

An Analysis of Using Code Switching by the Students in Learning English as a Foreign Language at MA Al Fatah Kota Mulya

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Abstract. This research aims to describe the type of code switching that occur in English language learning at MA Al Fatah Kota Mulya in four meetings. This type of research is descriptive-qualitative research. The subjects of this research were the eleventh-grade students. The object of this research is a speech on the use of code switching, which includes the types of code switching in English language learning at MA Al Fatah Kota Mulya. The results of the research show that there are 8 types of code switching in English language learning at MA Al Fatah Kota Mulya. Furthermore, all data is divided into 3 types of code switching: (1) intra-sentential switching occurred in 1 data (12,5%), (2) inter-sentential switching occurred in 3 data (37,5%), and (3) tag switching occurred in 4 data (50%). So, the most dominant type of code switching is tag switching.

Keywords: Code Switching, English Language Learning

BACKGROUND

Language is a set of written signs and sounds that members of a certain country or area use to communicate both orally and in writing. Two or more languages are used in tandem during multilingual conversation (Sukrisna, 2019). The majority of people around the globe speak English (Sudarmawan, 2022). People from all over the world are learning English as a second or foreign language as a result of this desire (Oktaviani & Fauzan, 2017). The communication gap between teachers and students throughout the teaching and learning process can be closed by the use of code switching in classroom interactions (Koban, 2013). When presenting the material, teachers frequently switch from Indonesian to English or vice versa (Bahous et al., 2014). Code switching is therefore frequently viewed as a method for educating students rather than a speaker's inability to communicate for themselves (Bhatti et al., 2018).

Additionally, the use of the first language in foreign language learning can serve as a reference foundation that helps students learn English by orienting the target language through the first language or connecting the target language and first language phenomena

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(Fathimah, 2016). This suggests that using code switching when learning a language is an important strategy for doing so (Suganda et al., 2018). Code switching is used in the pedagogical function to present difficult learning materials in a way that students can understand them, such as by clarifying unfamiliar words or constructing abstract learning settings (Kustati, 2014).

In a community with bilingual people, the practice of "code switching," or changing one's language preference depending on the situation, is common (Fachriyah, 2017). People will find it easier to switch languages because they can interact in another language (Harya, 2018). One of these is Indonesia, where English is taught as a foreign language in the official educational system from elementary school through college (Siregar et al., 2014). The majority of Indonesians are bilingual; therefore, learning English immediately encourages students to learn additional languages (Bromberk-Dyzman et al., 2021). According to past studies, teachers have used the code-switching phenomenon to teach English as a foreign language (Suganda et al., 2018).

As happened to the eleventh grade students at MA Al Fatah Kota Mulya, they have used English during English class lessons. However, there are many students whose English proficiency is not enough to use English exclusively. So that both teachers and students use code switching as a means of communication, discussion, and to help students' understanding of subjects during English class. Therefore, the researcher is interested in conducting research with the aim of assessing and further researching the use of code switching by students in learning English as a foreign language. It is based on prior research and preliminary observations. Therefore, the researcher was motivated to carry out a study titled "An Analysis of Using Code Switching by the Students in Learning English as a Foreign Language at MA Al Fatah Kota Mulya".

THEORITICAL STUDY

Sociolinguistics is interested in language use, how people speak differently in social settings, and the function of language (Hofweber et al., 2019). Bilingualism is the phenomenon of having more than one code (language) (Tej K. Bhatia, 2013). The definition of code given by the expert is that it is a range of languages, each of which has unique properties. Code is a version of the language with specific properties in every section, according to the definition provided by the expert (Nurhamidah et al., 2018). Code switching is a speech style in which fluent bilinguals move in and out of two or conceivably more languages (Macswan, 2014).

12
There are three types of code switching: intra-sentential switching, inter-sentential switching, and tag-switching (Jendra in Number et al. (2016)). 11
Intra-sentential switching is found when a word, phrase, or clause from a foreign language is found in a sentence in the base language. Inter-sentential switching is the term for code switching that occurs between phrases or sentence boundaries. In this case, the entire clause or sentence is pronounced in one language, while the next clause or sentence is pronounced in a different language. 14
Tag-switching is the process of changing the code used with sentence tags that come before or after a sentence. 17
Tag-switching involves the insertion of a tag from one language into an utterance that is entirely in the other language. Tag-switching can be an exclamation, a tag, or a parenthetical in a different language than the rest of the sentence. In English, popular tags include "you know," "I mean," and "right".

RESEARCH METHODS

This research was a descriptive qualitative approach to describe the phenomena that occur directly related to the use of code switching by the students in learning English as a Foreign Language in the classroom (Rossman & Rallis, 2003). The use of the descriptive method aims to analyze data, especially in code switching analysis research, and describe it completely and in detail in words without statistical data or numeric data. The subjects of this study were the eleventh grade students at MA Al Fatah Kota Mulya. The researcher acquired the materials from students utterance as sources of the study. In collecting of the data, the researcher used two steps such as observation and transcription: Observations were conducted during English class in four meetings by recording the teaching and learning process using a video recorder. The collected data transcribed into written form to facilitate classification. Analysis can be described as three current flows of activity, namely data reduction, data presentation, and conclusion drawing/verification (Miles & Huberman, 1984). 20

