

# WEJ TURNITIN

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AN ANALYSIS ON THE USE OF CODE-SWITCHING IN TEACHING ENGLISH TO  
YOUNG LEARNERS: A CASE STUDY AT SD IT AULADI PALEMBANG

## AN ANALYSIS ON THE USE OF CODE-SWITCHING IN TEACHING ENGLISH TO YOUNG LEARNERS: A CASE STUDY AT SD IT AULADI PALEMBANG

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### ABSTRACT

Teachers have tended to use code-switching in teaching and learning English because it is an essential and inseparable part of language teaching. This study aimed to determine the factors influencing English teachers to switch the language when teaching English to young learners. The study was structured as a qualitative case study. The participant of the study was an English teacher at SD IT Auladi Palembang. Thematic analysis was used to analyze the data gathered through observations and interviews. The study's findings indicated that code-switching practices were influenced by students' lack of English competency, teachers' lack of English competency, ease of instruction and communication, ease of maintaining students' discipline in the classroom, and ease of expressing teacher's feelings. This research suggests that other researchers delve deeper into the difficulties associated with teaching English, particularly to young learners, and the benefit of using code-switching in teaching English so the young learners' teachers will use code-switching in the classroom effectively.

**Keywords:** Code-switching, English Language Teaching, Young Learners.

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### INTRODUCTION

Nowadays, learning English as a foreign language is significantly easier for those who wish to do so. According to Lengkanawati (2004), English as a foreign language is taught in almost every country on Earth. According to Garton et al. (2011), 144 countries across all continents have elementary school curricula that include English. English instruction has been promoted in every school, including Indonesia, beginning from elementary to senior high school. However, Putranto (2019) reported that English lessons in Indonesia's junior and senior high school curricula will be eliminated. The Minister of Education and Culture (Mendikbud), chaired by Nadiem Makarim, and the Indonesian Teachers' Association (IGI), chaired by Muhammad

Ramli Rahim, discussed plans to eliminate English lessons in junior and senior high schools and limit them to elementary school.

The preceding information could be complemented and would make sense to spend English lessons in elementary school. Muhammad Ramli Rahim, chairman of the Indonesian Teachers' Association (IGI), stated that elementary school students are considered to have a sufficient ability to speak English fluently (Putranto, 2019). Indeed, there is a critical age at which children have a significant advantage over adults or adolescents regarding second language acquisition. Children between the ages of four and eleven are in the most formative years of their development (Scott & Ytreberg, 1990).

However, there are some advantages and disadvantages to introducing children to a new language, especially a foreign language. The advantage is that by naturally exposing children to a foreign language at a young age, we can maximize their learning potential by shaping their brains at their most malleable stage (Krashen & Terrel as cited in Akhadiah, 1997). Meanwhile, the disadvantage of exposing children to a new foreign language is that exposing students to a new language is cognitively and linguistically becoming such a burden for children. They must learn more effectively and quickly if they only learn one language (Genesee, 2008).

Applying code-switching to younger students' classes significantly impacts teacher education in Indonesia. Milroy and Gordon (2003) defined code-switching as a manner or form of communication that can aid in the language learning environment, such as switching of code acts as a tool to manage and facilitate interaction and learning.

Nonetheless, teaching English to adults is quite different when it comes to teaching a foreign language to children. As an English teacher, you must consider the proportion of time spent entirely in English versus the time spent switching languages to teach young learners. This is because in general, first language is very different from English in terms of language rules, speech, and spelling. As a result, the low level of student mastery has become a reason (Holmes, 2001).

The optimal proportion of English as a medium of instruction for young learners does not require teachers to use full English; instead, teachers can use code-switching to facilitate instruction. According to Gabusi (2009), code-switching can be an effective tool for emphasizing the significance of a particular piece of information, whether its name, a grammar rule, an order, or repetition of learning.

