

CODE SWITCHING USED BY ENGLISH TEACHER

IN SINAU NANG OMAH PROGRAM ON JTV

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Abstract

This research aims to describe the type of code-switching in the TV program on JTV. Furthermore, this study aims to describe the factors that cause code-switching. This research is a qualitative research. The research subject is the language used by the teacher in *sinau nang omah* programs on JTV. This research is focused on issues related to the phenomenon of code-switching in communication between the presenter and the teacher along with the factors that cause code-switching in the event. The research data were analyzed using content analysis analysis techniques. The validity of the data is obtained through the perseverance of triangulation observations. The results of the research there are two conclusions. First, based on the type of code-switching, it is divided into code-switching code tags, inter-sentential code-switching, and intra-sentential code-switching. Second, the factors that cause code-switching include a) speaker b) listener or interlocutor c) changes in the situation of the presence of a third person d) change from formal to informal or vice versa e) changes in the topic of conversation.

Keywords: *code-switching, type, factor*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan jenis alih kode dalam acara sinau nang omah di JTV. Selanjutnya penelitian ini bertujuan untuk mendeskripsikan faktor-faktor penyebab terjadinya alih kode. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian adalah bahasa yang digunakan oleh guru dalam acara sinau nang omah di JTV. Penelitian ini difokuskan kepada permasalahan yang berkaitan dengan fenomena alih kode pada komunikasi antara pembawa acara dan guru beserta factor-faktor penyebab terjadinya alih kode dalam acara tersebut. Data penelitian dianalisis dengan menggunakan teknik analisis konten. Keabsahan data diperoleh melalui ketekunan pengamatan triangulasi. Hasil penelitian ada dua kesimpulan. Pertama, berdasarkan jenis alih kode dibagi menjadi alih kode tag code switching, inter-sentential code switching, dan intra-sentential code switching. Kedua, faktor-faktor penyebab terjadinya alih kode meliputi a) pembicara b) pendengar atau lawan tutur c) perubahan situasi hadirnya orang ketiga d) perubahan dari formal ke informal atau sebaliknya e) perubahan topic pembicaraan.

Kata kunci: *alih kode, tipe, faktor*

Introduction

Language is a way for us to communicate and language give convenience to let other people know our thoughts and our feeling. Language as a means of communication is very important for human being. To make it easily, absolutely people should have international language unity. English becomes the international language in this unity. English is the most important language in the world because recently people's dependence on English for their activities.

English in Indonesia is a foreign language, the bilingualism will occur between Indonesian and English. In education world, especially in foreign language class the language to be learned is as the target and as the instruction. The teacher uses English as instruction in the English teaching and learning process. Almost the teacher and the students while teaching and learning English process in Indonesia, use English and Indonesia language in that process. Jendra (2010:75) states that there is situation where speakers deliberately change a code being used, namely by switching from one to another. Code-switching can be a method to make an effective English learning process. Code switching is commonly happened with suspicion in teaching and learning English process to avoid the misunderstanding between teacher and students. It is important to take a look into the process, why and how this phenomenon happens in our surrounding.

There are so many kinds of code-switching explained by some linguists. According to the grammatical and contextual classification, it results there types of code-switching, namely tag-code switching, inter-sentential code-switching, and intra sentential code-switching (Jendra2010:75). Fishman (in Chaer and Agustina, 2010: 108) argues that code switching can occur due to several factors, including speakers, listeners or speech partners, changes in the situation due to the presence of a third person, changes from formal to informal or vice versa, and changes topic of conversation. Based on these opinions, the researcher refers more to the theory of Fishman because in various linguistic literature in general also establishes the causes of code switching,

This research focused on analyzing the types of code switching and find out the factor of using code switching in teaching English process. The scope of this research

analyzes types of codes switching and the factor use code switching in the teaching English process. This limit of this research analyzes the types of code switching and the function of code switching used by the teacher in teaching English video in sinau nang omah program on JTV.

Research Method

In this present study, the researcher decided to select qualitative research. As cited by Ary, et.al. (2010:420) qualitative research is explained to understand and interpret human social behavior. It can be said that the goal of qualitative research is to illustrate in detail and sufficient depth pattern toward what is being studied in order to make someone who has not experienced it can understand it. In this case, the researcher attempted to describe what is being studied towards the cooperative principle contributed in conversations that are on the video.

Regarding with those explanations, the researcher chose “Content or Document Analysis” as the approach in this present study. Content or document analysis is a research method which is applied to written or visual materials aimed to identify specified characteristics of the material (Ary, et.al., 2010:457). In addition, the materials analyzed can be in the form of textbooks, newspapers, webpages, speeches, advertisements, musical compositions, television programs, and so forth. Hence, the researcher applied content or document analysis as the approach, due to the researcher used the documents related with the video as the item which was analyzed in this study.

