CODE SWITCHING USED BY ENGLISH TEACHER IN TEACHING ENGLISH AT THE SECOND GRADE OF SMAN 1 AEK NATAS

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ABSTRACT

The aims of this study were to find out the types of code switching used by English teacher and to investigate the reasons why the English teacher used code switching in Teaching English. This study was conducted by using descriptive qualitative method. The data were collected through observing, interview, and recording. The analysis of code switching was based on Poplack's theory to know the types of code switching and Hoffman's theory to ivestigate the reasons why the teacher used code switching. Based on the analysis, it was found that there were 106 utterances that has been categorized as code swutching consisting of 46 intra-sentential, 28 inter-sentential, and 32 tag switching. The reasons why teacher used code switching in teaching English process were Quoting somebody else, Interjection and Repetition used for clarification, there were two reasons set by the teacher, there were to make the students understand about the explanation given by the teacher and to develop student's English skill.

Keywords: Code Switching, English Teacher, Teaching English

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1. INTRODUCTION

English is obtained by students from many sources, at the school they mostly get English from their English teachers. Because English is not their native language, it makes English teachers play a vital role in students' understanding in learning English. Due to lack of vocabulary, sometimes students have difficulty understanding some English words, phrases and sentences. It is the teacher's responsibility to make students understand the material given in the teaching and learning process of English, the teacher must use clear language to explain the information and the knowledge to students and vice versa. The goal is that the subject matter is achieved properly. If the subject matter is delivered using communicative language, students can more easily understand what is explained by the teacher.

To make students understand, teachers sometimes have to switch from English as their second language in learning English to Indonesian as the student's first language or vice versa. Richards and Schmidt in Thohir (2017) state that code switching is a change by a speaker (or writer) from one language or language variety to another. The main goal of code switching is to convey messages or information from speaker to listener directly and to make good communication between them.

Holmes (1992) states that the ways people talk are influenced by the social context. Furthermore, he also states that code switching and code mixing as part of sociolinguistic phenomenon are concerned with the relationship between language and context in which they are used. People have to select the appropriate language in a context to make communication process easily.

The researcher has observed the case of code switching when conducting an observation at SMA N 1 Aek Natas. It was found that when the teacher used English in class, the students often seemed confused. Some students were also inconfident to ask about the material was explained by the teacher but other students were brave enough to ask for clarity. Sometimes they just kept quiet and

said "Bu maksudnya apa? Kami kurang paham" (What does it mean mam? We don't understand).

During English class in teaching learning process, usually teacher switched some sentences in English to Indonesian language to explain the material or even to communicate in the classroom. Sometimes, the teacher said "Do you understand?" but suddenly the teacher switched into Indonesian language "kalau belum paham bisa tanya ke saya" in the class. Teacher had some reasons why she used it in the teaching and learning process. One of the reason why it happened is because some students do not understand what the teacher says if the teacher uses English fully. So the teacher uses code switching to make it easier for the students to understand what the teacher said.

By implementing code switching in English class, it helps students understand the explanation of the teacher. In addition, code switching can also help teachers to communicate with students. When students understand the material delivered by the teacher, they become motivated and active during class activities. The researcher feels that the implementation of the use of code switching in learning English may be important and beneficial for students to understand the material.

In this study the researcher is interested to conduct a study on code switching used by the English teacher at the second grade of SMAN 1 Aek Natas. The researcher chooses this school because there has never been a study that examines about code switching before, in fact it frequently happens both intentionally and unintentionally. Further, this study is investigated code switching which is focused on the types and the reasons why the teacher uses code switching. The researcher takes the utterances of the teacher during teaching and learning process and the result of the interview between teacher and researcher.

2. CODE SWITCHING

Most of bilingual used code switching when they make a conversation among them. Code switching has become a common term for alternate use of two or more languages, or varieties of language, or even speech style. According to

Pietro in Jendra (2012: 74) code switching is the use of more than one language by communicants in the execution of a speech act. From the definition above, it is learned that code switching is found more with bilingual or multilingual speakers, although monolinguals may actually be said to switch from a variety or style to another. The definition also suggest that code switching should be found in single conversation. In other words, if a bilingual changed from using Indonesian at home to using English at the school, the act of changing codes would not normally be classified as code-switching.

