Teachers' Code Switching Used by Indonesian Lecturers in EFL Classrooms

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Abstract-The aim of this study is to know the types and the functions of code switching employed by the lecturers in EFL classrooms. Two English lecturers of Universitas Muhammadiyah Semarang, Indonesia, took part in this study while one lecturer from Universitas Negeri Semarang as its supervisor. The participants were chosen purposively. Data were collected through classroom observation, video-recordings, and interview with both lecturers. The results of the quantitative and qualitative analysis show that the lecturers employed code switching as proposed by Poplack (1980) comprised inter-sentential code switching (44.7%), intra-sentential code switching (44.7%), and extra-sentential code switching/tag switching (10.5%). The lecturers employed code switching to help the students in understanding the lecturers' explanation, requesting help, and clearing misunderstanding. The use of code switching was believed that it helped the lecturers and the students to create the communication effectively in the classroom.
Key words: inter-sentential code switching, intra-sentential code switching, extra-sentential code switching, EFL classroom.

I. INTRODUCTION

Teaching English as a foreign language (EFL) in Indonesia needs an effort to make it effective. The students who speak non-English commonly face some problems dealing with the vocabulary used by the teachers. This makes them do not understand with what the teachers say. Consequently the students usually keep silent in the classroom. They do not give any responses to the teachers due to their incomprehension. Hence, the teachers should consider and prepare their lessons in order they can communicate with the students well. If the communication runs well, the objective of learning could be achieved. That's why it is very important to determine whether or not what they are talking about could be understood by the students.

To make the students understand with what they are talking about, the use of code switching could not be avoided in EFL classroom. Code-switching is the use of two or more languages that exist in a community in which it makes speakers switch from one language to another language (Hornberger & McKay, 2010). The use of code switching is virtually to communicate with the others in which it depends on the certain situation (Johansson, 2013). It means that there are usually some reasons and factors influencing the use of code switching. Koban (2013) mentions that code switching could be analyzed from different perspectives: grammatical, sociolinguistic, and interactional. From a grammatical perspective, Poplack (1980) proposes three types of code switching, they are inter-sentential code switching, intra-sentential code switching, and extra-sentential code switching (tag switching).

Poplack (1980) mentions that inter-sentential code switching takes place between sentences. It is usually characterized by a switch from one language variety to another outside the sentence or the clause level (Koban, 2013). It also occurs between turns (Yletyinen, 2004). Hence, it needs an integration between each other. Hughes, et al. (2006) add that inter-sentential code switching may serve to emphasize a point made in the other language; to signal a switch in the conversation participants; to indicate to whom the statement is addressed; or to provide a direct quote from or reference to another conversation.

The second type is intra-sentential code switching. Poplack (1980) states that intra-sentential code switching requires a lot of integration. Intra-sentential code switching is switching from one language variety to another at the clause, phrase, or word level within a single utterance (Koban, 2013; Yletyinen, 2004). It involves the greatest syntactic risk in which words or phrases from another language are inserted into the first language within one sentence or utterance. Hence, there will be two different grammars in one sentence because the two languages are mixed. That's why in employing intra-sentential code switching, the lecturer has to know both grammars to produce a well-formed sentence, so that it could be understood well by the students.

Meanwhile extra-sentential code switching (tag switching), according to Zentella (1997) cited in Koban (2013) refers to inserting tag elements from one language into an otherwise monolingual discourse in another language. It is usually characterized with the use of "you know, I mean, right, etc." This type of code-switching is very simple and does not involve a great command of both languages, since there is a minimum risk of violation of grammatical rules (Jalil, 2009).

Previous studies of teachers' code switching in the classroom instruction have also looked at the types of code switching and the factors behind of using it (Cheng, 2013; Horasan, 2014; BENSEN & ÇAVUŞOĞLU, 2013). By using Poplack's (1980) framework, this study is focused on the use of code switching seen from grammatical perspectives in EFL classrooms. Therefore, this study has two main purposes, they are: to find out what types of code switching used by the lecturers in EFL classrooms, and to know what the functions of code switching used by the lecturers are. Based on the purposes of the study, the research questions are: 1) what types of code switching are used by the lecturers of Universitas Muhammadiyah Semarang in EFL classrooms? 2) what are the functions of code switching used by the lecturers of Universitas Muhammadiyah Semarang in EFL classrooms?

