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PENA PERSADA

THE USE OF CODE SWITCHING AS TEACHING STRATEGY CONDUCTED BY EFL KINDERGARTEN TEACHERS

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Abstract
Code switching is commonly used by EFL teachers when teaching English. Nevertheless, the switching is often perceived negatively and sometimes seen as a sign of incompetency in the second language. This study mainly aims at identifying the types of code switching and the use of code switching as teaching strategy conducted by EFL teachers. The data of the research are gathered by the way of classroom observations and interviews. The recording is transcribed and then analyzed to identify the types of code switching. After that, the researcher interviews them to get the data then identify the use of code switching as teachers' teaching strategy. In sum, this study indicates that teachers from each level do code switching in their teaching despite they have different strategy while committing code switching in the language classroom.

Keywords: Code switching, the use of code switching as teaching strategy, EFL kindergarten teachers.

Introduction

It is no longer a secret that teaching English to children is quite hard to be taught. One of factors which leads to be difficulties that children do not get used to using English yet, especially for children in Indonesia. As they live in Indonesia, where is the non English-speaking country, English becomes the foreign language and it is the first taught when they are in the Elementary school. However, the globalization era nowadays requires people in the world to master English as early as possible. As a result, kindergartens nowadays provide English subject to prepare children from the early age. As a national plus English school, it is compulsory for students to speak English always during school hours. Furthermore, as EFL teachers, they are expected to always communicate in English although teachers sometimes have difficulties in delivering the lessons. The problem comes up while they know that the characteristics of students they teach are coming from multi-cultures and having different family background. They put English as a foreign language.

As a result, teachers have to switch from English to Indonesia or in vice verse. They do switching through inserting one or two words within the sentence. The other problem is apparently appeared while teachers have restricted time to fulfill the material regarding to the provided lesson plans. The inappropriate strategy of using English in classroom is also becoming another problem in the teaching learning process. Due to those problems, they unconsciously switch the language.

Regarding to the problems mentioned above, code switching occurs when bilinguals alternate between two languages during one interaction with another bilingual person. Code switching in the classroom is not just as a normal thing only but it is also a useful tool of learning. Cook cited by (Alenezi, 2010) responds that code switching in classroom used as a natural response in a bilingual situation and provided opportunity for language development. Lipski (1985) also added that code switching has important role when someone is having communication through using two. It is particularly beneficial for the teachers who

really need it to attract students' attention, to check their comprehension and to highlight important thing in classroom activity.

Method

This research was conducted at Pah-Tsung kindergarten school in Cengkareng, West Jakarta. The participants were 6 EFL teachers who taught different classes—playgroup, kindergarten 1, and kindergarten 2. The age of teachers in the study ranged from 25 to 30 years. Teachers mostly spoke English and Indonesian (L1) as their communication and only a few of them were able to speak Mandarin. Furthermore, they were such creative teachers who were willing to explore teaching techniques in order to obtain the students' curiosity and maximize their learning.

This study used qualitative descriptive research in nature where the researcher described and qualified code switching practiced by kindergarten teachers. It was chosen to capture natural interaction among participants in classroom. Suparman (2009) stated that the research's goal of using qualitative is more accurate and holistic due to it was employed through the real life situation.

Then, this study used a case study approach. Nunan and Bailey, cited by Miller (1997) described that a detailed data which emphasized as apprehensive analysis such as transcription referred to a case study. To gain the data, the researcher did these following steps before analyzing the data;

First, the researcher used digital recorder to record teachers' utterances from classroom observation and to get teachers' data from the interview. Video-recording was used as important tools at

the time of analysis of the data. According to Eisner, cited by Gulzar (2013) in qualitative research note-taking and audio-recording were functioned as the reminder, quotation, and detailed descriptions and interpretations.

