

AN ANALYSIS OF CODE SWITCHING BETWEEN TEACHER AND STUDENTS IN ENGLISH CLASSROOM ACTIVITY

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Abstract

This study aims at determining how teacher and students use code switching in English Classroom Activity. In particular, this study explores types of code switching and factors which influence using code switching in English classroom activity at Eight grade students of SMP Negeri 6 Tanjungpinang. This study was performed using descriptive qualitative method. The research samples consisted of one English teacher and several English classroom students. The researcher used two research instruments to gather the data, they were: observation and interview. The methods used in this analysis to gather data are observation and interview. The types of code switching that occur in the classroom have been observed based on Holmes' proposed theory (2013). The factors which influence using code switching were identified on the basis of Holmes' proposed theory (2001). In addition, to understand the data gathered, they are analyzed by the researcher through three analytical steps: arranging, classifying and explaining. Study results showed code switching types are: tag switching, situation switching, and metaphorical switching. The factors which influence using code switching are: rhetoric reasons, change of subject, lack of vocabulary and participants in conversation.

Keywords: Code Switching, English Classroom Activity, Utterance

I. Introduction

Language is a Communication Device. Language is not only used as a communication mechanism but also as the human being's interaction tool. Recently one of the world's most popular languages is English. English has become the world's contact language and learning English seems to make the communication simpler. The Government has a project to enhance the quality of education through the construction of an international standard model school. School as an educational institution which is closed with English based on the International Standard. English is a part of a curriculum that Indonesian students should be studying from elementary to college.

Based on the experiences of the Researcher while doing teaching at SMP Negeri 6 Tanjungpinang, it is difficult to use English in the teaching and learning of English practice. The challenge exists because most students lack the ability to communicate in their school in English as a language. Chowdhury (2012), note that “classroom code switching is part of the global transformation of English language teaching methods and techniques.”

Relating to the observation-based reality, the English teacher's one alternative is to turn their code or language as a target language. It is not only to speed up the process of information acquisition, but also to facilitate their engagement in interacting with one another. Modupeola (2013) says "Teachers use code-switching technique to provide opportunities for students to interact and enhance understanding between students." The use of code-switching helps teachers convey the meaning of the lesson as it is not possible to teach all the materials using English and also to help advise the teacher not to have to waste any time trying to clarify or find the easiest words.

According Holmes (2001) Code-switching is the condition when someone switches from one computer to another. Code-switching is the alternative use of two separate languages in communication for people who speak two or more languages. They use code-switching to continue the conversation maybe a speaker will not be able to convey himself or herself in one language, so he or she will switch to another.

According to the researcher Code-switching is one of the communication techniques where it has been widely used in the teaching and learning process. It can be seen when an English teacher has been teaching their students in the classroom using other languages. Because of the point of view on code-switching in the teaching and learning process, the researcher is interested in researching the use of code-switching in an English classroom. The researcher carries out in researching "An Analysis of Code-Switching between Teacher and Students in English Classroom Activity at Eight Grade Students of SMP Negeri 6 Tanjungpinang".

In this study the researcher studied code-switching in an English classroom during the teaching and learning process. The researcher based on teacher and student utterances to find the types of code-switching and the factors which influence using code switching in an English classroom activity. Hopefully the research outcome would provide beneficial results for the development of the theory of the importance of code switching in foreign language teaching and this research has advantages for the development of awareness.

II. Research Method

Descriptive qualitative was the method used in this study. Creswell (2009) notes that qualitative research is descriptive in that the researcher is interested in the method, context, comprehension obtained through words and photographs. In this study, the researcher focused on teacher and students utterances created to explain the types of code-switching and the factors which influence using code-switching.

This research was conducted at SMP Negeri 6 Tanjungpinang. It is located at Jalan Arif Rahman No. 2, Tanjung Ayun Sakti, Kecamatan Bukit Bestari, Kota Tanjungpinang Provinsi Kepulauan Riau. The subject of the research was a teacher who teaches English and also several students of the Eighth Grade of SMP Negeri 6 Tanjungpinang.

