

The use of code-switching at grade 12 bahasa program class in MA Mafatihul Huda

Heru Priyatna¹, Susilawati², Dila Charisma³

^{1,2,3}English Language Study Program, Teachers Training and Education Faculty,
Universitas Muhammadiyah Cirebon, Cirebon, Indonesia

corresponding author

Email: H3rumbp@gmail.com

Abstract

This research is aimed at insvetigated; (a)The types of code-switching commonly used by the English teacher and students in class Bahasa. (b)The factors triggering the English teacher and students to use code-switching in class Bahasa. (c)The functions of code-switching used by the English teacher in class Bahasa. This research was conducted through descriptive qualitative method. The samples of the research consisted of one English teacher and students at MA Mafatihul Huda. In order to gather the data, this study used two instruments of research, they were: observation note, and interview. The types of code-switching appearing in the classroom were observed based on the theory proposed by Poplack, while the factors triggering the teachers to use code-switching in the classroom proposed by Holmes, and the functions of code-switching in the classroom were perceived through the functions proposed by Sert. The findings indicate that the types of code-switching are simply find in three types: (a) inter-sentential switching (without inserting new information and which inserts new information), (b) intra-sentential switching, and (c) ekstra-sentential (tagswitching). The factors triggering the English teachers to use code-switching in the classroom is find for four reasons, they are: (a) rhetoric reason, (b) differences of status and formalities, (c) quote other statements or proverbs, and (d) lack of vocabulary. And another factors gather from the classroom setting are: (a) the student's ability in English are not the same, (b) code-switching emerges automatically or unconsciously, and (c) helping the students to share their ideas. Moreover, the functions of code-switching used by English teachers in the classroom are find for three functions; (a) topic switch, (b) affective function, and (c) repetitive function.

Keywords: Code Switching

INTRODUCTION

A pre-school children learn a second language from playmates in a bilingual setting. Meanwhile, an adolescent student learns a second language formally in a foreign language classroom, especially in English subject, and an adult immigrant learn the second language in an informal language learning setting, at work and in daily life (Lightbown & Spada, 1993: 19). When students learning

a second language, there will be a language switch or better known as the code-switching. Whether it is intentional or not, intensive or not, the use of code-switching cannot be avoided. This study discusses code-switching from English to *Bahasa Indonesia* and from *Bahasa Indonesia* to English and with the local languages. Which is conducting in MA Mafatihul Huda Cirebon

Code-switching is a phenomenon that exists in bilingual societies where people have the opportunity to use two or more languages to communicate. Being able to speak more than one language, bilingualism can initiate code-switching and use their languages as resources to find a better way to convey meaning. It is interesting to discuss because the users can have different purposes and the code-switching practices may have different consequences. Therefore, this study underlines or put an emphasis on some reasons or purposes behind the speakers use of code switching in their communication.

Many universities have English as the major. Especially in Muhammadiyah University of Cirebon, some of the classes in this major require the students to talk only in English because they are English students, such as in speaking class. In the speaking class, the lecturer requires the students to talk only in English when they want to ask something, share their opinion, and so on. Ideally in speaking class the lecturer uses English language to communicate with their students. But the fact, it is not as smooth as expected. Sometime lecturer speaks Indonesian language in speaking class, it is because the students do not understand what the lecturer expects, the students speaks in Bahasa when they want to share idea and answer the question. And instinctively, code switching happened. It causes code switching happens in the classroom.

And this situation also happens in MA Mafatihul Huda, switching between two or more languages in the same conversation is a common phenomenon. At the Twelve grade in class of Bahasa on MA Mafatihul Huda, both teacher and students often switch from English to Indonesian language or from Indonesian language to English and sometimes with other dialect like a Sundanese and Javanese. Students apply code switching and code mixing inside the class to help them comprehend the material. Teacher applies code switching and code mixing to make the students comprehend the material.

