

CODE-SWITCHING USED BY TEACHERS: A DESCRIPTIVE ANALYSIS AT KIDDOS KINDERGARTEN, BANDA ACEH, INDONESIA

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ABSTRACT: *This descriptive qualitative study investigated the phenomenon of code-switching from English to Indonesian implemented by the teacher at Kiddos English School, aiming to uncover its various types, functions, and underlying reasons. Drawing on the theoretical frameworks of Hudson (1980), Wardhaugh (2006), Hoffman (1991), and Gumpers (1982), observations were conducted to identify six distinct types of code-switching, while interviews explored the teachers' motivations for employing this linguistic strategy. The findings highlighted that Conversational code-switching emerged as the most frequently observed type (50.02%), indicating its prevalence in the instructional context. Conversely, Metaphorical code-switching was identified as the least common type (2.77%). In terms of functions, Reiteration emerged as the predominant function (70.25%), suggesting its role in reinforcing or clarifying information for students. In contrast, Addressee Specification was the least frequently observed function (0.83%). The reasons driving the use of code-switching were multifaceted and included the necessity to discuss specific topics, quote external sources, emphasize certain points, utilize interjections, clarify through repetition, ensure comprehension, and express group identity. Importantly, the overarching aim of code-switching among teachers was to facilitate student learning by enhancing comprehension and engagement with the material. Overall, teachers primarily utilized conversational code-switching to restate messages, aiming to aid student comprehension.*

Keywords: *code-switching, kindergarten, kindergarten teacher*

INTRODUCTION

English, as a global language, has undeniably become an indispensable tool in a variety of fields, including commerce, politics, tourism, and education around the world. In Indonesia, the growing need for English competence is evident, necessitating its incorporation into all levels of education. Despite efforts to incorporate English into the curriculum from elementary to university levels, many students continue to struggle to achieve proficiency, expressing reluctance to use English as a communicative medium.

The Indonesian government understands the need of providing its youth with strong English abilities in order for them to prosper

in today's competitive global landscape. Implementing bilingual classrooms or schools is one such technique. the bilingual program has grown in popularity in Indonesia, with many parents enrolling their children in institutions that provide both English and Indonesian education (Abduh & Rosmaladewi, 2019; Mahmud, 2020; Santoso, 2006). This technique seeks to promote a deeper awareness of world languages, consequently improving pupils' linguistic ability.

Within bilingual classrooms, educators adopt a dynamic approach by seamlessly integrating both English and Indonesian languages. This pedagogical method eventually results in the phenomena of code-switching, in which teachers and pupils switch between languages within the

same conversation. According to Titone (1989) and Hoffman (1991), code-switching increases linguistic adaptability, helping people to effectively navigate complex concepts and idioms.

Furthermore, code-switching provides a variety of tasks, as Hymes (1962) explains. It promotes expressive communication of emotions, directs attention, clarifies linguistic concepts, creates humor and creativity, and fills lexical gaps, so improving overall comprehension and engagement. Notably, recent study by Flyman-Mattsson and Burenhult (1999) and Weng, Pei Shi (2001) emphasizes the widespread use of code-switching in educational settings, notably in explaining abstract concepts and meeting varied learning needs. The prevalence of situational code-switching among bilingual school teachers highlights its critical role in supporting learning objectives. (Afridayanti, 2012; Mubarak et al., 2023) Building on the previous studies, this study investigates the intricate dynamics of code-switching in the kindergarten classes of Kiddos English School in Banda Aceh.

Preschool education, which includes Taman Bermain and Taman Kanak-Kanak, is the foundation of academic preparedness in Indonesia. While not required, these early educational activities are critical in establishing the groundwork for future learning opportunities. Given the critical role of kindergarten education in shaping language competencies, studying code-switching habits at this developmental period holds immense significance.

