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## CODE SWITCHING USED IN EFL CLASSROOM AND IN RESEARCH PROPOSAL SEMINAR INTERACTION OF EFL STUDENTS

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**Maria Ramasari and Febria Kumalasari**  
STKIP PGRI Lubuklinggau, South Sumatera, Indonesia  
Email: [mariaramasari@gmail.com](mailto:mariaramasari@gmail.com)

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### *Abstract*

The aim of this research was to describe the code switching used in EFL classroom and in research proposal seminar interaction of EFL students. Qualitative research with descriptive method was used in conducting this research. Based on the result of data analysis, there was 1 type of code switching used: Inter-Sentential Code Switching. Whereas, there was 2 forms found in EFL classroom: 1. *English – Bahasa* switching, 2. *Bahasa – English* Switching. Moreover, there were 4 forms found in research proposal seminar interaction of EFL students: 1. *English – Bahasa* Switching, 2. *Bahasa – English* Switching, 3. *English – Palembang-Lubuklinggau* Switching, 4. *Palembang – Lubuklinggau – English* Switching. The use of code switching was caused by some reasons. They were: 1) Lack of vocabulary of English, 2) Habitually, and 3) Participants and setting. The dominant reason was situational code switching; a change in the situation that causes the bilingual switches from one code to others. It could be the setting, participants (subject) and norm of interaction. The researcher suggests to EFL speakers that they should increase and intensify their English vocabulary mastery, create a positive habitual in practicing English to others in their environment, especially in formal setting. In her point of view, code switching could be used and give useful for certain situation to keep the interaction run smoothly and avoid misunderstanding each others.

**Keywords:** *code switching, EFL classroom, research proposal interaction*

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### 1. INTRODUCTION

In doing all kinds of activity, people interact each other by using language as media such as verbal communication, non verbal communication, written communication, and visualization. As a view of Kramsch (1998:3) language is the principal means whereby people conduct their social lives. People in around the world including in Indonesia learn language for certain purposes based on the needed. In education field, the students of Indonesia learn English as foreign language, because English is not commonly used in their daily life for communication. However, it is very important to learn foreign language, English, for some useful things like making friends to people who are different countries and cultures. When people already communicate or speak English, you already take the world on your hands. It means that you can get so many positive valuable experiences by using English actively. While English has become the lingua franca of the world, learning a foreign language increases opportunities for connection and opens to the door to the many benefits of bilingualism.

The scientific study of language and its structure, includes the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics. The enterprise of linguistics is to determine the properties of natural language (Wardhaugh, 1992:2). In addition, Radford (1997:9) states linguistics theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performances. People use language to interact and communicate with others so language and society are connected each other. In linguistics, it is known as sociolinguistics. Trudgill (2000:21) states that sociolinguistics is the relationship between language and society. In other explanation, sociolinguistics is the study of language function in a social context and the development of language in society. Language takes a role in the social life. Related to

the explanation, sociolinguistics is the study of the development and the level of use of language in a society in which there is a discussion about bilingual and multilingual.

Multilingualism and bilingualism are the situations that the people have competence in using two or more than two languages. Multilingual means that the people who can speak more than two languages. The differences of bilingual and multilingual are from the level performance. In bilingual and multilingual society, it is normal for the people to be in situation where a choice between two or more codes has to be made. There are some situations that make people mix and switch the codes in communication with others. It is called code mixing and code switching. Code switching is a phenomenon in bilingualism. According to Milroy & Muysken (1995:7), perhaps the central issue in bilingualism research is code-switching. In addition, code switching has become a common term for alternate use of two or more languages, or varieties of language, or even speech styles. In other words, code switching is the situation where the speakers deliberately change a code being used, namely by switching from one to another language. The change is called code switching.

In most of the cases of Bangladesh students tend to switch codes, but it is also common in teachers' discourse (Chowdhury: 2012). As a part of the global transformation in the methods and techniques of English language teaching, someone need to consider classroom code switching as a fact which cannot be ignored in any way especially in a country like Bangladesh where English is taught as a foreign language. This phenomenon also occurs in Bahasa where English also learned as foreign language. Based on the researcher's observation in the EFL classroom as a lecturer, it was found out data that between lecturer and students frequently switched their codes when they interacted each other in teaching and learning process of EFL classroom. In addition, the researcher also did observation in research proposal seminar interaction at English Education Study Program of STKIP-PGRI Lubuklinggau. Codes switching tend to be used in all part of their communication. Based on the phenomenon, the researcher interested to investigate deeply about the forms of code switching used and the reasons of using code switching in the EFL classroom and in research proposal seminar interaction of EFL students.

## 2. LITERATURE REVIEW

### *Linguistics Theory*

Linguistics activity is to determine the affluence of the language naturally. Tagliamonte (2006:2) states the enterprise of linguistics is to determine the properties of natural language. Here the aim is to examine individual language languages with the intention of explaining why the whole set of languages are the way they are. Linguistics theory focuses on the structure of the language. Moreover, it does not concern itself with the context in which the language is learned and it does not concern itself with the way the language is used. Sociolinguistics argues that language exists in context, dependent on the speaker who is using it and dependent on where it is being used and why. Speakers mark their personal history and identity in their speech as well as their socio cultural, economic and geographical coordinates in time and space. Indeed, some researchers argues that since speech is obviously social, to study it without reference to society would be like studying courtship behavior without relating the behavior of one to that partner to that of the other.

