THE TEACHER AND THE STUDENT'S CODE SWITCHING IN ONLINE LEARNING ENGLISH CLASS ACTIVITY

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Abstract

This study investigated types and reasons of code switching in online learning English class activity at SMP Negeri 3 Bintan. This study was focused on analyzing the English teacher and students utterances at 8th grade by using Appel & Muysken's (2005) theory. The study used a descriptive qualitative. The researcher used two instruments: observation and interview. The data of this study were form of written and screen recording during online learning in English class activity and interview. The result indicated that the total occurrences of code-switching generated by the teacher and the students were 71 utterances of inter-sentential switching, 40 utterances of intra-sentential switching and 61 utterance of tag switching. There were 4 reasons the teacher and the students who used code switching in online learning English class activity. There were particular topics, repetition which used for clarifications, interjection and intention of clarifying the speech content for the interlocutors. Most reason was repetition which used of clarifications. It was because the teacher wants to repeat her utterance to the students but most of the students do not understand English.

Keywords: code-switching, online learning, class activity, sociolinguistics.

I. INTRODUCTION

A language is a tool used by humans to convey their speech, feelings, and thoughts in communicating. It is clear that using appropriate language in the community is very important because the message that will be delivered will be received by the listener or people in that community very without misunderstanding and with using language, people could be in a position to talk with the opposite effortlessly and effectively.

During teaching and learning at SMP Negeri 3 Bintan, at that time the Covid-19 pandemic was happening. So it make stopping all learning activities at school that should be done as on normal days. The Covid-19 has an effect on teaching and learning activity for students and trainer. Activity that was usually executed in classrooms in a school surroundings have now modified to implementation of studying and teaching take place online at home.

Teaching and learning systems by integrating an internet connection, the teaching and learning process is usually called online learning. Based on Koran Jaya Kumar C. (in Rusman, 2016) e-learning is the getting to know activities that use digital devices with LAN, WAN, or net to offer lectures, to have interaction, or to guide and screen the students. According to Perry and Pilati (2011) on-line learning required students to be greater self-stimulated than traditional students who must confront their lecturers and colleagues on a physical level. on a regular basis. On-line students were greater on their very own to learn the material.

During communication in learning process, switching from English to Indonesian or any other language can also be employed as communication strategy in English online class, it was available the teacher used two codes that is English and Indonesian. The English teacher switched their code or language as a target

language. So, the students can understand the switch of the languages by the English teacher. Ansar (2017) state that "in the class, while the teacher teaches a foreign language code switching additionally come to be techniques mastering with a view to develop the students skill in English language". Yulyana (2012) stated that the teacher used code switching with a view to give specific purpose in delivering the teacher emotions at some point of teaching and studying system. The language trade regularly makes the teacher and the students feel h better and greater in conveying and acquiring their feelings.

Hamid (2016), Switching from English to Indonesian or other languages can also be employed as conversation strategy in English communique classroom. The English instructors employ code switching to limit either students miscomprehension at the lesson or college students' problems in expertise the English lesson given through the English teachers inside the classroom.

In SMP Negeri 3 Bintan for the 8th grade students, they communicate English especially in English getting to know and it may cause a new hassle for the students. Those students especially the amateur, if they do now not have braveness and self-assurance to speak and produce their opinion or ask some questions for the teacher they'll get nothing. Switching from English to Indonesian or every other language can also be employed as a communique strategy in English class. Code switching during online class was a practice as a tool for communication between the students and the teacher, and it can be opportunity for students to understand the taught lesson well. Besides that during learning online the teacher more active and the students do not talk much or give responses or questions, sometimes they just speak Bahasa in English Class.

In this case the researcher interested to conduct a research code-switching during online learning activity at 8th grade of SMP Negeri 3 Bintan. Therefore, the researcher decides to focus on types and reasons for code-switching by the teacher and the students.

