An Analysis of Code-Switching Used as a Strategy in Efl Classroom Interaction

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis dan fungsi alih kode yang digunakan oleh guru bahasa Inggris di SMP Negeri Satu Atap 1 Sukasada. Data dikumpulkan melalui observasi dan wawancara. Penelitian ini menggunakan teori Poplack (1980) untuk mengidentifikasi jenis alih kode. Penelitian ini juga memanfaatkan temuan dari penelitian sebelumnya oleh Jingxia (2010) dan Maulida (2023) untuk mengidentifikasi fungsi alih kode. Hasil penelitian menunjukkan bahwa dari tiga pengamatan, ada tiga jenis alih kode yang digunakan oleh guru bahasa Inggris. Alih kode intra-kalimat adalah jenis alih kode yang paling sering digunakan oleh guru. Diikuti oleh alih kode antar-kalimat, yang merupakan jenis alih kode kedua yang paling umum digunakan oleh guru. Terakhir, alih kode tag adalah jenis alih kode yang paling jarang digunakan oleh guru. Beberapa fungsi alih kode yang digunakan oleh guru diidentifikasi, termasuk: menerjemahkan kosakata yang tidak diketahui, mengelola kelas, menjelaskan aturan tata bahasa, mengekspresikan empati dan solidaritas, dan mempertimbangkan beberapa poin. Selain itu, ada fungsi lain dari alih kode yang digunakan oleh guru berdasarkan wawancara dengan guru bahasa Inggris, termasuk: pengendalian konflik, pengulangan, penjelasan, membangun kepercayaan diri, dan menangani kelas.

Kata Kunci: *Alih Kode, Guru Bahasa Inggris, SMP Negeri Satu Atap 1 Sukasada*

Abstract

This research aims to identify the types and functions of code-switching used by an English teacher at SMP Negeri Satu Atap 1 Sukasada. The data was collected through observation and interviews. This study uses Poplack's theory (1980) to identify the types of code-switching. It also utilizes the findings from previous studies by Jingxia (2010) and Maulida (2023) to identify the functions of code-switching. The results of the study show that from three observations, there are three types of code-switching used by the English teacher. Intra-sentential switching code is the most frequently used type of code-switching by the teacher. This is followed by inter-sentential switching, which is the second most common type of code-switching used by the teacher. Lastly, tag-switching is the least frequently used type of code-switching by the teacher. Several functions of code-switching used by the teacher were identified, including: translating unknown vocabulary, managing the class, explaining grammar rules, expressing empathy and solidarity, and emphasizing some points. Additionally, there are other functions of code-switching used by the teacher based on interviews with the English teacher, including: conflict control, repetition, explanation, building self-confidence, and handling the classroom.

Keywords : *Code-Switching, English Teacher, SMP Negeri Satu Atap 1 Sukasada*

PENDAHULUAN

In a bilingual classroom, language switching events are frequent and unavoidable. This phenomenon occurs when students or teachers move from one language to another during learning. For example, in a bilingual classroom in Indonesia, where students' first language is Indonesian and English is the target language, students or teachers may naturally switch from English to Indonesian or vice versa during communication. The phenomenon that occurs where a

person switches language from one language to another is called the code-switching phenomenon (Romaine, 1995, p. 121). The phenomenon of code-switching often occurs in foreign language education in Indonesia, especially in English subjects. When teachers teach English in class, they have to deliver materials or instructions using English to students, but some students cannot understand the instructions or materials given because not all students master the language. For that reason, teachers can change English to Indonesian or to their mother tongue to help students understand the instructions or materials given (Elmiani et al., 2019). In other words, code-switching is used by someone to convey the speaker's thoughts. When a person uses language in conveying a message that is considered unsuccessful or failed, then the person can change the language into a language that is understood. The phenomenon of code-switching can be caused by various factors. One of them is students' comfort in using their native language, especially when they have difficulties in understanding concepts or want to express ideas more clearly. Handayani (2009) found that many students still find problems in understanding oral and written texts. Therefore, code-switching is often used by teachers as a learning strategy in bilingual classes for specific reasons and purposes.