Second, the data of this study was obtained from teachers' utterances containing code switching, which was taken from classroom observation. Based on the observation, the types of code switching were going to be found. After gaining observation data, teachers' interview was conducted. The researcher interviewed 6 teachers of playgroup, kindergarten 1 and kindergarten 2. The questions were about the use of code switching and their strategy while committing it to the classroom.

Observation and interview data were transcribed at the last step. The observation transcripts were analysed to get the three types of code switching that the most teachers did in classroom. Then, it was followed by the transcriptions of interview which were going show teachers' strategy while committing code switching in classroom.

Results of the data analysis

What kinds of code switching the teachers may encounter?

This first research question was obtained through video – recording the teachers' utterances which were then transcribed. This research was to clarify the types of code switching encountered by teachers of playgroup, kindergarten 1 and kindergarten 2.

Based on the data, all types of code switching occur in the teachers' code switching. The frequency of each type can be seen in the following table:

TYPES OF CODE SWITCHING	OCCURANCES			PERCENTAGE			TOTAL
	PG	K1	K2	PG	K1	K2	

Inter-sentential	20	34	22	12.90 %	21.93 %	14.19 %	49.03 %
Intra-sentential	11	12	1	7.09 %	7.74 %	0.65 %	15.48 %
Tag switching	5	23	27	3.22 %	14.83 %	17.42 %	35.48 %

From the data above, it showed that playgroup teachers performed 20 times for Inter – sentential, 11 times for intra – sentential and 5 times for tag switching. Meanwhile, the outcome of kindergarten 1 teachers was 34 times for inter – sentential, 12 times for intra – sentential and 23 times for tag switching. Both results were significantly different with the performances of kindergarten 2 teachers who conducted 27 times for tag switching, 22 times for inter – sentential and 1 time for tag switching.

Based on the data, they were found that teachers of PG, K1 and K2 utilized inter-sentential switching in their teaching practice. Their reasons were mainly to repeat their utterances to the students, in order to facilitate them to comprehend the teachers' instructions better. It was similar to the previous study which occurred inter–sentential switching more often in Qingdao University in China. Qing (2010), as the investigator found that teachers often code switched, in order to elaborate important message and to make it easier for students to concentrate on the core message conveyed.

On the contrary, the finding revealed that playgroup teachers used less tag switching which Cook (1991) defined as particles in the speech of conversation, such as *lah, kan, ya, nah, loh,* etc. As findings suggested in playgroup class, tag switching was less common feature of classroom code switching. It occurred because the classroom activity was structured which meant that the teachers were the ones who controlled it. Since the students were very young and incapable of speaking English yet so the communication through English between teacher and students was rarely occurred.

In addition, the tag switching occurred because of students' culture which mostly was Chinese who is not able to utter well in English and speaks Indonesian only. Meanwhile, building rapport and making friendly and warmhearted situation with students are the strategies that the teachers conduct to transfer code switching in the classroom. It was similar to the Lin's (1996) findings that stated having the same culture, building friendly atmosphere and enhancing rapport were code switching strategies which teachers used in the classroom.

The Number of Distribution of Types of Code Switching by Teachers

The diagram showed that there were 155 occurrences of code switching by kindergarten teachers in Pah Tsung Kindergarten School which could be categorized into three types of code switching, namely inter-sentential, intra-sentential and tag switchings. The data showed that PG and K1 teachers performed inter-sentential switching in the classroom. Their reasons were mainly to repeat their utterances to the students, in order to facilitate them to understand teachers' instructions better. The type of inter-sentential switching was also found at playgroup class. Teachers of playgroup (PG) made 20 inter –sentential switchings higher than intra – sentential and tag switchings. They did switching because they thought it was utilised as a teaching method for teaching second language. Since students were about 3 up to 4 years old, they needed more translation to make them understand while clarifying the lessons. To avoid confusion and to offer correction were also the reasons why they alternated the language.