II. METHODOLOGY

Research Study

A case study approach was conducted by involving two English lecturers of Universitas Muhammadiyah Semarang, Indonesia in the academic year of 2017/2018. The participants were chosen by using purposive sampling in which the male lecturer (L1) aged 30 years old and was a philosophy of doctor, and the female lecturer (L2) aged 35 years old and was a master degree. Both lecturers taught different subjects in English Department, and experienced in teaching more than 8 years.

In this study, classroom observation, audio-recordings, and interview with the lecturers were used. The two lecturers teaching Reading class and Language Testing class with the total number of 33 students were observed and recorded. The observation recording was transcribed and analyzed to get qualitative data based on Poplack (1980). The quantitative data of the use of code switching were counted manually. The interview with the two lecturers was conducted to get deep information deals with the function of using code switching in their class.

III. FINDINGS AND DISCUSSION

Types of Code Switching

The use of code switching used by the two lecturers (L1 and L2) in their classrooms could be seen in the following Table.

TABLE 1
The Use of Code Switching by the Two Lecturers

No	Type	Occurrence		Frequency	Percentage
		L1	L2		
1	Intra-Sentential Code Switching	12	5	17	44.7%
2	Inter-Sentential Code Switching	6	11	17	44.7%
3	Extra-Sentential Code Switching	4	0	4	10.5%
	Total	**22**	**16**	**38**	**100%**

Based on Table 1, it shows that the frequency of intra-sentential code switching and inter-sentential code switching used by two lecturers is equal with the percentage of 44.7%. While tag switching is used very few in number (10.5%) compared to the other two types. In detail, the use of code switching by two lecturers is presented below.

INTRA-SENTENTIAL CODE SWITCHING

The use of intra-sentential code switching is the most frequently used by the male lecturer (L1) during his teaching with the percentage of 54.5%. Intra-sentential code switching, according to Koban (2012) is switching from one language to variety to another at the clause, phrase, or word level within a single utterance. It is the most complex type among the other types of code switching because it requires a lot of integration and is usually associated with the most fluent bilinguals (Poplack, 1980). The use of intra-sentential code switching could be seen in the following Extracts.

Extract 1.

L1 : Okay, Rosma. As computer crime increasing, it is safer not to use the computer. What would you answer? Do you agree or disagree tidak menggunakan hp atau komputer setuju ndak? Karena katanya berbahaya so computer crimes are increasing.

S : No.

L1 : Why?

S : Because we usually find information from the internet.

From Extract 1, L1 was discussing about the text with the student coming from Thailand. In the

dialogue, L1 asked the student whether or not she agreed with the use of mobile phone or computer considering that those were dangerous. However, the interesting thing here is when posing the question to the Thai student, L1 used code-switching in which it happened when L1 depicted something in English, then it was continued in Indonesia as seen in the Extract above. L1 explained that the Thai student used to speak both Thai and Malay for her daily conversation. English for Thai students is also regarded as a foreign language like in Indonesia. That's why, L1 considered the Thai student was like Indonesia students in which their ability to speak Indonesian language was better than English. Even though L1 asked the question in Indonesian language, the Thai student responded in English. It shows that she understood what L1 asked to her dealing with the question posed.

The use of intra-sentential switching could also be found in the female lecturer (L2) class. However the use of this type is only 31.2%.

Extract 2.

