

# CODE-SWITCHING IN EFL CLASSROOM BY ENGLISH TEACHER OF SMP NEGERI 2 REMBANG

## CODE-SWITCHING IN EFL CLASSROOM BY ENGLISH TEACHER OF SMP NEGERI 2 REMBANG

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### Abstract

This study deals with teacher's code-switching of teacher talk in EFL classroom. The objectives of this study are: (1) to find out the types of code-switching used by the teacher and its function, (2) to investigate the teacher's reason in using code-switching, and (3) to investigate find out the student's attitude towards teacher's code-switching. This research is designed in descriptive qualitative research. An English teacher and her students of seventh graders in SMP Negeri 2 Rembang were observed during class session and recorded. The classroom talks that have been recorded was transcribed and analysed by the researcher to find out the answers of the first research questions. Moreover, audio interview was also employed to answer the second and third research questions. The result of this study shows that there were three types of code-switching used by the teacher namely tag-switching, inter-sentential switching and intra-sentential switching. Also, the teacher's reason of using code-switching was explaining material, creating humor, conveying meaning and creating intimacy. In addition, dealing with this code-switching, student obviously have positive attitude and agreed that it brings a positive effect to them.

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

### Abstrak

Penelitian ini berhubungan penggunaan alih kode dalam percakapan guru di kelas bahasa Inggris sebagai bahasa asing. Tujuan penelitian ini diantaranya adalah: (1) melacak tipe alih kode yang digunakan oleh guru dan fungsinya (2) melacak alasan guru dalam menggunakan alih kode, (3) mengetahui sikap murid menyikapi alih kode yang digunakan oleh guru. Penelitian ini menggunakan penelitian deskriptif kualitatif sebagai desain penelitian. Seorang guru bahasa Inggris dan sejumlah siswa kelas VII di SMP Negeri 2 Rembang telah diobservasi dan direkam selama proses belajar mengajar untuk menjawab pertanyaan penelitian yang pertama. Cek list dan wawancara juga digunakan untuk menjawab pertanyaan yang kedua dan ketiga. Hasil penelitian menunjukkan bahwa guru menggunakan tiga jenis alih kode: tag-switching, inter-sentential switching, dan intra-sentential switching. dan alasan guru menggunakan alih kode adalah untuk menjelaskan materi, menciptakan humor, menjelaskan arti kata sulit, dan untuk kedekatan dengan murid. Dan terakhir, menghadapi alih kode guru, murid menyikapinya dengan positif dan percaya bahwa alih kode memberikan efek positif untuk mereka.

Kata Kunci: *Pengajaran bahasa Inggris untuk bahasa asing, Percakapan guru, Alih kode*

### **PENDAHULUAN** (TIMES NEW ROMAN 10, BOLD, SPASI 1, SPACING BEFORE 12 PT, AFTER 2 PT)

Teacher talk is language that use by teachers to address the students in English classroom (Ellis, 1994). (Nunan, 1991) points out, in terms of acquisition, teacher talk is important because it is the major source of comprehensible target language input the learner is likely to receive. So, it is teachers' important concern to use English language in classroom interaction. But the fact tells the opposite. When the teachers conduct the an English classroom, students' attitude indicates their negative response. For many reasons, students seem to be

struggling by the presence of English. In result, both of teachers and students were frustrated dealing with this situation.

Consequently to deal with this situation, the teachers switch English into another language in the middle of their talk. This phenomenon of switching from one language to another in the same discourse is called Code-switching (Carter & Nunan, 2001). An alteration between two languages in the same discourse is a common phenomenon in the present day multi lingual language classrooms where English is taught and grammatical rules are explained with the help of the native language and where English is the predominating language and other

languages function as supportive or secondary elements in explanation and comprehension. Code-switching is also common in multilingual Asian countries such as Indonesia, where English as well as other foreign languages (EFL) are mixed in an utterance.

Furthermore, since 1980, code-switching as a specific technique in foreign language classrooms got much attention. Some scholars hold a positive attitude for using this technique in EFL classrooms. For instance Jingxia (2010), he argues for the positive aspects of code-switching by EFL teachers in EFL classrooms and claims that code-switching/code-mixing to L1 by EFL teachers will make target or foreign language easier to be understood and thus learning among the students will be accelerated.

Regarding to the fact that code-switching might bring a positive effect in language learning, (Sert, 2005) believes that it is important that the teacher should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. So, this understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction. Therefore, it is worthwhile to know where and why teachers switch code in foreign language classroom.

