



ENGLISH-INDONESIAN AND INDONESIAN-ENGLISH CODE SWITCHING USED BY THE TEACHERS IN TEACHING-LEARNING ENGLISH AT THE 11th GRADE OF SMAN 2 MATARAM IN THE ACADEMIC YEAR OF 2022/2023

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Abstract: Language is the most important component of the lives of all individual's life. People will be able to communicate with one another more conveniently and effectively if they use language. People speak a variety of languages for a variety of reasons. It could be anywhere, including home, work, school, or campus. In a communication process, people may switch language codes, such as the English language, to the Indonesian language or vice versa. This research aimed to identify and describe the types and functions of English-Indonesian and Indonesian-English code switching used by the teachers in teaching-learning English at the 11th Grade of SMAN 2 Mataram. This research concentrates on two English teachers who currently teach students in the 11th grade who are majoring in science during the academic year 2022/2023. This study employed a descriptive qualitative methodology, and observation was the primary data collection method. A pre-observation class will be held as the first step in this research project to choose the topic. From the results, during classrooms, the first English teacher's utterances caused sixty-seven code switching and the second English teacher's utterances caused forty-six code switching. While for the functions, both English teachers only used five out of six functions of code switching. The research results show that the type of code switching mainly used by the English teachers is inter-sentential code switching and the function used mainly by English teachers is managing class.

Keywords: Bilingualism, Code Switching, English Teaching and Learning.

INTRODUCTION

Language is the most important component of the lives of all individual's life. People will be able to communicate with one another more conveniently and effectively if they use language. A language is a combination of signals we employ to communicate (Loredo, 2002 in Hanna, 2019). Every region of the world has its own language used to communicate. People speak a variety of languages for a variety of reasons. It could be anywhere, including home, work, school, or campus. In a communication process, people may switch language codes, such as Indonesian to English languages.

According to Amrullah (2015), English has a crucial role in the life of Indonesian society. Even a person's ability in English is a prerequisite for whether someone can continue their education to a higher level, develop a career, and improve one's economy. The majority of Indonesian students primarily learn English via their English teachers. The English teacher is crucial to their comprehension since English is not the student's first language. A lack of vocabulary may cause students to have difficulty understanding some English spoken words, clauses, or conversations. It is the teacher's obligation to ensure that the students understand

the lessons. To transfer information and knowledge to students while educating and acquiring English, the teacher needs to communicate clearly to them (Puspitasari, 2016).

The teacher may need to go from using English as a foreign language to the student's native tongue in order for the student to understand easily during the English classroom learning process. Code switching, according to Lightbown (in Puspitasari, 2016), is the process of switching inside a conversation or utterance from the first language (in this case, Indonesian) to the foreign language (in this case, English) or the other way around. Hoffman (1991) added that the largest definition of code flipping often encompasses the alternating use of multiple languages or grammatical subgroups within a single speech or communication. In this case, Kathleen (in Nurrohmah, 2020) stated that especially while giving instructions, taking code switching among learners and educators in the classroom helps bridge the interaction disconnect between them.

One of the most critical aspects of language learning is vocabulary mastery (Isnaini, Nuriadi, Fadri, Muhaimi, & Fitriana, 2022). In order to enhance communication between educators and learners while teaching and learning English, code switching is widely used. Students who take in the knowledge the teacher gives with ease become inspired to participate in class activities. According to Yusra & Lestari (2018), to understand what makes a great language learner, it is critical to comprehend why someone wants to learn a given language and what they do to attain those goals. Since the teacher becomes the most communicative source of knowledge in the classroom, this behaviour piqued the researcher's interest in researching during the process of teaching and learning, and English teachers may switch codes.

The researcher chose the 11th grade at SMAN 2 Mataram Academic Year 2022/2023 due to my experiences learning English in high school. The researcher took an early stance during the process of teaching and learning. The English teacher used English-Indonesian and Indonesian-English code switching. Based on those experiences, the English teacher used in the eleventh grade, the majority of code switching that occurs during lessons and learning, which is very potential for researching the English-Indonesian and Indonesian-English code switching used by the teacher.

