

## FACTORS INFLUENCING THE USE OF CODE CROSSING IN EFL CLASSROOM INTERACTION

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### Abstract

An appropriateness to use of code crossing in particular situation is needed. Specifically, in classroom interaction, when the lecturer and students should use code crossing. In fact, sometimes students use low code in classroom context. Hence, the researcher interested to analyze the factors influencing the use of code crossing used by the lecturer and students in classroom interaction. The research is qualitative research. The participant of the research is the student of Postgraduate program of UNM. The data was taken in classroom interaction use interview guide as the instrument of the research. The result of this research shows that the lecturer and students use both low and high code in classroom interaction. There are some reasons why they use low and high code in the classroom interaction. The data shows that there are seven factors that influence the lecturer and students to use code crossing. Those are; (1) power, (2) intimacy or non-intimacy, (3) hierarchical politeness, (4) social status, (5) social distance, (6) age and (7) formality

**Keywords:** Code-crossing, factors influencing, classroom interaction.

### Abstrak

*Kesesuaian penggunaan kode silang dalam situasi tertentu sangat dibutuhkan. Terkhusus dalam interaksi kelas, ketika seorang dosen dan mahasiswa harusnya menggunakan kose silang. Faktanya, kadang-kadang mahasiswa menggunakan kode rendah di dalam kelas. Oleh sebab itu, peneliti tertarik untuk menganalisa faktor-faktor apa saja yang mempengaruhi penggunaan kode silang yang digunakan oleh dosen dan mahasiswa di interaksi dalam kelas. Penelitian ini adalah penelitian kualitatif. Peserta pada penelitian ini adalah mahasiswa pascasarjana Universitas Negeri Makassar. Data diambil dalam interaksi kelas menggunakan wawancara sebagai instrumen penelitian. Hasil penelitian ini menunjukkan bahwa dosen dan mahasiswa keduanya menggunakan kode rendah dan kode tinggi dalam interaksi kelas. Ada beberapa alasan mengapa mereka menggunakan kode rendah dan kode tinggi dalam interaksi kelas. Data menunjukkan bahwa ada tujuh faktor-faktor yang mempengaruhi dosen dan mahasiswa untuk menggunakan kode silang. Diantaranya adalah: (1) Kekuasaan, (2) kedekatan atau non-kedekatan, (3) hirarki kesantunan, (4) status sosial, (5) jarak sosial, (6) usia, (7) formalitas.*

**Kata Kunci:** kode silang, faktor yang mempengaruhi, interaksi kelas.

### 1. Introduction

In teaching and learning process in EFL classroom, some problems appear in the classroom faced by lecturer and students, especially in creating effective communication in the classroom. One of the problems is the use of language in communication. Written and spoken language is used for many different reasons. The primary uses of language are informative, expressive, and directive in nature. Language is used to reason, to express ideas, argue a point, provide directions, and much more. Besides that, the students still have troubles in understanding their lecturer's explanation and it



is caused by lecturer's communication style when delivering their material such: lecturer's voice, intonation, gesture, and thinking style. Lecturer's thinking style in here is one of the problems where the lecturer sometimes finds it difficult to accept their student opinion, they did not give their students time to talk and as a result that is no feedback in the classroom.

The use of language is influenced by some factors. As (Khasinah, 2014) stated that individual differences are important factors in the use of language. Those factors: social status, motivation, attitude, age, intelligence, aptitude, learning style, and personality. Moreover, these elements seem to be an essential part of the learning process, which can contribute to the success or failure the use of language. Social status, motivation, attitude, age, intelligence, aptitude, cognitive style, and personality are considered as factors that greatly influence someone in the process of his or her use of language. Experts state that those factors give a more dominant contribution in SLA learners, depend on who the learners are, their age, how they behave toward the language, their cognitive ability, and the way they learn.

In the classroom context during the teaching-learning process, the language that is used should be adjusted to situation. Hence, students necessarily speak use high code during interaction in the classroom because the language selection must be considered to adapt to the situation. In a classroom context, it is supposed to use high code, but the lecturer sometime used low code. The use of high code by lecturer and students during interaction in the classroom process is suitable to use. In fact, sometimes, low code is used unconsciously. The researcher assumes that there is an incongruity of the use of low code in the classroom context.

