# AN ANALYSIS OF CODESWITCHING USED BY ENGLISH TEACHER BASED ON GENDER INEQUALITY

## (Case Study at MTs Nurul Ikhwan - Serang)

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## ABSTRACT

In this research, the writer was aimed to find out the types of code switching that used by English teacher based on gender inequality and the reasons of using code switching that used by English teacher based on gender inequality. The writer was conducted case study in qualitative method. In collecting the data, the writer used observation by using video recording and interview. The result of the research shows that the writer found three types from each teacher based on gender inequality by observation. The types are inter-sentential, intra-sentential and tag switching. In the other hand, each types that used by English teacher based on gender inequality was made in number percentages, for female English teacher are inter sentential code switching 54%, intra sentential code switching 38% and tag switching 8%. Moreover, for male English teacher are inter sentential code switching 42%, intra sentential code switching 41% and tag switching 18%. In the other words, interview was used to find out the reasons that used by English teacher based on gender inequality. The reasons are talking about particular topic, repetition, Interjection and Raising status.

**Keywords;** *Code switching, English Teacher, Gender Inequality.*

## INTRODUCTION

Indonesia is a country that made up of a plurality of diversity, especially in a language where are people who have more than one language choice in the environments to communicate each other. People in Indonesia sometime usually used many variations in their language, when they are in the capital city they are used Indonesian language or foreign language to share their feeling, ideas, argument or to integrate and adapt socially in the environment to have a good interaction. But sometime, they are also used language switching in their language to communicate. But when they are in the village they are usually used their mother tongues in their language to communicate each other to give an understanding with the partner.

The phenomenon of code switching not only occurs in daily life situations, but it also occurs in the classroom especially English classroom activity during the process of teaching and learning to explaining the material. One of institutions is MTs Nurul Ikhwan. MTs Nurul Ikhwan is

formal education. in educational setting at MTs Nurul Ikhwan is all of the teachers are demanding to speak or to explain the material used two languages, the first is foreign language and the second is Indonesian language. This rules only applied 20% used English language 80% used Indonesia language and can applied in all subject, but it's different for English subject that has rules can applied 50% until 60% used English language. Because that school has planning to apply bilingual class in the future setting.

Moreover, The teachers told that educational background of the students is different, exactly in mastery of the language. The recruitment of students does not depend on the ability, but depend on the interest of the students. Furthermore, the students feels comfort to hear their language teacher to switch between English and Indonesian language and most of the students live in a place where most of people use Javanese, Sundanese and Indonesian language. In addition most of the students also lack mastery of English vocabularies. But based on the teachers, code switching can help in this case in order the sender to transfer the information to the receiver effectively through language switching by their teachers. Therefore, the teacher used code switching in order the students can feel comfort with the English

material that explain by the teacher and can communication effectively.

### Code Switching

According toMazraani in Bassiouney's book (2009, P.30) statses that "Code-switching usually has a discourse function, and is defined as a phenomenon where 'sections in one code are followed by sections in another one in the same conversation'. Code switching usually used by people into a communities which have ability two or more language in order they are understood each other". Therefore, code switching itself usually has function in communities as a tool of communication where a member has two or more language. It's cannot separate from human in daily conversation.

According to Jendra (2010, P.75-77) case of code switching was divided into two classifications; there are grammatical and contextual classifications. The grammatical classification is based on where in the sentence or utterance the switching appears and a contextual classification is based on the reason why a bilingual switches. Therefore, the grammatical classification is divided into three types are namely, Inter-sentential, intra-sentential and tag switching will explain as follow;

Tag switching

A tag switching happens when a bilingual insert short expressions (tag)

from different language at the end of his/her utterances.

1. Inter-sentential code switching

    This type happens when there is a complete sentence in a foreign language uttered two sentences in a base language.

    a.Intra-sentential code switching

    This type found when a word, a phrase, a clause of a foreign language is found within the sentences in a base language.

    Unlike the grammatical classification, a contextual classification is based on reason why people switch. The classification divides two types are namely situational code switching and metaphorical code switching.

    Situational code switching

    A situational code switching appears when there is a change the situations that caused bilingual switches from one code to the others.

