CODE SWITCHING USED BY BILINGUAL TEACHERS AT RSBI (RINTISAN SEKOLAH BERBASIS INTERNASIONAL) IN MAKASSAR

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ABSTRACT

English is a need in this era. Most education activities are conducted using and integrating with this global language. The objectives of this research are 1) types of code switching are mostly used by a bilingual teacher; 2) the bilingual teacher' reasons in use of code switching in class. SMPN 12 Makasar applied bilingual class in Math, Science and English subjects. And this research focussed on a Math teacher as the research subject. Qualitative method was used by combining observation and interview. This research shows that math teacher used code switching in opening, main and closing session. There are three types of code switching used by math teacher. They are inter-sentential, intra-sentential dan tag switching. Bilingual teacher combined Bahasa dan English because of some reasons; talking about a particular topic, inserting sentence fillers of connectors, using repetition used for clarification, softing request and command, being aare of real lexical need, and intention of clarifying the speech content for interlocutor.

Key words*: Code Switching, Bilingual, Math Teacher*

INTRODUCTION

Apparently, mastering English is the most crucial qualification in 21st Century. Why do people want to study English? Is it because they want to go around the world? Or they want to get a better job. There are many different reasons to study a language. Acording to Harmer (1991:1), some reasons for learning languages are: a) English is on the school curriculum; b) English offers a chance for advancement in their professional lives; c) English is learned to survive in that community as target language community; d) Students have some reason for wanting to learn English (English for specific purposes); e) Students want to know more about the people who speak English as a culture; and f) Miscellaneous or it just for fun. For example they want to be tourist in a country where that language is spoken.

Learning English is offered in all levels of education started from play group up to university, and it is provided intensively and continually. International education is not only private school, it was also programmed by

public schools in Indonesia. The ministry of Education and Culture once declared that each regency should have one international school in junior and senior high school level called as Rintisan Sekolah Berbasis Internasional (RSBI) (UU Number 20 of 2003).

These schools prepare their students so they can compete globally in the future. Recognizing the importance of quality education and a desire to catch up in education compared with other countries, governments are encouraged to make a major breakthrough in the field of education by designing international school. Sofa in Astika (2001) explained the essential characteristics of the SBI in terms of educational components are: (a) SBI graduates can continue their education at an international education units, both at Indonesia and abroad, (b) SBI graduates can work in international institutions and / or other countries, and (c) SBI graduates won medals in various competitions at the international level science, mathematics, technology, arts, and sports.

The need of English makes many parents of Indonesian students are very enthusiastic to maximize their children's ability in English in short time. For example, many parents register their children in English course. Acknowledging as international schools, bilingual schools offer an English program in every subject. This program is commonly supported by the presence of native speaker as the teacher. The subjects use particular curriculum and facilities that have been adapted with bilingual situation. Therefore, these are obviously seen as selling points. In conclusion, bilingual is one of variety tactics intended to suggest that the school is the best choice for children.

Bilingual education is a practice of teaching non-English speaking students core subjects in their native language as they learn English. Developed in the 1970's, such programs were intended to help children keep up with their peers in subjects such as math, science and social studies while they studied English (Fishman and Lovas, 1970). Bilingual program students are separated from other students for most of the school day. It was meant to be a transitional program for non-English speaking children that would enable them to move into regular classrooms within three years.

Generally where bilingual school existed, there would be possibilities to recognize that there are parallel languages in existence within the society or community that the school is part of, and so it is legitimate to incorporate some equality of languages for instruction. It is simply not possible to suspect that this kind of parallelism of languages exists in Indonesia. Some students may be competent enough in two languages to receive instruction in both.

As mentioned previously, the writer has described that there is a mutual contact between two different languages in bilingual community. This condition also brings mutual dependence between a language and other

language in bilingual community. It means a speaker of a language in bilingual community will use not only one language but also they receive some influences from the second languages that is in speaker's mind. This condition in sociolinguistic, is called Code Switching. Based on Papalia, Olds and Feldman (2007), code switching means an ability to recognize two different systems of language that nave been taught and to differ system of a language and other system of language. Then Woolfolk (2007) stated that code switching is a sign that a bilingual student can master two languages well because the students can move and differ two different systems of language with their effort and concentrations.

