The Role of Code-Switching Implementation in Teaching Explanation Text for Secondary School

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Abstract

This research aim of this study is to explore the implementation of code-switching in explanation text in TEFL classrooms of secondary school. This research was conducted at a teacher college, and the candidate of an English teacher is the research subject. In this study, the researcher explores the different types, processes, and factors that led to the occurrence of teacher code-switching in an English classroom. English teacher candidate at teacher college. This research uses qualitative research. The instruments used are observation and interview. The researcher observed classroom interactions where various topics are being taught. Listening, speaking, reading, and writing is the four skills. The subject is interviewed to find out why they are saying and what they are saying. An interview with the subject is conducted to determine why they are using code-switching in teaching English. The data is analyzed using code-switching theory. According to the findings, the teaching used three types of code-switching in the teaching: intra-sentential switching, inter-sentential switching, and tag switching. In the sentence, there is code-switching in the processing time from English to Bahasa Indonesia and vice versa. Code-switching is triggered by a number of factors, including the teacher's education, experience, attitude, and translation method. While the external factor that caused code-switching is the students' English proficiency. The research findings presented in the study will show the voice of English teachers in describing explanation text using code-switching, and analyzing the implementation and usage of code-switching in EFL classrooms.

Keywords: *Code-Switching, TEFL, Explanation Text, Secondary School*

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INTRODUCTION

The phenomenon of switching from one language to another is referred to as code switching in sociolinguistics. To put it another way, code switching refers to the switching between two or more languages, dialects, or linguistic registers during a conversation between people who speak more than one language. One of the two languages is usually dominant; the major language is known as matrix language, while the smaller language is known as embedded language. When a bilingual adds a wholly unassimilated word from another language into his or her speech, this is known as code swapping. During the same dialogue, code flipping can be defined as the choosing of forms from an embedded variety in utterances of a matrix variety. There are three types of code switching, they are intra-sentential, inter-sentential and tag switching.

A foreign language classroom is a specific venue with unique participants (teachers and students) and a unique communication topic. The majority of English teachers in Indonesia's national schools are university-educated Indonesians. The majority of them can listen to, speak, read, and write in English. As a result, they are termed bilingual, which implies they can communicate in two languages: Bahasa Indonesia and English.

Because of widespread linguistic interaction, especially in multilingual and multicultural settings, code-switching, one of the most inescapable results of communication across multiple language varieties, has long existed. In the 1980s, code-switching was recognized as a distinct phenomena and tactic used by foreign language teachers. Since then, there has been a raging argument among many viewpoints over whether switching back and forth between the target

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language and the native language in the foreign language classroom is beneficial or dangerous (Jingxia, 2010).

There are numerous functions of code switching, according to certain linguistics studies. Gumpez (1982) provides some code switching functions as a quote, addressee specification, reiteration or repetition, message qualification, clarification, emphasis, and checking in one of his theories. (1) *Quotation* occurs when a speaker uses another language to cite someone else's words. Direct quotations typically cause a bilingual to switch languages. The only thing that changes are the words that the speakers claim the cited person says. The switch looks like a series of quotation marks, and it can be quoted in its native language. (2) Addressee Specification It can be used to indicate the recip ient of the massage as the addressee. The purpose is to call attention to the fact that the addressee is being copied in order to take part in the dialogue. (3) Reiteration or Repetition occurs when a message from one code is repeated in a different code, either exactly or slightly modified. As a result, when a bilingual wishes to clarify his speech to the audience, they try to find new words with the same meaning by switching languages and making the listener comprehend. The purpose of repeating is to not only clarify what has been said, but also to enhance and stress the message. (4) Message Qualification describes the use of a switch in one code as a qualifying message for the main message delivered in the other code. The topic will be introduced in one language and remarked on or further qualified in the other. (5) Clarification is the function of elaborating or clarifying a statement. The user changed from English to another language to elaborate on what they thought was the correct explanation for their comment. (6) Emphasis, which is a code switch used to emphasis a statement. The sentence will efficiently and correctly deliver the transition from target language to other language or mother tongue. Also, for citing a Native American proverb to emphasize a point. (7) Checking, the role of switching for checking is normally in the form of a tag question, but other types of checking questions, such as Yes/No and WH-questions, can also be used. It can also happen when someone seeks the addressee's approval, affirmation, or opinion.

Code switching and other associated language use phenomena happen in both monolingual and bilingual contexts, according to Holmes (2001: 32). In a monolingual setting, diglossic switching and dialectal switching are indicated by code switching. Diglossic code switching refers to the blending or switching of codes from a standard variety to a low variety or vice versa depending on the requirements of particular social and psychological conditions. For instance, when addressing a learned individual or a respected member of society, one employs a standard variation. He also utilizes a low range of words when speaking to those who are socially beneath him. However, he combines both the high and low forms of the languages when he converses with family members or other close relatives. Both of the codes will be used informally in a conversational setting. A person who is fluent in several dialects may occasionally employ various codes. A member of a certain dialect may communicate with friends or in official settings by using a common code. He is allowed to switch between codes concurrently as long as the hearer is aware of the shift.

Code switching is also feasible in multilingual contexts; when a speaker utilizes more than two languages, he frequently switches from one to the other and results in code mixing. In multilingual nations like India, this is typical. This study offers three different types of code swapping as Poplack suggestions. They are: (1) Intra-sentential (2) Inter-sentential (3) Tag code switching.