Therefore, this study seeks to understand the complexities of code-switching within the pedagogical framework of Kiddos English School, including its functions, types, and underlying rationales. The formulated research questions of this study are as follows: 1) What methods of code-switching does the teacher employ in the bilingual classroom? 2) What code-switching functions does the teacher use in a bilingual classroom with children? 3) What are the motivations for the teacher's usage of code switching?. The first question

for the types of code switching theory was answered referring to the theory from Hudson (1980), Wardhaugh (2006), and Hoffman (1991), while the second question related to functions of code switching was answered using theory from Gumperz (1982). In addition, to answer question about reasons of code switching, the theory from Hoffman (1991) was used. By venturing into this unexplored territory, the study aims to provide useful insights on optimizing language instruction methodologies, ultimately enriching the educational experiences of young learners in Indonesia's heterogeneous environment.

Hudson (1980) points out that there are three types of code switching. Metaphorical code switching refers to change in the speaker's language choice when the situational remained the same. It has an affective dimension as someone inverts the situation from formal to informal, official to personal, serious to humorous, and politeness to solidarity. The second type, namely, conversational code switching, appears when the speaker switches codes in one sentence. This case is usually encountered in a conversation done by people who live in different places or regions instead of their homeland. The third type, situational code switching, occurs when a language change following the change in the topic which happens to be redefined at any time. For example, a Chinese is being a merchant in Indonesia. He will use Bahasa Indonesia when selling the merchandise with Indonesian and probably switch into Chinese when discussing with his family members. This type of code switching usually involves new individual or participant in a conversation which causes a change in the situation and invokes the choice of language being used. This may happen temporarily in an immediate need as the situation where the speaker in suddenly changes.

Additionally, Wardhaugh (2006) mentions that there are two types of code switching based on the style shifting. Situational code switching is a condition when somebody switches the languages

depending on the situations they are in (Wardhaugh, 2006). They speak one language in one situation and another in a different situation. For example, a native speaker of Acehnese uses his/her mother tongue at home to interact with his family members and neighbors, but uses Bahasa Indonesia to speak with his friends at school. The different situations make the speaker uses two different languages to maintain communication with other people. Meanwhile, metaphorical code switching involves language alternation due to the need of changing a topic within a conversation/interaction.

Wardhaugh (2006) also states: *"You change the code as you redefine the situation - formal to informal, official to personal, serious to humorous, and politeness to solidarity."* From this point of view, it can be seen that people use the code switching depends on the context. For an instance, an Acehnese teacher in an English class teaches his students by using English. Then, he changes the language to Acehnese when he wants to make a joke to the students.

Furthermore, Hoffman (1991) describes many types of code switching based on the the scope of switching where languages take place. Inter-sentential switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other, as when an adult Spanish-English bilingual says: *"Tenia zapatos blancos, un poco, they were off-white, you know."* In addition, emblematic switching occurs when the speaker switches in part of tags, exclamation and certain set phrases in an utterance, as when a Panjabi-English says: *"It's a nice day, hana?"* (*hana means isn't it?*). Moreover, establishing continuity with the previous speaker occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English also. Yet, that speaker can also switch again to bahasa. For example, *Speaker 1: The cake is so delicious. Speaker 2: Exactly! Pasti ibunya yang memasak. (Surely her mother cooking it).*

In terms of reasons for code switching to take place, Hoffman (1991) proposes seven conditions: First, speakers may switch languages to stress specific issues while expressing feelings more comfortably in their own tongue. Second, people may quote well-known statements, switching between languages to match the cited content. Third, code switching may convey less evident ideas and ensure comprehension, as evidenced when speakers switch to their native language to highlight a point. Forth, code switching can also be used to highlight interjections or connect sentences, which helps with communication. People may repeat statements in both languages to explain and assure comprehension, which is widely employed in teaching or explanatory settings. Furthermore, code switching helps to explain speech content, particularly in discussions that involve materials or concepts from multiple sources. Finally, code switching can represent group identity, such as when academic communities combine languages in discipline discussions, revealing a different communication style. Therefore, code switching serves reasons other than communication, such as exhibiting solidarity and prestige, as well as handling message delivery problems (Marasigan, 1983).

