An Analysis of Code Switching in Teaching Learning Process at SMPN 2 Manggeng

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ABSTRAK
Penelitian ini bertujuan untuk mengetahui penggunaan alih kode dalam proses belajar mengajar. Penelitian ini merupakan penelitian kualitatif dengan tujuan mengumpulkan, mengolah, menganalisis, dan menyajikan data secara objektif tentang terjadinya peristiwa alih kode yang dilakukan oleh guru dan siswa di dalam kelas yang terletak di SMPN 2 Manggeng, Aceh Barat Daya. Ada 5 guru bahasa Inggris disekolah tersebut, tapi sampel dalam penelitian ini hanya 3 guru bahasa Inggris. Hasil penelitian menunjukkan bahwa terdapat tiga jenis alih kode yang digunakan oleh guru yaitu tag switching, inter-sentenstial switching dan intra-sentential switching sebagaimana yang dikemukakan oleh Poplack (2004). Dan hasil wawancara, guru mengungkapkan bahwa alasan penggunaan alih kode saat mengajar adalah karena kurangnya penguasaan bahasa Inggris siswa, yang membuat proses belajar mengajar tidak efesien. Kemudian guru juga berpendapat bahwa penggunaan alih kode juga dapat meningkatkan kosa kata siswa, dan pelafalan bahasa Inggris mereka.

ABSTRACT
This study aim to determine the use of code-switching by teacher in teaching and learning process. This research is qualitative research with the aim of collecting, processing, analyzing, and presenting data objectively about the occurrence of code-switching events carried out by teachers and students in a class located at SMPN 2 Manggeng, Aceh Barat Daya.There are 5 English teachers at the school, but the samples only 3 English teachers.The results of this study indicate that there are three types of code-switching used by teachers, namely tag-switching, inter-sentential switching, and intra-sentential switching according to the opinion of Poplack (2004). From the result of interviews, the teacher revealed that the reason of using code-switching when teaching was due to students'' lack of mastery of English, which made the teaching and learning process not as efficient. Futhermore the teacher believes that the use of code-switching can also increase students' vocabulary, and their English pronunciations.

INTRODUCTION

Indonesia is a country that has a variety of ethnic cultures and languages including the Minang, Acehnese, Papuan and other tribes who have different languages between each of these tribes. In social interactions with society in general, people use language to communicate in social interactions and in education. According to Victoria (2008) language is the system of oral and written communication used by people in a particular country. The sound and writting system humans use to communicate.

Indonesian people not only use more than one language to communicative, but also often switch Indonesian to foreign language. The foreign language that is often used by Indonesia people is English. The switch of languange does not only occur during daily communication but also occurs in educational setting such as at the school. English is the international language usually associated with Indonesia. People sometimes switch without hesitation, and often without thinking twice.

As mentioned above, being a multilingual society, it is not difficult for Indonesians to swith Indonesia language to English language.This happens naturally because different cultures and situations mean that switching languages in some cases is natural. The relationship between language and society is studied in the field of sociolinguistic. Sociolinguistics has many branches, one of which is code switching. Code-switching is a natural way of communicating among bilinguals; thus the action to separate languages in a multilingual classroom by only using monolingual communication is unnatural (Kirkpatrick, 2014). Code switching to the use of two language in the same sentences or discourse. It means the substitution of words, phrases, or sentences in a single speech even. For example, a person who said, "I want to drink" and "*saya ingin minum*" in a single utterance. According to Brown (2007), who defines code switching as the process to include words, sentences, or parts of a larger conversation into a different language.

Code-switching is a popular phenomenon in our life. Many people, especially students, teachers, and executives swith English and Indonesian words, phrases, clauses, or sentences in their utterances.

The code is the language or a variety of languages. It can be said that people use language as a code to explain their ideas to others to make people easier to understand.

In the end, this also applies to the teaching process in schools. One of the school in Aceh Barat Daya that switches the English to Indonesia during the teaching and learning process that is SMPN 2 Manggeng In particular, some teachers often use code-switching in the classroom. An English teacher at SMPN 2 Manggeng said that the reason of using code-switching in teaching is to help students understand when the teacher explains teaching material.

The students' unwillingness to use English in the class, especially in communicating, is one factor that interferes with the teacher's ability to teach in the classroom. However, there are many understandable reasons why students return to their language in certain activities (Jeremy, 2001).

On the other hand, researches who support the use of code switching including Hanifah (2021), Nik (2013), Shely (2018) and Paramasivan (2020) argue that the use of code switching as a strategy in teaching and learning can make the student easier to understand the material. Based the preliminary study of the writer, code-switching is used as a strategy to make students understand better the learning delivered by the teacher when teaching. The use of code-switching can provide useful things related to students' languange development. Hence, code-switching can be one of the strategies that to can apply in the teaching and learning process to improve students' English speaking ability.

Futhermore, in order to expand the study about teacher and student' code switching in the classroom, this study focused on investigating the types of code switching in the use of English and Indonesian in teaching and learning process.

