CODE-SWITCHING, A COMMUNICATION STRATEGY IN LEARNING ENGLISH

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Abstract

Code-switching is a very useful strategy in learning Eglish as a foreign language. Both teachers and students employ it to ease the learning process. This study investigated the code-switching employed by the students of SMPN 3 Sindang Kelingi. Four classes were recorded twice for about 25 minutes each by a digital voice-recorder. Thoseclassroom-recordings were transcribed and analyzed to find out the types, how, and why the students employed code-switching in the classrooms. The findings showed the students employed all three types of code-switching, dominantly the word type, followed by phrase and sentence code-switching. Moreover, the detailed analyses of the audio-recordings revealed that the students switched freely from one code to another without following a certain pattern or rule, especially in the informal situation when the teacher was not around but mostly they employed the Indonesian-English-Indonesian pattern. Their reasons to employ code-switching is based on their need to do the tasks given by the teacher correctly and quickly, to feel comfortable and get some help while studying English.Suggestion was made for thejunior high school English teachers to let the students employ code-switching since they are still at the elementary level of English proficiency, but as their abilities grow up, the use of code-switching should be decreased.

Keywords: Students' code-switching, Types of code-switching, Patterns of code-switchingffcfff, Reasons of employing code-switching.

1. INTRODUCTION

Nowadays it is important for people to master more than one language, especially people from a country where English is not the first language. They need to be able to speak English as a need of globalization where people from all over the world can get together in a system of communication, education, and other aspects of living. The phenomenon of people having more than one code or language is called bilingualism or multilingualism (Wardhaugh, 2010). Bilinguals often switch from one code to another while talking which called code-switching.

There have been various definitions of the term *code-switching*. Poplack (1980) cited in Horasan (2014) stated that code-switching is regarded as the seemingly random alternation of two languages between and within sentences. People can and should shift, as the need arises, from one code to another (Jingxia, 2010). A person is employing code-switching if he or she is using two different languages or more while talking to other people during a conversation, usually without changing topics.

. The studies on code-switching in the English as a foreignlanguage classrooms tends to describe teachers' and students' first language and the target language use and/or make connections between code-switching and student learning (Hobbs, 2008). It means that the studies investigated only about the code-switching between two languages, the native language and the target language.

However, in SMP Negeri 3 Sindang Kelingi, the students often switch from one language to another using three languages, namely the native languages (Javanese and Lembaknese), the second language (Indonesian) and the foreign language (English).The students switch into more than two language.

Based on the background, this research questions are:
1. What type of code-switching is used by the studentsin the English classes?
2. What patterns of code-switching do the students employ in the English classes?
3. What are the students' reasons of employing code-switching in the English classes?

Thus, the objectives of this research are to:
1. find out the type of code-switching used by the students in the English classes;
2. find out the patterns of the students' code-switching in the English classes;
3. find out the reasons why the students employ code-switching in the English classes.

2. REVIEW OF RELATED THEORY

2.1. Bilingualism and Multilingualism

Nowadays it is important for people to master more than one language, especially people from a country where English is not the first language. They need to be able to speak English as a need of globalization where people from all over the world can get together in a system of communication, education, and other aspects of living. The phenomenon of people having more than one code or language is called bilingualism or multilingualism (Wardhaugh, 2010). The phenomena of bilingualism and multilingualism occur when two groups of people using different languages communicate each other constantly in such long time (Suhardi, 2009). This means, in this world of globalization, the number of bilinguals increases rapidly.

There are several definitions of bilingualism and multilingualism. Mackey (1962) in Sumarsih, Siregar, Bahri, and Sanjaya (2014) stated that the practice of bilingulism is alternately from one language to another language by a speaker. Also, bilingualism is the ability of a speaker to use two languages(Bloomfield, 1933 cited in Sumarsih, Siregar, Bahri, and Sanjaya, 2014). In short, someone is called a bilingual if she or he has the ability to speak two codes or languages with as good as the two codes or languages. If someone has the ability to use more than two codes or languages at the same level of knowledge, then she or he is called a multilingual.