Today English has become an international language that is widely used in various fields, including business, education, technology and global communication. As an international language, English is used as a communication tool in many higher education institutions, international businesses, and research organizations. The application of English provides students with the opportunity to expand their knowledge in communicating effectively at the global level. English as a foreign language in Indonesia was officially declared in 1955 at a teachers' conference (Lauder, 2008). Because it was felt that English was very important to learn, the Indonesian government established English as one of the subjects taught by teachers in schools. Law No. 2 of 1989 Chapter IX Article 39 states that English is a subject that must be taught by teachers at the junior high school level (Harahap et al., 2023). Jhonson (2008) says that foreign language teaching or EFL refers to the teaching or learning of English in an environment where English is not the primary language or a language not spoken nationally. This is in contrast to ESL (English as a Second Language), which refers to the teaching or learning of English in an environment where English is an official language or a language commonly used in everyday life. In an EFL context, learners often learn English for the purpose of international communication, studying abroad, or improving language skills for personal or professional purposes.

Some studies that examine the above phenomenon suggest that the use of code-swiching has a positive impact on learning. Like the study conducted by Pratama (2022), said that teachers always use code-switching and code-mixing in online classes during the Covid-19 outbreak issue, both when opening class, providing brainstorming, core activities, and closing class. Then the reason why teachers use code-switching especially in class interactions; to provide simple explanations to students in introducing foreign vocabulary, and to make students understand and get close to each other. In addition, teachers also use code to clarify the words or material conveyed in the lesson. Studies conducted by Harahap et al., (2023) and (Elmiani et al., 2019) which analyzed the types and reasons about the use of code-switching by teachers during English learning. From the data found, they found there are several types of code-switching used by teachers, such as; Tag-switching, Intra-sentential switching, Inter-sentential switching, and Internal switching. Then there are reasons why teachers use code-switching during language learning, such as; to make it easier to express emotions, quote other people's opinions, emphasize points, facilitate communication, improve understanding, clarify points and so on. Another reason is to improve students' understanding to support their learning process in introducing English vocabulary either by listening, speaking or communicating in English. Other functions related to the use of code-switching show that teachers use the code to switch topics, re-explain, and affective functions.

Based on the initial observation, the researcher found the phenomenon of code switching used by teachers in the EFL class of SMP Negeri Satu Atap 1 Sukasada. This school is one of the one-roof schools spread across Buleleng district which is located in Pegayaman village, Sukasada sub-district. With the makeshift school facilities and its location in the middle of the hinterland, the researcher was interested in conducting research in this school. Some of the special concerns or

challenges faced by students include; limited access and educational resources including learning books, materials and technology. In addition, limited experience, access to transportation that is quite possible, as well as diverse cultural and linguistic differences, can hinder, influence and limit students to get a better education, especially in learning English. In addition to the aforementioned school conditions and students' backgrounds, the Indonesian government regulation that stipulates English as one of the subjects that must be taught by teachers at the junior high school level, also becomes a new challenge for students in learning English which then also motivates researchers to conduct research in this school. Based on the teacher's recommendation, the researcher wanted to conduct a study in the seventh grade of SMP Negeri Satu Atap 1 Sukasada 2023/2024 related to the phenomenon and problem above to find out the types of code-switching used by the teacher and how it is used by the teacher in EFL classroom interaction.

METHOD

The purpose of this research is to learn how an English teacher at SMP Negeri Satu Atap 1 Sukasada uses code-switching and what kinds of code-switching she uses. The purpose of this qualitative descriptive study is to provide a detailed account of code-switching as it happens on campus.

The primary subject of the study is an English teacher's code-switching between Indonesian and English at SMP Negeri Satu Atap 1 Sukasada, and how this code-switching is implemented and the functions it serves. The individual being studied is an English teacher at SMP Negeri Satu Atap 1 Sukasada who has been a part of the faculty for over two years and who has worked as a tour guide in the past. The data regarding the teacher's code-switching was collected until saturation was achieved.

Data was gathered using two main techniques: observation and interviews. The first step was to watch the instructor as she taught using code-switching with her class. The research questions were addressed using the findings from this observation. Secondly, to gather more information about the English teacher's code-switching functions, an interview was carried out with the educator.

In order to determine the different kinds of code-switching, the data had to be categorized, transcribed, and evaluated according to Poplack's (1980) theory. We used the research of Jingxia (2010) and Maulida (2023) to figure out what the teacher's code-switching is for.

