

A TEACHER'S CODE-SWITCHING IN ENGLISH CLASSROOM

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Abstract

This study aims to look into different the types of code-switching that the teacher employs when teaching English at Al-Hidayah Boarding School and the function of the teacher's code-switching on English learning at Al-Hidayah Boarding School. This writer has conducted this study through a qualitative method with a case study design. An English teacher is a subject in this study. The writer has collected the data using observation and interview instruments. The results of the data analysis showed that the use of code-switching by the teacher in English teaching at Al-Hidayah Boarding School occurred in a total of 199 cases; (1) intra-sentential code-switching occurred 88 times, (2) inter-sentential code-switching 76 times, and (3) tag code-switching occurred 35 times. The function of code-switching used by the teacher found three functions; Topic switch, affective function, and repetitive function. The teacher used code-switching mostly to assist him in conveying material with repetitive functions to avoid misunderstandings.

Keywords: *Sociolinguistic, Code-switching, Teaching English*

Introduction

The concept of language is both an abstract one and something that is recognized by all people. People continuously demonstrate that they have access to it by using it appropriately (Vaisey & Miles, 2017). We'll see that this idea of correct usage encompasses a wide range of abilities and pursuits (Wardhaugh & Fuller, 2021). Language is created via spoken words or meaningful written information (Veivo & Järvikivi, 2013). English is one of the most widely spoken languages in the world, among many others (Pandarangga, 2015). English is a global language that is frequently used in conferences attended by many nations speaking various national tongues, such as those in world trade and business. Its speakers are pulled together due to a variety of factors such as political unrest, immigration, educational opportunities, and geographic location (Rahayu, 2019).

When it comes to communication, English is important. Learning English raises one's prestige and presents more options in the fields such as business, technology, world trade, and academics (Altbach, Reisberg, & Rumbley, 2019). Furthermore, individuals all over the world use the English language to describe themselves because English is the world's most commonly used language, including in Indonesia (Dörnyei

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& AL-HOORIE, 2017). (Rao, 2019) argued that English is the primary language of the English State, currently spoken in many other nations and used as an international language interaction worldwide. As a result, English became a common language among people.

Different languages were spoken by various nations and ethnic groups around the world, as each group spoke various languages. For example, Indonesians speak a single national language, with each tribe speaking its dialect, like Sundanese, Javanese, Balinese, or Madurese, the first (Novitasari, Tjandra, Sakti, & Nakamura, 2020). These languages are often used to socialize with individuals from the same geographical location, tribe, or ethnicity.

In the teaching of English in a classroom setting, transitioning from English to Indonesian or another language can be used as a communication style (Ansar, 2017). Code-switching is mostly used in schools as a communication technique, providing the opportunity for students to fully understand the concepts being taught and facilitating the smooth flow of classroom education. This suggests that the process of code-switching in the classroom contributes to bridging the gap of misunderstanding between the teacher and the students, especially when it comes to sharing knowledge. Code-switching can therefore aid students in communicating with their teachers and classmates in English class while also allowing them to convey their ideas (Azlan & Narasuman, 2013).

In this case, the writer will observe the English teacher switching the language between Indonesian and English in the classroom during the process of learning. The writer chooses the context of this sociolinguistics study in education over any other public subject because the goal of the study is to detect and understand English code-switching in the context of education through direct observation and also to find out if code-switching is effective in teaching English.

The writer will focus on analyzing and identifying different code-switching types, as well as the function of code-switching performed by the teacher at Al-Hidayah Boarding School when teaching English.

Literature Review

Sociolinguistic

A branch of linguistics called sociolinguistics looks into the relationship between language and its speakers of it. (Wardhaugh & Fuller, 2021) explained that Sociolinguistics would be the science of the relationship between society and language to have a better knowledge of how organized language is used and how it is utilized in communication. While according to (Chevrot, Drager, & Foulkes, 2018), sociolinguistics is an integrated branch of research that combines sociology and linguistics. The study of individuals in society is known as sociology, whereas the study of individual language is known as linguistics. As a result, sociolinguistics may be characterized as the branch of linguistics focused on community language use.

Considering the mentioned constraints of sociolinguistics, it can be stated that sociolinguistics is composed of three main elements: language, society, and the

connection between linguistics and society. Language in society is discussed or studied in sociolinguistics. How people in the community communicate using language, and how individuals interact with each other to share personal views.

Code

In communication, A code is a system of transforming a part of a message (such as a letter, word, or phrase) into a different context or interpretation, which does not have to be of the same kind. Encoding is the procedure through which an object converts information to data, which are then transferred to the observer, such as a data processing device, in communications and information processing (Al-Azzawi, Saadoon, & Mahdi, 2018).

People choose different codes in diverse situations in regular interactions. The term "code" applies to a variety of different languages when people study a language around the world. Any system that allows two or more individuals to communicate can be referred to as code. Language or element of a language is sometimes known as code.

Code-switching

1. Code-switching definition

Hymes stated that the rotating usage of some different languages, dialects or even speech styles is known as code-switching (Yuliani, 2013). According to (Wardhaugh & Fuller, 2021), code-switching occurs when people usually need to choose a certain language every time they want to talk, a speaker can choose to switch through a code towards another, or even in sentences, they mix their code then resulting in a new pattern.

Switching languages has become prevalent in society, which believes that changing their language will make them appear more distinguished. It will be possible to switch languages so they will be able to interact in another language. Furthermore, regardless of how the external information appears, code-switching appears to serve a role in communication that facilitates and assists thinking. When a speaker switches languages, it doesn't mean the message is unclear, rather, it's an attempt to make the information more understandable.

