Teacher and Students Code Switching in EFL Classroom at the Second Grade of SMA PGRI I Kota Mojokerto

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Abstract

The aims of the study were (1) to describe what code are frequently; (2) to describe what code switching are used (3) to investigated why code switching are in the process of English and learning. In this study, the researchers conducted a research about phenomenon Code Switching in EFL Classroom. Code Switching is phenomenon the result from people used bilingual language or multilingual speaker. In this study, researchers used qualitative descriptive method to support the data researcher used theory Poplack and Hoffman to analyses in the teacher and students utterance at the second grade of SMA PGRI 1 Kota Mojokerto. The subjects of the research were 1 teacher and 19 students. This study used observation and unstructured interview to gather the data. The result indicated that the code are frequently used in EFL Classroom was English to Indonesia or Indonesia to English with 105 utterances. It can be concluded that this study found three kind of code switching there are tag switching, intra sentential and inter sentential code switching. Meanwhile in this study also found a few of reasons occurred code switching in EFL Classroom. There were to clearly meaning, get more attention, the student language, teacher and students proficiency.

Keywords*: Code Switching, Multilingualism, EFL Classroom.*

Introduction

Multilingualism is a phenomenon which people use some languages in a society. It means that multilingualism describes a speaker who speaks more than two languages, for example some Javanese people speak Javanese language as a

mother tongue, Indonesia language as a National language and English as other language. According to Chumbow (2018) found an advantages in multilingualism, they appraise empirical evidence of advantages to individuals with respect to cognitive development, aging complications, linguistic awareness, communicative competence, academic or educational performance, as well as sociocultural and economic benefits.

Kyeyune (2010) as cited in Suganda, et al (2018) says that language used by the teacher is the medium of instruction in the classroom in teaching. In the teaching and learning process, the choice of language as tool of instruction has a significant role. Suganda, et al (2018) also emphasize that a language of instruction is an enabling medium which supports the learning of content subjects. Based on these statements, the language is tool that very possible to use in teaching and learning for delivering knowledge and making easier learner to understand what is conveyed by the teacher in the process of teaching and learning. If learners do not understand the language used, they will have problems to develop educationally (Brock & Alidou, 2011).

Based on pre-observation study in SMA PGRI 1 Kota Mojokerto, in teaching English, the teacher still used second language (Indonesia) to make the students understand what is conveyed by the teacher. However, the teacher tends to used Indonesia and English as a medium of instruction in teaching English as a Foreign Language (EFL). Therefore, the researchers wanted to explore the code-switching used in EFL classroom.

Several previous studies has proven that teachers has good reason and/or function when switching and mixing between the target language and the first language during the teaching and learning process. Yataganbaba, et. al (2015) in Suganda, et. al (2018) even claim that L1 used mainly results from lack of L2 proficiency in which the necessity of code switching is determined by the classroom condition because code switching may be considered as a useful strategy in classroom interaction. Conez (2009) argues that mother tongue or L1 as medium of instruction in schools were more linked to the child and its needs, the individual and the local context, factors such as concept formation, cultural identity. Moreover, the use of L1 and target language has been seen as

complementary, depending on the characteristics and stages of the language learning process. In addition with regards to students-teacher relationship as part of a positive learning environment, code switching also helps foster a better relationship with the students (Moghadam, Samad, & Shahraki, 2012).

The code-switching practiced by English teachers occurs in an educational context. The distinctive characteristic of this context is that the Activities are designed to achieve educational objectives. Code switching in educational context is considered as one of the strategies to facilitate students to learn English more effectively (Brown, 2000; Harmer, 2007). In some cases, however, speakers tend to be unaware or unintentional in practicing code switching (Holmes, 2001).

