it can enhance comprehension by bridging the gap between the students' native language and the target language, concerns exist regarding its potential to impede comprehensive English language acquisition (Wardhaugh, 2010). The extent to which code-switching aids or hinders learning remains a subject of debate, with

research highlighting both its benefits in clarifying complex concepts and its potential drawbacks in limiting English language practice (Myers-Scotton, 1993; Poplack, 1980).

This study investigates code-switching practices among English teachers at SMK N 2 Kubu, a vocational school specializing in hospitality and culinary arts, situated near a major tourism area in Kubu. Preliminary observations revealed frequent code-switching, influenced by factors such as student proficiency levels, motivation, and the complexity of hospitality-related terminology. This research aims to analyze the types of code-switching employed and their functions within the teaching context, considering the interplay between student language abilities, socio-cultural backgrounds, and teaching strategies. By examining these aspects, the study contributes to a deeper understanding of code-switching's role in effective English language teaching within the specific context of Indonesian SMK, ultimately informing the development of more effective curricula and pedagogical approaches. The findings will shed light on the complexities of multilingual classrooms and offer insights into optimizing language learning.

Poplack (1980) and Milroy & Matthew (2003) highlight the alternation between languages or dialects at various levels from sentences and clauses to individual words within a single communicative event. Bullock & Toribio (2009) emphasize the speaker's agency, asserting that code switching is driven by individual goals and the context of the interaction. Nababan (1993) emphasizes the situational aspect, stating that code-switching occurs when both speaker and listener understand the languages involved. Bokamba (1989) focuses on the grammatical aspect, defining code-switching as the combination of elements from distinct grammatical systems within a single speech act.

Poplack (1980) categorises code switching into three types: Tag Switching, Inter-Sentential, and Intra-Sentential. According to Ansar (2017), tag switching refers to the incorporation of words that can be positioned anywhere within the confines of a sentence or speech without breaching the grammatical rules governing that sentence. According to Romaine (1995), inter-sentential code-switching is associated with more negative outcomes compared to tag switching, as it requires a greater degree of fluency in both languages due to the necessity for spoken utterances to conform to the grammatical rules of both languages. According to Appel & Muysken (2005), a change in a single event between two languages is defined as code-switching when words and phrases from the target language or other languages are integrated into the first language within sentence boundaries.

Mattson and Burenhult (1999) categorise code switching into three distinct functions. Code-switching functions as a mechanism that transitions learners from familiar contexts to unfamiliar ones, directing their focus towards new information. Educators often revert to their native language when discussing a topic. The instructor employs code-switching to foster a sense of community and strengthen connections with the children. For instance, if the teacher observes that students exhibit shyness in using English, they can promptly modify the language to address the students' emotions and endeavour to enhance their motivation to learn the language. The instructor employs code-switching to convey essential knowledge, thereby enhancing pupil comprehension. To facilitate adequate understanding of the subject, the teacher elucidates the meaning of a language lesson by progressively transitioning from the target language to the native language.

2. Method

This research utilises a qualitative methodology characterised by an analytical descriptive framework. This research employs a qualitative approach to investigate the phenomenon of code-switching in English instruction at SMK Negeri 2 Kubu and to analyse the factors that influence its application in the classroom. Previous school observations indicate that there are five English teachers at SMK N 2 Kubu. The researcher identified an English teacher instructing 10th-grade students as the subject of the study, following the selection criteria established in prior research.

The researcher employed two methods for data collection: observation and interview. The researcher employed this technique to collect data by observing the teacher's use of code-switching in English instruction within the classroom. This research involves non-participant observation, where the researcher solely observes the teaching and learning process without direct involvement in the learning activities. The interview technique served as the concluding method for data collection. The interview will be conducted using an interview guide. The interview guidance includes various questions that will be administered to participants outside of English lesson hours.

This study utilised four instruments for data collection. A video recorder was used to conduct observations during English class. An observation sheet was utilised to organise the data previously analysed from the video and tape recordings. This table presents code-switching utterances made by the teacher during lessons, categorising them according to the types and functions of each utterance.

Table 3. 1: Specification of Observation Sheet

Types of code-switching	Sentences	Function of code-switching		
		Topic switch	Affective	Repetitive
Intra-sentential switching				
Inter-sentential switching				
Tag switching				

Guidance for interviews to facilitate the exchange of information and ideas through a question-and-answer format with the teacher, aimed at fostering a cohesive understanding of the topic. A tape recorder was utilised during the interview phase with participants. This tool is frequently used in the execution of interviews.

This study involved the researcher collecting data on the use of code-switching by English teachers at SMK N 2 Kubu through observation and interviews. The data collection process involves several key steps: School and Classroom Observation, Instrument Preparation, Conducting Observations, Data Transcription, Data Analysis, Interviews, and Drawing Conclusions from the Data Results.

