

AN ANALYSIS OF TEACHERS' CODE SWITCHING IN TEACHING LEARNING PROCESS AT PRIBADI BILINGUAL BOARDING SCHOOL BANDUNG

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Abstract.

The purpose of this study is to describe the form of code switching in classroom interaction used by English teachers at SMP Pribadi Bilingual Boarding School Bandung. This research uses descriptive qualitative method which is used to describe clearly about the fact of code switching based on its form according to the data obtained by recording the teacher's language in the process of classroom interaction, and using field notes that can support the recording data. The object of this research is English teachers consisting teachers, namely male teachers and female teachers who teach at SMP Pribadi Bilingual Boarding School Bandung. The findings of the data analysis show that the types of code switching are found in three types: inter-sentential code switching, intra-sentential code switching, and tag code switching. The functions of code switching used by English teachers were found in three functions: topic switching, affective function, and repetitive function. In addition, the languages involved in the code-switching process are in the form of inter-language relations (English to Indonesian and Indonesian to English) and in the form of language use (formal language and informal language).

Key words: Sociolinguistics; code switching; code mixing; and teaching-learning process

1. INTRODUCTION

According to (Annisa Jihan Salsabil, 2022; Fithrah, 2017) defines Code switching is the one of alternative way to bilingual of two or more languages in the same conversation. A speaker (or writer) going from one language variety to another is referred to as code switching. It might occur in a different language; a speaker might begin in one language and switch to another in the middle of a sentence or even in the middle of a speech. Code Switching is the ability on the part of bilinguals to alternate effortlessly between their two languages (Moshinsky, 1959 Page : 1). Switching can take place within a single word or sentence, between speaker turns, or within a single turn. Speech that switches between two or more languages is known as code-switching speech. The switching linguistic unit typically occurs at the levels of words, clauses, and sentences. When people, settings, or themes change, situational switching takes place. The

phenomena of code-switching, which involves the alternating use of two or more languages in the discourse of bilingual individuals, has typically been studied in the context of spoken language creation. Considerable focus has been dedicated to the examination of its structure, semantic significance, and grammatical attributes. (Montes-Alcalá, 2007). Another approach that can be employed is the utilisation of code switching by the instructor, wherein the lesson is initiated in the primary language and afterwards transitions into the secondary language, and vice versa. This technique aims to enhance the communicative nature of the lesson. It can be concluded that code switching is the replacement of certain language units with other language units in a speech situation to expand the style or variety of language in a conversation.

A. *Code Switching*

Code Switching is described as a skill of the bilingual speaker. Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Sometimes the bilingual speakers get a problem when they have a conversation with another bilingual, so they switch their language from code to another in the construction of sentence to make the interlocutor understand, sometimes they do it with the same language background and it may do so many times.

Code switching is one of the alternative ways to bilingual use of two or more languages in the same conversation. Hymes (1974) defines code-switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while Bokamba (1989) defines code-switching as the mixing of words, phrases and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event.

In the class, when the teacher teaches a foreign language code switching also becomes a learning strategy in order to develop the students' skill in English language. In the beginning of meeting the teacher uses target language when they explain the material and then they switch again into Indonesian to make sure it is understood for the students. The student uses the target language as much as possible but reverts to their native language for any element of an utterance that they are unable to produce in the target language.

For example:

“It describes about the present continuous tense, *ya kan?*”

“**Ok you ready?** *Pakai bahasa Indonesia ya?*”

“**I’ll give you a gift** *kalau kalian bisa jawab*”

“*Kalau yang asam gini suka nggak?* **Do you know what is this?**”

Generally, there are different perspectives on code-switching. A major approach in sociolinguistics focuses on the social motivations for switching, a line of inquiry concentrating both on immediate discourse factors such as lexical need and the topic and setting of the discussion, and on more distant factors such as speaker or group identity, and relationship-building (solidarity). Code-switching may also be reflective of the frequency with which an individual uses particular expressions from one or the other language in his daily communications; thus, an expression from one language may more readily come to mind than the equivalent expression in the other language

Code-switching can occur between sentences (intersentential) or within a single sentence (intrasentential). There are four major types of switching:

- a) Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another.
- b) Intrasentential switching, in which switches occur within a clause or sentence boundary. It can take the form such as, code changing, code mixing, insertion and congruent lexicalizations.
- c) Intersentential switching, in which a change of language occurs at sentence levels, where each clause or sentence is in one language or the other.

B. The Functions of Teachers' Code Switching

These functions of teachers' code switching are listed as topic switch, affective functions, and repetitive functions by Mattson and Burenhult (1999:61). When a topic switch occurs, code switching from the students' native language to their second language focuses their attention on the new information. It might now be suggested that code switching be used to build a bridge between the known (native language) and the unknown (new foreign language). Code switching's repetitive function serves as the final purpose for teachers. Here the instructor is transferring the necessary knowledge through code switching. In certain cases, repetition is necessary, so the teacher code switches to the student's native tongue to make meaning clear. Unwanted student behaviors could result from the propensity for students to repeat lessons in their native tongue.

