

Analyzing Code Switching Used as a Bridge of Misunderstanding in Classroom for Students at SMAN 1 Deli Tua

DOI: <https://doi.org/10.47175/rielsj.v4i4.846>

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ABSTRACT

This research was directed to analyze (1) the types of code switching used in classroom during the English course (2) the reasons why teachers and students at SMA Negeri 1 DELI TUA using code switching in class and (3) the effect of code switching. The researcher adopted descriptive- qualitative method since the data dealt with words instead of numbers and applied Hoffman theory to analyze the problems. Technique for collecting data used by researcher was triangulations, those are observation, questionnaires, and interview. Intra sentential switching, Establishing continuity with previous speaker, and Emblematic got 22,22%, and each Inter sentential switching, Intra lexical and Involving a Change of Pronunciation are 11,11% percentages. There are several code switching occurred on the class and researcher placed based on the functions and they are 57,14% of Repetitive function, 28,57% of Interjection and the last is 14,28% for Quoting somebody else is found during the observation.

KEYWORDS

code switching; classroom; understanding

INTRODUCTION

Language is a social means that is used by humans to interact to each other. The existence of language is very crucial for society because humans as social beings always use and need language for communicate among them. Furthermore, language is not only defined as a social means but also it's a means of creating and maintaining relationship between people. Language is included as a system in communicating for humans (Richard and Schmidt, 2010: 311). Thus, learning language would be always bound to people and society. In linguistics itself, it's called as sociolinguistics. Sociolinguistics is a study related to social and language (Holmes and Wilson, 2017: 1). In addition, Wardaugh and Fuller (2015) also stated that sociolinguistics is a study about how language works in our daily live conversations and the exposed media and also the presence of norms, policies and laws which related to language in society.

In this digital era, Indonesian government applies English as one of the most important lessons in school. Indonesia is a multilingual country who has at least 718 languages based on Badan Bahasa (2018). As the result, it requires people in Indonesia should switch their mother language into Indonesian as the national language or viceversa to English. This phenomenon is called code switching. Code switching oftenly happened during the communication. Hoffman (1991) says code switching is the changes over sentences.

Bezton defines code switching is an alternative between two languages within the same conversation.

According to Mariana (2004: 3) code switching happens as an effect of the cross language of Eros culture by people use bilingualism or multilingualism. In addition, Gall as reported in Wardaugh (1998) explains that code switching is a conversational strategy used to

establish, cross or destroy group of boundaries to create, evoke or change interpersonal relations with their rights and obligations.

Hoffman (1991) explains that code switching can occur quite frequently in an informal conversation who are familiar and have shared educational, ethnic, and socio-economic background. Hoffman also argue that the most description about code switching is that it involves the alternate use of two languages or linguistics varieties within the same utterance or during the same conversation. Hoffman (1991) states that there are six types of code switching, those are:

1. Intra lexical
Intra lexical occurs within a word boundary
2. Emblematic
In this kind of code switching, tags, exclamation and certain set of phrases in one language are inserted into an utterance otherwise in another.
3. Intra sentential
Containing the switch that occurs within a clause or sentence boundary, where each clause is in one or other language.
4. Inter sentential
It contains the switch that occurs between a clause or sentence boundary where each clause is in one or other language.
5. Establishing continuity with previous speaker
This kind of code switching occurs to continuing the utterance of the previous speaker.
6. Involving a Change of pronunciation This occurs at the phonological level.
There are so many functions of code switching used in social context. Hoffman (1991: 112) states the reasons why people used to switch their language when talking :
 1. Talking about particular topic
 2. Quoting somebody else
 3. Being emphatic about something
 4. Repetitive
 5. Interjection
 6. Intention of clarifying the speech content for interlocutor
 7. Expressing group identity

Code switching phenomenon does not occur only in daily life i.e home or in community, but can be also found in the school during the lessons especially in English subject. It happens when the teacher and the students are communicating as a social group in class. However, people are oftenly unaware and do not realize that they have switched their language. (Bhatti, 2018; Moetia, 2018) stated that code switching is a phenomena that commonly occurred in ESL/EFL classroom. Indonesia as the EFL country, many students still do not understand about English really well and (Rojabi, 2020; Selivanova et al., 2018; Sukmawati & Nensia, 2019) said that students who have higher level of understanding in English will have better knowledge, interest and more active in classroom during the lesson.

Study Questions

According to the background of study above, the researcher need to find answer problems, as below :

1. What are the types of code switching used in the classroom during the lesson at SMA Negeri 1 Deli Tua?
2. Why do teacher and students use code switching at SMA Negeri 1 Deli Tua?
3. How does code switching affect student`s understanding at SMA Negeri 1 Deli Tua?

