

AN ANALYSIS OF CODE-SWITCHING USED BY ENGLISH TEACHER IN SMA LAB UNDIKSHA

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Abstract

This study aimed at finding the type and the function of code-switching that is used by an English teacher in SMA Lab Undiksha. The data were collected through observation and interview. This study used the theory of Soewito, Poplack, and Hoffman to find the type of code-switching. This study use the theory of Mattson and Berenhult combined with Hall and Cook's theory to find the function of code switching. The result of the study showed that four types of code switching were usually used by the teacher. There are 35 of Inter-sentential switching, 83 of intra-sentential switching, 29 of tag switching and 8 of internal code-switching. The functions for the use of code switching were 5 of topic switching, 23 of affective function and 127 of repetitive function.

Keywords: code switching, English teacher, SMA Lab Undiksha

INTRODUCTION

Humans communicate using language as a tool. It means that language have an important role in life. According to Brown (2000), language is fundamental to human life. This is because language is one part of culture that cannot be separated from humans. Nowadays humans can master more than one language to communicate. Someone who can communicate using more than one language is called as bilingualism.

Bilingualism is an ability to use two different languages to communicate (Rahmina & Tobing, 2016). Chaer & Agustina (2010) explain that nowadays, many people become bilingualism, because they unconsciously use two or more languages in communicating. From this phenomenon, code switching occurs.

Johansson (2013) explains that code switching is a phenomenon that occurs in bilingualism or changing where someone uses two or more languages to communicate with each other. According to Hymes, as cited in Chaer & Agustina (2010), code switching does not only occur between languages but can occur in the style of language itself. Code switching can also be made as a compilation strategy to stay in touch with one group (Wardhaugh, 1992). Code switching phenomena still often occur, especially in Indonesia. That's because foreign language education in Indonesia is one of the important things especially English lessons. When English teachers should use English

to teach students but not all students master the language, the teachers can switch English into Indonesian to help the students understand the materials.

There were several study that have been conducted about code switching, for instance Srawasti, Seken, & Kusuma (2017). They investigated code-switching that used by teacher at SMP N 2 Sawan. This study is used by the English teacher as a communication strategy. Another study that related to code-switching is from Grant & Nguyen (2017) which investigated the phenomenon of the used code switching by EFL teacher in Vietnamese.

From the previous study there are still many code switching phenomena that are used in the teaching process both as learning strategies used by an English teacher to teach students in learning English. In Singaraja, there are some English teachers who still use two different languages to explain learning material to the students. This research discussed code-switching that is used by the English teacher in SMA Lab Undiksha. This school was chosen since SMA Lab Undiksha is one of well-known as bilingual schools in Singaraja. Besides using full English to teach the students, the teachers also sometimes change English into Indonesia to make students understand what the teacher explains.

METHOD

This study concerned in analyzing the types and the function of code switching that is used by an English teacher in SMA Lab Undiksha. This research was a descriptive qualitative which was used to describe the phenomena of code switching happened in that school.

This study was focused in analysing the types and the function of code switching especially the used of Indonesia-English code switching that is used by an English teacher in SMA Lab Undiksha. The subject of the study was one of the English teachers in SMA Lab Undiksha. The teacher has taught at the school for 2 years more and has teaching experience in another place for the fourth months before becoming a teacher at this school. The data about code switching that is used by an English teacher was taken until the saturated data were found.

There were two methods which were used to collect the data. Those methods were observation and interview. Firstly the teacher was observed. The observation was done when the teachers taught by using code-switching to students. The results of these data were used to answer the research questions.

Secondly an interview was done to the English teacher. This interview was conducted to classify the results. After the data were collected by using those methods, it was classified, transcribed and analysed based on the theory of Soewito, Poplack, and Hoffman to find the type of code-switching. To find the function of code-switching, it was used the theory of Mattson and Berenhult combined with Hall and Cook's theory.

FINDINGS AND DISCUSSION

The Types of Code Switching

There were several theories that mention different types of code switching. According to Soewito, as cited in Chaer & Agustina (2010), code-switching was divided into two types, first is internal code-switching, this type will be found between the first language and the switch into the mother language, and the second is external code-switching this type will be found between their mother languages switched into foreign languages.

However Poplack, as mentioned by Wulandari, Marmanto & Sumarlam (2016), explains three types of code switching, namely tag switching, it usually contains a short-expression at the end of a sentence and has the purpose to emphasize something, intra-sentential is a switch a phrase with a single code, and inter-sentential switching-a type of code-switching occurs when a clause or sentence boundary change to another language.

Another theory is from Hoffman, as cited in Yulian (2013), states another three different types of code switching such as, inter-sentential switching just like theory from Poplack. This type of code switching occurs between a different sentences switch into another language, intra-sentential is similar to Poplack's theory mention this type of code switching occurs in a sentence where there is a single phrase of words.

Those theories are typically similar to each other that make them can put groups. The groups from the combination of those theories are inter-sentential switching, intra-sentential switching, tag switching, internal code switching. The theory of Soewito, Poplack, and Hoffman was used to analyze the data about types of code switching.

From the observation done with the teacher and from the analysis using those theories, it was found 155 of utterances. The result of the study showed that four types of code swathing were usually used by the teacher. There were 35 out of 155 utterances (22%) are Inter-sentential switching, 83 out of 155 utterances (53%) are intra-sentential switching, 29 out of 155 utterances (19%) are tag switching, the last is 8 out of 155 utterances (6%) are internal code-switching.

