CODE SWITCHING IN TEACHING NARRATIVE FOR JUNIOR HIGH SCHOOL

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Abstract

Most of people, especially in bilingualism even multilingualism context, speak using several varieties of language. It also happens in SMP Negeri 3 Busungbiu, a Junior High School in Bali. This research uses descriptive qualitative and descriptive quantitative.The researcher documented the students' and teacher discussion in narrative text in English learning process for 9th graders of SMP 3 Busungbiu. The second way of collecting data was doing interview to find out the reason why students and teacher used code mixing in discussing narrative text. The data that then analyzed thorough: 1) data collection, 2) data classification, 3) data description, and 4) conclusion drawing. The result showed intra-sentential code switching was the most dominant. There was totally 22 intra-sentential code switching. Teacher did more inter-sentential and intra-sentential code switching than the students. Based on the students' transcript during the research and the interview, intra sentential-switching is the most common code switching phenomena during the teaching of narrative. The least common code switching phenomena is tag-switching. Both teacher and the students have their own reason of using code switching.

Keywords: Bilingualism; Code Switching; Teaching Learning Process

Abstrak

Kebanyakan orang, terutama dalam konteks bilingualisme bahkan multilingualisme, berbicara dengan menggunakan ragam bahasa. Hal itu juga terjadi di SMP Negeri 3 Busungbiu, sebuah Sekolah Menengah Pertama di Bali. Penelitian ini menggunakan deskriptif kualitatif dan deskriptif kuantitatif. Peneliti mendokumentasikan diskusi siswa dan guru dalam teks naratif dalam proses pembelajaran bahasa Inggris untuk siswa kelas 9 SMP 3 Busungbiu. Cara pengumpulan data yang kedua adalah melakukan wawancara untuk mengetahui alasan siswa dan guru menggunakan campur kode dalam membahas teks naratif. Data-data tersebut kemudian dianalisis dengan menggunakan langkah-langkah sebagai berikut: 1) mengumpulkan data, 2) mengklasifikasikan data, 3) mendeskripsikan data, dan 4) menarik kesimpulan. Hasil penelitian menunjukkan alih kode intra-sentensial adalah yang paling dominan. Total ada 22 pengalihan kode intra-sentensial. Guru melakukan lebih banyak alih kode antar-sentensial dan intra-sentensial daripada siswa. Berdasarkan transkrip siswa selama penelitian dan wawancara, intra sentential-switching adalah fenomena alih kode yang paling umum terjadi selama pengajaran naratif. Fenomena pengalihan kode yang paling tidak umum adalah pengalihan tag. Baik guru dan siswa memiliki alasan mereka sendiri untuk menggunakan alih kode.

Kata kunci: Alih Kode; Bilingualisme; Proses Belajar Mengajar

INTRODUCTION

Bilingualism is as a general term for the use of two or more languages in society (Mesthrie, 2004: 39). Similar view by Hartanti in Astuti (2017:18) says that bilingualism is a form of language contact which has relative meaning and terminology. "It is not only related to the use of two languages, but also includes the ability of speaker to use more than one language. Mackey defines "bilingualism as a practice of two languages use commutatively, from one language to another, by a speaker" (Chaer and Agustina in Dini, 2015:18). It can be concluded that bilingualism is the social phenomenon when people use and master more than one language in doing conversation.

Most of people, especially in bilingualism even multilingualism context, speak using several varieties of language. The use of one language variety, whether it be a dialect, style, or register, would appear to be an extremely rare phenomenon. They might choose and use the codes as a communication strategy. They can choose a particular code whenever they want to speak. People may select a particular variety or code because it makes it easier to discuss a particular topic, regardless of where they are speaking. Richards and Schmidt (2010:87) define that code is a neutral term in refer to language, speech variety, or dialect. The code is useful to make the conversation understandable. It can make them easier to express their feeling or to discuss a particular topic. In fact, everyone uses the language to express their feelings or meanings in daily life (Arifin, 2018). Wardaugh (1986: 102) states that, the particular dialect or language that a person chooses to use on any occasion is a code, a system used for communication between two or more parties. He also indicated that it is unusual for a speaker to have command of, or use, only one such code or system. There are two kinds of code generally applied in bilingual or multilingual society namely code mixing and code switching.

