

TEACHERS' CODESWITCHING INSIDE AND OUTSIDE CLASSROOM

Lume^a

^aUNW Mataram, lumempd620@gmail.com

Tuti Riani Tamib

^bUNW Mataram, zaenuriismi170295@gmail.com

Abstract

In bilingual or multilingual society, Code switching is prevalent language used either in formal and informal situation. This study aims at finding out typology of code-switching, the percentage and the function of each type. The data were collected by audio recording. The study also observed the teacher used code-switching when teaching English. It was found that types of code-switching are inter-sentential switching, intra-sentential switching and tag switching. The percentage of each type that was used by the teacher is for the inter-sentential switching 37 %, for intra-sentential switching 43 % and 20 % for tag switching. The function of teacher's code switching is topic switch, affective function, and repetitive function. This study needs further study on the effect of such code-switching in teaching practice.

Keywords: *Code-switching and English Teaching Process*

INTRODUCTION

Human uses the language as the key to communicate with other people. According to Wardaugh (2006), language has to do with what the members of a particular society speak. A language is a system of conventional signal used for communication by a whole community. Communication is the way to exchange and share information either two people or more.

In this globalization era, there are many people who have ability to use more than one language. That phenomenon, in which people can speak more than one language, cannot be separated with the term bilingualism. Bloomfield defines bilingualism as "the native-like control" (as cited in Mackey, 2000). That description means, bilingualism is someone's ability in speaking other language

like the native speaker of the language that he or she uses.

Indonesian has one national language. Besides that, Indonesian also use other language in their communication. It can be local dialects or international language (English). They use local dialect, as their local identity, Indonesian language, as national language and foreign language like English. Thus, Indonesians speak two languages or more in one speech, so Indonesian can be called as bilingual or multilingual society. In multilingual society including Indonesian society, the use of two or more languages in communication practices becomes a common phenomenon because a participant is familiar with more than one language.

If we talk about multilingualism, we will find a phenomenon called as code switching. Hoffman (1993) argues that the most general

description of code switching is that it involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. Spolsky (1998) reveals that have a repertoire of domain related rules of language choice meaning that bilinguals are able to choose which language that he is going to use. This situation may be the basic reason why people do code switching in their speech.

In educational setting, the use of code-switching becomes a trend of English teachers when they are involved in English teaching and learning process. The teacher uses some languages in explaining one material or in one topic. Code-switching could be a strategy used by the teachers to help learners. Not only in part of explaining material, code-switching can be used in doing communication in class between teacher and students too. The students sometimes difficulties to understand the material because they do not know the meaning some difficult words, so it can be solved by using code-switching used by the teacher at Cendekia Islamic Boarding School.

In Cendekia Islamic Boarding School, the students are required to use English and Arabic in their daily conversation. This will also help the teacher in the classroom in explaining the material. They can be more interactive in the classroom by using English. On the other hand, code-switching is not only as teaching strategy but it can also be used as communication strategy in the classroom interaction and outside classroom.

LITERATURE REVIEW

Language and Context

Language is a system of sound, words, pattern used by human to communicated thoughts and feeling (Hornby, 1989). Smith Jr's definition is supported, reaffirmed and expanded in Crystal (nd): Language is a system of conventional spoken, manual, or written symbols by means of which human

beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

In communication process, language and context will effect each other. In one situation the people will use language as a commuication in certain context. As description of language and context , human will tend to use indonesian language if in the formal context aslike in the office or school. If in the classroom, specially in an english class situatio the people who related with the class will use english language. That situation because of the english language is result of learning process in the class that can use in formal context or nonformal context.

Speech Community

Each language defines a speech community, the whole set people who communicate with each other, either directly or indirectly, via the common language (Hocket, 1958).

According to Gumperz (1982), a speech community is any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal sign and set off from similar a of social aggregates by significant differences in language usage. He also adds that a speech community has a set of rules or system, including their verbal behavior or language. Because of the system, he further explains that the language of speech community can be analyzed both within the context of language it self and also within the boarder contexts of social behavior (Munfarida, 2010:13-14).

