Teacher's Code-Switching in the Teaching-Learning Process in 10th Grade of ESL Class

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Abstract. Studying CS in ESL classrooms is significant as it can enhance understanding and facilitate communication between teachers and students. This study aims to analyze the types, functions, and students' perception of code-switching (hereafter, CS) used by an English teacher at a private school in Pekanbaru, Riau to seek whether it is important to use CS in learning process for ESL students. The subjects of this study were an English teacher of ESL classes and 72 ESL students in the academic year of 2023/2024. This research employs a mixed-method approach with a qualitative descriptive design combined with the use of a questionnaire, which is suitable for capturing both the depth and breadth of the phenomenon. To identify the types and functions of CS, the researcher recorded the teacher's utterances and distributed the questionnaire to get the students' perception. The data were analyzed using Poplack's (1980) three types of CS and Cahyani et al.'s (2016) four functions of CS. The results showed that the teacher's most frequently used type of CS is intra-sentential CS. Additionally, the teacher employed CS to ensure students understand the instructions given. The students showed a positive perception of the teacher's CS since it helped them understand and comprehend the classroom activities. These results highlight the importance of strategic CS in enhancing student comprehension and participation in ESL classrooms, suggesting broader implications for teaching practices in multilingual settings.

Keywords: code-switching; ESL class; students' perception; teacher code-switching

Introduction

Language is essential as a transferor of general knowledge in shaping human minds in terms of how we perceive the world (Syarifuddin, 2016). Each society has its language; thus, each place speaks a different language. Bahasa is the official language in Indonesia, and more than 700 local languages are also used daily. As

a result, most Indonesians are at least bilingual by a very young age (Syarifuddin, 2016) and code-switching (CS) usually happens during the conversation (Simanjuntak, 2020; Widodo, 2021).

Moreover, English is a universal language that can connect us with other individuals across the world. It matters to continually train and learn English because people will get many benefits that can lead to good opportunities to relate internationally (ELC School, 2013). By this, the Ministry of Education of Indonesia, through the National Education System Bill or RUU Sisdiknas August 2022 Chapter VIII paragraph one, states that since junior high school, English has been included as a compulsory subject where all students are mandatory to learn English. Due to students' bilingual abilities and proficiency in English as a foreign language, there is a presence of language choice in the teaching and learning process. Language choice involves selecting a language for interaction in various conversational exchanges (Holmes, 2013). This selection should not be arbitrary; instead, it must consider several sociocultural factors, such as the identities of the speaker and the listener, the topics being discussed, and the context in which the conversation takes place (Fishman, 1972). When bilingual speakers engage in conversation, they may alternate between languages while forming phrases (Waris, 2012). Therefore, the selection of a language during communication often results in CS.

Nunan and Carter (2001) define CS as alternating between languages within the same conversation. CS is a common occurrence in many schools around Indonesia, especially in EFL classrooms (Hamied & Lengkanawati, 2018). CS happens mainly in schools as a communication tool, giving chances for students to fully understand the concepts being taught and promoting the smooth running of classroom education (Rahayu, 2019). It also indicates that using CS in the classroom contributes to closing the gap created by misunderstandings between the teacher and the students, especially when it comes to transferring instruction (Nurhamidah et al., 2018).

Previous studies have highlighted various aspects of CS in ESL classrooms. For instance, Nurhamidah et al. (2018) found that CS helps bridge comprehension gaps in EFL settings, while Rahayu (2019) emphasized its role in facilitating classroom communication. Hamied and Lengkanawati (2018) noted the strategic use of CS for pedagogical purposes in Indonesian EFL contexts. However, there is limited research on CS within the context of mandatory English use across all subjects in private schools. This study aims to fill this gap by investigating CS in an ESL program where students are required to use English as their second language across all subjects, not just in the English subject. The researcher aims to investigate whether CS occurs in the ESL class, where English is mandatory for both teacher and students, especially in the English subject itself. Therefore, the researcher is motivated to do this research to understand how CS functions in such a setting and its impact on teaching and learning.

The goal of the study is aimed to find out the following:
1. What types of CS are used by the English teacher during the teaching-learning process?
2. Why did the teacher's use CS in the teaching-learning process? (Functions of CS).
3. What is the students' perception of CS used by teacher?

By addressing these questions, this study seeks to contribute to the broader understanding of CS in multilingual education settings, providing insights that can be inform teaching practices and policy decisions in the teaching-learning process.

Theoretical Review
Bilingualism

A person who is fluent in two languages and switches between them is referred to as a bilingual speaker, while the practice of using two languages within a community is termed bilingualism (Izzak, 2009). The use of one or more foreign languages for communication is now considered a common phenomenon in multinational countries, known as bilingualism (Butvilofsky & Gumina, 2020). Due to swift cultural, social, and economic advancements, one-third of the global population is bilingual (Ebsworth et al., 2018). Bilingualism offers three major benefits: cognitive advantages, such as improved working memory; socio-emotional benefits, including enhanced social skills for interacting with diverse communities; and academic and career benefits, providing individuals with greater opportunities for academic success and career advancement (Dewi et al., 2021). Recent studies (e.g., García & Wei, 2018; Grosjean, 2021) further emphasize these benefits, highlighting bilingualism's growing relevance in global education.

