

CODE SWITCHING USED BY THE STUDENTS IN EFL CLASSROOM INTERACTION

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Abstract

This research aims at finding out the types of code-switching used by the students in the English as a foreign language classroom interaction. The research employed descriptive qualitative research design. The subjects were the students of English language education program. All of them used Papuan Malay language in their daily life but in class they used Indonesian language as mother tongue and English language as target language. The researcher findings that there are five types of code-switching that used by the students in EFL classroom interaction. Those Inter – sentential, Intra – sentential, and tag switching. For each type, the switch frequently used was as a clause, then as a word, and the last was as a sentence. They used them to clarify what they said because they tended to repeat or tried to translate the words again, and another reason was switching the words into the daily language was one of the ways to use to continue speaking. The impact of code-switching on TEFL was extremely beneficial since it may be utilized as a method or tactic in teaching English content, pushing students to talk, evaluating problems, and encouraging students to keep speaking in EFL classroom.

Key Word: Code-Switching, EFL, Classroom Interaction

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis-jenis alih kode yang digunakan oleh siswa dalam bahasa Inggris dalam berinteraksi di kelas bahasa asing. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Subyek penelitian ini adalah mahasiswa program pendidikan bahasa Inggris. Semuanya menggunakan bahasa Melayu Papua dalam kehidupan sehari-hari, tetapi di kelas mereka menggunakan bahasa Indonesia sebagai bahasa ibu dan bahasa Inggris sebagai bahasa sasaran. Berdasar pada data penelitian, telah ditemukan bahwa ada lima jenis alih kode yang digunakan oleh siswa dalam berinteraksi di kelas yaitu Inter – sentential, Intra – sentential, dan pengalihan tag. Untuk setiap jenis, bentuk alih kode yang sering digunakan adalah dalam bentuk klausa, kemudian sebagai kata, dan terakhir sebagai kalimat. Mereka menggunakannya untuk mengklarifikasi apa yang mereka katakan karena mereka cenderung mengulangi atau mencoba menerjemahkan kata-kata itu lagi, dan alasan lainnya adalah pengalihan kata-kata itu ke dalam bahasa sehari-hari menjadi salah satu cara yang digunakan agar bisa terus berbicara. Dampak alih kode pada TEFL sangat bermanfaat karena dapat digunakan sebagai metode atau taktik dalam mengajar konten bahasa Inggris, mendorong siswa untuk berbicara, mengevaluasi masalah, dan mendorong siswa untuk terus berbicara dalam kelas Bahasa Inggris.

Kata Kunci: Alih Kode, EFL, Interaksi Kelas

1. Introduction

Through language, a person can communicate with other people. It also occurs in the learning activity, as we all know that when students communicate with people unconsciously put one or two

English words in the sentence. This phenomenon almost happens in daily communication and even affects the development of a language itself. It influences students to use two languages simultaneously, such as mixed Indonesian English, in daily conversation.

As stated by Nguyen (2013), code-switching is the alternate use of two different languages, is situated in the field of bilingualism, and is seen as standard among those who speak two or more languages. It was often occurring between students fluent in using that language in a conversation, and the students might "slip" with a few words (one or two words) to get the gist from the students about what was communicated.

Code-switching is also related to bilingualism, where people or students who can use two Languages in a conversation sometimes use code switch as an alternative way to convey the message. Even Monolinguals use one word in English in their conversations, which occurs naturally, as the researcher said above, in the development era. According to some researchers' experience and research, using code-switching is just a positive thing in communication. Some other researchers also believe that it is too excessive to use code-switching itself.

Otherwise, bilingualism positively thinks about this because of the understanding of various ethnic. Bilingualism uses code switching because of the loss of words in one of their languages. As an English learner, it could be interesting to do in-depth research, especially in the English department, while their activities in different situations in classroom interaction such as discussions, debates, presentations, asking the question, etc.

