Analysis of Teachers' Code Switching in Teaching English at MTsN 7 Agam

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ABSTRACT
Code-switching is one of sociolinguistics aspects, generally defined as a shift from one language to another by the speaker during the speech. In EFL learning, many teachers use code switching to teach their students. This research investigated the reasons behind the use of code-switching by the teachers in EFL classrooms. This research was drawn from the results of interview, observation, video-recording, and note taking. The participant was the teachers at MTsN 7 Agam. This was a descriptive research with a qualitative approach because it described what happened in human being and the phenomena directly from the classroom. The results revealed that the teachers code-switched for different purposes and reasons while teaching English. The findings indicate that code-switching in interaction during learning process is used to serve quotation, addressee specification, reiteration or repetition, message qualification, clarification, emphasis and checking.
Keywords: *Code switching, reason of code switching, EFL classroom*

1. INTRODUCTION

A teacher may be a bilingual in teaching the language; he or she may use two different languages simultaneously and speak the second language after his/her first language. They can deliver the message by using a language such as English, Bahasa Indonesia or Mother Language. English teachers in Indonesian School tend to switch the language (code) as generally due to educational reasons. The reasons to switch the language practiced by teacher may cause for non-educational factors or educational reason such as individual and environmental factors. For communication to each other, teacher and students can use one language or they also can mix their languages. Wardaugh [1] argues that whenever someone speak, they may decide to mix codes from one code to another or to switch which sometimes occurs in the very short utterances.

Teacher uses kind of statements to make their students understand. Therefore, in teaching process the teacher may change or switch the language. The change and switch is stated by the teacher who masters one or two languages. Code-switching is a supporting element in terms of communicating for information and social interaction purposes. It is used as a tool for transference of meaning.[2]. Sert [3] adds that teachers' who used code-switching in effectively way builds a bridge from known to unknown and thus is an important factor in language teaching. Code-switching also an activity in a paais, when a partner switches during the discussion, the other partner speaks in their native language indicate the language notion[2].

In past decades, the discussion about code switching has increasingly related the variety of theoretical discussions and bilingual speech behavior. It is received attention in the 1980s as a specific phenomenon and strategy of foreign language teachers. Now, the debate about different view of code switching is whether it gives a positive or negative effect to the students' comprehension on the topic being learned in Enlish learning. There are many researchers studying about code switching, It was done by Jingxia [4]. He reported that the use of code switching gives positive effect in learning English. He investigated four high school classes in using first language in understanding English. Rezvani [5] investigated that code-switching to L1 has a positive influence upon the students learning in EFL classrooms. Tariq et al.[6] proposed that code-switching in Iranian elementary EFL classrooms drew the same results and concluded that skillful use of code switching can lead to better teacher-student classroom communication boosts the quality of teaching, help students' comprehension and make relationship the teacher-student friendly more, especially for the lower levels. [6]The function of code switching in classroom creates a friendly environment. Teachers need to switch their codes when they are quoting something or else.Likewise, code switching is like a gate on language because the study of code switching is related of language use. According to Gumpez in [7], when the speaker using code switching it symbolizes the message involvement. The speaker seems to talking in their problem in English and acting out the problem through word from other language. The English language reflects more distance while

other language or statements are more personalized. Code switching is broadly used in linguistics and a plethora of related fields[8]. Moreover, Code switching at is employed in these functions, that might be social, discourse or pedagogical. It gives a kind of causes and reasons in the classroom interaction [9].