There are also some studies on code switching in Indonesia context having been done by some researchers. First, Tias (2016) did research on Code Switching Analysis on Mr. Bob's English Course At Kampoeng Inggris Pare. Second research, Fatimah (2016) found out the reasons Why there is Code Switching in EFL Classroom. The third research, Cakrawati (2011) analysed Code Switching and Code Mixing in the Teenlit Canting Cantiq By Dian Nuranindya using Hoffman theory. Nurhamidah, et. al (2018) found out the perspective of both teacher and students towards code switching and functions it serve EFL classroom setting. Then, Suganda, et. al (2018) investigated the phenomena of code switching which refers to the use of English and Indonesia as a medium of Interaction used by the English as a Foreign Language (EFL) teachers in their classroom discourse.

From the phenomena above, the researchers were triggered to investigate the code-switching that still happens in EFL classroom in Indonesia context. The researcher tried to find the frequently languages used, code-switching are used and the reason of using code-switching in the second grade of senior high school at SMA PGRI 1 Kota Mojokerto. Hence, this research entitled "Teacher and Students Code Switching in EFL Classroom".

Research Methodology

In this study the researchers used qualitative design, it for answer a research problem. The researcher used qualitative design on observation and the

result that occurred in the natural phenomenon. Bachir (2010) says that Qualitative research is descriptive study that aims for descriptions and analysis phenomenon, event, social activity, attitude, trust, perception people's thoughts individually or in groups. Qualitative research is considered relevant with this research since involved for gathered data to describe phenomenon at code switching. For the explanation above, the researchers concluded that this research use descriptive design with qualitative approach.

In the data collection the researcher used some methods. In the data collection, researchers explained the procedure in collection data the first researcher would did observation, the second the research did a record activities teacher and students in EFL Classroom and the last data collection the researchers did an interview the teacher and student with interview guidelines. After gather all the data from the teacher and students in the EFL Classroom, and there were teacher and student interview, researcher would make the transcript of the data.

In this study, researchers have some instrument to support this research; there are the researcher, video recording, and interview guidelines. In the study the researchers used sociolinguistic approach. Wardhaugh (2006) says that sociolinguistics is concerned with investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication. When the researcher in the analysis data in the teacher and student code switching in EFL Classroom for analysis data the researcher used theory by Poplack and Hoffman as for steps the researchers had three steps to analysis the data they were prepare the data, organizing the data, interpreting the data.

Results

1) Codes frequently used in the process of English teaching and learning

Researchers got data from the utterances teacher and students to make it easier to find out the results of the analysed data, researcher make a table like the one below:

Table 1. codes are frequently used

codes are frequent used

Utterance teacher and student	Switch English to Indonesia or Indonesia to English	Indonesian to Javanese	Indonesian	English
	105 utterance	7 utterance	58 utterance	80 utterance

The researcher found codes were frequently used teacher and student in process of English teaching and learning. The codes were frequently used in the process of English teaching and learning was switching English to Indonesia or Indonesia to English. In fact from the table above shows that code frequently used occurred 105 utterances in the switch English to Indonesia or Indonesia to English, and then in the Indonesian- Javanese language occurred 7 utterances and the next Indonesian 58 utterances, than in English have 80 utterances.

2) Code switching used in the process of English teaching and learning

In this research, researchers got data from the utterances teacher and students to make it easier to find out the results of the analysed data, researcher make a table like the one below:

Table 2. The result kinds of code switching

The result kinds of code switching				
Kinds of code switching	Occurrence		Percentage	
	Teacher	Students	Teacher	Students
Intra sentential	31	5	34 %	16 %
Inter sentential	24	15	26 %	48 %
Tag switching	36	11	40 %	36 %
Total	91	31	100%	100 %

Based on the table above the researchers found that kinds of code switching occurred were intra sentential (34%), inter sentential (26%) and tag switching (40%) in teacher utterance. Tag switching appeared as the most frequent kind of code switching used in the process of English teaching. While in the students utterance researcher found inter sentential appeared as the most

frequent kinds of code switching with percentage (48%), intra sentential (16%) and tag switching (36%). To support data those above the researchers used several theories.