RESEARCH METHODS

The researcher employed a descriptive qualitative approach in this study. The many types and functions of code switching employed by English teachers during the teaching-learning process were examined in this study. The pre-observation class for this study will be used to choose the study's focus. After deciding on a topic, the researcher conducted a class observation.

The English teachers in SMAN 2 Mataram during the academic year 2022/2023 contribute to the population of this research. 7 Teachers have English Education backgrounds, but only 4 English Teachers actively teach in the classroom. However, to ascertain the types and functions of code switching employed by the teachers during the teaching-learning process, the researcher concentrated on the more limited population of English teachers who teach in the 11th grade. Considering the previously given population, the researcher concentrates on English teachers who taught students in the 11th grade who are majoring in science during the academic year 2022/2023. Currently, 2 English teachers teaching English in the 11th grade

majoring in science serve as the study's sample because most of the material during that grade's learning process has a high potential for forcing the teacher to use English-Indonesia code switching frequently.

Observation is the method of data gathering in this study. Narbuko and Achmadi (2010) stated that there are five observation techniques: *Anecdotal Record*, *Note-taking*, *Check Lists*, *Rating Scale*, and *Mechanical Devices*. However, the researcher used *Check Lists* and *Note-taking* from the previously discussed techniques. Aside from *Check Lists* and *Note-taking*, the researcher also used *Recordings* as an additional technique to gather the information needed to respond to the two research questions, which are described below:

a. Check List

The *Check Lists* function will be used to track the classified data. These *Check Lists* are in the form table that Poplack (1980) and Jingxia (2010). The sample of the check list:

No	Code Switching Cases	Context	Types of Code Switching			Function					
			TS	IrS	IaS	TV	EG	MC	EP	IS	QO

Description:

- TS : Tag Switching
- IrS : Inter-sentential Switching
- IaS : Intra-sentential Switching
- TV : Translating Unknown Vocabulary
- EG : Explaining Grammar
- MC: Managing Class
- EP : Emphasizing Some Points
- IS : Indexing a stance of Empathy or Solidarity Towards Students
- QO : Facilitating Students Understanding by Quoting Others Words

b. Note-taking

The researcher did the *Note-taking* on the list of occurrences of English-Indonesian and Indonesian-English code switching when observing the English teachers since it made it simpler for the researcher to comprehend the data.

c. Recordings

The *Recordings* are audio recordings that are made during the teaching-learning process. The *Recordings* collect information about the different types and functions of English-Indonesian or Indonesian-English code switching during the teaching and learning process. The *Recordings* help the researcher to strengthen and finish the data *Observation Check Lists* and *Observation Note-taking*.

The researcher employed qualitative data analysis based on Miles and Huberman's theory (1994), which has three stages (data reduction, data display, and drawing a conclusion /verification).

a. Data Reduction

According to Miles and Huberman (1994), Data reduction is the process of selecting, prioritising, condensing, simplifying, abstracting, and altering the data that appear in written-up field notes or transcriptions. In order to categorise various types and functions of code switching used by English teachers, the data from *Observation (Check Lists and Note-taking)* and audio or video *Recordings* of the teaching-learning process will be reduced at this point.

b. Data Display

The researcher displays the data after data reduction. The research objective will serve as the foundation for the data display, presenting a condensed and orderly assembly of information that will enable the conclusion. In qualitative research, the text was often used to present the data as a story so that inferences could be made from the large amount of data. It is also essential to convey data effectively utilising graphical representations such as networks, tables, charts, and other types of graphics (Miles & Huberman, 1994). At this stage, the data is displayed by the researcher in tables and narrative text. The researcher benefits from understanding this study's results and choosing the next step in drawing a conclusion from the data display.

c. Draw Conclusion/Verification

The researcher then formulates a conclusion in light of the data shown. The researcher draws conclusions on the types and functions of English-Indonesian and Indonesian-English code switching utilised from the English teacher throughout the learning and teaching process after analysing the data. The conclusions will answer the research question that the researcher set out to discover.

