

AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH TEACHER ON CLASSROOM ACTIVITIES

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ABSTRAK

Alih kode adalah sebuah fenomena yang ada dalam masyarakat bilingual/multibahasa seperti di Indonesia dimana orang menggunakan lebih dari satu bahasa untuk berkomunikasi termasuk dalam proses pengajaran bahasa Inggris di SMPN 3 Cibinong pada tahun akademika 2018/2019. Berdasarkan penelitian sebelumnya, para guru melakukan alih kode untuk membantu mereka menyampaikan materi. Dalam proses alih kode, para guru berlatih lebih banyak bahasa Indonesia daripada bahasa Inggris dan kadang-kadang mengalih bahasa local mereka. Tujuan dari penelitian ini adalah untuk menyelidiki type alih kode, fungsi alih kode, dan bahasa yang terlibat. Penelitian ini dilakukan melalui metode deskriptif kualitatif. Peneliti menggunakan tehnik purposive sampling untuk menentukan subjek penelitian. Peneliti memutuskan untuk memilih dua guru bahasa Inggris sebagai subjek penelitian. Dalam mengumpulkan data, peneliti menggunakan observasi dan wawancara. Peneliti menggunakan observasi dan wawancara. Peneliti menggunakan reduksi data, tampilan data, dan penarikan kesimpulan atau verifikasi dalam menganalisis data. Temuan dari analisis data menunjukkan bahwa jenis-jenis alih kode ditemukan dalam tiga jenis: alih kode antar-sentensial, alih kode intra-sentensial, dan penggantian tag. Fungsi alih kode yang digunakan oleh guru bahasa Inggris ditemukan tiga fungsi: beralih topic, fungsi afektif, dan fungsi berulang. Selain itu, ada empat bahasa yang terlibat dalam proses alih kode: Inggris, Bahasa Indonesia, Arab dan Sunda

Kata kunci: alih kode, metode deskriptif kualitatif, proses mengajar bahasa Inggris.

ABSTRACT

Code-switching is a phenomenon that exists in bilingual/multilingual societies like in Indonesia where people use more than one language to communicate including in the process of teaching English at SMPN 3 Cibinong in the academic year of 2018/2019. Based on the preliminary research, the teachers practiced code-switching to help them in delivering materials. In the process of code-switching, the teachers practiced more Indonesian language than English and sometimes practiced their local language. This research aimed to investigate the types of code-switching, the functions of teachers' code-switching, and the languages involved. This research was conducted through the descriptive qualitative method. The researcher used a purposeful sampling technique to determine the research subject. The researcher decided to choose two English teachers as the research subject. In collecting the data, the researcher used observation and interviews. The researcher used data reduction, data display and conclusion drawing or verification in analyzing the data. The findings from the data analysis indicated that the types of code-switching were found in three types: inter-sentential code-switching, intra-sentential code-switching, and tag-switching. The functions of code-switching used by English teachers were found for three functions: topic switch, affective function, and repetitive function. Moreover, there were four languages involved in the process of code-switching: English, Indonesian language, Arabic, and Sundanese.

Keywords: code-switching, descriptive qualitative method, and English teaching process

INTRODUCTION

English in Indonesia is a foreign language that is taught in the formal educational system from the primary level to the college level. It means that teaching English as one of the subjects in the classroom is founded on the curriculum used. The term curriculum covers all the arrangements the school

makes for the students' learning and development. It includes the content of courses, student activities, teaching approaches, and how teachers and classes are organized. Curriculum as a series of activities that will provide a framework that helps teachers and students (Brown, 1995). It can be stated that curriculum is the

guidance for the teacher in determining his/her ways or strategies in doing the teaching process and it is also the guidance for the students in reaching what they expect in their learning process.

Moreover, in a formal situation like at schools, Indonesian people also have the Indonesian language as a unity language to be used. That is why Indonesian people become bilingual even multilingual. Thus, in the process of teaching English, there are instances where the language changes from English to the native language of the teachers and the students. As West in Broughton (1980) states that "The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign language learner" (p.8). Therefore, the foreign language is treated equally to the other school subjects with its homework and tests to fulfill school grades.

