

# THE USE OF CODE-SWITCHING IN TEACHING ENGLISH AT SMAN 2 PANGKEP

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## *Abstract*

*The purpose of this study was to determine the use of code-switching in teaching English. This research method is qualitative. To achieve the research objectives, the data collected were in the form of observation and interviews. The population of this study was a teacher who taught eleventh grade at SMAN 2 Pangkep and three students to get their perception of the use of code-switching in teaching English. The research findings showed that: 1) the teacher did code-switch at school not only in the classroom, 2) code-switching motivated the teacher to use her language interaction, and 3) the teacher's ways used more than one language such as Bahasa Indonesia to English or English to Indonesia, it helped and motivated the students to learn English more by using code-switching step by step. According to the interview and observation from the teacher and students, using code-switching motivated them to learn English more. Most of the students agreed if the teacher used code-switching in teaching English. Therefore, it can be concluded that the use of code-switching by the teacher helped the students enjoy learning English.*

**Keywords** — *Code-Switching, Teaching, Learning.*

## INTRODUCTION

Code-switching is seen to be a useful tool in assisting the English language teaching and learning process, especially at the foundation level where it is a skill being introduced to the pupils. It is also an opportunity for language development since it allows for the effective transfer of ideas from the sender to the hearers. Exposure to code-switching at the early stages of learning enables learners to gain a head start toward effective and successful learning and gradually become proficient speakers of the English language.

Code-switching helps learners to enjoy their learning due to their ability to comprehend the teacher's input. The comprehensible input also allows them to feel less stressed and to

become more comfortable learning. Once they are comfortable with the environment, without any unnecessary anxiety the learners can focus and participate in classroom practice and activities more successfully. This psychological support makes learners feel more relaxed and comfortable learning the English language. However, Code-switching has negative effects on the teaching and learning of the English language in Nigeria.

The teacher is expected to inculcate the standard form of the English language to the students by his use of Standard English. However, by his/her use of code-switching, the primary objective of imparting Standard English to the learner is defeated. A situation where a teacher gives an instruction or an idea in one language and repeats the same in another language within the same period will slow down the rate of learning of the target language. Learners in this situation, having mastered this pattern of teaching may not take seriously what is being taught since there is an assurance that the same message will be delivered in their mother tongue.

Teacher-centered activity is often called one-way communication. The teacher is active in transferring her knowledge while students become passive and their potentialities are not well developed. They don't have enough opportunity and courage to express their ideas or opinion. In the activity, teacher tries to transfer her knowledge. Learners tend to become recipients of knowledge being transferred. There is little attention or consideration to whether the learners can accommodate the knowledge being poured. When we teach and learn English, we are faced with one of the common problems, namely the lack of known vocabulary to compose what sentences we want to express in English, therefore one way that we can motivate ourselves to improve our skills in teaching and learning English is by using code-switching.

The reason that motivates the teacher does code-switching from English to Indonesian or regional dialect varies depending on the situation. Different situations possess different factors or reasons as well. Some reasons are that students are noisy, get bored, and do not know the meaning of words or sentences. The teacher does something to solve the problem, such as making a joke, giving emphasis on the material, warning the students by raising their voices and translating the material into Indonesian.

In this research, the researcher wants to investigate those phenomena in the English teaching and learning process at SMAN 2 Pangkep. The researcher is expected to describe widely the use of more than one language alternately in teaching English in the classroom. The reason that motivates the researcher is the enthusiasm in providing examples, inviting and giving an understanding that learning English isn't difficult, there are many ways we can do to

get used to it, one of which is using code-switching in daily communication.

## LITERATURE REVIEW

### 1. Definition of Code-Switching

Octavia, (2016). Code-switching in language occurs when a speaker alters what language or dialect, they are speaking in a specific setting to gain acceptance in that space depending on the social context or conventional setting.

Eldridg, (1996) Code-switching is “a natural and purposeful phenomenon, which facilitates both communication and learning”. In recent years many studies have been carried out in educational contexts around the world in the field of code-switching, indicating that both teachers and learners use code-switching to communicate and interact in the foreign language classroom.