The search for a "true" definition of the speech community, or for the "true" boundaries around some speech community, is just a wild goose chase. We will indeed discover that just as it is difficult to define speech community, and for many of the same

reason. It remains so even we decide that a speech community is no more than some kind of social group whose speech characteristics are of interest and can be described in a coherent manner (Wardhaugh : 116-117).

Bilingualism and Multilingualism

People usually speak languages they master in daily use. For example, Indonesian people when they speak with their family. When they know more than one language, they may use both of which in their conversation, for example in the school and office. People use more than one language that occurs in situation of social context, which is a situation where they learn a second language in their communities.

Bilinguals are often broadly defined as individuals or groups of people who obtain the knowledge and use of more than one language. However, “bilingualism is a complex psychological and socio-cultural linguistic behavior and has multi-dimensional aspects” (Butler and Hakuta, 2006:1). So, it's not just two languages, but can be more than two languages. Spolsky (1998:45) defines a bilingual as “a person who has some functional ability in the second language.” This may vary from a limited ability in one or more domains, to very strong command of both languages.

According to MacKey (2000), bilingualism has nothing to do with language phenomena. However, it is in relation to the nature of its use. Nowadays, there are many people who are able to speak more than one language to the nature, especially it is common for people who live in bilingual and multilingual society. A person is called as bilingual if the person could speak two different languages. Therefore, bilingualism is the habit of using two languages in the interaction with other people. If we think about the capability of the people who use two languages or more, we are called

bilingualism.⁶ In other word, applying bilingualism implicates the people must have bilingual before they can apply bilingualism. This situation can be seen in Indonesia. Most of people do not use their parent's vernacular actively and use Indonesian language practically in daily communication.

Practically, bilingualism also happen for more than two languages. it is called multilingualism. In the other word, multilingualism is the use of three or more languages by an individual or by a group of speakers, such as inhabitants at a particular region or nation. Multilingual speakers outnumber monolingual speakers in the world's population. Multilingualism is taken for granted, and moving from one language to another in the course of a single conversation is very common.

Code Switching and Its Types

According to Gumperz (1981), Code switching is juxtaposing two varieties or dialects which have different linguistic features in terms of syntax, pronunciation, vocabulary and so forth. Code-switching is speech behavior that commonly take place in bilingual or multilingual speech community. Code switching may be used to indicate social identity and solidarity (Holmes 1992)). This definition denotes that code-switching as regional dialect or varieties. In other words, the code switching is not only to signal ethnicity but also to represent bilingual's communicative competence. In addition, code switching is the use of more than one language in the course of single communicative episode which is mostly motivated by great expectation of using one language in anytime (Heller, 1992).

After explaining the definition about code switching, this part will explain about the type of code switching. There are three types of code switching according to Poplack

(1980) namely, Inter-sentential Switching, Intra-sentential Switching, and the last Tag Switching.

The intersentential code switching is switching at the sentence level. Inter sentential code switching occurs when the speaker, after he / she has completed a sentence in one language, switches to another language in the next sentence, or occurs at sentence levels, where each clause or sentence is in one language or the other as illustrated in the following examples demonstrating code switching between English and Indonesian. For example:

“today we will study about letter ,
jadi siapa nih yang tahu tentang letter?”

From example above it is intersentential switching because the speaker has completed a sentence in English “today we will study about letter”, and then speaker switches to Indonesian “*jadi siapa nih yang tahu tentang letter?*” in the next sentence. Other example :

“*kok kamu kelihatan sedih,* what happen with you?”

From example above, it is include inter-sentential switching because the speaker has completed a sentence in Indonesian “*kok kamu kelihatan sedih*” then speaker switch to English “what happen with you?” in the next sentence. So, inter-sentential switching happens when the speaker after has completed a sentence in one language switches to another language in the next sentence.

Intra-sentential switching possibly the most complex type among the tree. Intra-sentential switching, code switching occurs two code within a clause. It’s mean that the speaker inserted phrases, clauses from another language within the same sentence. It means that the speakers switch from one language to

another within the same sentence. In which switches occur within a clause or sentence boundary.