Code-Switching (CS)

Due to the bilingualism ability, the phenomenon of CS usually exist in the daily conversation. According to Chaer and Agustina (2010), code-switching (CS) occurs when a speaker alternates between two or more languages during a single communicative event. Raes and Togi (2020) stated that CS occurs when speakers purposefully modify a code being used by switching from one to another. Sebba et al. (2012) provided a much more straightforward definition of CS, defining it as alternate usage of various languages in speech by bilingual people. It is also employed to promote close bonds between those who conform to the same moral code. CS can be considered a tool for promoting linguistic solidarity, especially between people.

1) Types of Code-Switching

Every linguist expert has their perspective in classifying the types of CS. According to Poplack (1980), there are three types of CS such as tag-switching, inter-sentential switching, and intra-sentential switching.

    (1) Tag-switching

        Tag-switching involves the straightforward insertion of a tag from one language into a sentence or utterance in another language (Poplack, 1980). Due to their syntactic characteristics, tags can be placed at various points within an utterance without disrupting the syntactic structure (Romaine, 1989, p. 122). Here are examples of English tags: "you know," "I mean," "it's okay," "no way," "well," etc. (Romaine, 1995:122). Romaine (1995:122) also provides the following examples of tag-switching:

        a. *se sininentalo,* you know (that blue house, you know).

           This is the example of tag-switching from Suomi language to English.

    b. The proceedings went smoothly, *ba?* (The proceedings went smoothly, <u>didn't they?)</u>

    The utterance below is the example of tag-switching from English into Tagalog tag.

(2) Inter-sentential switching

Inter-sentential switching takes place at the boundaries of clauses or sentences, with each clause or sentence being in a different language (Myers-Scotton, 1993). This type of switching happens when a sentence in one language is completed, and the following sentence begins in another language. Here is an example of inter-sentential switching:

    a. Sometimes I will start a sentence in English *y terminó e n espanol* (Sometimes I will start a sentence in English <u>and finish it in Spanish</u>).

    This is an example of the English – Spanish switch (Romaine, 1995:122)

    b. *Sano etta tulla tanna etta* I am sick – (<u>Tell them to come here that I am sick</u>). This is an example of the Suomi – English switch. (Stockwell, 2002:48)

(3) Intra-sentential switching

Intra-sentential CS occurs within a word itself. It refers to the switching that takes place in one utterance. Intra-sentential switching involves inserting words and phrases from another language into the middle of a sentence, within the boundaries of a single clause or sentence. The following examples are in Spanish – English bilinguals (Pfaff, 1979:520):

    a. *Todos los Mexicanos* were riled up (<u>All the Mexicans</u> were riled up).

    b. *No van* a bring it up in the meeting (<u>They are not going to</u> bring it up in the meeting).

2) Functions of Code-Switching

Previous research has shown that CS serves various functions in the classroom, including knowledge construction and classroom management (Cahyani et al., 2016). Cahyani et al. (2016) categorized four functions of CS, such as:

(1) Knowledge Construction

The first function is knowledge construction. In this function, teachers often switch from English to Bahasa Indonesia to ensure students understand the material. As one teacher explained in an interview, "because they do understand in an Indonesian context" (Cahyani et al., 2016, p. 6). Heugh (2015) supports this finding, stating that teachers deliberately use local words to ensure students' cognitive engagement.

(2) Classroom Management

The second purpose is classroom management. Teachers deliberately switched languages to regulate their students, with this occurring most often when assigning tasks, indicating a change in topic or activity, or addressing student behavior issues.

(3) Interpersonal Relations

The third function is interpersonal relations. Teachers employed code-switching for interpersonal relations to enrich the classroom environment – for instance, by employing humor, offering compliments, and sharing jokes to alleviate students' stress or boredom.

(4) Personal Affective Function

The fourth purpose involves conveying personal emotional meanings, encompassing teachers' experiences, emotions, and sociocultural roles such as saving face.

This study builds on these findings by exploring these functions in a new ESL program at the school being researched.

Code-Switching in EFL Classroom

In foreign language classrooms, CS often occurs during English classes because both teachers and students are bilingual or multilingual and share a common first language. According to Wardaugh (2006), teachers frequently need to choose which language to use and may switch between them. This is often necessary because students struggle to understand material presented solely in English. Consequently, CS helps English teachers facilitate the teaching and learning process, making the lessons more comprehensible and engaging for students (Gerungan et al., 2021).

The private school being researched just implemented a new program aimed at encouraging students to learn and speak English, starting from the academic year 2023, called an 'ESL' class (English as a Second Language). Students enrolling in the ESL class will be required to be bilingual, as they must practice their English in all subjects that are being learned. Both teacher and students that exist in ESL classes are mandatory to use English as best as they can.

Expanding on the current research regarding code-switching, this study examines its presence and roles within an ESL classroom at a private school in Pekanbaru, focusing on its effects on the teaching and learning dynamics.

