

## TYPES AND REASONS OF CODE-SWITCHING IN TEACHING PROCESS OF THE ELEVENTH GRADE TEACHERS IN SENIOR HIGH SCHOOLS IN PALANGKA RAYA

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### Abstract

The research was a descriptive qualitative research with the aim to analyze the types and reasons that caused the teachers in three schools with different accreditation to deliver the materials apply code-switching in English classes. The data were taken from the teachers of the eleventh-grade class from three schools based on A, B, and C accreditation, i.e. by interviewing the teachers and doing class observation. Result of the research showed that all of the three teachers applied code-switching in the class. The types of code-switching that they used were (a) inter-sentential code-switching, (b) intra-sentential code-switching, and (c) tag-switching. It was also found factors that caused the use code-switching in the English teaching process, they are (a) talking about a particular topic, (b) repetition used for clarifications, (c) softening or to strengthen request or command, and (d) because of real lexical needed. Types of accreditation did not show any difference in the teachers' use of ode switching.

**Keywords:** code-switching, eleventh grade students

### INTRODUCTION

Code-switching is a phenomenon of language that occurs as a result of language contact in a bilingual society. Many people use code-switching in their conversation when they start formal language to informal. The capability of using two languages is called bilingual. Bilingual is an alternative of using two languages by the same individual (Hoffman, 1991:16)

Code-switching is a well-known trait in the speech pattern of the average bilingual in any human society the world over, where both of them are the most obvious and widespread which is used in different languages. While putting the phenomenon of code-switching in context, the function of code-switching will be introduced in various aspects. Firstly, its function in a bilingual community setting will briefly be explained by giving a sample authentic conversation which will help the

reader deduce ideas about its possible applications in educational contexts. Secondly, the function of code-switching in teachers' classroom discourse will be introduced with its aspects as a topic switch, affective functions, and repetitive functions. Thirdly, the focus will shift to the students' code-switching by introducing some basic functional perspectives as equivalence, floor holding, reiteration, and conflict control.

From the function above, generally, code-switching occurs not only in social communities but also they occur in classroom situations. It has big advantages especially for the teachers to transfer the knowledge of foreign language to students, and through these alternative ways a student is required to use target language while speaking or discussing to develop their skill in foreign language learning.

Based on the research findings of Elva et.al (2019) it was revealed that the teachers used nine different codes which were dominated by English and Bahasa Indonesia. Therefore, the students were expected to get enough exposure to target language. In addition, codes that included the local language, Minangkabau, were rarely used by the teachers. The result also showed that the classroom code-switching and code mixing dominantly function for curriculum access, followed by classroom management and interpersonal relation. In other words, the teachers often did code-switching to help students understand the lessons.

Based on the background above, the researchers were interested to investigate the use of code-switching in the teaching process in Eleventh Grade students in Palangkaraya. This research was limited to schools based on the quality management of education which is regulated by a National Accreditation Agency. This agency has the authority to evaluate the quality of school management base on the indicators that have been compiled, and also give the accreditation predicate A, B, or C. The criteria represent the entire management process in schools including the criteria for teachers in the teaching process. The requirements to obtain an accreditation predicate in the school accreditation guide stated that each school with a minimum accreditation of C must have a teaching staff that fits the assessment qualification. Therefore, the research was conducted at three SMAs with accreditation predicates A, B, and C. This was to know whether the teachers in different accreditation predicate have differences in using code-switching in their teaching process of English.

Based on the background above, the researchers was interested to investigate the types and functions of using code-switching in the teaching process especially in English classes for the eleventh grade students.

## 1. Code-switching

There are several definitions of code-switching proposed by some linguistic experts.

Myers-Scotton (2006:239) stated that code-switching is the use of two language varieties in the same conversation. Code-switching is the use of two or more languages in one conversation where the speaker or at least understands the language into which switching occurs. Code-switching is the change from one code to another code. When people first use A code (English) and then change to B code (Indonesia), it can be said that phenomenon as code-switching.

## 2. Types of Code-switching

According to Poplack (1980) code-switching has three types, namely: (a) tag-switching, (b) intra-sentential code-switching, and (c) inter-sentential code-switching, as explained as follows:

