English Education Journal

The Realization of Teachers' Code Switching in Instructional Process.

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Article Info	Abstract
	The objectives of this study were to explain the way teachers switch their language in instructional process, to explain the students' understanding of teachers' code-switching instructional process in the classroom, and to explain the students' perception of teachers' code-switching in instructional process.This research employed qualitative research. The subjects of this study were 3 English teachers and 152 students of SMA Al-Mas'udiyah Bandungan. The data were collected by using audio recording, test, questionnaires, and observation. The results of this study showed that first, there were three ways of english teacher to switch their language in instructional process those are: Inter-sentential code switching, Intra-sentential switching and Emblematic/tag switching. Second, students' mean score were less than 70. Meaning that, the students understanding of teachers' code switching is categorized low understanding. Third, the students' perception indicated to positive perception because the majority of students (45%) stated agree with those statements, followed (38%) students stated strongly agree with those statements. Meanwhile, (17%) of the students stated disagree with those statements.

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INTRODUCTION

Teaching English encouraged teacher to use various ways or methods that can be used to make the objectives of teaching and learning English is achieved. The teacher must use appropriate way or method based on the students' proficiency level. The suitable method has effect to the learning objectives. The English teacher should have a good communication in transferring knowledge to the students during teaching and learning process. Besides that the teachers' instruction must be understandable. it means that the students are able to understand their instruction in classroom interaction.

Code switching can be seen as good method of communication. Code switching provides the switch of one language to the other. It means that this way is needed by teacher in transferring knowledge. Because the students have lack of vocabularies in English, the English teacher can switch his/her language form English to Indonesian in order to make students understand their instruction easily.

According to Chloros (2009, p.4) "such varied combinations of two or more linguistic varieties occur in countless bilingual societies and communities, and are known as code-switching. It refers to the use of several languages or dialects in the same conversation or sentence by bilingual people".

Another definition is from Hoffmann (1991, p.110) "code-switching is the alternate use of two languages or linguistics varieties within the same utterance or during the same conversation". In addition, Hoffmann (1991, p.104) says "code- switching as changes over phrases or sentence (inter-sentential), including tags and exclamations at either and of the sentence" and "code mixing as switches occurring at the lexical level within a sentence (intra-sentential switches)".

There are several relevant studies which have been conducted by the researchers on this topic, Noli, Sharifah & Roslan (2012), Azlan and Narasuman (2012) conducted code switching analysis in senior high school level. the aim of the research was to uncover the attitudes of ESL learners towards the functions of code-switching.

The study found that most of the English language learners have positive attitudes towards code switching. The learners were also reported to believe that code switching facilitates them in understanding the target language.

Dealing with function of Code switching was conducted by Then & Ting (2011) studied pedagogical function of code switching. The result of study showed that there were some pedagogical functions of code switching found in teaching and learning process. The functions of code switching were: to emphasize the message, to clarify speech content to the interlocutors. Strategic use of code-switching serves the needs of both learners and teachers working within a bilingual or multilingual educational environment.

Different from the others, Caparas & Gustilo (2017) and Balukas (2014) studied about code switching in movies. They intended to understand code-switching in the mediated form. As the result of the study, some of the macro functions of code-switching were found included speech accommodation, construction of identity and to exhibit power.

Dealing with types of code switching, Hoffmann (1991, p.112) said "there are three types of code-switching; they are inter-sentential switching, intra-sentential switching, and emblematic-switching (tag switching)".

Study about types of code switching has been conducted by (Dulm 2006). The study investigated the patterns of intra-sentential and inter-sentential code-switching, and the influence of language proficiency on intra-sentential code switching. The finding of studies showed that intra-sentential code switching occurred at a higher rate than inter-sentential code switching and speakers dominant used more intra-sentential code switching than inter-sentential code switching.

Code-switching helps learners to enjoy their learning due to their ability to comprehend the teacher input. The comprehensible input also allows them to feel less stressful and to become more comfortable to learn. For the

effect student felt comfortable switching language within normal conversation providing for a bilingual society.

Code-switching may be viewed as an extension to language for bilingual speakers rather than interference and from another perspective. Comfortable mean without any unnecessary anxiety, the learner is able to focus and participate in classroom practice eventually and the activities become more successful.

Code-switching is not only social phenomena in the community but also it can be used as a good way in communication in order to create clear meaning from the speaker to the listener in a conversation. good communication has a positive effect on teaching and learning process. In this case teachers' code switching is a strategy of communication can be used by teacher to give positive impact in teaching English as foreign language.

The researcher assumed that English teachers use code switching as strategy or method of communication in transferring knowledge during teaching and learning process. the teacher switchs their language from indonesian to english or from english to indonesian or even from english to javanese and from javanese to indonesia. it depends on condition and situation faced by english teachers in classroom interaction.

Therefore the objectives of this study were were to explain the way teachers switch their language in instructional process, to explain the students' understanding of teachers' code-switching instructional process in the classroom, and to explain the students' perception of teachers' code-switching in instructional process.

