

AN ANALYSIS OF CODE SWITCHING BY THE ENGLISH TEACHERS IN THE CLASSROOM AT SMA DARMA YUDHA PEKANBARU

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Abstract: *This descriptive qualitative research was aimed to know the frequency of types and functions of code switching by the English teachers in the classroom at SMA Darma Yudha Pekanbaru. The sample of the research was consisted of three English teachers. In order to gather the data, the writer used observation, recorder and students' questionnaire to support the data. The types of code switching appearing in the classroom were observed based on the theory proposed by Poplack, while the functions of code switching appearing in the classroom were observed based on the theory proposed by Matton and Burenhult. Moreover, to interpret the data gathered, the writer analyzed them through four steps of analysis, they are: recording, rechecking, transcribing and classifying the data. While in the students' questionnaire, the responses were analyzed through simple percentage calculation. The findings indicate that the types of code switching were simply found in three types: (a) thirty seven times in intra-sentential code switching, (b) thirty six times in inter-sentential code switching and (c) fifteen times in tag switching. Moreover, the functions of code switching used by the English teachers in the classroom were found in four functions; (a) twenty one times in elaboration function, (b) twelve times in affective function, (c) sixteen times in repetitive function and (d) six times addressee specification. Finally, the results of students' questionnaire indicate that the students had a positive perception of teachers' code switching in the English instructional process.*

Keywords: *Code Switching, English instructional process.*

ANALISA PENGGUNAAN ALIH KODE OLEH GURU-GURU BAHASA INGGRIS DI KELAS DI SMA DARMA YUDHA PEKANBARU

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Abstrak: Penelitian deskriptif kualitatif ini bertujuan untuk mengetahui frekuensi jenis dan fungsi alih kode yang digunakan oleh guru bahasa Inggris di kelas di kelas sebelas SMA Darma Yudha Pekanbaru. Sampel penelitian terdiri dari tiga orang guru bahasa Inggris. Untuk mengumpulkan data, penulis melakukan observasi alat perekam dan daftar kuesioner untuk siswa. Jenis pengalihan kode yang muncul di kelas diamati berdasarkan teori yang diajukan oleh Poplack, sedangkan fungsi pengalihan kode yang muncul di kelas diamati berdasarkan teori yang diajukan oleh Matton dan Burenhult. Selain itu, untuk menginterpretasikan data yang terkumpul, penulis menganalisisnya melalui tiga tahap analisis, yaitu: merekam, mengecek, mentranskripsi dan mengklasifikasi datanya. Sementara kuesioner untuk siswa hasilnya dianalisa melalui perhitungan sederhana dalam bentuk persentase. Temuan menunjukkan bahwa jenis pengalihan kode hanya ditemukan dalam tiga jenis: (a) tiga puluh tujuh kali intra sentential alih kode, (b) tiga puluh enam kali inter sentential alih kode dan (c) lima belas kali tag alih kode. Selain itu, fungsi pengalihan kode yang digunakan oleh guru-guru bahasa Inggris di kelas ditemukan dalam empat fungsi; (A) dua puluh satu kali fungsi elaborasi, (b) dua belas kali fungsi afektif, (c) enam belas kali fungsi berulang dan (d) enam kali spesifikasi penerima. Akhirnya, hasil dari kuesioner siswa-siswa menunjukkan bahwa murid-murid mempunyai persepsi yang positif terhadap alih kode dalam proses belajar mengajar dikelas.

Kata Kunci: Alih Kode, Proses Belajar Mengajar.

INTRODUCTION

Code switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. This phenomenon occurs when bilinguals substitute a word or phrase from one language with a word or phrase from another language. Wardhaugh (2006) stated that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or two mix codes even within sometimes very short utterances and thereby create a new code.

SMA Darma Yudha, located in Jl. SM Amin, is one of favorite international schools in Pekanbaru, Riau. In the English syllabus for senior high school, it is said that English should be used to increase the students' competence and the first language should be avoided. At this school, modern educational technologies have been conceived as media to espouse the English instructional process and give chance to the learners to expand their skill. However, it had been observed on the ground that English teachers, in some occasions, like switching from the target language into their first language either for giving instruction or for explaining clearly about a topic. Furthermore, when teacher's code switching is planned ahead it can contribute to a more efficient understanding of a specific topic or to be a part of the English instructional process.

This study therefore is aimed at analyzing code switching by the English teachers of SMA Darma Yudha in the classroom instructional process from English into the first language. This research would like to reveal frequency, types and functions that used as one of the way for explaining lesson in the classroom. This research is entitled "An Analysis of Code Switching by the English Teachers in the Classroom at SMA Darma Yudha Pekanbaru".

METHODOLOGY

This research belongs to descriptive qualitative research. It is the process of learning that tries to describe and it is in line with the statement of the problem that conducted by the writer. According to Moleong (2006), qualitative research is a research procedure that represents a descriptive data such as words in written or oral from the people and behaviors that can be observed. These data are described in the form of words, sentences, or paragraph related to the text that the writer finds during the process of the study.

From the explanation above the researcher concludes that qualitative research methods are development in social events to enable researches to study social and culture phenomena and events. By using the qualitative method, the types and the functions of code switching could be figured out.