LITERATURE RIVIEW

Sosiolinguistic

Sociolinguistics is a branch of linguistics that studies language and society. Sociolinguistics explores language in relation to society. This means that it is concerned with language as used for communication amongst different social groups of people in different social situations (Georgeiva, 2014). In other hand Sociolinguistics is one of the extra-linkguistic studies derived from the words sociology and linguistics. Sociology is an objective and scientific study of humans in society. Language or linguistics is a field of science that takes the language as the object of his review (Chaer and Agustina, 2010).

Bilingual

Based on sociolinguistic, biligualism is defined as the use of two language by a speaker in interacting with others in alternately (Mackey and Fishman in Chaer and Agustina, 2010). According to Myres and Scotton (2006) bilingualism is the use of two or more languages sufficiently to carry on a limited casual conversation. In addition, according Spolsky (1998) defines a bilingual as a person who has some functional ability in the second language. According to Bloomfield (Rahardi, 2001) bilingualism is a situation when a speaker can use two language as well.

Code Switching

Code switching is an individual's use of two or more language varieties in the same speech event or exchange (Wooland,2004). Bullock and Toribo (2009) defined code-switching as "the ability on the part of bilinguals to alternate effortlessy between their two languages". This definition indicated that code-switching only occurs among people who master two or more different language, and their practice of the use of these language in communication (Indah Puspita,2018). In order to get a clear understanding of code switching, it can be seen according to its types based on Poplack (2004).

Tag-switching

Tag-switching is the insertion of words that can be put anywhere within the boundary of a sentence or speech without violating the grammatical rules of that sentence.

RESEARCH METHODOLOGY

This research is qualitative research with the aim of collecting, processing, analyzing, and presenting data objectively about the occurrence of code-switching events carried out by teachers and students in a class located at SMPN 2 Manggeng, Aceh Barat Daya. Qualitative method is a research that produces descriptive data on researchers or focus and observed behavior from the subject (Bogdan,

1992). Therefore, the qualitative descriptive method is used by the researcher to answer and explain the research problems that is being discussed.

This research was conducted at SMP 2 Manggeng which is located in the village of Panton Makmur, Manggeng, Aceh Barat Daya. There are 5 English teachers at the school, but the samples only 3 English teachers. This teacher was chosen because it met the appropriate criteria to get the result of the research using purposive technique. Researchers obtained data using instruments in the form of : observation sheets and interview. In this study researcher focused on the steps suggested by Miles and Huberman (1994) includes of three steps : First, data reduction: the steps taken in this stage are selecting, focusing and simplifying which data will be taken in the research. Second data display: in this stage the data that has been collected is grouped into several sections according to the type of category of data obtained so that it is easy to see, understand and analyze, so that the researcher can draw the absolutely conclusions from the research results.

The third stage is the conclusion drawing or verification. As the final step, the data was analyzed based on the data obtained from the participants during the research process. The data from observation was transcribed and analyzed based on the theories to the types of code switching by Poplack (2004).

RESULTS AND DISCUSSION

Results

This research was conducted during the teaching and learning process in the English class to find out the types of code-switching used and the factors of the use of code-switching by teachers when teaching in the class. The results of this study indicate that there are three types of code-switching used by teachers, namely tag-switching, inter-sentential switching, and intra-sentential switching according to Poplack (2004). Under are the types of code-switching used by the teacher during the teaching and learning process. The results of these data were obtained by researchers through the process of class observation and teaching video recorders.

Tag switching

This type of code-switching involves the insertion of a tag or short phrase in one language into an utterance that is otherwise entirely in another. The following extract by students below had shown the tag switching.

Teacher 1 :" Di *note, ya!*"
From the tag switching above the teacher inserts a short word "*note,ya*" to communicate by switching the word in the sentence. The word is used to emphasize the sentences conveyed to the listener.

Teacher 2 :"*Okay*. Apakah semua sudah paham?"
In the teacher's first statement, it was found that the teacher used the word "okay" at the beginning of the sentence which is one of the tag switching. The word "okay" is included to emphasizes the word "paham?" to get feedback from students as the target language.

Teacher 3:" No,bukan"
From the tag switching above the teacher conveys the short English word "no" by emphasizing the word and then switching to Indonesian.

Inter-sentential switching

Inter-sentential switching, the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language. The following extracts by students below had shown the inter-sentential switching:

Teacher 1" *Tania has a big green eyes*. Yang mana kata sifatnya?"
From the inter-sentential switching above the teacher completes the first sentence completely using English. Then in the next sentence the teacher switches the sentence to Indonesian.

Teacher 2:" *So, I told you before*, seperti yang mis sampaikan sebelumnya"

From the inter-sentential above the teacher finishes the first sentence using English "*So, I told you before*" then interprets or switches the sentence to Indonesian so students understand what the teacher said.

Teacher 3:" *I'm eating everyday*. Boleh, itu contohnya!"
From the inter-sentential switching above the teacher gives an example of the sentence "*I'm eating every day*" to students when the tenses subject uses English. Then the teacher switches the sentence into Indonesian to tell students that it is an example of a tenses.

