

CODE SWITCHING BY THE TEACHER IN EFL ONLINE TEACHING AND LEARNING PROCESS AT SMAN 7 MEDAN

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Abstract

The aims of this study are to analyze the types of code switching by the teachers in EFL online teaching and learning process and to analyze the teachers' reasons of the use code switching. This study was conducted by using descriptive qualitative design. The sources of this data were the two EFL teachers at SMAN 7 Medan. To collect the data, the researcher used zoom video recording platform to record the EFL teaching and learning process. Then, Teachers were interviewed after the teaching and learning process. There were three ways of action to analyze the data, they were data condensation, data display and conclusion drawing/verification. After analyzing the data, the researcher found that there were three types of code switching used by the teacher while teaching, namely intra-sentential switching, inter-sentential switching and tag switching. Inter-sentential switching was dominantly used by the teachers, meanwhile tag switching was the lower frequently used by teachers. In line with that, the researcher also found that there were five reasons why the teacher switched their language in EFL teaching and learning process, namely: to translating unknown vocabulary, to manage the classroom, to explain grammar, to emphasize some points, and to give empathy and solidarity.

Keywords: Code switching, EFL teacher, intra-sentential switching, inter-sentential switching, tag-switching

Introduction

1. Background of the Study

Language has the crucial role in human interaction. People need it to convey ideas, thoughts, needs, and

feelings when doing communicating with others. Communication itself aims to get other people to understand what the speaker means (Hornby, 2012). Thus, people must use different language styles and variety to achieve the goal of their interaction.

Indonesia has many languages diversity. Therefore, Indonesian are included as multilingualism. Multilingualism is the ability of an individual speaker or community to communicate in three or more languages. Besides having a lot of language diversity, Indonesia is also able to use several foreign languages, one of them is English.

English has been learned for a long time in the education field in Indonesia. English as Foreign Language (EFL) classroom is the setting where English Learning takes place. It consists of Teacher and students as the participants and English subjects as the specific topic. The goal of EFL teaching and learning itself is to make the students be comprehend in using English. On the other side, most of students are inclined to use their vernacular and Bahasa. The students use the national language or vernacular in their daily communication, and only use English at school. It means that the students will only have chances to explore the target language in EFL teaching and learning process.

Since the Pandemic *Covid-19* had come to Indonesia, Several institutions have implemented a new Policy, namely working from home so that there are no

services at office. In the Education sector, the government through the ministry of Education and Culture in all has implemented a learning policy, namely learning from home. The learning from learning policy allows the teaching and learning process to continue even though teachers and students do not directly at school. Teachers can still deliver the teaching material, and students can still receive the lesson without leaving their homes. Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting platform, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

Code-switching is a sociolinguistic phenomenon and linguistic product of language contact. Nowadays, it is considered a normal and natural product of interaction. It has existed as a result of language varieties in multilingual and multicultural communities. According to Meisel (1994: 415), code-switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation, and so forth. Besides that, Lin (2013) defines code-switching as the use of two languages

code by either teachers or students in a classroom setting.

Based on the definition above, it is clear that code-switching occurs in the EFL teaching and learning process. For example, English teachers not only use English as a medium of instruction in the teaching-learning process but they sometimes also switch the codes or terms to the native language to facilitate language learning, manage the class, and express empathy to the students. Particularly, in Indonesia, code-switching is extensively used by English teachers based on the assumption that the students cannot fully comprehend the materials if they only use English.

Based on preliminary data which had been done at SMAN 7 Medan, it was found in EFL online teaching and learning process that the teacher used code-switching. The teacher switched their language from English into Bahasa.

Here is the invention that researcher found as preliminary data;

Dialogue I:

Teacher : Ok, look at the sentence! Nah perhatikan dulu dengan cermat contohnya. Is it active voice or passive voice? Who

can answer? Coba, Anggy dulu yang jawab.

Student : Hmmm.. Passive voice mam.

Teacher : Okay, good Anggy.

Dialogue 2

Teacher : Ok anak-anak. We have learned about passive voice. Untuk mengetahui pemahaman kalian tentang pelajaran ini tolong masing-masing make the examples of passive voice. Buat 5 contohnya ya nak!