Additionally, the researcher conducted a preliminary study at one of Islamic elementary schools in Palembang regarding the English teacher's code-switching technique. The informal interview with the English teacher revealed that the English teacher at SD IT Auladi had implemented a code-switching strategy when the teacher teaches English to his students. It is because students were mostly silent in class if the English teacher did not use code-switching. By implementing code-switching in the classroom, the teacher could reduce and avoid students' lack of understanding in accepting lessons (A.R. Personal Communication, November 11th, 2020). As a result, the preliminary study's findings regarding code-switching by English teachers become the primary focus of this research.

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Moreover, three studies examined the use of code-switching. The first research was conducted by Greggio and Gil (2007). The findings indicated that code-switching during teacher-student interaction may play a critical role in facilitating interaction among classroom participants and facilitating the process of foreign language learning. There was an interactive communication exchange when teachers and students applied code-switching in foreign language learning. The second research was conducted by Suganda et al. (2018). They employed code-switching to demonstrate each language's cultural, social, and communicative aspects to facilitate communication between teachers and students. As a result, they developed a favorable attitude toward code-switching in English class, contributing to the smooth flow of class interaction. Finally, Hoffman (1991) demonstrated that code-switching is necessary for several reasons, including the following: (1) to discuss a specific topic in order to emphasize it, (2) to quote someone's words, (3) to be emphatic about something, (4) the necessity of using interjection, and (5) to perform repetition for clarification. This means that numerous experts have researched teachers' code-switching when instructing young learners in English. Then, the researcher discovered several studies examining the use of code-switching in teaching English to young learners.

Khaerunnisa (2016) in her study indicated that when the researcher taught English, she used code-switching in three ways: (1) inter-sentential, (2) intra-sentential, and (3) tag switching. These three types of code-switching served as media for clearly delivering material explanations, as a strategy for clearly delivering task instruction, providing encouragement, and disciplining the students.

Besides, Song and Lee (2019) conducted a study which aimed to determine the relative effects of teacher code-switching on the vocabulary acquisition of EFL pre-schoolers, as well as the pre-schoolers' preference for English-only or L1 use while learning English. Additionally, this study's findings regarding the relative effectiveness of code-switching and English-only instruction on vocabulary learning indicate that code-switching is more effective than English-only instruction. Thus, this result suggests that the pedagogical value of using a student's L1 should be explored further.

Moreover, Yataganbaba and Yildirim (2015) in their study discovered that teachers engaged in inter-sentential code-switching, particularly in terms of typology, throughout their discourse. Additionally, the results indicated that teachers used code-switching for a total of twenty different purposes, with the majority of them being translation, meta-language, requesting equality, providing instruction, and classroom management.

Following numerous previous studies on the use of code-switching in the classroom, based on our knowledge, there has not been discussed by previous researchers are about code-switching committed by teachers in teaching English to young learners. Therefore, the researchers were motivated to analyze the factors that influenced English teachers' decision to switch languages when teaching English to young learners at one of Islamic Elementary Schools in Palembang. There are relevant theories provided in the literature review below to support this study.

## LITERATURE REVIEW

### 1. The concept of Code-switching

Code-switching is a phenomenon that occurs in bilingual or multilingual speakers' communication and refers to the simultaneous use of multiple languages or dialects. The bilingual and multilingual communities frequently use specific tools to facilitate communication and conversation with one another. Among these is code-switching. Code-switching occurs when a situation necessitates a change and is dependent on who is spoken to (Trudgill, 2000).

Teachers have their own strategies for ensuring that students comprehend the lesson when it comes to teaching English. In an educational setting, code-switching is viewed as one of the strategies for assisting students in more effectively learning English (Brown, 2000 & Harmer, 2007). The reasons for code-switching are numerous and varied. One of the reasons is to contribute to creating a positive environment that makes the classroom environment and atmosphere more relaxed and conducive, thereby increasing the students' enthusiasm for the learning process (Timm, 1993 as cited in Riegelhaupt, 2000). Thus, by implementing code-switching in the classroom, we can create a more vibrant and compelling English classroom environment by facilitating code-switching for students learning English.

