Code Switching Used By English Teacher at SMP Negeri 3 Lage

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Abstract (9 pt):

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1. INTRODUCTION

There are a few codes in sociolinguistics. Some of them are code blending and code exchanging. Code blending happens when familiar utilize both language together to the degree that they change from one language to the next throughout a solitary expression. Code Exchanging likewise has be come a typical term for substitute us of at least two language, assortments of language, or even discourse styles.

Code mixing and code switching have a close relation, indeed difficult to be separated. Generally, when we tried to use code switching in our speech, we cannot avoid code mixing. Than the using of code switching needs special skill. So according to the researcher, it usually used in a specified agenda or usually used for a specified purpose in communication. Such as using of code switching in communication to tourist, in breaking news, in teaching, and etc. The using code switching actually happened only in the language of a bilingual.

Generally in Indonesia, English Language is as a foreign language. Especially in SMP Negeri 3 Lage, most of students had different languages about first language and second language. Also some teachers seldom switched their language in teaching English whereas English language is not a first and second language for students They always spoke by English careless of students' understanding. Hence that why the writers state that Teaching English as a Foreign Language is included into one of agenda that has a specified purpose. Thus, the realization must have techniques to get the purpose. According to the writer, one of the techniques in teaching English is using code switching.

Blom and Gumperz (1972 in Saville-Troke, 1986:64) state that group code exchanging into two aspects. There are two kinds of code exchanging in view of the differentiation which applies to the style moving. The principal type is situational code exchanging. Wardhough (1986:103) states that situational code exchanging happens when the dialects involved change as per the circumstance wherein the familiar track down themselves: they communicate in one language in one circumstance and one more in an alternate one. No subject change is involved. At the point when a change subject requires an adjustment of language utilized, we have figurative code exchanging. Saville-Troike (1986:62) characterize figurative code exchanging as a code exchanging happening inside a solitary circumstance however adding an importance to such parts as the. The case of situational code exchanging is that in certain colleges a custom shift happens toward the finish of an effective exposition safeguard, when teachers address the (previous) understudy as Specialist and welcome first names consequently. While, the case of figurative code exchanging is the point at which a German young lady shifts from du to Sie with a kid to show the relationship has cooled, or when a spouse calls her significant other Mr (Smith) to demonstrate her disappointment.

Hoffman (1991:112) in Najmah Soraya shows many types of code switching based on the juncture or the scope of switching where language takes place, Intra-sentential switching (it occurs within a sentence), inter-sentential switching (it occurs between sentences, emblematic switching (it is tags or exclamation as an emblem of the bilingual character, establishing continuity with the previous speaker, involving a change of pronunciation (the switching occurs at the phonological level, involving a word within a sentence (this form of code switching is uttered within a sentence involving nouns, adjectives, verbs, etc.)

According to Hoffman (1991:116) in Najmah Soraya, there are seven reasons for bilinguals to switch their languages, for instance discussing a specific subject, citing another person, being emphatic about

something, contribution (embedding sentence fillers or sentence connectors), redundancy utilized for explanation, aim of explaining the discourse content for the questioner, and communicating bunch personality.

While According to Martin-Jones (1995) in Saionara Greggio (2007:378), the functions of the teacher's code switching in teaching are for instance: To mark the beginning of class (L1→L2); To get the learners' attention (L2→L1); To facilitate/clarify understanding of the topic (L2→L1), To provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1), and To give advice (L2→L1).

2. METHOD (10 PT)

This writing uses qualitative descriptive. In generally descriptive research is a non-hypothesis research so that in its research steps no need a formulate hypothesis. The qualitative data is related to sentence or words dissociated according to category to obtain conclusion. The purpose of using this method is to describe systematically the fact subject of study and accurately as much as possible. It is located at SMP Negeri 3 Lage Jl. Trans Sulawesi, Lage Sub-Distric, Poso Region, Central Sulawesi at August – September 2023. The source of data is taken from the result of interaction between teacher and student the eight grade of SMP Negeri 3 Lage in teaching learning process by using code switching on speaking course. The teacher is an Indonesian. This class were consists of 26 students that come from various background.

3. RESULTS AND DISCUSSION (10 PT)

The writer has observed English teaching-learning process. Firstly, the researcher will describe the steps on collecting the data in class eight where the subject (teacher) taught, in this class consists of 9 students.