2.2.Code and Code-Switching

Code refers to any system of signals, such as numbers, words, signal, which carries concrete meaning (Bernstein, 1971 cited in Jingxia, 2010). Thus, code can be used to refer to any kinds of symbols and systems we use to communicate each other in the forms of numbers, words, and other signals. The term *code* is a neutral term rather than terms such as dialect, language, style, pidgin and creole which are inclined to arouse emotions(Wardhaugh, 2010). Using the term code can avoid any sensitive feelings of the specific group of community better than using other terms such as dialect, style, etc.

In the studies of code-switching, there have been various definitions of the term *code-switching*. Poplack (1980) cited in Horasan (2014) stated that code-switching is regarded as the seemingly random alternation of two languages between and within sentences. Almost everywhere in the world, where there are two or more groups with different languages interact, code-switching occurs as a means for communication with one another. When a particular code is decided on, there is no need to stick to it all the time. People can and should shift, as the need arises, from one code to another (Jingxia, 2010). By shifting, it can lead to changes in the use of both languages by its native speakers, hence contributing to language variations (McArthur, 1998, cited in Bensen and Cavusoglu, 2013).A person is employing code-switching if he or she is using two different languages or more while talking to other people during a conversation, usually without changing topics. Code-switching is done to make the conversation runs smoothly, more acceptable to the listener or the speaker and gets a clearer understanding among them.

Code-switching refers to any switch among languages in the course of conversation, whether at the level of words, phrases, and sentences or blocks of speech, such as what often occurs among bilinguals who speak the same languages (Baker and Jones, 1998 cited in El-Saghir, 2010).

Code-switching is also defined as the alternation of two languages within a single discourse, sentence, or constituent.Code switching happens when a speaker makes a change from one language to another language (Richard and Schmits,2002, cited in Jamshidi and Navehebrahim, 2013). This change can occur when one speaker speaks in a certain languageduring a conversation, and the other speaker replies in different language; or when a speaker stars his conversation in a language, then he changes the language in the middle of the conversation.

People switch the code they used because there is a change of the situation in which the conversation takes place. When there is some obvious change in the situation, such as the arrival of a

new person, it is easy to explain the switch (Holmes, 1992).The code-switching can be caused the new comer does not familiar with the code being used or for other reasons, such politeness, friendship, etc. Thechange of the language or code happens without the change of the topic.

There are several considerations while people employ code-switching. Sumarsih, Siregar, Bahri, and Sanjaya (2014) stated that the considerations are (1) the other person, (2) speakers themselves, (3) the presence of the third speaker, (4) create a sense of humor, and (5) increase a prestige. Thus, people have their own reasons and consideration to switch the code in their conversation.

2.3. Types of Code-Switching

Poplack (1980) in Jingxia (2010) identified three different types of switching which occurred in her data, namely tag, inter-sentential and intra-sentential switching.

"Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. It seems that the fixed phrases of greeting or .parting are quite often involved in switches. Since tags are subject to minimal syntactic restrictions, they may be instead easily at a number of points in a monolingual utterance without violating syntactic rules." (Poplack; 1980 cited in Jingxia, 2010).

The following example of tag-switching in EFL classroomswas taken from Rezvani (2011) when the teacher explained the grammar rules in the classroom. *Bad az af aali mesle* 'enjoy' *va 'keep', -ing form of the verb estefaade mishe.* (After verbs such as 'enjoy' and 'keep', the –ing form of the verb is used).

"Inter-sentential switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or another. It could be considered as requiring greater fluency in both languages than tag-switching since major portions of the utterance must conform to the rules of both languages." (Romaine; 1997 cited in Jingxia).

The following example of inter-sentential switching in EFL classrooms was taken from Resvani (2011) when an English teacher retold a story to the students. The boy in the story had a few mistake. *Amaa belakhare,* he passed the exam.*Amaa belakhare*means 'but eventually' in English.

"Intra-sentential switching takes places within the clause or sentence and is considered to be the most complex form of switching. It seems most frequently found in the utterances, though it involves the greatest syntactic risk since the switching between languages occurs within the clause or sentence boundaries. Intra-sentential switching may be avoided by all but the most fluency bilinguals," (Poplack; 1980 cited in Jingxia, 2010).