II. METHOD

This study, the researcher used qualitative research. Merriam and Tisdell (2016) qualitative research interested in expertise how human beings interpret their studies, how they assemble their worlds, and what that means they characteristic to their experiences. Ary, Jacobs, and Sorensen (2010), qualitative studies sought to recognize a phenomenon by way of that specialize in the overall image in preference to breaking it down into variables. The technique which the researcher used on this research was become descriptive qualitative

Descriptive targeted to understanding a phenomenon the use of facts that might be amassed in an expansion of ways, such as interviews, observations, and record assessment. The cause is to apprehend the world or experience of another. The researcher used the qualitative descriptive to recognize phenomena of code switching in online studying elegance activity by way of the teacher and the students at SMP Negeri 3 Bintan.

III. FINDINGS AND DISCUSSION

Analysis of utterance of the online learning English class activity observation became the main source of data for determining the types of code switching and the types and reason that influence code switching. The finding showed that the teacher and the students used code switching from English to Indonesia or otherwise.

This part, discussion explained about the types of code-switching practiced by the teacher and the students during on-line learning activity in English class, and then reasons of teacher and the students' code-switching. First, the data approximately of code-switching within the class which have been accrued from observation and interviews with the teacher and several students. During process observation and interview indicate all the types of code-switching proposed by Appel & Muysken (2005) in the class. First type is inter-sentential switching, second type is intra-sentential code switching and the last one is tag switching.

Based on the result of the interview, the researcher determined that the teacher used code switching in online learning English class activity because many students don't understand the material and then is not to achieve the goals. It means that to help the students understand the material that the teacher gave during learning activities in English class by Google Meet and the crucial element that teacher used code switching

to talking about particular topic, repetition used for clarification and Intention of clarifying the speech content for interlocutor. It was relevant to some of the theories from Hoffman (in Cakrawarti, 2011).

Types of Code Switching
This research, the researcher employed theory explained by Appel and Muysken (2005) that classifying 3 types of code switching: *inter-sentential switching, intra-sentential switching* and *tag-switching*.

Table1: total number types of code-switching

Meeting	Types of Code Switching		
	Inter sentential Switching	Intra sentential Switching	Tag Switching
1	26	14	28
2	28	14	19
3	17	12	14
TOTAL	71	40	61

a. Inter-sentential switching
Based on the table above the researcher found 71 utterances about inter sentential code switching that teacher and students used in online learning English class activity. We can see the table above in each meeting there is a total number of utterances made by the teacher and the students. The first meeting, the total number is 26 utterances, the second meeting the total number is 28 utterances and then third meeting the total number is 17 utterances. Here some examples of inter sentential code-switching:

"We will going to discuss about chapter I, okay sebentar masih banyak yang belum masuk."

Aside from the example above, in a learning session, the teacher employed code switching. It's known as code switching since the teacher has completed sentences in one language, in this case "*We will going to discuss about chapter I*" after which the teacher switched to another language in the subsequent sentence in this example Bahasa "*okay sebentar masih banyak yang belum masuk.*". So, it is inter-sentential switching
Other examples:

"Look at your monitor, *kamu lihat di layarmu*"
"Jadi apa kayaknya kita tunggu dulu? May be we can wait for your friends to join together."
"Ok next, this is interrogative sentence *ini bentuk pola kalimat tanya atau pertanyaan.*"
"So how about the sentence *bagaimana dengan kalimat yang saya baca*, there is accepting or declining?"

Code-switching was used in the four examples above, notably in inter-sentential switching. It's termed code switching because once the teacher ended a phrase in one language, she switched to another within the next sentence, or it happens at sentence stages, when each sentence is in the same language as the rest of her/his utterances.

b. Intra-sentential switching
Based totally on the table above the researcher found 40 utterances about inter sentential code switching that teacher and students used in online learning English class activity. We can see the table above in each meeting there is a total number of utterances made by the teacher and the students. In the first meeting the total number is 14 utterances, the second meeting the total number is 14 utterances and then the third meeting the total number is 12 utterances.
The instance of code switching, specifically in intra-sentential switching when the instructor inserted phrase "very good" and "too fast" in a single language and then switches to every other language "*ya cuman terlalu cepat*" in single utterance. So, these utterances may be categorised into intra-sentential switching.

