CODE-SWITCHING AMONG EFL TEACHERS

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ABSTRACT

This study examined the utilization of code switching used by teachers in English classes. The motivation behind this investigation is to discover the condition that acts as the baseline of code-switching use. This study was merely a qualitative investigation where the data are based on the quality, not quantity. The subjects of this study were 2 English teachers in SMP IT Az-Zahra, Takegon in two English classes in 2015. The data collection process was done by recording the teachers' speech during teaching using a voice recorder to see in what condition the teachers employed code-switching. The result demonstrates that the recurrence of code switching for topic switch is what happened all the time for 30.4% in the highest rate. While the least used condition to employ code-switching is addressee specification which is only 7% usage from both teachers. Conclusively, the teachers assumed that utilizing code switching to facilitate the educating and learning process can help students grow their understanding, enable them to stick on the point, and help the students certain about conveying meaning.

Keywords: *code-switching, EFL class, bilingualism, teaching English, and code-mixing.*

INTRODUCTION

English as a worldwide dialect encourages individuals to get access in exchanging, business, education, legislative issues, tourism and different areas. Understanding the significance of English in the globalization period, most nations require all inclusive dialect as a device for correspondence even with respect to rivalry and to get information in numerous viewpoints. The appearances of English is creating power for

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nations like Indonesia to start the execution of English from instructive level.

As indicated by Santoso (2006), bilingual program has been a pattern in Indonesia. Numerous parents select their kids to study in bilingual schools that open the understudies to the blend of two dialects, for example, English-Indonesian, and English-Arabic with a specific end goal to set up the understudies for better comprehension of different languages. Besides, the best bilingual training programs incorporate these attributes, English as Second Language instruction, shielded topic educating, and guideline in the main language. Non-English-talking youngsters at first get center direction in the essential dialect alongside English as Second Language instruction. As youngsters develop more capaability in English, they learn subjects utilizing more contextualized. Along these lines, the controlled classes work as a scaffold between guideline in the main language and in the standard language (Stephen, 2010). At that point, Stephen (2010) further states that there is an inclination in the bilingual program where students preferred accomplishments over those in monolingual program in light of the fact that the understudies need to see in excess of one dialect amid their learning exercises. With regards to the Indonesian multilingual society where English is educated as a foreign language (EFL) for example, bilingual program, it has turned into a noteworthy leap forward to support the utilization of English in non-English subjects, for example, Arithmetic and Science.

Bilingual program is a beginning period of its improvement. It will take numerous years to give all critical instructive activities. One of the schools which execute the bilingual program is SMP IT Az-Zahra, Takengon. This school is one of Integrated Islamic schools in Aceh in the secondary level. In its first year, which was 2015, an issue in instructing and learning procedure of bilingual class has risen. The instructors who educate in bilingual classes are educators who have been educating in standard classes earlier the usage of bilingual program. In this way, after the school actualized the program they need to communicate in English in class, which is a major issue for them. Moreover, educators who instruct in Worldwide Standard School need to breeze through situation test for bilingual classes in which they will be prepared to have the capacity to educate the English subject.

In any case, now and again both of educators and understudies tend to experience troubles particularly in classroom talk. It develops in light of the fact that neither instructor nor understudies have sufficient

capability of English. Along these lines, Bahasa Indonesia is utilized to facilitate the students as a transitional dialect of guideline. For this situation, the code-switching is one of the approaches to clarify instructors' mean when they are instructing.

From the condition elaborated above, the issue entailed to be figured in this study is as follows: In what condition does the instructor utilize code-switching in an English class?