### *Introduction to Sociolinguistics*

Sociolinguistics is the study about language and society. According to Coupland (1997:1), sociolinguistics is the study of language in its social context and the study of social life through linguistics. Sociolinguistics argues that language exists in context, dependent on the speaker who is using its, and dependent on where it is being used and why. Speakers mark their personal history and identify in their speech as well as their socio cultural, economic and geographical coordinates in time and space (Tagliamonte, 2006:3). It means that people use language in communication in social life. Sociolinguistics is a very broad field and it can be used to describe many different ways of studying language. It is about how individual speakers use language, how people use language differently in

different towns or regions and it is about how nation decides what languages will be recognized in courts or education.

Bilingualism is actually sometimes regarded as a position in society and knowledge of another language becomes associated with inferiority (Wardaugh, 1992:101). Bilingualism sometimes has negative connotation as a personal and social problem. Bilinguals are the people who speak two languages every day, called bilingual people. Most of the people in the world have two languages. Beside bilingualism, there is multilingualism. Actually, the concept of bilingualism and multilingualism is same. However, multilingualism is regarding the use of states of more than two languages by a speaker when communicating with others in turn (Chaer and Leonie, 1995:112).

### *Code Switching in Communication*

It is normal for the people have to be made two or more choice in bilingual and multilingual society. Code mixing and code switching are the phenomenon of the bilingual and multilingual in language. Code switching is the ability to select the language according to the interlocutor, the situational context, the topic of conversation and so forth and to change languages within an interactional sequence with sociolinguistic rules and without violating specific grammatical constraints. Code switching can be classified in accordance with two different classifications. There are grammatical and contextual classifications. The grammatical classification is based on where in the sentence the switching appears while the contextual classification is based on the reasons why a bilingual switches. Based on the grammatical classifications result in three types of code switching, namely tag-code switching, inter-sentential and intra-sentential code switching. Poplack cited in Romaine (1989:112), defines three types of code switching:

a. Tag code switching

Tag switching refers to insertion of tags such *you know*, *unconsciously* and *I mean* in sentences that are completely in the other language. A tag code switching happens when a bilingual inserts short expressions (tag) from different language at the end of his/her utterance. For example from Tagalog/English (Bautista, 1980:247 cited in Romaine, 1989:112): *The proceedings went smoothly,ba* [Tagalog tag]?- ‘The proceedings went smoothly, didn’t they?’

b. Inter-sentential code switching

Inter-sentential switching “involves switches from one language to other between sentences: a whole sentence (or more than one sentence) is produced entirely in one language before there is a switch to the other languages” (Myers, 1993:3). An inter-sentential code switching happens when there is a complete sentence in a foreign language uttered between two sentences in a base language. An example from Puerto Rican bilingual Spanish/English speech is given by Poplack (1980) in Romaine (1989:113): *Sometimes I’ll start a sentence in English y terminó in español*. – ‘I’ll start a sentence in English and finish it in Spanish.’

c. Intra-sentential code switching

On the other hand, intra-sentential switching occurs “within the same sentence or sentence fragment” (Myers, 1993:4). An intra-sentential switching is found when a word, a phrase or a clause of foreign language is found within the sentence in a base of language. For example from TokPisin/English: *What so funny? Come, be good. Otherwise, yubai go long kot*. – ‘What’s so funny? Come, be good. Otherwise, you will go to court.’

On the other hand, based on the contextual classification, there are two types of code switching proposed by Gumperz (1982) based on the reasons why people switch, namely:

a. Situational code switching

A situational code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. The changing situations involved could be the setting, participants or norm of interaction.

b. Metaphorical code switching

A metaphorical code switching happens when there is a change in the perception, or purpose or topic of the conversation. In reference with the factors, this type of switching involves the ends, act

sequences or key but not the situation. The speaker tries to change the participants' feeling towards the situation.

### *Interaction*

Interaction means that involving people working together and influencing each other, in this case is lecturer and students. Interaction is needed in the language classroom because language classrooms are fundamentally interactive. However, the nature and quality of the interaction varies according to the ways in which is understood and constructed. Cazden and Stubbs cited in Scarino (2009:38) states that studies of research proposal seminar interaction have tended to focus on the organization of talk in the classroom and on identifying structures, such as the Initiation-Response-Feedback structure of teacher-student talk. In summary, proposal seminar interaction focus on the organization of the Initiation-Response-Feedback between teacher and students, in this case is lecturer and students.

More reason understandings of interaction, and its roles and purpose in teaching and learning, see it as more than just the exchange of target language talk. The target language use here is English. Interaction is not only as structural but also interaction as social. According to Wray (2002:2), 'Interaction is fundamentally a social process of meaning-making and interpreting and the educational value of interaction grows out of developing and elaborating interaction as a social process'. It is through interaction that learners engage with ideas and concepts and the diverse interpretations and understandings of these held by their interlocutors. In interaction, the participant is both performer and analyzer of what is happening. Educationally purposeful interaction must engage the learner in both roles.