Study Objective

Based on the background and objective research above, the researcher formulated the objective of the study as below :

1. To find out the types of code switching used in sophomore`s students at SMA Negeri 1 Deli Tua.
2. To find out the reasons code switching used by teacher and students during the class either consciously or unconsciously at SMA Negeri 1 Deli Tua.
3. To find out the effectiveness of code switching used to avoid misunderstanding during the lesson at SMA Negeri 1 Deli Tua.

Study Scope

Analyzing of code switching used in the sophomore`s students at SMA Negeri 1 Deli Tua, the researcher limit the research based on Hoffman (1991) statements about types and reasons the used of code switching.

RESEARCH METHODS

This research use descriptive qualitative method. It is used to analyze and explore the phenomena of code switching occurred in English lesson. Issac and Michael (1987: 42) describe that descriptive qualitative method provides a systematic, factual, and accurate description of a situation of area. Additionally, the researcher also applies a qualitative method which is in words not in numbers. Sugiyono (2020: 9) states that qualitative method is a method based on enterpretive philosophy and it is used to examine the condition of natural objects where the researchers is the key, and data collected are carried out by triangulation. The researcher collects the data from record memos, questionnaires, and interview with teachers.

The researcher uses record memos of teacher and students` conversation during the class which is taken from the observation as a major data to get code switching`s types. Then researcher also write some questions to be asked to teacher and students as an interview to further knowing the functions of code switching and share questionnaires as supporting data.

Study Subject and Instrument

In this research, the subject would be the sophomore`s students in SMA Negeri 1 Deli Tua. The subject are selected by researcher to analyze the functions of using code switching.

Research instrument is a tool used to obtain, measure, and analyze the data on research includes tests, surveys, scales, questionnaires, interview, or observation. As stated by Sugiyono (2006: 102) the research instrument is a tool for measuring observed natural and social events. In addition, Sanjaya (2011: 84) explains that research instrument is a tool that can be used to collect data or research information. In this research, the researcher uses observation by record memos, questionnaires, interview as the research instrument.

Data Sources

1. Major Data
The researcher uses record memos conversation between teacher ans students from the observation in the classroom.
2. Supporting Data
Supporting data is gotten from the interview and questionnaires collected by the researcher after the class is over.

Technique for Collecting Data

Procedure and for collecting data is the way researcher collects the data from start to finish. First, the researcher does an observation and uses voice record/record memos during the

observations to analyze types of code switching. Second, the researcher shares questionnaires to students for knowing their understanding using code switching. Third, as collecting data, researcher will interview teacher and students.

The researcher uses triangulations as the result of using observation, questionnaires and interview as procedure of collecting data. Patton (1999) states that triangulations is the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena. Additionally, triangulation is a technique of checking data from various sources in various ways and various times (Wijaya, 2018)

RESULTS AND DISCUSSION

In this chapter, the researcher delivers research findings based on the research problems during English lesson. Code switching is occurred during the observations and conversation between teacher and students is attached as Table 3.1. The interview is used for getting more information about the reasons why teacher use code switching in class.

In addition, the results from questionnaires is also presented by the researcher in this section. The questionnaires was pretest and posttest about transitive and intransitive verb were answered by thirty students from grade XI of science class in SMA NEGERI 1 DELI TUA as the research subject for knowing their scores before using code switching for the pretest and after using code switching for the posttest.

Table 1. Type of Code Switching

No	Type of Code Switching	Conversations
1.	Intra sentential	Teacher : “Open your book, <i>bahasa inggris yang warna hijau</i> , because you have homework from that, don’t you?” Student 1: “Gak tau, <i>Sir, I’m not sure</i> , kayaknya sih ada” Teacher : “I still remember my last time joining a meeting for teacher certification, <i>di Jakarta</i> , was really great and so good for teacher Teacher : “Ana, please come here, dan bacakan nilai ujian kalian”
2.	Inter Sentential	Teacher : “Remember... <i>Kamu gak perlu takut dengan apa yang dipikirkan orang lain</i> . Don’t mind it” Student 2 : “Yes Sir. <i>Tapi kadang mereka keterlaluhan kali (banget)</i> . Im sick
3.	Establishing Continuity with previous Speaker	Student 3 : “Jadi nilai ujian kami tidak ada yang lulus kkm sir?, semua dibawah kkm dan yang tertinggi hanya 62,8?” Teacher : “Ya, benar dan <i>congrats</i> ” Student 3 : “ <i>Thank you, Sir</i> ” Student 4 : “Sedih kali bah”
4.	Emblematic	Student 3 : “Ujiannya susah kali lho, Sir, <i>Right?</i> ” Teacher : “ <i>Sorry!</i> Kalau kamu lagi debat harus diperhatikan setiap orang yang ada ya!” Student 5 : “ <i>Stop!</i> Malas aku ihh” Student 6 : “Tunggu sebentar. <i>I join</i> ”
5.	Intra Lexical	Teacher : “Kamu <i>log in-in</i> dulu diportal sekolah” Student 7 : “ <i>Nge-fan</i> kali sama Sir lah”
6.	Involving a Change of pronunciation	Teacher : “It is read ‘ <i>gais</i> ’ in Indonesia” (the word guys) Teacher : “Blueberries is almost the same with <i>bluberi</i> ”