L2   : Is there any of you has the problem? So, I want you to concetrate to be focus on these two things. Now Public Relation responsibilities and the definition based on your reading text. There are actually… discuss about two things the definition in several terms and then how the responsibilities of Public Relation. In this case that we don't just simply talk about speaking but how to deliver our message, how the responsibility as a messanger sebagai seorang pembawa pesan. It can be understood, it can be adjustificated, it can be used to help your work. Of course many areas which covered that Public Relation need to be access bahwa pekerjaan Public Relation itu tidak hanya dalam satu bidang saja, bagaimana actually in Public Speaking or actually in broader areas di dalam situasi yang lebih luas seseorang yang menyampaikan pesan it doesn't talk only how our speaking, how our pronouciation, how our skill but also your strategies, your tactics, your maping in finishing your job semua orang perlu mapping. Even though in Public Speaking you should also define anda juga harus menentukan apa yang anda mau sampaikan?, which start saya mau memulai dari mana?, what should be ended? Kapan saya memulai dan apa yang merupakan informasi yang harus saya berikan in the end of the season misalnya. Let's see then to save the time because if I let you read this, maybe we will finish

next month. So, what is Public Relation? If you are allowed to read please Lastari first definition by Harlow.

S   : Me, Mrs?

L2 was explaining about Public Relation to all students in the class. She explained the definition about Public Relation and its responsibilities. To have a good understanding about them, L2 gave the description in detail about what must be seen, considered, and prepared. L2 used intra-sentential switching because of some considerations. First, the students' ability in English was not good. It's hard for them to understand what the lecturer said in English because they were not accustomed to use English. L2 added that the condition could be seen when she was explaining about something and the students only kept silent even though she had asked some questions to them. Therefore, the use of code switching became the alternative strategy to do. It helped the students in understanding the topic discussed. Second, the use of intra-sentential switching was to emphasize the important points that must be highlighted by the students. Considering the level of the students' ability, the use of Intra-sentential switching helped the students to get the points from the lecturer. Third, the students must be stimulated to actively respond the questions posed to them. However, not all of them were able to do that. Nominating a specific student must be done by her to make the student more responsible to answer the question. By doing this, the student attempted to respond well. Without nominating a specific student, the other students who were not nominated to respond sometimes did not attempt to prepare their responses to the lecturer.

INTER-SENTENTIAL CODE SWITCHING

The second position of using code switching by L1 is inter-sentential code switching with the percentage of 27.3%. Inter-sentential code switching is characterized by a switch from one language variety to another outside the sentence or the clause level (Koban, 2012; Al Heeti and Al Abdely, 2016).

Extract 3.

L1   : I think if you don't need credit card, don't, if you need it you may have a credit card but if you don't need the use of credit card please don't buy credit card or register credit card because credit card will trap you to buy something using the money of the bank. Semuanya bisa anda beli because you have money. Uangnya siapa? Uangnya bank yang harus anda bayar, so it's very easy to buy something because we use the bank money. The next

one, this is dealing with your opinion, complete the sentences below by giving your view. People who infect computer with viruses are?

Based on Extract 3, L1 depicted the condition in which the students should have avoided to use a credit card. L1 reminded them that a credit card would have trapped them to buy something using the money of the bank. To make it clearer, L1 used inter-sentential code switching in order the students really understood what he had been talking about. Even though the next one L1 continued his explanation by using English. The use of code switching functioned to make the students more understood. It was not because L1 did not know the vocabulary in English, yet, some of the students got difficulties in understanding English. That's why, based on his information in the interview, it was impossible for him to fully use English in his class. It was very hard for him to identify which students who did not understand the material and those who understood since most of them were passive in the classroom.

Extract 4.

L2 : You seem that very busy with your own paper. Do you think that Public

Speaking have correlation? Apa Mrs. biasanya gitu?

S : (silence)

L2 : Do you think Public Speaking and Public Relation have the correlation?

S : (silence)

L2 : Ulfa, just can you help Kokom to be focus not asking or telling something

that...... Bu Kokom, do you think Public Relation and Public Speaking

have correlation? Public Relation dan Public Speaking saling terkait

tidak?

S : Yes Mrs.

L2 : In what way? What is the difference? Bedanya dimana atau persamaanya

dimana?

S : Sama-sama bicara di depan publik.

L2 : Yes, sama-sama bicara di depan publik, so if you want to translate it

English so you will say?

S : (silence)

L2 : Public Relation and Public Speaking Kokom.

S : Belum

L2 : Belum apa?

S : Belum Fokus

L2 : Belum fokus. Terus kapan fokusnya?

S : Nanti

L2 : Nanti? Allahu akbar.

S : Iya segera, segera Mrs.

