

AN ANALYSIS OF ENGLISH CODE SWITCHING BY LECTURER IN PUBLIC SPEAKING CLASS OF ENGLISH EDUCATION STUDY PROGRAM AT MUHAMMADIYAH KOTABUMI UNIVERSITY

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Abstract: Code switching is a transition from one language to another and a common phenomenon in bilingual society. This research discussed the practice of code switching carried out by lecturer of the Public Speaking course. The purpose of this research was to analyze the types, functions, and reasons what Public Speaking lecturer used during the teaching and learning process in the classroom. The data in this research were obtained from the analysis of the lecturer of the Public Speaking course through observations and interview used qualitative descriptive methods. The results of the analysis of this research indicated that there were three types of code switching that occurred: Tag-Switching 23 times, Inter-sentential Switching 71 times, and Intra-sentential Switching 57 times, and the types that occurred most often was Inter-Sentential Switching 71 times. There were 3 code switching functions that found in this research: Topic Switch 11 times, Affective Function 19 times, and Repetitive Function 24 times. There were also found 4 reasons for the practiced of code switching carried out by Public Speaking lecturer: Talking about Particular topics, Interjection, Repetition for Clarification, and Intention of Clarifying. Furthermore, this article is expected to contribute in knowledge related to code switching for further research.

Keywords: Code Switching, Bilingual, Speaking

Abstrak: Alih kode merupakan gejala peralihan dari satu bahasa ke bahasa yang lain dan merupakan fenomena umum dalam masyarakat bilingual. Penelitian ini membahas tentang praktek alih kode yang dilakukan oleh dosen mata kuliah Public Speaking. Penelitian ini bertujuan untuk menganalisis tipe, fungsi, serta alasan apa saja yang digunakan oleh dosen mata kuliah Public Speaking yang terjadi dalam proses belajar mengajar di dalam kelas. Data dalam penelitian ini diperoleh dari analisis terhadap dosen mata kuliah Public Speaking melalui observasi dan wawancara dengan menggunakan metode deskriptif kualitatif. Hasil analisis penelitian ini menunjukkan ada tiga tipe alih kode yang terjadi, yaitu Tag-Switching 23 kali, Inter-sentential Switching 71 kali, dan Intra-sentential Switching 57 kali, dimana tipe yang paling sering muncul yaitu Inter-Sentential Switching sebanyak 71 times. Terdapat 3 fungsi alih kode yang ditemukan dalam penelitian ini yaitu: Topic Switch 11 kali, Affective Function 19 kali, dan Repetitive Function 24 kali. Ada pula ditemukan 4 alasan dari penggunaan alih kode yang dilakukan oleh dosen Public Speaking yaitu Talking about Particular topic, Interjection, Repetition for Clarification, dan Intention of Clarifying. Selanjutnya, artikel ini diharapkan dapat

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berkontribusi dalam pengetahuan yang berhubungan dengan alih kode untuk penelitian selanjutnya.

Kata Kunci: *Alih kode, Bilingual, Berbicara*

I. INTRODUCTION

Indonesia is one of the multilingual countries set against the background of ethnic groups, cultures, and languages. In choosing a chosen language, they will choose to do a language choice called a code because of various factors and based on different reasons. There are two codes called code mixing and code switching. As for mixing a code is the use of one or more languages where people try to mix from one part of language to another as an insert. So a combination of code is used by a person who tries to mix a code, a section, or a piece of a language into another language and try to interject it with words that could be phrases even sentences. As with the code switching, code mixing is caused by multilingual society speech, which means having the ability to communicate using more than one language. However, it's not like the code switching. It was done on purpose, mixed codes had no point and an obvious purpose to use in conversation. Although the same is true by switching codes, mixing codes used knowingly by speakers. However, the combination of code is used spontaneously without the element of change in condition or a change

in context of conversation. However, there are distinctions in code switching, switching languages or using a range of languages by bilinguals for a specific reason and conscious. While code mixing, the application of elements of another language to a language that is likely required, serves a purpose and is not regarded as a mistake or deviance. When bilingual as in our nation, slips a pieces of language into a speech, this is known as code mixing. However, the transition from one language to another language is often met by bilingual and multilingual people and it is called code-switching.

