

An Observational Study on The Use of Code-Switching by X grade English Teacher in MAN 3 Sleman

Nawang Asri Ayuningtyas

14322020

Islamic University of Indonesia

nawangasria04@gmail.com

ABSTRACT

There are some issue or problem about the use of code-switching in learning foreign language. In the EFL context, teachers seem to really use code-switching in the classroom. The aim of this study to explain the implementation of the use of code-switching and to describe the reason for teacher uses code-switching in English class. This study was conducted using qualitative study. The data collected using observation, interview, and document. One English teacher from MAN 1 Sleman was involved as a participant in this study. The result of this study the use of code-switching seem to successful in managing classroom by the teacher. However, in content transmission seems to challenge because the teacher should transfer highly content. The choice of vocabulary and grammar by teacher should appropriate. Teacher should concert in choice vocabulary and grammar because the students can use the correct grammar and vocabulary in real-life.

keyword: teachers' code-switching, managing classroom, content transmission.

INTRODUCTION

As English teachers use code-switching in the EFL classroom, it has caused a dilemma in terms of whether or not the functions of code-switching are helpful in classroom communication. Therefore, by teachers using code-switching, it makes students become fail to learn the target language. Thus, some teachers choose to minimize the use of code-switching in the classroom (Yao, 2011). When some teachers minimize code-switching, it makes teachers prefer to use full L2 or L1 in EFL classroom. Furthermore, there are some teachers who support to minimize code switching argue that it is not important for students who learn a foreign language to understand everything that teacher say to them. When teachers switch to the first language in the class, it will weaken the learning process and focus on the target language (Jingxia, 2010). Therefore, teachers' still can use code-switching in the classroom to only facilitate them in classroom communication.

Considering the phenomena above, however, there are some scholars who agree on the benefits of the functions using code-switching for language teaching (Moore, 2002; Adendorff, 1993; Shin, 2010; Memon, Altaf, & Khuwaja, 2016)). First, code-switching helps teachers and students to communicate in the foreign language. According to Moore (2002) code-switching as a bridge, the gap for teachers and students to talk each other besides code-switching can add new concepts and students become active in part of classroom activities. Second, teachers use code-switching to build solidarity with the students. The way teachers expressing solidarity by interaction with students when the teacher shares knowledge in the

classroom, at the same time teachers give praise for students when they can answer the question, it makes students enjoy learning foreign languages (Adendorff, 1993). Third, teachers want to make clear the instruction. By teachers using a mother language for clarity about the instruction, perhaps teachers want to make sure that the students understand the instruction that teachers give to them (Memon, Altaf, & Khuwaja, 2016). Hence, the functions of code-switching may help teachers to explain the learning process of English by using their L1.

In addition, the use of code-switching has a role in the classroom for teachers or students because code-switching is a bridge to communicate. Moreover, they may feel comfortable when they are allowed to use their mother tongue in the classroom. Code-switching also may build relationships between teachers and students, and create a good relationship for teachers and students, although they have a different identity (Ferguson, 2003). In Indonesia context, the use of code-switching typically uses in *Bahasa Indonesia* conducted by teachers and students during English lesson. Most of them use code-switching in *Bahasa Indonesia* to communicate over the English lesson because *Bahasa Indonesia* is their official language which used in daily communication. By using *Bahasa Indonesia* as a code-switching the classroom atmosphere more comfortable (Floris, 2013). Thus, code-switching surely code switching helps teachers to make a good communication and build solidarity with students in the classroom.

Concerning the initial review on code-switching practice studies in EFL context, it is still debatable on whether the use of code-switching supports classroom activities or it defects the English learning process instead. The use of L1, L2, or the switch

of L1 to L2, or L2 to L1 are still debatable. Thus, this study is aimed at adding more practice study on the code-switching use, especially by observing not merely the types but more on the functions of the code-switching in EFL classroom. This study is expected at answering to which environment is code-switching better in the classroom.

LITERATURE REVIEW

In EFL context According to Yao (2011) in China code-switching practice in the classroom has a positive respond. Teachers tend to use code-switching especially in China language to make a joke or to create a good atmosphere in the classroom. However, when teacher using English to explain grammar or lexical content the students prefer if teachers use China language to explain the content of the lesson. Thus, ESL class they rarely use code-switching because for them English is well better use as instruction language during English lesson but for EFL classroom code-switching seems very useful during the lesson. Moreover, the use of code-switching in the foreign language classroom is necessary because it may facilitate the students and teachers in English language and learning process (C . W i l l i a m S c h w e e r s, 1999).