### **3. METHOD OF THE RESEARCH**

The researcher used descriptive qualitative method in investigation. Creswell (1998:21) states that qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore social or human problem. The researcher built a complex, holistic picture, analyzes words, report detailed views of informants and conducted the study in natural setting. It means that in this research, the researcher was more interest in the quality of a particular activity than how often it occurs or how it would otherwise be evaluated. In this research, the data of code switching in EFL classroom and research proposal seminar interaction have collected by doing observation and interviewing. The researcher recorded the interactions during the classroom and research proposal seminar interaction takes place. The researcher used handy-camera, because she could see and listen to the forms of code switching that were expressed by lecturers and students. Furthermore, the researcher used in depth interview to collect the data. The researcher asked questions related to the data collection after she did observation in order that she got all information about the reasons of the subjects in using the codes switching in their interaction.

There were three techniques for analyzing the data, they are data reduction, presenting the data (data display), and draw the conclusion. The collected data were transcription in a detail report. In reduction, the data is selecting, focusing, simplifying, abstracting and transforming in written up field notes or transcription. Reduction is the part of the analysis, it does not separate. In this research, the data summarize appears in written up field notes or transcriptions. The researcher transcribed the result in the papers after she records the interaction, which was called as transcript. The next step was data display. Data display is a set of structured information that gives the possibility to draw conclusions and take action. Form of presentation which includes narrative text, matrices, graphs and charts network. The goal of this step was to make and draw conclusions easier. In this step, the data was classified based on the percentage of the sources in doing of code switching and also served in the type of text and chart. Finally, the researcher concluded and verified the data with the truth. Conclusions can be a description or drawing of the subject in detailed.

### **4. FINDINGS AND DISCUSSION**

### Findings

The analysis of data was done for answering problems in Chapter. 1. The data that were analyzed consisted of code switching used in the EFL classroom and in the research proposal seminar interaction. The data were collected on May 2<sup>nd</sup> until June 25<sup>th</sup>, 2016 in the EFL classroom and in the research proposal seminar interaction of English Department at STKIP-PGRI Lubuklinggau. Based on the data collecting and analyzing, the researcher found out the data that both lecturers and students switched the codes (English-Bahasa, Bahasa-English) for some forms of code switching when they interacted. Besides that, the researcher also could describe the reasons why the subjects (lecturers and students) switches the English or Bahasa when they spoke in the EFL classroom and in the research proposal seminar interaction. The researcher interviewed them which consisted of three participants who often switched the codes when they did interaction.

### *Code Switching Used in EFL Classroom Interaction at English Department of STKIP-PGRI Lubuklinggau*

The researcher used the theory of Poplack (1989:112) that there were three types of code switching: 1) tag code switching, 2) inter-sentential code switching and 3) intra-sentential code switching. Based on the result of data analysis, the type of code switching found was: *Inter-sentential Code Switching*. The following were two forms found by researcher.

### *English - Bahasa Switching*

English – Bahasa switching means that the lecturer and the students switched the code (language) from English to Bahasa in English classroom interaction. In this form, there were some patterns of code switching used by the participants as subject of this research (lecturer or students), they were:

1. Positive – positive sentence, it means that the participants spoke sentences which consisted of positive sentence in English and continued by using Bahasa in positive sentence.

**Table 4.1**  
**English – Bahasa Switching in Positive – Positive Sentence**

Transcripts	Analysis	Type of Code Switching
...please, submit your attendance card on my table. <i>Kartu kuning yang dikumpul ya...</i>	When the lecturer asked for the students to submit their attendance card on her table. The lecturer switched the code (language) from English into Bahasa to inform the students that the yellow attendance card should be submitted and would be signed by her. The form used was English – Bahasa switching.	Inter-sentential Code Switching
...present Miss... <i>Sebentar Miss. belum ditulis tanggal nya...</i>	The student switched the code (language) when he gave response to the lecturer that he has not written yet the date on his attendance card. It seemed that he was automatically in switching the code from English to Bahasa. The form used was English – Bahasa Switching.	Inter-sentential Code Switching
...group 8, please be ready on your position to present the	The lecturer asked for students to open their handbook on page 164 who were going to	Inter-sentential Code Switching



material for today. For the others, open your handbook on page 245, please... <i>semuanya buka buku kalian halaman 245 untuk bahasan materi hari ini.</i>	discuss the material together in English classroom. She switched the code (language) English-bahasa to emphasis that her instruction more clear for students. In addition, she switched the code (language) to let the students open the handbook in that moment because the classroom discussion were ready to be begun. The form of code switching found was English – Bahasa Switching.	
... in each of three utterances the participants is trying to elicit the same information from the addressee, but the context affects them. <i>Masing-masing contoh tersebut berbeda-beda cara penyampaiannya.</i>	The student who was as presenter, explained about the three different requests for information. In her explanation, she tried to explain the material in detailed by switching the code (language) from English to Bahasa in positive – positive pattern.	Inter-sentential Code Switching
...in this chapter, the focus will be about the ways in which speech reflects the context, in which language is used. <i>Jadi, konteks yang berperan penting disini dalam penggunaan bahasa yang dipilih.</i>	In this situation, the student switched her code (language) to restate her statement in explaining the material to the other students. The form of code switching found was English – Bahasa Switching with positive-positive pattern	Inter-sentential Code Switching
...the addressee as an influence on style. <i>Lawan bicara juga salah satu yang dapat mempengaruhi cara bicara seseorang ya.</i>	The lecturer explained about the style used. She switched the code (language) from English to Bahasa in positive-positive pattern.	Inter-sentential Code Switching

2. Positive – Interrogative sentence, it means that the participants spoke sentences that consisted of positive sentence by using English and continued in using Bahasa in interrogative sentence.