Code switching can be divided into two kinds: situational code-switching and metaphorical code-switching. Situational code-switching occurs when the languages used change according to the situations in which the conversant find them. Situational code-switching is characterized by the absence of topic change, and it is often practiced in a classroom context [10]. The process of switching from English into Indonesian is intended to give better understanding to the students. On the other hand, metaphorical code-switching takes place when a change of a topic requires a change in the language used [11]. Hoffmann (1996:112) at [12] those types are confined by the different structural conditions, and are conveyed to the different levels and different ways in the specific bilingual settings. First,*inter-sentential switching,* the switch occurs between clauses or sentences, where each clause or sentence is in one language or other. The utterance consists of two different sentences in two different languages. Second, *intra-sentential switching,* the switch occurs within a clause or sentence boundary. This kind of switching takes place when two or more lexical items in one code are inserted in one grammatical form or a sentence of another code. The last is *tag switching*. In this kind of code switching, tags, exclamations and certain set phrases in one language are inserted into an utterance otherwise in another.

Based on some researchers that have done by linguistics, there are many function of code switching. A theory from Gumpez, he [7][3] proposes some code switching's function as a quotation, addressee specification, reiteration or repetition, message qualification, clarification, emphasis and checking. *(1)Quotation* is usually used by speaker to quote someone's statements by using different language. The direct quotations usually make a bilingual switch their language. The switch involves just the words that the speakers are claiming the quoted person says. The switch like a set of quotation marks, and that can be quoted on their original language. (2) *Addressee Specification* it can be used to specify to the addressee as the recipient of the massage. The function is to draw attention to the fact addressee is being imitated to participate in exchange. (3) *Reiteration or Repetition,* the message in one code is repeated in another code, either literally or somewhat modified form. Thus, when bilingual wants to clarify his speech to the hearer, they try to find the other words that have same meaning through switching his language and make the listener understand it. A repetition is not only served to clarify what has said, but also to amplify and emphasize a message. (4) *Message Qualification* means that switch in one of code is employed as qualifying message to the main message conveyed in the other code the topic will be introduced in one language and commented on or further

qualified in the other. (5) *Clarification,* the function is to clarify or elaborate a message. The user switched from English to another language to further explain what might the right explanation from their statement. (6) *Emphasis,* the code switching that is used to emphasize the statement. The statement will be delivering effectively and properly, the switch from target language to the other language or mother language. Also, for citing the saying of native culture to stress the point. (7) *Checking,* the role of switching for checking usually occurs in the form of a tag question, other forms of questions for checking, namely Yes/No and WH-questions. It also occurs when someone wants the addressee's opinions, approval or confirmation.

2. METHODS

This was descriptive research with a qualitative approach. The qualitative approach was chosen because the researchers look at the natural things that happen directly from the field[13]. Descriptive study is a study that questions about the nature, incidence, or distribution of variables; it involves describing which is not manipulating variables[14]. Besides, this study investigated the use of code switching by the teachers at classroom. The participants for this research were teachers at different grades in MTsN 7 Agam. The data of this study were taken from the learning and teaching process and the result of interview. The result of interview was transcribed from the audio recording as soon as it was over. It also followed the nature of study, transcription audio recording and field notes. The data were collected from teachers' code-switching utterances [13].

The interaction between student and teacher had happened during teaching and learning process. It occurred naturally when the teacher explains material. The instrument of the research is interview. As the main instrument, the researcher collects the data, classifies the data, analyzes the data, makes the interpretation and finally reports the result of the research. The researcher as the primary instrument is the only one who will collect and gather the data to analyze. [15] Descriptive qualitative research is a research method that used to search the objects in natural setting which is the researcher is a key instrument. Thus, the researcher used some supporting instrument like video recorder and note. It was used to collect the data so that the researcher can collect the data easily and the data can be accurate. To write down the teachers' utterances the classroom observation sheet was carried out and it was used to investigate the code switching used by the teacher when explained material at the classroom. The longer you stay, or the more visits you make, the deeper your knowledge you get [16] it was taken for 3 times to gain the data. During the observation, the researcher recorded the whole classroom interaction that happened in the classroom video recorder was used to do the observation. Then, the result of the recording was transcribed as soon as the activity of recording is over. The recorder has been adopted by great swathes of the research community[16]. The digital cameras

play an important part in collecting the data. In interviewing the teacher the researcher used audio recorder to get the data about the reason of the teacher switching at the classroom. The result of the recording was transcribed as soon as the interview is over.[14] The instrument is a data that gather people opinion, beliefs, and feeling in their own words.