3. Findings

This research was conducted during the teaching and learning process in the English class to find out the types of code-switching used and function of code switching by teachers when teaching in

the class. The results of this study indicate that there are three types of code-switching used by teachers, namely tag-switching, inter-sentential switching, and intra-sentential switching according to Poplack (2004). And the functions of code switching of this study there are three functions too, namely is topic switching, affective function, and repetitive function according to Mattson and Burenhult (1999). Under are the types of code-switching and functions of code switching used by the teacher during the teaching and learning process. The results of these data were obtained by researchers through the process of class observation.

The data obtained were classified based on each type and function of the code-switching used by the teacher in the form of tables as follows:

Table 1. Types of Code-Switching used by Teacher

No	Type of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Tag switching	15	20%
2	Inter-sentential switching	18	24%
3	Intra-sentential switching	42	56%
Total		75	100%

The classification of the functions of code-switching used by the teachers is described in the following table:

Table 2. Functions of code-switching used by teacher

No	Function of Code-Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Topic switch	63	83%
2	Affective function	5	6.5%
3	Repetitive function	8	10.5%
Total		76	100%

4. Discussions

This section presents a discussion of the research findings derived from observation. The analysis of data regarding code-switching utilised by English teachers at SMK N 2 Kubu is given as follows:

I. Types of code-switching

This study employs Poplack's theory to analyse the sort of code-switching utilised by educators during the learning process. Poplack categorises code-switching into three distinct categories. The initial type was inter-sentential code-switching, which transpired at phrase or sentence boundaries. The second form is intra-sentential code-switching, which involves the translation or substitution of a word or phrase within a single sentence. In contrast, the previous instance involved the incorporation of a tag or fixed term from one language into a statement predominantly composed in another language, a phenomenon known as tag-switching. Teachers practised 18 instances of inter-sentential switching, 42 cases of intra-sentential switching, and 15 instances of tag switching. The following sentences will provide a specific explanation of these types:

a. Inter-setential Switching

Inter-sentential code-switching occurs at the boundary of clauses or sentences, with one clause expressed in one language and the other clause in a different language. This form of code-switching commonly occurred in the classroom, likely serving two purposes. Firstly, it may assist

the teacher in conveying information and instructions, thereby making the materials or instructions more comprehensible for the students.

Secondly, it may also manifest in teachers' efforts to elicit responses from students regarding the information or instructions that have been explained to them. An example of inter-sentential switching is illustrated below:

(1) Teacher: Teacher: Based on the title, can you predict the topic of our discussion regarding the concept of love?. kira-kira apasih yang mau di bicarakan ini?

. The example above illustrates intersentential switching, as the teacher employs two languages within a single utterance. Code switching occurs when a teacher presents a complete sentence in one language, such as English, followed by a transition to another language, such as Indonesian. For instance, the teacher might say, "From the title, can you imagine what we are going to discuss about love?" and then switch to Indonesian with, "Kira-kira apasih yang mau dibicarakan ini?" The teacher demonstrates L1 and L2 within a single sentence, exemplifying intersentential switching by incorporating the English word "text" into the Indonesian sentence.

b. Intra-sentential Switching

Intrasentential code-switching involves the occurrence of various types of switches within the boundaries of a clause, including those that occur within a word boundary. The teacher employed this method by alternating between the two languages within a single sentence. The purpose of these types was to help students understand the meanings of challenging English words while clarifying specific topics. This pattern was referenced below:

(1) Teacher: good itu adjective yaa Kalau god kan dia noun.

(2) Jadi you baca nanti kita lihat kita observed start from wordnya, kemudian main idea from the text kemudian social functionnya.

In example (1), intra-sentential switching occurred through the use of Bahasa Indonesia to elucidate the distinctions between adjectives and nouns for the students. In sentence (2), the teacher employs intra-sentential switching by utilising two languages within a single sentence and incorporating two languages into one word, "functionnya."

c. Tag Switching

This form of code-switching typically occurs at boundaries as a strategy to intensify the utterance, capture the listener's attention, and advance the action. This form of code-switching involves adding a tag from one language to a statement that is primarily in a different language. The study revealed the use of Bahasa Indonesia fillers within English sentences, and conversely, it also highlighted the potential for English fillers to be incorporated into Bahasa Indonesia. Moreover, a tag can be positioned freely within a sentence, as it does not face any syntactic limitations. It was observed 30 times, with 15 occurrences during the first session and another 15 during the second session, utilising English fillers such as okay, now, good, as well as Bahasa Indonesia fillers.: kemudian, ya,oke, jadi silahkan iyakan, nah These fillers appeared consecutively between English and Bahasa Indonesia or vice versa. The examples are provided below:

(1) Please! Go up, silahkan

(2) Oke, Febri tell your friend what the result of your group discussion

The examples above illustrate code switching, such as the use of the tag switch in English-Indonesian. Switching occurs when the teacher includes a short expression (tag) from a different language at the beginning or the end of the utterance. The findings were consistent with the previous research results. In (1), the teacher included a brief expression (tag) at the end of the utterance in the word "silahkan." In (2), the teacher inserted a brief expression (tag) at the beginning of the sentences, "oke," and then used English in the sentence following the short expression—the Roles of Teachers' Code-Switching.