The Researcher is the primary instrument in this research (Creswell, 2009). It means the researcher plays a significant role during the investigation. In addition, the researcher is the instrument of the research. It means that the researcher prepares, analyzes and presents the data in the fields to clarify the types of code switching and the factors which influence using code switching.

According to Levine (Chyntia, 2014), data analysis is the method of systematically applying statistical or logical techniques for explaining and illustrating, condensing and recapturing, and analyzing results. In this research, data collection is based on data from classroom observations, teacher interviews, and interviews with the students. The analysis of this research are included the types of code switching and factors which influence using code

switching in the English classroom activity. There are three steps the researcher uses in analyzing the data: organizing the data, classifying the data and explaining the data.

2.1 Observation

Observation is the practice or process of carefully observing something or another, or collecting knowledge. The types of observation that was used in this Holmes adapted research (2013). The researcher entered an English classroom using the Telegram Application to listen to the utterances of the teacher and students in the English classroom. The researcher did the study in the English classroom to find out the types of code-switching and factors which influence using code switching.

2.2 Interview

The interview is a way to find out more about the variables that factors which influence using code switching. The type of interview question that uses is the semi-structured interview in this research. Researcher interviewed the English teacher and some selected students using the application Telegram. The researcher then listened and transcribed to it. The researcher studied the types of code switching and the factors which influence using code switching.

III. Findings and Discussion

This part deals with the interpretation of the research findings. The researcher discussed the findings regarding the research questions there are the types of code-switching and the factors which influence using code-switching in English classroom activity at eight grade students of SMP Negeri 6 Tanjungpinang. The teacher and students used 2 languages (English and Indonesian) while the teaching-learning process was taking place in the English classroom. Every language has its own purpose. First, English is an international language, a foreign language and the lesson to be learned in school by students. Second, Indonesian is a regional language and the language of the connectors.

During the teaching-learning, the teachers and students used English as the object of the content, and Indonesia as the connecting language. In the English classroom activity the teacher and students must strive to speak as much English as possible. If students have strong English skills the teacher may also apply English. The researcher had done some activities to get the study results, there is observation and interview. After observing the telegram program that was used in the classroom, the researcher transcribed teacher and student utterances when doing the teaching-learning process.

3.1 Types of Code Switching

The result showed the first question was about the types of code switching. There are three types of code switching intended by Holmes (2001) that the teacher and students did: situation switching, tag switching, and metaphorical switching. From the data, the teacher and the students have done more situational switching than tag switching and metaphorical switches. The teacher and the students have done 9 situational switches, 5 tag switches and 1 metaphorical switch.

Example 1:

The data from VIII-3 day 1 (July 27th 2020)

Teacher : “*Ada beberapa temannya yg terkendala dengan jaringan dan lain-lain nya.. it’s ok.. you still have much time*”

This utterance happened at the end of the class activity. In the data above, the teacher switched from Indonesia to English. The teacher switched the code because not all of the students in the class get the point what the teacher says.

Table 4.1. Types of Code Switching

Class	Day	Types of Code Switching		
		Tag Switching	Situational Switching	Metaphorical Switching
VIII – 3	1	2 Utterances	4 Utterances	1 Utterance
	2	1 Utterance	3 Utterances	-
	3	2 Utterances	2 Utterances	-
	Total	5 Utterances	9 Utterances	1 Utterance

The data above indicates that more situational switching was performed by teachers and students than tag switching and metaphorical switching. The teacher and students did 9 situational switches, 5 tag switches and 1 metaphorical switch.

3.2 Factors Which Influence Using Code Switching

The second research question was on the factors which influence using code switching. In this study, the researcher found that there are four factors which influence using code switching of Holmes' (2013): rhetoric reasons, topic change, lack of vocabulary, and participants in conversation. The data show that the teacher and the students lacked more vocabulary than the conversation participants, the rhetorical reason and the topic change. The teacher and students were 7 times lack of vocabulary, 6 times a conversation participant, 4 times rhetoric reason and 2 times the topic change.