In this stud, the researchers used theory from Poplack. However the researcher also used Hoffman theory in identifying the kinds of Code Switching was used in the process of English teaching and learning by teacher and student, Poplack differed code switching into three kinds, tag switching, intra- sentential switching, and inter-sentential switching, and Hoffman have three kinds of code switching there are emblematic switching, intra-sentential switching, and inter-sentential switching. Because of the data interpretation, the researchers chose some data which represent each kinds of code switching.

a) **Tag switching**

Tag switching is the simply an interjection or a linguistic tag in the other language which serves as an ethnic identity marker. There are some examples of code switching:

Data 1

Code
U4/T : **oke sekarang next** Zein, are you ready ?
U6/T : for the next paragraph **please a… oke Fatiyah** !

Data 1 in teacher's utterance 4 and 6 showed that is the type tag switching. Because the teacher checked the student focus before started to read and the teacher tried to confirm the utterance to got focus the student. In this study, the code switching occurred when the teacher used Indonesian word, "oke sekarang" in English sentence. In this study the tag "oke sekarang" was inserted into the English uttarace by the teacher. And the utterance 6 in this study is the tag "please a…oke fatiyah" was inserted into the English uttarace by the teacher.

Data 2

Code
U5/S : yes all right Mr. dibahas saja **ya**!
U5/T: oke tapi from you, **ya !**

Data 2, teacher and students utterance 5 showed that teacher and student utterance gave confirmation in the last utterance. And in here the student asked the teacher to discuss about the lesson together. And the last sentence had

emphasis on the word "ya" and the teacher utterance have emphasis on the word "ya" its mean asserting that if reviewed together then the discussing the material isn't the teacher but the student, so here the teacher told students to work first, then discussed together to be corrected so "ya" means to emphasize a word.

Data 3
Code
U47/T: oke betul sekali, oh no sorry, **it is cause ya.**

Data 3 in the teacher utterance 11 showed that it's kind tag switching because the teacher switched from English to Indonesia for emphasis teacher utterance. "The sentence is cause ya". the teacher used the sentence to emphasis the interjection.

b) Intra Sentential Switching

Intra sentential switching refer to the switching that occurs inside the same clause or sentence then contains elements of both language, the shift is done in the middle of a sentence. The speaker is usually unaware of the shift there were some example:

Data 1
Code
U19/T : in the **last line dibaris terakhir**, yes "powerful" "object and space".
U19/S: 3 **last line baris terakahir** Mr ya ?

Data 1, teacher and students utterance 19 showed occurred code switching. The teacher and student switch English "last line" into Indonesian "dibaris teakhir". In the middle clause the teacher switch the clause to make the student clear with a familiar word so this utterance can be definition into intra sentential code switching.

Code

U61/T: like all your facieses **bersinar shine**, oke next

In Data 1 teacher and students utterance 61 showed that occurred code switching, because in here teacher and student switch into clause wich one occurred two element from two language like a word teacher "bersinar" Indonesian switch into English "shine" so in this sentence can be classified into intra sentential.

Code
U84/T : oke, how to **defined** the sentences kira-kira di **artikan** di sentences itu yang enak apa squeezed?
U84/S: **meresap** , **In the paragraph 6**

Data 1 teacher and student utterance were type of intra sentential, this kind of code switching occurred to continue the utterance of the previous speakers, even the student knew exactly the meaning of familiar word and vocabulary in EFL Classroom. It helped student to recognize the sentence correctly. Like a student utterance "meresap" in Indonesia and then student showed the word used English " in the paragraph 6" which is have mean "meresap" contained in paragraph 6.

Data 2
Code
U14/S: **menly   is   laki-laki   sejati**
U15/T: **menly** ini biasa diartikan **laki-laki sejati** maksudnya kalau Bahasa gaulnya itu **cowok banget**.

Data 2 teacher and students utterance 14 and 15 it is code switching. Because the utterance shows that the teacher and student switches the word "manly" English into "laki-laki sejati" in Indonesian. And then the teacher repeat the word for gave explanation about the meaning of "manly" the teacher used "cowo banget". This code switching occurred within the clause boundary and word boundary; this utterance can be classified into intra sentential.