METHOD

This study employed qualitative research design which was aimed to explain teachers' way to switch their language, to explain the students' understanding of teachers' code switching, and to explain the students' perception of teachers' code switching

The subjects of this study were English teachers and eleventh grade students in SMA Al-mas'udiyah Bandungan. It consisted of 152 students who were taken from two different classes. They were class XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2.

Audio recording, observation, test, and questionnaire, were used as isntruments to obtain the data in this study. The first, audio recording and observation were employed to obtain the data about teachers' way to switch their language in classroom interaction. The second, test was used to get the data about the students' understanding of teachers' code switching. The third, the questionnaire was employed to obtain the data about the students' perception toward teachers' code switching. the

Procedure in collecting the data in this study employed several steps those were recording, observing, giving test, and giving questionnaire. Meanwhile, the data were analyzed through some steps: (1) trancribing, (2) identifying, (3) classifying, (4) reducing (5) interpreting, and (6) inferring.

RESULTS AND DISCUSSIONS

This study was limited into three research problems, they are analyzing the way teacher switch their language in instructional process, analyzing the students' understanding of teachers' code switching, and analyzing the students' perceptions of teachers code switching.

The Teachers' Way to Switch Their in Instructional Process.

Based on the audio recording and observation that has done by the researcher, he found there were three ways of English teacher to switch their language in instructional process those are: inter-sentential code switching, intra-sentential switching and emblematic/tag switching. Here the explanation as follows:

1. Inter-sentential Code Switching

Based on Hoffman theory, inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is one language to another. In line with

the theory, romaine (1996, p.7) defines "inter-sentential switch occur outside the sentence or clause level that is clause boundaries".

In inter-sentential switching a speaker switches from one language to another between different sentences. This implies that when the speech of an individual is divided into sentences, one sentence could be in one language while the other sentence could be in a totally different language.

a) *You can do it* kamu bisa mengerjakannya bukan kamu dapat duit ya

In translating meaning of the sentences, teacher tried to make the learning become more fun by making jokes in order to make students were not boring to follow teaching and learning process. Teacher tried to make fun learning by switching the language from Indonesia to English.

b) Memang kadang kadang ketika *perform in front of people we made mistake*

In teaching and learning process, there is speaking practice session where the students were asked to come forward to perform one by one and tried to speak in front of the classroom. There were many students do mistakes when they were performed. In order to motivate the students English teacher reminded the students that when we are learning we do a mistake because mistake is part of learning. The teacher switches their language from Indonesian to English in order to motivate the students to perform in front of the classroom.

c) Seharusnya bukan yang a kalau itu kan *I hope she can do the best next* saya berharap dia bisa melakukan yang terbaik kan jadinya gak nyambung kalau jawabannya yang A.

Teacher corrected the answer that has done by students in front of class and asked to correct students" answers and explained the material then teacher tried to clarify. The teacher switches their language from Indonesian to English utterances then switch again to Indonesian in order to give clarification about the best answer for that question.

2. Intra-sentential code switching

Hoffmann (1991, p.112) stated "intra-sentential is contained switches within a clause or sentence involving a phrase, a single word or across morpheme boundaries".

in this case, the teacher may switch parts of clauses, lexical items, or even morphemes. in this type of switching, speakers switch from one language to another within the same sentence. Thus a sentence made up of two or more languages.

In instructional process of English in classroom interaction, English teacher used intra-sentential code switching as their way in switch their code during the teaching and learning process in classroom. The example as follows:

a) *Okay what page?* kemarin sampai halaman berapa?

The conversation in the opening class teacher greeted the students, and asked the students about the last page that have been learnt in previous meeting before continue to the next material.

b) Kalian kan baru usia *seventeen or nineteen year* toh

In the opening session before teacher continued to discuss the next material. the teacher asked the students about their planning after finished the study in senior high school. Some of students answered they will continue the study, looking for job, and get married. The teacher was surprised to hear that. The teacher tried to remind that the students still young they have to continue their study or find job before get married. Teacher tried to remind the students by switching language from Indonesian to English.

c) Akan tetapi terkadang juga *native speaker of bahasa* ya karena kita penutur bahasa asli bahasa indonesia.

3. Emblematic-Switching (tag switching)

Poplack, as cited in maidah (2014, p.29) stated that "tag-switching is the insertion of a tag phrase from one language into an utterance from another language such as., so, well, you know, etc".the expressions for common tags in english include "you know, i mean, right, is it right, understand" or filler such as "so, well, alright, ok, yes personal expression like "he, em,err,etc.