As the researcher has seen in the third semester, it also happened; some of them liked to mix two Languages (Indonesia-English) in a sentence during the learning process. Therefore, the researcher was interested to find out the type of code-switching used by Students of the English department at the University of Muhammadiyah Sorong in the classroom since in daily life the students did not only use Bahasa but also Papuan Malay language. Then the researcher wanted to know the reason for applying code-switching because it was related to expanding their knowledge in English, Bahasa and Papuan Malay language.

Some researchers have researched Code-switching. One of them was conducted by (Engku Ibrahim et al., 2013), "Code-Switching in English as a Foreign Language Classroom Teachers' Attitude ."The aim of their research stated that teachers' attitude toward code-switching in teaching English as a Foreign Language to Malay students at one of the local Universities in Malaysia. They used the Qualitative method to get the data through observation, questionnaires, and interviews. The participants of the research are 2 English teachers. The research results stated that teachers code-switch in the language classroom, although they claim that they do not code-switch to serve pedagogical purposes. Therefore, the students will get new vocabulary and can also build their knowledge.

Pidarmawaty et al., n.d. (2014) researched "Code Switching Strategies by Professionals in Makassar. "The research aims to discover the code-switching strategies conducted by professionals in Makassar and the reason for using code-switching. She used descriptive qualitative and quantitative methods and observation, questionnaires, and interviews to collect the data. To support the data, she used a questionnaire to get the answer to the respondents' reasons used code-switching. The research participants were Indonesian speakers in formal and informal situations such as seminars, meetings, dialog TV, and radio. It is randomly drawn to about 50 code-switching instances to be the present study's sample. The result of the research stated that the professional used code-switching for harmonizing, blocking, neutralizing, and compromising in their utterances, and the others were reduplication, reinforcement, verbal parallelism, and language inadequacy.

Sumarsih et al., (2014) also conducted the research titled "Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics. "The research aims to know the use of code-switching by Batak Toba and Mandailing in English and Indonesia in daily conversation. They used qualitative methods to get the data through in-depth interviews, observation, and questionnaires. The participants were taken from three places the City of Medan, Siantar, and Region of Mandailing Natal with the range of

age between 23 to 50 years old were the staff in private and government institutions, then the student from senior high schools and university students with the range of age between 15 to 22. The result of this study, they found they found that Code-switching is divided into three classes Word, Phrase, and Clause. Then the highest is Word level, which reached 57.3%, the second is the phrase at 40.4%, and the third is a clause at 17.3% respectively.

Simasiku et al., (2015) researched "Can Code-Switching Enhance Learners' Academic Achievement ?". The research investigated whether using the mother tongue in an English medium classroom enhanced learners' achievement. They used the quantitative method through questionnaires and observation to support the data. The research participants were 12 teachers at 12 schools in the Caprivi Education Region, and the data was collected by observation checklist and questionnaires. The result showed that teachers perceived Code Switching as enhancing academic achievement because it enhanced learners' learning of the English Language, increased how the learners answered the questions, and enhanced teaching and learning of English as a second language.

Furthermore, the research conducted by Kalangit, (2016), in his research "The use of Code-Switching on Instagram ."The research aims to identify, analyze, and describe the code-switching that appeared on Instagram and explain the reason for the phenomenon. She used the qualitative method through observation of the user of Instagram who uses code switch. Then she captioned the picture, video, or user comment and analyzed the caption on Instagram in Indonesia from May-August 2016. The participants are 90 users whom the writer on Instagram followed. The result of the research showed that there are three types of Code-Switching on Instagram. Namely, Inter-sentential 54 data, Intra-sentential 50 data, and emblematic 16 data, and also the ten reasons that influenced the use of Code-Switching and the dominant reason which influenced the use of Code Switching on Instagram are emphatic about something (express solidarity).

2. Method

The recent research applied qualitative research with a qualitative descriptive design. The participants of this research were selected by using a purposive sampling technique. The participant must be the students of the English Language Education department in Class I of the third semester who were learning Speaking, and they applied code-switching. This research was conducted at Universitas Muhammadiyah Sorong.

