TEACHER'S CODE SWITCHING IN ENGLISH CLASSROOM AT SMAN 2 BUKITTINGGI, WEST SUMATRA

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Abstract

This research aimed to see the code-switching did by the English teacher at SMAN 2 Bukittinggi, West Sumatra and the purposes of doing so. The population of the research was all English teachers at the school, and the sample is one English teacher in the school, picked randomly and the teacher was non-native speaker of English. Technique of data collection was audio recording that was gathered by taking several audio recordings. Method of data analysis was done through analyzing the transcript of teaching and learning process in English subject. All the activities during 100 minutes teaching and learning were analyzed further. The result of the research showed that mostly during the lesson, the teacher used the target language, in amount of 69.54% from the total talk teacher did during the lesson. Therefore, it shows that the tendency that teacher had in her mind she should use as much English as possible in the classroom. For the function of doing code-switching, mostly because the teacher wanted to clarify the information (49.1%) and classroom management (25%).
Key Words: *Code-Switching, English Subject, Classroom Communication.*

INTRODUCTION

Although code-switching research is mostly associated with the field of bilingual environments and communities, the research of code-switching in the foreign language classroom is arise nowadays. From then on, there has been a debate between different views on whether it is helpful to do code-switching in the foreign language learning classroom. Advocates of intra-lingual teaching strategy, believe that teachers should aim at creating a pure foreign language environment since they are the sole linguistic models for the students and that code-switching will result in negative transfer in foreign language learning. On the contrary, researchers in support of cross-lingual (code-switching) teaching strategy, argue that L1 (the first language) can promote the learning of TL (target language) and L1 deserves a place in foreign language classroom. Code-switching is a good strategy of efficiency in foreign language teaching.

Code-switching is usually used by people who speak more than one language, can be in formal and informal situation of communication. Rosa (2008) also says that code-switching is a situation when a speaker changes the language he uses from one language to another. He also proposes that there are two kinds of code-switching: situational code-switching and metaphorical code-switching. The first type occurs when the language used by the speaker got changed according the situation, while the other type occurs when the topic of the conversation requires a change in the language used. Moreover, Code-switching is also known an integral part of bilingual communication that is used by speakers which combine a language into another language or variation alternate between one and another in a single conversation (Hamzah, 2008). Therefore, according to Kamwangamalu in Hornberger (2010), codes-witching is straightly speaking the characteristic feature of the linguistic behavior of bilingual speakers.

Furthermore, Kamwangamalu (2010, p. 116) defines code-switching as the intersential alternating use of two or more languages or varieties of a language, in the same speech situation. He also argues that other terms can be used for code-switching, related terms are for instance: code shifting and code mixing. Meanwhile, Gumperz (1982) states that code-switching is contextualization cue which the speaker switching from one language to other language(s).

The practice of alternately using two languages is called as code-switching. Code-switching is a linguistic phenomenon commonly occurring in bi- and multilingual speech communities (Mahootian, 2006). People who switch the language should have purposes, such as to quote someone, qualify message, amplify or emphasize, convey confidentiality, anger and annoyance, mark and emphasize group identity (solidarity), exclude someone from conversation, change role of speaker, rise status, add authority, show expertise and continue the last language used. (Grosjean, 1982).

In Indonesia, English is seen as foreign language and this language is taught in formal study since elementary school until university level. Khaerunnisa (2016) states that tendency of multilingual to switch the codes happened in many level of school in Indonesia since switching language allows the teachers to deliver the English materials easier to the students rather than using pure and fully English during the teaching and learning process in the classroom.

Since the appearance of code-switching used by the language teachers, consciously or unconsciously, it is necessary to see in order to find the effectiveness of code-switching and the influence toward the lesson giving by the teacher. Therefore, the scopes that will discuss in this paper are around: (1). the comparison proportion between English and other languages used by teacher in teaching English lesson in the classroom, (2). the form of code-switching used by the teacher, and (3). the reasons why does the teacher use code-switching in class communication.

METHODOLOGY

Research design in this study was chosen to fulfill the need of research purpose. The purpose of this research was to investigate an English teacher's code switching in an English class; these included types of her code switching and functions of her code switching. Relevant to the aforementioned purpose, this study used qualitative approach with case study design. The overall purposes of qualitative approach are to achieve an understanding of how people make sense out of their lives, delineate the process of meaning-making, and describe how people interpret what they experience (Merriam, 2009, p. 14).

The design of this research was descriptive qualitative research since the researcher wanted to see the code-switching done by the English teacher in SMAN 2 Bukittinggi, West Sumatra. Population for this research was English teachers who taught English at SMAN 2 Bukittinggi, West Sumatra. The sample is one teacher, picked randomly and she is non-native speaker of English. Beside English, she is also capable speaking in Indonesian and Minang language (traditional language in West Sumatra). The teacher are observed during the teaching and learning process in the classroom and are recorded through audio media in order to analyze further about the interaction and communication appear during the lesson.

The source of the data was classroom discourse. Therefore, the data are gathered by taking several audio recordings from audio recorder, hand-phone and smartphone tablet. In the teaching, the teacher is giving material about *Asking and Giving Advise* (transactional

text), done in class XII IPS 1 for about 100 minutes (two-hour teaching). The lesson is started with praying together, reading the Holy Qur'an and the translation, and then come to the teaching and learning process of English subject. All the activities during 100 minutes are recorded in order to get the whole data to be analyzed further.

The researcher put the recorders in places that is viewed as strategic places and allow all the activities got recorded and far from unwanted noise. The researcher also took note during the teaching and learning process in order to help the researcher to make the transcript of the activities, and also as guidance whether some words or sentences could not be recorded clearly by the recorders. For example, certain students who sit at the back side of the classroom will difficultly recorded because of the distance between the students to the recorders.