According to Holmes (2013:32), she divided three social factors affecting code choice; firstly is social distance, which refers to the range of intimate relation between the participants. Different code will be applied for different range; family, friend, acquaintance, etc. Secondly is status, which deals to social and economic status. The relationship between people may be relevant in selecting the appropriate code. They are the factors contributing to status differences between people. The same person may be spoken to in a different code depending on whether they are acting as a teacher, as a parent or as a customer in the market-place. Thirdly is formality, which may also be important in selecting an appropriate variety or code. The variety used for a formal radio lecture differs from that used for the adverts.

The last is function, as another important factor is the function or goal of the interaction. What is the language being used for? Is the speaker asking a favor or giving orders to someone? For example, the use the <best> standard written language on the application form, and use the most formal standard language style at the interview to get the attention of interviewer, and made them look competent and acceptable to work.

According to McKay and Hornberger (1996: 56) when two or more languages exist in a community, speakers frequently switch from one language to another. This phenomenon is known as *code switching. C*ode switching is used in sociolinguistics to refer the language shifting which is the tendency of bilingual to switch their language from one language to the other while speaking to another bilingual. According to Hymes

(in Kartika, Harida, and Arifin, 2020), code-switching had become a common term for alternative use of two or more language, or varieties of language, or even speech styles. Switching occurs in a bilingual or multilingual society. This happens when the speaker switches between two or more languages to achieve its purpose.

There are some types of code switching categorized by experts. One of the most frequently discussed types of code-switching is given by Poplack (1980), who identifies three types of code switching; (i) tag- switching (inserting a tag (a tag, a parenthetical, an exclamation/interjection, sentence filler, or an idiomatic expression) in one language into a sentence in other language), (ii) intra-sentential switching (takes place within a sentence), and (iii) inter-sentential switching (takes place between sentences in which each of the sentence is in different language).

The first type of code switching from Poplack's theory is tag- switching. It is the insertion of a tag from one language into an utterance which is entirely in the other language. The insertion of a tag such as, *Oh my God, yups* to an exclamation/statement/ questions of English in a base language of *Bahasa* is an example of tag-switching.

Secondly is inter-sentential switching. Apart from tag switching, where the speaker only inserted a tag from one language into the other language, inter-sentential code-switching occurred between two different languages at the clause or sentence level. It may serve to emphasize a point made in the other language, signal a switch in the participants' conversation, indicate to whom the statement is addressed, or provide a direct quote from, or reference to, another conversation. Example of inter-sentential code-switching:

T : —Have you finished?||
S : Sudah, pak!
T : Good job...
S : Terima kasih

The previous example is intersentential code switching happens when teacher talks in English whereas the student answers in *Bahasa*.

Thirdly is intra-sentential switching which defined as switches of different types occur within the clause boundary, including within the word boundary. According to Appel and Muysken (2005:118), the type of *intra-sentential* switches in the middle of a sentence is often called code mixing. Intra-sentential switching is found when a word, a phrase, or a clause of a foreign language is found within the sentence in a base language.

The switching can take the form such as, code changing, code mixing, insertion and congruent lexicalizations, for example:

– Aku sih *fine* aja.

This example is type of intra-sentential code-switching. It happen when the speaker used English word —*fine* within Bahasa utterance.

– kerjakan saja *Just do it*!

This intra-sentential code-switching happened when the speaker was using Bahasa at that time but he/she switches into English in completing the utterance.

Kurniawati, Rahayu, and Astuti's research on 2015 entitled *The Code-Switching in a Teacher-Talk in an EFL Classroom* tried to reveal the code-switching in teacher-talk in an EFL classroom, the students' perception toward it, and also the teachers' consideration in practicing code-switching. The functions of the code-switching were analyzed on the basis of Hymes' (1962) framework. The study results showed that the teachers often used code-switching in their interactions

in the classroom, they used code-switching to give students' instructions, to explain complex concepts, and to explain the difficult words. The students also perceived code-switching positively, because it helped them in understanding difficult subjects. They felt more comfortable in communicating with the teachers. The teachers' main considerations in using code-switching in the classroom are to facilitate the second language learning and to lower the affective filter in the learning process. Thus, L1 could be a useful and important component to help L2 learners to learn English as foreign language (EFL) during the learning process and facilitate the students to understand the content as well.

