CODE SWITCHING IN ENGLISH TEACHING LEARNING PROCESS AT YEAR IN TENTH GRADE AT THE STATE ISLAMIC HIGH SCHOOL 3 JEMBER

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ABSTRACT

This study aims to explain the way of native teacher and non-native teachers do code switch during classroom interaction, to describe the types of code-switching, to explain the factors that cause the occurrence of code-switching, and to explain the functions of code-switching in English teaching learning process used by native teacher and non-native teacher. This study uses descriptive qualitative since this study is to analyze and find the social phenomena which are running naturally based on Hoffman theory to describe code-switching in English teaching learning process. There are three types of code-switching: inter-sentential, intra-sentential, and emblematic-switching. The result shows that all of the three types found in this study used by native teacher and non-native teacher. Furthermore, the most type used by native teacher and non-native teacher is intra-sentential code-switching. Besides, the most dominant factors that cause the occurrence of code-switching is talking about particular topic since to help the learners understand the meaning of the topic. Moreover, the most significant functions of code-switching to teachers is affective function since the teacher wanted to build intimate relations with the students and the most dominant function to students is conflict-control since the students used code-switching to avoid misunderstanding of teachers’ explanation.

Key Word: Code-switching, English teaching learning process

INTRODUCTION

Code-switching, or language mixing, a switch from one language to another, is a widely observed phenomenon in bilingual or multilingual communities in our life. The habit of code-switching does not only occur in informal places but also in formal places, for instance at schools, offices, in courts, etc. The implementation of code-switching has been receiving growing attention in recent years and the majority of extant studies have been conducted in authentic bilingual speech communities, rather than in the language classroom. Dealing with this condition, this study focused on code-switching in classroom interactions. Elridge (1996: 303) defines code-switching as the alternation between two (or more) languages in the communication. Many people in Indonesia especially students and teachers change over words, phrases, clauses, or sentences of English and Indonesian in their utterances in the teaching-learning process.
The same idea comes from Hamers and Blanc (2004: 266) who state that “code switching is a bilingual communication strategy consisting of the alternate use of two languages in the same utterance, even within the same sentence”. In the educational setting, code-switching has been found to be useful for informational and interpersonal purposes of communication. Studies have shown that code-switching is used to bridge gaps in comprehension arising from the students’ lack of proficiency in language classes (Then and Ting, 2011: 8). Conceptualizes code-switching as a situation whereby a single speaker uses different language varieties at different times, a consequence of the existence of registers.

Indonesia is a multilingual country, and many people in the country use more than one language in the daily conversation. Bilingualism and multilingualism are common in Indonesia. Wardhaugh (2006: 96) states that “in many parts of the world an ability to speak more than one language is not all remarkable”. It is just a normal requirement of daily living that people speak several languages: perhaps one or more at home, another in the village, still another for purposes of trade, and yet another for contact with the outside world of wider social or political organization.

Hamers and Blanc (2004: 8) state that “a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual”. It is quite clear that people have the ability to use at least two languages within their conversation, and they cannot always stick to only one language, they may tend to engage at least two languages alternately within their conversation, and this phenomenon may also be found in the teaching-learning process.

English becomes the compulsory subject in Junior and Senior High School in Indonesia since it is one of the National Examination subjects. Thus, the students are expected to master English. It is the efforts to increase the quality of educational service in order to achieve the standards of competence of education in Indonesia. Due to this condition, the Ministry of Education (Kemendikbud) and the Ministry of Religious Affairs (Kemenag) have an agreement with the Peace Corp Institution from USA in order to support counterpart Indonesian teachers in implementing effective teaching and learning practices intention to improve student performance in English. The Peace Corp also supports schools and community members through extra-curricular activities such as sports and English Clubs.

Likewise code-switching used by native teacher and non-native teacher in English teaching learning process can be investigated from the type of code-switching to show the code of intra-word, intra-sentential (tag), or inter-sentential switching. Dealing with the explanation above the researcher is interested in investigating code-switching at year tenth of State Islamic Senior High School 3 Jember.
used by native teacher and non-native teacher in English teaching-learning process in order to make students more easily understand of the English subject.

