

TYPES OF CODES SWITCHING IN EFL CLASSROOM

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ABSTRACT

The purpose of this study is describing the types of code switching spoken by teacher and students in teaching process. The research problem is what the types of code switching in the classroom are. The researcher uses descriptive qualitative approach as method for analyzing the data. The researcher collects the data by recording and writing on Table observation what teacher and students said in teaching-learning process, then collected it and classified. From the data analysis, the type of code switching which mostly was used by the teacher and the student during learning process was metaphorical code switching and situational code switching.

Tujuan dari penelitian ini adalah menggambarkan bentuk-bentuk alih kode yang digunakan oleh guru dan siswa dalam proses pembelajaran bahasa Inggris. Rumusan masalah dalam penelitian ini adalah apa tipe-tipe alih kode yang digunakan di dalam kelas. Penelitian ini menggunakan metode penelitian kualitatif dan mengumpulkan data melalui observasi dan dokumentasi, berupa rekaman percakapan guru dan siswa di kelas. Hasil penelitian menunjukkan bahwa ada dua tipe alih kode yang paling sering digunakan oleh guru dan siswa di kelas yaitu alih kode metaforik dan alih kode situasional.

Keywords: *Teacher, Code Switching*

A. Introduction

Code switching is a phenomenon in using language to communicate, where a speaker changes one language to another in the same utterance or conversation. Code switching is mostly happened in bilingual or multilingual society. Grosjean, 1982 and Hamers and Blanc, 1989 defined that bilingual or multilingual is a person whose linguistic ability in two or more language is similar to that of a native speaker.

Because of the globalization era and technology information development, it is difficult to escape to not use two or more language in the same conversation, such as utterance in social media, daily conversation, and also in the classroom. The influence of English as international language is very strong in contributing code switching using especially in nowadays society.

English has been studied in Indonesia as a subject in school since many decades. It is studied as foreign language, therefore there is a term Teaching English as Foreign Language (TEFL). Because it is a foreign language, then generally it finds the teacher and also the students use code switching when they interact each other in teaching and learning process. Mostly, it is used for clarifying the code which convey in English where the students do not understand the meaning.

Crystal (dalam Skiba, 1997) stated that code switching using is influenced by some factors: the speaker cannot say the code or the sentences in his/her language, so he/she turn to another code. The speaker wants to emphasize the meaning he/she wants to convey, to state his/her solidarity, and also to express his/her feeling to the listener.

Referring to the using of code switching in the classroom, the teacher mostly use it because of the listener (the students) cannot understand the teacher utterance when he/she convey in English. For example, the classroom where I teach, even though I tried too much to speak English from the most beginning of the teaching process, but code switching is still happened because I have to accommodate the students' who have no capability to understand English well. Therefore, it is interesting to observe how the teacher uses code switching in the classroom.

B. Literature Review

Code Switching

Code Switching is a phenomenon of language shift that occurs among people who have more than one language. According to Appel argue that *“code switching is a phenomenon transition because the changing situations of language usage”*. Haugen’s added *“code switching is overlapping of two language”* Different from Appel statement say code switching that occurred between language, then Hymes said that *“The Code Switching not only occur between language but also occur between varieties or styles contained in a common language”*. Hymes said more details that *“code switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles”*. Then Gal say’s *“Code Switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their obligations.”* While Hudson defines *“Code switching as the speaker’s use of different varieties of the same language at* According to Appel, Hymes, Gal and Hudson can get the point that code switching not only used when the changing social situation but code switching already become a speech style.

Another opinion from Mayers, he said that *“code switching occurs when bilingual or multilingual individual switches from one language to another. The term is used when identifying alternations of linguistic varieties within the same conversation”*. Grosjean also argue that *“code switching can be a communicative resource because it reveals the speaker’s sensitivity to both formal function aspects of language”*. While Bokamba say that *“Code Switching is the mixing word, phrases and sentences from two distinct grammatical system across sentence boundaries within the same speech”* Alvarez say that *“Code switching is an alternation of languages that occurs during bilingual conversation in which participants have at least one language in common”* Based on statement above I conclude that code switching is a communicative resources that expresses sensitivities speaker by using two language or more.

