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Code-Switching: EFL Classroom Interactions in Boarding School Context

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INTRODUCTION

English is the most widely used language in the world. The widespread use of English has had a significant impact on language development, especially in the field of education. As a result of using this language, people around the world acquire English as a second or foreign language. One of them is Indonesia, where English istaught as a foreign language in the curriculum from elementary education to university. Referring to the background of Indonesian society, which is more bilingual, learning English encourages students to become multilingual. Mastery of more than one language triggers the occurrence of language switching in various contexts, which is called code switching. This research was conducted by researchers at SMP Muhammadiyah 9 Boarding School Tanggulangin. This study also aims to allow teachers to combine the strategies used inteaching English in class.

RESEARCH

Questions

1. What type of code-switching does the teacher use when doing code-switching in English class?
2. Why does the teacher use code-switching in the learning process in class?

Objectives

1. To find out the type of code switching used by the teacher when doing code-switching in English class.
2. To find out the reasons teachers use code-switching in the learning process in class.

METHODOLOGY

Research Design :

Qualitative research with a phenomenological approach

Research Setting :

At SMP Muhammadiyah 9 Boarding School Tanggulangin in January to March 2023

Source of Data :

The teacher when teaching English specialization class

Data Collection Technique :

The observation instrument was adapted from Danaparamita, and the interview questions were adapted from Harahap

RESEARCH GAP

Previous Researches

Zainura (2022) and Edwar (2018), they focused on code-switching research conducted by teachers and students in Islamic boarding schools.

This Research

- Focusing on the way the teacher explained the material in class by using code switching
- This research was conducted in 2023

RESULTS

Type of Code-Switching Used by The Teacher

According to Poplack, there are three types of code-switching: tag switching, intra-sentential switching, and inter-sentential switching. Reyes, stated that the function of code-switching is divided into three parts: topic switching, affective function, and repetitive function.

1. Tag-Switching

This type of code-switching usually occurs at boundaries to emphasize speech, take the listeners' attention, and indicate an action. Teachers usually use this type when repeating or affirming their words, changing topics, or giving affirmations to their students.

RESULTS

2. Inter-sentential Switching

Inter-sentential code-switching is a type of code-switching that occurs between clauses, phrases, or words in an utterance. This type of code-switching usually occurs when the teacher explains or repeats words in a different language in one utterance.

3. Intra-sentential Switching

Intra-sentential switching is code-switching that occurs within clause or word boundaries. Intra-sentential switching is usually said by the teacher when she explains or confirms the previously spoken sentence.

RESULTS

The Reasons for Using Code-Switching

Based on the results of interviews conducted by researchers with teachers who teach English specialization classes at Muhammadiyah 9 Boarding School Tanggulangin, it is in line with what Yao said in her research that there are four advantages to using code-switching.

- Make students easier to understand the lesson
- Providing new vocabulary, words of encouragement, and good feedback for the students
- More interactive and enthusiast learning vibes
- Strategy to be a better negotiator and closer to students

CONCLUSION

The researcher concluded that teachers who teach English classes at SMP Muhammadiyah 9 Boarding School in Tanggulangin use the code-switching method as a learning tool in class. Teachers can be found using code-switching of three different types: the first is tag switching, the second is intra-sentential switching, and the third is inter-sentential switching. This method is considered effective by the teacher because students who are not used to using English become familiar with the language. Of course, in using code-switching, the teacher must present new vocabulary variations so that students who do not have much vocabulary can learn them easily. Using this method, the teacher also wants students to more easily understand and learn English more, even though their pronunciation is not as good as native speakers. Within a school environment with Arabic as the main language, the right English teaching strategy will positively impact a student's mastery of a foreign language. That way, as an educator, we have to try our best so that these students can achieve the learning targets. In addition, this study also aims to facilitate future researchers in collecting data on the use of code-switching in secondary schools.

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