

TYPES OF CODE SWITCHING USED IN ENGLISH EDUCATION SPEAKING CLASS

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Abstrak

Penelitian ini bertujuan untuk: 1) Memberikan makna esensial untuk menciptakan pembelajaran bahasa Inggris yang sesuai dengan kurikulum (RPP); 2) Mempelajari kosakata baru di kelas; 3) Menjalin hubungan dengan mahasiswa atau menegaskan otoritas perkuliahan. Penelitian ini bertujuan untuk menganalisis jenis alih kode dengan menggunakan alih kode di kelasnya. Penelitian ini menggunakan metode kualitatif. Sampel dalam penelitian ini adalah mahasiswa dan dosen pada suatu Pembelajaran Bahasa Inggris. Pengumpulan data adalah observasi, wawancara dan dokumentasi. Peneliti mendengarkan secara komprehensif rekaman dosen yang menyampaikan kuliahnya untuk menganalisis data. Dalam observasi, peneliti menemukan bahwa guru merangsang siswa untuk menyebutkan beberapa ungkapan ajakan. Tapi, siswa lain menjawab pertanyaan dengan ribut. Itu membuat guru tidak bisa mendengar jawabannya dengan jelas. Kemudian, guru menegur mereka dengan keras. Dari hasil di atas peneliti mengetahui bahwa alih kode sesuai dengan fungsi yang digunakan dalam pengajaran bahasa Inggris adalah teknik untuk memecahkan masalah kelas.

Kata Kunci: *Alih Kode, Belajar, Mengajar.*

Abstract

This research aims to: 1) Provide essential meaning to create English teaching learning which is appropriate with the curriculum (lesson plan); 2) Learning new vocabulary in the classroom; 3) Establishing relationship with students or asserting authority of the lecture. This research is intended to analyze the type of code switching by using code switching in their class. This research used qualitative method. the sample in this study was student and lecturer in an English Learning. Data collections are observation, interview and documentation. The researcher listen to comprehensively the recording of the lecturer delivering his or her lecturing to analyze the data. In the observation, the researcher found that teacher stimulated students to mention some expressions of invitation. But, other students answered the question noisily. It made the teacher could not hear the answer clearly. Then, the teacher admonished them loudly. From the result above the researcher knows that code- switching according to the function used in teaching English is a technique to solve classroom problems

Keywords: Code Switching, Teaching, Learning.

INTRODUCTION

Language is a manner that is very important toward communication among people and a facility to build interacts in our society and environment. It is impossible that people can live without socialization with other people. It can be divided language can survive and develop because people use it and teach to other people. Whoever, whenever and wherever they are, language always accompanies them. Even when someone is silent, basically he still uses language. It is a means used to form thought feeling and activity. Among many languages spoken in the world, one of the commonly used languages in the world is English. Based on the reasons, it is concluded a great deal the lecturer of English Education department using code switching in learning process. In short the most difficulties of students to understanding the material are in the process of transferring the material. The researcher wants to analyze the code-switching occurrence in English learning between lecturer and student in English Education of Universitas Muslim Indonesia by describing what the types, functions, and the frequency of code-switching in English teaching-learning process. It is important to show a reference in code-switch language according to the norms. The researcher conducts descriptive-qualitative research entitled “Code-Switching Used by English Education Lecturer Teaching-Learning English Process. Code-switching, rather than reflecting the traditional view of disadvantaged and semiliterate background, actually reflects an intellectual advantaged (Hughes,2006) because code-switching was only done by multilingual society.

By analyzing the presurvey result above, it can be concluded a great deal the lecturer of English Education department using code switching in learning process. In short the most difficulties of students to understanding the material are in the process of transferring the material. According to Gumperz (1982), Syamsu, Awaluddin., Muhajir (2022) defines that sociolinguistics was an attempted to find correlations between social structure and linguistic structure and to observe any changes that occur. Sociolinguistics was scientific displace developed from the cooperation of linguistics and sociology that investigates the social meaning of language system and of language used, and the common set of conditions of linguistic and social structure (Hasyim, Irmawaty & Syarifuddin, Salmia, 2021). Based on the statements, it inferred that sociolinguistics was the way of understanding language include variant of language and society.

METHOD

The research is focused on Code Switching Used by English Education Lecturer Teaching-Learning in English. The researcher use observation non participant. In the qualitative research, discussion about participations and site might include four aspects identified by Miles and Huberman (2014) which are setting (where the research will take place), the actors (who observed or interviewed), the events (what the actors observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting). Researcher as an observer without participating. In lecture observation the researcher record teaching and learning process in code switching English class to find out the use of Code Switching and get information of it as Braun and Clark (2013) considers that the qualitative research uses words as data that was collected and analyzed in a variety of ways. The research will be conducted to 10 students. Therefore, it will find out the lecture and students problem in using code switching.

FINDINGS

The result finding of speech transcription is that three types of code switching were applied by the lecturer are tag code switching, inter-sentetial code switching and intra sentetial code switching. In the following data:

- a. Tag Code Switching is a bilingual inserts short expression (tag) from different language at the end of his/her utterances.

Data : D.1.0322WR- INT

- 1) T : Invitation in Indonesian means undangan, ya?
 - 2) T : If you want to invite someone, please satu orang, satu suara.
- b. Inter sentetial Code Switching is complete sentence in a foreign language uttered between two sentences in a base language.

Data : D.2.0322WR- INT

- 1) T: Ok, I will remind you about the last material. Kita review dulu materi yang terakhir. Do you still remember what we have learned in the last meeting?
 - 2) T: Ok, thank you very much. You are so smart. Kalian benar-benar pintar. Ok, now we will continue our material. That is about invitation.
- c. Intra sentetial code switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.

Data : D.3.0422WR- INT

- 3) T: Please give me expression. Beri saya beberapa expressions to invitesomeone.
- 4) T: Would you like, ya. Example, would you like to have dinner tonight?

DISCUSSION

Based on data that the researcher identified and described the list of code-switching types, the researcher continued to account the amount of code-switching types used during the teaching English as a foreign language in the classroom. This aimed to know percentage of code-switching according to the grammatical classification used and the percentage of each type of code-switching. By using it, she could see what the dominance types found in teaching English in the classroom. The researcher found that code-switching when used according to the grammatical classifications in teaching English is 30.37%. The dominant type of code-switching is inter-sentential code-switching which is occurred 12 times (50%). The English teacher and students were not aware of the functions and outcomes of the code-switching process. Therefore, in some cases it might be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily served some basic functions which might be beneficial for language learning environment. This code-switching is triggered the fact that the English counterpart was unknown at that moment because teacher should give the meaning of word mentioned.

CONCLUSION

This research shows that there is code-switching in English teaching learning in English Education Department. The code-switching happens because both teacher and students are bilingual or even multilingual society. According to classroom code switching function, there are fifteen functions are analyzed. However, there are only nine functions are found in English teaching learning of 10th grade of MA Darul Amanah Sukorejo. They are there are explanation function, students helping each other function, moving from one activity (topic) to another function, not knowing the English counterpart function, checking for understanding function, teacher admonitions function, grammar translation function, grammar explanation function, and lapses function. There are explanation function, students helping each other function, moving from one activity (topic) to another function, not knowing the English counterpart function, checking for understanding function, teacher admonitions function, grammar translation function, grammar explanation function, and lapses function.

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