An Analysis of Code Switching Used by an English Teacher in Teaching Process

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Abstract

This research is aimed to know the types and functions of code-switching that used by an English teacher at MAN 1 Pidie. The approach of this research was qualitative method. The data were gathered from direct and indirect observation of the English teaching process in the classroom. The writer used Jendra's (2013) theory to analyze the types of code switching and Mattson and Burenhult's (1999) theory to analyze the functions of code switching of the selected data. The findings of this research showed that the teacher used all three types of code switching in teaching English process which includes tag code-switching, inter-sentential code-switching and intra-sentential code-switching. Based on occurrence frequency tag code-switching was the most-used type, while inter-sentential code-switching was the least. The writer also found all three functions of code-switching those are topic switch function, affective function and repetitive function. In this research, topic switch function tend to be used more frequently among others function which makes it the highest percentage.

Key Words : *Sociolinguistics, Code-switching, English Teacher*

1.   **INTRODUCTION**

Students acquire English from many resources. In schools, they mostly acquire English from their English teachers. It makes English teacher plays a vital role towards students' understanding in English learning because English is not students' mother tongue. Sometimes, the students find difficulties in understanding some English words, phrases, and sentences because of lack of vocabularies. It becomes teachers' responsibility to make students understand about the materials given. In English teaching and learning process, teachers should use clear language to deliver information and knowledge to the students.

In order to make the students understand, teachers sometimes need to shift from English as the foreign language to the students' first language when teaching the students. Lightbown (2001) states that the shift from one language to another (target language to first language) within a conversation or utterance is called code switching. Code-switching in school classroom usually refers to bilingual or multilingual settings. Bilingual is a class that uses two introductory languages and

the most common, switching done by the teacher or student between the language being learned and mother tongue of the students.

The writer observed the case of code switching when the writer did Internship Program (Program Pengalaman Lapangan) in SMPN 4 Terangun Gayo Lues. The teachers often use code-switching from English to Indonesian when they explained the materials. Teachers also code-switch when they gave instructions, advices, or jokes to the student. The teachers used English to teach the students, but students often seemed confused and said "Bu ngomongnya jangan cepat-cepat, diulangin lagi Bu. (Do not speak too fast, Miss. Can you repeat your sentences?). Some students also lack of English vocabularies. After that moment, the teacher taught by using two languages; English and Indonesian. The teacher taught in English first, and then she explained it again in Indonesian when the students were confused with the materials given by the teacher. By using two languages in teaching English, the students understood what the teacher explained.

Based on the writer's experience during Internship Program, the writer found that some students did not understand what the teacher said and they were shy to ask more explanation from the teacher. Sometimes, they did not pay attention to the teacher's explanation. This situation affected their scores, they got unsatisfying scores. Since English was not their mother tongue, it became harder for the English teacher to teach them. It was possible for the teacher to do code switching because it was beneficial for both students and teacher.

By applying code-switching in learning English, it helped the students understand the teacher's explanation. Moreover, code-switching also helped the teacher communicate with the students. When the students understand the material which the teacher delivered, they became motivated and active during the class activities. They were not afraid to ask and answer the questions. By observing the case that occurred in MAN 1 Pidie, the writer assumes that the implementation of code-switching in learning English might be important and beneficial for the students to understand the materials.

In addition, "Code switching is a speech style in which fluent bilinguals move in and out of two (or conceivably more) languages" (MacSwan, 2014, p.37). It means that code switching is speech style where the speakers deliberately change a language used, by switching from one to another. Code switching involves the alternative language which used by two languages or various linguistic within the same utterances or during the same conversations. In this case, the bilingual people are speaking to each other. In this research, the writer wants to extend the study by looking at the code-switching of the utterance spoken by English teacher while teaching English process.

2. LITERATURE REVIEW
2.1 English as a Foreign Language

Many people learn a foreign language for two different purposes. First, they learn a foreign language for "instrumental" purposes. This group of learners includes tourists, sales men, and science students. They need the foreign language for "operational" purposes such as reading a book in the target language and communicating with other speakers of that language. Therefore, people learn English as a foreign language either to visit western countries, to communicate with other tourists who speak English, or to read English books and newspapers. Conversely, some people learn a foreign language for "integrative" purposes.

