

## Lecturers' And Students' Code Switching In EFL Classroom

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### Abstract

This research aims to find out the use of code switching in English as Foreign Language (EFL) classroom between lecturer and students. The purposes of this research are to find out the types of code switching used by 3<sup>rd</sup> semester lecturers and students in English department Bung Hatta University. The design of this research is descriptive qualitative. The populations were 22 students and 3 lecturers. The data collected through recording their activity in class from October 2<sup>nd</sup> to November 2<sup>nd</sup>, 2018. The findings of research showed that the inter-sentential switching seemed to be the most frequent type of switching that occurred in the recording (58.82%); the second type is intra-sentential switching (29.41%); and the last is tag switching (11.76%). The code switching occurrence among lecturer and students is about 23,87%, it means that rarely. Meanwhile, the students used code switching due to limitation of vocabulary. To sum up, code switching can be helpful for lecturer and students to discuss about lesson especially in grammar class.

**Keyword:** Code Switching, EFL classroom

### Introduction

It is important for people to master more than one or two languages, most people use more than one language to communicate with other people. In academic environment, the tendency of the use more than one language can be helpful for lecturer and students to discuss in classroom. In communication, people can switch one language into another to speak with other people, Code switching may appear in any conversation including in classroom. According to Wardhaugh (2006:101) states that code switching is a process when people are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another code. It is appropriate with the title of international seminar "sustainable Innovation in The Digital Era". Code switching is such phenomena to solve difficulties in speaking foreign language.

Code switching is regarded as the seemingly random alternation of two languages between and within sentences according to Poplack (1980). People in multilingualism tend to speak both English and Indonesia. Code switching is regarded as the seemingly random alternation of two languages between and within sentences according to Poplack (1980). It shows that code switching can be important to for EFL classroom in Indonesia. Code switching could be important to apply in bilingual or multilingual classroom. Another reasons are following pedagogical of classroom code-switching: thinking aloud, setting off an aside, shifting topic, attracting attention. It means that rule of code switching is using two or more language in conversation. However, the phenomenon of code switching is not only found in bilingual contexts, but also found in the context of multilingual society. It is easier for lecturer and students to speak during class. Code switching can be identity for several people in non-native country.

This paper shows how two languages are implemented within in teaching and being used by the lecturer. Meanwhile, the students will be understand the material, which then allows them to learn academic content in class, and concurrently develop their language learning. Holmes (2013:37) states that it is easier for some people to discuss a particular topic by switching to another code. The speakers choose code to be used in the communication, even switch from one to another code or

incorporate some code. It is certainly an interesting issue to investigate the use of code switching in EFL classroom. Code switching tends to speak both English and other language to those elements which uses several country non-native, because of different condition, time and places. Communication in sociolinguistic is important to discuss in dealing code switching.

The use of code switching appeared in classroom interaction of 3<sup>rd</sup> semester class English department of Bung Hatta University. It happened when lecturer explains material to the students. Instead of using English, the lecturer used code switching to teach in class. Wei and Martin (2009), ponder the acceptance and recognition of code switching as a powerful communicative tool at the community level while it is regarded as an improper, unsuitable and even distasteful mode of interaction within the classroom. Here is the example of code switching

Lecturer: *Tenang semua*, be quite please

Student: oke (okay),*bu*

Code Switching appeared frequently when students talk to lecturer in class. It should be inferred in new linguistic environment including classroom. The study of Code Switching probably can solve researcher' problem to gain about using Code Switching in classroom, it is related to EFL Code Switching which has function pedagogically. The main goal of code switching should be deliver messages or information from speaker to listener directly and to establish good communication.

The problem appeared when students had difficulties to say something, They have no idea how to tell something unfamiliar or complicated words, they switched from English to Indonesia spontaneously to tell their ideas or opinion in class. Mostly, code switching can be helpful for them to communicate with lecturer. The problem also for students because of the difficulties to say something. They have no idea how to tell something unfamiliar or complicated words, they switch from English to Indonesia spontaneously to tell their ideas or opinion in class. Thus, code switching can be helpful for them to communicate with lecturer.

There are many reasons why code switching happens in a bilingual environment which it is existing in a language class. In every day practice, it is seen that in all levels of education L1 is widely used, sometimes unconsciously for different reasons that make bilinguals in code switching. Lecturer and students use code switching in order to express solidarity by Holmes (2013). Code switching can be helpful for the lecturer to helps student in explaining material. In related to this research, The lecturer and students also use code switching to signal the transition from one stage of the lesson to the other, they tell something to communicate in classroom. The students are hoped to understand the language input better and to show the lecturer that it is clearly understood by him/her. A number of studies see code switching in classrooms not only for informal situation but useful for learning.

