

**TEACHER'S LANGUAGE CODE SWITCHING IN  
INDONESIAN LANGUAGE LEARNING IN CLASS II,  
ELEMENTARY SCHOOL 11  
SUB-DISTRICT ULU MUSI DISTRICT  
FOUR LAWS**

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**Abstract**

Code switching is a switch from one language to another or from one dialect to another or vice versa, the occurrence of code switching due to changes in certain situations. The use of language is very important because language is the most important thing so that humans can interact with each other, especially in the interaction of a more formal scope of learning. Learning is an effort to prepare teaching and learning activities by teachers for students. Teachers are people who are assigned to be responsible for the growth and development of students towards educated humans. In learning, teachers are emphasized to be able to apply Indonesian properly and correctly as a unified language, namely Indonesian, which is inversely proportional to the situation in the observed school. This study aims to determine the form of teacher language code switching and factors that influence teacher language code switching in Indonesian language learning in class II SD Negeri 11 Ulu Musi District, Empat Lawang Regency. The methods used are observation, interview, and documentation. It can be concluded that the code switching process carried out by Indonesian teachers in teaching and learning activities uses the type of internal code switching, namely the code switching of the teacher's language from Indonesian to local language, both learning activities in the introduction, core and closing phases. Factors that influence the teacher's language code switching, namely internal and external. Internally, teachers are not too confident to always use Indonesian. Then externally code switching occurs due to environmental factors that are accustomed to using local languages, so that speech partners find it difficult to understand messages conveyed with other than local languages.

**Keywords:** Language Use, Code Switching, Teacher Language.

## **Abstract**

Code switching is a transfer from one language to another or from one dialect to another or vice versa, the occurrence of code switching due to changes in certain situations. The use of language is very important because language is the most important thing so that humans can interact with one another, especially in a more formal learning environment. Learning is an effort or effort to prepare for the ongoing teaching and learning activities by teachers to students. The teacher is the person assigned to be responsible for the growth and development of students to become educated human beings. In learning the teacher is emphasized to be able to apply Indonesian properly and correctly as a unified language, namely Indonesian is actually inversely proportional to the situation in the schools observed. This study aims to determine the form of teacher's language code switching and the factors that influence teacher's language code switching in learning Indonesian in class II SD Negeri 11 Ulu Musi District, Empat Lawang Regency. The methods used are observation, interviews, and documentation. It can be concluded that the code switching process carried out by Indonesian language teachers in teaching and learning activities uses an internal type of code switching, namely the teacher's language code switching from Indonesian to regional languages, both in the preliminary, core and closing phases of learning activities. Factors that affect the teacher's language code switching, namely internal and external. Internally, the teacher is not too confident to always use Indonesian. Then externally, code switching occurs due to environmental factors that are accustomed to using regional languages, so it is difficult for speech partners to understand messages conveyed in other than regional languages.

**Keywords:** Language Use, Code Switching, Teacher Language.

## **A. Introduction**

Learning is an obligation for each individual in order to develop their respective abilities. For each individual must also be able to express their abilities with language, therefore language plays a very important role in interacting with one another both in formal and non-formal forms (Djamarah, 2011).

In the teaching and learning process, a teacher with language proficiency (bilingualism) often determines the *code choice* that will be used when communicating either orally or in writing. The reason why the code is chosen can be triggered by the communicating opponent, subject matter, situation, scope, and so on. When determining the code, a bilingual person can switch or convert languages and even mix languages at the same time in a discussion, the delivery can be conveyed by providing material by explaining as well as providing notes for students so that they can be studied again using language that is easy for students to understand and understand.

Language is the most important thing in the social scope of society, without language it will feel difficult to be able to interact with one another. Interaction can be done anywhere without limits according to the language skills possessed by the individual himself both orally and in writing, in this case interaction can be interpreted as a relationship between individuals who are interconnected to communicate (reciprocal) using a certain language that is in accordance with the surrounding scope, with this communication a person can express his thoughts through the language used, the better the language used, the more directed the listener will be able to understand the message conveyed. The delivery of the message can be in the form of an idea / idea, thought, direction / advice, and others. Every act of communication process starts from the sender of the message who states in advance what he wants to convey in an idea to be conveyed to the listener.

Communication tools are used as tools for interaction that humans can analyze both internally and externally. In communication science, there are at least two forms of communication, namely, unidirectional communication and two-way communication. The use of unidirectional communication can be classified with the communicator remaining as a communicator (sender) and the communicant remaining as a communicant (receiver). This can only happen when, for example, communication is notification such as speeches in mosques or churches, delivery of lectures that are not accompanied by questions and answers, and so on. While two-way communication is a reciprocal communication that occurs between the recipient and the sender, this can occur when for example, discussions, negotiations, meetings, and so on. Language has a lot of influence in determining a person's attitude and behavior by sorting out the way of delivery and can be known when communication takes place (Chaer and Agustine, 2014).