For example:

“siapakah yang bisa answer this sentence?”

It is called code switching included intra-sentential switching. Because the utterance show that the speaker switches from English into Indonesian in the single sentence or utterance.

Tag switching in which tags in one language are inserted into an utterance otherwise in another. The speaker starts the sentence but attaches a tag-like switch (in English) at the end of the sentence to show emphasis or to symbolize that he/she is soliciting the opinion of the addressee. A tag code-switching happens when a speaker inserts short expressions (tag) from different language at the end of his/her utterances, e.g. “you know”, “I mean”, from one language into a clause or sentence in a different language. Since tags are subject to minimal syntactic restrictions, they may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules.

Functions of Code switching

The teacher use code switching by starting the lesson in the English language and may move into the second language. This ensures that the lesson is as communicative as possible. These functions are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult :

In topic csases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shift his language to the mother tongue of his student

in dealing with particular grammar point, which are taught at that moment. In these case, the students attention is directed to the knowledge by making use of code switching and accordingly making use of the native tongue. At this poin it may be suggested that a bridge from known (native language) to unknown (new foreign language content) is constructed in order to transfer the new content and meaning is made clear.

In addition to the function of code switching named as topic switch, the phenomenon also carries affective function that serve for expression or emotions. In this respect, code switching is used by the teacher in order to build solidarity and intimate relation with the students. In this sense, one may speak of the constribution of code switching for creating a supportive language environment in the classroom. As mentioned before, this is not always a consious process on the part of the teacher.

In this case, the teacher use code switching in order to transfer the necessary knowledge for the students for clarity. Following the instruction in the target language, the teacher code swithesto native languagein order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension.

Based on Mattson and Burenhult (1999), there are three function of teacher code-switching. They are : topic switch, affective functions, and refetitive functions. Topic switch occurs when the teacher alters his/her language according to the topic that is under discussion. While affective function used by the teacher in order to build solidarity and intimate relation with the students. Then, repetitive function used by the teacher to transfer the necessary knowledge for the students for clarity.

Language Classroom Code Switching

Hornberger and Mckay (2010) explains classrooms code switching entails simultaneous use of two language including target language such as English and student"s first language for interaction and intruotional exchanges. Teacher and students interact each other using two language and they may switch one language into other. Teacher also use two language and switch one language to another when give the interaction to the students.Code switching in the classroom is switching from one language to another languages use in the teaching and learning process in the classroom. The teachers that use code switching in their teaching and learning have some functions. "This is because in that way I hope to get a more varied insight to the different functions code switching have in the EFL classrooms" (Yletyinen, 2004). They are, Explanation, Requesting help, Pupils helping each other, Self-corrections, Moving from one activity to another, Code switching in clearing misunderstandings, Not knowing the English counterpart, Checking for understanding, Unofficial interactions, and Pupils' comments.

RESEARCH METHOD

This research took place at Cendekia Islamic Boarding School of East Lombok. The location of the School is at Jalan Pariwisata Aikmel. The reason for choosing this location is because the writer also stay in this Boarding School and she knows more about the condition of the School and the characteristics of the students. The research itself is focused on the second class of MA and it's consist of 32 students . The research also focused on English Teacher. This research was starting on september 2019 until october 2019, the time of the research was going during 1 month.

The observation technique which is used is observing and listening without participation. Sugiyono (2008) argues that a passive participation means the research is present at the scene of action but does not interact or participate. In this research, the researcher was as a passive participation with a structure observation and the researcher used the specification of observation to know the types of code switching. In this case the researcher observes and listens to the speech between teacher and students in the teaching-learning process in Cendekia Islamic Boarding School through the audio-visual speech recording.

The researcher employed an interview to the English teacher after did the observation. The interview was recorded by the researcher in order to avoid any missed information. The research conducted an interview in order to find out further information about the types and the functions of code switching used by teacher inside and outside classroom.

There are three instrument of interview: a notebook, a tape recorder, and a camera. In this research, a notebook used to write a note during the interview. A voice record used to record all conversations or discussion with the data source. A camera used to take picture after the reseacher and the informants or source the interview done.

