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# THE USE OF TEACHER'S CODE SWITCHING IN SPEAKING CLASS TO THE EVENTH GRADE AT SMP AI FALAH ASSALAM TROPODO-SIDOARJO

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**ABSTRACT:** Communication is a mean of to interact to others. It is very necessary. By using communication, people can communicate to others. They can communicate direct or indirect. Speaking is one of tools in communication. By speaking, people can know the speaker's expression and what he says. So, speaking is easier than writing because people can understand what speaker says directly. To make listener understand, the speaker can use some expression when he talks to the listener. For example, the teacher can use code switching to make the seventh grade understand what he says. Code switching is very important for communication. By using code switching, the teacherr can minimize any misunderstanding. The teacher uses some types of code switching like calque, intersentential and intrasentential code switching. In our communication, people have to make others understand what we say. The purposes of this reseach are; To find the types of teacher's code switching when teacher were teaching English. And to know the problems face by the students of the seventh grade at smp al falah assalam tropodo-sidoarjo when they were studying English. Then the Significance of the reseach is the study of code switching is to know the communication of students with the teacher, friends or others. By speaking up, students can understand what teacher say. When students or teacher communicate to each others , they have to understand what they say. By using code switching they can communicate easily and avoid missunderstanding.

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**Keywords :** *communciation, speaking, code switching, calque-code switching, intersentential-code switching, intrasentential-code switching*

## INTRODUCTION

<sup>6</sup> Communication is the most important thing that human needs to stay connected to another people in the world. By communication, people can get some <sup>6</sup> information as by speech, visuals, signals, writing or behaviour. The most commonly component of communication <sup>8</sup> is language. *Language* is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, and/or written symbols. Arbitrary is decided or arranged without any reason or plan, often unfairly. Language is a tool to communicate with other. Therefore, language is communication system in our life. Thus language is very important for us. By using language, people can give some information to others. "Language is behavior which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language such body parts are controlled by none other than the brain for their functions." (Continuum, 2005).

Nowadays, English is very popular. People had known about English. English is one of language in the world. English is the second language for us. English has four skills like listening, speaking, writing and reading. Listening is an activity to listen to something direct or indirect. Speaking is an activity to speak formal or informal ways. Writing is an activity to write story or formal letters. Reading is an activity to read formal or informal letters. The fourth of skills have different ways to study. Moreover, English can be a tool to communicate to others when students meet native speaker.

The students have to know and learn English especially in speaking skill, when students communicate should know some ways to make communication easy. In English, speaking is very important. Speaking is bridge to us to interact to others. Speaking skill needs pronunciation, intonation, grammar and vocabulary well. Therefore, students can

study English well if students understand about it. By using part of speaking skills, the students can speak English fluently.

In this time, the students have many problems to speak up. Students can not speak well because they are worried. The students are nervous when speak up in front of people. Actually, the problems in speaking skill are very much but students always can not pronounce the difficult words properly. They also have problem in vocabulary. The students can not speak more because they do not have some vocabulary. However, speaking is very easy if students practice it everyday. The students can try it at school, home, or society. In other words, they can speak well because they are not confidence. They always think speak English is very difficult. The students' tongue are not familiar with words in English. They also think that English is not an easy. It is an complicated language to understand.

English is very easy when we learn more and more. The students can practice it everytime, everyday or everywhere because English is most language in the world. Most people use it to tell others if English is cool. They do it in some social media, direct or indirect, do conversation to others. But, nowadays, they use English to make them look smart and cool. Actually, it is not wrong because they can learn and know English step by step. For example, they can build a English club or group. In this club or group, they can do conversation to others. They can use English or others language to make others understand when do conversation. For example, when they do conversation, in the first time they use English but suddenly they switch Bahasa on their conversation.

Speaking English can be done everywhere. In this part, students have to know some language where they are. When students in university, they should use formal language but the students can use informal language in society. Like, when the student and teacher speak in a conversation, they should understand what they say to each other. In this part, students

should learn about <sup>4</sup> sociolinguistic. **Sociolinguistics** is concerned with language in social and cultural context, especially how people with different social identities (e.g. gender, age, race, ethnicity, class) speak and how their speech changes in different situations. When the student want to do a conversation with the teacher, they can use part of sociolinguistic is code switching. “Code switching can be defined as the use of more than one language; variety; or style by a speaker within an utterance or discourse, or between different interlocutors or situations (Romaine, 1992 : 110)”

### Research Design

In this study, the researcher use descriptive qualitative. <sup>11</sup> According to Moleong (1990:2) “A qualitative research is a research without any calculating and numbering”. The researcher takes qualitative research because this study is to identify of students’ understanding when they are in speaking class. This study is use to know about code switching among teacher or students to communicate in speaking class. But, the researcher will observe if use of code switching affective when the students make a conversation with their friends by implementing any topics. This study is called research study case. <sup>1</sup> According to Yin (1994:1) the case study design must have five components : the research question(s) ; its propositions, its unit(s) of analysis, a determination of how the data are linked to the propositions and criteria to interpret the findings.