Teacher's utterances

The teacher as Indonesian switched her language to English language in the beginning of the class:
Good morning……How are you today?
Are you ready?
You look so pale?
Ok, please clean the blackboard
I promise you teach about idiomatic
Than the teacher switched her language to Indonesian language:
jadi,,,saya kasi idiomatic setengah jam baru kita lanjut dengan materi yang selanjutnya
Tulis dulu setelah itu saya coba latihan
Kata 'all right' yang sering kita gunakan ternyata juga masuk dalam kategori idiomatic
Add up, add up ya…
Ditambah to saja sudah berubah arti dari masuk akal menjadi berjumlah
Kalau "act one's age" itu yang dia maksud adalah bersikap dewasa ya, atau bertindak sesuai dengan ?! umur….
Kemudian act up, act itu untuk apa dia? untuk orang yang slalu banyak maunya ya', terlalu banyak bertingkah
Jadi kalau ada cewek yang terlalu banyak maunya,
cowonya bisa bilang
During teaching process, the teacher switched her language to English language:
"You so act up!!!"
Than the teacher switched again her language to Indonesian language:
Terlalu banyak maunya, terlalu rewel
Ada saya masukan dalam situ as if, tulis yaaa as if itu seolah-olah
Sekarang tugas kalian setelah selesai mencatat
Sudah ada yang perlu dijelaskan
Coba masing-masing buat kalimat, pilih, kalimat mana yang kalian mau
Kalian menggunakanya dalam bentuk satu kalimat ya, ayo!
In clarifying the topic or material by Indonesian language, than the teacher switched her language to English:
Finish???
And how, What is the meaning 'and how'?
Anybody knows? What is the meaning 'and how'?

Ooohhh, 'and how' the meaning is memang
Finish??
Pardon!
Very good, who else?
I think this very simple ya….
Nonaa…
Right, who wanna try???
Mmmm, vera….
You wanna try?
Vera, ira, mirna,………..
Mmmmmm, I must memorise, remember your name very much
Something wrong with my brain maybe ya
Because I have too old maybe ya…..
Pardon!
The teacher switched her language from English to Indonesian language:
Mmm, ok, saya pikir semua bisa ya…
Semuanya mudah sekali…..
Coba kita lanjut ke halaman berikut,
The teacher switched her language from Indonesian to English language:
Asking about feeling
Di situ ada contoh ya….
How do you feel?
How much better
Thank you
The teacher switched her language from English to Indonesian language:
Kalian bisa liat yaa
Ya, menanyakan perasaan seseorang setelah sesuatu
Menanyakan perasaan seseorang setelah sesuatu,
Tapiiii……depe sesuatu lia-lia juga
Jangan mentang-mentang mudah skali, sambarang
Disitu lia-lia dulu
Sesuatu itu apa dulu, seperti yang syahrini bilang
Misalnya seseorang yang habis dilamar, habis ditembak
Bagaimana….???
Atau seseorang yang habis dipukul, ditinggal, orang yang habis melahirkan…..depe saki te,bisa dibeli
Kemudian orang yang kena kecelakaan motor….
Atau yang orang tuanya meninggal dunia….
Ok, saya kasih kebebasan….Pilih situasi yang mana tdk usah tergantung diteks yang ada disini yaa….
Yang penting kata kuncinya yang ada di buku ini kalian pakai ya….
Kata kunci yang awal-awal itu maksudnya…..
Atau ibu vero,, bagaimana perasaannya setelah melahirkan

From the data, we can see that teacher's utterances consist of Indonesian language and English language. Because English language is the language taught in English education program and most of the students were Indonesian people. Although for some students, Indonesian language is their second language. So, the teacher often switched her language to another language or dialect to makes a change (substitute).

In this meeting, the researcher tries to identify the functions of code switching based on Martin-Jones theory:
1. To mark the beginning of class (L1→L2);
    Look at the table below:

Table 4.2
Teacher's Utterances

Good morning……How are you today?
Are you ready?
You look so pale?
Ok, please clean the blackboard
I promise you teach about idiomatic

In this table 4.2, the lecturer signals that it is time to start the class by using of code switching. She switches her language as Indonesian or from L1 to L2, English language. So, the students prepare to be ready in study.

2. To gets the student's attention (L1→L2);
    Look at the table below:

Table 4.3
Teacher's Utterances

Good morning……How are you today?
Are you ready?
You look so pale?
Ok, please clean the blackboard
I promise you teach about idiomatic
jadi,,,saya kasi idiomatic stengah jam baru kita lanjut dengan materi yang selanjutnya
Tulis dulu setelah itu saya coba latihan

In this table 4.3, while the students were preparing to be ready in study, she looks one of student than say *"you look so pale"*. But most of the students do not pay attention to her. In a few seconds she asks a student to clean the black board than continue say *"I promise you teach about idiomatic"*. Again, most of the students do not pay attention to the lecturer and go on talking with each other in Indonesian. The teacher then switches from English to Indonesian (L2→L1) *"jadi,,,saya kasi idiomatic stengah jam baru kita lanjut dengan materi yang selanjutnya"*. By doing so, she gets the student's attention. What is interesting to observe in the Example above is the fact that one of the learners (St1) not only pays attention to the teacher, but also answers in English *"yes, mom….!"*(appendix).

