

**AN ANALYSIS OF CODE SWITCHING USED BY ENGLISH
TEACHERS IN TEACHING AND LEARNING PROCESS.**

(A CASE STUDY AT SMPN 14 MATARAM)



JOURNAL

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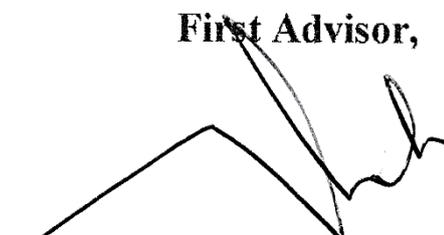
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An Analysis of Code Switching Used by English Teachers in Teaching and Learning Process. (A Case Study at SMPN 14 Mataram)

Abstract: This thesis entitled *An Analysis of Codeswitching Used by English Teachers in Teaching and Learning Process (A Case Study at SMPN 14 Mataram)* was intended to find out the types and the factors of using codeswitching by English teachers. This study uses Poplack theory for the types of codeswitching and Hoffman theory for the factors of using codeswitching. Technique of data collecting is analyzing teachers' utterances. The data then identified to know the types and the factors of using codeswitching by the teachers in teaching and learning process. The data collection method was used observation, recording, and interview. The result of this study showed that from three types of codeswitching there were two types found, such as; intersentential switching and intrasentential switching. In this study there is no classification of tag switching, because it is mostly use in informal setting. The teachers dominantly use intersentential switching in their teaching process. Based on the data findings there are 141 codeswitching found in this study. It consists of 77 intersentential switching and 64 intrasentential switching. The factor of teachers' reasons in using codeswitching shown based on analyzing context only found 4 reasons included; **talking about a particular topic, interjection (inserting sentence fillers or sentence connectors), repetition used for clarification, and being emphatic about something.** And this study also found the same reasons in Yletyien research, such as; **explanation, moving from one activity to another, not knowing the English counterpart, and checking for understanding.** Another reasons based on interviewing teachers is to achieve students' competence.

Key words: *Sociolinguistics, Bilingualism, codeswitching*

1. INTRODUCTION

Language is the instrument of communication. Loredó (2002:6) stated that “a language is a set of signals by which we communicate”. As a social creature, human needs language to communicate and to interact each other. Language also is used as important tool in teaching and learning process. Learners can understand the material based on teacher’s explanation through language used.

In multilingual society including Indonesia society, the use of one or more languages in communication practices become a common phenomenon because participants are familiar with more than one language, for example second language and first language (Indonesia and Sasak), second language and foreign language (Indonesia and English). When fluent speakers of several languages converse with each other, they often use words or sentences from different languages in a single discourse, or shift from one language to the other (Susanto, 2008:1).

In educational setting, using more than one or two languages becomes a trend of English teachers when they are involved in English teaching and learning process. It happens because they are familiar with at least three languages, such as Indonesia, English, or local language. This phenomenon is known as code-switching.

Akindele and Adegbite (1999) describe code switching as a means of communication which involves a speaker alternating between one language and another in communicative events. In Indonesia code switching becomes phenomenon in the speech of bilingualism and multilingualism in teaching English as foreign language, especially in outlying places. Code-switching in EFL classroom is “a good strategy of efficiency in foreign language teaching” (Liu, 2010:10).

As we know that Bahasa Indonesia is a language used for the instruction tool in teaching any subjects including English. English has two functions, namely as a target language which is learned, and as a means of instruction in dealing with English language teaching. Sasak (Local language) is one of regional languages which is also used by some English teacher to meet some function. Teachers used code switching not only in part of explaining the material, but also in doing communication to their students in classroom.

Nowdays, based on the newest curriculum, the teachers must be able to create English environment in classroom by speaking English during the teaching and learning process. But, in fact most of the students are still difficult to understand what the teacher talked, especially in Junior High School students. So, code switching is one of the good strategies for teaching and learning process, because the teacher can switch another language to make the students more understand.