### 2. Factors Affecting of Doing Code-switching in Teaching English

According to Chowdhury (2012), five factors of contributing code-switching, they are described below:

- a) **Students' Language Competency;** Each student comes from a unique background concerning the target language. It has to do with students' ability or competency in using English as the target language (Jingxia, 2010). The term "target language" refers to the language being taught as a second language (Davis, 2012). In a classroom with students who have a limited ability to learn English, the teacher must deal with students who cannot speak English at all times, as each student in the class has a unique English background.
- b) **Explaining and Translating the Unknown Terms;** one factor that contributes to code-switching is when teachers do not have a strong command of the English language, as evidenced by their translation and explanation of English words or terms in English before switching to Indonesian. The teacher must explain in detail the emergence of new topics, lesson concepts, terms, and learning material in the classroom. According to Herredia and Altarriba (2001), teachers who do not completely understand the foreign language frequently engage in code-switching during their conversations. It could be related to teacher English competency, as English language competency measures a person's ability to use four specific skills in English and how well a person understands language in context (Richards & Schmidt, 2002).
- c) **Ease of Instruction and Communication;** Teachers frequently employ code-switching to communicate more effectively with their students to avoid communication breakdowns caused by learners and teachers being disconnected due to a lack of English language competency. Cook (2001) asserts that using one's native tongue to explain and instruction is critical in communication.

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Similarly, Macaro (1997) stated that teachers' first language in L2 classes is beneficial for instructing students on how to perform classroom activities. Thus, code-switching to the first language enables learners to quickly and efficiently analyze and comprehend the instruction (Husain, 1995).

- d) **Maintaining Students Discipline;** Maintaining classroom discipline is one of the reasons to contribute to code-switching, particularly in large classes. According to Ellis (1994), teachers occasionally prefer to use L1 to explain and organize assignments and maintain students' behaviour and discipline, which makes managing the entire classroom easier. As a result, teachers prefer to create a comfortable and secure classroom environment by monitoring and controlling all students' behavior and activities via code-switching (Grant & Nguyen, 2017).
- e) **Expression of Solidarity;** Code-switching can be an effective way to demonstrate solidarity with other speakers. People in bilingual communities frequently use code-switching to demonstrate their solidarity. According to Holmes (2000), switching to a different language signals group affiliation and shared ethnicity within an addressee. It means that code-switching can be used to demonstrate solidarity between people of different or similar backgrounds. Additionally, a study conducted by Rihane (2007) revealed that code-switching might occur when a student wishes to express specific emotions or attitudes. It was the same when teachers used code-switching in the classroom to foster a sense of solidarity, affection, and intimacy between teachers and students and to connect them in a friendly manner (Holmes, 1992).

### 3. The Function of Code-switching

Gumperz (1982) classified 20 discourse functions into six classifications to find the function of code-switching employed in the teaching and learning process. They are code-switching as quotation, addressee specification, interjections, message qualification, reiterations, and personalization or objectification. The further explanations are explained and described as follows.

- a) **Quotation;** Speakers employ code-switching as a means of quotation in both direct and reported speech. Frequently, the speech of another person quoted in a conversation is in a foreign language.
- b) **Addressee Specification;** Code-switching can be used to specify an addressee as the recipient of the message delivered by the other speaker. In other words, the function of code-switching is to draw attention to the fact that the recipient is invited to participate in the information exchange so that the conversation does not become monotonous.
- c) **Interjection;** is one of the code-switching functions. It means that code-switching were used to indicate an interjection or sentence filler (Gumperz, 1982). A sentence from one language is inserted or injected into another language in this case (Gumperz, as cited in Romaine, 1994).
- d) **Message Qualification;** This code-switching function implies that the switching in one code is used to qualify the main message conveyed in another code. Shortly, code-switching for message qualification occurs when topics are

introduced in English and then commented on or qualified further in Indonesian, or vice versa.

- e) **Reiteration** is also called as repetition. Frequently, code-switching serves to reiterate <sup>what</sup> has just been said (Gumperz, as cited in Romaine, 1994). In other words, elucidating or repeating the definition in a single code, either literally or modified. It refers to clarifying what has been said or emphasizing a message.
- f) **Personalization and Objectification;** code-switching can be used to indicate personalization or objectification. By switching to a different code, the speaker attempts to convey his knowledge or expertise about the subject at hand, whether the statement reflects personal opinion or knowledge or refers to authority or commonly accepted fact.

