Code-Switching: Teacher Strategy in Arabic Learning

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Abstract

This study describes how code-switching between first language (L1) and foreign language (FL) is used as teaching strategy by teachers in Arabic learning. The method used in this study was a descriptive qualitative. The data sources were Arabic teachers in East Java and Bali. Data collection techniques used in this research were interviews and observations analyzed in three stages: reducing data, presenting data, and drawing conclusion. The result showed that Arabic teachers agreed that code-switching could be used as a teaching strategy to facilitate students' understanding of learning materials. Code-switching function can be applied in three aspects: 1) curriculum activity, 2) class management and 3) interpersonal relationship. Code-switching can be an essential part that Arabic teachers can utilize in carrying out the learning process in the classroom. Teachers can use it as an indirect strategy if using Arabic does not fulfill the learning objectives.
Keywords: Arabic Learning, Code-switching, Sociolinguistics

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan bagaimana alih kode bahasa pertama (L1) dan bahasa asing (L2) dijadikan strategi mengajar oleh guru dalam pembelajaran bahasa Arab. Metode yang digunakan dalam penelitian ini adalah metode kualitatif deskriptif. Data diambil dari sumber data yaitu guru bahasa Arab di provinsi Jawa Timur dan Bali sebagai peserta penelitian. Teknik pengumpulan data yang digunakan peneliti adalah wawancara dan observasi yang kemudian dianalisis dengan tiga tahapan, yaitu reduksi data, penyajian data dan penarikan kesimpilan. Hasil penelitian ini adalah guru bahasa Arab sepakat bahwa alih kode bahasa dapat dijadikan strategi mengajar guru untuk memudahkan siswa dalam memahami pembelajaran. Alih kode bahasa atau *code-switching* tersebut dapat difungsikan menjadi tiga bagian; 1) Fungsi kegiatan kurikulum, 2) Fungsi manajemen kelas, dan 3) Fungsi hubungan interpersonal. Alih kode bahasa atau *code-switching* dapat menjadi bagian penting yang dapat dimanfaatkan oleh guru bahasa Arab dalam melaksanakan proses pembelajaran di dalam kelas. Guru dapat menjadikan alih kode bahasa sebagai strategi komunikasi untuk digunakan pada saat keadaan di dalam kelas tidak memungkinkan lagi jika menggunakan bahasa Arab.
Kata kunci: Alih Kode Bahasa, Pembelajaran Bahasa Arab, Sosiolinguistik

INTRODUCTION

The phenomenon of code-switching happens to a lot of people who have different backgrounds and various languages. In communicating, sometimes people do not use sole language (Rianti Sari, 2016). Therefore, a fascinating phenomenon appears as someone does a language switch when communicating with another person (Mustikawati, 2016). Moreover, other language variations are intended to adjust to other roles or situations or other participations (Kridalaksana, 2008).

Code-switching is defined as shifting one language to another. In a language learning activity, one practice that gets the attention of researchers is code-switching and its implications for the pedagogical aspects of language learning (Sezen Seymen Bilgin, 2016). Code-switching is also often done by Arabic language teachers when carrying out the process of teaching and learning activities in the classroom.

A'la et al., in their research, stated that they found two events in learning Arabic: 1) switching and mixing internal language code between figurative Arabic and *Fashih* Arabic, and 2) mixing codes with external or outward forms in the insertion of words, phrases, and clauses (A'la & Mulawarman, 2020). Zuliana also states that there are several factors for code-switching and code-mixing to happen, including: 1) being not able to understand Arabic, 2) showing academic ability, 3) using it as a stylistic/slang language, 4) lacking in mastery of Arabic vocabulary, 5) using it as a tool to attract interlocutors (Zuliana, 2017).

Another research, conducted by (Rosyidi & Wijaya, 2020), is to find the contribution of code-switching carried out by lecturers in learning *maharah Qira'ah*. It is to confirm and explain whether there is a misunderstood material and to find out someone's level of understanding. Muin's findings also show that code-switching carried out by doctoral program students from Universitas Hasanuddin Makassar serves as a communication strategy in lectures with bilingual students (Mu'in, 2011). (Maluleke, 2019) also argues in his research that mathematics teachers successfully use code-switching as an empowerment strategy to help bilingual students improve their performance in Mathematics. Furthermore, (Songxaba et al., 2017) stated that the teachers he had interviewed agreed to do code-switching to improve their teaching strategies in foreign language learning (FL) for African learners.

Several studies prove that teachers often use code-switching in various subjects, including Arabic, to facilitate the learning process in bilingual classes. It is the main reason researchers describe the implications of this code-switching on the Arabic language learning process. This research has a novelty from previous studies, which is examining the code-switching used by the teacher intentionally or unintentionally and its function in learning Arabic.

