

## CODE SWITCHING IN CLASSROOM INTERACTION AT SMA NEGERI 2 PALU

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### Abstract

*Penelitian ini bertujuan untuk menggambarkan penggunaan alih kode dalam ruangan kelas yang terjadi antara guru dan siswa. Sistem dalam alih kode tersebut adalah tentang tipe dan fungsi serta apakah alih kode tersebut layak digunakan dalam interaksi kelas atau tidak. Populasi penelitian ini adalah siswa kelas sebelas di SMA Negeri 2 Palu yang terdiri dari 40 orang siswa. Metode yang digunakan dalam penelitian ini adalah metode kualitatif. Penelitian ini dilakukan dengan enam kali pertemuan. Sampel penelitian ini adalah siswa-siswa kelas XI MIA 2 dan XI MIA 6 yang dipilih secara acak. Berdasarkan hasil penelitian, ditemukan 3 tipe dan 5 fungsi penggunaan alih kode yang dilakukan melalui percakapan antara guru dan siswa. Tipe tersebut adalah penanda kode, kode penegas antarkalimat, dan kelanjutan dengan pembicara sebelumnya. Fungsi alih kode dalam penelitian ini ditemukan ada lima yakni sebagai pengalih topik, pemberi petunjuk, penerjemah, penggabungan kosakata, dan pengulangan kata. Selain itu ditemukan pula yakni, pertama, dalam kebiasaan menggunakan satu bahasa atau alih kode dalam pengajaran, terdapat 41% siswa yang sangat setuju diajarkan dalam satu bahasa dapat membawa manfaat bagi mereka. Kedua, alih kode dan efeknya bagi pengguna bahasa pertama dan bahasa kedua, 58% sangat tidak setuju jika menggabungkan dua bahasa dapat melemahkan bahasa Indonesia mereka. Ketiga, alih kode dan efeknya bagi guru dan siswa, 64% siswa lebih menghargai guru yang mengajar dalam dua bahasa yakni bahasa Indonesia dan bahasa Inggris. Keempat, alih kode dan pengaruhnya dalam pelaksanaan ujian, 47% siswa tidak setuju jika guru hanya mengajar dalam bahasa Indonesia dapat memengaruhi kelulusan mereka dalam ujian, namun 35% setuju jika guru mengajar dalam bahasa Indonesia mereka akan dapat lulus. Dari hal tersebut, diindikasikan bahwa alih kode dalam interaksi kelas dapat membuat siswa lebih fokus dalam menerima pelajaran. Hal tersebut dikarenakan penggunaan bahasa Indonesia dan bahasa Inggris dapat membuat mereka lebih mengerti arti yang dimaksud.*

**Kata Kunci:** *kode, alih, alih kode, dan interaksi kelas*

Bilingual society including Indonesian society in general and Palu in particular, the use of two or more languages in communication practices becomes a common phenomenon because the participants were familiar with more than one language, for example local languages (Javanese, Kalinese, Buginese, and the like), first language (Bahasa Indonesia), and a foreign language (English). In reference to the uses of the two languages, the evidence of switching from one language to another language is commonly called *code-switching* as abbreviated CS, it is the alternating one phenomenon as the interlocutors as bilinguals

or multilinguals activating more than one language when they were involved in communication practices in the formal or the informal contexts.

Code switching as the alternative use of two different languages is situated in the field of bilingualism and is seen as a common feature of those who speak two or more languages. Code-switching is usually approached from two different perspectives: linguistic and social, and it is thus defined differently. Exploring the phenomenon of code switching in the bilingual and the social settings, many researchers place their focus mainly on its types and its functions. In the

classroom context, this phenomenon has attracted more and more educational researchers in an investigation into the different types of code-switching, its function, effect on the speakers who employ it, and the reasons for code-switching. It occurs commonly in language classrooms around the world where teachers were teaching a foreign language (FL) or a second language (SL).

