TEACHING ENGLISH BY USI NG CODE SWITCHING
IN THE CLASSROOM

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Abstrak

Pengajaran bahasa Inggris dengan menggunakan alih kode merupakan gejala kebahasaan yang menarik dicermati. Oleh karena itu, penulis mencoba melihat secara sederhana kenapa pengajar (guru atau dosen) bahasa Inggris terkadang beralih kebahasa lain ketika mengajar bahasa Inggris, misalnya mereka menggunakan bahasa Indonesia atau bahasa daerah di dalam kelas. Idealnya harus menggunakan bahasa Inggris secara total di dalam kelas. Alasan menggunakan alih kode adalah untuk memberikan percepatan pemahaman terhadap materi yang diajarkan. Alih kode bahasa Inggris ke dalam bahasa Indonesia dapat digunakan sebagai strategi pengajaran bahasa. Alih kode bahasa Inggris kebahasa daerah untuk membangun solidaritas dan keakraban antara guru/dosen dan siswa/mahasiswa alih kode seperti ini tidak dapat digunakan sebagai strategi pengajaran bahasa di dalam kelas.

Key words:
Teaching, English, code switching, and classroom.

A. Introduction

In the context of the foreign language classroom, the following question related to the concept of code-switching arises: should the language of interaction be L1 or L2? If the function of interactional speech acts is perlocutionary, that is to say, if interactional speech acts are performed in order to produce an emotional affect in the students in such a way that they will be favorably disposed to the content of the class and therefore more likely to complete the tasks assigned them in class, should the language of interaction be L 1 or L2. On the one hand, it seems perfectly logically that as the class content and tasks are presented, explained, and performed in L2, so the language of interaction should be L2. Thus L2 would be used for both transaction and interaction. But on the other hand, the use of L2 for interaction may be counterproductive in so far as, depending on the level of the students, because some students may find it difficult to interact in L2 for reasons of comprehension, the teacher may fail to capture their favorable disposition to the content of the class (Jonathan, 2003:187).

The classroom interaction analysis showed that the learners may be taught the content in the various subject areas, except in the language arts courses, using the first language and English as a foreign language enables the students to understand difficult or complicated concepts which are not usually comprehensible in English. As code-switching is a shared speech mode of both the teachers and the students, the researcher explains that code-switching used by the teachers does not cause confusion in the students' understanding of

difficult concepts. This manner is not a clash of two languages but a complement of each other.

Code switching in the classroom involves students substituting vocabulary items from their own L1, when they have yet to acquire sufficient knowledge of the L2. Code switching techniques can be an extremely useful way of employing the students' L1 to emphasize important concepts, reacquire the students' attention when they become distracted, and to praise and reprimand as required (Cook, 2001b). The use of the L1 in the classroom can be gradually phased out as students become more proficient in the L2. Code switching can also involve using the L1 to supply vocabulary items, which the students are unfamiliar with, and then gradually remove them as the students' progress (Ibid.). This can be especially useful when employing story-telling activities (Bradley, 2003). Permitting the use of some words from the student's first language may keep the class moving forward, by allowing the students to express themselves, while making the class more fun and helping them to anchor new L2 vocabulary to L1 concepts (Brown, 2009:2).

B. Discussion

According to Skiba that code-switching can be used by teachers by integrating it into the activities used to teach a second or foreign language. By having students get in pairs and switch languages at pre-determined points in conversation, it helps them to learn each other's language. Teachers can also begin a lesson in one language, then switch to another language, forcing the students to listen carefully and comprehend both languages (Skiba, 1997:12).

Allowing the use of the first language in the classroom will mitigate all three components. Communication apprehension can be mitigated because the students' first language allows them to "adequately express their thoughts and ideas." Fear of negative social evaluation can be reduced, because students are able to communicate directly with each other and have the opportunity to make a positive social impression. Test anxiety can be reduced, by allowing instructions to be given in the first language during evaluations, at beginner or low levels. Increasing comprehension of classroom interaction acts to decrease anxiety and increase motivation (Mayer, 2008:152).

