

The Analysis Of Code Switching Used By English Teacher In Teaching English For Specific Puspote (ESP) For Nursing Students In Samarinda

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Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat tuturan guru bahasa Inggris yang mengandung alih kode dalam mata kuliah Bahasa Inggris untuk Tujuan Khusus. Selain itu, penelitian ini juga bertujuan untuk mengetahui faktor-faktor yang menyebabkan guru menggunakan alih kode dalam pembelajarannya. Penelitian ini menggunakan teknik merekam dan mencatat dalam mengumpulkan data. Objek penelitian dalam penelitian ini adalah seorang guru Bahasa Inggris yang mengajar mata kuliah Bahasa Inggris untuk Tujuan Khusus. Hasil penelitian ini adalah inter-sentential 42,86%, extra setential 35,71 dan intra sentential 21,43%.

Kata Kunci: Guru, ESP, Mahasiswa Keperawatan, Alih Kode

Abstract

This study is aimed to find the level of the English teacher's speech that contains code switching in the English for Specific Purpose course. In addition, this study also aimed to determine the factors that cause teachers used code switching in their teaching. This study used the technique of recording and taking notes in collecting data. The object of research in this study is an English teacher whom taught English for Specific Purpose courses. The results of this research there were 42,86% inter-sentential, 35,71 extra setential and 21,43% intra sentential.

Keyword: Teacher, ESP, Nursing Students, Code Switching

INTRODUCTION

English is the international language used by most of the people in the world to communicate. In Indonesia, English is still a foreign language for the people of Indonesia, but in the era of globalization, more and more Indonesian people are interested in learning English in more depth, which is indicated by the number of schools with bilingual teaching. The government also supports in improving students' English language skills, even English has become a foreign language that must be learned by students from elementary school to university level. At the higher education or university level, English lessons are not only taught to students majoring in English, but also to non-English students, one of which is nursing students. English taught to nursing students is English for a specific purpose where students have to learn various things about nursing skills and materials in English. The English taught to nursing students is English II for special purposes where students have to learn various things about nursing skills and materials in English. It is understood that for English teachers that teaching English to nursing students is certainly not easy because English is not their everyday language used to communicate, but the motivation and demands of students make students try to use English as well as possible in this course. One of the methods used by English teachers is using code switching. There are several clauses or sentences when teacher switch to Indonesian while the teaching in order to make the students understand what the teacher said. Reflecting on the activity, there is a

phenomenon of activity that contains sociolinguistics. Sociolinguistics is one of the studies in the field of linguistics that discusses language and society, language variations and language functions and users. In sociolinguistic phenomena related to people's use of language, there are circumstances in which many people can understand two or more languages. In sociolinguistics itself it is called bilingual and multilingual. A bilingual is someone who can speak two languages and a multilingual is someone who can speak more than two languages. The term code switching in linguistics refers to the use of more than one language or variations in a conversation. Trousdale in Mujiono said that code switching is a linguistic situation where a speaker will change his language if someone who speaks to him has the same ability in another language they use in interaction. The phenomenon that occurs in teaching and learning activities at the ESP nursing program is the phenomenon of code switching where Wardhaugh (2006) states that code switching occurs when people who speak use both languages together until they move from one language to another in one utterance. According to Hoffman (1991), code switching is the act of switching from one language to another that is used in the same sentence. According to Hoffman (1991) there are three kinds of code switching, namely intra-sentential code switching, intra-lexical code switching and involving changes in pronunciation. research significance The purpose of this study is to analyze the types of code switching and code switching functions used by nursing English teachers (ESP) and to find out at what level the teacher use code switching to teach English for Specific Purpose. English for Specific Purpose (ESP) or English for a particular purpose is part of English as a second or foreign language. Usually refers to teaching English to students or people who are already working, with reference to the specific vocabulary and skills they need. English for academic purposes, taught to students before or during their degree, is a type of ESP, as is Business English. Aviation English is taught to pilots, air traffic controllers and civil aviation cadets to enable clear radio communication as well as nursing English taught to nursing students. English for specific purpose is an approach based on student needs. According to Robinson, ESP is generally used to refer to the teaching and learning of foreign languages for unquestionably clear utilitarian purposes. Stevens (1998) in Kristen Gatehouse reveals that ESP has several characteristics, including:

