

**THE USAGE OF CODE SWITCHING IN TEACHING ENGLISH AT
YAYASAN PENDIDIKAN WINFIELD MEDAN, NORTH SUMATERA
ENGLISH EDUCATION DEPARTMENT, UNIVERSITY OF PRIMA
INDONESIA**

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Abstrack

This research is aimed to find out the use and the function of code-switching in teaching English by teachers during the teaching-learning process. The research was conducted using a qualitative approach. It was conducted at Yayasan Pendidikan Winfield Medan. The subjects of the research were teachers and students. The instrument used to collect the data in this research is by recording 60-minutes English lesson. The researcher used Poplack and Baker theory as a framework for the data analysis, due to its novelty and specification. The result of the research found that intra-sentential code-switching, inter-sentential code-switching, and tag-switching are the most used code-switching types whilst the most used function of code-switching are suit the domain of the language and clarifying point. In order to break down communication barriers between teachers and students, and to make subjects easier for the students to learn and comprehend, the teachers used those code-switching types. The research also showed that the students' opinions towards code-switching are positive.

Keywords: code switching, intra sentential, inter sentential, tag switching, teacher

INTRODUCTION

Language plays an important role in people's lives, this has to do with the fact that language is one of the tools used by humans in supporting the delivery of speech, feelings, and thoughts in communication. In every region of the world, there exists cultural diversity, which explains the existence of subcultures and dominant cultures. Therefore, there is a barrier between languages, particularly between subcultures and dominant cultures that exist within a country. This fact, which is also in line with Second Language Acquisition Theory, is how people overcome language barriers by encouraging people to start improving their proficiency in languages. The interactionist views are more powerful than other theories "because they invoke both innate and environmental factors to explain language learning". They are the first to view language not only as a matter of syntactic structures but also as a matter of discourse (Pangaribuan, 2022).

In Indonesia's educational plan, English is an obligatory subject that ought to be taught starting from elementary school up to senior high school. In elementary school, English is not a compulsory subject to be taught. For most junior high school students, learning English could be their most memorable thing in learning a new language officially. This is because English is not an obligatory subject for the previous level. English in Indonesian elementary schools now is not a compulsory school program (Widagsa & Khusnia, 2023).

As cited in (Pangaribuan, 2020), Effective classroom interaction has two implications. First, it concerns a pleasant atmosphere in the school-friendly relationships among the participants of the learning process. Second, which is mostly described in the article, encourages students to become effective communicators in a foreign language. It can be achieved in various ways: by implementing different student and teacher roles, exposing students to a different classroom organization, employing a variety of activities, helping students to express themselves, and encouraging their use of communication strategies. If the two implications are joined, we get a pleasant classroom atmosphere in which students are trying to communicate in a foreign language.

Switching between languages or code-switching, often occurs, especially in people who are bilingual or multilingual (Ameliza & Ambalegin, 2020). For those whose English is not their first language, they tend to use their mother tongue or native language, in their daily lives, which leads to them having some difficulties while speaking English, i.e. finding it difficult to express one's self using English. This is because they are not accustomed to using English in their daily conversation. As a result, the code-switching phenomenon will be triggered, where they will use their native language to express something that they are unable to in other languages (Anggraini, Alhusna, Sari, & Andriani, 2023).

The previous researchers have been connected with the subject of the ongoing concentration in different settings, for instance, a journal written by (Pangaribuan, 2020) with the title "Communication Strategies Used by Teacher." The researcher came up with the conclusion that during the teaching and learning process, the teacher dominantly uses code-switching. However, this study introduces types of code-switching. Therefore, the novelty of this research focuses on the types of code-switching. Compared to the previous researcher, the writer would like to research types of code-switching, performed by teachers and students in the teaching and learning process. This research focuses on "The Usage of Code-switching in Teaching English at Yayasan Pendidikan Winfield Medan".