### a. Tag-switching

Tag-switching occurs when bilingual inserts a short expression (tag) from a different language. Tag switching involves inserting short tags or phrases in one language into a speech if not completely in another language. Where certain 12 tags and phrases in one language are inserted into speech or vice versa in other words. This type of code-switching occurs the most easily for the reason being that tags typically contain minimal syntactic restrictions; thus, they do not break syntactic rules when inserted into a sentence that is given in the L1 (Hamers & Blanc, 2000). According to Holmes (2001), tag-switching is sometimes called interjection, a sentence filler in other language that serves as an ethnic identity marker. Some examples of interjection that fall into the category of tag-switching like Wow !, Oy !, Oh !, hello! Hi !, bye!, Ouch! No! Yes! While those classified as sentence filler in English that function as fillers for vacancies includes likes, you know, well, actually, basically, and literally. The example as follow: - *Mutta en mä viittiny*, no way [English tag]! "But I'm not bothered, no way!" (Romaine, 1994) The example of this type in teaching Indonesian bilingual switches from English to Indonesian - Teacher : Ya, please do the next page for homework

b. Intra-sentential, in this type the speaker switches from one language to another in the same sentence. Thus the sentence will consist of two languages. Intra-sentential displacements were found when a word, phrase, or clause, of a foreign language, is found in a 13 sentence in the base language. Intra-sentential switching could be thought of as requiring greater fluency in both languages than tag switching since major portions of the utterance must conform to the rules of both languages (Romaine, 1994: 96) According to Poplack (1980), is possibly the most complex type among the three, as it can occur at clause, sentential or even word level. A good example to cite here might be the one given by Poplack as the title of her papers. An example follows:

- Sometimes I'll Start a Sentence in English Y termino en Espanol.

Translation: Sometimes I'll Start a Sentence in English and finish it in Spanish.

c. Inter-sentential, in which a change of language occurs at the sentence levels, where each clause or sentence was in one language or the other. In inter-sentential switching a speaker switches from one language to another between different sentences. This implies that when a speaker of an individual was divided into sentences, one sentence will be in one language while the other sentence will be in a totally different language. According to Poplack (1980), this is the most complex type of code-switching because the speaker has to control two linguistic systems simultaneously. In line with Muysken (2000), inter-sentential switching is the alternation in a single discourse between two 14 languages, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language or in the other hand means that Inter-sentential code-switching occurs between a different number of sentences The following examples shows inter-sentential code-switching from one language to another language. Example: "Ini lagu lama, tahun 60an. It's oldies but goodies".

It shows that Indonesian bilinguals switch from Indonesia to English (Hidayat, 2008: 76). The example in the teaching process:

- Teacher: Any question so far students? Jika tidak ada, buka halaman selanjutnya.

### 3. Reason of Code-switching

Hoffman (1991) classifies the reason of code-switching into seven points, which are:

- a. Talking about a particular topic is people sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language.
- b. Quoting somebody else: Regarding this function, Hoffman suggests that "people sometimes like to quote a famous expression or saying of some well-known figures".
- c. Being emphatic about something Usually, when someone who is talking using a language that is not his or her native tongue suddenly wants to be emphatic about something, as Hoffman stated "he/she, either intentionally or unintentionally, will switch from his or her second language to his or her first language.
- d. Interjection Regarding the reason, Hoffman suggests that "language switching and language mixing among bilingual or multilingual people can sometimes mark
- e. Repetition used for clarification About this reason, Hoffman states that "when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly).
- f. Intention of clarifying the speech content for interlocutor. When a bilingual person talks to another bilingual as suggested by

Hoffman, it was mentioned that there will be lots of code-switching and code mixing that occur. It means making the content of his/her speech runs smoothly and can be understood by the hearer.

- g. Expressing group identity Code-switching can also be used to express group identity. The way of communication of academic people in their disciplinary groupings is obviously different from other groups by Hoffman.

## METHOD

### 1. Setting

In this research, three settings of SMAs in Palangka Raya were taken, they are SMAN 5 Palangkaraya for A accreditation, SMAS Nusantara for B accreditation, and SMAN 10 Palangka Raya for C accreditation. Then, the researchers chose three English teachers of the eleventh grade class as the informants.

### 2. Data

This research provided qualitative data which could not be presented statistically. Thus, the data were collected as many as possible to obtain comprehensive information needed.

The data were obtained directly from the data source of the research. The primary data in this research were taken from direct observation on the use of code-switching in the teaching of English in the classroom. The purpose of observations was to make sure that the utterances of code-switching occurred due to some reasons as stated in the informants' answers to the interview. The other data were obtained from the informants' answers based on interview and questionnaire given. These interview and questionnaire forms were used to get information about teachers' perception about code mixing that they use in the English teaching learning processes in the classroom. The teaching processes, due to the covid-19 pandemic, were done in a virtual classes.

### 3. Data Collection and Analysis

The data collection technique in this research follows these procedures:

#### a. Direct observation

The observation technique is a way to collect data by monitoring or observing the object or event of research. The implementation could have happened in a real situation or a false situation. In this research, the researchers participated in activities being observed. They were directly involved in the situation they were observing. In this research, the researchers conducted observation for each teacher as the informant in each school to know the consistency of the teacher when they are delivering the English teaching material using code mixing. All activities in the classroom were recorded and the researchers also took notes on the happenings which could not captured in the recordings.