The above issues encourage the researchers to explore the emergence of cross-crossing in the classroom. The factors that influence the use of the language of speakers such as individual differences (differences in social status and differences in age) can also be found in the teacher and student interaction. This is the problem of high code used by students to communicate with supervisors (Ahmed & Maros, 2017) . In classroom context, the use code crossing should be high code as well. Otherwise, informal language should be used in informal situation domains. As (Haryono, 2018) mention in the result of his research explained that the formality of such a relationship can be created through the teacher-student relationship and the speech context of situation.

The use of code crossing, there are some norms that limited people to speak. These norms occur by the society habit that transpires long time ago. The use of code crossing can be found in school, forum, or in seminar. When talking in the educational environment such as classroom, the language will be politer, structured, normative, and polite. It means that the use of code crossing briefly depends on the situation. Context when someone speaks significantly influence the use of language. This context related with the formal language as combined symbols that were categorized by rules of construction (Govindaraj, 2021). The certain rules mean there are limitations to produce language. The limitation appears in a certain situation. It is used to make a communication event appropriate to the social situation.

In recent studies in term of code or language crossing had been conducted in many different contexts of communities (Dovchin, 2019). Study about language crossing show that it is moves away from the scenes of multi-ethnic Heteroglossia that have dominated the research, and turns instead to a different setting where the language has been introduced as part of a reconciliation initiative (Rampton et al., 2019). Another study investigated code-crossing and multilingualism among 13–14 year old in three schools (five classes) in the northern French city of Lille (Pooley & Mostefai-Hampshire, 2012). While, the other study linked the use of code-crossing as a neutral term from a language, dialect or even a register that is related to the wishes of the speaker in practicing certain codes in a communication situation (Chuchu & Noorashid, 2015). Different study stated language crossing is considered as self-styling for the black immigrants South Africa (Makoni, 2019).

In Indonesian context, the phenomenon of cross-crossing is not just a communication strategy, but is a “social contract”, namely the recognition of the existence of low and high classes implemented in contracts of communication using the stratification of their own language (Wajdi, 2013). Then, code crossing is a social contract made and agreed by the members of society as an acknowledgment of the existence of two social groups or classes: superior and inferior in a society with social stratification (Wajdi, 2009). It related with the statement of Jeong (2022) social relationship are based on mutual consent between groups of people.

In asymmetrical communication, the participants use low and high code utterances to each other. Once two participants use two different codes, the first participant (lecturer) uses low code and the second one (students) employs high code, they will maintain it forever as far as they communicate. In code-crossing, it is agreed that a superior has rights as well as obligations to use *low code* and the inferior’s rights and obligations is to use *high code*. Seen from the communication point of view, code-crossing could be stated as communication contract between superior (who has rights and obligation to use *low code*) and inferior (has rights and obligation to employ *high code*).

It could be concluded that superior (lecturer) must use low code and inferior (students) must employ high code every time they communicate to each other. In asymmetrical exchanges of low and high, the speakers are even obligated (or have rights and obligations) to increase linguistic or communicative differences. Superior speaks “downward” vertically to inferior, but inferior speaks vertically “upward” to superior.

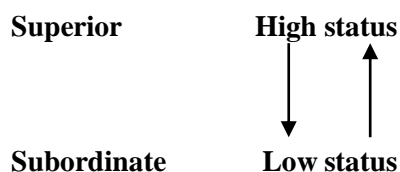


Figure1. Social Status Scale

#### Factors Influencing

Code crossing used in particular context where the interlocutors communicate. Both low and high code expression has their own domains. In order to determine the domains of low and high code. There are some factors that influence people to use low and high code formal in particular situation. Generally, the factors could be situation, status, setting and pattern. Status means the speaker and hearer position in society either superior or inferior. Setting means the place or environment of the speaker such as, school, home, or classroom. Pattern refers to medium of communication either spoken or written language. Situation means the situation when the speaker communicates whether it is formal situation or informal situation.

The factors influencing code crossing by the lecturer and students in classroom interaction namely power, intimacy or non-intimacy and hierarchical politeness (Wajdi, 2013). Furthermore, the difference of culture can create the different ways in expressing politeness. So, the cross-cultural interlocutors need to know the difference degree of politeness parameter based on the socio-cultural aspects (Sapitri et al., 2019).