LITERATURE REVIEW

The term bilingualism can allude to an individual speaker who utilizes at least two dialects, a network of speakers in which at least two exchanging languages are utilized during the process, or by speakers of various dialects. Tarigan (1989) states that bilingualism is the capacity to impart in two distinct dialects. Besides, Bee Chin and Gillian (2007) propose that bilingualism as a term has open-ended meaning. At that point, Babcock and Gove (1961) add that bilingual is additionally characterized as having or utilizing two dialects particularly as talked with the familiarity normal for a local speaker; a man utilizing two dialects routinely and with control like that of local's and bilingualism as the consistent oral utilization of two dialects. Myers-scotton (2006) sets up that a bilingual is somebody who has gained or figured out how to talk and comprehend the world by methods for two dialects, however the substance of her/his comprehension might be not the same relying upon dialect that she/he employments. Moreover, she characterizes bilingualism is the capacity to utilize at least two dialects adequately to bear on a restricted easygoing discussion.

Next, Spolsky (1998) calls attention to that bilingual as a man who has some practical capacity in second dialect. This capacity may change starting with one bilingual then onto the next. Identified with discourse network, Hamers and Blanc (2004) characterize bilingualism as the condition of a phonetic network in which two dialects are in contact with the outcome that codes can be utilized as a part of a similar association and that various people are bilinguals. To put it plainly, bilinguals can pick what dialect they will utilize. In this line, Spolsky (1998) point outs a bilingual person as someone who has some practical capacity in second language, he likewise says that the bilinguals have a collection of space relate standards of dialect decision. Lastly, bilinguals can shift their decision of dialect to suit the current circumstance and condition with a

specific end goal to convey adequately. This leads them to exchange two dialects inside a similar articulation or regularly called code switching.

Weireich (1953) ordered three sorts of bilingualism as indicated by the manner by which bilingual store dialect in their brains. In the first place, organized bilingualism implies the individual has obtained two dialects in two separate settings and the words are stores independently. Second, compound bilingual means the individual has gained two dialects in a similar setting. For this situation, a word has a solitary idea however two unique marks from every dialect. The last, subordinate bilingual means the individual has obtained a first dialect and another dialect is deciphered through the more grounded dialect. (Grosjean, n.d, 1994) states that bilingual is the capacity to create important articulations in (at least two) dialects, the order of no less than one dialect ability (perusing, composing, s cresting, tuning in) in another dialect, the substitute utilization of a few dialects, and so forth. For their motivations, they call Bilingual those individuals who utilize (at least two) dialects (or vernaculars) in their regular daily existences.

Through this clarification, we presume that bilingualism is valuable in this life. Regardless of where we live, where we work and where we examine. Regardless of whether we are among those whose country has just a single authority dialect, we cannot abstain from having bilingual when individuals should be bilingualism. In every day cooperation for instance, usually found and heard that individuals in the general public can talk a few dialects, for example, the Indonesian dialect, the Acehnese dialect, the Gayonese dialect, the English dialect reciprocally. The traditional language is still in code-switching position because the linguistic capital of most Acehnese learners are still prone to their traditional language (Ismail, Samad, & Fitriani, 2017)—in this case, Acehnese.

In sociolinguistic investigation, bilingualism is a typical thing when there is collaboration between the social orders or the dialects they utilize. Tarigan (1988) says that bilingualism is utilizing two dialects and bilingual is a man who can talk in two dialects. Additionally, as cited by Tarigan (1988), Weinreich (1953) says that bilingualism is the capacity to utilize two dialects conversely. Here one might say that dialect utilized as a part of request to be bilingual can not be restricted in a foreign language.

For EFL students, classroom is the fundamental place where they are often presented to the objective language. The sort of dialect utilized by the instructor for guideline in the classroom is known as teacher talk.

As stated by Xiao (2006), teacher talk is utilized as a part of class when instructors are leading directions, developing their scholarly capacity and overseeing classroom exercises. Instructors embrace the objective dialect to advance their correspondence with students. Along these lines, students understand what the teachers say by reacting to it and translating it. As Sutanto (2017) inserts that by doing translation, it can help a foreign speaker of a certain language to minimize the opacity of a certain word/chunk meaning.

