CODE-SWITCHING TYPES USED BY LECTURERS

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Abstract. It became one phenomenon occurred when lecturer changed one language (L1) into another language (L2) in one utterance named code-switching. This descriptive research focuses on the types of code-switching used by English lecturers in STIE Muhammadiyah Jambi. Four English lecturers teaching English 1 for the first semester students at STIE Muhammadiyah Jambi participated in the research. Analysis of recorded classroom activities and utterances in 2 meetings show that the lecturers mainly used tag switching (21.54%), inter-sentential switching comprising metaphor (33.07%) and situational switching (16.15%), and intra-sentential code-switching (29.23%). The data suggest that the lecturers mainly used a metaphor of inter-sentential code-switching. This metaphor is used because they tend to an emphasis on learning purpose.

Keywords: Code Switching, Descriptive Study

INTRODUCTION

Code-switching helps lecturer to make some theories clear for the students especially in teaching a foreign language. When teachers' code-switching is planned, it can contribute to a more efficient understanding of a specific topic or be a part of the (L2) learning (Cook, 2000). Lin (2003) adds that code-switching is used to create close relationships between student and their teacher. It means that not only to achieve learning goals, code-switching also gives warm atmosphere in a classroom between student and teacher or this case is the lecturer.

In teaching a foreign language, sometimes lecturers have to be disciplined in using the target language to make students familiar with it. It doesn't become a problem when the native speakers of the target language teach those international students. The issue will be encountered by lecturers who have similar mother language with the students. They will feel not sure whether the students understand or not when they use the full target language in teaching. And to minimize this miss-understanding, lecturers tend to use code-switching in teaching a foreign language.

There are some studies about code-switching in the Indonesian context done by the lecturer, but most of them use Wardhaugh theory (1990). Related to the condition explained

above, this article investigates about the phenomenon of code-switching during teaching and learning process of English as the foreign language by using Dull and Wardaugh theory to gain further insight about code-switching in an education context.

REVIEW OF RELATED LITERATURE

The concept of Code Switching

In a multilingual society, people tend to have the ability in speaking with more than one language. Therefore, code-switching is the consequence of multilingualism. Code-switching is a process of changing the word in conversation done by the speaker. Trousdale (2010) defines that code-switching is the linguistic situation where a speaker will alternate between two varieties (code) in conversation with others who have a similar linguistic repertoire. Trudgill (1992) adds that code-switching is the process whereby bilingual or dialectical speakers switch back and forth between one language or dialect and another within the same conversation. Jamshidy and Navehebraim (2013) also state that code-switching is as the alternation of two languages within a single discourse, sentence or constituent. It means that people do not only switch their language to another but also their dialect. Even though the speaker switches the language; their speaking content is still the same.

Types of Code Switching

There are several descriptions of code-switching type. First, Hamers & Blanc (2000) classify code-switching into three types. A first type is a sociolinguistic approach. This type focuses on some variables such as the topic of conversation, participants, setting and affective aspect of the message. The second one is a grammatical approach. This type divided into three subcategories; extra-sentential code-switching which is commonly adding a tag question with a different language of that sentence, example "kalimat ini lebih sederhana, right?". Then, there is intersentential code-switching which is the code switching comes up at clause or sentence boundaries such as "so ketika kamu ingin menceritakan pengalaman, so you have to use simple past tense". After that, there is intra-sentential code-switching which occurs within clauses or words, for example, "jadi semua nya sudah digeneralisasikan". And the last type is restricted code-switching. According to Song & Andrews (2009) that it is an attempt to keep the conversation flowing without having to pause or abandon the message".

Also, Muysken (2000) categorizes three types of code-switching, or he named as its processes. The first is alternation. Spoken according to its structure, it is a switch between two languages in which either language. It is as same as inter-sentential that include long and complicated switched stretches. Next is an insertion. Here, there is only one language structure, but it has an insertion item of a different language. It is similar to intra-sentential. And there is congruent lexicalization. On congruent lexicalization, between the first and second language structure are engaged.

