



THE CODE-SWITCHING USED BY TEACHER AND STUDENTS IN ENGLISH CLASSROOM

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Abstract: This research is a part of the sociolinguistic studies that emphasizes on code-switching in communication, especially in teaching and learning activity in the classroom. Beside investigates the form and functions of code-switching, the writer also investigates the reason of code switching used by teacher in the classroom. The research employed a qualitative approach. The data is taken from youtube videos of English teaching and learning process. Base on the reasearch finding, all form of code-switching are used in the teaching and learning process. After gaining the data, the researcher transcribed them into written data. The writer then classified data based on the types/form, function and reason of code switching. Base on the reasearch finding, all form of code-switching are used in the teaching and learning process. While for the for the functions of code-switching the researcher only six out of seven functions from teacher and students` utterances. The study also found some reasons of using code-switching in English classroom there are speaker, speech partner, topic of conversation, changing from formal into informal situation, and language function.

Keyword : code-switching, form, function, reason.

INTRODUCTION

In general, language refers to the human ability to learn and use system of complex communication, or the set of utterances that can obtained from these rules. Language will never be separated from human life because it is a human system which is used to communicate their feelings, ideas, desires, actions, and experiences for other people. The use of language for communication is determined by two factors, namely linguistic and nonlinguistic factors. One of nonlinguistic factor that affect the use of linguistic is the social factor. The study of language related to social factors is named as sociolinguistic. Wardhaugh (2006: 1) stated that sociolinguistic is the study of language use in society that did not focus on the composition of sentence structure but focuses on differences in language use and language development in society. Thus, sociolinguistics provides the insight about the language change during the communication in a society. There are special social values and cultures in the use of language in every group of society.

As an object of sociolinguistics, the use of language in bilingual and multilingual community is interesting to study. Lado (1964: 214) argues that bilingual is the ability to use two languages by someone with as good or almost as good, which is related to the knowledge of two languages regardless of level. It can be concluded that bilingualism is the use of two languages by speaker in the interaction with other speakers in different language. They use language variety and variations in communication according to their situation, social and cultural background. This kind of phenomenon is recognized as code-switching.

Code-switching refers to the notion that a speaker shifts from one language or a variety into another in the course of a text or a conversation. In the literature, code-switching has been defined from several perspectives. Jingxia (2010) pointed out in his study that the term “code” denotes any system of signals including numbers and words with real meanings. In other words, Nunan and Carter (2001) argued that code-switching alternates between the speakers’ mother tongue and the target language which they aim to acquire.

Code-switching can be found effective in teaching and learning in a classroom context. In educational forum, especially in teaching and learning activity, language has a function as a tool to convey information. In teaching and learning activity, language choice has a considerable influence toward success of hearer to interpret the speaker’s message. In English classes, the teacher and the students are often do the code-switching for some reasons and purposes. Fakeye (2012) stated that it is recommended that participants should have positive attitude towards code-switching and it should not be seen as a sign of linguistic incompetence but valuable in the classroom with the intention of:

- a. Providing essential meaning to create English teaching learning which is appropriate with the curriculum (lesson plan).
- b. Learning new vocabulary in the classroom.
- c. Establishing relationship with students or asserting authority of the teacher.

Additionally, Creese&Blackledge (2010) mentioned that there is pedagogic potential behind code-switching. There include increasing the inclusion, increasing Participation, understanding of students in the learning process, developing less formal relationship between participants, conveying ideas more easily, accomplishing lesson, and contributing to a “teachable” pedagogic resource.

LITERATURE REVIEW

Bilingualism

Nowdays it is very common for someone to master more than one language. Sometimes people even feel the need to learn other languages beside their native language. When two or more languages are used alternately by the same speakers, it can be said that those language contact each other. An event in which two or more language are used alternately by a speaker is called bilingualism (Wardhaugh: 1992). Spolsky (1998: 45) define a bilingualism as “a person who has some functional ability in the second language”. This may vary from a limited ability in one or more domains to very strong command of both languages. According to Hoffman (1991:3) there are three reasons why people become bilingual, namely because of membership, education, and administration. In many countries and communities, bilingualism has becomes a normal need for daily communication and not a sign of any particular reason (Hoffman, 1991: 3). In the other words, when the members of a bilingual community have capacity of mastering the languages used in the community, they have to be able to set a condition and situation so they can communicate effectively.

