

Code Switching in English Teaching Learning Processes of English as a Foreign Language

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Abstract: This research was done because code-switching was a phenomenon that exists in teaching-learning English as a foreign language, where the teachers used more than one language to communicate including in the teaching-learning processes of English as the foreign language at SMAN 2 Bukittinggi. The design of this research was descriptive qualitative research. The instruments of this research were interview for analyzing the functions of teacher's code-switching and the observation for analyzing the types and the frequencies of teacher's code-switching. The population of the research was all the English teachers. The sample was one of the English teacher eleventh's grade at SMAN 2 Bukittinggi taken by randomly technique where the teacher was no-native of English speaker. The result of the research showed that in the three types of teacher's code-switching they were 139 times inter sentential switching, 256 times intra sentential switching, 79 times tag switching. Besides, in the functions of code-switching were in 115 times of total frequencies by different modified of the functions were in classroom management (24,35%), inserting humor (2,60%), clarification of information (47,83%), increasing students' comprehension (18,26%), and interpreting the lesson (6,96%). Then, distributions of teachers' languages were 474 times or frequencies, the languages distribution were Pure English (44,30%), Indonesian (29,96%), and local language (25,74%). Thus, this research found about three factors of teacher's code switching that were the types of codeswitching, the functions of code switching, and the frequencies of teacher's code-switching.

INTRODUCTION

Teaching English is a teaching activity that refer to whole field of teaching where English is not first language. According to Nunan (2003:1) argued that teaching English is designed for the practicing teacher who may not have had formal training in teaching English as a second or foreign language (ESL/EFL). Refers to Kardena (2016) argued that nowadays the issue of culture in EFL

classroom in using English during oral and written communications have been appeared as one interesting topic. Teaching English means that people should treat English as a common tool of international communication, it is emphasizes that international language is associated with English that has a large number of native speakers, so that it achieves its universal. Thus, in the process of teaching English, teacher of EFL have been paying increasing attention to identifying the needs of the students, to students' attitudes towards English and their reason for learning it.

Code switching is part of sociolinguistic. In other hand, code switching is an area of sociolinguistic behavior which, while increasingly evident in public and social life. According to Poplack (2004) she identifies that code switching has three types they are: inter sentential switching, intra sentential switching, and tag switching. Furthermore, Jesmianti (2008:2) argued that code switching is influential in teaching learning processes, because both of teachers and students came from different regions such as Tapanuli, Riau, Medan, Java and other Minangkabau regions.

Code switching is focuses to the social motivations for switching, it means that the line of inquiry focuses on factors of immediate discourse such as lexical need and the topic and setting of discussion, and more distant factors such as speaker or group identity and solidarity. Code switching can occur between sentences (inter-sentential), within a single sentence (intra-sentential) and certain set phrases in one language are inserted into an utterance. In other word, code mixing is without a change of topic and can involve various levels of language or by inserting pieces of foreign languages with still influences by first language. According to the opinion of Kachru in Ansar (2017:10) argued that code mixing as the term refers to the use of one or more languages for consistent transfer of linguistic units from one language to another language.

According to the explanation above, it can be concluded the characteristics of code-switching process are, every code language has the appropriate function to the language context, every code language is appropriate to the situation, the code-switching almost concerns on the sentences. Basically, in this study the researcher will discuss code switching as research study.

According to Hudson in Saghir (2010:3) said that code-switching is the speaker's use of different varieties of the same language at different times and in different situation which seems to refer more to a diglossic situation. Code Switching has traditionally focused on speech among members of bilingual/multilingual communities. In other hand, it can be stated that code switching is the phenomenon of moving of the one language variety to another language orally or written to adapt the different situation. Code switching can be happened because someone has good understanding of some languages and the variations. Therefore, people who have no good understanding of language absolutely cannot switch the code of language. However, is spontaneous and goes largely noticed. The discussion that follows provides clear evidence on the reason code-switching takes place in foreign language classrooms.

RESEARCH METHOD

The research was done at the eleventh grade of SMAN 2 Bukittinggi. The data was collected using observation and interviews. The observation was used to collect the data about types of code-switching and the frequency of codes-switching. In contrast, the interview was used to collect data about the function of code-switching. The researcher collected all the teacher's code switching utterances by noting whether the teacher made a language transition from English to Indonesian or into Minang. Then, the researcher carried out the analysis by grouping them into types of code switching, and how many teachers' utterances of code-switching, so this study included in the observation. On the other hand, the researcher also interviewed the teacher to find out the function of code-switching that was used in teaching-learning English as a foreign language.

a. Description data types of teacher's code-switching

In collecting the data, the researcher used observation for the types of teacher's code-switching. The observation by the researcher finds that the teacher speaks in the classroom was used code-switching, also with the first, second, and third language, such as English, Indonesian and Minang.