The result of the research, entitle Implementing Code Switching in the Classroom shows that most common view that educators held of code-switching was negative. Teachers feel that code-switching should not be used in classrooms, and she would like to find out the reason behind this and different ways that she can implement code-switching in her classroom when she begin teaching. By taking foreign language courses at Daemen College, she feels that she will be able to put the information that has gathered about code-switching to use, and discover a successful way to use it in a multicultural classroom. She is very interested in finding out why most educators are against allowing code-switching into their classrooms, as a method of introducing children of different communities to open communication (Kasperczyk, 2005:7).

In the same case, Greggio observed several issues related to teachers' and learners' use of the foreign language and the mother tongue (code switching) in the foreign language classroom, when she investigated the use of English and Portuguese, in interactive exchanges between the teacher and the learners in both a beginner and pre-intermediate English as a Foreign Language classroom. She found that the mother tongue may have important functions in the foreign language classroom. The results of this study showed that code switching in teacher-learner interaction may have an important role in facilitating interaction among classroom participants as well as in facilitating foreign language learning (Greggio, 2007:1).

It is similar opinion done by Abad (2007:1) who investigated classroom interaction, he found that using the first language and English as the second language enables the students to understand difficult or complicated concepts which are not usually comprehensible in English. As code-switching is a shared speech mode of both the teachers and the students, according to him code-switching used by the teachers does not cause confusion in the students' understanding of difficult concepts. This mode is not a clash of two languages but a complement of each other.

It is different from Gabusi (2009:1) who investigated code switching by focusing the function of code switching in the foreign language classroom. Finally, she found that code switching can be good device to underline the importance of particular piece of information, whether it is a grammatical rule, a name or an order. The repetition of a single part of the discourse in the native language highlights its importance in relation to the rest of the speech. On the order hand, code switching may be considered as a useful strategy in the classroom interaction, especially if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. Code switching would be relevant and useful way in order to give better understanding of classroom interaction to develop and improve the teaching strategy.

In the real fact, some of the English and Indonesian teachers do not realize that the use code switching in the classroom is very helpful in order to keep communication continuously. On the other hand, code switching is not only as communication strategy but it can also be used as teaching strategy in the classroom interaction. In the real situation in the classroom, many teachers do not realize that they use more than one language when they teacher in order to make better understanding of the subject.

The term of Code-switching is a well-known trait in the speech pattern of the average bilingual in any human society the world over. The implication of the prevalence of the phenomena in the Indonesian speech community for the English language teacher there is what this article sets out to indicate. Nobody seems to have hitherto done this (Ayeomoni, 2006:1).

There are a number of possible reasons for the switching from one language to another based on Crystal's opinion (1987). First, there is the notion that a speaker may not be able to express himself/herself in one language so he or she switches to another language to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a

while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Second, code switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language

Code switching may involve Indonesian and a vernacular or Indonesian and foreign language (English), or more rarely a vernacular and a foreign language. This code switching is however a phenomenon only among the more educated people (Llamson in Nababan, 1979:208). It means in Indonesian context, when the people speak Indonesian they sometimes switch into English or local language, but when the people speak using local language, it is rarely they switch into foreign language.

It is similar opinion given by MacKey (1997:56) that code switching happens when two or more languages exist in a community, the speakers frequently switch from one language to another one when they master at least more than two languages, besides that, the speakers should know also that their interlocutor can understand if they switch to another language.

Unlike MacKey, Lehiste in Auer (1998:76) argues that code switching is a perfect bilingual may switch from one language to other language during conversation takes place. Therefore, the output of code switching often bears a significant resemblance to the patterning of mixed languages. A number of scholars have proposed as a theoretical possibility that code switching could have a mixed language as an outcome as the patterning is conventionalized by language learners. Bakker (2003:129) however claims that 'mixed languages' do not arise from code switching. The general opinion has been that there are no documented examples of such a process (Baker 2033 in McConvell, 2008:1).

The same case had been done in New Zealand. New Zealand English is most obviously marked from other verities of English by its lexical borrowing from *te reo Maori*. Many of these words have become so much a part of the New Zealand English lexicon that their Maori origin is not consciously registered by their users. Such words-kiwi, kumara and kauri would be obvious examples-have been borrowed from Maori and fully integrated into English. The loan words are generally obedient to English rules of phonology, morphology, and syntax (Macalister, 2008:1).

