



Code Switching used by Indonesian EFL Teachers in Upper Secondary School

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Article History

Submitted: 2023-05-05

Accepted: 2023-06-08

Published: 2023-06-08

Abstract

The purpose of this research was aimed to know the reasons why teacher use code-switching and know what types and functions of code-switching that used by teachers when teaching. The subject of this research was English teachers at MAN 4 Tanah Datar. This research was qualitative research. The data of this research were obtained from observation to find types and functions of code-switching and interview to find out the teachers' reasons used code-switching. Then, the data was analyzed as descriptive qualitative research. The result of this research showed that the reasons why teachers used code-switching because it has a lot of positive effects to students understanding and can increase their grade. The most dominant types of code-switching that used by teachers is inter-sentential switching 32 times and the most dominant functions of code-switching used by teachers are repetitive function 31 times.

Keywords:

Code-switching, Teachers' reasons, Types, Functions

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How to Cite: Husni, H., & Arianto, M. A. (2023). Code Switching used by Indonesian EFL Teachers in Upper Secondary School. *Journal of English Language Teaching*, 12. (2): pp. 547-569, DOI: [10.24036/jelt.v12i2.122824](https://doi.org/10.24036/jelt.v12i2.122824)

INTRODUCTION

People around this world use English as an international language. Nowadays we are no longer surprised to see that people who can speak in many languages. They can switch their native language to English and vice versa fluently. According to Muin (2011), people who can speak fluently in another language are called as a bilingual or multilingual. They can use their native language and switch it into the target language. That phenomenon also happened in Indonesia that almost of the people are bilingual because they speak Indonesian, their mother tongue and some of them are multilingual because they can speak in English.

In Indonesia, English language is one of subject that studied at school as a foreign language. Language speakers who can speak three or more languages include English teachers in Indonesia. When the teacher presents the material to the class, the students will intentionally switch from speaking English to Indonesian. To help students fully understand and retain what they are saying, teachers frequently switch between English and Indonesian. This way is used by teachers to explain the material and to communicate with the students.

According to Siddiq, Kustati and Yustina (2020) to have an ideal English classroom activity, the teacher should constantly encourage the student to do a conversation, sharing an idea and expressing their thoughts in the target language or in English. It can make a progress in students' speaking skill in English and make the students enjoy the class. This way could be one of the teachers' strategies to boost the students' confidence in the learning process and can develop their speaking skill in English. The way teacher switch English to Indonesian is well-known as a code-switching. In code-switching use two varieties of language in the same conversation. Code-switching occurs due to several things, such as the lack of students' ability in mastering the language being studied. When the students want to communicate in English, There are some words or phrases that are still unfamiliar, therefore the teacher utilized a language that they were more comfortable with; in this situation, the teacher used both local and Indonesian language.

According to Hornberger and McKay (2010) the situation when the speaker switches their language to the other language in the same context is called as code-switching. Furthermore, Muin (2011) discovered that speakers use code-switching as a method for communicating with the interlocutors to maintain communication. In learning process this method can be helpful for students to get understand in English. Syam (2018) added that code-switching allows teachers to provide students with explanation about the topic gain an overall understanding of the conversation, help students to understand the new or difficult vocabulary in the text. He also said that it would be useful to help promote personal motivation and communication, relationship and convince students to learn English.

There will be a variety of code-switching types and functions in a classroom activity. According to Yulyana (2012), who accomplished study on the subject, there are three different types of code-switching that teachers use in the classroom in accordance with Poplack theory: tag switching, intra-sentential code switching, and inter-sentential code switching. Then, Fachriyah (2017) found the used of code-switching are to clarify, to repeat, to explain, to ask, to translate, to check the understanding, to emphasize the language, to increase the students' vocabulary, use in class discussion, to give feedback, help the memorization process, to manage the class and for general communication in class.

Loeneto and Zuraida (2018) did various studies in recent years, and in this study they discovered that the essential purpose of code-switching while English is being taught as a foreign language in the classroom is in terms of the communicative element and to maintain the instructional and educational processes run smoothly. Then, implementing Mattson and Burenhult's idea, Harahap (2020) discovered in her research that code-switching functions in the classroom. There are three functions of code-switching used by teachers. The first function is topic switch. In this function teacher switches the language into the topic to something that is being discussed. Second, the affection functions. This function acts as a process to build relationships among the teacher and students in the class. The last function is repetitive function which aims to clarify the meaning to the students by repeating the language to the target language.