In communication, the participants use different code. The first speaker (P1) used low code while the second speaker (P2) employs high code as a means of communication during their daily life. They do not use low code only or high code only to communicate each other. The participant did not use and employ high code to each other as a means of interaction and communication during their life. Two participants when using low and high code indicate that they have different social



statuses: low code user has higher status than high code user, or high code user has lower status than low code user. Power different is symbolized by (+P) plus power.

To identify the factors influencing code crossing in EFL classroom interaction in this context, the researcher used the choice of different speech levels between lecturer and students which were determined by factor of power, not because of social distance. A lecturer, in general, has close relationship with students, but he has power over them. That is why it is symbolized by (+P;-D) 'plus power' and 'minus distance'. In hierarchical politeness the participants know each other and respect social differences that put someone in 'higher' position (super ordinate) and the other in 'lower' position (subordinate). This is a system in which a lecturer speaks 'downward' to students but the students speak 'upward' to their lecturer.

## 2. Method

This research is a descriptive-qualitative research design. Qualitative method is used to describe how individuals perceive their surroundings and a focus on preserving rich meaning when interpreting data (Ugwu & Eze, 2023). While The goal of descriptive research is to describe the phenomenon and its characteristics. Descriptive design is more concerned about what rather than how or why something happened (Nassaji, 2015). In this research, the researcher described naturalistic setting as classroom interaction that involves lecturer and students during teaching and learning process. After that, the researcher interprets the phenomena which is related to the research on the classroom interaction. This research observes, describes, and documents aspect of code crossing as it naturally occur in classroom context. Descriptive method employed to describe the use of code crossing in classroom interaction. The data were analyzed descriptively based on transcripts of audio recording of lecturer and students' utterances in classroom interaction.

Therefore, This type of research involves collecting and analyzing non- numerical data in the form of text, video, and audio to understand concepts opinion, or experiences. This qualitative research was conducted at one university in Makassar, South Sulawesi, Indonesia in 2019. The subject of the research is English lecturer and two classes of students of English Department. The English lecturer was chosen because of her/his competence and working experience in teaching. In this study, the researchers observed two classes in which all the students in these classes are also taught by the lecturer. This class consists of 20 and 22 students in class C and D in 2018-2019 academic year.

### 2.1 Procedure in Collecting Data

In analyzing the data from the observation and interview, the researcher used steps which deal with the procedures in analyzing qualitative research data. The process of analyzing the qualitative research data consists of three steps, namely reading/memorizing, describing, and classifying. Therefore, the researcher adopts and combines these steps in order to get the comprehensive and suitable procedures/steps in analyzing the data based on the objectives of the research.. In analyzing the data, the researcher used interactive models. Which include transcribing, analyzing, categorize or classifying and interpreting data (Miles et al., 2013). To collect data, the researchers observed the teaching and learning process of the lecturers and students who use code-crossing in classroom interactions. Classroom observations were conducted six meetings and to aid the process of observation, a video recorder was employed and a field note was taken. The collected videos from the teaching process were reviewed several times to assist in the analysis of the notes taken during the observation. The videos were also transcribed. To ensure the trustworthiness of the data analysis, both the lecturers and some of the students in both classrooms were consulted after the recording through unstructured interviews (informal conversations). The main purpose was to reconfirm the researcher's interpretation of the discursive strategies that they employed during the classroom



interactions. The researchers discussed with the subject about the data that had been recorded from the video.

### 3. Findings and Discussion

This part illustrated some extracts of the conversation by lecturer and students in the classroom interaction. To find out the factors influencing of code crossing used by lecturer and students, the researcher did observation by utilizing observation field note to get a broad description of code crossing that happened in the classroom of total three meetings. The researcher also took video recording to get more supporting data. The extracts below demonstrated the conversation between lecturer and students. T is symbolized as lecturer, SS is symbolized as some students and S is symbolized as one particular student.

