

## **UTILIZING OF CODE-SWITCHING BY TEACHER IN TEACHING ENGLISH AT GRADE XI MIA 1 SMAN 1 SUNGAI PENUH**

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### **ABSTRACT**

This research studied about how code-switching used by the teacher in classroom as alternative language in English subject. The subject of this research is one of teacher in SMAN 1 Sungai Penuh. The aim of this study were to analyze teacher's language use in classroom by looking what kind of code that is chosen and what functions teacher do code-switching. The data was gained from videotape which recorded during English class. Based on data analysis of teacher's script indicated that there are three kinds of language use in sentences: Pure English, Pure Indonesian and Mixing English-Indonesian. It was also obtained there are some functions of code-switching in teaching, namely, organizing the classroom inserting humor, clarifying information, increasing students' comprehension, and presenting the content of the material.

**Key Words: Code-Switching, Language Use**

### **INTRODUCTION**

The issue of linguistic switch in foreign language teaching was not a major subject of scientific study in past. But, recently, code-switching has attracted a considerable amount of attention. Fundamentally, traditions of language alternation became known with the ban on the use of the learners' first language (L1) in foreign language teaching (L2) and it was introduced with the Direct Method at the end of the nineteenth century (Wei and Cook, 2009).

In Indonesia, where English is studied as a foreign language so in the English subject classroom teacher and students switch the Indonesian with English. This effort due to make students easier to understand the lesson. If teacher only use English, the most of students do not understand what the teacher say. If teacher only use Indonesia, students can not gain the fluency in English beacuse there is no speaking English. Therefore, code-switching is the language choice in classroom. Where teacher combines these two codes. Teacher play important role in uses code-switching. Code-switching in Indonesian school precisely is not difficult to applied by the teacher because Indonesian are monolingual, we only have one official language namely Bahasa Indonesia. Thus, teacher only switch two codes here Indonesia and English.

### **REVIEW OF RELATED LITERATURE**

#### **Classroom Code Switching**

Code-switching has drawn truly research over the years. We all seem to know what classroom code-switching is about. For example, one can easily define classroom code-

switching as language alternation the alternating use of more than one linguistic code in the classroom by any of the classroom participants (e.g., teacher, students, teacher aide), and this can include both code-mixing (intra-clausal/ sentential alternation) and code-switching (alternation at the inter-clausal/sentential level) (Lin, 1990, 2008). In other words, Hornberger and McKay (2010: 116) view code-switching as the intersentential alternating use of two or more languages or varieties of a language in the same speech situation.

Codes switching in regular social context and code switching in language learning classroom have separate and distinct functions though sometimes some functions are common in both the situations. During the 1970s and 1980s classroom code switching was not viewed or analyzed seriously, rather in ESL /EFL classrooms students were obliged to use the target language within the classroom for any kind of communication. As classroom based research started to develop during the 1990s, so classroom language interaction started to gain priority in those researches, and classroom code switching started to gain importance in language learning classes.

### **Empirical Studies of Code-Switching in FL Classroom**

There are some studies that investigated teacher's code-switching in classroom. One of the earliest studies to break ground on classroom TL use was conducted by Guthrie (1984). Exploring the question of optimal classroom conditions for L2 acquisition, the researcher investigated the TL use of 6 university French instructors and found that most instructors used the TL in a great deal of the time. Of the 6 instructors, 5 apparently used the TL 83% to 98% of the time.

Through their observation of thirteen different L2 classes, including many typologically unrelated languages, at the University of California, Los Angeles, Duff and Polio (1990) found that there was a range of from ten to 100 percent FL use by teachers, which represented a wider range than reported previously. Opposite to them, Rolin-Ianziti & Brownlie (2002) concluded that the use of the native language was conducive to the correct understanding of the newly input target language for the students by describing 4 high school classes. Rolin-Ianziti & Brownlie also conducted an analysis of the 5 classes in 4 teachers' French class quantitatively and qualitatively and concluded that code-switching mainly involved in 3 functions: translation, meta-linguistic uses and communicative uses. Storch and Wiggleworth studied the use of L1 in task solving process of adult second language learners and found four functions of L1 use: task management, task clarification, vocabulary and meaning exploration, and grammar presentation.

