SECOND LANGUAGE ACQUISITION: THE IMPLEMENTATION OF CODE SWITCHING IN THE TEACHING PROCESS

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ABSTRACT

In the classroom, language is a vital instrument for communication in the learning process. Although English is taught in schools, many students do not speak it as their first language. For this reason, some instructors employ code swapping in the classroom to aid with language acquisition. Finding out what forms of code switching the lecturer employed while lecturing is the aim of this investigation. In this study, the descriptive qualitative method was employed. This study was carried out at Institut Agama Islam Negeri (IAIN Bone). As an instrument for study, the researcher employed observation. The study's findings showed that the lecturer used both intra- and inter sentential code switching seven times during the teaching process. The extracts were taken from an audio recording of lecturer's teaching process.

Keywords: *Code Switching, Second Language Acquisition, Teaching Process*

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1.1. Introduction

Code switching is the practice of using two different languages or dialects in the same sentence or discussion. Code switching, according to Gumperz (1977), is the alternative employment of two or more languages in the same speech or exchange of ideas. Code-switching gained recognition as a distinct phenomena and strategy used by foreign language teachers in the 1980s. Since then, there has been discussion on the benefits and drawbacks of alternating between the target language (TL) and the native language (L1) in a classroom setting for language learning (Jingxia, 2010). According to Wong-Fillmore (1985), students who are accustomed to hearing their teacher speak in the L1 are more likely to disregard the TL and so miss out on important TL information.

Code switching, according to Modupeola (2013), makes learning more pleasurable for students because it facilitates their comprehension of what their lecturers are saying. Understanding what is being said gives the learners psychological support, reduces their tension and anxiety, and improves their comfort level when learning. In that state, students are better able to concentrate and participate in class activities. Here, a language, dialect, style, register, or variety is referred to as the "code" (Saragih, 1997).

Code-switching, according to Meisel (1994), is the capacity to choose language based on the interlocutor, the situational context, and the topic of discussion. This is more akin to "changing languages with a single conversation," as defined by Baker and Jones

(2012). The goal of the discourse is the primary function of the code-switching strategy. The majority of time, code-switching is regarded as linguistically inept potential. However, because of the research investigations completed over the past 20 years, it is also viewed as having a specific potential.

Jendra (2012) states that there are two categories into which code switching falls. The first is based on contextual classification and the second is based on grammatical classification. Based on contextual classification, Callahan (2004) divides code switching into three categories: (1) *situational code switching*, which happens when language is used differently depending on the situation; (2) *metaphorical code switching*, which occurs when perception, purpose, or topic of the conversation changes; (3) *conversational code switching*, which happens when the same speaker uses two languages within the same speech even. Saville-Troike (2008) states that metaphorical code switching occurs within a single situation but adds meaning to elements like the role-relationships being expressed. Conversational code switching, according to Gumperz (1999), is the conjunction of speech passages from two distinct grammar systems or subsystems inside the same speech interaction.

Grammatical Classification

Predicated on the categorization of grammar: (1) Tag code-switching occurs when a bilingual inserts brief expression (tags) from a different language at the end of speaker's utterances (Hamers & Blanc, 2000). (2) Inter-sentential code switching is defined as the transition between sentence boundaries, where one sentence is in one language and the other in another (Tatsioka, 2010). According to Rukh (2014), inter-sentential code-switching is the most intricate kind of code-switching. (3) Intra-sentential switching, also known as code mixing, is the act of changing terms or phrases within a single sentence. According to Kebeya (2013), intra-sentential switching is the process of switching within the same clause or sentence while including elements from different languages.

There could be a motive why a speaker mixing or switching his or her language from one language to another. As present by Hoffman (1991), there are several motives why the speakers use code mixing and code switching of their utterances. There are several reasons for this, including speaking on a specific subject, quoting someone else, expressing solidarity strongly, interjecting (using sentence fragments or sentence

connectors), repeating information to make points clear, expressing one's group identity, softening or strengthening requests or commands out of a genuine lexical need, and excluding others when a statement is meant for a small group of people.

1.2.   Research Question

According to the research the background, lecturers typically utilize code switching as a teaching method. This matter leads the researcher in finding out how the lecturers use the code switching in classroom situation. Eventually, the researcher formulate the research question to know the result of this research: *What are the types of code switching the lecturer do?*

2. METHOD

2.1   Research Design

This study used a descriptive qualitative research design. This type of study is conducted to monitor language phenomena, particularly when it comes to the switching of codes between L1 and L2. As a result, the researcher employed descriptive qualitative methodologies in this study, which alluded to natural inquiry and involved data gathering and analysis. In fact, this study included an analysis of the lecturer's code-switching in the setting of the classroom. Whereas the researcher recorded the lecturers' words as they taught and students learned in the classroom using a direct observation method in order to get data.

