



Code Switching of Female & Male Lecturers in English Language Learning of Fourth Year Students of English Education Program at Universitas Negeri Padang

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Abstract

This research was aimed to know the functions of code-switching in the classroom practised by female and male lecturers and investigated gender differences between female and male lecturers in the use of code-switching in the classroom. The researcher observed the classroom using audio recorder. Then, the data was analysed using mixed method research to measure the frequency of code-switching used by female and male lecturers in the classroom. The research subjects in this study were English education lecturers at Universitas Negeri Padang. Two female lecturers and two male lecturers.

Keywords:

Gender Differences, Code-Switching, Lecturer's Functions of Code-Switching

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INTRODUCTION

Since English is a foreign language in Indonesia, there are a lot of students who are not familiar with the English language. They have little knowledge about it. As a result, the students also have trouble in understanding the teacher whenever the teacher uses English in the classroom. Following that, teachers also have doubts when using full English in the classroom because some teachers have some difficulties in delivering words from Indonesia to English. They have to think harder in order for the learners to understand what they say. These issues forced teachers to mix the languages between Indonesia and English. In the classroom, teachers will use some words or sentences in Indonesia and then some words or sentences in English so then the students will understand the materials by the teachers easily. This kind of activity called, code- switching.

Code-switching is a term from sociolinguistic that means an event of switching a language to another language. According to Sert (2005), code-switching can be viewed as an attempt to overcome the problems experienced in the delivery of foreign languages in the classroom, particularly English as a foreign language. Another definition also comes from Gumperz (1982), who defined code-switching as a shift in

the same discourse between two grammatically different systems and subsystems. Hence, code-switching refers to the switching between two or more languages, dialects, or linguistic registers during a conversation between people who speak more than one language.

Code-switching has become an issue in multilingual and multicultural communities. It is also has becoming a strategy used by English teachers in Indonesia to overcome problems in delivering material in the classroom. In using code-switching, according to Sert (2005), teachers are not always conscious, which means that the teacher is not always aware of the functions and outcomes of the process. As a result, it may be considered an automatic and unconscious behavior in some situations. For students, they are also often unaware of the rationale for code-switching, as well as its purposes and results. Although they may alter codes subconsciously, it definitely serves some purpose, whether useful or not.

According to numerous studies, there is a connection between code-switching and gender. The difference in using code-switching between men and women is one of the issues. Lin (2003:442) contends that women learn second languages more quickly than men. Furthermore, according to Alibakhshi (2007:62), society forces them to live in separate worlds. As a direct consequence of this, environmental and cultural variables serve as the primary determinants of gender differences in learning strategies. Significantly, men and women will use different kinds of code switching for different reasons.

In terms of the number of switches observed in which the female factor is discussed, according to Poplack's (1980), over half of women code-switches were intrasentential, compared to only one-third of men. This is evidently contrary to the hypothesis that women use fewer nonstandard forms than men, but it could be interpreted as supporting Chambers's (1992) claim that women are more linguistically proficient; however, this finding is not discussed further in the paper. Since the concept of "women's language" was elaborated by Lakoff (1975, 1976) and Tannen (1990, 1994), gender differences in communication have become essential topics of discussion. This concept emphasized that men and women employ distinct communication strategies. Mellor and Fung's (2012) study on sex roles in Malaysian perspectives is one example. This study demonstrates that women are more empathic than men, while men are less forgiving.

In this study, the researcher used the theory by Mattson & Burenhult (1991) will be used to find functions of using code-switching in the classroom. This theory utilized by the author due to the fact that this theory provided solutions to the issues that the author identifies in his research. The researcher used theory of Mattson & Burenhult (199) to find out the function of code-switching when the lecturers use code-switching in the classroom.

METHOD

This section explains the rationale for the application of specific approaches, methods, procedures or techniques used to identify, select, and analyze information applied to understand the research problem/project, thereby, allowing the readers to critically evaluate your project's/study's overall validity and reliability.