Based on the conversation above, the bold words are native language (L1) and the other is English (L2). So, the teacher did code switching in teaching. It belongs to Inter-sentential switching, because the teacher inserted the L1 into L2 within the sentences.

Based on the explanation above, all teachers said that code-switching is helpful. According Moore (2010) states that the use of L1 in classroom context is still considered as challenging and expected to use less to avoid such mixing of languages. He said that in teaching

learning process teacher and student have to use Bahasa less. The problem is the teacher's position is so burdened, on the one hand the teacher must use English more in teaching English. On the other hand, code-switching is needed, so that students can easily understand learning.

Based on the explanation above, the researcher would like to analyze the code switching used by the teacher in EFL online teaching and learning process at SMAN 7 Medan and the reasons why the teachers did Code Switching in EFL teaching and learning process.

Review of Related Literature

1. Sociolinguistics

Sociolinguistics is a field of the study that investigates the language as a part of social property. Holmes (2001) says that sociolinguistics is the study which is concerned with the relationship between language and society. The study explores the functions and the varieties of language, the contact between different languages, changes of languages, as well as plans on language. Sociolinguistics studies the aspects which are influenced the choice of appropriate ways of speaking in different context, different

topic, different participants, and different topic.

2. Language Contact

Thamson (2001) says that language contact is the sociolinguistics condition where more than one languages are used in the same place. The concept of the language contact has been use to cover a condition where people choose to switch or mix their language from one language to another for a particular reason as well as for no obvious.

3. Bilingualism

Bilingualism is a term for to use more than one language Masthrie et, al (2004: 37) The ability of the speakers who utter these two languages may or may not be equal in term of language as well as performance and language competence in both language. The competence, in this case, includes pronunciation, lexicon, and structure of this two languages while performance, in this case, includes the ability of producing two languages in spoken or written forms.

According to Beardsmore (1982) there are some categories that underlie the classification of bilingual individual. Bilingual can be classified based on the

process of how he/she acquired the languages. A natural bilingual is a person who has not undergone any specific training. By natural bilingual it is understood that someone who has picked up two languages by force circumstances, either in the home as a child or by moving to a community where the speaker is obliged to work with more than one language. The example of natural bilingual can be found in the family where the parents speak different languages, and the child is able to speak the two languages. On the other hand, a secondary bilingual denotes a person who acquires the second language via training, either formally or informally. Someone who studies foreign language in a formal situation and is able to use it can be considered as secondary bilingual. Therefore, an Indonesia English teacher can be classified as a secondary bilingual because he/she has acquired English in the university through instruction.

4. Code Switching

According to Romaine (2000) code switching is a communicative selection available to a bilingual member of a speech community. It includes styles and dialects which can range from formal to

informal depending on social context, relationship of the participant, social class, sex, age, circumstance, and topic. In addition, Wardhaugh (2006) stated that code switching is a strategy of using two or more languages in the same utterances. Then, Wardhaugh's opinion also supported by Gumperz (2002) which stated that code switching as the use of more than one code or language in the course of a single speech event.

From the definition above, it is learned that code switching is described as a skill of the bilingual/multilingual speaker. Code-switching is a term in linguistics referring to using more than one language or variety in a single conversation. Sometimes the bilingual speakers get a problem when they have a conversation with another bilingual, so they switch their language from code to another in the construction of a sentence to make the interlocutor understand.

5. Types of Code Switching

Poplack (2004) classified code switching based on the elements inserted and the occasion where the switching occurs, namely, intra-sentential, inter-sentential, and tag code switching. These

types of code-switching consider the speaker's ability in switching between the languages.

a. Intra-sentential

Intra sentential switching occurs in one sentence. It's found when the someone speak in a foreign language (L2), sometimes there are some words or phrases switch into native language (L1). In intra-sentential switching, one language acts as a dominant or matrix language (ML) and another as subordinate or embedded language (EL). In this type of switching, ML plays the main role in setting the clause or sentence frame while EL just follow the sentence frame set by ML when it is inserted. Between two languages used in conversation, one language with the higher frequency of words in the sentence will be ML and another language with lower frequency of words in the sentence will be EL. The following conversation between English teacher and students are the example of intra sentential switching.

Teacher : Don't write your sentences
bertelete-tele!

Students: okay, mam.