2.2. Research Participant

The participant of this research was a lecturer of Institut Agama Islam Negeri Bone (IAIN Bone) that selected to be the participant which decided by using purposive sampling technique. Criteria for selecting the participants was the lecturer who do the code switching in the teaching process.

2.3. Research Instruments

For answering the research question, the researcher used observation to get the data in the classroom. The Oxford English Dictionary (1989) defines observation as the act of closely observing something or someone in order to learn more. It can fully depict a

description of conduct in a particular context. During the observation, the researcher acted as non-participant observer and recorded taken. The researcher observed the utterances that the lecturers used when did the code switching. In audio recording the researcher used handphone to collect the data. The observation done in two meetings after the researcher got saturated data. Observation method used field note and audio recorder, because to analyze the spoken language, the researcher needed to synchronize the data collected with the data from audio recorder that will be transcribed

2.4. Data analysis

After gaining and collecting the data, the researcher took the next step that was analyzing the data. In analyzing the data, the researcher used some procedures as follows: transcribing the data, identifying the data, classifying the data, and drawing conclusion.

3. FINDINGS AND DISCUSSION

3.1. Finding

Inter Sentential Code Switching

Inter sentential switching is the process of switching between sentence borders, when one phrase is in one language and the other is in another. The extracts that followed served as illustrations of inter sentential switching:

Extract 1

"Think what? Tergantung stimulus apa yang diberikan (It depends on what stimulus is given)."

In this extract, the lecturer asked **"Think what? Tergantung stimulus apa yang diberikan (It depends on what stimulus is given)."** The lecturer explained about the use of human essense to the stimulus given. The utterance was categorized as inter sentential switching because it could be seen that the lecturer used two kind of languages; English in one sentence and Indonesian language in other sentence.

Extract 2

"So that is what is called as psychology. Ilmu kejiwaan atau ilmu yang mempelajari bagaimana manusia berpikir (Psychiatric science or the study of how humans think, how someone's mental process goes)."

In this extract, the lecturer stated **"*So that is what is called as psychology. Ilmu kejiwaan atau ilmu yang mempelajari bagaimana manusia berpikir (Psychiatric science or the study of how humans think, how someone's mental process goes).*"** The lecturer explained about what is called as psychology. The lecturer switched his sentences. The first sentence was English and the second sentence was Indonesian language. This utterance categorized as inter sentential switching.

Extract 3

"Next, the scope of pyscholinguistics. Pertama adalah bahasa itu sendiri (The first is the language itself)."

In this extract, the lecturer said *"Next, the scope of pyscholinguistics. Pertama adalah bahasa itu sendiri (The first is the language itself)."* The lecturer explained about the next material which is the scope of psycholinguistics. The utterance was categorized as inter sentential switching because the language of the speaker's first sentence was different with his second sentence.

Intra Sentential Code Switching

Intra Sentential code switching is the shift phrases or terms different language in a single sentence. It frequently takes place inside one phrase or maybe one phrase. The following extract were the example of intra sentential switching:

Extract 4

"Pada saat ada hakikat stimulus yang terjadi, maka dari itu pakar pyschology cenderung menganggap bahwa (When there is the nature of the stimulus occurs, therefore psychologists tend to assume that) psychology mengkaji cara berpikir manusia dengan segala manifestasinya yang mengatur perilaku manusia (examines the way of thinking of humans with all its manifestations that regulate human behavior)."

In this extract, the lecturer said **"*Pada saat ada hakikat stimulus yang terjadi, maka dari itu pakar pyschology cenderung menganggap bahwa (When there is the nature of the stimulus occurs, therefore psychologists tend to assume that) psychology mengkaji cara berpikir manusia dengan segala manifestasinya yang mengatur perilaku manusia (examines the way of thinking of humans with all its manifestations that regulate***

human behavior)." The lecturer alternated between using Indonesian and English words in his lecture, concluding with another use of Indonesian in a single sentence boundary. Because the lecturer transitioned to a different language, the lecture was classified as intra sentential switching.

Extract 5

"If these two disciplines dikombinasikan (are combined) in one good correlation named psycholinguistics, then it can be said bahwa (that) psycholinguistics is the branch of linguistics that studies a person's mental processes when carrying out proses komunikasi (the process of communication)."

In the extract above, the lecturer explained about the combination of psychology and linguistics. *"If these two disciplines dikombinasikan (are combined) in one good correlation named psycholinguistics, then it can be said bahwa (that) psycholinguistics is the branch of linguistics that studies a person's mental processes when carrying out proses komunikasi (the process of communication).* It can be seen that the lecturer used intra sentential switching, because it involved within a sentence the speaker switched from English then uttered it to Indonesian language and he was back the utterance to English and back to Indonesian language again.