Findings

1. Types code switching Based on Jendra (2010)

The data find in the utterance three types of code switching: Tag code switching, Inter-sentential code switching, and intra-sentential code switching by Jendra (2010).

a. Tag code-switching

In this kind of code switching, Tag code switching is the switching of short-expression that is either a tag phrase or a word, or both, from different languages. It happens when a bilingual inserts short-expression (tag) from different languages at the end of his/her utterances. This type

found in the teacher utterances in *sinau nang omah* program were 4 times.

Example:

Host : *Must have, sorry. Harus punya konflik, karena kalau gak ada konflik, gak ada greget.*

Teacher: *Hambar, kalau cerita gak ada **conflict**.*

Based the utterance on datum 1.3, the host argue that every story must have conflict. She tries to make the students understand that if there is no conflict the story will be no stress. The teacher agrees with the host statement. The teacher wants efforts to express his idea. In this case, he uses 'conflict' because it commonly used by the teacher besides that the teacher also wants to shows the important point.

b. Inter-sentential code switching

This kind of code switching happens when there is complete sentence in a foreign language uttered between two sentences in a base language. This type found in the teacher utterances in *sinau nang omah* program were 7 times.

Example:

Teacher: *Sebentar, saya mau bertanya. **Do you know what is the core of future?** Inti dari future apa? Pakai apa?*

Host : *Core of future? Inti dari masa depan adalah sesuatu yang belum kita ketahui atau prediksi.*

Teacher: *Betul, biasanya pakai?*

Host : *Biasanya pakai Will? Shall? Going to? Something like that*

Based the utterance on datum 2.4, the teacher asks the understanding of the host about core of future. It aims to test the understanding the host that represent students about narrative text. In this case, he switches 'do you know what is the core of future?' between two sentences. It is because he knows that the host fluent in English so the host can understand what he says.

c. Intra sentential code-switching

This kind of code switching occurs when a word, a phrase or a clause, of foreign language is found within the sentence in a base language. This type found in the teacher utterances in *sinau nang omah* program were 8 times.

Example:

Host : Oh, kata hubung setelah, kemudian, sesudah itu, sebelumnya?

Teacher: Nah, menunjukkan waktu, temporal means not too long.....

Based on the utterances on datum 3.6, the teacher answered the question from the host about conjunctions. He emphasizes to the host that temporal means not too long. He switches from Indonesian to English. He puts phrase 'temporal means not too long....' within his sentence. It is because he knows that the host also the students are fluent enough in English so that he can easily use it.

2. The Factor why the teacher in the *sinau nang omah* program use code switching

In this point the researcher will discuss about question number two, it is about the factor use code switching the researcher apply the Fishman theory in Chaer and Agustina (2010:108) which proposed that there are five factors influence someone use code switching, they are speaker, listeners or speech opponents, change in situation due to the present of a third person, changes from formal situation to informal or conversely, and changed discussion topics. Each of factors why the character use code switching in *sinau nang omah* program is presented as follows:

a. Speaker

A speaker often does code switching to get the benefits of the action. In this case, code switching usually done by the speaker in a conscious state. This factor is found in the conversations of the *sinau nang omah* program were 5 times. Examples of this case as follows:

Teacher: Today, we will talk about one of them which is legend

Host : Legend, I know some story from legend, like *asal-usul gunung tangkuban perahu?*

Teacher: **That's right**, betul, itu salah satu contohnya

The utterance based on datum 1.1, the host asks to the teacher about one of legend story the host mentions one of the title a legend story. Then the teacher answers. The teacher switches from English into Indonesian by inserting 'that's right' this word usually done by the teacher in conscious state. The researcher analyzed that in datum 1.1, appeared the factor of the teacher does code switching is talking about speaker.

b. Listeners or Speech Opponents

The listeners or listener can cause code switching. Usually this factor happens because the speaking partner's language skills are lacking. This code transfer can also be influenced by the attitude or behavior of the listener. This factor is found in the conversations of *sinau nang omah* program were 5 times. Example of this case:

Host : *Oke, dipahami bisa terjadi future past dan itu menggunakan would + verb 1 or should + verb 1.*

Teacher : **Yes indeed.** Tapi **mostly in narrative we use simple past jadi ada bentuk keduanya aja.**

Host : *Oke, simple past, yes.*

The utterances based on datum 2.4, the host convincing her understanding about future past. Then, teacher justify the host answer and the teacher told to the host mostly in narrative use simple past. When the teacher explains to the host he uses two languages. He switches from English into Indonesian, he puts 'yes indeed' 'mostly in narrative we use simple past' because the teachers wants to compenstate for the listener's language skills.

c. Change in Situation Due to the Present of a Third Person

The presence of a third person or another person who has a different language background from the language used by the speaker and the speech partner can occurs called code switching. This factor is

found in the conversations in *sinau nang omah* program were 1 times. Example of this case:

Teacher: *Kita sudah sepakat ya bahwa legenda yang akan kita pelajari hari ini adalah kisah masa lalu yang dibagikan dari generasi ke generasi yang akan punya makna. Itulah kenapa legenda, dipertahankan sampai dengan hari ini dan seterusnya.*

Host : *Selanjutnya Pak Arif*

Teacher : *Oke, kalau ada pertanyaan silahkan kepada siswa untuk **write down on the paper***

The utterance based on datum 3.1, firstly the teacher explains about the origin of the legend story to the host in Indonesian then, the teacher talks to the students at home using English. The teacher puts phrase 'write down on the paper' because he talks to the students. Here the students as the third person because the speaker's partner is the host.

d. Changes from Formal Situation to Informal or Conversely

Changes to talk situation can lead code switching. Code switching can occur from formal to informal. This factor is found in the conversation in *sinau nang omah* program were 2 times. Example of this case:

Teacher: Not only should have, must have. *Harus.*

Host : *Must have, sorry. Harus punya konflik, karena kalau gak ada konflik, gak ada greget.*

Teacher: *Hambar, kalau cerita gak ada conflict.*

Host : *Kayak sayur tanpa garam ya.*

Teacher: *Bukan kayak garam tanpa sayur ya? Haha*

The utterances based on datum 4.2 the researcher analyzed that there is code switching in this utterance. The researcher analyzed that in datum 4.2 appeared the factor of the teacher does code switching is talking about changes from formal situation to

informal conversely. Firstly the teacher explained about conflict should have in a story, the teacher explained in formal situation. Then, the teacher respond to the joke of the host in informal situation.

e. Changed Discussion Topics

Code switching events are also influenced by the subject matter. This factor is found in the conversation in *sinau nang omah* program were 2 times. Example of this case:

Host : *Yaa, that is visual without buto ijo. Jadi ini versi yang mungkin sedikit berbeda dengan yang biasa teman teman dengar atau baca atau lihat sebelumnya dimana ada tokoh antagonis buto ijo yang ingin mengganggu, mengambil sang timun mas ini untuk dimakan atau dinikmati begitu. Tapi ternyata tidak, ini versi yang lebih damai yak arena ternyata tidak ada gangguan dari buto ijo.*

Teacher: *Buto ijonya stay home*

Host : *Stay at home yay a, kayaknya lebih khawatir kena corona virus daripada Mbok Sundari.*

The utterance based on datum 5.2 the researcher analyzed that there is code switching in thus utterance. The researcher analyzed that in datum 5.1 appeared the factor of the teacher used code switching is talking about changed discussion topic. It happens because when the host talked about the character in that story the teacher changed topic refers to an issue that is going viral (corona virus).

Based on those discussions, there are three types of code switching that used by the teacher in *sinau nang omah* program on JTV. Those are tag code-switching (C1), inter-sentential code switching (C2), and intra-sentential code switching (C3). Based on the analyzing the teacher used all of the types of code switching. There are nine teen data that consist of the teacher utterance which is included in the types of code switching. The teacher used four tag code-switching, seven inter-sentential code switching and eight intra-sentential code switching.

In addition there are five factors of code switching uses by the teacher in *sinau nang omah* program. Those are: speaker (F1), listeners or speech opponents (F2), Changes is situation due to the present of a third person (F3), Changes from

formal situation to informal or conversely (F4). Based on the finding, there are five teen data which shows the factors that the teacher uses from the teacher utterance. There are 5 data for the speaker factor, five data for the listener or speech opponents, only one data for change in situation to the present of third person, two data for the changes from formal situation to informal situation conversely, and two data for changed the discussion topic. The data for change in situation to the present of third person is limited because in *sinau nang omah* program on JTV, the teacher rarely speaks directly to the students at home. Even the teacher rarely speaks directly to the students teaching and learning process can still run smoothly, because the process of explaining the material assisted by the host of the program.

Conclusion

The research defines types of code switching and factor use code switching in *sinau nang omah* program on JTV. By the result of analysis, the researcher can draw conclusion that the types of code switching performed by the teacher in *sinau nang omah* program include tag-code switching, inter-sentential code switching, and intra-sentential code switching.

Firstly, tag-code switching type. Here, the teacher switch some word into English when explain to the students at home. Secondly inter-sentential code switching type, here the teacher switch a clause or a sentence when communicate with the host or to the students at home, it switches between Indonesian and English. Thirdly, intra-sentential code switching type. It occurs when the teacher switch the words or phrases of English language within Bahasa as based language in conversation. Changing from one language or variety to another can becaused to make the teacher explains clearly. Actually, code switching used for specific factor such as speaker, listener or speech opponents, change in situation due to the present of a third person, changes from formal situation to informal situation or on conversely, and changed discussion topics.

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