Example 2:

The data from VIII-3 day 1 (July 27th 2020)

Teacher: “**Don’t you have any brothers and sisters?**”

Student: “*Punya miss..*”

In the example above, the teacher gives the question used English and the students answer used Indonesia. This utterance happened because the students didn’t know how to answer used English. So, they answer the question used in Indonesia.

Table 4.2. Factors Which Influence Using Code Switching

Class	Day	Factors Which Influence Using Code Switching			
		Rhetoric Reason	Topic Change	Lack of Vocabulary	Participants in the Conversation
VIII – 3	1	3 Utterances	2 Utterances	4 Utterances	2 Utterances
	2	1 Utterance	-	1 Utterance	2 Utterances
	3	-	-	2 Utterances	2 Utterances
	Total	4 Utterances	2 Utterances	7 Utterances	6 Utterances

The data above indicates more lack of vocabulary by teachers and students than by participants in the conversation, rhetoric reasons, and topic change. The teacher and students were 7 times lack of vocabulary, 6 times a participant in the conversation, 4 times rhetoric reasons and 2 times the topic change.

During teaching-learning, the teacher applied both English and Indonesia to an English classroom activity at VIII-3 had certain reasons, it is proved by the teacher's interview performance.

Researcher : “Why do you switch those languages? Is there any special situation that you have to switch your language in English classroom activity?”

Mam Indri : “In my experience, I found that there were many students that lower, I meant they have lack of vocabulary. Maybe from the Elementary school they didn't study English, so I have to switch the language from English in to Bahasa Indonesia. So, in order to make the class active so that's why I have to switch the language.”

The teacher said the students lack vocabulary from the interviewed, since the students did not learn English in elementary school, so they would learn English from the beginning in junior high school. They didn't know how the English language sentence can be formed. So, they change their language. The reasons for the teacher doing code-switching in English classroom activity was to help the students understand the content or instruction well for doing the exercise and the teacher felt happy to do the code-switching when explaining the lesson because the teacher wanted the students to get the point about what the teacher was talking.

The students said why the teacher is expected to move the language from English to Indonesia is proved by the students interview result.

The Researcher: “Menurut kamu, jika guru selalu menggunakan bahasa inggris pada saat mengajar bahasa inggris bagaimana?”

Student: “Menurut saya guru yang menggunakan bahasa Inggris dalam pembelajaran kurang efektif untuk murid untuk memahami dengan detail dan jelas apa yang disampaikan oleh ibu guru tersebut, setidaknya ibu guru tersebut bisa menyelinginya dengan bahasa Indonesia agar murid-murid seperti kami bisa memahaminya lebih jelas lagi dan lebih rinci”.

Meanwhile, the students said in the interview that the students can't understand more information about what the teacher says while explaining the material in the English classroom operation are the reason why the English teacher will switch the language when doing the teaching-learning. Finding types of code switching and factors which influence using code switching in English classroom activity indicates that code switching plays a positive role in English-language classroom activity.

IV. Conclusion

Based on the results of the data analysis and the findings in the previous chapter, it can be inferred that there are three types of code switching (tag switching, situation switching, and metaphorical switching). There are four factors which influence teachers and students to use code switching in English classroom (rhetorical reason, subject change, lack of vocabulary, and participant in conversation).

From the data, shows that the teacher and students did more situational switching than tag switching and metaphorical switching. The teacher and the students have done 9 situational switches, 5 tag switches and 1 metaphorical switch. Also from the data shows that the teacher and students did more lack of vocabulary than participants in the conversation, rhetoric reason, and topic change. The teacher and students were 7 times short of vocabulary, 6 times a conversation participant, 4 times rhetoric reason and 2 times the subject change.

This research may be a guide for readers interested in studying code switching when performing another research with the same theory or object. For Other researchers, the researcher hopes may be able to examine other English teachers and students from a different class. In addition, the other researcher could apply another code-switching theory which is intended by another expert, depending on the object of the study. For English teachers, this study can be a guide in the code-switching method used as a communication tool for teaching and learning. In English classroom activity teachers can use code switching with their pupils. As a result, the students are supposed to be able to get used to talking in the classroom.

V. Refferences

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