Method

This research is a mixed-method study with a qualitative descriptive design combined with the use of a questionnaire. The mixed-method approach, incorporating both qualitative and quantitative research methods, is particularly suited for this research because this approach allows for a comprehensive analysis, leveraging the strengths of both methods to address the research questions effectively. The qualitative component, through observations, and interview, provides in-depth insights into the types and functions of CS, capturing the context and nuances of classroom interactions. Meanwhile, the quantitative component, using frequency counts, statistical analyses, and structured questionnaire offers a broad, generalizable understanding of CS's prevalence and students' perceptions.

The study focused on an English teacher in an ESL class at one of the prestigious private schools in Pekanbaru. There are three classes of ESL classes in this school such as XA, XB, and XC. According to Patton (2002), purposive sampling is based on the principle of selecting "information-rich cases" for in-depth study. This means selecting participants who have experience with the research topic, providing valuable insights and understanding. In this study, the researcher used purposive sampling to select the participants.

To get the data for types and the functions of code-switching, the sample is the English teacher of the ESL Class, Mrs. TMG with ESL classes, XA, XB, and XC. The researcher chose these samples because the researcher is looking for the phenomenon of code-switching in English to Bahasa language during the teaching-learning process. The ESL classes are designed to encourage students to use English in every subject being learned, providing a rich environment for studying code-switching phenomena. These classes emphasize the use of English, ensuring that students are consistently exposed to the language in various contexts. The regular classes, on the other hand, do not require English to be used in every subject, offering a contrasting environment where code-switching might occur less frequently. After the data being collected, first, the researcher transcribed all the recordings in the form of written. After transcribing, the researcher analyzed the types and the functions based on Poplack's (1980) theory and Cahyani et al.'s (2016) theory. After that, the researcher counted the total of how many times the teacher used code-switching and made it to the percentages. To counting the percentage, the researcher used formula based on Sugiyono (2019):

$$P = F/N \times 100\%$$

Explanation:

- P : Percentage
- F : Frequency of Respondents
- N : Number of Participants
- 100% : Constant Value

After the data is transcribed and counted, the data being analyzed using Miles and Huberman model. There are several steps that can be taken in qualitative data analysis according to Miles and Huberman (1984), they are: data reduction, data presentation, and conclusion drawing.

To get the validity of the analysis, the researcher used the source of investigator triangulation to recheck the data. After analyzing the data, the data is delivered to the validators to gain trust of the data. The researcher asked Mrs. ER, Mrs. SU, and Ms. AR, three different lecturers from different university, as the validators.

For data gained from interview, the researcher also transcribed it first. The teacher interview provided additional insights into the functions of CS and to strengthen research answers regarding the function of code-switching. Interview data processing also used Miles and Huberman's theory (1984), where researchers explained the data in descriptive form, then draw conclusions according to Cahyani's theory, et.al (2016).

Moreover, to gain data for students' perception, the sample were 72 students of XA and XB who experienced the most code-switching during the teaching and learning activities. The questionnaires, intended with closed questions and a Likert scale (from strongly disagree to strongly agree), were used to impose students' perceptions. The Likert scale is a usually used psychological tool to assess attitudes and opinions. It is typically a series of statements or questions in which respondents betoken their degree of agreement or disagreement on a numeric scale (Jamieson, 2004). Likert-scales values mostly represent 5 responses, such as "strongly disagree," "disagree," "undecided," "agree", and "strongly agree". However, the researcher decided not to include the "undecided" one because the researcher would like to avoid the tendency of the participants to mostly choose this value.

Therefore, four available options are used in this research, such as Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Student responses were tabulated using Microsoft Excel and analyzed with SPSS 24 to determine frequencies and percentages. The Likert scale interval classification was applied in data analysis, as shown in the table below:

Table 1. Score Interpretation Criterion

Likert Scale	Percentage	Category
4	75-100%	Very Positive
3	50%-74,99%	Positive
2	25%-49,99%	Negative
1	0%-24,99%	Very Negative

(Adopted from Harlinda, 2019)

While collecting the data, approval from the relevant ethics committee was received. Participants gave their informed consent, and their confidentiality was preserved through data anonymization and the use of pseudonyms.

Findings and Discussion
Findings
Types of code-switching

Based on the observations, the teacher produces three types of CS, they were tag-switching, inter-sentential switching, and intra-sentential switching. From the recorder which has been transcribed, there were three hundred and fifty-seven data on teacher's utterances. The researcher analyzed the types of CS that were found in teacher's utterances.

(1) Tag-switching

Tag switching involves inserting a tag from one language into an utterance that is written entirely in another language (Muysken, 2020). In the classroom, this means that a teacher can insert a language tag during an utterance. Although tag switching occurs during the learning process, it rarely occurs in the classroom. Results showed that tag switching data is the least common type of CS. The following was some data on tag-switching.