From the explanation above, the present study pots an emphasis to investigating the reasons of the teacher and the students use code switching, the factor and the function of code switching in the classroom especially in class of Bahasa at MA Mafatihul Huda.

The Formulation of the research of this paper as follows:

1. What are the types of code-switching used by English teacher and students in Bahasa program class?
2. What are the factors triggering the English teacher and students to use code-switching in Bahasa program class?
3. What are the functions of code-switching used by English teacher in Bahasa program class?

METHOD

Research Design

In conducting a research, it is important for this present study to determine the research method. Preparing the method is the first step before doing the process of collecting and analyzing the data. The method used in this research was descriptive qualitative method. It was qualitative because it deals with the natural phenomenon and the data analyzed by using the descriptive qualitative method. The data were transcribed into written transcript, identified, selected, and also classified based on the analyzing needs which relevant to the topic of the research. The gathered data were analyzing by using the mode from (Miles and Huberman ,1994) through the following steps: data reduction, data description, and data classification

Data Analysis

The data analyzed by using the descriptive qualitative method. The data were transcribed into written transcript, identified, selected, and also classified based on the analyzing needs which relevant to the topic of the research. The gathered data were analyzing by using the mode from (Miles and Huberman ,1994) through the following steps: data reduction, data description, and data classification.

The data from the observation and recording firstly were transcribed into the written transcript. Then, the transcript was identified to determine whether they were categorized as code switching phenomenon or not. Through the data reduction, the utterances which were not categorized as code switching were omitted and left. Through data reduction, the utterances which are considered as code switching were identified and chosen. In other words, those utterances were taken as they were relevant with research topic and in line with the research questions. The utterances inside the teaching learning process of EFL were analyzed, described and categorized as code switching occurrences.

Next, the data were classified into specific groups based on the research focus. The focus of the present study was concerned the reasons for the code-switching, and the functions of codeswitching.

In order to get further information about the use of code-switching by the teacher and students in the English classroom, after the steps above, semi-structured interview was also employed to reveal the use of code switching both by students and teacher in the classroom. The interview became the supporting data beside the data obtained from observation and recording. In other words, this interview was intended to validate one data to another so that the bias could be avoided. The interview also put an emphasis on the awareness of the teacher and students in using code-switching in their classroom, the factors for the code-switching, and also the functions of code-switching.

RESULTS AND DISCUSSION

Type of Code-switching

Inter-sentential Code-switching

This type inter sentential of code-switching was frequently appeared 53% in the classroom and only used by teacher likely for two aims. Firstly, it could help the teachers in delivering the information and instruction, thus the materials or the instructions was expected to become easier to be understood by the students. Secondly, it could be appeared also in the teacher attempt to get respond from the students about the information or material which had been explained.

Intra-sentential Code-switching

This type intra sentential code-switching was applied 33% by teacher and students. The purpose of this type was to assist the students and teacher to understand the meaning of certain difficult English words. The factor using of this switching was easily observed for the sake of the ease of access into those words which was being discussed or the words which was connected to the topic which was being explained.

Extra sentential or Tag-switching

And this type extra sentential code-switching (tag switch) was applied only by teacher 14 %. from the results of data in above that this type use of at least among the three types of code-switching other

This is type of code-switching proposed by Poplack (1980) which is relevant with the factor (lack of vocabulary) triggering the teachers to use codeswitching by Holmes (2013).

The Factors Triggering the English teacher and students to Use Code-switching

Rhetoric Reason

According to Holmes, this code-switching is intended to describe the association between the two codes existed in the society. When the speakers switch their codes, they are aware about their fellowship in a society. The

speaker realized that those languages show the relationship one another. The speakers who switch their code are often the member of the community using those languages, or at last they understand both languages.

