

## Chapter Four

### Findings and Discussion

This chapter shows and discusses the finding and discussion of the study. In this chapter, the researcher discusses the factors influencing teachers' code-switching in the EFL classroom and the function of teachers' code-switching in the EFL classroom. This study was conducted to answer two research questions. The finding was obtained from the participants' perception and supported by several kinds of literature from chapter two.

#### Factor Influencing Code-switching in EFL Classroom

This research involved two English teachers from one of private boarding school in Jogjakarta. In this school there are two different types of classes. The first is multiclass, and the second is a regular class. Multiclass had international standard and regular classes had national standard, therefore the students in multiclass have higher English proficiency level than students in the regular class. Multi-class in this private school has an international standard but English teachers still performing teachers' code-switching in this class. Students in the regular class have rather low English proficiency level. Teachers' code-switching happened in this class.

**Students' English proficiency.** This is one of the reasons why teachers perform teachers' code-switching in EFL classroom. Students are not familiar with English languages, some of the students will not understand the material clearly if the teacher do not do teachers' code-switching in their English classroom. The first participant stated that "When in the classroom we do not always use the target English but when the teachers explain some part which is difficult for students using English, we switch it into Bahasa Indonesia" (P1. 3) from the statement we know that English teachers do not only use the target language in teaching

foreign language but also the first language. According to Qing (2010), teachers usually do code-switching of a word to translate or elaborate the important things during the process of explaining new vocabulary or teacher switch some words because teachers want to make themselves better understood or when teachers think they can not express themselves in the target language it is better to switch some word into the first language than to let the students misinterpret the meaning. The participants also said “The reason why I do teachers’ code-switching, for example is when the material was difficult and not all of the students will understand about the material. **(P1. 14)**”

The participant said that for the student who do not familiar with the target language, they will process the material twice “Its just only because language factors but student will process it twice. Firstly they should think about the meaning of the word and the second they should work on their task. It will be difficult for the students” **(P1. 57)**. Beckers argued that “some external social factors from teachers’ code-switching like the characteristics from the setting and from the participants, language proficiency and addressee’ preference” (as cited by Rios and Campos, 2013), but when teacher do teacher code-switching it will help student study because they already know what is the point of the teacher explanation “It was different when they study by using Bahasa Indonesia. It was their daily language. They will definitely know the meaning. **(P1. 58)**” One of the purposes why teachers do code-switching is to make students do not feel bored and easier to understand the material (Adyani, 2013).

The participant involved in this research is taken from a high school that has two different types of classes, the first is multiclass and the second is regular class, students in multi classes and regular classes have different English proficiency. The first participant stated “Especially when teaching regular class I always do the code-switching, but it is based on the necessity and usually English will be the dominant language. **(P2.15)**” In this case, the frequency of teachers’ code-switching is based on the type of the class. Holmes (2010)

argued that the reason why the speakers do code-switching is because the participants. The participants are the language users involved in interaction or conversation which consist of who are speaking, and who are they speaking to (as cited by Innuwa, Christopher and Bakhrin, 2014) this is proofed by the second participant opinion “That is the reasons why teachers’ code-switching in the regular classroom are dominant. (P2. 28)” but in both classes teacher always do teachers’ code-switching “Why I decide to use teachers’ code-switching because the students do not always understand if the teacher explain the material in English” (P1. 17) teacher always use teachers’ code-switching in both classes, one of the reason why teacher use teachers’ code-switching is because students’ English proficiency.

The reason why teachers’ code-switching in multiclass and regular class is different also because of the student's different background knowledge, the first participant stated that “It will become a problem if we teach in regular class but teachers do not perform code-switching and code-mixing, there will be a lot of the students who will not understand.” (P1. 24). Khnert, Yim, Nett, Kan, and Duran (2005) stated that code-switching is one of the effective ways to communicate for bilingual speakers to interact with other people who use both languages. In this case, student learn English as a foreign language so, code-switching will be an effective way to teach them, but when teaching in multiclass, teacher should use the target language as much as possible “Teachers should focus on the target language especially in multi class, the frequency of teachers’ code-switching is not until 10%.” (P2. 27), but when teaching in regular classes teacher use teachers’ code-switching more often, like the second participant said “I followed the rules of the school, I usually do teachers’ code-switching while teaching regular class and I rarely do teachers’ code-switching while teaching multi class.” (P2. 43). Even most of the student know what the teacher said but some of them are still confused if teacher do not use teachers code-switching like the second participant said “Not all the students are suitable with that, so we still do teachers’ code-

switching. (P2. 28)” According to Qing (2010) teachers usually do code-switching of a word to translate or elaborate the important things during the process of explaining new vocabulary or teacher switch some word because teachers want to make themselves better understood or when teachers think they can not express them self in the target language it is better to switch some words into the first language than to let the students misrepresented the meaning.