Systems in spoken or written language are signs or symbols used to convey a thought, idea, idea, and feeling from one person to another. Starting with daily activities, all of them cannot be separated from the use of language. Language is a symbol or symbol of sound that is arbitrary (which likes), which is used by members of society to cooperate, interact, and also identify themselves. Language

is the most important thing in the social life of society, without language it will feel difficult to be able to interact with one another.

The importance of using Indonesian in learning is inversely proportional to the conditions that the author observed in the field. The language used in learning at SDN 11 Ulu Musi District, Empat Lawang Regency has many shortcomings, they use more local languages so that not a few children understand using Indonesian. From the above statement, the author raised the research title "Teacher's Language Code Switch in Indonesian Language Learning in Class II of SDN 11 Ulu Musi District, Empat Lawang Regency."

## **B. Research Methodology**

The type of research used from the aspect of where the data is obtained, this research is *field research*. While seen from the aspect of the type of data obtained or collected, this research is qualitative-descriptive research, namely research that does not use calculations or is termed scientific research that emphasizes the natural character of data sources. This type of qualitative research is research conducted on natural object conditions, researchers as key instruments, data collection techniques are combined, the resulting data is descriptive and data analysis is carried out inductively and this research emphasizes meaning rather than generalization. This research method is descriptive-analytical, namely in the form of written or spoken words of observed behavior, especially related to the teacher's language code switching in Indonesian language learning in class II SDN 11 Ulu Musi District, Empat Lawang Regency.

This research uses technical triangulation, source triangulation, and time triangulation. Data analysis is the process of searching and compiling the results of observations obtained from interviews, notes obtained from the field, and information that has been documented systematically and organized into data categories, translated into units, structured into patterns, determining which selection should be studied, and obtaining conclusions so that they are easily understood by oneself and others. Data analysis is a form of activity in the form of sequencing data, organizing data, summarizing, presenting data, and determining

conclusions in order to get answers to problem formulations through analysis from Miles and Huberman, namely data reduction, data presentation, verification.

## **C. Results and Discussion**

### **1. Research Results**

#### **a) Forms of Teacher's Language Code Switch in Indonesian Language Learning Class II SD Negeri 11 Ulu Musi Sub-district**

When learning begins to take place during Indonesian language subjects in class II of SD Negeri 11 Ulu Musi District, teachers or students still use two languages (bilingualism) namely local language and Indonesian as a means of communication in formal forms. While in the informal form, the language learning activities used by teachers and students can be local language or vice versa. This can occur due to the status of the innate or habitual local language used by each individual who is different in the use/application of the language. The application of language applied during teaching and learning in the classroom, teachers use Indonesian while local languages often occur during non-formal situations because that is why there is a code switching of the teacher's language in learning. below are some descriptions of the results of research observations in the field:

##### **1. Code Switch Data (DAK) 1.1**

The data below is the result of direct observation by the author applied by teachers and students:

- |          |   |  |
|----------|---|--|
| Teacher  | : | Clean up first and recite a prayer                         |
| Teacher  | : | Before starting learning hours practice Pancasila together |
| Teacher  | : | Singing the Indonesia Raya song                            |
| Teacher  | : | <i>Please open your homework!</i>                          |
| Students | : | <i>Yes ma'am / No ma'am</i>                                |
| Teacher  | : | <i>Udem lum dikerkan?</i>                                  |
| Students | : | Silence.....   |

- Teacher : *The homework is du kalimato samo ngan kecean you*
- Teacher : *This is the sentence "I play volleyball with my friends" well, if ... come on kelo kuday nyo bekecek du (students are noisy in class) momuk kuday nyo bekecek kelo mangko kamu*

In the conversation table of Code Switch Data (DAK) 1.1, it contains a description of the research results when learning in class II is taking place. The results of the data above are based on research that has been carried out in class II in the act of communication between teachers and students using Indonesian at the beginning of learning. In the form of language use without realizing it, the teacher uses more code switching to local language such as when the teacher's communication speech acts in directing assignments to students, initially the teacher uses Indonesian *"please open your homework"* students answer some using Indonesian *"he is mom"* and some immediately use local language *"ao buk"* after that the teacher immediately uses local language with the question *"udem lum dikerjokan?" the language goes into local language.* the language is included in the local language not Indonesian and can also be seen from when the teacher explains *"homework is du kalimato samo ngan kecean kamu"* from the results of this study it can be categorized in the use of language used more non-formal language can also be seen from the end of the sentence *"this is a sentence 'I played volleyball with a friend' well, if ... come on kelo kuday nyo bekecek du (students are noisy in class) momuk kuday nyo bekecek kelo mangko kamu"*.