METHOD

In this study, a qualitative research design was employed. The purpose of this study was to investigate and classify the different types and functions of code-switching in the teaching process, and also to discover the motivations behind teachers' usage of it. The English teachers at MAN 4 Tanah Datar participated in this study, and the teachers' utterances served as the data. The techniques of data collection that were used in this research are observation in the classroom to find out the classification of the types of code-switching and interviewed with the teachers to explore more about the reasons of the teachers why they used code-switching in teaching English that recorded used voice recording. Then, the data were analyzed in three steps there are data reduction, data display and conclusion to get the final result of the research.

RESULTS AND DISCUSSION

a. Observation

To determine the types and functions of code-switching employed by teachers, the researcher in this study conducted an observation.

1. The Types of Code-switching used by Teachers in Teaching English at MAN 4 Tanah Datar

There are many theories that discuss about the types of code-switching. According to Hoffman (1999) there are three types of code-switching namely emblematic, intra-sentential switching and inter-sentential switching. In this research, the researcher use Poplack's theory in classifying the types of code-switching. Based on the researcher's observation in five classes (X MIA, X IPS 1, X IPS 2, X IPK and XII IPK) there are 45 utterances that classified as types of code-switching, they are tag-switching, intra-sentential and inter-sentential switching used by teachers. The data will be showed in the table as follow:

Table 4. 1 The Data Findings of the Types of Code-Switching used by teachers

No.	Types of Code-switching	Occurences
1.	Tag-switching	10
2.	Intra-sentential switching	3
3.	Inter-sentential switching	32
Total		45

From the table, it can be seen that the teachers used code-switching while deliver the material in the classroom. Inter-sentential switching is the most type used by teachers in the classroom which appear 32 times.

1. 1 Tag-switching

Tag-switching is a type of code-switching that emphasize some words or sentence using some tags or use so, right, okay and etc.

Datum 1:

Teacher: may in this sentence as permission, iyakan?

Students: iya miss

(*audio recording observasi miss ema 2: 05.09*)

The utterance above showed that the teacher used “iyakan” to emphasize the using of “may” in that sentence is as permission.

Datum 2:

Teacher: for how long, nak?

Students: one hour miss

(audio recording observasi miss ema 1: 04.49”)

The utterance above showed that the teacher used “nak” to emphasize the question and wanted the students to answer it.

Datum 3:

Teacher: now, count till five and repeat, ya

Students: (students start count)

(audio recording observasi miss ema 2: 25.58”)

The utterance above showed that the teacher used “ya” to emphasize the instruction that the teacher wanted the students count from one to five and repeat it.

Datum 4:

Teacher: make a space, ya

Students: iya miss (students move their table)

(audio recording observasi miss ema 2: 28.34”)

The utterance above showed that the teacher used “ya” to emphasize the instruction that asked the students to have a space between each groups.

Datum 5:

Teacher: I give you a chance to ask me one word, ya

Students: unintentionly miss

(audio recording observasi miss nova 3: 54.19”)

The utterance above showed that the teacher used “ya” to emphasize the instruction from the teacher that wanted her students to ask her about the new or difficult words.

Datum 6:

Teacher: you should use an expression, ya

Students: iya miss

(audio recording observasi miss nova 1: 18.39”)

Based on the utterance above, the teacher used “ya”. In this sentence "ya" is used to emphasize and make it clear to students that in this conversation they must use expressions that relate to the conversation

Datum 7:

Teacher: now, we are going to study about recount text, ya

Students: baik miss

(audio recording observasi miss nova 1: 02.55”)

The utterance above showed that the teacher used “ya” to emphasize the topic that the students are going to study about.

Datum 8:

Teacher: all of you repeat after me, ya

Students: yes miss

(audio recording observasi miss nova 3: 51.42”)

The utterance above showed that the teacher used “ya” to make the students understand and repeat what the teachers said.

Datum 9:

Teacher: total of the sentence is ten, ya

Students: (students work in their group)

(audio recording observasi miss ema 2: 30.19”)

The utterance above showed that the teacher used “ya” to emphasize the instruction that the total sentence that they make in with their group is ten.