- a. ESP is designed according to the needs of students.
- b. The materials in the ESP are arranged according to a particular field of science or work.
- c. The language (syntax, lexical, semantic, discourse) in the material is adjusted to the activities of the field of science.
- d. In contrast to general English. Furthermore, based on Robinson, ESP has 3 characteristics, they are:
 - a. ESP is goal-oriented, in this case ESP learners do not have the desire to learn the language as a language or culture but are limited to certain goals or specific in their academic and professional fields.
 - b. The substance of the material in the ESP is adjusted to the needs of the learner. The concept of needs analysis is specifically designed and related to what students need in their respective fields.
 - c. ESP is usually not aimed at young learners but is aimed at adult learners or students in high school and college students or working professionals.

In contrast to Stevens and Robinson, Evens and Maggie refer to ESP characteristics by using two main terms, namely a) absolute characteristics and b) variable characteristics. Absolute characteristics are true and typical characteristics of ESP. Evans and Maggie say that ESP is designed to meet the needs of learners; ESP leverages the methodologies and activities that underlie the disciplines it serves; ESP centers on language (grammar, lexis, registers), skills, discourses, and genres that are appropriate for the activity.

Code switching or which in Indonesian is code switching is a part of linguistics where someone uses more than one language in conversation. Sometimes people in a multilingual society find problems in the language they use in conversation so as to divert the language that can be understood by the people involved in the conversation. According to David CS. Li in Waris (2012) code switching is the use of two or more languages in a conversation, either in the form of sentences or clauses. According to Holmes (2001) in sociolinguistics the code

is a choice of language. The choice of language is influenced by social factors. According to Hoffman (1991) code switching is switching language in sentences. Code switching is a unique linguistic event. Several studies emphasize that code switching is used by speakers as a strategy in communicating. Nisa defines in her journal that code switching refers to the situation of people when they switch languages in an equivalent communication activity. Hymes in Sumarsih argues about code switching which he states "code" switching is a language change that can be two or more languages, and also changes to variations in one language or even several types of language styles. Then, Gumperz in Mujiono argues that code switching is an individual's strategy to express social meaning in conversation. There are several types of code switching, namely intra-sentential code switching, inter-sentential code switching and extra-sentential code switching.

a. Intra-sentential

Intra-sentence code-switching occurs when the change in the language used is below the sentence boundaries. The shift appears in the middle of a sentence, without interruption, hesitation, or pause to indicate the shift. The speaker is usually not aware of the shift.

b. Inter-sentential

Code switching between sentences occurs when people switch their language in a sentence or two clauses. It occurs at the beginning of a sentence or at the end of a sentence.

c. Extra-sentential code switching or tag code switching.

Extra-sentential code-switching is the level that involves a situation where a bilingual attaches a tag from one language to speech in another such as "True, Fine, Sorry".

This research is aimed to find out the reason of the English teacher using code switching in teaching English for nursing students and to find out the level of code switching used by English teacher. The similar research also conducted by Mustika Handayani with the title "An Analysis Of Code Switching Used By The Teachers In Elt Classroom: A Case Study At Smpn 8 Mataram In Academic Year 2017/2018". In his research, he examines the functions and reasons teachers perform code switching in their teaching. The results of his research indicate that there are several functions of code switching carried out by the teacher, namely code switching based on the situation and secondly, code switching functions in terms of the objectives of the topic being taught. Meanwhile, the reason for the teacher to do code switching is because of the topic being taught, building solidarity with all students, and for the clarity of the teacher's statement or explanation that has been stated previously and makes students confused.