The teacher initially explained the topic which was going to be discussed in English and he assumed that all the students had already understood his explanation. However, when there were still some of the students who seemed to be confused, the teacher switches his explanation using Bahasa Indonesia. Apparently, the teacher understood that some of the students still did not understand about his explanation in English. So he decided to repeat his explanation through switching his code into Bahasa Indonesia. This was done by the teacher because the teacher was aware either he or his students are the same mother-tongue speaker, Bahasa Indonesia. The teacher realized that his explanation would be more comprehensible if he talked using Bahasa Indonesia. Code-switching also often occurred when the teacher gave an instruction. This was happened since most of the students could not understand the teacher command in English so that the teacher switched his code into Bahasa Indonesia which more comprehensible for the students. This is shown by the data below:

The data

Teacher : *Sekarang coba kalian buat kalimat about expressing of possibility in your writte book, please writte in your book. tulis dibuku tulis kalian dengan teman sebangku, kemudian dipresentasikan kedepan kelas dengan mengunakan body language and gesture.*

On the data given above, the teacher chose to repeat his explanation which had been explained in English before in Bahasa Indonesia. This was done in order that all of the students could understand the question which had been given before through switching his code into Bahasa Indonesia.

When the teacher did code-switching, it was usually followed by the repetition of the message which had been stated before into another language. Those messages were repeated using the more comprehensible language for the students in order to make the message which was being conveyed could be understood by the students.

Differences of Status and Formalities

The teachers use code-switching in the classroom because during the teaching and learning process in the classroom they tried to insert humor as intermezzo in certain part in their teaching activity. The humor is less funny if they use in English, so they switch it into Bahasa Indonesia.

The data:

Teacher : (after two students perform in front of the class for the role play) *kenapa jauh-jauhan begitu*, in this story you and alan are couple. *Jauhan begitu kaya wong lagi musuhan bae.*

Students : (laughed)

In the data above, we can see that the teachers succeed to make the students laugh and convey the teachers' emotion when the communication happened. The teacher who wanted to insert some jokes will get decline in humor if it presents in English, so the teacher often switches their code under this condition.

Quote Other Statements or Proverbs

Code-switching was often happened when the teachers quoted a statement which had been stated by the other speaker before. The teacher tried to emphasize and showed whether the statement that he was being quoted was right or wrong. Through using the original words from the speaker, the teacher tried to be more accurate in giving an explanation relating to the quotation which was being discussed.

The data :

Teacher : I think I can conclude from the your friends,
"kalau perempuan nikah cepat itu tidak masalah karena lelaki yang mencari nafkah, nah kalo lelaki nikah cepet nanti istri mau dikasih makan apa?"
dedek tah (food of chicken)

Students : (Laugh)

From this data, the teacher tried to explain again the answer which had been explained by the other students before. In explaining the answer, the teacher then switched his code from English into Bahasa Indonesia. Through switching her code to quote the statement from the other source, the teacher intended to avoid an error which is possibly happened in explaining the other statement.

In this case, the teacher explained a statement which she had been read before from the other source. When she explained, the teacher also showed clearly that she quoted the words from another source, not her original words. Since those statements were not her original words but they were the quotation from the other source, the teacher stated those quotations followed by special gesture such rising his fingers. This was meant to get the students to understand that the statements that she uttered are quoted from the other source.

Lack of Vocabulary

In the classroom interaction, lack of vocabularies are often occurred as the teacher and students could not find the proper words in English to explain what he/she meant, so the teacher and students switched his/her code into

Bahasa Indonesia. Consequently, the teachers then kept using those words which he/she found difficult to say in the target language in Bahasa Indonesia. Vocabulary deficiency in teaching-learning process not only occurred simply as saying the words in Bahasa Indonesia, but also it could be appeared like a hesitation by the teacher to say particular words or terms which were quite difficult to find the proper words to replace them. And the data for this factor are below:

Data 1

This is shown by the data of the data following:

Teacher : why you look so sad?

Students : *tidak pak lagi bahagia.*

Teacher : *Jadi, if you feel happy you must be smile,so where is your smile, don't be cemberut.?*

Data 2

Student : karena kita kekurangan kosa kata jadi kadang asal sebut...