Extract 1

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"By the end of this lesson, you must be able to read and to write
the tense of descriptive, ya kan?"
(By the end of this lesson, you must be able to read and
to write the tense of descriptive, right?)
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The data was taken on 8th August 2023 in class XC. The setting was in the classroom and the teacher explained the learning objective in learning descriptive text material to the students. The teacher initiates the sentence in English: "By the end of this lesson, you must be able to read and to write the tense of descriptive, *ya kan?*". The addition of the question, "*ya kan?*" at the end is a form of tag-switching, where an Indonesian phrase is inserted into the sentence. "*Ya kan?*" is a colloquial way in Indonesian to seek agreement or confirmation, akin to saying "right?" or "isn't it?" in English. The teacher could use this CS to ensure clarity or to create a more comfortable and relatable communication style for the students.

Extract 2

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By using one sentence, ya?
(By using one sentence, yeah?)
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The data was taken on 8th August 2023 in class XC. The setting was in the classroom, and the teacher instructed the students about the activity they were going to do, which involved playing taboo games where they could only describe something in one sentence.

The identified CS is categorized as tag switching, a phenomenon where the switch occurs at the end of a sentence or utterance, often in the form of a tag question. The teacher delivers the main part of the sentence in English, stating, "By using one sentence….", and then employs the tag-switching "*ya?*" in Indonesian or "yeah?" in English to seek confirmation or agreement from the students. This switching enhances the conversational and expressive qualities of the statement, making it more engaging and interactive for the students.

(2) Inter-sentential switching

Inter-sentential switching entails a shift occurring at the boundary between clauses or sentences, with each unit being in either one language or another (Myers-Scotton, 1993). Typically observed during classroom activities, inter-sentential switching serves purposes like clarification or translation of the utterance. Analysis revealed that inter-sentential switching constituted the second most prevalent type of code-switching. The subsequent data provides examples of inter-sentential switching instances.

Extract 3

"So, I think I will know you by time. **Nanti pelan-pelan saya kenal satu-satu.**"
(So, I think I will know you by time. **I will slowly know you by time.**)

The data was taken on 7th August 2023 in class XA. The setting was in the classroom. It was the first meeting, and the teacher wanted to skip the introduction part because the teacher thought it would waste time, and the students also thought that it would be kind of boring thing to do. As a result, the teacher promises will try to memorize the students' names as time goes by. As can be seen from the utterance, there was inter-sentential switching because the teacher alternates between languages at the sentence level. The beginning of the sentence was "So, I will know you by the time" in the English language to show the teacher's opinion about an introduction that might be boring if the students do it one by one. Then she used Indonesian, *".....Nanti pelan-pelan saya kenal satu-satu"* (…..I will slowly know you by time) because this utterance might be more comfortable or more appropriate if the teacher express it in Indonesian. The switch to Indonesian is used to provide additional information that may be more culturally nuanced to the student. It also conveys a sense of warmth and friendliness that complements the more formal tone of the English part.

Extract 4

"Function, very good. **Kalau saya suruh kamu gambarkan handphone, deskripsikan handphone, pasti kamu harus tahu fungsinya.**"
(Function, very good. **If I ask you to picture a cell phone, describe a cell phone, you must know its function**)

The data was taken on 8th August 2023 in class XC. The setting was in the classroom. The teacher gave an analogy about the description part to make students more understood. The identified CS is categorized as inter-sentential switching, signifying a language shift between different sentences. The teacher initiates the communication in English with the sentence "Function, very

good…." praising the students for understanding the concept. This is followed by a distinct transition into Indonesian with the subsequent sentence, "…..*Kalau saya suruh kamu gambarkan handphone, deskripsikan handphone, pasti kamu harus tahu fungsinya.*" (…..If I ask you to picture a cell phone, describe a cell phone, you must know its function). The use of inter-sentential CS allows the speaker to convey information distinctly in each language across separate sentences. This switching allows the teacher to provide instructions and examples in both languages while maintaining a clear separation at the sentence level. It showcases how speakers draw from their linguistic repertoire strategically to meet communication goals, emphasizing the systematic and rule-guided aspects of language alternation in multilingual contexts.

(3) Intra-sentential switching

Intra-sentential switching refers to the smooth incorporation of terms and expressions from a different language into one utterance, usually happening within the confines of a clause or sentence (Myers-Scotton, 1993). This kind of switching frequently occurred during educational sessions. Research findings demonstrated that intra-sentential switching stood out as the most common form of code-switching. Presented below are examples of intra-sentential switching instances.

Extract 5

"You can choose anyone, *cepat*"
(You can choose anyone, **fast**)

The data was taken on 07th August 2023. The setting was in the classroom and the situation involved the engagement of students in a game. In this game, the students must create a simple present tense sentence with an adverb of frequency given by the teacher. The game proceeded smoothly until a particular group of students encountered difficulty in formulating a sentence. The teacher tried to assist this group, aiming to enable them to provide at least one response and earn points.

In this data, the sentence commences in English with the phrase "You can choose anyone…" and smoothly transitions into Indonesian with the insertion of the word "…. *cepat*", as in English means "fast" or "quickly". As can be seen from the utterance, there was intra-sentential switching that inserted one word of Bahasa. This integration exemplifies the fluidity and flexibility that bilingual speakers often display in their communication. The teacher started to explain in English, and the teacher switched to Bahasa, and she was back utterance to English again. This CS occurred because the teacher seemed to be providing quick, direct instruction or encouragement in Bahasa, which is "cepat", urging the student to make a prompt decision to arrange the sentence. It was in line with the situation where the students had to create a sentence directly to get the point.