RESULT AND DISCUSSION
The Types Of Code-Switching

Numerous theories make reference to different forms of code-switching. According to Poplack's (1980) theory, which is applied in this work, code-switching can be classified into three types: tag-switching, intra-sentential switching, and inter-sentential switching.

In tag-switching, one language is used to introduce a tag, which is a brief phrase, into another language. When one language is used to inject a tag or brief sentence into another, even while the target language does not entirely possess the tag or phrase, this process is called tag-switching. When a speaker uses a different language within the same sentence, this is called intra-sentential switching. Consequently, the statement will incorporate elements from two distinct languages. When a foreign word, phrase, or clause is used inside a sentence in the base language, it's called intra-sentential switching. On the other hand, inter-sentential switching involves changing languages inside individual sentences, when one language is used for each clause or sentence. When a speaker engages in inter-sentential switching, they move between languages within the same sentence.

According to the researcher's analysis of the teacher's speech patterns using Poplack's (1980) hypothesis, there were 114 instances of code-switching in the first meeting, 115 in the second, and 167 in the third. Consistent with Poplack's hypothesis, this study found that instructors use three distinct forms of code-switching (1980).

Based on the three observations made, the study concludes that the English teacher employs three distinct forms of code-switching. The majority of code-switching in the classroom occurs inside individual sentences. The instructor then moves on to the second most prevalent

form of code-switching, inter-sentential switching. Finally, teachers rarely use tag-switching, a form of code-switching.

The Function of Code-Switching

Jingxia (2010) notes that code-switching serves various purposes in classroom interactions, including the translation of unfamiliar words, class management, grammar explanation, expression of empathy or solidarity, and emphasising specific themes. Jingxia (2010) and Maulida (2023) both came at the same conclusions in their respective studies. On the other hand, the English teacher's interviews revealed more instances of code-switching functions in use by the educator. Some of these supplementary purposes include mediating conflicts, providing entertainment and general communication, saving time, boosting students' self-esteem, managing class, and facilitating effective teacher-student dialogue. This study utilized both research findings to determine the purposes of code-switching that English teachers use in their classroom interactions.

Three observations were carried out to ascertain the code-switching functions employed by the educator. During the first meeting, 114 instances of code-switching in the teacher's speech were discovered; in the second meeting, 115 cases; and in the third meeting, 167 incidents. Consistent with the results of Jingxia (2010) and Maulida (2023), the data analysis revealed multiple code-switching functions employed by the instructor during class interactions. By analyzing the observation data, we find that code-switching based on the teacher's speech serves multiple purposes, such as interpreting unfamiliar words, guiding the class, outlining grammar rules, showing solidarity and empathy, and highlighting certain points. According to the results, these are the kind of data that the researcher found.

As an added bonus, the instructor went on to list a number of additional code-switching functions. The interview data suggests that code-switching can help teachers deal with classroom conflicts and misconceptions. Misunderstandings are inevitable in every classroom. According to the instructor, pupils will struggle to grasp the material if the teacher speaks only English during the class. This occurs because certain students struggle to grasp the concepts being taught. As an alternate method, code-switching helps keep information transmissions clear of misconceptions. The idea that code-switching can help clarify complex ideas that would be difficult to convey in a single language is in line with what Masna (2020 as referenced in Maulida, 2023)) has said. Also, according to Muin (2011 as referenced in Maulida, 2023), educators should avoid relying solely on English when instructing and should swiftly address any misconceptions that arise in class.

The second function of code-switching by the teacher is repetition. To ensure that students understand what is being conveyed, teachers often repeat questions during the lesson. This is also done to give students time to think before answering. By repeating the question, the teacher can clarify its meaning if there are students who have not fully understood or did not hear clearly when the question was first asked. Moreover, repetition by the teacher can increase students' confidence, as they feel more certain in providing an answer after hearing the question again. As a result, this can encourage student engagement, making the learning process more interactive and increasing student participation. This aligns with the statement by Elmiani et al. (2019), who stated that the most dominant function of code-switching is the repetitive function, which helps students repeat and clarify the material being taught. This is also consistent with the statement by Mattsson and Burenhult (1999), who emphasized that the importance of repetition in code-switching is to highlight the message being conveyed after a quote. Furthermore, Gumperz (1982) and Brice (2000) also stressed that one of the functions of repetition in code-switching is to check for understanding.

