

CODE-SWITCHING IN ENGLISH CLASSROOM INTERACTION IN A JUNIOR HIGH SCHOOL

Oleh:

Ainy Mauliddiyah¹⁾, Ahmad Munir²⁾, Ali Mustofa³⁾

¹Pendidikan Bahasa dan Sastra Inggris, Universitas Negeri Surabaya,

¹Email: ainy.17070835408@mhs.unesa.ac.id

²Pendidikan Bahasa dan Sastra Inggris, Universitas Negeri Surabaya,

²Email: ahmadmunir@unesa.ac.id

³Pendidikan Bahasa dan Sastra Inggris, Universitas Negeri Surabaya

³Email: alimustofa@unesa.ac.id

Abstrak

Alih kode atau Code-Switching tidak hanya di dalam konteks sosial, namun juga dapat kita jumpai di dalam konteks pembelajaran Bahasa Inggris di dalam kelas, oleh karena itu penelitian ini bertujuan untuk mengobservasi alih kode yang terjadi di dalam interaksi kelas Bahasa Inggris baik yang dilakukan oleh siswa ataupun oleh seorang guru. Penelitian ini dilakukan untuk mengetahui faktor-faktor apa saja yang menjadi pemicu terjadinya alih kode didalam interaksi kelas Bahasa Inggris pada tingkat Sekolah Menengah Pertama (SMP). Data dalam penelitian ini dianalisis secara kualitatif dan melalui beberapa tahapan yaitu: seperti (1) transkripsi data, (2) klasifikasi data, (3) analisis data untuk penggunaan alih-kode yang terjadi di dalam interaksi kelas Bahasa Inggris dan (4) interpretasi data. Berdasarkan hasil analisis data, hasil penelitian ini menunjukkan bahwa faktor-faktor yang menjadi pemicu terjadinya alih kode di dalam interaksi kelas Bahasa Inggris, yang pertama adalah faktor karena tidak tahu kata atau kalimat dalam Bahasa Inggris, yang kedua faktor untuk menghindari kesalahpahaman, yang ketiga adalah faktor penekanan pada sebuah kalimat dengan melakukan pengulangan kata, yang keempat adalah faktor pemicu dari partisipasi orang lain (teman, siswa lain, ataupun guru)

Kata Kunci: Alih Kode, Interaksi di Kelas, Transkripsi Data, Faktor-faktor Pemicu Alih Kode

1. INTRODUCTION

Classroom Interaction is never separated from a language and communication. The role of language is important and a part of human activities in various field, and language has important role to share messages or information in every part of interaction in human lives. The people need language in interaction with other to get the goal of the communication. Sirbu (2015) identifies the implication of the language in communication, language is part of communication among the members of a society in live.

Nowadays, most people have not only one language, but more languages to communicate with other people. In certain countries such as Multilingual country, roles of languages are mediated by difference languages. For an example in Singapore, there are English – Chinese. There, people in this country will use more than one language in each activity. Another country is Indonesia, where the people use more than one language, they may use Indonesian, English, Javanese, and other regional languages and sometimes mix them.

In Multilingual country like Indonesia, the reality to switch from one language to another is quite normal. In activity of a language classroom communication, there must be code-switch, it can be happened both from teachers or students. They do code-switch for certain purposes and objectives. Code-switching happens in classroom learning

activities can drive students' bravery, when they are apparently unwilling to use English in the classroom, especially during communication activities. mostly in bilingual communities. This phenomenon affects our ability to communicate our thoughts, emotions and opinions to other in and around our environment. Almost all Indonesian people do code-switch from Indonesian to other language. Many people, especially students and teachers change over words, phrases, clauses or sentences of English and Indonesian in their utterances. The students will switch the language, if they don't have self confidence in English classroom learning activities.

The study by Singal (2018, p.92-98) on the use of language in Multilingual countries has important implication especially the using of English as an a foreign language. We cannot avoid code-switching in communication of English. Even in learning process in English class, code-switching often occurs both from students and the teacher. So, will occur students' code-switching and Teachers' code-switching in the class. This is a phenomenon, where code-switching often occurs in classrooms, especially in language classes. It happens without extended thought and it is relatively normal.