(Because we are lack of vocabulary so use it unconsciously)

From the data who get by observation and interview above, because of inadequacy of particular words in the target language, triggered the teacher and students to switch their code and say those difficult words in Bahasa Indonesia which is more comprehensible for the students. The teacher conveyed a statement to the students through English firstly. But the teacher suddenly switched his code into Bahasa Indonesia since he did not know how to explain "cemberut" in English to his students. This code-switching seemed to be triggered by the difficulty to find the proper and comprehensible words for the students done by the teacher. Consequently, the teacher tended to say the words in the code which is more comprehensible for his students.

The Varied of the Students Ability in The Class

The teachers said that in the classroom, the situation is very heterogenic where there are some of the students have good enough ability English since they have ever taken an English course while some the others are still do not have the same ability in it. Thus, when the teachers give explanation or instruction, they tended to shift their language from English into Bahasa Indonesia to overcome such this condition.

The data of this factor from interview:

Teacher : *saat saya menerangkan materi saya dengan bahasa Inggris para siswa biasanya akan kebingungan, ada yang mengerti jika saya menerangkan dengan bahasa Inggris, tetapi kemampuan para siswa dalam berbahsa Inggris tentunya berbeda*

(When I explain the material to my students with English usually there are be confused, some understand if I explain in English, but the ability of the students in English are different)

The teachers were also difficult to present the teaching materials most in English. There are students still cannot understand the lesson well if it was explained in English. Thus, to overcome this situation, the teachers not only used English in presenting the materials but also Bahasa Indonesia.

From the results of data getting from students' interviews are different they there are trying to use English and some are using the Indonesian language and even Java language. The data shown in below:

Student :...*kadang Bahasa Inggris dan juga kadang Bahas Indonesia bahkan Bahasa Jawa tapi berusaha dulu untuk di artikan ke bahasa inggris dulu pak.*

(sometime in English and sometime in Indonesia even in Javanese, but i try to switch in English first)

From the above data it can be concluded that the ability of the English language class is different between students who one with other students.

The Automatically or Unconsciously term of code-switching

The teacher and students realized that they sometimes still cannot stay discipline in using the target language, so that they often changed her code from English into Bahasa Indonesia unconsciously. It might be affected by the teachers' habits in using the mother-tongue outside the classroom. It is also sometimes influenced by the teacher and students use local language, in this case Javanese. The data are below:

The first data of this factor:

Teacher :*penggunaan bahasa secara bergantian di dalam kelasitu tidak dapat kita hindari bahkan kadang menggunakan bahasa jawa.*

(the use of language alternately in the classroom that we cannot avoid even sometimes use the Java language)

The second data of this factor:

Student : *Kadang-kadang tidak sengaja karena kita kekurangan kosa kata jadi kadang asal sebut pak.*
(laughing)

(Sometime Unconsciously Because we are lack of vocabulary so use it unconsciously)

In addition, sometimes code-switching seemed to emerge completely automatically, without any preparing cues or flagging, and interestingly, these instances of automatic seemed to pass without specific attention from listener,

which would suggest that code-switching is an activity from teacher and students in the classroom.

Helping the Students to Share Their Ideas

The teacher realized that most of their students are still influenced by their mother-tongue in developing their ideas in learning English particularly when discussing a certain topic or presenting it in written form. Thus, the teachers often tried to help the students to improve and develop the student's opinion by using Bahasa Indonesia.