#### 4. The benefits of using Code-switching

Code-switching in the classroom has some benefits for the students. There are three benefits of code-switching in the classroom: create relax classroom atmosphere, strategy for poor English students and pedagogical function (Metila, 2009 & Bautista, 1996). They are described in greater detail below.

##### a) Create Relax Classroom Atmosphere;

By varying the language used in the classroom, you can increase the classroom's vibrancy and effectiveness. Because, as Metila (2009) notes, code-switching promotes class participation by creating a relaxed classroom environment conducive to student performance. Additionally, code-switching can help transform a classroom's atmosphere from formal to informal, facilitating interaction and discussion in the classroom (Bautista, 1996).

##### b) Strategy for Poor English Students

Teachers should be aware of their students' proficiency when teaching English. Due to differences in English proficiency, the relationship between students and teachers is unique. As a result, code-switching is a straightforward strategy that teachers employ when working with students who struggle with the English language (Bautista, 1996). To ensure that students and teachers can communicate easily while in the classroom, teachers provide code-switching as a strategy or tool for students with limited English ability who want to improve their English by switching the language in the classroom.

##### c) Pedagogical Function

According to Metila (2009), code-switching serves a pedagogical purpose by assisting students in comprehending the difficult subject matter. In other words, code-switching appears to be beneficial in the classroom because it aids in explaining abstract concepts, the definition of complex terms, and the comprehension of lesson content. It also aids students in seeking clarification about the materials and aids students in bridging communication gaps in the classroom.

#### 5. The Disadvantages of using Code-switching

According to Cook (2008), there are two disadvantages to employing code-switching in the classroom. The disadvantages are described below:

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a) **Students become Poor in Interaction in L2**

Due to their lack of proficiency in the second language, learners may have difficulty communicating and interacting in the second language. However, if it is given too freely by the teacher to compel students to communicate and interact in L1, it will disadvantage them. According to Atkinson (1993), L2 teachers and learners should only use L2 in the classroom because receiving a small input is preferable to learning L1.

b) **Do not Give Input in L2 Learners**

Input is a critical component of second language learning. As a result of learning a new language, learners are expected to receive increased input in the target language. According to Dulay et al. (1982), the quality of the language environment is critical to language learning success. Additionally, the input should be accessible to them linguistically and cognitively. Without some form of language input, no individual can learn a second language (Gass, 1997). Thus, learners must integrate into the situation or environment in which they find themselves to obtain more input. It is especially true for those with minimal exposure to the second language. By constantly switching languages, teachers may obtain very limited input.

## RESEARCH METHOD

### 1. Design of the study

This study employed a qualitative research design with a case study approach. According to Creswell (2014), qualitative research elicits and comprehends the meaning that individuals or groups ascribe to a social or human problem through observation and discussion in a natural setting. Then, qualitative research in a case study aims to delve into its discourse via various information sources (Baxter & Jack, 2008).

### 2. Research Site and Participants

The study sampled teachers who taught English at one Islamic Elementary school in Palembang. In this study, the researcher employed a purposeful sampling technique. According to Creswell (2012), purposeful sampling refers to the deliberate selection of individuals for study by researchers. Additionally, convenience sampling was used as one of the purposeful sampling strategies for selecting subjects for the study. By employing the convenience case strategy, the researchers can select participants who are easily accessible in order to collect data (Creswell, 2007). At the elementary school, there were three English teachers. The participant in this study was one English teacher. He was willing and easily accessible to be the subject of the study. He is also the only English teacher who provides online English learning via zoom meeting, convenient for the researcher when conducting classroom observations.

### 3. Data Collection

The instrument for this study was observation and interview. Observation is the process by which the researcher records the behavior and activities of the sample at the research site (Creswell, 2008). The researcher used non-participant observation because he was not actively involved in the group activity but rather



acted as a passive observer, attending, monitoring, and carefully listening to all activities to conclude from the observation results (Widi, 2010). The data for this study were gathered through one-on-one interviews. Due to one-on-one interviews, the interviewer obtains data by posing questions to one interviewee at a time (Creswell, 2008). The researcher interviewed the participant once but used a semi-structured interview with open-ended questions to elicit more specific responses to the research problems. Additionally, the interview consists of twenty questions, the majority of which pertain to the factors that influence English teachers' use of code-switching and other pertinent questions to the study.