However, it was contradictive with the teachers of K2 which shown that they performed tag-switching more in the classroom. It was caused by students had

less difficulty in grasping teachers' explanation and the consistency of teachers to use English in the process of teaching and learning. Based on the observation, tag switching was used to get attention, to ensure that students understand what the teachers mean and to make sure in teachers opinion. There were severe different numbers of occurrences of inter-sentential switching between PG and K1 teachers, where PG teacher performed twenty inter-sentential switchings while K1 teachers made thirty-four switchings.
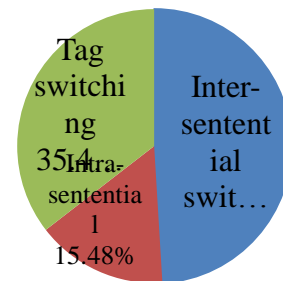
On the other hand, K2 teachers made 27 tag switchings. The diagram indicated that K1 teachers used more inter-sentential switching instead of PG teachers'. It was revealed that teachers switched to either Indonesian or Mandarin most often to give and clarify instructions for classroom activities, to give feedback to students, for translating and checking comprehension.

Types of Switchings Which

Mostly Occur by Teachers

It showed that the three types of code switching, inter-sentential switching was the most dominant one with 49.03%. The second place was the tag switching with 35.48% and the intra-sentential switching comes with 15.48% of the whole occurrences of code switching.

Moreover, it was followed by K2 teachers who used more tag switching in their teaching explanation rather than using inter-sentential switching. The diagram showed that the three teachers of PG, K1 and K2 rarely applied intra-sentential switching in the classroom. As Poplack (1980) stated that a speaker who is willing to produce intra – sentential switching, he / she either must know enough about the grammar of each language to avoid ungrammatical sentence.

What strategies that kindergarten teachers do to commit the code switching in classroom?

The retort of second research question was conducted through interview. There were six teachers who taught from different levels—PG, K1, K2. Each class was taught by two teachers who approximately have more than 2 – year – experience of teaching young learners. The interviewer was coded as (I) while the playgroup teachers were coded as PGT1 and PGT2. The queries were about their experiences, feelings and their obstacles when teaching children. The researcher was also asking more about teachers' consistency of using English in teaching process and their strategy of committing code switching in the classroom. The question was continued by asking their percentage of using English and their consciousness of either using or inserting Indonesian while elaborating materials in classroom. Not but least, the researcher asked their reasons of switching the language. The data obtained from the interview was shown as follows:

I	PG Teachers' Strategy When Committing Code Switching	
	PGTA	PGTB
1. How long have you been teaching for young learners?	8 years	3 years

2.	How do you feel teaching them, especially when teaching for kindergarteners?	I really enjoy teaching them, especially when I see them laugh and hear their voice, saying "Thank you". Then, what makes me happy is when they're able to reach their goals.	I feel enjoy and happy teaching them
3.	Do you have any problems when teaching them?	When the children are moody and crying when coming to school. But then that's our challenge to make them cheerful again	When I'm teaching, I still found that they lost their attention and haven't got any meaning yet.
4.	Do you speak full of English during teaching and learning process?	Not really.. It's because some of my students speak English well while the others don't.	Not really.. Because when the first time I came and I teach here, I use English as the introduction but they don't understand.. So that's why in this second year I choose English and Bahasa
5.	So, when you have difficulty in delivering English lesson, you switch the language into Indonesian or Mandarin, don't you?	Yes.	Yes
6.	How often do you use English, Indonesian or Mandarin in class?	70% English, 20% Bahasa and 10% Mandarin	60% English and 40% Bahasa
7.	What strategy do you use if they don't get what you mean while describing the lesson in class?	Body language	So, I should have many tricks and games that suitable for the children. I also use my body gestures, expressions and flash cards.
8.	Do you just use "body language" to clarify your meaning?	I give the instruction and show them, for example "wash hand if they aren't still clear enough, I'll bring them to the rest room to wash their hands	I use a simple word and simple instruction to make them understand
9.	If they don't get what you mean, then you switch into Indonesian, do you?	Yes, I mix it	Yes
10.	Firstly you speak English, then you mix it with Indonesian, don't you?	Yes	Yes

