

# The Use of Teachers' Code-Switching in the Process of Teaching and Learning English as a Foreign Language at a Highschool in Yogyakarta

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## ABSTRACT

**Background:** The research was conducted to investigate the use of teachers' code-switching in the process of teaching and learning English as a foreign language at a high school in Yogyakarta. This research aimed to explore teachers' code-switching in English for foreign language classroom. In addition this research want to find out the factor influencing teachers' code-switching in EFL classroom, and what is the function of teachers' code-switching in EFL classroom.

**Purpose:** This study's purpose is to figure out what factors that made teachers use code-switching while teaching in EFL classroom, and the second to find what are the function of teacher's code-switching in EFL classroom is.

**Methods:** This research use qualitative research method. Two English teachers from one of high school in Yogyakarta were interviewed using the interview guideline. Data from the interview was then categorized using the open, axial, and selective coding method.

**Results:** The results of the research indicate that students' English proficiency, complex material, and teachers' code-switching as a strategy to help students in learning the target language is the factors why teacher use teachers' code-switching in EFL classroom. The function of doing teachers' code-switching in EFL classroom is for transmitting knowledge, classroom management, and the last for teacher-student relationship.

**Conclusion:** The result of the research indicate that teacher performing teachers' code-switching in EFL classroom in order to help their student to learn English as a target language. There are some factors that made teacher decide to use teachers' code-switching and there are some function of doing teachers' code-switching.

**Conlusion:** English teacher who participated in thisresearch are agree that tachers' code-switching help them while teaching foreign language. There are some function from doing teachers' code-switching in the classroom.

**Keyword:** Teachers' code-switching, code-switching, English for foreign language.

## Introduction

According to Yusuf as quoted by Fachriyah (2017), code-switching usually occurs during foreign language teaching-learning in EFL classroom. English is a foreign language for Indonesian student. Code-switching is one of the strategies that EFL's teacher use in foreign language classes. As an example, the English teacher in Indonesia will explain some of the material by using bahasa Indonesia to make sure that the students understand and get the point of the material. In this case, the teacher who can use code-switching is the teacher who has the same mother tongue with their students or at least they can speak their students' mother tongue well. Fallis, as quoted by Tantra (2008), stated that code-switching is one of teachers' way to help their student receive the material while learning English. It can be code-switching if include mixing word, transferring one word to the other.

In a process of teaching and learning program, EFL teacher will find some problems, especially, for a teacher who teaches foreign language and it is 'something new' for the students. Some of them will find it interesting and some of them will find it odd or boring but the problem can appear from both teachers and students. So, in this study, the researcher focused on problem that appear from the teachers.

English in Indonesia is one of new subjects in their classroom. When the researcher doing internship in one of private school in Jogjakarta most of student use their mother tongue (Javanese) for their daily conversation. In fact, they rarely use bahasa Indonesia for their daily conversation. Based on this problem

teacher should have strategy about how to deliver the material to make the students interest on learning English. In this research, one of the strategy that teachers can use is by doing code-switching. Code-switching have good effects toward student learning process. Richard and Rogers (2001) who specialized in foreign language acquisition stated that code-switching can help student to achieve their success. Code-switching have so many beneficial in EFL classroom. Teachers' code-switching the teacher to explain the specific material, for example when teacher talk about other country's culture student should imagine how it was, by switching some word into L1 will make it easier.

Based on the researcher's experience when having insternship program at one of high school in Jogjakarta, teacher usually switch some word when giving instruction while teaching English subject. It comes naturally because the student use their first language for daily conversation. Khnert, Yim, Net, Kan, and Duran (2005) stated that code-switching is an effective communication mode available to bilinguals speaker who speak with other people who share both languages". Teachers' purpose on doing code-switching in this case to help bilingual kids not to be confused with the target language they learn. This study is held to know what factors that cause teachers decide to do the code-switch and what are the function of code-switching in EFL classroom.