However, concerning to the reason of using code-switching, teachers certainly have their own reason to explain. One teacher has surely different reason from another teacher, since different person might have different perspective. Supporting this idea, Mujiono (2013) states that the reasons of teachers' code switching may be vary according to the lesson topic, teaching experience, and the students' level and background. Renata (2014) found out that trainee teacher of PPL II Program of State University of Surabaya has five reasons of using the code-switching in teacher talk, those were; lecturing, giving directions or confirmation, criticizing or justifying authority, praising or encouraging, and asking question towards the students. While a research done by (Refnita, 2007) which conducted on English Education and Literature of Bung Hatta University gives another reason of the lectures' code-switching that is as communicative purpose. In detail she mentioned that the communicative purpose here is clarifying, translating, repeating, giving meta-linguistic comment, giving conclusion, and changing topic. The reasons mentioned on both researches were actually only based from the result of analyzing the teacher's utterance, but this research proposes to analyze either based on the teacher's utterance and teacher's perspective.

Regarding the fact of code-switching and the theory explained about it, it brings up some questions related to the use of code-switching by teachers. Therefore the researcher interested to conduct a study that is intended to investigate the types of code-switching used by teachers in SMP Negeri 2 Rembang in order to know a certain types of code-switching that the teacher use to find

another function of using this certain types of code-switching. Moreover, it also seeks further information dealing with the teachers' reasons and students' attitude toward its use. So it will figure out the teacher's reason in using code-switching. And by investigate the students' attitude, it can be seen whether the teacher's code switching give a positive effect or even the opposite. Thus it provided the underlying principle for undertaking this descriptive research, and which was initiated in a challenge to describe the special occurrence happen in teacher. Furthermore, by identifying those three points which are types of code-switching, teacher's reason, and students' attitude towards the use of code-switching by the teacher, it hopes that the finding of this research will be useful to give a better understanding to the teacher towards its use. In the end, teachers can effectively use code-switching in teaching and learning process.

## RESEARCH METHODS

The subject of the study was an English teacher and seventh graders of SMP Negeri 2 Rembang. She was selected her experience of English teaching. In addition, because the teacher and the students of SMP Negeri 2 Rembang speak the same languages, it was more likely that the phenomenon of code-switching is possible.

Then, observation checklist and interview were utilized as the instruments. Meanwhile, to collect data, two observations were conducted. Each observation took 2 sessions each of which lasted in 80 minutes. Then, on the first and second observations, the audio recording was placed on the nearest area of the trainee teacher in order to get the clearest sound. And the researcher takes a note on the observation checklist. After the observation, the researcher asked some questions to the teacher related to her perspective towards code-switching and her reason in using it. Researcher also did interview the students related to their understanding about the instruction or explanation delivered by the teacher. From the indirect student answer, it could be identified the students' attitude towards the use of code-switching used by the teacher.

Related to the types of code-switching, it was grouped based on Sankoff & Poplack (1981) namely tag-switching, inter-sentential switching, and intra-sentential switching. They were reclassified based on the process involved stated on the table below;

Code-Switching Based on Sankoff & Poplack (1981)

No	Types of Code-switching	Classification	Results
1	Tag-switching	The location of simple fixed word	At the beginning of the sentence

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		insertion	At the end of the sentence
2	Inter-sentential switching	The location of code-switching among sentences and clauses.	Between two sentences
			Between sentence and clause
3	Intra-sentential switching	The location of words and phrases used in different types of languages.	Word or phrase embedded in phrase or clause from another language
			Word or phrase inserted between words or phrases from another language
			Words or phrase stayed between two types of languages.

Last, the student's attitude towards the code-switching was categorized based on concept of Gardner (1985) those are; cognitive, emotion, and behavioral concept.

**RESULTS AND DISCUSSION**

And after analyzing the observation checklist and audio recording transcription, it was found that there were 93 total numbers of code-switching used by the teacher in her talk. In the first observation, there were 67 total numbers of code-switching and 26 total numbers in the second observation. Interestingly, those two observations gave the same result of the teacher's tendency of code switching. The tendency of each code-switching used was the same in both observations, which intra-sentential code-switching was the most used, followed by tag-switching, and last was inter-sentential code-switching. Moreover, three types of code-switching were never absent to be implemented by the teacher in every meeting. Then, they were grouped based on

Sankoff and Poplack (1981); tag-switching, inter-sentential switching, and intra-sentential code-switching.