When students cannot speak English they are tend to be silent, therefore it is necessary once there is encouragement from teachers to guide students to speak uses Indonesian language or Javanese. The data from this factor are below:

The first data of this factor:

Teacher :*ada kalanya mereka menjawab apa yang ditanyakan dalam bahasa Indonesia indonesia, dan kita sebagai guru tentu saja mengartikannya ke dalam bahasa Inggris, dan siswa juga terpancing untuk menggunakan bahasa Inggris.....*

(there are times when they answer what is being asked in Indonesian, and we as teachers of course interpret it into English, and students are also hooked to use English)

The second data of this factor:

Students:*saat situasi sedang serius seperti diskusi di kelas, kita menggunakan bahasa indonesia dan juga jawa.....*

(when the situation is serious like a discussion in the classroom, we use Indonesian language and also Java)

According to the teacher and students from interview, the most important thing in the classroom is that the students can communicate and understand each other during the teaching-learning process.

The Functions of Code-switching used by English teacher

The data about the functions of code-switching in the classroom which had been gathered showed that all the functions of code-switching proposed by Sert (2005), namely topic switch, affective function, and repetitive function.

Topic Switch

From the data gathered through observation, the researcher inferred that the English teachers will switch their code, usually from English into Indonesian, if they try to get their students pay attention to the teaching materials or the instructions mostly related to the topic switch.

This can be inferred from the data below:

The first data of this function:

Teacher: (after giving the students the explained of the teaching materials) that is expression of possible, now *buat percakapan dengan teman sebangku kalian.!*

The 2nd data:

Teacher: there are possibility when you and your friends are gathering and then have free meals every day.? *Nuriyah jangan mikirin saya terus yah.?*

(while turning to the student who make daydreaming)

Students : (laugh)

From the first data, when the teacher gave the students the explained of the materials to the whole class, the students was disturbing then the teacher suddenly instruct to them into make conversation quickly, in Indonesian code furthermore the distribution of the copy moved quickly.

In the second example, the teacher felt that the classroom was disturbed by the noise done by two students sitting back of the classroom. At that moment, the teacher was using English code to interact with the students but when he reprimanded those students he tended to switch the code into Bahasa Indonesia. This strategy apparently was effective enough to control the students and get the students pay attention.

Affective Function

In this function, English teachers used code-switching in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code-switching for creating a supportive language environment in the classroom. This function is show the fellowship between the teachers to their students. The teaching materials which had been presented in English before was often switched into Bahasa Indonesia and even into the local language of the students by the teacher. Through this way, the teachers basically intended to be more intimate with their students. The data shown in below:

Teacher : when we are going to discuss about expression of possible.

It is about how to state possible word. *Kita akan mendiskusikan tentang cara mengekspresikan kemungkinan. Tentang bagaimana mengucapkan segala cara untuk mengekspresikan itu.* So, I want you find out the information as much as you can and today. *Jadi saya ingin kalian mencari informasi sebanyak banyaknya, inget sing akeh dan kemudian presentasikan di depan kelas.*

From the data above, code switching function in affective function was applied by the teachers in order to be more intimate through switch their explanation in Bahasa Indonesia to their students.

Repetitive Function

The other function of code-switching in the classroom is repetitive function. This function, the teacher switched their code for clarity their 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 teachers mean and what was the teacher expected the students should do. The data shown in below:

Teacher : (after writing and explaining two sample of the English sentences on the whiteboard) so, this sentences is the same with the first sentence. To show or express the activity that will be being done in the next time or future time. Is there any question? *Ada yang bertanya tidak tentang penggunaan dan form dari future continous tense? Jadi, coba jelaskan kapan kita gunakan kalimat future continous tense? Nah... kapan digunakan? Untuk menunjukkan kegiatan atau aktifitas yang akan dilakukan pada masa yang akan datang dimana aktifitas itu kita rencanakan atau sebaliknya.* (Recorded on September, 9th)

This function was implemented by the teachers through finding the counterpart of the words that he/she had said in English before into Bahasa Indonesia. To emphasize what the teachers' intention toward the statements which they have been used before, the teachers often repeated those statements in Bahasa Indonesia. The switching of the code was meant by the teachers to emphasize what they were trying to convey. This is often used by their statements in Bahasa Indonesia after the English form.