In collecting data, the researcher directly came to the classroom activities to record the teaching and learning activities by using the Digital camera. Then, to gain additional data the observation sheet and field note were used, it order to know the teacher behavior during learning and teaching process, including their mimes, gestures, facial expression, eye contact, and body movement . The discussion was conducted without any interruption by the researcher[17].

3. RESULT AND DISCUSSION

To investigate the reason of teacher use code switching, there are seven function states by Gumpez in [7] proposes some code switching's function as a quotation, addressee specification, interjection, reiteration, message qualification, personalization versus objectification. The results of the research were about the switching in English into Indonesian or Mother Language and vice versa. Those were *(1) Quotation* was used by teacher to quote someone's statements by using different language. The switch involved words or statements

For example: (Teacher mention again the specific word to make sure student get the materials)

Teacher	: *Ingat, apa Key nya..? Apa yang disebut Mila tadi.*
Students A	: More
Students B	: Most
Teacher	: *kata most, lebih, most untuk kata sifat yg suku katanya lebih dari 2. "Most".......*

In this situation, teacher mentions what she has said before. Marasigan (1983, p.73) at [18] states that "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees". The quotation mostly used by the teacher since the teacher explained the material at the classroom, speak to the student and quote some of ideas of materials. *(2) Addressee Specification* it was used to specify to the addressee as the recipient of the massage (student). The function was to draw attention to the fact addressee is being imitated to participate in exchange. The switch serves to direct the message to one of several possible addressees, because at the class about 33 students. When the teacher explained material and wrote some notes on the whiteboard. Teacher spoke one by one the additional letter (suffix) in "Degree Comparison". Meanwhile, the students on the last row were busy to talk each other, they make a noise that disturb the whole class concentration. In this case, teacher switch the language into English for chewed out them.

Example   :
(Rushing in the last row of the classroom, some of students were gossiping, while teacher explained the material)

Teacher	: *So..... you tambahkan est di akhir kataaaa............*
Students	: (watching the whiteboard)
Teacher	: "*hey yang dibelakang*" (chew out the students)

The factor which influences the use of code switching in this conversation is only participant and function. As the description above, the students in the last row was the first factor which influences the use of code switching by teacher. Then, the other factor employed such a code switching by teacher is to deliver direct message to students in the last row. The function of code switching in this excerpt above can be functioned as Addressee specification in which servers to direct message to the addressee [19].[20] Someone is talking using a language that is not his or her native language suddenly wants to be emphatic about something, will switch from his or her second language to his or her first language. *(3)Reiteration or Repetition*, the message in one code was repeated in another code, either literally or somewhat modified form. The code switching used by the teacher clarifies her speech to the students as well. Teacher repeated her English word twice and Bahasa Indonesia too. The repetition was not only served to clarify what she said, but also to amplify and emphasized a message. This happened when the teacher refresh the material on the previous meeting. The teacher asked to what she had explained last week. Then the students checked their notebook and said what teacher asked.

Example   :
(When the teacher began the new material, she gave same notice to repeat previous material)

Teacher	: And then what else.....????
Students	: *Memakai verb 2.....*
Teacher	: *Verb 2, verb yaa, apa verb itu "kata kerja". Jan lupo ndak.....*

The context of this conversation can be described that the teacher and students which join conversation above. They discussed about the use of Simple Past Tense in Recount Text in their last meeting. Thus, the function of code switching in this excerpt was a reiteration in which it is functioned to clarify utterance by using another code, it was Bahasa Indonesia. Gumperz (1982) [7] frequently a message is repeated in the other code, either literally or in somewhat modified form. *(4)Message Qualification* means that switch in one of code was employed as qualifying message to the main message conveyed in the other code the topic will be introduced in one language and commented on or further qualified in the other.