Code
U19/T: babbling is ngoceh, its **mean you speak but mean unclear**, **kamu ngomong tapi nggk jelas itu kalau namanya bubbling, jadi apa?**

Data 2 in teacher utterance 19 showed it is code switching. Because that the utterance showed that teacher switch English "mean you speak but mean unclear" to Indonesian "kamu ngomong tapi gak jelas itu namanya bubbling" . it is the teacher ways to clearly meaning. this code switching occurred within the middle of sentences included within the sentences boundary. So this utterance can be classified into intra-sententional

Data 3
Code
U38/T: **and then my lecturer said**, **dosen saya berkata** "saya tuh ingatsaat presentasi di jepang.

Data 3 in teacher utterance 38 code switching which is included in type intra-sentential. Because the teacher's utterance switch English to Indonesia. The teacher's utterance in English repetition to Indonesian. It occurred between sentence or clause Boundary.

Code
U39/T: ……… wuh colourful, tahu ya **colourful. Warna nya banyak** pokoknya terus ditebaklah dengan dosen saya pasti itu orang Indonesia, begitu muncul jreettt slidnya betul itu orang Indonesia.

Data 3 teacher utterance showed occurred code switching because in the middle sentences teacher switch from English "colorfull" to Indonesian "warnanya banyak". It's in words boundary in the middle sentences. So this sentence can be clarified into intra sentential.

c) Inter – sentential

Inter sentential, is the language switch is done at sentence boundaries, word or phrases at the beginning or last of a sentence usually fairly proficient in the participating langugages.

Data 1
Code
U32/T: **terus apa lagi, what else** ?
U41/S: oke yah,, **1 menit lagi ya. One minute left**

Data 1 in teacher and student utterance 32 and 41 was type of inter-sentential. Involved switching at clause boundaries which is the teacher and student switch Indonesian to English. The teacher ways to gave familiar meaning into English to make student add to vocabulary in Efl Classroom.

Data 2
Code
U10/S: **since you don't even listen to me, I won't say anything about it. Karena kamu tidak mendengarkan saya, saya tidak ingin mengatakan apapun tentang hal itu**, so effect Mr
U21/S: **on account of the mystical story, many people believe there are faries. Dikarenakan cerita mistis atau mitos banyak orang percaya adanya peri**

Data 2 student utterance 10 and 21 it is inter-sentential code switching. Because the language is done at sentences boundaries at the beginning until ends of sentences.

Code
U34/T: oke baik mungkin ini **saja is there any question before I close this class ? gak ada pertanyaan sebelum saya tutup kelas ini**?

Data 2 in teacher utterance 34 it is code switching. In here the teacher switch the language English "is there any question before I close this class" into Indonesian "ada pertanyaan sebelum saya tutup kelas ini" switching occurred in the language is done at sentence boundaries at the beginning of a sentences. So this utterance can clarified into inter-sentential.

Code
U35/T: **next meeting prepare for the examining**, and don't forget prepare your song to sing the next week, **jadi minggu depan ada ulangan.**

Data 2 teacher utterance 35 was inter sentential this kind of code switching. In this utterance occurred to continue the utterance of the previous speaker. Even the student knew exactly the meaning of familiar word in EFL Classroom. It helped student to understand what teacher speak.

Data 3
Code
U7/S**: past perfect tense is a verb showing events that happened in the past past perfect tense merupakan kata kerja yang menunjukan peristiwa yang terjadi dimasa lampau.**

Data 3 in student utterance 7 was the type of inter-sentential. The utterance switched at sentence bounderies. In here the student gave information above what student present.

Code
U11/S : **disini saya akan menjelaskan tentang simple past future. Simple past future tense is a form of verb in English to talk about the future from a past perspective. Simple past future tense adalah suatu bentu kata kerja bahsa inggris untuk membicarakan masa depan dari presepektif masa lalu**.

Data 3 in student utterance 11 it is code switching. Because in the utterance showed the student switch the sentence complex at the beginning until the end of the sentence. So this utterance can be analysis inter-sentential switching.