Extract 6

"I always study math, *udah gitu aja*"
(I always study math, **that's it**)

The data was taken on 07th August 2023 in class XA. The setting was a classroom where the students were assigned an exercise by the teacher on the topic of the simple present tense. The teacher attracts students' learning motivation by saying that there will be an extra point for the first ten students who can submit it quickly. Many students were motivated to complete it

quickly. Some answered correctly, while others gave incorrect answers. For students who had submitted their exercises, the teacher promptly corrected their responses. At that moment, the teacher called the students, and the teacher corrected the student's answers.

In the data above, CS is identified as intra-sentential switching because it alternates two languages within a single utterance. At the beginning of the utterance, the teacher said, "I always study math…." as stated, this is the correct way for the student's answer. Then, the teacher smoothly transitions to the colloquial expression "….*udah gitu aja",* or in English means "….that's it" or "….that's all". This switch is to add emphasis or provide a concluding remark in Indonesian after stating the main point in English. The Indonesian phrase "….*udah gitu aja*" is colloquial and is often used informally to convey a sense of simplicity or finality. The teacher used CS to convey the correct answer that might be more effectively captured in Indonesian.

The percentage of each type of CS used by the teacher is shown in Table 2.

Table 2. Types of Code-switching used by Teacher

Types of CS	Data	Percentage
Tag-switching	14	3.92%
Inter-sentential	123	34.48%
Intra-sentential	220	61.73%
Total	**357**	**100%**

Functions of code-switching

The researcher examined how code-switching functions in teachers' speech. Four distinct functions of code-switching were identified: knowledge construction, classroom management, interpersonal relations, and personal affective expression.

(1) Knowledge Construction

In this context, code-switching (CS) for knowledge construction implies using switching to facilitate students' comprehension of explanations, bridging the knowledge gap as effectively and efficiently as possible (Cahyani et al., 2016). This function was observed during the learning process. Analysis revealed that knowledge construction ranked as the second most common function of CS. The subsequent data presents an analysis of knowledge construction as a function of CS:

Extract 7

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"Simple present tense. Jadi kalau menulis atau kamu lihat nanti teks
deskripsi, most of the sentence written in simple present tense."
(Simple present tense. So, if you write or you see a descriptive
text later, most of the sentence written in simple present tense)
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The data was taken on 8th August 2023 in class XC. The setting was in the classroom, and they were discussing descriptive text. The situation was in the middle of the lesson. The teacher and students discussed the tense that will be used in descriptive text. From the data, the teacher is involved in a transition from one language to another, which is from English to Indonesian. The teacher starts to say the utterance in English, "Simple present tense…." to describe a grammatical concept of descriptive text. Then she switched into Indonesia "….*Jadi kalau menulis atau kamu lihat nanti teks deskripsi….*" (…..So, if you write or you see a descriptive text later…) to explain that when

writing or looking at a description text later, most of the sentences are written in the simple present tense. The transition from English to Indonesian is strategic, providing additional details for students. The function of this CS is to elaborate the information being conveyed. In this case, CS helps the teacher provide additional details in her native language (Indonesian). This may bring benefit to the students, particularly if the students have a low knowledge of English. This code-switching served as a means of knowledge construction since the teacher would often transition from English to Bahasa Indonesia, recognizing that students might struggle to comprehend explanations in English. Meanwhile, the teacher's primary goal was to teach the subject matter, and she employed code-switching because it appeared beneficial in ensuring that students grasped the content being discussed.