2. METHODS

This research used qualitative method. According to CRESWELL, (2010) qualitative research study is need to explore this phenomenon from the perspective of distance education students. Hancock,(2002) consider that this

strategy, which often focuses on a limited number of individuals in order to evaluate participant behavior, experiences, and opinions. Williams, (2007) explained that the descriptive research approach is a basic research method that examines the situation, as it exists in its current state.

A. Technique of Collecting Data

In this research there are two instruments to collected the data; they were recording,field notes and Interview.This research uses a triangulation model in the validity stage, which means trying to test the validity of the data by considering things that support other information as a framework for checking and comparing one informant with another. The researcher will check the truth of the data or information obtained by the researcher from various different points of view using the triangulation technique. According to Miles, M. B., & Huberman (1994, p. 10) analysis consists of three simultaneous activities: data reduction, data display, and conclusion drawing/verification.

B. Technique of Analyzing Data

a) Interview

An interview is a data collecting approach that involves researchers and respondents speaking face to face and asking direct questions. Sugiyono (2016:194) stated interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to know things from respondents that are more in-depth. In this study, researchers used semi-structured interviews.

Table 2.1
The Interview's Guideline Questions

No	Questions
1.	In this school when teaching laerning Process use bilingual or monolingual language?
2.	What language is used during teaching and learning in the class?
3.	Why do you use language switching when teaching?
4.	What situations can language switching occur?
5.	Is language switching effective when teaching?
6.	Does the language change help students during the learning process?

b) Observation

The researcher has conducted observations at the private bilingual boarding school in Bandung for the purpose of this study in order to observe and assess the English teacher's use of code switching to facilitate learning, so that the researcher can discover the data required to create the thesis.

Table 2.2

Observation note: Types of Code Switching

Code Switching	The Characteristics by Poplack (1980)
Tag Switching	Inserted a tag in the end of utterance (short phrase/word) The tag is in different language.
Intra-sentential Switching	Only happen within a sentence Occur within a clause Occur within a word
Inter-sentential Switching	Occur in a utterance Speaker completed a sentence, then Switch a different language into next sentence

Table 2.3

Observation note

COLLECTING DATA						
Teachers'	Techniques	Time	Place	Types of Code Switching		
	Recording			Tag Switching	Intra Setential Switching	Inter Setential Switching
(T ₁)	1. 2. 3.					

Table 2.4

Observation note: The factors why use Code Switching

Code Switching	The Characteristics by Mattsson, F. A., & Burenhult (1999 : 61)
Topic Switching	Occur when speaker switches code to quote a famous expression, proverb, or saying of some well-known figures.
Affective functions	When someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language.
Repetition functions	Occur when person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the languages (codes) that he masters to say the same message.

Table 2.5

Observation note

COLLECTING DATA						
Teachers'	Techniques	Time	Place	Function of Code Switching		
	Recording			Topic Switch	Affective Function	Repetition Function

(T1).				
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Based on the observation, there were three teachers who taught at the seventh grade students in Pribadi Bilingual Boarding School.

(T1) Civic Education Teacher's

(T2) English Teacher's

(T3) Science Teacher's

C. Conclusion Drawing/ Verification

Conclusion, according to Miles, M. B., & Huberman (1994, p. 11), is only half of a Gemini configuration. As the analyst moves forward, the conclusions are also verified. Researchers came to a quick conclusion while collecting data. Of course, drawing conclusions cannot be done haphazardly; it must return to the data to be verified. The final conclusions are reached not only during the data collection process, but must also be verified in order to be truly accountable.

3. RESULTS & DISCUSSION

The researcher presents all the information gathered from the English teacher during the teaching and learning process in this chapter. In the teaching and learning process from the English teachers. Three teachers at Pribadi Bilingual Boarding School Bandung instruct in English. The researcher visited two classes where two different teachers were present. From the result of the interview, the Researcher can be said that the teacher realized used code switching in teaching process to make the understand about the material. The teacher used Bahasa Indonesia besides English depend on situation because not all students understand about the English very well. So, the important thing the Teacher used code switching in classroom. The types commonly used by the teacher carried out the three types of code-switching proposed by Poplack. They were inter-sentential switching, intra-sentential switching, and tag switching. Then, they also practiced code-switching according to the topic that was under discussion, to build solidarity relations with the students, and to transfer necessary knowledge. It can be concluded that the teacher' code-switching practice the three functions of teacher' codeswitching based on Mattson and Burenhult: topic switch, affective functions, and repetitive functions.

A. These types will be explained specifically in the following sentences below:

- a) Tag Switching is a form of code switching in which a brief term is used to underline the speaker's main point. Teachers use this method when they want to inject a brief word into their speech to accentuate it, as was demonstrated during the speaking for academic presentation class. The instructor emphasized a point by including a single word. The study discovered 8 datasets making use of tag code Switching.