#### 4. Data Analysis

The researcher analyzed the data using Creswell's six-step thematic analysis method (2012). The researcher gathered and organized data from observation (e.g., checklists of observations and field notes) and interviews (e.g., transcriptions and type notes). The researcher then entered the data into a computer file. Thirdly, the researcher examined the data and then coded them, which required a thorough reading of the data and application of the coding process steps. These were completed to categorize the text segments and assign code labels. Following that, the codes were used to create a description of the phenomenon. Then, codes were classified into broader themes. Finally, in the findings section, the researcher presented the data in the form descriptions of each theme found in the research.

### FINDING AND DISCUSSION

After analyzing the data gathered during the observation and interview, the researcher discovered that several factors influenced the English teacher's decision to switch to Indonesian language when teaching English to young learners. It was classified into five factors. They were: 1) lack of students' English competency; 2) lack of teacher's English competency; 3) ease of giving instruction and communication; 4) ease of maintaining students' discipline in the classroom and 5) ease of expressing teacher's feeling.

#### Finding

##### 1) Lack of Students' English Competency

According to the interview data, the researchers discovered that the teacher used code-switching with students who lacked English competency when the students remained silent when the teacher attempted to inquire in English in the classroom. In this context, code-switching was used to provide convenience for the teacher when confronted with a situation in which students were asked, but they kept silent. For example, the teacher said, as follows.

"I used to use English when I asked my students, but they just kept silent and ignored my question, ehmm... and.. also, they did not understand what I was saying in English which made me switch the language from English to Indonesian to enable them to answer my question." (Personal Communication, June 2<sup>nd</sup>, 2021).

Additionally, based on the data gathered during the interview, the researcher discovered that the teacher at SD IT Auladi used code-switching when the students could not respond and provide feedback in English when the teacher

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interacted with them. In this situation, the teacher's code-switching was critical because he interacted more with the students who did not understand English than students who did, forcing the teacher to generalize and accommodate each student's competency. To support this, it was also expressed by the English teacher as in:

"Yes, as I said before. I must accommodate the English abilities of most students when using English to interact and ask them questions" (Personal Communication, June 2<sup>nd</sup>, 2021).

Furthermore, the researcher observed that when the teacher attempted to instruct the students to read an example from a book, the students became more silent and did not follow the teacher's command, preventing the teacher's interaction in English from continuing. They did not show responses and tended to be more silent.

## 2) Lack of Teacher's English Competency

According to the data gathered during the interview, the researcher discovered that the teacher used code-switching when confronted with his lack of English competency. In this case, the English teacher's knowledge of English learning materials was required to support the class's use of English. However, an English teacher entered a situation in which he forgot to arrange the English words during the teaching and learning process in the classroom, prompting the teacher to switch to his/ her native language. For example, the teacher said, as follows:

"I once forgot the English word, for example, emmm..... from yesterday's class, I forgot the English word "*timur tengah*" at the beginning of last semester, there I was confused if it was "middle east" or "east middle" when I explained to my students" (Personal Communication, June 2<sup>nd</sup>, 2021).

Similarly, based on the data gathered during the interview, the researcher discovered that when teaching English to young learners, the teacher was perplexed when confronted with whether a sentence was correct or incorrect when attempting to make the correct sentences in the classroom. It makes the teacher fearful and unsure of how to construct the correct sentence in English, and so instead of being careless with those sentences, he switched to Indonesian. As a result, the English teacher expressed it as follows:

"Because, instead of carelessly giving the wrong English word, I am afraid that students will imitate the English word, so I switch to Indonesian to make it easier" (Personal Communication, June 2<sup>nd</sup>, 2021).

