

CODE SWITCHING BETWEEN ENGLISH AND INDONESIAN LANGUAGES IN THE TEACHING OF PRONOUNS FOR GRADE X OF SMA ON YOUTUBE

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Abstract

Language is an element which is most important to communicate in human life. In that situation, there will be some switching activities take place. This activity is called code switching. Interestingly, code switching is done not only in real classroom teaching. Code switching is also found in videos delivered by teachers when they made online teaching materials, like those in YouTube. So as the teacher in the teaching of pronouns using YouTube, the writer had this interest as there are many types of code switching and its functions and the writer would like to find out the types of code switching that were used most frequently to help students understand the English lesson. This research is using descriptive qualitative research based on Poplack and Gumperz theories. The data in this research are the utterances of teacher in teaching of pronouns for grade X of SMA on YouTube. The result of this research were found (6) inter-sentential switchings, (9) intra-sentential switchings, and (2) tag switchings. Meanwhile, the functions were found (4) addressee specifications, (5) reiterations, and (1) message qualification.

Keywords: Code Switching, Online Teaching and Learning, YouTube

INTRODUCTION

Language is an element which is most important to communicate in human life. In the implementation of language itself, human do not master just one language but they are able to be bilingual or even multilingual to support their communication in social life. The people who understand more than one language, usually master English language as one of the language that they master. It is caused by the fact that English a universal language that is commonly understood by most people in the world.

At schools, students took English subject as a compulsory subject. It aims to introduce one of foreign languages with the intention of familiarize with that, so they can understand what people from different country said. It happens because English is used in every major of life.

In bilingualism, it is realized that two participants will communicate to each other in two languages. In that situation, there will be some switching activities take

place. This activity is called code switching. It happens if the teachers explain in English and somehow she or he may switch some code or terms into Indonesian, so the students may get better understanding in the teaching learning process.

In language classroom, code switching is employed to facilitate students' comprehension at various educational levels; kindergarten (Huerta-Macias and Quintero, 1992), secondary (Flyman-Mattsson and Burenhult, 1999), and university (Greggio and Gil, 2007). Alternatively, code switching is a strategy for teachers to adapt to students' English proficiency, teaching goals, and a teacher role in a university setting in China (Yang, 2004). These findings, however, are based on teachers' reports of their reasons of using code switching.

Code switching can be found effective in teaching and learning in a classroom context. In the classroom, the teacher often switches his or her language

during teaching and learning process in conveying his or her messages in the classroom.

Interestingly, code switching is done not only in real classroom teaching. Code switching is also found in videos delivered by teachers when they made online teaching materials, like those in YouTube. YouTube, founded in 2005, is a video sharing site which is considered to be a new relatively phenomenon, and teachers together with writers have started to pay close attention to its possibilities within the educational setting (Mullen and Wedwick, 2008). In addition, it was suggested by Mullen and Wedwick (2008) that videos have the potential to enhance almost any classroom lesson and these are available on YouTube and other video sharing web sites such as TeacherTube, SchoolTube, United Streaming, OneWorldTV, Yahoo! Video, Google Video, and MSN Soapbox. YouTube provides free access to substantial amount of educational videos (Buzzetto-More, 2014) making it a viable option for students to receive useful material for learning purposes.

However, there is a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube website. YouTube is considered a source of online material that can play a key role in the teaching and learning fields. As many writers have observed, learners can gain positive indicators when they watch authentic and real-life clips (Maness, 2004). In addition, it is likely to make the learning process more fun and meaningful. Furthermore, it gives students the opportunity to memorize their lesson more easily.

The writer was interested to study the use of code switching in the video delivered by teacher in teaching English. The writer had this interest as there are many types of code switching and its functions and the writer would like to find out the types of code switching that were used most frequently to help students

understand the English lesson. Besides, the writer wanted to discover the functions of the code switching used by the teacher.

RESEARCH METHOD

According to Glesne (2011) as cited in Babchuck and Badiee, qualitative research is a type of research which focuses on qualities such as words or observations that are not easy to quantify and lend themselves to interpretation and deconstruction. Similar with Glesne, Flick et al. (2004) states that qualitative research tends to describe life worlds from the point of view of the participant. Therefore, relates to the research suggested by Glesne, the writer used qualitative study because the writer analyzed the data and then described the finding to answer the research questions.