### Subjects of Study

The subjects of the study is code switching. In this study, the researcher need a subject to know the process of class speaking. In this study, the researcher only need two objects are teacher and students. Teacher is a main subjects because in the speaking class teacher is a commander. Moreover, the students also is important in this study because

they can know about code switching. Through speaking, teacher can give a lesson well in the class.

### Setting of Study

In this study will be held in SMP Al Falah Assalam Tropodo- Sidoarjo. All the activities will be focused in speaking class for the seventh graders.

### Data Collection Techniques and Instrument

The researcher interviews and observes to collect data. In the class speaking, the writer will observe the interaction among <sup>3</sup> teacher and the students. However, the researcher have to interview teacher about the problems of students when they are inspeaking class. The researcher also interview the students to collect some datum so know what to do after interviewing.

- a. Interview is one of ways to collect data. Interview is act to ask some questions to narasumber or it is an interaction among interviewee and interviewer. In this study, the writer use personal interview where only interviewee and interviewer. Generally, <sup>5</sup> personal interview is carried out in planned manner and is referred to as 'structured interview'. In this part, the writer interview teacher to know how is the situation in the class when they study English.
- b. Observation is second act to collect data of the study. It is very important because the writer can know the situation in the speaking class. <sup>5</sup> Observation is the action or process of observing something or someone carefully or in order to gain information. The writer will observe class when teacher gives lesson to the students. By observing, the writer will know speaking ability of the students. Through observation , students' speaking ability will be known.

The instrument to this analysis is recorder(by handphone) to record some interviews with teacher and some seventh grade, where the researcher can get and know the types of the use of teacher code switching when learning in speaking class. The researcher interviews with teacher and tens of seventh grade.

## FINDINGS AND DISCUSSION

The researcher will present of the result of observation in speaking class to the seventh graders. The findings relate to research questions that guided study.

Before observing in the class, the researcherinterviewed the teacher of seventh graders. She was Ibu Tri Wahyu Febriningtyas, S.Pd. She was good and friendly. She would be the writer's informan. Before teaching in the class, the writer interviewed the teacher to know speaking ability's students. The researcher found some information about the speaking ability seventh grade. There is a conversation among teacher and researcher as follow :

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- Researcher : "Do you often use code switching in the class?"
- Teacher : "Yes, I do."
- Researcher : "Do you introduce English to the students?"
- Teacher : "Yes, of course because in the Elementary School the students know it little."
- Researcher : "How was students' respond when you spoke English?"
- Teacher : "They were so confused when they were studying English."
- Researcher : "What is the students' problem when they are in speaking class?"
- Teacher : "The students can not understand when they are in speaking class. They said that English is very difficult. For example, I gave the instruction like *sit down* , they were just silent no action at all it seemedthey did not understand what I meant."
- Researcher : "What is the importance of code switching in the class?"
- Teacher : "It is very important because it is the best way to make students understand about English."

After interviewing the teacher, the researcher found that seventh graders could not speak or understand English because when they were in elementary school English is a local content. It is the big problems, because when they were in Junior High School, they have to learn English well. After that, the researcher would interview some of seventh graders about English. Some of seventh graders said that English was very difficult. The researcher would know some of the reason they did not love English. Seventh graders felt English was so complicated. They could not understand what English is, they could not understand what teacher said. They were so confused when teacher speak English. The script of the interviews could be seen in appendix.

Based on the interview, tens of the seventh graders thought that English was difficult language. They are Rana, Friska, Linda, Icha, Meisa, Raffi, Adit, Eka L, Yanti and Angel. They said that they dislike English. All of them are confused when teacher spoke English. They could not speak well. When they were in the class, they could understand what teacher said when spoke Bahasa. Some of them also did not like English because it made them confused. The seventh graders used two languages, Bahasa and Javanese. They used to speak Javanese when they were with their friends then used Bahasa when they spoke with teachers.

