

**AN ANALYSIS OF CODE SWITCHING USED BY THE TEACHERS IN
ELT CLASSROOM: A Case Study at SMPN 8 Mataram in Academic Year
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**“An Analysis of Code Switching Used By the Teachers in ELT Classroom: A Case
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ABSTRACT

Code switching is a phenomenon that exists in bilingual/multilingual societies like in Indonesia where people use more than one language to communicate including in the process of teaching English at SMPN 8 Mataram in the academic year 2017/2018. Based on preliminary research, the teacher practiced code switching in order to help them in delivering materials. In process of code switching, the teachers practiced more bahasa Indonesia than English. The aims of this study were to investigate (1) the types and the functions of teacher code switching, (2) the reasons teacher used code switching in ELT classroom. This research was conducted through descriptive qualitative method. Simple random sampling technique is used to determine the research subject. It decided two English teachers were chosen as the research subject. In collecting data, observation, note taking and interview is used. Data reduction, data display and conclusion drawing or verification in analyzing the data is used. The finding was based on the theory of Wardhaugh (1986), there were two types of code switching: *situational code switching* and *metaphorical code switching*. The functions of code switching used by the English teachers were found for three functions: topic switch, affective function and repetitive function. And there were some reasons of the teacher used code switching such as the students was lack of vocabulary, to help the teacher delivering materials, giving instruction, to make students more enjoy and feel comfortable in ELT classroom.

Key words: *Code Switching, Bilingualism, ELT Classroom*

ABSTRAK

Peralihan kode adalah fenomena yang ada di masyarakat bilingual / multibahasa seperti di Indonesia di mana orang-orang menggunakan lebih dari satu bahasa untuk berkomunikasi, termasuk dalam proses mengajar bahasa Inggris di SMPN 8 Mataram tahun akademik 2017/2018. Berdasarkan penelitian awal, guru melakukan alih kode untuk membantu mereka dalam menjelaskan materi. Dalam proses alih kode, para guru lebih banyak menggunakan bahasa Indonesia daripada bahasa Inggris. Tujuan dari penelitian ini adalah untuk meneliti (1) jenis dan fungsi alih kode guru, (2) alasan guru menggunakan alih kode di ruang kelas ELT. Penelitian ini dilakukan melalui metode deskriptif kualitatif. Teknik simple random sampling digunakan untuk menentukan subjek penelitian. Dalam penelitian ini dua guru bahasa Inggris dipilih sebagai subjek penelitian. Metode pengumpulan data menggunakan observasi, pencatatan dan wawancara. Dalam menganalisis data menggunakan Pengurangan data, tampilan data dan penarikan kesimpulan atau verifikasi dalam menganalisis data yang digunakan. Penelitian ini berdasarkan pada teori Wardaugh (1986), ada dua jenis pengalihan kode: pengalihan kode situasional dan perubahan kode metaforis. Fungsi alih kode yang digunakan oleh guru bahasa Inggris ditemukan tiga fungsi: alih topik, fungsi afektif dan fungsi berulang. Dan ada beberapa alasan guru menggunakan alih kode seperti siswa kekurangan kosakata, untuk membantu guru menyampaikan materi, memberikan instruksi, untuk membuat siswa lebih menikmati dan merasa nyaman di kelas ELT.

Kata kunci: *Peralihan Kode, Bilingual, ELT Classroom*

1. Introduction

In certain communication, people may find social phenomenon in which one produces an utterance which actually does not exist in their language. The clear example of this phenomenon is the use of '*Assalamualaikum*' and '*sorry*' by the Sasak people in the middle of conversation and those words are not originally from their language but from Arabic and English. Thus, we can draw an assumption that people in particular situation communication are able to use more than one language. The phenomenon in which ones switch the language they use from one language to another language is called code switching.

The phenomenon of code switching which uniquely occurs in one utterance of the people who produce and use their mother tongue and other language (their second language) in one utterance. There was an argument that a person should be only called a bilingual when he or she can use two or more language in the same level of performance. But a more moderate view suggested that for a person does not need to command two or more language in the same level to be called a bilingual.

In relation to the fact above, this study is interested in conducting a research on the use of code switching by the teachers in ELT classroom at SMPN 8 Mataram. According to my primary observation at SMPN 8 Mataram, shows that the teacher may use code switching for reason, for style, for maintaining relationship, or for teaching and learning in classroom activities. Teachers sometimes are forced to use other languages than English. One of the possible reasons is that students feel hard to understand the material explained using English. The teachers at SMPN 8 Mataram which used two languages namely English and Indonesia in their English education program has possibility of facing that problem. Therefore, this study tried to investigate the types and functions of code switching commonly used by teachers in

ELT classroom. Furthermore, this study also tried to find out the reasons of the teacher using code switching. The researcher chose SMPN 8 Mataram especially English teachers as the subject of study because the institution is a bilingual model school.