Code switching

In sociolinguistics there are two kind of code, namely code switching and code mixing. Code switching is an event of transition from one code to another code. It is a

phenomenon in bilingual and multilingual communities where two or more languages come into contact. Thus, code switching is a change by the speaker (writer) of one code or language variety to another code at some points of his speech or a sentence.

Poplack(1980) who considers code switching as the alternation between two languages within a single discourse, sentence or constituent. Similarly, Auer (1998) describes code switching as a part of verbal communication and adds that it simply refers to the “alternating use of two or more codes within one conversation episode.” Besides that, she explains that people who participate in those conversations should be able to understand codes used.

Hudson (1980:53) states that code-switching is the speaker’s use of different varieties of the same language at different times and in different situation which seems to refer more to a diglossic situation. On the other word, it can be stated that code switching is the phenomenon of moving the one language variety to another language orally or written to adapt the different situation.

From the description of code switching by some sociolinguistics above, it can be concluded that code switching is a linguistics term denoting the concurrent use of more than one language or languages variety in conversation. Today, code-switching is also prominent feature of the discourse on the many schools. It can be seen when student used Indonesian, then changed it into English to continue his speaking. For example, student says, “*Materi ini sangat sulit*. I don’t understand.” In that sentence, the student used Indonesian “*Materi ini sangat sulit*”, and then he affirmed his statement, “I don’t understand.” Student added “I don’t understand” to affirm that because of the difficulty of material, he did not understand. He used English to affirm Indonesian language because of many reasons. It may because of prestige.

Form of code switching

There are so many kinds of code-switching explained by some linguists. According to Poplack (1980) there are three different types of code-switching.

a. Tag switching

Emblematic switching or tag switching is the switch in simply an interjection, a tag, or a sentence filter in the other language which serves as an ethnic identity marker (Holmes, 1992, p.42). Tag-switching is basically the inclusion of a tag in one language in an utterance which is completely in the other language, e.g. you know, I mean, right? Due to the syntactic character of tags, they can be inserted in various places in an utterance without disturbing the syntactic order. A clear example will be: “Just because you did not win the match does not mean it is the end of the world, *iyakan?*” (*iyakan* means – right?)

b. Inter-sentential

According to Tatsioka (2010, p.130) “Inter-sentential switching is described as the switch between sentence boundaries, where the sentence is in one language and other in another. This switching occurs between sentences. It switches at a clause or sentence level. In which each clause or sentence is in different language. Inter-sentential switching requires more fluency in both languages than tag switching because the portions have to follow the rules of both languages. For example: “*Saya tidak menyukainya*. What about you?” (*Saya tidak menyukainya* means: I do not like it). In addition, Hoffman (1991, p.112) argues “inter-

sentential switching is the switch from one language into another which occurs between sentence of speech”.

c. Intra-sentential

Intra-sentential switching is a type of code switching that occurs within a clause or sentence boundary. It occurs in the middle of a sentence. The complexity of this type of switching is explained by the high probability of violation of syntactic rules, as well as the requirement of a great knowledge of both grammars and how they map onto each other (Jalil: 2009). In another hand, Hoffman (1991) supported that Intra-sentential switching is the switch that occurs within a sentence. It often occurs when someone uses one language and suddenly switches into another language. For example: “We are as the parents’ always pray for all of you. Berharap all of you be success.” (Berharap means: hope)

Function of code switching

Code-Switching have function in communication. There are several functions according to Marasigan (1983). The first is the quotation, address specification, repetition, interjection, message qualification, personalization and objectivication, and facility expression.

a. Quotation

Marasigan (1983, p.73) defines "subjects quoted themselves and others directly or indirectly to sound more credible to the addressees". She illustrated that a quotation served as evidence that what they said is true based on addresses. In addition, a quotation is used to defend the authenticity of the message. A quotation can be seen from example above by switching the language from English to Spanish in order to retain the message. In Indonesian those well-known figures are mostly from some English-speaking countries. For example: *Saya lupa namanya*, what is a name? (I forget his name. What is a name?). The sentence “What is a name?” is a popular quotation from Shakespeare, well-known poet from England.

b. Addressee Specification

Marasigan (1983, p.73) stated in this type of switch, it recognizes not only interacting members of the speech events but also recognizes that either language behaviors may be more than merely a matter of individual preference or facility, but also role relation. Furthermore, addressee specification immediately happens in order to convey the message to the listener even though the message is posted.