Krajnovic (2002) stated that code-switching is a widespread phenomenon which is easy to notice but hard to explain. Students are not familiar with the target

language so teachers should use their first language to introduce with what is being learned. One of the difficulties that EFL teacher may find when deliver the material is teacher explain the material by using English because the major is English but most of the student doesn't know what teacher have said. When teacher explain one sentence by using English and the student did not catch any information, so the teacher may switch some word to bahasa Indonesia so the student will be able to receive the material. Code-switching not always good for EFL classroom learner. Sometime most of the students tend to use bahasa Indonesia than the target language.

From the researcher observation while doing the internship, teacher usually use three languages when teaching English. A teacher usually used code-switching between Indonesia-English and Indonesia-to the local language. In this case, the teacher uses Javanese because Javanese is the first language for both teacher and student. Gayatri, Indriana, Sudiana (2016) stated that “code-switching aims to simplify students in order to understand the material deliver by the teacher” one of the reasons why teacher using code-switching because of the effect of switching language toward students understanding and the effectiveness of code-switching while teaching English in EFL classroom.

Arifin and Husin (2008) said that code-switching is something that EFL teachers can not be avoided if the students have limited proficiency in English. Arifin and Husin have investigated teachers and students attitudes towards the use of codeswitching in the classroom. Teachers

can decide suitable teaching style to their students if the teacher has the same mother tongue with their student or the teacher are mastering students first language. A teacher can apply bilingual technique while teaching in the classroom. From the statement above the researcher can conclude if by using the first language helps teachers to explain their material clearly, and while the teachers use their first language student will receive the material easily. This is the reason why the reasercher want to conducted this researc, to find out what is the factor influencing theachers' code-switching and is there any function of teachers' code-switching itself. Heller, as quoted by Fachriyah (2017), said that code-switching is the process of using more than one language in one episode of communication, in the process of bilingual education code-switching become one of the tools to manage and facilitate the learning-teaching process.

### **Research Methodology**

This research use qualitative research method, more specifically the descriptive qualitative design. The data gathering process took place in January 2019, at one of senior high shool in Yogyakarta. The participant of this research is two English teacher of the school, more specifically teachers who teach more than three years. To protect the participants' identities, aliases were used in the transcript of the interview.

The researcher used the interview instrument to gather the data. The interview type used in this particular research was the interview guide line, in which the researcher only ask specific questions, but with no clear sequence (Cohen, 2011).

The recording of the interview was transcribed into text. As for the coding method, the researcher used the Open, Axial, and Selective coding are the methods to catalogue and sort the result of an interview or other methods of gathering data (Cohen, 2011)

### **Finding and Discussion**

This research was conducted by descriptive qualitative research. The purpose of this research study is to find out the factors that make EFL teachers decide to use teachers' code-switching in EFL classroom and what is the function of code-switching in a high school in Jogjakarta. To analyze the data the researcher transcribed the interview, and coded the interview. The participants of this study are two English teachers from the high school, each participant teaches English for more than three years.

Based on the result of the finding and discussion in chapter four, there are three factors that make teachers doing teachers' code-switching and there are three functions of teachers' code-switching in EFL classroom. The three factors that made teacher do teachers code-switching is students' English proficiency, complex material that make the teacher decide to do teachers' code – switching, and teachers' code-switching as a strategy to make student easier in learning English. There are three funtion of teachers' code-switching in EFL classroom, and the functions are teachers' code-switching for constructing and transmitting knowledge, teachers' code-switching for classroom management, and teachers' code-switching for affective function.

### **Recomendations**

Based on the result of this research, the researcher intended to dedicate several recomendation for the school, the researcher, and the next researcher.

**The School.** This research are expected to give some information for the school to improve English teaching and learning by doing code-switching. Therefore, the school can evaluate their teachers about the use of code-switching in their classroom because code-switching can be alternative way in English teaching.

**The Teacher.** This research is expected to contribute in improving teacher's teaching skill. Code-switching will help the teacher to find the solution related to the student's vocabulary limitation by applying code-switching.

**The Next Researcher.** The result of this research can be used to carry out another research. The other researchers are encouraged to conduct further related studies and use the result of this research as their reference.

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