Code-switching in the language classroom can be a useful strategy for teachers in interaction with students, the aim of teachers using code-switching is to make clear of meaning word and to transfer a new knowledge to students with an efficient way (Qing, 2010). One of the researcher see that code-switching as an opportunity in language development because in code-switching it is easy to transfer such of

information from senders to the receivers (Skiba, 1997). In other word, code-switching helps teacher and students to transfer from unknow to know some important element during English lesson.

Anton and DiCamilla (1998) as reviewed in Turnbull & Arnett (2002) contended that teachers using L1 during students' learning foreign language in the classroom to assist students understanding step by step toward learning foreign language and L1 for students as a cognitive tool to help them understanding in learning. For some teachers using L1 during teaching and learning in the classroom may help them to make students active in the class, step by step to understand the content lesson, and also L1 for students use to negotiate meaning if they do not know the meaning with teacher.

In additional, code-switching helps in social functions for teachers and students to make friendly environment in the classroom (Chen & Rubinstein-Avila, 2015)In line with Cahyani, de Courcy, Barnett (2016) teachers use code-switching in the classroom to create interpersonal relationship with students such as teachers gives praise, using some humor when in the class, etc. It may reduce students' nervousness in the class during lesson and also a good relationship between teachers and students may create a supportive classroom environment.

Mujiono, et. al (2013) said that code-switching for EFL classroom is effective to keep balance classroom communication both teacher and students during lesson and also to avoid gaps between teachers and students in communication. The balance communication between teachers and students is important because it will help

teachers to fill the gap in communication by using code-switching. Moreover, by using code-switching to communicate with students it will help both teacher and students in explain misunderstanding using their native language (Bensen & Çavusoglu, 2013). In the other words, code-switching makes communication become smooth between teacher and students during the foreign lesson also code-switching minimize misunderstanding.

RESEARCH METHOD

This study employed qualitative research to gain information about the phenomena of the use code-switching in teaching learning. This study applied observational study. According to Carlson & Morrison (2009) said that an observational study is exposure to an issue which occurred individual or in a group with the result that already specified.

The participant of this study are English teacher which there are 5 English teachers in MAN 3 Sleman who taught from 10 grade to 12 grade but the researcher just took one participant for this researcher. The participant was one teacher who teach English subject especially using code-switching in 10 grade of students at Social 2 and Social 3.

The qualitative data of this study were gained for several source using several techniques observasi, one-on-one interview, and document audiovisual. The observation was first data in this research. Furthermore, the inteview as secondary data in this research and documentation as additional data to validity the data from observation and interview.

FINDING AND DISCUSSION

First Code-Switching in Managing Classroom

The use of code-switching helped between teacher and students during English lesson in communication because it may avoided the gap in the class. According to Mujiono, et. al (2013) said that the use of code-switching in EFL classroom has effective effect because the use of code-switching to keep balance in communication and to avoid gap for teacher and students in the class during English lesson. From the fourth observation, Mrs. Ani did unofficial interaction with her students. When she did interaction with her students, at the first Mrs. Ani used English then she tried to use code-switching to communicate with her students. She used code-switching simply to greet and to chat her students who had just entered the class. The encryption was provided below;

T: Where have you been? Dari mana (where have you been? where)

S:Dari kamar mandi ms (I from restroom ms)

(*the teacher tried to ask again to students*)

T: Okay, kalau dari... Where... where... where are you from?

S:Asal (coming from)

S:Jakarta

T: Ya... Where have you been?

(*the students did not answer question from the teacher*)

T: Barusan dari mana? (where have you been?)

S:Dari kelas (from classroom)

(OBT1/001-008/TUCMC)

When Mrs. Ani used code-switching to communicate in the class, she wanted to avoid the gap with her students. Thus, she could feel closer to her students. The teacher stated her reason below;

“ If for emotional relationship definitely use Indonesian Language (I1/TUCMC/79)

“Em.... If kids like this they are still desperately need our figure, **so that if I using English there is distance.**” (I1/TUCMC/81)

“If conditioning, I use the English he get scoring by speaking Bahasa English they got the bonus, bonus score from me.” (I1/TUCMC/82)

Mrs. Ani implemented code-switching or Bahasa to show her affection when she communicate with her students in the class. By Mrs. Ani show her affection the students feel comfortable with the teacher. This is in line with Canagarajah (1995) that teacher and students switch L1 to L2 to simply have a chat about personal issue while also inserts extra pedagogical matters, in this case is the use of be expression where have you been. Although this unofficial interaction did not fully successful to gain extra pedagogical matter L1 to L2. However, when the teacher switched L2 to L1, the students were then able to achieve the meaning.