Also, teachers utilize the dialect to empower the correspondence amongst students and themselves. In this way we can state educator talk is a sort of correspondence based or connection based talk. As indicated by, Ellis (1994) Educator talk implies that instructors address classroom dialect students uniquely in contrast to the way that they address different sorts of classroom students. They influence acclimations to both dialect to frame and dialect work keeping in mind the end goal to encourage correspondence. These changes are alluded to as teacher talk. Teacher talk is critical for both classroom showing association and understudies' dialect learning during the time spent remote dialect learning and second dialect obtaining, in light of the fact that instructor talk is an instrument of actualizing educating plan. In this way, the author has defined her own particular view about instructor talk: teacher talk is the extraordinary language that educators utilize while tending to L2 students in the classroom. There is deliberate improvement of the formal properties of the instructor's dialect. Investigations of educator talk can be isolated into those that explore the sort of dialect that instructors use in dialect classrooms and those that research in the kind of dialect they use in subject exercises. He additionally remarked that the language that instructors deliver to L2 student is dealt with as an enlist, with its own particular formal and semantics properties (Ellis, 1994).

RESEARCH METHODOLOGY

The author, subsequently, needs to utilize the proper technique in directing the exploration with a specific end goal to get fulfilling comes about. This examination utilizes an unmistakable subjective research. An enlightening examination philosophy is an approach to think about a gathering of individuals or other question right now and to portray actualities, trademark and relationship among the marvels efficiently. In this manner, Subjective research is an examination done so as to get expressive information in type of words or talked information from the

protest that is dissected (Moleong, 2002). At that point, Bogdan and Biklen, (1998) likewise express that the spellbinding exploration strategy enables scientists to center around observation practices and encounters.

The wellspring of the information and research subject in this exploration is middle teachers at first grade. The information was gathered from two English educators in SMP IT Az-Zahra Takengon in June 2015. The author collected the data through classroom meeting and voice recorder. Meeting is a discourse led by the questioner to get data from the educators for a particular reason. The information accumulation process was done when the analyst went to the classroom to watch and record the educator and understudies in instructing and learning process. The concentrated on what condition the educators used code-switching.

In analyzing the data, the author utilizes a few stages. She gathered all information assembled from the examination based on their grouping of the exploration questions which is utilized the subjective information methodology by depicting in sentences. This investigation likewise applies consideration of a few things, for example, the experience of sudden thought and the constrained memory of the essayist. It additionally offers commitment to the specialist to break down information well ordered. After the information accumulation in the field is directed absolutely, at that point the systems to examine the information are resolved. The investigation utilizes three primary techniques to break down the information included information gathering, information lessening - translate, finish up, arrange, and organize - and information show (Miles, Huberman and Saldana, 2013). After all of information are gathered, the following stage is information diminishment. Information lessening alludes to the way toward choosing, centering, streamlining, abstracting, and changing the crude information that show up in reviewed field notes. The creator did this progression by disposing of superfluous information and to incorporate the significant information by interpreting the part information from the perception; next, finishing up the information, classifying the information from the most prevailing to the less overwhelming articulations, and the last, organizing the information which is screening the information into table.

RESULTS AND DISCUSSION

The findings are wrapped in the following table.

Table 1. Code-switching findings

Condition of code switching	Teacher 1	Teacher 2	Total
Topic switch	21.9 %	8.5%	30.4%
Affective function	9.3%	6.8%	16.1%
Reiteration	12.5%	9.2%	21.7%
Quotation	7.8%	5.3%	13.1%
Adressee specification	3.3%	3.7%	7%
Interjection	4.5%	6.9%	11.4%
Message qualification	9.4%	8.3%	17.7%

From the entire point of view, we can see that all educator utilized the topic switch and no more since they trusted that the understudies required redundancy while realizing, so the instructors chose to switch continually under the state of emphasis. The minimum capacity that was utilized by those instructors was Adressee specification where the educators attempted to locate another particular data from the understudies by requesting that a specific understudy indicate the specific term yet in this instructing and learning process it seldom happened. The Message qualification switch happened every now and again enough as the instructors as often as possible changed the theme while they were instructing. Next, the reiteration serves less every now and again, and this occurred as the instructors once in a while utilized the "contribution" sentences in their showing process. Then the capacity of interjection seldom occurred as there were just a few clarifications that should have been qualified by the educators in light of the fact that a large portion of the understudies effectively comprehended the materials. The affective function shows up reduced as all educators infrequently utilized any terms to fabricate enthusiastic association with their understudies. To wrap things up, the quotation was utilized at the base scope of rate.