In the example above, the word "*bertelete-tele*" (long-winded) belongs to

Bahasa. The teacher switched her language into Bahasa to make the students understand what she commanded. There is another language in the sentence. So, the teacher did intra-sentential switching.

b. Inter-sentential switching

Inter-sentential switching occurs when someone in his utterance switch some sentence into native language (L1).. In this type, the speaker utters foreign language (L2) native language the first clause or sentence and then switches in to native language (L1) in the next clause or sentence or vice versa. The following conversation between English teacher and students are the example of inter-sentential switching.

Teacher : Look at this picture. Bisa dilihat dengan jelas kan. Do you know what is this ?

Student : Yes, I do mam.

In the example above, there is one clause in L1 embedded within the teacher utterance. She starts her utterance with the target language (L2), then she switched into L1 and continue with L2.

c. Tag Switching

Tag switching is the insertion of a tag, exclamation, or certain phrase from one language into an utterance which is entirely uttered in another language. The tag which is embedded language could be inserted at the beginning, in the middle or at the end sentence which is the matrix language. Here is the example of tag switching. The following conversation between teacher and student are the example;

Teacher : Do it by yourself *yah!*

Student : ok, mam.

In the example above, the word *yah* belongs to Tag-switching. So the sentence “Do it by yourself *yah!*” **Do it by yourself** is the sentence in English (L2) , and then see at *yah* can be considered as a tag. exclamation in Bahasa Indonesia (L1).

6. The Nature of EFL Teaching Learning.

Harmer (2001) defines teaching is the process of making the learner’s need and experience fundamental to educational process. It is the learner’s learning experiences and their responses to them that should be at the heart of

language course. In teaching English as foreign language, it is aimed at using it communicatively to express ideas, to talk, and write to other people, to read, and listen to real languages and to learn how to cooperate them.

7. Online teaching Learning

Online learning is a learning system without directly face to face between teacher and students (Allen & Seaman, 2007). The online learning requires an internet network. The teacher and students carry out learning together, at the same time, but in different places. Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

8. The Reasons of Code-switching in Foreign Language Teaching

Jinxia (2010) found the six reasons of code-switching in EFL classroom:

- a. To Translate Unknown Vocabulary Items

In EFL classroom, EFL teachers still consider that they know English

more than their students. They think that translating unknown vocabulary items is one of the effective ways to help the students understand their teaching materials.

b. To Explain Grammar

Some teachers prefer to switch native language to target language or vice versa to help the students understand grammatical terms in the target language to explain its structure of sentence, the student will get confused and this will lead to troubles, misunderstanding, ineffecient time.

c. To manage the classroom

Code-switching is also uttered by the teachers to manage the class. They assume that students understand their instruction better if they switch the language.

d. To emphasize some items

In Teaching English, some students switch their language to give broader explanation on important point. They need to ensure themselves that the students understand the lesson well.

e. To express a stance of empathy and solidarity

Code switching in teaching English also help the teachers to build empathy and solidarity. When the students found difficulties in learning and teaching process, they will be more extrovert to communicate their need because the teachers are flexible in switching native language to the target language or vice versa depending on the condition of the students.

f. To facilitate students, understanding by quoting others' words

Quoting others' words also is used in the switching. It is more efficient, powerful, and specific to cite the language originally used other people compared with its near-synonymous counterpart. To express the idea and feeling directly and vividly, the teacher quotes others' words. Thus, the students might have deeper understanding about what the teacher said and the teacher could get more resonance from the students as well.

RESEARCH METHODOLOGY

This study applied the descriptive qualitative research approach. Ary (2010) states that the descriptive qualitative research is a generic term for variety of