In fact, bilingualism is a world wide phenomenon. Many people in the world over routinely use two or three languages in their daily life including it's code switching. Many bilingual programs are offered by international schools in Indonesia. SMP Negeri 12 Makassar is one of the schools prepared as Interanational School by the govenrment. It was called as RSBI (Rintisan Sekolah Bertaraf Internatsional). Bilingual system was applied at all grades, and several subjects namely Math, Science and English. The target languages used are Bahasa and English. In it's implemetation, the teacher used to switch both languages in delivering materials in class. The main target was English language, but Bahasa could be dominant due to it's position as the first language. Therefore based on that assumption, the writer did this

research with the title " Code Switching Used by Bilingual Teachers at RSBI (Rintisan Sekolah Berbasis Internasional) in Makassar'. The objectives are to find out 1) types of code switching are mostly used by bilingual teacher; 2) the bilingual teacher' reasons in using code switching in class; so the dominat language will be showed.

METHODOLOGY

The research method which used by the writer was qualitative method. Therefore, the writer used this method to collect and analyze data which suitable with the purpose of this research in order to get description about the use of code switching by bilingual teacher. The writer used one of common qualitative research approaches namely case study. This approach was implemented to find out the use of code switching by a Math Teacher.

The writer used purposive sampling to select the participant in this researcher. The researcher chose a math teacher as the participant based on certain reason: he or she was considered as sources of this research who knows more about the use of code switching by bilingual teacher at RSBI in Makassar. The researcher divided social situation into three elements namely: 1) **Place**: SMP Negeri 12 Makassar was one of RSBI (Rintisan Sekolah Berbasis Internasional) in Makassar; 2) **Actor**: a Math Teacher at the VIII grade of SMP Negeri 12 Makassar; and 3) **Activity**: the teacher and the students were involved in teaching and

learning process, so they built interaction each other with certain language. In this case, the bilingual teacher taught the students by using English as the target language of RSBI. There was a relation between English as a target language and Bahasa Indonesia as a national language. So a bilingual teacher used code switching to switch both languages to make teaching and learning process be easier and clear.

Data were collected by low instruments namely observation during teaching-learning process and interview with that teacher. The number of questions for interview were 16 questions, but it was developed based on the research's need. Meanwhile, data were analysed by data reduction, data display, data interpretation and drawing conclussion (Hubrman in Sugiyono, 2008:340).

FINDINGS

Types of Code Switching Used by Bilingual Teacher

Based on the types of code switching patterns, the researcher found that the math teacher conducted some various codes switching, namely:

1) **Inter-sentential switching** occurs *outside* the sentence or the clause level (i.e. at sentence or clause boundaries).

   a) Well, we will study about prism. *Hari ini kita membahas mengenai prisma.*

   b) What group is going to present? *Kelompok terakhir yah?*

   c) Okay, just now we have listened from group 2 (two) the explanations about how to find the surface area and the volume of prism. *Grup 2 sudah menjelaskan cara menemukan luas dan volume suatu prisma.*

   d) If the base and the top of the prism are hexagonal, we use 6 area of same side. *Benar?*

   e) Tadi sudah diubah jadi bukan segitiga siku-siku lagi. Yang diatas itu salah dan sudah diperbaiki. *Finished?*

   f) I have seen your answers but I don't find the true answer. *Coba perhatikan, ini bukan segitiga siku-siku melainkan segitiga sama sisi.*

   g) Understand? *Jadi yang presentse salah, yang jawab juga salah.*

   h) Nah, please show us where is the surface area? *Apanya?*

   i) What is the meaning of surface of area? *Coba jelaskan bagaimana?*

   j) The correct is the base of area time altitude. *Jadi yang benar itu luas alasnya dikalikan dengan tinggi.*

   k) Today we have studied about rectangular prism, *Kita juga sudah mengerjakan soal-soal secara berkelompok.*

2) **Intra-sentential switching** occurs *within* a sentence or a clause.

   a) Last meeting *grup apa yang presentase*?

b) *Coba diperhatikan*, because this is our last meeting before final test.

   a) The presenter *bisa menampilkan gambar,* then explains the picture.

c) *Seperti yang sudah dijelaskan tadi*, If the base and the top of the prism are rectangular, we use this formula.

d) Remember next meeting, we are going to do final test *jadi pelajari semua pelajaran yang sudah dipelajari.*

e) *Coba kembali*, I want to correct your slides.