3. TYPES OF CODE SWITCHING

There are several theories about the types of code switching, but in this study, the theory used is Poplack's theory. There are three types of code switching according to Poplack in Pasaribu (2013) namely Tag Switching, Inter-sentential Switching, and the last Intra-sentential Switching.

a. Inter-sentential Switching

The inter-sentential code switching is switching at the sentence level. Inter-sentential code switching occurs when the speaker, after he / she has completed a sentence in one language, switches to another language in the next sentence or occurs at sentence levels, where each clause or sentence is in one language or the other as illustrated in the following examples demonstrating code switching between English and Indonesian. For example:

"You have the task for the next meeting. Kamu harus membuat dialog pendek".

From example above it is inter-sentential switching because the speaker has completed a sentence in English "you have the task for the next meeting", and then speaker switches to Indonesian "kamu harus membuat dialog pendek" in the next sentence.

b. Intra-sentential code switching

Intra-sentential switching possibly the most complex type among the three. In Intra-sentential switching, code switching occurs two codes within a clause. It's mean that the speaker inserts phrases, clauses from another language within the same sentence. In which switches occur within a clause or sentence boundary. For example:

Can you please tell me kalimat apa ini?

I'll give you a gift kalau kalian bisa jawab.

It is called code switching includes intra-sentential switching. Because the utterances show that the speaker switches from English into Indonesian in the single sentence or utterance.

c. Tag or Extra-sentential Switching

Tag switching in which tags in one language are inserted into an utterance otherwise in another. The speaker starts the sentence but attaches a tag-like switch (in English) at the end of the sentence to show emphasis or to symbolize that he/she is soliciting the opinion of the addressee. A tag code-switching happens when a speaker inserts short expressions (tag) from different language at the end of his/her utterances, example "you know", "I mean", from one language into a clause or sentence in a different language. Since tags are subject to minimal syntactic restrictions, they may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. For example:

It's okay, no problem, ya nggak?

It is a code switching because the utterance shows that the speaker switches from English "It's okay, no problem" to Indonesian "ya nggak?". This code switching which is existed in the last sentences is an insertion of a tag from one language into an utterance which is entirely in one another language. So, that utterance can be classified into extra sentential or tag switching.

4. THE REASONS OF CODE SWITCHING

The teacher uses code switching by starting the lesson in the English language and may move into the second language. This ensures that the lesson is as communicative as possible. When code switching occurs, the motivation or reasons of the speaker is an important consideration in the process.

According to Hoffman in Dewi (2015), there are a number of reasons for bilingual or multilingual person to switch or mix their languages. Those are:

a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her emotional feelings in a language that is not his/her everyday language.

b. Quoting somebody else

Speakers switch codes because they often quote words, sentences, and expressions they like from famous people, sometimes quotes from different languages such as English words of wisdom or from well-known sources in the original language. They use it because they want to express and emphasize one time to look better.

c. Being emphatic about something (express solidarity)

As usual, when someone who is talking using a language that is not his/her native language suddenly wants to be emphatic about something, he/she either intentionally or unintentionally will switch from his second language to his first language. Or, on the other hand, he switches from his second language to his first language because he/she feels more convenient to be emphatic in his second language rather that in his first language.

d. Interjection (inserting sentence fillers or sentence connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short

exclamation like: Darn!, Hey!, Well!, Look!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing.

e. Repetition used for clarification

When a bilingual or multilingual person wants to clarify their speech so that it will be understood better by listener, they can sometimes use both of the languages (codes) that he masters to say the same message.

f. Intention of clarifying the speech content for interlocutor

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

g. Expressing group identity

Code switching and code mixing can also be used to express group identity.

5. METHODOLOGY

This study used the descriptive qualitative research design. Bogdan and Taylor in Moleong (2006) state that qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that can be observed. The data of this research were the teacher's utterances in the teaching and learning process in two meetings and the result of the interview between the teacher and the researcher. The source of data was taken from an English teacher who teaches the XII grade students. The data were taken during the process of teaching and learning in the classroom. This research was conducted in XI IPA 4 and XI IPS 3 classes. In order to gather the data to answer the two research questions, the researcher used two instruments which were interview list and voice recording. In this research, the data were collected through Observation, recording and interview

6. DATA AND DATA ANALYSIS

a. The Data

In this research, the researcher used observation and interview to collect the data. The researcher carried out the observation in two meetings using voice recordings in order to find out the types of code switching practiced by the teacher. The observation was started on February, 3rd 2021 until February, 15th 2021. The interview session presented the results of the interview with the English teacher. The interview was held to find the answer for the research question number two about the reasons why the teacher used code switching in teaching English. The interview with the teacher was conducted on February, 10th 2021. There were five questions that the researcher asked to the teacher. The interview session was conducted by using voice recording.