2. Statement of Problems

1. What types and functions of code switching are used by the teachers at SMPN 8 Mataram?
2. What reasons underlie the use of code switching by the teachers at SMPN 8 Mataram ?

3. The purposes of study

This study is generally aimed at describing code switching practices in English language teaching and learning process used by the teacher at SMPN 8 Mataram. The specific objectives of this research include,

1. To describe the types and functions of code switching used among teacher at SMPN 8 Mataram.
2. To describe the reasons of the teacher when using code switching in his/her teaching and learning process at SMPN 8 Mataram.

4. The significance of the study

The finding of this study is expected to be worthwhile theoretically and practically:

1. Theoretical Significance

Besides, it's code switching expected to be references for those further researcher who have the same interest.

2. Practical Significance

The result of this study is expected to give useful for English department students in order to get better understanding of the use of code switching by

teachers in ELT classroom. Besides that, it can give information and knowledge for English department students who want to learn the way people switch language from one language into other language.

5. Previous Study

There some considerations of this study from the prior studies which are related to this study. The first one is the study which was conducted by Indahsari (2014) on the code switching used by Teacher for Teaching-Learning English in First Grade of SMPN 2 Sumbergempol in the Academic Year 2013/2014. She has some purpose that are (1) To find the types of code switching which used by the teacher in teaching and learning process at first grade of SMPN 2 Sumbergempol (2) To describe the reason of the teacher when use code switching in their teaching and learning process at first grade of SMPN 2 Sumbergempol. . The result of the study shows that there is kind of types code switching. There are two types of code switching used by the teacher in teaching and learning process at first grade of SMPN 2 Sumbergempol, they are (1) Inter-sentential switching (2) Intra-sentential switching. The reason why the teacher used code switching based on interview, they are (1) To make the students more understand the lesson (2) To help the students more understand the lesson on improving speaking and listening ability (3) To make students use English in little context such as pray, asking permission etc. The second study was conducted by Weng (2012) in which he present the used of code switching in an English classroom in Taiwan. The subject of the study was a general English class with 36 sophomore students from different departments such as Music, Japanese, Management, and so on. English lecture with over 20-years teaching experience was also involved in this study. The EFL classroom was tape recorded and then the function of code switchi ng were analysed. In addition, after the class observation, participants, including the lecture and students, needed to fill in one

questionnaire related to the use of code switching and the use of native language in EFL classroom. Finally, a post-interview of the lecture was used to explain the lecture's point of view about the use of code switching and native language during the English learning class. In sum, this study indicates that the use of code switching and L1 (first language) would facilitate the L2 (second language) learning. Thus L1 could be a useful and important element to help L2 learners to learn the foreign language during the learning process.

6. Method

In this study, the writer will use the descriptive qualitative research method because of the data of this research are the utterances from the teachers at SMPN 8 Mataram. In collecting the data, the writer will use recording and taking note technique. The writer will record the teacher teaching and learning process from the beginning until the end. After recording the verbal data, the researcher transcribed those recorded utterances into the written form then analysing those utterances which is in transcription form. The writer identified the utterances containing code switching. After identifying the code switching data, the data were classified into code-switching based on their types and functions. The last, the data were described and explain based on the types, function of code switching and the reasons of teacher to code switched. The types and functions of code switching will be defined and exemplified

7. Discussion

Types of Code Switching

1. Situational Code Switching

Situational code switching occurs when the speaker uses one language in one situation and different language in another situation and it does not involved the

change of the topic. In the changing situations involved could be the settings, the participants, or the norms of interaction. There are some data that occurrence of situational code switching:

Extract:

- (40) T : Big question so, what the different between good day and good afternoon?
S : Bu nggak ngerti
(41) T : *Ok, ibu kombinasikan English and Indonesia ya..*
S : *ya..*
(42) T : *jadi apa perbedaan antara good afternoon dan good day? Kenapa ada dua untuk selamat siang kenapa gk pake good afternoon saja atau good day saja?*

(Recorded: Teacher 1, first meeting on May 2nd 2018)

The conversation above shows that there is situational code switching occurrence. There is no topic changing in data above, the topic is same from the beginning until the end of conversation. The switching happened because there is change of situation influenced by function factor which the teacher switched her language from English to Indonesia with certain purpose that is asked question to check understanding the students about the materials “Big question so, what the different between good day and good afternoon?” (English language), but the student can’t understand the teacher utterances. So the teacher switches her language to bahasa Indonesia “*jadi apa perbedaan antara good afternoon dan good day?*” to make her students easy to understand. From the dialogue above, it was clear that factor influencing code switching occurrence is the setting. Because the setting in first grade of junior high school it has low level in English, so the teacher try to combine English and Indonesia to make her utterance clearly and to help the students understand her utterance.