"I *tadi siapa yang bisa menjawab?* What the meaning of the subject I?"

From example above the code switching occurred when the teacher asked the student about the meaning of subject I

"It? It *apa nak?* It *untuk kata ganti?"*

The code switching occurred while the teacher and the students discussed about pronoun. And then the teacher asked the students approximately pronoun of I by using asked "It? It *apa nak?* It *untuk kata ganti?*"

The another examples of intra-sentential switching are:
"Who somebody knows what the meaning of I in Bahasa *ada yang tau?"*

The instance above called intra-sentential because the teacher inserted clause with the usage of distinctive language of a single sentence. The teacher switched one language "Who somebody knows what the meaning of I in Bahasa" to another language "*ada yang tau?*" in the simple sentence.

"OK repeat again Wahyuni, *ulangi lagi* Wahyuni"
"Ok *sekali lagi ya*, *tapi sudah* good job *sudah bagus banget untuk* conversation *nya"*
*"For example: when you want to accepting for the invitation *seperti ini contohnya* like this."

From a few instance included code-switching, due to the fact the teacher switched one language to every other language and the example referred to as intra-sentential switching purpose the teacher inserted word of 2nd language in first language in a single utterance. It way that the teacher used phrase to switch her language in the single sentence.

c. Tag switching
Based totally on the table above the researcher found 61 utterances about inter sentential code switching that teacher and students used in online learning English class activity. We can see the table above in each meeting there is a total number of utterances made by the teacher and the students. In the first meeting the total number is 28 utterances, the second meeting the total number is 19 utterances and then the third meeting the total number is 14 utterances. Examples of inter sentential code-switching:

"Okay *yok!* Okay chapter 1 it's English time."

The example above included code-switching particularly in tag-switching. Tag-switching involves the insertion of a tag in one language into an utterance that is in any other case in the different language. In a gaining knowledge of activity, tag-switching happened while the teacher inserted short expression from a different language at the beginning or on the end/stop her utterance.
The any other examples:

"I will to make playing game, *ya!*"
"ini materi yang akan kita bahas, okay!"
"Ok, good!,*ya"*
"Okay, *yok*!"

From some examples above the teacher used tag switching at the end sentence in other language before switches one language. The teacher inserted short expression or tag from exclusive language at the end of her utterance or sentence. In addition to tag switching can occurred at the end of utterances, tag switching can also occur or appear at the beginning of speech.

Reasons of Code Switching

The researcher used theory explained by Hoffman (1990) as cited by Cakrawarti (2011) about the reason using code switching. There were 10 reasons of using Code-Switching, but the researcher only found 4 reasons that found in interview by the teacher and the students. There were talking about particular topic, repetition used for clarification, interjection and Intention of clarifying the speech content for interlocutor.

Table 2: total number types of code-switching

Meeting	Reasons of Code Switching			
	talking about particular topic	repetition used for clarification	interjection	Intention of clarifying the speech content for interlocutor.
1	2	23	6	5
2	1	22	8	9
3	1	17	6	3
TOTAL	4	62	20	17

a. Talking About Particular Topic

The researcher found from several the utterances in talking about particular topic.

> "Ok, so today I will to discuss chapter I **It's English Time**. Ok, look at this! *Nah nih nih* error *lagi nih kan kalau sudah ada yang masuk jadi* error. *Jadi apa kayaknya kita tunggu dulu?* May be we can wait for your friends to join together. It because when I will to share about the material and then I will to allow your invitation, so I get mistake. *Saya setiap ada yang masuk mengizinkan lalu ketika saya izinkan jadi dia gak mau lagi gitu,* why ya? Saya ga tau"

From the utterance above it happened in the first meeting, the teacher was talking with the sentence "to discuss chapter I It's English Time". This included talking about particular topic because it was clear that the teacher explained the specific of the material for study.