Code-switching is a transition from one language to another in communication because of the situation, but it is not only in language form, but also can occur in switching varieties, dialects, and styles. It is often occurs in bilingual, multilingual, or plurilingually society. According to Trousdale (2010, p. 19) "code-switching is a language situation that transmits between two variants (code) where a speaker speaks with another person with a repertoire of the same language". It is a common phenomenon where there are two or more languages in a community that can be seen as speakers move from one language to

another. The code-switching can be seen in both written and spoken. In written form, code-switching can be found in books, novels, social media such as twitter, instagram, facebook, etc. While code switching in spoken can be seen in movies, youtube videos, in the everyday environment, even in the educational environment. Whereas, Indonesia is a multilingual country where people speak more than one language, they speak English as one of their languages. This is because English is both an international language and a foreign language that is taught in education and that makes English as a major part of various universities.

Code-switching commonly occurs in the teaching and learning process in the classroom. It is as said by Lin (as cited in Mauliddiyah, 2020) "code-switching as the use of the languages code by teachers or students in the learning classroom". Teachers often do code-switching when delivering learning materials consciously or subconsciously. It means they do it on purpose or unconsciously doing it. Not only teachers who do code-switching in the classroom, but students also do it in the interaction of both. Additionally, the level of language comprehension in the classroom enables students to check whether their comprehension is equal or not by using L1 (first language). The code-switching is one of the cases involving L1

changes and having positive and negative effects.

Code-switching also used by plenty of teachers or lecturers as a teaching method in the classroom. Lecturers use code-switching with purpose or with unconsciousness. It may also depend on the level of material difficulty or on the topic that will be delivered to students so that it affects them in using language codes. The phenomenon is also common in the study of English as a foreign language at the university level. In the speaking class as a class that primarily trains speaking ability, lecturer tend to mix or switch from one language to another or from English to Indonesian and vice versa, because of various reasons such as situational and participants. Furthermore, the phenomenon also occurred in the English education environment in the interaction between lecturer and student at Muhammadiyah Kotabumi University.

Based on pre-liminary research who conducted in Public Speaking class at Muhammadiyah Kotabumi University in the fourth semester, researcher conducted observations in Public Speaking class. Researcher found that code-switching happened in the Public Speaking class which was done by the lecturer in interactions with the students. The example of code switching that found by researcher when observation as follows:

(This meeting through zoom)

Lecturer : Agak sedikit berat ya wajarlah kalian sudah semester 4 dan ini sudah *public speaking* bukan lagi *basic speaking* ya *this is the last speaking in your curriculum*.

Lecturer : Jadi namanya juga *speaking* yang paling atas paling tinggi *and this is in professional context* jadi kalian harus bener-bener *become a professional* ya bukan lagi amatir ya.

Students : Ya, baik Mrs.

The researcher came to the conclusion that the lecturer there purposefully changed the language. The lecturer mixed and switched from English to Indonesia and vice versa. The phenomenon is done by choosing the code of choice in communicating. The choice of a code could be caused by such things such as the material that would be presented, circumstances, students, and lecturers. When interactions in the learning process, lecturer tend to use two codes that is English and Indonesian language, and they are categorized in code-switching. Code-switching occurs when lecturer switch from one language to another whether in sentences, clauses, words, phrases even in one or several sentences.

Code switching have become an interesting phenomenon to study in particular of language usage in society and then researcher will discuss the research

under the title "*An Analysis of English Code Switching Practice by Lecturer In Public Speaking Class of English Education Study Program at MuhammadiyahKotabumi University*".

II. THEORY REVIEW

Bilingualism

The concept of bilingualism is always changing. The term of bilingualism was first introduced by Bloomfield (as cited in Fachriyah 2017, p.149) who stated that bilingualism is the ability to use two languages or "native like controlling two languages". This means that the speaker has the ability to speak two languages.

a phenomenon that occurs in many countries around the world. People who are bilingual would frequently change the language or variety of languages. This is determined by the conditions and the need of the language Nababan (as cited in Suwandi, 2008, p.85). It means that bilingual and multilingual people can speak more than one language. The acquisition of two languages from birth on is also an important topic in the studies of bilingualism. When we talk about an individual's ability to use more than one language, we are talking about bilingualism.

The other definitions of bilingualism from Grosjean (2010, p.4) who says

bilinguals are people who need and use two or more languages (or dialects) in their everyday lives. It means a person who can use two or more languages is said to be bilingual. In addition, Giyoto (2013, p.60) stated that bilingualism is concerned with the use of language in

Bilingualism is the use of two languages by speakers in their environment interchangeably. A person who uses two languages of course master his mother tongue and another language which is his second language. When they speak, the speaker must change the language when speaking to other people whose mother tongue is different. When people use two languages to communicate with others, they can be called bilingual. This means that they realize that this is bilingualism.