11. Do you consider using Indonesian in your teaching?	No, it spontaneously happens	I sometimes realise it because I use it for giving instruction. But for sometimes I don't realise it.
12. Why do you switch the language?	Because sometimes they feel afraid when I explain of something "LIKE THIS!!!" they keep not understand, so what can I do? So I spontaneously say "yang manaa?""	To attract and to make them understand what I teach
13. Do you realise that you use the words such as "nah" "yah" in class?	No	No
14. So, in your teaching basically you use English. But then when you see them having trouble in grasping what you mean, you switch it into bahasa. Is it right?	Yes	Yes. In my teaching I use a picture as a teaching aid and tell a story to make them understand.
15. Why do you use such particle like, *"ya, nah, kan"*?	It happens as it is and I think students will easily understand because the way we convey looks like Indonesian.	Because I teach playgroup I want if my students comprehend what I teach. So, I use simple word by inserting those particles. It sounds like Indonesian, right?
16. Which one of these utterances that you mostly use in your teaching? a. What is your favourite color? Why do you like yellow color? Emang bagus ya warna kuning? b. Kamu suka *color* apa? Kenapa suka *yellow*? Warna kuning *good* ya? c. You do it well, ya. Don't be naughty, okay!	I choose A	I choose A. Because it makes you easy to give explanation and students will be easy comprehending your command or description.

Playgroup Teachers' Strategy When Committing Code Switching

From the data taken by the Playgroup English teachers in kindergarten classroom, it is assumed that teachers had different kind of problems that they had to face, such as students did not seem clear the material given, students lose attention and students get confused of what the teachers convey. However, each teacher

had different strategies to overcome those issues. PGT1 said she exerted body language to help students get the meaning while PGT2 used games, body gestures, expressions, and flash cards to transfer the necessary knowledge for the students for clarity. They firstly exerted English then switched into Indonesian and once used Mandarin as the way to communicate and explain the materials either.

The other interview was conducted by K1 teachers. As the data mentioned, it is coded as (I) for an Interviewer and the other ones; Kindergarten 1A and Kindergarten 1B are symbolized as K1-TA and K1-TB. The K1 teachers' interview shows the findings below:

I	K1 Teachers Strategy When Committing Code Switching	
	K1-TA	K1-TB
1. How long have you been teaching for young learners?	9 years	2 years
2. How do you feel teaching them, especially when teaching for kindergarteners?	I think that teaching for young learner is not really easy for me.. There's the thing that I want to try. Because to live with the small children is quiet interesting. It is about to find out their personality and their characteristic. It's easy for you to teach them because it should be based on how they live in and trust you. Then it's you who can build their own behavior or characteristic and watch them better and better everyday.	I feel fun because I love kids so much and I feel younger
3. Do you have any problems when teaching them?	Yeaahh, something is quiet hard especially for young learner like they don't speak English and just know how to interact with adult person like us especially in bahasa. And then we have to teach them how to speak English and repeat the words until they understand the meaning and be able make them to speak English with full sentences.	Sometimes, I'm facing some students that have several backgrounds, and some of them can absorb the materials easily because their parents help them by giving several courses like English, Maths or whatever. But the rest of them, their parents don't care about their children ability, especially on English.
4. Do you speak full of English during teaching and learning process?	Almost	English and sometimes Mandarin because I have some students who cannot speak either English or Indonesian.