2. Metaphorical code-switching

A metaphorical code switching occurs when there is a change in perception, purpose or topic of the conversation. The interesting point in metaphorical code switching is that some topic may be discussed in either code but the choice of the code adds a distinct flavour to what is said about the topic. The use of metaphorical code switching redefines the situation, formal to informal, official to personal, serious to humorous, and politeness to solidarity. Based on analysis, it founds such type of code switching. The teacher often switches her code when she teaches the students in the classroom to change the topic. Here are the examples:

Extract:

(1) T : Ok everybody, attention please!... assalamualaikum wr.wb

S : walaikumsalam wr.wb.

(2) T : how are you today?

S : i am glad and you?

(3) T : I am very well, thank you

Emm... literasinya sudah??

(Recorded: teacher 1, first meeting on May 2nd 2018)

From the extract above show that the teacher uses English as primary language and switches her language into Indonesian. The utterances, “*Emm... literasinya sudah??*” is Indonesian and it is uttered at the end of the conversation. The Indonesian utterance, “*Emm... literasinya sudah??*” is equal to “have you finished your task?”. The teacher switches her language into Indonesian because she wants to check if her students already completed their task in the previous meetings. The teacher switches her code to change formal to informal situation.

The Functions of Teacher Code Switching

1. Topic Switch

It can be seen in cases where the teacher alters her language according to the topic that was under discussion. In situation where grammar was instructed, the teacher shifted her language to English of her student in delivering with particular grammar points that were being taught at the moment. The teacher switched their code from bahasa Indonesia to English or conversaly to clarify the meaning of this grammar point for their students because the students get confused in understanding the instruction in English.

Extract:

T: *ya,,ketika matahari di atas ubun ubun. Seperti yang yani bilang itu betul, kita bisa menggunakan itu diatas jam 1 atau jam 2. Good evening masih ingat?*

S : (Student response: masih)

40. T : *terus kalau good night masih ya? Good night dipakai kapan?*

S : (Student response: dipakai di atas jam10 malam untuk selamat tinggal)

41. T : *ya, good night untuk selamat tinggal. Have nice dream untuk selamat tidur/ mimpi indah sebagai salam penutup. Kalau good morning sebagai salam pembuka berarti good night sebagai salam penu....*

S : (Student response: penutup..)

From the example above, showed that the teacher switch her language for topic switch function to explain grammar point of the materials. The teacher used her bilingualism to clarify the meaning of this grammar point for her students.

2. Affective Functions

In this function the English teachers use code switching in order to build solidarity and intimate relation with the students. The teacher also found

another case related to this function. For example, the affective function was expressed the teacher emotion with the students.

Extract:

78. T : *oke sekarang please open your book page 95!!*
S : many students still confusing and ask
their friend
79.T : *kalian mengerti tidak, buka bukunya halaman 95!!*
Kenapa jadi ribut, kalau tidak mau ikut pelajaran ibu please go out.
Ibu capek menjelaskan dari tadi kalian nggk paham paham.
S : quite

From the example above, the affective function was the teacher giving instruction to open their book. In this context the teacher also show her emotion to the students that still make noise. From observation the anger and disapproval could be identified from the falling intonation of the teacher code switching at the end of her sentences.

3. Repetitive Functions

Another function of code switching in the classroom was repetitive function. This function, the teacher switched their code for clarity their statement or explanation which had been stated before and had made the student confused. Through this clarification, the students could gain the clarity about what the teacher referred to and what the teachers expected the student supposed to do. This function was implemented by the teacher by using the counter part of the words that the teacher had said in English into bahasa Indonesia. The switching of the code was meant for the teachers to emphasize what they trying to convey.