**Table 4.2**

**English – Bahasa Code Switching in Positive – Interrogative Sentence**

<b>Transcripts</b>	<b>Analysis</b>	<b>Type of Code Switching</b>
... I am sorry Miss, I forgot to bring my attendance card miss. <i>boleh minggu depan miss?</i>	This situation described about the student who forgot in bringing the attendance card. He tried to make excuse about the missing card. In asking the excuse he switched the code (language) in using pattern positive-interrogative with English – Bahasa switching form.	Inter-sentential Code Switching
...the topic is about style, context and register. <i>Kelompok berapa hari ini yang akan menjelaskan?</i>	This lecturer told about the topic which will be presented by students, and then she asked to students about the group that had responsibility to present it by switching the code (language). The form of code	Inter-sentential Code Switching

	switching found was English – Bahasa switching in positive-interrogative pattern.	
...example 2 on page 246, it is about the addressee as an influence on style. <i>Apakah harus dijelaskan kembali?</i>	The student clarified to other students about the example that has been explained by her in positive pattern. Moreover, she made sure by herself to switch the code (language) by asking the question as interrogative pattern. The form of code switching found was English – Bahasa.	Inter-sentential Code Switching
...age of addressee may contribute. The different addressees completely influence the language use. <i>Apakah itu kamu jelaskan tadi?</i>	This situation described about the student was still had argument to others. The lecturer tried to help in solving the problems in giving the explaining to restate the sentence. The lecturer clarify the statement given by student. In clarifying it, she switched the code (language) to get the response from the student. The form of code switching used was English – Bahasa Switching form in positive-interrogative pattern.	Inter– Sentential Code Switching
They are age and social background of addressee. <i>Mau diberikan contoh juga untuk lebih jelas?</i>	One of student as presenter, in English classroom discussion, explained about two things of addressee that could influence someone style in language use. The student switched the code (language) in asking to give the example for additional explanation by using pattern positive-interrogative with English – Bahasa switching form.	Inter– Sentential Code Switching

3. Interrogative – Positive Sentence, it means that the participants spoke sentences that consisted of Interrogative sentence by using English and continued by using Bahasa in positive sentence.

**Table 4.3**

**English – Bahasa Code Switching in Interrogative – Positive Sentence**

<b>Transcripts</b>	<b>Analysis</b>	<b>Type of Code Switching</b>
...What is the topic that is going to be discussed for today? <i>Coba lihat silabus.</i>	The lecturer asked the students about the topic. She switched the code (language) from english into Bahasa to let the students in finding out the topic on syllabus that will be discussed. The form of participants used was English – Bahasa switching in interrogative – positive sentence.	Inter-sentential Code Switching
...how well does the participant know the addressee? <i>Lawan bicara sebagai salah satu yang mempengaruhi penggunaan gaya bahasa seseorang.</i>	The student asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that	Inter-sentential Code Switching

	she/he did not understand the question from examiner. The form of code switching used was English – Bahasa switching form.	
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4. Interrogative – Interrogative Sentence, it means that the participants spoke sentences that consisted of interrogative sentence by using English and continued by using Bahasa in pattern of interrogative sentence.

**Table 4.4**  
**English – Bahasa Code Switching in Interrogative – Interrogative Sentence**

Transcripts	Analysis	Type of Code Switching
... who is absent today?. <i>Ero, siapa yang tidak hadir hari ini?</i>	The lecturer asked about the students' attendance. In getting the clarification from the captain of class, the lecturer switched the code (language) English into Bahasa by using interrogative-interrogative pattern. The form of code switching used was English – Bahasa switching.	Inter-sentential Code Switching
... is there any other example? <i>Saya masih bingung, apakah anda bisa memberikan contoh lain lagi yang mudah dipahami?</i>	The situation described that a student had confused to get the idea of the other student as presenter about the example given. She switched her English code into Bahasa code (language) for getting the completely explanation. She asked to be given another example. She used interrogative-interrogative pattern in switching the code (language).	Inter-sentential Code Switching
...okay, the others who can explain more about the addressee as an influence on style?. <i>Silahkan, siapa yang bisa menjelaskan?</i>	It described that the lecturer asked question to the students, but there was no response from the students. So, the lecturer switched the code (language) English into Bahasa in asking for students to explain the material based on their understanding. The form of code switching used was English – Bahasa switching form in interrogative-interrogative pattern.	Inter-sentential Code Switching
...Did I answer your question? <i>Sudah jelas atau masih ada yang belum jelas?</i>	The student asked question to others about the response of his answer of the question given. Because of no response, he switched his code (language) from English into Bahasa by using the form of code switching used was English – Bahasa switching in pattern of interrogative-interrogative.	Inter-sentential Code Switching

*Bahasa – English Switching*



Bahasa – English switching means the switching of the language (code) from Bahasa switch to English form. Based on the result of data analysis, it was found that there were four patterns used in English classroom interaction. They were:

1. Positive – positive sentence, it means that the participants (lecturer or student) spoke in positive sentence by using Bahasa and continued by using English in pattern of positive sentence.