L2 : Okay then, Saya mau tanya ke Aini. Do you think that Public Relation

and Public Speaking is different?

S : Yes different.

Extract 4 shows that inter-sentential code switching was used by L2 in her class. Dealing with this point, it is the most frequently used by L2 in her class with the percentage of 68.7%. The use of inter-sentential code switching mostly happened between sentences and between turns as seen in Extract 4. Dealing with the use of inter-sentential code switching above, L2 preferred to use Indonesian language rather than English by considering the student's ability in English which was very low. In other word, reiteration and translation were preferred by L2 to make the nominated student easier in understanding what the meaning of the utterances were. Those concurs with Yletyinen (2004) that reiteration occurs when a message is repeated in another language. When L2 asked the question in English, the student only kept silent. She did not give response at all. However, when the question was repeated in another language that is in Indonesian language, she got the point and she responded the question even though it was in very short response. The condition stimulated L2 to use code switching when posing the questions to her in order she responded the question even though the responses were always in Indonesian language. However, L2 added that it was much better rather than only kept silent as usual.

EXTRA-SENTENTIAL CODE SWITCHING (TAG SWITCHING)

The use of tag switching can only be found in L1's class. The use of this code is the least from the others that is 18.2%. Tag switching is inserting tag elements or short phrase in one language into an utterance that is otherwise entirely in another language (Koban, 2012; Al Heeti and Al Abdely, 2016). Tag switching is very simple and does not involve a great command of both languages (Jalil, 2009). It is usually characterized by using "you know, I mean, right".

Extract 5.

L1 : Viruses, ya? And then the next one according to writer computer user

must?

Extract 6.

L1 : Oke, provide safe guard. Provide security juga, ya?. Update the security and then provide guard. This is bank, bank should update their security and then safe guard their customer especially today bank is online so it's very easy for hackers to get access because online. A lot of things with

the online is very possible. It's very possible for someone to hack your data e.g. facebook, IG.

The use of tag switching occurred when L1 inserted the tag "ya" in the end of his sentence as seen in Extract 5 and 6. The use of tag switching "ya" has no ramifications at all to the rest of the sentences. It is in line with Poplack (1980) says that the insertion of a tag to an utterance has no ramifications for the rest of the sentence. This is because tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules.

THE FUNCTIONS OF EMPLOYING CODE SWITCHING

The use of code switching was virtually influenced by many factors. Based on the result of interview with both of the lecturers, the use of code switching in their classrooms could not be avoided. They admitted that the background knowledge of the students determined to what extent they used code switching. When they fully used English, the students did not understand what the lecturer said. The students still kept silent even though they got the questions from the lecturer. Silent action always happened in their classrooms.

The situation above shows that the communication between the lecturer and the students in the classroom did not run well. Therefore, the lecturers preferred to use code switching to help them to communicate with the students. It concurs with Canagarajah (1995) that code switching is usually used to make the communication between the teacher and the students more effective. By using code switching, the students got easier in understanding what the lecturer was talking about. They were usually reluctant to respond the lecturers' questions because they did not have the point of the question. Even though what usually happened in the class was that their response to the lecturer was a very short response. However, the lecturers said that it was much better in which they were stimulated to respond the questions posed to them.

There are some functions of employing code switching described by the two lecturers in their EFL classrooms through interview. First is to support their explanation. Code switching occurred when the lecturers needed to repeat what had been previously said in another language so that the students would have understood them easily. It commonly happened in EFL classroom in which the students were less competent in English, therefore the lecturers must explain in their first language to help the students in understanding the lesson better. It concurs with Canagarajah (1995) that repetition, reformulation, clarification, and

exemplification are needed to help the teachers in explaining the issue taught to the students. As seen in Extract 7 below, it is clear to see how the lecturer (L2) employed code switching to explain the issue developed in the society.

Extract 7.

