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AN ANALYSIS THE USE OF CODE SWITCHING BY ENGLISH TEACHER IN SPEAKING CLASS AT ENGLISH DEPARTMENT

Abstract

The objective of the research is to find out the types of Code- Switching used by English teacher in speaking class at English department in University of Muhammadiyah Sorong. Besides, this researcher also aims at finding out the reason of teachers' Code- Switching and students perspective towards teachers' Code- Switching in speaking class. The finding show the type of Code- Switching that the teacher mostly use is intra-sentential switching (61 times), but the lowest using is inter-sentential (5 times). The reasons of teachers Code- Switching can be divided into four points; To Emphasize the Point, To Clarify the Meaning, To express themselves clearly, To Check the Understanding. Toward the teachers' Code- Switching, the students fell comfort both of languages used by the teacher in speaking class. Therefore, the teachers are suggested to use code switching in teaching speaking class as one of the alternative techniques to make student understand the material as a second language.

Keywords: Academic, Code-Switching, Speaking

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis-jenis alih kode (code-switching) yang digunakan oleh dosen Bahasa Inggris dalam kelas berbicara (speaking class) di Program Studi Bahasa Inggris Universitas Muhammadiyah Sorong. Selain itu, penelitian ini juga bertujuan untuk mengidentifikasi alasan dosen melakukan alih kode serta mengetahui perspektif mahasiswa terhadap penggunaan alih kode oleh dosen dalam kelas berbicara. Hasil penelitian menunjukkan bahwa jenis alih kode yang paling sering digunakan oleh dosen adalah alih kode intra-kalimat (intra-sentential switching) sebanyak 61 kali, sedangkan yang paling jarang digunakan adalah alih kode antar-kalimat (inter-sentential switching) sebanyak 5 kali. Alasan penggunaan alih kode oleh dosen dapat diklasifikasikan ke dalam empat kategori, yaitu untuk menekankan poin tertentu, memperjelas makna, mengekspresikan gagasan secara lebih jelas, serta memeriksa pemahaman mahasiswa. Terkait penggunaan alih kode oleh dosen, mahasiswa merasa nyaman dengan penggunaan dua bahasa dalam proses pembelajaran berbicara. Oleh karena itu, dosen disarankan untuk menggunakan alih kode dalam pengajaran kelas berbicara sebagai salah satu teknik alternatif untuk membantu mahasiswa memahami materi dalam pembelajaran bahasa kedua.

Kata Kunci: Akademik, Alih Kode, Berbicara

INTRODUCTION

The introduction section discusses the background of the problem, a brief literature review, and the objectives and purpose of the research. (The content of the introduction is written in Times New Roman, font size 11, single-spaced, justified alignment). The globalization era nowadays requires people in the world to master English as early as possible. In our daily life, we will face different societies that have different languages and the problem of communication in different situations. As Ansar (2017) stated that many people speak and switch or mix their general use of language with their mother tongues, especially in communicating with people who understand the different languages. Jinxia (2010) stated that code-switching as a specific

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phenomenon and strategy of foreign language teachers received attention in the 1980s. From then on, there has been a heated debate between different views on whether it is helpful or impeding to switch back and forth between the target language and the native language in the foreign language learning classroom (Liu Jingxia 2010).

People always speak not only one language in communication if they have English as a second language. they can use more than one language based on the need for communication. When they talk, they need to consider the place and situation. Switching from one code language into another code in language to make the goal of communication is called code-switching.

There are some problems faced by the teacher in teaching process of code-switching used in speaking class. First, in teaching and learning process the teacher noticed that students have difficulty in comprehending the lesson and teacher instruction. Second, teachers did not have time to clarify the lesson in the classroom. Third, teachers encounter types of code-switching. Fourth, teachers faced the problem with students' characteristics as they come from different backgrounds. Numan and Carter (as cited by Fitrah Auliyah Ansar, 2017) briefly define the term as "a phenomenon of switching from one language to another in the same discourse". From this definition, "discourse" will be handled as the students' and teachers' naturally occurring language use in the classroom. Additionally, the languages between which alternation is performed are the native language of the students and the foreign language that students are expected to gain competence.