The studies above have made great contributions to the studies of teachers' code-switching in FL classroom. However, this study limited in only to analyze teacher's language use in classroom by looking what kind of code that chosen.

## **RESEARCH METHODS**

The research used descriptive analysis method. The participant of the research is an English teacher who teaches in SMAN 1 Sungai Penuh, especially in class XI MIA 1. The

teacher is a woman and not a native speaker. She speaks vernacular language and also Indonesian. The data of this research is collected by using mini tape recorder with permission from teacher and students. The record was taken during English subject class, in two hours (2x30 minutes). Researcher recorded teacher's voice during teaching and learning process. It also for recording students' voice to know their respond during teacher's speak. The tape recorder is in position that can reach teacher and students' voice. All teacher and students voice are transcribed into a script. The emerge of code-switching between sentences identified by seeing codes that use by the teacher. If she switch from one code to another code in one full sentence in one turn so that this thing is supposed as code-switching. Then, the discourse which involved code-switching would be analyzed to find the factors teacher do code-switching.

## RESULTS AND DISCUSSION

From data analysis of teacher's script indicated that the language that used by teacher is English and Indonesian. When identified it, researcher found there are three kinds of language use in sentences. Pure English: pure Indonesian and mixing English-Indonesian. The table below indicate the sentence proportion which produced by the teacher based on language use:

**Table 1. Usage of Language Codes in English Class XI MIA 1**

Type of sentences based on code	Volume	
	F	%
English sentence	93	43,25
Mixing English-Indonesian sentence	44	20,47
Indonesian sentence	78	36,28
<b>Total</b>	215	100

The table above implies that the teacher use sentences in target language is 43,25 % and source language 36,28 % and mixing between source language and target language in 20,47 %. First, the volume which teacher used English is high (43,25), it mean that teacher can speak English well, although the frequency she use Indonesian is also high. Second, the teacher switch the codes and use Indonesian is to make students understand the lesson, because not all of them can gain the material which conveyed by the teacher if she only use English. The teacher also use code-switching sentences to translate the English sentence either in some part or whole sentence. Thirdly, mixing English-Indonesian is optional because from the table that teacher only use code-switching as option (only 20,47 %). This because teacher is comfortable use only English or only Indonesian.

The ideal English class is where the teacher the most use the target language and code-switching. If the number of code-switching is low than source language, automatically students can not develop their proficiency in target language well. Because they found difficult if teacher only use English, and are not be able to speak if teacher only use Indonesia. This the finction of code-switching. Students know the English sentence and the

meaning in Indonesia if teacher use code-switching.

As a country that determines English as a foreign language, the teacher in Indonesia must be able to use English in presenting the material in class. Indonesian remains a language of instruction, but it would be very nice if the teacher can use the English language good view because it will assist students in acquiring a second language. The investigative research on one of the teachers at SMAN 1 Sungai Penuh seen that teachers are able to use English well, although sometimes she also uses Indonesian and code-switching.

### **Types of Code-switching in Classroom**

According to Hamzah (2008) there are some types of codes that used in class as follow:

#### **1) Code-switching among sentences without inserting new information or new textual instruction**

This type of codes particularly occur with two possibility. First, it makes students are easier understand and second, it need the students' respond.

#### **Example:**

Teacher : *Ok, exercise one here, we have a picture. Take a look at the picture. Lihat gambarnya and then answer the following questions on the space provided. Jadi, jawab pertanyaann ya di tempat yang telah disediakan disitu. Like a no.1 where are this people?*

Student1 : *di hotel..*

Student2 : *hotel*

Teacher : *bagaimana menjawabnya?*

Student1 : *in hotel,*

Student2 : *they are in hotel.*

Student3 : *at the hotel*

Teacher : *at hotel atau at the hotel. Atau they are at the hotel. they are at the hotels.*

#### **2). Code-switching among sentences with inserting new information or new textual instruction**

In this code the teacher add new information abot the content in order to students focussed on material.