1) Intra-sentential

When a word, phrase, or clause from a foreign language appears within the sentence written in the base language, this is known as an intra-sentential switching. The speaker typically shifts in during this form of switching to enshrine language within the sentence boundary. A word or phrase may be the embedded language. Following is an illustration of intra-sentential switching.

Today, we will *belajar tentang* Explanation Text. *Apa ada yang tahu*, what is Explanation text?.

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2) Inter-sentential

When a whole sentence in a foreign language is spoken between two sentences in the base language, this is referred to as an inter-sentential code switching. In this case, the changeover takes place outside or, alternatively, between the phrases. Typically, the first clause or sentence is said in Language A, while the next clause or sentence is spoken in Language B, or vice versa.

T : Ada yang bisa menolong bapak. What is the example of Natural Disaster?

Ada yang bisa?

3) Tag Switching

A tag code switching includes adding a tag in one language to an otherwise fully foreign-language speech. At various moments during the utterance, this tag switching is placed. To put it another way, it occurs when a bilingual person ends his or her sentences with a brief statement (tag) from a different language. Here are the example.

An Indonesian bilingual switches from English to Indonesian.

You have to go there, lho!

Take care, ya!

These many code-switching techniques are distinct from one another. Both intra-sentential switching and tag switching may be inserted at the start, middle, or conclusion of a phrase or clause depending on where the switch happens in the sentence or utterance. Both appear at the boundary of a sentence or clause. At a clause or sentence boundary, where each clause or sentence is in one clause and the following clause is another, inter-sentential switching takes place. At the very least, brief clauses are the embedded language of inter-sentential switching.

METHODS

This research applies a qualitative research design. In research, the design refers to the researcher's strategy for moving forward. Case research was used in this investigation. It refers to research of a subject, a location, or a data repository. It is relevant to this research because the researcher observed code-switching in the classroom interaction of several teachers teaching English. The topic of conversation in English classes changes depending on the lesson being taught. The instruction of listening, speaking, reading, and writing skills are among the themes that have been observed. The researcher took the candidate of an English teacher.

In order to obtain the data for this investigation, a process was used. The technique is created by referring to Miles & Huberman's (1984) proposed procedures for data analysis. To begin, the researcher some preparation before to completing the research, such as gathering the necessary tools, such as a tape recorder, and approaching the subjects with a notebook, etc. In order to ensure that the research is accurate, the researcher conducted a preliminary investigation. That the data is accessible in the chosen environment. Second, the researcher listened to the utterance and recorded it. spoken by three separate participants in various contexts in order to acquire data on the behavior done. Third, the researcher conducted interviews with the subjects in order to obtain information about the process and motivations behind their actions. In order to confirm the role of code switching in the teaching of English, the researcher questioned selected students from each class. The researcher transcribed the data acquired after seeing and interviewing the subjects. They are then assessed using the decoding categories developed in the preceding chapter's theories. Finally, the data analysis is finished in order to obtain answers to the research questions. Third, the researcher conducted interviews with the subjects in order to obtain information about the process and motivations behind their actions. In order to confirm the role of code switching in the teaching of English, the researcher questioned selected students from each class. The researcher transcribed the data acquired after seeing and interviewing the subjects. They are then assessed using the decoding categories developed in the preceding chapter's theories. Finally, the data analysis is finished in order to obtain answers to the research questions.

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RESULTS AND DISCUSSION

All subjects in the teaching of English use all types of code-switching, including intra-sentential switching, intra-sentential switching, and tag switching. Intra-sentential switching was observed when the subjects were describing the lesson to the students and having them interpret the difficult words for them. Intra-sentential switching was also observed when the subjects were emphasizing the lesson, translating the explanation, and posing questions to further elucidate the instruction. All subjects were found to use tag switching. There were a few reasons why the prospective English teachers used different codes when they were teaching English. The data analysis revealed that both internal and external influences exist. The teacher's background, outlook, and translation technique are internal variables. Additionally, the studentss' English language skills are an external element. The students' reactions during the teaching and learning process revealed it. Data analysis revealed that English was not always the primary language utilized in English education.

They are regarded as the ones that need to be talked most. Switching between sentences while translating The subjects in the teaching of English use all forms of code-switching, including intra-sentential switching, inter-sentential switching, and tag switching. Inter-sentential switching is the most frequently used form among them by the subjects. It comprises of the clause that is said in Bahasa Indonesia as a translation of the English-spoken previous clause. According to the data analysis, code-switching occurs in two directions: first, from English to Bahasa Indonesia, and second, from Bahasa Indonesia to English. Code-switching occurs during such cognitive processes as: All of the participants acknowledged that code-switching occasionally occurs automatically. It indicates that the subjects are unaware of the cognitive process before switching to a different language. Both internal and external causes have been identified to be responsible for code switching. The teacher's background, outlook, and translation technique are internal variables. Additionally, the students' English language proficiency are an external factor. The students'

responses during teaching and learning indicated it.

CONCLUSION

The three types of code-switching namely intra-sentential switching, inter-sentential switching, and tag switching as stated by Poplack (1980) are found in the process of teaching english conducted by English teacher candidate at teacher college. There are two ways to change how English is taught. Moving from English to Bahasa Indonesia is the first; switching from Bahasa Indonesia to English is the second. The internal elements that cause code-switching to occur when teaching English to secondary school students are teacher experience, attitude, and translation method. The external element in secondary school English instruction that causes code-switching is the students' level of English ability. English teaching for secondary schools shouldn't always be taught in the language as the main one.

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