AN ANALYSIS OF CODE SWITCHING USED BY AN ENGLISH TEACHER OF SMA NEGERI 1 TAMBUSAI

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Abstract: *English is a foreign language in Indonesia. English is important because it is the international language. During classroom activities, teachers and students switched from English to Indonesian and other local languages. This research aims to analyze code- collected using an observation checklist and recording to gather the data in the use of code switching used by an English teacher of SMA Negeri 1 Tambusai. This research used qualitative research method with descriptive qualitative. The data for this research were switching in the classroom. The subject of the study is the English teacher of the twelfth grade students. After collecting the data, the data were analyzed through some steps namely data reduction, data display and conclusion drawing. The result of this research showed there are two types of code switching used by an English teacher of SMA Negeri 1 Tambusai. The most common types which occurred in teacher's utterance are situational code-switching with nine data, the second common type which is metaphorical code-switching with one data. There are two forms of code switching used by English teacher. The most common form which occurred in teacher's utterance is internal code-switching with sixteen data and then the second common form is external code-switching with ten data.*

Key Words: *Code-Switching, Descriptive Qualitative Method, English Teaching Process.*

ANALISIS ALIH KODE YANG DIGUNAKAN OLEH GURU BAHASA INGGRIS DARI SMA NEGERI 1 TAMBUSAI

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Abstrak: Bahasa inggris adalah bahasa asing di Indonesia. Bahasa inggris penting karena merupakan bahasa internasional. Selama kegiatan pembelajaran, guru dan siswa beralih dari bahasa inggris ke bahasa indonesia dan bahasa daerah lainnya. Penelitian ini bertujuan untuk menganalisis alih kode yang digunakan oleh seorang guru bahasa inggris dari SMA tinggi 1 Tambusai. Penelitian ini menggunakan metode penelitian kualitatif dengan deskriptif kualitatif. Data untuk penelitian ini dikumpulkan menggunakan daftar observasi ceklis dan rekaman untuk mengumpulkan data dalam penggunaan alih kode di kelas. Subjek penelitian ini adalah guru bahasa inggris dari siswa kelas dua belas. Setelah mengumpulkan data, data dianalisis melalui beberapa langkah, yaitu penyederhanaan data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan ada dua jenis alih kode yang digunakan oleh guru bahasa inggris dari SMA Negeri 1 Tambusai. Jenis yang paling umum yang terjadi dalam ucapan guru adalah alih kode situasional dengan sembilan data, jenis umum yang kedua adalah alih kode metafora dengan satu data. Ada dua bentuk alih kode yang digunakan oleh guru bahasa inggris. Ungkapan yang paling umum yang terjadi dalam ucapan guru adalah alih kode internal dengan enam belas data dan kemudian bentuk umum kedua adalah alih kode eksternal dengan sepuluh data.

Kata Kunci: Alih kode, metode deskriptif kualitatif, proses pengajaran bahasa inggris.

INTRODUCTION

Communication is an important aspect of society. To communicate with others in society, people must use language. Nowadays people can speak multiple languages. The ability to communicate in a variety of languages is known as "code-switching". Chaer (2004:104) defines code-switching is a term used to describe the alternate use of two or more languages, language variations, or even style.

Permendikbud (2016), the purpose of English education in Indonesia is to enable the students to communicate using English spoken or written form. Indonesia is a country with a large number of ethnic groups, each having its local language. As a country that has many local languages, Indonesia has a national language that is "Bahasa Indonesia". This language is frequently used in everyday activities, especially as a lingua franca at school.

Because English is not the students' or teachers' first language, the teacher often has difficulty delivering things to the students. English teacher plays an important role in their understanding of the subject. Sometimes students struggle to understand some English words, sentences, and phrases because they lack vocabulary, and sometimes they lack the confidence to stand out and share their ideas when asking some questions to the teacher. On the other hand, it is the role of the teacher to make sure that the students comprehend the topic. The teacher should communicate clearly to the students in order to convey information and knowledge during the teaching and learning process.

According to Umam (2019:50), the majority of students also struggle with vocabulary in English. Meanwhile according to the teacher's through language switching, code switching can help the sender in efficiently communicating information to the receiver. As a result, the teacher employed code-switching for the students to feel comfortable with the English subject that the teacher had discussed and to communicate effectively.