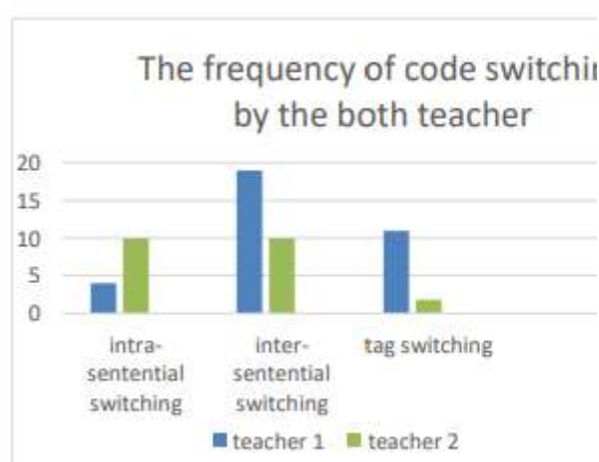
research approaches that study phenomena in their natural settings, without predetermined hypothesis, the data are in the form words or pictures rather than number. This research intends to analyze the types of code switching used by the teacher in EFL online teaching and learning process at SMAN 7 Medan, and the reasons why the teachers do code switching in teaching English process. The data in this study was the teachers' transcript in teaching learning process. The source of data was two EFL teachers at SMAN 7 Medan. In this study, the data were gathered by doing observation and interview. Observation was conducted to collect the teachers' utterances in EFL online teaching and learning process at SMAN 7 Medan. The zoom meeting was recording to get the data. In addition, interview was conducted to get some information about the reasons why the teachers did code switching in their EFL teaching and learning Process.

The Technique of Analyzing Data was based on Miles, Huberman, & Saldana (2014) state that there are three activities in analyzing the data, namely: data condensation which refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. In this step, the researcher selected all teachers' utterance in teaching English that appear in transcript form. After gathering the data, they were identified into type of code switching as the core data of this research. Then the researcher selected the require data from the interviewing transcription. Finally, the researcher discarded data which do not concern to the study. The second is Data Display. It is about an organized, compressed assembly of information that allows conclusion drawing an action. Based on this step, the data was shown in the table form. The last is Drawing and verifying Conclusion. Conclusions are verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing. In doing data condensation and

data display: we will get the result of the study. The researcher made conclusion briefly based on the objectives of this study

DATA ANALYSIS

This study was conducted to find out the types of code switching by teacher and the reasons why they did code switching in EFL teaching and learning process. The result of this study are three types of code switching were found in teaching and learning process, namely; intra-sentential switching, inter-sentential switching and tag switching. Then, there were five reasons why the teachers did code switching in teaching English. Namely: to translate unknown vocabulary, to manage the classroom, to explain grammar, to emphasize some points, and to give sympathy and solidarity.



1. The Types of Code Switching

Poplack and Hoffman cited from Napitupulu (2015) classified code-switching based on the element inserted and occasion where switching occurred, namely; intra-sentential switching, inter-sentential switching and tag switching at the sentence boundary. When the researcher conducted the observation of EFL teaching and learning process through the zoom meeting platform, the three types of code-switching were found.

a. Intra-sentential Switching

Intra-sentential switching occurs within the same sentence, from single morpheme to clause level (Miyers-Scotton) in Puspitasari (2016). While MacSwan in pusipitasari (2016) defined intra-sentential switching includes the insertion of a word, phrase, or clause in one language to a clause or sentence in another language.

Data 1:

Teacher 1: Now look at the screen yang mam tampilkan

In the data 1 above, the underline words “*yang mam tampilan*” belongs to Bahasa. Then the other words belong to English. So, this utterance belongs to intra-sentential switching, there were

another languages in one sentence. There were 14 times intra-sentential switching applied by the both teachers. The teacher 1 did it 4 times and the teacher 2 did code switching 10 times.

b. Inter-sentential Switching

According to myres-scotton in Puspitasari (2016), inter-sentential switching involves switches from language to othe other between sentences type was also found in the utterances of the teacher.

Data 2:

Teacher 1: Today we are going to learn about passive voice. Ada yang sudah tau apa itu passive voice?

In the data 2 above, it shows that the teacher applied the Inter-sentential switching. The sentence “Today we are going to learn about passive voice” belongs to English, meanwhile the next sentence “*Ada yang sudah tau apa itu passive voice?*” belongs to Bahasa. She did the inter-sentential switching when giving the question to the student. She started the utterance with English and then switched into Bahasa. There were totally

29 times inter-sentential switching applied by both teachers. The teacher 1 applied it for 19 times, meanwhile the teacher 2 applied it for 10 times.

c. Tag Switching

Tag switching is the insertion of tags in one language into an utterance which is otherwise entirely in the other language (poplack in puspitasari 2016). The insertion may be occurred at the beginning, in the middle, or at the end of a sentence. This type was also found in the utterances of the two subjects.

