Investigating Teacher's Code- Switching in English Pedagogical Process

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Abstract

This study deals with the phenomenon of code-switching in the English pedagogical process. Code-switching naturally occurs in bilingual or EFL teaching since each student has a distinct linguistic background. This research aims to analyze the types of code-switching and explore the English teacher's purposes for using code-switching in the teaching English process in the eighth grade of SMP Al-Muttaqin. This research employed a phenomenological case study that focuses on a single case and single subject of an English teacher with a triangulation of data. The data were observation, interview, and an open-ended questionnaire to understand and reveal the process of the teacher's code-switching phenomenon through in-depth analysis for almost a month in August 2022. The findings revealed that the teacher employed code-switching depending on the situation and condition of the students. There were three types of code-switching used by the English teacher. The number of tag switching type was 117, such as used by the teacher in affective function. The number of intra-sentential type was 33, such as used by the teacher in the topic switch and the number of inter-sentential type was 189, commonly used by the teacher in repetition for clearer understanding in clarifying the meaning.

Keywords: *bilingual, multicultural, EFL teaching*

INTRODUCTION

Indonesia is a multicultural country with various cultures and languages that allow people to speak more than one language in their daily lives. Those who speak more than one language are referred to as bilingualism or multilingualism and are considered to be more capable of switching their language during communication based on the situation (Wardhaugh, 2006). The phenomenon of switching the language in communication is called code-switching (Chaer & Agustina, 2010). Therefore, code-switching is a bilingual or multilingual ability to switch the language in communication depending on the situation.

Code-switching phenomena can occur in both formal and informal situations. In a formal situation, a code-switching phenomenon occurs such as in the classroom context, especially during

the teaching-learning process in a foreign language setting interaction (Wardhaugh, 2006). According to Harmer (2007), the code-switching phenomenon is natural in English Foreign Language courses. As well as In Indonesia, English is taught as a foreign language to students whose first language is not English and it is one of the subjects in the curriculum used. Hence, English teachers may switch their languages to help the students in reaching what the teacher expects in the teaching-learning process.

Several current studies (Bonyadi, Kalvanagh, & Bonyadi, 2021; Afriani, 2020; Istifci, 2019) have focused on teachers' attitudes toward code-switching at the university level and revealed that teachers believe in code-switching as a useful strategy in teaching English process as a pedagogical function in EFL classrooms with various research findings.

Based on pre-observation on January 20th and 26th, 2022. The researcher conducted an interview on January 20th, 2022, and a classroom observation on January 26th, 2022, to determine the code-switching phenomenon of code-switching at SMP Al - Muttaqin. From the interview, the teacher reported the experience of using code-switching for several factors or reasons.

First, the students are heterogeneous. They have diverse cultural and linguistic backgrounds. Harmer (2007) emphasizes that EFL teachers employ the first language since each student in a class has a distinct linguistic background. As well as Tasikmalaya, which is located in Eastern Priangan in West java where the majority of the society includes the students who speak Sundanese as their mother tongue or as a local language in their daily communication (Wati & Zulaikha, 2019). Apart from Sundanese, they also have *Bahasa Indonesia* as a unity language to be used, and other languages are also used and learned such as English.

Second, the aspect that causes the teacher to employ code-switching is bilingualism. This occurs when a bilingual alternately changes from one language to another (Mackey, 1962, as cited in Chaer & Agustina, 2010). Because of the ability to master two languages, being bilingual causes code-switching in communication (Hanafiah, Mono, & Yusuf, 2021). When speaking with their students, bilingual teachers are able to switch or mix their languages during the teaching-learning process (Rukmi & Khasanah, 2020). In this case, the teacher reported that the teacher teaches bilingually. The teacher reported that the teacher switched from full English first, then switch to *Bahasa Indonesia* based on the condition or situation of the students.

Third, the teacher explains that code-switching is used based on the context and condition of the students, for example, if there are students who are confused or do not understand the

teacher's utterances in full English, the teacher switches the utterance from English to *Bahasa* for help and assist students understanding. Holmes (2013) outlined several social factors that impact bilingual or multilingual decision-making when selecting a code, such as participants, the topic being discussed, the purpose of the conversation, and how the situation and context occurred in the conversation.