Other experts simplify the theory of code-switching type. Some experts tend to focus on grammatical approach as what Harmers & Blanc classify. As Dulm (2002) state that based on the grammatical aspect, code-switching is divided into three types: extra-sentential,

inter-sentential, and intra-sentential. While Muysken (1995) changes the term "extra-sentential" into "tag switching." The explanation of each word is the same as what Harmers & Blanc state before.

Moreover, Wardhaugh (1990) adds that there are two types of code-switching: situational and metaphorical. Situational code-switching has similarity explanation as sociolinguistics approach stated by Harmers & Blanc. It happened when the language shifted based on the setting when speaking is holding on. While metaphorical code-switching occurs since the speaker redefines the situation, the difference between situational and metaphorical is in situational; the topic is not changed while in metaphorical the topic is changed.

Based on these theories, this article analyzed the type of code-switching in the classroom based on three types of tag switching, intra sentential and inter-sentential. Divided into two subcategories, intersentential there will be metaphor code-switching and situational code-switching.

Reasons for Code-Switching in EFL Classroom

EFL lecturer entirely is better to use English full in the classroom, so that students will be familiar with it. On the other hand, there will be some difficulties in doing it since not all students get easier in catching the content of learning. That is one of the reasons; lecturer uses code-switching in the classroom. In having code-switching, the lecturer must be careful to analyze the condition when does he/she needs to switch the target language into the first language. Here are some reasons why code-switching must be used in the classroom.

Holmes (2001) mentions some reasons for using code-switching. The first one is an expression of solidarity. Here, the switch reflects a change in the social situation and takes a positive account of the presence of a new participant. Second, ethnic identify maker, means having code-switching to another language as a sign of group membership and share the same ethnicity. It happens since feeling a closeness with the same ethnic people. The third reason is changing of the topic. It may vary from formal language to informal, or the speaker cannot find the right words in their language because of the limited vocabularies. Next reason is quoting someone. Speaker cites someone because she/he needs to give the impression – it may or may not be accurate. After that, useful functions can be another reason. Speakers do code-switching to show the feeling, even the listener does not need to understand the meaning. And the last reason is to emphasize meaning. It often used by the lecturer to the students.

METHOD

This research was descriptive research. It only described and analyzed one phenomenon happened in teaching and learning process. And the findings would be related to a theory which has been discussed.

The population of this research was the first semester of STIE Muhammadiyah Jambi academic year 2018-2019. Four classes were consisting of 320 students of whole classes. Different lecturers taught each class. And all the lecturers were the participants of this research.

In collecting the data of the research, the instrumentations were observation checklist, field notes, and recording and interview. In having an observation checklist, all students' speaking were observed, so that the data would be meaningfully based on the context since the research focus on the sociolinguistic term. Here, the researcher was not involved actively in the classroom and only as a passive monitor. The classroom observation was done twice in two weeks. In doing observation, field notes were made to record what happened during the observation.

And recording was used to record all activities happen in the classroom. The components that would be in this recording were lecturers and students' presentation, comments, suggestions, questions, and answers during a classroom activity. It was used for making clear in transcribing data. Here, the researcher recorded the conversation and made the transcription of the interview in the form of script.

FINDINGS

After having two meetings for four classes, there were some findings gotten. There were four types of code-switching used by four lecturers in teaching English I. Those types are tag switching, inter-sentential which were included metaphor code-switching and situational code-switching, and intra-sentential. The frequency of each type could be seen as follows:

Table 1. Types of Code Switching Used by Four Lecturers on the First Semester Students of STIE Muhammadiyah Jambi

No.	Types of Code Switching	Frequency	Percentage
1.	Tag Switching	28	21.54 %
2.	Metaphor Inter-sentential	43	33.07 %
3.	Situational Inter-sentential	21	16.15%
4.	Intra-sentential	38	29.23 %
Total		**130**	**100 %**

From the table above, it shows that among four types of code-switching performed by the lecturers, metaphor inter-sentential code-switching was the highest frequency used by all lecturers. And the lowest rate was situational inter-sentential code-switching.