5.	So, when you have difficulty in delivering English lesson, you switch the language into Indonesian or Mandarin, don't you?	Yes, I've been doing it with some of my students	Yes
6.	How often do you use English, Indonesian or Mandarin in class?	75% in English and the rest is Indonesian	English is about 65% and the rest is in Bahasa or Mandarin
7.	What strategy do you use if they don't get what you mean while describing the lesson in class?	I think that's one of the quite problem for me, especially for those who are not using English at home. So, I think with the other way I can use some gestures or repeat the word to make them understand what I mean.. especially when I'm teaching in front of the class and giving order or instructions.	Body language.
8.	Do you just use "body language" to clarify your meaning?	No, I'm using flash cards, drawing the objects and switching the language into bahasa	Sometime I use a flash card and I draw something that can make them understand
9.	If they don't get what you mean, then you switch into Indonesian, do you?	Yes because, sometimes I found them that they came from different background. Some of them have a good common in English, some of them just know how to speak in English because this is the first time for one of the students to be able to know the new language.. It means I have to use bahasa instead of English because as long as I speak English in the class sometimes they don't understand.. So, to be able to communicate with them I have to use both languages.. But if they understand or try to understand what I say, or give direction, I have to use bahasa and then I gave them the meaning in English.	Yes
10.	Firstly you speak English, then you mix it with Indonesian, don't you?	Yes	Yes
11.	Do you consider using Indonesian in your teaching?	Sometimes	Sometimes

12. Why do you switch the language?	To explain new words and to reiterate teaching materials	Because some students cannot speak in English so I try to switch in Indonesia but I mixed it with English too.. Because if I fully speak in English, they won't understand what I'm saying..
13. Do you realise that you use the words such as "nah" "yah" in class?	Yaa, that's one of the habit of some students to the way we pronounce. But sometimes we didn't notice about that habit. It's about the accent… So, it'spontaneous and sometimes we don't realise we repeat it often..	I think it's spontaneous.
14. Why do you use such particle like, *"ya, nah, kan"*?	I don't know why cause it directly happens. It is like the way I communicate with Indonesian.	I use it because I want to make sure that they are really giving intention to me or not.
15. So, in your teaching basically you use English. But then when you see them having trouble in grasping what you mean, you switch it into bahasa. Is it right?	Yes	Yes, I'll mix with bahasa as well
16. Which one of these utterances that you mostly use in your teaching? a. What is your favourite color? Why do you like yellow color? Emang bagus ya warna kuning? b. Kamu suka *color* apa? Kenapa suka *yellow*? Warna kuning *good* ya? c. You do it well, ya. Don't be naughty, okay!	Then I choose A. that's because I get used to use English instead of using Indonesian. If I have to use the sentence like "b", it makes me confused.	I choose A

Kindergarten 1 Tachers' Strategy When Committing Code Switching

As data stated above, it is clearly shown that both K1 teachers have similar thoughts of facing their students who have different background and ability to communicate. K1-TA clarified that she had some strategies to make them stay on her teaching's explanation. She used body gestures, flash cards and repeating words to make them easier catch the lessons.

It is in line with the Jacobson's strategy which is using NCA—New Concurrent Approach—switching from one language to another at key points according to particular rules. As the excerpt stated, teacher used inter-sentential switching that was concord with NCA. When the students

are getting distracted, teacher may switch the language. Hence, the language classroom becomes a real L2 use situation in which both languages are concurrent.

The last finding refers to the interview of K2's teachers. K2 teachers were symbolized as K2-TA and K2-TB while the interviewer was stated as (I). The following data was shown as follows:

I	K2 Teachers Strategy When Committing Code Switching	
	K2-TA	K2-TB
1. How long have you been teaching for young learners?	2 years	7 years
2. How do you feel teaching them, especially when teaching for kindergarteners?	For teaching kindergarteners, you should give them guidances and real examples to them.	I feel enjoy teaching them
3. Do you have any problems when teaching them?	Yes. It happens when they got new words or vocabularies and ask for the meaning. They also have problem in reading.	How to make them enjoy to learn and have difficulties sometimes when they don't understand what we explain
4. Do you speak full of English during teaching and learning process?	No, sometimes I use bahasa.	Not really. I sometimes mix it with bahasa
5. So, when you have difficulty in delivering English lesson, you switch the language into Indonesian or Mandarin, don't you?	Yes	Yes
6. How often do you use English, Indonesian or Mandarin in class?	Everytime they don't know yet the explanation	It depends on the students and situations
7. What strategy do you use if they don't get what you mean while describing the lesson in class?	Basicly I try to always use English everytime I explain the materials. At the time they don't get what I mean I directly switch it into Indonesian.	Use either simple words or sentences.