Assumed from the explanation above, the researcher intends to conduct a study entitled Code Switching: Teacher Strategy in Arabic Learning. This study describes the forms of code-switching, and their objectives done by Arabic language teachers as their strategy in carrying out the learning process in the classroom. With the results of this study, Arabic teachers can get the option to use code-switching as their communication strategy in the classroom in certain situations. Therefore, this research is essential because this code-switching strategy is feasible as an Arabic learning strategy for teachers to deliver the learning materials.

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METHOD

Research Design

The researchers conducted a descriptive qualitative method focused on a field research approach. Qualitative method is a research that focuses on the process rather than the final result in its implementation, and the presentation of research data is in the form of descriptions (Sarwono, 2006). The researchers will describe how teachers use code-switching as an Arabic learning strategy.

Data Collection Technique

An interview is the data collection technique chosen by the researcher in this study. The types of interviews conducted were interviews by performing informal conversations and observing learning recordings.

The research subjects in this study were Arabic teachers who taught at the junior high school level. Three teachers from three different educational institutions in the provinces of East Java and Bali were chosen as the subjects of this study by using a purposive sampling technique by Bernard. According to the researchers' needs, the criterion for the research subject was teaching Arabic in classes with bilingual students (Etikan, 2016).

Data Analysis Technique

This study's data analysis techniques included reducing data, presenting data, and drawing conclusions (Miles & Huberman, 2014). The researchers will reduce the data that has been successfully collected after conducting interviews with the research subjects. After the data reduction process, they were presented in the results and discussion chapter. Afterwards, the last step was concluding the discussion.

RESULT

After conducting the data collection process using interview and observation techniques, researchers reduced the data. The data selected by researchers through the data reduction process was presented below. The researcher found several functions of code-switching performed by the three teachers who taught Arabic as a learning strategy; 1) as a facility for building and disseminating knowledge, 2) as a facility to manage a class, and 3) as a tool for interpersonal relations.

Building and Disseminating Knowledge

Teachers often use code-switching to explain learning materials or concepts to students, such as translating sentences, explaining *qowa'id*, giving new vocabulary, and explaining the contents of reading texts. Students can easily understand the messages or explanations about the material given by the teacher. Code-switching is undertaken when the teacher feels that students cannot understand the teacher's explanation in Arabic.

LNA (an Arabic teacher at MTs Mambaul Huda, Krasak, Tegalsari, Banyuwangi Regency) confirmed in the interview that:

> "*Especially in Qowaid learning, I use full Indonesian. Because Qowa'id lessons require a deeper understanding, students will find it difficult if I use Arabic.*"

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The teacher's statement above aligned with the researcher's finding after conducting an observation by performing the note-taking technique. The following was an example of data in the observation.

Data 1.1 (Teacher: LNA)

Teacher : " التعريف من فعل مضارع يعني (*at-ta'rīf min fi'li muḍāri' ya'nī*) *kata kerja yang digunakan untuk mengungkapkan pekerjaan yang sedang dikerjakan (masa sekarang) atau yang akan dikerjakan (masa yang akan datang)*".

Translation: (It is) a verb that is used to express an action that is being done (present) or will be done (future).

Students : -

Teacher : " فهمتم؟ (*fahimtum*). *Apa kalian sudah paham, anak-anak*?"

Translation: Do you understand, students?

Student : "*Paham, Bu.*"

Translation: "Yes, Miss."

Referring to Data 1.1, the code-switching was uttered by the teacher when explaining *Qowaid* lesson. In this case, the teacher aimed to make it easier for students to understand the lesson.

SNIJ (an Arabic teacher at MTs Ahmad Yani Jabung, Malang Regency) expressed an opinion on the interviewed as followed:

> "*I usually explain lessons using Arabic and inserted Javanese, my mother tongue. I do it, so that students can understand what I explain easily.*"

The teacher's statement above was found after observing by doing the recording technique. The following is an example of data on giving new vocabulary.

Data 1.2 (Teacher: SNIJ)

Teacher : "نحن الآن سنعلم عن البيت. ما معنى البيت؟(*nanul āna sanata'allamu 'anil bayti, māl ma'nāl baytu?*)"

Translation: We will study about *al baitu* (house). What is the meaning of *al baitu*?

Student : "*Tidak tahu, Bu.*"

Translation: We have no idea, Miss.

Teacher : في البيت (*fil bayti*) *biasanya ada* غرفة النوم،(*ghurfatun nawmi*) *kamar tidur,* الحمام (*alhammāmu*) *kamar mandi,* غرفة الضيوف (*ghurfatud duyūfi*) *ruang tamu.* إذا، ما معنى البيت؟ (idhan, mā ma'nā albaytu?)

Translation: In the house, usually there are bedrooms, bathrooms, living rooms. So, what is *al baitu*?