The researcher conducted classroom observation on January 26th,2022 in the English program in a regular classroom and found the phenomenon of code-switching used by a shadow English teacher, "All of them are the same. *Semuanya sama ya*". This is the phenomenon of code-switching, as indicated by the utterance above. The teacher makes a statement to tell the students that like, love, and favor have the same meaning to express like in the context of teaching like and dislike, by switching the code from English to Indonesian. The teacher's utterances pertain to inter-sentential code-switching types that occur between the sentence level in which the teacher completes the utterances before switching and then switches into *Bahasa Indonesia* with the same meaning (Poplack, 1980, cited in Romaine,1995). The teacher also repeats the utterance to clarify the meaning which refers to Mattsson and Burenhult (1999) in the repetitive function of code-switching.

Based on the preceding description, the previous studies only focused on the teachers' attitudes toward code-switching at the university level, on the other hand, this research aims to focus on investigating and analyzing the types based on Poplack (1980) and the purpose of code-switching by Mattsson and Burenhult (1999) of an English teacher in 8th grade of SMP Al-Muttaqin. This research places important because it analyze how the teacher uses code-switching in the classroom and explore the purposes of an English teacher at SMP Al-Muttaqin who uses code-switching in the teaching English process, with the hope that the positive side or benefit of the findings contribute to sociolinguistic in English pedagogical process. Furthermore, the title of this research is "An Analysis of Teacher's Code-Switching in English Pedagogical Process". The purpose of the study was to analyse the types of code-switching used by the English teacher in the teaching English process and to explore the English teacher's purposes for using code-switching in the teaching English process. The research questions were (1) What types of code-switching are used by the English teacher in the teaching English process?; (2) What purpose does the English teacher use code-switching in the teaching English process?

METHOD

This research conducted qualitative research with a phenomenological case study approach. This research departed from the data and phenomena gathered by the researcher in pre-observation on January 20th and 26th, 2022 at SMP Al-Muttaqin. The participant of this research is an English teacher who reported several reasons and experienced the phenomena of code-switching in the teaching English process. This study analysed a case that has a relationship with the essence of the subject's experience related to a phenomenon (Merriam, 2009, cited in Crawford, 2016). Hickman & Kiss (2010, cited in Demir & Qureshi, 2019) support that the researcher can use phenomenological case studies to better understand and analyse the process of the phenomenon through subject experience. Therefore, this allows the researcher to understand the subject's experience and reveal the process of the teacher's code-switching phenomenon through in-depth analysis.

The researcher analysed and explored teacher phenomena using code-switching in more detail in the real-life context of the teaching process in the classroom naturally by using multiple sources of data (Observation, interview, open-ended questionnaire). This study focused on a single case and a single subject with specific criteria that is accordance with the needs and purposes of the study (a teacher who experiences code-switching phenomena in the teaching process obtained from pre-observation) and allows the researcher to link data and phenomena in the field with relevant and appropriate theories (Creswell & Poth, 2018; Yin, 2018). The theories used in this research was the theory of types of code-switching by Poplack (1980) and the purpose of a teacher's code-switching by Mattsson and Burenhult (1999).

All in all, this research focused on analyzing the types and exploring the purposes of an English teacher's use of code-switching in the teaching process in the 8th grade of SMP Al-Muttaqin Tasikmalaya**.**

The subject of this research was an English teacher who was 40 years old and has been 14 years of teaching experience at SMP Al-Muttaqin. The teacher has reported the experience of code-switching in the teaching process for a few reasons or factors in pre-observation. According to Cohen, Manion, & Morrison (2005), Purposive sampling employed sample that could be adjusted

to the needs of the research. The research was conducted in 8A male class which has been adjusted to the teacher's latest schedule.

