CODE SWITCHING ANALYSIS IN CLASSROOM INTERACTIONS IN HUSNUL KHOTIMAH ISLAMIC SENIOR HIGH SCHOOL

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Abstract : This study examines types, functions, teacher's reasons and students' responses of code switching in classroom interactions in school context at Husnul Khotimah Islamic Senior High School. This study focuses on analyzing English teacher's utterances at eleventh grade and their students' utterances by using Poplack and Gumperz theory. The method of this study is descriptive qualitative. The data of the study is in the form of written recording utterances during teaching and learning process in the classroom, interview and questionnaire. Based on the analysis of the data, this study concludes that the teacher used code switching in order to give particular purpose in delivering the teachers' feelings during teaching and learning process. The language change often makes the teacher and the students feel better and more meaningful in conveying and obtaining their feelings. Concisely, code switching not only represents teachers' competence but also shows particular purposes.
Keywords: *code switching, classroom, interactions*

INTRODUCTION

Code-switching, the alternate use of two different languages is situated in the field of bilingualism and is seen as a common feature of those who speak two or more languages. Code-switching is usually approached from two different perspectives: linguistic and social, and it is thus defined differently. Exploring the phenomenon of code-switching in bilingual and social settings, many researchers place their focus mainly on its types and its functions (e.g., Gumperz, 1982; Myers-Scotton, 1993; Poplack, 1980). Their studies set a good background for later researchers in other settings, in particular education.

In the classroom context, this phenomenon has attracted more and more educational researchers in their investigation into the different types of code-switching, its function, its effect on the speakers who employ it, and the reasons for code-switching. It occurs commonly in language classrooms around the world where teachers are teaching a foreign language (FL) or a second language (SL).

Here, this research investigates a sociolinguistic phenomenon called code switching in classroom interactions at *MA* Husnul Khotimah. This study attempts to identify the forms of code switching, the functions of code-switching used by teacher's and students' classroom interactions, and to describe the teachers' reasons for doing the code-switching in classroom interactions.

In the conversational code switching, a speaker may switch codes within a single sentence and may even

do so many times. Code switching emphasizes the creative performance that offers tentative structural constraints on code switching. It means that conversational code switching rather focuses on the creative process of different language in words, phrases, even sentences when the occurrence of code switching does not accompany a change in topic or participant.

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Poplack. Poplack's theory about code switching as citted by Jingxia (2010: 10-11) identified three different types of switching occured in her data, namely tag, inter-sentential and intrasentential switching.

Tag switching is the insertion of a tag phrase from one language into an utterance from another language. It seems that the fixed phrases of greeting or parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be inserted easily at a number of points in a monolingual utterance without violating syntactic rules. Tag switching is merely tags such as *you know, ya* or *yes* and it usually consists of one or two words.

Intra-sentential switching takes place within the clause or sentence and is considered to be the most complex form of switching. It seems most frequently found in the utterances, though it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundries. Intra-sentential switching may be avoided by all but the most fluent bilinguals.

Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. According to Romaine (1996: 160), inter-sentential switching could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages.

Code-switching performs several functions; firstly, people may use code-switching to hide fluency or memory problems in the second language. Secondly, code-switching is used to mark switching from informal situations (using native languages) to formal situations (using second language). Thirdly, code-switching is used to exert control, especially between parents and children. Fourthly, code-switching is used to align speakers with others in specific situations. Code-switching also functions to announce specific identities, create certain meanings, and facilitate particular interpersonal relationships.

Gumperz in Gardner-Chloros (2009: 67), gives possible functions of code switching, such as the reinforcement of an important message or the introduction of specific connotations linked to the other language. Furthermore, Albrecht (2004: 47) gives other functions of code switching in conversation, namely quotations, addressee specification, interjections or sentence fillers, reiterations, message qualification, and personalization or objectification.

Quotation means that switching is used to draw a stretch of direct speech in other language which is different from the main narrative. The function is as quotation mark when bilinguals report and present a direct speech by using its original language, for example, person A wants to report something that has been said by person B; person A is talking in English but inserts the reported words of person B in Indonesian Language.

Addressee specification is to draw attention to the fact that the addressee is being invited to participate to the conversation, for example,

A : Sometimes you get excited and then you speak in Hindi, then again you go on to English.

B : No non-sense, it depends on your command of English.

A : [shortly after turning to a third participant, who has just re-turned from answering the doorbell] *Kən hai bai* (who is it)?