Crystal (1987) suggests that code-switching or language-switching occurs when two bilingual individuals alternate two languages during their speech between them. There are many reasons why people code-switch and one of the reasons may be what the participants want to project to identify themselves as members of certain social groups and to negotiate their position in interpersonal relations.

### 2. Types of Code-Switching

#### a. Inter-Sentential Switching

Inter-sentential switching is a process of switching clauses or sentences in one language. Inter-sentential switching often occurs in the teaching and learning process in class because the speaker in this case the student does code-switching because they feel the need to clarify or interpret what was said before.

#### b. Intra-Sentential Switching

The second type of code-switching is intra-sentential switching. This type is done by someone in communication by switching the word inside a sentence. In other words, this type of code-switching occurs in the speaker's sentence. when you are doing the teaching and learning process.

#### c. Tag Switching

The third type of code-switching is the switching tag where the speaker put a short word to emphasize in the conversation. The process that occurs during the speaking for

academic presentation course class on going shows that students do this type when they wanted to convince their conversation by slipping a short word. Students include short words as a sign of emphasis on what they delivered.

### 3. The Factors of Code-Switching

The factors of the use of code-switching in studying linguistics and greater in particular code-switching, now not most effective feel code-switching, kind code-switching and purpose code-switching have to be acknowledged too.

Setyaningsih (2006) states there are three main factors why human beings the usage of code-switching: Social Factors, Cultural Factors, and Individual Factors.

### 4. Sociolinguistics

Sociolinguistics is certainly one of the studies about language in relation to society situation. Sociolinguistics is branch of linguistics that takes language as a problem of study, in a manner this is generally outstanding from how syntax, semantic, morphology, and phonology manage it (Jendral,2012). Sociolinguistics is study of language in terms of society (Hudson,1996). Sociolinguistics is problem with investigating the relationship among language and the way languages feature in communication (Wardaugh,2006). At the same time as Gumperz in (Gumperz,2009) states that sociolinguistic is a try to find correlations among social structure and linguistic structure and to look at any modifications that happens.

### 5. Bilingual

Bilingualism may be appeared because the capability to speak in languages, however with more competences in one language. Even as the humans which interrelated in, it referred to as bilingual. In lots of elements of the sector a capacity to talk multiple language isn't always at all extremely good. In fact, a monolingual person could be appeared as a misfit, missing an essential ability in society. In lots of components of the world it's far only an ordinary requirement of day by day living that human communicate several languages, perhaps one of greater at domestic, another in village, nevertheless some other for functions of trade, and but every other for contact with outside world social or political organization.

According to Stockwell noted in (Hany, 2013), a code is "a symbol of nationalism that is utilized by human beings to talk or talk in a specific language, or dialect, or check in, or accent,

or style on different activities and for extraordinary functions. In addition, (Wardaugh, 2006) additionally keeps that a code may be described as “when two or extra human beings communicative with every different in speech, we can call the system of conversation that they appoint a code. Consequently, human beings are typically required to choose a selected code every time they select to talk, and they will additionally determine to switch from one code to any other or to mix codes, sometimes in very short utterances and it way to create a code.

## **METHODS**

### **1. Research Design**

This research used a descriptive qualitative method. A qualitative method was a research process to describe the social state of affairs primarily based on the actual state of affairs, fashioned via phrases primarily based on the technique of information series and statistical analysis that is the applicable situation.

Activities in the analysis include data reduction, data presentation and drawing conclusions and verification. Qualitative approaches are intended to obtain more in-depth data, develop theories, and describe the reality and complexity of the phenomenon under research. This research qualitative method was designed by applying a naturalistic design. This approach used that allows you to find out, identify, evaluation of code-switching in teaching English at SMAN 2 Pangkep. The facts are the sentences of English instructors spontaneously code-switching in teaching methods. In this research, the researcher describes the kinds of code-switching of every assertion as sentences and gives rationalization approximately the reason on the way to know the influencing.

### **2. Research Variables**

This research has a single variable, that was Code-Switching, which means the practice of alternative use between two or more languages or varieties of language in a conversation, often within one sentence. A bilingual and multilingual learning process is used by teachers.

### **3. Time and Location of Research**

This research took place in the first semester of the school year 2022/2023 on October 2022 at SMAN 2 Pangkep. JL.AS Dg. Kalebpu No. 2 Segeri Sulawesi Selatan.