**Complex material.** Both of the participants said that the reasons why teacher do teachers’ code-switching is based on the material they teach at that day, the first participant sated that “The use of teachers’ code-switching depends on what kind of material that we will learn on that day (P1. 46)”. The first participant also said that “When doing absense, greeting, and asking how was their day, or asking the students to do something that they know only if teachers use the target language teachers do not need to do teachers’ code-switching.” (P1. 4), but student need an explicit explanation in Bahasa Indonesia if the material was difficult, like what the first participant said “It will be different if we talk about difficult material it will be fine if teacher performing teachers’ code-switching. (P1. 26)”. The second participant also said that “The reason why I do teachers’ code-switching is to explain material in specific contexts that student did not familiar, so I will do teachers’ code-switching. (P2.16)” in this case teachers using teachers code-switching because student did not familiar with the target language if teacher use teachers’ codes-wicthing it will minimalize the error like what Kim (2006) said that “code-switching can be used for so many reason like quoting what somebody has said” teachers switch the target language into the first language to quote a famous expression, proverb, or saying of some well-known figures to make sure that they deliver it clearly to minimize the error. People also use code-switching because of the topic spoken in foreign language maybe will be much more understandab;e if they speak it in their own language related to the specific topic because the topic requires specific vocabulary or maybe they never talk about the topic in the target language. “If the question is what the meaning of

a word I will not directly answer it by using teachers' code-switching, but if the question is about the explanation about some idea then I will automatically do teachers' code-switching. (P2.47)". The teacher also understands if the students did not understand about what she explain so she will do the teachers' code-switching, the first participant stated that "When the students show confused expression or they find it difficult or they do not respond, students sometimes prefer not to contribute in the class activity because their lack of English so we have to use teachers' code-switching in order to make students try to contribute in the class activity." (P1. 31).

### **Teachers' code-switching as a strategy to make student easier in learning**

**English.** The first participant said that "When I did not use teachers' code-switching in regular class maybe the teaching and learning process will not work as it should be", but by using teachers code-switching student will understand the material clearly and help student to join the activity like the first participant said "They will automatically change their opinion toward English. English is an easy subject" (P1. 56). The first participant said that because in this private school, there are two different standard of the class "I will always see the background of its class first or maybe I will check the material. If today we will talk about conversation, I think no need to do teachers' code-switching. (P1. 25)" students in multi class have better English background knowledge than the students in regular class. The first participant also said that "Sometimes English as a subject is difficult for most of student even when the material are the easiest (P1. 32)". Meanwhile, the first participant also said "when in the middle of teaching and learning students do not respond we should change the strategy in order to invite students to be active during the teaching and learning process. (P1. 28)". One of the purposes of why teachers do code-switching is to make students not to feel bored and easier for them to understand the material (Adyani, 2013), related with the first participant statement "We should read the condition, for example when we are not facing a

problem by using the target language, we can use the target language without switching” (*PI. 29*). To minimize misunderstanding people prefer to use their first language than the target language by switching into L1. Students will understand about what their teachers feel during the class. By doing code-switching people are able to express their emotion better. It was related with the first participant statement

### **The Function of Teachers’ Code-switching in EFL Classroom**

To understand what is the function of teachers’ code-switching in English as foreign language classroom. The researcher analysed the interview to know what is the function of teachers’ code-switching in one of private school in Jogjakarta who has International standard. The researcher found some functions of theachers’ code-switching in their class.