Datum 10:

Teacher: discuss in your group, ya

Students: (students work in their group)

(audio recording observasi miss ema 2: 33.03”)

The utterance above showed that the teacher used “ya” to emphasize the instruction that they need to work within their group not with others

1. 2 **Intra-sentential switching**

Intra-sentential switching is a shift language in the middle of a sentence that is used without pause, interruption and hesitation.

Datum 11:

Teacher: for how long **si penulis menunggu** the bus?

Students: one hour Miss.

(audio recording observasi miss ema 1: 04.49”)

In this utterance the teacher used “si penulis menunggu” to make sure the students know what the teacher’s means is how long time the writer waiting for the bus not ask about the time

Datum 12:

Teacher: this is your **PR dirumah** because our time **sudah habis**, kerjakan ya

Students: baik Miss.

(audio recording observasi miss nova 2: 2.02.54”)

In this utterance the teacher used “PR dirumah” and “sudah habis” to make the students easier to understand what did the teacher say.

1. 3 inter-sentential switching

Inter-sentential switching is a type of code-switching that the language switches at phrasal, sentence or discourse boundaries.

Datum 13:

Teacher: she went to the toilet busnya berjalan jadi dia ketinggalan. Dia pergi ke toilet busnya berjalan.

Students: jadi dia ketinggalan bus miss

(audio recording observasi miss ema 1: 09.54”)

Based on this utterance the teacher purpose was to make the students got what the teacher said and it is afraid that if she used the sentence full in English the students will get confused.

Datum 14:

Teacher: susanti, collect all of the friend tasks, taruh di meja miss

Students: (collect the friends tasks)

(audio recording observasi miss ema 1: 14.04”)

Based on this utterance the teacher purpose was to make the students got what the teacher said and it is afraid that if she used the sentence full in English the students will get confused

Datum 15:

Teacher: who can help me to clean the white board?

Students: *silent*

Teacher: ada yang bisa bantu menghapus papan tulis?

Students: fauzi miss dia piket

(audio recording observasi miss ema 2: 02.38”)

Based on the utterance above, the teacher said when she used the sentence full in English the students just keep silent and don't know what the teacher said, and just few of them that know what the teacher asked about, because of that she use code-switching to make it clear.

Datum 16:

Teacher: raise your hand

Students: *some of students silent*

Teacher: ada yang bisa?

(audio recording observasi miss ema 2: 04.37”)

Based on the utterance above, the teacher said when she used the sentence full in English the students just keep silent and don't know what the teacher said, and just

few of them that know what the teacher asked about, because of that she use code-switching to make it clear

Datum 17:

Teacher: do you have any question so far?

Students: yes miss

Teacher: yes? Sampai disini paham?

Students: eh sudah miss

(audio recording observasi miss ema 2: 12.04'')

Based on the utterance above, the teacher reason was to make sure the students understand about what she has explained.

Datum 18:

Teacher: have you finished?

Students: yes miss

Teacher: sudah selesai semuanya?

Students: eh belum miss

(audio recording observasi miss ema 2: 27.05)

In this utterance the teacher used code-switching because the students did not get what the teacher said when she used full sentence in English, so the teacher used code-switching to make the students understand.

Datum 19:

Teacher: how about you radi? Have you finished? Sudah selesai radi?

Students: alum miss

(audio recording observasi miss ema 2: 24.29)

Based on the utterance above, the teacher wanted to make sure the students have finished write it down or not yet by asking used English and Indonesian language

Datum 20:

Teacher: do you get it? Pahami?

Students: paham miss

(audio recording observasi miss ema 2: 25.38'')

Based on the utterance above, the teacher wanted to make sure the students understand about the material, so she asked to the students if they understand or not.

Datum 21:

Teacher: sit in your, duduk di kelompok masing-masing

Students: *find their groups*

(audio recording observasi miss ema 2: 27.21)

Based on the utterance above, the teacher reason was to make sure the students understand the instruction she told before.

Datum 22:

Teacher: no, I will divided you into five groups, miss akan membagi kalian jadi lima kelompok

Students: oke miss

(audio recording observasi miss ema 2: 25.22)

In this utterance the teacher used code-switching because the students did not get what the teacher said when she used full sentence in English and there are some words that they do not know the meaning, so the teacher used code-switching to make the students understand.

Datum 23:

Teacher: how about the general structure? Apa saja nak susunanya?

Students: (student make some noise giving the answer)

(audio recording observasi miss ema 3: 05.46")

In this utterance the teacher used code-switching to asked the student about the material to make sure they know what the teacher said.