Relating to this condition, Horasan (2014) found that the use of code-switching by the students in the class was relatively high, and also teachers' code-switching was even higher than expected. It

examines the amount of code switching in term of sensational levels or type of code-switching and initiation patterns, the discourse function of code switching and the perception of the switchers.

It is also supported the result study of Hidayati (2016), that the use of first language by students in the classroom is useful and get the benefit of learning. The discussion focuses on teachers' awareness of the patterns and functions the code switching may occur in teaching and learning process.

Most studies analyze were designed to investigate only the functions of code-switching, and the type of code-switching. Some of the earlier studies also analyze the uses of code-switching between the teacher and the students about the benefit side and negative side and the result showed that code-switching has benefit for the learner and the other studies believes that do code-switching in the classroom has negative impact for the students. However, none of the studies examine how was code-switching trigger the students and teacher to do and happened in the classroom interaction. Therefore, the presents study has been conducted to investigate the usage of code-switching in classroom interaction context.

2. LITERATURE AND REVIEW

This section is related about the connection between language and communication. At first it has been explained the meaning of language. According to Holmes (2013) language is used by people to ask and give information for expressing anger as well as appreciation and respect. People often utter something they will instantaneously take both information and express feelings.

According this explanation, language is used for every people in almost every occasion. Language also used in a classroom interaction as a communication between a teacher and a student. In the school context, language also has the main role. According to this condition, Zedan, Adabi, Abdul, & Bin (2013) explained that the general important of language is needed for a study in a scientific and objective in a relationship between language and education.

One of the requirements in producing well-organized in communication is trough interaction. The planning of the goal should be achieved by participants to create a good interaction. Furthermore, other components of identities, social relationship and membership construct social thought in specific communities. Among the speakers and listeners, the mutual interaction seems to be more basically elements that must be fully engaged in conversation and others communicative events such as in the classroom interaction. In the interaction, code-switching is part of the speaker when doing communication with other people.

The study of Ramasari & Kumalasari (2018) the factors of code-switching that happened

in EFL classroom of the university are caused less of knowledge, bad habitual, addressee, and also setting or context. In her study, the researcher explained the reasons. For an example the factor of code-switching in less of knowledge, it can show that the participant has lack of knowledge for vocabulary mastery, so they don't have confident to make communication full in English. One of the examples of the communication of the participants that described, "I am sorry Miss, I forgot to bring my attendance card miss. boleh minggu depan miss?". The participant switched the language into Bahasa because he had no idea to express the interrogative sentence as his excuse to the lecturer and it caused difficult to construct the right sentences.

Moreover, Bista (2010) concluded the factors of code-switching that happened in the class of the state university in Arkansas. There are some factors that can influence the students to do code-switching. In his study, the factors are no similar words in English, didn't know the English word, to fill the gap in speaking, easier to speak in own language, to avoid misunderstanding, to convey intimacy, so other would not understand, to add emphasis, and the other reasons. The factors of code-switching were noticed such as the surrounding circumstances in which coding happened, whether the coding was voluntary or spontaneous, whether the students were comfortable or uncomfortable. The frequency of switching was recorded on the basis of students' interaction during the class.

However, in this research was different object with the previous study. The researcher analyzed the factor that might trigger the occurrence of code-switching in a junior high school, where the conditions of the students were still lower than the students in a university. The researcher explained the factors that might the occurrence of code-switching by the students and the teacher in English classroom interaction.

Furthermore, the theories about factors of code-switching above is being a focused on this study because this study identified the possible factors might influence or trigger the occurrence of code-switching in English classroom interaction in a junior high school. These factors used as references by researchers from this study to determine about the factors that might trigger the occurrence of code-switching that happened in the class during made an English class communication of the students and teacher in a junior high school.

3. RESEARCH METHOD

The research has been designed to investigate code-switching of the students and teacher of state junior high school. A qualitative method has been employed in this research which tried to describe and explained all code-switching phenomena in the classroom. It observed the

students' and teacher's code-switching during the learning activities, figured out the factor trigger the students and teacher to use code-switching.

Numerous studies have attempted to explain about the qualitative data. Miles, Huberman, & Saldana (2014) stated that qualitative data are the foundation of well-grounded, rich description and explanation of human procedure. With qualitative data, one can preserve chronological flow, see which even led to which consequences, and derive fruitful explanation.