II.   The Function of Teacher's Code Switching

The researcher carried out the observation to determine the functions of teacher code-switching. The researcher identified three functions of teacher code-switching that occurred during the process of teaching English. The theory of Mattson and Burenhult is pertinent, as it highlights the functionality of code-switching in teacher-classroom discourse. It will be introduced along with its aspects, including topic switch, affective functions, and repetitive functions. The functions of teacher code-switching in the classroom included: topic switching, which was primarily noted during grammar instruction; affective functions, where the teacher used switching to foster solidarity and close relationships with the students; and repetitive functions, aimed at conveying essential knowledge to ensure clarity for the students. The analysis of code-switching functions revealed that topic switches occurred 63 times, affective functions were identified 5 times, and repetitive functions were noted 19 times. The subsequent sentences provide a detailed explanation of these functions:

a. Topic Switch

The Topic Switch was identified 63 times. It is observed in instances where the educator modifies their language to match the subject matter being discussed. In the cases where grammar was taught, the instructor transitioned to the students' native language to address specific grammatical concepts being presented at that time. The study found that the English teachers at SMK N 2 Kubu employed code-switching when presenting information on particular topics. Examples of topic flipping are illustrated below:

(1) Teacher: good itu adjective yaa Kalau god kan dia noun.

From the example above in (1) teacher switch the language English with Indonesia for explaining different of adjective and noun.

b. Affective Functions

In this instance, the English teacher employed code-switching five times to foster solidarity and cultivate deep relationships with the pupils. This occasion demonstrated the camaraderie between the teachers and their students. The instructional materials formerly delivered in English were frequently translated into Bahasa Indonesia by the teacher for the pupils. The emotive function was employed to facilitate joking with the students. It is illustrated below:

(1) oke, Ariani come to the front

(2) Oke, Febri tell your friend what the result of your group discussion

The objective of the Utterance was to create an engaging teaching environment. The teacher aimed to foster a more intimate connection.

c. Repetitive Functions

Another role of code-switching in the classroom was its repeated function. It was identified eight times in this study. The teacher altered their coding for clarity during the explanation, which confused some students regarding the content. The teacher executed this role by repeating words that had already been articulated in either English or Bahasa Indonesia. This pattern was illustrated in the subsequent examples:

(1) What is the content of the text and you make paraphrase the text producing on

your work related to the text. Jadi konten nya sama seperti isi disana tapi

bahasanya you produce sendiri ya kalimat nya anda sendiri yang membuat.

(2) Goal, goal kalau main sepak bola itu goal apa itu goal

The findings were consistent with prior research results. Eliya Murtafiah, in her thesis titled "An Analysis of Teachers' Code-Switching Practice in the Process of Teaching English at SMAN 2 Padang Cermin in the Academic Year of 2016/2017," identified three roles of teachers' code-switching. The elements included: topic transition, repeated functions, and affective functions.

This research at SMK N 2 Kubu revealed that the utilisation of Bahasa Indonesia in English instruction is influenced by numerous factors, including students' insufficient motivation to practice English. The teacher employs code-switching during English instruction. Nonetheless, during the process of code-switching, educators must be cognizant of the objective of teaching English as outlined in the curriculum and ensure that students' attitudes towards the utilisation of code-switching by English instructors in the language classroom are positive.

5. Conclusion and Suggestion

Upon completion, offer recommendations for subsequent research and practical implementations. Recognise any deficiencies or constraints in your study that could be rectified in future research endeavours. Propose explicit suggestions for future research to enhance your work, like the examination of alternative approaches, increasing the sample size, or analysing associated variables. Furthermore, evaluate the practical ramifications of your findings and propose potential applications in real-world contexts. By providing explicit and implementable recommendations, you augment the significance of your research and facilitate the progression of knowledge within your discipline.

In light of the data and discourse presented in the preceding chapter, the following conclusions can be drawn: The English instructors at SMK N 2 Kubu employ three varieties of code-switching. The types identified were: (a) inter-sentential code-switching (occurring between sentence or clause boundaries), 18 instances, (b) intra-sentential code-switching (involving translation or word/phrase substitution within a sentence), 42 instances, and (c) tag-switching (utilising interactional fillers), 15 instances. The teacher's utilisation of code-switching in the educational process is contingent upon the teaching style and the context or substance of the English instruction being delivered. Secondly, there are three roles of code-switching employed by educators in the instructional process. The functions of teachers' code-switching served three purposes. The functions were: (a) topic switch 63 instances, (b) affective function five instances, and (c) repetitious function eight instances. The data reveal that teachers predominantly switch contexts to clarify phrase meanings, thereby facilitating students' comprehension of the lesson setting.