Code switching helps lecturer and students in classroom to differentiate identities and to appear more human to students for example, telling jokes in the students' native language. The categorization of classroom in code-switching functions both functions identified through sequential and symbolic to language alternation. Meanwhile , topic change or clarification functions, for example, are intricately linked to the context in which they appear, code switching build interpersonal relationships functions often to see the academic evaluations to the various languages used in a given classroom. The opportunity of using code switching will be useful for students to develop communication skills. If students find the important to say something by using code switching, it is part of the lecturer's ability to use those events as opportunities for learning. Teach the vocabulary, grammar, and model other things students might do to continue conversations without resorting to code switching.

Code switching is used as language learning strategy. It is used to build solidarity and intimacy between lecturers and the students. Code switching contains English-Indonesia which is used to clarify the important things or is used to know of the terms. In English department, code switching is used to build solidarity and jokes only. It can be used as language teaching strategy. It means that appropriate situation can be used code switching as teaching strategy in the classroom.

Previous research about code switching showed that have 3 types of code switching in inter-sentential, intra-sentential and tag-switching, based on the previous research " Code switching used

in conversation by An American Student of The Darmasiswa Program” by Saptina Retnawati. The occurrence of code switching can give effect in language learning both lecturer and students. Thus, code switching is very helpful for students to solve the difficulty in using English language, the limitation of vocabulary also is reason why they switch code, The lecturers can create comfortable in teaching by using code switching.

## Method

The design of this research is descriptive qualitative. According to As John W and Khan (2003:115), it points out the researcher describes and interprets something which exists in natural setting as the way. The researcher explained the data in depth to provide detail description. The researcher describes all the data that he will get from recordings about the participant during the research, so the researcher and the reader will have an understanding of the context how it is conducted. When the data has been described successfully, the data will be easier to classify it.

In collecting the data, the reseacher used video recorder and interview as instruments. The video recorder intended to find out types of code switching between lecturer and students in class. The interview used for gaining the reasons of code switching between lecturer and students.

The researcher used Sudjana’s formula, this formula helped to find out frequency of code switching, here is the formula:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = as percentage

F = as frequency of words

N = as total of words (Sudjana, 1996:47)

Table 1. The Scale of Frequency Code Switching

Frequency	Description
0%	Never
1%-25%	Rarely
26%- 50%	Sometimes
51% - 75 %	Often
76% - 100%	Always

In technique data collection, The researcher collected the data by doing direct observation and records all activities in the Bung Hatta University by using video recorder. According to Wray (2001:191), it is dealing with speech as subject of analysis, audio and video recorder which it produces good quality of recording. First of all, the researcher came to record the classroom activity. The lenght of video recording will be varied, the differences of recording will be appeared because of different activity in classroom.. Here, the researcher is a non-participative member. He just sit on the back seat and records what happened during the class.

## Result and Discussion

The data was a transcription from video recording and would be presented in the form of tables. The data showed that the three types of code switching occur in recording. However, it appeared that inter-sentential switching tends to be the most frequent type of switching found in recording.

### 1. Types of Code Switching

According to Fong (2011:1), code switching can be defined as the alternative use of two or more languages by bilinguals in a conversation. Fong explains clearly code switching as interaction of two languages in conversation which might be third parties available. The discussion about code switching is necessary dealing with this study.

According to Poplack in Romaine (1994: 178), there are three types of code switching namely: tag-switching, inter-sentential switching and intra-sentential switching:

Table 2. The Types of Code Switching Occurrence

Types of code switching	Frequency	Percentages
Tag-switching	6	11,76 %
Inter sentential	30	58,82 %
Intra sentential	15	29,41 %
Total	51	100%

As can be seen in table 2, the inter-sentential switching seemed to be the most frequent type of switching that occurred in the recording (58.82%); the second type is intra-sentential switching (29.41%); and the last is tag switching (11.76%). This table shows that many recording of lecturers and students utterances appeared to use inter-sentential switching in class.

#### 1). Tag-Switching

Tag-switching involves the insertion of a tag in one languages into an utterance that is basically spoken in other language Poplack (1994:178), some people tend to insert tags such as: *you know, you mean*, for instance:

Lecturer: *it's okay, no problem, betul nggak?*  
students: *yes maam*

From this example, the conversation between lecturer and students in class, it can see tag switching because of insert of short expression, lecturer is asking students to convince something and students say yes. The insertion is very important to add expression in conversation.

#### 2). Inter-sentential Switching

According to Poplack (1994:149), Inter-sentential switching is a switch at clause or sentence boundary, where each clause or sentence is in one language or the other. It switches from one language to the other between sentences. It can see from this example:

Lecturer: *ini pelajaran minggu kemarin, we have learned it before, kenapa masih salah?*  
student: *karna masih ragu miss*

This conversation contains a clause or sentences where each clause or sentence is in one or two language. In other previous study, the intersentential seemed mostly frequent such as Taofik Hidayat

#### 3). Intra-sentential Switching

Intra-sentential switching occurs in the most fluent bilinguals that the mode of code switching is to show the characterization of the ideal bilingual Poplack (1994:149). Here is the example of intra sentential.