    Metaphorical code switching

    This type happens when there is a change in the perceptions or the purpose, or the topic of the conversations.

    **reasons People Using Code Switching**

    According to Hoffman (1991, P. 116) in Dewi and Ekalaya (2015, P.55) there are a number of reasons for bilingual or multilingual person to switch their languages. Those are:

    a.  Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language. They are comfortable to express their emotional feelings in a language.

 b.   Quoting somebody else

A speaker switches code to quote a famous expression or proverb in their language.

Being   emphatic   about   something (express solidarity)

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, intentionally or unintentionally, will switch from his second language to his first language because he feels more convenient to be emphatic in his second language.

 c.   Interjection   (inserting   sentence fillers or sentence connectors)

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion. For example, By the way, Darn!, Hey!, Well!, Look!, etc.

Repetition used for clarification

A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

Intention of clarifying the speech content for interlocutor

It means to make the content of his speech runs smoothly and can be understood by the listener. A message in

one code is repeated in the other code in somewhat modified form.

Expressing group identity

The way of communication of academic people in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one community is different from the people who are out of the community.

### Gender Inequality

As usually gender is primary marking with physic differences of the people as define by Priti Jha and Niti Nagar in their journal (2015, P.46) "Gender Inequality means disparity between men and women in different social, economical & political, cultural and legal aspects". Therefore, Gender includes both men and women in society who unequal.

### METHODOLOGY

In this study, the writer focuses on class activity and will conduct male and female teacher of MTs Nurul Ikhwan in the academic year 2017-2018. In this research the writer uses the qualitative research. According to Mack and Woodsong (2005, P.1) define that "Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations". All of opinion or

much information can tell in qualitative research.

There are types of research are, exploratory, descriptive, case study and many other. In this research the writer focus on case study, according to Marczyk and David (2005, P.147) "Case studies involve an in-depth examination of a single person or a few people. The goal of the case study is to provide an accurate and complete description of the case. The principal benefit of case studies is that they can expand our knowledge about the variations in human behaviour". Therefore case study also can combine between complete descriptions and usually used some formula.

In this Part, the writer chooses qualitative method for this research, to express an opinion or community feedback. Because qualitative is primarily exploratory research, it is used to gain an understanding of underlying reason, opinion, motivation. Qualitative also used to uncover trends in thought and opinion and dive deeper into the problem. Therefore, the writers also focus on case study because related to human behaviour and focus on one person from the activities or process. In this research the writer focuses on female and male English teacher at MTs Nurul Ikhwan in academic years 2017-2018.The writer

used two techniques for collecting the data as follows;

Creswell (2009, P.181) define that "Qualitative observations are those in which the researcher takes field note on the behaviour and activities of an individual at the research site". In addition the writer was follow in classroom activities and observes code switching that produce by English teacher at the school, has purpose to find out kind of code switching through video recording the teachers' utterance

In this section, interview was aimed to know the reason of the English teacher used code switching in the classroom by transcribe from the answer of the teacher.

### Instrument of Collecting Data

1. Observation

   This observation is uses video recording and then will transcribe to note by the writer from teacher's utterances when the teacher teaches in the classroom.

2. Interview

   The Interview is uses transcribe from the answer of the teachers to know the reason of the English teacher to switch their language in classroom activities after did observation.

### Technique Data Analysis

According to Miles Huberman in Izza (2015, P. 32) that "data analysis as

consisting of three current flows of activity as follow;

Data Reduction

To collect the data, the writer will focus on observation in the classroom activities to get type of code switching used by English teacher. After observation, the writer will identify the teacher about the reason using language switching by interview.

Data Display

In this section, the writer begins analysis data from teachers' conversation and the reason in using code switching in the classroom activities.

