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**An analysis Code Switching Used by The Students and The Teacher at Senior High School in Al Zahrah Boarding School**

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**ABSTRACT**

This research aimed to analyse code switching used by the students and the teacher in foreign language classroom. In detail, the researcher interest in finding the teacher’s language used, and the students’ language used. Then, it also observed the reason why they do code switching. This research was designed descriptively. The subject of this research was English teacher and the students at MAS Al Zahrah. The data of this research was the English teacher’ and the students’ utterances which contain code-switching. The instrument used was an audio-video recorder which recorded the classroom conversation. The results showed that the code mostly used by the English teachers and the students was Bahasa Indonesia. Then, the other dominant codes were English, switching English – Bahasa Indonesia, and switching Bahasa Indonesia – English. The finding of this research was the teacher and the students did code-switch more than target language in teaching learning process. They believe that code switching is an effective way in learning.

**Key words**: Code-switching, The teachers, and the students

**INTRODUCTION**

Language is the ability to acquire and to use complex systems of [communication](http://en.wikipedia.org/wiki/Communication), particularly the [human](http://en.wikipedia.org/wiki/Human) ability to do it. In sociolinguistic, the sociology of language focuses on language’s effect on the society and to observe how people use their language. Every people have different ways and style in using language to communicate. Some people should combine two or more languages in order to make the listener to understand about the spoken.

In using language, some of the people also adopt another language. It can be seen because Indonesian people have various first language beside their national language. Therefore, they unconsciously did the code switching when the speak to each other. In fact, code switching happen naturally in their daily conversation. It can be proved by Acehnese people which sometimes switch their spoken language to Indonesia when interacting with others [1].

In this globalization area, English language is a language that have to be mastered by people in the world. In Indonesia thus English become the first – foreign language in school curriculum. The Indonesian students have to learn it in school. By adapting the new language, the code-switching phenomenon cannot be separated from language teaching and learning process. Even, it can make the communication more effective and meaningful [2].

Code-switching is generally defined as the shifting that occurs “between two or more languages simultaneously or interchangeably within one conversation” [3]. Code switching occurs when a speaker alternates use two or more languages. The people used the languages to communicate with other people. It is used when they are fluent in both languages to communicate. Code switching is used to mark switching from informal situations (using [native languages](http://grammar.about.com/od/mo/g/Native-Language.htm)) to formal situations (using [second language](http://grammar.about.com/od/rs/g/Second-Language-l2.htm)). Furthermore, code switching is considered to be a normal interaction between bilingual speakers [4]. Additionally, code switching can be defined as the use of more than one language variety or style by a speaker within an utterance or discourse.... [5]. Speakers of more than one language are known for their ability to code switch or their language during their communication.

Above explanation lead us to concern on the phenomenon of code switching in the foreign language classroom. As said by Simon that many developments are done in the research of code switching in foreign language classroom [6]. In the foreign language classroom, the students are demanded to speak English to communicate with others. Since, they have their native language, then the spoken activity often switches between their English and their native language. It usually happened when they communicate with friends and teacher. They switch back to their native language when they meet obstacle in target language conversation. Therefore, I interest to see and to observe directly in the classroom in order to see how the interaction between teacher and students.

In fact, not only students but teacher also used code switching when she/he communicates with the students in the classroom. From the observation, the writer gets the result that the teacher and students use English for code switching.

Communication with teacher.

T : Materi apa kita pelajari kemaren?

S : Tentang **Adjective**

T : Ada **homework**?

S : **No**, bu

T : Tolong kerjakan soal halaman 12

S : Gimana penyelesaiannya ne buk?

T : **Translat**e cerita tentang **animal.**

S : **okay** bu.

The conversation above is the examples of communication belong to the teacher and students in the classroom. The code switching can be seen in the words *adjective, homework, translate, animal,* and *ok.* From the adjective words means the topic of previous learning. The homework means the task that should be done at home. Translate word means the instruction for students to do the assignment. The animal word means living creature which become the topic of the assignment. The Okay word indicates the agreement from student to do command from teacher.

For the example of Code switching used by teacher and students of Mas Al Zahrah is not always performed consciously, which means that teacher and students are not always aware of the functions and outcomes of the code-switching process. It can be seen in the following conversation:

Communication with friend.

Mira : Kamu pergi kemana kemaren?

Ami **: I** pergi lihat-lihat Hp, apa **you** beli Hp baru?

Mira : Ya.Aku beli **Handphone** baru kemaren.

Ami : Merek apa sih?

Mira : Samsung

Mira : Berapa **number** nya?

The conversation above is the examples of communication belong to the one student to his friend in the classroom. The code switching can be seen in the words *I, you, handphone and number.* From the “I” word means to indicate person. “You” word means to indicate our partner in conversation. “Handphone” words means the media to communicate with other people that can bring anywhere. Then, the “Number” word means the cellphone number.