And he added the way of making the sentences when he was unsure whether to deliver in English or Indonesian, as in:

"Emmh just like... "*Di timur tengah kemarin untuk hewan jenis apa, east middle, eeehh.... middle east I mean.... tempat timur tengah.... ada yang tau?*". Yes, something like that, when I conveyed the sentences during the teaching" (Personal Communication, June 2<sup>nd</sup>, 2021).

Otherwise, in line with the interview result, the researcher observed that the teacher frequently switched to Indonesian during the teaching and learning process, particularly when instructing students during the final meeting of English

class before the examination. As a result, the teacher mostly used Indonesian rather than used English as the illustrated below:

"This is the last meeting for English class, ini pertemuan terakhir kita ya sebelum minggu depan ada ujian praktek, senin 31 Mei diikuti dengan ujian teori tanggal 7 Juni." (Observation, May 25<sup>th</sup>, 2021).

However, based on the utterance above, the teacher's language preference is Indonesian rather than English. Thus, by implementing Indonesian code-switching, it was demonstrated that the teacher frequently explained specific topics to students in Indonesian. More importantly, the teacher was aware of his lack of English competency when explaining and delivering the important topics in English to the students.

### 3) Ease of Giving Instruction and Communication

According to the interview data, the researchers discovered that code-switching was used in learning English when providing instructions on how to complete the assignments. It occurred to assist students who were having difficulty comprehending the teacher's instructions. For instance, a teacher stated the following:

"Yes, I have. It was mostly switched to the Indonesian language because when I gave the instructions, the students were more capable of catching Indonesian instructions than English" (Personal Communication, June 2<sup>nd</sup>, 2021).

Additionally, the teacher stated that he was confident that students would grasp the instruction more easily after code-switching to Indonesian.

The teacher stated it thus:

"Yes, as I said, students could easily and quickly catch the information. Therefore, I preferred to switch to Indonesian" (Personal Communication, June 2<sup>nd</sup>, 2021).

Furthermore, based on the data gathered during the interview, the researchers discovered that the teacher used code-switching to engage and connect with the students. It occurred because code-switching was seemed more effective and capable of connecting and engaging students in communication when done in Indonesian. Additionally, the teacher expressed it, as in:

"Yes, because I wanted to easily communicate and connect with my students. When I communicated with them by using code-switching, the students understood much faster when I switched to Indonesian. So, I prefer to communicate by doing code-switching to engage and blend easily with my students" (Personal Communication, June 2<sup>nd</sup>, 2021).

Apart from the data gathered during the interview, the researcher gathered information through observation, which revealed that the teacher's language when instructing and communicating with students about the learning materials studied just before the class was to be closed by the teacher. As an illustration, consider the following:

"Write three examples of superlative and comparative, tulis langsung saja jawabannya, nanti dibaca saja yang sudah" (Observation, April 25<sup>th</sup>, 2021).

According to the sentence above, the teacher code switched the language when he asked the students about what they had studied and directed and

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communicated to them to complete the tasks before the class ended as a review of the lesson that had been taught. Thus, by providing students with a command sentence and switching the language to Indonesian, students are aided in capturing the communication instructions conveyed by the teacher. As a result, when code-switching was used, the students could easily complete the instructions for the task at hand.

**4) Ease of Maintaining Students Discipline in the Classroom**

According to the data gathered during the interview, the researcher discovered that code-switching was used in English learning when reprimanding and monitoring students to ensure a conducive and quiet learning environment. In this case, it occurred because when the teacher reprimanded and monitored the class during the learning process, the teacher's use of English failed to convey the teacher's authentic feelings of anger to the students, allowing code-switching to assist. Thus, when students engaged in disruptive behavior, disobedience, or misbehavior in class, the use of code-switching into Indonesian was necessary to support this. For instance, the English teacher stated as follows:

"Yes, I have. I did it because it is easier for the students to catch what I say, especially to make them silent and not to be noisy in the class. Moreover, by switching to Indonesian, it is easier to regulate and monitor students' discipline during the learning process" (Personal Communication, June 2<sup>nd</sup>, 2021).