Datum 24:

Teacher: do you understand? Sudah paham ya?

Students: sudah miss

(audio recording observasi miss ema 3: 06.27)

Based on the utterance above, the teacher reason was to make sure the students understand about what she has explained.

Datum 25:

Teacher: collect all of your assignment ke depan ke meja miss

Students: (student collect the assignment)

(audio recording observasi miss ema 3:16.58")

Based on the utterance above, the teacher wanted the student to collect their assignment to her table.

Datum 26:

Teacher: oral announcement. Pengumuman yang langsung ya

Students: iya miss

(audio recording observasi miss nova 1: 17.38")

Based on the utterance above the teacher wanted to make sure the students know what is an oral announcement is by switch the language to indonesian language

Datum 27:

Teacher: we'd like to announce the farewell party. Kami akan mengumumkan bahwa akan ada pesta perpisahan

Students: iya miss

(audio recording observasi miss nova 1: 22.23")

Based on this utterance, the teacher used code-switching because she thought that the students looks confused and don't know what the teacher said, moreover the word "we'd" make the students more confused so the teacher used code-switching to make it clear.

Datum 28:

Teacher: raise your hand. Ada yang bisa? Angkat tangannya

Students: raise their hand

(audio recording observasi miss nova 2: 13.36")

Based on the utterance above the teacher wanted to make sure the students know what was she asked about and already understand about the text.

Datum 29:

Teacher: by the way, can you make your own recount text? Bisa kalian membuat teks recount tentang cerita kalian sendiri?

Students: ndak miss

(audio recording observasi miss nova 3:1. 05.11")

Based on the utterance above the teacher wanted to make sure the students know what was she asked about and already understand about the text.

Datum 30:

Teacher: have you ever study about recount text before? Sudah pernah belajar teks recount sebelumnya?

Students: belum miss

(audio recording observasi miss nova 3:02.25")

Based on the utterance above the teacher asked the student about the material that they are going to discuss by switching the language in purpose the student know what the teacher asked about.

Datum 31:

Teacher: which word you don't know the meaning? Kata mana yang kalian tidak tahu artinya?

Students: yang unforgettable miss

(audio recording observasi miss nova 3: 54.20)

The utterance above showed that the teacher used English in the first sentence and then switch the language to Indonesian language to ask her about the new or difficult words.

2. The Functions of Code-switching used by Teachers in Teaching English at MAN 4 Tanah Datar

According to Hymes (1962), there were five fuctions of code-switching namely expressive functions, directive function, metalinguistic functions, poetic functions, and referential functions. In this research the researcher used the theory by Mattson and Burenhult (1999). Based on the observation, there are 31 utterances which classifies as the functions of code-switching, they are topic switch, affective function and repetitive function.

Table 4. 2 The Data Findings of the Functions of Code-switching used by teachers

No.	Functions of Code-switching	Frequency
1.	Topic switch	5
2.	Affective function	9
3.	Repetitive function	31
Total		45

Based on the table, the most dominant functions of code-switching used by teachers are repetitive function which appears 31 times.

2. 1 Topic switch

This function happened when the teacher alters her language according to the topic that being discussed in the classroom.

Datum 1:

Teacher: she went to the toilet, busnya berjalan jadi she left by the bus, dia ketinggalan bus

Students: iya miss

(audio recording observasi miss ema 1: 09.54”)

Based on the utterance above, the teacher switch the topic to make the student get understand according to the text from tell that the writer went to the toilet and then suddenly she left by the bus.

Datum 2:

Teacher: susanti, collect all of the friend tasks, taruh di meja miss ya

Students: (students collect the friend tasks)

(audio recording observasi miss ema 1: 14.04”)

Based on the utterance above, the teacher gave an instruction to students to collect all of the student tasks. In the second sentence the teacher asked the students to put it on the teachers’ table. The teacher switches the topic from collect all the tasks to put it

on her table. The teacher used code-switching to make sure the students know what to do

Datum 3:

Teacher: now count till five and repeat ya, 1 sampai 5 saja

Students: (students start count and repeat)

(audio recording observasi miss ema 2: 25.58”)

In this utterance, the teacher asked the students to count till five after that asked them to repeat it till everyone got their number.

