

Code Switching for English Language Teaching and Learning in EFL Classroom

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ABSTRACT. Indonesia is a multilingual and multicultural country. The language situation in Indonesia is very complex because Indonesia has many tribes and also a lot of vernacular languages. English language plays an essential role in a multilingual society. Teaching English is not easy task so that is why the educator needs strategy to teach English as a Foreign Language (EFL). The educator has big influences to reach the students' comprehend the materials. In the process of teaching and learning English, one of the best ways is using code switching. Code switching is a valuable strategy in assisting English language teaching and learning procedure, particularly at the basic level of English language. This paper sets out the concept and the function of code switching for English language teaching and learning in EFL classroom.

Keyword: Code switching, Multilingual, EFL

1. INTRODUCTION

People use language to communicate each other. When two or more people communicate with each other in speech, we can call the system of communication that they employ a code. In most cases that code will be something we may also want to call a language. In society, people need communication using language to express their ideas or feelings. Language used by society takes different forms and languages. In other words, a language is what the members of a particular society speak. (Wardhaugh, 2010)

Indonesia is a multilingual and multicultural country. The language situation in Indonesia is very complex because Indonesia has many tribes and also a lot of vernacular languages. Indonesia has National Language that is Bahasa Indonesia. Furthermore, English language plays an essential role in a multilingual society. English as International Language has role in the socio-economic, political, social, and cultural lives in several countries. Language can be various in heterogenic societies because they have different habitual and social background.

Teaching English is not easy task so that is why the educator needs strategy to teach English as a Foreign Language (EFL). The educator has big influences to reach the students' comprehend the materials. In the process of teaching and learning English, one of the best ways is using code switching. Code switching is the phenomenon that the speakers shift from one language to another during conversation. Crystal in Skiba (1997), there were three possible reasons for the switching from one language to another. First, the speaker may not be able to express him or herself in one language so he or she switches to another language in order to compensate for deficiency. Second, switching commonly occurred when the individual wishes to express solidarity with a particular social group. Third, the alteration occurred when the speakers wishes to convey his or her attitude to the listeners. Where monolingual speakers can communicate these attitudes by means of variations in the level of familiarity in their speech, bilingual speakers can convey the same by code switching.

This paper will focus on the function of code switching for English language teaching and learning in EFL classroom.

2. REVIEW OF RELATED LITERATURE

Indonesia is a multilingual and a multicultural country which has rich of language and culture. In this situation, the people must have communicative competence to communicate each other. Aware or unaware, they switch code or language in a normal conversation. Nababan (1991) views code switching occurs in language situation that requires the speaker change the use of language or language variation. Other expert views that code switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles. (Hymes in Chaer, 2004). All these definition above infer that code switching occurs as alternate to use two or more languages in language situation.

In language situation, other expert divided code switching into two kinds, namely intern and extern code. They stated that code switching divided into two, intern and extern code switching. Intern code switching refers to shift code between their languages. For instance, code from Indonesian language into Javanese. Extern code refers to change one language or verbal repertoire into foreign language. (Soewito in

Agustina, 2004). Intentionally, Modupeola (2013) stated that code switching is regarded as a communicative phenomenon of constantly switching between two languages in a bilingual's speech repertoire. Wijana (2006) said that code switching is an event of switching from one code to another code. It can be said that code switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. (Wikipedia, 2015).

Code switching occurs due to factors such as situations, subjects in bilingual or multilingual situation. Code switching can be shifted the language into vernacular language or foreign language. This event switch one code to another code. Apple in Agustina (2004) stated that code switching occur between language. The other expert added that code switching is not only occurring between languages but it can occur between styles or variations in one language. (Hymes, 2004). According to Hymes in Chaer (2004), code switching has become a common term for alternate us of two or more language, varieties of language, or even speech styles.

These definitions infer that the code switching occur because of circumstances, subject in bilingual and multilingual situation. It is not only occur because of languages but also styles or variation in a language.

3. DISCUSSION

In this section, it is explained the concept and function of code switching in language teaching and learning.

3.1 Concept of Code Switching in Language Teaching and Learning

Code switching is seen to be a valuable strategy in assisting English language teaching and learning procedure, particularly at the basic level of English language where it is a language skills being acquaintance with the students. It is an effective opportunity to transfer the language teaching and learning of thoughts from the educators to the students. Presenting the code switching at the starting phases of learning will create the effective and successful learning process. It will be assisting the students' proficiency in English language.

Code switching helps the learners to enhance understanding in the educators' materials. The intelligible input allows the students to feel less unpleasant, stressful, unconfident, and more relaxed to learn. When they are relaxed in studying English without any anxiety, the students are able to take a part in classroom activities effectively.

Fishman in Agustina (2004) said that caused of code switching have to see from problem of sociolinguistics that is *siapa berbicara, dengan bahasa apa, kepada siapa, kapan, dan dengan tujuan apa*. Code switching includes speaker, listener, changing situation because there is third person in conversation, changing formal situation to informal situation or vice versa, and changing the topic.

3.2 The Function of Code Switching

In teaching process, the educators' switch the code to perform their language. The activity in teaching and learning process, the educators conscious and unconscious use one or more than language to explain the materials. The educators' perform code switching as a teaching strategy to enhance students understanding of materials. It encourages the stream of classroom guideline since the educators do not need so much energy to explain the learners for the easiest words.

Mattson & Burenhult (1999) give a brief explanation the function of code switching as topic switch, affective functions, and repetitive functions. In topic switch cases, the educators alter his or her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the educators shifts his language to the mother tongue of his students dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue. At this point it may be suggested that a bridge from known native language to unknown new foreign language content is constructed in order to transfer the new content and meaning is made clear in this way.

Other function is affective function. The phenomenon also carries affective functions that serve for expression of emotion. In this respect, code switching is used by the educators in order to build solidarity and intimate relations with the students. In this sense, one may speak off the contribution of code switching for creating a supportive language environment in the classroom.

In repetitive function, the educators use code switching in order to transfer the necessary knowledge for the students' clarity. Following the instruction in target language, the educators' code switches to native language in order to clarify meaning, and in this way stresses importance on the foreign language content for efficient comprehension. However, the tendency to repeat the instruction in native language may lead to some undesired student behaviors. A learner who is sure that the instruction in foreign language will be followed by a native language translation may loose interest in listening to the former instruction which will

have negative academic consequences; as the student is exposed to foreign language discourse limitedly. It means that the students do not understand the meaning or can not catch deeply the educators' language. So, to clarify the meaning, educators explain the materials in native language or by using simple words.

4. CONCLUSION

The code switching occurs due to factors such as situations, subjects in bilingual or multilingual situation. In teaching process the educators' switch the code to perform their language. It is as teaching strategy to enhance students understanding of materials. Code switching have function to support teaching and learning process. They are topic switch, affective functions, and repetitive functions. In topic switch cases, the educators alter his or her language according to the topic that is under discussion. The affective functions build solidarity and intimate relations with the students. In repetitive function, the educators use code switching in order to transfer the necessary knowledge for the students' clarity.

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