Another code switching research was also conducted by Wibowo and his friends with the title Analysis of Types Code Switching And Code Mixing By The Sixth President Of Republic Indonesia's Speech At The National Of Independence Day. In his research, Wibowo analyzed the types of code switching in the speech of the 6th President of Indonesia. From his research, he found 18 types of intra sentential code switching and 6 types of code mixing insertion.

METHOD RESEARCH

The research approach used in this study is a qualitative descriptive approach. According to Sugiyono (2016) qualitative descriptive method is a research method based on the philosophy of postpositivism used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument of data collection techniques carried out by triangulation (combined), data analysis is inductive /qualitative, and the results of qualitative research emphasize meaning rather than generalization. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the results are written in the form of words or statements that are in accordance with the actual situation. The reason the researcher uses descriptive qualitative design is because the researcher wants to describe or describe the activities or phenomena observed in the classroom more clearly,

transparently and deeply. Researchers try to describe student activities so that the data to be collected is descriptive to identify students' activities. According to Sugiyono (2016: 19) the object of research is a scientific target to obtain data with certain purposes and uses about an objective, valid and reliable thing about a thing (certain variables). The research will be conducted in the even semester of the S1 Nursing study program at Muhammadiyah University of East Kalimantan. The object of this research was teacher of nursing students in the fourth semester Universitas Muhammadiyah Kalimantan Timur. The type of data analyzed in this study is primary data, because the data obtained by the researcher is data from the first source. Primary data is data that refers to real-time data or data that continues to grow over time. While secondary data is usually data related to the past or is more permanent. In the process of collecting, primary data was obtained by involving the active participation of researchers. In collecting the data, the author used recording techniques. The author will record the teaching and learning process from beginning to end. After recording the verbal data, the researcher copied the recorded utterances into written form and then analyzed the utterances in the form of transcription. The researcher identified the utterances that contain code switching. After identifying the code switching data, the data is classified into: code switching based on its type and function, then the data was analyzed and grouped by type. To obtain the reasons for students to do code switching, researchers will conduct interviews with students. Interview is a meeting of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a certain topic (Sugiyono, 2016). The interview here was conducted by question and answer with students directly so that researchers can obtain data in the form of reasons that teacher actually did code switching. Finally, the data was explained and grouped by type and function of code switching and the reasons for teacher to do code switching.

RESULTS AND DISCUSSION

The data were taken in seven meetings. The data is taken randomly and analyzed then will be grouped in the level of code switching. The data taken is when the teacher's speech switches from English to Indonesian.

1. Intra-sentential

- a. "Ok, let's start our meeting by reciting Basmallah....is there anyone remember what we learnt last week? **Ada yang ingat?...**"
- b. "these all nursing skills **yang harus kalian miliki.**"
- c. "In this topic you will learn about direction, **bagaimana cara menanyakan arah or asking direction.**"