## **Discussion**

The following day after having some interviews, the researcher observed the class to know the use of code switching in the speaking class. Code switching was important to the teacher when she give a lesson in the class. In the seventh graders class, they felt difficult to learn English. They said that English was very complicated. Some of students use Bahasa or Indonesian to communicate to others. When the researcher gave some questions, some of them understand and others did not. The researcher was surprised. The students could answer the researcher's questions like greeting like we see below :



Researcher	: “How are you today?”
Students	: “I am fine, thank you and you.”
Researcher	: “I am very well. Okay, you can answer the question “How are you today?” by using answer like I am okay, I am pretty well, etcetera.”
Students	: “ Yes, Ms.”
Researcher	: “Attention please. <i>Perhatikan semua.</i> ” Before studying we will play a game.”
Students	: “Yes, Ms.”
Researcher	: “Stand up, please. <i>Ayo semuanya berdiri.</i> ”
Students	: “Okay ms.”

After playing game the researcher asked them to write some vocabulary about class or school. They were so enthusiastic but when the researcher spoke English they could not understand well. For example, the researcher said that “*Attention, please*”, only some of the students understand about the instruction. Therefore, the researcher use code switching “*perhatikan semua*” to make them understand what the researcher asked.

Code switching is the good ways to make others understand what we say. Not only in the school but also society environment we can use it to interact to others. If we speak unwell, others can not know what we say. However, to communicate to others, we have to speak well or if the others can not understand, we can use code switching. Code switching can use when the speaker has a good mood, habitual expressions or to clarify. Therefore, code switching is very important to communicate. It makes the speaker avoid misunderstanding to listener.

In this study, the researcher found some reason why teacher used code switching in learning English. Ibu Tyas said that the big problems seventh graders could not learn English well was confidence. When the students was in Elementary School they learned English little. English was not one of requirement to graduate. Now, English disregarded in the elementary school include local content. In this problem make the researcher enthusiastic to know why English disregarded. But, after interviewing teacher, the researcher the answers about this problem. Some seventh graders still confused in learning english process. They are not familiar

with english. The seventh graders thought english was not including their languages. They only know Bahasa and Indonesian.

As a teacher, Ibu Tyas have already introduced about English. In the school, code switching is indispensible to make the students understand. Ibu Tri always make the students to be spirit for learning English because it is very important. English will make them be a good native speaker. This is the situation speaking class when Ibu Tyas is teaching English.

Ibu Tyas's class is seventh grade. The class begin at 15 p.m because the seventh grade come in noon. In this class, consists of fifty percent female and fifty percent male. They are so crowded an active. When Ibu Tyas is going to class, some of students still play or eat. They are so crumpled. Their uniform are not neat. Without waste the time, Ibu Tyas start giving the next lesson. Before starting, Ibu Tyas always greet the students. The script of learning English among teacher and students in appendix.

However, in this study present of the use of teacher's code switching when she learned English. There was some <sup>2</sup> types of code switching have already used by Ibu Tyas in the class as follow :

Ibu Tyas : **"Now, we will learn (*open the book*) Okay, open your book chapter two page twenty-one ,*buka bukunya anak-anak chapter dua halaman dua puluh satu judulnya This is Me , ini adalah saya.*"**

After greeting, Ibu Tyas began to learn English, in this part, Ibu Tyas use two types of code switching as below :

First, **open your book chapter two page twenty-one, *buka bukunya anak-anak chapter dua halaman dua puluh satu*** after using English suddenly Ibu Tyas used Bahasa, in this instruction was *calque-code switching*. It means that Ibu Tyas translated an expression from another language. Therefore, Ibu Tyas also used *intersentential-code switching*. It means that entire

sentence of phrase from one language into the target language, there was a command something to open their books.

Ibu Tyas : “*Apa maksudnya This is Me, lihat pada kolomnya! we will learn kita akan mempelajari tentang yang pertama our activity, apa?*” (ask to the students)

In this part, Ibu Tyas said that *lihat pada kolomnya!*, it means that Ibu Tyas wanted students to see the column in the book. This part, it is called *intersentential-code switching* because Ibu Tyas asked students to do something, like a command.

Ibu Tyas : “*Our hobby , apa our hobby (ask to the students) hobby itu apa bahasa Indonesia-nya?*” (choose one of students) This part, Ibu Tyas used *intrasentential-code switching* where there was done in the middle of a sentence.

Ibu Tyas : “*Third , members of our family, apa itu member of our family?*”

Then, Ibu Tyas used *intrasentential-code switching*. It means that the shift is done in the middle of a sentence. There is English and Bahasa when she spoke.