Based on the results above, there are several points to be discussed as in the following. Code exchanging is utilized much of the time. This is caused by the absence of vocabulary and syntax information that prompts the utilization of less English. As a matter of fact, there ought to be more English utilized when educating English. This discovering appears, those educator utilized code changing to encourage and clarify the substance of the exercise. They once in a while moved the themes so as to have their understudies consideration. At that point they

additionally manufactured the enthusiastic arrangement by utilizing the affetive capacity of code exchanging. They utilized the cited material from the book to encourage the understudy by utilizing citation capacity of code exchanging. Recipient particular were likewise utilized by those instructors to have certain understudies answer their inquiry and in addition focus on them. The capacity of interjetion were utilized for the filler for educators while they were instructing the exercise. Next, they likewise rehash what they have said before by moving to Indonesian dialect or English or the other way around to make the understudies clearer about the theme of the exercise, and this is called emphasis code exchanging. In conclusion, they utilized the fuction of message capability keeping in mind the end goal to clarify further about the exercise.

There are a few purposes behind utilizing the code exchanging for these instructors, they are: to straightforwardness both themselves and furthermore the understudies to adapt to new words or articulations, to grow the understanding of the material, to have the understudies stick on the theme and not meandering out of it, to make the understudies trust in imparting both teaher utilizing English, and to comply with the techniques and bearing of the bilingual school. All instructors told the author that their English dominance was not sufficiently amazing as they have just got a couple of preparing to train bilingual class. So they must be all around arranged each time they will educate the class. They additionally utilized code exchanging in the meeting procedure for elucidation and appreciating the charge and the substance. The English dominance of those instructors was great, yet they have shortcomings in articulation, language, and vocabulary. They always utilized unsatisfactory articulation, unstructured sentenses, and less vocabulary. Notwithstanding, the understudies were not getting befuddled by all that happened on the grounds that the instructor utilized the consistent vocabulary which were the most well-known to the understudies, so it didn't set aside quite a while for the understudies to encode and unravel what their educators said. Along these lines, we can presume that their capacity in English is adequate.

Contrasted with the previos research and discoveries that was finished by Maytara (2009) in her theory titled the capacity of code exchanging, there are a distinction and a few similitudes with this examination. The distinction is obviously from the utilization of code exchanging that has been investigated as the earlier scientist just learned about the capacity of code exchanging in the bilingual classes while this

examination, close to the investigation of capacity of code exchanging, additionally finds the utilization of kinds of code exchanging in bilingual classes. The likenesses are seen from the reasons that were utilized by educators while they were instructing in bilingual classes. The past scientist found that the reasons that were utilized by instructors are; 1. owning to instructor's phonetics and uncertainty, 2. for simplicity of articulation, 3. for elucidation, 3. checking cognizance, 4. for associating with understudies, and 5. for methods and bearings. The greater part of the reasons are only the same with this exploration discovering which were just expressed in various etymological boundlessness. In this examination, the primary reason, to ease the two educators and furthermore the understudies to adapt to new words or articulations, speaks to the principal, second, and third point from the earlier finding. The second reason is, to grow the cognizance of the material, speaks to the fourth point from the earlier research. The third reason, to have the understudies stick on the theme and not meandering out of it, assumes control over the fifth point from the other research, at that point the fourth point, to make the understudies trust in conveying both instructor utilizing English, expresses the 6th point from the earlier research in various thought. In conclusion, the point to comply with the methods and course of the bilingual school reestablish likewise the last point from the past research.

CONCLUSION

The employment of code change perform is clearly the foremost perform used. this suggests that the reduplication perform of code change is that the cause for the academics to use a lot of code change within the category whereas teaching. It is the condition wherever the techer had to tell or repeat their clarification in Indonesian to create the scholars perceive the subject well. Then, the employment of recipient specification perform is that the least used.

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