Learners of this group have the need to recognize with the speech community of the target language (foreign language).

2.2 Sociolinguistics

The word sociolinguistics derived from two words. It is "sociology" and "linguistics". (Ohoiwutun, 1997, p.9) explained that sociolinguistics is a branch of linguistics that takes language as an object of study, in a way that is usually distinguished from how syntax, semantics, morphology, and phonology handle it. It is a field that analyzes language as part of social property. The study explores the functions and the varieties of language, the contacts between different languages, attitudes of people towards language use and users, changes of language, as well as plans on language. Also, Spolsky (1998) described that sociolinguistics is the study of language in relation to social factors.

2.3 Bilingualism

Bilingualism is a person's capacity to use more than one language (Trudgill, 2003). The bilinguals mostly have their own dominant language. The dominant language is the language that tends to be the strongest. This language is not always the first or native language of the bilingual (Byram, 2000). However, a bilingual can also be fluent in both languages without being able to function in either of their languages as monolingual (Romaine, 1995).

2.4 Multilingualism

Multilingualism is a powerful fact of life around the world, a circumstance that arises from the need to communicate across speech communities of speech at the simplest level (Edwards, 1994). Also, Hofer (2015) considers multilingual are typically defined as individuals who can communicate in two or more languages. Furthermore, Pateda (1990) mentions about multilingual is a person who can speak three or more language. Multilingual are usually classified for those who can communicate in three or more languages system.

2.5 Code

According to Wardaugh (2010) the code is interpreted as some dialect or language someoone chooses to use in any chance for the communication system used by two individuals or more. He assert "Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism (p. 98).

2.6 Definition of Code Switching

The writer would like to define some terms related to the definition of code-switching. Jendra (2010, p.73) explained there is a situation where speakers deliberately change a code being used, namely by switching from one to another. The change is called code-switching. Hoffman (1991, p.351-354) states that code-switching involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation. According Chaer and Agustina 2010, p.107), code-switching is the shift of language caused by the changing of the situation.

2.7 The Types of Code-Switching

There are many types of code-switching that exist in sociolinguistics study. Grammatically, there are three types of code-switching. Jendra (2010, p.75) explains them as follows:

1) Tag code-switching.

A tag code-switching happens when a bilingual insert short expression (tag) from different language at the end of his/her utterances.

2) Inter-sentential code-switching.
An inter-sentential code-switching happens when a complete sentence in a foreign language is pronounced in a base language between two sentences.

3) Intra-sentential code-switching.
An intra-sentential code-switching is found when a word, a phrase or a clause, of a foreign language is found within the sentence in a base language.

2.8 The Functions of Code Switching

There are some functions of code switching presented by experts. The writer uses the functions of code switching that are proposed by Mattson and Burenhult (1999, p. 61) because those functions of code switching mostly used in teaching activities. Those functions are:

1. Topic switch function
It can be seen in cases where the teacher alters her language according to the topic what was under discussion. In situation where grammar was instructed, the teacher shifted her language to English of her student in delivering with particular grammar points that were being taught at the moment.

2. Affective function
In this function the English teachers use code-switching in order to build solidarity and intimate relation with the students. The teacher also found another case related to this function.

3. Repetitive function
Another function of code-switching in the classroom was repetitive function. This function, the teacher switched their code for clarity their statement or explanation which had been stated before and hand made the student confused.

2.9 Code-switching in Language Teaching

A teacher is expected to be a model for the student. In the bilingual classroom, the teacher tries to drive the student to understand both languages. In this case, the code-switching happened when the teacher switches the languages while in the classroom both languages are expected to be used.

Code switching is used to create close relationship between students and their teacher (Jingxia, 2010) and students find classroom interaction more natural and easy when code switching is allowed (Cook, 2001, p.403-423). In formal situations, code switching can be used to make the teaching more effective. When a teacher explains what is said in the curriculum or another academic text it can be useful to translate or explain some concepts further in the students' L1 (Lin, 2013, p.195-218).

3. METHODS

This research was conducted by using qualitative research because it was aimed at understanding and interpreting human or social behavior about the types and functions of code-switching used by an English teacher to the eleventh grade students of MAN 1 Pidie. This research used discourse analysis. According to Stark and Trinidad (2007), discourse theory concerns on the use of language. The aim of discourse analysis is to understand how people use language. In the discourse

analysis, the participant is observed in conversation in the natural environment. In this case, the research concerned the language used by the teacher.