The following example of intra-sentential switching was also taken from Rezvani (2011) when a teacher explained the correlation of two things. The old woman can't hear the boy. Why? *Chon gooshesh zaeefe.* (Because she is hard on hearing)

Moreover, Bokamba (1989) in Ayeomoni (2006) stated that code-switching is the mixing of words, phrases and sentence from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. So, code-switching is a combination of two languages and more in accordance with the rules of the incorporation of the language such as merging the word with words, phrases with phrases and sentence with phrases.

2.5 The Reasons and Functions of Code-switching

Both teachers and students employ code-switching in EFL classrooms for several reasons and functions. Teachers seem to effectively employ code-switching in their EFL curriculum as a tool in various language learning activities and to introduce the meaning of concept words when introducing a new unit (Kasperczyk, 2005). Employing code-switching in the EFL classroom makes the teacher to run the classroom activities smoothly and meaningfully to the students.

In his research resulton the awareness of code-switching inbilingualclassrooms in Pakistan, Gulzard (2010) stated that the code-switching mostly occurred in the classrooms to cater for the needs of the students. He then listed the functions of code-switching in bilingual classrooms as a tool to do clarification, ease of expression, giving instruction effectively, creating a sense of belonging, checking understanding, translation, socializing, emphasis, repetitive functions, topic shift, and linguistics competence.

Furthermore, Yataganbaba (2015) revealed that the functions of code-switching in EFL were related to course content (translation, asking equivalence, giving instructions, making explanation,

message clarification, etc.). An English teacher prefers to use native language while translatingunfamiliar words. It is considered to be easier. They also use the native language while giving instruction in the matter of classroom management, such as arranging the students' sitting while working in a group discussion, remainding the students about their unwelcomed bahaviour; such as for being unpolite to their freinds or the teacher, asking the students not to be noisy, and so on. They employ this in the reason of saving time. The classroom can be handled more easily, and L1 itself can be a kind of strategy to draw on (Cook, 1999, 2001, cited in Memonian and Samar, 2011). The students' undesired behaviour such as being noisy, talking too loudly, disturbing other students, or walking around for cheating could be handled easily by using their own first language.

3. RESEARCH METHODS

This qualitative research was done in four weeks in November2015. The primary data were collected through audio-recordings and interviewing the participants.

The participants were the eight grade students of SMP Negeri 3 Sindang Kelingi selected using convenience sampling technique. The reason in choosing the participants was that those selected participants could give the best data needed in this research.

The data obtained from audio-recordings, all interactions between the students and their classmates were mainly transcribed in accordance with Jefferson's Transcriptions Conventions from Atkinson and Heritage (1984) cited in Yataganbaba (2015). In the first stage, in order to answer the first research question, the data obtained from audio-recordings, all interactions between the students and their classmates were mainly transcribed in accordance with Jefferson's Transcriptions Conventions from Atkinson and Heritage (1984) cited in Yataganbaba (2015). The audio-recordings were transcribed without using a program, then pauses and silences will not exactly be calculated. Instead, (.) was used for short pauses and (…) for long pauses. In the Result and Discussion, all the expressions were coded using three symbols; letter, number, and letter. First letter stood for the language used by the students and the teacher. There were four languages. E stood for English, I stood for Indonesian, L stood for Lembaknese, and J stood for Javanese. The number stood for the number of expression in the transcript. The last letter stood for the types of code-switching employed by the students. Letter N showed that the expression has no code-switching in it. Letter W showed that the expression has word type of code-switching. Letter P showed that the expression has phrase types of code-switching and letter S showed that the expression has sentence types of code-switching. The students were coded by combination of letter and number, such as St1, St2, St3, and so on. Teacher was code by letter T. For example, we find E8N St1: Volleyball is your hobby, isn't. It meant the expression was in English, number 8 of the whole transcript, it has no code-switching in the expression, and it spoke by the student number 1.

After the transcription, the instances of code-switching were analyzed to divide the types of code-switching using the Bokamba's division of code-switching, cited in Ayeonomi (2006), namely words, phrases and sentence code-switching. Word type of code-switching is the very simple code-switching where only one word changed into another code. Phrase type of code-switching is the switching of a phrase from one code to another. Sentence type of code-switching is the switching into other language for the whole sentence.

