THE CODE SWITCHING IN TEACHING AND LEARNING ENGLISH PROCESS FOR HEALTH INFORMATION MANAGEMENT STUDENTS AT DELI HUSADA DELI TUA HEALTH INSTITUTE

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Abstract

Most of the students come from different areas, cultures and tribes. According to them, English is one of the difficult subject especially speaking comprehension. This situation makes them to use code switching. It also occur in English language learning. The main topic of this research focuses on psycholinguistic in the classroom teaching-learning process of foreign language, in this case English. Psycholinguistic roles in this research are limited to the code-switching processes which performed by the English lecturer that was happened intentionally or unintentionally in process of teaching and learning English for Health Information Management students at Deli Husada Deli Tua Health Institute. The lecturer made a code switching when she introduced new information or instruction. The switching also might occur when she translated what she has just said and when she introduced the interaction particles at the beginning of their utterances. Research results showed that Bahasa Indonesia or national language was one address of having code-switching and it had important role in English language learning. Although the English class should be formally full of the use of the learned language, switching process to Bahasa Indonesia took place naturally and the use of Bahasa Indonesia had psychological roles in order to improve learning motivation and full understanding for students.

Key words : *code-switching, psychological role, teaching-learning, bilingualism*

1. INTRODUCTION

The education in Indonesia always growth every year. One of Institute that always growth is Deli Husada Deli Tua, Deli Husada Deli Tua is a college that produces the best graduates in health field. In this institute, students always study English especially Health Information Management students. Most of the students come from different areas, cultures and tribes. English is one difficult subject from the other subjects, such as Speaking Comprehension. Around the world, English is increasingly being learnt to be used as the international language. One of the main aims of TEFL (Teaching English as Foreign Language) for Healfh Information Management students is get students to able speak English fluently as much as possible.

The function of this comprehension is to promote the communicative competence.

In this case, the learners must practice communicative exchanges in the classroom so that the goal of TEFL is reached. The excellent ways and techniques for increasing the English speaking and fluency are pair and group-work. In such communicative exchanges, using own language and target language interchangeably is common and attested by many lecturers and students. It is an exchange between one language into another languages, which is include into the form of code switching. Code switching is an observed phenomenon in TEFL classrooms.

Why do students must learn foreign languages? To be good learner, a student has to have good reasons for learning languages, because learning is long, arduous

and sometimes expensive. Reasons for learning may be intangible, such as promoting a national unity in bilingual or multilingual countries or achieving a better understanding of one's own language.

What is someones reason so that student makes code switching in a conversation? When and where was the code switching occurring? Does the bilingual or multilingual person lost their national language in make communication? This is some question which is interesting and have challenge that have relation with code switching. This research is qualitative study. It does not draw the conclusions on code switching that should be banned from TEFL classroom, or introduced as a resource. But this study is related to the psychological role of Bahasa Indonesia as national language in the process of TEFL.

Hartley (1928:50) said that bilingual is someone ability to used two or more than two languages. Weinrech (1982:51) said that an ideal bilingual is an ability to make code switching from one language to another according to the situation changing. A bilingual speaker uses two languages that differ in speech sound, vocabulary, syntax and a multilingual speaker. A bilingual will be referred to the first language (L1) and second language (L2).

This research finds the reasons and functions of bilingual speaker to use code switching in speech. First, the transcription and analysis of selected extracts of lecturer and student naturally-occurring in language use, participants' perspectives on their own code switching. Students said that their reason for using code switching is as a strategy that learners do intentionally or unconsciously and it also useful to achieve their communicative goals. It also occurs to establish a connection between the language level of the students and the functional character of their switches. An unexpected finding of this study revealed by students in their interviews that their lecturer also

alternates between the two codes when giving instructions or teach new grammar and vocabulary. This confirms that in TEFL classrooms, code switching comes into use either in the lecturer's or the students' discourse.

2. CODE-SWITCHING: A GROWING WORLDWIDE PHENOMENON

According to Wikipedia, in linguistics, **code-switching** or language alternation occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Language switches within an utterance or conversational session seems like language mixing, but those between conversational sessions do not (also "early bilinguals" Language System (s)," above). Normally a bilingual tends to switch to another language for a word or phrase that is over learned, or is more aptly expressed, in that language.

The degree or amount of switching varies according to situations and individual (e.g. their habits, proficiency). CS can also be willfully used to show solidarity, to include or exclude, to mark one's roles and rights, and to express an idea quicker or more accurately. CS is a natural phenomenon among Teaching English Foreign Learners (TEFL). CS is a wide variety of Sociolinguistic phenomenon as the internet, music, media, advertising, business and daily conversation. It doesn't only leads to a subtle but constant borrowing and assimilation of English words and expressions into many languages.

