CODE-SWITCHING IN ENGLISH TEACHING PROCESS: A STUDY OF LECTURERS' UTTERANCE AT DEPARTMENT OF ENGLISH EDUCATION

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Abstract

Code-mixing or code-switching in English teaching and learning used in EFL classroom, especially to enhance understanding skill in English. Code-mixing and code-switching in teaching process will make language learning more meaningful and effective (Liu, 2008). Most studies of code-mixing and code-switching easily found in oral communication, such as in daily communication or formal situation. A lot of research on code-mixing and code-switching were not mention the specific process of those codes in learning process (Kim, 2006; Marzona, 2009; Saputro, 2013; Siregar and Sumarsih, 2014; Ansar, 2017; Oladosu, 2011; Mustain, 2011; Siskawati, 2021). The other gaps are most of the research sites were in junior high school and senior high school and others from television, newspaper, magazine, television program, etc. Then other different is they used teacher, students and group of society as the sample of research. In this research, lecturer of Department of English Education became sample of the research and university as site of the research. Objective of the research is to find out kind of code-switching uttered by the lecturer in teaching process at Department of English Education and the factors influencing code-switching. Method used in this research is descriptive qualitative. The subjects of the research are two lecturers of Department of English Education. The instrument consists of documentation of descriptive observation (by joining class group platform) and list of interviews on August 2021. In analyzing the data, the researcher observed the learning process through online platform, recorded the lecturer utterance, transcribed the recording, classified the data into kinds of code-switching used by the lecturer based on Romaine's theory (1995), then calculated the percentage of each kind of code-switching. The researcher analyzed the factor why the lecturer used code-switching in teaching process based on the recording of interview and draw a conclusion by using Holme's theory (1992). The result showed there are two types of code-switching used by the lecturer, namely inter-sentential switching (57,5%), intra-sentential switching (42,5%), and there was not tag-switching. The data of interview showed the reason of lecturer used code-switching in teaching process because of the participant, setting or social context, topic, and function.

Keywords: code-switching, English teaching, lecturer's utterance

INTRODUCTION

Bilingualism occurs because of the interaction of different linguistic groups; the fluidity of the political and economic conditions in many countries; and the rapid changes of technology and telecommunication (Javier, 2007:1). Most bilinguals understand English because it is a global language, which has as an official language or as a priority in a foreign-language teaching in many countries (Crystal, 2003:4-5). Riley in Marlina (2016:183) stated that over half the world's population is bilingual. Bilingualism is common and is on the rise in many parts of the world, with perhaps one in three people being bilingual or multilingual (Wei, 2000: 3-25). Edward (2004:7) stated that everybody in the world is bilingual because no one in the world who does not know at least a few words in other languages. Rogers (2014, p. 1) explained many countries have more than one national or official language, with any number of smaller linguistic groups within them. So that, being bilinguals enable people in communicating for two languages and it is needed in humans' interaction nowadays.

People who use two or more languages called bilingual or multilingual. Mustain (2011) stated that bilingual or multilingual means using more than one codes or languages to communicate each other. Gal (2007) stated that bilingualism or multilingualism is used more than one language by people in community. Hornby (1977:3) defined a bilingual person is someone who speaks and understands two languages. Haugen (1953) observed that bilingualism begins when the speaker of one language can produce complete and meaningful utterance in the other language. More complex, Chin and Wigglesworth (2007) classified bilingualism into four types, namely: dominant bilingual, passive or recessive bilingual, semilingual or limited bilingual, and balanced bilingualism. In other word, bilingual or multilingual person have ability to speak more than one language to communicate with people who speaks different language with some characteristic to identify their language competence.

Indonesian is a bilingual. English is used on formal occasions, formal writing, and education at all levels. English as a foreign language became the subject in junior high school, senior high school and university in Indonesia. English teacher as an educator has role to make the student capable in any kind of English abilities, such as spoken and written. English teacher conducting the subject by using English in Indonesia. English teacher sometimes difficult to convey the subject fully in English to the students. It is a challenge for English teacher to provide the best instruction and explanation for students who are learning English. In giving the direction and explanation, teacher mixes English with Indonesia language or switches English at the first part then Indonesia language at other part. It helps students and teacher to communicate during learning activity. The change or use of one language to another within the same utterance or in the same oral or written text called code-mixing and code-switching.