This study is classified as mixed method research since quantitative and qualitative research approaches were used to collect data. According to Bergman (2008:1), a mixed method research project or study combines at least one qualitative and at least one quantitative component. In this study, qualitative data are collected by observing the classroom for utterances made by lecturers while performing code-switching. The focus of this study is to analyse functions of code switching used by female and male lecturers when teaching English. Then, to find gender differences in the use of code-switching in English language classroom. It signifies that the information in this study is based on a discourse between a teacher and a student about code-switching. As a result, the data for this study are gathered using mixed method research design.

This study employed mixed method research because the data that the researcher acquired through observation in the classroom, that transcribed in the form of words and language. Then, the researcher interviewed the lecturers regarding the use of code-switching by female and male lecturers in the form of words and after that the observation data processed through numerous natural ways of qualitative research.

RESULT AND DISCUSSION

1. Functions of Code-Switching used by English Education Program Female & Male Lecturers

According to Mattson and Burenhult (1999), there are numerous reasons for teachers to switch or mix their language, such as topic switch, affective function, and repetitive function. There three functions found in this study: topic switch, affective function, and repetitive function.

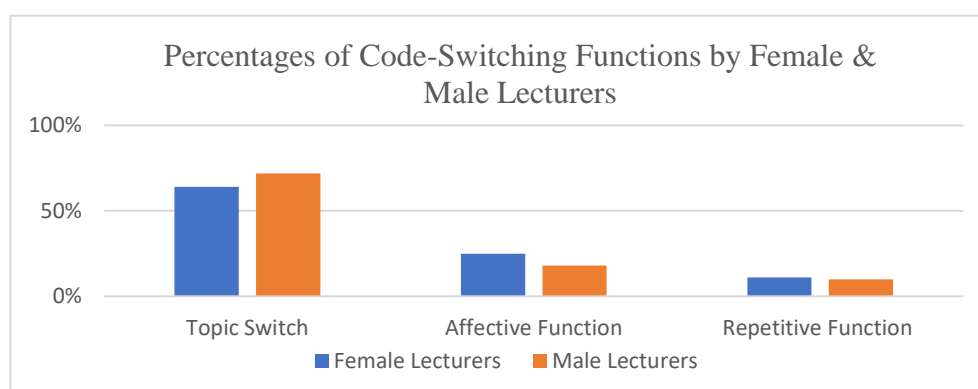


Chart 3 revealed the percentage of the functions of code-switching between female and male lecturers. A total of 2 female and male lecturers' utterances were used

to count data. The result proved that both female and male lecturers switching the most as well as female lecturers. Female lecturers used it 64% in the classroom, whereas, male lecturers used it 72%. In addition, repetitive function are the ones that both lecturers utilized the least. In the classroom, male lecturers used it 10% and female lecturers used it 11%.

2. Gender Differences between Female & Male Lectures in Using Code-Switching

The researchers discovered significant gender differences in the usage of code-switching between male and female lecturers. The researchers discovered out through observations as well as interviews that each lecturer has a unique technique of teaching and has their own individual goals when it comes to using code switching. When it comes to the implementation of code switching, male and female lecturers produce results that are essentially identical. While this is going on, the lecturers in the code-switching function, whether they are male or female, are the ones who employ subject switching the most in class. It is possible to draw the conclusion that there is gender difference between male and female professors due to the fact that each lecturer uses code switching in a different method and for a different purpose.

RESEARCH FINDINGS

1. The Functions of Code-Switching by Female and Male Lecturers

a) Female Lecturers Code-Switching Functions

From the observations, researchers found functions of code-switching based on Mattson & Burenhult's theory, namely, topic switch, affective function, and repetitive function. The total data on utterances for both lecturers is 226 utterances. Then, data on female lecturers found that female lecturers used the topic switch function the most at 64%. The topic switch function is used when the instructor modifies his or her vocabulary to fit the subject at hand. Then, the affective function used by female lecturers are at 25%. The affective function is used in order to build a sense of community and connection among the students. In the repetitive function, there are 11% at percentage. The repetitive function is used when explaining its meaning in the native tongue, putting an emphasis on the significance of the information being presented in the target language for effective comprehension. Overall, female lecturers use topic switch function more than other functions.