Gumperz (1982) describes six separate conversational roles of code switching. First, speakers use code switching to directly quote or report speech from another source, switching across languages to express precise messages or instructions. Second, language switching is used to direct communications to specific addressees, especially when addressing individuals outside of the main conversation. Third, code switching is used to highlight orders or actions, giving emphasis to spoken activities. Fourth, messages are repeated in another language to clarify or emphasize ideas, so improving comprehension and reinforcing key concepts. Fifth, speakers use code switching to explain concepts or details in another language, ensuring that the listener understands what they are

saying. Finally, code switching allows speakers to easily proceed between various elements of a conversation. Code switching is a powerful strategy in multilingual communication because it may accommodate multiple linguistic needs while also improving the effectiveness of interpersonal interactions.

METHODOLOGY

The study uses a qualitative research methodology with a descriptive technique to explore the different types, functions, and reasons for code switching used by an English teacher at Kiddos, Banda Aceh, Indonesia. The data collection methods included observation and questionnaires, which were supplemented by a literature review. The research site was a kindergarten class at Kiddos Banda Aceh, with the teacher of the Durian class chosen as the focus subject by purposive sampling. The instruments included an observation sheet, an audio recorder, and a semi-closed questionnaire. Data analysis included data reduction, display, and verification, with percentages used to show frequency. The study follows Miles and Huberman's (1994) data analysis methodology, resulting in conclusions taken from the results.

RESULTS AND DISCUSSION

The procedures undertaken to collect and analyze data, including observation, recording of classroom interactions, and completion of questionnaires by the kindergarten teacher, led to insights into the types, functions, and rationales behind code switching. Six types, five functions, and seven reasons for code switching were found, demonstrating its importance in promoting student language learning, maintaining good communication, and focusing on learning topics. From the transcription of the teaching and learning process, the author identified six types of code switching utilized by the teacher at Kiddos kindergarten, as proposed by Hudson (1980), Wardhaugh (1986), and

Hoffman (1991). The distribution of code switching types employed by teacher is shown in the following figure:

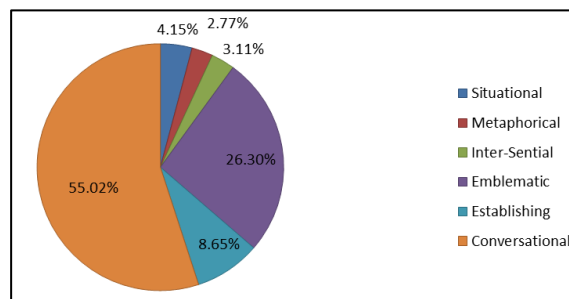


Figure 1. Types of code switching employed by teachers

As shown, the teacher used various types of code-switching during the teaching-learning process. Conversational switching was responsible for 55.02% or 159 instances, emblematic switching for 26.30% or 76 instances, establishing for 8.65% or 25 instances, situational switching for 4.15% or 12 instances, inter-sentential switching for 3.11% or nine instances, and metaphorical switching for 2.77% or eight instances. The teacher used code-switching types such as conversational and inter-sentential, as well as functions like reiteration and interjection, to help pupils learn by offering cues and encouraging comprehension. One of the primary reasons for using code-switching was to ensure that students understood the lessons (Candilas, et al., 2023; Weng, 2012). Furthermore, code-switching has been identified as an approach for improving learners' intelligible input during the learning process (Ahmad and Jusoff, 2009; Chen et al, 2023). Thus, through code-switching, the teacher increased students' knowledge of both English and Indonesian, particularly when introducing unfamiliar vocabulary and concepts.

