AN ANALYIS OF CODE SWITCHING USED BY THE ENGLISH TEACHER IN TEACHING SPEAKING TO THE ELEVENTH GRADE STUDENTS AT SMK DWIJENDRA DENPASAR IN ACADEMIC YEAR 2019/2020

Fidelis Darung

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: fidelisdarung96@gmail.com

Gede Sutrisna

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Dwijendra
Email: gedesutrisna@undwi.ac.id

Abstrak

Penelitian ini bertujuan untuk menganalisis jenis-jenis alih kode yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara kepada siswa kelas sebelas di SMK Dwijendra Denpasar. Masalah dalam penelitian ini adalah "Apa jenis alih kode yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara di SMK Dwijendra Denpasar?

Penelitian ini menggunakan studi kasus yang berhubungan dengan jenis alih kode yang digunakan oleh guru bahasa Inggris dalam mengajar berbicara kepada siswa kelas sebelas di SMK Dwijendra Denpasar. Sumber data adalah kata-kata, frasa, klausa dan kalimat yang digunakan oleh guru selama proses belajar mengajar. Dalam mengumpulkan data, peneliti menggunakan langkah-langkah berikut seperti; rekaman audio, rekaman video dan catatan lapangan. Dalam menganalisis data, peneliti menggunakan tiga langkah; reduksi data, tampilan data, dan penarikan kesimpulan.

Selanjutnya, penulis telah mengumpulkan data penting yang berhubungan dengan tujuan penelitian. Ada 29 data alih kode yang digunakan oleh guru bahasa Inggris. Dari data ini, peneliti hanya menemukan tiga jenis alih kode yang digunakan oleh guru bahasa Inggris. Pertama, inter sentential switching memiliki dua belas data, intra sentential switching memiliki sebelas data, dan emblematic switching memiliki enam data

Kata Kunci: berbicara, mengajar, alih kode

Abstract

This research aimed at analysing the types of code switching used by the English teacher in teaching speaking to the eleventh grade students at SMK Dwijendra Denpasar. The problem of this research was "What are the types of code switching used by the English teacher in teaching speaking at SMK Dwijendra Denpasar?

This research used case study dealing with the types of code switching used by the English teacher in teaching speaking to the eleventh grade students at SMK Dwijendra Denpasar. The sources of data were words, phrases, clauses and sentences used by the teacher during teaching learning process. In collecting the data, the researcher used the following steps such as; audio recordings, video recordings and field notes. In analysing the data, the researcher used three steps; data reduction, data display and conclusion drawing.

Next, the writer has collected the important data dealing with the objective of the study. There were 29 data of code switching used by the English teacher. From these data, the researcher only found three types of code switching used by the English teacher. First, inter sentential switching has twelve data, intra sentential switching has eleven data, and emblematic switching has six data.

Keywords: Speaking, Teaching, Code Switching

1. INTRODUCTION

Code refers to speech varieties or dialects in a language or even language. This is widely used in the field of linguistics, and it is studied always in a social context (Prabaningtyas, 2016). Further, it is signal used by speaker to convey some message. The term of code switching means switching from one language variety to another when the situation demands (Hudson, 1996). It exists in bilingual and multilingual societies where people have the opportunity to use two or more languages to communicate. Being able to speak more than one language, bilinguals and multilingual can code-switch and use their languages as resources to find better ways to convey meaning i.e. switching their language into another in the construction of sentence to make the interlocutor understand.

In English as Foreign Language (EFL) setting, for instance, English teachers do not only use English as a medium of instruction in the classroom, but they sometimes also switch the codes or terms to native language to facilitate language learning, manage the class, and express empathy to the students (Nunan, 2003). Particularly, in Indonesia, code-switching is extensively used by English teachers based on the assumption that the students cannot fully comprehend the materials if they only use English. Besides, code-switching could also ease the teachers to give and clarify instructions for classroom activities, to give feedback to students, or to check students' understanding.

Based on the statements above, it can be said that switching from one language to another language is effective in continuously establishing EFL classroom communication. The use of code switching is to serve better in English immersion setting where they provide clarification when a word or phrase is not known. In addition, code switching can be a useful strategy in classroom interaction if the aim is to make the meaning clear and to transfer the knowledge to students in an efficient way. In short, the application of code switching is believed to be beneficial, particularly in order to motivate students to learn more, to engage and maintain students' attention, to provide a classroom atmosphere more conducive to language acquisition (Sutrisna, 2019).

This research was conducted to identify the types of code switching used by teachers in teaching speaking in eleventh grade of students in SMK Dwijendra Denpasar Bali.