The data of this research is the result of the documentation. A data source was a person, something or place that provided information for a piece of research. Arikunto (2006) stated that source of the data was subject who gave the data or information or where the data was gotten from. In this research, the data source was the utterances of the teacher who is teaching pronouns for grade X of SMA on YouTube taken from video at <https://youtu.be/VHxy3gsqEPE>.

In collecting the data, some steps were applied:

1. Watching and downloading the video of teaching of pronouns for grade X of SMA on YouTube.
2. Listening to the audio for transcribing the data.
3. Taking a note to the utterances which contain the type code switching.
4. Grouping the data that has identified, then classified based on the form, the types and the functions of code switching.

Meanwhile, In this research descriptive qualitative technique was applied to analyze the data, and the data was analyzed through some steps as follows:

1. Identifying the types of code switching in the teaching of pronouns for grade X of SMA on YouTube
2. Classifying the types of code switching based on the video
3. Determining the most dominant types of code switching
4. Describing the functions of code switching in the teaching of pronouns for grade X of SMA on YouTube

FINDINGS AND DISCUSSION

The writer analyzed the data that has been collected. The writer described and discussed the data found from the video. This study described the code switching utterances made by the teacher in teaching pronouns for grade X of SMA on YouTube.

Based on the analysis, the writer found 17 code switching used by the teacher in her video. They are

No.	Utterance	Inter-sentential switching	Intra-sentential switching	Tag switching
1	What will we discuss in this meeting, <i>ya</i> ?			✓
2	<i>Apa, ya?</i> Anybody want to answer?			✓
3	Dalam pengertian tadi ada kata substitute. <i>Now find the meaning of substitute on your dictionary</i>	✓		
4	Yup, substitute means <i>menggantikan</i>		✓	
5	Masih ingat yang saya		✓	

	sampaikan di <i>general review</i> ?		
6	<i>Ada empat, kan</i> , the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun		✓
7	Subjective pronoun is used as the subject of a sentence. <i>Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat</i>	✓	
8	Kalian tahu apa itu <i>subject</i> , kan?		✓
9	Subjective pronoun are I, you, we, they, he, she, <i>dan</i> it		✓
10	How many? <i>Ada berapa?</i>		✓
11	Dalam kalimat ini terdapat dua orang sebagai <i>subject</i> yaitu <i>she</i> dan <i>i</i>		✓
12	Sementara <i>last night</i> artinya kemarin malam		✓
13	Jadi apa saja possessive adjective itu? <i>Possessive</i>	✓	

	<i>adjective are my, four, our, their, his, her, and its</i>	
14	However possessive pronoun are not followed by noun. <i>Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda</i>	✓
15	Fill the blank. <i>Berikut kalimatnya</i>	✓
16	For number one <i>apakah you, your atau yours?</i>	✓
17	Now, it is for number two. <i>Apakah jawabannya?</i>	✓

According to the types of code switching above, the writer classified them into the functions of code switching

No.	Utterance	Function
1	What will we discuss in this meeting, <i>ya?</i>	—
2	<i>Apa, ya?</i> Anybody want to answer?	Addressee Spesification
3	Dalam pengertian tadi ada kata substitute. <i>Now find the meaning of substitute on your dictionary</i>	Addressee Spesification
4	Yup, substitute means	Reiteration

	<i>menggantikan</i>	
5	Masih ingat yang saya sampaikan di <i>general review?</i>	—
6	<i>Ada empat, kan</i> , the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun	Reiteration
7	Subjective pronoun is used as the subject of a sentence. <i>Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat</i>	Reiteration
8	Kalian tahu apa itu <i>subject, kan?</i>	—
9	Subjective pronoun are I, you, we, they, he, she, <i>dan it</i>	—
10	How many? <i>Ada berapa?</i>	Reiteration
11	Dalam kalimat ini terdapat dua orang sebagai <i>subject</i> yaitu <i>she</i> dan <i>i</i>	—
12	Sementara <i>last night</i> artinya kemarin malam	Reiteration
13	Jadi apa saja possessive adjective itu? <i>Possessive adjective are my, four, our, their, his, her, and its</i>	—
14	However possessive pronoun are not followed by noun. <i>Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda</i>	Message Qualification
15	Fill the blank. <i>Berikut kalimatnya</i>	—
16	For number one <i>apakah you, your atau yours?</i>	Addressee Spesification

17 Now, it is for Addressee number two. *Apakah Spesifikasi jawabannya?*

For more detailed of the finding, the writer presented the following discussion:

1. Inter-sentential switching

Inter-sentential switching happens when the speaker completed a sentence in one language, switches to another language in the next sentence. The writer found 6 utterances in this research:

- a. Dalam pengertian tadi ada kata substitute. Now find the meaning of substitute on your dictionary.