The Type of Code Switching

Bloom and Gumperz identified two type of code switching; Situational Code Switching and Methaporical Code switching.

Situational code switching depends on a situation. In situational code switching, one language is used in social situation, and the other language is used in another social situation. Then Gumperz and Bloom said that “situational code switching, where alternation between varieties redefines a situation, being a change in governing norms. Talking about redefine situation Wardaugh adds the explanation redefine the situation formal to informal, official to personal, serious to humorous, and politeness to solidarity.” Not only redefine situation but also Wardaugh adds that situational code switching occurs when the languages used change according to the situational in which the conversant find themselves.

Metaporical code switching, the switching occurs in the same situation with the same individuals. Bloom and Gumperz state that “Metaphorical switching allows one speaker to share two or more different with the same interlocutor.

The other definition from Bloom and Gumperz’s about situational code switching and metaphorical code switching quoted from an article, namely: Situational Code Switching in a multilingual society arise because of the lexical requirements, this occurs when a person wants to express something that exists only meaning in a particular language or dissatisfaction someone in the use of language when expressing one or more words. Code-switching also occurs due to follow the situation in the issues discussed topic changes, or also be intentional weeks to create a secret code so that other people do not understand the contents of the conversation. The code switching also influenced by age, social status, educational background and gender.

Metaphorical Code Switching is the code switching within a single situation but added significance for a number of components as a rule to be expressed and has a specific purpose. The transfer of a change to involve the option of introducing themselves(identification) to the listener in certain situations. Multilingual community in bilingual, switching metaphors-code refers to the tendency to switch codes (language or language variety) in a conversation to discuss topics that would typically fall into another domain. Where conversation alternates between varieties change the situation, be the change

in the set of norms, and switching metaphorically, where alternative enrich a situation, allowing for more than a metaphor for social relations in the situation. Metaphorical switching referred to change in the speaker's language choice when the situational remained the same. For some people switch in this case was thought to convey special communicative intent.

The Factor of code switching

If you search the factor of code switching, then we must retrun to the subject of sociolinguistic. Fishman said that "*who speak what language to whom and when*". In Chaer's book Fishman said more details that is "*Who speak , what language, to whom, when, and what the purpose*". In the published literature of linguistic, in general the factor of code switching was mentioned as follows :

a. The Speaker

A speaker often do over the code to gain an advantage or benefit of actions it. Example, Mr. A after a while talking to Mr. B on the proposal promotion had just found out that Mr. B was derived from the same area with him and also have the same mother tongue. So, with the intention that his business quickly sorted him to switch the code from Indonesian into a local language. Suppose Mr. B took the bait to use local languages, it can be expected to be a smooth affair. But if Mr. B was not moved and continue to use the Indonesian language, the official language for work, then the matter may be not smooth, because of the similarity of the speech community who wants his conditioned did not work, which causes a lack of a sense of familiarity. In real life we often encounter a lot of government offices were deliberately using local languages with officials he met to benefit from the sense of the similarity of the speech community. A sense of familiarity with the local language is more easily forged than using Indonesian. Rather code to gain an advantage in typically done by speakers in the event said it expects assistance opponent he said.

b. The listener

Listener can cause code switching, for example, the speaker wants to compensate for the ability to speak the opponents said it. In this case the ability to speak the opponent's usually said less or some what less because it may not first language, if the opponents said the background of the same language as the speaker, then the code

switching that occurs only in the form of transitional variant. If the opponents said speaking backgrounds were not the same as the speakers, then there is over the language. For example, Ani Prmuniaga a souvenir shop, a foreign tourist arrival of guests, which invites conversation in Indonesian. When then the tourists seem to run out of words to continue to speaking Indonesian, then Ani quickly switch the code to converse in English, so that then the conversation becomes smooth again.

c. Change in the situation since the third person

The presence of a third person or another person who is nota background of the same language with the language being used by speakers and opponents said could cause code switching.

d. Formal to Informal

Changes in the situation may cause code switching. As illustrated below some students were sitting up front classrooms while chatting in a relaxed language. Suddenly came a lecturer and intervened, so now it's the students by using the code switch Indonesian formal variety. When the course starts so the situation becomes formal, but by the time the course ended the situation becomes more formal. So that the transfer of the code of Indonesian formal variety to variety of Indonesian relaxed.

e. Change the Topic

Changing the topic can also cause code switching. When teacher changes the topic, he needs a good way or using mother language to make it clear. Thus, they will use other language or their mother language to avoid misunderstanding of their students.