Table 1. Description table of the types code-switching with teacher's utterances

Class	Intra-sentential Switching	Inter-sentential switching	Tag switching
IPS	25	83	10
	51	36	19
MIPA	76	117	29
	29	72	21

b. The description data of the functions of the teacher's code-switching

To collect the data of the functions of teacher's code-switching, the researcher collected the data from the interviewed with the teacher and observed in the classroom. The functions of the teacher's code-switching were classroom management, inserting humor, clarification of information, and increasing the students' comprehension.

c. The description of teacher's utterances or the frequencies of code-switching

To collect the data of teacher's utterance, the researcher took a note while the teacher taught in the classroom, when the teacher used code-switching words and sentence between the presenting the material, the researcher counted how many times the utterances of the teacher's code-switches.

1. Data Analysis

The data analysis from the teacher's code switching by the two instruments those are the observation and interview. First, researchers have analyzed three research question that were:

a. The types of teacher's code-switching

In this case, the researchers was analyzed the types of code-switching are used by teachers in the classroom, according to Popplack's theory where there are three types of code-switching. They are intra-sentential switching, inter-sentential switching and tag switching as previously described in Chapter II. Further, the teacher has practiced of code switching to build solidarity, creativity, and the solution of the problem in process of teaching learning. It can be concluded, that teacher's code switching had fulfilled the several functions which is proposed by Hamzah they are: classroom management, inserting humor, clarification of information, increasing students' comprehension, and presenting the lesson.

Table 2. Types of Code Switching Practice by the Teacher

No	Class	Session	Types of Code-Switching		
			Inter-Sentential Switching	Intra-Sentential Switching	Tag Switching
1	IPS	1	25	83	10

		2	51	36	19
	Number		76	117	29
2	MIPA	1	29	72	21
		2	34	67	29
	Number		63	139	50
	Total Number		139	256	79

As can be seen on the table above while the researcher did in observation research that the most frequently code-switching typed practiced by the English teacher at SMA N 2 Bukittinggi was intra sentetial switching. The researcher was chosen based on fifth English teacher in SMAN 2 Bukittinggi by choosing randomly and a chosen teacher indicates that she used three languages during teaching and learning processes.

Firstly, the researcher showed the total number of the table in 4.1. There are first session and the second session of the class MIPA and IPS. The table above showed that a total in class IPS the teacher has practiced 76 times inter-sentential switching, 25 times was occurred in the first time session of the subject. 51 times was occurred in the second session of class IPS, 119 has practiced of intra-sentential switching: 83 times was occurred in the first session of class IPS, Secondly, the session is 36 times. Then in the tag switching was occurred 29 times, 10 times in the first session and 19 times in the second session of the class IPS. Secondly, the researcher will show the total number of the table in the class MIPA, there are first session and the second session of the class MIPA. The table above showed that a total in class MIPA the teacher has practiced 63 times inter-sentential switching, 29 times was occurred in the first time session of the subject. 34 times was occurred in the second session of class MIPA, 139 has practiced of intra-sentential switching: 72 times was occurred in the first session of class MIPA, in the second session is 67 times. Then in the tag switching was occurred 50 times, 21 times in the first session and 29 times in the second session of the class MIPA.

This is one of type code switching that frequently appeared 139 times in the classroom likely for two aims. Firstly, it helped the teacher in delivering the instruction and information, thus the materials or the instruction are expected easier for the student's comprehension. Secondly, it could be appeared in the teacher's attempt to get response from the students about the instruction and the information which have explained. This type of code switching also makes the students to be focus and gather the student's attention. The example of inter sentential switching:

Teacher : ok, Rahmi is playing badminton, Rahmi sedang bermain?

Students :Bulutangkis

For the example above, the teacher switched their code to make the explanation or instruction comprehensible for the students. Thus, the students are expected to understand of the teaching material or teacher instruction correctly. Based on the table above, the types of code switching in this research were:

1. Inter sentential switching

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2. Intra Sentential Switching

This type was applied 256 times by the teacher through switching to the code within a single sentence. The purpose of this type is to assist the students in understanding of the meaning from difficult vocabulary while explaining the certain topic. The reason using this type is observed for the sake of the ease of access to those words which are connected to the topic which is being raised. This pattern is mentioned:

Subject a: *pasti pake* being *kalau* continuous

Subject b: *sama seperti kata* adjective *kalau mau diawali* verb 1 *berarti harus dengan* be.

The example above in subject (a) intra sentential switching is committed by using Indonesian as the attempt to explain the material about past continuous tense to the students. In subject (b) the Indonesian is explain deeply about the use of verb.