Based on the background above about code-switching, the researcher is interested to find out the use of code-switching by the teacher in speaking class. The researcher conducts researches on "An analysis of code-switching by English teacher in speaking class at English department".

While 'switch' in the Cambridge dictionary (2008) is the change suddenly or completely from one thing to another and also replace a thing with another. In short, code switching is a process to change code in language into another language. Poplack (2001) code switching refers to the mixing by bilinguals of two or more language in discourse with no change of interlocuter of the topic.

The principle of code forward by Bernstein (1971) that code is any system of signal, such as numbers, words, signals, which carries concrete meaning. In other stated from Hymes (1974) that code switching is defined as a common term for alternative use two or more languages. In teaching and learning process target language makes the language real allow the learners to experience unpredictable. In English teaching, it has been assumed that when code switching in the classroom is a productive behavior and focus of discussion on preventing it with no consideration of what causes it in the first place (Mingfa Yao, 2011). Poplack (1980) categorizes three types of code switching; tag switching, inter-sentential switching, and intra-sentential switching.

a. Tag-switching

Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. It seems that the fixed phrases of greeting or parting are quite often involved in switches. For example "tepat sekali, itu adalah a good idea" the words "a good idea" it can be a tag. Tags include interjections, fillers, and also idiomatic expression.

b. Intra-sentential switching

Intra-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. For example "can you explain to me tentang buku ini? or "read the book and kerjakan dirumah tugasnya" that sentences include code or complete to another language system.

c. Inter-sentential switching

Inter-sentential switching in which a change of language occurs at sentence levels and also involves at sentential boundaries where one clause or sentences in one language and the next sentences is in the other.

Chahayani (2015) considers that Inter-sentential switching is difficult because it requires the ability of one language is as good

METHOD

The researcher was conducted qualitative data while observations, interview, and questionnaires. The teachers in the speaking class had been interviewed. The interview tried to find the types and reasons of code switching that the teacher used in the classroom. The questionnaires were distributed to 29 students to find their perspective when the teacher uses L1 in speaking class.

In qualitative research according to Stainback (as cited in Sugiyono, 2016) stated that there is no way to give easy to how long it takes to do qualitative research but the actual length of duration depends on the resources, interest, and purposes of the investigator (p.37). Due to the researcher interest and purposes in this research, the time was taken from April until May 2019 in Speaking class at the English language Education Department at the University of Muhammadiyah Sorong.

The participants of this research were English teachers and students in speaking class at Muhammadiyah University Sorong. The number of the students is 29 (twenty-nine) students of the speaking class and 1(one) English teacher. In this research, data collection has analyzed the evidence and make a comment to decide about code switching used by the teacher. There are some steps were deciding the focus of the research, selecting the participant as a data resource, collecting the data, analyzing the data, and making the conclusion. The instrument of the data collection was divided into three parts, observation (classroom recordings), interview, and questionnaires.

The researcher observed teaching and learning process,listen and records the interaction taking place in the teaching learning process. The data are summarized into the types of code switching by poplack (1980). The observation taken in speaking class. During the observation, the researcher created a classroom recordings. The researcher sat dawn behind without any interaction, recording the activities, and took some notes. Then, the results of recording audio will be transcribed into the form of transcription to be analysis.

Based on the transcriptions, the researcher analyzed the types of code switching used by the teacher in the speaking class according to poplack (1980) as discussed in chapter II. They are tag switching, inter-sentential switching, intra-sentetial switching. The result showed the sequence of highest one to the lowest one and the numbers of code switching were represented in percentage.

Interview is one of the technique to collect the data in this research. The objective of the research to find out the reasons of code switching used by the teacher. Based on the interviewed, the researcher found that there some reasons of the teacher used code switching in teaching learning process. It related to some reasons in code switching that described in the previous studies in chapter II.

The researcher created interview for one English teacher in the speaking class at English department. The interview to find the reasons of code switching used by the teacher in speaking class. The researcher was controlling the plot of questioning and the teacher can give more information freely. Thus, during the interview, the researcher not only take the notes but also recorded it to make sure the data.