2. RESEARCH METHODOLOGY

In conducting this research the researcher used a case study. An English teacher at SMK Dwijendra Denpasar was taken as subject of the research. She taught the eleventh grade students at SMK Dwijendra Denpasar. The teacher was chosen and investigated whether she used code-switching, and types of code switching used in teaching speaking.

There were two instruments used in this study or research, namely: video recording and field notes. First, video recording was used to help the researchers in gaining to more detail data in the classroom about code switching used by English teacher. Second, field notes. It was used to help the researcher to record what is taught by teacher related to code switching in the teaching and learning process in class.

3. FINDINGS AND DISCUSSION

Based on the results of the interview with an English teacher, it was found that the code switching turned out to be very functional in the classroom. It used almost every day in class with various reasons. Due to the differences of students' ability, they sometimes got confused when their teacher explained the material in English. In this case, teacher often switched to Indonesian therefore the students could have better understanding on what was being explained and discussed.

After completing the interview process, it was then continued to the process of collecting data to obtain or to find out the types of code switching used in learning or those used in class. From these six types of the code switching, there were only three types of code switching found. They were inter sentential switching, intra sentential switching, and emblematic switching. The data could be shown in the table below.

Table 1. Types of code switching used by the English teacher

No	Utterances	Types of code-switching		
		ISS	ITS	ES
1.	**Open your book page one hundred seventy nine! Your hand out page one hundred seventy nine!** *Buka modulmu halaman seratus tujuh puluh Sembilan yang dari Ms Sinta! Sudah?*	√		
2.	*Yang pertama lihat contoh disitu! Kita ulang ini. Lihat sini!* **Would you like to come to my birthday party?**	√		
3.	*Silahkan satu orang terjemah ini!* **Please translate this one!**	√		
4.	**Putu when you are going to read this word "would", you don't have to read this letter L.** *Jika kau ingin membaca kata ini,kamu tidak harus membaca L. Mengerti?*	√		
5.	*Dengar disini!* **Listen to me!**	√		
6.	**Have breakfast** *maksudnya sarapan pagi.*	√		
7.	*Bagaimana kalau jam 07.00?* **How about seven o'clock?**	√		
8.	*Ada yang bisa buat contoh lagi?* **Anyone can make an example?**	√		
9.	**Don't look at your notes!** *Jangan lihat di catatanmu!*	√		
10.	*Seperti yang kemarin saya sudah ajarkan yang modelnya* **go swimming, go shopping, go hunting, go jogging, tracking.**	√		
11.	*Menolak undangan.* **You are going to declaim an invitation by saying or providing your own reason.**	√		
12.	**Whatever is your reason, that's your reason.** *Apapun alasanmu itu alasanmu untuk menolak undangan itu.*	√		
13.	**Giving an invitation. Who can translate this one?** *Siapa yang bisa terjemah ini?* **Giving invitation?**		√	
14.	**Who else?** *Siapa lagi?* **Any other students?**		√	
15.	*Hari minggu depan bukan* **next week, next week** *beda dengan* **next Sunday.** *Ini hari minggu bukan minggu depan. Mengerti maksudnya?*		√	
16.	*Misalnya saya undang si Ayu.* **Would you like to come to my birthday party next Sunday!** *Maukah engkau datang ke pesta ulang tahunku hari minggu depan! Mengerti?*		√	
17.	*Makan malam bahasa inggrisnya? Silahkan! Misanya si Ayu.* **Ayu can you make an example relate to giving an invitation?** *Kau bisa membuat contoh untuk ini. Bisa? Maukah engkau makan malam denganku dirumahku sebentar malam!*		√	
18.	*Kalau omong.* **When you are going to talk to someone or to some persons you don't have to be nervous.** *Jangan gugup!*		√	
19.	*Dengar sini! Intinya disini.* **Would you like to** *apa? Apa disini kata kerjanya? Mengunjungi, makan, datang. Mengerti?*		√	
20.	*Misalnya,* **would you like to come to my house!** *Maukah engkau datang ke rumahku!* **Would you like to come to my house!**		√	
21.	*Nanti ada percakapan selanjutnya.* **There will be the next conversation.** *Ada percakapan selanjutnya.*		√	