Datum 4:

Teacher: this is your PR dirumah ya, soalnya our time sudah habis

Students: baik miss

(audio recording observasi miss nova 3: 2.02.54”)

Based on the utterance above the teacher switched the topic from tell the student to have a homework because their time is over.

2. 2 Affective function

This functions use by teacher in order to build solidarity and have an intimate interaction with the students.

Datum 5:

Teacher: which word you do not know the meaning? kata yang mana yang kalian tidak tahu artinya?

Students: unintentionally miss

(audio recording observasi miss nova 3: 54.12”)

Based on the utterance above, the teacher tried to build an interaction with the student by asking them which word that they do not know or a new vocabulary they found in the text by switching the language, so they know what the teacher asked about.

Datum 6:

Teacher: do you have any question so far? Sampai disini paham?

Students: paham miss

(audio recording observasi miss ema 2: 12.04”)

Based on the utterance above, the teacher tried to build an interaction with the student by asking them if they already understand or not about the material by switching the language, so they know what the teacher asked about.

Datum 7:

Teacher: how about you radi? Have you finished? Sudah selesai radi?

Students: alum miss

(audio recording observasi miss ema 2: 24.29)

Based on this utterance the teacher tried to build an intimate interaction with the students by calling the students' name and asking him if he finished or not about the task.

Datum 8:

Teacher: jadi, do you get it? Pahami?

Students: paham miss

(*audio recording observasi miss ema 2: 25.38*)

Based on this utterance the teacher tried to build an intimate interaction with the students by asking them understand

Datum 9:

Teacher: do you understand? Sudah paham berarti ya

Students: sudah miss

(*audio recording observasi miss ema 3: 06.27*)

Based on this utterance the teacher tried to build an intimate interaction with the students by make sure them understand or need more explanation.

Datum 10:

Teacher: I give you chance to ask one word, ya. Miss beri kesempatan untuk menanyakan satu kata

Students: unintentionly miss

(*audio recording observasi miss nova 3: 1.05.11*)

Based on the utterance above, the teacher tried to build an interaction with the student by give them a chance which word that they do not know or a new vocabulary they found in the text by switching the language, so they know what the teacher asked about

2. 3 Repetitive function

This functions use by teacher to repeat and make the explanation clear so the students understand what the teacher said.

Datum 11:

Teacher: oral announcement. Pengumuman yang langsung, ya

Students: iya miss

(*audio recording observasi miss nova 1: 17.38*)

In this utterance, the teacher repeated the explanation by switching the language from English to Indonesian language with the purpose make it clearer to the student to understand.

Datum 12:

Teacher: we'd like to announce the farewell party. Kami akan mengumumkan bahwa akan ada pesta perpisahan

Students: farewell party tu pesta perpisahan miss?

(audio recording observasi miss nova 1: 22.23")

To make sure the student understand what the text tells about, the teacher asked the student about the text used English language, but some of them did not know what the teacher said, so she used Indonesian language to repeated it and make it clearer to the student.

Datum 13:

Teacher: you should use an expression ya, harus pakai ekspresi yang sesuai ya

Students: oke miss

(audio recording observasi miss nova 1: 18.39")

In this utterance, the teacher repeated the instruction by switching the language from English to Indonesian language with the purpose make it clearer to the student to understand.

Datum 14:

Teacher: raise your hand. Yang bisa angkat tangannya

Students: raise their hand

(audio recording observasi miss nova 2: 13.26")

In this utterance, the teacher repeated the instruction by switching the language from English to Indonesian language with the purpose make it clearer to the student to understand.

Datum 15:

Teacher: now, we are going to study about recount text, ya. Kita akan belajar tentang recount text

Students: baik miss

(audio recording observasi miss nova 3: 02.43")

To make sure the student understand what they are are going to study about, the teacher used English language, but some of them did not know what the teacher said, so she used Indonesian language to repeated it and make it clearer to the student.

Datum 16:

Teacher: all of you repeat after me ya. Semuanya ulang ikuti ibuk ya

Students: (students follow the teacher)

(audio recording observasi miss nova 3: 51.42)

Based on the utterance above, the teacher wanted the student to repeat after her, to make sure the student know it the teacher repeat the instruction in Indonesian language.

Datum 17:

Teacher: for how long nak? Berapa lama nak?

Students: one hour miss

(audio recording observasi miss ema 1: 04.49)

Based on the utterance above the teacher asks the students about the material according to the text by used repetitive function, so the student know what is the teacher asked about.

