

THE USE OF CODE-SWITCHING AMONG STUDENT AND LECTURE IN THE CLASSROOM

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Abstract

This study was intended to analyze the type of code switching, function of code switching, reason and also the type and level of bilingual prevailing when conducting conversations between lecturers and students at the Technocrat University. In collecting data, qualitative methods are applied by observing, recording, and interviewing. Then, the data are analyzed through several stages, namely copying the data recorded into written data, classifying data based on the types of code switching, reducing data, providing code for each datum, analyzing data and interpreting it to answer research problems. Based on data analysis, it can be concluded that: (1) there are two types of code switching used by lectures and students namely situational code switching, metaphorical code switching including tag switching and intra-sentential switching, having a Situational switching number is 27.27% and Metaphorically switches 72, 72%. (2) there is a function of code switching, namely switching topics, transferring knowledge needed for students to clarity, creating effects and special abilities for someone to express their feelings, to jokes, to create a pleasant atmosphere in the classroom, to mark emphasis, and to quote someone . (3) There are reasons why lectures and students apply code switching, namely class policies using English as subject matter, for the secrets of express, anger and boring, and finally for quality massage.

Key words: Code-switching, classroom, student and lecture

INTRODUCTION

Collage as educational institution is closed with English [1], [2], [3], particularly for collage designed based on international standard [4], [5], [6]. So that after English becomes as a part of curriculum that should be learned by Indonesian students since elementary school to college [7], [8], [9]. In this field exactly English as a foreign language is important to be used as introduction [10], [11], [12] or as medium of instruction among students and lecture not only English subject [13], [14], [15]. Based on early observation done by researchers that English language application class is not yet stable [16], [17], [18], it means that bilingual language that they use is dominant in one language [19], [20], [21], actually in Indonesian, so code switching are use as conversational strategy in their communication [22], [23], [24]. Here students are introduced to special terms in English [25], [26], [27], read related literature in English, and most importantly interact in class using English [28], [29], [30]. This is done to reach advanced bilingual students, so that lectures must teach several subjects in English and in Indonesia [31], [32], [33]. In fact,

there are still many students who lack the ability to speak English as a media to communicate in class [34], [35], [36]. They have difficulty using English in their learning activities so they need conversation strategies such as code switching [37], [38], [39].

There are several factors that cause lectures and students have difficulty applying English as a teaching medium [40], [41], [42]. First is the background of college education [43], [44], [45]. They lost their English competence [46], [47], [48], because they were not graduates of English [49], [50], [51], so they all had difficulty using English as a medium of teaching with their students [52], [53], [54]. Lack of students' ability to master English skills [55], [56], [57]. Third is lack of motivation [58], [59], [60]. Students do not practice their English language skills [61], [62], [63], for example they are afraid to try to interact using English in their classrooms, and there are still a number of people who are not confident to apply their English skills in English and science subjects from bilingual classes [64], [65].

After the researchers described all the problems he found the main problem to analyze [66], [67], [68], there were when there were two languages in the community, so the code switching they applied had different types based on the situation and context [69], [70], [71]. In each subject the bilingual class has different characteristics [72], [73], [74], it depends on the contents of the subject such as the terms or specific vocabulary they use [75], [76], [77]. Related to the explanation above, the situation that occurs there has a function of discourse and the reason why they use it as a communication strategy [78], [79], [80].

McKay & Nancy 1996 states that when two or more languages generally exist in a community, speakers often move from one language to another known as the code switching phenomenon.

Related to the statement above, it means that code switching becomes normal or commonly product in bilingual [81], [82], [83]. Based on the researchers' opinion, code switching in bilingual class has functions, facilitating and supporting to success in Bilingual class [84], [85], [86]. The bilingualism occurs because at least some of them can only speak a native language and Indonesian well [87], [88], [89]. They frequently switch or mix their

language in their communicative learning activity [90], [91]. Bilingual has classify and degree to account someone or community level linguistics proficiency [92], [93], [94], the researchers were interested in classify the types of code switching, the discourse function and reason of code switching, moreover classification and degree of bilingual that they apply [95], [96], [97].

Like sociolinguistic research generally, studies of attitudes in educational setting have moved from studies of discrete linguistics features to consideration of larger units of discourse as they shaped and reflect the action, interaction, and reaction of participant, including teachers, students, and parents [98], [99].

Based on the statement above, it related to code switching as sociolinguistic phenomenon parts of code language strategy. Code a system used for communication between two or more parties, the particular dialect or language that a person chooses to use on any occasion [100]. People are usually required a select a particular code whenever they choose to speak, they may also decide to switch from one code to another or to mix codes.

As Gal (1988) stated that , code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create , evoke or change interpersonal relation with their right and obligation. In narrow definition code switching is using of two linguistics varieties or more, in conversation or interaction.

Based on the explanation above, the researchers conclude that code switching is linguistic variation that used in two or more language conversation, in bilingual or multilingual communication L1 as mother tongue and L2 as foreign language.

Blom and Gumperz (1972) cited in McKay & Nancy (1996: 56), distinguish between two types of code switching, there are situational code switching and metaphorical code switching. 1. In situational code switching the switch is in response to a change in situation, for example when a new participant enters the scene, or to a change in the topic of conversation or the setting. A case in point would occur at the end of an official transaction, when a speaker might switch from the end of an official transaction. 2. In metaphorical code switching, the switch has a stylistic or textual function, for example to signal a

quotation, to mark emphasis, to indicate punch line of joke, or to signal a change in tone from the serious to the comic. On the other hand, metaphorical switches have been characterized as typically brief and intra-sentential, initiating or bringing about new context, While on the other hand situational switches are often seen as larger, longer and responsively tied to context those are relatively fixed and ‘brought along’.