In an English classroom switching from English to Indonesian, Indonesian to English, English to local language or any language can be employed as a communication strategy. Switching codes in the classroom helps in the communication between students and teachers. As a result, in English class, code-switching can help students in conveying their ideas and communicating with the teacher and their classmates.

Based on the backgrounds above, the researcher hoped by conducting this research, the research would become a consideration for teachers when deciding what language to use in the classrooms. The researcher will focus on the analysis the types and the forms of code-switching. The researcher is especially interested in conducting the research titled "An Analysis of Code-Switching Used by an English Teacher of SMA Negeri 1 Tambusai".

RESEARCH METHODS

This research used qualitative research method with descriptive qualitative. According to Sugiyono (2010) who states the qualitative research is descriptive. The types and forms of code-switching can be figured out by using the qualitative method.

Descriptive design is suitable for the main objective of the study which is to analyze code-switching used by the teacher in teaching English.

Therefore, the aim of this research is to analysis of code-switching used by an English teacher of SMA Negeri 1 Tambusai. The researcher chose one of the English teachers at SMA Negeri 1 Tambusai. There was one English teacher who taught the twelfth-grade students in SMA Negeri 1 Tambusai. Then in collecting data the researcher used observation checklist and recording.

Data and Instruments

1. Data Sources

Data is an important research tool. The data source is the source from which the data can be obtained (Arikunto, 2010: 129). In this research the data was be gathered through observation checklists and audio recordings. The researcher requires sources to obtain available data when collecting data. A primary source and a secondary source are used to gather information. According to Kothari (2017:95), primary data is information that is obtained for the first time and is original to the character. The primary source is a transcribed video about code-switching in English teaching employed by the teacher as a result of classroom observation. Secondary data, according to Kothari (2017:95) are those that have previously been gathered by someone else and statistically processed. In this research, the secondary data is used as a document. Secondary data in this research includes documents, transcripts, journals, books and recordings.

2. Instrument

An instrument is a tool that is required to get data or information. According to Gay and Airasian (2000: 145), an instrument is a data collection tool. The researcher employed an observation checklist and audio recording to collect data for this research.

The Data Collection Technique

Creswell (2012:9) describes data collection is the process of identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors. The data for this research were collected using an observation checklist and recording.

1. Observation Checklist

This research used observation checklist to get the data in the classroom. Observation checklist was a list of things that an observer is going to look at when observing a class. In this research, the researcher is an observer and the researcher just focuses on code-switching used by the teacher. The researcher prepares an observation checklist and then observes the teaching process in the class without any involvement in the classroom. The researcher notes some important points that are related to the use of code-switching.

2. Recording

The researcher employed audio recording to collect data when the English teacher communicated during the teaching-learning process. The researcher recorded the activities in the classroom with a digital camera and the conversations in the classroom with an audio recorder.

The procedures in taking the class observation:
1. The researcher asked permission from the teacher.
2. The researcher prepared a recording tool.
3. The researcher entered the classroom and observed the English teacher by recording the process.
4. The researcher prepared an observation checklist.
5. The researcher recorded the conversations in the classroom activities using an audio recorder.
6. When the English teacher communicated during the teaching process, the researcher employed audio recording to collect data.
7. The researcher listened to the data from the recording and classified based on the types and forms of code-switching.
8. After analyzing the data, the researcher made conclusions as a result of the research.

This observation checklist of a table which was adapted from Wardaugh (2006) for types and forms of code-switching was adapted from Suwito (2007). The format of the observation checklist is illustrated in table 3.2 and table 3.3

Table 1. Observation Checklist for Types of Code-Switching

No	Utterances	Types of Code-Switching	
		Situational	Metaphorical
1			
2			
3			

Modified from Wardaugh, 2006

Table 2. Observation Checklist for Forms of Code-Switching

No.	Transcripts	Forms of Code-Switching	
		Internal	External
1			
2			
3			

Modified from Suwito, 2007

The Data Analysis Technique

Data analysis is the process in which the data were analyzed by using several techniques. The purpose of this research is to analyze the types and forms of code-switching used by an English teacher of SMA Negeri 1 Tambusai. The descriptive qualitative method was used in this study. The results of data collection will be converted into written transcripts, and after that data will be selected, identified and categorized. Sugiyono (2016:92) defines there are three major phases of data analysis as three concurrent flows of activity: data reduction, data display, and conclusion drawing.