#### b. Interview

According to Cohen (2000:269), interview is two-person conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation. It involves the gathering of data through direct verbal interaction between individuals. In this research, the researchers applied semi structured interview that the interviewer used a set of questions which were developed to gain the specific information about the reason and the function of code-switching used by the English teachers in teaching process in class.

### 4. Data Analysis

In qualitative research, data analysis is carried out since the beginning of the research and during the process of the research conducted. The data which are obtained and collected will be processed systematically, starting from observing, interviewing, editing, classifying, reducing, presenting data, and concluding. Technical analysis of the data in this research used the interactive model of

Miles and Hubermann (1994:15-21) as follows:

1. Observing: in this step, the researchers observed the English teachers in classroom activities how they applied code mixing.
2. Interviewing: in this step, the researchers conducted interviews with the three teachers who were asked as the informants as the source of data. The interview was done to make sure or recheck the use of code-switching in the English class activities.

## RESULT AND DISCUSSION

### a. The Types of Code-switching.

Based on the result of observation there were some types of code-switching that the teacher used in the class as follows:

Table 1. Data of Code-Switching by English Teacher of SMAN 5 Palangkaraya

No	Utterance	The types of code-switching	Source of Data
1	Have I gave it to you last week, <i>yah?</i>	Tag switching	SMAN 5
2	How about you Azaria, <i>sudah mom kasih yah teks ini.</i>	Intra-Sentential	Palangka Raya
3	We continue for the text, <i>sudah sampai dimana kemarin?</i>	Intra-Sentential	
4	Does he come? <i>Ada disini ketua kelas maupun sekretaris kelas?</i>	Intra-Sentential	
5	It's seem that you enjoy listening to dangdut music. <i>Nah artikan kalimat itu.</i>	Intra-Sentential	
6	Ya, for the future. "would" in here is not past from "will". Ini bukan bentuk "past" dari "will"ny	Inter-sentential	

Recorded : April, 21<sup>st</sup>, 2021

No	Utterances	Types of Code Switching	Source of Data
1	Same pattern of formula, <i>semua polanya sama makanya kalian sesuaikan saja penggunaannya</i>	Intersentential	SMAN Nusanantara Palangka Raya
2	Please write your presence list, <i>silahkan isi daftar hadir kalian</i>	Intrasentential	
3	Passive voice <i>adalah kalimat pasif.</i>	Intrasentential	
4	Passive voice usually use in explanation text. <i>Pasif voice biasanya digunakan di explanation text</i>	Intrasentential	
5	See you, <i>sampai jumpa</i>	Intrasentential	
6	You and you. <i>Kamu bertanya ke dia dan dia bertanya kepada mu.</i>	Intersentential	

Recorded: May, 24<sup>th</sup>, 2021

No	Utterances	Types of Code Switching	Source of Data
1	Good morning, <i>sudah masuk zoom semua kah?</i>	Intrasentential	SMAN 10 Palangkaraya
2	Now, Let discuss to <i>halaman berikutnya.</i>	Intrasentential	
3	Pay attention please. <i>Keep silent coba perhatikan temannya mau menjawab.</i>	Intersentential	
4	If you need money from your mother. <i>Kalian pasti pake kata-kata yang membujuk atau merayu, ya kan?</i>	Intersentential	
5	Come on, <i>siapa lagi yang bisa kasih contoh?</i>	Intrasentential	
6	Show you screen, <i>Ibu mau lihat wajah kalian.</i>	Intrasentential	
7	There are many kind of persuasive words. <i>Jadi kalian tinggal pilih saja.</i>	Intrasentential	
8	So persuade other people with correct words. <i>Bujuk dengan kata yang tepat.</i>	Intersentential	
9	About persuasive words <i>apa sudah paham?</i>	Intrasentential	
11	OK. I think that enough for today. <i>Kita ketemu lagi yah di zoom berikutnya.</i>	Intrasentential	

Recorded: May, 26<sup>th</sup>,2021

### b. The Reason of using Code-Switching

In this part of the findings, the researchers interviewed three teachers of eleventh grade class from SMAN 5 Palangkaraya, SMA Nusantara Palangkaraya, and SMAN 10 Palangkaraya with 4 questions to know the factors why they used code-switching in English teaching classes. The following are their responses.