Teachers usually switches the language to fulfill social needs of the students. It is not only for giving instruction, but the teachers also switch code for social purposes as maintaining social relationship with students or to relax the students by inserting humor in the class. Teachers often tend to switch code because of humor, sometimes they crack jokes in L1 or mother tongue in order to get across the tension release from the class. The teachers switch to L1 or mother tongue of the students whenever it is the need of the students, need of the context in which teacher is teaching and need of the course.

Finally, based on the background above, the researcher is interested in doing a study under the title “*An analysis of code switching used by English teachers in teaching and learning process. (A case study at SMPN 14 Mataram)*”. The aimed of this study is to find out answers of the following research questions:

1. What types of code switching are used by English teachers at SMPN 14 Mataram?
2. What factors may cause the teachers codeswitching at SMPN 14 Mataram?

2. REVIEW OF RELATED LITERATURE

The phenomenon of codeswitching is not only occur in daily conversation but also in educational setting. Before discuss about codeswitching let us see the definition of code first. According to Jacobson, different languages or different styles of the same language may have different codes. So that, a code as Jacobson defines it is the speaker system of speech that has to be deciphered by the listener. Codes are usually shaped as a variant of the language used to communicate real members of a language community. Code is a kind of system that is used by two or more people to communicate.

Meanwhile, switching is refer to the alternation or change in language use. Gumperz (cite in Seville Troike 2003: 48) states that code alternation refers to change in language according to domain, or at other major communication boundaries, and codeswitching to change in languages within a single speech event. Therefore, code in the term codeswitching here means not actually a code, rather the language itself.

Actually, not all cases of alternation of languages are cases of codeswitching, but also the code mixing term. Code mixing is almost the same with codeswitching. According to Thelander (1976) (in Ralph W Fasold, 1984) proposed different view to separate the two said that if it involves changing into a foreign clause or a sentence, it should be defined as a codeswitching, but if it involves use of foreign phrases or group of words, it is code mixing. Another view considers the formality of the situation, in which mixing is said to be found in the less formal situations, while switching is possibly done in a formal one.

There are three types of codewitching according to Poplack (1980) those are: tag switching, intersentential switching, and intrasentential switching. This study use this theory to analyze the data. People have reasons why they switch code, according to Hoffman (1991) there are seven reasons, such as; Talking about particular topic, quoting somebody else, interjection, repetition used for clarification, expressing group identity, being emphatic about something, and intention of clarifying the speech content for the interlocutor. Overall, codeswitching often happens spontaneously based on seven reasons which are revealed by Hoffman (1991) in which bilinguals “interchange of two languages together while speaking”.

2.1 Previous Studies

Many researchers in English Department Student, Faculty of Teacher Training and Education University of Mataram and other university arranged the graduating paper related in Codeswitching analysis which has been conducted previously. The first study was conducted by I Gede Bayu Kresna Asmara (2017), entitled *The Use of Intrasentential Codeswitching in Kaskus Threads*, studies about the elements of language being switched in Kaskus thread and the reason for using intrasentential codeswitching in Kaskus thread. This study is limited on intrasentential codeswitching that occurs in Indonesia-English. The finding from this thesis are CS from English to Indonesian in Kaskus thread discussion utilized by members of Kaskus thread. The subjects are sentences written in it. In this study the researcher found the English Elements being codeswitching consist of 162 words (noun, verb, adjective, adverb, determiner, conjunction, and preposition), 6 phrases (noun phrase and verb phrase). The participant of this study is 14 members of Kaskus, which means there are 14 threads provided in this study. There are 7 reasons for using codeswitching in Kaskus thread also found in this study, such as; they are talking about topic, quoting somebody else, being empathic about something/ express solidarity, interjection, intention of clarifying the speech of content, and expressing group identity.

While another study was conducted by Margana (2012), entitled *Code-Switching in English Language Teaching at Senior High School in Yogyakarta Special Province*. There are 3 schools that become a sample. He takes some teachers in 3 schools to be observed. The aimed of his study is to describing codeswitching practices in the process of English language teaching at senior high schools focusing on (1) the use of codes by English teachers of senior high schools in Yogyakarta Special Province, (2) the directions of codeswitching, the types, and forms of codeswitching, and the rules underlying codeswitching, and (3) reasons for codeswitching practices and the functions of codeswitching.