Second Code-Switching in Content Transmission

Mrs. Ani used mother tongue to explain toward her students about the use of would I like to in intention lesson. Even though Mrs. Ani used mother tongue, she still inserted code-switching to explain the content lesson to her students. It is provided with the encryption below;

(The teacher gives back an explanation of would I like to...)

T: bagaimana dengan would I like to tidak karena... apa tadi mbak Hana? tidak karena apa tadi? (how about ‘ would I like to’, it is not because... what is it mbak Hana? it is no, because of what?)

T: tadi mbak Hana bilangny tadi would like to kayaknya sudah (mbak Hana you tell earlier ‘would like to’ that already)

S: belum... belum tentu dilakukan (not...not necessary done)

T: bukan belum tentu dilakukan atau sudah dilakukan tetapi dia bentuk yang more polite yang lebih sopan (not, not necessary done or already done but it is more polite, more polite)

T: I would to tell you... nah saya gak... gak sok akrab sama murid saya (I would to tell you... well I am not... I am not familiar with my students)

T: jadi dipakai untuk situasi yang more formal atau lebih formal atau disituasi-situasi yang eee... Memang kita gak kenal jadi misalnya ada tamu would you like to drink? Itu kan menawarkan kan, what will you like to drink? (so, it is use for situation that are more polite or in situation that eee... indeed we do not know for example there is a guest would you like to drink? it is offered right, what will you like to drink?)

T: bukan kita bertemen..... Kita sudah deket what will you have to your breakfast? Apa ku mau makan apa? Itu kita tawarkan tapi kita lebih sopan (not we are friend... we are close, what will you have to your breakfast? what do you want to eat? that we offer but we are more polite)

T: ketika kamu didepan nih mau kasih explanation yang kayak tadi, kalau lebih resmi I would like to tell you iya gak sih? (when you in fornt of you want to give explanation, if more formal I would like to tell you, isn't it?)

**T: jadi dia berfungsi untuk menjadikan kalimat kita lebih sopan atau more polite (so the function to make our sentence more polite, more polite?
(OBT1/ 0423-0431/TUCMC)**

From the conversation above, it showed that Mrs. Ani gave the explanation and clarification about the use of would I like to toward her students. She clarified about the use of would I like to by using mother tongue and code-switching. She gave the explanation and clarify after one of her students tried to explain the use of would I like to by using her own understanding in front of the class. Before she gave her explanation and clarify toward all of the students, she asked Hana by using mother tongue about her explanation would I like to "*bagaimana dengan would I like to tidak karena... apa tadi mbak Hana? tidak karena apa tadi?*". Hana gave her opinion by using mother tongue "*belum... belum tentu dilakukan*". Then Mrs. Ani used mother tongue when she explained the function of would I like to toward her students "*jadi dia berfungsi untuk menjadikan kalimat kita lebih sopan atau more polite*" but she used code-switching in giving an example of expression would I like to toward her students. This is in line with Canagarajah (1995) and Yao (2011) that teacher used code-switching or mother tongue to reformulate the content of material may useful for students' understanding the information in material.

The teacher used code-switching and *Bahasa* when she did teaching English to her students in the classroom. It is supported by teachers' statement based on interview below;

“For the first time I would speak English much more than *Bahasa*, and then after that we need comes to the practice face and we come to the practice face so we have to mix it, between English and Bahasa, because we make the interaction, when we have to produce English, fully English, except that they really need to be understood, I will speak Bahasa to make them understand.” (I1/TUCCT/105)

Based on interview, Mrs. Ani did code-switching in practice with her students because she did interaction with students which is the interaction with students it may some discussion. However, the teacher used *Bahasa* when she should explain an important lesson to make students understood. L1 for the students may help them to understand the content of lesson, when the teachers use mother tongue during foreign language, they want to assist students understanding step by step in learning foreign language Anton and DiCamilla (1998) as reviewed in (Turnbull & Arnett, 2002).

CONCLUSION AND RECOMENDATION

Concludes that the teacher's consideration, especially in using language in the class is the most matterful. In managing EFL-medium achiever classroom, the use of code-switching (L2 to L1) has been proven to be successfull to both giving authentic English exposure, and to make students understanding the direction without being felt tested. However, although code-switching of L2 to L1 is also happened in content transmission, the occurance is lessly found than

in managing classroom because of its challenge to transfer a highly contented materials.

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