The number of code-switching in each type found in the audio-recordings was calculated to find out how many times each type of code-switching is used by the students. That was why the expression with no code-switching in it and the teacher's expressions would not be calculated. Then, there would be a list consisting of the most frequently or the most dominant type of code-switching using in the English classes until the less dominant type of code-switching.

Secondly, the transcriptions of the recordings were analyzed once again to find out the patterns of the code-switching employed by the students. The patterns mean how the students switch from one language to the other one, then go back to the language they use first. The patterns can be Indonesia – English - Indonesian, English – Indonesia – English, Indonesian – Javanese – Indonesia, English – Lembaknese - English, and Indonesian – English – Lembaknese.

Finally, to answer the third research question about the students' reasons in employing code-switching in the English classes, the interview recordings were also transcribed and analyzed to find out the students' reasons of employing code-switching.

4. DATA ANALYSIS AND DISCUSSION

A co-rater involved in this study is an English teacher of SMPN 3 Sindang Kelingi who has been teaching English in this school for 17 years. The reason for choosing her as a co-rater is because she knows the students well, including how the students communicate each other during the English lesson. After the co-rater was chosen, she was taught how to identify the types of code-switching and its patterns following the procedures has been described above. Then, she was given one week to do the analysis.

The co-rater correlation analysis results show about 86% agreement. The co-rater's disagreement occurs only about several expressions in the transcript have different types of code-switching. This is because there is a different perception between the rater and co-rater about the types of code-switching.

The Type of Code-Switching

The analysis showed that the students employed all three types of code-switching during the English lesson but the frequency of employing each of them was different.The Table 1 clearly illustrates the frequency of each type of code-switching employed by the students.

Table 1 : The Type of Code-Switching

No.	Types of Code-Switching	Frequency of Occurrence	Percentage (%)
1.	Word	113	61
2.	Phrase	41	22
3.	Sentence	32	17
	Total	186	100

As can be seen from the table above, comparing to the other types, word type code-switching was the most frequently used by the students, followed by phrase and sentence types of code-switching.

The Patterns of Code-Switching

The analysis of the transcriptions showed the patterns of code-switching employed by the students. The patterns are how the students switch from one language to other languages during their conversation in the English classrooms. The Table 2 illustrates the frequency of each pattern employed by the students clearly.

Table 2: The Patterns of Code-Switching

No.	Kinds of Patterns	Frequency of Occurrence	Percentage (%)
1.	Indonesian-English-Indonesian	105	57
2.	English-Indonesian-English	47	24
3.	Indonesian-Javanese-Indonesian	12	6
4.	English-Lembaknese-Indonesian	10	5
5.	Indonesian-Lembaknese-Indonesian	15	8
	Total	186	100

As can be seen in the table above, the students employed all kinds of those five code-switching patterns, but mostly they employed the Indonesian-English-Indonesian pattern.In the second frequency was the English-Indonesian-English pattern, followed by Indonesia-Javanese-Indonesia pattern, English-Lembaknese-English pattern and English-Lembaknese-Indonesian pattern.

Reasonsfor Using Code-Switching.

From the interview, it is found that the students employ code-switching in the classrooms mostly because they want to finish the tasks quickly and correctly. Actually, their main problem is the lack of English vocabulary. They often get difficulty to find certain word or expression in

English. To solve this, they prefer to look up the word in their English – Indonesian dictionary and switch at once into Indonesian or their first language.

The topics of discussion also influent the students to choose the language they speak. While talking about their daily activities or things out of the lessons, such as to have fun, telling funny story and threat their friends, the students talk in their first language, but when talking about the lessons, they usuallyspeak English and Indonesian.