Moreover, Litosseliti (2010), concluded that using qualitative research for the method in the study, is concerned with structures and patterns and how something is. Therefore, this research has been qualitative since this research described and explained the usage of code-switching by the students and teacher in classroom context.

The present study involved the students in 7th grade of junior high school. The researcher didn't use all the students as the participants for this study. The researcher chose some of students who has been active made communication in the classroom. Beside the subject of students, the researcher used the subject of the utterances of English teacher from a class. to complete the data of the interaction in the classroom. The setting of this research has been set in one of a state junior high school in Surabaya. The school is located in the northern part of the city of Surabaya.

The data has been taken from the students' and teacher's utterances and source data has been taken from the result of the observation and also the result of students' and teacher's utterances. The data needed were obtained by observation and recording. Observation has been obtained to get the information about the data. Observation is necessary done in every qualitative approach. It was very useful, systematic and selective way in monitoring and listening to interaction or phenomenon of code-switching that happened in English language classroom activity. According to Blaxter (1996, p.157) there were three phases of administering observation, those are: (1) the recording of the events, (2) the pre-specified coding the events, and (3) description the events.

This study has been relied on the students' and teacher's code-switching in English classroom interaction. The study has been used audio and video recording to record the first data of the students' and teacher's utterances at the main quantity of the study. It has been taken from the interaction that happened during the instructional process in English classroom activity. Audio-visual recording facilitated the researcher in the process of data collection and analyzed since it enables to maintain the permanence of data and understand the context of the purpose easily. Then the data transcribed by using transcription symbols which were widely used in conversation analysis publications, and based on the system developed by

Allwright & Bailey (1991, p.56-58) as shown in table 3. 1 with several modifications and adaptations. Similary Have (2007) that to analyze data of interaction recording is strongly needed to provide empirical data associated with the transcript.

Table 3.1 Modified transcription conversation and symbols used in the study

(Allwright & Bailey, 1991, p.56-58)

Code	Explanation
T	Teacher
M	Male students, using numbers (M1, M2,...)
F1	Female Students, using numbers (F1,F2, ...)
LL	Unidentified group speaking in chorus
LL+T	Unidentified group and Teacher
LLL	Whole class speaking in chorus
LLL+T	Whole class and Teacher
[]	For comments
X	Incomprehensible item, one word
XX	Incomprehensible item, phrase and length
XXX	Incomprehensible item beyond phrase length
....	Pauses
...	Emphasis

Below is the example of transcription sheet (TS)

Line

- 1 T : Assalamualaikum students.
2. Good morning
3. LLL : Wa'alaikum salam mam.
4. T : How are you today
5. LLL : I am fine ... and you ma'am?
6. T : Alhamdulillah ... I'm fine too.

The initial procedure was to identify any kinds of phenomena of code-switching that happened in the classroom interaction among the participants. In this study, the researcher has been re-read the notes written down from the observation. The researcher identified the students' and teacher's code-switching that occurred in the English class interaction. To complete the process for the analysis, the procedure proposed by Miles et al (2014) that considered to be employed in this study. This research analyzed the students' and teacher's code-switching in English class to answer the research questions. It was identified the context of students' code switching and to find what possible factors that might influenced the occurrences of students' and teacher's code-switching.

4. RESULTS AND DISCUSSIONS

On the basis the result of the observation, the factor of code-switching in the classroom analyzed with some theories about the factors of the occurrences code-switching as proposed by Bista (2010), they were no similar words in English, didn't know the English word, to fill the gap in speaking, easier to speak in own language, to avoid misunderstanding, to convey intimacy, so other would not understand, to add emphasis, and the other reasons. Another theory was the result of studies from Ramasari & Kumalasari (2018) stated that the factors might trigger the students and teacher to do code-switch were the factor of less of knowledge, bad habitual, addressee, and also

setting or context. The researcher used these factors to get the result of the research question.

The results of this study showed that the factors that might trigger the occurrences of code-switching from the interaction in English classroom, can be seen in the following utterances, and here are the following factors:

1. Didn't know English words and the factor of less of knowledge

Base on the result of the observation, It was one of the factor that often occurred in English classroom interaction between teacher and students. It can be seen in the following utterances:

L.T : no ?, hmm, ok I will call your name and please raise your hand, First Adelia, where is Adelia?, Adelia?, Afinda , Ananda , Andika, Aris, where is Aris?, where is Aris?,

LLL : no, no

T : Where is aris? adun, azahra.
oh ya ndak masuk itu bahasa inggris nya
apa sih, kok no no terus. ayo apa ?