The Function of Code Switching

Mattson and Berenhult, as mentioned in Nasution (2018), mention three functions of code-switching namely topic switching, this is due to diverting the attention of students in dealing with the topic of using the mother tongue. Affective function is to show expression or emotion. Repetitive aims to use code-switching in sending the information needed by someone.

It is different from Hall and Cook state that there are 9 of the function of code-switching, especially in the classroom. There are explain vocabulary, give instructions, explain grammar, develop rapport and good classrooms, correct spoken errors, explain clearly, given feedback, test and assess learners.

From those explanations, it can compare the function of code-switching stated by Matsson and Berenhult has similarities with theory by Hall and Cook. The theory by hall and cook can be combined with theory from Matsson and Berenhult because it has similarities and can be made for groups.

This group was used to find out the function of code-switching used by English language teachers at Undiksha High School Lab. The grup such as topic switch, affective function, and the last is repetitive function. The results of the function of code switching, 5 out of 155 utterances (4%) from the function of code switching used by the teacher is topic switch it is because when starting a lesson the teacher will tell about the topic that will be given, to ensure students are ready to learn. By using code-switching the teacher will easily provide new topics to students to ensure students understand the topics to be discussed.

There were 23 out of 155 utterances (15%) from the function of code switching used by the teacher is affective function, this function is similar to Hall and Cook's theory in the given feedback and discipline section. This is because this function is the same to show the expression of emotion. This is very good for starting relationships. By

using various expressions, students will understand more and the learning atmosphere is much more fun.

And the last were 127 out of 155 utterances (81%) from the function of code switching used by the teacher is repetitive function. According to Berenhult, as quoted in Nasution (2018), this function of code-switching is to provide information, explain vocab, explain grammar, give information, develop rapport and good classroom, correct spoken error, explain clearly, and the last is the test and assess learners who both aim to provide the information students need so students can correct the mistakes they make in learning English. To explain the teacher can provide correct information if the student is wrong in grammar, wrong in using vocab so students can correct it.

Based on previous studies, there were some researchers who analyzed code switching phenomenon. First study is from Nitiasih & Nitiasih (2014). This study focused to find the type and the function of code switching. There were three types of code switching such as: intra-sentential, inter-sentential and interpersonal code switching. For the function there were five functions are used by male and female teachers such as: emphasis, attention, clarification, sociolinguistics play and instruction.

The next is study from Suarnajaya, Mardjohan & Wijaya (2018). This study was about code-switching that used by a lecturer in English education department. There were three research questions. The first is about the types, the second is about the function and the last is reason of using code switching. There were found two types of code switching such as intra-sentential and inter-sentential code switching. In this study, it was found seven functions of code switching. There were clarification, emphasis, attention, instruction, and lexicalization, regulatory and sociolinguistic play. There were six reasons of used code switching, that is, to increase motivation in the learning process, to help students to catch the information, to clarify, to repeat, to give command or instruction, the last is to create a fun learning atmosphere.

Another study is from Simasiku (2016). This study aimed to investigate the use of mother language in learning English will enhance classroom participation. The subject of this study is 12 ESL teachers in 12 different schools in the Zambezi. The result of this study is all of the ESL studies said that code-switching had a lot of benefited in learners' participation in English medium classrooms.

The last study was conducted by Shartiely (2016). This study examined the alternating use of English and Swahili that used by the lectures at the University of Dar es Salaam. The result from this study was the lectures used Intra and inter code-switching to teach the students. The lecture used code-switching to translate the concept, to explain, to manage students' behaviour and the last to advice students.

According to the previous explanation, it can be concluded that there were several types of code switching used by the teacher or lecture to explain the material and there were several function that used by the teacher and also the lecture were using code switching. In the present study which an English teacher used code switching as the object of the study found that there were four types of code switching and there were three function of code switching that is used by an English teacher.

Furthermore, the English teacher used code switching on the context of daily communication towards others in formal and informal situation. It happened when there were some words or some sentences that were difficult for students to understand so students use code switching to communicate. Based on that phenomenon the researcher can suggest that it will be better if the students and the teacher can use full English without thinking about grammar rules, this will accustom students to dare to use English

without fearing being wrong in grammar. So, the students can practice more to improve their ability both in formal and also informal situation.

CONCLUSION AND SUGGESTION

There were found 155 of data that have been observe by an English teacher in SMA Lab Undiksha. There were fourth types of code switching that was used to analyse the types of code switching used by English teacher. From the data showed that 35 (22%) of inter-sentential switching, 83 (53%) of intra-sentential switching, 29 (19%) of tag switching and the last is 8 (6%) of internal code-switching. From the data, the highest type of code-switching that is used by the teacher is Intra-sentential switching because out of 83 from 155 utterances.

There were three types of code switching that was used to analyse the types of code switching used by English Teacher in SMA Lab Undiksha. The combination such as a topic switch, affective function, and repetitive function. The function of code-switching the data explained that 5(4%) of the topic switch, 23 (15%) of affective function and 127 (81%) of repetitive function. From the data, the most frequent function that is used by the teacher is affective function.

The following is the suggestion for the teachers. The teachers must be more creative in teaching students, by using code-switching the teacher can make a better teaching strategy so that students who have learning abilities that are less able to accept lessons easily. The teacher can also make a comfortable learning atmosphere by inserting a joke that can make students feel learning English is not difficult.

The suggestion for other researchers to conduct further research, such as searching for code switching characteristics, the purpose of code switching, the reasons for using code switching and patterns of code switching interactions.

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