The results revealed that the teacher used code-switching to facilitate efficient communication with students. Teacher switched from English to Indonesian and used a variety of techniques, including symbolic, continuity, and situational code-switching on multiple times. Furthermore, the code-switching included functions like interjection and

addressee specification. These techniques were driven by the teacher's desire to show empathy and assert requests in either language. The teacher promoted open conversation by using the pupils' native tongue, emphasizing friendship and solidarity (Flyman-Mattson & Burenhult, 1999). This shows that the teacher's use of code-switching was intended to foster empathetic and friendly contact with pupils, so strengthening the teacher-student connection.

After analyzing the data on code-switching functions, it was discovered that the teacher only used five of the six functions recommended by Gumperz (1982) during the teaching and learning process. The following figure summarizes the finding:

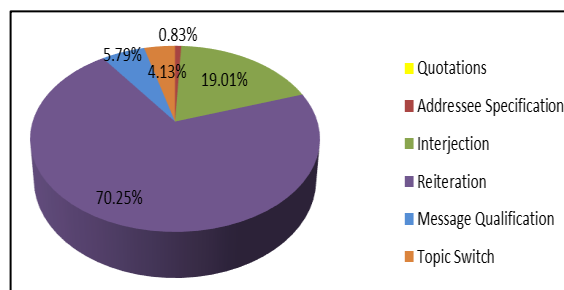


Figure 2. The percentage of code switching based on function.

The reiteration function accounted for 70.25% or 85 occasions, the interjection function for 19.01% or 23 instances, the message qualification for 5.79% or seven instances, the topic switch for 4.13% or five instances, and the addressee specification for 0.83% or one instance. Notably, the function Quotation was not found in the data.

The data show that the teacher used code-switching to promote effective communication with the students. This entailed switching from English to Indonesian and employing various techniques such as emblematic, continuity, and situational code-switching on several times. Additionally, code-switching included functions such as interjection and addressee definition. These techniques were driven by the teacher's desire to show empathy and assert demands in either language. The teacher

promoted open conversation by using the pupils' native tongue, emphasizing friendship and solidarity (Flyman-Mattson & Burenhult, 1999). This implies that the teacher's use of code-switching was intended to develop empathetic and friendly connection with pupils, therefore improving the teacher-student relationship through effective communication.

The study found that the teacher used code-switching to draw students' attention to certain topics and transition between them. The teacher effectively moved the focus between classroom learning topics by using metaphorical code-switching. Additionally, code-switching was used to control students' interest and focus during the teaching and learning process. This conclusion is consistent with observation that teachers alter codes while moving between topics (Flyman-Mattson & Burenhult's, 1999; Markhamah et al., 2023). In this study, the kindergarten teacher mostly employed subject changing to move between lessons and handle instances in which pupils grew disinterested or emotional. Thus, switching between English and Indonesian languages let the teacher manage classroom dynamics more successfully (Siregar, 2023; Susanty, 2023).

From the aforementioned explanation, it can be clearly seen taht code-switching in a bilingual classroom is critical for properly conveying knowledge to students. The teacher fluidly uses both languages, explaining unfamiliar words and teaching new concepts. Code-switching provides as a bridge between English and Indonesian language interaction patterns, illustrating how to communicate in both languages. It also makes the transition between learning topics and classroom dynamics easier, improving students' overall learning experiences.

CONCLUSION AND SUGGESTION

The study discovered that the kindergarten teacher at Kiddos English School used six types of code-switching, with conversational code-switching (55.02%) being the most commonly used to improve

students' comprehension. Reiteration was the most common function (70.25%), followed by interjection (19.01%), with the remaining functions being less used. Furthermore, the study revealed seven causes for code-switching, including issue emphasis and explanation. Overall, the data indicate that the teacher used code-switching to improve English language use and student comprehension during the teaching and learning process.

Moving forward, English teachers ought to optimize the strategic use of code-switching to enhance students' language development. Future research might further investigate code-switching at various educational levels and linguistic circumstances, as well as perform experimental studies to compare English competency in schools with and without code-switching. In addition, studying code-switching in various languages might provide useful insights into its application in a variety of linguistic contexts.

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