This research was conducted in SMP Al Muttaqin full-day school, which was located at Jalan Ahmad Yani Number 118, Tasikmalaya. The researcher has chosen this location because of this research on the phenomenon of code-switching, which was reported by an English teacher in an interview on January 20, 2022, and seen on January 26, 2022, during the pre-observation. The teacher has reported several reasons or factors for the occurrence of the phenomenon of code-switching in the learning process related to the characteristics of the topic of this study and researchers found this phenomenon in the school. This study was conducted at this location for nearly a month, from July 18 to August 11, 2022. The data was gathered by the researcher through observation, interviews, and an open-ended questionnaire. According to Creswell (2013), data collection processes pertain to means of locating and selecting persons for study, obtaining subject and object permission, and getting information by asking questions or observing someone or people's activity. This research collected data by observation, interview (Creswell, 2013), and an open-ended questionnaire adapted from Shafi (2020).

Observations were conducted four times in 8A male class on July 28, 2, 4, and August 9, 2022. The researcher focused on observed one object, which was focused on an English teacher, that occurred naturally when the teacher taught English, particularly on the usage of code-switching in the teacher's utterances and conducted in the classroom. In this study, the researcher worked as a non-participant. It means the researcher is present at the location but did not interact or participate (Cohen, Manion, & Morrison, 2005). The researcher recorded the teacher's teaching process using a video recorder as a tool on a mobile phone camera and audio recorder. During the observation, the researcher recorded the teacher's utterances and the teaching- learning process and filled out the observation sheet by writing the teacher's utterances and giving a checklist. The type of observation that used in this study is an observation checklist, which is composed of dividing the aspects to be observed into several categories by placing a tick (✔) in the category column provided (Cohen, Manion, & Morrison, 2005). The aspects that were classified from this observation were the teacher's utterances, then classified the types of code-switching according to Poplack's theory (1980), the tick (✔) has been placed in the purpose of code-switching in the teacher's utterance by Mattsson and Burenhult (1999), and then write the context of the utterances regarding Yule (2016). To improve the accuracy of the data, the researcher carefully listened to

and watch the video recording, transcribe the utterances, identified and analyzed, then classify the utterances into sections of the classification table. The next step that has been carried out is an interview which allowed the researcher to cross-check and explore the data gained through observation. The purpose of interviewing people is to explore the specific purpose of the teacher's code-switching in the English pedagogical process. This interview conducted once in a shorter case, which is less than two hours (Yin, 2018). The researcher has gained permission and ensured that the interviewee is ready to be interviewed. The researcher asked several open-ended questions adapted from Shafi (2020) with a semi-structured interview to follow up on the main question and lead to completing the data collection. The interview has been held once on August 11, 2022, by conducted note-taking and recording by a voice recorder and then transcribed. The questions are related to the purpose of the teacher's code-switching in the English pedagogical process and also related to the theory of Mattsson and Burenhult (1999). Appendix 3 presents the result of interview and below is the blueprint of the interview adapted from Shafi (2020).

The questionnaire has been given once after interview on August 11, 2022, that adjusted to the availability of research subject. The purpose of open- ended questionnaire was to verify or cross-check the data from interview that related to the teacher's purpose of code-switching in the pedagogical process by giving a list of written questions to be answered by the respondent. The result of the open-ended questionnaire could be seen in appendix 4 and below is the blueprint of the open-ended questionnaire adapted from Shafi (2020).

This research employed a triangulation method, which employed multiple data collection methods for the same object (Cohen, Manion, & Morrison, 2005; Creswell & Poth, 2018; Noble & Heale, 2019). The data collection were observation, interview, and an open-ended questionnaire. The purpose of the triangulation of data is "a peer examination of the findings respondent validation and reflexivity" (Cohen, Manion, & Morrison, 2005, p. 112). Moreover, triangulation is used to improve accuracy and cross-check information sources (Fraenkel, Wallen, & Hyun, 2012; Creswell & Poth, 2018). After the data has been obtained by using observation, an interview, and an open-ended questionnaire, the next step that the researcher needed to do is to analyze the data. The data has been analyzed by Miles and Hubberman (1994). From data reduction, through data display or presentation to data conclusion and verification