The thirteen questions created to interview the teacher. The questions start with the personal background of the teacher, the problems of difficulties when teaching English and whether the code switching to Bahasa Indonesia is an efficient strategy. The permission of the interviewees, the data and transcribed have been analysis.

The questionnaire consist of twelve items. The questionnaires were given to the students in Bahasa Indonesia to make the students more efficient to answer the questionnaire. The questionnaires were given to the students to identify their perspective toward teachers' code switching in speaking class. In the questionnaire, students' perception on the use of code switching divided into five separate statements which required the students to "sangat setuju", "setuju", "tidak yakin", "tidak setuju", "sangat tidak setuju".

In the classroom recording were transcribed and every switch by teachers from English to Bahasa Indonesia had been noted. The researcher analyzed the result of questionnaires of the students' perspective. After that, the types of code switching, the reason of using code switching, and also students' perspective had been analyzed.

RESULTS AND DISCUSSION

In the previous chapter, the researcher described the technique of data collection. This research was conducted in the English language department with a speaking subject. One English teacher and 29 Students as the participant. The research concerns the code switching used by the teacher in speaking class.

The chart shows the types of code switching used by the teacher in speaking class. The result above indicated the highest frequency from the lowest one of the types of code switching used by the teacher in speaking class. The highest point of code switching used by the teacher is Intra-sentential switching. It appeared 61 times. The second rank is tag switching. It appeared 13 times. The lowest of code switching used by the teacher is inter-sentential switching. It appeared 5 times.

In addition, based on the previous research Al Heeti and Ammar (2016) also discussed the types and functions of code switching in English language. The finding is the frequency of occurrence of code switching was high as there was at least one instance of code switching in every conversation. Intra-sentential was the most frequent type recorded in the data analyzed, inter-sentential switching was the second and tag switching was the least frequent.

The objective of the research is to find out the reasons of code switching used by the teacher. An Interview is one of the techniques to collect the data. Based on the interview the researcher found that there some reasons of the teacher. It can be related to some reasons in code switching that described in the previous chapter.

Based on the data, there are some problems that teachers faced in the speaking class. Most of the students did not speak English well even they are in the four semesters. The students did not speak well in English and the teacher forces them to be able to speak English. In the learning process, the teacher recommended o the students when did not understand in an English word, the students can be combined to Indonesian to make them speak English.

In the teaching and learning process, the teacher used full English in the speaking class and combined with Indonesian when the students did not understand the information. Especially in a speaking class, the teacher easier when teaching speaking class using English more than Indonesian. The teacher said that the importance of using code switching when teaching English for telling the information to make them understand because not all the students are mastery or not all the students know every single word.

There are some reasons of teacher that used code switching in class. It can be related to some reasons based on some experts in code switching that described in chapter II;

1. To Emphasize the Point

To emphasize the point of material because English is our second language. It is important to using code switching because not all the students come to university and they have a different background in English. The teacher used code switching to make them understand. There some sentences that code switch by the teacher to emphasize the point;

For example ;

- “who’s from java ? siapa yang dari jawa?”
- “Because you are trouble maker, karena kamu pembuat masalah”
- “You repeat it until three times, ulangi itu sampai tiga kali.”

According to Anderson (2006) that when a speaker needs to stress a particular statement he or she will code switching to the other language. Emphasize a point also used when the same statements are repeated in two different languages. English teachers make emphasize a point is when making a statement in English and repeat in Bahasa Indonesia to make the students understand the material. In addition, a study by Taha (2008) found that Arab teachers in teaching English tend to make the students understand what the teachers are talking about.

In this research, the teacher stated that not all the students are a second learner of English and important to do code switching. The teacher also stated that when the teacher doesn’t used code switching, the student doesn’t understand because not all the students coming to the university and they have an English background.

2. To Clarify the Meaning

Fachriyah (2017) stated that one of the functions of code switching is clarification, in her research found that to provide clarification or confirmation of an explanation, information, questions, of a statement, to avoid misunderstanding in terms of capturing the intent of the English.