The appearance of the code-switching among sentences is defined by looking at the code used by the teacher. When the teacher moves from one code to another which is identified as turn relevant place or for a whole and complete sentence, it is regarded as a code-switching. Therefore, the discussion will take part in why the teacher does such thing in order to find out why the code-switching happens and why the teacher does so.

FINDING AND DISCUSSION

The teacher is chosen based on the seven available English teachers in SMAN. 2 Bukittinggi by choosing randomly and a chosen teacher indicates that she uses both English and Bahasa Indonesia during the teaching and learning process. Based on Hamzah (2008), the types of sentences that are used by the teacher can be classified as three groups; (1). Pure English sentence; (2). Pure Bahasa Indonesia sentence; and (3). Mix English-Bahasa Indonesia (Indonesian Language). Therefore, as the research has taken attention to those three types of sentence, it is found that in SMAN 2 Bukittinggi, West Sumatra the types of sentence based on the code used by the teacher are as follow:

Type of Sentence based on code used	Volume	
	F	%
Pure English sentence	315	69.54
Pure Bahasa Indonesia sentence	65	14.35
Mix English-Bahasa Indonesia	73	16.11
Total	**453**	**100**

Table 1. The language Code used by English teacher in the classroom

The table above indicates that mostly during the lesson, the teacher used the target language, in amount of 69.54% from the total talk teacher did during the lesson. Therefore, it shows that the tendency that teacher had in her mind she should use as much English as possible in the classroom.

1. The use of Code-switching
   a. Types of Code-switching used by teacher in the classroom
      i. Code-Switching through sentences without inserting any new information or any new textual instruction

This type of code-switching is used by the English teacher in order to deliver the main point of the questions or statements given, but not yet understood by the students as it could be seen by the students' reaction toward teachers' sentences. This can be in form of translating into the same language but giving explanation on it, or directly switch the language into students' first language. The example of this type can be seen as follow examples:

a. *Teacher   : Okay, now based on the dialogue what are the speakers use for their dialogue? Or what are the expressions the use in their dialogue? Ungkapan asking for opinions. Apa ungkapan yang digunakan dalam percakapan tersebut.*

b. *Teacher   : Apa arti deserve? What does it mean deserve? What does it mean deserve? layak, pantas. Deserve the promotion more.*

c. *Teacher   : Okay, what are you going to do with it? Okay. Apa yang akan kamu lakukan dengan barang tersebut. Okay.*

ii.   Code-Switching through sentences with inserting any new information or any new textual instruction

Examples:

a. *Teacher   : Apa artinya, opens up your world? Okay, learning another language opens up your world. Kita bisa mengetahui, kita bisa mengenal mengetahui perkembangan yang ada di dunia. So opens up your world.*

b. *Teacher   : I think your salesman is colorblind. Apa itu colorblind? Buta warna. Okay*

iii.   Translating or substituting word(s) or phrase(s) in the sentence

Examples:

a. *Teacher   : Tanggapan yang diberikan itu dalam percakapan tersebut about asking about opinions.*

b. *Teacher   : Okay, apalagi? "I was think about, I was thinking about giving promotion", itu tidak masuk kedalam asking for opinion. Itu masuk kedalam giving for opinions.*

iv.   Code-switching interactional word-function

In the discourse, it is found that some sections, the English teacher used some Indonesian language's words, such as "dah", and "nah", and then it continued by English sentence. The actions also occurred vice versa; the teacher also included English words, like "okay, "now", "next", or "so", and then followed by Bahasa Indonesia. This phenomenon can be seen as examples follow:

a. *Teacher   : Dari apa yang kamu lihat tadi, yang kamu dengar tadi, <u>okay, they are talking about their arguments or their opinions about learning another language. Dah.*

b. *Teacher   : Bagaimana kita bertanya pada orang lain, meminta orang lain untuk memberikan pendapatnya. <u>Okay, nah,</u> maybe this expression you ever express in your discussion or in a meeting ya.*

2. The purposes of using code-switching

The reasons why does the teacher use code-switching in class communication can be categorized based on the function as follow (Hamzah, 2008):

No	Function of Code-switching	The Usage	
		Frequency	Percentage (%)
1	Classroom Management	28	25
2	Inserting humor	0	0
3	Clarification of information	55	49.1
4	Increasing students' comprehension	21	18.8
5	Presenting the lesson	8	7.1
Total		**112**	**100**

Table 2. Function of Code-switching (adapted from Hamzah, 2008)

Since the lesson giving by the teacher is about transactional text in form of dialogues for listening skill (the teacher used multimedia videos as materials), the teacher tended to explain and ask more and more about the listening materials to the students. For some sections, the teacher tried to control the class to engage the students to participate actively. Therefore, at the end of the lesson, the teacher eventually presented the purpose of the lesson they got that day. During the interaction, the teacher never had a joke, since the teacher had the class seriously from the beginning until the end.

CONCLUSION

Based on the analysis of classroom discourse, it is found that it is normal for language classroom in Indonesia, especially as the research data found in this case, to have code-switching during the lesson since this condition helps much both teacher and students to gain the goals of the study. The teacher found easier to use code-switching in delivering the materials, so the students understand more about the lesson given during the classroom interaction, as well as the students get clear explanation about teacher's explanation. In this research, the teacher already used more target language rather than student's native language, even it is found that the use of code-switching is not really effective and appropriate in developing students' language proficiency. Therefore, the teacher, also all English teacher, should be given courses about using code-switching in language classroom, so the teachers can improve their students' communication, as well as the purpose of the study can be achieved well.

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