

## **Exploring the Practice of Code Switching by Lecturer in English-Speaking Class**

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### **ABSTRACT**

In teaching-learning English, lecturers commonly switch to their native language to ensure students understand the material this phenomenon is known as code-switching. Code-switching is the phenomenon where the speaker speaks one language and switches to another language. This study aimed to figure out the types and functions of code-switching and the purposes of the lecturer using code-switching in the teaching-learning process. This study was qualitative research that used thematic analysis data to collect the types, functions of code-switching also purposes of lecturer's code-switching. The study findings three different types of code-switching (a) tag-switching, (b) Inter-sentential switching, and (c) intra-sentential switching. Six different functions of code-switching were (a) quotation, (b) addressee specification, (c) interjection, (d) reiteration, (e) message qualification, and (f) personalization or objectification. The lecturer's purpose used code-switching in the teaching-learning process was to explain the material that is difficult for students to understand, to help students understand the material in the target language, to strengthen their understanding of new vocabulary, to inform, to translate, and to build a relationship with students. Also, surprising findings; improved the pronunciation of new vocabulary words that are difficult for students to pronounce and helped students remember the material that has been studied.

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**Keywords:** code-switching, qualitative method, EFL.

### **1. INTRODUCTION**

In Indonesia, English is a foreign language learned as a second language. Since English is a foreign language, the lecturer would explain the subject in English to help students learn and understand English during the teaching-learning process. They may also use Indonesian or their native language in the teaching-learning process. In foreign lessons, where two or more languages coexist to meet communication needs, lecturers frequently switch from one language to another. This phenomenon is known as code-switching.

Code-switching refers to the phenomenon where the speaker uses one language and changes to another. Code-switching happens when a bilingual adds an unassimilated word from another language into their speech. The term "code" in code-switching is the conventional counterpart of "language," and code-switching is frequently handled in terms of "languages." (Auer, 1998, p.2 ). According to Gardner-Chloros (2009), code-switching is a diverse combination of two or more language variations in many bilingual and multilingual societies and communities. It refers to bilingual people using multiple languages or dialects in the same speech or statement in one conversation. Code-switching was defined by Wardhaugh (2006) as the dialect or language one chooses to use at a particular time as well as a communication method utilized by two or more persons. Furthermore, Bullock & Toribio (2009) defined code-switching as bilinguals' capacity to switch easily between their two languages. All speakers selectively draw on the language varieties in their linguistic repertoire, as required by their intents as well as the needs of the speech participants and the conversational situation.

In English Foreign Language (EFL), the teacher uses code-switching frequently to introduce new words or explain complex material to provide clear explanations, try to make students understandable, and create a tight relationship between the teacher and the students. However, in a regular lifestyle, people speak for various reasons—some personal and others related to the exchange of knowledge or the goal of knowledge and skills. The teacher will mix and change his points of view while speaking in the classroom so the students can understand him properly and minimize their differences in the meaning of the context (Asrifan & L, 2021 p. 3).

Code-switching is primarily used in classes as a communication tool, allowing students to understand the contents properly and facilitating the continuous flow of teaching methods. This implies that using code-switching in the classroom helps reduce the distance created by misunderstandings between the teacher and the students, specifically when it comes to providing instruction. Code-switching can also help students communicate with the teacher and classmates in a Language Classroom classroom (Rahayu, 2019, p. 61).

## **2. RESEARCH METHOD**

This study used a qualitative method to explain the lecturer's code-switching. Qualitative research is identified by its objectives, which connect with comprehending a particular aspect of social life, and its methodologies, which mostly build words rather than

numerical data for analysis. Qualitative research is used to find culturally relevant information about different people's beliefs, attitudes, actions, and social circumstances (Mack & Woodsong, 2005, p. 2).

According to Mack & Woodsong (2005), there are three most popular qualitative techniques: participant observation, in-depth interviews, and focus groups, each of which is covered in length in its module. Each approach is best suited for gathering a certain kind of data.