**Table 4.5**

**Bahasa- English Code Switching in Positive – Positive Sentence**

Transcripts	Analysis	Types
<i>Coba jelaskan kembali, lalu berikan contohnya.</i> It should be explained by giving the examples.	It described about sentences, the participants used Bahasa firstly then the participants continued by switching the language into English spontaneously. The form was Bahasa – English Switching	Inter-sentential Code Switching

2. Interrogative – Positive sentence, it means that the participants spoke by using Bahasa in pattern of interrogative sentence and continued by using English in positive sentence.

**Table 4.6**

**Bahasa- English Code Switching in Interrogative – Positive Sentence**

Transcripts	Analysis	Type of Code Switching
<i>...sudah jelas?</i> Thank you very much for the question.	The student used Bahasa to clarify the answer of question, and then the participants continued his communication by switching the language (code) into English. The form was Bahasa – English Switching in pattern of interrogative-positive sentence.	Inter-sentential Code Switching
<i>Maksudnya penjelasan tentang konteks?</i> The addressee and context affect someone choice of language; it can be dialect or style.	It described that the student who asked the explanation about context. He confirms the explanation in detailed about the missing explanation by switching the code from Bahasa into English in interrogative-positive pattern.	Inter-sentential Code Switching

*Types of Code Switching Used in Proposal Seminar Interaction at English Education Study Program of STKIP-PGRI Lubuklinggau*

The finding of analysis, it was found out that the form of code switching used was *Inter-sentential Code Switching*. There are four types that were found by researcher. They were:

*English - Bahasa Switching*

English – Bahasa switching means that between the lecturers as examiners and the students as presenters switched the code (language) from English to Bahasa in seminar proposal interaction. In this

form, there were some patterns of code switching used by the participants (lecturers or students), they were:

1. Positive – positive sentence, it means that the participants spoke sentences consisted of positive sentence by using English and continued by using Bahasa in positive sentence.

**Table 4.7**

**Positive – Positive Sentence of English – Bahasa Code Switching**

Transcripts	Analysis	Type of Code Switching
...you can find out the source from journal. <i>Jadi lebih baik kalau source nya lebih dari satu...</i>	When the participants gave suggestion to the presenter of the seminar to find out the source from journal. The participants switch the language from English into Bahasa to make the presenter got the suggestion clearly. The form used was English – Bahasa Switching form	Inter-sentential Code Switching
...For the Bahasa- English, the use conjunction. <i>Sama-sama menggunakan kata penghubung.</i>	The situation of the participants switch the language was when the participants explained the proposal to the examiners. The participants confused how to speak in English. So the participants switched English into Bahasa directly. The form used was English – Bahasa Switching form	Inter-sentential Code Switching
...you need the guide line. <i>Jadi kalau kita mau menganalisis kesulitan murid dalam membaca...</i>	The participants gave suggestions to the presenter. In order to make the suggestions clear enough to the presenter, the participants switch the language from English into Bahasa, that is why the form of code switching found was English – Bahasa Switching form	Inter-sentential Code Switching

2. Positive – Interrogative sentence, it means that the participants spoke sentences consisted of positive sentence by using English and continued by using Bahasa in interrogative sentence.

**Table 4.8**

**English – Bahasa Code Switching in Positive – Interrogative Sentence**

Transcripts	Analysis	Type of Code Switching
...Ok. Then when I read your proposal, I open the references first. <i>Jadi kalau saya buka proposalmu saya buka referensinya dulu ya...</i>	This situation happened when the examiner as the participants gave suggestions to the presenter. In order to make the suggestions clear enough to the presenter, the participants switch the language from English into Bahasa, that is why the form of code switching found was English – Bahasa Switching form	Inter-sentential Code Switching

...to make sure that you understand of what will you do. <i>Jadi nanti mau menganalisisnya berdasarkan apa?...</i>	The participants gave suggestions to the presenter. In order to make the suggestions clear enough to the presenter, the participants switch the language from English into Bahasa, that is why the form of code switching found was English – Bahasa Switching form	Inter-sentential Code Switching
...page two, not chapter two. <i>Kenapa di bolak-balik?</i>	This situation happened when the examiner as the participants asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The examiner was little bit angry because the response was as not as what the examiner wanted. The form of code switching used was English – Bahasa Switching form	Inter– Sentential Code Switching

3. Interrogative – Positive Sentence, it means that the participants spoke sentences which consisted of Interrogative sentence by using English and continued by using Bahasa in positive sentence.