Based on the background provided, the research aims to address the following:

1. To investigate types of code-switching that can be used in the teaching and learning process.
2. To find out how the words change between languages in code-switching.
3. To analyze why the usage of code-switching occurs in the teaching and learning process

The research focuses on teachers and students of Yayasan Pendidikan Winfield Medan, observing the teaching and learning process during a 60-minute English lesson. The research's significance lies in offering practical and theoretical insights beneficial to teachers, students, and researcher. The following are the benefits:

1. Theoretically, the benefit of conducting this research is to gain sociolinguistic knowledge, namely regarding code-switching.
2. Practically, the benefit of conducting this research is to be useful for:
 - a. For English Teachers

It is hoped that this research could be useful for teachers to gain insight and knowledge of language bilingualism, since it could improve effectiveness in the educational field, as a case in point, teachers shifting from one language to another to get the students to understand what the teacher taught more clearly.

- b. For students

The benefit of this research for students is to widen students' insight, so they could understand sociolinguistics, particularly code-switching. It is hoped that they could apply it daily.

- c. For other researchers

It is hoped that this research could increase knowledge concerning code-switching. Besides that, the result of the writer's research could be a reference for other researchers who wish to examine their study, notably in the matter of sociolinguistics in code-switching.

RESEARCH METHOD

In terms of research methodology, the researcher used a qualitative approach, which aimed at analyzing the types of code-switching that occurred in class during the teaching and learning process from Poplack and Baker theories. English teachers and students are the subject of this study. The instruments used in this study were observation, audio recording, and interview. The researcher collected the data by recording the entire activity during the class. Also, the researcher interviewed the teachers and the students to support the findings by

asking questions that had been on the list and were determined by the researcher. After the data has been collected, the researcher transfers the data into the script.

The instruments of research which consist of data-collecting technique that is used by the researcher are:

1. Observation

In this observation to collect the information, the researcher requests the one who is in charge to join the class and then observes the class. During the observation, the researcher records the teachers' remarks using a voice recorder.

The following observation notes will help the researcher in ensuring the validity and completeness of the data:

Table 1 Observation Note: Code Switching

Code Switching	The Characteristics by Poplack
Tag Switching	a. Embedded a label toward the finish of utterance (short phrase/word) b. The language of the tag is different.
Intra-sentential Switching	a. Occur within a single sentence b. Happen within clause c. Within the confines of the sentence d. Happen within a word e. Happen initially
Inter-sentential Switching	a. Happen in an utterance b. Speaker finished a sentence, then c. Shift an alternate language into the next sentence

Table 2 Observation note: Functions of Code Switching

The functions of using code switching	The characteristics by Baker
Emphasize	Utilized to emphasize crucial point
Suit the Domain of Knowledge	Used when the speaker does not have a clue about the word in different language due to different domain of knowledge
Unequal	Happen in view of inconsistent word or expressions in two language, it may not relate precisely and the bilingual might shift to another language.
Reinforce a Request	Utilized to amplify a request

Clarify a Point	A speaker might take part in code-switching when listeners have issues understanding specific words or concepts initially
Suit of the Language	Someone may shift his/her language connected to previous language used in the conversation
Interject a Conversation	A person who endeavors to break into a discussion might acquaint an alternate language to make an impression on the speakers from the audience members
Ease Tension and Humor Injection	The use of the second language may indicate a shift in the tone of the conversation in a commit if it becomes tense.
Exclude people from a conversation	Used to exclude someone in hope they won't understand

2. Interview

After gathering the information from the observation to get deeper information from the students' perceptions connected with the use of code-switching by the teachers in the classroom and official records, the researcher did an interview straightforwardly with teachers and students in the classroom. The most effective method for understanding another person, in this case, the participant, is the interview (Cresswell, 2016). Respondents are free to share their viewpoints, but there is no requirement to prepare an answer for the interview. It provides for both the researcher and the participant to discuss in a natural setting.