Code switching serves to mark interjection or sentence filler. Here, a piece of sentence from one language is inserted or injected to the other, for example, the insertion of the English filler "you know" in an otherwise completely Indonesian language utterance.

Reiteration, frequently a message in one code is repeated in the other code either literary or in somewhat modified form. It means to clarify what is said or to emphasize a message, for example, a Spanish/English bilingual mother may call her children who are playing on the street first in Spanish, but if they do not listen, then in English.

Message qualification, the speaker simply tries to demarcate a distinction between two parts of the discourse, a topic is introduce in one language and then commented or further qualified in the other, for example, the oldest one, *la grande la de once anos* (the big one who is eleven years old).

The function of code switching can be used to mark personalization or objectification. By switching to the other codes, a speaker tries to express his knowledge or expertise about the discussed topic. For example, Person A is talking about quitting smoking to person B; person A is code switching between Spanish and English. In other words, person A talks about her problem (how to quit smoking) in English but acts out her problem (how the cigarettes run out in the night) in Spanish.

Codes switching in regular social context and code switching in language learning classroom have separate and distinct functions though sometimes some functions are common in both the situations. Classroom code switching is a common phenomenon in many multi lingual and multicultral classes. Chowdhury (2012, p. 40) states that "…in monolingual country such as Bangladesh, classroom code swicthing as a part of the global transformation in the methods and techniques of English language teaching". We need to consider classroom code switching as a fact which cannot be ignored in any way especially in Indonesia where English is taught as a foreign language. In English language teaching, students tend to switch code but is also common in teachers' discourse.

Modupeola (2013, p. 93) says "Teachers' employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding". It further helps to facilitate the flow classroom instruction since the teachers do not have to spend much time trying to explain to the students or search for the simplest words to clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English language and may move into the second language and back. Code switching help the students to enjoy their learning due to their ability to comprehend the teachers input. The comprehensible input also allows them to fell less stressful and to become more comfortable to learn.

According to Simon in Yletyinen (2004, p. 30), "a typical feature of bilingual or multilingual language

classroom interaction is that code switching has been thought of as a forbidden practise, or if not forbidden then to be avoided at all costs". She continues to state that teachers who have employed code switching have felt guilty of doing this, so it has not been considered as good practise. Simon in Yletyinen (2004) proposes that foreign language classrooms are a specific code switching context since, firstly, foreign language classrooms can be considered as a multilingual community to the effect that the participants share knowledge about the pedagogical contract which governs code choice in different pedagogical situations. Secondly, the learners have limited knowledge of the foreign language whereas the teacher knows it well; this may increase the occurrences of code switching. Thirdly, teacher and the pupils have socially and institutionally predetermined roles: teacher-status is associated with the use of foreign language and learner-status is associated with the implicit obligation to use the foreign language.

METHOD

This study aims to identify the forms and functions of code switching used by the teachers in classroom interactions, and to identify the teachers' reasons for doing it. The researcher observes one of the English teacher and two classes of second grade students. The number of students are 49 students. The population of this study is the eleventh grade students of senior high

school in Kuningan. The population is taken from 2 classes, they are XI IPA 3 and XI IPA 5 classes.

The writer uses descriptive qualitative method. Techniques of collecting data are observation, questionnaire and interview. The observation was conducted on 1 teacher and 49 students from two classes chosen. The main purpose is to find out the types and the functions of code switching that are used by the teacher and students'conversations in classroom interactions. After recording the teacher and the students' activities, the researcher makes video transcripts, then analyzes the types and the functions of code switching.

The interview is recorded by using tape recorder. Then the researcher listens and transcribes it. The researcher analyzes the result of transcribing process to find out the teachers' reasons for doing the code switching in making conversations with their students and drawing the conclusion from the English teacher's answers. The researcher distributes the questionnaire to the two selected classes of the eleventh grade.

RESULTS AND DISCUSSION

The classification of code switching in the conversation between the teacher and the students in classroom interactions is based on Poplack in Jingxia (2010: 10-11) divides three types of conversational code switching: tag switching, intrasentential switching and intersentential switching. The results are discussed in the table below:

Table 1. *Types of teacher's code switching occurrences*

No	Types of Code Switching	Frequency	Percentage (%)
1	Tag Switching	23	16%
2	Intrasentential Switching	94	67%
3	Intersentential Switching	24	17%
	Total	141	100%

Table 1 indicates on the types of code switching from teacher's utterances in classroom interactions. The researcher concludes that there are three types of code switching employed by the teacher in classroom interactions. The type of intrasentential switching is the most dominant used by the teacher with 94 occurrences. On the other side, the type of intersentential switching is more dominant used by the teacher with 24 occurrences than tag switching with 23 occurrences. Thus, the researcher concludes that the number of frequency from teacher's code switching is 141 occurrences.