Based on the findings, discussions, and conclusions previously articulated, the recommendations that the researcher can provide to relevant parties are as follows:
:

I. The teacher

Researchers advise that teachers should adeptly employ code-switching as a pedagogical method to foster an effective English learning environment. Code-switching should be regarded as a creative tool in the educational process, enabling teachers to effectively impart knowledge to pupils, hence facilitating the acquisition of the English language and the attainment of learning objectives.

II. An Additional Researcher

This research may serve as a reference for other scholars investigating the code-switching phenomenon within educational settings, social contexts, social media, or digital platforms. The phenomenon of code-switching remains prevalent, prompting future researchers to investigate its patterns, motivations, and other relevant aspects to enhance and update existing scholarship.

References

Andayani, T. (2016). Code-switching, a communication strategy in learning English. *Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT- 4)*, *1*(1), 388–395.

Baker, C., & Jones, S. P. (1998). *Encyclopedia of Bilingualism and Bilingual Education* (C. Baker & S. P. Jones (eds.); 1st ed.). Multilingual Matters.

Bullock, B. E., & Toribio, A. J. (2009). *The Cambridge Handbook of Linguistic Code-switching (Cambridge Handbooks in Language and Linguistics)* (A. J. Toribio & B. E. Bullock (eds.); 1st ed.). Cambridge University Press.

Chidambaran, K. (2006). A Socio-linguistic Study of Code Switching Among The Cochin Tamils. *Language in India*, *6*(1).

Gumperz, J. J. (1982). *Discourse Strategies* (G. Marjorie Harness & D. Paul (eds.); 1st ed.). Cambridge University Press.

Demiroz, H., & Yesilyurt, S. (2015). Effective Foreign Language Teaching: Perceptions of Prospective English Language Teachers. *Universal Journal of Educational Research*, *3*(11), 862–870. https://doi.org/10.13189/ujer.2015.031112

Fathimah, D. N. (2016). Why Is There Code Switching in Efl Classroom? : a Case Study in a Vocational School in Cimahi West-Java. *Jurnal Pendidikan Bahasa Dan Sastra*, *16*(1), 70. https://doi.org/10.17509/bs_jpbsp.v16i1.3063

Harahap, N. S. (2020). An Analysis of Code Switching Used by Teacher in Teaching English of 12th Grade at SMAN 1 Tulang Bawang Tengah. *ELT (English Language Teaching Prima Journal)*. http://jurnal.unprimdn.ac.id/index.php/ELTP/article/view/1302

Poplack, S. (1980). Sometimes I'll start a sentence in Spanish y termino en español: Toward a typology of codeswitching. *Linguistics*, *18*(7–8), 581–618. https://doi.org/10.1515/ling.1980.18.7-8.581

Purnama, I. G. A. V. (2020). Code-switching in teaching English subject for EFL students. *Journal of Applied Studies in Language*, *4*(1), 97–105. https://doi.org/10.31940/jasl.v4i1.1595

Sakaria, S., & Priyana, J. (2018). Code-Switching: A Pedagogical Strategy in Bilingual Classrooms. *American Journal of Educational Research*, *6*(3), 175–180. https://doi.org/10.12691/education-6-3-3

Suarnajaya, W., Mardjohan, A., & Wijaya, D. (2018). An Analysis of Code Switching Used by Lecturer of English Education Department at Ganesha University of Education. *Lingua Scientia*, *23*(1), 25. https://doi.org/10.23887/ls.v23i1.16065

Suganda, L. A., Loeneto, B. A., & Zuraida, Z. (2018). Teachers' Use of Code Switching in An English as a Foreign Language Context in Indonesia. *Script Journal: Journal of Linguistic and English Teaching*, *3*(2), 111. https://doi.org/10.24903/sj.v3i2.202

Wirhayati, & Safitry, H. (2020). CODE-MIXING AND CODE-SWITCHING IN TEACHING LISTENING SKILLS TO INTERMEDIATE 3 STUDENTS AT LBPP LIA BEKASI. *Journal of Linguistics and Applied Linguistics*, *2*(1), 113–122. http://openjournal.unpam.ac.id/index.php/LJLAL ISSN

Yeasmin, S., & Rahman.K.F. (2012). ' Triangulation ' Research Method as the Tool of Social Science Research. *Bup Journal*, *1*(1), 154–163. http://www.bup.edu.bd/journal/154-163.pdf