An eleventh grade English teacher in SMAN 1 Aek Natas had been observed by the researcher. The research was focused on the types of code switching used by the English teacher based on Poplack's theory and the reasons why the teacher used code switching based on Hoffman's theory.

Table 4.1

Total of Types and Reasons of Code Switching

No	Data	Number
1	Types of teacher's code switching	3 types
2	Reasons of teacher's code switching	3 reasons

b. Data Analysis

After collecting the data, the data were analyzed based on poplack's theory to find the types of code switching. Meanwhile, to find the reason of code switching, the data were classified based on Hoffman's theory. It was found that there were some of the tearcher's utterances which were inter-sentential code switching, intra-sentential code switching and tag switching. It was also found

that there were three reasons of using code switching. The reasons were repetition used for clarification, interjection and quoting somebody else. The teacher also added other reasons, the reasons were to make the students understand the material which was presented and to help the students develop their English skill.

1.   Types of code switching

This part of the research presents the data of the first research question. The first research question is related to the classifications of the types of code switching used by the English teacher in teaching English at the second grade of SMAN 1 Aek Natas. In classifying the types of code switching used by English teacher, the researcher employed Poplack's theory that categorized code switching into three types. Those types are inter-sentential code switching, intra-sentential code switching and tag switching. Based on the researcher's observation during the teaching and learning process in the classroom, teacher produced all of the three types of code switching. The total code switchings that were uttered by the teacher in two meetings were 106 times and intra-sentential switching was dominantly performed by the teacher among all of the other types.

Table 4.2

Types of Code Switching

No	Meeting	Types of code switching		
		Inter-sentential switching	Intra-sentential switching	Tag switching
1	1	19	24	18
2	2	9	22	14
Total		28	46	32

Table 4.2 above shows the types of code switching used by the teacher in the classroom. Those were the classification of code switchings based on the types which were used by the English teacher in teaching English at the second grade of

SMAN 1 Aek Natas.

a.   Inter-sentential switching

Inter-sentential switching involves a switch at clause or sentence boundary, where each clause or sentence is in one language or another. Inter-sentential switching usually happens during classroom activity. This type of code switching frequently appeared 28 times in the classroom likely for two aims. Firstly, it could help the teacher in delivering the information and instruction, thus the materials or the instructions were expected to become easier to be understood by the students. Secondly, it could appeared also as the teacher's attempt to get a respond from the students about the information or instruction which had been explained. The example of inter-sentential switching can be seen below:

Teacher   : What is cause and effect sentences? Apa itu?

Student   : Yes mam

From the example of the conversation above, the teacher used code switching in teaching English. It's called code switching because the teacher had completed the sentence in one language, in this case the teacher said in English "What is cause and effect sentences?" and then the teacher switched to another language in the next sentence, in this case teacher used Bahasa Indonesia and said "Apa itu?". So, it is called inter-sentential switching.

b. Intra-sentential switching

Intra-setential switching occurs within a sentence. During the teaching process, the teacher switched the language with a short expression at the beginning or at the end. This type was applied 45 times by the teacher through the two codes within a single sentence. The purpose of this type was to assist the students in understanding the meaning of certain difficult English phrases, and a clause in a single sentence while explaining certain topic. For example:

Teacher: I was sick nya dipindah ke de...??

Students: Kedepan

From the conversation above, the teacher used intra-sentential switching during the English teaching process. The teacher inserted a clause by using different language of a single sentence. The teacher switched one language "I was sick" to another language "pindah ke depan?" in the single sentence.

a. Tag switching

This type of code switching means inserting a tag in one language to an utterance in another language. It was found that the Indonesian fillers were used within English sentences and conversation, there was also the possibility of the use of English fillers into Indonesian. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found up to 32 times, 18 times in the first meeting and 14 in the second meeting. Some uses of English fillers are okay, well, right, good, and some Indonesian fillers are ya, oke, iya. These fillers occurred between English into Indonesian or vice versa. For example:

Teacher: I will correct it one by one by seing your work on your notebook ya?

Student: Oke mam

The teacher used tag switching by saying "I will correct it one by one by seing your work on your notebook ya". The teacher also used English and switched the language into Bahasa Indonesia "ya" which is a short expression at the end when the teacher switched the code in her utterances.

The teacher inserted an Indonesian tag after she had spoken in English when the teacher wanted to give the instructions to the students. The teacher used tag insertion"ya" to emphasize the instruction that the teacher gave to make them get the main point of the instruction.