The result of this study is codeswitching from English to Indonesian or vice versa in classroom communications utilized by English teachers of senior high schools is constrained by seven rules. The use of codeswitching in classroom communications is motivated by nine reasons. Codeswitching from English to Indonesian or vice versa as practiced by English teachers serves three functions which include (1) presenting materials, (2) managing classroom activities, and (3) representing discourse markers. In reference to the above findings, it is evident that codeswitching practices in the process of English language teaching and learning at senior high schools is unique in nature.

2.2 Theoretical Framework of the Study

Based on the theories that so far elaborated. This study is expected to examine the phenomenon of codeswitching by using Poplack (1980) and Hoffman (1991) theories which cover types and factors of codeswitching. The types of codeswitching according to Poplack (1980) consists of three categories; Tag switching, intersentential switching, and intrasentential switching. While the factors that cause the people reasons in using codeswitching analyzed by using Hoffman (1991) theory, those are: Talking about a particular topic, quoting somebody else, interjection, repetition used for clarification,

expressing group identity, and being emphatic about something. All these theories have been explained above.

3 RESEARCH METHOD

This study used qualitative method in analyzing the data. In qualitative research data analysis is a process systematically search to arrange the data in other to increase their understanding of the data and enable them to present what they learned to others. So that the researcher intended to describe the data used the following steps:

For the first step, the researcher transcribed the utterances in the written form and analyze the utterances. The second, the researcher described the types of code switching used by some teachers in teaching and learning process. The third, the researcher described the reason of code switching used by English teachers in their teaching and learning process. information about the reasons of teachers in using code switching. Finally, after all data of codeswctching that occur are classified of types and factors, the researcher concluded the result.

4. DISCUSSIONS

In this part explains about the used of code switching by the teachers in teaching and learning process. This study used Poplack theory to answer the first research question. The classification of code switching used in the present study follows the view that codeswitching can be classified into three types: Tag switching, intersentential switching, and intrasentential switching. From this data there were two types of code switching found used by the teachers. Those are intersentential switching and intrasentential switching. While in this study did not find tag switching, because tag switching is commonly used in informal situation. The teachers most use intersentential switching because they switch a whole sentence. The teachers rare switch a word or clause that usually called intrasentential switching. Intersentential switching usually rises when the teachers explain the material, gave instructions, and give an example. Intrasentential switching rises when the teachers ask the meaning of the difficult word.

4.1 Types of code switching

This study presents some examples of 141 types of codeswitching, it consists of 77 intersentential switching and 64 intrasentential switching used by the teachers in teaching and learning process. Detailed of the data transcription is attached in the appendices. So here are some examples of intersentential switching and intrasentential switching, as follows;

1. Intersentential Switching

(a) S: Good morning teacher.

T: Good morning students, how are you today?

S: I am fine.

T: We are fine, kalian semua baik baik saja. Alhamdulillah. (1)

Intersentential switching occurs between a sentence boundary. The teacher code switches from English to Indonesia. It happens with no change situation. She repeats her sentence to give emphasis about their condition that they are really fine. This utterance often uses in general conversation.

2. Intrasentential switching

(a) T: Ada satu lagi. Ada yang tau?

S: hmmm (not answer)

T: Teks apa namanya yang how to make noodle, fried rice itu? (63)

S: Oh procedure buk

T: Yes, procedure text

Intrasentential switching occurs within a sentence boundary. The teacher switches the language from Indonesia to English when asks question to the students related to the material. The switching happens because the teacher wants to check the students understand about the material that have been learned before.