The data was obtained through classroom observation and interviews. According to Dornyei (2007: in (Ijudin & Irianti, 2021, p. 13) the data was obtained through classroom observation and interviews, who claimed that classroom observations extend more direct information than self-reported concern. In this case, the writer investigated the implementation of code-switching in speaking class and the lecturer's purposes in teaching and learning using code-switching. The writer recorded the interaction between the lecturer and students and observed, listened to, and took notes of the code-switching sentences from Indonesian to English or English to Indonesian that the lecturer and students said during the teaching-learning process. The data was collected from June 05<sup>th</sup>, 2023, and June 12<sup>th</sup>, 2023. This technique determines the types and functions of code-switching frequently used for interaction by lecturers and students in teaching-learning.

Furthermore, the interview section was also obtained to conduct the data to answer the purposes for which the lecturer used code-switching in the teaching-learning process. According to Mack & Woodsong (2005), in-depth interviews are suitable for gathering information about people's personal histories, perspectives, and experiences, in-depth interviews are appropriate especially when delicate subjects are being discussed. The interview section was conducted on June, 14<sup>th</sup> 2023. The population of this researcher was lecture and fourth-semester students at the University of PGRI Yogyakarta.

The writer provides a code for each piece of data to make it easier for the author to analyze the data, especially on the types and functions of code-switching. Thematic analysis is highly recommended for analyzing data, especially for transcripts of classroom learning recordings and interview transcripts (Heriyanto, 2018, p. 318).

### **3. RESULTS AND ANALYSIS**

This study was conducted during the teaching and learning phase of the listening and speaking for purpose course to determine the types of code-switching utilized and the

benefits of performing so. According to the findings of this study, teachers utilize three types of code-switching: tag switching, inter-sentential switching, and intra-sentential switching. The supporting data shown above concurs with the (Poplack, 2004) statement that there are three forms of code-switching use, namely tag switching, inter-sentential switching, and intra-sentential switching. This study also discovered six functions of code-switching, which include quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification. The data above supports Gumperz's (in Nurrohmah, 2020, pp. 21–23) opinions that code-switching has six functions: quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification. Documentation data also gives information that complements research data and is supplemented by interview data with the lecturer.

### 3.1. Types and Function of Code Switching Used by Lecturer in the teaching-learning process

#### 3.1.1 Types of Code Switching

There were three types of code-switching used by lecturers in teaching teaching-learning process there were tag switching, inter-sentential switching, and intra-sentential switching.

Table 1 Types of code-switching

No.	Types	Data	Percentage
1.	Tag Switching	106	46,49%
2.	Inter-sentential Switching	73	32,01%
3.	Intra-sentential Switching	49	21,50%
		228	100%

The table above shows the types of code-switching that the lecturer used in the classroom. The classification of Tag switching was used one hundred six times, inter-sentential was used seventy-three times, and intra-sentential was used forty-nine times.

#### A. Tag Switching

Tag code-switching refers to adding a short phrase in a sentence. According to Poplack (2004), tag switching is adding a word or phrase in one language to an otherwise entirely other language's speech. The findings

showed that the lecturer used tag switching one hundred and six times, the most commonly used type.

### **B. Inter-sentential Switching**

Inter-sentential code-switching is the ability to speak in language a and then switch to language b. According to Poplack (2004), inter-sentential code switching happens when the speaker switches from one language to another after finishing a sentence in one language and then continuing to another in the next sentence. The findings showed that inter-sentential code-switching was used by the lecturer seventy-three times.

### **C. Intra-sentential Code Switching**

Intra-sentential code-switching refers to speaking in one language, then in the middle, switching to a second language and back again to the initial language. Intra-sentential code-switching usually occurs in sentences. According to Poplack (2004), intra-sentential code-switching happens when speakers speak a sentence in one language and switch to another language in the middle of the sentence and back to their first language. The findings showed that intra-sentential code-switching was used by the lecturer forty-nine times and was the rare type of code-switching that the lecturer used in the classroom.

