AN ANALYSIS OF LANGUAGE SWITCHING USED BY TEACHER AND THE SEVENTH GRADE STUDENTS OF SMP IT FATHONA BATURAJA

Ayu Widyaningsih[1], Yentri Anggeraini[2]
[12]Universitas Baturaja
[*1]baruuayu@gmail.com

[*1] corresponding author

Abstract

The aim of this research was to determine types of code-switching that used by teacher during teacher and students` interactions in English class. This research used qualitative method and adapted from theory of Poplack (1980). The procedure to collect the data used video recording and transcription. Based on data, code switching was used to facilitate intractions. So, the students can easier understand of teacher's explanation. The result of this research indicated that intra-sentential as the type of code-switching is the most dominated in learning process.

Keywords – language switching, English learning.

Introduction

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In Indonesia, English is part of the curriculum. It is one of the compulsory subjects, but the status of English as a foreign language in Indonesia makes it difficult for Indonesian students to master the language. As a bilingual or multilingual country, Indonesia has Bahasa Indonesia and their strictly local languages such as Javanese, Sundanese, Buji, etc. and is associated with them Poplack (1980) proposed three types of code switching. They are Extra-sentential switching (tag-switching), intra- sentential switching and inter- sentential switching.

According to Koban (2013), intersentential transitions are characterized by a change from one linguistic allotment to another beyond the sentence or clause level. Sentence transitions occur between sentences. It changes to sentence or clause level. Many scholars have conducted research on code-switching.. He studied intra- and inter-sentence code-switching patterns among Turkish-English bilinguals in New York, USA, and examined the effect of language proficiency on intra-sentence switching. He found that intra-sentence code-switching was more frequent than inter-sentence code-switching, and that both Turkish and English-dominated speakers used intra-sentence code-switching more frequently than inter-sentence code-switching. In Indonesia, the study of code-switching comes from Hidayat (2012).Most of the previous study took the research in the classroom as the object of the research and focused on analyzing the kind of code-switching that occur in the English learning and the reason of the people in English learning with used code-switching in their conversation based on Hoffmann Theory.

Unlike adults, children are easily getting bored when they are learning. Besides, children like playing. Children usually play something or game with their friend. Code-switching refers to the mixing any language, by bilinguals (or multilinguals), of two or more languages in discourse, often with no change of interlocutor or topic. It can help the student more understand and interesting in teaching learning process. It also help teacher to convey the materials easily. So, students do not feel confused and bored and they will enthusiast to learn English vocabulary. The purpose of research are to know how the code switching use in English learning and what types of code switching that use and dominate in interaction at seventh grade of SMP IT Fathona, Baturaja.

Methodology

This research investigates the code-switching used in seventh grade of SMP IT Fathona, Baturaja. The data were taken from the conversations among teacher and students by taking video for three meetings. There were 14 seventh grade students and English teacher as the participants in this collecting data. Then, the researchers analyzed the types of code-switching during classroom interaction in English class.

Finding and Discussion

This part presents when code-switching is used and what the types of code switching used by the teacher and students in seventh grade atau SMP IT Fathona, Baturaja. The code switching in the data were divided into three categories of types, tag-switching, intra-sentential switching and inter-sentential switching.

    1. Tag-switching

        Tag-switching or extra-sentential switching is inserting tag elements from one language into an otherwise monolingual discourse in another language (Koban, 2013). Due to the syntactic nature of tags, they can be inserted in many different places in an utterance without disturbing the syntactic order.

1) Tag-switching at the first video (22-11-2022)
    a. Minute: 06:24

Teacher : Punya ? Hmm.. malika said that a she has , not he **yaa**! She has some pens and books there is tanpa "not" over that, **betul ngga?** Tidak ada statement kata tidak di kalimat itu. Okay, bisa diterima tidak penjelasannya. Some artinya beberapa when we want to make a positive sentence (untuk menyatakan jumlah pada kalimat positif). Okay, I take malika example, **yaa?** "I have some pens and books.

In this conversation, the teacher uses the word, 'yaa!' as a form emphasis or also to make sure sudents agree or disagree with the statement that she coveyed. Then, the teacher also uses the word 'betul ngga?' to see the response of students while at the same time to make sure students' understand or not to the material.

    b. Minute: 22:32

teacher: okey cause you no question,i have ten question for you all. Simple. just ten question. all of you will be easy,for the first just see the sentence
analyse it is positive, negative or introgrative? and yg ke 2 see the word in the bracket. **baca kalimat nya positive/negative /introgrative ,dan tentukan jawabnnya,no 1 sebelum bunda tulis 2-10, <u>lah</u> kebayang no 1 itu.** you should be able. you should have be reason why you be answer, karena i want to know kalian pham /tidak karena easy banget, silahkan analisa!

In this conversation, when the teacher says '***baca kalimat nya positive/negative /introgrative ,dan tentukan jawabnnya,no 1 sebelum bunda tulis 2-10, <u>lah</u> kebayang no 1 itu.***' The teacher uses tag-switching in this part 'lah kebayang', this word is from local language, namely Ogan language with meaning the teacher asks to students if they can imagine the answer or not.