This research investigates a sociolinguistic phenomenon called code switching in classroom interactions at SMA Negeri 2 Palu. This research attempts to identify the types of code switching, and the functions of codes switching used by a teacher and students' classroom interactions, and to describe the teacher and students' reasons for doing the code switching in classroom interactions.

There were factors encouraging the switching of languages. The facts show that most of Indonesian students cannot perform English well, particularly in speaking. One of factors that makes the students were unable to speak, is the cognitive factor, because students were reluctant to speak inside or outside classroom. They were usually ashamed, awkward, clumsy, and anxious to speak to other people because they hesitate to make some mistakes and their friends will ridicule them in speaking. That is, the student is switching from English to Bahasa Indonesia or vice versa.

In relation to the problems above, the researcher purposes to find out the students' reason in code switching in the classroom interaction. The code switching focuses on the interactions between teachers and students, between students and teacher, and between student and student.

## **THEORETICAL GROUND**

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most

frequently discussions of the code switching identifies three different types of switching namely, intersentential emblematic, and established continuity switchings with the previous speaker (Hudson, 1996).

Inter-sentential switching is a kind of code switching occurring between a clause or a sentence boundary, where each clause or sentence is in one language or in other, as when an adult Spanish-English bilingual says: "*Tenia zapatos blancos, un poco, they were off-white, you know.*"

Emblematic switching is a kind of code switching, tags, exclamation and certain set phrases in one language which were inserted into an utterance otherwise in another, as when a Panjabi/English says: "*It's a nice day, hana?*" (hai n? *isn't it*). Another example is when an adult Spanish-American English says: "*...Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!*"

Establishing continuity with the previous speaker is a kind of code switching occurring to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English too. Yet, that speaker can also switch again to *Bahasa Indonesia*.

Code-switching performs several functions; in the context of classroom, students and teachers sometimes code switch differently with the natural setting. Crystal (1987) defines some functions of code switching in the classroom interaction suggested by many experts. Firstly, people may use code switching to repetition or reiteration. people may use code switching to hide fluency or memory problems in the second language. Secondly, code switching is used to mark switching from informal situations (using native languages) to formal situations (using second language). Thirdly, code-switching is used to exert control, especially between pwerents and children. Fourthly, code-switching is used to align

speakers with others in specific situations. Code switching also functions to announce specific identities, creates certain meanings, and facilitates the particular interpersonal relationships.

## METHOD OF RESEARCH

This researcher used the descriptive qualitative method as the way of generalising the data which were based on the phenomena gathered from the field. Through the generalisation, some rules underlying the analyzed data could be obtained. Bodgan and Taylor in Moelong (2000 :6) state that the descriptive qualitative research uses data in the forms words, phrases, clauses which exist in the spoken and written language.

The population of this research was the eleventh grade students of SMA Negeri 2 Palu consisting of two parallel classes. They were XI MIA 2 and XI MIA 6. Then the sample of this research consisted of 40 students of SMA Negeri 2 Palu who were randomly selected from 2 classes. They were bilinguals who were familiar with three types of languages which included Bahasa Indonesia, English, and local language. They were assumed to do CS when they were involved in the English teaching and learning process in the classroom.

The data were derived from observation and conversation. Sudaryanto (1993: 133) stated, "Proficient method was used to obtain data in the form of a conversation between a researcher and respondents. "To collect the data, the researcher used (1) observation, (2) questionnaires, (3) interviews, and (4) recording.

## FINDINGS AND DISCUSSIONS

Students and a teacher use two dominant languages in the classroom interaction, namely English and Bahasa Indonesia. Eventhough they were familiar

with three languages, such as Bahasa Indonesia, English, and local languages, but the local languages are never used in the classroom interaction, especially when they switch their language.