From both conversations, the writer aware that code switching is used unconsciously. But it gives serious effect for the language changing. The change of language influenced some factors where codes switching also hold the main role in the change the language from time to time. The change language showed the language revolution which can give positive and negative impact. For positive impact when the language can be side by side with the language of the world. However, the negative impact can lose the basic sense and it will be not natural anymore. Even, people who do code-switching make a mess out of the conversation and cannot speak the language properly.

From the explanation above, the writer intends to observe what is language of code switching in the classroom. Then, the reason why the students and teacher used code switching in the classroom.

**METHOD**

This research method is designed descriptively which used qualitative research. It is based on Moleong [7] who define qualitative research as a research procedure when data is produced in form of words description, written or oral. It based on people and behavior that are being observed. The data for this research was collected through observation. A sample is the students and the teacher at third year of MAS Al Zahrah.

**Technique of Data Collection**

The data collected with observation (interaction in the classroom). This technique of data collection was seen as the most appropriate for this study, since the students and the teacher would be observed in the teaching and learning process in the classroom. Both are observed in their natural environment. The observation has been conducted on Saturday february 26th 2022.

**Technique of Data Analysis**

The theoretical framework of this research was adapted from Greggio [8] which proved to be instrumental in conducting a systematic observation that covered the following aspects: (i) situation for code-switching, (ii) time of code-switching, (iii) teachers’ language use, (iv) students’ language use, (v) reason for code-switching, and (vi) type of code switching. For these aspects, the writer chose three aspects as prove relevant in this research.

**FINDING AND DISCUSSION**

**The students’ language use, the teachers’ language use, and the reason for code - switching**

In this research, it could be seen that the teacher and all students use code switching in class. The students were having difficulties in expressing their ideas in English. Consequently, they used code switching between Indonesia language and English language in the classroom. In brief, code switching make the students easier and more comfortable to communicate with others. For the teacher, this is the effective approach in teaching language learning when the teacher uses English code for teaching in language learning, the teacher has developed students’ vocabulary.

The discussion about observation that were conducted there were reasons for code switching in the classroom. There were a number of possible reasons why people do code switching. First, speaker who often do code switching to get advantages from what he or she code switched. Some speakers do code switching because of heir habit. Second, partner can cause to do code switching where a speaker wants to balance the partner’s language skill. Third, changing from formal to informal situation which depends on the language background of the speakers and partners. The last one is changing the topic discussion from one topic to other topic which can cause code switching in communication.

In this research, code-switching is effective in the classroom elicited different responses from all the participants. 50% agreed that code-switching was effective in the classroom. It helps students to understand lessons better and make “certain terms clearer” if they were explained in the native language. She said that the teacher always did code switching when interact with the students. The fact showed that the students are easier to understand when the teacher use code switching in explaining material.

The remaining 30% said that they supported the usage of code-switching in the English language classroom. They believed that the teacher has to use English all the time when teaching learning process. It laid on the first purpose of foreign language classroom where the purpose was to let the students to be surrounded by only the target language. So, they would be as much involved with the target language as possible [9].

Additionally, the remaining 20% showed that it seems normal to gave them an excuse to code-switch. They believed that it was still necessary. They stated that if the teacher was too persistent in using full English in the classroom. The students would not have the confidence to speak up in class, especially if the proficiency level in the class is low.

The result of the observation that related to the reason why the teacher and the students used code – switching in the classroom will be list below. This result also supported by Yao [10].

1. Lessons were easier to understand,
2. The teachers provided more words of encouragement and better feedback to the students.
3. The learning atmosphere became more interactive, and
4. Teachers who code-switched were better at negotiating and bonded more with the students compared to teachers who did not do code - switching.

The results above show us the teacher and the students language use; and why code-switching occurred. More precisely, the results show tendencies about contexts in which the students switch back to their native language when speaking the target language in the foreign language classroom. The results also showed that it is most common for students to code-switch back to their native language when they feel they lack competence in the target language. However, the teacher did code – switching because it is their ways to negotiate with the students in teaching learning process. The teacher believed that doing code – switching make the students more understand about the teaching material.

**CONCLUSION**

From the finding above, that most students have positive attitude to the teacher’s code-switching use in the classroom. For students, code switching is happened unconsciously in communication. However, the teacher’s code switching is happened consciously in communication, because code-switching is a strategy of teacher to help the students. It is suggested that the strategy of code -switching in the classroom is not always considering as a weakness in language learning, but it may be considered as a kind of useful strategy in learning a language, since it makes the students easily to understand. Practicing code -switching is effective for student learning language. However, the usage of code -switching in foreign language classroom has to be noticed carefully by the teacher. English teachers have to use code-switching wisely and positively.

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