Observation, interview, video recording, and transcript were used to collect the data. Field notes were applied when observing the participants' activities in the classroom. Besides Noting, recordings were also used to record the utterances made by the students in the teaching and learning process. After that, the students who did code-switching were asked through interviews to know their reason for using code-switching. Furthermore, the data analysed using Miles and Huberman (2014) cover data reduction, data display, and conclusion drawing.

3. Research Result

1.1. Types of Code Switching used by The Students

Based on the data gathered, Here are kinds of code switching used by Indonesian students in EFL classroom interaction:

1.1.1. Intra Sentential

Intra-sentential is the switch involving the movement from one language to whole sentences or more than one sentence produced entirely in one Language (Amorim, 2010). Intra-sentential can be formed as words, phrases, clauses, and sentence as can be seen below:

a. Word

Extract I.1.a: "you just do something crazy and *kontroversi*. The speaker switched the language because the speaker felt comfortable saying "kontroversi" than saying it in English, even though she knew the word "kontraversi" in English was contravention."

Extract II.1.a : "ma'am *saya boleh bawa ini (teks)? "iya boleh"*.

"good *dosen*." In these utterances, the speaker used Bahasa when talking to the lecturer; the lecturer also replied by using Bahasa, then she said, "good dosen." It occurred because it was just told spontaneously than to create humor.

Extract III.1.a: "*dia tau apa itu simulasi*, simulation. The speaker always tried to give more detail about what she said to be understood by others. In this part, the speaker used an informal situation, where she talked to her friend and used Bahasa as the primary language and English as a target language.

Extract IV.1.a : "*itu namanya promosi*, endorse. The speaker switched the language and just wanted to repeat the words and translated them to clear the words she said.

Extract V.1.a: "you can look at this word, ok? I repeat. What is the meaning of the sentence? It is not about our style, but in the Indonesian language performance is *kinerja*, just it thank you." The speaker wanted to clarify the definition of the word performance to his friends. Because she misunderstood during the debate, his friend thought that performance was just like style, fashion, etc.

Extract VI.1.a: "yes, thunder is *motor*." The speaker responded to his friend's question about thunder which meant "kilat" in Bahasa, but the speaker just made an ice-breaking to create humor in the learning process.

b. Phrase

Extract I.1.b: "If you want to be famous, you just do *goyang dua jari*, you can be famous. The speaker said "goyang dua jari" because that was one of the titles of the recent famous song in Indonesia. It may not be translated to English like the place, the title of a movie, etc.

c. Clause

Extract I.1.c: First, I want to ask you what fame is, *tadi sudah kan*, and I can explain my speech; fame is some like a famous person". The speaker tried to make sure that the audience knew about fame. She also thought that the word "fame" was not familiar so that she wanted to make the audience to know the meaning of fame before continuing her speech related to fame.

Extract II.1.c: "because Allah will give you *dari mata turun ke hati*."

In this part, the speaker tried to tell her friends while her friend was talking about Love, then she tried to continue and then said that word; in Bahasa it was like an Idiom which is familiar if talking about Love.

Extract III.1.c: "if the parents look that the children open the negative link, as a parents bisa *melarang* the children to open that link." The statement showed that the speaker forgot the English translation of *bisa melarang*. So, she tended to use Bahasa to clear her idea.

1.1.2. Inter Sentential

Inter sentential concern language alternation that occurs within a sentence or a clause boundary (Amorim, 2010). The researcher found that the students also used Code-switching between separated sentences which can be formed such as clause and sentences as follows:

a. Clause

Extract I.2.a: "Ok, thank you guys because of giving time to me in the class, and I would like to say important in my life *ya yang paling penting dalam hidup ku*." The speaker switched

his sentences into bahasa because the speaker wanted to repeat what the speaker said; it was used to clarify.

Extract II.2.a : "*kenapa kamu jadi malu-malu kucing gitu*" don't shy...". In this part, the speaker tried to annoy her friend while speaking in front of the class, and then it was just told spontaneously.

b. Sentence

Extract I.2.b: "My wife-to-be, she looks beautiful, has the same religion, good character, and she loves my family, and I love her family, *dia mengasihi keluarga, saya juga mengasihi keluarga dia.*" As the speaker said, he constantly repeated his word to clear what he said.