RESULTS AND DISCUSSION

Result

The researcher analyzed types of code switching in English language learning at MA Al Fatah Kota Mulya in four meetings. An analysis of code switching is presented based on each type of code switching. This analysis also presents a description of the types of code switching that occur in English language learning at MA Al Fatah Kota Mulya. 4 21 4

Table 1: Types of Code Switching Used by the Eleventh Grade Students of MA Al Fatah Kota Mulya

NO	Type of Code Switching	Occurrence	
		Number of Utterance	In Percentage (%)
1	Intra-sentential Switching	1	12,5 %
2	Inter-sentential Switching	3	37,5 %
3	Tag-Switching	4	50 %
Total		8	100 %

Based on the Table 2, show that the students used 1 (12,5%) of intra-sentential switching, 3 (37,5%) of inter-sentential switching, and 4 (50%) of tag switching. The data shows that the highest type of code switching used by the students is inter-sentential switching.

Discussion

Based on the data that has been obtained and described in the previous in this chapter, the researcher tried to analyze the types of code switching that occur in English language learning at MA Al Fatah Kota Mulya in four meetings. From the analysis that has been carried out, the researcher describes it as follows:

Analyze Types of Intra-sentential Switching

Intra-sentential switching occurred 1 times (12,5%) in English language learning at MA Al Fatah Kota Mulya. This is a type of code switching that occurs in the transition of English into Indonesian or vice versa in speech in the form of a phrase or word.

Example of the phenomena of intra-sentential switching can be seen in the follows :

Meeting 1: (Minutes 03:53-04:03)

Sarah: By the way, *ngomong-ngomong*...what is preposition?

Nisa : I don't know.

The example above shows that Sarah carries out intra-sentential switching type code switching by inserting Indonesian language in the form of phrases into English. In the question sentence, Sarah carried out code switching of the intra-sentential switching type by inserting Indonesian in the form of a phrase from English to Indonesian marked by the use of the phrase "*ngomong-ngomong*". It is called a phrase because the utterance "*ngomong-ngomong*" is an utterance that contains a group of words that do not fulfill the function of subject and predicate in a sentence. The phrase "*ngomong-ngomong*" falls into the category of prepositional phrases. Sarah intended to ask Nisa's about definition of preposition. Indonesian with the

phrase "ngomong-ngomong" in the sentence as an insert language and English with the phrase "what is preposition?" as the matrix language in English sentences.

Analyze Types of Inter-sentential Switching

Inter-sentential switching occurred 3 times (37,5%) in English language learning at MA Al Fatah Kota Mulya. This is a type of code change that occurs in the transition of English into Indonesian or vice versa in speech in the form of a clause or sentence.

Example of the phenomena of inter-sentential switching can be seen in the follows :

Meeting 1: (Minutes 26:50-26:55)

Teacher: Any question?

Rizal : My question, Mr. Saya bertanya, pak.

The example above shows that Rizal carried out inter-sentential code switching from English to Indonesian. English is the matrix language, and Indonesian is the insert language. A form of inter-sentential switching can be in the form of inserting a clause marked with underlined text in the data. The utterance "Saya bertanya, pak" is included in the clause category because the utterance consists of a subject (S) and a predicate (P). In this clause, there is a code switch from the clause in English "My question, Mr" to the clause in Indonesian, namely "Saya bertanya, pak".

Analyze Types of Tag Switching

Tag switching occurred 4 times (50%) in English language learning at MA Al Fatah Kota Mulya. This is a type of code switching that involves the insertion of tags from one language into a complete sentence in another. This code switching can be in the form of a call, tag, or bracket in different languages in the remaining sentence.

Example of the phenomena of tag switching can be seen in the follows;

Meeting 3: (Minutes 24:54-24:58)

Irma : Mr., Give me example more, ya?

The example above shows that Irma uses tag switching and type code switching from English to Indonesian. This is indicated by the sentence "Give me example more, ya?". In this sentence, there is the expression "ya" which is a short form of expression in Indonesian. This utterance is at the end of the sentence in an English sentence. Irma inserts the utterance "ya" into an English sentence. The insertion of the "ya" utterance is a discourse marker that has no meaning. This type of

tag switching occurs from English as the matrix language to Indonesian as the insert language.

CONCLUSION AND SUGGESTIONS

Conclusion

This study found code-switching utterances used by students who learn in the eleventh at MA Al Fatah Kota Mulya in four meetings. The data ¹⁹ show that the highest type of codeswitching used by the students is tag switching, followed by inter-sentential switching, and lastly ^{is} intra-sentential switching.

Suggestions

Based on the findings, discussion, and conclusions described previously, the advice that researchers can give to students is that they hope that students can use code switching wisely as a learning strategy to create a good English learning environment. It is important to pay attention to code switching, which can be used creatively in the learning process as a tool for communicating and discussing with the teacher or between students in the class, so that English learning can run smoothly and learning objectives can be achieved. For other researchers who will conduct similar research related to the phenomenon of code switching in the school environment, social environment, social media, or digital media, ¹² this research can be used as a reference to help complete the research being conducted. The phenomenon of code switching still occurs frequently, so other researchers in the future are expected to be able to dig deeper into code switching, such as patterns ¹⁷ of code switching use, reasons for using code switching, etc., to enrich and update related research.

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