The code switching occurred in the sentence "Now find the meaning of substitute on your dictionary." It has the meaning "Sekarang temukan arti substitute di kamus kalian." It happened when the teacher started explaining about pronoun.

- b. Subjective pronoun is used as the subject of a sentence. Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat.

The code switching occurred in the sentence "Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat." The teacher switched to Indonesian so the student can easier to understand.

- c. Jadi apa saja possessive adjective itu? Possessive adjective are my, four, our, their, his, her, and its.

The teacher used code switching in the sentence "Possessive adjective are my, four, our, their, his, her, and its." it happened when the teacher gave explanation to the student.

- d. However possessive pronoun are not followed by noun. Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda.

The code switching occurred in the sentence "Jadi bedanya dengan possessive adjective di sini

penggunaan pronoun tidak disertai dengan noun alias kata benda." as the utterance of teacher to compare in using noun between possessive pronoun and possessive adjective. It happened when the teacher informed the student about the material.

- e. Fill the blank. Berikut kalimatnya. The teacher used code switching in the sentence "Berikut kalimatnya." it happened when the teacher gave the practice to the student at the end of explaining the material.
- f. Now, it is for number two. Apakah jawabannya?

The code switching occurred in the sentence "Apakah jawabannya?" it has the meaning in English "What is the answer." as the teacher's utterance in checking the student comprehension. It happened when the teacher asked the student about the answer of the practice that the teacher gave today.

2. Intra-sentential switching

Intra-sentential switching occurs when a word, a phrase, or a clause from another language within the same sentence. From the analysis, there are 9 utterances of this type:

- a. Yup, substitute means menggantikan.

The code switching occurred when the teacher clarified the student that the meaning of substitute in Indonesia is "menggunakan".

- b. Masih ingat yang saya sampaikan di general review?

The code switching occurred when the teacher reminded the student about what she taught in previous lesson.

- c. Ada empat, kan, the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun.

The code switching occurred in the phrase “Ada empat, kan” it has the meaning “There are four types”. It happened when the teacher mentioned types of pronoun.

- d. Kalian tahu apa itu subject, kan?

The code switching occurred when the teacher asked the student about subject to check the student’s comprehension.

- e. Subjective pronoun are I, you, we, they, he, she, dan it.

The teacher used code switching “dan” it has the meaning in English “and” as the conjunction.

- f. How many? Ada berapa?

The code switching occurred when the teacher asked the student and to give better understanding of the teacher’s question.

- g. Dalam kalimat ini terdapat dua orang sebagai subject yaitu she dan i.

The code switching occurred when the teacher explained the example to the student.

- h. Sementara last night artinya kemarin malam.

The code switching occurred when the teacher explained the student the example then informed the student about the meaning of “last night” so the student can understand.

- i. For number one apakah you, your atau yours?

The teacher used code switching “apakah you, your atau yours?” it happened when the teacher asked the students about the answer of the exercise that the teacher gave.

3. Tag switching

This type of code switching means inserting a tag in one language to an utterance that is otherwise in another language. Here the writer found 2 utterances of tag switching:

- a. What will we discuss in this meeting, ya?

The tag switching happened when the teacher started the learning process to asked the student about what the material they going to discuss by adding “ya”.

- b. Apa, ya? Anybody want to answer?

The tag switching occurred when the teacher asked the student who was going to answer the question.

4. Quotation

The switching occurs when the speaker quotes other people speech. The main function of quotation is to quote other people’s speech, usually famous one, and people like to use the same code so the message of it will be delivered well. But in this research, there is no code swiching which be identified as a quotation.

5. Addressee specification

The switch can be used to direct message to one or several possible addressees. This function of code switching is to draw someone’s attention so that he or she in a particular conversation or topic discussed. Here, the writer found 4 examples of addressee specification:

- a. Apa, ya? Anybody want to answer?