FINDINGS AND DISCUSSION

Findings

In the check lists observation, the recordings and the note-taking derived from the observations, the data on the categorization connected to the types and functions of English-Indonesian and Indonesian-English code switching were discovered. The observation was carried out one time per class. The researcher did the observations eight times with the two English teachers because there are eight classes in 11th grade majoring in science. The first teacher teaches six classes in grade 11th majoring in science (XI MIPA 1 to XI MIPA 6), while the second teacher only teaches two classes in grade 11th majoring in science (XI MIPA 7 and XI MIPA 8).

According to the first English teacher's data, there were sixty-seven cases of code switching in the teacher's utterances from XI MIPA 1 through XI MIPA 6. Additionally, the second English teacher in charge of teaching English in XI MIPA 7 and XI MIPA 8 used code switching forty-six times in their teacher's utterances. The researcher's findings about the types and functions of English-Indonesian and Indonesian-English code switching employed by both English teachers are presented in the tables below.

Table

Table 1. The Data Findings of the English-Indonesian and Indonesian-English Code Switching in the Classrooms from the First English Teacher

No	Code Switching	Number	Percentage
1	English-Indonesian Code Switching	37	55%
2	Indonesian-English Code Switching	30	45%
Total		67	100%

Table 2. The Data Findings of the English-Indonesian and Indonesian-English Code Switching in the Classrooms from the Second English Teacher

No	Code Switching	Number	Percentage
1	English-Indonesian Code Switching	20	43%
2	Indonesian-English Code Switching	26	57%
Total		46	100%

Table 3. The Data Findings of the Types of Code Switching in the Classrooms from the First English Teacher

No	Types of Code Switching	Number	Percentage
1	Tag-switching	8	12%
2	Inter-sentential Switching	36	54%
3	Intra-sentential Switching	23	34%
Total		67	100%

Table 4. The Data Findings of the Types of Code Switching in the Classrooms from the Second English Teacher

No	Types of Code Switching	Number	Percentage
1	Tag-switching	3	6%
2	Inter-sentential Switching	26	57%
3	Intra-sentential Switching	17	37%
Total		46	100%

Table 5. The Data Findings of the Functions of Code Switching in the Classrooms from the First English Teacher

No	The Function of Code Switching	Number	Percentage
1	Translating Unknown Vocabulary Items	20	30%
2	Explaining Grammar	1	1%
3	Managing Class	24	36%
4	Emphasizing some Points	18	27%
5	Indexing a Stance of Empathy or Solidarity Towards Students	4	6%
6	Facilitating students' Understanding by Quoting Others' Words	0	0%
Total		67	100%

Table 6. The Data Findings of the Functions of Code Switching in the Classrooms from the Second English Teacher

No	The Function of Code Switching	Number	Percentage
1	Translating Unknown Vocabulary Items	5	11%
2	Explaining Grammar	1	2%
3	Managing Class	23	50%
4	Emphasizing some Points	9	20%
5	Indexing a Stance of Empathy or Solidarity Towards Students	8	17%
6	Facilitating students' Understanding by Quoting Others' Words	0	0%
Total		46	100%

Discussion

The discussion of the code switching used by English teachers to facilitate learning and teaching in the classroom are covered in this section. The first one discusses several types of English-Indonesian and Indonesian-English code switching. The second one goes into the functions of English-Indonesian and Indonesian-English code switching.

a) Types of Code Switching

In her research, Poplack (1980) recognized three different kinds of code switching: tag switching, inter-sentential switching, and intra-sentential switching. Those three different types of code switching were discovered in the data analysis of SMAN 2 Mataram's English teaching and learning processes.

The researcher discovered that both English teachers frequently used inter-sentential switching, with the first English teacher performing thirty-six inter-sentential switching and the second English teacher performing twenty-six inter-sentential switching in the 11th grade science classes at SMAN 2 Mataram. When the teacher discusses the subject, the conceptual framework of the subject, or the sentence structure, these types of code switching frequently occur.

Intra-sentential switching was the second most commonly used sort of code change among English teachers. The first English teacher contained twenty-three utterances that were categorized as inter-sentential switching. However, seventeen utterances are categorized as inter-sentential switching for the second English teacher. Inter-sentential switching, as defined in the second chapter, is a change at the boundary of a phrase or sentence where every clause or phrase is in a different language.