**Table 4.9**

**English – Bahasa Code Switching in Interrogative – Positive Sentence**

<b>Transcripts</b>	<b>Analysis</b>	<b>Types</b>
...What is eleven? <i>Halaman sebelas...</i>	This sentence is used by the participants to ask someone to open the proposal on page eleven but there is no response from the participant, so the participants switch the language into Bahasa to make the participant get the idea of the instruction from the participants. The form that the participants used was English – Bahasa Switching form.	Inter-sentential Code Switching
...What kind of book will you use to analyze the students' difficulties in comprehending narrative text? <i>Menganalisis kesulitannya berdasarkan apa?</i>	This situation happened when the examiner as the participants asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The form of code switching used was English – Bahasa Switching form	Inter-sentential Code Switching
...L or double L? <i>Diajak ke pasar ikut ke pasar...</i>	This situation happened when the examiner as the participants asked question to the presenter but there is no response from the	Inter-sentential Code Switching

	presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The form of code switching used was English – Bahasa Switching form	
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4. Interrogative – Interrogative Sentence, it means that the participants spoke sentences consisted of Interrogative sentence in English and continued by interrogative sentence in Bahasa.

**Table 4.10**

**English – Bahasa Code Switching in Interrogative - Interrogative Sentence**

Transcripts	Analysis	Types
...so, what level of this test? <i>Level berapa ini?...</i>	This situation happened when the examiner as the participants asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The form of code switching used was English – Bahasa Switching form	Inter-sentential Code Switching
Yes, the last sentence in final, final should be? <i>Kalimat terakhir harusnya apa?....</i>	This situation happened when the examiner as the participants asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The form of code switching used was English – Bahasa Switching form	Inter-sentential Code Switching
...It should be? <i>Harusnya apa?....</i>	The participants asked question to the presenter but there is no response from the presenter. So it made the examiner need to switch the English into Indonesian language. From the mimicry of the presenter, it showed that she/he did not understand the question from examiner. The form of code switching used was English – Bahasa Switching form	Inter-sentential Code Switching

*Bahasa – English Switching*

Bahasa– English Switching means the switching of the language from Bahasa to English. There were four types of pattern found in this form. They were as follows:

1. Positive – positive sentence, it means that the participants spoke positive sentence in Bahasa and continued by positive sentence in English.

**Table 4.11**  
**Bahasa- English Code Switching in Positive – Positive Sentence**

Transcripts	Analysis	Type of Code Switching
<i>Ada lagi disitu.</i> Still the same sentence on how to analyze this novel especially...	From the sentences, the participants used Bahasa firstly then the participants continued by switching the language into English spontaneously. The form was Bahasa – English Switching	Inter-sentential Code Switching
<i>Saya belum meminta menceritakan.</i> The first thing you may open second page.	The participants used Bahasa firstly, then the participants continued by switching the language into English spontaneously. The form was Bahasa – English Switching	Inter-sentential Code Switching

2. Interrogative – Positive sentence, it means that the participants spoke interrogative sentence in Bahasa and continued by positive sentence in English.

**Table 4.12**  
**Bahasa- English Code Switching in Interrogative – Positive Sentence**

Transcripts	Analysis	Types
<i>...kamu masukkan tidak?</i> You should write down the narrative text...	The participants used Bahasa firstly then the participants continued by switching the language into English spontaneously. The form was Bahasa – English Switching	Inter-sentential Code Switching

3. Interrogative – Negative Sentence, it means that the participants spoke interrogative sentence in Bahasa and continued by Negative sentence in English.

**Table 4.13**  
**Bahasa- English Code Switching in Interrogative – Interrogative Sentence**

Transcripts	Analysis	Type of Code Switching
<i>...yaitu, terus setelah itu apa?</i> No, it is not talk about the answer...	The participants used Bahasa firstly when asking the question to the presenter then the participants continued by switching the language into English spontaneously. The form of code switching used by the participants was Bahasa – English	Inter-sentential Code Switching

	Switching form	
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4. Interrogative – Interrogative Sentence, it means that the participants spoke interrogative sentence in Bahasa and continued by Negative sentence in English.

**Table 4.14**

**Bahasa- English Code Switching in Interrogative - Interrogative Sentence**

Transcripts	Analysis	Type of Code Switching
<i>Paragraph kedua baris terakhir ketemu? Do you find?</i>	The participants used Bahasa firstly then the participants gave the question by using English spontaneously. The form was Bahasa – English Switching	Inter-sentential Code Switching

*English – Palembang-Lubuklinggau as Malay language Switching*

English – Palembang - Lubuklinggau as Malay language switching is the switching of language from English into regional dialect. There were two types of pattern found in this form. They were:

1. Interrogative – Positive Sentence, it means that the participants spoke interrogative sentence in English and continued by positive sentence in Palembang-Lubuklinggau as Malay language.