Based on the explanation above, bilingualism is a person who uses two languages between the first language and the second language. In context in Indonesia, bilingualism can be described with English as the second language and Indonesian as the first language.

Code Switching

Code switching commonly occurs in a bilingual or multilingual society. People who are bilingual or multilingual often choose to do a code when they speak. Codes are often used in bilingual societies in communities as well as in educational

environments. The switching of the code itself is a transition from one code to another, or from one language, variant, dialect, style to another, but in the context of this study that transitions from one language to another depends on the reason the code is used.

The definition of code switching has been termed by many experts. The first, termed by Grosjean (1982) defined code switching as "language alternation". It means code switching is a change of language from one language to another. This occurs on the basis of the situation and there is no precise equivalent of the word or no translation. However Haugen (as cited in Nurhamidah et al, 2018) was the first to suggest code switching, describing it as "a bilingual introduces entirely unassimilated words from language to his speech". In addition, Romaine (as cited in Wibowo & Yuniasih 2017, p.15) defined code switching is the use of more than one language, variety, or style by speaker within an utterance or discourse, or between different interlocutors or situations. Based on the explanation above, the researcher conclude that code switching is included in the scope of bilingualism or people who have more than one language ability due to different situations or interlocutors, and others that can encourage someone to do code switching in society. It means code switching is someone's ability

to use another language, style, dialect, etc. but in this research focus on the use of language. There are the types, functions and also the reasons of code switching. There are three types of code switching based on Poplack (as cited in Hanna & Mahyuni, 2019) theory. Poplack identified three types of code switching such as: tag switching, inter-sentential switching, and intra-sentential switching.

1. Tag Switching

Tag switching is the simplest type of switching. The tag insertion can also be moved almost anyplace and attached freely. The example usually used in English tags such as 'I mean', 'you know', etc.

2. Inter-sentential Switching

The transition between sentence boundaries is known as inter-sentential switching. It can also occur at the clause or sentence level, when the clause or sentence is written in a different language.

3. Intra-sentential Switching

Intra-sentential switching occurs within clause or phrase, resulting in a sentence that incorporates elements from both languages. It means the speaker inserted phrases and clauses from a different language into the same sentence.

There are also the functions of code switching based on Mattson and Burrenhult (1999, p.61) theory, such as

Topic Switch, Affective Function, and Repetitive Function.

1. Topic Switch

The teacher changes the code depending on the topic being discussed, for example, it may be suggested that certain aspects of foreign language teaching, such as grammar instruction, be expressed in the students' mother tongue.

2. Affective Function

which is a type of emotional understanding and spontaneous expression of emotions in conversation with students.

3. Repetitive Function

Repetitive function is when teachers want to convey the same information in both languages in order to ensure clarity.

Code Switching also have reasons behind the practice of it. Based on Hoffman (as cited in Rini et al, 2019) there are seven reasons of the usse code switching. 1) Talking about a particular topic, 2) Quoting somebody else, 3) Being emphatic about something (express solidarity), 4) interjection, 5) Repetition used for clarification, 6) Intention of clarifying the speech content for interlocutor, and 7) Expressing group identity.

III. METHOD

This research used descriptive qualitative research. It was used to describe language phenomenon which is code switching phenomenon. This research took place at Muhammadiyah University of Kotabumi which is located in Sindang Sari. It was conducted in the fourth semester English Education study program and the subject of this research was a lecturer in the Public Speaking course. In a research, the instrument is an important part. The instruments in this study were the researcher themselves, observations, and interview. The researcher used semi-structured interview which contained seven questions about the reasons for using code switching and used passive observation where the researcher made direct observations in the classroom but did not take part in the learning process. In collecting research data, researcher used data collection techniques through observation and interviews. Before collecting data, the researcher asked for instrument validation from English lecturers who were experts in their fields to ensure that the instruments to be used were valid. Researcher made observations to determine the type and function and conducted interviews to find out the reasons for using code switching. After collecting data, the analytical technique used in this

study is based on the theory of Miles and Huberman (as cited in Sugiyono 2013, p.246), namely data reduction, data display, and conclusion drawing.