2. Inter-sentential

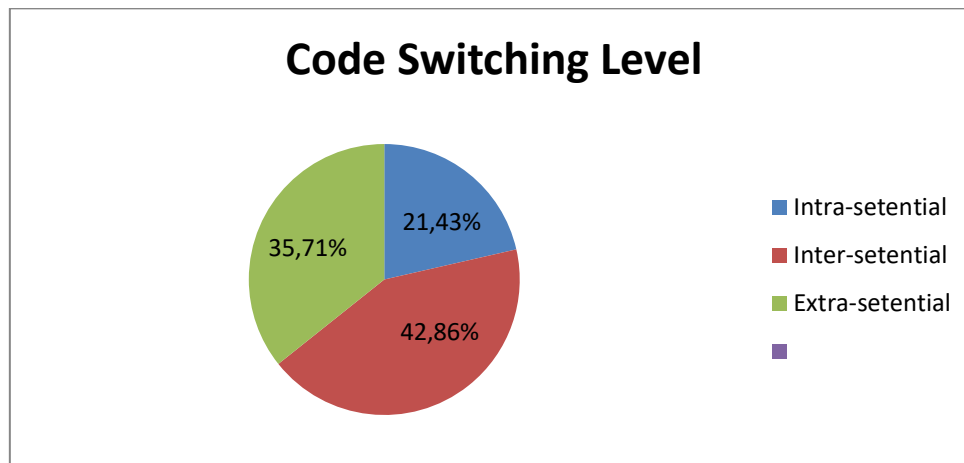
- a. "Good morning class, in this first meeting, I will explain what will we learn during seven meetings. It means **kita memiliki tujuh pertemuan.**
- b. "hi, good morning students. How are you? I hope you are in a good condition. **Baiklah, pada hari ini kita akan mempelajari mengenai** make a relationship between nurse and patients."
- c. ".....selamat pagi, have you taken your breakfast? Ok we'll continue our lesson last week. **Ada yang masih ingat kita membahas apa minggu lalu?....**"
- d. "...each ward has its function. Ini yang akan kita pelajari hari ini. We will discuss about environment in hospital."
- e. "Ok, today you will practice to make a conversation a patient and nurse. **Jadi salah satu menjadi pasien sedang yang lain menjadi perawat.**" I will give you 10 minutes to make the dialogue."
- f. "So, What you have to do is practicing asking a direction based on this map. **Kalian bertanya arah ke ruangan mana terserah kalian.**"

3. Extra-sentential (Tag)

- a. "....**jadi** in the next meeting we will learns about medical record."
- b. ".....**kalian sebagai mahasiswa keperawatan diharapkan dapat menjadi perawat yang memiliki attitude yang baik dan terpuji...**"

- c. "What I want to learn today is the basic, **dasarnya**, you will learn more in the next meeting."
- d. "**skill** ini penting untuk dimiliki karena akan sangat mendukung pekerjaan kalian."
- e. "When you go to hospital, there are so many ward, **benarkan?**"

From the analysis above we can conclude that:



Picture 1. Level of code switching teacher used.

From the analysis above can be concluded that the teacher used most code switching in level intra-sentential that is equal to 42.86%.

Intra-sentential is code switching in which the speaker switch the language in the level of sentence or clauses. The teacher said that using code switching make students understand more about the materials or about the task or assignment. From the result, it can be seen that teacher used inter sentential because students need more explanation in Indonesian sentences than if the teacher only uses tag code switching (extra sentential). The teacher uses a code switching tag if he is doing code switching in Indonesian to English, it's a different case when the teacher speaks in English, the teacher will use inter sentential.

For reasons why teacher used code switching in teaching ESP were taken by interview. The reasons were.

a. Solidarity

English teachers for non-English students understand that students will not fully understand the material presented in English, therefore the teacher tries to use methods or speak two languages in teaching the material.

b. Habit

Being accustomed to using two languages in teaching is also one of the reasons teachers do code switching. If in everyday life the teacher usually uses two languages in conversation, then this can be carried over in the way he/she teaches.

c. Attention

It is a challenge for teachers to teach English to non-English students, on the one hand, they want students to get used to listening to English and can speak English, but on the other hand, students will be bored because they don't understand what we teach. For many teachers use two languages in teaching English so that students do not get bored and the students more active in class.

From the student's point of view and the results of interviews with students, the results show that students understand better and are not bored when teachers teach using Indonesian and English. Students also do not have difficulty understanding because the teacher often gives additional explanations using Indonesian. In addition, in answering questions students can use code switching if students forget certain English words so that students are more confident.

CONCLUSION

The conclusions of this research are:

1. The level of code switching that is mostly used by teachers in teaching is the inter-sentential level, namely the sentence or clause level and the least is the intra-sentential level.
2. There are several reasons why teachers do code switching, namely because of solidarity, habit and attention.
3. Students understand better when the teacher uses two languages at the same time which is a form of code switching.
4. Students are more confident in answering questions from the teacher.

SUGGESTION

The suggestion for other researchers is that other researchers can examine the speech code switching performed by students and the factors that influence students to do code switching in teaching and learning activities in the classroom.

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