C. Research Method

The method use in this research is descriptive qualitative. The subjects was English Department students in Third semester at Tarbiyah and Teacher Training Faculty IAIN Sultan Amai Gorontalo. This research collected the data on the types of code switching by used the field notes observations and recording then analyzed by selecting and sorting out which types of code switching and were used in the classroom.

D. Findings and Discussions

The data is displayed on the table above shown that code switching is happened in classroom mostly metaphorical and situational code switching. Metaphorical code switching, the switching occurs in the same situation with the same individuals. Bloom

and Gumperz state that “Metaphorical switching allows one speaker to share two or more different with the same interlocutor. The code switching within a single situation but added significance for a number of components as a rule to be expressed and has a specific purpose. The transfer of a change to involve the option of introducing themselves (identification) to the listener in certain situations. Multilingual community in bilingual, switching metaphors-code refers to the tendency to switch codes (language or language variety) in a conversation to discuss topics that would typically fall into another domain. Where conversation alternates between varieties change the situation, be the change in the set of norms, and switching metaphorically, where alternative enrich a situation, allowing for more than a metaphor for social relations in the situation. Metaphorical switching referred to change in the speaker’s language choice when the situational remained the same.

In this research metaphorical switching, the teacher used in the same situation with the same individuals and to convey special communicative

T : aslm alaikum wr wb

S : Wslm wr.wb

T : Good Morning

S : Morning

T : How are you today?

S : I’m Fine

T : Ok good. Jadi kita kemarin sudah membahas tentang Idiom tapi belum terlalu mendalam. So, for today we will disccus about idiom. Jadi hari ini kita akan belajar tentang idiom.

T : nah buat adik-adik saya mau bertanya what’s the meaning idiom according to you? Please raise your hand! Yang tau raise your hand.

In the conversation the teacher first is using Indonesian Language talk with student but when teacher asked the student, teacher switches the code to English and then Switches to Indonesian to make stronger the instruction.

S1 : Idiom is sentence to show our expresion and the meaning is keep from the other atau bisa kita katakan bahasa arti yang tersembunyi.

T : Any else?

S2: Nothing.

In the Conversation, the student explained about idiom using English and then using Indonesian to make clear his explanation, so in conversation, the student switches his code to convey special meaning.

T: *jadi jawaban dari teman kalian itu benar ya! Idiom is a collection of some of the word phrases or sentences for spesial meaning or definition some word are made. Jadi maksudnya*

idiom adalah sekumpulan dari kata, kalimat atau yang membentuk makna khusus Atau defenisi dari kata-kata yang dibuat.

In the Conversation (4), the teacher switches from Indonesian to English to make the student understood.

T : Misalnya, for example Long Face. S3 : bu bacaannya longpace?

T: salah. Jadi bacaannya itu long face ya. Whats the meaning long?

S: Panjang. [Long]

T: and then face? What's the meaning face?

S : Wajah

T : Ok, Good. So, artinya adalah?

S : Wajah yang Panjang.

T : wajah panjang. Itu menurut kalian. But the real meaning of long face in idiom is Sedih. Jadi ini artinya bukan panjang wajah yaitu adalah sedih. Ini maksud dari idiom itu sendiri. Idiom itu kumpulan dari kata-kata yang membentuk makna tersendiri. Nah kalau how to say in English sedih? Sedih?

S : Sad.

In the conversation, conversation begin with Indonesian language then the teacher switches to English language, every time the teacher convey the core topic teacher switches the code.

E. Conclusions

Based on the result of this research, the type of code switching happened in the classroom is metaphorical code switching. From the data analysis, the type of code switching which mostly was used by the teacher and the student during learning process

was metaphorical code switching. The teacher and the student always switched their code to convey communicative in special intent.

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