**Teachers’ code-switching for transmitting knowledge.** Transmitting knowledge is important in the process of learning, better for EFL teachers to explain in a language that is understood by the students, and by doing code-switching EFL teachers are able to accommodate that purpose (Puspawati, 2018). By doing teachers’ code-switching teacher can accomodate the student to learn foreign language. The first participant said “I always use code-switching while teaching in the classroom” (*PI. 8*). As a teacher, the participant should not forget about the goal in learning English as a foreign language, like what the pasticipant said “In the case of material which is difficult, teachers’ code-switching is needed” (*PI. 50*). For some material that teachers think the student will easily understand if teacher explain it by the target language, the teacher will not perform teachers’ code-switching “I am flexible when teaching English” (*PI. 47*). According to Sert (2005) code-switching can be suggested as a bridge from the target language to new foreign language content, in order to transfer new content and meaning. The first participant said “Why does English subject become one of the

difficult subjects in school? It is because teachers explaining the material with the target language, so we should do the teachers' code-switching, we switch to Bahasa Indonesia then students will be like "oalah..." indicates that the students understand" (*P1. 33*). The first participant also said that "The function of teachers' code-switching, of course, to help the student understand the material that we learn in that day. (*P1. 34*). This opinion is supported by Puspawati (2018) said that "teacher also uses code-switching when teachers explain complex concepts such as grammar, new vocabulary and the content of the textbook" teacher can use teachers' code-switching for repetition, when they explain the material using the target language and the students are confused, it is better for the teacher to repeat the explanation by using teachers' code-switching. It was related to the first participant opinion "By doing teachers' code-switching, teachers help students with low English level proficiency to learn the target language"(*P1. 40*). The second participant said that "Yes, teachers' code-switching is good to help students understanding" (*P2. 20*), in this case teacher use teachers' code-switching in order to help students who have low English proficiency learning English, it was related with the second participant statement "Students' understanding are better when teachers do teachers' code-switching in English class" (*P2.26*). Based on second participant experience the student have the better understanding when teacher use teachers code-switching, the second participant said that "Students' understanding are better when teachers do teachers' code-switching in English class" (*P2.26*).

**Teachers' code-switching for classroom management** is by doing code-switching teacher give instruction clearly such as directing the students to work in pair or group discussion or to perform something in the classroom, (Tien, 2010). The participant said "I mean, for general instruction I usually use English, but for something specific, I usually use teachers' code-switching because it is difficult for the students if I use the target language" (*P2.7*). Teachers tend to use more the first language than the target language when giving

instruction in the classroom to ensure that every student comprehend the instruction correctly (Mugla as quoted by Puspawati, 2018). The first participant said “Maybe just some of the students who will ask by using English, I will always repeat the instruction by using Bahasa Indonesia to make sure that all of my students understand” (*PI. 19*). The first participant argued “It will be different if we will learn about the descriptive text then we learn about the grammatical structure, and etc. We are allowed to use code-switching. In this case, code-switching is not a weaknesses” (*PI. 45*). Meanwhile, teachers know the capacity of the students so, teacher can decide when teachers’ code-switching should be applied, like the first participant has said “Students will ask “what is that ms?” so I should repeat the instruction” (*PI. 15*). One of the participant also said that “Teachers’ code-switching are really helpfull especially when I have to teach regular class” (*PI. 54*). Ferguson (2009) said that there are some functions of why teachers use code-switching in EFL classroom classroom management.

**Teachers’ code-switching for teacher-student relationship.** In the third finding, the participant found that teachers’ code-switching have affective function for teacher – students relationship. The first participant said “teachers’ code-switching also can be used to make a comfortable relationship between teachers and students. By switching some words into Bahasa Indonesia while joking teachers can build teaching and learning process of English to be more fun” (*PI. 37*), student do not familiar with English and students have low English proficiency if the teachers use the target language while joking, most of the student do not understand about what teacher are saying. Teachers can use code-switching in order to build solidarity and intimate relationship with their students (Cole as quoted by Sert, 2005). It was related with the second participant opinion “we are also able to build an emotional relationship with the students” (*P2. 29*). When joking or ice breaking, teachers prefer to use Bahasa Indonesia becuase students do not response when teacher use the target language like



what the first participant said, “sometimes, when teacher make a joke using English, the student’s response is late but when teachers make a joke using Bahasa Indonesia, the students will respond in time” (*PI. 38*). Schwarzer (2004) said that the function of switching the target language into L1 is used in code-switching as a strategy to enhance communicative competence in the target language while building emotional relationship with the students. By using teachers code-switching, teachers do not only help student in teaching and learning process but also help the teacher build emotional relationship with the students. Fhitri (2017) reported that teachers often use teachers’ code-switching to create relaxed and informal classroom situation, which may encourage students to participate in the classroom activity (as quoted by Puspawati, 2018) related with the first participant statement who said that “I prefer to Bahasa Indonesia while doing the ice breaking, Bahasa Indonesia can release the atmosphere between teacher and student” (*PI. 39*).