IV. FINDING AND DISCUSSION

In this research, data collection was carried out in a month. In collecting research data, researcher used observations and interview. The researcher used the type of passive observation and used the type of semi-structured interview. Observations were used to see the use of Code Switching, especially the types and functions of Code switching. The informant in this research was an English lecturer of the Public Speaking subject carried out lectures online and offline. As observed in this research, the lecturer want to explain the lesson in English, but due to the students' understanding of speaking, she sometimes switched from one code to another to give a clear explanation. Furthermore, the researcher used semi-structured interviews with open-ended questions as one of the data collection instruments. The informant in the interview and in the observation were the same. The purpose of using interview in this research to discover why lecturer of the Public Speaking course used code switching. During the interview, the researcher asked the lecturer seven

questions based on the theory of reasons for using code switching. After collected observation data to see what types were frequently used and the function of code switching that occurred in the Public Speaking class, the researcher also conducted data collection in the form of interview.

The researcher found several reasons for the practice of code switching in the Public Speaking class. The lecturer switched languages from Indonesian to English or vice versa as a result of the first observation did during the learning process, especially on retelling the story of the movie material. To facilitate the analysis process, data from these observations in the form of video recordings were first transcribed into written transcription. The transcript was then identified to determine which expressions or utterances were considered to be code switching phenomenon and which were not. Speech that did not contain code switching was omitted during data reduction, so utterances containing code switching were remained. The reduced and described data was divided into specific groups based on the research focus in the form of observation. The researcher found the total types of code switching that occurred in two meetings based on observations made during two meetings in the Public Speaking class.

Table 1
The Types of Code-Switching Practiced by Lecturer

No	Types	Meeting 1&2		Total
1	Tag Switching	14	8	22
2	Inter-sentential Switching	52	24	76
3	Intra-sentential Switching	28	24	52

The types of the code switching were 22 Tag Switching, 76 Inter-sentential Switching, and 52 Intra-sentential Switching. The types of code switching commonly occurred was inter-sentential switching.

The researcher also found how many code switching functions occurred in the Public Speaking class who used in teaching and learning process by lecturer.

Table 2
The Functions of Code-Switching Practiced

No	Functions	Meeting 1&2		Total
1	Topic Switch	68	43	111
2	Affective Function	8	10	18

3	Repetitive Function	18	6	24
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There were found specifically 111 Topic Switches, 18 Affective Functions, and 24 Repetitive Functions. The language used in Public speaking class were Indonesian language and English. To find out the reasons behind the practice of code switching carried out by lecturer of Public Speaking course, the researcher conducted interview toward lecturer of Public Speaking course. To test the validity of this research instrument, this instrument was validated by lecturers who are experts in their fields. After the instrument was validated, the researcher conducted interview directly with the informant. There were seven questions that the researcher asked to the lecturer and used Wardaugh's theory about code switching reasons. Based on the explanation taken from the interview and observation data, it can be summarized that the English lecturer in the Public speaking class used code switching from English to Indonesian or vice versa, but English is the dominant language in the Public Speaking class. There are several confirmed reasons that she used when interacting in the classroom refer to the theory of reasons for using code switching stated by Hoffman. In Hoffman's theory there are seven reasons someone uses code switching. As we can see that Public

Speaking lecturer use code switching for four of the seven reasons in Hoffman's theory. The four confirmed reasons are: 1) Talking about particular topic, 2) Interjection, 3) Repetition used for clarification, 4) Intention of clarifying the speech content for interlocutor.

V. CONCLUSION

The researcher concluded that the lecturers of the Public Speaking course did code switching from English to Indonesian or vice versa. Based on the observations and interview conducted, the researcher found the types, functions, and reasons for using code switching in learning process in the Public Speaking class at the University of Muhammadiyah Kotabumi.

The researcher found there were three types of code switching practiced by lecturer which were Tag Switching, Inter-sentential Switching, and Intra-sentential Switching. The Inter-sentential Switching type was the most commonly used because the lecturer commonly did code switching within sentence or clause. Then there were three code switching functions performed by lecturer: Topic Switch, Affective Function, and Repetitive Function. The most frequently used function was Topic Switch. When discussed on a variety of topics, lecturer switch codes from English

to Indonesian or vice versa to help students understand what lecturer's talked about. Meanwhile, there were four reasons why lecturer used code switching to switch codes from one code to another or from one language to another. Based on the interview with participant, the researcher conclude that, the use of code switching or code

switching practices by lecturer of the Public Speaking course was to make learning ran smoothly by switching codes so that students understand better and had no difficulty understanding the material presented.

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