#### **Example:**

Teacher : *Ok, ee next, we come to the material for today there is about telephone reservation. Have you ever made a reservation before?.*

Students : *(silence)*

Teacher : *Sudah pernah membuat reservasi sebelumnya?. Do you know about reservation?*

Students : *no....*

Teacher : *tahu reservation?*

Students : *no....*

Teacher : *do you, are you familiar with booking?*

Student : *aa... yes*

Teacher : *aa... reservation is the same with booking.*

### 3). Translation or substitution word or phrase in sentence

This type mixes two codes in one sentence to make students understand the meaning of unknown word.

#### Example:

1. Tiket penerbangan *or ticket to an event*.Tiket untuk sebuah acara.
2. kalau kita ingin pergi ke.. ee... tempat *outbound* dengan sekolah. Berarti kita harus *booking* dulu kan tempatnya!
3. Bahwa semua kamar sudah di pesan. *Reserve* disini kalau kamarnya sudah terisi bisa juga kamu gunakan *occupied*.

### 4). Code-switching Interactional Particle

Interactional Particle is use for discourse sign. It can be from Indonesian such as “nah”, “jadi”, “begitu” and so on or from English like “now”, “next”, “so”, “then” etc. These presented in the table below:

**Table 2. Usage of Discourse Signs**

Discourse Signs/ Interactional Particle	Matrixs Language			
	English	Eng	Ina	Total
OK		24	14	38
Next		4	0	4
Then		3	0	3
So		5	0	5
Now		1	0	1
<b>Total</b>		<b>37</b>	<b>14</b>	<b>51</b>

**Table 3. Usage of Interactional Particles**

Discourse Signs/ Interactional Particle	Matrixs Language			
	Indonesian	Eng	Ina	Total
Ya		17	11	28
Nah		2	7	9
Jadi		0	12	12
Coba		0	3	3
Boleh		7	2	9
<b>Total</b>		<b>26</b>	<b>35</b>	<b>61</b>

Table above indicates that the teacher who teaches in grade XI MIA 1 use many discourse signs and interactional particles in Indonesian than in English. And the most word that used are “Ok (38 times) and Ya (28 times)”. But fortunately, teacher use ok in English not in Indonesian because the way she pronounce it in English. The particles assist teacher in giving the instruction. Therefore, students will understand easily.

### Why Teacher Do Code-switching

The aim of teachers do code-switching is to make the material submitted becomes more easily understood by students. Because as we all know high school students are still very few who can understand English very well. Therefore, teachers must be able to respond to this well. According to Hamzah (2008) Another goal is to motivate students with a variety of reasons such as managing learning teaching so that students do not fuss, clarify learning and so on. The proportion of the use of code based functions can be seen in the following table:

**Table 4. Functions of Code-Switching**

No	Function of Code-switching	Usage	
		F	%
1.	Organizing the classroom	18	40,9
2.	Inserting humor	0	0
3.	Clarifying information	11	25
4.	Increasing students' comprehension	10	22,73
5.	Presenting the content of material	5	11,37
<b>Total</b>		<b>44</b>	<b>100</b>

As look on the table, it acquired that code which the most use by the teacher is organizing class 40,9 % and the second place is clarifying information 25 %. The teacher did not use inserting humor in class, it indicated that the teacher is serious personality.

In this study the research only describing why teacher used code-switching in general, not explain in detail because the study only focus on how code-switching occur in class and as optional language use.

### CONCLUSION

Dealing with research findings, after an investigation at one of the teachers who teaches in grade XI MIA 1 SMAN 1 Sungai Penuh, the teacher was able to use and instructing English well. It is characterized by her frequent use of language support English and code-switching in teaching. There are some functions of code-switching in teaching, namely, organizing the classroom inserting humor, clarifying information, increasing students' comprehension, and presenting the content of the material. From it function, there is one that does not run that inserting humor teacher, because the teacher is not the type of people who seem humorous, then she does not use sentence of humor in the classroom. But the important thing is how the teaching in the classroom for the better good use English, Indonesian and code-switching, teachers can deliver lessons well and students are also able to accept the lesson well.

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