c. Repetition

A message is repeated in the other code aimed to clarify what the speaker said, strengthen or emphasize the message, or mark the joke (Marasign, 1983, p.79). Moreover, repetition proposed to make the message is more clear and understandable to the listeners. For example “OK I may sound like a *noob/jakun/sakai*, but I just found out that my Maybank Visa Debit works like a credit too. WOW. So I don’t need to apply for a credit card now right? Or what do you guys think? Is the debit card as handy as a proper credit card? *The hubster and I kind of have this ‘thing’ against credit cards.” (Halim&Maros, 2013, p.130). as we can see in example, the term ‘*noob*’ repeat in other language ‘*jakun*’ and ‘*sakai*’ in order to prevent confusion from the listener or writer. It made to establish the understandable message.

d. Interjection

Based on Marasigan (1983, p.81), interjection used to change the interaction from the "we" to "they" code or from the "they" to the "we" code. It means that the speaker used interjection to switch and mix the code. Interjection expresses strong feeling and emotions. Therefore, interjection is clearest than other language base on language expression.

e. Message Qualification

As Marasigan (1983, p.84) states, "Message qualification is to express the time of concept". She also explained that another large group of switches consist of qualifying constructions such as clauses, sentences, and phrases (verb and noun complements).

f. Personalization and Objectification

The function of personalization and objectification based on Marasigan (1983, p.85), "The code contrast here seems to relate to such thing as the degree of speaker involvement in, or distance form, a message or an address; whether a statement reflects personal opinion, feeling, or knowledge; whether it refers to specific instance, or whether it has the status of generally known fact". In addition, Marasigan (1983) divided the function of personalization and objectification into: "objective marks that the speaker gives about the fact" and "subjective argument from the speaker as personalize marks"

g. Facility of Expression

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Reason of code switching

There were a number of possible reasons to do code-switching from one language to other. Chaer and Agustina(2004) state that the factors of doing code-switching are as many linguistic books generally state that:

a. Speaker

Sometimes, someone switches the code to the speech partner deliberately because he has certain aim. From speaker personal perspective, there are many aims why someone switches the code. A speaker often to do code- switching to get advantages from what he/she code- switched is. Some speakers do code-switching because of their habits.

b. Speech Partner

The speech partner can be personal or in group. In bilingual society, someone who speaks in one language may switch the code to his speech partner who has the same mother language background. It means that some speakers code-switch to balance their partner's language skill.

c. Present of 3rd person

Present of 3rd person which come from different backgrounds from the speaker can cause code-switching because 3rd person status also determine which language that shall be used.

d. Topic of Conversation

Topic of the conversation is one of the dominant factors that causes code-switching. Discussing from one topic to other topics can cause to do code-switching.

e. Changing from formal into informal situation

The formal and informal situation happens in the class and out of the class which depends on the language background of the speakers and partners. In the formal situation, speech usually delivered formally and seriously. While in the informal situation, speech usually delivered informally and emotionally as speaker likes.

f. Language Function

The language function used in conversation is stated on the aim of communication. Language function is the expression related to the certain aim, likes expression of ordering, offering, announcing, etc.

Suwito in Susanto (2007:7) also gives some additional reasons for bilingual and multilingual person to switch their languages, these are:

g. The Presence of the Participants

Sometimes two speakers who participants in speech interaction have to change their language, for reason of the presence of participants who come from different language group.

h. Humorous Usage

Language switching may also applicable when people have initiative to convey humorous expression. It can be shown from the language switching operated by clowns, jokers, etc.

i. Prestigion Usage

Naturally, some members of social community want to be regarded as intellectual people, low class group. They tend to show their identification by operating language switching which is done by changing from common language to scientific language though is just term.

In teaching learning process, code-switching helps the students to enhance understanding in teacher's materials. The intelligible input allows the students to feel less unpleasant, stressful, unconfident, and more relaxed to learn. When they are relaxed in studying English without any anxiety, the students are able to take a part in classroom activities effectively.

REASERCH METHOD

In conducting the study the researcher uses descriptive qualitative as a research method. Descriptive research is the research that is intended to describe the situation and condition to be explained in the research report (Arikunto, 2010). It is the process of learning that the researcher tries to describe and it is in line with the statement of the problem conducted by the researcher in previous chapter. The purpose of this research is to describe code-switching in English classroom. The data that will be collected is qualitative data. In this research, the researcher gets data from several videos on YouTube in the form of teacher and students' utterances containing code switching that occur in English classroom.