Tag-switching is the simplest type of code-switching that could be identified. Its characteristic which is the insertion of simple fix word from one language in a sentence from another language becomes a valuable sign in marking this code-switching's type. Moreover, there were 25 total numbers of tag-switching found during the observation. 15 total numbers were found on the first observation and 10 total numbers on the second observation. Then, it was divided into two different patterns related to the simple fixed word place of insertion, which in the beginning of the sentence and in the end of the sentence.

The first pattern was the insertion of simple fixed word embedded at the beginning of the sentence. It was found in both two observations. In the first observation, it was shown by following conversation;

Teacher : S1, please repeat what is descriptive text.

Student 1 : Descriptive text is (...)

Teacher : *Iya bagus. Terima kasih S1. Coba S2, what is descriptive text? (That's good. Thank you S1. So please S2, what is descriptive text?)*

Student 2 : Descriptive text is (...)

In that conversation, the utterance of 7a was the example of tag switching. *Coba*, as a part of simple fixed word of Bahasa Indonesia, was inserted in the beginning of code switching then followed by English. From that explanation, 7a can be defined as tag-switching with simple fixed word placed in the beginning of sentence. Unfortunately, there is no certain purpose of using this tag-switching.

Next example was taken from second observation. It is still in similar pattern where the insertion of simple fixed word in this tag-switching embedded at the beginning of the sentence. It was shown by the following conversation;

Teacher : Now, we will learn about descriptive text. What is descriptive text?

Students : (Silent)

Teacher : *Ayo*, ever heard about this text? (Now, we will learn about descriptive text. Come on, ever heard about this text?)

Student : Descriptive text, ma'am?

Teacher : Yes. Do you ever heard about it?

Student : No, ma'am.

Similar with previous example, in that conversation, 3b was also the example of tag-switching where the insertion of simple fixed word in this tag-switching embedded at the beginning of the sentence. It can be seen by the simple fixed word of Bahasa Indonesia that is *Ayo* which was inserted in the beginning of code switching then followed by English. Looking at the sentence, the switching of Bahasa Indonesia "*Ayo*" was not needed. Teacher actually did not need to switch the language on such simple sentence.

The second pattern was the insertion of simple fixed word embedded at the end of the sentence. It was also found in both two observations. In the first observation, it was described by following conversation;

- Teacher : Let's do the assignment in group.  
Okay, now please make a group of four.
- Students : (noisy)
- Teacher : *Ayo buat kelompok empat orang, quick quick!* (Let's make a group of four, quick quick)

In that conversation, 67a was the example of tag switching as well. It could be seen by the presence of simple fixed word of English that is 'quick' which was inserted in the end of the sentence. It was different from the previous example that the simple fixed word used on the beginning of utterance. Also, quick was spoken in English that embedded on the Bahasa Indonesia sentence. It was not the same with the previous example that showed the Bahasa Indonesia fixed word embedded on the English. Based on conversation above, obviously that the teacher used this code-switching since her awareness of out-control situation where the students get noisy and did not pay attention to the teacher's command. Therefore, by delivering this code-switching the teacher justified her authority in controlling the classroom situation. Code-switching was practiced by the teacher in order to strengthen the request or command to students in English instruction in the classroom. Since the students were busy making noise and did not quickly do what their teacher commanded to them, therefore the teacher used the simple fixed word 'quick' to strengthen her request or command.

While in the second observation, tag-switching with the simple word insertion in the end of the sentence was found in the following conversation;

- Teacher : *Ada yang tahu apa* qualified *itu yang gimana ya?*
- Student : Qualified *itu yang (...)*
- Teacher : Okay that's right, *bagus!*  
(Okay that's right, good!)

In examples of utterance 11b, *bagus* which is simple fixed word of Bahasa Indonesia was inserted in the end of the sentence. Bagus was spoken in Bahasa Indonesia that embedded on the English sentence. Code-switching was practiced by the teacher in order to give such a reward for the student by praising him, since is an important thing in teaching and learning process. By praising them, the students will be more active to participate in classroom activity.

Beside, other simple fixed words found, five of them stated in English; okay, got it, quick, good, and right, and seven mentioned in Bahasa Indonesia; *sekarang, ada, apalagi, bagus, lainnya, ayo, and iya*. All of them created the same pattern with the two examples explored which were either embedded in the beginning or end of the tag-switching.

After tag-switching, the second type of code-switching is inter-sentential switching. Inter-sentential code-switching occurs at a clause or sentence boundary, where each clause or sentence is in one language to

another. By understanding this theory, the researcher analyzed the result of two observations. And it was found that there were 15 total numbers of inter-sentential switching, in which 11 total numbers on first observation and 4 total numbers on second observation. Generally, it happened in two patterns which were inter-sentential switching between sentences and inter-sentential switching between sentence and clause.