L2 : Public Relation is planned and sustained ... planned? Planned itu terencana and sustained? berkelanjutan artinya berkesinambungan tidak hanya satu sisi jadi PR adalah suatu usaha untuk membangun / mempertahankan good will. We talk about an institution / an organization and each public so public means that if university it means with the students or people who are correlated with university. If we talk about the hospital so we talk about public who may use or have beneficial / advantage from the hospital. If we talk about fake vaccine in the hospital who will be get the impact from the news i.e. how we as public can use, can minimize the trust from PR . So in Indonesia many people always correlated with humas / hubungan masyarakat even how humas is not only, saya mau bilang humas is not only they perform the good image of an institution but also how actually humas cannot work alone, let's see then there are severel keywords noting here ada beberapa hal yang diperjelas disitu planned and sustained terencana dan berkesinambungan. It means that it cannot be in pieces what is the plan, your plan, your action is not in pieces, it has correlation on to each other, this relationship are not automatic /... indeed it have to be established maintain PR works exist in time it is not a serious of unrelated event jadi itu berkesinambungan bukan satu hal yang selesai kemarin besok tidak berkelanjutan many think that PR is about promoting padahal disisi lain PR bekerja lebih banyak ensuring convince meyakinkan publik have of view of organization . Why do we need to have that university, why do we need choose that hospital, why do we need to use kind of brand for motorcycle or cars? Why do prefer honda or toyota? Why do we prefer that i.e restaurant even though we know that maybe the taste of that food is the same even if they don't like what he does, meskipun kadang dalam beberapa hal i.e if we talk about advertising ada ngga iklan yang ngga lebay? Kalau iklan bahasanya jujur, ilmiah orang orang akan tertarik atau tidak kalau maka dalam beberapa hal

ada area wilayah PR yang kemudian kita tidak hanya bicara tentang bagaimana kemasanya, bagaimana filosofinya, bagaimana pesan itu tersampaikan karena kalau kita bicara tentang public interest kita juga bicara tentang tren, Apakah tren masyarakat selalu yang benar? No, kalau kita bicara tentang tren di masyarakat apakah yang sedang ngetren di masyarakat selalu tampak bagus?

SS   : Not always.

From Extract 7, explanation was employed by the lecturer in her class. The strategies used by L2 to help the students in understanding the lesson is by giving clarification and exemplification as proposed by Canagarajah (1995). Even though the class was in university level, the students' English proficiency was still low. Therefore, by considering the students' background knowledge, L2 helped the students to use code switching from English to Indonesian language to clarify the points explained. In clarifying some points in Indonesian language, L2 reformulated her own words and expanded some information needed in order the students could follow the lesson. Exemplifications were also employed by L2 to support her explanation to help the students' understanding about the concept being discussed.

The lecturer said that It was not easy to make them understood the lesson taught. Even though some exemplifications were employed to make them easier in getting the point, most of the students showed the same reaction to the lecturer, kept silent during lesson. Hence, to stimulate the students' responses, the use of code switching was very required to encourage the students who was less competent in English. Even when L2 posed the questions to the students, she preferred to use code switching to avoid the students' silent response.

The second function of employing code switching is when requesting help. The lecturer said that the problem usually faced by the students was about vocabulary. The students were sometimes unfamiliar with the vocabulary used by the lecturer made them reluctant to give the response. It made them to firstly translate the unfamiliar vocabulary used and/or requesting help from the lecturer and/or their own friends as seen in Extract 8.

Extract 8.
L1   : What is the question?
S   : Hacking.
L1   : Hacking and then?
S   : Maaf, kalau expertist itu apa ya, Sir?
L1   : Expertist tu ahli
SS   : (repeating) ahli.

Extract 8 shows that the student was involved in the discussion with the lecturer (L1). The student faced a problem dealing with the unfamiliar vocabulary used in the text. When L1 posed the question to him, and he did not know the meaning of the vocabulary, he requested help from the lecturer to translate the word.

Employing code switching to request help is commonly usual in teaching and learning process in the classroom. The students do not ask for help only to the lecturer, but also to their own friends. The lecturers said that letting the other students to help could create natural communication between them in the classroom. The student, in this case, became a consultant to their own friends facing the problems, and at the same time he/she could encourage and give support to them.

The third function is clearing misunderstanding between the students and the teacher as described in the following Extracts.