Technique of Analyzing Data

To answer the research questions, this section outlines the data analysis procedures that can be carried out on the accumulated data. The data will be analyzed with both theories of Poplack and Baker, as cited in (Alawiya, Waluyo, & Soepriyanti, 2020) The theory will be used to decide the type of code-switching and to determine the functions (Xia, 2022) The Technique of statistics analysis might be helped out by handling the result of interview transcript, and record outline. There are four different ways of examining the qualitative data (Miles et al., 2014):

1. Data Collection

The data were gathered by the researcher through teachers and students' interviews and observations (checklists). Data collection consists of observations of classes during lessons underway; during the continuous observation, the researcher recorded the teaching and learning process. Then, distinguished between the code-switching and code-mixing remarks and the no-code switching and no-code mixing utterances disposed of. Interview teachers and students about their thoughts or responses regarding the use of code-switching and code-mixing. During the interview, the researcher also recorded the activity so that the necessary data wouldn't be lost. The data from the interview is transcribed into written transcripts.

2. Data Condensation

Data condensation refers to the method involved with selecting, simplifying, abstracting, and/or transforming approximate data all parts of written field notes, transcripts interviews, documents, and other empirical materials. In this stage, the researcher collected the interview data that had been conducted so that the data obtained could be focused appropriately on the level of need in research. Conduct interviews to obtain data that is appropriate to the research topic.

3. Data Display

The data were analyzed to determine the type and reasons for code-switching and code-mixing that may appear and be used in the learning process in the classroom. Data are identified and separated into specific groups based on the research focus. The focus of this research is the types and reasons for code-switching and code-mixing. The result of the data reduction is made systematically in a simple draft.

4. Conclusion

Conclusions are verified by looking back at the data reduction whether before, during, or after data collection. Verification, the researcher has summarized the results of the research based on the problem and research objectives.

RESULTS AND DISCUSSION

Results

The research was conducted at Yayasan Pendidikan Winfield Medan, there were 22 informants that consist of 20 students and 2 teachers. The data was collected through in-depth interview and observation. The data analysis is presented on the table below, in the overall outcome of using code switching according to the theory of Poplack (Alawiya, Waluyo, & Soepriyanti, 2020) and Baker (Xia, 2022). All percentages on the elaboration of code switching and its functions as the result of the data analysis may refer to this table.

Table 3 Code Switching used in utterances 1 & 2

Types of code switching	Total	Percentage
Inter-sentential switching	9	29%
Intra-sentential switching	12	39%
Tag switching	10	32%

Table 4 Function of Code Switching used in utterances 1 & 2

Function of code switching	Total	Percentage
Emphasize	8	32%
Suit the domain of knowledge	6	24%
Unequal	-	-
Reinforce a request	-	-
Clarify a point	8	32%
Suit of the language	2	8%
Interject a conversation	-	-
Ease tension and humour injection	1	4%
Exclude people from a conversation	-	-

The followings were the utterances between teachers and students during the teaching and learning process. They showed the types of code-switching and its functions as follow:

Table 5 Utterances teacher 1 and students

No	Teacher & Students	Analysis Code Switching by Poplack	Analysis Code Switching by Baker
1	Teacher : Hello everyone, good afternoon! Students : Hello sir.	-	-
2	Teacher : Who is absent today? <i>Coba lihat ada yang merasa temannya tidak hadir?</i> Students : Nathania <i>dan</i> Darren <i>tidak datang</i> , sir.	Intra-sentential switching	Clarify a point
3	Teacher : Only both of them are not here today? <i>Ada yang absen lagi selain mereka?</i> Students : No, sir.	Intra-sentential switching	Suit the domain of knowledge
4	Teacher : Okay. Let's start our lesson ! Students : Okay, sir !	-	-
5	Teacher : Do you know what superstitious is ? <i>Ada yang tau?</i> Students : <i>Gak tau</i> , sir. Never heard of it.	Inter-sentential switching	Emphasize
6	Teacher : Okay. So, Superstitious is a belief in superstitions or in <i>Bahasa kita sebut takhayul. Paham ya semuanya.</i> Students : Understood sir!	Intra-sentential switching	Clarify a point
7	Teacher : Good! Now, let's take a look at the paper that I gave you just now. <i>Coba dijawab dulu pertanyaannya</i> , later we'll discuss. Students : Okay sir!	Intra-sentential switching	Suit of the language
8	Teacher : Okay, Number one. Do you believe in superstitions? I want Alex to answer the question Student : I don't believe in superstitions	-	-
9	Teacher : Why do you not believe in superstitions? <i>apa yang membuat kamu tidak percaya akan itu?</i> Student : Because superstitions is not real, <i>tidak benar, hanya</i> something that is believed by our ancestor <i>tapi turun temurun dipercaya</i> . No proof that it is true.	Intra-sentential switching	Emphasize