The research had been done in Korea showed that the purposes of code switching (CS) and how Code Switching is used as a communicative strategy between Korean-English bilinguals. The data were collected through videotaping of conversations between a first generation Korean-English bilingual adult and two Korean-English bilingual children. The qualitative data analysis indicated that CS could be brought about and shaped by the dynamics of the relationship of the speaker-addressed and by cultural features embedded in the Korean language. The analysis also posited that CS functions as a communication strategy for facilitating family communication by lowering language barriers as well as by consolidating cultural identity. Results raise further awareness that CS is a versatile strategy to meet the complex

communicative demands between or within generations of an immigrant family (Han Chung, 2006:1).

Unlike Han Chung, Cook (1989) in Skiba, 1997:4) provides another method of using code switching as a second language teaching tool through reciprocal language teaching. This method requires students to switch languages at determined points pairing students who want to learn each other language. Thus the students alternate between the two languages and exchange the roles of student and teacher. A similar system may also used whereby the teacher uses code switching by starting the lesson in the first language and then moving into second and back.

It is similar study done by (Liu, et, al, 2004:1) who described classroom code switching practices in South Korean high school after the South Korean Ministry Education requested that English teachers maximize their English use. The data comprised the recoded language from 13 high school English teachers' classroom and teachers' and students' responses to surveys asking about their reactions to the call for maximal use of English in class and the challenging they are facing. The data analysis indicates that (a) the teacher used on average rather low amount of English (32 %). Lower that what they and their students considered appropriate (53 %-58 %). (b). the teachers' code switching followed a certain patters and principle, although it was often not principle governed and their use of Korean (L1) was very effective for several function; (c). Teachers' beliefs tended to affect their code switching practices; (d) the teachers' language use appeared to affect students' language behavior in class, although students' decision on what language to use often depended on the question's complexity and level of difficulty, and (e). Curriculum guidelines seemed to affect the teachers' language use, but factor like teachers' beliefs and teaching context might severely mitigate their impact.

Yee Ho (2007:1) who investigated the native language of the majority plays an important role in maintaining cross- generation and cross-class cohesion in society. Cantonese-English mix plays a paradoxical role of alienating and integrating group members, depending on differences in educational level and English competence. He found that code-mixing in Hong Kong remains a form of English lexical insertion in Cantonese speech. The high number of unit types of lexical items and phrases, i.e. two-thirds of the total, implies some English vocabulary acquisition. Yet higher language standards have been set for the educated youngsters in Hong Kong, and they would have to work harder to attain a level beyond the lexical.

Mayer (2008:1) who investigated the Pedagogical Implications of L1 Use in the L2 Classroom. He found that using of the L2 should be maximized whenever possible. The L1's primary role is to supply scaffolding to lower affective filters by making the L2 and the classroom environment comprehensible. The L1 plays a secondary role by helping students to anchor L2 concepts to the L1 through use of loan words, translation activities, and code switching within story telling activities.

Sell (2003:1) investigated the effect of code switching in interactional language task performance in the English class. The results do not show that for his students code-switching in interactional language has any effect on the favorable disposition of

students, the creation of a positive classroom mood, and the production of effective work.

Finally, it has been reassuring for him to find that his students' response to the use of Spanish in the classroom more or less confirms that his approach is the correct one for them. That is to say, it is our duty to try to let them understand first in L2; but it is also our duty, whenever necessary, to help them understand (and their right to understand) in L1.

It is different from Wehantow, (1996) in his Dissertation. The Use of Native Language in the Teaching of English as a Foreign Language in South Sulawesi (An Exploratory Study) investigated why do the teachers use native language (mother tongue) in the teaching and learning process? He found that the teachers of English were unable to avoid and even spontaneously pronounced it side by side with English experience, the teacher's ability and accessibility to information appear to be internal condition which affect the use of native language. The students who have internal condition which such as the location and level of school. Sex, level or grade, ability and his/her accessibly to information also affect the process of teaching. Furthermore, he stated that the use of native language, when needed, only once in awhile, only as a last resort, or as a short cut.