Extract:

4. T : *Oke, kalo gitu solusinya kita harus bikin lagi. I give you time to repeat again, ya! Satu kali pertemuan lagi ibu kasi ya!*
5. T : *Ok, when you use good morning from..?? Kalau good morning dari jam...???*
98. T : *Task 4, task 4. Oke I will read it, saya akan bacakan, please listen carefully, tolong didengarkan dengan baik.*

In extract (4), the teacher used the repetitive function to tell the student that she given once again opportunity for doing their task. Meanwhile in extract (5), she was asking the student to identify the differences related to the topic. She used repetitive function to make sure that her student could identify the differences. In the extract (98), the teacher used repetitive function for give her students instruction and to make sure the student understand better about her instruction. It was clear that the teacher used repetitive functions. The teacher switched their code for clarity their statement or explanation which had been stated before and had made the student confused.

The Reasons for Code Switching

Based on interview conducted with two teachers, there are several reasons why the teacher used code switching in the classroom. Furthermore, during the interview, the teacher said that she was aware of the students' level. So that she decided to lower the level of vocabulary she used even she used bahasa Indonesia to make sure the students' were able to follow her. The proof that she was aware of the student level was in the interview she said *"the first reason I used code switching is to help the students understand about material that has been teach. If I only use English it is imposible because it will make my students confuse and hard to understand because they have limited vocabulary"*. The teachers considered to combine English and Indonesia to help students better understand and can follow her, as seen in the xample bellow:

Extract:

- (40) T : Big question so, what the different between good day and good afternoon?
 S :*Bu nggak ngerti*
 (41)T : *Oke, ibu kombinasikan English and Indonesia ya...*
 S : *ya..*

(42) T : *jadi apa perbedaan antara good afternoon dan good day?*
Kenapa ada dua untuk selamat siang kenapa gk pake good
afternoon saja atau good day saja?

Thus the researcher was draw conclusion that the internal reason teacher used code *switching* was because the awareness of her student level which need to help to understand the material better and also to make the student accustomed in using English. The teacher used code switching in certain times like she said in interview "*I used code switching when certain times such as in explaining long material, translating difficult word and giving instruction*". As we can see in the eample bellow:

Extract:

(83) T : (The teacher gives some example of greeting card) well, this is some example of greeting card. *Tapi sebelumnya buat kelompok dengan teman sebangkunya, lalu buat satu contoh tentang greeting card yang ditujukan untuk teman sebangku kalian. Kalian paham?*

The teachers use code switching when giving instruction, so the students not misunderstand. To help trained the student speaking and listening. She believed it has advantages for the students and enjoy with her action to switch the language, this believe was proof by the fact that when interview she said "*I used code switching to make my students feel comfortable and enjoy to follow my class*". From that statement, the teacher was sure that her awareness about students' level leads her to use code switching and this action was able to make student enjoy learning English. Besides that, it can make students better understanding and also the student more easily to achieve competence.

8. Conclusion

Based on data analysis, it can be concluded that:

Types and Functions of Code Switching

The types of code switching by the English teacher in classroom was mainly in two types, where the of code switching proposed by Wardaugh (1986). The most dominant code switching used by teacher in ELT classroom at SMPN 8 Mataram was situational code switching with thirty six (36) or was about 62.1%. In the second is metaphorical code switching with only twenty two (22) or was about 37.9 %.

The functions of teacher code switching fulfilled the three function proposed by Mattson-Huberman. These functions were: topic switch, affective function, and repetitive function.

Reasons of Using Code Switching

Based on the result interview, there are four reasons for teacher doing code switching in the classroom: (1) It's imposible for teacher used full English, because her students had low level in English. (2) To help her students understand better about her expalination or instruction. (3) To help her students achieve the goal of language competency. (4) To make her student feel enjoy and comfortable in teaching and learning process.

5.2 Suggestion

Considering the result of the research, the researcher would like to give some suggestions as follows:

1. For the teachers
 - a. The teacher should practices code switching wisely in the classroom. Since the use of code switching may help them in teaching English. Yet, the use of code switching excessively is involved risk in achieving the goal of language competences.

b. The teacher should practice English more than another language in teaching English. That is to familiarize students to use English as a tool of communication.

2. For the students

Although the student can switch their code freely and were best able to convey information to their peers and the teachers about materials, the student still needs to try to practice in order to increase their English skill.

3. For Next Researcher

This study, only limited in investigation English teacher at SMPN 8 Mataram which the characteristic of the students were different. This study also only limited on analyzing the types of code switching used by the teacher and the reason the teacher of using code switching. Thus, it is suggested to make a further research by making a wide investigation in analyzing the students' response toward code switching and the effect of code switching toward students in learning English.

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