Data 3:

Teacher: Opinion must have reasons, bener gak?

Based on the data above, the underline words belong to question tag in Bahasa. The teacher started her utterances use English, then in the of his utterances, she added tag of Bahasa. She wanted to make sure that the student clearly understood what she said used the tag in Bahasa. So, the teacher used tag switching because there were other language tag in the utterances. There were totally 20 times inter-sentential switching were applied by both teachers. The teacher 1 applied it for

11 times, meanwhile the teacher 2 applied it for 9 times.

2. The Reasons of Code-Switching in English Foreign Language Teaching

According to Jinxia (2010) there are six reason of code-switching in EFL classroom, they are: to translate unknown vocabulary items, to explain grammar, to manage classroom, to emphasize some points, to express a stance of empathy and solidarity, to facilitate students' understanding by quoting others' words. Based on the result of data analysis, it was found that there four reasons underlie teacher do the code switching in teaching English. Each of reasons is discussed as follows:

a. Code-Switching to Translate Unknown Vocabulary Items

Translating unknown vocabulary is one way to facilitate the learning through switching into another language, so the students can understand the idea of the study easier. In EFL classroom translation into native language is normally occurred. The researcher found the translation of unknown vocabulary items was done by the subjects.

Data 4:

Teacher : *Seperti kalimat saya ini sir. Disinikan ada vocab yang tabu di dengar. For example like this word. "Accentuate". Nah siswa itu tidak tahu meaning of this word. So I translate it into Bahasa Indonesia.gitu sir.*

Interviewer: did you mean they are "unknown vocabulary" mam?

Teacher : *Iya sir. What I mean is by the translating unknown vocabulary.*

In data above, the teacher said that she did code switching to translate unknown vocabulary. She translated the unknown vocabulary into Bahasa Indonesia to make the student get clear understanding of the teacher's utterances.

b. Code Switching to Explain Grammar

Some teachers prefer to switch native language to target language or vice versa to help the students understand grammatical rules. The teacher believe that if they only use grammatical terms in the target language to explain its structure of sentence, the students will get confused and this will lead to troubles,

misunderstanding, and inefficient time. The researcher found the explaining grammar was done by the subject.

Data 5:

Interviewer: Ok mam, next mam. Could you see the green dialogue? Why did you use *Bahasa Indonesia* in explaining grammar?

Teacher : *Iya sir. Saya menggunakan bahasa Indonesia biar siswanya gampang nangkapnya karena itu tentang grammar. Topic yang sensitive sir. Kalau salah sedikit ya bisa gawat. Jadi amannya ya pakai bahasa Indonesia sir*

Interviewer: Betul juga ya mam. By using *bahasa* it will help the students to understand the grammar easier.

In the data above the teacher said that she applied code switching to explain the grammar. She said that the student will be easier to understand the explanation of grammar if she switches her language into *Bahasa Indonesia*.

c. Code-Switching to manage the classroom

Code-Switching is also uttered by the teachers to manage the class. They assume that the students understand their instruction if they switch to native language. Code-switching, in some condition, is very helpful to save times in managing classroom. In the observation result through the zoom meeting, the teacher tended to use code switching in managing the classroom.

Data 6:

Teacher : *Jadi kan sir, saya pernah dalam me-manage class, contohnya saat ingin membentuk kelompok. Ketika saya menyuruh mereka menggunakan bahasa Inggris. Mereka tidak mengerti apa yang saya maksud. Dan saya menyuruh mereka menggunakan bahasa Indonesia baru mereka mengerti. Mulai saat itu saya lebih prefer menggunakan bahasa Indonesia.*

Interviewer: So, are you just using Bahasa Indonesia in Managing classroom every time?

Teacher : Actually, I prefer to use *Bahasa Indonesia. Tapi kadang saya menggunakan English untuk hal yang mudah-mudah saja. Seperti close your exercise book. Begitu sir.*

In the data above, the teacher said that she did code switching to manage the class. The student will be easier to understand if the teacher switched her language into Bahasa Indonesia.

d. Code Switching to emphasized some point

In foreign language teaching, some teachers switch the codes to give broader explanation on important points. They need to ensure themselves that the students understand the lesson well. So, code-switching can reinforce teachers' account. Emphasizing some points were also found in the utterances of the subject which is shown in data below.