Khairunnisa's (2020) reseach *An Analysis of Code Switching Used by English Tutor in Video Teaching Tutorial (TEATU) Kampung Inggris LC* studied on Code switching done by the English tutor of Teaching Tutorial (TEATU) program on YouTube Channel Kampung Inggris LC. The tutor used code switching in his/her utterance while delivering materials. The result showed that intra-sentential switching as the type which dominant than the other. Meanwhile, repetitive function was the most commonly used by the tutor.

Andayani (2016) in her research '*Code-switching, a communication strategy in learning English*' stated that code-switching is a very useful strategy in learning Eglish as a foreign language. Both teachers and students employ it to ease the learning process. The findings showed the students dominantly used the intra-sentential code-switching. They did it to do the tasks given by the teacher correctly and quickly, to feel comfortable, and get some help while studying English. The researcher suggests was to let the students employ code-switching at the elementary level of English proficiency, should decrease it as their abilities grows.

Those previous studies' contexts also happen in SMP Negeri 3 Busungbiu, a Junior High School, which is located in Busungbiu District of Buleleng Regency in Bali. Balinese language is used often by the teacher and students while learning English too. The students often switch English, Balinese and Indonesian to express their idea during the English lesson. It means that they switch more than one language to express their idea especially in spoken English.

METHOD

The research uses descriptive qualitative and descriptive quantitative. Descriptive qualitative research describes the reason and the kind of code switching used in students and teacher discussion. In other hand, this research also used quantitative research since it also describes the amount of code switching used in students and teacher discussion. The subject of the study was 9th grade students and the English teacher of State Junior High school (SMPN) 3 Busungbiu, Buleleng, while the object was the use of code switching in conversation during the teaching of speaking in narrative.

In the study, the first instrument was documentation. The researcher documented the students' and teacher discussion in narrative text in English learning process for 9th graders of SMP 3 Busungbiu. Then, the recording was transcribed to make it easy to be analyzed. The instrument was used to help the researcher describe the real condition of the students when doing the code switching. The second instrument was interview sheet. The researcher interviewed the students and the English teacher about the reason why they used the code switching in the discussion.

The first way of collecting data was the research used natural way to collect the data

in English speaking class when the students doing discussion. The data transcript is used to identify all instances of code switching. The second way of collecting data was doing interview to find out the reason why students and teacher used code mixing in discussing narrative text.

The data that had been collected from the previous step is analyzed using the following steps: 1) doing observation, then recording and taking note of utterances containing code switching phenomenon, 2) classifying the data, 3) describing the reasons of code switching which are found in the utterances, and 4) drawing the conclusion.

RESULT AND DISCUSSION

Tag-switching

Tag-switching defines as the insertion of a tag from one language into an utterance which is entirely in the other language. There were four (4) data of tag-switching. Both teacher and students performed the tag-switching. The examples are as follow:

Datum 1:
Teacher : <u>Oh</u> two characters? Who are they?
Students: *Cerdik,..*
Teacher : *Cerdik?*
Students: *Cerdik <u>ehh</u>....*monkey
Teacher : Monkey and then..

The insertion of of the tag 'oh'and 'ehh' which are typical filler in *Bahasa* emphasize the use of tag-switching. The tag 'oh' was used to show teacher's agreement toward the student's opinion. The tag 'ehh' showed that the student was thinking about the right words to answer teacher's question.

Datum 2:
Dwita : Don't be lazy
Teacher : Don't be lazy.. <u>*Kemudian*</u>

Vera : Harus...ehmm mempersiapkan sesuatu (silent)
Teacher : Don't be lazy, *kemudian*

The insertion of of the tag '*kemudian*' which is an interjection in *Bahasa*, is the evidence of tag-switching. The tag '*kemudian*' was used to encourage the student to answer the teacher's question.