There is a different motivation use of CS between the teacher and students. For the teachers, they use CS to help students' understanding procedures and directions to learn English. The students who lack of vocabulary make the teachers hardly to choose and to create a teaching technique, one of the techniques is switch the directions or the instruction from English to Bahasa Indonesia, so, the students understand with the teacher's instructions. For the students, they use of CS by some motivations. The first, the students who are lack of vocabulary always do mistake in grammar and pronunciation aspects. They do not pay attention to the sentences, and do the wrong structure, and they do not know to pronounce the words. The second, the students hesitate of making mistakes in speaking English because they have limited vocabulary. It can be seen from their difficulties in spelling and arrange the sentence in delivering the opinion.

### Types of Code Switching

The uses of code switching by the teacher and students of SMAN 2 Palu, there are three types of code switching. Those types are intersentential, emblematic and established continuity switching with the speaker. Types of code switching used by the tudents in speaking class are as follows:

#### Intersentential switching

This kind of code switching occurs between the clause or the sentence boundary, where each clause or sentence is in one language or other as follows:

Teacher: Well, today we are going to describing people *yaitu kita maksudnya*

*seseorang yang kamu suka atau yang menjadi inspirasi.*

Students : **Okay**, Sir! (Yes, Sir)

Teacher: Class, please mention your inspirated people in your life? Who is?

The situations above indicate the inter-sentential type of code switching. It is because the teacher switches his starting class by using English then later he alters to Indonesia “We are going to describe people *yaitu kita akan menggambarkan orang, maksudnya seseorang yang kamu suka atau yang menjadi inspirasi*”.

So the teacher switches English-Indonesia bilingual in teaching the speaking. Even though, he switches the language but the students give ~~gave~~ their response in English “Okay ,Sir”, “Yes, Sir”. Then, the teacher continues his conversation in English. In this case, the teacher speaks slowly, a word by a word, so the students can understand the question.

### **Emblematic**

The teacher presents the speaking material about “Like and Dislike expressions”, then shows the students examples how to use those expressions. Next, the teacher asks the students to make a dialogue about the topic that has been given. The piece of conversation is as follows:

Student 1: Yes some foods . eee  
meatball, do you ... do you like that?

Student 2: [The student shakes her head]

Student 1: Why?

Student 2: Eee I no eee not like *saya tidak suka* ...I don't ehhhh

*how to say aduh mau bicara apa tadi...*

The type of emblematic code switching used by the students in the statement above. In this context, student 1 talked about food that she liked. She asked her friend whether she liked or did not like meatball. In this conversation, the second student shook her

head to show that she did not like meat ball and after that she gave a reason by switching English to Indonesian. This student emphasized her reason “*not like*” to Indonesia “*tidak suka*”. The student also seemed difficult to say her words in English, because she tried to give the additional reason in Indonesian “*how to say aduh mau bicara apa tadi*”. The word “*aduh*” referred to the emblematic type of code switching.

### **Establishing Continuity with the Previous Speaker**

This kind of code switching occurred to continue the utterance of the previous speaker, as when one Indonesian speaker spoke in English and then the other speaker also tried to respond in English. Yet, that speaker could also switch again to *Bahasa Indonesia* as the following situations:

Teacher : Surahman, where do you come from?

Surahman: I come from Donggala, Sir.

Teacher : So, you are Kaili? And what is interesting place there?

Surahman: Yes, that's right, Sir! *Banyak Sir, seperti Tanjung Karang, eee apa lagi ya, oh ya Bone Oge* and *itu saja, Sir*.

The another type of code switching made by the students in speaking class. In this situation, before the students did ~~doing~~ speaking activities, the teacher warmed up the class by asking one of the students to tell about the interesting place in the region. The teacher asked the student in English. First, the student answered in English but he switched to Bahasa Indonesia, like “*Yes, that's right, Sir. Banyak Sir, seperti Tanjung Karang, eee apa lagi ya, Bone Oge, and itu saja, Sir*”. It is known as establishing continuity with the previous speaker type of code switching.

### **Functions of Code Switching**

There were five functions of code switching used by teachers and students in

SMA Negeri 2 Palu. Those were switching topic, instruction, translation, fixing vocabulary, and repetition.