The results show that the students of SMP N 3 Sindang Kelingi employ all of the three types of code-switching; word, phrase and sentence code-switching during the classroom discussion activities. The word code-switching is the most frequently employed by the students, followed by phrase and the sentence code-switching. This finding is in similar to other studies have done before. Jingxia (2010) proved in her research it is obvious that the instances of inter-sentential pattern occur the most frequently among the three patterns, followed by the intra-sentential code-switching and the tag code-switching. This is related to the language proficiency. Poplack (1980) cited in Nakamura (2005) stated that fluent bilinguals tend to switch at various syntatic boundaries but non-fluent bilinguals tend to choose switches between sentences; tag switches and single noun switches to avoid fears of violating a grammatical rule of both languages. Since the students are at the elementary level of English proficiency, they employ the word type of code-switching mostly.

The students' code-switching can be divided into five patterns. From those five patterns, the Indonesian-English-Indonesian pattern was the most frequently employed by the students, followed by the English-Indonesian-English pattern, Indonesian-Javanese-Indonesian pattern, Indonesia-Lembaknese-Indonesian pattern and English-Lembaknese-English pattern. The Indonesian-English-Indonesian pattern becomes the most frequently used by the students because it is their second language and they all master it better than English, Javanese or Lembaknese. This result is similar to the previous studies done by Gulzar (2010), Moghadam (2012), Jamshidi and Navehebrahim (2013), Horasan (2014), and Yataganbaba (2015). The results of their studies proved that the dominant use of the first language and the second language can be caused by several factors such as the lack of vocabulary knowledge, informal environment and the using of non English-English dictionaries. When the students get difficulties to find certain English vocabulary, they contact the English-Indonesian dictionaries, thus they directly translate the English vocabulary into Indonesian.

The code-switching also happens because of the presence of someone, such as other friends or the teacher. The students usually change the language they use when the teacher is around them. They speak Indonesian and English to the teacher, especially if the teacher asks them to do so. Holmes (1994:23) stated that certain social factors – who you are talking to, the social context of the talk, the function and topic of the discussion – turn out to be important in accounting in language choice in many different kinds of speech communinity. For socializing between them while talking about their daily activities, out of the lesson, telling jokes or playing pranks among them, the students switched into their first language. Flyman-Mattsson and Burenhult (1999) in Gulzard (2010) define the affective functions of code-switching in the domain of classroom, for example, the spontaneous of emotions and emotional understanding in interacting with students.If the teacher is around, the students switch into English or Indonesian.

5. CONCLUSION AND SUGGESTIONS

Several conclusions can be drawn from this study based on the research results and discussion. First, althougth the students employ all the three types of code-switching in classrooms, they employ word type mostlythan phrase and sentence types.

Second, the students' code-switching can be divided into five patterns. They are Indonesia-English-Indonesian pattern, English-Indonesian-English pattern, Indonesia-Javanese-Indonesian pattern, English-Lembaknese-Indonesian pattern and Indonesian-Lembaknese-Indonesian pattern. From those five patterns, the students employ the Indonesian-English-Indonesian mostly. They usually speak Indonesian in the classrooms and switch into English a lot.The fact that the students speak the first language and the second language mostly

can be caused by several factors such as the lack of vocabulary knowledge, informal environment and the using of non English-English dictionaries.

Third, the students employ the code-switching based on the need of finishing the task given by the teacher correctly and quickly, socializing among them, showing a group members' solidarity and having fun by telling jokes or funny things. The topic of discussionand the presence of certain people, such as the teacher and friends from other tribe, can be the reasons for the students to employ code-switching in the classrooms.

The pedagogical implications of the results of this study focus on the students employing code-switching in the English classess. For the students, they employ code-switching as a communication strategy to overcome the problem caused by their limited English vocabulary. They have to switch to their own languages or they will keep silent. Teachers should pay careful attention on these because let the students to switch all the time is not good for their English.

Since this study is very limited and only in a school, a further study with greater participants and much more time is needed to get better understanding about students' code-switching and its implication in learning English.

Employing code-switching can make the students feel more confident and comfortable during the teaching and learning prosess but actually, it indicates that their English vocabulary is limited. However, they do not see this as a weakness since they are beginner level learners and it is acceptable to use code-switching in lower level, yet it should be decreased as the level get higher. As the level of learners gets higher and their competence gets better, the students have to force themselves to speak only English in the classrooms. Then, it will be wise for the teachers to motivate the students to use English mostly in the classrooms. It will ease them to face the real English communication outside the classrooms.

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ISELT-4
2016

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