## 2. Code Switch Data (DAK) 1.2

The data below is the result of direct observation by the author applied by teachers and students:

- Teacher : Son, please get the attendance book for class II students in the office (another student)
- Students : Yes ma'am
- Teacher : Come on while we wait for your attendance, try to read your handbook on page 23. We continue the

- material earlier
- Students : Yes ma'am / no ma'am
- Teacher : Now there is a sentence that states "I play volleyball with my friends" which means that he is expressing that he plays volleyball...
- Teacher : Well, try another example in which there is a sentence *pedio bae you tules* so that means *kelo amon laudem kumpul ngan momuk*
- Students : Ao buk...

In the conversation table above Code Switch Data (DAK) 1.2 from the results of the study there are sentences used by the teacher using Indonesian when asking for help from other students and vice versa such as *"Son, please get the attendance book for class II students in the office"* and immediately answered with the word *"yes ma'am"*. After that the teacher still uses formal language in class *"Come on for a while we wait for your attendance, try to read your handbook on page 23. We continue the material earlier"* the students answered with *"good ma'am/ao buk"* seeing that without realizing it the teacher who initially used formal language had immediately switched codes using local language can be seen from her explanation *"Now there is a sentence that states "I play volleyball with friends" means that dio tu expresses that dio dang maen volleyball ..."* and immediately continues to use local language...." and immediately continued using the local language *"Well, try another example there is a sentence *pedio bae you tules demtu* means *kelo amon laudem kumpul ngan ibuk*"* students also answered with the word *"ao bukuk"*. The use of Indonesian language cannot be continuously used by looking at the condition of the students.

#### b) Factors Affecting Teacher's Language Code Switch in Indonesian Language Learning in Class II of SD Negeri 11 Ulu Musi Sub-district

The factors that influence teachers' language code switching in Indonesian language learning in class II of SD Negeri 11 Ulu Musi Sub-district include the following:

### 1) Students' Lack of Confidence to Speak as Taught by the Teacher

Based on the results of the author's interviews with research informants, various factors were obtained that caused the use of Indonesian language, both during learning and outside of learning, including what was conveyed by Mrs. Nilawati:

"As a classroom teacher who also teaches the theme of Indonesian, I actually hope that children can get used to speaking Indonesian, both inside and outside the classroom. Both when starting the process and when ending teaching and learning activities. However, I have not been able to do this because the Grade 2 children are not used to hearing and using languages other than their mother tongue. In addition, children tend not to understand the meaning of the information I convey, if I constantly practice Indonesian. Furthermore, what causes the difficulty of applying Indonesian in teaching and learning activities, as well as communication outside of learning, is that children feel insecure and awkward when using Indonesian."

### 2) Children's Social Environment Factors

Other information that the author obtained regarding the factors that influence the teacher's language code switching in Indonesian language learning in teaching and learning activities, as also conveyed by the Principal of SDN 11 Ulu Musi Subdistrict, Empat Lawang Regency that:

"In my opinion, what causes the difficulty of teachers in applying language code switching from local language to Indonesian as a unified language, among other things, is due to environmental factors where children live and interact, both in the home, community, and school environment, on average accustomed to using local languages, so that children are not trained to use Indonesian. Therefore, when studying at school, children have difficulty in understanding the messages conveyed by the teacher during the teaching and learning process."

In addition to the above opinions, education practitioners also argue:

"That the factors that influence the code switching of the teacher's language, namely, the existence of factors that personally come from the teacher/speaker concerned (internal), such as the teacher's language skills, confidence to practice Indonesian, especially when in the school environment (in class and outside the classroom). In addition, language code switching in teaching and learning activities is also caused by factors external to the teacher, such as the level of student understanding of the information/message conveyed using Indonesian, in addition to the mother tongue/regional language. Another factor that affects the use of Indonesian in teaching and learning activities is the environment, which is not accustomed to using Indonesian in interactions between school members".



### 3) Students' Incomprehension in Understanding Information or Messages Delivered by Teachers When Using Indonesian Language

In line with what was conveyed by the 2nd grade teacher Mrs. Siti Husnaini in the teaching and learning process, the language often used by Indonesian teachers, which in this case is taught by the 2nd grade homeroom teacher, namely:

"The Indonesian teacher, even I, in teaching and learning activities use Indonesian in the introduction to the lesson, but for core activities, both conveying material, guiding, directing and ending the lesson, I use the local language of Empat Lawang. This is because it is difficult for students to understand the message conveyed by the teacher. Therefore, teachers must often use the local language during the teaching and learning process."