### Switching Topic

Interaction by teacher usually discussed various ideas and topics, and so that he stressed the point in which she change the topic. It is very necessary due to the continuation and the cohesion of her utterances. The teacher needed to emphasize his new topic to get attention of his students. In this case, another function of code switching is to switch and mix to a new topic in one discourse. The following situations is an example:

Teacher: Did you remember our the previous material?

Students: About expressing and accepting thanks.

Teacher: Very good. *Sekarang buka bukunya the next lesson tentang* ‘Describing place, object, and people’. Ok, first ‘Describing place’. Describing place is how you describe your place like your village or hometown, country, favorite place, etc. Now, let’s see *ekspresi atau ungkapan apa saja yang bisa digunakan* for describing place.

The situations above indicates that the function of code switching in speaking. It indicates the teacher switched the topic of the previous topic and move to the new topic. In switching the new topic she switched to Indonesian “*sekarang buka bukunya ... .tentang...*” to get the students attention and to tell that the teacher was moving to a new topic.

### Instruction

The teacher used code switching as a means to highlight key learning points and important task requirements. That is they applied code switching to emphasize certain points or to direct students in correctly

completing an activity. For instance, it can be seen in the following situations.

Teacher: Could you describe ...*gambarkan* on of those place?

Student: Eee Tanjung Karang is a beach. It is in Donggala, and.there are many coconut trees eee. ... and holiday many people come in that place.

Teacher: OK, good. Well, class I give 15 minutes please describe about people or place that you like, later I will call you to come forward for describing. Do see? *Jadi kalian akan menggambarkan tentang tempat atau orang. Sebelum saya panggil ke depan, kalian mempunyai waktu 15 menit untuk mempersiapkannya.*

Student: Yes, Sir!

The situation above indicates that the teacher switched to bahasa Indonesia to ensure that the students could fully understand how to do the activity. The teacher seemed to be concerned that his students may not understand the directions correctly in the target language, so he resorted to students’ language (i.e., Indonesian) to help their comprehension.

### Translation

The observations show all speaking student used code-switching when translating hard words or phrase to Indonesian. All of the speaking teacher argued that they code-switched in Indonesian, this was done more or less consciously.

Student 1: Excuse me,Sir...*apa bahasa inggrisnya utusan Negara?*

Teacher: delegation

Student 2: Sir, *bagaimana pengucapan* ‘culture’

Teacher: (The teacher shows the pronunciation ‘culture’)

It shows the translation phenomena. In this case the students did not the words in English and the pronunciation of ‘culture’, so they switched their utterance in Indonesian.

The translated English to Indonesian used when the students did not understand, but that it only happened in 'emergency situations'. Besides, the teacher also was aware of that he said things in Indonesian when he believed that it would be too hard for the students to understand in English.

### **Fix Vocabulary**

One of the functions of code switching by the teacher in speaking used uttering a specific word. There were some words in this data uttered by teacher and made his code switch from first language to the second language or vice versa as the following conversation:

Teacher: Well, today we're going to talk about 'Like and Dislike Expression'. Have heard about this expression?

Students: Yes...[no]

Teacher: You, *apa itu* like and dislike in Indonesia?

Student: ***Suka dan tidak suka Sir.***

Teacher: Good!

Based on the situations above the teacher inserted an Indonesian phrase in her Indonesian utterance. The question is why the teacher should change his words when he said "*apa itu*" instead of keeping his Indonesian by saying "*what is*". This phenomena is called as "fixed vocabulary" in which the teacher routinely says the words.

### **Repetition**

Some teacher used code switching in speaking as a concept. They switched it

again in another, believing that repetition adds reinforcement and completeness of understanding. The following situations gives a clear example.

Teacher: What is your country?

Students: Indonesia, of course Indonesia.

Teacher: What is your language?

Students: Indonesian, Kaili, Bugis, Makassar.