The researcher analyzed the data taken from the observation and interview. The researcher used the following steps,

1. Making transcription

The researcher record the utterances, so the researcher transcript the utterances in the written form. Then, analyze the utterances.

2. Describe the kind of code switching used by the teacher inside and outside classroom.

3. Describe the purpose of code switching used in the process of teaching and learning English.

FINDING AND DISCUSSION

The findings showed all types of code switching simply occured in the classroom.

- a. Intra-sentential code switching.

(1) Teacher (subject A) : *nah, di dalam stisfaction itu ada contoh-contohnya atau ekspresi-ekspresi yang digunakan di sana*, for example,, what is the example ?

Students : *ekspresinya umi ?*

From the example above the teacher inserted clause with using different language of a single sentence. The teacher switches one language “*nah, di dalam stisfaction itu ada contoh-contohnya atau ekspresi-ekspresi yang digunakan di sana*” to another language “for example,, what is the example ?” in the single sentence.

(2) Teacher (subject B) : *mana kata yang mengatakan hal itu ? silahkan* , see your book. Come on !

As in line (2) intra-sentential switching was committed by using bahasa indonesia” *mana kata yang mengatakan hal itu ? silahkan*” as the attempt to ask the students “see your book. Come on !

(3) Teacher (subject A) : is it your steak satisfactory ?

Students : what the meaning stick umi ?

Teacher : steak *itu daging*.

This example shows that the teacher asked the students to translate about some expressions of satisfaction. The teacher did code-switching from English, “steak” to Bahasa Indonesia”*itu daging*”. The case shows that the teacher did Intra-sentential switching since the switching

occured in *Bahasa Indonesia* phrase within the English sentence.

b. Inter-sentential code switching.

- (4) Teacher (subject A) : I am little dissatisfy with the service here, *saya sedikit dissatisfy dengan pelayanan disini.*
(5) Teacher (subject B) : ok, what is the point of the first paragraph ? *apa poin dari isi paragraf pertama?*

From the examples above, the teacher switched their code to make the explanation to the students. So, the students were expected to understand the teaching materials or intructions better.

Another example of teacher utterances :

- (6) Teacher (subject A) : yes wait a moment (writing on white board). The example for dissatisfaction “ i am little dissatisfy with the service here “ *berarti ini yang tidak puas ya.*

Students : yes umi.

From example conversation above the teacher used code switching in teaching process. It called code switching because the teacher has a completed sentences in one language in this case English “i am little dissatisfy with the service here” and then the teacher switches to another language in the next sentence in this case Indonesian “*berarti ini yang tidak puas ya.*”. So, it is called inter-sentential switching.

c. Tag or Extra-sentential Switching

- (7) Teacher (subject B) : *Ok , jadi* the second paragraph what does it mean from the second paragraph ?

The teacher asked the students to translate the sentence. The teacher used *Bahasa Indonesia* word “*jadi*” then she

switched it into English sentence. In this case, the word “*jadi*” means “so” in English. However, the word “*jadi*” does not harm the grammar and the semantic of the English sentence. Thus, it is considered as tag switching.

- (8) Teacher (subject B) : *nah,* here directly you see the word !

From example above included code switching especially in tag or emblematic switching. the teacher started the sentence but attaches a tag like switch(in English and Indonesian). It’s mean that a tag switching happens when the teacher inserted short expression (tag) from different language at first or the end her utterance.

Functions of Code-switching

a. topic switch

- (9) Teacher (subject B) : have you finished all? *Langsung dikoreksi ya , nanti umi tanya satu persatu.*

This shows that the teacher used code switching for topic switch. The teacher asked the students in English whether the students had done their works or not. It can be seen from the teacher’s sentence, “Have you finished all ?”. then the teacher used switched code to Indonesian sentence, “*Langsung dikoreksi ya , nanti umi tanya satu persatu*” to inform the next activity. In this case the teacher did the code-switching in order to make the intruction clear about the next activity.