Conclusion/Drawing Verifications

The last step, the writer will give conclusion of the result from data reduction and data display and also verified as an analyst proceeds. As we know that conclusion drawing and verification is the way to take summarize from observation and interview. In this stage the writer using Mark and Casper formula are namely relative frequency.

$$RF = \frac{f}{n} \times 100$$

RF : Relative Frequency

f   : Frequency

n   : Total number of data values

**RESULT AND DISCUSSION**

In this part, the writer would like to present the result of types code switching used by English teacher at female English teacher as follow:

| No. | Types of Code Switching | Total |
|-----|-------------------------|-------|
| 1. | Inter sentential Code switching | 62 |
| 2. | Intra sentential Code Switching | 42 |
| 3. | Tag switching | 9 |
| | Total | 112 |

**Result of The Types code switching used by male English teacher**

In this part, the writer would like to present the result of types code switching used by English teacher at male English teacher as follow:

| No. | Types of Code Switching | Total |
|-----|-------------------------|-------|
| 1. | Inter sentential Code switching | 31 |
| 2. | Intra sentential Code Switching | 30 |
| 3. | Tag switching | 13 |
| | Total | 74 |

**Conclusion/drawing verification**

As we know that conclusion drawing and verification is the way to take summarize from observation and interview.

In this part, the writer will give conclusion of the result from data reduction and data display and also verified as an analyst proceeds by using Mark and Casper formula. The result will be discussed below;

**a. Result of Number percentage female English teacher**

  i. Inter sentential code switching

$$RF = \frac{62}{112} \times 100 = 54\%$$

 ii. Intra sentential code switching

$$RF = \frac{42}{112} \times 100 = 38\%$$

iii. Tag switching

$$RF = \frac{9}{112} \times 100 = 8\%$$

From the data, the writer can conclude by chart of number percentages in using code switching that used by female teacher as follow;

**Result of Types Code Switching Used by Female Teacher**

■ 1  ■ 2  ■ 3

8% Tag Switching

54% Inter-Sentential Code Switching

38% Intra-Sentential Code Switching
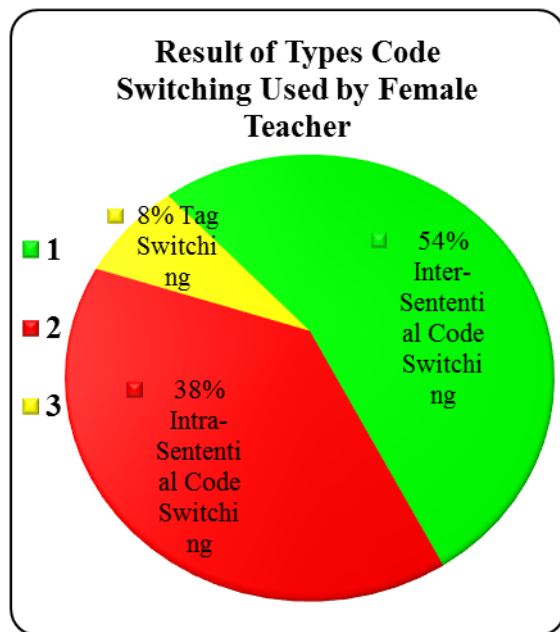
Based on the chart above, the dominants of using code switching at female English teacher are inter-sentential code switching. In this case, when female English teacher explain the material or give some information to the students with full English, they cannot be understood what female English teacher said. Therefore, female English teacher switch their language with complete sentences. Moreover female English teacher used intra-sentential code switching in order give an assist to the students in understanding new vocabularies. In the other hand, the smallest percentages are tag switching, this case caused by the use of language culture in classroom activities more little.

**b. Result of Number percentage male English teacher**

1. Inter sentential code switching

$$RF = \frac{31}{74} \times 100 = 42\%$$

2. Intra sentential code switching

$$RF = \frac{30}{74} \times 100 = 41\%$$

3. Tag switching

$$RF = \frac{13}{74} \times 100 = 18\%$$

From the data, the writer can conclude by chart of number percentages in using code switching that used by male teacher as follow;