Code switching in ELT (English Language Teaching)

In TEFL contexts whereas students share the same first language and only use English inside the classroom, it is exclusive use second language in class is unrealistic, as the two languages are active inside the learners' heads. Both of them I will influence each

other. Code Switching is a strategy in communication, like literal translation, appeal for assistance, mime, paraphrase, or avoidance. It is a learners'strategy resort to, to compensate their lack of language competence. The functions are opposing and supporting of Code Switching usage in classroom instruction as a form of effective learning strategy. Most bilinguals use code switching (the act of inserting words, phrases, or even longer stretches of one language into the other) when they make the communication with another bilingual. Students should share the same native language if CS is to be applied in instruction (Cook 1995:58).

Types Of Code Switching

Learners as bilinguals often use Code Switching in their middle dialogue into two languages. This phenomenon occurs between sentences which is involve phrases or words or even parts of words. Phrase switches and clause switches depend on the purpose or function of the switch but are mostly inter essential because they take place between sentence. In this case, especially if the pronunciation and morphology have been adapted, we can say the words have been borrowed. A switch can be spontaneous, natural and unintentional, and work in the same way as filler, hesitations, pauses, repetition of words, and speech marks as 'er', 'uhm', 'ehm', that learners resort to, keep a turn, avoid damage and get full understanding in conversation. Unintentional slip in the mother tongue that are unconscious and natural function as discourse markers in the L2, as 'right' , 'yeah' , 'so' , 'you know'. The functional switches examples are the equivalence, the usage of elicitation and an equivalent into the other language, to reinforce, emphasize or clarify messages, group membership, language switches occur as in-group identity markers and alignment, language switches to mark rights or roles of speakers.

3. RESEARCH METHODOLOGY

Type of research which is conducted in this study was a qualitative research by using descriptive methods. The goal of qualitative research is to understand the phenomenon of what was experienced by the subject of research, such as behavior, perception, motivation, action holistically, and by using the description in the form of words and language. Descriptive method is a method that is done by analyzing the data that has been collected in the form of spoken words (speech) directly from the object that being analyzed.

Data in this study was code switching in lecturer's utterances at Deli Husada Deli Tua Health Institute. It is obtained from learners by oral data, the researcher recorded all of the lecturer and students' utterances in English teaching and learning process. The research sample were all of Health Information Management Students from grade I as many as 30 students.The source of this research is a primary source of oral sources as spoken directly by the informant as a native speaker of bataknese, karonese, nias, and Javanese language users. After all of the utterances recorded, the researcher transcribed in written language.

4. RESULT AND DISCUSSION

Code Switching as Communicative Function in the Teaching and Learning English Process

In this section presented the results of research related to lecturer's code switching communicative function in the process of teaching and learning English as a sample in this research.

a. For Clarifying

The communicative function appears when the English lecturer assume that the language was used as the language of interaction less understood by the students, so that she need code switching to Bahasa.

This function is also appears when the lecturer read materials in English and it needs to be provide additional description in Bahasa Indonesia so that students really understand to the teaching materials. Here is an excerpt of language events that showed code switching.

(1). Student 1 : *Which one is descriptive text and oooo procedural one?*

Lecturer : *Once again*

Student 1 : *Which one is descriptive and a procedural?*

Lecturer : *Do you understand the question?*

Student 1 : *No!*

Lecturer : *Can you make your friends understand?*

Student 1 : *Which one is procedural text and a descriptive text?*

Lecturer : *What do you want to say?*

Student 1 : *Mana yang lebih, mana yang lebih baik teks prosedure atau teks deskriptip?*

Lecturer : *In what case? In what case? In what case is it better? Which one: is better: a descriptive or procedural text? In what case?*

Student 1 : *Yes*

Lecturer : *What do you mean by 'yes'? Dalam hal mana yang kamu tanya: kan lebih baik?*

Student 1 : *Dalam alur penulisannya, Mom!*

b. For translating

This function is caused by the presence of words or phrases that were considered by teachers which were new for the students. In addition, this function also appeared as a lecturer's habit by using Bahasa as interaction so that by the time she quoted material in English she often directly translate it into Bahasa. The following data shows the function of translating.

(2) Lecturer : *In producing anterior, it is said here, the main obstruction of the air stream is at a point no further back tidak lebih jauh no further : back in the mouth than the alveolar ridge.*

(3) Lecturer : *Juga state your most relevant work experience. Itu diulang lagi kan? If your experience is greater than your qualification, jika : pengalaman anda lebih besar dari keahlian anda, the step 4....: maka langkah empat ini....*

c. For reinforcing

Sometimes lecturer feels the repetition of English sentences by using Bahasa. It is not only aimed to simply translate but rather to get affirmation, because if the lecturer didn't repeat again the sentences by using Bahasa, the students were already understand to her utterances.