f) Perhatikan how to find the volume of cube!

g) Surface area *ini maksudnya luas seluruh permukaan itu*.

h) For example this room, *jumlah luas lantainya, dindingnya dan atapnya.*

3) **Tag-switching** is the switching of either a tag phrase or a word, or both, from language-B to language-A, (common *intra-sentential switches*).

   a) No question? Oh yeah remember here is wrong, *harusnya* cm^3 (centimeter cubic).

   b) *Jadi*, where are the presenter? We can read this formula by two times open bracket *panjang* time *lebar* plus *lebar* time *tinggi* plus *panjang* time *tinggi* close bracket.

Bilingual Teacher's Reasons in Use of Code Switching in Class

The researcher finds some reasons why Math Teacher in VIII grade SMPN 12 Makassar use code switching in class. From observation and interview, the reasons are:

1) **Talking about a particular topic**

   Math Teacher used code switching to talk about particular topic, in this case is the terms that related to the Math. He wants to make the explanation abut Math be easy to be understood. For example, the teacher switching code from English to Indonesia:

   a) *We can read this formula by two times open bracket **panjang** time **lebar** plus **lebar** time **tinggi** plus **panjang** time **tinggi** close bracket.*

   b) *Surface area ini maksudnya luas seluruh permukaan itu.*

   c) *For example this room, jumlah luas lantainya, dindingnya dan atapnya. Is this correct?*

2) **Inserting** sentence **fillers of connectors**

   Math Teacher use code switching by switch a connector in a sentence, for example:

   Jadi, where are the presenter?

3) **Using repetition used for clarification**

   Sometime, Math Teacher used code switching for clarification. First, he stated something by use one language then he repeated his statement by use other language. For example:

a) *Well, we will study about prism. Hari ini kita akan membahasa mengenai prisma.*

b) *Okay, just now we have listened from group 2 the explanations about how to find the surface area and the volume of prism. Grup 2 sudah menjelaskan cara menemukan luas dan volume suattu prisma.*

c) *The correct is the base of area time altitude. Jadi yang benar itu luas alas dikalikan dengan tinggi.*

4) Softening request and command

If the Math Teacher requests something to his students, sometime, he also uses code switching. For example:

a) *What is the meaning of surface of area? Coba jelaskan bagaimana?*

b) *Nah, please show us where is the surface area? Apanya?*

5) Being aware of real lexical need

As we know that at RSBI, English is their real lexical need. So, sometime Math Teacher switch his code from Bahasa Indonesia to English because he aware that it is needed to the real of lexical need, English. For example:

a) *The presenter bisa menampilkan gambar, then explains the picture.*

b) *Seperti yang sudah dijelaskan tadi, If the base and the top of the prism are rectangular, we use this formula.*

c) *Coba kembali, I want to correct your slides.*

d) *Perhatikan how to find the volume of cube.*

e) *Coba diperhatikan because this is our last meeting before final test.*

6) Intention of clarifying the speech content for interlocutor

When Math Teacher used English in delivering material to the class, sometime the students did not understand. In this situation, Math Teacher will use code switching for clarify and confirm the speech content for the students, for example:

a) *What grup is going to present? Kelompok terakhir yah?*

b) *If the base and the top of the prism are hexagonal, we use 6 area of same side. Benar?*

c) *Oh yeah, remember here is wrong, harusnya cm^3.*

d) *I have seen your answers but I don't find the true answer. Coba perhatikan, ini bukan segitiga siku-siku melainkan segitiga sama sisi.*

e) *Coba diperhatikan, because this is our last meeting before final test.*

f) *Remember next meeting, we are going to do final test jadi pelajari semua pelajaran yang sudah dipelajari.*

g) *Katanya jawabannya kelompok 3 benar, right?*

DISCUSSION

The data shows that every meeting, the teacher used code switching during learning activities in class. He used code switching in some situations. First, in the opening session he used code switching when he greeted students, when he told the student what topics are going to be discussed and when he asked the students' preparation to follow the materials well. Second, when he taught material as the main activity. Other situations, in the main activity he used code switching when he helped the students to express their ideas, when he made clear an instruction before doing the exercise, and when he controlled the class and checked the students' task. The researcher also found that the teacher used code switching when he gave feedbacks and reinforcements because the students' assignments were commented by using both English and bahasa Indonesia. Third, in the closing session the teacher used code switching when he concluded the material or the activity that they had done and when he told what topic are going to be discussed in the next meeting. As a bilingual teacher, code switching is used as tool to help that math teacher to get the learning objectives.