Extract II.2.b : "the last letter of down, *jadi kamu tinggal lanjutin huruf akhir dari kata down tadi.*" The speaker tried to explain to her friends the rule of the games. In this utterance, the speaker gave a brief explanation so that her friends could understand the rule.

Extract III.2.b: "now I want to give a speech about Fame, you know fame? What is? *Saya Kasih tau dalam bahasa saja ya, popularitas.*" In these utterances, the speaker also tended to give a brief meaning of that word as fame which was "popularitas" in Bahasa.

Extract IV.2.b : "I think, other people when he get material, other people is so very different when he get the material, *jadi orang – orang beda untuk mendapatkan materi itu.*" In this part, the speaker also tried to repeat the words then the other friend could understand; he repeated his statement in Bahasa to give more detail about what he said.

1.1.3. Tag

Tag switching involves the insertion of a tag from one language into an utterance that is otherwise entirely in another language. In tag switching, the students used clause forms as follows:

a. Clause

Extract I.3.a: "love can beat envy, revenge, anger, suffering, but before I close this. *Apa namanya? Ya* speech. Because I am going to close this speech". As we read, the speaker switched the language to Bahasa because she forgot the appropriate words of the activity mentioned, told about their opinion in front of the class, and then asked someone to mention the correct one.

Extract II.3.a: "I want power because, without power, I am so tired, I can be patient, I always cry, so power is essential in my life, actually, *apa ya?* It is not essential to me from the five aspects, but I must choose the critical word: power." As we have seen, the speaker switched the language to Bahasa; it occurred naturally when she wanted to tell another sentence and then felt nervous when it came out from her mouth to say the word.

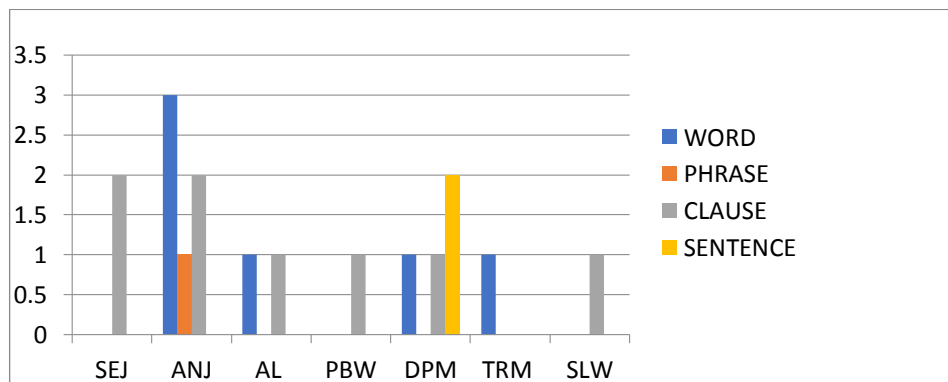


Figure 4.1: The Form of Code Switching Used by The Students

Based on figure 4.1, some code-switching was used by the student, such as intra sentential, inter sentential, and tag switching. For each type, the switch frequently used was as a clause, then as a word, and the last was as a sentence. They used them to clarify what they said because they tended to repeat or tried to translate the words again, and another reason was switching the words into the daily language was one of the ways to use to continue speaking.

4. Discussion

4.1. Intra Sentential Code Switching

Intra – sentential code-switching is the speaker switches their language to another language in the middle of the sentences, the students switch one or two words into another language, such as English – Indonesian or Indonesia – English. It also happened in the different situation, whereas code-switching occurred in classroom interaction in Universitas Muhammadiyah Sorong.