Extract 8

```
"So, we don't talk about something in general, but we just pick up
one. Okay, jadi kita bukan menerangkan hewan secara umum, bukan. Itu
namanya report text."
(So, we don't talk about something in general, but we just pick up
one. Okay, so we're not describing animals in general, no. That's
called as report text)
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The data was taken on 7th August 2023 in XA. The setting was in the classroom, and that was their first meeting to talk about the first material, which is descriptive text. To begin the class, the teacher tries to give the definition of descriptive text. Then, the teacher explained the difference between descriptive text and report text to the students.

In this case, the teacher explained the difference between descriptive text and report text. The beginning of the sentence was English language: "So, we don't talk about something in general, but we just pick up one…." to explain that in descriptive text, the students just need to choose one topic that is more specific. Then, the teacher followed with Indonesia "….Okay, *jadi kita bukan menerangkan hewan secara umum, bukan. Itu namanya* report text" (….Okay, so we're not describing animals in general, no. That's called as report text). This specific instance of knowledge construction involves the teacher contrasting descriptive text with report text, emphasizing the importance of selecting and focusing on a single object in descriptive writing. By doing so, the teacher not only imparts information about the characteristics of descriptive text but also guides students in understanding the nuances of different text types. This targeted explanation contributes to the construction of knowledge within the classroom, assisting students in comprehending the key elements of descriptive text as opposed to other text genres. This is aligned with the statement that said by teacher in the interview. The teacher said "Some of the students will be left behind if used full English. So, in that case it's very good to use the CS to help those left students". By this statement, it can be concluded that the teacher intentionally uses English to help her students well-understand in the material being explained.

(2) Classroom Management

The teacher's use of code-switching (CS) for classroom management was most notable when tasks were assigned, topic or activity transitions were indicated, or student behavior needed discipline (Cahyani et al., 2016). This function was observed during the learning process. Analysis revealed that classroom management emerged as the most significant function of CS

employed by teachers. The following data presents an analysis of classroom management as a function of CS:

Extract 9

"Good afternoon, everyone. *Ga pimpin doa?"*
(Good afternoon, everyone. **Don't you lead the prayer?**)

The scenario occurred at the outset of the lesson, where the teacher ensured that the students commenced with a prayer before the teaching-learning process started. The initial greeting, "Good afternoon, everyone…." is in English, and it's a polite and customary way to address the students in the classroom. It establishes a friendly and welcoming atmosphere for conversation. Then the teacher switched into Indonesian by saying "…..*Ga pimpin doa?" (....*Don't you lead the prayer?) which possibly makes it more accessible or familiar for the students. The function of the utterance is classroom management because the utterance is to discipline the students' behavior that must initiatively lead the prayer before the class starts. The teacher's use of CS in the extract is for the purpose of managing a specific classroom routine related to religious practices. The teacher ensures that the students lead the prayer before the teaching-learning process begins. This demonstrates the use of CS as a tool for managing and organizing classroom activities, particularly those associated with cultural or religious practices.

Extract 10

"So, I will ask you in groups, one group consists of five students. *Ayok buat dulu, satu kelompok lima orang."*
(So, I will ask you in groups, one group consists of five students. *Let's do that first, one group consists of five people*).

The data was taken on 15th August 2023 in class XB. The setting was in the classroom. In the last meeting, the teacher explained the use of simple present tense. So, for this meeting, the teacher wants to see students' understanding of simple present tense. She asked the students to form a group that each group consisted of five students. By having students collaborate in groups, the teacher can observe how well they apply their understanding of the simple present tense in a collaborative setting.

As evident from the speech, the teacher initiates in English by stating, "So, I will ask you in groups, one group consists of five students…." to explain how the game activity will be organized, which involves grouping the students into groups. Then, the teacher switched to Indonesian by saying, "….*Ayok buat dulu, satu kelompok lima orang"* (….Let's do that first, one group consists of five people) to ensure that the students fully understand the instructions. This data is classified into classroom management because it shows that the teacher signals a shift from teaching mode to management mode by asking the students to move into groups. This use of CS ensures that the instruction is accessible to all students, regardless of their language proficiency, facilitating a clear understanding of the task.

In an interview, the teacher said, "Okay, so sometimes actually in the classroom I spontaneously use the CS cause, as I told you before, the background students are quite different, so I have to see the situation if I think some of the students still cannot get what I say then I will use it intentionally." This is aligned with the theory of Cahyani et al. (2016), that CS is used to clear task assignments, and the integration of an assessment component

demonstrates a strategic approach to organizing the class and evaluating student comprehension in an engaging and collaborative manner.

(3) Interpersonal Relations

Teachers employed code-switching (CS) for interpersonal relations to create a more personable classroom environment – for instance, by incorporating humor, uplifting the mood to alleviate students' anxiety, and offering praise (Cahyani et al., 2016). These actions fostered a connection between teachers and students, cultivating a supportive classroom atmosphere and demonstrating appreciation for students as individuals. The subsequent data presents an analysis of interpersonal relations as a function of CS:

Extract 11

`"Like Randy said, passive voice is a sentence when the subject of the sentence is the receiver of the action. **Bukan** lucifer **ya,** receiver."`
`(Like Randy said, passive voice is a sentence when the subject of the sentence is the receiver of the action. **It's not** lucifer **yeah**, receiver).`

