

**THE USE OF CODE SWITCHING IN ENGLISH TEACHING LEARNING PROCESS IN JUNIOR HIGH SCHOOL**

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**ABSTRACT**

This study concerns investigates the value of the use of code switching in English teaching learning process in junior high school. Student and a teacher in SMP INTI NUSANTARA Tebing Tinggi involve as the subjects of this study. The purpose of this research is to investigate the value of lesson study in used code switching by the teacher. This case study obtained the data by ways of observations among students and teacher in class. This research aim to analyze the types of code switching used by the teacher and the students. The research methodology uses qualitative. Qualitative research involves collecting data from observation. The function of this research is how far is the useful of code switching in teaching learning in class. Generally this study has a treatment which came up from the teaching learning process in class.

***Keywords : Code Switching, English Speaking Class, English Education***

**INTRODUCTION**

Significance research has been done regarding the influence of age of acquisition is exposed to a second language. Some researchers have shown that bilinguals who have learned their second language early in life may differ in their fluency from bilinguals who turned their second language later in life. This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research and definition of key terms. The result shows that the types of code switching used by the lecturer and the students are relatively same. They are intersentential code switching and intrasentential code switching, but the students used it in a lot of frequency. The findings also showed the reasons of code switching in their performances are different. The most dominant reason appeared by the lecturer in economic class is repetition used for clarification. The lecturer often repeats in order to clarify her speech or the student's speech so that it will be understood more by students. The most dominant reason appeared by the students in economic class is interjection. Interjection is used when a student cannot remember some words, and the student uses their native language even use their mother tongue to avoid a break in communication. Based on the result above, suggest that the students should be able to develop their communication using English correctly without any switching from another language such as Indonesian. Because they have got exposure during teaching and learning process. This chapter discusses background of the researcher, statement of the research problems, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms. This thesis is descriptive qualitative research. The data are words, phrases, and clauses of code switching that occur in SMP INTI NUSANTARA in academic year 2020/2021.

**REVIEW OF RELATED LITERATURE**

The writer will discuss several concepts that related to the topic of code switching to support the theoretical background in conducting the research. Those theories are related to the topic of this analysis include the types and purposes for code switching.

### **Definition Of Language**

Language plays a great part in our life. Perhaps because of its familiarity, we rarely observe it, taking it for granted, as we do breathing and walking. The effects of language are remarkable, and include much of what distinguishes man from the animals, but language has no place in our educational program or in the speculations of our philosopher.

### **Sociolinguistics**

Sociolinguistics means social and linguistics like Rahardi statement, Rahardi (2001 : 12) states as follow : sociolinguistics examines the language by taking into account the relationship between the language of the people, especially the speakers of that language. Sociolinguistics is concerned with the correlation between such social factors and linguistics variation. From the definition above, sociolinguistics is a subfield of linguistics that is interdisciplinary in sociology, with the object of study the relationship between the languages of social factors within speech community.

### **Social Dimensions In Sociolinguistic**

On linguistic, there are certain social factors that have been relevant in accounting for particular variety used. Someone language choice may be affected by social setting and functions of interaction (the participants). These also influence someone use code switching too because someone has to choose the language of the code switching. There are some basic elements of the social factors based on Holmes (2008 : 9) :

1. The participants : who is speaking and who are they speaking to
2. The setting or social context of the interaction : where are they speaking
3. Topic : what is being talked about?
4. The function : why are they speaking?

### **Bilingualism**

Bilingualism has been known since the development of American structural linguistics, particularly during the 1950s. Bloomfield (1973 : 21) argued that bilingualism refers to the symptoms of second language acquisition with the same degree of mastery of the language like a native speaker. Bilingualism is defined as the use of two languages by a speaker in their society with others in turn. To be able to use two languages course, one must master both languages. First, his own mother tongue or first language, and the second is another language into second language it is stated by (Chae, 2004 : 84).

### **Diglossia**

Often each language or variety in multilingual community serves a specialized function and is used for particular purpose. This situation is known as 'diglossia' it is stated by Romaine (2000:46). It is stated in Chae's book (2004:92) Diglossia is a relatively stable language situation, in which in addition to the primary dialects of the language, which may include a standard or regional standard, there is a very divergent, highly codified, often grammatically more complex, superposed variety, the vehicle of the large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

### **Code Switching**

The term 'switching codes' was first used in linguistics in the theory of information proposed by Jakobson et al in the early 1950s (Alvarez-caccamo. 1998:30-32). According to Jakobson, different languages or different styles of the same language may have different codes.

### **Types Of Code Switching**

The classification of code switching used in the present study follows. The view that code switching can be classified into three types: tag-switching, intersentential code switching and intrasentential code switching (Romaine 2000:122-123).