English teacher used emblematic/ tag switching as their way to switch their language

in instructional process. They were used in different condition and situation classroom interaction. Emblematic/tag switching divided into two variations those are: english-Indonesian emblematic-switching, indonesian-english emblematic-switching. Here the example

a**).** *So aim* itu tujuan sama juga dengan purpose dan goal juga semua itu artinya sama yaitu tujuan

Teacher corrected the students' answer and explains the meaning of the word "aim". The tag switching by the word "so" means the tag "so" insert to/from Indonesian sentence. Teacher inserted word "so" as tag switching as his way to switch his language in instructional process of English.

b) For today we will continue our lesson again *ya!*

After introduction in learning process, teacher continued to the material that would be taught that day. Then, confirmed about the homework that was given. After checked the assignment, teacher asked to continue do the material.

c) Shop gawang? *Masyaallah* goal keeper *gitu ya!*

Teacher asked the students to translate the sentence. The students translated Indonesian phrase "penjaga gawang" translated to "shop gawang". The teacher tried to clarify by produce or insert "gitu ya" in his utterances.

Students' Understanding of Teachers' Code-Switching in Instructional Process.

This is the second objectives of the study. In order to achieve the objective of the study, the researcher used test as instrument to collect the data of this study. According to brown (2004, p.3) sated "test is a method of measuring a person's ability, knowledge and performance in a given domain". the test is used to measure the students understanding of teachers' code switching in instructional process. type of test was multiple choices.

Test was given to 152 students as participants of the study which consist of four classes for eleventh grade students namely XI ipa 1, XI IPA 2, XI IPS 1, and XI IPA 2. If those students have mean score 70 up to 100 its

belong to high understanding of teachers' code switching but if the students have score less than 70 its belong to low understanding of teacher code switching.

After the test was conducted, the researcher continued to analysis the data in which divided into several steps. first, analyzed individual score for each student. second, find the mean score of all students. to analyze the mean score of the students, the researcher used spss program. the results of mean score analysis for all participants in this study could be seen in the following table.

Table 1. The table above showed that the mean score of all students

Descriptive Statistics				
	N	Minimum	Maximum	Mean
VAR00001	152	33,00	48,00	42,3092
Valid N (listwise)	152			

Table above was result of mean score analysis for all participants (XI IPA 1, XI IPA 2, XI IPS 1, and XI IPS 2). The table above showed that the mean score of all students was 42.30 while the minimum score of the students was 33.00 and the maximum score of the students was 48.00.

From the finding and result of students' score analysis above it showed that the highest score of the students was 46.00 meanwhile the mean score was 34.16. It means that there is no students get score 70 or the students' score were less than 70. Form those score it can be concluded that the students understanding of teacher code switching in classroom interaction is categorized low understanding category.

Students' Perceptions toward Teachers' Code-Switching in Instructional Process.

This is the last objectives of study in this research. In oredr to achieved the objectives of the study, Questionnaire was employed in this study to collect the data. the type of

instrument is close ended questinnaire.the questionnaire consist of 20 statements which is the optional response strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).

The data about students' perceptions towards teachers' code switching in instructional process was gained from the questionnaire. The questionnaire consist of 20 statements which is the optional response strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD).The result of the students' questionnaire can be seen in following table bellow.

Table 2. Results of the questionnaire

Statement	Options Of The Responses			
	Strongly Agree	Agree	Disagree	Strongly Disagree
1	72	80	0	0
2	43	72	17	0
3	61	75	14	0
4	88	64	0	0
5	52	53	47	0
6	65	80	7	0
7	81	71	0	0
8	57	60	35	0
9	44	83	25	0
10	56	63	33	0
11	68	74	10	0
12	55	78	19	0
13	47	71	34	0
14	66	69	17	0
15	56	73	23	0
16	70	73	9	0
17	47	50	55	0
18	35	60	57	0
19	46	61	45	0
20	35	51	66	0

The questionnaires in this part focused on the realization of teachers' code switching in instructional process. Results of the questionnaire can briefly summarize as follows. first, the majority of students (45 %) stated agree with all statements, second, followed (38 %) students stated strongly agree with those statements. third, (17 %) of the students stated disagree. it can be cocluded that the students have positive perception toward teachers' code switching in instructional process of english. positive perception here means that students in general agree or strongly agree with those statements od questinnaire that have given.

CONCLUSION

The conclusion of this study based on the research problems. The first result indicated that there were three ways that English teacher used to switch their language in classroom interaction. Those were: inter-sentential code switching, intra-sentential code switching and emblematic switching. Each form could be english-indonesian switching, Indonesian-English switching, and Indonesian-English-Indonesian code switching.

The second result indicated the students understanding of teachers' code switching is categorized low understanding category because the mean score of all the students were 34.16. Meanwhile, the minimum score of students were 20 and the maximum score of the students were 46. it means that the students couldn't answer the question correctly more than 50% from all the total of question. Therefore the students understanding of teachers' code switching in instructional process were low understanding category.

Dealing with the third research question, the result indicated that the students' perception of teachers' code switching were indicated to positive perception because the majority of students (45%) stated agree with all statements, followed (38%) students stated strongly agree with those statements. meanwhile, (17%) of the students stated disagree. it can be cocluded that the students have positive perception toward teachers' code switching in instructional process of english. positive perception here means that students in general agree or strongly agree with those statements od questinnaire that have given. .

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