#### 4. Population and Sample

When a researcher was doing research, the population was the object that the researcher desired to observe the results. According to the description, the population of this research was all the teachers at SMAN 2 Pangkep. The sample of the research was one English Teacher in grade eleventh.

#### 5. Research Instruments

To collect and obtain data, the researcher did observations and interviews.

##### a. Observation

Observation was a qualitative research method that includes not only observations of participants, but also ethnography and research work in the field. According to Young (1966: 159), Observation is a systematic study through the eye of spontaneous occurrences as they occur. Several research centers participated in an observational study design. Observational data can be integrated as ancillary or confirmatory studies. In this research, direct observation is also needed. The value of observation is that researchers would understand the context of what is being studied thoroughly and enable the researcher to perceive the problem in its light. This is done to make it easier for her to obtain clear and accurate information. The purpose of the observation found out what type of code-switching the teacher used when teaching, and how the teacher uses code-switching in the class.

##### b. Interview

The researcher used interviews as an additional instrument to get more accurate data. In this case, the researchers used the semi-structured interview method to get the information that facilitates getting complete facts by asking the questions associated with the subject. As (Adhabi, 2017) provide an explanation for the semi-structured interview similar to a dependent interview, this sort of interview also outlines subjects and questions prepared with the aid of the researcher. but, not like the based, semi-structured interviews have no inflexible adherence. Their implementation was depending on how the interviewee responded to the query or subjects laid throughout by way of the researcher. The purpose of the interview was to find out the reason why teachers use code-switching.

## 6. Procedure of Collecting Data

To collect data, the researcher followed these steps to facilitate the process of data collection below:

- a. Observing in the class when the teacher was teaching. Prepared guide for the interview.
- b. Asking permission to interview English Teacher and selecting students.
- c. Interviewing teacher and students.
- d. Writing/recording teacher's utterances.

## 7. Technique of Data Analysis

After collecting the data, the researcher analyzed the data using the following steps:

- a. Observation
  - 1) a. Conducting observation with the English language teacher at SMAN 2 PANGKEP.
  - 2) Collecting the fact or issues regarding the use of code-switching in teaching English.
  - 3) Preparing the research instruments necessary to record the result of the research.
  - 4) Writing and took a photo the research of the observation.
  - 5) Collecting the results of the research observations.
- b. Observation

The data from the interview were analyzed as follows:

- 1) Collecting the raw data.
- 2) Transcribing the recording.
- 3) Concluding.

## RESULTS

### 1. Types of Code-Switching used by the teacher in English Teaching at SMAN 2 Pangkep.

This research was conducted during the teaching and learning process of English subjects in the classroom, to find out the type of use of code-switching. According to Pollack (1980) there are three types of code-switching, namely; tag switching, inter-sentential code-switching and intrasent-ential code-switching. The examples of the code-switching types found in teachers' utterances described as follows:

a. Tag Code-Switching

Tag code-switching happens when the observed teacher inserts short expressions (tag) from different language. Tag code-switching used includes interjections, tags, and idiomatic expressions that can be seen in the following extracts below.

1) Interjections

*Teacher: Yeah, karena hari ini kita akan belajar berdialog jadi kalian akan cari pasangan! Today hmmm, we are gonna learn about conversation, so please look for your partner.*

The extract above shows the teacher used code-switching in classroom with one part of the tag switching, namely interjection. An interjection is always intended to show feeling.

2) Tags

*Teacher: You understand about passive smoking, don't you? dimengertiji toh?*

The extract above shows the teacher used of one part of the tag switching, namely tags, the convincing sentence that teacher used against her students.

3) Idiomatic Expressions

*Teacher: Sekarang, cari pasangannya dan mulai buat percakapan! Go along with your partner, please! Sit tight, I'll be back! Saya kasi waktu sampai jam 10.30 ditemani sama kaka mahasiswa, saya ke ruang guru dulu sebentar.*

The extracts above shows that teacher used idiomatic "Go along with your partner!!" as a quick instruction to her students.

b. Inter-sentential Code-Switching

Inter-sentential code-switching describes as the switch between sentence boundaries, in which one sentence is in one language and others in another. Language this type of code-switching also appears is the teacher's language in instruction that can be seen in the following extract.