22.	*Silahkan terjemah kalimat pertama ini!* **Please translate** *kalimat yang pertama ini!*		√	
23.	*Kalau ini* **I am afraid of high atau I am afraid of ghost.** *Maksudnya saya takut ketinggian.* **I am afraid of ghost, I am afraid of snake, I am afraid of your husband.**		√	
24.	*Ulang enjel!* **Again!** *Atau maukah engkau makan malam denganku dirumahku sebentar malam!*			√
25.	**The last one.** *Maukah engkau pergi berenang denganku hari minggu?*			√
26.	**Would you like to go tracking on Sunday in Ranaka? Would like to go hunting, would you like shopping out, would you like go swimming.** *Ulang!* **Again!** *Ulang!*			√
27.	**Sure I would love to.** *Ulang!* **Again! Sure I would love to.**			√
28.	*Sekarang.* **Now we come to the second point or B point accepting an invitation.**			√
29.	**Declaiming an invitation.** *Misalnya* **you give an invitation to your friend to come to your house next Sunday. Would you like to come to my house next Sunday! That sounds great.**			√
Total		**12**	**11**	**6**

NOTES:

ISS: Inter Sentential Switching
ITS: Intra Sentential Switching
ES: Emblematic Switching

Next, the data were analyzed by using the theories of types of code switching.

1. **Inter Sentential Switching**

    According to Hoffman (1991) inter sentential switching is a kind of code switching that occurs between clauses or sentences boundary, where each clause or sentences is in one language or other. Based on the theory above, the researcher found out twelve data dealing with inter sentential switching. Those types of inter sentential switching were extracted from excerpt 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

    (Excerpt 1)
    Open your book page one hundred seventy nine! Your hand out page one hundred seventy nine! *Buka modulmu halaman seratus tujuh puluh Sembilan yang dari Ms Sinta! Sudah?*
    From the data number one above, the teacher began to open teaching and learning process by asking the students to open their book in page one-hundred seventy-nine. At the beginning of the sentence, she began her utterance with English **"Open your book page one hundred seventy nine! Your hand out page one hundred seventy nine!"** and switch into Indonesia language *"Buka modulmu halaman seratus tujuh puluh Sembilan yang dari Ms Sinta! Sudah?".*
    Buka modulmu halaman seratus tujuh puluh Sembilan yang dari Ms Sinta! Sudah? This utterance is called inter sentential switching, because it is occurred in the sentences boundary. This called sentence boundary because the teacher inserted the inter sentential switching at the end of the sentence.
    The utterance above is included into repetitive function because the teacher repeats the instruction in target language to clarify the meaning of instruction.

    (Excerpt 3)

Silahkan satu orang terjemah ini! **Please translate this one!**

From the data three above, the teacher asked the students to translate the sentence that given by the teacher. At the beginning of the sentence, the teacher began her utterances with Indonesia language *"Silahkan satu orang terjemah ini!"* and switched into English language **"Please translate this one!"**

The utterance **"Please translate this one!"** is included into inter sentential switching, it is occurred in sentence boundary. This called the sentence boundary because the teacher inserted the inter sentential switching at the end of the sentence.

The utterance above is included into repetitive function; teacher gave an instruction to the students to translate the materials related to the topic. Here an instruction is given in Indonenesian language and the teacher repeats in the same target language in order to clarify the meaning of instructions for the students.

(Excerpt 7)

Bagaimana kalau jam 07.00? **How about seven o'clock?**

From the data number seven above, the teacher gave an example related to the topic of teaching and learning that they discussed. At the beginning of the sentence, the teacher started her utterances in Indonesia language *"Bagaimana kalau jam 07.00?"* switched into English **"How about seven o'clock?"** The utterances **"how about seven o'clock?"** is called inter sentential switching because it is occurred in the sentence boundary. This called sentence boundary because the teacher inserted the inter-sentential switching at the end of the sentence.

The utterance above is included into repetitive function, the teacher switched her language in order to clarify meaning of the sentence, the utterance is in Indonesia and the teacher repeats in the same English language.

2. **Intra Sentential Switching**

According to Hoffman (1991) intra-sentential switching is kind of code switching occurs within a phrase, a clause or a sentence boundary. Based on the theory above, the researcher found eleven data dealing with intra sentential switching. Those types of intra sentential switching were extracted from excerpt 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23.

(Excerpt 13)

Giving an invitation. Who can translate this one? *Siapa yang bisa terjemah ini?* **Giving invitation?**

From the data number thirteen above, the teacher asked the students to translate dealing with the language invitation "**Giving an invitation**". At the beginning of the sentence, teacher began her utterances with English *"Giving an invitation. Who can translate this one?"* switched into Indonesia language *"Siapa yang bisa terjemah ini?"* and switched again into English **"Giving invitation?"** The utterance *"Siapa yang bisa terjemah ini?"* is included into intra sentential switching because it is occurred within sentence and clause. The utterance *"Siapa yang bisa terjemah ini?"* is called sentence and clause boundary because the intra-sentential switching happened within English sentence and English clause.