Others utterance is:

> "Look at this! *Silahkan perhatikan!itu* **chapter two (2)** *Perhatikan nak lihat* this is chapter 2. **We can do it and we will do it**.So students any somebody knows what the meaning we can do it and we will do it? *Siapa yang diantara kalian tahu nak apaarti* in bahasa *dalam* bahasa we can do it and we will do it?"

b. Repetition Used for Clarification

The researcher found some of repetition in learning activity. Bold words are repeated in other language by using bold words.

> "OK, we will little bit playing game today, so please open your book on page 9 on the conversation picture 1. Raised your hand if you can answer my question. Please *silahkan* open your speaker, *silahkan buka* speaker *kalian semua.*"

From the words above, it happened at the first meeting, it can be seen at English words "please" and "open your speaker" then the teacher repeated in Indonesian become **"silahkan"** and "**silahkan buka** speaker". The teacher used Indonesian language than she explanation her statement by using English language. Besides that, the researcher thinks that repetition by the teacher is to clarify what had been said. So

the reason why the speaker switched her language was because of repetition used for clarification or explanation that listeners or students can understand what is being said.

> *"Sudah ya, ini* Maam *ada beberapa* I have some conversation about how to invitation someone and then how to respond the invitation. **Tolong dong** somebody help me to read the conversation *ada yang jadi jane da nada yang jadi lisa. Ayo* **siapa saja** *yang mau silahkan* help me. *Ok calrisa mau siapa lagi yang mau?"*

The teacher asked the students to read the conversation about how to invitation someone and then how to respond the invitation. The teacher used Indonesian and then she repeated English at that same time and otherwise. It can be seen from the bold word "tolong dong" and "siapa saja" then she repeated into Indonesian language become "help me" and "somebody". It easier to the students better understand utterance or command when the teacher repeated the utterance in English language to Indonesian language and this repetition used for clarification or explanation that listeners or students can more understood.

From the result of the interview the teacher said that:

> "if I don't switch my English into Bahasa many students don't understand the material and then is not to achieve the goals, like that."

It means the teacher must transfer her English to Bahasa in online learning process because once in a while the students misunderstand or do not recognize what the teacher stated about the material. So, the researcher concluded that one of the teacher reasons to use code-switching is repetition used for clarification.

c. Interjection

Interjection has a feature to express emotions including excitement, joy, wonder or disgust. The researcher suppose that the speaker used interjection for expressing her movement of exhilaration. So, the cause why the speaker switched the code in this extract is interjection

> "**Oh My God**! *Sebentar hilang ya presentasi Maam?"*

In the utterance above the teacher express her emotion to the students through this sentence and it is strengthened by the use of exclamatory marks in the end of sentence.

d. Intention of Clarifying the Speech Content for Interlocutor

The teacher explained her utterance material by using the English language and she switched her language to the Indonesian language to make the students understand well about her material.

> *"Jadi pada chapter dua (2) ini materi yang di bahas* we can do it and we will do it **kita bisa melakukan dan kita akan melakukan**. So what is the aim of this study? **apa tujuan dari pembelajaran hari ini***? Kalian bisa lihat* to state that we can do something and to state that we will do something. *ini materi yang akan kita bahas,* ok next!"

In the utterance above, the teacher switched her utterance in Indonesia language to make the students understood about her utterance. By using the Indonesian languages, the teacher expect that the students would understand what she meant. So, the researcher though this includes in Intention of clarifying the speech content for the interlocutor

IV. CONCLUSION

During the research, researchers found the type of code switching by observing during online learning activities through the Google Meet application and this activity was carried out 3 times. Types of code switching used by teachers and students in class 8th at SMP Negeri 3 Bintan, the researcher concluded that

there were three types of code switching. There were 71 utterances of inter-sentential switching, 40 utterances of intra-sentential switching and 61 utterance of tag switching. There were 4 reasons the teacher and the students used code switching in online learning English class activity. There were talking about

particular topics, repetition used for clarifications, interjection and intention of clarifying the speech content for the interlocutors. Based on the data, the researcher concluded the most reason was used is repetition used for clarifications. It was because the teacher wants to repeat her utterance to the students, so the students can understand more and not confused with the explanation of the material given by the teacher because most of the students do not understand English.

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