THE USE OF AUDIO-VISUAL IN TEACHING SOCIOLINGUISTICS: CODE-SWITCHING OR CODE-MIXING

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ABSTRACT

This research aimed to investigate and describe the finding about the use of movie in teaching sociolinguistics: code-switching or code-mixing. This research applied qualitative research using descriptive method. In collecting the data, the researcher used observation, interview and documentation. Based on the result of data analysis, it could be concluded that the use of audio-visual in teaching sociolinguistics: code-switching or code-mixing showed good response of the students’ attention and participation in Sociolinguistics class.

Key words: Audio-visual, teaching sociolinguistics: code-switching or code-mixing

INTRODUCTION

Sociolinguistics is the branch of linguistics. It is descriptive study of society aspects, including culture, language use, context, and the effects of language use on society. According to Wardhaugh (1992:13) a sociolinguistics is as an investigating the relationships between language and society with the goal being a better understanding of the structure of language and of how languages function in communication. It means that both language and society could influence each other. It becomes interesting to investigate the way how people speak in different social context which describe the way language works.

Whereas, sociolinguistics is taught for students who are at collage level. Code-switching or code-mixing includes the important part of sociolinguistics that is taught and learned. Code-switching or code-mixing cover the participants, solidarity and status. They influence each others in the process of human communication. According to Holmes (1992:41) people sometimes switch code within a domain or social situation. So a code switch may be related to particular participant or addressee. When the code-switching is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch. In addition, code mixing is when two code switched languages. It is also called intra-sentential code alternation occurs when speakers use two or more languages.

However, in teaching sociolinguistics: code-switching or code-mixing, some problems were encountered by lecturer so that the students had difficulties in learning it well. Teaching linguistics (English) has been an important material in Indonesia. English is not first language but foreign language, so teaching and learning foreign language is difficult for lecturer and students because they cannot learn and use English in real life situations.
They should learn sentences in textbooks not in a real environment. Therefore, lecturer should always look for useful strategies by using media to reduce the difficulties of teaching English language (Long, 1969; Chen, 2007; Nunn, 2011).

In the opinion of Richard and Schmidt (2002:283) language is the system of human communication which consist of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentence, utterances; it is also any particular system of human communication. In other words, language is a media that are human being have to communicate and interact. In simple, there is a system of language as media in helping people to interact in a communication.

Based on the researcher observation, she found that students who were learning code-switching or code-mixing faced confusion and difficulties. They said that to comprehend code-switching or code-mixing was not enough by reading the handbook given by lecturer. Based on the observation, the researcher assumed that as a facilitator, the lecturer needed to use the medium in teaching sociolinguistics: code-switching or code-mixing. Moreover, it could help students in learning code-switching or code-mixing clearly once.

Djamarah (1995: 136) said that media are any tools that can be used as a conduit message in order to achieve the learning objectives. Audio visual media is modern instructional media in accordance with the times (the advance of science and technology), covers the media that can be seen and heard (Ahmad, 1997: 97-98). It means that audio-visual media is a media intermediary or use of the materials and absorption through vision and hearing so as to establish the conditions to enable the pupils in acquiring knowledge, skills, or attitudes.

According to Soedjarwono (1997: 175) there are some forms of audio-visual media that can be classified into eight classes: 1) audio-visual media motion example, televisions, video tape, film and audio media in general as the program tapes, discs, and so forth; 2) audio-visual media silence example, voiced slide, comic voice; 3) media audio semi motion example muse, and the media board; 4) media-motion visuals example, silent film; 5) visual media is silent example microphone, images, and graphics, maps globes, charts, etc; 6) media art movement; 7) media audio sample, radio, telephone, tape, disk, etc; 8) print media example, a television.

The significance of this research, theoretically findings were useful to analyze and describe about the use of audio-visual in teaching sociolinguistics: code-switching or code-mixing. Practically, the students could improve their ability to learn the way of language work. Besides, it could hone students’ analytical skills by analyzing code-switching or code-mixing through audio-visual.

**RESEARCH METHOD**

The objective of this research was to investigate and describe the finding about the use of audio-visual in teaching sociolinguistics: code-switching or code-mixing. Further, this research was for contributing the
teachers and students in the process of language work and for comprehending the descriptive study of the language through audio-visual.

The researcher applied qualitative study using descriptive method because she wanted to describe the existing phenomenon in such a way that finds out the use of movie in teaching sociolinguistics. According to Donald (2010:440) descriptive method describes events as they naturally occur. It involves describing, analyzing, and interpreting of condition that exists. From the explanation, the researcher did not manipulate the data, she was just to describe by presenting all the facts, and try drawing conclusion based on the data collecting. This research was conducted on the Fourth Semester Students of STKIP-PGRI Lubuklinggau in the Academic Year 2015/2016 which is located on Jl. Mayor Toha, Air Kuti, Lubuklinggau (South Sumatera).