Code
U42/T : **itu yaa yg ke dua ini juga hal yang klasik ini terakhir saya, I**

offered said to all of you every after your presentation that present is not the same as reading. You can get my point, oke I will explained using Bahasa, jadi gini saya sering bilang ketikan kalian selesai presentasi, presentasi itu bukan membaca.

Data 3 in teacher utterance in here the teacher switch sentence English to Indonesian. In here the teacher done repetition the utterance it wa to clearly the meaning for make students understand what the teacher speak. It a switch either at a clause or sentence boundary in this utterance can identifying into inter-sentential

Code
U43/T: …. **Saya kasih tahu tekniknya**, **I will give you make your presentation more interesting.**

In data 3 teacher utterance it is a code switching because the utterance showed that the teacher switch from Indonesia "saya kasih tahu tekniknya" to English " I will give you make your presentation more interesting". ti the teacher gave explanation about the meaning "tekniknya" the teacher used English "make your presentation more interesting" cause many student have difference meaning so the clause " make your presentation more interest" here used to point place this utterance occurred within clause boundary. It can be classified into inter-sentential

3) **The reasons used Code switching in EFL Classroom**

In this study researcher found a few results of interviews from teachers and students. This interview is to complete the research data, while from the interview the researchers found several reasons for the occurrence of code switching in the EFL classroom.

In this study found a few reasons there were to explicit the meaning, get more attention, the student language and the student proficiency. First, the teacher usually taught used two languages, that was English and Indonesian. It was the teacher way of giving students clearly meaning about what the teacher was saying, this reason was stated by Mr. Hari as English teacher at SMA PGRI 1 Kota Mojokerto, as follows:

"Because whenever I say English and make a conversation using English with them, it's some like I speak with myself, I mean here is no respond from them, so I half to give them the meaning what I say to them"

Based on the statement the teacher used code switching to clearly meaning when the students don't understand about the meaning. Such on the expression of the reasons English teacher use code switching as follows;

" … whenever I say in English they will try to understand, even though they do not understand at all but at least, I get their attention so I can give direction to them, after that using Bahasa Indonesia and they will understand"

Based on the expression of the teacher, the researchers concluded the second reason the teacher used code switching was the teacher want to students to understand what the teacher explained, and when used two languages the teacher can get more attention from the students. The third reason of the students daily language in case very influential to know why student more understand when the teacher teach with 2 or 3 language, because majority of the student communicated used Javanese language, so that almost all student weren't used to using English when communicating everyday, this statement from the data interview students as follows

"campuran Bahasa Indonesia kadang tapi paling sering pakek bahsa jawa kalau di rumah tapi kadang juga pakek Bahasa inggris kebetulan kakak saya bisa berbahasa inggris"

"bahasa jawa kak kadang bahasa Indonesia kalau sama orang baru"

Beside on the statement the students more understand if the teacher switches to nasional language or the local language. Then the teacher also used code switching to get student confidence.

The point was that even though the student did not know the meaning when using the English, at least students would understand when they switched to Indonesian language. Based on the statement above can be concluded that code switching occurs because of limited ability of English. So, teachers and students still used code switching to clarify an utterance during in EFL classroom.

Discussions

After of organizing and collection of the data was done, the researchers described the code were frequently, the codes switching used and reason used of code switching by teacher and student in EFL Classroom. In this discussion the

researchers intended to discuss findings that had been investigated in this section to answer the research problem based on the research finding. The researchers found some data from observed in EFL classroom this some data included into the using of code switching.

1) **Codes frequently used in EFL Classroom**

This data were analyzed by using descriptive qualitative method. In this class teacher usually used three languages. From the data in this study, the teacher and students often used switch English to Indonesian and Indonesian to English. This it can be concluded that teacher and students in this study used English to Indonesian and Indonesian to English for effective communication. The dominant codes teacher and student used was English – Indonesia or Indonesia- English with 105 utterances. It was similar with Bhatti (2018) say that almost all the teacher were found to give cancelling to the students in Urdu, thus it can be concluded that all the teacher in their study used Urdu for effective communication. The observation reveled that Indonesian to English or English to Indonesian was used the teacher and students. When they felt that English only strategy failed to work. Code switching plays a facilitating role in the speaking classroom.