1. Data reduction
   Data reduction is the process of selecting, simplifying, focusing, abstracting, or modifying data that exists in the full-body (body) of written-up field notes, documents, interview transcripts, and other empirical materials. Data from observations is transcribed into written transcripts in this research. The researcher then uses the observation to determine the types and forms of code-switching involved. This research focused on the analysis of code-switching used by an English teacher.
2. Data Display
   Data can be displayed in the narrative, table, graphic, and other formats. The data is sorted and placed in a pattern of relationship through the presentation of this data, making it more easily understood. In this research, the researcher analyzed and presented data that had been reduced by data reduction in narrative form.
3. Conclusion Drawing
   The last step of analyzing process is conclusion drawing and verification. The researcher concludes the practice of code-switching in the process of teaching English after analyzing the data.

The Trustworthiness of the Data

Data validity is important in qualitative research. Validity is defined as the degree of confidence in the data from the study conducted by the researcher and it can help the researcher in checking the data analysis to avoid biases and prejudices. According to Sugiyono (2016:121), the validity of qualitative data as follows:

1. Credibility
   Credibility or trust of the research data presented by the researcher, so the findings of the research carried out are not dubious as scientific work is carried out.
   a. Extension Observations
   b. Increase the accuracy of research
   c. Triangulation
   d. Analysis of Negative Cases
   e. Reference Materials
   f. Member check

2. Transferability

Transferability is an example of external validity. The degree of accuracy or application of the research findings to the population from which the sample was taken is referred to as external validity.

3. Dependability

Dependability or reliability research is a study that is conducted by others using the same research process and produces the same findings.

4. Conformability

A qualitative research conformability test means testing the findings of research that are related with the process that has been carried out.

In this research, to obtain more accurate data for analysis the researcher employed a member check. The member check required the researcher to collect data through an observation checklist and audio recording. In this research, a member check is carried out using a discussion forum between the researcher and the informant.

FINDINGS

The purpose of this research was to learn about the code-switching techniques employed by an English teacher when the teaching-learning process in senior high school. The researcher interested in the types and forms of code-switching used by an English teacher in teaching at SMA Negeri 1 Tambusai. The researcher used two instruments to collect data: an observation checklist and a recording. The researcher first prepared an observation sheet, after that the researcher took a video and also used field notes to record all of the teacher language used based on the data needed. During the observation the researcher wrote down every single activity of the teacher based on the prepared indicators on the observation sheet.

DISCUSSION AND RECOMMENDATIONS

This research was conducted to analysis of code-switching used by an English teacher of SMA Negeri 1 Tambusai.

Conclusion

The objective of this research is to analyze the types of code-switching and the forms of code-switching used by an English teacher of SMA Negeri 1 Tambusai. The total data that has been analyzed by the researcher is thirty-six data including situational code-switching, metaphorical code-switching, internal code-switching, and external code-switching. The researcher collected data using observation checklist and recording.

There were two types of code-switching. They are situational code-switching and metaphorical code-switching using Wardaugh's theory. According to the findings, situational code-switching was the most common data which occurred in teachers' utterances with nine data. Then, the second common type which happened in teacher

utterances is metaphorical code-switching with one data. There were two forms of code-switching using Suwito's theory. They are internal code-switching and external code-switching. According to the findings, the most common form which occurred in teacher utterance is internal code-switching with sixteen data and the second most common form which occurs in teacher utterance is external code-switching with ten data.

Recommendations

The researcher would like to give three recommendations that hopefully would be useful for the English teachers, students and the next researchers. First, English teachers are recommended to pay attention to students' ability in class, especially in English subjects. Teachers can focus on the lowest scores that students have got, especially in finding language features to increase the students' ability level. Second, students are recommended to read more resources on the internet about code-switching to understand the types and forms of code-switching. By understanding the types and the forms of code-switching employed by English teachers, the students can avoid miscommunication and misunderstanding in interpreting the English teacher's intended messages. Third, The next researchers are recommended to research the use of code-switching in the English classroom with a broader scope of sociolinguistics especially code-switching in another field by employing a different method of analysis to obtain more accurate results..

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