# FUNCTION OF CODE SWITCHING USED IN TEACHER'S TALK OF SMA EL-SHADAI MAGELANG IN THE SCHOOL YEAR OF 2017/2018

Rivan Indra Praditya
English Department, Faculty of Education and Teachers Training, Universitas Tidar
Indonesia
rivanpraditya007@gmail.com

## Abstract

English is a foreign language in Indonesia. Many people in Indonesia have started to learn it. Due to that, code-switching phenomenon can occur among Indonesians when people learn it. The phenomenon also occurred in the SMA EL-SHADAI Magelang, where the teacher used code-switching to teach English. The teacher did it since the English language was still the foreign language for all primary students there. There were two research questions to be answered. First is what are the function of code switching that are used by the teacher and second is what the dominant function of code switching that is are used by the teacher. The writer used a qualitative method. It was a discourse analysis since it is a study on the language use and sentence. To answer both questions, the data were gathered by observing the teacher when the teacher taught some classes. The teacher was chosen purposely. The data were gathered by observing the teacher. The data identified based on Mattson and Burenhult (1999) theory..

**Keyword - Teacher's Talk, Code Switching, Discourse Analysis**

## Introduction

English has been taught as the main subject starts from the early age of students, from kindergarten until university. It is an essential subject even though it is a foreign language for the Indonesian people. It becomes important because nowadays English is know as the international language that is used to communicate with people from non- English speaking countries.

Learning English in SMA is expected to reach a good communication using English. The aim of English lesson is to develop the English communication ability through listening, speaking, reading, and writing, which is appropriate with the need in globalization era.

Teacher and students need a good interaction in class to reach the aim of learning English in SMA. The students have to understand what teacher says, in order to catch the lesson that is given by the teacher. The writer finds that the teacher usually uses English and Indonesian when teaching English in the class in order to make the explanation clearer. It happened because there some problems that are faced by the students.

The students have low motivation in learning English, because they cannot response the teacher simulation such as simple expression in the teaching-learning process. The students do not understand the meaning of the utterance that the teacher speaks.

The students' vocabulary mastery is around the vocabulary that is used in National Examination. The teacher and the students occasionally use English when they make interaction in the class.

Teacher sometimes explains the material for themselves. They use unfamiliar words that only can be understood by them. So the students could not catch what the teacher means. How the teacher explains the students will determine students' understanding of the material.

When the students can not catch what the teacher means, the situation of the class will not be interesting for the students. The students prefer chatting with their friends to listening to the teacher's explanation. And if this situation happens in classroom, it will bother other students who really want to follow the lesson.

Sometimes, when the students are confused with the teacher's explanation, the teacher has to find other sentences to explain the lesson. The teacher often uses Indonesian as an alternative language when the teacher has difficulties to find similar meaning in explaining the word of the lesson. And there must correct choices of words that will make the students understand with the material.

This research focuses on analyzing code switching and has the essential objectives as follows (1) to know the function of code switching that are used by the teacher of SMA El-Shadai Magelang in the School Year 2017/2018 and (2) to know the dominant function of code switching that are used by the teacher of SMA El-Shadai Magelang in the School Year 2017/2018.

Velentzas (2010) states communication as an act of exchange of thoughts, ideas, or the like. The exchange of thoughts and ideas can be had by gestures, signs, signals, speech or writing. People are said to be in communication when they discuss some matter, or when they talk in telephone, or when they exchange information through letters.

Nunan (1991) defines that teacher talk is the crucial importance, not only to organize the classroom but also for the process of acquisition. It is important for the organization and management of the classroom because it is through language that teacher either succeeds or fails in implementing the teaching plan. In terms of acquisition, teacher's talk is important because it is probably the major source of comprehensible target language input the learner is likely to receive.

Hurford and Heasley (1983) state clear definition about utterance and sentence. An utterance is any stretch of talk by one person, before and after which there is silence on the part of that person. An utterance is the use by a particular speaker, on a particular occasion, of place of language, such as a sequence of sentence, or a single phrase, or even a single word.

Dulay (1982) views that code switching is an active, creative process of incorporating material from both bilingual's language into communication acts. It involves the rapid and momentary shifting from one language into another. This alternation may occur many times within a single conversation and is not uncommon within single sentences.

## Methodology

The method used in this research belongs to descriptive qualitative research because the whole research is presented and explained without searching and explaining the correlation between two variables.

The data sources of this study were the teacher's utterance in using code switching in teaching and learning English process. So, this research focused in utterances that are used by the teacher and students in teaching learning English process. The writer chooses the classroom involved by the teachers and students of The Eleventh Grade in SMA El-Shadai Magelang.