LLL : *ndak tahu* (laugh)

T : absent , *begitu ya.*

This communication was happened in the first observation. According to the result of the utterances, the teacher switched her language from English in to Bahasa Indonesia. According to the observation in the classroom interaction, the teacher did code-switching because the students always answered "no" when the teacher asked the attendance of the students in the classroom. The students should answer with absent when their friends didn't come at school, but the students said no. The students didn't know how to say "*tidak masuk*" in English. The situation in the classroom context made the teacher must use the strategy to help the students' problem. Then, the teacher switched her language in to Bahasa Indonesia so that the students know the right one.

Beside, the other condition in the third observation where the student did code-switching in his language, because he didn't know English word. It as seen as in the following utterances:

2. (haris only keep silent)

T : why you just keep smile?. Come on

MI : *iya bu, yok opo rek*

T : don't look your friend, and don't ask your friend

3. (haris is still writing description of rooster, his friends help him to do it. discuss with his friends)

M1 : *yok opo rek*

F1 : *ngene loh* (she is writing in her book)

M1 : *iki opo*

F1 : it has two legs

The two explanations above happened in third observation, both of the communications occurred when the teacher asked a student to come forward to tell description about the animal. In the interaction the teacher asked the student in

English., but the student answered by switch the language. The student didn't use English, but he switched his language in to Bahasa Indonesia and Javanese. It means that the student didn't know how say it in English. This factor happened, because the students didn't know English word. So, this factor triggered the occurrence of code-switching in this interaction.

Similary Ramasari & Kumalasari (2018), the utterances above is also influenced the factor of less of knowledge. Because the students didn't have good vocabulary, so the student couldn't answer using English, then the students switched in to Javanese.

2. Avoid Miss Understanding

Another factor that trigger the occurrence of code-switching is avoid miss understanding. This factor sometime triggered the students or the teacher to do code-switching in their utterances. The result of the observation, showed that some of the students and teacher switched their language in to Bahasa Indonesia. The following are the explanation and description about this factor of the students' and teacher's utterances :

4. T : So, you mustread this paper . and you have to make 3 parts. The first is adjective, second is adverb, third is noun. Ok do it now.

nanti di kerjakan seperti ini ya.
Jangan semua nya yach

F : ok bu .

5. (The students are discussing with their group)
(Teacher is coming to other group)

T : *Sudah paham mana adjective hasilnya*

LLL : Sudah mom

In result of this observation, showed that the teacher talked in English for the first sentences. for the next sentences, the teacher switched or mixed her utterances in to Bahasa Indonesia. The teacher wanted to make sure that the students has understood what the goal of the activity in the discussion. This factor can trigger the students' or a teacher's utterances in English classroom interaction.

3. Add Emphasis

Base on the observation, it was also one of the factor that trigger the teacher did code-switching in English classroom interaction. It can be seen from the following utterances:

6. T :What is bone?

M :Tulang

T :What is a bone?, B-O-N-E?

LL : [tulang]

T : Tulang , yes right. *Jadi Bone itu tulang anak-anak. So , jelly fish has a bone?*

LLL : No

7. T : Ok, and has no bone. Tidak punya apa anak-anak?

LLL : Tidak punya tulang.

8. T : *Tujuh orang ya tadi saya bilang.* I ask you seven person. Seven students. Stand up in here in front of the class. Hurry up, hurry up please, halo ,seven person Just read

9. T : ayo hurry up. Who becoming first.
Yang baca duluan siapa?
Ayo do it now. Who first read.?
Siapa yang baca duluan?

10. T : What kind of some adjective here.
Adjective *nya apa disini?*

LLL : banyak mom

11. T : Why?, Is it transparent?

LLL: yes

T : you can see all the part of the body of jelly fish. If is it transparent *ya?*

From the results of observations and transcript data, the results showed that this factor emerged most influenced the speech of the teacher to do code-switching to students in classroom interactions. The teacher showed the repetition of her utterances when the teacher explained or gave instructions to the students. When the teacher did repetition a word or repeats a sentence, the teacher also did code-switching

Sometimes the student also did code switching that influenced by this factor. It can be seen from the following utterance:

12. T : Ok finish?

F : Belum. *Khan begini ya.* My pet is fish.
Khan betul ya?