Extract 9.
L1   : Ok we should know information so update information from the internet. I will ask one of you Risma.
SS   : Rozma, Pak Dodi. Namanya Rozma.
L1   : Oh, okay. Rozma. As computer crime increasing, it is safer not to use the computer what would you answer be? Do you agree or disagree tidak menggunakan hp atau komputer setuju ndak? Karena katanya berbahaya so computer crimes are increasing
S   : No.

Extract 9 shows that L1 wanted to ask the question to one of the students. He posed the question to the Thai student named Rozma. Yet, L1 addressed her with a wrong name. Realizing L1 mentioned the wrong name, the other students corrected him in Indonesian language. When L1 realized that he mentioned the wrong name, then he corrected the appropriate name and continued the discussion in English. The interesting thing here is in the rest sentence, L1 posed the question in Indonesian language to the Thai student whose daily language was Thai and Malay. However, the student could respond the question given to her even though in a very short response.

Extract 10.
L2   : In your opinion, what is the function/purpose of the Public Speaking?
S   : To share the public.
L2   : What is to be shared?
S   : Some topics.
L2   : Sesuatu?
S   : Some topics.
L2   : Sorry, some topics? Why do you think the topic should be delivered to

public?

The other example is shown in Extract 10 in which L2 misunderstood the students' English utterance. L2's misunderstanding leaded her to use code switching in Indonesian language as seen in the Extract 10 above. When the student realized that she had different point of what they were talking about, the student, then repeated her response to L2 louder. Realizing that there was misunderstanding with the student, L2 apologized and corrected the utterance as mentioned by the student and continued the discussion by posing follow-up question to her.

The use of code switching seen from the number of frequency as presented in Table 1 shows that the male lecturer (L1) who was a philosophy of doctor used much more code switching than the female lecturer (L2) which was a master degree. L1 used much more intra-sentential code switching even though it was the most complex among others as it occurs in clauses, sentences, or words (Poplack, 1980). Al Heeti and Al Abdely (2016) also add that intra-sentential code switching is more complex than the other because when a word is inserted in a sentence, it should be incorporated in a correct way resulting in well-formed structure.

However, in employing intra-sentential code switching, L1 did not require to think more about grammar of the sentences because basically intra-sentential code switching can occur at any sentence without considering the grammatical constructions of the languages used, even though the resulting structure of the sentence may not be well formed. Yet, the utterances produced by the lecturer could be understood well by the students because code switching was employed in Indonesian language, their first language. It helped the students easier in understanding what the lecturer was talking about.

Meanwhile, inter-sentential code switching, according to Al Heeti and Al Abdely (2016) requires grammatical, morphological, and textual knowledge in both languages. LI must think the grammatical constructions of the language used to result well-formed structure of the sentence. In this case, L1 employed inter-sentential code switching was fewer.

The different condition also occurred in L2's class in which she employed inter-sentential code switching more frequently. By considering the grammatical constructions formed in the sentence, it shows that L2 has a good English proficiency. L2 could not neglect the use of grammatical structure of the sentence, clause or phrase produced. If it happens, the resulting structure of the sentence may be bewildering for the students. Consequently, the students could not grasp the information conveyed by the lecturer.

The use of tag switching also only could be found in L1's class with the lowest number of use among others. Meanwhile, in L2's class, tag switching was not employed at all. The lack of using tag switching occurred may be attributed to the formal setting in the classroom in which the lecturers allocated the turns for the discussion between them. In this case, the lecturers controlled the discussion in the classroom in order to run smoothly.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the findings of the study, the lecturers employed three types of code switching as proposed by Poplack (1980): inter-sentential code switching, intra-sentential code switching, and tag switching in their EFL classrooms. The use of code switching in EFL classroom helped both the lecturers and the students in teaching and learning process. For explaining the complicated material, the use of code switching could not be avoided. It helped the students in understanding the lesson easily. Besides it was also used to request help dealing with the problems of learning faced and clear misunderstanding to create an effective communication between the lecturers and the students in the classroom.

However, by considering the functions of employing code switching in the classroom above, it could not always be taken for granted. The students should be encouraged to use the targeted language more to enhance their English proficiency. Next, further studies should be conducted to see not only the positive one of using code switching, but also the negative one of employing it in the classroom.

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