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Code-switching Used By The English Teachear In English Teaching (a Case Study At Grade Vii.i Of Smp Lanud Of Padang)
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Analisis Penggunaan Aizuchi Pada Penutur Jepang Ditinjau Dari Kajian Sosiopragmatik
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Alam Takambang Jadi Guru : Falsafah Hidup Masyarakat Minangkabau
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Ketua Redaksi

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UNIVERSITAS MUHAMMADIYAH SUMATERA BARAT

CODE-SWITCHING USED BY ENGLISH TEACHER IN ENGLISH TEACHING (IN CASE STUDY AT GRADE VII.I OF SMP LANUD PADANG)

BENIARIO

ABSTRAK

Penelitian ini bertujuan untuk menjelaskan arti pentingnya penggunaan *code switching* dalam proses pembelajaran bahasa Inggris di SMP Angkas Lanud Padang pada kelas VII.I, tututan penggunaan bahasa asing menjadi sebuah model bagi pelajar. Namun, ia juga menjadi strategi alternatif dalam menjelaskan hal tertentu bagi pendidik. Jenis riset ini berbentuk deskriptif kualitatif, data diperoleh dengan cara melakukan observasi dan interview guru mengajar di dalam kelas. Hasil penelitian ini menunjukan bahwa tipe yang digunakan dalam kegiatan belajar-mengajar adalah *situational, intra-sentential* dan *inter-sentential.* Adapun alas an penggunanya adalah untuk menjelaskan segmen yang belum kurang jelas. Implikasi dari hasil ini adalah agar pembaca dan peneliti lain memberikan pengguatan yang berbeda tentang pengguaan alih kode.

Kata kunci: code-switching, tipe dan instructional

I. Introduction

It's a common sense; English instruction should be started from the English teacher by giving a language model but in different consensus using student's mother tongue is one of novels to deliver message what is being a point in English teaching in classroom which is called by code-switching. Some view of point presented in journal, seminar and conferences relating to this agreement in such Reyes (2004) and Nuraninda (2011). Some English teachers use its code in different reasons and another with their own opinion.

Those unlikely ideas would give several prestigious cultural studies in Indonesia as an archaeological country or local wisdom. However, in classroom become as a mindset for instructional approach, one of those views are to identify and classify the identify the subject matter of educators or as an icon for particularly institution, an acceptable concordances also stated that applying the English teaching in every situation to prestige community status, may be as an international learners or teachers for instance using "*siapa yang* absent, *dia* sick *ms* or *mr*.

Being a teacher in language matter has some paradigms, in one side; should be cultural local wisdom or considered our own cultures by not imitated all the aspects in learning the foreign language, and another ones would appreciate professional jobs. The current issues inspired the writer to deeply check into why English teacher used its code and what the typical code applied by the teacher in English instructional subject.

II. Review Of Related Literature

a. Speech community

Communication strategies used by the certain people to deal with other communities are by using the own language, and created a simple one to make a community understands what to be intended, someone can change the phonetic in order to combine a new vocabulary when the speaker does not know a word, may be load word and mixture the language. Those phenomena occurred in social interaction, for instance in school, office and particularly institution. This is dealing with speech community, as dynamic field of action where phonetic change, borrowing, language mixture, and language shift all occur. (Gumperz, 1971: 224).

This trend happened in every lives of human in both formal and informal, the pattern is automatically made as a culture can be interpreted. For a teacher speech community as a way to make student get a point what is the teacher explained, for a friend a symbol to consider what his devotion onto one thing.

b. Bilingualism

Using language is a cultural practice which grows every day toward what things around the community, the attribute appearing can be symbolized, it can be understood. Those features are able to recognize the types of signs called by bilingualism. Some theories dealing with this argument such as Harmers and Blanc (1987) and Spolsky (1998) state that the state of a linguistic community in which two languages are in contact which the result that codes can be used in the same interaction in the number of individual.

Bilingualism something unconsciously created and the community approved to what the utterances, codes, signs and another genre. Somebody leads to use more than one languages because the cultures guide them to deliver message or information in the communication strategies in all aspects of life.

c. Code-switching

The growth of technology demands who else touches in this phenomena, and find a new code, sign and the other stools, its unable to deny in this situation that everybody may create a code to transfer the information whether formal or informal place. A teacher teaches in the school almost used code and signs to explain the lesson, for example "*mari kita hidupkan kompter*, *gunakan mos* and *gunakan platform"*. These utterances is a very normal issue why people use code-switching in the communication, the answer is to appreciate the flexible interaction.

Dealing with this idea, McLaughlin (1984) code switching is a language change occurring across phrase or sentence boundaries. It occurred

during the interaction as alternative word to maintain the opinion while in speaking. This view of points supported by Hoffman (1991: 111) this involves the alternate use of two languages or linguistic varieties within the same utterance during the same conversation.

d. Types of Code-switching

Code switching can be classified into two types, situational and juncture. Situational based on the situation and juncture determined by where the utterances take places. Situational-code switching occurs when the languages used change according to the situation take place in which the conversant find themselves (Wardhaugh, Ronald. 2002)

Another type is juncture, utterance dominated by chambers in transaction. This point connected with idea, switching type can be elaborated in such; intra-sentential (occurred within the sentence), inter-sentential (happened between sentences), and emblematic switching (tagged exclamation as an emblem of bilingual character (Hoffman, 1991: 112).