Firstly, the teacher spoke in Indonesian and switched her question in English in order to direct the message to the student. The message showed about the relationship between the teacher and the students.

- b. Dalam pengertian tadi ada kata substitute. Now find the meaning of substitute on your dictionary.

The teacher used Indonesian and switched to English when asked the student to open their dictionary and find the meaning of substitute in directing the message. The teacher used English to showed that she gave instruction to the students.

- c. For number one apakah you, your atau yours?

The teacher switched from English to Indonesian in order to direct the message to the students using Indonesian. The teacher asked in Indonesian to mention three options then the students who are Indonesian speaker were able to choose the answer. By doing this, the teacher's message could show caring and empathy.

- d. Now, it is for number two. Apakah jawabannya?

The teacher switched from English to Indonesian. First, the teacher talked in English but when she asked the students about the answer then she changed into Indonesian "Apakah jawabannya?". The teacher did that to direct her utterance, the message to show attention and caring.

6. Interjection

The switch serves to mark an interjection or sentence filler in order to get the attention to show strong emotion or expressing surprise. From this research, there is no code switching which could be analyzed as interjection.

7. Reiteration

Reiteration or call as repetition. The function of this switching is to repeat the message from one language to another language. The purposes of the repetition are to amplify, emphasize, or clarify the message. The repetition is not usually in the form of literally repeated but it also can be in the modified one. In this research, reiteration consists of 5 examples:

- a. Yup, substitute means menggantikan.

The teacher tended to switch the word "substitute" to "menggantikan". It is called reiteration.

- b. Ada empat, kan, the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun.

The repetition is in the form modified one as what the teacher said "...the first one is subjective pronoun, the second one is objective pronoun, the third one is possessive adjective, and the last one is possessive pronoun" which is the repetition of the sentence " Ada empat, kan". The teacher repeated by mentioning to make it clear that there are four points.

- c. Subjective pronoun is used as the subject of a sentence. Jadi, subjective pronoun itu digunakan sebagai subject dalam kalimat.

The teacher tended to switch English to Indonesian in order to repeat a message delivered in English. The teacher used Indonesian to emphasize the meaning of the message they said in English "Subjective pronoun is used as the subject of a sentence". The message has been delivered in English and repeated literally in Indonesian.

- d. How many? Ada berapa?

The teacher tended to switch English to Indonesian in order to repeat a message delivered in English. The teacher used Indonesian to emphasize the meaning of the message they said in English "How many?". The message has been delivered in English and repeated literally in Indonesian.

- e. Sementara last night artinya kemarin malam.

The teacher repeated the phrase last night to be kemarin malam to emphasize the meaning so the student can understand what the teacher said.

8. Message qualification

This function of code switching means that the switching in one code is employed as qualifying message to the main message conveyed in another code. The writer found 1 example of message qualification:

However possessive pronoun are not followed by noun. Jadi bedanya dengan possessive adjective di sini penggunaan pronoun tidak disertai dengan noun alias kata benda.

From the analysis above, it showed that the message was delivered in English, then the teacher switched into Indonesian to qualify the message about the difference between possessive pronoun and possessive adjective in the using noun. It became an explanation of pronoun to the students.

9. Personalization versus objectification

This function is related to the distinction between the talk about action and talks as the action. It shows the speaker's involvement in a conversation, and how it reflects her or his personal opinion or refers to specifics topic. But there was no code switching which could be analysed as objectification in this research because the teacher explained based on the material and not conveyed her opinion at all.

CONCLUSION

Based on the finding of the research and discussion, the writer summarized the result of this research.

The findings of the study show that there were 17 code switching done by the teacher in the teaching of pronouns for grade X of SMA on YouTube. There were three types of code switching used namely inter-sentential, intra-sentential, and tag switching. First, the inter-sentential switching was 6 done times (35.29%). The second, intra-sentential switching was done 9 times (52.94%). The last type, tag switching was done twice (11.76%). Next,

based on the functions of code switching there were six functions of code switching; the first was quotation but there was no this function which could be found in this research (0%). The second was addressee qualification which was done 4 times (23.52%). The third function was interjection and it was not done by the teacher (0%). The fourth function of code switching was repetition (29.41%) which was done 5 times. Next was message qualification which had been done 1 time (5.88%). The last was personalization versus objectification but there was no code switching which could be categorized as this function in this research (0%).

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