Extract 6

"Contoh komunikasi yang tidak menggunakan bahasa adalah (The examples of non-language communication are) body language, smiling, expression, even the traffic light dapat mengkomunikasikan simbolnya dengan pengguna jalan (can communicate the symbol to the street users)."

In this extract above it can be seen that the lecturer used intra sentential switching, because it involved within a sentence the speaker switched from Indonesian language to English and back to Indonesian language again in one sentence boundary. The lecturer explained about the example of a non-language communication *"Contoh komunikasi yang tidak menggunakan bahasa adalah (The examples of non-language communication are) body language, smiling, expression, even the traffic light dapat mengkomunikasikan simbolnya dengan pengguna jalan (can communicate the symbol to the street users)."*

Extract 7

"Bedanya (The difference is), linguistics studies the structure of language, sedangkan (while) psychology examines language behavior or processes."

In this extract, the lecturer said **"Bedanya (The difference is), linguistics studies the structure of language, sedangkan (while) psychology examines language behavior or processes."** The lecturer started off speaking in Indonesian, remained in that language for the duration of the speech, and then finished the phrase in English. Because there was another language spoken in the middle of the phrase, it was stated that the utterance was characterized as intra sentential switching.

3.2. Discussion

The present research aimed to explore the types of code switching the lecturer do when teaching. Seven extracts of code switching were presented as the samples of teaching process. Those extracts were transcribed from audio recording of lecturers' teaching process. The findings show that in teaching process, the lecturers tended to switch their language into both native and target language. They did it because it help them in having communication. In the classroom setting for foreign language learning, it is beneficial to employ both the target language (TL) and the native language (L1) (Jingxia, 2010). Additionally, Modupeola (2013) asserted that because code switching allows students to understand what their lecturers are saying, it makes learning more enjoyable for them.

Muysken (2000) describes a variety of code switching strategies that are dependent on the scope of switching where language occurs and the grammatical classification, including tag code-switching, inter-sentential switching, and intra-sentential switching. The researcher discovered that lecturers employed two distinct forms of code swapping during the instructional process. Those types are presented below:

Inter sentential switching is the first. The researcher discovered that lecturers also displayed this kind of code switching during the teaching process based on observations made in the classroom. By switching two distinct sentences with different languages, the lecturer are able to change their language using code switching. Additionally, they make it simple for the audience to comprehend the lessons that the lecturers taught the students. Extracts 1, 2, and 3 demonstrate this. This relates to Tatsioka's (2010) theory, which

defines inter sentential switching as the transition across sentence boundaries—that is, when one sentence is in one language and the next is in a different one. The result of this study is in line with the theory from Rukh, et. al (2014) who state that inter-sentential code-switching is the most complex from others types of code switching.

The second is called intra sentential code switching. Intra sentential code switching is the process of changing words or phrases within a sentence from one language to another. It happens in a word or perhaps a phrase quite frequently. Intra sentential switching, as described by Kebeya (2013), is switching that occurs within a single phrase or sentence that also contains content from both languages.

Additionally, this is consistent with the findings of this study. The study discovered that lecturers employed intra-sentential switching more frequently than inter-sentential switching based on observations made in the classroom. In this case, the lecturers employed this switching when they frequently used Indonesian terms and expressions in their classroom instruction. The form of this code switching allows the lecturers to insert a word and phrase in a sentence with different language. It can be seen in extract 4, 5, 6, 7.

4. CONCLUSION

4.1. Conclusion

To summarize, code switching is beneficial to both students and teachers. This permits students to comprehend the challenging elements of the lecture while also allowing them to engage in it. It also assists students in connecting their past information. It aids with classroom management. All forms of code switching, including Intra sentential, Inter-sentential, and Tag Switching, have an impact on English acquisition. During teaching and learning activities, each form of code switching has an impact on students' knowledge of English.

4.2. Suggestions

Based on the findings and discussion of this research, the researcher offered three points of ideas which are addressed to the English lecturers, students and the next researchers in terms of code switching, in order that they have new insight about it. The points were elaborated in the following: (1) The result of this study can be used by the

English lecturers as a reminder to apply the appropriate code switching in the process of teaching and learning in the classroom. Actually, to be a good lecturer we should be able to consider our code in communication, in other that the students feel comfortable and easily to understand when we give explanation to them. (2) The lecturers were recommended to use more variety of code switching in teaching process to help the students easy to understand the explanation. (3) Through this research, the researcher suggested that this research can be extended by conducting in other different participant, content, and setting. It will be more interesting to investigate deeply about code switching.

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