Based on the results of interviews with the informants above, the author compares the real conditions in the field, it can be seen that Indonesian language teachers use more local languages in communicating. Either when delivering teaching material, reprimanding, or responding or responding to questions from students. Factors that influence the difficulty of teachers to familiarize the use of Indonesian, due to lack of confidence from students to speak as taught by the teacher, factors of the child's social environment, students' incomprehension in receiving information or messages conveyed by the teacher when using Indonesian.

## 2. Discussion

In the **first** part of the discussion of research data related to language code switching carried out by teachers based on the results of the presentation of research data collected through interview techniques and direct observation of the author in the process of teaching and learning activities, it can be concluded that the Indonesian teacher's language code switching in terms of its form is included in the *internal language code switching*. Internal language code switching is a language code switching that takes place between languages themselves. Own language is defined as a language that still has a kinship relationship and exists in one political area. For example, the political area of the Indonesian state is transferred into the language of Empat Lawang, South Sumatra Province, as the

area where the author conducted the research. Learning activities carried out by Indonesian language teachers include introductory activities, core activities and closing activities. The Indonesian teacher's code switching in the introductory activities includes the teacher's language when opening the lesson, checking student attendance, making apperceptions and conveying learning objectives. Preliminary activities are important to prepare and condition students to take part in learning. In addition, when analyzing the Indonesian teacher's conversation, in addition to switching the language code from one language to another.

The discussion of the research results in the **second** part, discusses the factors that influence the code switching of Indonesian language teachers. Many things cause code switching including, who speaks, what language is used, to whom the conversation is carried out, when the time is, and with what intention or purpose (Chaer and Agustina, 2014). Based on the results of interviews from various sources, it is found that the factors that influence the code switching of teachers' language include internal and external factors. Internal factors, originating from within the Indonesian language teacher, namely the speaker's confidence factor. While external factors come from the environment in which teachers interact and communicate who are accustomed to using local languages as a language of communication to convey messages in the form of ideas, ideas and thoughts to speech partners. In addition, external factors also come from the ability or understanding of students in understanding the language and the message conveyed (material/topic).

Based on the description above, that the factors causing the occurrence of language code switching by the teacher, the author can identify difactori by, speakers, speech partners and materials or topics delivered. As stated above, the cause of the code switching of Indonesian language teachers in SDN 11 Ulu Musi District, Empat Lawang Regency, South Sumatra Province is due to the factors of the person who started the conversation (speaker), the person who listened to the conversation or the interlocutor (speech partner), the message, ideas and ideas conveyed (material/topic). Speakers as one of the components of language code switching play an important role in the success or failure of communication.

Speakers as people who start conversations sometimes have different social, educational and religious backgrounds with interlocutors (partners), therefore a speaker must adjust his condition to the conditions of his interlocutors so that what is conveyed can be received and understood properly by interlocutors for the sake of the similarity of the meaning of information or messages conveyed between speakers and interlocutors (Chaer and Agustina, 2014).

In addition to speakers and interlocutors, the message or material conveyed is the cause of language code switching. Especially during the teaching and learning process, the material or topic becomes important to be conveyed or transformed properly. In accordance with Gayatri's opinion (2010: 57), it is argued that in principle the use of code switching aims to make it easier for students to understand the content of the speech delivered by the teacher. In addition, code switching according to Ni Luh Ayu Gayatri is aimed at compensating for students' language skills so that the material can be well received by students. Therefore, the code switching of the teacher's language from Indonesian into the local language (Empat Lawang) in teaching and learning activities is a must. This is a consideration because the interlocutors (students) in teaching and learning activities are categorized as still being in the lower grades or grade 2 elementary school. So it needs guidance and practice slowly by Indonesian language teachers. The application of Indonesian in social interactions carried out. Both in the community and in the school environment as a forum for transformation and passing on Indonesian values is important to do. This is in accordance with the characteristics of Indonesian as a language of unity, a language that symbolizes equality and becomes a means of communication between individuals and groups amid the multiculturalism of the Indonesian nation.

#### **D. Conclusion**

In accordance with the formulation of the problems posed and from the results of data collection and discussion, the conclusions in this study are:  
The code switching process carried out by Indonesian language teachers in teaching and learning activities uses the type of internal code switching. Where

the code switching of the teacher's language from Indonesian to local language (Empat Lawang). Both learning activities in the introduction, core and closing phases. While the factors that influence the teacher's language code switching, namely internal and external. Internally, teachers are not too confident to always use Indonesian. Then externally code switching occurs due to environmental factors that are accustomed to using local languages, so that speech partners find it difficult to understand messages conveyed in other than local languages.

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