Ibu Tyas : “*Anggota dari keluarga.” Next page, dibuka halaman selanjutnya twenty-two!. Lihat! (students are crowded).Oke, yang pertama, perhatikan ya, saya akan bacakan dengan keras , setelah saya membacakan kalian menirukan, repeat after me ya! Are you understand?*” “*Anggota dari keluarga.” Next page, dibuka halaman selanjutnya twenty-two!. Lihat! (students are crowded)*. It is called *intersentential-code switching* means that Ibu Tyas used it to dictate or command something to the students. Ibu Tyas used *calque-code switching* to make the students understand so she spoke Bahasa to make clear what she said. In the sentence *Are you understand?* was the expression of Ibu Tyas to ensure the students what she meant.

Ibu Tyas : “*Artinya, the meaning?*”

That sentence was the expression of Ibu Tyas where she asked to the students answer that question. After asking it, she spoke “*Hello my name is Hasida*” then she asked what the

meaning of the sentence. So, she used *calque-code switching* because firstly, she spoke English and translate to Bahasa.

Ibu Tyas : **“Raise your hands!”**(*choose one of students*)

*Raise your hands!* It means that Ibu Tyas wants the students do something to answer her question the meaning of *Hello my name is Hasida*. This expression is called *intersentential-code switching* means that there was commanding something.

Ibu Tyas : **“Next, to be precise I live at twenty-three on Jalan Pelangi. Apa artinya? Buka kamusnya, tulisannya PRECISE. P-R-I. Ada yang bisa, raise your hands!. Oke kalian terjemahkan nanti. Next, biar kalian bisa membaca dulu. My name is Tito.”**

When Ibu Tyas said *Buka kamusnya* it means that she wants the <sup>10</sup>students to open their dictionary to see what the meaning of word PRECISE because they do not know. The instruction is called *intersentential-code switching*, there was dictate or command something. Then, before she asked them to search in dictionary, she wanted to the students to answer it directly so she said *Ada yang bisa, raise your hands!*. It is also called *intersentential-code switching*.

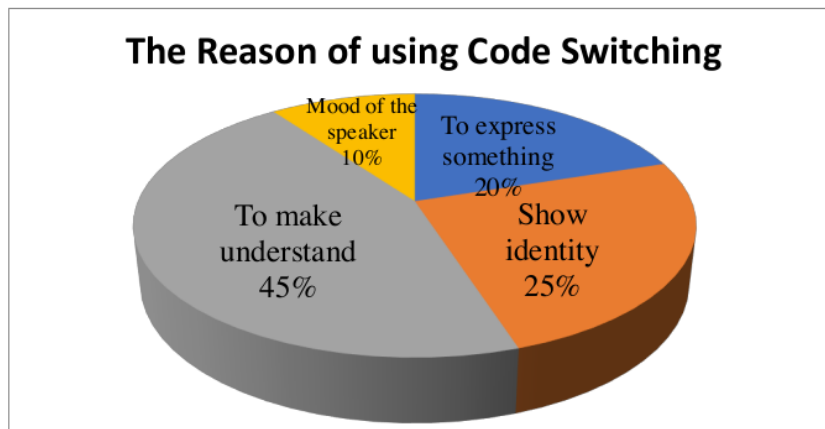
Ibu Tyas : **“Okay, saya ajarkan kalian untuk menerjemahkan, sekarang, now write this, tulis ini di buku kalian, kamu tulis bahasa inggris-nya kemudian bawahnya bahasa Indonesia. Silahkan dikerjakan!”**

That expression, there was a command something *now write this*, Ibu Tyas asked the students to write something in their book to make them understand it, she said *tulis ini di buku kalian*. She spoke English then translate to Bahasa because she has a reason to make the students understand what she meant. It is called *calque-code switching*

<sup>3</sup>Based on the result of observation, the researcher found <sup>10</sup>some types of code switching by using teacher. When teacher learned English in speaking class, teacher used <sup>9</sup>three types of code switching. There are *calque-code switching, intersentential-code switching and*

*intrasentential-code switching*. Three of them more often used by teacher when learning in speaking class.

Then, the reseacher makes a diagram of the teacher's reason use code switching when learning English based on observation. The observer only makes fours the reason based on the condition when the observer observed in speaking class.