T :Yes. Ok the other don't be noisy

From the student's utterances above showed that she talked to the teacher that she wanted to make sure that her description text was correct. So, she did repetition for getting the right way. It also has the same factor of Bista (2010) declared that the students did code-switching by doing the repetition when they talked in interaction.

4 Addressee

Addressee is also called the participants. It was also as a factor that trigger the occurrence of code-switching that came from of friends, students, or teachers, who started for the first did code-switching in English classroom interaction. Then the others participant did code-switching in communication in English classroom interaction. Here are the examples of this factors, it can be seen in the following utterances:

13. T : Ok, and has no bone. *Tidak punya apa anak-anak?*

LLL : *Tidak punya tulang.*

14. T : What kind of some adjective here.
Adjective *nya apa disini?*

LLL :*banyak mom*

T : pretty ..., *ya*, clean, pretty, clean, careful. sadly .And there is word

Both of the examples above showed that the teacher switched her language, talked in English for the first sentence then switched in to Bahasa Indonesia. It was made the students talked and switched their language in to Bahasa Indonesia too.

According to Ramasari & Kumalasari (2018) factor addressee is also a part of the factor that might the occurrence of code-switching. Influenced by the other participant to speak other language.

In the classroom interaction, the students and the teacher employed code-switching that influenced by some factors. The study of Bista (2010) classified the factors of code-switching in the classroom, there are some factors that trigger the students' code-switching in the classroom interaction in the university. There are no similar words in English, didn't know the English word, to fill the gap in speaking, easier to speak in own language, to avoid misunderstanding, to convey intimacy, so other would not understand, to add emphasis, and the other reasons. It also supported by Ramasari & Kumalasari (2018) one of the factors that trigger the students did code-switching when they had less of knowledge, it means that the students didn't have good vocabulary, so the students felt difficult to answer or to constructed in good sentences.

Unlike the study of Bista (2010), In this study the researcher found some factors that trigger the occurrence of code-switching in the classroom interaction. Not only from the students' utterances but also from the teacher switched their utterances. In English classroom interaction in a junior high school, some of the students and teacher did code-switching that influenced some of the factors.

The Result showed there were some factors that trigger the occurrence of code-switching by the students and teacher in English classroom interaction. The factors were: didn't know English word, less of knowledge or vocabulary, avoid misunderstanding, add emphasis, factor of addressee or participant. These factors were trigger code-switching in English classroom interaction. The factor of add emphasis was the most triggers the occurrence of code-switching in the classroom.

5. CONCLUSSIONS AND SUGGESTIONS

a. Conclusions

Based on the discussion, It can be concluded that the factors might trigger the occurrences of code-switching by the students and teacher talked in English classroom interaction categorized in to four factors. They are: (1) didn't know English words, (2) Avoid miss understanding, (3) Add emphasis, (4) Addressee. It means that some of these factors often appear and often trigger the existence of code-switching in English classroom interaction conversations by students and teacher. They were employed code-switching to assist the conditions of the classroom interaction to be more attractive and more understanding to get the goal of the teaching and learning process.

In the classroom interaction, the students and the teacher employed code-switching that influenced by some factors. In this study the most influential factor in the emergence of code-

switching in interactions within the English class was add emphasis, this factor was carried out by the teacher, where the teacher were explaining a material repeats words or sentences by doing code-switching.

Base on the result of this study, the second factor that was mostly influenced the occurrence of code-switching in English classroom interaction was didn't know English word. This factor was mostly done by the students when interacting in the class. By doing code-switching when they didn't know how to say it in English it was better for the students.

b. Suggestions

On the basis of the research findings, there are some suggestions put forward for the students, teacher, and future research.

1. Suggestions for the students

Although code-switching was very useful in English classroom interaction activities, students still have to learn English better.

2. Suggestions for Teacher

Code-switching makes it easy for teachers to explain material that is difficult for students to understand. but this might make students less challenged. so, the use of code-switching by the teacher should also be minimized

3. Suggestions for the next research

In the next research, it can take the other settings such as in the English zone, or English corner to conduct code-switching research in the other context

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