10	Teacher : Yeah, <i>saya sepemikiran</i> . But, there are some superstitions that is believed to be true. Like for example, the first day of Chinese New Year, it's believed that we may not sweep the floor even though its dirty. If we sweep the floor, it means we sweep away all the fortunes. Students : Same as my mom said <i>punya</i>	Inter-sentential switching	Suit domain of the knowledge
11	Teacher : I believe everyone of you agree with this, <i>kan</i> ? Students : Yes, sir	Tag switching	Suit domain of the knowledge
12	Teacher : Okay, the next question. Do you believe that God exist? I want Bryan to answer the question. Student : Yes, I do believe God exist. Because I <i>percaya</i> if we <i>curhat</i> to God, He'll help us with our problems.	Intra-sentential switching	Suit domain of the knowledge
13	Teacher : Yes, I also agree with that. But I can't imagine for those who don't believe that God isn't exist, how they seek for help when they have struggle, <i>ya</i> . Students : <i>Yang</i> don't believe in God, they believe in Illuminati.	Tag switching	Suit domain of the knowledge
15	Teacher : But not all of the atheist, in <i>Bahasa kita sebut ateis</i> , believe in Illuminati. Students : Yes, sir. But <i>kebanyakan dari mereka percaya lo</i> sir.	Inter-sentential switching	Emphasize
16	Teacher : Yeah, not all but mostly. Okay. We continue this next week <i>ya</i> . Student: Okay sir.	Tag switching	Suit domain of the knowledge

Table 6 Utterances teacher 2 and students

No	Teacher & Students	Analysis Code Switching by Poplack	Analysis Code Switching by Baker
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1	Teacher : Hello everyone, good afternoon! Students : Hello miss.	-	-
2	Teacher : I'll deal with the attendance list first, ya! Take out Grammar book halaman 32, read the instruction first, then do the exercise. Kita bahas nanti . Students : Okay, miss	Inter-sentential switching, Tag switching	Suit domain of the knowledge
3	Teacher : Have you finished, semuanya? Students : belum miss	Tag switching	Emphasize
4	Teacher : Okay, let's discuss it then. If you've finished, check your answer. Pastikan sudah benar . Students : Okay miss	Intra-sentential switching	Clarify a point
5	Teacher : Fill in the blanks by using Past tense. Okay, before we discuss this, saya akan menjelaskan secara singkat past tense ya . Students : miss, past tense use v2 kan?	Inter-sentential switching, Tag switching	Clarify a point
6	Teacher : Yes, use v2. Okay what is the formula of past tense for positive sentence? Student : Subject plus v2	-	-
7	Teacher : Yes, very good. What about the formula for negative sentences? Students : Subject plus did plus not plus verb base	-	-
8	Teacher : Great. Don't forget it, ya! What about the interrogative sentence? Formulanya apa? Students: Did plus subject plus verb base plus question mark.	Tag switching, Inter-sentential switching	Emphasize
9	Teacher : okay. I'll give you example, ya! Andi ____ (water) the flower in the garden just now. Okay, Karen, try to answer. Student : Andi watered the flower in the garden just now	Tag switching	Suit of the language
10	Teacher : Great, it means you know how to use past tense in a sentence, so I don't have to worry that you guys will fail in the test,	Tag switching, Inter-sentential switching, Intra-	Clarify a point, Emphasize