CONCLUSION

The types of code-switching

The types of code-switching occurred by the English teachers in the foreign language classroom setting is mainly in three types, where the types of codeswitching purposed by Poplack (1980). These types are: (a) inter-sentential code-switching, (b) intra-sentential code-switching (translation or word/phrase substitution within a sentence), and (c) tag-switching (interactional fillers code-switching). Yet the first type of code-switching (inter-sentential code-switching) was extended it has two forms of appearance in the classroom case; 1) inter-sentential code-switching between sentences without inserting new information, and 2) inter-sentential code-switching between sentences which inserts new information.

The factors triggering the English teacher and students to use code-switching in Bahasa program class

The teachers do code-switching generally triggered by some factors, the factors proposed by Holmes (2013), they are: (a) rhetoric reason, (b) differences of status and formalities, (c) to quote other statements or proverbs, and (d) lack of vocabulary. And another the factors also gather from the classroom setting are: (a) the students' ability in English are not the same, (b) The Automatically or Unconsciously term of code-switching, and (c) helping the students to share their ideas.

The functions of code-switching used by English teacher in Bahasa class program

The functions commonly used by the English teachers in the foreign language classroom purposed also for some motive, these functions are: (a) topic switch, (b) affective function, and (c) repetitive function.

REFERENCES

- Bullock, Barbara E. & Almeida Jacqueline Toribio. 2009. *Themes in the study of code-switching*. In Barbara E. Bullock & Almeida Jacqueline Toribio (eds.), *The Cambridge handbook of linguistic code-switching*, 1-17. Cambridge: Cambridge University Press.
- Chaer, Abdul dan Leonie Agustina. 2004. *Sosiolinguistik*. Jakarta: Rineka Cipta
- Cook, V. 2002. *Portraits of the L2 User*. Clevedon: Multilingual Matters.
- Cook, Vivian. 2001. Using the first language in the classroom. *Canadian Modern Language Review*, 57(3): 403-423.
- Hoffman, Carolette. 1991. *An Introduction to Bilingualism*. New York: Longman
- Holmes, J. 2013. *An Introduction to Sociolinguistics*. New York: Longman.
- Jamshidi, Azam & Mahdieh Navehebrahim. 2013. Learners use of code switching in the English as a foreign language classroom. *Australian Journal of Basic and Applied Sciences*. 7(1): 186-190.
- Kridalaksana, Kristen. 1986. *The Linguistics Encyclopedia*. PP. Giolooli (Ed).
- Lightbown, P.M. & Spada, N. (1993:19). *How Languages are Learned*. Oxford University Press.
- Miles and Huberman. 1994. *Handbook of Qualitative Research*. California:Sage Publication Inc.
- Nababan, P.W.J. 1986. *Sosiolinguistik: Suatu Pengantar*. Jakarta: PT.Gramedia.
- Poplack, Shana. 1980. *Sometimes I'll start a sentence in Spanish Y TERMINO EN ESPANOL: toward a typology of code-switching*. New York
- Poplack, Shana. (1978/1981). *Syntactic Structure and Social Function of Code-Switching*. In R.P Duran. (Ed.) *Latino Discourse and Communicative Behavior*. New Jersey: Ablex Publishing Corporation <https://www.academia.edu> accessed on 15 aug,2017
- Henscyber. 2009 Label: Linguistik. Retrieved from : http://anaksastra.blogspot.co.id/2009/02/alih-kode-dan_campur-kode.html Accessed on 22-mei-2017
- Ronald Wardhaugh. 2006. *An Introduction to Sociolinguistics*. (FIFTH EDITION.) Oxford: Blackwell Publishing Ltd
- Sert, O. 2005. The Function of Code-Switching in ELT Classroom. *The Internet TESL Journal*, Vol.XI, No.8. <http://iteslj.org/Articles/SertCodeSwitching.html> accessed on 25 may, 2017