3. To facilitate/clarify understanding of the topic (L2→L1);
    Look at the table below:

Table 4.4
Teacher's Utterances

And how, what is the meaning 'and how'?
Anybody knows? What is the meaning 'and how'?
Ooohhh, 'and how' the meaning is memang
Kata 'all right' yang sering kita gunakan ternyata juga masuk dalam kategori idiomatic
Add up, add up ya…
Ditambah 'to' saja sudah berubah arti dari masuk akal menjadi berjumlah
Klo 'act one's age' itu yang dy maksud adalah bersikap dewasa ya, atau bertindak sesuai dengan ?! umur…
Kemudian 'act up', 'act up' itu untuk apa dia? untuk orang yang slalu banyak maunya ya', terlalu banyak bertingkah
Jadi klo ada cewe yang talalu banyak maunya, cowonya bisa bilang "you so act up!!!"
Talalu banyak maunya, talalu rewel

Table 4.4 presents a second when the educator switches code (L2→L1) trying to explain and work with comprehension of the subject under study. In this table, the educator clarified the material for be more perceived by utilizing Indonesian language.

4. To provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1);
    Look at the table below:

Table 4.5
Teacher's Utterances

And how, what is the meaning 'and how'?
Anybody knows? What is the meaning 'and how'?
Ooohhh, 'and how' the meaning is memang
Kalau 'act one's age' itu yang dia maksud adalah bersikap dewasa ya, atau bertindak sesuai dengan ?! umur…

Kemudian 'act up', 'act up' itu untuk apa dia? untuk orang yang slalu banyak maunya ya', terlalu banyak bertingkah

The table 4.5 illustrates a moment when the teacher using code switching or switches her language from English to Indonesian language (L2→L1). In this table, the lecturer switches from L2 to L1 to provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1);

The discussion of data in week I showed there are four functions identified:
(1) To mark the beginning of class (L1→L2);
(2) To get the learners' attention (L2→L1);
(3) To facilitate/clarify understanding of the topic (L2→L1);
(4) To provide equivalent meaning(s) in L1/to translate vocabulary (L2→L1).

A second wellspring of information was a poll intended to acquire data on the closely-held conviction of the instructor and the understudies (supplements An and B). The polls included question about language(s) of purpose, suppositions with respect to code exchanging and its capabilities, and language decision at school and at home. The polls gave the analyst data on the individual view of educator and understudies as to language use and code exchanging. It is embraced from Suzanne Rose's proposal named, the capability of code exchanging in multicultural and multilingual secondary school.

The survey was finished by an instructor and by 26 understudies from class A. The instructor's and the understudies' survey contained comparative inquiries with respect to language foundation and how language impacts their day to day existence. The survey is different where a portion of the inquiries were all the more explicitly focused on either the instructor or the understudy. The educator was asked explicitly the way that their understudies respond to code exchanging and whether they found code exchanging valuable in the study hall. The students were found out if code exchanging by their educators influences their learning and focus capacity in the homeroom. The survey furnished the specialist with more point by point data about the instructor's and understudies' language use and their discernment in regards to code exchanging.

This section is divided into two parts; teacher questionnaire and students' questionnaire. The researcher would to enunciate the data on questionnaire;

1. **Educator poll**

    The first to seventh inquiries of the instructor survey (reference section A) were equivalent to those of the understudy poll, and pointed toward laying out their examples of language use and code exchanging. Questions eight to eleven of the educator survey then meant to ask more on their impression of the impacts of code exchanging and suppositions about code exchanging in the homeroom and the more extensive society. For these inquiries, the Instructor was expected to circle what they thought about the most proper responses, choosing from two prospects. Question eight found out if thought blending dialects had a positive or negative effect on correspondence between individuals various societies.

    Questions nine to eleven focused on code switching in the classroom, and asked whether, from the Teacher point of view, code switching is considered a valuable linguistic tool when teaching. The teacher was required to indicate who their learners react to code switching in the classroom, who they think code switching affects their teaching ability, and how their students react to their own code switching while teaching.

    Yet again the last two inquiries were equivalent to those in the understudy survey, and zeroed in on the educator's disposition towards code exchanging. The educators were found out if they thought individuals have a negative or uplifting perspective towards code exchanging, and whether code exchanging significantly affects the actual dialects.

2. **Understudy poll**

With respect to explicit substance of the understudies poll (informative supplement B), the primary inquiry posed to the understudy's name. The following three inquiries zeroed in on laying out the language direction of the understudies, by enquiring with respect to their most memorable language, different dialects they can communicate in, and their language as of now.

The final two questions focused on whether code switching has a positive or negative effect on the languages themselves. Than the table previous showed all of students in the eight claimed that using code switching had positive effect on their language even though there are 35% of students claim more difficult in concentration by influence of using code switching.

4.   CONCLUSION

Based on the result of the data analysis, the researcher concludes that using code switching is useful to the teachers of English at SMP Negeri 3 Lage to facilitate students' comprehension. The researcher have identified there are five functions of using code switching appeared; to mark the beginning of class, to get the students attention, to facilitate/clarify understanding of the topic, to provide equivalent meanings in L1/to translate vocabulary and to give advice. From these functions used by teacher might to strengthen the understanding of students and to motivate them. In order the students to be calm and relax in teaching learning process, not intense and nervous than to motivate if they said mistake answer.

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