*Teacher : With your partner, sama pasangan kamu, tidak boleh lihat punya pasangan lain, No cheating to others partner, what was my instruction? Apa tadi yang kusuruhkan?*

The extract above shows the teacher did code-switching used Inter-sentential Code-switching.



c. Intra-Sentential Code-Switching

Intra-sentential code-switching is the shift of words or phrases other language in one sentence. The word class that usually comes in intra-sentential code-switching is verb, adjective, and adverb, used by the teacher in her teaching as shown in the following extract.

*Teacher: Apa efek dari merokok? Sakit, Sick, tidak sehat, unhealthy. Apalagi, what else? nah, Smoking merokok, kalau Smoker perokok.*

2. Teachers' Reasons Using Code-Switching in Teaching English at SMAN 2 Pangkep.

To obtain data, the researcher conducted an interview with one of English teachers in SMAN 2 Pangkep, the researcher found that there two factors for the reasons why the teacher used code-switching in the class, namely: Social factors, and Individual factors.

a. Social Factors

The researcher's interview data, part of the social factors were, (1) Students abilities in English were different, (2) making students focus in learning process, (3) there was something funny in the class, and (4) giving gave instructions.

b. Individual Factors

Some parts of individual factors were (1) creating comfortable learning situations, (2) the students didn't understand the material or teacher's utterance, (3) building close relationship between the teacher and the students, and (4) correcting student's mistakes/error.

3. Teacher's Way of Using Code-Switching in Teaching English at SMAN 2 Pangkep.

The observation found the ways of using code-switching in teaching, by using English and indicates the appearance of the shift of two language can be in a word, phrase, and sentences. Those can be seen in the following extract.

a. Word

Some examples of the words in verbs below were often used by teachers in teaching English using code-switching. "Listen, make, complete, understand ,try, open, explain".

*Teacher: Listen to me please, eh ayokk!! Try your Best! dicoba pelan-pelan, complete your conversation!*

b. Phrase

Some Examples of phrases below were often used by teacher in teaching English using code-switching.

*Teacher : which one yang mau di explain more?*

c. Sentence

Some examples of sentences from more than one languages, used by the teacher in teaching English using code-switching.

*Teacher: Siapa mau kasi contoh? Who wants to give some examples?*

## DISCUSSIONS

### 1. Types of Code-Switching used by the teacher in English Teaching at SMAN 2 Pangkep.

Related to research findings, several English teachers use this type of code-switching in the classroom. The types of code-switching that appear in this study are; tag code-switching, code-switching between sentences, and code-switching within sentences.

### 2. The Reasons for Using Code-Switching in Teaching

There are two factors why code-switching occurs in teachers' utterances, they were; social factors and individuals' factors.

### 3. The Teacher Use Code-Switching in Teaching English Process

The ways of using code-switching according to the conditions that occur in the classroom and school environment, teacher used more than one language, can be in a word, phrase and sentences.

So based on this research, the English teacher did code-switch at school, not only in the classroom, this research revealed that the teacher used code-switching because it helped the students and motivated them to learn English step by step.

Octavia, (2016). Code-switching in language occurs when a speaker alters what language or dialect, they are speaking in a specific setting to gain acceptance in that space depending on the social context or conventional setting. Eldridg, (1996) Code-switching is "a natural and purposeful phenomenon, which facilitates both communication and learning". In recent years many studies have been carried out in educational contexts around the world in the field of code-switching, indicating that both teachers and learners use code-switching to communicate and interact in the foreign language classroom. And Crystal (1987) suggests that code-switching

or language-switching occurs when two bilingual individuals alternate two languages during their speech between them.

## CONCLUSIONS

As mentioned in the result, the researcher found that teachers used code-switching in teaching English.

1. The teacher used all types of code-switching, namely; tag switching, inter-sentential switching, and intra-sentential switching.
2. The reasons for using her codes are, (1) creating comfortable learning situations, (2) the students didn't understand the material or teacher's utterance, (3) building a close relationship between the teacher and the students, and (4) correcting students' mistakes/errors.
3. The ways of using code-switching in teaching English at SMAN 2 Pangkep are the form of words, phrases and sentences.

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