This study expects to attain some knowledge on the role of code switching, that are used by the native teacher, non-native teacher and students produce as a consequence of bilingualism of their performance during the instruction. The main purpose of this study is to explain the way native and non-native teachers do code-switching in classroom interactions, describe the types, the factors and the functions of code switching in a very limited and the defined environment in the classroom. They use code switch in the some various reasons, such as they want to build intimate with the students in order to be easier to catch the subject from teacher’s explanation.

**Code-Switching**

Almost every people switch code from one language to another language in the communication. Code-switching also occurs extensively in the instructors’ speech in the classroom. There are several definitions of code switching. Milroy and Gordon (2003: 209) point that the term “code-switching” can describe a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same turn, or the same sentence-utterance. M. O (2006: 91) defines code switching as the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. Moreover, Milroy and Musyken as cited in Husin and Arifin (2011: 224) add that code-switching as “the alternative used by bilinguals of two or more languages in the same conversation.”

As (Hoffman, 1991: 110) “code switching is the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation”. The term code-switching refers to alternations of language within a single conversation, often involving switches within a single speaker turn or a single sentence. Furthermore, Gumperz (1982) cited in Shin (2010: 93) defines code switching as “juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystem”.

Based on the definitions above, it can be concluded that code-switching is the selection of linguistic varieties in conversation of one person or a group made by speakers in communication. In addition, code-switching is the way people use the language in the most effective in communication.

**Inter-sentential code-switching (alternation)**

Poplack, as cited in Jingxia (2010: 11) define inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. According to Romaine
(1996: 7), inter-sentential switch occurs outside the sentence or clause level, that is, at clause boundaries.

**Intra-sentential code-switching (insertion, congruent lexicalization)**

The second type of code-switching by Hoffman (1991: 112) is intra-sentential switching. Intra-sentential is contain switches within a clause or sentence involving a phrase, a single word or across morpheme boundaries. In this case the speaker may switch parts of clauses, lexical items, or even morphemes.

**Emblematic-switching (tag switching)**

Poplack, as cited in Jingxia (2010: 11) states that tag-switching is the insertion of a tag phrase from one language into an utterance from another language e.g., so, well, you know, etc. It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be inserted easily at a number of points in a monolingual utterance without violating syntactic rules.

**Factors Causing Code switching**

In relation to this research, the researcher uses the factors of code switching based on Hoffman theory (1991: 115-116), there are number of reasons for bilingual or multilingual person to switch their language. Those are: 1) Talking about a particular topic. 2) Quoting somebody else. 3) Being emphatic about something. 4) Interjection. 5) Repetition used for clarification. 6) Expressing group identity. 7) Intention clarifying the speech content for interlocutor.

Related to factors above, the case of code-switching used by team teaching; native and non-native teacher showed that it can create the good communication since the students more interactive in the process of English teaching and learning.

**Functions of Code-Switching**

There are several functions which is observed by researchers. Walt (2009: 36-38) describes the functions of code-switching in English language learning classes in her study intended to clarify meaning and to develop English language competence affective purpose. According to Malik (1994) as cited in Muthusamy (2009: 3-10) that the functions of code switching are: to overcome lack of facility, to overcome lack of register, to express mood of the speaker, to emphasize a point, to express habitual
experience, to express semantic significance, to show identity with a group, to address a different audience, to express pragmatic reasons, and to attract attention.

Functions of Teacher Code Switching

Code-switching has the functions to teachers and students in classroom interactions. In this part, the functions of teacher is code switching based on Mattson and Burenhult (1999: 61) as cited by Sert (2005: 2) are known as topic switch, affective functions, and repetitive functions. In topic switch, the teacher shifts his/ her language when explaining a certain topic that is under discussion. This function is used in order to help the learners in understanding the topic which would be discussed in teaching and learning process.

The second is affective functions that serve for expression of emotions, and build intimate relations between the teacher and the students. Sometimes, the teacher uses code-switching consciously to make the classroom interaction not monotonous, so they mixed bilingual or multilingual in classroom setting. The last functions of teacher code-switching is repetitive functions. In this case, the teacher code switches to native language to transfer the knowledge for the students to clarify the meaning, and in this way stresses importance on the foreign language content for better comprehension (Sert: 2005: 3)

Functions of Students Code switching

Elridge in Sert (2005: 3) names these functions as: “equivalence, floor-holding, reiteration, and conflict control”. The first function of student code switch is equivalence. In this case, the students use native equivalent of a certain lexical item in target language and then code switches to their native language. Furthermore, the students used code-switching because of the deficiency in linguistic competence of target language, which makes them use the native language when they do not have the competence for using the target language.

