

Code Switching in Speaking Classroom Conversation: A Focus on Lecturer-Student Interaction at University of Muhammadiyah Malang

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ABSTRACT

In learning English, one of the language skills that we need to learn is speaking. Yet, speaking in English is not easy since we have a lack of vocabulary and using English as our daily language is not our habit. These problems can cause miscommunication among the speaker and the listener. In order to minimize that possibility, the speaker can use code switching. The use of code switching during the classroom interaction is very helpful to make the teacher explain the material easier. In this research, the researcher analyses the students' perception toward the use of code switching by their speaking subject lecturers, and the reasons why the speaking subject lecturers use code switching during the teaching process. The research was conducted at English Department at University of Muhammadiyah Malang. The subjects of this research were the speaking subject lecturers and the students of the speaking class. The method of this research is sociolinguistic. The researcher used interviews to gain the data. The results show that mostly the students preferred their speaking subject lecturers to use full English during teaching process because it could improve their English ability. The students responded to their lecturers by using English as much as they could. It challenged them to speak fully in English. The speaking subject lecturers used code switching since they were not sure whether their students understood them if they spoke full English during the teaching process due to the students' English competence which was in intermediate level.

Keywords: *Code switching, Reasons of using code switching, Students' perception on code switching*

1. INTRODUCTION

As we live in a globalization era, we use English to communicate with other people across different country. Todorova and Anna [1] stated that English is not only being used for communication among people, but also in other areas such as mass media, science, research, and etc. Thus, to compete in this modern era, people in non-English-speaking countries should learn English, including those who live in Indonesia.

Learning English means we need to learn all of the skills of the language, including speaking. Yet, it is inevitably that speaking English is not easy since it is not our mother tongue. We also have minimum vocabularies, and less accustomed to speak in English. These problems also happen in English learning classroom, which might make the two way communications in English between the teacher and the students is not going well. Therefore, to make the communication more effective, both the teacher and the students can use code switching. The

teacher can switch the language from English into Indonesia, or any other language that the students might understand.

Code switching is language changing from one language to another in once utterance [2]. Code switching also can be defined as the alteration of two or more languages in one utterance [3]. In language learning, code switching has some functions according to Moore [4]. Code switching can be used to negotiate meaning, which means that when a teacher finds difficulties to utter certain terms or phrase in one language, s/he can switch to another language that also can be understood by the students. Secondly, switching the language can entice the students' attention, which means that using foreign language all the time might make the students get lost. Therefore, the teacher needs to switch the language sometimes to attract students' attention. Lastly, switching the language makes the communication more active since

both the speaker and listener can understand the idea of each other.

In this research, the researcher is going to study about the code switching on English language learning, especially in speaking classroom which focuses on lecturer-student interaction. The research was conducted on speaking class of English Department at University Muhammadiyah Malang. Speaking class is chosen due to the consideration that in speaking class the lecturer should make the students accustomed to communicate in English. Yet, in this setting, the lecturers used code switching during the process of lecturing. There were two classes involved in this research. Two lecturers from each class were interviewed in order to find out their reasons of using code switching and six students were interviewed as well in order to find out their perceptions or idea towards the use of code switching by their lecturer. A depth interview was done in this research. The interview process was recorded, and then being transcribed. The written form was analysed to find out the answer of the problems.

2. METHOD

A sociolinguistic method is implemented in this research. It is based on the phenomena of code switching itself which involves one of the branches of sociolinguistic study; that is bilingualism. Mu'in [5] stated that sociolinguistic study is the study of the relationship between the society and their language on social interaction. Therefore, the code switching which involves bilingualism (English and Indonesian) on speaking classroom area was investigated in this research. The approach of this research is qualitative, since this research enables us to have a deeper comprehension about code switching because the result of this research provides real evidence of the lecturers' reasons in using code switching during the classroom interaction and also the students' perception on the use of code switching by their speaking lecturers.

3. FINDINGS

The result of the interview with the speaking lecturers found that the reasons of using code switching during teaching speaking are to:

1. Adjust with the students' English ability
2. Lessen the tedium during teaching and learning process
3. Make sure that the students are really understand the material
4. Make the classroom situation more relax

5. Help the lecturer to fill the blankness when he forgot certain English vocabulary
6. Making jokes

The interview session with the students was also conducted in order to know their perception or idea on the use of code switching by their lecturer. Thus, four out of six students preferred their lecturer taught them by using full English, since it can help them to upgrade their English ability. It is also a challenge for them, they will try to understand or communicate in English as much as they can, since they cannot only rely on the use of code switching. Otherwise, two of six students preferred their lecturer taught them by using code switching, since they think that they can engage with the material easily, rather than using full English.