8.	Do you just use "body language" to clarify your meaning?	It's not the only one. I use translation (Switching to students' L1) and give example in my explanation.	Expression
9.	If they don't get what you mean, then you switch into Indonesian, do you?	Yes	Yes
10.	Firstly you speak English, then you mix it with Indonesian, don't you?	Yes	Yes
11.	Do you consider using Indonesian in your teaching?	Yes, I do realise	Yes
12.	Why do you switch the language?	Everytime I instruct them to do something they don't comprehend what they're going to do. But, they respond it through Indonesian. So, that's my time to switch the language.	Because they sometimes don't understand the materials which I explain. They also sometimes do some mistakes while doing their tasks.
13.	Do you realise that you use the words such as "nah" "yah" in class?	I mostly don't realise. Cause It happens spontaneously.	It occurs unconsciously.
14.	Why do you use such particle like, *"ya, nah, kan"*?	It's been my habit. Sometimes I don't want to use it cause it happens spontaneously.	That's because of habit and influenced by culture. I'm Indonesian and the way of my English pronunciation is like Indonesian
15.	So, in your teaching basically you use English. But then when you see them having trouble in grasping what you mean, you switch it into bahasa. Is it right?	Right	Yes
16.	Which one of these	I choose A. That's because	I choose A. The reason is that I

| utterances that you mostly use in your teaching?
a. What is your favourite color? Why do you like yellow color? Emang bagus ya warna kuning?
b. Kamu suka *color* apa? Kenapa suka *yellow*? Warna kuning *good* ya?
c. You do it well, ya. Don't be naughty, okay! | sentence A is the one that I always use in class. | always use English through out of my explanation. If I see students having difficulty in comprehending my explanation then I switch it in Bahasa. I will switch it into sentence not a word. |

Kindergarten 2 Teachers Strategy When Committing Code Switching

Previous literature on classroom code switching has revealed that teachers use code switching as both a methodological and a social strategy in classroom interaction. As K2 teachers acknowledged that they both agree to switch the language when either students still have difficulties in grasping the materials or do some mistakes while doing their task. It was observed that, in line with the Jacobson's study, NCA—teachers were allowed to balance the use of languages during revisions. The switching itself should occur inter-sententially—switching between languages at sentence or clause level.

Discussion

Based on the analysis of the data, it was known that inter –sentential code – switching mostly occurred at play group and kindergarten 1 classes. Inter – sentential switching occurs between sentences or clauses, where the speaker switches between one language to another language. The evidence showed there were 20 occurences of inter – sentential switching by PG teachers and 34 occurences switched by K1 teachers.

It is relevant with the interview that they said they firstly used English then did switching or interchangeably whenever they saw their students have difficulty in comprehending the lessons, losing attention and translating new words. Moreover, both teachers ensured them by switching the language and used simple words, body languages, expressions and flash cards as their teaching strategies, *Yang mana "Gg" sound nya? Which one is "Gg" sound? Do you think it is "Gg" sound?*.

Further result shows that K1 teachers have similar strategy with PG's while conducting code switching in class. It reveals that the mainly switching occurred at inter – sentential which had about 21.93%. The present findings seem to be consistent with the other research which found that inter – sentential CS is a common type employed in EFL classroom by teachers. According to the results, the teachers used inter – sentential code switching (82%) predominantly. On the other hand, tag switching (2%) and intra – sentential switching (16%) were used on few occasions.