According to Spolsky (1998) people developed code-mixing and code-switching when learning a new language. Using code-mixing and code-switching in English teaching brings positive effect on foreign language learning, especially to enhance understanding skill in English. Code-mixing and code-switching in teaching process will make language learning more meaningful and effective (Liu, 2008). Most studies of code-mixing and code-switching easily found in oral communication, such as in daily communication or formal situation. A lot of researches on code-mixing and code-switching were not mention the specific process of those codes in learning process (Kim, 2006; Marzona, 2009; Saputro, 2013; Siregar and Sumarsih, 2014; Ansar, 2017; Oladosu, 2011; Mustain, 2011; Siskawati, 2021). The other gaps, most of the research site were in junior high school and senior high school and others from television, newspaper, magazine, television program, etc. Then other gaps are they used teacher, students and group of society as the sample of research. In this research, researcher focused on kinds and factors causing code-switching of lecturer's utterance of Department of English Education.

Part of subject conveyed by using English at Department of English Education. It is a compulsory for the lecturer and students to use English during the teaching learning process. The lecturer said that the lecturer and students use English and Indonesia language at the same utterance in teaching learning process. Students of Department of English Education came from any different ethnics, social and cultural background. Students also have different level of ability in English skills. They have beginner, intermediate, and advanced level of ability in one class. The students' previous field of study were varied at Department of English Education. They graduated from SMA, MA, and *Pesantren* which have science, social, accountancy, religion, and language department. The lecturer reported that some students who graduated from language department have good even fair level of English ability. These phenomena made the lecturer cannot convey the subject fully in English. From the preliminary observation, lecturer said only part of students able to comprehend the content, direction or instruction given in English. The

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lecturer must switch or mix between English and Indonesia language to make all students understand the subject.

From the phenomena above, the researcher conducted the research to find out kind of code-switching uttered by the lecturer in teaching process and to find out the factors influencing code-switching.

METHOD

This research is a qualitative research. It is involved a qualitative descriptive design that produced descriptive data in the form of words written that taken by the scripts of speech/utterance. In this research, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships. Descriptive research can be either quantitative or qualitative. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984:65). According to Fraenkel and Wallen (2008:23) descriptive method used to explain, analyze, and classify something through various technique, survey, interview, questionnaire, observation, and text. Gay (2000:367) stated that descriptive method involves collecting data in order to test hypothesis or to answer question concerning the correct status of the subject of research. Dorney (2007:19) stated that qualitative data which usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written (field) notes and documents of various sorts. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Therefore, observation and survey tools are often used to gather data (Gall, Gall, & Borg, 2007). This research concerned with what and why rather than how something has happened.

Participant of this research are two lecturers of Department of English Education who teach Second Language Acquisition and Translation subjects. These lecturers convey the subject in English for third and fifth semester students (purposive sampling). Sometimes, the lecturer mixed or switched English into Indonesia language. Creswell (1994) stated that the researcher identifies participant and site on purposive sampling based on places or people who can help the researcher understand the research phenomenon.

Data collecting came from the descriptive observation to the lecturers in teaching learning process through class online platform. Lecturer 1 and Lecturer 2 used synchronous teaching learning process so that the researcher joined those online classes. The researcher did a passive participation. Spradley (1997, p. 10) explained that passive participation means the researcher presents the scene of action but does not interact or participate. The researcher recorded teaching learning process to take the lecturer's utterance consists of code-switching. The lecturer's utterance transcribed into kinds of code-switching, namely inter-sentential switching, intra-sentential switching, and tag-switching.

Then, to get the factors influencing code-switching, the researcher interviewed the lecturer by using semi-structured interview. The researcher interviewed the lecturer during 30 minutes and took field note. Newcomer, et all (2018:493) stated that semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries. The implementation depends on how the interviewee responds to the questions or topic laid across by the researcher. In this part, the researcher recorded the interview by using handphone. The recording transcribed into factors influencing code-switching.