Research Question

In the statement above, there are several issues as the problem to be solved :

1. What is the type of code-switching that students and lecture use in the classroom

Based on the statement above the researchers can conclude that in situational code switching occurs when the language used change according situation in which the conversant find themselves, they speak one language in one situation and another in a different one while metaphorical code switching occurs when a change of topic requires a change in the language used, it use in redefine the situation formal to informal, official to personal, serious to humorous and politeness to solidarity.

METHOD

In this research, the researchers used a qualitative approach. This research took place at the private university in Bandar Lampung. The time of research is held in May - June 2019. Which consists of several meetings to observe all the activities of the teaching and learning process that interact in two languages until the data needed is quite involved. The research subjects were 6th semester students from English Literature. The instruments used to collect data were observation notes, interview guidelines and also field notes. For data collection techniques, researchers used literature to find relevant theories. Next, the researchers used observation notes, interviews and field notes. Then, the researchers collected data from the instruments used, namely observation, interviews and field notes. This instrument was used to obtain information about facts, beliefs, feelings, and intentions and so on. The researchers used verification of all records of the data by comparison with other records, and field notes.

RESULTS AND DISCUSSION

In teaching and learning activities, they apply English as a teaching medium, when the lecturer gives instructions, opens and closes the class, and is also given a test in the form of

English. They apply code switching in several types. There are 2 types that are used between lectures and students in their teaching and learning activities: Based on the theory of Bloom and Gumperz (1972) in McKay & Nancy (1996) it is relevant to the reality that occurs in the field. Actually here, lecturers and students apply code switching to 2 types.

First is situational code switching, it can happen when the teacher changes the topic of conversation in the material of classroom learning activities. Usually the teacher uses it to make it easier for students to understand the meaning of the teacher. Situational code switching is itself a conversation strategy. Especially in science classes, they usually change topics in material, such as when teachers try to explain in English and students find it difficult to understand the teacher's intentions. Situational code changes occur based on participants and changes in the atmosphere.

Based on data analysis that has been done by the author Code switching has a function of discourse and can facilitate bilingualism on the education side. There is, the function of discourse in code switching in bilingual class: First is switching topics, it is an affective function that functions for emotional expression, in this case, code switching in this case is used by lecturers to build solidarity with students. Second is the transfer contribution to transfer the knowledge needed for students to clarity, on the other hand following instructions in the target language, the teacher's code switches to the original language to clarify meaning and in this way emphasizes the importance of foreign language content for efficient understanding. The third is code switching is a strategy to transfer the intended meaning. The fourth is a conversation strategy in bilingual class and the last is to create special effects and abilities for someone to express their feelings, to joke, to create a pleasant atmosphere in the classroom, to mark emphasis, and to quote someone.

In the beginning someone uses code switching in two languages, after that among lecturers and students use it in the hope that teachers from students can get used to communicating in the target language, there is English. Another reason why students use it to express secrets, with anger and boredom, and finally is a quality message for lecturers, so students do not experience difficulties or misunderstandings about the material.

In this context, bilingual which is applied here is still dominant in one language on the other hand called unbalanced bilingual. Can be seen in the lecturer learning activities that

occur in the classroom, they interact predominantly in one language, precisely Indonesia as the mother tongue. But English is used as a medium of their teaching, introducing special terms in English and also reading literature in English. Actually, they improve their English language skills to support bilingual classes at this school. Among the lecturers and students learn more English. There are several types of code switching that are applied in bilingual classes between teachers and students. That can be seen in the following description.

Situational Switching

- Bagaimana penjelasan mengenai Slang word tadi, apakah kalianpahaman?" I Hope you will understand that I means.
- Open page 56yang B.Apakah ada yang bisa menjelaskan?
- Hari ini kita kedatangan tamu fromGadjah Mada.

Metaphorical Switching

- Belajar kok ngantuk?? Cuci muka dulu sana! Ga malu ama temennya gitu? Haha... (students laugh)
- I'm so sorry sir, I'm so sleepy. I don't understand about material in this DVD! (Indicate punch line of joke, or to signal change in tone from formal to informal situation).

Tag Switching

- Ok untuk lebih jelasnya kita latihan soal, wont you? (a tag question common in intra-sentential switching).

Intra-sentential Switching

- No, there is no bangun ruang bu. It isbangun datar.
- Greetingto the teacher! Assalamualaikum wr.w Walaikum salam wr.wb.
- Ya miss, kan statistik susah banget, pakai bahasa Indonesia aja susah apalagi pakai bahasa inggris? Fifty- fifty ya bu?
- Before we start our lesson today let sayBasmalah (Leader led his friends to praying beforegoing to lesson)
- Suaranya kecil amat, unlike your body!" (Indicate competence in both languages).

Based on the data of the research, Situational switching was happened 35,71% and Metaphorical switching 57, 14%. Teacher did more metaphorical switching than situational switching.

CONCLUSION

From the discussion of the research, conclusions can be stated as follows: It is known that there are several types of code switching that exist in Teknokrat University in a speech between lecturers and students, there are some use situational code switching, metaphorical code switching involving tag switching and intra-sentential switching (mixing code). It can also be concluded that there are several reasons why students do code switching because the situation changes. Code switching is a strategy for transferring the intended meaning. As a conversation strategy in bilingual class, create special effects and the ability of someone to express their feelings, to joke, to create a pleasant atmosphere in the classroom, and to mark the emphasis. Finally, the reason why some lecturers and students use code switching as important subjects is to express secrets, angry and boring, and for quality parables so that they can explain clearly.

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