	<i>ya! Awas aja kalau ada yang fail ya</i> Students : <i>iss..</i> not like that <i>lo</i> miss, the one that you give us are <i>gampang</i> one, later the test question all are <i>susah susah</i> one.	sentential switching	
11	Teacher : No, this material is easy if you understand it well. So you need to study harder so it'll be easy for you when you do the test. <i>Kalau sering dihadapi soalnya pasti gampang dikerjakan.</i> Students : easy <i>lo</i> miss, for you. For us <i>mana</i> easy	Intra-sentential switching, Inter-sentential switching	Ease tension and Humour Injection
12	Teacher : nothing is impossible for you, <i>harus banyak belajar dan berusaha.</i> Okay I'll give you another example. Jenny ____ (not have) breakfast this morning. I want Bryant to answer Student : Jenny did not have breakfast this morning	Intra-sentential switching	Clarify a point
13	Teacher : Good, not <i>itu digunakan setelah</i> did <i>dan sebelum</i> verb <i>nya itu, bukan setelah</i> verb. I found a lot of students make mistake here, so pay attention to the 'not' position. If you displace the not, it'll be totally wrong. <i>Kan sayang kalau nilainya kepotong karena salah di peletakan</i> not. Okay guys? Students : okay miss.	Inter-sentential switching, Intra-sentential switching	Emphasize, Clarify a point
14	Teacher : okay example for the interrogation sentence. ____ you ____ (know) that Mary is a doctor? Kimberly answer the question. Student : Did you know that Mary is a doctor?	-	-
15	Teacher : Yes, excellent! This is how the interrogation sentence, <i>ya!</i> Okay the exercise is for you to be done at home, <i>jangan lupa dikerjakan.</i> Next week I want you to submit it. That's all for the	Tag switching, Intra-sentential switching	Clarify a point, Emphasize

	Grammar for today <i>ya</i> Students : Okay miss		
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Discussions

The present study was intended to explore types of code switching and function of code switching used by the teacher and students in the teaching and learning process. The case study of code switching regarding inter-sentential switching, intra-sentential switching and tag switching were elaborated with the academic supports which were relevant to this study. Through combining interview data with classroom observations, it was found that the teacher decided to use inter-sentential switching, intra-sentential switching and tag switching and the function such as emphasize, suit the domain of knowledge, clarify a point, suit of the language, ease tension and humor injection as represented on the utterances above. Intra-sentential switching was the most used whilst the most used function of code switching were emphasize and clarify a point in order to help the students comprehend what the teacher said. "Okay, let's discuss it then. If you've finished, check your answer. ***Pastikan sudah benar.***" This utterance was the example of intra-sentential switching. "Great, it means you know how to use past tense in a sentence, so I don't have to worry that you guys will fail in the test, ***ya! Awas aja kalau ada yang fail ya.***" This utterance showed the function of emphasize and clarify a point.

CONCLUSION AND SUGGESTION

Based on the analysis of the data in the previous chapter, intra-sentential code switching is the most used type of code switching among students and teachers during English teaching-learning class. Most of the students' reasons in using code switching are because the speakers do not know a word in different language due to different domain of knowledge which serve the function of suit the domain of knowledge. One student used code switching so that speaker might involve in code switching when listeners experienced issues in understanding specific words or concepts at first and for stressing one important point which serve the function of emphasize and clarifying a point.

The first teacher's reason of code switching is the speaker might involve in code-switching when listeners experienced issues in understanding specific words or concepts at first which serve the function of clarifying a point. The second teacher has 2 reasons of why using code switching which are: the use of a second language may indicate a shift in the situation in a commit if discussions become tense and for stressing one important point which serve the function to ease tension and to emphasize.

Based on the research the writer would like to give some suggestion as follows:

1. To the Students

Students should pay more attention to the teacher when the teacher is explaining so that the students can grasp the topic and the lesson provided by the teachers in order to not leading to misunderstanding. Students should have broaden their vocabulary mastery by reading books in English, watching movies with English subtitle and listen to English music.

2. To the Teacher

Teachers should give effective utterances to the students to make the way of teaching and learning more vibrant and likeable. Teachers should be more active engage in conversation with students in order to make the teacher-student relationship to be more attached, so that the class could be in a good atmosphere and the lesson could be accepted well by the students by not neglecting the use of good utterances.

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