The next function is explanation. The teacher stated that when explaining certain material or instructions, there is a need for a language or code switch. If the teacher explains the material entirely in English, students will have difficulty understanding what is being explained. In explaining the material, teachers often use code-switching because it can help improve student comprehension. Furthermore, by switching to a language that is more familiar to the students, the teacher can ensure that students understand the concepts being taught more clearly and quickly. For example, when students have difficulty understanding terms or explanations in English, the teacher can use the students' native language to provide additional clarification, making the difficult

material easier to understand. This is supported by the findings of Fachriyah (2017) on the function of code-switching in English classes. She stated that, in a lesson, if there is material being presented in English that requires further explanation, the explanation can begin in Indonesian.

Code-switching also functions as a building self confident. In a multilingual classroom, students often feel anxious or hesitant to participate, especially if they do not fully master the instructional language used by the teacher. By using code-switching, i.e., switching between a more familiar language and the instructional language, the teacher provides students with the opportunity to express their thoughts in a language they feel more comfortable with or have better mastery over. This aligns with research conducted by Syamsudin (2018) on improving EFL students' speaking abilities through code-switching strategies. According to him, the application of code-switching in interaction has a positive impact on students, particularly in building their confidence to speak in English. As cited by Maulida (2023), several experts argue that language switching in interactions can have a significant impact on students' self-efficacy, such as their confidence levels and motivation. As stated by Peregoy and Boyle (2013), motivation, friendship, security, and self-confidence are all supported by the use of the first language in the teaching-learning process.

The final function of code-switching identified is classroom management. The teacher stated that she usually switches languages when guiding, directing discussions, or encouraging students to provide opinions during discussions. As a result, students feel more comfortable both following the directions given and expressing their opinions, making them more confident to participate in discussions or ask questions, reducing disruptions, increasing student participation, and building positive social relationships among students. This is supported by Maulida (2023), who states that students often struggle to understand concepts when explained using the target language. By using code-switching, the teacher can save time in managing the classroom by utilizing the students' mother tongue. Additionally, she mentions that code-switching in the classroom can be used as a strategy when the class is difficult to control, helps clarify understanding, especially for students facing academic difficulties, saves time, supports the teacher in managing curriculum demands, elicits better responses, strengthens relationships, and creates a more dynamic classroom environment.

CONCLUSION

The study indicated that code-switching occurred in the teacher's speech 114 times in the first meeting, 115 times in the second meeting, and 167 times in the third meeting. Consistent with Poplack's hypothesis, this study found that instructors use three distinct forms of code-switching (1980).

Based on the three observations made, the study concludes that the English teacher employs three distinct forms of code-switching. The majority of code-switching in the classroom occurs inside individual sentences. The instructor then moves on to the second most prevalent form of code-switching, inter-sentential switching. Last but not least, teachers rarely employ tag-switching as a code-switching strategy.

The researcher also gathered information through interviews and classroom observations, which turned up a number of instances involving the English teacher's code-switching functions. Consistent with previous research, these results are from Jingxia (2010) and Maulida (2023). Here are a few examples of how teachers use code-switching in the classroom: to clarify concepts, manage the class, explain grammar rules, show unity and empathy, and emphasize key points. Furthermore, the interview data reveals that the instructor employs code-switching functions in a variety of classroom interactions, such as managing the classroom, reiterating concepts, fostering self-confidence, and conflict control.

Based on research findings, code-switching can be used in the classroom, especially to create a comfortable and supportive learning environment. This is related to how comfortable students are in learning and using the target language. Since this research was conducted at a junior high school, the researcher believes that teachers should not only focus on their speech when delivering material but also work to create a student-friendly environment. The use of multiple languages in the classroom will create a more comfortable situation for students.

Moreover, students will be able to demonstrate their abilities without worrying about making mistakes. The use of multiple languages will greatly assist the students' learning process and is recommended when teaching students who are learning the target language for the first time. However, teachers must be careful in switching languages to avoid dominating the target language during lessons. Therefore, the findings from this study are expected to help teachers manage and design strategies for using code-switching, particularly in target language learning, in this case, English.

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