T₁ "Anyone do remember the material, *ada yang ingat?*"

T₂ "Put your attention please for the presentation, *fokus ya albi*"

T₃ "Anyone remember the material, *ingat nggak?*"

This utterance contains tag and switches Because code-switching in this last sentence is the insertion of a tag from one language into an utterance that is entirely in another language, this utterance shows that the speaker is switching from English., this utterance can be classified into tag switching.

- b) Intra-sentential code switching is the second form of code switching. By rearranging the words in a sentence, a person engages in this form of communication. In other words, this form of code switching occurs during the teaching and learning process in the speaker's sentences.

T₁ "Oke please open your book"

T₂ "What the sentence we have learn, *oke kita review dulu tenses tuh ada berapa?*"

T₃ "Next, *apa itu besaran turunan?*"

This statement is classified as intra-sentential code switching and is referred to as code switching. Because the utterance demonstrates the speaker's quick transition from English to Indonesian.

- c) Inter-sentential switching

Switching between phrases or sentences in the same language is called "inter-sentential switching." Inter-sentence switching happens a lot when teaching and learning in the classroom. This is because the speakers, in this case the students, use code switching when they want to expand or explain what was said before.

T₁ "*Disitu ada were, ada change, were change bisa ngga?* Any other?"

T₂ "Okta mention *sebutkan apa saja*"

T₃ "*Ya, it is correct*"

This utterance shows that the speaker switched from Indonesian because the last line's code-switching occurs when a tag from one language is introduced into a sentence that is entirely written in another language. Therefore, these can be separated into two categories: extra phrases and tag switching.

- B. The following sentences explain in detail about these functions:

- a) Topic Switching

They code-switched from English to Indonesian to help their pupils understand those grammar points because they were having trouble following the directions in English. Examples of these code switching are as follows:

T₁ "We found work were, *di situ ada kata were, were itu di gunakan ketika apa*"

T₂ "Put your attention please boys, *fokus ya*"

T₃ "Okta mention *sebutkan apa saja*"

In the example above, In order to explain the use of verbs and their changes in the present past tense, the teacher code-switched. She utilizes her bilingual ability to clarify the meaning of this grammar point for her students, so she uses topic switching. Similarly, to explain to her students about the use of subject, verb and other

conjunctions related to the learning material.

- b) Affective Function, in this function, which was found 2 data. The English teacher used code-switching to build solidarity and a more intimate relationship with the students. This function shows the familiarity between teachers and their students.

T₁ "Tidak ada repeat!"

T₂ "Oke please prepare your memory about *materi yang sudah pernah kita pelajari*"

T₃ "*Keberagaman Suku, Agama, Ras dan antar golongan dalam bingkai Bhineka Tunggal Ika yang berada di Indonesia* get it?"

From the examples above, the affective function is used to inform the students about the class rules that they disobeyed and shows the teacher's emotions in this context. In the video recording, in example 1 anger and disapproval can be identified from the teacher's lowered intonation at the end of her sentence. In example 3, the teacher is trying to get feedback from a student, but the student does not respond.

- c) Another function of code switching in the classroom is the repetition function. This function was found 9 times in this study. In this function, the teacher code-switched to clarify statements or explanations that had been conveyed previously and confused students. Through this clarification, students can get clarity about what the teacher means and what the teacher expects students to do.

T₁ "So, what the different about both the tenses, *bedanya apa?*"

T₂ "Put your attention please boys, *fokus ya*"

T₃ "Have you done, *udah selesai semua?*"

Subjects 1 and 2 in the example explain whether the students remember the previous material in the present perfect tense. He uses the repetitive function to emphasize that some still understand or not about the present tense and past tense sentences. In the example subject 3 gave an example in a sentence.

C. Conclusion Drawing/Verification

Conclusion Drawing/Verification is the third component in the model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research. In this part, the discussion and findings were divided into three main points: the types of code-switching commonly practiced by the teachers, the functions of teachers' code-switching, and the languages involved in the process of code-switching

4. Conclusions

In this study, the researcher analyses the types and functions of code-switching as well as the code-switching behaviour of teachers during instruction. At Pribadi Bilingual Boarding School, code-switching is introduced to students in the junior high school years as a means of facilitating the school's English language curriculum. Opportunity for linguistic growth as well as efficient idea transmission from sender to receiver. Students can get off to a strong start towards efficient and successful learning and eventually become fluent speakers of English if they are exposed to code-switching in

the early stages of learning. When pupils are able to grasp the instructor's comments, they are more likely to take an active interest in the lessons being taught. They are able to relax and enjoy themselves while learning because of the clarity of the information they are receiving. When students are relaxed and not worried about what might happen in class, they are better able to learn and contribute. Because of this emotional safety net, kids are able to focus better on their English studies. In order to convey meaning clearly and facilitate the effective transmission of knowledge to students, teachers often resort to code switching. However, it is important to remember that code switching may provide a barrier to mutual intelligibility in the long run when students have interaction with native speakers of the target language.

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