This research was conducted at SMA Darma Yudha Pekanbaru. The participants of the data in this research were three of the English teachers that teach the students in the classroom at SMA Darma Yudha Pekanbaru. The data from the participant is needed to answer the statement of the problem of the types and function of code switching used by English teacher in English classroom. In order to collect the data the writer used classroom observation, recorder and field note to find out the frequency of code switching in terms of types and functions. The writer also distributed questionnaire

sheets by using Google questionnaire that addressed to the students in SMA Darma Yudha Pekanbaru. The responses were used to support the research and to know the students' perception about the code switching that teacher use in the English instructional process.

Analyze the Data from Classroom Observation

In qualitative research, there are three techniques that are used to analyze the data according to Ary (2010). They are organizing and familiarizing the data, coding and reducing, and interpreting and representing. The first technique was taking notes during the teaching activities by using the code switching's table to identify the types and functions of it. The writer also recorded the teachers' utterances in the classroom to support the data. After that, the writer counted the data that had been gathered. The next technique was analyzing the result by relating the data to the supporting theories. The writer used the table to classify the sentences into the types and function of code switching. The table consists of the columns to note the sentences and to identify the types and function of code switching. The writer also calculated the percentage of each type and function of code switching by using formula as follows.

$$\% = \frac{\text{Frequency of each type/functions of Code Switching}}{\text{All Code Switching in the classroom}} \times 100$$

Analyze the Data from Students' Questionnaire

The data collected from the students' questionnaire came in the in the form of students' responses trough Google questionnaire. Those responses were analyzed through simple percentage calculation. Percentages of questionnaire responses from 45 students were calculated to see the domination of students' preferences in dealing with the teachers' code switching in the English instructional process. The writer calculated the percentage of by using the formula as follows.

$$\% = \frac{\text{frequency the answer from the students}}{\text{All the respondents in the classroom}} \times 100$$

RESEARCH FINDINGS

In this research, the writer found three types of code switching by Poplack (in Barredo, 1997) made by the English teacher during teaching and learning process.

Table 1: The types of code switching occurred by the teacher

No.	Total Teachers' utterance in Code Switching	Type of code switching		
		Intra sentential code switching	Inter sentential code switching	Tag switching
	88 times	37 times	36 times	15 times
	Total	42.04 %	40.90 %	17.04 %

From the total frequency of three English teachers, the writer concludes that intra sentential switching is the type of code switching that mostly appeared in this research. After that, inter sentential becomes the second type of code-switching that mostly appeared. Meanwhile, tag switching is the type of code-switching that has the lowest number appeared in this research.

There are four functions of code switching by Matton and Burenhult in Sert (2005) that teacher used in the classroom.

Table 2: The types of code switching occurred by the teacher

No.	Total Teachers' Utterance in Code Switching	Function of Code Switching			
		Elaboration Function	Affective Function	Repetitive Function	Addressee Specification
	88 times	21 times	12 times	16 times	6 times
	Total	23.86 %	13.63 %	18.18 %	6.8 %

From the total frequency of three English teachers, the writer concludes that the researcher concludes that elaboration function is the most frequent of code switching that mostly appeared in this research (23.86 %). It is assumed that elaboration function is used in order to deliver the necessary knowledge for the students because the English proficiency of the students is less.

From the students' questionnaire, the writer found out the result of questionnaire that the majority of students' showed a positive perception towards code switching that teachers did in the English instructional process. The students agree toward code switching give the positive impact and can be helpful to increase their ability in English. They believed that switching English to Indonesian in teaching is one of the effective learning strategies and they prefer if the English teacher use more code switching in the classroom.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the analysis done in the research, the writer concludes the result of his research in this chapter. In this study the subjects of the study are three English teachers that did code switching while they were teaching in the classroom.

Related to the result, the three types occur in this study are inter sentential switching, intra sentential code switching and tag switching. The teacher switched from English into Indonesian in intra sentential code switching in 37 times (42.04 %), 36 times in inter sentential code switching (40.90%) and 15 times in tag switching (17.04%). There are four functions of code switching used by the teacher in the classroom. It was found the teacher mostly used elaboration function (23.86%%) in twenty one times for teaching the students. Next, the teacher switched because of affective function in twelve times (13.63%), sixteen times in repetitive function (18.18%) and six times in addressee specification (6.8%).

Finally, the results of students' questionnaire indicate that the students had a positive perception of teachers' code switching in the English instructional process. They believed that switching English to Indonesian in teaching is one of the effective learning strategies and they prefer if the English teacher use more code switching in the classroom.

Suggestions

The conclusion shows that there are several types and functions found in English teachers utterances while they are teaching their students in the classroom. There are some suggestions that are given.

1. For the teachers, code switching is one ways to make easier in study language. So, it will be a useful for teaching to be used for conveying the material and communication with their students as a drill of four English skills English instructional process. However, the teachers also should also pay attention to the students' ability in English. It will be better if the English teachers use code switching only if the students face the difficulties in comprehending materials given.
2. For the students, code switching can make easier in learning activity, especially to catch the main point of the lesson. But, the students are suggested to learn English more often outside the classroom to enhance their ability in English.
3. For English department students is expected they should think more critically about the other interesting phenomenon in other context. From this study, it is found code switching can also be done in the teaching learning process in the classroom. Thus, the English department students, they have to improve the research about code switching not only in formal situation like at school but also in informal one.

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