In analyzing the data, the researcher used Huberman's data analysis (1994, p.10). First, the researcher selected and summarized the utterance on recording transcription then encode the data by coding list based on kinds of code-switching. Then, the researcher converted to percentages by using formula:

p=f/n x 100

Where: p: percentage of using the type of code-switching
f: frequency of using the type of code-switching
n: total item code-switching

On interview transcription, the researcher classified the answer based on three factors influencing code-switching. In this part, the researcher emphasized, minimized, or set aside completely the observation and interview transcription for the purpose of the research.

The researcher displayed the data from lecturer' utterances and put them into appropriate categories of code-switching on form of tables and describe the result of interview of factors influencing code-switching by using narrative form.

FINDINGS AND DISCUSSION

Findings

The results of observation classified into category of code-switching and the result of interview classified into factors influencing code-switching. Each type of code-switching is analyzed from the grammatical aspect in accordance to the theory that previously elaborated, whether in phrase, clause, or sentence. It is found 40 utterances consist of code-switching.

The data analyzed in code-switching as found in lecturers' utterances in teaching learning process are:

Kinds of Code-switching

There are two kinds of code-switching used by lecturer in teaching learning process namely: inter-sentential (57,5%) and intra-sentential (42,5%). The detail total and percentage of code-switching can be seen in the following table 1.

Table 1. Kinds of Code-Switching in teaching learning process

No	Types of code-switching	Total	Percentage
1	Inter-sentential	23	57,5
2	Intra-sentential	17	42,5
3	Tag-switching	0	0
	TOTAL	40	100

Inter-sentential switching

a) Lecturer: …children often hear incomplete or ungrammatical utterances along with grammatical input. ***Lama-kelamaan anak-anak mampu menyaring tuturan yang tidak sesuai dengan susunan kalimat bahasa pertama mereka.***

b) Lecturer: …the dominant linguistic model through the 1950s was structuralism***. Model tersebut menggambarkan level production speech yang berbeda, misalnya pada tataran fonologi, morfologi, sintaksis, semantik, dan leksikon.***

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Inter-sentential switching above occurred in the sentence level of Indonesia language that appeared after the sentence level of English. The lecturer explained the first sentence by using English and the second sentence by using Indonesia language. It is not the way to translate the first sentence but to inform the next sentence. For the first sentence, students get the information in English, perhaps they did not catch the point. Then the lecturer switch into Indonesia language to convey the point of next sentence clearly.

Intra-sentential switching

a) Lecturer: Innate capacity ***atau kemampuan bawaan*** is the starting point for L1 acquisition as all children in the world.

b) Lecturer: SLA researchers use the terms mother tongue ***atau bahasa ibu,*** *generally refers to…*

In that sentence, code-switching is aimed at the use of ***atau kemampuan bawaan*** or innate capacity. It is a phrase from Indonesia language that appears in English. The position of ***atau kemampuan bawaan*** in English sentence above is a compliment. In the next sentence, ***atau bahasa ibu*** appeared after mother tongue phrase. It is used to take the meaning of the term in SLA subject. Therefore, it might be concluded that the phrases found in the above code-switching is an explanation of specific term related to the subject.

Factors Influencing Code-switching

Factors influencing code-switching uttered by lecturer in teaching process because of the participant, setting or social context, topic, and function. Based on the result of interview, it is found that the lecturer used code-switching in teaching process because these following factors:

Participant

> **Interview 1**
> Lecturer1: *Because I think it made them easy to catch the point of that sentence. One thing,* ***I taught this class at previous semester.*** *I knew their abilities to comprehend the new one…*
> **Interview 2**
> Lecturer2: *Yes, I do. Some specific terms in Translation subject are difficult to convey in English and* ***some students in my class were lack in vocabulary mastery.*** *For example, the term morphosyntax, cognitive neuroscience, etc. I have to describe and explain each term in Bahasa Indonesia. By explaining in Bahasa Indonesia, my students were easy to understand that term.*

Most of students join the class from previous semester, so the lecturer knew their ability in English. The lecturer identified the students based on their competencies. Diction used and strategy to teach the subject became the important point for the lecturer. The lecturer identified part of the students were not enough mastery English. So that the lecturer tried to make the content easy and clear to comprehend. At some part, the lecturer used full English and at some part switched into Bahasa Indonesia. SLA and Translation subjects are new thing for the third semester students. These subjects have specific term that cannot easy to find the meaning. The lecturer translated or even conveyed, the sentence which has specific term, into Bahasa Indonesia to make them straightly catch the meaning.