The subject of this research was an English teacher at MAN 1 Pidie. The criteria that were set by the writer in this study because she used code switching in English classroom, she has good quality in teaching English, she has good communication with the students, and able to make students active in the classroom. While, the object of this research was the types and functions of code-switching which used by the teacher when teaching English subject.

4. RESULT AND DISCUSSION
4.1 Result

Table 4.1 Result of code-switching used by an the English teacher

Type	Occurrence	Percentage	Frequency
Intra-Sentential	15	32.61 %	Occasionally
Inter-Sentential	13	28.26 %	Occasionally
Tag	18	39.13 %	Occasionally

It can be seen from the table that teacher used code-switching in the frequency of 'occasionally' for intra-sentential, tag switching and inter-sentential code-switching. The table showed us that tag-switching is the type most used by the teacher. She used this type for 18 times. The writer provided an example of intra-sentential code-switching that was used by the teacher in the class.

Case 1:
    T: how do you feel after *shalat*? Do you feel fresh?
    S: fresh

The second type most used is intra-sentential code-switching, which is used for 15 times. The writer showed an example of inter-sentential code-switching that was used by the teacher in the class.

Case 2:
    T: what kinds of letter? *Jenis surat apa?*
    S: farewell

Meanwhile, the least type used is inter-sentential code-switching with 13 times use. The teacher mostly used this type than others. Here is an example of tag switching that was used by the teacher in the class.

Case 3:
    T: Now is your turn *ya*?
    S: *Arif baca*?
    T: *ya*

Table 4.2 Functions of code-switching used by teacher

Number of Teacher Utterances(=46)	FUNCTION OF CODE-SWITCHING		
	Topic Switch	Affective	Repetitive

Total in Each Function	21	20	5
Percentage	45.65%	43.48%	10.87%

There are three functions of code switching that was used by the teacher in MAN 1 Pidie, there are topic switch function, affective function, and repetitive function. The percentage of topic switch function is 45.65%, it could be considered that the teacher mostly used topic switch function. The following example is considered as the topic switch:

Case 4:

T: ok, can you tell me *anak-anak yang cacat? Apa bahasa inggrisnya*?
S: disable children.

Therefore, the percentages of affective function showed that 43.48%. The teacher sometime used this function in teaching learning process. Here is the example of affective function that occurred in the classroom:

Case 5:

T: *kita sementara* break *shalat zuhur ya.*
S: ya

Thus, the percentage of this function used by the teacher is 10.87%, it was the lower percentage than other functions. The teacher used this function rarely in teaching learning. The example of repetitive function is provided below:

Case 6:

T: ok, thank you very much. *No.1*. what is the best answer for number one? *Nomor 1 tadi jawabannya apa kira-kira*? Present or past?
S: simple present

4.2 Discussion

This section elaborates the results above with some previous results of other studies and from other experts. There are two research questions stated earliest chapter, first to find out the type that mostly used by teacher in teaching English and second to find out the function of teacher used in the classroom. Regarding the first research question, the type that was used by teacher are tag switching, intra-sentential code-switching and inter-sentential code-switching. The teacher used more tag switching than others. Subsequently, concerning to the second research question about the function of code-switching usage, the teacher had used this ways in teaching in order to help students learn English easier. There are three function of code-switching in sociolinguistic study such as topic switch, affective, and repetitive function. Based on the observation checklist result, the writer found teacher used topic switch function that mostly used by teacher in teaching English.

5. CONCLUSION AND SUGGESTIONS

First, concerning to the type of code-switching, the teacher was dominantly used tag switching than others, the percentage of the types is 39.13%. Meanwhile, teacher also used intra-sentential code switching with 32.61%, the range of frequency of using these types is 'occasionally' for teacher. The last type that appeared in this research is inter-sentential switching with 28.26%, it means the teacher also used this types occasionally. Second, concerning to the function of code-switching, the writer found that three functions of code-switching in this research, namely, topic switch function, affective function and repetitive function.

Based on the data, the percentage of the function is 45.65% for topic switch function, 43.48% for affective function and 10.87% for repetitive function.

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