In data collection, the researcher has gathered the data, and then identified, selected, focused, classified, and transformed the data as it appears in the written-up transcription. The data

collected has been changed into the form of written text, focused on the research topic of types of code-switching by Poplack (1980) and the teacher's purposes by Mattsson and Burenhult (1999). In this case, the data from the observation and interview has been transcribed into a written transcript. All in all, in reducing data, the researcher has gathered the data, identified, analyzed, selected, and focused the data according to the objectives to be achieved in the research. The researcher presented and organized the data after reducing it to aid in the researcher's understanding of the teacher's code-switching case. The researcher tried to understand the data in this step by analysing and organizing it and presenting it in the form of a table in the teacher's code-switching. By seeing and understanding the results, the data could be easily described and concluded in the next step. The last step of analysing the data after data reduction and data display is the conclusion drawing or verification. After the data collection was completed and the three analysis activities were completed, the research would give a brief explanation of the results, which would produce clear findings that were supported by the data. From embracing and focusing on data to describing data with tables to make it easy to understand and clear. After that, conclusions were drawn which provide answers to the research questions that the researcher asked about the types of code- switching and purpose of the English teacher's code- switching in the teaching English process in SMP Al-Muttaqin.

FINDINGS AND DISCUSSION

This data analysis was carried out to provide answers to the research questions that asked about the types and the purpose of the English teacher used code-switching in the teaching English process in the eighth grade of SMP Al-Muttaqin.

The results of types of code-switching used by the English teacher

The findings showed types of code-switching used by the English teacher at SMP Al-Muttaqin are following with Poplack's (1980) theory of code-switching type, which is supported by Rinawati and Putra (2021). The teacher used three types of code-switching, such as tag switching along with findings on the use of "*ya*" as the insertion of a short tag in the Indonesian context being validated by Rinawati and Putra (2021). The result of intra-sentential code-switching, which takes place within a sentence, and the usage of inter-sentential code-switching

as a type of Poplack's theory as the most common type of code-switching used by the English teacher that occurred at the sentence level. The results of this type of code-switching research differ from previous research, particularly research by Bonyadi, Kalvanagh, and Bonyadi (2021) on a comparable type of code-switching. According to Poplack's theory, which is used by the English teacher at SMP Al-Muttaqin, there are three types of code-switching: tag switching, intra-sentential code-switching, and inter-sentential code-switching. Based on the findings of this study, the most commonly used types of code-switching by the English teacher at SMP Al-Muttaqin are inter-sentential code-switching (189 times) and tag switching (117 times). The type of intra-sentential code-switching is the least used, with an intensity of 33 times. On the other hand, research by Bonyadi, Kalvanagh, and Bonyadi (2021) used Wardhaugh's Theory, which only used two types of code-switching, namely inter-sentential code switches (63) and intra-sentential code switches (23) by only mentioned the total frequency without showing examples of each type of code-switching and focusing on four teachers' perception as well as another previous research by Afriani (2020) and Istifci (2019). Meanwhile, this study focuses on the types and also the purposes of an English teacher in an 8A male class at SMP Al-Muttaqin, using more detail in data collection and analytic methodologies.

The teacher's purposes for using code-switching in SMP Al-Muttaqin.

This study also showed the relevance and development of Mattsson and Burenthult's (1999) theory, such as the topic switch used by the teacher in SMP Al-Muttaqin for understanding grammar, which is supported by Harmer (2007); Azad (2018); Ghobadi & Talebinejad (2018); Leoanak & Amalo (2018); Suganda, Loeneto, & Zuraida (2018); Arief & Khotimah (2019); Narasuman, Wali, & Sadry (2019); Shafi (2020); Tabassum, Rafique, Akram, & Khan (2020),; Bonyadi, Kalvanagh, & Bonyadi (2021); Zainil & Arsyad (2021). This finding also proved development and differences from previous studies, particularly from Bonyadi, Kalvanagh, and Bonyadi (2021), which shows that from the findings of this study, the teacher uses code switching not only for grammar but also to explain the material, explain concepts, and assist students in achieving the material, as supported by Danaparamita (2016), Fachriyah (2017), and Bhatti, Shamsudin and Said (2018). In addition to the topic switch, affective function used by the teacher for showing attention, assisting students with low proficiency, and getting attention from the students that were based on the situation and condition, the results of this study show conformity