Setting or social context of the interaction

> **Interview 1**
> L1: *Yes, it is.* ***Some subjects namely*** mata kuliah jurusan PBI *must convey in English. Translation must convey in English. To convey this subject, it's not such an easy task. I have use English all time, at other part my students have not enough vocabulary mastery. Then I use English at the first sentence then use Bahasa Indonesia.*
> **Interview 2**

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*L2: Actually, **it's the rule of English Department, I must obey it.** I just use Bahasa Indonesia for undefined sentence which contains specific terms.*

The obligatory of using English at Department of English Education made the lecturer convey the subject fully in English. English classroom setting and new subject as context of interaction made the lecturer have to switch the sentence into Indonesia language. It is in order to make students understand the specific term of this subject.

Topic

> ***Interview 1***
> *L1: ...it is **one of new topic in Linguistics**. Students cannot get the important point of each chapter, so that I convey it into two languages.*
> ***Interview 2***
> *L2: No, I didn't use Bahasa Indonesia all the time. I used English like usual, but when I **entered new topic relate to Translation subject,** I changed into Bahasa Indonesia sometimes.*

New topic with specific term made lecturer and students have to switch into Indonesia language at some part. Lecturer started by opening the subject that day and then students presented that topic in front of the class. Some students cannot explain new topic which contains specific term, then lecturer allowed them to switch in to Indonesia language to explain. Some new topic which contains specific terms cannot convey in English, so lecturer described it by using Indonesia language.

Function

> ***Interview 1***
> *L1: …**some sentences informed about new knowledge** to students, so lecturer must be creative to convey this subject. One of the ways used Bahasa Indonesia at some parts…*
> ***Interview 2***
> ***L2: Theories on Translation subject contains of information about…***

It is the purpose of the conversation that being talked about by the participants. A speech has different purposes like as for giving information, asking something, and many more. Lecturer conveyed information related to the subject, includes theories, method, strategy, approach of translation process.

Discussion

Some subjects convey in English at Department of Language Education. Kinds of code-switching uttered by lecturer analyzed by using Romain's theory, namely: inter-sentential switching, intra-sentential switching, and tag-switching. From observation and data transcription, it found that kinds of code-switching produced during teaching process are: inter-sentential switching (57,5%) and intra-sentential switching (42,5%). From the transcription, there was no tag-switching uttered by the lecturer. It happened because English as the obligatory language to convey the subject, so that there was not insertion of short expressions/tag from different language at the end of sentence.

Code-switching happened because of some factors. It analyzed by using Holmes's theory, namely: participant, setting or social context, topic, and function. Based on the lecturer's interview, it found that: lecturer already identified student's competency/ability so that at some parts he/she switched into Indonesia language (participant), rule of using English to convey the subject made lecturer difficult to explain some specific terms in English so that lecturer switched into Indonesia language (setting or social context), new topic and specific term which were not familiar for students made lecturer switched into Indonesia language (topic), and function of this

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subject made the lecturer must be able to convey the information easily and clearly to students, so that lecturer switched into Indonesia language at some parts (function).

CONCLUSION

From findings, lecturer used code-switching at inter-sentential and intra-sentential part. Lecturer used code-switching in teaching process to convey the specific terms which undefined in English and new topic for students. In this research, code-switching used not only to communicate with students but also to inform and enhance students understanding of the topic. Participant, setting or social context, topic, and function are factors made lecturer switch English into Indonesia language. It is important for lecturer to identify students' ability in teaching process, especially for some subjects which must convey in English. Students have different ability to comprehend any kind of subject especially which convey in English. Obligatory to use English during teaching process, especially subjects which have specific term, then the function of using English make code-switching as the alternative way to use in EFL classroom. From this research, it is hoped other researcher may analyze the effect of using code-switching in teaching process of EFL classroom.

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