The first pattern was inter-sentential switching between sentences. Teachers used these types of code-switching on first and second observations. In the first observation, it was shown by following conversation;

- Teacher : Before you answer the answer, you have to know what the text focuses on, understand?
- Student 24 : (silent)
- Teacher : For example this text, what does the text focus on? *Ini menitik beratkan pada apa topiknya.*
- Student 24 : My mother.
- Teacher : *Iya* my mother *atau* the rightest person.

That 59a utterance was the example of inter-sentential switching which occurs between sentences. It can be seen that 59a utterance was composed by two sentences, first sentence formed in all English "what does the text focus on?" and then it was followed by the second sentence stated in Bahasa Indonesia "*Ini menitik beratkan pada apa topiknya.*" The teacher changed her talk after finishing her full sentence in one language first, and then stated the sentence in different language. This reason made it classified into inter-sentential between two sentences. Concerning to the function, teacher use Bahasa Indonesia as repetitive function. It means she repeated what she already said in English using Bahasa Indonesia. She was aware that when she spoke using full English, the students might not fully understand with her saying, thus she used Bahasa to make it clearer.

With the same pattern, in the second observation it was also found inter-sentential switching between sentences. It was shown by conversation below;

- Teacher : *Setelah kita membahas* qualified, *sekarang kita bahas* social function. *Ada yang tahu apa itu social function?* (After we discussed about qualified, now we are talking about social function. Anyone know what is social function?)

- Student 8 : *Fungsi* ma'am. (Function ma'am)
- Student 12 : *Nggak tahu* ma'am. (I do not know ma'am)

- Teacher : Social function is the purpose of the text. *Artinya tujuan dari teks itu apa.* (Social function is the purpose of the text. It means the purpose of the text)

Almost the same with the previous example (59a), example 12b was composed by two sentences, first sentence formed in all English "Social function is the purpose of the text?" and then it was followed by the second sentence stated in Bahasa Indonesia "*Artinya*

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*tujuan dari teks itu apa.*” Here the teacher also changed her talk after finishing her full sentence in one language first, and then stated the sentence in different language. It is also used as repetitive function, which is repeating her talk using another language. The reason is language gap between language used by teacher and students’ language. To overcome this problem she used another language to fill the gap, so students understand about what she said.

Showing the different pattern, in this point the inter-sentential switching was used between sentence and clause. Similar with the previous types of code-switching, Inter-sentential switching used between sentence and clause was also found on both two observations. For the first observation, it is shown by this conversation below;

- Teacher : *Ayo, mana yang identification? (So, which one is identification?)*  
 Student : *Yang paragraf pertama ma’am. (The first paragraph, ma’am)*  
 Teacher : *Why? Apa alasannya? (Why? What is the reason?)*  
 Student : (silent)  
 Teacher : *It is identification karena membahas topik yang akan digambarkan.*

Based on example of 58a utterance, English sentence “It is identification” was spoken first and then followed by a clause in Bahasa Indonesia “*karena membahas topik yang akan digambarkan*”. Here, the English sentence could actually stand by itself without any clause followed. However, in this case, the clause spoken in Bahasa Indonesia was used as an extended reason for the preceding sentence. As a consequence, it made the existence of inter-sentential switching between sentence and clauses were clearly seen. Moreover, by switching the code, the trainee teacher gave further information about topic discussed. Since the students did not know the right answer, so the teacher delivered the answer using Bahasa Indonesia to make better understanding.

The same pattern also found in second observation in which inter-sentential switching used between sentence and clause.

- Teacher : *Descriptive text is ... (Explain the material)*  
 Students : (taking note)  
 Teacher : *Nulis gampang mbak, but you have to pay attention first.*

Although example of 7b utterance has similar pattern with the previous pattern (58a) but here Bahasa Indonesia sentence was spoken first and then followed by clause in English. Here, the Bahasa Indonesia sentence could also actually stand by itself without any clause followed. However, in this case, the clause spoken in English was used as an extended reason for the preceding sentence. As a consequence, it made the existence of inter-sentential switching between sentence and clauses were clearly seen. Moreover, by switching the code, the trainee teacher was giving a strong command to the student.

Last, the analysis of the third type of code-switching which is intra-sentential switching. Intra-

sentential switching is considered to be the most complex form of code-switching. During the teaching and learning process, the teacher used 53 total numbers of intra-sentential switching. It was found 41 total numbers on first observation while on the second observation was 12 total numbers. Furthermore, the present of intra-sentential switching can be observed when there is an insertion of word or phrase embedded in phrase stated in another language inside the sentence boundary. There were three patterns found contributed in intra-sentential switching.