Datum 18:

Teacher: for how long si penulis menunggu the bus? How long. Berapa lama dia menunggu?

Students: satu jam

(audio recording observasi miss ema 1: 04.49)

Based on the utterance above the teacher asks the students about the material according to the text by used repetitive function, so the student know what is the teacher asked about.

Datum 19:

Teacher: who can help me to clean the white board?

Students: *silent*

Teacher: ada yang bisa bantu menghapus papan tulis?

Students: fauzi miss dia piket

(audio recording observasi miss ema 2: 02.38")

Based on the utterance above the teacher asks the students to help clean the white board but they do not know what the teacher said, so the teacher repeated it in Indonesian language.

Datum 20:

Teacher: raise your hand. Angkat tangan Siapa yang bisa?

Students: (students raise their hand)

(audio recording observasi miss ema 2: 04.37)

Based on the utterance above the teacher asked the students about something and if they know the answer, they can raise their hand, to make sure the student got the teacher meaning, she repeated in Indonesian language.

Datum 21:

Teacher: by the way, can you make your own recount text? Bisa kalian membuat tentang cerita teks recount kalian sendiri?

Students: ndak miss

(audio recording observasi miss nova 3: 1. 05.11”)

Based on the utterance above, the teacher used Indonesian language to repeat the sentence before with the purpose to ask the student can they make their own recount text story.

Datum 22:

Teacher: may in this sentence as permission, iya kan? Sebagai permission, iya kan?

Students: iya miss

(audio recording observasi miss ema 2: 05.09)

Based on the utterance above the teacher emphasized the student understanding about the material by repeated it in Indonesian language.

Datum 23:

Teacher: have you finished?

Students: yes miss

Teacher: sudah selesai semuanya?

Students: eh belum miss

(audio recording observasi miss ema 2: 27.05)

In this utterance the teacher used code-switching because the students did not get what the teacher said when she used full sentence in English, so the teacher used code-switching to repeat it to make the students understand.

Datum 24:

Teacher: make a space ya. Dibuak berjarak ya perkelompoknya

Students: (give a space between each group)

(audio recording observasi miss ema 2: 28.34)

The teacher wanted the student to have a space between each group but some group are not listened, so the teacher repeated in Indonesian language

Datum 25:

Teacher: sit in your group. Duduk di kelompoknya masing-masing

Students: (find their groups)

(audio recording observasi miss ema 2: 27.21)

Based on the utterance above, because the student have not sit in their group the teacher asked them to sit in their group by repeated the instruction in Indonesian language.

Datum 26:

Teacher: total of the sentence is ten ya. Total kalimatnya sepuluh ya

Students: iya miss
(*audio recording observasi miss ema 2: 30.19*)

To make sure the student know how much sentences they should write, the teacher emphasized the instruction by repeated in Indonesian language.

Datum 27:
Teacher: discuss in your group ya. Diskusi dengan teman kelompoknya
Students: (discuss within their group)
(*audio recording observasi miss ema 2: 33.03*)

The teacher wanted the student discuss in their group not with the other, so the teacher used Indonesian language to make student do what they should do by repeat it.

Datum 28:
Teacher: have you ever studied about recount text before?
Students: (confused)
Teacher: sudah pernah belajar tentang teks recount sebelumnya?
Student: belum miss
(*audio recording observasi miss ema 3: 02.55*)

Based on the utterance above, the teacher asked the students about have they ever studied about recount text used English, but they looked confused, so the teacher repeat the question in Indonesian language.

Datum 29:
Teacher: I will divide you into five groups. Miss akan membagi kalian menjadi lima grup.
Students: baik miss
(*audio recording observasi miss ema 2: 25.22*)

The teacher in this utterance repeated the sentence used Indonesian language to make sure the student knew what the teacher talk about and avoid the misunderstanding.

Datum 30:
Teacher: how about the general structure? Apa saja nak susunannya?
Students: (student give their opinion)
(*audio recording observasi miss ema 3: 05.46*)

Based on the utterance above, the teacher asked the student about the generic structure of text that they have discussed, to make sure the student know about it the teacher repeated the question to Indonesian language.