In line with, Benthuysen (1995:1) investigated Japanese ESL learners` attitudes towards use of Japanese L l by their instructors. The results showed that student attitudes differed depending on the purpose for which L1 was used and also depending on the native language of the instructor. He found that the students seem to prefer that if L1 is used, it is used to explain linguistic features of English, rather than to manage the class, as in giving instructions. It may be that the students are less willing to accept use of the target language (English) by native speakers of Japanese.

The finding also showed that, from the students` point of view, use of L1 is more appropriate for some classroom activities rather than others. As we have seen, the students seem to at least accept, or even desire, L1 explanations of linguistic features, but do not want L1 used for classroom management. Teachers might take this into account when using L1 in the classroom.

In contrary the research done by Reyes (2004:1) who investigated the code-switching patterns in the speech of immigrant Spanish-speaking children. Seven- and 10-year-old boys and girls from bilingual classrooms were each paired with mutually selected friend, and their speech was collected in two contexts, while the children waited for an expected science experiment and when they worked together to follow an instruction worksheet about hands-on magnetic materials. She found that the characteristics of children's code switching, and the functions that Spanish and English have according to context and code switching occurred both within and across turns. The older children's switches were more frequent and were deployed for a wider variety of functions than the younger children's. The results challenge the negative view that code switching by children who are learning two languages is due to lack of proficiency, and instead support the view that it is used as a strategy to extend their communicative competence during peer interaction.

Based on the definition and the result of the research above show that code switching is a language phenomenon that can be used as a communication strategy and as a language teaching strategy. It means that code switching is needed for the bilingual speaker who wants to communicate by using two languages, because monolingual person cannot apply code switching.

C. The function of code switching in the classroom

Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. In the English language teaching classroom, code switching comes into use either in the teachers' or the students' discourse. Although it is not favored by many educators, one should have at least an understanding of the functions of code switching between the native language and the foreign language and its underlying reasons (Sert, 2005:1).

a. *The functions of teacher code switching*

The functions of teacher code switching are known as topic switch, affective functions, and repetitive functions. In topic switching, the teacher alters his or her language according to the topic being taught. This is mainly seen in grammar instruction, and the student's attention is directed towards the new knowledge. Affective functions are important in the expression of emotions, and building a relationship between the teacher and the student. In repetitive functions, code switching is used to clarify the meaning of a word, and stresses importance on the foreign language content for better comprehension (Mattson and Burenhult in Sert, 2005:4).

b. *Functions of Student Code-Switching*

The functions of code switching for students are known as equivalence, floor-holding, reiteration, and conflict control. Equivalence gives the student the opportunity to communicate without gaps because of incompetence. Floor-holding is used when a student cannot remember a word, and uses their native language to avoid a break in communication. Reiteration helps the student to become more competent in the language they are trying to learn. Conflict control may be used to avoid misunderstanding when a child does not use a correct meaning in communication (Eldridge, 1996 in Sert, 2005:5).

D. Conclusion

After reading the content of this writing, it can be concluded that there are seven functions of code switching as follows:

The first, is as affective function, when it is used to express emotions and build a relationship between the teachers and the students in the classroom. They use code switching in order to make good relationship among them. *The Second*, is as repetitive function, when it is used to clarify the meaning of words, phrase or sentences and stress the important terms in order to make the students understand the material well. *The third* is

equivalent function, when the teachers or the students make equivalent language if they cannot express their idea in target language; therefore, they switch into another language in order to keep their communication continuously. Therefore, they make equivalent language or translate into Indonesian or local languages. *The four,* is as floor holding function, it is used when the teachers or students cannot remember words or phrases in target language they use their native language to avoid breaking communication. *The fifth,* is reiteration function, it is used when the teachers use code switching want to help the students to become more competent in the language they are going to learn. *The sixth,* is conflict control function; it is used to avoid misunderstanding when a student does not use the correct meaning in the sentence, the teachers correct directly or indirectly in the classroom.

English-Indonesian code switching is used as language teaching strategy. English-vernacular code switching is used to build solidarity and intimacy between teachers and the students. Indonesian-English code switching is used to clarify the important aspect or is used to make euphuism of the terms. Indonesian-vernacular code switching is used to build solidarity and intimacy only. It cannot be used as language teaching strategy. It means that not all kinds of code switching can be used as teaching strategy in the classroom.

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