Similarly, based on the data gathered during the interview, the researcher discovered that the teacher used code-switching when attempting to discipline the students. It occurred because the use of code-switching enabled teachers to instruct the students who continued to engage in disruptive, disobedient, or misbehaving behavior to stop to maintain a more regulated English classroom. It was expressed by the English teacher, as follows:

"Because students can catch the instructions if I switch to Indonesian. Especially if to the students who are not silent and keep making noisy, then I give the alert of punishment since they can catch my instruction easily, certainly the class is well controlled and maintained" (Personal Communication, June 2<sup>nd</sup>, 2021).

Additionally, based on the observational data, the teacher used code-switching in the classroom when reprimanding and monitoring students and alerting students who were not disciplined in class. During instructional activities, the teacher attempted to reprimand students for being too loud and direct their attention to the teacher's explanation. As an illustration, consider the following:

"Please keep silent first, coba dengarkan yah.... diam dulu, nanti sir tanya...." (Observation, May 18<sup>th</sup>, 2021).

According to the statement, the teacher used code-switching during activities when he reprimanded students for remaining silent and for encouraging other students who were disruptive in the classroom to pay attention to the teacher's explanation. Thus, by utilizing code-switching while monitoring the class, the teacher could expedite the monitoring process of students who were less than conducive and disciplined in the classroom. Thus, through Indonesian code-

switching, the message conveyed to students to maintain a conducive and disciplined environment while learning English was clearly understood.

##### 5) Ease of Expressing Teacher's Feeling

According to the data gathered during the interview, the researcher discovered that teachers used code-switching when delivering the expression to establish a stronger connection with the students. In this case, it occurred because switching to Indonesian was deemed a more convenient way to explore further communication and connection if something happened to the students in the classroom. For instance, the teacher stated the following:

"Yes, of course. Because when we communicate in a language that students have not mastered, it will certainly be difficult. When I used English, it was difficult to get closer and create more communication and connection with student" (Personal Communication, June 2<sup>nd</sup>, 2021).

Additionally, based on the data gained during the interview, the researchers discovered that the teacher switched languages when expressing his desire to blend in with the students. In this instance, the teacher used code-switching to express and develop feelings about the classroom situation and the students present, allowing them to bond easily in any situation. The teacher also delivered the following expression:

"However, if I switch to Indonesian, the class blend becomes more flexible and, more importantly, eliminates the distance between teacher and students" (Personal Communication, June 2<sup>nd</sup>, 2021).

Similarly, the observation revealed that the teacher used code-switching to communicate his emotions when the rest of the students were not present. In this case, it occurred as the teacher was about to begin a presentation on teaching and learning, and the teacher was curious and concerned about the students, so they were not present and there was no news that day. As an illustration, consider the following:

"Kemana teman-teman nya yang lain? Anyone knows?" (Observation, May 18<sup>th</sup>, 2021).

According to the information above, the teacher used switching to signal the start of class, and he inquired of the other students why the rest of the students had vanished and did not appear in class. It can be seen that the teacher's manner of questioning the students demonstrated his concern, curiosity, responsibility, and affection for the students' current state of English learning.

### Discussion

After conducting a thematic analysis of the data, the researcher discovered five factors that contribute to English teachers switching to Indonesian, namely: lack of students' English competency, lack of teacher's English competency, ease of giving instruction and communication, ease of maintaining students' discipline in the classroom and ease of expressing teacher's feeling. As a result, the explanation for the observation and interview results is provided below to provide additional information about the factors affecting code-switching.

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The first factor was lack of students' English competency. The teacher attempted to communicate with the students in English, but not all students responded fully or were unresponsive to the teacher. As a result, the teacher concluded that he could not continue speaking English constantly because the students' ability and competency in English were still developing. In agreement with the preceding statement, Tien and Liu (2006) discovered that students with limited English proficiency in the target language can better comprehend it when the first language is involved. Similarly, Gunn (2003) stated that in the foreign language classroom, because tasks and activities must be completed, particularly for those with limited English proficiency, the use of first language must be utilized and involved to ensure that the instructions are understandable.