The instrument used in this research was observation, interview, and documentation to collect the data.

a. Observation

Marshall and Rossman (1989:79) argued that observation as the systematic description of events, behaviors, and artifacts in the social setting chosen for study. It means that the researcher observed the activities happened in detail of the classroom and recorded the activities.

b. Interview

According to Cohen and Morrison (2007:349) interview is a flexible tool for data collection, enable multi-sensory channels to be used: verbal and non-verbal. In simple, the researcher did interview to students in getting the additional information related to the data collection.

c. Documentation

Documentation is get the direct data from research place such as activity report, pictures, video, etc (Arikunto, 2010:77). The researcher used the digital camera (video recording) as an instrument to collect the data.

RESULT OF THE RESEARCH

Audio-visual media motion such as film, television’s program and song were used by researcher in teaching sociolinguistics: code-switching or code-mixing. Film, television’s program and song are audio-visual media which could be applied in teaching and learning process. Moreover, they can be used to help teacher in connecting materials teaching in the classroom with real world events that are culturally relevant. Harlow and Muyskens (1994) stated that the audio-visual media are the effective ways to bring authentic speech into foreign language classroom. Sociolinguistics could be learned by students in real communication by letting them to watch and analyze the audio-visual media motion. The audio-visual media motion tell a story and have existents, character, objects, locations, events and values.

From the data that had been collected and analyzed, the researcher found that the use of audio-visual in teaching sociolinguistics: code-switching or code-mixing can be described and discussed in explanation as follows.

a. The Result Observation

The first step done in collecting the data was the researcher carried out observation. It was for measuring the students’ activities in
Sociolinguistics class. There were two aspects detail that was observed by researcher, they were:

1. Attention, the researcher observed the students’ attention, whether they paid attention or not to the explanation given by using audio-visual media. Attention is a process that encodes language input, keeps it active in working and short-term memory, and retrieves it from long-term memory (Robinson, 2003:631).

2. Participation, the researcher observed the students’ participation during sociolinguistics class. The participation were given by students during teaching and learning process such as they expressed their ideas or opinion, asked questions to teacher, answered the questions given by teacher, solved her/ his friends’ problems in learning the material, concluded the material based on her or his comprehension.

In addition, the observation was done by the researcher by preparing an observation sheet. The observation conducted in sociolinguistics class in four meetings. The observation was measured that contained of the aspects detail. Below was the aspects detail in Table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects detail</th>
<th>Meeting 1</th>
<th>Meeting 2</th>
<th>Meeting 3</th>
<th>Meeting 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Attention</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>C</td>
</tr>
<tr>
<td>2.</td>
<td>Participation</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

Criteria:
A : Excellent
B : Good
C : Fair
D : Poor
E : Very poor

Based on the findings of Table 1, the students’ attention and participation in observation sheet showed that the students’ activities during sociolinguistics class were categorized into good attention and participation when teaching sociolinguistics: code-switching and code-mixing taught by using film, television’s program and song as the audio-visual media. The progress of students’ attention from meeting 1 to meeting 3 had good to excellent criteria. However, in meeting 4 the students’ attention progress was not stable slightly decreased into fair response. Even though, over all the students’ attention progress was categorized into good response. The result of students’ participation was not different to the students’ attention. The result of observation showed that students’ participation was dominant good response. It means that students had motivation to be active in giving participation such as express opinions, ask questions, answer question, etc.

b. The Result of Interview

In this step, the researcher continued to interview the students. There were 10 students who were interviewed by the researcher to find out and describe the students’ ability, experience and motivation after they learned sociolinguistics: code-switching or code-mixing by using audio-visual media motion. The result showed that almost all students said that they had interested in
learning sociolinguistics by using audio-visual media motion (film, television’s program and song). Furthermore, they stated that the use of audio-visual media motion encouraged them to analyze code-switching or code-mixing. It also helped them to understand and comprehend the material through audio-visual media motion. In short, the researcher wrote that the use of audio-visual media in teaching sociolinguistics: code-switching or code-mixing influenced the students’ ability and motivation. It stimulated the students’ experience in improving their ability and added the students’ motivation in learning their course material including sociolinguistics: code-switching or code-mixing.

c. The Result of Documentation
The last step done in collecting the data was documentation. The documentation both took pictures and recorded videos of students’ activities. The researcher took pictures of students who were learning by using the audio-visual media motion that had code-switching or code-mixing in verbal and non-verbal communication, took pictures of students who were analyzing the material, took pictures of students who were giving (asking or answering) their opinion about the material that related to sociolinguistics: code-switching or code-mixing. She also recorded videos of students’ activity (interview students).

CONCLUSION
From the data collected and analyzed, the researcher could conclude that the use of audio-visual in teaching sociolinguistics: code-switching or code-mixing had good responses (attention and participation) from students who learned code-switching or code-mixing through film, television’s program and song. Here were the points detailed that could be concluded:

1. The use of audio-visual in teaching sociolinguistics: code-switching or code-mixing influenced the students in positive responses; students could have experience worlds beyond their own to increase their ability. Besides, it could hone students’ analytical skills to analyze movie by using the theories and concepts they were learning.

2. It also contributed an input to use audio-visual media motion such as film, television’s program and song as the authentic materials in teaching sociolinguistics: code-switching or code-mixing. Moreover, they could be used to help teacher in connecting the materials teaching in the classroom with real world events that were culturally relevant.

REFERENCES


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