The explanation of each type of code-switching will be demonstrated below.

a.   Tag Switching

Tag switching is inserting a tag of one language into an utterance which is in a different language. The data was 21.54% of lecturers used this kind of code-switching. Some of tag switching examples found are:

"pay attention to this sentence, ya…"

In this case, the lecturer explains about simple present tense. And he asks students to be a focus on one sentence. He puts a tag at the end of the sentence in Indonesian. There was no change about the context since the lecturer is not influenced by any situation when he uses that tag insertion. That tag means emphasizing on which sentence students must be focused on.

"Okay, kalau tidak ada pertanyaan lagi, kita coba buat kalimat ini."

On this sentence, lecturer gives an English tag code switching when she uses Indonesian sentence. Okay here means emphasizing students to try another sentence since they did not provide any question.

The next tag code switching found was:

"Udah siap untuk quiz berarti, rite?"

The lecturer used "rite" as tag code-switching in Indonesian sentence. The condition at that time was lecturer made sure whether the students had understood and had been ready to have a quiz by having "rite."

And one of those lecturers sometimes inserted tag switching in her mother language.

"Do you understand? Iyo niaan?"

It happened in the middle of teaching. The lecturer wanted to give a little humorous for students so that they were not worried about providing some questions or arguments in learning.

b.   Metaphor Inter-sentential Code Switching

A metaphor is one kind of inter-sentential code switching types. Inter-sentential means a switch that occurs at a clause or sentence boundary, where each clause is in a different language to another. And metaphor in inter-sentential code switching refers to the choice of language that comes up in a conversation when the speaker has sure emphasized. In this case, the metaphor became the highest frequency found at 33.07%. There were some utterances noted related to metaphor inter-sentential code-switching:

"when you find the 3rd singular person, berarti kata kerja nya mesti pake akhiran –s".

The condition of that sentences was the lecturer explains how to make simple present tense. He used English in the first sentence since he believed students understood. And the lecturer changed the other sentence since he didn't make sure the students understood if he made it into English.

L: "let see, do you know how these sentences different from those sentences? I mean, its verb ended by –s while that group's sentence was not"

S: "……."

L: "oke, coba lihat kok kalimat yang disini beda dengan yang disana…"

This case came up when lecturers explained the theory. The lecturers tried to make students familiar in listening English so that they delivered the theory using English first. And it was followed by Indonesian explanation. They did it to make sure the content of learning achieved by students. This kind of case often occurred while the classes were observed. And it also happened in this sentence:

"Who chooses ended with 's'?, Hayyo siapa yang pilih dikasih akhiran 's'?"

The other sentences found were:

"Nah, jadi kapan kamu mesti membuat kalimat seperti in? Yes, when you talk about your habit or the fact that you see."

This sentence used metaphor inter-sentential since there were two languages in one utterance. The first sentence, it used Indonesian, as what has been recorded the lecturer stated that she summarized the theory. In giving the question, she used Indonesian to emphasize what she wanted students to respond. And the second language was students' answer; here the lecturer just replied what students said and agreed with students'.

c. Situational Inter-sentential Code Switching

Participants and atmosphere influence situational inter-sentential code-switch the ing. Participants, in this case, were lecturers and students while the atmosphere was the situation that was not predicted. Those would affect in using code-switching. In this research, situational was the lowest percentage, and here are some sentences found:

"Okay, now let's try to make these sentences, terlalu kecil ga ya?"

This sentence came up when lecturer asked the student to make a judgment using the simple present tense, but the lecturer worried about the screen and made sure whether students could see text.

The other sentence was:

"why do you give –s at the end of a verb? ……. Biar seger yah??"

And on this sentence, there was situational inter-sentential code-switching which was "biar seger yah?" It was said because the students were still confused and thinking, and it took a long time to wait. So, the lecturer gave that sentence to relax students in learning.

d. Intra-sentential

Intra-sentential is a type of code-switching which inserts words or phrases from one language into a different language clause or sentence. There some sentences found in this case:

"Kalo plural berarti kata kerjanya gimana?"