3. Tag switching

This type is inserting a tag in one language to an utterance that is otherwise in another language. It was found Indonesian fillers used within English sentence and conversely, there is also the possible of English fillers to Indonesian. Furthermore, a tag can be moved freely in sentence. It was frequently found 79 times by using English fillers: ok, yes, well, so, then, right, please, yeah, and in Indonesian fillers are: *lalu, terus, kemudian, lanjut, nah, coba*, local fillers are: *sia tu?, jan maebloh juo, awak takantuak taruih*. etc. these fillers occurred one after another between English into Indonesian. For example:

- a. Fine, okay, fantastic *ya?*
- b. Nah, kalau seperti itu harusnya?
- c. *Iya*, that's correct!
- d. Well, *kita lanjut materi yang selanjutnya*.
- e. So, *mam takutnya kalian tidak mengerti sama sekali*
- f. Okay, *orang yang rebut terus akan disuruh mengumpulkan tugasnya*.

From the example above, the teacher switch from one word Indonesian or English tag switching then continuous with switch to another language, they are to give a confirmation related to the topic.

b. The functions of teacher's code-switching

In this research, the researcher will analyze about the functions of teacher's code-switching that is used in the classroom, which has contained in the interview guidance, they are, classroom management, inserting humor, clarification of information, increasing students comprehension, and presenting the lesson. The result of the function code-switching was used by the teacher in the process of teaching-learning as EFL.

Table 3. The Functions of Using Code Switching In the Classroom

No	Functions of Code Switching	The usage	
		Frequency	Percentage (%)
1	Classroom management	28	24,35
2	Inserting Humor	3	2,60
3	Clarification of Information	55	47,83
4	Increasing students'	21	18,26

	comprehension		
5	Presenting the lesson	8	6,96
	Total	115	100

The table modified from Hamzah (2008)

From the table above is show several functions of code switching which is proposed by Hamzah they are: classroom management, inserting humor, clarification of information, increasing students' comprehension, and presenting the lesson, in the next column is the frequency or the utterance of the use of code switching those are in classroom management it show 28 times/frequency with 24,35 percent, inserting humor 3 times/frequency with 2,60 percent, clarification of information is 55 times/frequency with 47,83 percent, increasing students' comprehension is 21 times/frequency with 18,26 percent and the last is presenting the lesson is 8 times/frequency with 6,96 percent. Those are the data have calculated by the total number frequency of utterances is 115 times/frequencies of utterances.

The researcher was conducted the observation and the interview to find out the functions of teacher's code switching. The researcher found that there are five functions of the use code switching occurred in the process of teaching learning in EFL classroom. it was relevant to the theory of Hamzah who mentioned of the functions of teacher's code switching in the classroom they are: classroom management where the frequency is 28 times with percentage 24,35%, inserting humor where the frequency is 3 times with percentage 2,60%, clarification of information where the frequency is 55 times with percentage 47,83%, increasing students comprehension where the frequency is 21 times with percentage 18,26% and presenting the lesson where the frequency is 8 times with percentage 6,96%. Thus, total of all the frequency from the function of teacher code switching is 115 and the total of all the percentage of the function of teacher code switching 100%.

a) Classroom management

The classroom management is one of the teacher's strategies to make the students more focus to the material which is provided in the classroom strategy. For example of the classroom management is controlling the students attention, the instruction to be aware in material and etc.

b) Humor and interlude

Teachers almost use humor and interlude in the process of teaching learning in the classroom it purpose to make sure the students will focus and interest with the English lesson, the humor usually use by the first language to make the students more attractive and understand what the teacher aim, because humor conditionally with the mother language by brain receptors.

c) Clarification of Information

The teacher switches to another code to clarify an explanation to make the students focus on what the teacher said, students also can get clarity about means of the clarification what is expected to do. The clarification of information said by English sentence and repeated in another sentence.

d) Increasing students' comprehension

Most of the first code occur in class is increasing students' comprehension. The strategy of translation in part or all the sentences combines with repetition whether in the same or in different code will greatly to increase the students understanding.

e) Presenting the lessons

The topic of a new lesson is indeed a difficult to be presented directly in the second language because the students will face two difficulties at the same time. First, is the content where being presented. Second, is the difficulty of the language which used be presented. Consequently, the teachers may consciously or not to switch Indonesian when they introduce the contents of the lesson and return to using the English after doing exercises for the topic.

a. **The frequencies of teacher's code-switching**

In this research question, it will analyze how often the use of the teacher's code-switching utterance while teaching learning process of EFL in the classroom.