First pattern of intra-sentential switching is a phrase or word that was embedded into another phrase or clause formed in different language. In first observation, this pattern was mentioned in conversation below;

- Teacher : *Kalau dikelas ini partnya apa saja? (What about the part of this classroom?)*  
 Students : (mentioning part of classroom)  
 Teacher : *Sudah paham ya? (You understand, right?)*  
 Students : *Iya ma’am. (Yes, ma’am)*  
 Teacher : *Kemarin kan sudah saya ajari things around us. (Yesterday, I already taught you about things around us.)*

On the above situation the example of 11a utterance, the teacher implemented intra-sentential switching by using Bahasa Indonesia to recall the students about what they have learnt in the previous meeting, “*Kemarin udah saya ajari*” However, she still stated the theme of the previous lesson by inserting English phrase “things around us” at the end of the sentence that made the existence of intra-sentential switching used. Concerning to its function, this intra-sentential switching is used as topic switch in which keep talking the topic discussed. By implementing this intra-sentential switching, the teacher was able to make the students answer the question she asked about.

While in the second observation, intra-sentential switching with the same pattern was delivered by this following conversation;

- Teacher : *Descriptive text has three parts, apa saja itu? (Descriptive text has three parts, what are those?)*  
 Student : *Generic structure, social function, and grammatical feature. (reading the slide show)*  
 Teacher : *Good!*  
 Student : (clapping)  
 Teacher : *Apa yang dimaksud dengan generic structure? (What is the meaning of generic structure?)*

Similar to previous pattern (11a), in 6b the teacher implemented intra-sentential switching by using Bahasa Indonesia to ask the students about what they know about the topic. “*Apa yang dimaksud dengan*” used to make the clear question, but still implement the topic which is “generic structure” at the end of the sentence that made the existence of intra-sentential switching used. By implementing this intra-sentential switching, the

students were able to understand what the teacher asked about. So, this is also used as topic switch.

Then, the second pattern is a word or phrase inserted in the middle of other words or phrases from another language. Teacher used intra-sentential switching on both two observations. In first observation, this pattern was stated in conversation below;

Teacher : *Kalo ada pertanyaan what is the function of the text? Jawabnya apa?* (If there is a question what is the function of the text, what is the answer?)

Student 9 : To describe something in specific way

Teacher : *Betul. Keywordnya pakai to describe.* (That's right. The keyword is using to describe)

According to the example of 51a utterance, *pakai* which was taken from Bahasa Indonesia was inserted by the teacher in between English phrase and word. The keyword and to describe enclosed it on either side, therefore, *pakai* was placed in the middle of them. Moreover, by delivering this intra-sentential switching, the teacher lectured the students the lesson given by stressing the word "*pakai*" in Bahasa Indonesia. She informed the students about the use of to describe as the keyword when the students want to answer a question about the social function of descriptive text.

On second observation, although with similar pattern which is word or phrase inserted in the middle of other words or phrases from another language, here the language combination is different which is English and Javanese. To be details, the following conversation was presented;

Teacher : *Dari teks diatas, menurut kalian tenses apa yang yang dipakai?* (From the text above, what is the tense that use?)

Student` : Present tense ya ma'am?

Teacher : That's right! Descriptive text iki nganggo present tense. (Descriptive text used present tense)

Based on the example above of 26b utterance, *iki nganggo* which was taken from Javanese was inserted by the teacher in between English phrase and word. "Descriptive text" and "present tense" enclosed it on either side, while *iki nganggo* was placed in the middle of them. Moreover, by delivering this intra-sentential switching, the teacher informed the students about the use of the grammatical feature of descriptive text which uses present tense.

Next, the third pattern of intra-sentential switching happened among several words in three languages in one sentence. This pattern only appeared in the first observation. Look at the following conversation;

Teacher : It focuses on specific participant *yaitu bahwa* teks descriptive *itu menitik beratkan pada topik tertentu.* (It focuses on specific participant that is focusing on specific participant.)

Student : *Contohnya ma'am?* (The example ma'am?)

Teacher : *Kalau my mother berarti yang digambarkan khusus ibuku yaitu khususson illa ummi.* (If using my mother means it describes it mother in specific way that is khususson illa ummi.)