4.2 The Factors of Teachers' reason in using codeswitching

After analyzed the types of codeswitching, the researcher elaborated the factors of teachers' reasons using Hoffman theory to answer the second research question. Based on the Hoffman theory there are seven reasons of code switching, but in this study only found four reasons such as; **talking about a particular topic, interjection (inserting sentence fillers or sentence connectors, repetition used for clarification, and being emphatic about something**. Three other reasons did not find in this study such as; quoting somebody else, expressing group identity, and intention of clarifying the speech content for the interlocutor, because these reasons are rarely happen in educational setting. So that the researcher found the same reasons in Yletyien research that usually occurs in educational setting, such as; **explanation, moving from one activity to another, not knowing the English counterpart, and checking for understanding**.

a. Based on analyzing context

There were 4 factors' of teachers' reasons that found in this study based on Hoffman theory in analyzing context of dialog, such as:

1. Talking about a particular topic

- Misalnya kalau descriptive text modelnya kayak gimana ya? (11)

Teacher often switches the language to English when she talks about particular topic in one language, in order to make the students familiar with that word.

2. Interjection (inserting sentence fillers or sentence connectors)

- Well, sekarang umurnya her old is? (31)

The teacher sometimes uses interjection to gain attention about the teacher's question, while the expression "Oh God" is used to convey a surprise by the teacher.

3. Repetition used for clarification

- Itu dinamakan daily activity kegiatan sehari hari (18).

Teacher uses repetition to clarify or to emphasize the meaning of the language in order the students more understand about what the teacher explained. Repetition is not only repeat the whole sentence, but it can be a part as long as has the same meaning. Sometimes, repetition is not only to clarify or emphasize, but in this case number (18) shows that repetition also use for introduce a new word.

4. Being emphatic about something

Very good, yang lain masih aja lelet (137).

The teacher expresses her solidarity by using the word “very good”, she switches the language from English to Indonesia. It shows that the teacher feels very happy to know that the students answer her question correctly.

Besides this theory, in this study also found another purposes from the result of Yletyinen’s research in her data. Those are:

1. Explanation

Decriptive text is a text which tells about people, animals, and things. We describe about something, kita mendeskripsikan, menjelaskan tentang sesuatu entah itu karakteristiknya, ciri cirinya dll. (69)

Code switching often occurs when the teacher gives explanation to the students. She usually repeats her explanation to Indonesia or another language which more understandable by the students.

2. Moving from one activity to another

- Ok thank you. Yang dapat poin diingat nanti lapor, now the second paragraph (115). Open your book please.

Teacher uses codeswitching to mark a shift in the lesson. It happens when the teacher moves from one topic to another. This is also find in Hoffman theory as talking about particular topic.

3. Not knowing the English counterpart

What have we learnt in previous meeting? Apa yang sudah dipelajari sebelumnya? (62)

Sometimes teacher switches the language from English to Indonesia when the students do not know the English counterpart.

4. Checking for understanding

What is Samudra (99) in English?

The teacher switches the language when she wants to tell a new word or expression to the students. The teacher sometimes asks the students what they mean. So the teacher does not have to translate everything.

b. Based on interviewing teachers

Based on the result of interview, there were some reasons found more detail in using code switching in their teaching and learning process. First is to make the students more understand the lesson. Second, it has some advantages that is help students on improving

vocabularies, to make the students use English in little context such as lead the prayer, greeting teachers, asking permission, etc. That is why they always use code switching in their teaching and learning process.

5. CONCLUSIONS

Based on the discussion above, finally come to a conclusion about the use of codeswitching by English teachers in their teaching and learning process. In this study found 141 code switching used by the teachers in teaching and learning English. This study used Poplack theory to answer the first research question. There are tag switching, intersentential switching and intrasentential switching. From the data finding only found two types of code switching, it consists of 77 intersentential switching, and 64 Intrasentential switching.

To answer the second research question, this study used Hoffman theory to know the factors of teachers' reasons. There are 4 of 7 factors found in the data finding (1) Talking about a particular topic (2) Interjection (inserting sentence fillers or sentence connectors) (3) Repetition used for clarification (4) Being emphatic about something. In this study also found the same factors of teachers' reason in using code switching in Yletynen's research; (1) Explanation, (2) Moving from one activity to another, (3) not knowing the English counterpart, and (4) checking for understanding.

To make the factor of teachers' reason more detail, interviewing was also conducted in this study. The result of those interview is to make the students more understand about the lessons. The advantages of using code switching is the students learn to speak English. It also has the advantages for the students in speaking and listening skills. So that is why the teachers use codeswitching in their teaching and learning process.

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