The types of code switching from the students utterances in classroom interactions are discussed in the table below:

Table 2. *Types of students' code switching occurrences*

No	Types of Code Switching	Frequency	Percentage (%)
1	Tag Switching	1	1%
2	Intrasentential Switching	66	94%
3	Intersentential Switching	3	4%
	Total	70	100%

Based on the table 2, the researcher concludes that there are three types of code switching employed by the students in classroom interactions. The type of Intrasentential switching is the most dominant used by the students with 66 occurrences. On the other side, the type of intersentential switching is more dominant used by the students with 3 occurrences than tag switching with 1 occurrences. The number of frequency from students code switching is 70 occurrences.

The result of code switching types occurrences between teacher and students in the classroom interactions, are discussed in the table below:

Table 3. *Types of code switching occurrences used in classroom interactions*

No	Types of Code Switching	Frequency	Percentage (%)
1	Tag Switching	24	11%
2	Intra-sentential Switching	160	76%
3	Inter-sentential Switching	27	13%
	Total	211	100%

Based on the table 3, the researcher concludes that there are three types of code switching employed by the teacher and students in classroom interactions. The type of intrasentential switching is the most dominant used by the teacher and their students with 160 occurrences. On the other side, the type of intersentential switching is more dominant used by the teacher and their students with 27 occurrences than tag switching with 24 occurrences. Thus, the researcher concludes that the number of frequency is 211 occurrences.

To find out the function of code switching employed in the conversation, the analysis is mostly based on Gumperz's theory that classifies the discourse function into six classifications, namely code switching as quotation, addressee specification, interjections, reiteration, message qualification and personalization. The results are discussed below:

Table 4. *Functions of teacher's code switching occurrences*

No	Functions of Code Switching	Frequency	Percentage (%)
1	Quotations	0	0%
2	Addressee Specification	64	45%
3	Interjections or Sentence Fillers	23	16%
4	Reiteration	33	23%
5	Message Qualification	21	15%
6	Personalization or Objectification	0	0%
	Total	141	100%

Table 4 indicates on the functions of code switching from teacher utterances in classroom interactions. The researcher concludes that there are four functions of code switching employed by the teacher in classroom interactions. The function of addressee specification is the most dominant used by the teacher with 64 occurrences, reiteration with 33 occurrences, interjections is more dominant with 23 occurrences than message qualification with 21 occurrences. Thus, the researcher concludes that the number of frequency is 141 occurrences.

The functions of code switching from the students utterances in classroom interactions are discussed in the table below:

Table 5. *Functions of students' code switching occurrences*

No	Functions of Code Switching	Frequency	Percentage (%)
1	Quotations	0	0%
2	Addressee Specification	37	53%
3	Interjections or Sentence Fillers	1	1%
4	Reiteration	7	10%
5	Message Qualification	25	36%
6	Personalization or Objectification	0	0%
	Total	70	100%

From table 5, It can be concluded that there are four functions of code switching used by the students. Addressee specification is the most dominant with 37 occurrences, message qualification is more dominant with 25 occurrences than reiteration with 7 occurrences, then interjections with 1 occurrence. Thus, the researcher concludes that the number of frequency is 70 occurrences.

In this research, it is revealed that the teacher used code switching for several reasons. The teacher told in the interview that her reasons doing code switching in classroom interactions are to help the students understanding the material well and some occasion the students can't catch what the teacher said about the material or instructions for doing exercise. The students ability or their understanding in mastering English can become another reasons for doing code switching.

The reasons employed by the teacher is related to the functions of code switching as reiteration in observation. There are 23% or 33 occurrences reiteration occurs in the teacher's utterances. The teacher uses code switching to repeat words or sentences in one language to other language. It means

to give clear explanation about the instructions, or to give the clear information about the material.

In this research, researcher finds out the students' responses on the classroom interactions using code switching to measure the effectiveness of code switching used in the teacher's and students' conversations.

Frequency of code switching to Indonesia

It indicates the ideas of the students on the frequency of code switching to Indonesia in English class. 34 students (69%) responded that the teacher occasionally used code switching when the teacher interacted with the students.