This intra-sentential switching was contributed by three types of languages; English, Arabic, and Bahasa Indonesia. It made the third type different from the two previous examples that were made of two types of languages. Furthermore, the word my mother, which was stated in my mother, was inserted by the trainee teacher in between Arabic phrases and Bahasa Indonesia word. This intra-sentential switching was delivered by the teacher when she lectured the students about topic of descriptive text. At that time, the students confused about the definition of 'specific participant'. As a consequence, the teacher gave them further understanding toward the case by saying intra-sentential switching.

After describing the types of code-switching used in teacher talk, in summary, there were three types of them used in teaching second language classroom. They were tag-switching that marked by the existence of simple fixed at the beginning or the end of the code-switching, inter-sentential switching that identified from its composition between sentences or sentence and clause, and intra-sentential switching that used through word or phrase embedded in phrase or clause from another language, word or phrase inserted between words or phrase from another language, and words or phrase stayed in between two types of languages.

#### Teacher's Reason in Using Code-Switching

On the interview, there were ten questions that were asked to the teacher who was being observed. The first question dealt with her teaching experiences. The second question dealt with the teacher's language choice. The third question dealt with the tendency of using the language which was chosen. The fourth question dealt with when the language chosen was needed. Then, the fifth and sixth questions dealt with the purpose of using of language chosen in case of helping students' learning. The seventh and eighth questions dealt with the teacher's knowledge about code-switching and its types. And the last questions dealt with the reason of using a certain type of code-switching.

The results of teacher's interview showed that in response to the second to sixth questions, teachers believed that the use of first language (Bahasa Indonesia and Javanese) is needed and helpful in order to help the students' easier understanding. Based on her 20 years experience in teaching English, she agreed that it is difficult to use English all the time. Considering to the fact that students especially they who are in junior high school level have only limited knowledge of English. They also might not familiar with the language which don't use in their daily life. Dealing with this situation, teacher tends use another language to alternate their language to the language that the students' familiar with.

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Therefore teacher used the students' first languages that are Bahasa Indonesia and sometime Javanese. The purpose of using these languages was to overcome the language gap between teacher and students. By using these languages, it was hoped that students will be easier in understanding the lesson. Therefore, the teacher believes that the presence of these languages is very important and needed by students.

Concerning to the third question which dealt with the tendency of using the first language (Bahasa Indonesia and Javanese), teacher tried to make it balance between the use of English and first language. Teacher spoke English during the teaching learning process, but she didn't deny that she used first language as well when the need arise.

Moreover, relating to third question, the fourth questions aimed to reveal the needs that the teacher has mentioned. The needs mentioned are translating and explaining. Translating is needed in English for Foreign language classroom. Since they might lack of some vocabularies, translating is very needed to facilitate them in understanding the words they don't understand. Quite similar with translating, in explaining the material or lesson the teacher also used the first language. But when translating was used in form of words, while explaining was used in the form of utterance. The teacher believed that explaining is a crucial part of teaching and learning process. In order to achieve the learning goal, teacher has to be able to deliver the material in such communicative way. In case of EFL Classroom, the use first language could be an alternation to help the student understand what the teacher explains.

Then in response to seventh and eighth questions that is about code-switching, it found that teacher had no idea towards the term of code-switching. Thus the researcher tried to give a brief explanation about it. After giving a brief explanation about code-switching, the teacher seemed get a little idea about it. Then the teacher agreed that, in line with the use of first language, code-switching is also beneficial and also helpful, because it makes students understand about what he/she is going to deliver. Teacher was actually aware about when and how to use code-switching in her classroom. Similar with the use of first language the teacher also used code-switching when the need arises. Meanwhile, concerning with the use of code-switching itself, the teacher mentioned that it is used when explaining the material, conveying the meaning of difficult words, creating humor, and intimacy. The teacher said that the use of first language is often maximized when it comes to explain the material. But she also uses it to convey the meaning of difficult words and make clear explanation towards the material. Sometimes, the teacher also use code-switching to create humor and intimacy with students. Moreover, in response to the last question about the reason of using a certain type of code-switching, teacher explained that she used intra-sentential code-switching as clarification and repetition purpose. But teacher revealed that actually it was usually unconsciously used. Due to her teaching style which is running naturally, she didn't pay much attention to the

language used. Since she believed that the most important is students understand the lesson. However, the use of intra-sentential was commonly used as repetitive function and clarification function.

### **Students' Attitude towards Teacher Code-Switching**

On the interview, there were six questions that were asked to the students. The first and second questions represented the emotional aspect. Then third, fourth and fifth questions represented the cognitive aspect while the sixth and seventh questions represented the behavior aspect.