In this case, the lecturer used Indonesian sentence and put an English word; plural. The lecturer used it because he repeated what word students mentioned.

"Change into negative, pake doesn't or don't?"

This case is the contrary of the previous sentence. Here, the lecturer used English sentence and put Indonesian word, pake. The lecturer used it because he worries the students did not understand what he asked. And it also came up with another sentence.

"You write the sentence yeah, misalnya Tom and Amy bla bla bla on Wednesday."

DISCUSSION

After analyzing the data that focused on the type of code-switching used by English lecturers in STIE Muhammadiyah Jambi, the discussion would be inferred here.

In this research, it was found that there were four types of code-switching used by English lecturers. It consisted of tag switching as 21.54%, metaphor as 33.07%, situational as 16.15% and intrasentential as 29.23%. And from the data, the lowest percentage went to situational code switching while the highest was a metaphor. Both types are included in inter-sentential code-switching. And the explanation of all findings will be explained from the lowest percentage.

By 130 data, there were only 21 data of situational code-switching. As what has been discussed before, situational code switching deals with changing of participants and

situation. Wardhaugh (2006) supports that situational code-switching occurs when the languages used change according to the situations and another in a different one, and, and there is no change of topic. In this research, situational code switching occurred when the lecturers found an unpredictable problem with their media like a projector, laptop, air conditioner, etc. Not only that, but the noisy class also became a problem that affected students not to listen well to the lecturer's speaking, and it affected lecturer to use situational code-switching. And it also found when a student took a long time in responding him or her. Even they changed their language; the topic doesn't change.

The next type was tag switching. It became the second low percentage code switching found in this research. It refers to the insertion of a tag in one language into different language utterance. The lecturers didn't get intense to use this. They only used some insert like okay, alright, and, next, and well.

Then, intra-sentential code switching became the second highest frequency used by the lecturers. By 130 data found, there were 38 of them was intra-sentential code-switching. Here, the lecturer changed one or some words in a sentence in a different language. It occurred when lecturer didn't make sure whether students didn't understand with a particular word, and they tended to change that word in Indonesian. And sometimes lecturers used intra-sentential code switching because they have no idea in choosing an appropriate word such as they used English, and lecturer found a problem in one word and they changed it into Indonesian, or vice versa.

The highest percentage found was metaphor code-switching. The metaphor is defined as insertion clause or sentences of one language into different language utterance. All lecturers used this type of code-switching. They intentionally used it because of language purpose. They were worried if they used full English, the students would not understand. Not only in delivering the theory of learning but lecturer also used it when they gave some examples as XU Qing (2010) defines that one of code-switching function in the classroom is as a kind of unmarked linguistic choice and a teaching strategy that can be exploited by EFL teachers to achieve some specific teaching goals. Also, when lecturers taught a new knowledge regarding English subjects such as telling a little bit about English culture or others, they changed into students' language (L1). It is in line with Kasperczyk (2005) idea that code-switching may also be used by teachers during teaching to introduce the meaning of concepts words when adding a new unit.

CONCLUSION

Based on the findings of this research, it could be summed up that there were four types of code switching used by the lecturers. Among those types, metaphor code-switching was the highest frequency. It happened because lecturers focused on the purpose, they used bilingual, one part was English and then Indonesian to make sure learning goals achieved. And it was better because when lecturer English, students became familiar in it and when they used Indonesian they proved that their understanding when they listened English was correct.

SUGGESTION

Based on the conclusions, code-switching in teaching English becomes a proper way to gain some purposes such as giving a clear explanation, example, interjections, making jokes, etc. It also provides some benefits for students who have lack vocabulary.

Then, as English lecturers especially for teaching EFL, ideally they use bilingual in teaching activity. Therefore, students listen, enrich their vocab and get used to being familiar with using English.

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