#### **3.1.2 Functions of code-switching**

The researcher examined various functions of code-switching contained in words spoken by teachers. According to Gumperz (in Nurrohmah, 2020, pp. 21–23) there are six functions of code-switching namely quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification.

Table 2 Functions of code-switching

No.	Functions	Data	Percentage
1.	Quotations	2	0,9%
2.	Addressee specification	24	10.52%
3.	Interjections	25	10.96%
4.	Reiteration	24	10.52%
5.	Message qualification	98	42.98%
6.	Personalization or objectification	55	24.12%
		228	100%

Based on the table above, there were two hundred twenty-eight functions of code-switching used by the lecturer in the teaching-learning process. The most common function of code-switching based on the data is message qualification, which occurs ninety-eight times; the second common function of code-switching used by lecturers in the teaching-learning process is personalization or objectification, which occurs fifty-five times; the third common function of code-switching used by a lecturer in the teaching-learning process is interjections with occurs data twenty-five. Based on the data, addressee specification, and reiteration functions have the same data, that is, twenty-four data, placing addressee specification and reiteration functions in fourth and fifth place, respectively. The least frequently used function is quotations with two data.

**a. Quotations**

When code-switching is used as a quotation, it refers to a piece of direct speaking in a language other than the one used to explain the main subject. When replacing words in a quote with code-switching, the original language of the quotation or the language in question is used. To put it another way, this type of communication occurs when a person is multilingual and communicates in the speaker's mother tongue (Sahrawi & Anita, 2019, p. 179). The findings showed that the lecturer used quotation twice, a rare function of code-switching in the classroom.

**b. Addressee specification**

Code-switching can also determine who is supposed to receive a message. Code-switching aims to draw people's attention to the fact that they are encouraged to participate in an exchange (Nurrohmah, 2020, p. 22). Lecturers frequently utilize the addressee specification function to encourage students to participate in class discussions or when studying. The findings showed that the lecturer used the addressee specification twenty-four times that the lecturer used in the classroom.

**c. Interjections**

Code-switching functions are used to identify interjections or phrase fillers. A portion of a phrase from one language is put or injected into another

(Nurrohmah, 2020, p. 22). The findings showed that the lecturer used interjections twenty-five times, which the lecturer used in the classroom.

**d. Reiteration**

A message in a particular language is commonly repeated in the other language, either immediately or minimally changed. This switching aims to repeat the specific message or certain parts of it into the other language (Khairunnisa, 2020, p. 33). The finding showed that the lecturer used reiteration twenty-four times, which the lecturer used in the classroom.

**e. Message qualification**

The function of code-switching as message qualification aims to limit what the speaker wants to express. It turns out by the speaker's comprehension of the specific topic of conversation. Occasionally, one language is utilized to present the topic, and a different one provides feedback (Khairunnisa, 2020, p. 33). The finding showed message qualification was used by the lecturer ninety-eight times and was the most common function of code-switching used by a lecturer in the classroom.

**f. Personalization or objectification**

This function is related to things that include the difference between talking about action and talking as action, the speaker's level of involvement in or distance from a message, whether a statement reflects personal opinion or knowledge, whether it refers to a specific event or has authority over generally known facts, and others (Nurrohmah, n.d., p. 23). The finding showed that the lecturer used personalization or objectification fifty-five times in the classroom.

### **3.2. The Purposes of Lecturer's Code Switching**

In the interview section, the researcher has two questions to ask the lecturer as the correspondent for this research. In the interview, the researcher wanted to find out about several things that the researcher discovered during the classroom observation about the purposes the lecturer used code-switching in the teaching-learning process.

The data that researchers have analyzed based on the results of interviews with the lecturer were:

1. To explain material that is difficult for students to understand.
2. To explain the meaning of vocabulary about finance that English Language Education students do not yet know.
3. To help students understand the material in the target language.
4. To Strengthen understanding of new vocabulary.
5. To Inform and provide information about new vocabulary and material being studied.
6. To Translate, translating material previously spoken by the lecturer in the target language into the mother tongue for students who need help understanding the meaning or material presented.
7. To Build relationships, they are using their mother tongue. Students would be more relaxed about speaking their mother tongue or first language because they have yet to become fluent in the target language.