Based on the result of the interview, the teacher used English to Bahasa to tell the importance of information than also using difficult words. There some sentences that code switch by the teacher to clarify the meaning;

for example;

- "countable noun kata benda yang dapat di hitung"
- "one of you berarti salah satu diantarakamu"
- "uncountable noun itu kata benda yang dapat dihitung"

It was also done by the teacher to check students' understanding the lesson in the classroom.

3. To express themselves clearly

To express themselves clearly in both languages .It can make the students understand because the students do not know exactly if the teacher using full English in the speaking class. There some sentences that code switch by the teacher to express themselves;

For example ;

- "countable noun adalah kata benda yang dapat dihitung"
- "One of us salah satu diantara kami"
- "Mau dating nggak? She will come or not?"

4. To Check the Understanding

Fachriyah (2017) stated in the previous research about to check the understanding of the students. The code switching from English into Indonesian has a function to review the material as been taught previously. In this research, the teacher stated that when code switching from English to Indonesian can tell the information once for the students. There some sentences that code switch by the teacher to check the understanding;

for example ;

- "you use something errors, dimana?"
- "Presented, diganti dengan apa"
- "Yaa,,, you get what I mean"
- "What's wrong? Apa yang salah?"
- "Sudahselesai, any question ?"

The teacher stated that to check understanding of the students is important and switch from English to Bahasa Indonesia is the easy way that teachers can tell the information. For example, the teacher can give them a verbal assessment to make them understand what the teacher talking about.

In another opinion of the teacher that code switching is an efficient strategy in the learning process. The students will misunderstand the information especially for speaking if the teacher did not use code switching.

The participant of this research not only students from outside of Papua and some students from Papua. Even though they are from outside of Papua, but they understand the local language or dialect. Their daily lives used the dialect of Papua, even in the classroom. This researcher found that the language used in this class not only English and Bahasa Indonesia but also the local language. There are the sentences that code switch Indonesian to local language by the teacher to emphasize the point; For example ; " kam su pamalas tapi pas final kam bikin sa stengah mati" (you are lazy to do it and when the final test you make me work hard for your score).

In this research, a speaking class at English department where the students had been selected. The fact that were found in this research, that most students preferred using their mother tongue as much as using English. The teacher used code switching in the process of teaching and learning based on the reasons. The researcher using questionnaires as a way to know the students' perception of code switching used by the English teacher in speaking class. The questionnaire consists of twelve items in Indonesian. The questionnaire divided

into five statements; strongly agree, agree, not sure, disagree, strongly disagree. The following table shows the result of the questionnaire.

CONCLUSION

Based on the finding and discussion of the research, it can be concluded there are three main things in this research as the objective of the research. There are the types of code switching used by the teacher in speaking class, the reason why the teacher used code speaking in speaking class, and also the perspective of students towards code switching by the teacher. First, in the teaching and learning process, the teacher used full English in the speaking class and combined with Indonesian when the students did not understand the information. Especially in the speaking class, the teacher felt comfort when teaching a speaking class using English more than Indonesian. Based on the data in classroom activity, the use of code switching by the teacher is not always consciously. The data observation shows that the total frequency of code switching by the teacher is 48 times. The result in the table above indicates that the types of code switching mostly used by the teacher are intrasentential switching, tag switching is the second rank in the class and intersentential switching the lowest one of the types of code switching that used by the teacher. Second, there are some reasons and also the opinion based on the data from interview the teacher. First, to emphasize the point of material because English is our second language, not all of the students are the second language of English. That's very important when using Code switching, because not all the students coming to the university have an English background and the teacher have to use code switching to make them understand. Second, to clarify the meaning, when the teacher used English to Bahasa to tell the importance of information than also using the difficult words. Third, To express themselves clearly in both languages, it can make the students fully understand because the students did not know exactly if the teacher using full English in the speaking class. Fourth, To check the understanding of the students, the teacher said that when code switching from English to Indonesian that the teacher can tell the information once for the students. Third, in the questionnaire about the opinion about students' perception. In the learning process which one the students fell comfort about the language used by the teacher in speaking class, Indonesian or English. Most of the students in the speaking class choose strongly agree that they will be comfortable if the teacher used English more than Indonesian.

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