- (10) Teacher : bukan we are tapi were

In this example, the teacher was teaching about past form of tobe and she used code-switching.

b. Affective function

(11) Teacher : yeah, in his dream. *Dalam mimpi dia yah.*

(12) Teacher : *Yaampun cepat lah weee...* Taking fast yes as soon as possible.

From both example the affective function was brought into make joking with the students. The aim to build an enjoyable situation in teaching. Through this way, the teacher basically intended to be more intimate with her students.

c. repetitive function

(12) Teacher (subject A) : thats for satisfaction yah itu untuk satisfaction.

She was explaining the students about the example for satisfaction. She used repetitive fuction to make sure that her students could identify the examples for satisfaction .

(13) Teacher (subject B): ok, what is the point of the first paragraph ? apa poin dari isi paragrap pertama?

This case occured when the teacher and the students discuss about story. The teacher asked the students and she did code-switching on the sentence that she mentioned. The teacher asked the students whether the point of the first paragraph of the story in English sentence. The teacher then did code-switching with asking, "*apa poin dari isi paragrap pertama?* " which has the same meaning with the previous sentence, "what is the point of the first paragraph ?".

In this sub heading, the writer presents about the answer of the problems, which have been stated on the statement of the problem of this study. The problems are to what types of code-switching are used by teacher inside and outside classroom at Cendekia Islamic Boarding School and to

what are the functions of teachers code-switching inside and outside classroom.

The findings showed all the types of code switching as proposed by Poplack simply occurred in the classroom. The first type was intra-sentential switching of a phrase within a single sentence. The second type was inter-sentential switching code switching occurred after the speaker has a completed a sentences in one language, switches to another language in the next sentence . Whereas, the last one involved inserting a tag occurred when speaker inserted short expression from different language at the end of the sentences.

a. Intra-sentential Switching

This types was applied 20 times by the teacher through the two codes within a single sentence. The purpose of this type was to assist the students in understanding the meaning of certain difficult English phrases, clause in single sentence while explaining the certain topic.

b. Inter-sentential Switching

This type of code switching frequently appeared 19 times likely for two aims. Firstly, it could help the teacher in delivering the information and instruction, thus the materials or the instructions were expected become easier to be understood by the students. Secondly, it could appeared also in the teacher attempt to get respond from the students about the information or instruction which had been explained.

c. Tag or Extra-sentential Switching

This type of code switching means inserting a tag in one language to an utterance that is otherwise in another language. It was found the Indonesian

fillers used within English sentences and conversely, there was also the possibility of the use of English fillers into Indonesian. Furthermore, a tag can be moved freely in a sentence, they did not have syntactic constraints. It was frequently found 3 times by using English fillers : okay, yes, well, so, right, please, yeah and Indonesian fillers : kemudian, nah, yah, ya, iyah, jadi, coba, tapi, and hah. These fillers occurred one after another between English into Indonesian or vice versa.

The researcher conducted the observation to find out the functions of teachers' code switching. The researcher found that there were three functions of teacher code switching occurred in the teaching process . It was relevant to the theory Mattson and Burenhult who mentioned three functions of teacher code switching in the classroom, they were : topic switch that was mostly observed in the rule and instruction, affective function that switching was used by the teacher in order to build solidarity and intimate relations with the students, repetitive function in order to transfer the necessary knowledge for the students for clarity.

a. Topic Switch

It can be seen in cases where the teacher alters her language to mother tongue of her students in dealing with particular grammar points that were being taught at that moment. The researcher found that the teachers of Cendekia Islamic Boarding School switched her code in the process of delivering material related to a certain topic.

b. Affective Function

The teacher used code switching in order to build solidarity and intimate relations with the students. This functions showed the follow ship between the teacher to her students. The teaching materials which had been presented in English before was often switched into Indonesian by the teacher. Through this way, the teacher basically intended to be more intimate with her students.

c. Repetition Function

Another function of code switching in the classroom was repetitive function. This function, the teacher switched her code for clarify her statement or explanation which had been stated before and had made the students confused. Through this clarification, the students could gain the clarity about what the lecturer referred to and what the teacher expected the students supposed to do. This function was implemented by the teacher by using the counterpart of the words that the teacher has said English into Indonesian conversely. The switching of the code was meant for the teacher to emphasize what her was trying to convey.