Another discussion was conducted to answer the second research question which focused on teachers' teaching strategy while committing code switching

in classroom. There were six kindergarten teachers who participated on this research and came from different levels—Playgroup, Kindergarten 1 and Kindergarten 2. Every teacher has different strategy when delivering the material to the students. They certainly use teaching aids to show visible imagination based on what the teachers are talking about. Switching the language is one of crucial things in giving the explanation to the children.

However, the unknown of what code switching itself is also related to the teachers' strategy while committing code switching in the classroom. It can be seen from the interview that they have different strategies while switching the language. Play group teachers said that they mostly use gestures, games and expressions. As they teach students who are mostly under the age of 3 so teachers use many strategies in their teaching.

The strategy that they use while committing code switching is similar like what K1 and K2 teachers did. Both of them switch inter – sententially; the switching occurs between sentences or clauses or between turns. In the present findings, either K1 or K2 teachers have different reasons about the use of code switching in classroom. However, there is one point to consider that they try to use English all the time of explanation. The switching occurs when it is needed and formed into a sentence not in a word, *I will switch it into a sentence not a word.* Switching the language from English to Bahasa or interchangeably between the sentence is called as Inter – sentential.

It is in line with the study of Jacobson, called as NCA (New Concurrent Approach) — focusing on the bilingual teachers' use of language in classroom lessons and depending on balanced language use. According to Jacobson (1983) NCA, teachers should be permitted to use inter – sentential code switching—

the alternation between languages at sentence or clause level.

Conclusion

In line with the results of data analysis and discussion, the following conclusions are drawn: the types of code switching which are encountered by teachers of playgroup, kindergarten 1 and kindergarten 2 and the teachers' strategy while committing code switching in classroom.

The analysis of the observed - classrooms reveals that both teachers of playgroup and kindergarten 1 use more inter – sentential switching than intra – sentential and tag switchings. The findings showed that the playgroup teachers had inter – sententially occured for 20 times (12.90%) while kindergarten 1 teachers occurred for 34 times (21.93%). Inter – sentential switching occurs between sentences or clauses, where the speaker switches between one language to another language. In this case, inter – sentential is usually occurred in the situations of explanation, checking understanding, translation and instruction.

The other result is followed by intra – sentential which occurred for 11 times (7.09%) and tag switching that occurred for 5 times (3.22%) for the last finding of playgroup teachers. Meanwhile, teachers in kindergarten 1 have intra - sententially occurred for 12 times (7.74%) and 23 times (14.83%) occurring in tag switching.

However, based on the classroom observation that the researcher conducted, kindergarten 2 teachers had different result, which mostly occurred in tag switching—the insertion of a tag phrase from one language into an utterance from another language. The result showed that they use 27 times (17.42%), which was higher rather than inter –sentential and intra – sentential switchings' occurrences in classroom.

This research also focuses on the teachers' strategy while committing code switching in classroom. Through teachers' interview, teachers of playgroup, kindergarten 1 and 2 have similar strategy by using inter – sentential as their teaching strategy. As the result of interview, all of teachers said that they get used to use English to give explanation and command either. Although each teacher has various teaching aids to clearly describe the materials or to highlight the real pictures as they found in their surroundings, teachers from each level has similar perceptions of conducting inter – sentential a lot in their teaching process.

They urged that they do it on purpose and avoid to get confused of using intra – sentential switching—inserting a phrase or a single word within the sentence. Those stated reasons are in line with the Jacobson's study, which mentioned two strategies that teachers have to consider—using NCA and avoid the use of intra – sentential. NCA (New Concurrent Approach) focuses on the bilingual teachers' use of language in classroom lessons and depends on balanced language use. He added that it makes the lesson as communicative as possible and helps teachers to balance the use of language switch at certain points, such as getting distracted, during revisions, attracting students' attention, discussing or when students are praised and told off.

Also, Jacobson clarified that it should be permitted of using inter – sentential instead of intra – sentential. He confirmed that using intra – sentential is making teachers' language broken and giving students wrong impression.

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