**Question 1:** Do you ever switch your language when you are teaching English in your class?

*"of course yes, I ever switch my language in class. (SMAN 5 Palangkaraya)*

*Yes, Sometimes I switch my language. (SMA Nusantara)*

*Yes, I do. (SMAN 10 Palangkaraya)*

**Question 2:** In what part of the teaching process do you switch your language?

*" I switch my language when explaining the material and sometimes giving instruction about how to do the task." (SMAN 5 Palangkaraya)*

*"I switch my language sometimes in pre-activity but most in explaining the materials." (SMA Nusantara)*

*" I do code-switching when I explain the material and give instruction". (SMAN 10 Palangkaraya)*

**Question 3:** What is the main function that you switch your language (code-switching)?

*"To make my students understand and increase their ability to do the task.*

*Students do not understand what I mean, if I only use English in delivering the material. Especially in Social Class most of them need detailed explanation in bahasa Indonesia".*

(SMAN 5 Palangkaraya)

*“The factor is to make my students understand, because they have poor vocabularies. Students understand what I mean; if I only use English in delivering the material they don’t know about materials that they got”. Code-switching also make my class more active.*

(SMA Nusantara)

*“Students do not understand what I mean if I only use English in delivering the material. Especially in Social Class most of them need detailed explanation in bahasa Indonesia”*

(SMAN 10 Palangkaraya)

**Question 4 :** Is there any effect for the score because of using code-switching and code mixing in the teaching process?

*Yes there are some students got good score especially when I explain how to do the exercise with switch or mix my language.*

(SMAN 5 Palangkaraya)

*Yes there are good effect. Their score are good and they are brave to respond my questions event they mix their language English and Indonesia.*

(SMA Nusantara)

*Yes it is, some students can do the task well when I explain the materials and I am satisfied.*

(SMAN 10 Palangkaraya)

## 1. Discussion

### a. Types of Code-Switching in the English Teaching Process of the Eleventh Grade Teacher in Senior High Schools in Palangka Raya

Based on the results of observation, all teachers were using code-switching in the English teaching processes in class. They applied (a) inter-sentential code-switching, (b)

intra-sentential code-switching, and (c) tag-switching.

#### Inter-sentential code-switching

The following is one of the examples of finding on inter-sentential code switching:

*“Pay attention please and keep silent. Coba perhatikan temannya mau menjawab”.*

The above data show that the teachers used English (Pay attention please, Keep silent) as instruction while Indonesia was as the embedded language (coba perhatikan temannya mau menjawab). The code-switching was from English to Indonesia. This utterance was categorized a inter-sentential code-switching because the teacher switched her language between sentences, there were two sentences on an utterance, the first was English and followed by Indonesia and the code-switching occurred between the two sentences.

#### Intra-sentential

The following is one of the examples of finding on intra-sentential code switching:

*We continue for the text, kita lanjut ke text, open your book.*

The data show that the teachers applied code-switching. This type of code-switching dominated by sentences which were its language matrix was English or English as the instruction, while Indonesia as the embedded language. There were two languages in one sentence that switched from English (we continue for the text) then switched to Indonesia (*kita lanjut ke text*) and switched again to English (open your book).

This utterance was categorized an intra-sentential code-switching because the teacher switched the clause in the sentence from English clause to Indonesia clause.

#### Tag-switching

The following is one of the examples of finding on tag-switching:

Have I gave it to you last week, *yah*?

In utterance was asked to confirm and Bahasa Indonesia as the embedded language (switch). So, code-switching in this utterance was from English to Indonesia because by tag *sudah yah* to English sentence.

### **b. Reasons of Code-Switching in Teaching Process of the Eleventh Grade Teacher in Senior High School in Palangka Raya**

Based on the results of interview, all teachers generally applied code-switching in their classroom from pre-activity, while activity, and post-activity. A huge portion of code-switching was to explain the material. This response was in accordance with Hoffman (1991) who stated that one of reasons to code-switch of language is talking about a particular topic. People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his or her emotions, excitements or even anger in a language that is not his or her everyday language. In the class, not all students were familiar with English, so the teachers sometimes switched English to Bahasa Indonesia to make clear the explanations, especially when talking about the sections of reading and writing in English. They switched their utterances in order to avoid misunderstanding and conflicts.

From the teacher's responses it was also known that the function of code-switching was to make the class more active in the discussion about the topic they were discussing. Students were brave to answer the questions although they switched their language. Because of that the teachers also said the student's score also increased.

### **CONCLUSION**

Based on the findings and discussion, the researchers conclude that to make teaching process more easily the teachers of SMAN 5

Palangkaraya, SMA Nusantara, and SMAN 10 Palangkaraya used code-switching. The types of code-switching that they used were inter-sentential code-switching, intra-sentential switching and tag code-switching. The factors that caused of using code-switching in the English teaching process were (a) talking about a particular topic, (b) repetition used for clarifications, (c) to soften or to strengthen request or command, and (d) because of real lexical needed. From the results of interview and observation, it was also found that the types of school accreditation did not show any difference in the teachers' use of ode switching. All of them used similar types and reasons of code switching in their English teaching and learning processes.

Considering the conclusions above, the researchers give some suggestions as follows: it is clearly shown that teachers still use code-switching in huge portions in the English teaching and learning processes. It is better if they decrease the use of code-switching in class with the expectation that the students will try to talk in English and if they really cannot find the vocabulary they want to say, they can switch code into Indonesian.

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