Datum 31:

Teacher: collect all of your assignment ke depan. Kumpul tugasnya ke depan

Students: (students collect the task)

(*audio recording observasi miss ema 3: 16.58*)

The teacher in this utterance repeated the sentence used Indonesian language to make sure the student knew what the teacher talk about and avoid the misunderstanding

Based on Wardhaugh (2006) stated that code-switching is an occurrences that happens to bilingual or multilingual person in communication situation or context. In this case, English teachers are a bilingual or even a multilingual person, so they in the classroom to build an interaction and have a communication with the students, use code-switching as a medium of the language. This observation sheet has a purpose to answer the research question about the types and functions of code-switching used by teachers while teaching and the most dominant type and function that they used. The types of code-switching in this research used theory by Poplack (1980) there are three types namely tag-switching, intra-sentential switching and inter-sentential switching. From the observation result, it showed that the mostly used type of code-switching that used by teachers when teaching is inter-sentential switching with the occurrences 32 times. Inter-sentential switching is a type of code-switching that the language switches at phrasal, sentence or discourse boundaries.

Then the functions of code-switching in this research used theory by Mattson and Burenhult (1999) there are topic switch, affective function and repetitive function. From the observation result, it showed that the mostly frequent function that used by teachers is repetitive functions with the occurrences 31 times. In this function the teachers tried to make the students understand what they are talking about by keep repeating the sentence.

b. Interviews

1. The Teachers' Reasons used Code-switching in teaching English at MAN 4 Tanah Datar

This interview was conducted directly with the interviewee who is English teachers at MAN 4 Tanah Datar, namely Yulia Freza Nova, S. Pd and Ermawati, S. Pd. In this interview the researcher wanted to know about the teachers' reasons using code-switching while teaching in the classroom.

1. 1 Code-switching help the students' understanding

According to the interviewed data, the result showed that the dominant factors why the teachers used code-switching in teaching because it helps the students' understanding. The teachers belief that code-switching has a positive effects for the students. Yulia Freza Nova, S. Pd stated on interviewed on January 12, 2023.

Interviewer: Why do you use code-switching while delivering the material in teaching process?

Interviewee: using this method make the students easier to understand in learning process because we know English is not our first language
(audio recording interview miss nova: 0.20')

Same with the first statement, Ermawati, S. Pd added on interviewed on 13 January 2023:

Interviewer: Why do you use code-switching while delivering the material in teaching process?

Interviewee: use code-switching to make the students get what I said and explained in teaching process.
(audio recording interview miss ema: 00.18')

Based on the statements above, the both teachers has a same thought when using code-switching in teaching make the students easier and faster in understanding the material that being taught in the class.

The other statement which makes the reason before stronger is when the interviewer asked the teachers about the benefit of code-switching while teaching in the class. According to Yulia Freza Nova, S. Pd use code-switching in teaching it helps the teacher when give an explanation to the students, make the students easier to understand the material by give a clear explanation used code-switching (interviewed on January 12, 2023).

Interviewer: What are the benefits of using code-switching while teaching in the class?

Interviewee: it helps the teacher when give an explanation to the students, make the students easier to understand the material by give a clear explanation using code-switching.
(audio recording interview miss nova: 01.56')

Then, Ermawati, S. Pd added a statement that used code-switching help the students in catching the material that she explained and then can avoid the misunderstanding in learning process (interviewed on January 13, 2023).

Interviewer: What are the benefits of using code-switching while teaching in the class?

Interviewee: for sure, it helps students in catching the material that I explain and then can avoid the misunderstanding I learning process.
(audio recording interview miss ema: 01.40')

The statements above showed that there are advantages of using code-switching in the class such as make the teachers' explanation easier in understand and also minimize the misunderstanding by the students.

Then, Yulia Freza Nova, S. Pd also mentioned that code-switching improve the students understanding because she switches the English language to the language that mastered by the students.

Interviewer: What do you think about used code-switching in teaching process will improve students understanding?

Interviewee: it improves students understanding because I switch the English language to Indonesian language that students mastered and understand the language.

(audio recording interview miss nova: 02.28”)

Based on the explanation above teacher’s belief that code-switching help the students understanding in learning.

1. 2 Code-switching increase the students’ grade

According to the interviewed, the other reason the teachers used code-switching in teaching because it can increase the students’ grade. Ermawati, S. Pd on interviewed “about the students’ grade it increase more use code-switching than just used English while teaching” (interviewed on January 13, 2023).