2) **Code switching used in the process of English teaching and learning.**

In this study, the researchers used theory Poplack and Hoffman to analyze kinds of code switching that occurred in EFL Classroom. After analyze with theory Poplack (1980) have three type of code switching there are tag switching, intra sentential and inter sentential code switching and the other theory Hoffman (1991) in theory Hoffman the researcher just used three types because relevant with this study, there were emblematic code switching, inter sentential and intra sentential code switching.

In this study the types of codes switching were distinguished for teacher and students. The researchers found that kinds of code switching occurred in teacher utterance were intra sentential (35%), inter sentential (16%) and tag switching (49%) in teacher utterance. Tag switching appeared as the most frequent kind of code switching used in the process of English teaching. Usually teacher identification used tag switching to Both of the theory to answer the

research question. Usually the teacher identified the tag switching for emphasis which was place at the end of the speech, this can also indicate the origin of the speaker and when the teacher usually used tag switching gave instruction, interjection, and emphasis at the utterance. To support the result as mentioned by Hoffman (1991) say that Tag switching was the simply an interjection or a linguistic tag in the other language which serves as an ethnic identity marker.

The researchers found in the students utterance were inter sentential appeared as the most frequent kinds of code switching with percentage (44%), intra sentential (18%) and tag switching (38%). To support data above the researcher used several theories. Usually the students same like a teacher was identified using the tag switching for emphasis which were place at the end of the speech, this can also indicate the origin of the speaker. To support the result as mentioned by Hoffman (1991) say that Tag switching was the simply an interjection or a linguistic tag in the other language which serves as an ethnic identity marker. When the teacher and student used intra-sentential usually in this kind to explain the new words which the student didn't know the meaning or to explain in similar word, when teacher used intra sentential the teacher unaware about what he speak. This result can support with theory Poplack (1989) that the speaker is usually of the shift. In inter-sentential the teacher and student used this kind usually to clearly meaning or purpose of the clause or sentences. It also helps both teacher and students communicated in EFL Classroom.

3) **Reasons why code switching occurred in the process of English teaching and learning.**

In this study the researchers analysis code switching that occurred in EFL Classroom to support analysis the researcher used data interview. From the data interview the researcher knew about the reason or factor occurred code switching in EFL Classroom. Based on the results of interview, the researcher get data from interview with teacher and student. In this study researcher found some reason occurred of code switching in EFL Classroom, so there were some reasons clearly meaning. According to Ardiananta (2017) code switching gives more information to clarify an idea or the massage of the speaker. In other words, the use of code switching here can be attributed to the need for a clarification of the message and

occurs when a speaker wants to make clearer what he or she is talking about. Another reason the researcher found were get more attention, the student language, teacher and students' proficiency. That is code switching can occurred because of limited ability and student proficiency of English so teacher and student used code switching to clarify an utterance during teaching and learning process. According to Hoffman (1991) that he found a few factor of occurred used code switching there are talking about a particular of code switching, quoting somebody else, interjection, repetition used for clarification, expressing group identity. Based on the data and statement from the expert code switching can occurred cause a few factor. The reasons of code-switching practice based on the individual mind and contexts of language used have been described above.

Conclusion

Firstly, based on findings of the study, Indonesian-English or English-Indonesian as the mostly frequent used teacher and student in process of English teaching and learning with 105 utterances. Moreover in code switching used in the process of English teaching and learning, in here the researcher used theory Poplack and Hoffman to analyze data.

Secondly, the researchers found three kind there were intra-sentential, inter-sentential and tag switching. The teacher indicated the using it tag switching with 40% during teaching and learning. The students indicated used inter sentential with 48% during teaching and learning.

Thirdly, researchers found some reasons occurred of code switching in EFL Classroom. There were clearly meaning, get more attention, the student language, and students' proficiency. That was code switching can occurred because limited ability and student proficiency of English so the teacher and student used code switching to clarify an utterance during teaching and learning process.

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