Based on the observation, researcher found that there are six types of code switching that occurred during the lesson by the teacher and students. 4 times of Intra Sentential code switching, 2 times for Inter Sentential code switching, 4 times Establishing continuity with previous speaker, 4 times in Emblematic, 2 times in Intra Lexical and 2 times for Involving a Change of Pronunciation.

Most of the conversations occurred during the class was using Indonesian than using English, this is because the students' background. Teacher should have to explain the materials with Indonesian due to their ability for understanding English. During the observation, the researcher had 6 meetings in the class and was difficult to get more data.

Interview was done and based on the data, the reason why teacher use sometimes code switching in classroom is for clarify meanings for a topic/conversation so that the students are not being misunderstanding. It is found also by the researcher that most of the functions of code switching used in the classroom is Repetitive. Here are the examples from the observation :

"Give your senior a seat, please" - "Tolong kasih abangnya tempat duduk"

"As usual, collect it just one book pre group" - "Seperti biasa, setiap kelompok kumpulkan satu buku saja"

"I will only give you 30 minutes to do it" - "Saya hanya beri waktu 30 menit untuk mengerjakannya"

"When you are doing a presentation, you should know you are audience" - "Ketika kamu lagi presentasi, kamu harus tahu hadirannya"

There are some functions also found during the lesson, those are :

a. Interjection

"Oh my god nilainya rendah kali"

"Wow enak kali ya, Sir"

b. Quoting somebody else

"Siapa ini, Sir? - What is his name?"

After collecting the data from observation and doing the interview with the teacher, in the last meeting of doing the research, the researcher gave the students questionnaires of pretest and posttest about transitive and intransitive verb with 15 questions. For pretest section, researcher explained about transitive and intransitive verb full in English and students was asked to do the questionnaires. And the posttest section, the researcher used code switching to clarify the meaning (repetitive function) to the students and they were asked to finish the posttest. Here are the result score of the students :

Table 2. Students Score of Questionaries

Pretest Score	Students	Posttest Score	Students
7	3	7	0
8	3	8	1
9	11	9	2
10	4	10	6
11	1	11	9
12	1	12	3
13	7	13	6
14	0	14	3
Total	30	Total	30

This proves that students get better understanding after code switching is used. Based on the result from interview and questionnaires score, it can be concluded that code switching is needed in EFL class during the lesson for helping both teacher and students to get better and avoid misunderstanding between them, providing students to maintain and keep intense in communication with their teacher during the English class and get maximal point from what teacher explained.

CONCLUSION

According to the findings and discussion, the researcher can concluded that most of the conversations used in English lesson in SMAN 1 Deli Tua is by Indonesian due to the lack of ability of students for understanding English. The findings show that each Intra sentential switching, Establishing continuity with previous speaker, and Emblematic got 22,22%, and each Inter sentential switching, Intra lexical and Involving a Change of Pronunciation are 11,11% percentages. There are several code switching occurred on the class and researcher placed based on the functions and they are 57,14% of Repetitive function, 28,57% of Interjection and the last is 14,28% for Quoting somebody else.

The reason of code switching used in an EFL classroom is for clarify meaning about a topic and conversation. It is intended as a bridge of misunderstanding between the teacher and students while discussing something. This is also in a line with Hoffman (1991: 112). The result score from students shows that they got higher score after code switching was applied and used in, it proves that code switching is used in an EFL classroom especially for class of students who have lack understanding and interest for English.

Recommendation

The researcher would like to suggest readers and other researchers may further examine this research through different approach to gain clearer understanding about Code Switching Used. And the researcher also recommends to teacher to speak more in English than Indonesian and for the students to be more active in EFL classroom and be interested for studying English.

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