Teacher: Ok. Today we will talk about "Country, Nationalities, and Language". ***Jadi kita akan berbicara tentang?***

Students: ***Negara, kewarganegaraan dan bahasa.***

Teacher: That's right. ***Negara, kewarganegaraan, dan bahasa.***

The statets above indicates that the teacher repeated his utterance to Indonesian. The teacher started his teaching by using English, then in order to be understood for all the students he repeated the topic in Indonesian; *Country, Nationalities, and switched to Negara, Kewarganegaraan, dan Bahasa*. By repeating his utterance the teacher had no hesitation that all students were clear about the meaning of the topic.

### **Code Switching and Its Effect**

From the questionnaire sheet, there eight statement were answered by students. On each question, student indicated their level of agreement or disagreement related to language attitudes. Score on each ranges from 1-4.



No	Description	SA (4)	A (3)	D (2)	SD (1)
1	Mixing of Indonesian and English leads to the weakness of my Indonesian.			29%	58%
2	Mixing of Indonesian and English leads to the weakness of my English.			29%	53%
3	Mixing of Indonesian and English strengthens my English.	23%	47%		
4	I respect teacher more when he/she teaching in Indonesian and English.		64%		
5	I respect teacher more when he/she teaching in Indonesian.		29%	47%	
6	I respect teacher more when he /s h e teaching in English.		41%		
7	Learning English in Indonesian increases my chances of passing the exams.		35%	47%	
8	Learning English in English increases my chances of passing the exams.		47%		
9	Learning English in Indonesian and English increases my chances of passing the exams.	64%			

. Based on the table above describes that the code switching does not weaken the L1 (58% strongly agreed), while the responses to whether using code switching could weaken the L2 led to relatively high percentage of the participants strongly disagreeing - representing 53% of the participants, with 29% saying that they disagreed. However, by comparing the previous two items, it can be see that the students' perception of the code switching effects is not the same on L1and L2. It appears that the code switching has more negative effect on L2 than L1.

In supporting the previous items, students responded very positively to the effects of code switching on their English, with 47% agreeing and 23% strongly agreeing that code switching will have strengthened their grasp of this language. The findings of the previous items show a wide agreement among participants that code switching does not have a negative impact onL1 and L2, although a lesser number of participants think it might weaken the L2. On the other hand, there is a wide agreement

among participants of the positive effects of code switching in strengthening the L2.

The effects of code switching on students' academic ability, students' responses to whether teaching the classroom in Indonesian will increase the chances of passing the course exams were divided, with 35% agreed and 47% disagreed. However, 47% of the students agreed that teaching in English would increase their chances of passing exams. But when the teaching is delivered in Indonesian/English code switching, the responses were the highest, in which 64% of the participants strongly agreed and almost 30% agreed that it had apositive impact on increasing their chances of passing their exams.

**CONCLUSIONS**

Students' and teacher used two dominant languages in classroom interaction, namely English and Bahasa Indonesia, while local language never used in code switching interaction, eventhough the native (teacher and students) were multilingualism (local



language and national language). They use English as their first language and Indonesian as their second language.

There were three types and five functions of code switching which appear while the teachers were having conversation with the students. The types were emblematic, inter-sentential switching, and continuity with the previous speaker. The functions of code switching were switch the topic, for giving instruction, translation, fixed the vocabulary, and repetition.

The students mostly switched in a word, but sometimes in a phrase. A word or phrase that is switched can have more than one function. The most common function of code switching that appears in the data is reiteration. This function is often used in teaching activities in the class. It occurs when the native teachers repeat their utterance in another language, translating exactly from the English language, or repeating for emphasis.

In teaching activities, not all functions of code switching occur because the context of code switching is only in teaching environment, not as various as the samples in the theory. In the classroom, the native teacher used code switching, especially when they explained something that the students do not understand or if the students found difficulty about the language, or when there was no equivalent word so they switched into Bahasa Indonesia

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