**Table 4.15**

**English – Palembang-Lubuklinggau as Malay language Code Switching Interrogative – Positive Sentence**

Transcripts	Analysis	Type of Code Switching
<i>...it is ok only twice for treatment? Minimal four, Enak nian sudah eksperimen Cuma duo kali.</i>	This situation happened when the participants gave suggestion to the participant. The participants switched the language into Melayu – Palembang – Lubuklinggau in order to make the participant understand about what have the participants said. The form was English – Palembang-Lubuklinggau as Malay language	Inter-sentential Code Switching

2. Interrogative – Interrogative Sentence, it means that the participants spoke interrogative sentence in English and continued by Interrogative sentence in Palembang-Lubuklinggau as Malay language.

**Table 4.16**

**English – Palembang-Lubuklinggau as Malay Code Switching in Interrogative - Interrogative Sentence**



Transcripts	Analysis	Type of Code Switching
What else? <i>Teorinyo be dak tau, makmano ini?</i>	The participants asked something to the participant in English and continued in Melayu-Palembang-Lubuklinggau. The switching used by the participants was English – Palembang-Lubuklinggau Malay language form	Inter-sentential Code Switching

*Palembang-Lubuklinggau as Malay Language – English Switching*

It was used in proposal seminar interaction. The switching of language was from Melayu Palembang – Lubuklinggau to English. There was only one pattern found in this form. It was positive – positive sentence.

1. Positive – Positive Sentence, it means that the participants spoke positive sentence in Palembang-Lubuklinggau as Malay language and continued by positive sentence in English.

**Table 4.17**

**English – Palembang-Lubuklinggau as Malay Code Switching in Positive – Positive Sentence**

Transcripts	Analysis	Type of Code Switching
<i>Pacak galo wong jawab cak itu, It is not scientific reason!</i>	This situation happened when the participants spoke in Melayu-Palembang-Lubuklinggau and switched the language into English. The switching was called Palembang-Lubuklinggau Malay language – English	Inter-sentential Code Switching

*Discussion*

*Code Switching Used in EFL Classroom and Research Proposal Seminar Interaction at English Department of STKIP-PGRI Lubuklinggau*

Based on the result of finding above, the researcher found only one type of code switching used in EFL Classroom at English Department of STKIP-PGRI Lubuklinggau, it was *Inter-Sentential Code Switching*. There were 2 forms of code switching used in EFL classroom. They were: first, English – Bahasa switching. This form was used by the participants to switch the code (language) from English to Bahasa in their classroom interaction during teaching and learning process. Both lecturer and students tended to switch their language when they wanted to emphasize the statement given to the addressee as clear information. It tended to be a must for them to switch language from English to Bahasa in restating the ideas of sentence. It also found out 4 patterns of sentence in English – Bahasa switching form. First, positive – positive sentence whereas the participants spoke sentences that consisted of positive pattern in English and continued by using positive pattern in Bahasa. There were 6 sentences made by participants of this pattern. Second, positive – interrogative sentence, it means that the participants spoke sentences that consisted of positive pattern by using English and continued in using Bahasa in interrogative pattern. The pattern of positive – interrogative was 5 sentences that were uttered by participants in English classroom. Third, interrogative – positive pattern, the participants spoke sentences that consisted of interrogative sentence by using English and continued by using Bahasa in positive sentence.

There was two sentences that used interrogative – positive pattern. Fourth, interrogative – interrogative sentence, this pattern was used by the participants spoke sentences that consisted of interrogative sentence by using English and continued by using Bahasa in pattern of interrogative sentence. This pattern interrogative – positive was used by participants in four sentences.

Second, the form was Bahasa – English Switching. This form was used by the participants to switch the code (language) from Bahasa to English in building lecturer-student or student-student interaction in English classroom. The participants (lecturer and students) switched their (code) language in their interaction as a way to convey the ideas or opinion, to clarify the missing information, to give response, to add the additional information, and also to appreciate each other. It also found out 2 patterns of sentence in English – Bahasa switching form. First, positive – positive sentence, the pattern used by participants in stating the statement in positive sentence by using Bahasa and it was continued by using the pattern of positive sentence in English. The participants used this pattern only for one sentence. Second, interrogative – positive sentence, the participants spoke in their interaction by using Bahasa in pattern of interrogative sentence and continued by using English in pattern of positive sentence. There was two sentences found that the participants used interrogative – positive pattern.

Moreover, in research proposal seminar interaction there was four forms of code switching used. They were: first, English – Bahasa switching. The forms which were used by the participants to switch the code (language) were from English to Bahasa in their interaction. When the presenters (students) did not response what the examiners (lecturers) asked, the examiners switched their code (language) to make the presenters understood what the examiners meant. Code switching was used by the students as presenters because the presenters tended to face difficulties in expressing their ideas. In other words, they were lack of vocabulary of English so that they switched English to Bahasa in conveying the ideas easier. Second form was Bahasa – English Switching. It means the switching of the language (code) from Bahasa to English. Because of second language used of the presenters and examiners was Bahasa. They were usually to use the second language or even the mother tongue in their daily routines, so it was difficult to leave the habit in speaking Bahasa. In the research proposal seminar interaction, some examiners and presenters used Bahasa when spoke unconsciously. They decided to use Bahasa and switched it into English directly and automatically. They did the code switching naturally without any preparation to use English or Bahasa. The third form was English – Palembang-Lubuklinggau as Malay language switching. It was the switching of language from English into regional dialects. Almost presenters and the examiners of proposal seminar of English Education study program had same second language as their mother tongue too. It was used to interact each other in their life activities. That is why in the proposal seminar interaction, some of the examiners switched the language from English to Palembang-Lubuklinggau as Malay language when they gave comments, suggestions or questions to the presenters. The last form which was founded by researcher was Palembang-Lubuklinggau as Malay language – English Switching. It was used in proposal seminar interaction is the switching of language from Melayu Palembang – Lubuklinggau dialect to English.