Although it is a natural phenomenon, this activity brings the teachers to a very dilemmatic situation. The teachers should focus on reaching the aim of teaching English based on the curriculum that is to enable students to reach the functional level in a sense that they can communicate in spoken and written (Education and culture ministry, 2014, attach.3, no.59). It means the students are guided to practice English by the teachers. However, in the process of teaching English, the use of code-switching makes the teachers overly contented to use the Indonesian language than English and the teaching is still directed to the "teacher-centered" and it makes the students incompetent in English skills.

Because another language presents in the language classroom as well besides English, it leads to a situation in which codes are switched. Code-switching is an important tool of bilingualism or multilingualism. Trousdale (2010) states that "Code-switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have similar linguistic repertoire" (p.19). While Gumperz (1983) explains that "Code-switching is a conversational strategy, the function of which is to express social meanings" (p.1-21). Based on the definitions from the experts above, the researcher concludes that code-switching is the mixing of words, phrases, and sentences

where a speaker will alternate between two varieties (code) in conversation as a conversational strategy, the function of which is to express social meanings. Therefore, code-switching is usually a natural part of language classroom interaction. Related to the situation mention above, this research tries to investigate the phenomenon of code-switching during classroom interaction in English class

Research Question

1. What are the types of code-switching commonly practiced by the teachers in classroom action at SMPN 3 Cibirong in the academic year of 2018/2019?
2. What are the functions of teachers' code-switching?
3. What languages are involved in the practice of code-switching by the teachers?

Purpose of the Study

1. To know and describe the types of code-switching commonly practiced by the teacher in the teaching process.
2. To ascertain the functions of code-switching practiced by the teachers.
3. To detect what languages are involved in the practice of code-switching by the teachers.

THEORETICAL FRAMEWORK

Teaching English as a Foreign Language

Teaching English is about conveying information to students in an interesting way and communicating through a sense of English language. In Indonesia where the people are bilingual even multilingual, English is being taught as a foreign language to enhance international communication. Setiyadi (2006b) states that "English is not spoken in the society. It is learned by talking about grammatical rules of English and errors are always corrected because accuracy is the focus in learning English" (p. 21). He also states that "English is a foreign language for language learners in Indonesia" (Setiyadi, 2006b, P. 22). It means that in Indonesia, English is just learned at schools and students do not use English in the society because they usually use their mother language, Indonesian language or their local languages. Consequently, the most important thing in teaching English as a foreign language in Indonesia is that the teacher should have a good preparation before teaching, to make sure that the

students feel positive about learning and to encourage the students to use the target language in the teaching process.

Sociolinguistic

Lim Kiat Boey (1975) states that "Sociolinguistic is as the scientific study of language. Like any other scientific study, language analysis is done systematically within the framework of some general theory of language structure" (p. 3). Ronald Wardhaugh (1992) defines "Sociolinguistic as the study that is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure of languages function in communication" (p. 2). Concluding the definitions of sociolinguistic from the experts above that sociolinguistic is a branch of linguistics that learns about the relation between language and society. It concerns the use of the language, the objects are stated, and the aim of it.

Multilingualism

Multilingualism is the use of three or more languages by an individual or by a group of speakers, such as the inhabitants of a particular region or nation. Stavans & Hoffmann explain that multilingualism is seen as a social phenomenon (2015, p. 37-62). While Braunmüller and Ferraresi (2003) state that "Multilingualism is an innate property of the human being, and linguistic change is due to competition among different grammars, one of which eventually gets the better of the others" (p. 4). From the definitions above, it can be concluded that multilingualism is a social phenomenon where an individual or group of speakers use three or more languages and do linguistic change.

Code-Switching

Hamers and Blanc in Schmidt (2015) even say that "Code-switching is one of the most common and original strategies used by bilingual speakers among themselves" (p. 14). While Poplack in Schmidt (2015) defines "Code-switching in a similar way as the alternation of two languages within a single discourse, sentence, or constituent" (p. 15). From the explanations of the experts above, it can be summarized that code-switching is one of the most common and original strategies used by the bilingual speaker to alternate two languages within a

single discourse, sentence, or constituent as a conversational strategy to express social meaning. Poplack, Appel and, Muysken in Schmid (2015, p. 24), generally agree on classifying three main types of code-switching in their studies: inter-sentential switching type takes place between sentences, the switch occurs at a clause or sentence boundary where each clause or sentence is in a different language, for example, *Wir Sind*