Based on Hamzah, types of sentences they are pure English, pure Bahasa Indonesia and local language. Therefore the researcher will choose an attention to make it three types into the table. It's found that in SMAN 2 Bukittinggi west Sumatera the types of sentences, it's found that in SMAN 2 Bukittinggi, West Sumatera the types of sentence based on the code used by the teacher are as follows:

Table 4. Distribution Practice of Language by the Teacher

No	Language	Frequency of Code Switching	Percent
1	English	210	44,30%
2	Indonesian	142	29,96%
3	Local language	122	25,74%
Total		474	100%

In table 4 with the following of formula by calculating the frequency and the percentage utterances of code switching in the classroom, the formula is below:

$$\% \text{ of CS} = \frac{\text{frequency of utterances}}{\text{all utterances in the classroom}} \times 100$$

Propossed by William Piter (2018)

The table show that there are 2 additional language where English is the main language involved the teacher's practice of code switching in the classroom. They are pure English sentences, pure bahasa Indonesian and the local language (Minangkabau language). The table above indicates mostly during the lesson the teacher use the target language in amount of 474 times or frequency from the total of the teacher talks during the lesson in the classroom. Therefore, it shows that the tendency that teacher had in her mind she should use as much English as possible in the classroom.

The result of the teacher's code switching was used Indonesian and Minangkabau except English as a common tool of communication which is used by the teacher in the classroom. Purposely, to make the students more understand with what the teacher's saying in the transferring of the materials. It was occur in the phase of opening and closing in teaching learning processes.

The gathered data was analyzed by using the mode from Miles and Huberman through the following steps: data reductions, data display, and conclusion drawing or verification.

After the researcher have analyzed where the teacher did in the classroom by supporting with the observation and transcription of video recording the researcher found that they are 474 times of code switching's utterances practiced by the teacher in teaching and learning processes of English. They are three language exist in the process of code switching they are: English, Bahasa Indonesia and Minangkabau language (local language), but the combinations of English and Indonesia is dominantly is used by the teacher than other combinations. It is based on two times

observations in two of class IPS one teacher picked randomly from fifth teacher in SMA N 2 Bukittinggi

RESULTS AND DISCUSSION

This section shows discussion based on the finding of the study. It is about the analysis of code-switching in the teaching-learning processes of the English as the foreign language. There are three research questions proposed in this study. The discussion focuses on the finding of the three of research questions. The first research question is about the types of teacher's code-switching. Meanwhile, the second discussion focuses on the function of the teacher's code-switching. The third, focuses on the frequencies of teacher's code-switching. Furthermore, by the uses of code-switching the teaching-learning processes is successful, especially by the use of code-switching the teacher should consider some factors. Based on the theory in chapter II, the researcher tries to compare and apply it in this research.

1. Types of Code Switching Practice by the Teacher

According Kridalaksana in Jasmienti (2018:3), he said that code switching is a symbol of expression, it used for described of certain meaning and code switching is a type of human meaning to interact each other. In this case, the teacher of SMAN 2 Bukittinggi used the code-switch to transfer the materials and to give motivations as provide of expression from a teacher to the students. Additionally, according to Poplack based on her research, suggested three types of code-switching; tag switching, inter sentential switching and intra sentential switching.

The finding is show of the types of code switching which was practiced by the teacher. The first is inter-sentential code switching which occur at a clause or sentence boundaries. According to the grammatical classification, there are types of code-switching appeared in English-teaching learning processes of SMAN 2 Bukittinggi. They are inter-sentential switching, intra-sentential switching, and tag switching. In addition, the types of code switching are there in two classes, they are IPS and MIPA. The types of teacher's code-switching had been applied at SMAN 2 Bukittinggi.

2. The functions of teacher's code switching and the frequencies of code-switching

According to Hamzah (2008) in his research that the functions of code-switching are classroom management, inserting humor, clarification of information, increasing students comprehension, and presenting the lesson. The function which was occurred in teacher of SMAN 2 Bukittinggi. In sum, The function of teacher's code-switching was used by the teacher in teaching learning processes in the classroom, this activity according to the theory, because teacher's said in interview recording.

3. The frequencies of the teacher's code-switching

According to Holmes (2001), he stated that within a bilingual society, there is a tendency for people to accommodate the situation by switching the language, particularly when a new member arrives in the community. Additionally, he also argued that the frequency a steady increase or steady decline in the frequency of a form by age group suggest to a sociolinguist that a change may be in the speech community whereas a bellshaped pattern is more typical of stable variation. However, teaching-learning activity is the interaction of communication between the teacher and the students, where they have many utterances to make understandable what the materials was taught by the teacher. In concluding of this theory, the frequencies of teacher's code switching utterances absolutely happen in the processes of English teaching-learning.

Based on the theories above, it was found that the use of Indonesian and the local language too much was several factors of uncomprehend by the student of motivation to practice English in

the learning English activity with their English teacher. That's why the teacher's should be practiced the code-switching in English teaching-learning as English as the second language should not too much. Nor, the teacher should practice by using code-switching is not too much or little. However, code-switching is only the tools for the teacher's communication in teaching-learning processes for English as a foreign language.

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