The second was lack of teacher's English competency. The teacher forgot to arrange the English words and was unsure whether or not the sentence was written correctly in English. In this case, when the teacher attempted to convey an English word during a lesson, the students became confused. As a result, the English teacher decided to switch to Indonesian, and the researchers discovered that the teacher switched to Indonesian excessively rather than using English in L2 class. Concerning this, Hamilton (2011) discovered that the person who frequently switches languages in the middle of a sentence where s/he forgets a word immediately, in an attempt to find a suitable replacement word. As a result, the teacher's frequent switch to Indonesian in the foreign language classroom demonstrated that the teacher struggles to find an appropriate English word to describe his feelings. Thus the teacher's difficulties resulted in a lack of English competency (Brown, 2006). Additionally, Herredia and Altarriba (2001) support the statement by stating that teachers who do not fully understand the foreign language frequently engage in code-switching during their conversations. The English teachers who eventually switched to the first language did so because they lacked English competency and had not yet mastered it.

The next factor was ease of giving instruction and communication. It was because, when teachers teach a foreign language in class, code-switching can also be used to communicate with students or to deliver instruction. Cook (2001) asserts that using one's native tongue to explain and instruction is critical in communication. Additionally, Macaro (1997) stated that teachers' first language in L2 classes is beneficial for instructing students on how to perform classroom activities. As a result, the teacher reflected that when the teacher switched to Indonesian or first language, the teacher and students were engaged and connected in communication. Instructional assignments delivered by the teacher were easily and quickly captured by students when switched to Indonesian. Additionally, Husain (1995) demonstrated that code-switching to the first language enabled learners to analyze and comprehend the instruction quickly and efficiently.

The fourth factor was ease of maintaining students' discipline in the classroom. It was discovered that the teacher monitored students when they reprimanded them by switching to the first language and could easily, clearly, and optimally regulate classes that were not conducive by switching to the first language. Thus, the emergence of L1 in L2 classes plays a critical role in classroom management. It is similar to a study conducted by Fahmida (2007), which demonstrated that classroom management is

concerned with maintaining discipline through developing friendly relationships between teachers and students. As the researchers were aware, one of the many responsibilities of the teacher in managing students' discipline and activities was to create a conducive learning environment during the teaching and learning process. This is consistent with Ellis (1994), who stated that teachers occasionally prefer to use L1 to explain and organize assignments and maintain students' behavior and discipline, which makes the entire classroom easier to manage.

The final factor was ease of expressing teacher's feeling. It was about the teacher demonstrating how he feels about his close relationship, caring for, and responsibility for his students. Sert (2005) discovered that code-switching created a supportive language environment in the classroom. Because the teacher believes that by switching to Indonesian, students will gain confidence in their ability to speak and communicate their feelings, according to a study conducted by Rihane (2007), code-switching may occur when a teacher wishes to express specific feelings and attitudes toward students. Meanwhile, Holmes (1992) stated that it was the same when teachers used code-switching in the classroom to foster a sense of solidarity, affection, and intimacy between teachers and students and to associate them in a friendly manner.

### Conclusion

It can be concluded that five factors influence English teachers' decision to switch to Indonesian: (1) Lack of students' English competency. (2) Lack of teacher's English competency. (3) Ease of giving instruction and communication. (4) Ease of maintaining students' discipline in the classroom and lastly (5) Ease of expressing teacher's feeling.

According to the research findings, the researcher expect that the current study will provide beneficial knowledge and information to teachers. It is also prudent for other English teachers to understand better the possible factors that contribute to the teacher switching languages while teaching English. It is due to a lack of teacher English competence, student English competence, instruction, communication, maintaining student discipline, or expressing the teacher's feelings.

The researchers then suggest to the following researchers that they conduct a study on the use of code-switching with young learners because the current study focuses on the factors that influence an English teacher's decision to switch languages. Future researchers are expected to delve deeper into the difficulties of teaching English, particularly to young learners. The following researchers may discover the benefits of code-switching when teaching English, the drawbacks of code-switching when teaching English, or even the purpose of code-switching in the classroom. Thus, this study is expected to serve as a valuable reference for future researchers interested in elucidating the use of code-switching by young English learners.

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