To get the answer of the research question in which it was about the factors influencing of code crossing by lecturer and students in EFL classroom interaction. The researcher identified the result of students transcription for three meetings. The data from the observation in the classroom interaction in the first and second meetings in two classes, the researcher found factors influencing on the use of code crossing in EFL classroom interaction were found through the lecturer and student expression in classroom interaction. They are power (+), intimacy or non-intimacy (-/+D), and hierarchical politeness (Wajdi, 2013). Besides that, the researcher also added some factors influencing the use of code crossing from in study of politeness. The factors used by the researcher to examine the factors influencing the use of code crossing verbally in classroom interaction are from social status, power, age, gender, social distance or familiarity and situation. After observing the classroom interaction and interview some students, the researcher reveals that social status, age, social distance, or familiarity are factors influencing code crossing utterances of the lecturer and students in the classroom. However, the gender is not the factors influencing code crossing in the classroom interaction.

#### a. Power

##### Extract 1: Identity

- S1 : She she have been  
S2 : She has been in hospital. Semuanya di'?  
'She has been in hospital. Is it all?  
S1 : *Ndak. Saya menulisbegini. Duduk meko.*  
(No. I write like this. Just sit down)  
S2 : She has been in hospital eh, three weeks ago

Based on extract 1 above, it shows student 1 used his local language when she answered student 2. It can be seen when student 1 slipped Buginese in her utterance in Indonesian to make sure herself that she did not get it wrong by saying '*Ndak, saya menulis begini. duduk meko*'. She used combination language between Indonesian and Buginese by saying '*duduk meko*' in Buginese show impoliteness. The word '*duduk meko*' indicated as low code because student 1 as superior and student 2 as inferior.

##### Extract 2: Opening Classroom Interaction

- T : Well the class Assalamu Alaikum Warahmatullahi Wabarakatuh  
Ss : Waalaikumsalam Warahmatullahi Wabarakatuh  
T : *First that I'd like to say I miss you so much*

Based on extract 2 above, it shows that the lecturer used low code by saying '*first that I'd like to say I miss you so much*'. This word shows the power of the lecturer as a kind of social status that was a factor influencing the use code crossing.

#### b. Social status

##### Extract 3: Asking Question

- S4 : Bisanya itu. Beda-beda semuanya.  
(How could be. All is different)
- S3 : *Kak beda-beda penyusunannya?*  
(Is the arrangement different?)

Based on extract 3 above, it shows that the student 3 and student 4 as a senior and a junior in classroom. In this case the word '*kak beda-beda penyusunannya?*' indicated that student 4 as a senior than student 3. It means that student 3 used high code to student 4 by the word '*kak*'. It can be concluded that age is one of the factors influencing the use of code crossing verbally in the classroom. The researcher stated that their utterance tended to be more polite to student 4 who was older than student 3. So it means that student 4 has age power to be respected by the students who was younger than student 4.

#### c. Age

##### Extract 4 Asking Question

- S2 : Eh, number two. *Kak ros why I got absent in the first meeting?*
- S3 : *Yang mana dek?*  
(Which one?)
- S2 : In the first meeting.

Based on extract 4 above, it shows the factor influencing code-crossing when the student 2 asked the student 3 by saying '*kak Ros why I got absent in the first meeting?*' The word '*kak*' shows as high code. And student 3 asked again by saying '*yang mana dek?*'. The word '*dek*' indicated as low code in code-crossing. This factor was influenced by age among senior and junior in classroom interaction.

#### d. Intimacy or Non-Intimacy / Social Distance

##### Extract 5: Starting the Class Interaction

- T : Well, the class Assalamu Alaikum Warahmatullahi Wabarakatuh
- Ss : Waalaikumsalam Warahmatullahi Wabarakatuh
- T : *First that I'd like to say I miss you so much*
- Ss : @@

Based on extract 5 above, it shows the familiarity. It can be seen that lecturer employed code crossing to show her closeness to the students by saying '*first that I'd like to say I miss you so much*'. The word '*I miss you so much*' indicated as plus power and minus distance. The lecturer thinks that the familiar or impolite expression can make them to be more familiar.

#### e. Hierarchical Politeness

##### Extract 6: Asked Opinion

- T : Sorry yah kita charge sebentar, tidak apa-apa?  
(Sorry, let's take a minute, is it okay?)
- S8 : *Iye Mam*

Based on extract 6 above, it shows the student used high code to the lecturer. The lecturer and student 8 proved that politeness is clearly used by student when the lecturer asked opinion. It can be seen when the student 8 is saying *'iye mam'* in Buginese. Here, student 8 answered the lecturer directly and agree with that. Those expressions by the student are categorized as hierarchical politeness in code-crossing.

