An Analysis of Code Switching as A Communication Tool in English Class

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Introduction

"Although there have been many researchers who have done studies about code-switching, a little research has been conducted in the teaching and learning activity which investigates codeswitching used by lecturers or teachers in the bilingual classes." - (Hutauruk, 2016)

Research Problem

What are the various types of code switching that teacher frequently implement during the teaching process in English class at SMA Muhammadiyah 2 Sidoarjo?

What are the purposes of using code switching during an English class at SMA Muhammadiyah 2 Sidoarjo?

Methods

METHODOLOGY

TYPES OF RESEARCH

Qualitative method

RESEARCH SUBJECT

The english teacher and the students of X.6 class at SMA Muhammadiyah 2 Sidoarjo

DATA COLLECTION TECHNIQUES

Observation > Interview

Findings

RESULT

- The various types of code switching that used during the learning process

- The function of code switching in learning process

- Most frequently used :

  Tag - switching
  Intra- sentential switching
  Inter - sentential switching

- The function :

  Repetitive
  Discussing students' comprehension

Discussion

TAG SWITCHING

In this case, during the period of the lesson in which the teacher explains what is being discussed and then, during the period of the explanation, he inserts a tag into his utterance.

Extract 1.1

TT : Harus ngumpulin minggu depan ya berarti? (It should be submitted next week?)

SS : Iya pak..(Yes, sir)

TT : It's Ok, later lah (It's ok, we can talk about it later)

Extract 1.2

TT : This is the last number of his phone, haha. Next is 34. What is this?

SS : Nomor ayahnya (His Dad's number) TT : His father phone number? No/

SS : Favorite number

TT : No, opo rek? Give up? (No, what is this, guys? Do you give up?)

SS : Give some clue!

TT : Clue? Ok this is the size of something lah (Clue? Ok, this is the size of something)

Intra - Sentential

Extract 2.1

SS : Name

TT : What about Smith, what information is this?

SS : Last name

TT : Last name, or marga. You can say marga in English is last name ya. Next number 3, he is Irish. What is this? Opo Irish? Irish, Yes, apa itu? (Last name, or surname. You can say surname for the last name. Next number 3, he is Irish. What is Irish, guys? Irish, yes what does it mean?

SS : Ireland

TT : Yes Ireland, what to say Irish? SS : Nationality

TT : Yes, Kewarganegaraan. Next, 33. What is this? C'mon, yang dapat jawabannya nanti direkam ada special reward. (Yes, nationality. Next, 33. What is this? C'mon, the one who can answer it correctly will get a special reward since it is being recorded)

SS : Shoes

TT : No.

SS : Favorite number? TT : Almost, hampir but no. (Yes, almost. But no)

Inter - sentential

Extract 3.1
TT : Yes Ireland, what to say Irish?
SS : Nationallity T
T : Yes, Kewarganegaraan. Next, 33. What is this? C'mon, yang dapat jawabannya nanti direkam ada special reward. (Yes, Kewarganegaraan. Next, 33. What is this? C'mon, the one who can answer will get special reward since it is being recorded)
SS : Shoes TT : No. SS : Favorite number? TT : Almost, hampir but no.

Conclusion

The results of this research found that during the teaching process, teacher most frequently engage in all three forms of code switching: tag switching, inter-sentential switching, and intra – sentential switching. In addition, the purpose of the three different forms of code switching that are utilized during the process of learning is for the instructor to be able to communicate with clarity to the student when speaking in the language that is being learned. When it comes to teaching English as a foreign language, the teacher does his absolute best to clear up any confusion that may arise among the class, making it simpler for the students to comprehend what they are being taught and retain it.

Based on the findings and discussion, that the roles of code switching in foreign language classrooms are given throughout the study, referring to the functions that code switching serves in bilingual communities. After examining the roles of students' and teachers' code switching, we will explore both the weak and strong sides of the phenomena in order to shed light on it from a variety of points of view.

In light of everything that has been discussed up until this point, it is possible to suggest that code switching in a language classroom is not always a barrier or shortcoming in the process of learning a language. Instead, code switching may be regarded as a helpful strategy in classroom interaction, particularly if the objective is to make meaning clear and to transfer information to students in an effective manner. On the other hand, one must not lose sight of the fact that, in the long run, when students interact with native speakers of the target language, code flipping may serve as a barrier that limits mutual comprehension. This is something that must be kept in mind. As a result, the role that the teacher plays in preventing its long-term effects on the process of learning a foreign language is extremely important.