2) Tag-switching at the second video (23-11-2022)
   a. Minute: 26:47

Teacher	 "Okay, number one. bunda kosongkan, **ya?** so just apa namanya pahami benda apa yang ada di sini. Isinya antara dua antara much atau many *ya,* yang digarisi itu isi antara dua ini. So, the first thing that you should do, read the question, find the noun overthat. Pertama, baca soal, baca ya baca *iqra iqra* , yang kedua temukan kata benda disitu"

In this conversation, the teacher uses the word, 'ya?' as a to make sure sudents agree with the statement that she coveyed.

   b. Minute: 32:43

Teacher	 "*Easy, ya*?, first you read the sentence, second find the noun temukan kata benda disitu. And after that you apa namanya pikirkan oh ini bisa dihitung apa enggak. Nah, kalau bisa dihitung jawabannya apa pasangannya siapa nah kalau gak bisa dihitung itu apa. Itu kalau bunda cara ngerjainnya ya, setiap soal dalam bahasa Inggris itu analisanya seperti itu"

In this conversation, the teacher uses the word, 'ya?" as a to make sure sudents agree with the statement that she coveyed if the question is easy to answer.

3) Tag-switching at the third video (29-11-2022)

    a. Minute: 21:23

Teacher: "hah? Riding itu cocok ke motor ya, ride. Jadinya ride motorcycle. Kalau

       mobil? Test drive, *yuk?* Apa jadi?

       In this conversation, the teacher explains about the differences between riding and driving. And then, the teacher uses sentence, 'test drive,yuk?' to explain if we can use word 'drive' when we go to somewhere by a car. 'Yuk' is from Indonesian language with meaning invitation to do a test drive.

2. Intra-sentential switching
       It is a variety if code-switching that occurs without clause or sentence boundary, it occurs in the middle of sentence.
  1.) Intra-sentential switching in the fisrt video (22-11-2022)
    a. Minute: 08:29

Teacher : Pens and books more than one. when we say ***beberapa*** it means the things that who want to say or we have the things more than one.
       In this part, teacher explains to students if some/any in Indonesia language means 'beberapa'. It means to explain to the reader/listener when we have the things more than one.

2.) Intra—sentential switching at second video (23-11-2022)
   a. Minute: 39: 26

Teacher : How ***misalnya*** rice in your home?

In the conversation, the teacher uses sentence, 'how much misalnya rice in your home?'. In this case, the teacher wants to give example of things when we used question, 'how much'. And the teacher gives the example with the things that students have at home.

3.) Intra—sentential switching at third video (29-11-2022)

   a. Minute: 42:33

Teacher: "My brother ***disinikan*** my brother is helping me. Kalau diintrogativekan,
yang my brother jadi your brother. Maka yang me nya ubah menjadi you.

In this part, the teacher repeats the word my brother and use word 'disinikan'. So, she explain if 'my brother' is the person that helping me at that question.

3. Inter-sentential switching

Inter-sentential switching occurs between two sentences. It switches at a clause and sentence in different language.

1.) Inter-sentential switching at first video (22-11-2022)
   a. Minute: 08:15

Teacher: Why? Why you said that I have some pens and books. ***Kenapa yang***

pakai s benar ? Because?

In this conversation, when the teacher says 'kenapa yang pakai s benar?' she uses Indonesian language to make clear her question.

   b. Minute: 22:32

teacher: okey cause you no question,i have ten question for you all. Simple. just ten question. all of you will be easy,for the first just see the sentence

analyse it is positive, negative or introgrative? and yg ke 2 see the word in the bracket. ***baca kalimat nya positive/negative /introgrative ,dan tentukan jawabnnya,no 1 sebelum bunda tulis 2-10, <u>lah</u> kebayang no 1 itu.*** you should be able. you should have be reason why you be answer, karena i want to know kalian pham /tidak karena easy banget, silahkan analisa!

In this conversation, when the teacher says '***baca kalimat nya positive/negative /introgrative ,dan tentukan jawabnnya,no 1 sebelum bunda tulis 2-10, <u>lah</u> kebayang no 1 itu.***' she uses Indonesian language to make clear her ordered to read the question number one which she had written on the whiteboard. The teacher also uses tag-switching in this part 'lah kebayang', this word is from local language, namely Ogan language with meaning the teacher asks to students if they can imagine the answer or not.

2.) Inter-sentential switching at second video (23-11-2022)

    a.   Minute: 02:33

Teacher: Today, seems like yesterday much and many has relation with a noun, kata

      – kata benda. ***Benda tuh pernah bunda bilang kalau benda itu terbagi***

terbagi

      menjadi dua, benda yang bisa dihitung dan benda yang tidak bisa

bisa

      dihitung. Nah, Inggrisnya countable and uncountable noun. Nah, before I

      will explain about much and many I will show you, benda tadi ada berapa

      macam? Countable benda yang bisa di?"