The writer joined the eleventh graders' English class in SMA El-Shadai Magelang to collect the data. The data were taken during the English lesson in the class. Here are the procedures of collecting the data (1) the writer observed the teaching and learning process. Neuman (2000) says, a great deal of what the writers do in fields is to pay attention, watch, and listen carefully. They use all the senses, noticing what is seen, heard, smell, tasted or touched (2) the writer took a note to put the details. The writer put concrete details in notes. The notes were include ungrammatical speech, slang, and misstatements (Neuman, 2000) (3) the writer use a tape recorder to record the conversation which was spoken by the teacher then, the data were transcribed into written form (4) the writer analyzed the data and conducted it with Mattson and Burrenhult (1999) theory about the function of code switching. The result of the analysis is to answer the research questions that are to know the functions of code switching and dominant functions of code switching used by the teacher in SMA El-Shadai Magelang.

## Finding(s) and Discussion

As stated before, Mattson and Burrenhult (1999) provide three functions of code switching; they are the topic switch, the affective function, and the repetitive function. Therefore, the researcher would present the findings and then discuss them one by one.

## Topic switch function

[Case 101]

T:*Okay, time is up*. Silakan dikumpulkan. Come *on*. Silakan dikumpulkan, yang belum.

In this case, the teacher gave a time to the students to do the task. Then the time is up and the teacher asked the students to pile up the task. Therefore, the teacher said, "*Okay, time is up.*" After saying that sentence the teacher continued saying, "Silakan dikumpulkan…". The Indonesian sentence indicates that the teacher did the topic switch since the teacher used that sentence to invite the students to continue the next section. The teacher used Indonesia sentence –the students" mother tongue – to make sure that the students were ready to continue the next activity. As stated by Mattson and Burenhult (1999), the topic switch is aimed to direct the students" attention to the new knowledge by making use of code-switching and accordingly making use of the native tongue. Moreover, Mattson and Burenhult (1999) emphasizes that topic switch is used to avoid a misinterpretation. As can be seen in case 101, the teacher did the topic switch to make her instruction

understandable. The teacher would to emphasize the clarity of her instruction using the students mother tongue "Silakan dikumpulkan….".

The case above shows that the teacher also did the topic switch when teaching English in the classes.

## Affective Function

[Case 36]

T: *Yes*? *For example*? Contohnya? Iklan favorit ... *you watch*, yang mungkin kalian pernah tonton, atau *you see*.

S: Beng Beng

In case 36 above, it occurred when the teacher gave some example of advertisement and she asked the students what is their favorite advertisement that they ever see. Therefore, the teacher said, " *Yes? For example? Contohnya?*Iklan favorit…. *you watch,*yang mungkin pernah kalian tonton, atau *you see*". One of the students responded "Beng beng" as a kind brand of chocolate. As seen from the example, the teacher's utterance shows that the teacher gave her attention to the students in the class by translating the meaning of the previous sentence. Furthermore, the switching sentence was not related to the topic of learning. Thus, it is considered as affective function.

## Repetitive Function

[Case 47]

T: *Okay*. *Any questions*? Sampai sini ada pertanyaan?

Case 47 occurred when the teacher has finished explaining the material to the students and she wanted to check the students understanding by offering some question. The teacher asked the students whether the students had a question or not in English sentence. The teacher then did code switching with asking, " *sampai sini ada pertanyaan?"* which has the same meaning with the previous sentence " Okay, any question?". Based on the example, the researcher found that the code switching used by the teacher was to define the sentence that she asked. Based on that, the researcher found that the teacher also used code switching for repetitive function.

## Conclusion(s)

The researcher concludes that the English teacher of SMA El-Shadai Magelang used the functions of code switching in teaching English. The researcher analyzed the data with three functions of code switching using Mattson and Burrenhult (1999) theory. Based on the data, the researcher found that there are three functions occurred in the research. Those

functions are topic switch, affective function, and repetitive function. The percentages of the functions are 6% for the topic switch, 18% for affective function, and 76% for repetitive function.

From that percentages above can be conclude that the dominant functions of code switching used by the teacher in SMA El-Shadai Magelang is repetitive function. The teacher used repetitive function to make students understand with what the teacher said and clarified her instructions.

Suggestions due to the finding of the research as explained above as presented as follows. For English Teachers, there are many students who just learn English from the English teacher. Therefore, code switching could become one of the effective methods for teaching to enhance students' comprehension of the English language. However, the teachers also should also pay attention to the students' level understanding in each class. For future researchers, the researcher suggests the future researchers to hold a research which compares the code switching that is used by the teacher in elementary school and the teacher in junior high school. It could be analyzed as the topic since the teachers teach in different level of students in learning English.

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