The next function to the students is floor-holding. In this case, during classroom interactions using target language, the students fill the stopgap with the native language utterance by the teacher. The third consideration in students’ code switching is reiteration. In this case, the interaction between teachers and students has already been transmitted in one code but it does not make sense understood. The students switched code about what they said from target language into native language in order to clarify the intention of students’ utterance by repetition technique.
The last function of students’ code switching is conflict control. Code-switching in this function is as strategy to transfer the intended meaning. It may be used by the students in order to avoid misunderstanding of the explanation and instructions from the teachers.

METHODS

This study used descriptive qualitative. The data are language of the recorded classroom instructions uttered by the native and non-native teacher and the students, native and non-native teacher of the tenth years, and the students who are taught by the teachers. This study conducts at four classes (X1, X2, X5, and X7). The data are utterances spoken among the native and non-native teachers, the native teacher to students, and non-native teacher to students in the classroom interaction. They were gained in the form of transcription record of the native and non-native teachers and students’ talk during the English teaching learning process. To manage them, some techniques are involved to obtain the data. They are in the first step is classroom observation and recording the second steps is transcription. It is an attempt to change the data from spoken to written form. Moreover, the identifying, the classifying or categorizing, reducing, tabulating, codification, interpreting, and concluding also includes in the procedure in analyzing the data. The data reduction and the data displaying are in line with sorting data and description in the data analysis. Then, the interpretation aims to show the findings of code-switching used in English teaching learning process.

FINDINGS AND DISCUSSIONS

The way of native teacher and non-native teacher do code switch in classroom interactions

Native teacher and non-native teacher used code-switching as the way to explain the English teaching learning process in three types of code-switching to help the learners understand the materials in the classroom interactions. In the inter-sentential type, both of native teacher and non-native teacher switched from English into Indonesian or in vice versa between sentences when they gave explanation the materials in classroom interaction. While, intra-sentential code-switching produced by them also happened within sentences since they can switch from English into Indonesia or vice versa within a sentence. Furthermore, emblematic-switching happened when a bilingual inserts short expressions (tag) from different language at their explanations. Among native teacher, non-native teacher, and students, they had built good communication in classroom interactions in English teaching and learning process.
The way native teacher and non-native teacher switched code between his sentences (inter-sentential code-switching) can be seen as follows:

NT  : Hi guys for vocab today for today *eh...gak boleh gunakan ini* (old vocab = sing, write, read, speak, hear, study, eat, drink, sleep, see). Today we have new vocab, ok! (bring, cook, sweep, dream, wash, watch, help, play, listen, give, make, meet) 
(DATA: 1.25)

NNT  : Today we have verb practice as usual but today verb practice to practice in outside. *Apa yang kamu lakukan ketika berada diluar rumah. Hanya ditaruh dikertas tugasnya ya.....* 
(DATA: 1.1)

Dealing with the factors and functions of code-switching, it has the functions to the teachers and students in order to make the classroom interactions be success. Factors that triggered code-switching also appeared among teachers and students. For instance, when the teacher explanation has already been transmitted in one code but it cannot be understood by the students. Hence, the teacher repeated of his/her explanation to clarify by using switch-code to make sense the explanation.

**Types of Code-switching**

From the result of observation, it shows that both of native teacher and non-native teacher used code-switching as a strategy in classroom interactions since it can promote better understanding or help in understanding of the learners. Besides, it found that there are 86 utterances that produced by native and non-native teachers using code-switching in the process of English teaching and learning.

The tabulation table of each type, factors, and functions of code-switching can be seen as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Types</th>
<th>Total</th>
<th>Percentage of occurrence</th>
<th>Reducing</th>
<th>Results as the data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Inter-sentential CS</td>
<td>29</td>
<td>34 %</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>2</td>
<td>Intra-sentential CS</td>
<td>36</td>
<td>42 %</td>
<td>7</td>
<td>29</td>
</tr>
</tbody>
</table>
The researcher described all of the types of code-switching proposed by Hoffman. They are inter-sentential, intra-sentential code-switching, and emblematic-switching. There are 85 data of utterances that produced by native, non-native teachers and also the students with the occurrences of three types. The types can be follow; 29 data of inter-sentential code-switching, 36 data of intra-sentential code-switching and 20 data of emblematic-switching. However, there is reducing of data from 85 to be 68 data of utterances can be analyzed by the researcher since some of them have the same character. Due to the fact that intra-sentential code-switching is the most dominant types occurred in English teaching learning process in classroom interactions between teachers and students since non-native teacher used more Indonesian utterances to translate what native teacher said in explaining the materials in order to make sure and to emphasize that their students will be more understand what they uttered.