Types of Code Switching Used by Bilingual Teacher

The researcher has found some types of code switching that the math teacher used in his class. The teacher did some temporary code switching because it happened when he switches her/his code temporally. Beside that, code switching also occurred between bahasa Indonesia and English, or viceversa, so it can be concluded that the teacher used external code switching, because it happened between a native language and a foreign language.

Hymes in Rahardi (2001:20) defines code switching as a term to use two languages or more, some variants of a language, or even some styles of a variant. He also classified code switching into two terms, namely internal code switching and external code switching, based on the kind and sources of languages that used. Hymes also classified code switching related to the time of using, namely temporary and permanent code switching. Then, scholars use different names for various types of code-switching based on the patterns of code switching.

Related to this research, the researcher found that the math teacher used some types of code switching, they are inter-sentential, intra-sentential and tag switching. Inter-sentential switching occurs outside the sentence or the clause level (i.e. at sentence or clause boundaries), and sometime the math teacher used this type in his class. For example, *Tadi sudah diubah jadi bukan segitiga siku-siku lagi. Yang diatas itu salah dan sudah diperbaiki. Finished?* In this case, the teacher switched his code from Indonesia to English at the end of his utterances by forming uncompleted sentence (tag). In this case, he used inter-sentential and tag switching.

Next type is intra-sentential switching which occurs *within* a sentence or a clause, for example *the presenter bisa menampilkan gambar, then explains the picture*. In this case, the researcher found that the math teacher switched English and Bahasa Indonesia in a sentence. And the last types which was used by the math teacher is tag switching. Tag switching is the switching of either a tag phrase or a word, or both, from language-B to language-A, (common *intra-sentential switches*). Sometime, the teacher switched his code in the form of word. For example, *we can read this formula by two times open bracket panjang times lebar plus lebar times tinggi plus panjang times tinggi close bracket*. He switched his code by put some words namely *panjang, lebar* and *tinggi* in a sentence.

Bilingual Teacher's Reasons in Use of Code Switching in Class

The data shows that the math teacher used code switching due to some reasons. First, when he was talking about particular topic, in this case about the terms that related to the Math. He wants to make the explanation about Math be easy to be understood. Second, sometime he used code switching for clarification. He stated something using English then he repeated his explanation with Bahasa Indonesia. Third, for softening request and command if he requested something to his students, sometime, he also used code switching. The next reason, he was aware to the real of lexical need. As we know that at RSBI, English is their real lexical need. So, sometime he switched his code from Bahasa Indonesia to English because he was aware that it is needed to the real of lexical need, English. Last, Intention of clarifying the speech content for interlocutor was one of reason why code switching occurred in the class. When he used English in delivering material to the class, sometime the students did not understand. In this situation, he would use code switching to clarify and confirm the speech content for the students.

Ibrahim (1995) stated that some factors that cause code switching is used speaker, interlocutor, attendance of the third speaker, topic, to present a sense of humor and for just a prestigious. Teacher as the speaker, the students as the interlocutor, and Maths as the topic give contribution toward the using of code switching. In this research, the math teacher as a speaker sometimes used code switching with his/her interlocutor because of some specific reasons. In this case, he used code switching in his class on purpose to make his explanation be clear and easy. The next factor is the student as interlocutor. They have different competency of Math and English. This condition forced the teacher to use code switching in order to balance the students' different competency of English. Last, topic is a dominant factor in conversation for doing code switching. Related to this research, Math was their particular topic in class. To discuss Math in the class, the

teacher used code switching to avoid misunderstanding in delivering material.

CONCLUSION

There are three types of code switching used by the math teacher. They are inter-sentential, intra-sentential dan tag switching. Bilingual teacher combined Bahasa dan English because of some reasons; talking about a particular topic, inserting sentence fillers of connectors, using repetition used for clarification, softing request and command, being aware of real lexical need, and intention of clarifying the speech content for interlocutor. The readiness of teacher in using Englih gave impact in choosing language. Bahasa is mother tongue and national language, so it will be dominant language rather than English as the target and international language.

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