The researcher collects the data by doing some steps, those are:

1. Observing the videos in YouTube to be selected.
2. Watching and listening more the videos which are chosen.
3. Making transcription from the videos.
4. Classifying the utterance code switching.
5. Analyzing the form, function, and reason of code switching.

The instrument that will be used in this research is documentary analysis. This involves the analysis of the utterances made by the target participants in the video. With the analysis of the utterances, identification of the form, function and reason of Indonesian-English code switching will be able to do. Also, this will allow the provision of a thorough discussion and analysis of the subject under study.

RESEARCH FINDINGS

This chapter consists of the result of the research and the explanation to answer the statements of the problem. The researcher analyzes form, function and reason of Code-Switching used by the teacher and the student in English classroom. The writer obtains the data from observation and transcription of the utterances of the English teacher during teaching and learning process. The teacher's name is Dita Wulandari S.Pd. GR, Javanese woman. She speaks Indonesian and English fluently. When she communicates with her students in the classroom, she uses English and Indonesian for conveying lesson material.

During the research, the researcher found out all types of Code-Switching used by the teacher and also the student. There are tag switching, inter-sentential switching and intra-sentential switching. Meanwhile for the function of code-switching the most common function that shows up are repetition and facility of expression especially used by the students. And for the common reasons are coming from the speaker and the speech partner.

Data 1

“oke lead the pray Emily *yuk*”

“playing piano *Iya kan ada*”

The italic word performed Code-Switching as emblematic switching or tag switching. "iyakan, yuk" are the short expression that used the speaker to switch the code in their utterances. The teacher used interjection at the end of their utterance to show up her strong intention. Furthermore, it can be seen that by switching, they intended to give the clear command.

Data 2

“*hari ini* Seven D is complete”

As we can see from the teachers' utterances “*hari ini* Seven D is complete” the teacher is say so to confirm that all the students are coming to the class that day, *hari ini* means today. Therefore, this data included inter-sentential switching because the speaker used Indonesian in the first sentence, after that she switched to the English in the second sentence.

Data 3

“oke please check your group *silakan dicek di grupnya sudah* I share something in the group”

“miss *boleh dicoret* in this paper?”

It can be seen from the teacher utterances “oke please check your group *silakandicek di grupnyasudah* I share something in the group” is English sentence but the following sentence the speaker switch to different language. The teacher tell the students that she already send the material in the group class. From the students` utterances we can see “*miss bolehdicoret* in this paper?”. The student ask her teacher by swtich the code between indonesian and english without any interruption, hesitation, or pause indicating a shift

Data 4

“who wants to lead the pray, *Siapa yang memimpin doa?*”

As mantion before, repitition is one of the most common function of code switching. Repetition proposed to make the message is more clear and understandable to the listeners. As show in the data above the teracher repeat her utternce using Indonesian in order to prevent confusion from the students. It made to establish the understandable message

Data 5

“grup one please answer the questions *ini yang pertama kan berdasarkan teks yang kedua ini dicocokkan namanya*”

“Lest try b. *Siapabisajawab yang B?*”

Someone who speaks in one language may switch the code to his speech partner who has the same mother language background. It means that some speakers code-switch to balance their partner`s language skill. This fenomena can be seen from the data above that show in italic utterances, the teacher intend to switch the language into indonesian because indonesian is her students` mother tongue and it can make her student easily to understand the material.

CONCLUSIONS

In the finding the reasercher found that all the type of code switching are used by the teacher and also the students. We can found that there are 8 data that proves it, it takes from the teacher and the students` utterances that conclude into tag switching, 13 for inter-sentetial switching, and 6 data for the intra sentential switching.

For the function of code-switching the reasercher only found 6 function out of 7 there are 21 data that also takes from the teacher and students` utterances which performed in addressee specifications, repetitions, interjections, message qualifications, personalizations and objectivizations, and facilities of expressions.

While for the reason of code-switching the researcher only 5 reasons, there are speaker, speech partner, topic of conversation, changing from formal into informal situation, and language function.

This study is limited to analyzed the form, function, and the reason of code-switching that used by teacher and students in English classroom. After describing the conclusion, the researcher realizes that this study still has several weaknesses. Since the research does not cover all code-switching, it is suggested for future researchers to analyze code-switching from different viewpoints such as use the different method or different instrument. The researcher suggests that the future researchers conduct a similar study with different place of research, for example on the online course in Indonesia related to English content course. It is intended that this research will guide the next researcher who performs a similar topic of

research as the source or example that might be related to their research. Lastly, the researcher expects this study is able to provide a beneficial contribution to people and reader.

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