Intra-sentential switching

Intra-sentential switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language. There were twenty-two (22) data of intra-sentential switching. Both teacher and students performed similar amount of intra-sentential switching (12-10). The examples are as follow:

Datum 1:
Teacher : *Cerdik*? What is *cerdik* in English?
Tiwi : *Pintar*
Teacher : What is *pintar* in English*?*

In Datum 1, the teacher inserted the words 'cerdik'and 'pintar' to make the student able to find the correct targeted vocabulary in English. The use of *Bahasa* within the sentence showed the phenomenon of intra-sentential switching.

Datum 2:
Teacher : *Berapa kali* you need to read the story?
Tiwi : Two *sampai* three

In Datum 2, the teacher inserted the word '*Berapa kali*' to make the student understood her question. The students used the word '*sampai*' to deliver her message to the teacher clearly. Those sentences showed the phenomenon of intra-sentential switching of both the teacher and the students.

Datum 3:

Teacher : Kira-kira apa sih yang diminta *oleh* the ant *tadi sehingga* the grasshopper *dikasih makan*?

Risky and Dwita : To sing and dance

In Datum 3, the teacher inserted the words '*oleh*','*tadi*', '*sehingga*', and '*dikasih makan*' to clarify her question. Thse sentence showed the phenomenon of intra-sentential switching of the teacher.

Datum 4:

Teacher : Why?

Ngurah : *Karena...*

Students: Because monkey *menipu buaya*

In Datum 4, the students inserted the phrase '*menipu buaya*' to deliver their message to the teacher clearly. It showed the phenomenon of intra-sentential switching of the students.

Inter-sentential switching

Inter-sentential code switching occurs when there are complete sentence in a foreign language uttered between two sentences in a base language. There were fourteen (14) data of inter-sentential switching. Teacher did more inter-sentential switching than the students (eight data). The examples are as follow:

Datum 1:

Ngurah : The crocodile tricked the monkey

Teacher : The crocodile tricked the monkey? *Itu ideanya*?

In Datum 1, the teacher inserted the sentence '*Itu ideanya*' to clarify her questions to the student. The use of *Bahasa* sentence after English sentence showed the phenomenon of inter-sentential switching.

Datum 2:

Teacher : Do you find many difficult words here? *Ketemu gak banyak kalimat susah disitu?*

In Datum 2, the teacher inserted the sentence '*Ketemu gak banyak kalimat susah disitu?*' to clarify her questions to the student. The use of *Bahasa* sentence after English sentence showed the phenomenon of inter-sentential switching.

Code switching happened in the interaction during the teaching learning process. Intra-sentential code switching was the most dominant. There was totally 22 intra-sentential code switching. Teacher did more inter-sentential and intra-sentential code switching than the students. The English teacher explained that the reason she used code switching was to help the students understand the meaning of English sentences easily. She hopes the students would be brave enough and confident in expressing their idea when the teacher helps them understanding the sentences by using code switching.

Based on the students' interview result, they use intra-sentential code switching due to the difficulty in combining the words into a sentence, the lack of vocabularies, and the difficulty in pronouncing vocabularies. The students also add their anxiety to speak English as another factor to use code switching. The anxieties were afraid in doing mistakes when they spoke English, and they lost the idea when they began to speak English. The other students also explained that they have difficulty in combining the word into correct sentences, so they often mention intra-sentential code switching since they could not express their idea in correct English sentence. Another reason was the students said they did not have many vocabularies in English, so they often use code switching in word or phrase

level to replace the English words or phrases they did not know. Beside the previous reason, all the students expressed that used code switching help them expressing the idea easily.

CONCLUSION

Based on the students' transcript during the research and the interview, intra sentential-switching is the most common code switching phenomena during the teaching of narrative. The least common code switching phenomena is tag-switching. Both teacher and the students have their own reason of using code switching. To help the students understand the meaning of English sentences easily to grow students' braveness and confidence in expressing their idea is the teacher's reason to use using code switching. On the other hand, the students said their anxiety to speak English due to the difficulty in combining the words into a sentence, the lack of vocabularies, and the difficulty in pronouncing vocabularies are their reasons to apply code switching.

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