Example   :
(Some of students did not submit their previous task, Teacher mention it at the end of class)

Teacher	: *How was yor homework, alah 2 weeks mah.....????*
Students	: Yes mam..
Teacher	:"*Kumpuan capek, kok indak,ndak ibuk nilai*"

It can be described that the teacher qualification the diligent student to the lazy one. All of the students have same equalization to learn, but some of them did not collect the task yet. Teacher intentionally did a code switching into Indonesian because she wanted to deliver a little threat. This was because at the time of teacher did a code switching, when she was talking about discipline. The function of code switching which is uttered by Teacher above can be called as message qualification.

(5) Clarification, the function was to clarify or elaborate a message. The teacher switched from English to another language to further explain what might the right explanation from their statement.

Example :
(Teacher explained how to use prefer in comparison)
Teacher : I like this one. I prefer this rather this? (the teacher gave an example of two snacks, she brings for reward)
Students : Then this......
Teacher : *"Ibuk membandingkan Gery dan Chocolatos*
Ibuk lebih suka Gery dari pada Chocolatos"

Teacher needed to clear clarification,because the word prefer the now vocabulary for the students. Code-switching may also use to introduce the meaning of concept words when introducing a new unit [2]. Teacher switch the language into Bahasa Indonesia in order students can get the correct meaning. Cook (1991) at Bensen [2] teacher seems to be a teaching strategy rather than a reflex to fill in the gaps in communication. *(6) Emphasis*, the code switching that was used to emphasize the statement. Also, this is used for citing the saying of native culture to stress the point. Related to the mother language as the mostly prefer while teaching. Some statements were emphasizing.

Example :
(The teacher was giving an example with 2 students)
Teacher : *Ma yang lebih tinggi Randi atau Boby?*
Students : (Laughing)
Teacher : *Randi? Boby?*
Students A : *Randi slayang bukkk.....*
Teacher : *Tinggi aa? "Tall, tall" di tambah kan aa dibelakang?* (While writing on whiteboard)
Students : (All answer) Taller

The conversation between teacher and students described that something wanted to emphasize. The teacher's purposed to add a suffix at the end of word "Tall". By using Bahasa Indonesia teacher engage what is the right addition, then the students answer "Taller". The word has been delivered effectively and properly, the switch from target language or mother language. To show a change in tone and emphasize parts of a conversation that are of importance states by Appel and Musyken (1987: 29-30) at [19] *(7) Checking* , the role of switching for checking occurred in the form of a tag question,

other forms of questions for checking. Teacher concluded the points of material in the finishing stage of teaching. She checked whether students understand or not. She asked to the students about what she have explained during the learning process.

Example :
(The meeting has almost done, teacher would close this meeting)
Teacher : *Okay, sampai di sini hari ini*
" Any Question?"
Students : (Silent)
Teacher : *Gak ada yang bertanya?*

The context above describes that the teacher asks to make sure the materials are deliver to the students. Thus, the function of code switching in this excerpt was a checking in which it was functioned to asking again using Question tag at the end of word. She switched question into English and repeat again with Bahasa Indonesia.

4. CONCLUSION

The findings of the research hoped that can implicate the foreign language teaching for education. Speaking about the appropriate introductory language to junior high school students might have both advantages and disadvantages. The code-switching employment from the teacher during teaching and learning are aware when doing the switching. Most of the reasons are aware with the switching word. The switch has a purpose such as to make reiteration, message qualification, and others. However, the other function also to give better understanding to the students the process of switching from English into Indonesian, or vice versa. Hence, the tendency to employ situational code switching is more than metaphorical code switching. Overall, to get closer to the students process of switching to Mother language is appropriate enough in giving information and translation the code switching by the teacher for different purposes and reasons. The reason of code switching in this research needs to be better understood in order to improve English Language Teaching.

ACKNOWLEDGMENT

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