with the theory of Mattsson and Burenthult (1999) in building solidarity, which is supported by Harmer (2007), Kyriacou (as cited in Waugh & Jollife, 2020), Leoanak and Amalo (2018), Shafi (2020), Suganda, Loeneto, & Zuraida (2018), that the benefits of the EFL teacher switching from L2 to L1 were to maintain or create a positive relationship, assist students with low proficiency, and maintain the social atmosphere, such as expressing feeling, emotion, attention, motivation, and attractive learning. However, the findings of this study contradict the findings of Zainil and Arsyad (2021), Istifci (2019), and Shafi (2020), who support and agree that code-switching can save time. The English teacher at SMP Al-Muttaqin disagrees and claims that switching the code takes a long time. Munawaroh, Hartono, and Sakhiyya (2022) confirm the teacher's assertion that code-switching is done to provide more comprehension to pupils by needing and spending much time.

The last, repetitive function used by the English teacher at SMP Al-Muttaqin is to clarify the instructions, the meaning of the sentence, and especially the sentence or statement in the task. This finding supports Mattsson and Burenthult's (1999) theory and enriches the study by explaining the use of code-switching to assist students in comprehending the meaning of tasks. Azad (2018) supports and strengthens this finding by stating that bilingual teachers switch codes during the teaching and learning process for repetition and clarification of sentence meaning. .This finding is supported by Leoanak and Amalo (2018), Shafi (2020), Tabassum (2020), Muico, Pineda, and Taclibo(2021), and Zainil and Arsyad(2021), who have indicated that teachers believe that using code-switching is beneficial in the English pedagogical process, such as assisting students in understanding difficult words. The English teacher at SMP Al-Muttaqin noted that using code-switching too much was not good, but that code-switching was highly useful for responding to the students' conditions or abilities. This finding is supported by Puspawati (2018) and Nordin, Ali, Zubir, and Sadjirin (2013), who both propose minimizing the use of L1 in learning English and maximizing the use of the target language.

CONCLUSION

Based on the findings and discussions that have been described, the researcher concludes that: (1) The types of code-switching that were used by the English teacher in the teaching English

process in SMP Al-Muttaqin, that have been done in the 8A male class, 117 times for tag switching, 33 times for Intra - sentential code-switching, and 189 times for inter-sentential code-switching. The most commonly used type of code-switching by the teacher is inter sentential code-switching which occurred at the sentence level and the type of tag switching in the form of insertion of short tag expressions and the type of code-switching that was least used by the teacher was the type of intra sentential code-switching that occurred within a sentence.

(2) The English teacher in SMP Al-Muttaqin has explored the purposes of using code-switching in English pedagogical processes. the teacher stated that code-switching is very helpful to provide a clearer understanding that is adapted to the conditions or abilities and situations of students. Code-switching is useful for students with low proficiency or for students who have difficulties understanding the target language. The English teacher at SMP Al-Muttaqin used code-switching to assist students in understanding grammar and understanding new material as well as concepts (55 times) in the topic switch. The teacher also used code-switching as an Affective function in a total of 113 to build solidarity such as showing attention to students, receiving attention from students, showing affection for students, and to offer clarity in clarifying the meaning with 171 repetitions such as a repeat of instruction, sentence, or statement, and to assist students in understanding the task instruction.

Having conducted this research, for further research, the researcher can continue this research on the same topic by developing different classes, such as a female class. In addition, the other researchers also can enhance this research topic by incorporating code-mixing. For teachers, teachers can use code-switching for their purpose when teaching English wisely. It means they have to know the characteristic of their students. For students, students should understand when teachers use code-switching, which has a specific purpose to facilitate understanding in learning. By knowing and understanding the purpose of code-switching, students are expected to be more active in learning English.

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