2. Reasons of Teacher's Code Switching

Based on the interview with the teacher, the result of the interview was used to answer the research question number two. From the interview, the researcher found some answers from the teacher related to the research question number two,

it was found that there were three reasons of the teacher using code-switching based on Hoffman's theory and two other reasons.

a. Repetition for the clarification

The first reason of the teacher switching languages in teaching English is repetition for the clarification. When a bilingual person wants to clarify his/her conversation to be understood by the listener, sometimes they use two languages. Usually, messages in one code are repeated in literal code. The repetitions not only clarify what had been said, but also reinforces or emphasizes the message. In the classroom, sometimes the teacher repeats his/her words from one language to another, to clarify the content about what the teacher is saying. In this case, the teacher switched the langauage from Bahasa Indonesia to English or vice versa.

Part of the interview transcript with the teacher:

Interviewer   : Do you have any reason why you use code switching in the classroom? Can you explain it?

Interviewee   : According to me to stress the important point I use the repetition for the clarification. Because some times the students lack of vocabulary so I should repeat again what I said before.

Based on the data from the teacher's answers in interview, sometimes the teacher switched the language because the students had only few vocabularies, as a teacher that had taught them, the teacher knew the students' ability in English. The teacher knew how many vocabularies the students had. In order to make the students understand about the explanation, instruction and question the teacher did code switching. So, the teacher repeated her words to clarify the meaning of her speech, this was to make the students understand the material being explained easily.

b. Interjection

Interjections are included in sentences to convey surprise, strong emotion, or to get attention, for example "hey!", "Good!", "Yes!", "Well!", "right!". They

have no grammatical value. Interjections are more common in speech than in writing. It may happen accidentally or as a sentence connector.

Part of the interview transcript with the teacher:

Interviewer   : Do you have any reason why you use code switching in the classroom? Can you explain it?

Interviewee   : '.........And I think interjection also, because sometimes I express my emotion untuk mendapatkan perhatian dari siswa juga menggunakan code switching.

The other reason for code switchings that were used by the teacher based on the interview is that the teacher switched the language by using short expression such as "Good!", "Right!", and "Ok!". Those expressions were used to get the attention from the students. As can be seen from the utterances, the teacher often used several interjections. It might happen naturally.

c.   Quoting somebody else

Sometimes, the teacher quoted a famous phrase, proverb, or speech from a number of well-known figures. The teacher mostly took quotes from Bahasa Indonesia. The teacher quoted the sentence as well as the expressions and utterances then quoted in Bahasa Indonesia or English.

Part of the interview transcript with the teacher.

Interviewer   : Do you have any reason why you use code switching in the classroom? Can you explain it?

Interviewee   : '.........Quoting somebody else juga sih ya soalnya kan kalau mam memberi motivasi ke students kan kadang seperti ada pepatah atau kutipan-kutipan orang lain gitu itu biasanya mam switch ke bahasa pepatahnya karena kan selain mereka susah mengerti pepatah dalam bahasa inggris, feelnya juga lebih dapat kalau menggunakan bahasa indonesia karena mereka memang sudah mengerti maksudnya.

Based on the teacher's answer in the interview, the reason why the teacher did code switching was to quote somebody else. In the interview above, it was said that the teacher occasionally motivated the students by inserting some parables, quotes, and proverbs to motivate them. Usually, proverbs or quotations from famous people were conveyed by the teacher using the original language. Here, the teacher often inserted several Indonesian quotes. If the teacher switched the quotation to Bahasa Indonesian, the students could understand and get the meaning of the quotes.

7.   CONCLUSIONS AND SUGGESTIONS

a. Conclusions

Based on the analysis of the teacher's utterances transcription and interview in the previous chapter, it can be concluded that

1.   There were three types of code switching that used by the teacher, namely intra-sentential switching, inter-sentential switching and tag-switching, the most dominan type was intra-sentential switching that occured 46 times.

2.   There were three reasons why the teacher used code switching in teaching English process, namely repetition used for clarification, interjection and quoting somebody else, other reasons of the teacher used code switching were to make the students understand the material delivered by the teacher and to develop student's language skills such as listening and speaking

b. Suggestions

Based on the results, the resesarcher would like to give some suggestions as consideration, the suggestions were presented as follow:

1. Suggestion for students

The students should know that learn English is important in their daily activity and use code switching can help the students to understand the material easily.

2. Suggestion for the teachers

The teacher can use code switching in delivering the material to the students. Code switching can make teaching and learning process more interactively and help the teacher to improve students' ability in English or to help the students in teaching and learning process.

3.   Suggestion for the future researchers

The next researcher it is expected that the result of this study can be used as reference to improve the future research which related with code switching in teaching learning process.

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