1) Topic Switch

In the result of the classroom observation, the researcher found the total of 143 utterances between two female lecturers. The researcher found 57 utterances in topic switch function from FL1 (Female Lectures 1). Also, the researcher found 86 utterances from FL2 (Female Lecturers 2). Here are the examples that was found in the classroom observation between Female Lecturer 1 & Female Lecturer 2.

(Session 1 No. 10)

FL1: “How to deal with embarrassment maybe ya, kata yang lebih tepat.”

Here in the example, female lecturer 1 switched from English to Bahasa Indonesia is because the lecturer wanted to modified her vocabulary to fit the subject at hand. Here in the sentence, firstly, the lecturer said “How to deal with embarrassment maybe”. The lecturer modified the terms to Bahasa Indonesia and then emphasized it by saying “ya, kata yang lebih tepat.” at the end of the sentence.

2) Affective Switch

Regarding the result of the classroom observation, the researcher found the total of 55 affective function utterances between two female lecturers. The researcher found 47 utterances in affective function from FL1 (Female Lectures 1). Also, the researcher found 8 utterances from FL2 (Female Lecturers 2). Here are the examples that was found in the classroom observation between Female Lecturer 1 & Female Lecturer 2.

(Session 1 No.3)

FL2: “So how was it everyone, looking at the students in the classroom? Ada mereka begini? Engga ya. Yang terjadi seperti apa? A mess pokoknya yang paud ya.”

Here in the example, female lecturer 2 switched from English to Bahasa Indonesia is because the lecturer wanted to build closeness to her students. Here in the sentence, firstly, the lecturer said “So how was it everyone, looking at the students in the classroom?”. The lecturer then emphasized it by asking some questions “Ada mereka begini? Engga ya. Yang terjadi seperti apa?” In Bahasa Indonesia and then continued her sentence to encourage the students to answer “A mess pokoknya yang paud ya.”

3) Repetitive Switch

The result of classroom observation indicated that the total of 25 repetitive function utterances between two female lecturers. The researcher found 11 utterances in repetitive function from FL1 (Female Lectures 1). Also, the researcher found 14 utterances from FL2 (Female Lecturers 2). Here are the examples that was found in the classroom observation between Female Lecturer 1 & Female Lecturer 2.

(Session 1 No.12)

FL2: *“Then, the language should be first presented through sounds, not written symbols. Jadi, mengajarkan Bahasa biasakanlah membunyikannya. Jangan suruh nulis.”*

Here in the example, female lecturer 2 switched from English to Bahasa Indonesia is because the lecturer wanted to repeat her explanation to make student understand it clearly. Here in the sentence, firstly, the lecturer said “Then, the language should be first presented through sounds, not written symbols.” The lecturer then re-explained her sentence “Jadi, mengajarkan Bahasa biasakanlah membunyikannya. Jangan suruh nulis.” In Bahasa Indonesia.

b) Male Lectures Code-Switching Functions

From the observations, researchers found functions of code-switching based on Mattson & Burenhult's theory, namely, topic switch, affective function, and repetitive function. The total data on utterances for both lecturers is 204 utterances. Then, data on male lecturers found that male lecturers used the topic switch function the most at 72%. The topic switch function is used when the instructor modifies his or her vocabulary to fit the subject at hand. Then, the affective function is used by male lecturers are at 18%. The affective function is used in order to build a sense of community and connection among the students. In the repetitive function, there are 10% at percentage. The repetitive function is used when explaining its meaning in the native tongue, putting an emphasis on the significance of the information being presented in the target language for effective comprehension. Overall, male lecturers also use topic switch function more than other functions.

1) Topic Switch

On the result of the classroom observation, the researcher indicated the total of 145 topic switch function utterances between two male lecturers. The researcher found 97 utterances in affective function from ML1 (Male Lectures 1). Also, the researcher found 48 utterances from ML2 (Male Lecturers 2). Here are the examples that was found in the classroom observation between Male Lecturer 1 & Male Lecturer 2.