(4) Lecturer : *What about the rest? Who hasn't got the turn yet? Yang belum mendapat giliran?*

d. For leaving a comment bilingualism

Sometimes the condition of class and students' attitudes in participating of the learning process requires lecturers to provide comments that do not have relation to the language which was learned. This comment arise because the lecturer realize that the learning process is not just a process of knowledge transfer.

(5) Lecturer : *.........it seems you haven't understood. Rupanya masih ada yang tidak mengerti topik itu tidak?*

Tidak menyontek itu yang penting. Perlukah menyontek milik temanmu?

Student : *No*

Lecturer : *No. Anda ikuti semua kegiatan. You follow all activities!*

e. For marking the conclusion, repetition or transition topics

In the learning process which was dominated by the lecturer, code switching emergence of English to Bahasa with very high frequency was possible existence. The simplest of code switching for lecturer is the utterances of 'nah' and 'ya' which is start the emergence of conclusion; the repetition of words, phrases or terms; and at the time of transitions topic.

(6) Lecturer : *Right. The mother speaks all the time..Give the child chance: to speak. Nah, this is the idea of interaction..*

(7) Lecturer : *Do you still remember what SPE system stands for? The sound pattern of English ya!*

(8) Lecturer : *Nah, we start to discuss now what we mean by consonants.*

Psychological role of Bahasa as National Language in the Teaching English as Foreign Language (TEFL) process

The language's circumstances in Indonesia is unique, interesting, and challenging for studied. In this country, there are a lot of regional languages. The vernacular is the first languages for most people of Indonesia. Thus, most Indonesia people consider that bahasa Indonesia can be referred as second language. However, teaching and learning Bahasa as national and intermediate language in education has started from the lower educational level. In education, the use of Bahasa is quite dominant. Although it is not fairly evenly, Bahasa could be considered as a mother tongue, especially if we associated with educational environment. Because of it, mother tongue which is referred in this research is Bahasa, the intermediate language which is use for each level of education in Indonesia.

As noted above, code switching from English to Bahasa is commonly encountered in the process of learning English. This fact shows that the role of the mother tongue is not merely sociolinguistic but also psychological. The code switching's occurrence as described above is partially of sociolinguistic role, while speakers' factors and motivations to make code switching can be regarded as a psychological role. Theoretically and based on empirical evidence, the code switching events involving social and psychological function of language. Theoretically in teaching English class, the lecturer should make English as the instruction language in classroom. But in reality shows that lecturer and students are not loyal enough to keep using the foreign language in communicating in class. Presumably, it quite reasonable because they are bilingual and multilingual. As the expert of bilingual said that now a days 60% peoples in this world is multilingual (Richard & rogers, 1986). The prevalence of code switching as we found in the real society, it also occurs in the classroom interaction. It also proved that the role of mother tongue is not only social but also psychological, roles associated with mental and emotional condition of speakers.

Actually, the use of mother tongue continues have an important role in the achievement of learning outcomes. Based on interviews and responses provided through questionnaires, most students stated that the use of Bahasa is really help them to understand the concept of English grammar which are different from Bahasa grammar. They claim the they will be

motivated to learn and understand all aspects of the English grammar. Information that submitted by the teacher to use the language that they have mastered can help them understands and reconstructs their own conclusions. It deals with the psychological factors of student, especially motivation, desire to learn, and a willingness to conclude its own grain lessons learned.

Psychological, student involvement in learning English can be driven by code switching to the student's mother tongue, so it brings communicative event. On the other hand, the use of mother tongue as the instruction language in the process of learning English have a role to help students understanding academically and encouraging them to get involved in emotional for lesson understanding. Involvement academically and psychologically very helpful for effective learning and achieve good learning outcomes. It turns out that the mother tongue has important psychological role in teaching and learning English for Health Information Management students at Deli Husada Deli Tua Health Institute.

5. CONCLUSION

This research is concluded that in the English teaching and learning process, when students activate one language they do not necessarily deactivate the other. It is sometimes impossible, even unrealistic, for students to shut out or switch off the national language as it is an important part of their identity. The functions of code switching are presented with reference to its uses in bilingual communities. Following the function of students' and lecturer's code switching, weak and strong sides are discussed in order to clarify the phenomenon with different perspectives.

With respect to all points mentioned above, it may be suggested that code switching in language classroom is not always a blockage or deficiency in learning a language, but may be considered as a useful strategy in classroom interaction, if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way. Yet, it should be kept in mind that in long term, when the students experience interaction with the native speakers of the target language; code switching may be a barrier which prevents mutual intelligibility. Accordingly, the lecturer has a vital role for preventing its long-term damages on English teaching and learning process.

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