The data was taken on 8th August 2023 in class XC. The setting was in the classroom and the teacher tried to give the joke in the middle of the explanation about passive voice. She compared the words lucifer and receiver, which have slightly similar pronunciations. As can be seen from the utterance, the teacher begins in English by saying, "Like Randy said, passive voice is a sentence when the subject is the receiver of the action...." to provide an explanation in English, where Randy's point about passive voice is introduced. This explanation is done in English for clarity and understanding. The CS occurs when the speaker switches to Indonesia, saying, "....*Bukan lucifer ya, receiver*" (....It's not lucifer yeah, receiver). In this part, the teacher attempts to reinforce the point about the "receiver." This utterance falls under the category of interpersonal relations because the statement, "....Bukan lucifer *ya*, receiver," is a light-hearted way of clarifying the concept by making a humorous reference to "Lucifer" (likely in the context of receiving something negative or dark) as the "receiver" just because it has a similar pronunciation. This CS aims to create a more relaxed and interactive classroom and can help make the learning experience more enjoyable and memorable for the students. It encourages interaction between the teacher and students, contributing to a positive teacher-student relationship.

(4) Personal Affective

The teacher employed code-switching (CS) for personal affective matters, integrating their own life experiences, emotions, and psychological considerations (Cahyani et al., 2016). The subsequent data provides an analysis of personal affective as a function of CS:

Extract 12

`"What happened to her? **Teman-teman keknya sekarang lagi musim sakit, jaga kesehatan ya".**`
`(What happened to her? **Guys, it's sick season right now, take care of your health, yeah**).`

The data was taken on 8th August 2023 in class XC. The setting was in the classroom. The situation was at the very beginning of the class. The teacher was checking the student's attendance when she realized that so many students were sick that week, the same as class XA. This extract is an example of CS in a classroom setting where the teacher shifts between languages while

expressing personal affective concerns about the health of the students. The teacher starts by asking about someone's well-being and then switches to Indonesian to convey a message of concern and advice regarding the current season of illness. The use of both languages in this context serves the personal affective function, where the teacher is expressing care for the students' health.

The teacher's concern for the students' health and well-being, as expressed through the statement "Guys, it's sick season right now, take care of your health....", reflects a personal and caring attitude. The use of the term "....*teman-teman*" (guys/friends) and the advice to "....*jaga kesehatan ya*" (take care of your health) adds a personal touch to the communication. Furthermore, the teacher's observation about the number of sick students in both Class XC and Class XA, and the sharing of personal experience, contribute to a sense of personal involvement and empathy. The teacher's awareness of the students' health conditions and the genuine expression of concern for their well-being suggest a personal affective dimension in communication. In summary, the teacher's language and actions in this context convey a personal and emotionally connected approach, indicating a genuine interest in the students' health and a desire to create a supportive and caring classroom environment.

The percentage of each CS function produced by teacher is presented in Table 3.

Table 3. Functions of Code-switching used by Teacher

Functions of CS	Data	Percentage
Knowledge Construction	154	43.15%
Classroom Management	173	48.46%
Interpersonal Relations	23	6.44%
Personal Affective	7	1.96%
Total	**357**	**100%**

Students' perception towards teacher's code-switching

72 respondents were employed in this study. The table presents an analysis of students' perceptions of teacher's use of CS in the classroom. The responses are categorized into four levels: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Here's a breakdown of the analysis for each statement:

Table 4. Students' Perceptions towards Teacher's CS

Statements	SA	A	D	SD	Percentages	Category
1. Recognize the material well if teacher use CS	10	58	3	0	81.7%	Very Positive
2. More active in giving opinion if teacher used CS	8	52	10	1	88.7%	Very Positive
3. Able to interact in discussions or class activities	11	50	8	2	70.4%	Positive

4. Instruction given with CS is understandable	5	60	4	1	84.5%	Very Positive
5. Appreciate if the feedback given by teacher is used CS	10	51	7	3	71.8%	Positive

The students' perceptions towards teacher's use of CS in the classroom, as revealed by the data from 72 respondents, overwhelmingly lean towards the positive. For the first indicator, it exists in statement number one until five used to find out whether CS has functions in the perception of students. It is divided into various aspects, such as understanding the material, active participation, interaction in discussions, clarity of instructions, and appreciation for feedback, a consistent pattern of agreement or strong agreement emerges. Almost 80% of students agree that they can recognize the material well, are more active and confident, can engage effectively in discussions, find instructions more understandable, and appreciate feedback when the teacher employs CS.

Table 5. Students' perceptions towards teacher's CS

Statements	SA	A	D	SD	Percentages	Category
6. Teacher's CS creates an atmosphere in class	11	54	2	4	76.1%	Very Positive
7. Teacher used CS because they care and want to help students	23	42	4	2	59.2%	Positive
The overall mean score					**79.42%**	**Very Positive**

In Table 5, the indicator is to know the effect of CS in giving instructions. As we can see from the percentages, the students have a very positive perception which means they strongly agree that CS does bring such a positive effect in understanding the instruction from the teacher. 59.2% agree that teachers use CS because they genuinely care and want to assist students in communication.

Table 6: Students' perceptions towards teacher's CS

Statements	SA	A	D	SD	Percentages	Category
8. Clearly know the meaning of English vocabularies	7	55	8	1	77.5%	Very Positive
9. Lead into bilingualism	15	48	6	2	67.6%	Positive
10. Teacher used CS because of lack of abilities in English language	11	23	25	12	35.2%	Negative
The overall mean score					**79.42%**	**Very Positive**

In Table 6, the indicator is to know the effect of CS on language development. As we can see from the percentages, the students have a very positive perception which means they strongly agree that CS does bring such a positive effect in supporting language development. Moreover, there is a notable agreement that CS leads to bilingualism (67.6%) and is considered a beneficial strategy for better

understanding. While there is a divergence of opinions on whether CS reflects a lack of English teacher skills. In the last statement, the students seemed to disagree that the teacher's use of CS was because the teacher's English skills were lacking (35.2%).