Lecturer: *what is bagus in english*  
Students: *good*  
Lecturer: *another word?*  
Students: *best*

This utterance occurred when the lecturer discussed the material with her students. Intra-sentential occurs within the same sentence, from single morpheme to clause level. A statement in Myers and Scotton (1995: 1), points out that some sociolinguists use the term intra-sentential code switching.

## 2. The Frequency Code Switching Occurrence

The occurrence of using code switching in classroom appeared when lecturer explained topic, it also used English-Indonesia.

Table 3. The Occurrence of Code Switching

Participants	Utterances produced	Code switching occurred	Percentage of code switching occurred
Lecturer	312	98	31,41%
Students	220	29	13,18%
Total	532	127	23,87%

From the table 3, the utterances produced by lecturer 312, code switching occurred 98, the percentage about 31,41%, the utterances produced by students 220, code switching occurred 29, the percentage of code switching occurred 13,18%. It can be concluded utterances of produced total 532, code switching occurred total 127 and the percentage of code switching occurred 23,87%, based on the scale of the frequency code switching in third semester was rarely. The lecturers mostly used code switching especially in third semester English department Faculty of Humanities Bung Hatta University.

## 3. Code Switching as Learning Strategies

As stated Anastassia Zabrodskaja (2008:32), code switching in the university setting is whether code switching helps to develop a better proficiency in L2 and to master the content in L2. The research from Zabrodskaja can be important that code switching contributes in pedagogical context. Lecturer and students tend to use code switching in classroom which gives advantage each other, interaction between lecturer and students in class may stimulate students to find out knowledge by using code switching in course that discusses much things in dealing with class. In order to teach English, the lecturer also contributes to develop student skills in classroom. It gains students vocabulary's in learning process since lecturer taught in beginning teacher according to Myers Scotton (2006:56), It also improves student in language learning of using code switching in Bung Hatta University which could be varied. Firstly, immersion classroom is the way to re-teach communicatively in classroom. It should stand the concept of vocabulary in which is missing previously meeting, the acquiring vocabulary is very helpful for student to get new vocabulary. The mastering of vocabulary is very helpful for student in classroom. In previous studies, such as: Olagunju 2013, he said code switching can be helpful to master vocabulary.

The lecturer has a big role to guide student in speaking English in classroom, lecturer Cook (2001:34) in Tabaku (2014) says "Teachers should be clear in their minds that they are usually teaching people how to use two languages, not how to use one in isolation. The lecturer also has their thoughts on question when they use code switching which shows that his or her code-switching habits are connected to what is being taught. Code switching is determined by efficiency in lecturer's teaching and how to make it easier for the students to understand what they are teaching. The frequency of using code switching in class can be determined by lecturer and students utterances, the activity in classroom should consider factor and reasons of using code switching. Cook (2001) argued that the teacher's ability to switch from the target language to the mother tongue and vice versa, creates an authentic learning environment. Lecturer used Code switching in classroom to explain material easily, so the students will be understand the explanation from lecturer.

Code switching is used to facilitate learning and understanding. Students had lack of the knowledge of word or phrase they want to explain in classroom. In this situation, they switched code from English to Indonesia to find alternative word, expression or phrase to get their meaning and deliver message. It gains students vocabulary's in learning process since lecturer taught in beginning teacher according to Myers Scotton (2006:56), It also improves student in language learning of using code switching in Bung Hatta University which could be varied. Firstly, immersion classroom is the way to re-teach communicatively in classroom. It should stand the concept of vocabulary in which is missing previously meeting, the acquiring vocabulary is very helpful for student to get new vocabulary. The mastering of vocabulary is very helpful for student in classroom.

The lecturer and students come from different culture which is mostly to switch language in classroom. Situation in classroom contributes in code switching, it perhaps that can help lecturer to explain several courses in classroom, student can understand the materials in course easily. Communication between lecturer and students can be easily by using code switching because the students' first language allows to express their opinion and ideas. the obstacle can be reduced, because students are able to communicate directly with lecturer and have the opportunity to discuss about material.

## Conclusion

Based on the results and discussion, it can be concluded that inter sentential is the most frequent in lecturer and students code witching EFL classroom, the occurrence of code switching can give effect to lecturer and students in academic environment such as: make a relax and joke. The lecturer's ability and accessibility to teach in class to explain the material by using two languages. It should be give good impact to students in English language learning. The students who have different background which such as the location and level of understanding, Sex, level or grade, ability and his/her accessibly to information also involve the learning process. The culture identity contributed to phenomena of code switching in classroom.

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