#### Surprising Findings

When transcribing audio files, researchers also found two other purposes for lecturers to use code-switching in the learning process, were:

1. Improve the pronunciation of new vocabulary words difficult for students to pronounce.
2. When students forgot material in the target language, the lecturer used the mother tongue to help them

#### **4. CONCLUSION (Times New Roman 12pt, Bold, Capitalized)**

Regarding the aims of the research, which was to determine the types and functions of code-switching employed by the English lecturer of fourth-semester students in the subject Speaking and Listening for Specific Purposes at the University of PGRI Yogyakarta, the lecturer used three different types of code-switching, six different functions of code-switching and several purposes of lecturer used code-switching in the teaching-learning process. The following is a summary depending on how the problem was formulated:



1. The types and functions of code-switching used by the lecturer of fourth-semester students in the subject Speaking and Listening for Specific Purposes at the University of PGRI Yogyakarta academic year 2022/2023.

There were three types of code-switching used by a lecturer in teaching-learning process. They were tag-switching, inter-sentential switching, and intra-sentential switching. The common type used by lecturers in the teaching-learning process was tag switching which occurred one hundred-six times. The lecturer used a language tag to emphasize the statement while encouraging a productive social relationship with the students. The second most common type used by lecturers was inter-sentential which occurred seventy-three times. The lecturer frequently employed inter-sentential switching to further explain or even translate previously mentioned utterances. Then, the least type of code-switching used by the lecturer was intra-sentential code-switching which occurred forty-nine times. The type that happens within a clause or sentence boundary in the middle of a sentence.

There were six functions of code-switching. They were quotation, addressee specification, interjection, reiteration, message qualification, and personalization or objectification. Based on the data findings, the common function of code-switching used by the lecturer was message quotation with occurred data ninety-eight times. When a lecturer teaches a concept and then provides more clarification in the following utterance, that is the purpose of message qualification. The second common function of code-switching used by the lecturer in the teaching-learning process was personalization or objectification with occurred data fifty-five times. Personalization or objectification was used when the lecturer presented the students with objective facts and personal opinions. Students' names are frequently used as examples of material by the lecturer aimed at helping students with a better understanding of the concept of financial terms. The third common function of code-switching used by a lecturer in the teaching-learning process was interjection with occurred data twenty-four times. When the lecturer offered some direction or instruction to the students, the function of interjection occurred. The fourth common function of code-switching used by a lecturer in teaching teaching-learning process was addressee specification with occurred data twenty-four times. The

function of addressee specification was frequently utilized when the lecturer pointed to the students or when the teacher asked the students to participate and answer the teacher's questions. The fifth common function of code-switching used by lecturers in teaching the teaching-learning process was reiteration with occurred data twenty-four times. Reiteration is most commonly used to explain or even translate the lecturer's previous spoken words. Then, the last function that occurred in the lecturer's utterance was a quotation with two data. The function of quotations is as quotation marks, considering that bilinguals who communicate have given direct speech in their mother tongue.

2. The purposes lecturer used code-switching in the teaching-learning process for fourth-semester students in the subject Speaking and Listening for Specific Purposes at the University of PGRI Yogyakarta academic year 2022/2023.

Based on interviews conducted previously with the lecturer, there were several purposes for using code-switching by a lecturer in the teaching-learning process. There were processes to explain the material that was difficult for students to understand, to explain the meaning of vocabulary about finance that English Language Education students do not yet know, to help students understand the material in the target language, to Strengthen understanding of new vocabulary, to Inform, translation and to build a relationship with students in the teaching-learning process.

The researcher noticed that the teacher had other reasons for using code-switching during the audio file transcript, referred to improve the pronunciation of new vocabulary that is difficult for students to pronounce, and when forgetting material in the target language, the lecturer used the mother tongue to help students remember material that has been studied previously.

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