The first aspect is emotional aspect. Emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. Thus, the first and second question represented in order to find out the emotional aspect of student's attitude. In response to the first question related to the students' feeling towards the lesson, all the students enjoy the lesson. All students stated that the class was completely fun because the teacher made the classroom enjoyable. Moreover, the teacher was delivering the lesson successfully. Because, most of students said that they completely understood the lesson. So, it can be concluded that the teacher successfully managed her teacher talk in conducting the teaching and learning process. She could deliver the material in such communicative language, thus students were able to understand the lesson. Then, responding the second question related to the students' preference of the language that the teacher uses during the teaching and learning process, it is found that most of students agreed with the use of first language. They prefer to use Bahasa Indonesia or Javanese during teaching and learning process. Thus, teacher was expected to use the same language. Most of students were agreed that first language is more understandable for the reason that it is their own language in which they are most familiar with. They even said that it is such a troublesome when the teacher uses English, because they are still lack of vocabulary. Therefore they prefer their teacher to use first language that is Bahasa Indonesia or Javanese in teacher talk.

Then the second aspect is cognitive aspect. Cognitive aspect of attitude involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning. Therefore, the third and fourth questions tried to figure out the cognitive aspect of students' attitude towards the use of code-switching. In responding this question, the students said that Bahasa Indonesia or Javanese is much needed when it comes to explaining, especially explaining the material. Students believed that the main part of learning is to understand the material. Through understanding the material, they could be achieved the learning purpose. However, in level of junior high school, good score is as an indication of good learning outcome. Therefore, the successful students were seen by their score. Therefore, understanding the material is important for the students. Moreover, there are also several students who think that, in English

classroom, translating is very needed to convey the meaning of difficult word. A student stated that Bahasa Indonesia or Javanese is necessary when the teacher asks question or giving command. Furthermore, concerning to the importance of Bahasa Indonesia and Javanese, students believed that the presence of these languages are helpful. They said that these languages help them to understand and comprehend the lesson.

And the last aspect is Behavioral aspect. Behavioral aspect of attitude deals with the way one behaves and reacts in particular situations. It refers to someone tendency to act in a particular manner that is congruous to his or her attitude. Based on that theory, sixth and seventh questions tried to find out the behavioral aspect of students' attitude. Interestingly, English was chosen as the language that was expected to be mostly used during the teaching and learning process. It means that the teacher should use English more than the first language. There are some reasons relating to their choice in using English. Some students believed that through using English, they can practice their English and be familiar with the language. Moreover, when the teacher talks in English, they can get such a role model from the teacher. In line with students' expectation, fortunately the English teacher who was being observed already gave bigger portion of English in her talk during teaching and learning process. As the students' hope that the teacher should use English, but still need the help of first language. And the English teacher who was being observed did a good job in managing the presence of both languages (English and first language) by being aware of the need of each language.

#### 4.2 Discussion

Related to the types of code-switching used, there were three types of them used in teaching English as foreign language (EFL) classroom based on Sankoff and Poplack (1981) theory. They were tag-switching that marked by the existence of simple fixed words at the beginning or the end of code-switching, inter-sentential switching that identified from its composition between sentences or sentence and clause, and intra-sentential switching that used word or phrase embedded in phrase or clause from another language, word or phrase inserted between words or phrase from another language, and words or phrase stayed in between two types of language.

Among three types of code-switching, intra-sentential switching was the type of code-switching that mostly used during teaching and learning process. There were 53 total numbers which was found 41 on first observation and 12 on second observation. Then tag-switching followed by 25 total numbers that occurred 15 total numbers in the first observation while 10 total numbers in second observation. Last, the fewest type of code-switching used was inter-sentential code-switching that found 15 total numbers. It appeared 11 on first observation and 4 on the second observation.

Based on the research finding above, it could be seen that among three types of code-switching, intra-sentential switching was mostly used by the English teacher who was being observed during her teaching and

learning process. Supporting this finding, Harmers and Blanc (2000) explain that though it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries, intra-sentential switching seems the most frequently found in the utterances.

Furthermore, these types of code-switching were divided into some classifications. For tag-switching, it was classified into tag-switching at the beginning of the sentence and at the end of the sentence based on the location of simple fixed word insertion. While inter-sentential switching was classified into two classifications; between two sentences and between sentence and clause based on the location of code-switching among sentences and clauses. The last one is intra-sentential switching, it was classified into three classification; word or phrase embedded in phrase or clause from another language, word or phrase inserted between words or phrases from another language, and words or phrase stayed between two types of languages. Among those classifications, intra-sentential switching where words or phrase stayed between two types of languages is the only one that only appeared in one observation.