Those kinds of phenomena mostly found in the classroom while teaching particularly in foreign language class, this course as knowledge transfer, so it needs some creativity in explaining the lesson. It can be seen the theories of tables.

Table 1. theory of code-switching

No	Types	Sub-heading
1	Situational	Based on the situation
2	Juncture	Intra-sentential
		Inter-sentential
		Emblematic

e. Some reasons

Some people use the different code with some reasons and another with unlikely idea. In general that is very common why somebody use code-switching as bilingual languages. Some reasons closely to this views are; 1) talking about particular topic, 2) quoting somebody else, 3) being emphatic about something, 4) interjection, 5) repetition used for classification, 6) intention clarifying the speech content for interlocutor, and 7) expressing the group identity (Hoffman, 1991: 116).Those highlights as complete argument can be found in some utterances neither written nor oral form.

III. Research Method

This study is descriptive qualitative where the researcher found the data and described as well. It aimed at describing the code switching found in the classroom while teaching English lesson that are composed Indonesian and English. The data collected by using observational field and interview the teacher in the classroom at class VII.I of SMP Angkas Lanud Padang. Wodak &

Meyer (2001: 26) stressed that descriptive can be done by data collection, operationalization and analysis.

Data collection done by field note can be used to find the types of code-switching and interview was appealed to get reasons why teacher used that trend. The data was scripted into word and interpreted would be analysis as basis of drawing the conclusion.

IV. Finding And Discussion

This section explains the concrete points of this paper to answer the research purposes, here are some research statements;

a. The types of code switching used in English teaching

Datum 1 "Good morning *siapa yang piket sekarang? Kenapa gak dihapus papan tulis*?"

This utterance on datum 1 was a juncture, it can be identified by the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was establishing the previous utterance *between good morning and siapa piket sekarang*.

Datum 2 "*Do you have homework, ada kan"?*

This utterance on the datum was a juncture, it can be compared by the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was establishing the previous utterance *between do you have homework and ada kan*.

Data 3 how knows what are they doing *apa yang mereka kerjakan*?

This utterance on next datum was a juncture, it can be analyzed by the situation used by teacher in explaining the lesson and the kind of juncture was exclamation sentence because it was exclaiming utterance again *between how you know what are they doing and apa yang mereka kerjakan*.

Data 4 now look at part B! *nah di sini ada* apology ,, *apa artinya*?

This utterance on further datum was a juncture, it can be explained by the situation used by teacher in explaining the lesson and the kind of juncture

was continuity because it was establishing the previous utterance *between* now look at part B *and nah di sini ada* apology ,, *apa artinya*.

Data 5 *kalau saya mengatakan* please forgive me, *apa jawabanya?*

This utterance on datum above was a juncture, it can be classified by the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was establishing the previous utterance *between kalau saya mengatakan* please forgive me *and apa jawabanya.*

Data 6 keep silent,, *gak ada suara*!

This utterance on the datum was a juncture, it can be identified by the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was exclamation sentence because it was exclaiming utterance again *between keep silent and gak ada suara.*

Data 7 listen your friend, dengarkan temanya!

This utterance on the datum was a juncture, it can be seen from the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was exclamation sentence because it was exclaiming utterance again *between* listen your friend and dengarkan temanya.

Data 8 *untuk* homework *bagian selanjutnya*!

This utterance on datum above was a juncture, it can be stated by the situation used by teacher in explaining the lesson and the kind of juncture was continuity because it was establishing the previous utterance *between untuk* homework *bagian selanjutnya.*

Based on the data analysis the types of code-switching used by the English teacher was juncture with two classification namely continuity and emblematic-switching, it caused by the utterances applied the teacher in teaching process for translating the point what the teacher means, especially in SMP Angkasa Lanud Padang at Grade VII.I.

b. Some reasons used code-switching by the English teacher

Using code-switching in teaching process as strategies for describing the lesson, here are some reason why this trend as potential ways to re-explain the language; 1) repetition the point of lesson, 2) and talking about the particular topic. The reasons given by the teacher just for beginner learned the foreign language in the intuition.

V. Conclusion and Suggestion

During the data analysis presented into segmental research such as the types of code-switching used by the English teacher in the classroom activities was juncture with two classification continuity and emblematic code-switching. While the reason and the pattern used by the teacher was to repeat the highlight of the materials and to make re- exclamation the subject matter. In another side, it was a strategy for teaching English for students started by listening and speaking. This paper addressed to the further researcher in order elaborate the theories of code-switching in learning and teaching English as an effective way to engage the component of language school.

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