Tag switching is the smallest scale of code switching employed by English teachers. There are fewer instances of this kind of code switching than the others. Only eight of the first English teacher's utterances are categorized as tag switching. In comparison, only three of the second English teacher's utterances are categorized as tag switching. The teacher's statements included both English and Indonesian tags. In order to emphasize the sentence, the teacher utilized a certain sort of tag switching, which may not have violated the sentence's structure. The aforementioned debate is supported by Poplack's (in Romaine, 1995) theory that tags are only subject to minimum syntactic constraints. Without breaking grammatical norms, they can be simply inserted at various times in a monolingual utterance.

b) Functions of Code Switching

Another topic of discussion focuses on how English teachers of SMAN 2 Mataram 11th grade science majors use English-Indonesian and Indonesian-English code switching. Because the researcher did not identify a function of code switching that helps students learn by citing others in both of the English teachers observations, the researcher only investigates five functions of code switching used by English teachers in this study. These five codeswitching functions are interpreting unrecognizable vocabulary items, teaching grammar, organizing class, highlighting particular points, and indexing an empathy or solidarity among the students.

For the first English teacher in charge of teaching English in XI MIPA 1 to XI MIPA 6, the main usage of code switching functions in the first English teachers' speech during the learning process was managing class and translating unknown vocabulary items. The first English teacher concentrated on interpreting English vocabulary during the class. Additionally, several students required the teacher's support when learning and teaching English, particularly when translating English vocabulary. It made the English lesson easier for the students to understand. Moreover, the first English teacher used code switching to maintain control over the class since certain learners were fooled by particular English words and decided to disregard the teacher. Managing the class additionally relates to the manner in which the first English teacher interacted with the students or gave them directions.

During the learning process, managing class and emphasizing some points was the most frequently occurring function of code switching for the second English teacher who was in charge of teaching English in XI MIPA 7 and XI MIPA 8. Because certain students needed to pay more attention to the teacher, the second English teacher used code switching to manage the class. The teacher warned the students because they were got distracted during the class. According to Hadiatmi, Wilian, & Yusra (2020), classroom language is comparable to everyday speech when teaching. The student will get familiar with numerous popular expressions if the teacher organizes the course using English, and they will discover if they can use them independently with minimal effort. Managing class additionally relates to how the second English teacher instructed each student on how to read and complete the exercise or question. Additionally, the second English teacher frequently used code switching to emphasizing some points so that the students wouldn't miss the main ideas he was trying to get through.

CONCLUSION

According to the findings of this study, while studying and teaching English, both English teachers taught English in the 11th grade students majoring in science at SMAN 2 Mataram performed a lot of English-Indonesian and Indonesian-English code switching. The first English teacher employed a greater amount of English-Indonesian code switching, totaling sixty-seven data, including thirty data of English-Indonesian code switching and thirty data of Indonesian-English code switching. A total of forty-six data sets were used by the second English teacher to apply more Indonesian-English code switching, including twenty data sets

for English-Indonesian code switching and twenty data sets for Indonesian-English code switching.

Both of the English teachers implementing up the three various types of code switching, specifically tag switching, inter-sentential switching, and intra-sentential switching. With thirty-six data from the first English teacher and twenty-six data from the second English teacher, inter-sentential switching was done. In contrast to the other type, tag switching had the fewest cases. When the teaching of English, students in the 11th grade who are majoring in science of SMAN 2 Mataram, the researcher only found eight instances of tag-switching in the first English teacher's utterances and three instances of tag-switching in the second English teacher's utterances.

Six functions of code switching were presented for discussion in this study by the researcher. However, it failed to reveal one function of code switching in the English teaching and learning process: quoting or using other people's words, to help students understanding. This study's result showed that both English teachers did five functions of English-Indonesian and Indonesian-English code switching to teach the 11th grade students of SMAN 2 Mataram. They were interpreting unfamiliar vocabulary items, teaching grammar, organizing class, highlighting certain points, and displaying empathy or solidarity toward students.

From the data analysis, it can be concluded that the English teachers mostly did English-Indonesian and Indonesian-English code switching to manage the class, with twenty-four data from sixty-seven data in the first English utterances. While for the second English teacher, there are twenty-three data on the managing class function from forty-six data on code switching.

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