Factors of Code-switching

Moreover, the researcher classified the factors of code-switching. There were 50 factors that cause the occurrence of code-switching in the process of teaching and learning. They are divided into 7 factors, which are talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, expressing group identity, and intention of clarifying the speech content for interlocutor.

Table 4.2 Factors causing the occurrence of code-switching in English teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Factors</th>
<th>Frequency of Occurrence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talking about particular topic</td>
<td>15</td>
<td>30 %</td>
</tr>
<tr>
<td>2</td>
<td>Quoting somebody else</td>
<td>4</td>
<td>8 %</td>
</tr>
<tr>
<td>3</td>
<td>Being emphatic about something</td>
<td>10</td>
<td>20 %</td>
</tr>
<tr>
<td>4</td>
<td>Interjection</td>
<td>3</td>
<td>6 %</td>
</tr>
<tr>
<td>5</td>
<td>Repetition used for clarification</td>
<td>7</td>
<td>14 %</td>
</tr>
</tbody>
</table>
The most dominant factors that caused the occurrence of code-switching in classroom interaction is talking about particular topic. There are 15 frequency of talking about particular topic. It was most occurred in classroom interactions in native and non-native teacher’s talk since to avoid misunderstanding of the students what the topic which would be discussed during teaching and learning process. And the lowest frequency of occurrence code-switching are interjection and expressing group identity. There are 3 frequencies of both of factors that influenced the happened of code-switching in classroom interactions.

**Functions of Code-switching**

The last classification was the functions of teachers’ and students’ code-switching. There were 18 examples which can be included as the functions of teachers’ code-switching and 12 examples as the functions of students’ code-switching.

**Table 4.3 Functions of Code-switching in English teaching learning process**

<table>
<thead>
<tr>
<th>Functions of teachers’ and students’ code-switching</th>
<th>Functions</th>
<th>Frequency of Occurrence</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Functions of Teachers’ code-switching</td>
<td>Topic switch</td>
<td>3</td>
<td>17 %</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>6</td>
<td>33 %</td>
</tr>
<tr>
<td></td>
<td>Repetitive</td>
<td>9</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100 %</strong></td>
</tr>
<tr>
<td>Functions of Students’ code-switching</td>
<td>Equivalence</td>
<td>1</td>
<td>8 %</td>
</tr>
<tr>
<td></td>
<td>Floor-holding</td>
<td>2</td>
<td>17 %</td>
</tr>
<tr>
<td></td>
<td>Reiteration</td>
<td>3</td>
<td>25 %</td>
</tr>
<tr>
<td></td>
<td>Conflict-control</td>
<td>6</td>
<td>50 %</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>
The most significant functions of teachers’ code-switching is affective functions, since the teacher wanted to build intimate relations with the students. There are 9 frequency of code-switching functions to the teachers. Moreover, the highest frequency of the functions to students’ code-switching is conflict-control since the students used code-switching to avoid misunderstanding of teachers’ explanation. There are 6 frequency of functions of students’ code-switching.

CONCLUSION

From the findings and analysis, code-switching can be as the way to the native teacher and non-native teacher in teaching learning process in order to the students more interested and understandable in English materials. They use all of the three types during classroom interactions. Moreover, the most dominant type occurred in English teaching learning process is intra-sentential code-switching. Then, the most dominant factors that caused the occurrence of code-switching in classroom interaction is talking about particular topic since to avoid misunderstanding of the students what the topic which would be discussed during teaching and learning process. Besides that, the most significant functions of teachers’ code-switching is affective functions, since the teacher wanted to build good communication with the students. Moreover, the highest frequency of the functions to students’ code-switching is conflict-control since the students used code-switching to make sense the teachers’ explanation.

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