allelangschlafrauber Papa. Онможетужев 6 часовгулятьидти (We're all late sleepers except dad. He can even go walking at 6), intra-sentential switching occurs within a clause or sentence boundary or even word, for example, *Nachdem Essen надонезабить ZahnePutzen* (After eating we don't have to forget to brush our teeth), and tag-switching involves inserting a tag or short phrase in one language into an utterance that is otherwise entirely in another language, for example, *Они и безтебясправились, weißt?* (And they also managed without you, you know?). Based on Mattson and Burenhult (1999, p. 2-3), there are three functions of teachers' code-switching. They are topic switch, affective functions, and repetitive functions.

METHOD

Research Design

This study uses descriptive qualitative research. The data are considered as qualitative because they are the form of written and spoken (words) rather than numbers.

Instrument

The writer used observation and interviews as the tools to collect the data. The interview was asked to two teachers (as the respondents), to see their perception about the code-switching in the process of teaching

Setting

The research was conducted in a Junior high school in Cibinong. The data collection was done on May 3, 2019. The data collection was held SMPN 3 Cibinong. The writer chose teachers from the 7th grade as the participants.

The procedure of Data Analysis

In analyzing the data, The writer analyzes the data which has gotten from the observation and interview. The data is

analyzed using the descriptive qualitative method. The data is transcribed into a written transcript, and then the data is identified, selected, and also classified. According to Miles and Huberman, there are three major phases of data analysis: data reduction, data display, and conclusion drawing or verification.

RESULT AND DISCUSSION

The writer used observation and interviews to describe the code-switching used by English teachers in classroom action. The first step to collect the data was observed. The observations were carried out for two days consist of four times the session.

The second instrument was an interview, the interview was held in the preliminary study to and in the research. Interview in the preliminary study to finding out if the teacher could become a participant and interview in the research to found out the answer to the research question. The author asked two teachers who teach seventh grade to become participants. The writer used the interview to know the code-switching used by English teachers in classroom action. From 6 questions that will be asked to the respondents, the writer would found the answer to the research question.

1. The Types of Code-switching Commonly Practiced by the Teachers

The research result that the types of code-switching commonly practiced by the teachers from observation is 75 inter-sentential switching, 49 intra-sentential switching, and 54 tags switching practiced by the teachers and the interview showed all the types of code-switching proposed by Poplack (2015, p.24) simply occurred in the classroom. The first type was inter-sentential code-switching. The second type was intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. Whereas the last one implicated the switching fillers which most of them are discourse markers or verbal formulation for the class management or material instruction, this type is called tag-switching. The most frequent code-switching type practiced by the English teachers at SMPN 3 Cibinong is inter-sentential switching

2. The Functions of Teachers' Code-Switching

The research result that the functions of teachers' code-switching from observation 68 times represent topic switch, 71 times were identified as affective function, and 39 times as repetitive function and the interview showed three functions of teachers' code-switching occurred in the process of teaching English. It is relevant to the theory of Mattson and Burenhult (1999, p.2-3) who mentioned three functions of teachers' code-switching in the classroom, they are: topic switch that is mostly observed in grammar instruction, affective functions that switching is used by the teacher in order to build solidarity and intimate relations with the students, and repetitive functions in order to transfer the necessary knowledge for the students for clarity. The English teachers at SMPN 3 Cibinong practice code-switching mostly related to the effective functions.

3. The Languages Involved in the Practice of Code-switching by the Teachers

The research result that the functions of teachers' code-switching from observation the language from English to the Indonesian language 169 times, Arabic 5 times, and Sundanese 3 times and the interview showed There are four languages exist in the process of code-switching, they are: English, Indonesian language, Arabic, and Sundanese.

CONCLUSION

The types of code-switching practice by the teachers in the process of teaching English was mainly in three types: (a) inter-sentential code-switching (code-switching occurred between sentence or clause boundaries), (b) intra-sentential code-switching (translation or word/phrase substitution within sentence), and (c) tag-switching (interactional fillers code-switching).

The functions of teachers' code-switching fulfilled the three functions: (a) topic switch, (b) effective function, and (c) repetitive function.

There are four languages involved in the process of code-switching practice by the teacher. They were: English, Indonesian language, Arabic, and Sundanese.

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