**Result of Types Code Switching Used by Male Teacher**

■ 1  ■ 2  ■ 3

42% Inter-Sentential Code Switching

18% Tag Switching

41% Intra-Sentential Code Switching
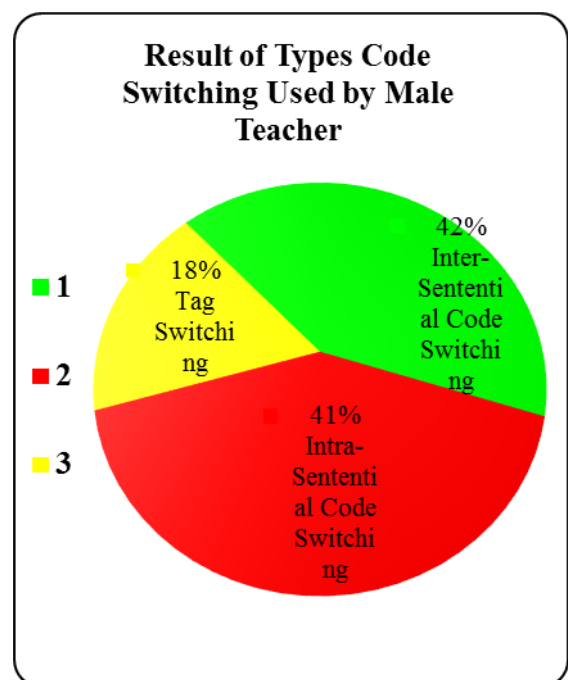
Based on the data above, the writer can concluded that the dominants of using code switching at male English teacher are inter-sentential code switching. In this case, when male English give some instruction to

the students with full English, they cannot be understood what male English teacher said. Therefore, male English teacher switch their language with a complete sentences. Moreover intra-sentential code switching has almost same in number percentage. In this case, male English teacher tell that using intra sentential code switching for clarify his utterances. In the other hand, the smallest percentages are tag switching, this case caused by factor of using mother tongue in classroom activities.

**The Reasons of Using Code Switching That Used by English Teacher Based on Gender Inequality**

In this part the writer will show the result of interview from two teachers based on gender inequality that used code switching in classroom activities at MTs Nurul Ikhwan. From each reason the writer can conclude that the reasons of using code switching that used by the English teacher based on gender inequality such as;

1. Talking about particular topic
   People sometimes prefer to talk about a particular topic in one language. This reason came from female English teacher. The female English teacher feels comfort to switch their codes about particular topic.
2. Interjection
   Interjection is words or expressions which are inserted into a sentence to

convey surprise, strong emotion that explains by Hoffman. Therefore the used interjection is as connector in their language. In the other hand, the Female English teacher used interjection in a sentence to indicate that the teacher wanted to attention from the students.

3. Repetition for clarification
   According to Hoffman repetition is not only served to clarify what is said, but also to amplify or emphasize a message. Therefore, the teacher used repetition in order the students can understand what the teacher utterances. Therefore, the teacher used repetition in order the students can understand what the teacher utterance but sometime the teacher used repetition in another language. In this case came from each teacher based on gender inequality.
4. Raising status
   The last reasons are to raising status, sometime someone who speaks foreign language to raising status because they can speak in foreign language whereas another people cannot speaking foreign language. This reason came from male English teacher because male English teacher was demanding the students to speak English for raising their status because they can speak English.

From four reasons above was used by English teacher in classroom activities where are the data based on the interview

with English teacher based on gender inequality.

## CONCLUSION

Based on data analysis the writer can concluded that:

The types of code switching that used by English teacher based on gender inequality in classroom activities were mainly three types. Where are the types of code switching proposed by Holmes and Jendra theory, these types were; 1) Inter sentential code switching; 2) Intra sentential code switching; 3) Tag switching. In the other hand, each types that used by English teacher based on gender inequality was made in number percentages, for female English teacher are inter sentential code switching 54%, intra sentential code switching 38% and tag switching 8%. Moreover, for male English teacher are inter sentential code switching 42%, intra sentential code switching 41% and tag switching 18%.

1. The reasons of English teacher based on gender inequality that used code switching in classroom activities were mainly four reasons. These reasons were; 1) Talking about particular topic; 2) Interjection (inserting sentence fillers or sentence connectors); 3) Repetition for clarification; 4) Raising status. These reasons were proposed by Hoffman in Dewi and Ekalaya and Jendra Theory.

In the school should be facilitated in used English language for all subjects in classroom activities in order the students are usual hear English language and consider revising have good impact for the students.

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