CONCLUSION AND IMPLICATION

The types of code switching practice by the teacher inside and outside classroom was mainly in three types, where the types of code switching proposed by Poplack. These types were: inter-sentential switching (code-switching occurs between sentence or clause boundaries), intra-sentential switching (phrase substitution within a sentence), and tag switching (interactional fillers code switching).

The function's teacher code switching are: Topic Switch, affective function, and repetitive function.

As the result of this research, it is clearly showed that the teacher still uses code switching even. It is better if they decrease the use of code switching in her class. So, for the teacher, it is better if she limits her code switching in the class. It is better if they can talk in English, they should try to talk in English. And for the students with lower English ability, they still can try to talk in English and if they really cannot find the vocabulary they want to say, they can switch code in Indonesian.

It is expected that the result of this study can be as reference to conduct a further research that is related with using of code switching in teaching English in an EFL or ESL context.

REFERENCES

- Aini, Yolla Shinta Noer. (2017). *The Analysis of English Code Switching And Code Mixing Used By Maudy Ayunda*, Studies in Faculty of Adab and Cultural Science. Yogyakarta.
- Ary, Donald. (1985). *Introduction to Research in Education*. Australia: Wardsworth.
- Danaparamita, Striwicisa. (2016). *Code Switching of The Teacher in SDN Krayu Yogyakarta*, Studies in English Language and Education. Yogyakarta.
- Fitria, Tira Nur. (2014). *Sociolinguistic "Code Switching and Code Mixing"*, Studies in English Language and Education. Surakarta.
- Gumperz, J. J. and Gumper, J.C. (1982). Introduction. Language and the communication of social identity. In J. J. Gumperz (ed) *language and social identity*. Cambridge: Cambridge University Press.
- Gumperz, J. J. (1982). *Discourse Strategies*. UK: Cambridge University.
- Heller, M. (1992). The politics of codeswitching and language choice. *Journal of multilingual and multicultural development* 13: 1-2
- Holmes, J. (1992). *Introduction to sociolinguistics*. UK: Longman
- Holmes, Janet. (2013). *An Introduction to Sociolinguistic*. New York: Routledge.
- Hornberger, N.H. & McKay, S.L. (2010). *Sociolinguistics and language education*. UK : Multilingual matters.
- Hornby, A. S. (1989). *Oxford advanced learners Dictionary*. Oxford: OUP
- Kothari, C. R. (2004). *Research Methodology; Methodes And Techniques (2nd Revised Ed)*. Jaipur. New Age International Publisher.
- MacKey, W. (2000). The description of bilingualism. In L. Weir (Ed), *The bilingualism reader*, (pp.22-50). New York: Routledge.
- Mattsson, A & Burenhult-Mattsson, N. (1999). Code-switching in second language teaching of French. *Working Papers* 47: 59-72.
- Mulyana, Deddy. (2013). *Metode Penelitian Kualitatif*. Bandung.
- Myers-scotton. (1993). *An introduction to bilingualism*. Oxford: Clarendon Press.
- Nugroho, Adi. (2011). *Alib Kode Dan Campur Kode Pada Komunikasi Guru-Siswa di Sma Negeri 1 Wonosari Klaten*. Yogyakarta.
- Poplack, Shana. (1980). *Sometimes I Will Start A Sentence in Spanish / TERMINO EN SPANOL: Toward A Typology of Code Switching*.
- Sugiyono. (2008). *Metode penelitian pendidikan: (pendekatan kuantitatif, kualitatif dan R & D)*. Bandung: Alfabeta.
- Wardough, Ronald. (2006). *An Introduction to Sociolinguistics*. USA: Blackwell Publishing.
- Yletyinen, Hanna. (2014). *The Functions of Code Switching in EFL Classroom Discourse*.

Department of language: University Of
Jyväskylä.