Student : "*Rumah.*"

Translation: House.

Referring to Data 1.2, the code-switching was done by the teacher when giving new vocabulary and explaining it to the students.

Another statement came from DWUP (an Arabic teacher at MTs Insan Mulia, Bali) who said:

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"I use the language switch from Arabic to Indonesian every time I speak Arabic, which is still foreign to students. After I speak Arabic, I translate it into Indonesian".

The teacher's statement above follows what the researcher found after observing the recording. The results of observations obtained are as follows.

Data 1.3 (Teacher: DWUP)

Teacher : "نحن الآن في الدرس الثالث" (*nahnul āna fī darsi athālithi*) kita sekarang ada di bab tiga"

    Translation: We are now in unit three.

Student : "*Iya, Bu.*"

    Translation: Yes, Miss.

Teacher : "افتحوا كتبكم!" (*iftahū kutubakum*) *Silahkan buka buku pelajaran kalian*"

    Translation: Please, open your book.

Student : نعم

    Translation: Yes, Miss.

Referring to Data 1.2, code-switching was clearly done by the teacher. Every utterance in Arabic was translated into Indonesian.

By referring to the three interviews and observations above, the Arabic teacher who became the object of this study agreed that code-switching could facilitate and help students understand the lessons explained by the teacher easily.

Class Management

The second function of code-switching was found in classroom management. Teachers often use language switching from the foreign language (FL) to the mother tongue (L1) to give instructions, regulate or discipline student behavior and keep the classroom conducive.

SNIJ (an Arabic teacher at MTs Ahmad Yani Jabung, Malang Regency) stated in the interview that:

"Yes... if it is to give instructions or orders to students to maintain the conduciveness of my class, I often use more Javanese as it is their mother tongue."

The teacher's statement above follows what the researcher found after observing the note. The results of the observations obtained are as follows.

Data 1.4 (Teacher: SNIJ)

Teacher : *Assalamualaikum wr wb.*

Student : *Walaikumsalam wr wb.*

Teacher : إجلسو في مكانكم! (*ijlisū fī makānikum*) *Ayo yang belakang ndang lungguh.*

    Translation: Come on! Students who sit at the back, please quickly sit down!

Student : نعم (*na'am*).

    Translation: Yes, Miss.

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Teacher : حي نفتح تعلمنا اليوم بقراءة البسملة! (*hayya naftahu ta'alluminal yawmi biqirāatil basmalah*).
Translation: Let's start learning today by saying basmalah.

All : بسم الله الرحمن الرحيم (*bismillāhirrahmanirrāhīm*).

Referring to Data 1.4, the teacher used Javanese "*ndang lungguh*" which meant "quickly sit down," to instruct the students to return to their respective seats. In this case, the teacher deliberately did code-switching to manage the classroom.

LNA (Arabic teacher at MTs Mambaul Huda Krasak Tegalsari Banyuwangi Regency) also commented that:

"*In my personal opinion, using Javanese is more effective when giving warning to the students so that they are more disciplined in the class.*"

The teacher's statement above follows what the researcher found after observing the recording and the note. The results of observations obtained was shown in the data below.

Data 1.5 (Teacher: LNA)

Teacher : "*Yang belakang yang tidur itu*, هل لكل غرفة حمام؟ (*hal likulli ghurfatin hammamun*?)".
Translation: Hey, the one at the back who is sleeping!

Student : "*Ndak tau, Bu.*"
Translation: No idea, Miss.

Teacher : *Mangkane ojok turu ae wong kancamu wes isok kabeh. Opo kurang turumu nang pondok*?
Translation: Told you not to sleep too much, all your friends can do it. Are you still not getting enough sleep at home?

Referring to Data 1.4, the code-switching that occurred was the shift from Arabic to Javanese. The teacher said "*Mangkane ojok turu ae wong kancamu wes isok kabeh? Opo kurang turumu nang pondok*" which meant " Told you not to sleep too much, all your friends can do it. Are you still not getting enough sleep at home?" The teacher used these utterances to discipline the student behavior.

Based upon the results of the interviews and observations above, it concludes that the teachers agree to use code-switching to manage the classroom atmosphere to keep it conducive.

Interpersonal Relations

Teachers can also use code-switching for affective functions such as building interpersonal relationships with students in class. The use of code-switching in the classroom can create a more supportive language environment that allows teachers to build interpersonal relationships with students, for example, using humor, lightening the mood to reduce student anxiety, and giving praise.

DWUP (Arabic teacher at MTs Insan Mulia Bali) confirmed that:

"*When interacting with students, I use Arabic, which then I translate into Indonesian. I do it when advising or praising students.*"

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The teacher's statement above aligned with the researchers' finding after observing the recording. The results of the observations obtained could be seen in the data below.