Intra-sentential switching
Intra-sentential switching was code-switching which occurred within the sentences. This kind of code switching including within the word boundary, or translation of words or phrase subtitution within a sentences. The following extract by teacher below had shown the intra-sentential switching:

Teacher 1:" Di buat dalam tabelnya seperti ini kan? *You doing a wrong way.* Lakukan seperti ini"
In this except the teacher did the switching in terms of intrasentential " you doing a wrong way" in a single utterance which was abviosly to make her student understand what she asked them about previous learning material that was already taught and learned.

Teacher 2:" Gimana *rabbitnya* tadi? *He has long ear.* Di kepalanya kan"
From the intra-sentential switching above the teacher switches the sentences "gimana *rabbit* nya tadi" and "he has a long ear" in one utterance where it is done to make the students understand what is being asked of them.

Teacher 3:" *Kind,what else*? Ingat ya, *adjective* kata sifat"
From the intra-sentential switching above the teacher makes the switch from the sentence of English "*kind, what else*?" to Indonesian "*ingat ya*" and then switched back to English which aims to provide students with an understanding of ongoing learning.

The following is a diagram of the results of the use of code-switching by the teacher during the teaching and learning process in the classroom.

Code Switching

Tag-switching ■ Inter-sentential switching ■ Intra-sentential switching
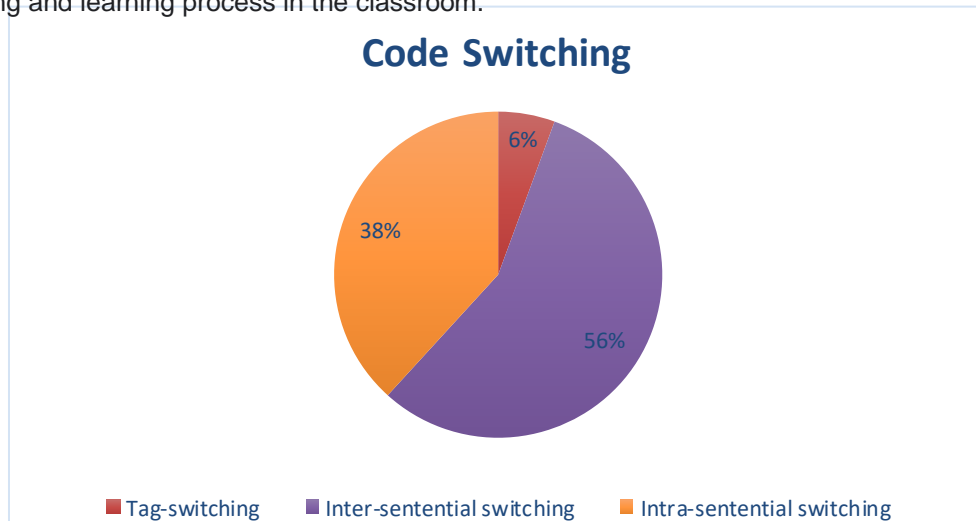
Picture 1 : Type of code-switching that frequently used by teacher in the classroom.

From the data above, it shows that both teachers used code-switching based on the type proposed by Poplack (2004), namely tag-switching (5%), inter-sentential switching (56%), and intra-sentential switching (38%). Based on these results, it can be concluded that the use of type of inter-sentential switching is more widely used by teachers during the teaching and learning process.
Researchers also conducted interviews to find out the problems regarding the use of code-switching factors used by 3 teachers during the teaching and learning process in classroom at SMPN 2 Manggeng. Based on the interviews, the teachers revealed that the reason for using code-switching when teaching was due to students' lack of mastery of English, which made the teaching and learning process not as efficient.

The teacher also adds believes that the use of code-switching can increase students' vocabulary, then using of code-switching students can master several English pronunciations. The use of code-switching during teaching is also helpful for improving students' knowledge of the material being taught and motivating students to increase their vocabulary in English.

CONCLUSION AND SUGGESTION

Conclusion

Based on data analysis, it can be concluded that:

1. There are three types of code-switching used by teachers during the teaching and learning process as stated by Poplack (2004). These types are: tag-switching, inter-sentential switching and intra-sentential switching. Based on the results of the researcher's analysis, the type most used by teachers is inter-sentential switching.
2. Based on the results of interviews with teachers about the factors of using code-switching in the classroom, the teacher believes that the use of code-switching in the classroom is due to students' lack of mastery of English. The use of code-switching is one of the most effective things to increase students' understanding of the material taught by the teacher.

Suggestion

Based on the above conclusion, the reseacher provides the following suggestions:
1. For teacher
2. From the results, it is clear that teachers still use more Indonesia when teaching English. It is better if the teacher minimizes the use of Indonesia language when teaching and learning process so that students are more motivated to use English language.
3. It is better if students can talk in English, they should try to talk in English, and for the students with lower English ability, they can switch code in Indonesian.
4. It is hoped that the results of this study can become a reference for futher reseachers related to the use of code-switching in the classroom.

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