The use of code crossing used in classroom, most of the code used by the lecturer. Rationally, the lecturer dominates the conversation in teaching and learning process, so that the percentage of lecturer's low code is also higher. In addition, lecturer has power to talk because she has a highest power in the classroom. Furthermore, as it has been found that there are some factors causing the use of code crossing in the classroom. From the result of this study, the researcher found that intimacy or solidarity or social distance were the factors causing that most dominant influence in the use of offensive language in classroom. In other words, the lecturer feels closer to the students therefore use familiar language to them.

The first factor is power or social status. Status as the lecturer or educated person was a factor causing the use of code crossing by lecturer. Here, the lecturer has power and freedom to speak low and high code to student. This finding is equal as code crossing is more likely to occur when the speaker is more powerful than the addressee (Wajdi, 2013). In this study, the lecturer used his social status as a lecturer or educated person to give instruction to students directly. Besides that, in their admissions, the students tend to speak using high code to the lecturer and spoken familiar or low code to their classmate. Another study also reveals the influence of many aspects in the way to communicate in Bali (Wajdi & Subiyanto, 2018). It was found that "low and high speech levels of the language of Bali are language codes that could be used to show and express social relationship between or among its speakers" (p. 1).

The second factor influencing the use of code crossing in classroom interaction was age. The students revealed that they spoke to their lecturer because lecturer is older than students and also when the students speak to their friend as the classmate who is in the different age (senior and junior). While, different treatment showed by students to their friend in who is in the same age. They tend to spoke low code to their friend in classroom. The older people tend to use low code than younger people in speaking. However, the people tend to speak using high code to older people than when they speak with the younger people.

The next factor influencing the use of code crossing in classroom interaction was social distance or familiarity/intimacy or non-intimacy. The social distance in this case is lecturer's closeness with her/his students. The lecturer employed low code verbally to her/his students because she/he felt familiar; it means that the possibility of low code occurred is higher. The ways people in speaking are determined by how familiar a person to interlocutors.

It is worth noting that the factor causing most effect of code crossing in classroom is social distance or familiarity. The people tend to speak use high code with stranger people, conversely, they will speak use low code to the familiar people. However, the speech style of people tends to use high code even though with familiar people, for instance, in the formal place. In the formal situation, the people will speak use high code than informal situation. Even though, there is no guarantee that the people will speak using high code in formal situation. For example, in the classroom interaction during lesson is a kind of formal situation. But the researcher found that low code used by lecturer to students and among students in different age in classroom during lesson. The lecturer and students assume that they used low code was in classroom because they are familiar with one another.

#### 4. Conclusion

The result of this research shows the factors influencing code crossing may vary according to the context, situation, and the topic of the conversation. The data from the observation had shown that there some factors causing the use of code crossing used by the lecturer and students, namely

power, intimacy or non-intimacy, hierarchical politeness, social status, age, social distance, or familiarity. Social status or power, intimacy or non-intimacy, social distance or familiarity became the most frequently used by the lecturer and students in classroom interaction.

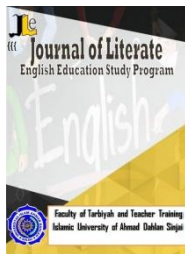
The result of this research shows there an appropriateness in using code crossing in classroom interaction. Mostly the use of low code used by the lecturer and the use of high code used by the students is because they want to adjust the language with the situation. Therefore, the result of this research also shows that there is an incongruity of the use of low code in classroom interaction. The use of low code occurred unconsciously or spontaneity. There is no intentional to be less polite. The lecturer and students did not mean to show impoliteness toward her/his students, their classmates or lecturer. It is only the unconsciousness to use code crossing in the classroom.

Furthermore, the researcher hopes that this research gives information and knowledge about the factors influencing the use of code used by lecturer and students in classroom interaction. It is expected that by reading this research, the readers will have additional information and better comprehension about code crossing and they can use it appropriately in daily conversation.

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