The Analysis of Code Switching between Indonesian and English Language in the English Language Teaching (ELT) Process

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Introduction

Background of The Study

- Bilingualism

Individuals or societies that use more than one language refer to bilingualism. Bilingualism is a person's ability to speak more than one language (Trudgil, 2000). One of the two languages that make a speaker bilingual is typically their mother tongue or first language (Scotton, 2006).

- Sociolinguistics

sociolinguistics explores how language activity and social behaviour interact (Rini et al., 2019). A common goal in sociolinguistics is to discover how the study of language can assist in understanding social structure, such as how certain linguistic features can be used to characterize social structures (Wardhaugh, 2006).

Introduction

Background of The Study

- Code – switching

Code-switching is a speech style used by proficient bilinguals to switch between two (or more) languages (Macswan 2005). When a language is regarded as a system of code-switching from one to another is referred to as code-switching (Mu'in, 2019).

Changing between two or more languages or even speech styles is referred to as "code-switching" in common usage (Rahmina & Tobing, 2016). This transition could be from one language to another, from one dialect to another, or from one style to another for a variety of factors.

Introduction

Background of The Study

•   Code – switching

According to Poplack (1980) there are three types of code-switching :

1) Tag switching

2) Intra - sentential switching

3) Inter-sentential switching

Introduction

Background of The Study

- Code – switching

According to Mattsson and Barenhult (1999) there are three function of code switching :

1) Topic switch

2) Affective functions

3) Repetitive functions

Introduction

Theoretical Gap

Previous Research	This Research
• The research conducted by Yudita (2019) Using Fachriah's theory • The research conducted by Gerungan et al (2021) did not mention what theory was used in their research • The research conducted by Siddiq et al (2020) did not mention what theory was used in their research	This research using Poplack's (1980) theory to explain what type of code – switching and using Mattsson and Barenhult (1999) theory to explain the function of code switching

Introduction

Novelty

This research is expected to find out what types of code-switching are used in seventh-grade teachers and what are the functions of code-switching in the learning process, especially in a bilingual school.

This research is different from what was previously mentioned (Theory) and from the objects and conditions of the school (because the previous research was conducted at a senior high school and eighth grade and not a bilingual school), this research examines the types of code-switching and the code-switching function of seventh grade teachers and in bilingual schools where the majority of English is used in learning.

Research Questions

1) What types of code-switching are found in the English language teaching process at seventh-grade MTs Bilingual Muslimat NU Sidoarjo?

2) What is the function of code-switching in the English language teaching process at seventh-grade MTs Bilingual Muslimat NU Sidoarjo?

Methods

- **Design**

This research using qualitative research methods

- **Setting**

This research conduct at MTs Bilingual Muslimat NU Sidoarjo

- **Data and Source data**

Data and data sources are written data from observations in the classroom and interviews with English teachers of 7th grade

Methods

- **Data collection technique**

Observation and Interview (at 15 February – 3 March 2023)

- **Data analysis**

To identify the kind of code-switching and the reasons for conducting it, the data discovered during the English teaching process are categorized and sorted. Then, utilizing the most recent ideas that were described in the chapter before, a more in-depth analysis of the data is performed. Then, based on the analysis and findings that are reliable and resilient to competing hypotheses in this study, conclusions are drawn.

Findings

Types of Code – Switching used by the teacher

1. Tag Switching

- Please read the first until third paragraph, If you done tell me _ya!_
- Read the text first and then you underline the difficult word then we discuss together. _Silahkan!_

2. Intra – Sentential Switching

- After this, I will call one by one to read the text like always _seperti biasanya buat baca_
- All right friends, if you don't bring the paper you can join your friends _boleh gabung sama temannya_

Findings

Types of Code – Switching used by the teacher

3. Inter – Sentential Switching

- I'd say "memoir", only that conjures something more grown-up than this, something less messy. _Apa messy? Berantakan, yang mana tidak terlalu berantakan_

- Expression of agree and disagree, so agreement and disagreement are expression of approval and disapproval of someone opinion. _Jadi persetujuan and disagreement itu apa?_

Findings

Function of Code – Switching used by the teacher

1. Topic Switch

- This one is expression of like. I like bla bla bla. I fond of what is fond of, is there anyone to know what's the meaning of fond? *Apa artinya fond?*

- The rain cycles from a spatter to a thundery relentlessness, what is that mean? *Ada yang tau itu artinya apa?*

2. Affective Function

- Hey guys don't forget to ask to Mr. Erlu about the score. Because Mr. Erlu didn't write it down belum di tulis sama Mr. Erlu, *minta tolong yaa!*

- If you know the answer just *angkat tanganmu ya!*

Findings

Function of Code – Switching used by the teacher

3. Repetition Function

- However, I do quite often agree to take her dog, Oscar, _for a walk disitu bukan mengambil ya, tapi mengajak anjingnya untuk jalan._

- Oke please do number one until number three then we discuss together, _dikerjakan dulu nomor satu sampai nomor tiga lalu kita bahas Bersama._

Discussion

Based on Poplack's (1980) theory on research conduct at MTs Bilingual Muslimat NU Sidoarjo. This study found tag switching, intra – sentential switching, and inter – sentential switching.

The result is relevant to the previous research conducted by Fanani & Ma'u (2018) state that there are three types of code-switching produced during classroom learning, namely tag-switching, inter-sentential, and intra-sentential. Then the other research conducted by Afifah et al (2020) also found that are three types of code-switching produced by teachers, namely tag switching, intra-sentential switching, and inter-sentential switching. However, the results are different, since the code – switching which is often produced by the teacher are tag – switching.

Discussion

According to the theory of Mattsson and Barenhult (1999), this study found topic switch, affective functions, and repetition functions. Teachers often use code-switching to ask the meaning of sentences or words that students may not understand. After the teacher asks the students the teacher provides clarification about the answers to the questions that have been asked.

Teachers do not fully use code-switching in teaching English in class because it depends on their needs. Teacher uses code-switching when explaining the material. In learning English the delivery of material is delivered in English and then translated by the teacher so that students more easily understand the material presented.

Benefits of Research

This research is expected to increase knowledge about code-switching used in English classes, especially in bilingual classes. In this way, it will know what types of code-switching and code-switching functions are used in classroom learning.

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UMSIDA

DARI SINI PENCERAHAN BERSEMI