Table 6. *'How often does your teacher use Indonesian language in the classroom?'*

Responses	Frequency	Percentage
Always	0	0%
Sometimes	13	27%
Occassionally	34	69%
Never	2	4%

Consciousness using code switching

It indicates that the most students (35%) are sometimes or occasionally conscious of code switching to Indonesia. It implies that the students didn't notice

the switching from English to Indonesia. Thus, they are unclear about the situations where the teachers make the switches.

Table 7. 'Are you conscious of teacher's code switching to Indonesian language in the classroom?'

Responses	Frequency	Percentage
Yes, Always	11	22%
Yes, Sometimes	17	35%
Yes, Occassionally	17	35%
No, Never	4	8%

Attitudess towards code switching

Answering to question 3 'What's your attitude towards the use of Indonesian language in the classroom?' There are 25 students (51%) who agrees with the use of Indonesia. At the same time, 20% of the students have the neutral views. Only a small percent of the students (18%) disagree with the use of Indonesia. However, we can see that most of the students hold a positive attitude towards code-switching to Indonesia.

Ideal frequency of code switching

It shows that most of the students prefer their teacher to use Indonesia occasionally. It indicates that the students really want to improve their English competence as much as possible. However, they think it is important for their teachers to use Indonesia sometimes or occasionally to meet their needs as we know their textbooks are generally a little beyond their comprehension.

Table 8. *'What's the ideal frequency of teachers' use of Indonesian language in the classroom?'*

Responses	Frequency	Percentage
Always	1	2%
Sometimes	18	37%
Occassionally	29	59%
Never	1	2%

Code switching as effective strategy in EFL class

Answering question 5 'Do you think Code Switching to Indonesian language is an effective strategy of learning and teaching English?' There are 41 students (84%) who responded that code switching to Indonesia as a good strategy to make an effective EFL class. The students think code switching is an easier and helpful way to learn a foreign language like English.

Influence of code switching on Indonesia

It shows that the majority of the students (73%) believe that code switching to Indonesia benefit in the EFL class. On the other hand, a small number of students 2% consider code switching to Indonesia to be harmful. It means that the students are able to communicate her knowledge of the subject matter to the teacher through the use of two languages clearly.

Table 9. *'How does code switching to Indonesian language influence the classroom?'*

Responses	Frequency	Percentage
Greatly beneficial	12	24%
Beneficial	36	73%
No influence	0	0%
Harmful	1	2%

Situation of code switching

We can see that as regards code switching to Indonesia, the students have different choices. The results go in the following order: to translate unknown vocabulary items, to introduce background information, to check comprehension, to give grammar instruction and to manage class. The students' view on the situation of code switching to Indonesia may reflect the functional categories of code switching to Indonesia.

Table 10. *'In what situations does your teacher switch to Indonesian language?'*

Responses	Frequency	Percentage
To manage class	4	4%
To translate unknown vocabulary items	46	47%
To introduce background information	20	20%
To check comprehension	14	14%
To give grammar instruction	8	8%
Others	6	6%

CONCLUSION

The researcher concludes that English teacher and the students in eleventh grade of Husnul Khotimah Islamic Senior High School occasionally switch their language in the beginning, middle and end of sentences during teaching and learning process. The teacher and the students often switch their language from English to Indonesian or vice versa.

There are three types of code switching in classroom interactions: firstly, intrasentential switching. It occurs when the teacher or the students switch the words or phrase of Indonesian language within their English conversation or vice versa. Secondly, intersentential switching. It occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. Thirdly, tag switching. Here, the teacher or the students insert Indonesian words into English conversations. The tag being inserted are the words '*ya*' and '*iya*'.

There are four functions of code switching in classroom interactions. They are interjection, reiteration, message qualification and addressee specification. There is a phenomenon that code switching can also function as speaking habit, but it is more or less similar to the function of code switching as interjection or sentence filler.

The teacher uses code switching to help the students understanding the material and the instructions well. On the other hand, when the students have less capability and understanding in mastering English, the teacher also uses code switching in classroom interactions. Code switching may be used by the teacher to develop student's skill to catch what the teacher said.

The students respond positively on the use of code switching used by the teacher. They believe that code switching can help them understanding well about what their teacher said. Code switching used by the teacher in classroom interactions is a good strategy to create an effective EFL class.

In this research, the researcher concludes that the teacher use code switching in order to give particular purpose in delivering the teachers' feelings during teaching and learning process. The changing of the language often makes the teacher and the students feel better and more meaningful in conveying and obtaining their feelings. Concisely, code switching not only represents teachers' competence but also shows particular purposes.

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