### **Tag Switching**

Tag switching involves the insertion of tag from one language into an utterance which is otherwise entirely in the other language, for example, 'you know', 'I mean'. Tag-switching is subject to minimal syntactic restriction therefore, tags may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules.

### **Intersentential Switching**

The switch involves movement from one language to the other between sentences or clause, or between turns.

### **Intrasentential Switching**

Intrasentential code switching concern language alternation that occurs within sentence or a clause boundary (Susanto, 2008:49).

## **RESEARCH METHOD**

### **Research Design**

In conducting research, we need a research design. Research design is overall plan for connecting the conceptual research problems to the pertinent (and achievable) empirical research. In this research the team uses the qualitative approaches. "Qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which in general generate words, rather than numbers, as data for analysis" (patton, 2002:4).

### **Data Sources**

The data sources of this study was the teacher's utterances in using code swithing in teaching and learning English process. So, this research was focused in utterance that use by the teacher and student in teaching learning English process.

### **Technique Of Data Collection**

Technique of data collection is a way to collect the data of research which suitable with variable of research. The most common data collection method used in qualitative research is observation, and document analysis.

### **Data Analysis And Finding**

#### **Types Of Code Switching**

The team started the research at 8 a.m in eight grade junior high school on July 19th 2021. The team did research in SMP INTI NUSANTARA Tebing Tinggi. The student and the team entered the class and the students have ready to follow the class.

### **Tag Switching**

Tag switching involves the insertion of tag from one language into an utterance which is otherwise entirely in order language.

#### **Data 1**

Teacher : parents pronounnya?

Student (silent)

The teacher uses suffix "nya" in the end of the English word to make a question. It is called a tag switching because the teacher uses it because the teacher wants to minimal syntactic restrictions. It appears in "pronounnya"

#### **Data 2**

Teacher : function nya?

Student : (silent)

The student uses suffix "nya" in the end of the English word to make a question. It is called a tag switching because the teacher wants to minimal syntactic restrictions. It appears in "functionnya"

### **Intrasentential Switching**

The switch involves movement from one language to the other between sentences or clause, or between turns.

#### **Data 3**

Teacher : we are studying about pronoun. Materi kita hari ini adalah tentang pronoun, oke any body know what is pronoun?  
Pronoun in indonesia is kata ganti.

Student kata ganti

In that conversation the teacher starts the lesson and asks the students we are studying about pronoun and then switch into indonesia materi kita tentang pronoun. And then the teacher say any body know what is pronoun? And then the teacher switch into indonesia ada yang tau apa itu pronoun?the teacher switch into indonesia in order to make the students understand.

#### **Data 4**

Teacher : pronoun in indonesia is kata ganti. Pronoun is a place of noun. Pronoun adalah kata – kata yang menggantikan kata benda. Is is after verb. biasanya diawal kalimat, biasanya ini diletakkan setelah kata kerja. For example, kita lihat dulu contohnya, kita lihat dalam bukunya reading part 2, have you translate the text? Sudah kalian translate teksnya?

Student : sudah mom

Teacher : jadi pelajaran kita disini kita bisa membedakan mana yang menggunakan they, she,dll. Can you different between possesive adjective and possessive pronoun? Bisa kalian bedakan antara posesif pronoun dengan posesif adjektif?for example : contohnya : it is my book with this book is mine, contoh yang pertama artinya?

Student : ini buku saya

### **Intrasentential Code Switching**

Intrasentential code switching concerns about language alternation that occurs within sentence or a clause boundary.

#### **Data 8**

Teacher : bagaimana posisinya atau fungsinya function? Itu posisinya sebagai?

Student : subjek

The teacher used code switching in that sentence, change her language in the sentence “function ke fungsinya”, the teacher used intrasentential switching because she switches the word within in the sentence.

#### **Data 9**

Teacher : and the econd isi yang kedua?

Students : buku ini punya saya

The teacher change her language in the sentence. From “second yang kedua”, the teacher used intrasentential switching because she swithed the word within in the sentence.

### **CONCLUSION**

The community team from STBA would like to interperet our research findings. The team tried to interpret the code switching use by the teacher. This study investigated codes mostly and the functions of classroom code-switching by English teachers at SMP INTI NUSANTARA Tebing Tinggi. The result revealed that the teachers used dominated by English and Bahasa Indonesia. Therefore, the students were expected get enough exposure of target language. In other words, the teachers often did code-switching to help students understand the lesson.

### **SUGGESTION**

Based on the findings of the research,some suggestions are proposed to the English teachers for using code-switching wisely since it is considered beneficial for the students to enrich knowledge about subject content. The teachers should pay attention to the proportion of the language they use in the class. In other words, it can be adjusted to the students' English

ability. Therefore, the students can get benefits from the teachers' code choices. Furthermore, future researchers are suggested to study more about the language used by the teachers in case for better.

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