INDONESIAN-ENGLISH CODE SWITCHING IN CLASSROOM INTERACTION AT SMAN 5 ENREKANG

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ABSTRACT

This research looks into how Indonesian and English are used together in classroom interactions, particularly in English lessons at SMAN 5 Enrekang. Code switching, where people switch between two or more languages or language variations in a conversation, is the main focus. The study aims to find out why and how teachers and students use code switching in the classroom. This research uses a descriptive qualitative approach, involving observations and interviews. It identifies several functions of code switching, such as clarifying messages, specifying who is being addressed, repeating, adding new elements, and personalizing or objectifying. The findings suggest that code switching helps students understand English better at different proficiency levels and keeps classroom interactions effective. Interviews with teachers and students reveal that factors like the teachers' skills and experience, students' language levels, changes in classroom situations, and the switch from formal to informal language all influence code switching. The global status of English also affects how code switching occurs. The study uses frameworks by Marasigan (1983) and Fishman (1976) to explain the functions and factors behind code switching in educational settings. This research aims to improve teaching strategies, teacher training, and future studies. It shows that code switching can make complex ideas clearer, enhance understanding, and create a more inclusive learning environment. Thus, it is a useful strategy for boosting student engagement and comprehension during lessons.

Keywords: *Code Switching, Classroom Interaction*

1. INTRODUCTION

In the present era of globalization, most individuals are bilingual and can communicate fluently in two or more languages. Being bilingual entails mastering languages beyond one's mother tongue; for instance, someone may be proficient in both Makassar and Indonesian for communication purposes. This bilingual phenomenon is not confined to specific settings and can manifest in various environments, including families, schools, villages, and other places.

English is a universal language used in various environments, including education. In Indonesia, English is studied as a foreign language at all levels of education, from elementary schools to universities. However, the use of English in education is only limited to formal education. In informal interactions in the classroom, such as between teachers and students, code switching or mixing of two or more languages often occurs.

Language and communication are inseparable components of Classroom Interaction. The significance of language extends across diverse human activities and plays a crucial role in conveying messages or information during various interactions in human life. Language is indispensable for individuals to achieve communication goals when engaging with others Bustomi (2019).

Singal's (2018) study on language use in multilingual countries, particularly the utilization of English as a foreign language, holds significant implications. The unavoidable presence of code-switching in English communication is noteworthy, extending into the learning process within

English classrooms. Code-switching is observed among students and teachers, manifesting as students' and teachers' code-switching in the classroom. This phenomenon is prevalent, especially in language classes, occurring seamlessly and without prolonged consideration, becoming a relatively normal practice.

Based on these observations, code-switching between teachers and students is commonly seen in the classroom. Students often switch between different school activities. Hanif Nurrohman (2020) explains that code-switching is a normal occurrence in classroom communication. During English lessons, language switching from one language to another (code-switching) frequently happens. Typically, teachers alternate between Indonesian and English during the teaching process.

Based on the discussion above, the researcher formulates the research question as follows:
1. What are the functions of code-switching in classroom interactions at SMAN 5 Enrekang?
2. What factors that cause teacher and students use code-switching in classroom interaction at SMAN 5 Enrekang?

Previous studies tend to analyze the functions and categories of code-switching. Some early research explored code-switching between teachers and students, assessing both the positive and negative effects of this phenomenon. The outcomes revealed that code-switching can be advantageous for learners, while other studies argued that employing code-switching in the classroom may have adverse effects on students. However, none of these studies delved into the triggers that prompt students and teachers to engage in code-switching during classroom interactions. Consequently, the present research aims to fill this gap by exploring the usage of code-switching within the context of classroom interaction.

At SMAN 5 Enrekang, a high school known for its diverse student population and multilingual environment, Code-switching in English language instruction is common. This research aims to investigate the functions and factors that cause code-switching in classroom interactions at the school, with a particular focus on the English language teaching and learning process. By delving into this phenomenon, the research seeks to contribute to the existing knowledge of language use in educational settings and provide practical implications for language pedagogy.

2. METHOD

This research uses a descriptive qualitative method, which aims to describe and explain the various code-switching phenomena occurring during classroom interactions. Therefore, the descriptive qualitative method is considered the most appropriate for this research. Descriptive qualitative methods use descriptions in the form of words, language, or images to understand the phenomena experienced by the researcher, including perceptions, motivations, actions, and so on (Sugiyono, 2019).

This research was conducted in Baraka, Kec. Baraka, Kab. Enrekang, South Sulawesi, specifically at one of the high schools, SMAN 5 Enrekang. The research was carried out from May 20, 2024, until the researcher felt that all the collected data was sufficient.