NO	STUDENTS	TYPES OF CODE-SWITCHING												TOTAL
		INTRA				INTER				TAG				
		W	P	C	S	W	P	C	S	W	P	C	S	
1	SEJ	0	0	1	0	0	0	0	1	0	0	1	0	3
2	ANJ	3	1	1	0	0	0	0	1	0	0	0	0	6
3	AL	1	0	0	0	0	0	1	0	0	0	0	0	2
4	PBW	0	0	0	0	0	0	0	0	0	1	0	0	1
5	DPM	1	0	0	0	0	0	1	1	0	0	0	0	3
6	TRM	1	0	0	0	0	0	0	1	0	0	0	0	2
7	SLW	0	0	1	0	0	0	0	0	0	0	0	0	1
TOTAL													18	

Table 4.B.1: The Types of Code Switching

There were six words, one phrase, and three clauses that refer to Intra-sentential code-switching used by the students of the third semester in their class activity. Intra-sentential code-switching concern language alternation that occurs within a sentence or a clause boundary (Amorim, 2012).

The students switched their utterances into intra-sentential code-switching because of some factors, such as: clarifying the explanation of their statements. In classroom Interaction, students interacted with each other and the lecturer, then the last setting used English as the primary language of the lecturer to encourage other students to speak. They also tended to use code-switching as an alternative way to convey and express their opinion when the lecturer asked them to speak in front of the class, play games (role play), and debate.

As discussed by Jacobson in Mesthrie (2011), the function of used code-switching used by students in the third semester was metalinguistic phonetics, such as giving the translation of the word they mentioned. The researcher found that the explanation of words or sentences in Intra sentential was frequently used. The students sometimes used Code-switching to change a particular word or phrase that had a specific meaning in one language and simple to convey their utterances. Then, the students used it to create a different atmosphere, like Ice breaking, so they got more energized when the learning process was running. This result was also supported by the previous reserchers (Benu, 2018; Fachriyah, 2017; Rahmaniah Bahrun & Aminah, 2020).

4.2. Inter Sentential Code Switching

According to Mesthrie (2011), Inter sentential is the switch between two separate utterances or coordinate clauses belonging to the same utterance. The data also found two clauses and four sentences, and students switched their language between two clauses in the same utterances.

Mainly, the students used code-switching, which referred to Inter sentential code-switching, and made a repetition of the word. They tend to emphasize what they say. For instance, as we saw in table 4.B.1 and at point B in Findings (the example of Inter sentential code-switching). Most of them liked to give more explanation in Bahasa even though they have mentioned it before in English; they wanted to emphasize to their friends a point made then the listener can understand it. This reason also revealed by the other researchers in their finding that emphasizing was one of the reason for students to practice inter sentential code switching (Masna, 2020; Mauliddiyah et al., 2019; Munawaroh et al., 2022; Muthusamy et al., 2020; Shafi, 2020).

4.3. Tag Code Switching

Tag code-switching or extra sentential switching appears between clause elements attached to it, and the use of the conjunction discourse marker was frequently occurred. There were only two times when students used Code-switching in classroom interaction. The researcher also found the speaker used it for stopping gaps; they felt nervous to say something in the target language, then felt blank when standing in front of the class. The same reason were also found by other researchers, they concluded that, tag was used to do filler in speaking (Auliya et al., 2017; Patmasari & Kamaruddin, 2022; Siddiq et al., 2020; Tódor & Dégi, 2018).

5. Conclusion

Based on the findings and discussion above, it could be concluded that the students in the third semester at Universitas Muhammadiyah Sorong who always use Indonesian and Papuan Malay in daily life, especially from class I, used code-switching during the learning process. They tended to switch English to Indonesian and Indonesian to English in their utterances when interacting with the lecturer and other students.

They used the types of code-switching of inter – sentential, intra – sentential, and tag switching. The factor made them use code-switching were to clarify the explanation and repeated words, to build an intimate conversation. Some students were active in using English, and they tried to clarify what they said in Indonesian in their speech to explain briefly to their friends who still lacked vocabulary.

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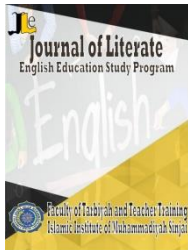
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