Moreover, this research also found that code-switching occurred not only limited inside of English language combination, but also could be occurred within the other language combination. It is in line with Renata (2014) who found that there is a combination that does not contain English in it. Renata (2014) found a combination that was composed by Bahasa Indonesia and Javanese. Similarly, this research also found code-switching that occurred between Bahasa Indonesia and Javanese.

However, according to the analysis of types of code-switching, it showed that the use of tag-switching was mostly unnecessary needed. In such a simple sentence, teacher supposes to use English more.

Next, related to the teacher's reason in using code-switching, it was found that teacher switched into another language due to the language gap between teacher and students. Teacher stated that it is difficult to use English when the students are still lack of this language. Therefore, teacher had to adjust her language into the students' language which is commonly their first language. By using their first language in which the students familiar with, the lesson would be delivered successfully. As Barredo (1997) explains that the speakers switch from Basque to Spanish whenever they are more familiar with words, phrases, or sentences in Spanish. This view is also found in (Kozio1, 2000) whose interview results indicate that the subjects normally switch to the language to which they are most accustomed.

However, it was found that teacher knows well how and when she should use the code-switching in her talk. She stressed the use of code-switching in certain part of the lesson. Relating with the theory, Sert (2004) mentions that there are several functions of code switching those are known as topic switch, affective functions, and repetitive functions. In topic switching, the

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teacher alters his or her language according to the topic being taught. This is mainly seen when the student's attention is directed towards the new knowledge. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension. Reyes (2004) also describes the function of code switching as clarification. With this function, the code switching gives more information to clarify an idea or the message 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. These explanations about the function of code-switching was similar with the result found in SMP Negeri 2 Rembang, in which the teacher uses code-switching to explain the material, create humor, convey meaning and intimacy.

But unfortunately, by analyzing the transcription of code-switching used by the teacher, the data transcription showed that the teacher's English is still below standard. The teacher switched the language even on such a simple sentence which was actually unnecessary to switch. From this point, it can be seen that the presence of code-switching here was also due to the lack of teacher's English competence. In conclusion, there were two view of the presence of code-switching which was as learning strategy and also indication of teacher's incompetence. These two views of code-switching were significantly different. Learning strategy aims to help students acquire the target language, but contrary the incompetence view might hamper the students' language acquisition. Regarding to the statement of Nunan (1991) that teacher especially their talk is the major source of learning in the case of EFL classroom, English classroom is highly recommended. It is hoped that by conducting the English classroom, both the teacher and students will improve their English.

And the last one, after knowing the use of code-switching based on the teacher's point of view, next discussion would describe the students' point of view towards the use of code-switching. There were three components of attitudes as stated by Gardner (1985) namely, cognitive, affective and behavioral. The first component is cognitive. This component was related to the students' thought. Meanwhile the second component is affective which related to the students' feeling. And the last component is behavioral. This component related to the students' behavior. From these three aspects, it can be concluded that the use of code-switching brings student's positive attitude.

So, based on the discussion above, related to the types of code-switching, teacher's reason in using it, and students' attitude towards it, it concludes that code-switching done by teacher is not deniable to be implemented since it reveals positive effects on the student's attitude. But, the teacher should have at least an

understanding of the functions of switching between the native language and the foreign language and its underlying reasons. So, this understanding will provide language teachers with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction (Sert, 2005). In addition, since the result revealed another view of code-switching that code-switching can indicate that the teacher is the lack of English competence. Thus, English competence is highly suggested to teacher. By conducting English classroom, teacher can improve their English competence and at the same the students can acquire the language through the English language itself.

### CONCLUSIONS

Based on the results revealed in this study, it exposed the three conclusions related to the research questions discussed.

First, teacher used all three types of code-switching, namely; tag-switching, inter-sentential switching, and intra-sentential switching. Moreover, among three types of code-switching used, intra-sentential switching was the most used by the teacher. Second, teacher used code-switching for teaching and learning purpose such as explaining material, creating humor, conveying meaning and creating intimacy. But in another side, this code-switching also indicates the teacher's incompetence of English. Third, the students' attitude to the teacher's code-switching indicates that code-switching brings positive effect for the students.

Code-switching also can be beneficial as long as the teacher is aware towards its use. Practically this study showed that the presence of code-switching is needed. It helps the teacher to give a better understanding about the lesson. It is also needed by the students to understand the lesson. By understanding this, teacher can implement code-switching more wisely consider to their understanding on its use and its function. Then, it is hoped that there will be other studies related with code-switching in other level or other subject. Hopefully, by revealing the results, this research will bring positive effect for teaching English as foreign language in Indonesia.

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