3. RESULTS AND DISCUSSION

In this research, the researcher identified the data based on Marasigan's (1983) theory. Out of the seven functions of code-switching, the researcher found only five functions used by students and teachers in classroom interaction. These functions are addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression.

In this research, the researcher analyzed the data based on Fishman's theory (1976). Of the five factors of code-switching, the researcher found only three factors that caused teachers to use code-switching in classroom interaction. These factors are the speaker, the listener or interlocutor, and the change from formal to informal or vice versa. As for the factors that caused students to use code-switching in classroom interaction, five factors were found, all of which were consistent

with the theory used. These factors are the speaker, the listener or interlocutor, a change in situation due to the presence of a third person, a change from formal to informal or vice versa, and just for prestige.

This research was conducted to identify the functions and factors of code-switching in classroom interactions. There are 7 indicators to observe the functions of code-switching in classroom interactions and 5 indicators for the factors causing the use of code-switching. This data aligns with Marasigan's (1983) theory, which states that there are 7 functions of code-switching: quotation, addressee specification, repetition, interjection, message qualification, personalization and objectivization, and facility of expression. Fishman's (1976) theory states that there are 5 factors causing the use of code-switching in classroom interactions: the speaker, the listener or interlocutor, a change in situation due to the presence of a third person, a change from formal to informal or vice versa, and just for prestige.

The functions of code-switching in this context have various purposes. For instance, the teacher's use of English phrases within Indonesian sentences, such as "*Dan perhatikan panggung*, it's awesome don't you think so?" demonstrates addressee specification when posing questions. This bilingual questioning ensures that all students understand and feel directly addressed, regardless of their proficiency levels. These research findings align with Gumperz's (1982) theory, which states that there are times in code-switching when the message is not only targeted at a single individual but can also be directed at several people simultaneously. This repetition reinforces the message and ensures comprehension across students with varying English proficiency levels (Marasigan, 1983).

Interjection, though less prominent, also plays a role in maintaining engagement, as seen in phrases like "*oke*?" at the end of a sentence, indicating a transition or confirming understanding (Marasigan, 1983). Message qualification is evident in examples such as "*Siapa yang masih ingat pelajaran terakhir*, who still remember the last *materi minggu lalu*?" where the teacher switches to English to ensure clarity and comprehension. Gumperz (1982) states that in this function, the speaker attempts to separate two parts of discourse, introducing a topic in one language and then commenting on or further clarifying it in another. Lastly, personalization versus objectivization is demonstrated by statements like "*saya memiliki pendapat yang berbeda,* I have a different opinion. *Berikut syukur, mana syukur? Tidak ada*?" where the use of English personalizes the speaker's opinion, showing a personal attitude, while the use of Indonesian at the beginning of the sentence ensures that all listeners understand the opinion being conveyed (Marasigan, 1983).

The factors influencing code-switching, as outlined by Fishman (1976), further elucidate the dynamics at play. The teacher's extensive experience and linguistic proficiency affect their ability to code-switch effectively, ensuring that complex concepts are conveyed clearly. The varying levels of English proficiency among students necessitate the teacher's use of code-switching to create a more inclusive learning environment. Situational changes, such as the presence of peers or other teachers, also trigger language switches to maintain clarity and cohesion in classroom discourse. This data aligns with the theory proposed by Chaer and Agustina (2010).

The transition from formal to informal language is evident, with formal English used for academic content and informal Indonesian or local dialects used for deeper understanding, balancing formality and accessibility. Additionally, the prestige associated with English proficiency influences code-switching behavior, as both teachers and students recognize the value of English as a global language that enhances educational and social status (Fishman, 1976).

In conclusion, the observed instances of code-switching in SMAN 5 Enrekang's classroom settings are shaped by a combination of functional and situational factors. (Marasigan, 1983) functions of code-switching provide a framework for understanding how language alternation serves specific communicative purposes, while (Fishman, 1976) factors highlight the contextual influences driving these switches. Together, these frameworks illustrate the complex interplay of language use in educational contexts, ultimately aimed at enhancing student comprehension and engagement.

4. CONCLUSION

This research found that code-switching at SMAN 5 Enrekang is crucial in achieving pedagogical and communicative goals. Functions of code-switching, such as message qualification, addressee specification, personalization and objectivization, repetition, and interjection, are used by teachers to ensure students' understanding of the material and maintain their engagement in the learning process. Using English in certain contexts helps clarify complex concepts and enhances comprehension for students with varying levels of language proficiency. Factors influencing code-switching include teachers' skills and experience, students' language proficiency levels, situational changes, the shift from formal to informal language, and the prestige associated with English proficiency. Combining these functions and factors demonstrates that code-switching facilitates effective communication and contributes to broader educational goals. Thus, code-switching enhances student engagement and understanding at SMAN 5 Enrekang.

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