Based on the diagram, it meant that, the teachers used of code switching was to make understand. Teachers wants the students understand when learned English in the class. Actually, the reason use of code switching so much, but the researcher only make fours reasons. First, based on mood of the speaker, the percentage of mood of the speaker was 10 percent because use of code switching based on it depend on the speaker use it or not. Secondly, to express something, the percentage of this reason was 20 percent.

People use of code switching also to express their situation like wants to do something or something else. Then,third, the code switching can used to show their identity. For example, where they come from or what their language. This percentage to show identity was 25 percent. The last was to make understand, using of code switching sure to make others

understand what our said because we communicate by using language. When others could not understand, it would make misunderstanding among speaker and listener.

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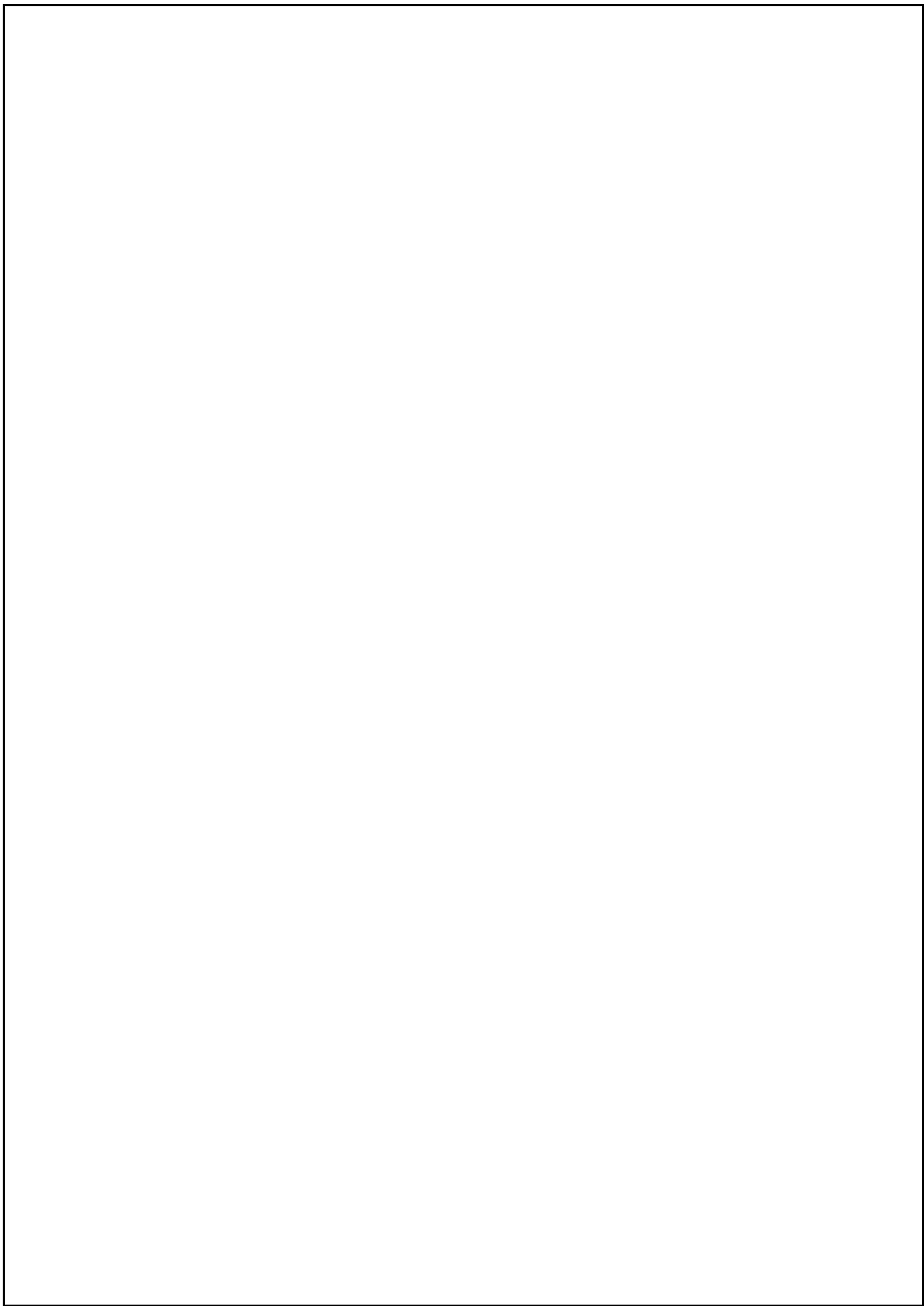
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