The utterance above is included into repetitive function because the teacher switched her languages in order to transfer the necessary knowledge and to clarify the meaning of instruction.

(Excerpt 15)

Hari minggu depan bukan **next week, next week** *beda dengan* **next Sunday.** *Ini hari minggu bukan minggu depan. Mengerti maksudnya?*

From the data number fifteen above, the teacher explained about the material related to the language invitation. She began her utterances with Indonesian language *"Hari minggu depan bukan"* switched into English **"next week, next week"** and switched again into Indonesia language *"beda dengan"* and switched again into English **"next Sunday"** switch into Indonesia language *"Ini hari minggu bukan minggu depan. Mengerti maksudnya?"*

The utterances **"next week, next week"** and **"next Sunday"** are included into intra sentential switching, it is occurred within clauses. This called within clause because the intra-sentential switching happened within Indonesian clause.

The utterance above is included into repetitive function; the teacher used code switching in order to transfer the necessary knowledge. The teacher switched her language in order to clarify the meaning.

(Excerpt 20)

Misalnya, **would you like to come to my house!** *Maukah engkau datang ke rumahku!* **Would you like to come to my house!**

From the data number twenty above, the teacher started to make an example dealing with expressing of giving an invitation. From the data above the teacher began her utterances in Indonesia language *"Misalnya,"* switched into English **"would you like to come to my house!"** and switched again into Indonesia language *"Maukah engkau datang ke rumahku!"* then switched into English **"Would you like to come to my house!"** The utterance **"would you like to come to my house!"** is included into inter sentential switching, it is occurred within phrase and it is occurred in the sentence boundary.

The utterance above is included into repetitive function; here the teacher switched her languages in order to transfer the necessary language. She gave an example dealing with the topic being taught. An example is given in English and teacher repeats same in English.

3. **Emblematic Switching**

According to Hoffman (1991) emblematic switching well-known as tag switching. In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

Based on the theory above, the researcher found out six data dealing with emblematic switching. Those types of emblematic switching were extracted from excerpt 24, 25, 26, 27, 28, 29.

(Excerpt 25)

The last one. *Maukah engkau pergi berenang denganku hari minggu?*

From the data number twenty-five above, the teacher began to make an example used Indonesia language. At the beginning of the sentence she started with English **"The last one"** and switched into Indonesia language *"Maukah engkau pergi berenang denganku hari minggu"*.

Based on the data above, the utterance **"The last one"** is included into emblematic switching; it is happened as the tags of a sentence. The teacher inserted the utterance **"The last one"** at the beginning of the sentence.

The utterance above is included into repetitive function; here the teacher used code switching in order to transfer the necessary knowledge. The teacher was inserting sentence filler or sentence connector **"The last one!"** at the beginning of the sentence. Regarding the reason, Hoffman (1991) suggests that "language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally."

(Excerpt 26)

Would you like to go tracking on Sunday in Batur Mount? Would like to go hunting, would you like shopping out, would you like go swimming. *Ulang*! **Again!** *Ulang!*

From the data number twenty-six above, the teacher started to make an example dealing with the language invitation in English **"Would you like to go tracking on Sunday in Batur mount? Would like to go hunting, would you like shopping out, would you like go swimming"** and switched into Indonesia language *"Ulang!"* switched into English **"Again!"** and ended by Indonesia language *"Ulang!"*.

Based on the datum above, the word *"Ulang!"* is included into emblematic switching. It is occurred as exclamation. The teacher inserted the word *"Ulang!"* at the end of the sentence.

The utterance above is included into repetitive function; here the teacher used code switching in order to transfer the necessary knowledge. The teacher was inserting sentence filler or sentence connector **"ulang!"** at the end of the sentence. Regarding the reason, Hoffman (1991:115) suggests that "language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally or intentionally."

4. CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings and discussion in previous chapter, it could be concluded that there were three types of code switching that used by the English teacher for teaching speaking to the eleventh grade students at SMK Dwijendra Denpasar in the academic year 2019/2020. They were inter sentential switching, intra sentential switching, and emblematic switching. It was found that there were 12 utterances that belong to inter sentential code switching, 11 intra sentential, and 6 emblematic switching. In addition, there were some functions of code switching found on this research such as; 23 repetitive, 2 affective, and 3 topic switch function.

Suggestions

As non-native English teacher code switching is needed for the teacher in teaching and learning process. Therefore, the researcher suggest that the teacher should use code switching during teaching and learning process in the classroom in order to make the students understand about the teaching material. The next researchers are suggested to analyze more deeply about the code switching used by the English teacher in teaching other skills.

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