Data 7:

Interviewer: Noted mam. Let's move to the yellow, mam? Why did you use *bahasa Indonesia* here, mam?

Teacher : *Ya karena di sini ada beberapa hal penting yang harus benar-bener sampai ke siswanya, sir. Jadi saya gunakan bahasa Indonesia aja, sir supaya lebih pasti dia ditangkap siswanya. Ya pokoknya seperti apa ya bilangny sir? How to say it in English, yah?*

Interviewer: Do you mean to emphasize some points, mam?

Teacher : *Iya sir. Itu dia maksud saya.*

Based on the data above, the teacher said that she did code switching to emphasize some points. Some important points can be reinforced by transmit their language into native language. The use of native language can lay stress on some instruction or direct students' attention on important point.

e. Code switching to express empathy and solidarity

Code-switching in EFL classroom also help the teachers to build empathy

and solidarity. When the students found difficulties in learning and teaching process, they will be more confident to communicate their need because the teachers are flexible in switching native language to the target language or vice versa depending on the condition of the student. This will lead to empathy and solidarity among them (teacher and students). From the observation, it was found that teachers expressed a stance of empathy and solidarity.

Data 8:

Interviewer : Ok last is the orang one mam? I see switching used Bahasa Indonesia. Why didn't you use English?

Teacher : Ok sir, *kenapa ya sir? Oh iya gini sir. Kita kan orang Indonesia. Jadi ketika kita memberi pujian ataupun motivasi dengan menggunakan bahasa Indonesia, emosinya lebih tersampaikan sir.*

Based on the data above, teacher did code switching to give empathy for student. Giving some compliment by using *Bahasa Indonesia*, it will encourage the students to be confident.

DISCUSSIONS

Wardhaugh (2006) stated that code switching is a strategy of using two or more languages in the same utterances. Based on the result of this research, it can be shown that the teachers did code switching in EFL teaching and learning Process at SMAN 7 Medan. The teachers not only used English in teaching, but sometimes they switched their language into Bahasa.

Linked it, Poplack categorizes code switching into three types, namely; intra-sentential switching, inter-sentential switching, and *Bagoswitching*. The Why did the types of code switching are used by the teacher in EFL online teaching and learning process at SMAN 7 Medan. Inter sentential switching was used dominantly by the both teachers.

On the other hand, Jingxia 2010 classified the reasons of doing code switching in EFL teaching and learning process into six, they are; to translate unknown vocabulary, to manage classroom, to explain the grammar, to emphasize some points, to give empathy and solidarity, and to facilitate student's understanding by quoting other words. Meanwhile, the teachers at SMAN 7 Medan used code switching in teaching

English because of five reasons, namely; to translate unknown vocabulary, to manage classroom, to explain grammar, to emphasize some points, and to give empathy and solidarity.

This research were conducted in order to provide the EFL teacher with a heightened awareness of the use code switching in teaching and learning process and obviously to lead to better of using language by eliminating it or dominating of code switching during the EFL teaching and learning process.

This research is similar to the previous researchers study, they were; Naipospos (2015) "Code Switching In Teaching English To Grade Nine Students Junior High School At Perguruan Sisingamangaraja Tanjung Balai", Rahayu (2019) "An Analysis Of Code Switching In Teaching English Skill Used By The Teacher And Students At The Eighth Grade Of SMPN 1 Sambit Ponorogo. Afifah et al (2020) "An Analysis Of Code Switching Used By An English Teacher In Teaching Process.

CONCLUSIONS

After analyzing types of code-switching, namely intra-sentential switching, inter-sentential switching, and emblematic switching are discovered in the process EFL teaching in SMAN 7 Medan. There 63 times code switching was applied by the teachers. The type of code switching was used by the teachers during the EFL online teaching and learning process was inter-sentential switching with 29 cases. The second was tag switching with 20 cases. While intra-sentential switching had the least number of cases compared to other. There were 14 times of intra-sentential switching used by the teachers.

The teachers switched their language to translate the unknown vocabulary, to manage explain grammar, to manage the classroom, to emphasize some point, and to express empathy and solidarity.

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