(Session 1 No.28)

ML2: *“If there is a consonant, meet with vowel, you can link the sound. Jadi kalau ada kata itu berakhirnya konsonan, setelah itu vokal..”*

Here in the example, male lecturer 2 switched from English to Bahasa Indonesia is because the lecturer wanted to modified his vocabulary to fit the subject at hand. Here in the sentence, firstly, the lecturer said “*If there is a consonant, meet with vowel, you can link the sound.*”. The lecturer modified the terms and then emphasized it by modified his sentence and terms “*Jadi kalau ada kata itu berakhirnya konsonan, setelah itu vokal.*” In Bahasa Indonesia.

2) Affective Switch

The result of the classroom observation showed that the total of 37 affective function utterances between two male lecturers. The researcher found 10 utterances in tag switching from ML1 (Male Lectures 1). Also, the researcher found 27 utterances from ML2 (Male Lecturers 2). Here are the examples that was found in the classroom observation between Male Lecturer 1 & Male Lecturer 2.

(Session 2 No.47)

ML1: “Hati hati menggunakan kata boring ya. Kalau kalian I’m boring, jawabannya yes you are. Hahaha.”

Here in the example, male lecturer 1 switched from English to Bahasa Indonesia is because the lecturer wanted to build closeness to her students. Here in the sentence, firstly, the lecturer said “Hati hati menggunakan kata boring ya.”. The lecturer then emphasized it by making jokes by saying “Kalau kalian I’m boring, jawabannya yes you are. Hahaha.” In Bahasa Indonesia.

3) Repetitive Switch

Coming from result of the classroom observation, the researcher found the total of 20 tag-switching utterances between two male lecturers. The researcher found 4 utterances in tag switching from ML1 (Male Lectures 1). Also, the researcher found 16 utterances from ML2 (Male Lecturers 2). Here are the examples that was found in the classroom observation between Male Lecturer 1 & Male Lecturer 2.

(Session 2 No.23)

ML2: “Okay, last week you learned about wh question with be. Minggu lalu kita belajarnya, wh question with tobe. Itu kita bilang kalimat nominal.”

Here in the example, male lecturer 2 switched from English to Bahasa Indonesia is because the lecturer wanted to repeat his explanation to make student understand it clearly. Here in the sentence, firstly, the lecturer said “Okay, last week you learned about wh question with be.”. The lecturer then re-explained her sentence “Minggu lalu kita belajarnya, wh question with tobe. Itu kita bilang kalimat nominal.” In Bahasa Indonesia.

a) Gender Differences Between Female & Male Lectures in Using Code-Switching

The researchers discovered no significant gender differences in the usage of code-switching between male and female lecturers. The researchers discovered out through observations as well as interviews that each lecturer has a unique technique of teaching and has their own individual goals when it comes to using code switching. When it comes to the implementation of code switching, male and female lecturers produce results that are essentially identical. The difference between male and female lecturers

who switch codes is only 5%, as female lecturers switch codes 52% of the time while male lecturers move codes 47% of the time. While this is going on, the lecturers in the code-switching function, whether they are male or female, are the ones who employ subject switching the most in class. It is possible to draw the conclusion that there is no gender difference between male and female professors due to the fact that each lecturer uses code switching in a different method and for a different purpose.

Discussion

The study evaluated the functions of code-switching by female and male lecturers in the classroom, as well as the gender differences between the two. The results showed that the most used function was topic switch, where lecturers switched languages and modified their vocabulary to fit the subject. Female lecturers used code-switching to help students understand classroom materials, while male lecturers used it only when difficult terms or definitions were encountered.

There were gender differences between female and male lecturers in code-switching usage, as each had different methods and purposes. The study found that both male and female lecturers used topic switch the most, with female lecturers using 52% and male lecturers using 47%. Both researchers recommended more exposure to English language for students, but the study did not reveal the functions or reasons for code-switching. In conclusion, both female and male lecturers used code-switching in the classroom, with some lecturers being aware of it and others unconsciously using it.

CONCLUSION

The study found that both female and male lecturers in Indonesia use code-switching during teaching English. Female lecturers use it to help students understand materials, while male lecturers use it when difficult terms or definitions are difficult to understand. Some lecturers are aware of their code-switching, while others do it unconsciously. The researchers concluded that code-switching is common in Indonesian classrooms, and awareness of reducing it is crucial. Teachers use three function of code-switching: topic switch, affective switch, and repetitive switch.

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