Interviewer: How about the development of students’ grades by using code-switching method? Increase or decrease?

Interviewee: about the students’ grade, it increase more use code switching than just using English while teaching.

(audio recording interview miss ema: 02.52”)

It also stated by Yulia Freza Nova, S. Pd that there is a progress that showed their grade increases (interviewed on January 12, 2023).

Interviewer: How about the development of students’ grades by using code-switching method? Increase or decrease?

Interviewee: there is a progress that showed their grades increase.

(audio recording interview miss nova: 02.49”)

According to the statements above, the teachers’ belief that code-switching can increase the students’ grade by the students’ understanding in learning process.

In this interview has a purpose to answer the research question the reasons why teacher used code-switching while teaching. Amalia (2021) found out the reasons why teachers used code-switching are talking about particular topic, interjection, repetition and expressing for group identity. In the field fter done the interview with the teachers, the researcher can conclude that the reasons why teachers used code-switching because it so helpful, such as the students easier to understand the material, make the clearer explanation, get the students attention, the students know what they learned in the class and it can improve students’ grade.

Discussion

This research tried to find out the reasons why teachers use code-switching in teaching process and to find out the types and functions of code-switching they used in teaching process. In the interview section, it was found that the reasons why teachers used code-switching because it so helpful, such as the students easier to understand the material and it can improve students' grade. The teachers believe that use code-switching have a good effect to the students' understanding. This result is quite similar to the previous research that conducted by Darlina (2021) that used Hoffman's theory. In her research, the reasons why teachers used code-switching are repetition for the clarification. This reason make the teachers repeat their explanation to clarified the explanation that make the students understand about the material. Then the other reason is the interjection to get the students attention.

Then based on observation sheets, it showed there are three types of code-switching that used by teachers. They are tag-switching, intra-sentential switching and inter-sentential switching. It is similar to what has been researched by several researchers (Amalia et al, 2021; Afifah et al., 2020; Puspitasari, 2016; Yulyana, 2012). They have various frequencies that appear while used by the teachers. In this research, the frequency of tag-switching about 10 times, intra-sentential switching appears 3 times and inter-sentential switching appears 32 times. Based on this research, it can seem that inter-sentential switching is the most dominant type of code-switching that used by teachers. It is similar to Puspitasari, Dian (2016) who also have a same result that inter-sentential switching is the most dominant types of code-switching that used by teacher in teaching English about 42 times.

It is different to Afifah et al (2020) that found tag-switching is the most dominant types of code-switching with frequency about 18 times. On the other hand, Yulyana (2012) found that intra-sentential switching is the most types of code-switching that used by teachers, the frequency is about 94 times. Intra-sentential switching is used to refer to switching within the sentence. On the other side, the type of inter-sentential switching is more dominant used by teachers with 24 occurances than tag-switching with 23 occurances. Then the data also showed the functions of code-switching, they are topic-switch, affective function and repetitive function. Topic-switch appears 5 times, affective function 9 times and repetitive function 31 times. In this research, repetitive function is the most dominant functions that used by teachers while teaching. Meanwhile Harahap (2020) that found affective function is the mostly used function of code-switching used by teachers. In this function the teachers tried to make the students understand and got what the teachers said in classroom. Meanwhile in the other previous research topic-switch function is the mostly used (Afifah et al., 2020).

This finding indicates that the most common sort of code-switching used by teachers is inter-sentential switching. The interview revealed that the teachers reasons for using code-switching were that it helps students understand and can improve their grade. They consider code-switching to be a method for ensuring that the students understand the subject covered in class. Additionally, they said that using full sentences in English while teaching would make it difficult for students to comprehend the information, so they instead switched between languages. Additionally, they said that using full sentences in English while teaching would

make it difficult for students to comprehend the information, so they instead switched between languages. The teacher used code-switching because she was concerned that the students would become confused if she used a full sentence in English and then repeated it in Indonesian to ensure that they understood the topic. Inter-sentential switching is the process of changing the language within a single sentence from one language to another.

CONCLUSION

According to the results of the study, the teachers use code-switching while teaching in the classroom. Code-switching is used by the teachers since it improves students' knowledge and raises their grade. The teachers experienced no issues while using this approach to teach the class. The teachers are then aware of the various code-switching types and their functions. Inter-sentential switching is the most common type of code switching used by teachers, and the repeating function is the most common type of code switching used by teachers.

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