From these results, it can be concluded that students' perceptions of teacher's CS are positive. The students did not agree that the teacher used CS due to the teacher's lack of ability, but because the teacher genuinely wanted to help students understand the material provided.

Discussion

One of the findings indicated that the predominant form of code-switching (CS) by English teacher is intra-sentential switching, occurring two hundred and twenty times. This type of CS primarily takes place during grammar explanations, instruction and direction delivery, and explanation of new vocabulary. The teacher tended to utilize intra-sentential switching more frequently during the teaching-learning process to explain the material so it will be understood by all students. This is aligned with the statement that was made by the teacher in the interview. The teacher said, "Some of the students will be left behind if use full English. So, in that case, it's very good to use the CS to help those left students". In addition, it is also because the English proficiency of the ESL students of one of the private schools in Pekanbaru varies from basic and intermediate, so that's why intra-sentential is the most common type. This is supported by the interview, the teacher said, "I spontaneously use CS because the students are quite different so I have to see the situation if I think that some students still cannot get what I say then I will use the CS intentionally". The findings aligned with Nurrohmah's 2020 research, which highlighted that intra-sentential switching constituted the most common type of code-switching observed. She reasoned that intra-sentential switching might occur in the classroom due to the teacher's proficiency in bilingualism. This finding also agrees with Upa's (2014) research revealing that intra-sentential switching was mostly used in classroom interaction. However, Aganmar, et al.'s (2021) research revealed a different result. They found out that inter-sentential switching occurred many times rather than intra-sentential switching. The difference may be caused by the different level of the students' English proficiency. It is because the students are at an intermediate level as they are sitting at the 7th semester of bachelor's degree.

The researcher identified that the primary function of code-switching (CS) by English teacher is classroom management, accounting for one hundred- and seventy-three-times instances or 48.46% of the total occurrences. Based on the data, the teacher employed language switching to ensure students comprehended the instructions provided. The teacher used a game in her class to make the students not feel bored. In giving the instructions for the game, CS usually occurs due to not all students understand the rules of the games if it is said in full English. As a result, the teacher's utterances, which contained CS dominant for classroom management. This finding also agrees with Aminah (2022) in her research that analysed students' perception of teachers' CS in teaching English at junior high school. She found that CS brings benefits to their learning. The use of teachers' CS also assists the students in understanding the complex materials and CS is mostly used for classroom management purposes, such as for giving instructions,

introducing the lesson's objective, and repeating questions. This is further substantiated by Fachriyah's (2017) research, which observed lecturers utilizing code-switching to Indonesian codes to optimize time management during class administration. Conversely, Suryaningsih's (2022) study revealed that teachers employed code-switching for academic purposes, ensuring clarity in delivering and receiving subject matter during teaching and learning activities to prevent misunderstandings and misinterpretations. It might be different because it comes from college students where they might be able to understand the instructions given by the lecturer, and it is more effective if the teacher clarifies the material with CS.

From all the results of the questionnaire, the researcher concludes that when dealing with young adults in school, it is necessary to create an environment in which they like to boost their mood, especially when learning a foreign language. Based on the interview session with the teacher, the teacher said that the students come from different backgrounds of English abilities and that it is hard to use full English in explaining the material. It is so easy for them to lose interest, especially when they must struggle to understand the language. CS practice promotes an exciting environment in the classroom, thus making students eager to learn or to understand the material. When the teacher explains in Bahasa, the process of understanding the content subject becomes less burdensome, and this increases students' ability to comprehend the subject matter. Students seemed to enjoy the learning process because they felt comfortable with the classroom vibes, and this motivated them to participate in any class activities. Teacher's CS is like a psychological support that makes the students more relaxed when learning as they can follow the lesson. Teacher's CS is like a psychological support that make the students' more relaxed when learning as they can follow the lesson. Therefore, it can be concluded that students have positive perceptions of teacher's CS practice. This is in line with the finding from Aminah (2022) that the students' perception of the teacher's CS in teaching English was found in the positive category with a percentage of 63%, and it aims to help the students understand the meaning of the lesson that is explained.

Conclusion

This study examined code-switching (CS) utterances employed by English teachers of ESL classes teaching tenth-grade students at private school in Pekanbaru. The methods were operationalized through detailed classroom observations and in-depth interviews with the English teacher, providing a comprehensive view of code-switching practices. The data revealed that the most frequent type of CS used by the teacher is intra-sentential switching, followed by inter-sentential switching and tag-switching. The teacher often used inter-sentential switching to clarify or even translate the previous utterance that usually consist of materials. It can be concluded that the teacher usually used code-switching to make the students pay attention to the teacher's utterance in explaining the material given, especially in giving instructions to the students. Analysis indicated that the predominant CS function used by the teacher is classroom management, followed by knowledge construction, interpersonal relations, and finally personal affective. It can be concluded that the teacher used code-switching to manage the class, to manage students, and it took place most frequently when teachers assigned tasks, pointed out a shift of topic or activity, or disciplined

students' behavior. Based on the findings, the researcher concluded that students' perception expresses positive attitudes towards teacher's use of code-switching, emphasizing its benefits in fostering understanding, engagement, and a supportive learning atmosphere.

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