Data 1.6 (Teacher: DWUP)

Teacher : في هذا الدرس لابد علينا أن نتكلم باللغة العربية" (*fī hādhad darsi lābudda ʿalainā an natakallamu bil lughotil ʿarabiyyati*)".

 Translation: In this lesson, we will speak Arabic.

Students : *silent

Teacher : "*Dalam pelajaran ini, kita harus membiasakan diri untuk berbahasa Arab. Ingat baik-baik.* اللغة العربية سهلة (*allughatul ʿarabiyyatu sahlah*) *Bahasa Arab itu mudah*".

 Translation: In this lesson, we have to get used to speaking Arabic. Remember well, Arabic is easy.

Students : نعم أستاذة" (*naʿam ustādhah*)."

 Translation: Yes, Miss.

Established on the interview and observation above, it is inferred that the teacher also uses code-switching when taking a psychological approach to students.

DISCUSSION

The results of the above study indicate that the code-switching between foreign language (FL) and the student's mother tongue (L1) carried out by Arabic language teachers has given impact on three aspects, which are 1) as a facility for building and disseminating knowledge, 2) as a facility to manage a class, and 3) as a tool for interpersonal relations. It follows previous research on code-switching as a teaching strategy in learning in bilingual classes. As stated by Halliday (1994), quoted by (Lin, 2013) and by (Rianti Sari, 2016), three functions of code-switching include: 1) curriculum access, which is to provide access for students with low L2 ability, by explaining, translating, deciphering L1, 2) textual function, which describes the experience of life and associate it to the lesson, and 3) interpersonal function, which is to build good relationships between teachers and students.

As explained above, Arabic teachers has done language switching between foreign language and the students' mother tongue when they realize that the students cannot understand the material delivered using a foreign language. Marked by the absence of feedback from the students, the teachers provide some stimulus in the form of questions.

According to Cole (1998), cited by Sert (2005), "a teacher can exploit the previous L1 learning experiences of students to increase their understanding of L2". (Ferguson, 2003) also expresses his opinion that code-switching helps students understand their learning materials. From this, we can infer that what the respondent teachers did was in alignment with the theory of Sert (2005), Ferguson (2003), and Sudarja (2019).

In addition to helping teachers transmit knowledge in the classroom, teachers also use code-switching when managing teaching and learning activities or classroom management. The Arabic teachers immediately switch the code from Arabic to the students' mother tongue when they realize that the situation and

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condition of the class are not conducive. In this case, the teachers perform code-switching when controlling students so that the teaching and learning atmosphere becomes conducive.

Choong (2006) also supports the statement, cited by Fachriyah (2017) and Puspawati (2018), that several reasons of using L1 are applied in language classrooms to convey and examine the lexical or grammatical understanding of forms and meanings, provide direction, and manage the class (Fachriyah, 2017) (Puspawati, 2018).

When delivering information about learning materials, it is necessary to insert short conversations to build good interpersonal relationships between teachers and students. Arabic teachers also pay attention to this. They switch the codes from Arabic to their mother tongue when making an interpersonal approach with students. Arabic teachers hope that the meaning and value of speech can reach the heart of each student.

The function of interpersonal relations in code-switching done by Arabic teachers is supported by the statement of (Shafi, 2020) and (Cahyani et al., 2018) in their research. They state that code-switching is a language strategy that helps the teachers facilitate conversation and maintain good communication during the learning process in language classrooms.

Inferred from the discussion above, Arabic teachers use code-switching as an indirect strategy in the Arabic learning process. They switch the code in certain situations, such as when students do not understand what the teacher is explaining about the material, when they want to make the class atmosphere conducive, and when they intend to have short conversations to build interpersonal relationships between teachers and students.

CONCLUSION

It leads to a conclusion that all teachers who are the object of research use code-switching as their strategy in learning Arabic. The code-switching carried out by the teachers can help achieve learning objectives. The primary reason is that code-switching can help teachers transfer knowledge and make it easier for students to understand lessons. The function of code-switching in learning Arabic can be applied in three aspects of learning; 1) curriculum activities, 2) class management, and 3) interpersonal relations. Inserting code-switching to the curriculum activities include translating Arabic sentences, phrases, or words, explaining the material, and providing new vocabularies. Class management involves disciplining student behavior and providing instructions. On the other hand, interpersonal relations include the delivery of advice and motivation so that the students are always enthusiastic about learning Arabic.

This research proposes two recommendations. The first is a recommendation for Arabic teachers to understand the concepts and theories of code-switching so that they will understand the use of code-switching as an indirect Arabic learning strategy. For future researchers, it is necessary to use this research as a comparison to conduct other studies that develop the theory of code-switching and its implications for learning Arabic. With this research, the new concepts in Arabic learning are more conditional and functional and the use of the first language

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in teaching the foreign or second language is no longer considered flawed by educators.

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