#### *Reasons of participants (lecturers and students) to switch the Code (Language) in EFL Classroom and Research Proposal Seminar Interaction at English Department of STKIP-PGRI Lubuklinggau*

According to Appel and Muysken (1987), there were some reasons for the speaker to switch the language. They were because of lack of knowledge of one language, involves the hearer directly, mixed identity, change the tone of conversation, switched puns, jokes, situation of participants and setting, and habitually. It could be one of reasons given by the participants of this research to switch the code (language). The result of interview showed the factors that caused the participants to use code switching in EFL classroom and research proposal seminar interaction. The reasons were lack of knowledge (vocabulary mastery), negative/ bad habitual, addressee, and setting (context). The researcher tried to describe the reasons one by one. First reason given by the participants was lack of knowledge especially for vocabulary mastery. They had difficulties to express their feeling well, so that they were not confident to use full English in both EFL classroom and research proposal seminar interaction. One of the example situations that described the first reason was “I am sorry Miss, I forgot to bring my

attendance card miss. *boleh minggu depan miss?*”. The participant stated that he had no idea to formulate the interrogative sentence as his excuse to the lecturer, in order that he switched the language into Bahasa. In other word, he had lack vocabulary mastery and it caused his difficult to construct the sentence. Other example, when the students became as presenters in research proposal seminar interaction, they did not know what are the English of words or sentences that they would spoken in answering the comments, questions and suggestions from examiners. So, the presenters switched the language to make the answers clearly. English vocabulary is the important thing to be mastered because it will make the speakers speak English fluency. It is as same as the knowledge of one language. If the speaker has many references in English, it will make the speaker more interactive in using English when they speak to other people. When the presenters and examiners speak in English, most of them have a habitual to say from one language to others. The language switching found were English, Bahasa and regional dialect.

As English department between students and lecturers, English not only must be needed in teaching and learning interaction but also in research proposal seminar interaction. Although the presenters and examiners spoke in Bahasa or regional dialects, they also switch to English when each other interact. Another language used when the speakers switch the language was Indonesian language. Mother tongue and the National language in this case was Bahasa also influenced them in speaking at proposal seminar interaction because Bahasa was used by them in the daily activity. Code switching happened naturally without setting or planning. Therefore the speakers often switched from one language to Indonesian language.

Theoretically, they were English department students that were claimed to speak English for building interaction each other. They also stated that they were impossible to use Bahasa at all in communication. In fact, they have a limitation to practice their oral English because of the environment, addressee that were not positive response. Participants and setting were also as the reasons for the participant switched their code in interacting each other. Examiners and presenters of research proposal seminar interaction did Code Switching to make the interaction more interactive. Because of the setting in research proposal seminar could make the presenters be nervous to answer speak in English, so they did code switching. While the examiners do code switching to make the presenters understand with the idea of the comments, questions and suggestions they have given. Some of the speaker said that the reason why they switched the language from English to Bahasa was because of the hearer sometimes did not understand what the speakers said. By switching the language into Indonesian language, it made the hearer got the main idea of their speaking clearly because not all of the hearer master English well.

## 5. CONCLUSION AND SUGGESTION

### Conclusion

Based on the result of the research, the researcher concluded that:

1. There was 1 type of code switching used by participants (lecturers and students) in EFL classroom and research proposal seminar interaction of English Department at STKIP-PGRI Lubuklinggau. It was Inter-sentential Code Switching.
2. There were 2 forms found in EFL classroom; English – Bahasa switching and Bahasa – English Switching. Moreover, there were 4 forms found in research proposal seminar interaction; English - Bahasa Switching, Bahasa – English Switching, English – Palembang-Lubuklinggau as Malay language switching, and Palembang-Lubuklinggau as Malay language – English Switching.
3. There were three reasons of the participants which used code switching in English classroom and proposal seminar interaction; 1) lack knowledge of language especially vocabulary and grammar used, 2) habitually, and 3) addressee and setting. However, the dominant reason was situational code switching; a change in the situation that causes the bilingual switches from one code to others, it could be the setting, participants or norm of interaction.

4.

### Conclusion

The researcher would like to give suggestion for the following people as readers of this research, they are:

1. English students have to practice English continuously to develop and increase their speaking skill. It can be improved by using the various references such as authentic materials. They should control their interaction building especially in English classroom and proposal seminar interaction by switching the code language in appropriate purpose.
2. Lecturers, it is hopefully that this research will be as motivation to improve their oral expressions and speaking skill especially in teaching and learning process (English classroom and proposal seminar interaction) such as, in giving comments, suggestion, questions or answers.
3. For further researcher, the researcher suggests to further researcher to investigate about study of code switching for other participants in different context.

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