4. DISCUSSION

There are six reasons the lecturer using code switching during teaching speaking. Firstly, the lecturer used code switching as he taught the second-year students, which means that their English ability is still on beginner or intermediate level. The use of code switching will make them easier to get into the material. The students might get the difficulty to understand the lecturer's explanation if the lecturer use full English. This reason is supported by the statement of Abbas, et al. [6], which claims that code switching can facilitate the lecturer to explain the material to the students. Secondly, the use of code switching might lessen the tedium during teaching and learning process, which means that using English all the time make the lecturer felt so boring; that is why he switched into Indonesia. This is in line with Azlan & Narasuman's [7] statement saying that the language that expressed by a speaker is determined by the mood of the speaker. Thirdly, the lecturer used code switching to confirm that the students are really understand the explanation. This finding is in accordance with Fachriyah [8], who stated that code switching is used to make sure that the students are really engage with the material. Another reason of the teacher used code switching during the teaching process is to make the classroom situation more relax, which means that using English all the time makes the atmosphere felt so serious and the students will be less interested and focus to learn or listen more. Therefore, in this case, the lecturer switched the language into Indonesia or Javanese in order to amuse the students and get their focus back. As noted by Moore [4], code switching can entice students' interest. In this case, the students will be more interested to listen to the lecturer's explanation if the classroom atmosphere is relaxing and pleasing. The fifth reason of the lecturer used code switching is because sometimes the lecturer also forgot certain English vocabulary. Therefore, in that situation the lecturer preferred to switched the language into Indonesia. This is supported

by Azlan & Narasuman [7] who stated that the lecturer can switch the language when the lecturer found the difficulty of saying certain words. Lastly, the lecturer used code switching to make some jokes to the students. It is intended to make the students more comfortable during the lecturing process. When the lecturer saw the students looked so tired, he will tease the students by using Indonesian or Javanese in order to entertain them. Fachriyah [8] also stated that code switching is not only can be used to explain the material, but as the entertainment as well.

The lecturer used code switching to make the students understand the material and feel comfortable during the lecturing process. Yet, four out of six students stated that they preferred their lecturer taught them by using full English rather than code switching. The students think that using full English during the lecturing process make the students have the opportunity to explore and learn more, since they were challenged and forced to comprehend the material that being explained with full English by their lecturer; that is why they feel more attracted to learn. This is not in accordance with the finding of Moore [4] who stated that code switching can entice students' interest, since in this finding the students feel more interested in learning English when their lecturer using full English. Moreover, by using full English, the students will be more dependent in learning English since do not rely on the use code switching. Cavusaglu and Bonstanci [9] also stated the same idea, code switching makes the students independent since they will not learn by themselves and rely on the use of code switching. They also feel that they got the eagerness and motivated to speak full in English as well, after they see their lecturer communicate full in English. The students think that the learning classroom is the only place for them to practice their English, especially their speaking skill, since outside the classroom they will not use English to communication anymore. Nevertheless, this is unsuited with the finding of Alan and Idris [10] who stated that the students' eagerness to learn English can be attracted by using code switching. In fact, in this research, the students were eager to learn English when their lecturer used full English. However, two out of six students preferred their lecturer used code switching during the classroom interaction because it makes them follow the learning process naturally without any pressure, so that they can really comprehend the material. This is appropriate with the statement of Nordin et al., [11] who state that code switching helps the students to understand the material deeper. Using English all the time might make the students confused about the material. Therefore, they feel more comfortable if their lecturer sometimes switched the language.

5. CONCLUSIONS

The lecturers' reasons of using code switching are to make the students really understand the material since they are still in the beginner level. Using full English might make them confused. Code switching also can be used to relieve the boredom during the lecturing process. It also can be used to check the students' comprehension and make the classroom more relax. Switching the language also can be an alternative when the lecturer forgot certain terms. Lastly, the lecturer used code switching to entertain the students by making some jokes in Indonesian language, since the students might not understand the English jokes.

The students' perceptions on the use of code switching by their lecturer are: four out of six students preferred their lecturer using full English. It is because they got more challenge and motivated to learn more when the lecturer taught them by using full English. Moreover, it also gave them the opportunity to explore their English skill, especially speaking, since they got the eagerness to speak full in English as well. Nevertheless, two of six students preferred the lecturer to use code switching. It is because they enjoyed the class more and they can follow all of the process of teaching and learning since they can understand the material better rather than by using full English.

6. SUGGESTIONS

Using code switching during the process of teaching and learning is beneficial to help the continuity of the process itself. It can diminish the gap between the lecturer and the students; so that the students will comprehend the material. However, the frequency of using code switching should be diminished in order to habituate the students to communicate in English active and passively.

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