In the conversation, the teacher says '***Benda tuh pernah bunda bilang kalau benda itu terbagi menjadi dua, benda yang bisa dihitung dan benda yang tidak bisa dihitung.***' She uses this sentence to tell to the students if she ever explain about countable and uncountable noun.

    b.   Minute: 24:47

Teacher: "I know if you understand or not. ***Bunda udah tau dari mata aja kalo kalian berlinang linang oh ini anak lagi antusias banget sama materi***"

In this part, the teacher uses sentence, '***Bunda udah tau dari mata aja kalo kalian berlinang linang oh ini anak lagi antusias banget sama materi'.*** Sh uses this sentence to explain if she knows the students who can understand or not to the her material.

3.) Inter-sentential switching at the third (29-11-2022)

    a. Minute: 20:17

Teacher: "It's so easy I think. ***Kalau di present continuous cukup ada V1+ing***."

In this part, the teacher explain if the students will be easier to answer and use present continuous. Because they just learn about verb1 and then add +ing after verb1 in using present continuous tense by using sentence, '***Kalau di present continuous cukup ada V1+ing'.***

    b. Minutes: 33:36

Teacher: "Okay. Good. ***Terus coba yang ini***. 'My mother is cooking rice.' ***Nah apa?"***

In this conversation, after the teacher give reward word to her students. She asks the student to answer the next question by using sentence, 'terus coba yang ini.' Then, she reads the question. After that,

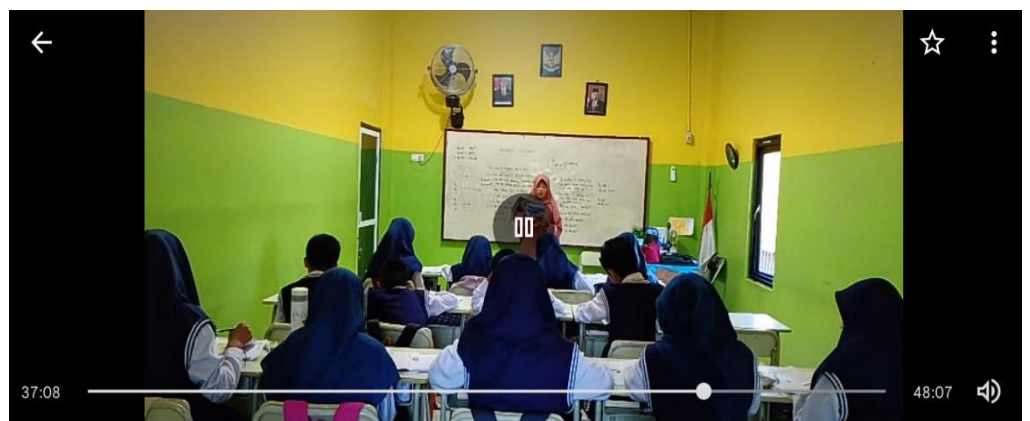she asks the students again by using 'nah apa?' to make clear her question.

c.   Minute: 35:11

Teacher: "Good. *Yang berikutnya?* 'My father is driving car.'

In this conversation, after the teacher give reward word to her students. She asks the student to answer the next question by using sentence, 'yang berikutnya?.' Then, she reads the question.

d.   Minute: 37:08

Teacher: "Complete the sentences with present continuous tense from of the verb
    in bracket. *Gampang, sudah dikasih tau cara jawabnya. Ini kurang tobe sama harus di ing kan.* Coba nomor 1! I ?"

In this conversation, after the teacher reads the imperative sentence from the book. She tells the student if they can so easy to answer the question by using sentence '*Gampang, sudah dikasih tau cara jawabnya. Ini kurang tobe sama harus di ing kan.*' Then, she asks the students to answer the question number one.

e. Minute: 43:41

Teacher: "number 5. My dad is not making my favorite sandwiches. *Jadi apa diubahnya?"*

In this part, after read the question number 5, the tearcher asks students to answer the question number 5. Then, she uses sentence,' *Jadi apa diubahnya?'* to clear her question.

After analyzing all the sentences in the conversation of interaction between teacher and student at seventh grade of SMP IT Fathona, we can get several points. Firstly, the analysis result found that thare are three languages, namely English, Indonesian, and Ogan languages.

Second, after analyzing all the results of the data analysis by adapting Poplack's theory (1980), it was found containing code-switching in the video recording divided into three typesn namely tag-switching (29,41%), intra-sentential switching (17,64%), and inter-sentential switching (52,95%).

Conclusions

Based on what the research focused on, data presentation and analysis. The researcher can conclude that three types of code switching occurred during seventh grade learning. They are tag-switching, intra-sentential switching and inter-sentential switching as Poplack's theory. The code switching is used by some reasons such as students can be easy to understand and to make communication run well. In the type of code-switching, intra-sentential is the most dominated in learning process, with 52,95% of percentage.

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