2. Code-switching types

This research will use the theory of code-switching types by (Cantone, 2007) which mentions three code-switching types, here is the explanation.

a. Intra-sentential switching

It is the most complex type of switching. In this type, this type happens inside a clause, a phrase boundary, or even in a single word. There are no interruptions, apprehensions, or pauses to signal a transition in the mid of a phrase. It indicates that within the same sentence, speakers move from one language to another.

b. Inter-sentential code-switching

Speakers switch the language when they speak between clauses or sentences, which is known as the Inter-sentential code-switching type. This transition might appear at the beginning of the sentence or the end of a sentence. Furthermore, inter-sentential switching may occur alternately between clauses. In summary, this

type happens when a sentence in one language ends and the next phrase or clause begins in a different language.

c. Tag code-switching

The process of adding a short word from a language into a speech that is otherwise completely in another language is known as tag code swapping. It's when a bilingual puts a tag from one language to a remark in the other language, like "Right, I mean, Good, You know, Sorry," and so on.

3. Function of code-switching

(Hamid, 2016) list three functions a topic switch, affective functions, and repetitive functions. To get a better understanding of these, a brief overview of each function will be helpful.

- a. Topic Switch. The teacher changes his or her words to the topic of the discussion in this situation. It's particularly prevalent in grammar classes, where the teacher shifts to his students' native tongue while such grammar points are being discussed at the time. Students' awareness is brought to new information in these situations due to the usage of code-switching and the use of their primary language. It can be advisable to construct a bridge from the native language to the new foreign language material at this point to distribute the new meanings.
- b. Affective function. In this situation, the teacher employed code-switching to create togetherness among the learners. Furthermore, code-switching can be said to contribute to the creation of a friendly language-learning atmosphere in the classroom. As previously said, it is not always an intentional procedure on the teacher's behalf.
- c. Repetitive function. In this situation, the teacher employed code-switching to convey relevant information to the learners. Due to the target language teaching, the teacher switches to their primary language to clarify understanding, stressing the importance of the second language information to achieve effective understanding.

Methods

The descriptive qualitative method was the method employed by the writer in this study. A case study as the research design. The subject of this research is an English teacher at Al-Hidayah Boarding School. This research was conducted during 2 English learning meetings.

The writer collected data by observation. The observation was used to know the type and function of code-switching used by the English teacher at Al-Hidayah Boarding School. During the observation, the researcher recorded the learning process so the data that hasn't been transcribed can be supported.

To analyze the data, The writer has completed the transcript process by transcribing the recordings that were previously collected, having collected recordings from a total of two learning meetings. After the transcribing was complete, the writer

analyzed the transcript and divided code-switching into type and function categories based on the theory employed.

Result and Discussion

During the two meetings that were observed, the teacher switched the language from either English to Bahasa Indonesia or Bahasa Indonesia to English. A total of code-switching occurred 199 Times divided into three different types of code-switching.

Table 4.1
Types of code-switching

NO	Type	Frequency		Total
		M1	M2	
1.	Intra-sentential code-switching	57	31	88
2.	Inter-sentential code-switching	49	27	76
3.	Tag code-switching	23	12	35
Total		129	70	199

Note:

M1: Meeting 1

M2: Meeting 2

Table 4.1, shows that the teacher at Al-Hidayah Boarding School in the XI grade switched codes 199 times during two meetings. Intra-sentential code-switching is the most common type of code-switching that was used. There are 88 occurrences of intra-sentential code-switching overall, of which 57 occurred at the first meeting and 31 occurred at the second meeting. Inter-sentential code-switching is the second-rank type of code-switching found in the observation, with 76 occurrences, of which 49 occurred at the first meeting and 27 occurred at the second meeting. This teacher also used a total of 35 types of tag code-switching, of which 23 occurred at the first meeting and 12 occurred at the second meeting.

The data of function of code-switching in the table below shows all the code-switching functions proposed by (Hamid, 2016), that is topic switch, affective function, and repetitive function.

Table 4.2
The function of code-switching used by the teacher

No	Function	Frequency	Total
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		M1	M2	
1.	Topic switch	22	10	32
2.	Affective function	47	25	72
3.	Repetitive function	60	35	95
Total		129	70	199

Table 4.2 above shows the functions of code-switching carried out by the English teacher in English learning. The table shows that the teacher performed code-switching which consists of three functions mentioned by (Hamid, 2016). The teacher did code-switching with functions topic switch with a total of 31. There were 22 that occurred at the first meeting, and 10 occurred at the second meeting. Then a total of 72 of the teacher did code-switching with functions affective function, 47 occurred at the first meeting and 25 occurred at the second meeting. Then, with a total of 95 the teacher did code-switching with functions of repetitive functions, it occurred 61 at the first meeting and 35 at the second meeting.

From these data, it can be concluded that the English teacher at Al-Hidayah Boarding School did more code-switching to assist him in conveying topics or material with repetitive functions so that the students would better understand what the teacher was saying.

Conclusion

Based on the statement of the problem and data analysis, the researcher concluded that:

The types of code-switching carried out by the teacher in the learning process which is proposed by (Cantone, 2007). The types were intra-sentential code-switching, inter-sentential code-switching, and tag code-switching.

The writer also identified the functions for the reason the teacher switches his codes when teaching English. Those were a Topic switch, affective function, and repetitive function.

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