AN ANALYSIS OF CODE SWITCHING IN ENGLISH FOREIGN LANGUAGE LEARNERS’ SPEAKING

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Abstract. This study set out to find out types of code-switching appearing in EFL learners’ speaking, the percentage of each type, and the reasons for the code-switching. The three possible categories of code-switching in this research were intra-sentential switching, inter-sentential switching, and tag switching. This research involved one class as the sample. After obtaining the forms of code-switching, the researcher analyzed and then categorized them. The results revealed that all the three types of code-switching had turned up in the speaking performances. The first type, intra-sentential switching, turned out to be the most used type (69.49%), followed by intra-sentential switching (27.12%), and the type involved the least frequently, which only appeared in their comments, was the last tag switching (3.39%). The researcher also analyzed the involvement of the forms of code-switching from the perspective of the seven reasons for code-switching. Some other reasons were also discovered.

Key words: code switching, efl learners, speaking test

A. INTRODUCTION

Language has significant part in the life of a society as a medium of communication. Language is an utterance that is used as a medium of communication in delivering messages or intentions from the speaker to the listener. Thus, the most fundamental language function is to serve as a medium of communication, socialization, and relationship from one to another so that a social system or a society might be established (Chaer & Agustina, 2010, p.14). The communication process within society sometimes does not involve only one language but also two languages or even more.
Indonesia has known as multi culture and language, there are societies that use more than one language in daily activity and these languages are from the local or vernacular language, Bahasa Indonesia, and even until foreign language. The use of more than one language usually takes place in the learning process of foreign language especially English. For example, the English learning process in Just Speak Indonesia. These codes are Bahasa Indonesia and English. Despite the various codes, there is an interesting situation namely that two languages have been employed consistently by the students there namely Bahasa Indonesia (as the introductory language) and English (as the target language). The use of the two languages in Linguistics is known as bilingualism.

Bilingualism refers to the use of one language or more by an individual or a society (Bell, 1983, p.135). An communication between two languages or more in a bilingual situation, such as the one that occurs in the English learning process, triggers the occurrence of language phenomena namely code-switching and code-mixing.

Without a shade of doubt, the phenomenon of code-switching (also known as CS) still attracts researchers. Consequently, drawing interests from such disciplines as linguistics, sociology and anthropology, and expanding theory, ideas, and findings on the question why people prefer certain linguistic varieties to others, the literature on CS is getting deeper and wider-ranging as studies in relation to it keep piling up (Masna, 2020; Zenitha, 2020; Ahmad and Jean, 2018; Hendra and Hendra, 2018; Hamid, 2016; Retnawati and Mujiyanto, 2015; Al-Hourani and Afizah, 2013; Engku, 2013; Johansson, 2013; Mujiono, 2013; Ariffin and Husin, 2013, Gulzar, 2010). It concerns a fundamental part of our lives, communication and interaction and is a useful strategy for conveying ideas more clearly when learners experience difficulty in terms of expressing their ideas in another language (Masna, 2020; Zenitha, 2020) as they are unable to find terms of the target language equivalent to those in the source language (Ahmad and Jean, 2018). Code-switching is a phenomenon when there are two or more language exist in a community and it makes speakers frequently switch from one
language to another language (Hendra and Hendra, 2018; Hamid, 2016; Retnawati and Mujiyanto, 2015; Johansson, 2013; Hornberger & McKay, 2010). In the case of the English language, not only is code-switching done by learners, but it is also practiced by instructors (Hendra and Hendra, 2018; Hamid, 2016; Engku, 2013; Johansson, 2013; Mujiono, 2013). Code-switching can also be defined as “the alternation of two languages within a single discourse, sentence, or constituent” (Jamshidi and Navehebraim, 2013).

According to Hymes (1875), code-switching has become a common term for alternate use of two or more language, varieties of language or even speech styles. Myers and Scotton (1993) and Scotton (1983) have tried to account for code-switching by proposing that speakers unmark and mark choices available to them as they speak, which vary by situation. Code-switching involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation (Hoffman, 1993). In similar way, Romaine (1994) says that many linguists have stressed the point that switching is a communicative option available to a bilingual member of speech community on much the same basis as switching between styles or dialects is an option for the monolingual speaker. Meanwhile, Hudson (1980) proposes that language code-switching can be done by using two languages once or changing totally from one language to another.

There are several functions of code-switching such as filling linguistic gaps, expressing ethnic identity and achieving particular discursive aims (Bullock and Toribio 2009:2) like making questions, strengthening requests, clarifying the intention or meaning of a message (Hamid, 2016), and, for instructors, serving certain pedagogical purposes (Engku, 2013). People are required to select a particular code when they choose to speak and they may also decide to switch from one code to another or to mix codes even within, sometimes, very short utterances and thereby create a new code (Wardhaugh, 1997). Gumpersz’s (1971) of code-switching in the community revealed that the situation is quite complex because of the number of possibilities with the right
choice highly dependent on the social context and intentions of the speakers. Code-mixing is also driven by the speaking habit of using the terms of the first and second languages in the same sentence in order to leave the impression of being a present-day person (Ahmad and Jean, 2018) and is influenced by the speakers’ roles and relationships, selected topics, and interactions (Masna, 2020). At times, the reason for code-switching is as simple as to be humorous or to make jokes (Hamid, 2016; Mujiono, 2013).

Taking into account the aforementioned significance of code-switching primarily in communication, the researcher holds the view that it is still of paramount importance to conduct research on code-switching. Therefore, the researcher carried out a study on the involvement of code-switching in students’ speaking from the viewpoint of the three kinds of code-switching proposed by Poplack (1980) and the reasons put forward by Hoffman (1991) with the intention of finding out what types of code-switching emerge in students’ speaking, the frequencies of each type, and students’ motivations for applying code-switching.

**B. METHODS**

This research used descriptive qualitative research. The researcher took a class of third level English course students as the samples which consisted of nine students. The researcher analyzed the data by using several steps. First, the data were transcript and put into a table. The second was grouping the data where the data were classified based on the three types of code-switching from Poplack (1980). Then, the researcher analyzed the data into several kinds of reason from Hoffman (1991). The last, the researcher described other possible reasons by considering the observation done by the researcher. The theories termed to classify the data to answer the first research question used from Poplack (1980).
1. **Intra-sentential Switching**

This is one of the types in code-switching which involves the condition where the switching occurs at the level of words within sentences. The switching can be in the middle of sentences, among the clauses, or even words.

2. **Inter-sentential Switching**

This kind of code-switch occurs when the utterance switching the language within a clause boundary. Intra-switching represents switching at the clause, phrase level, or at word level if no morphological adaption occurs and the mentioned above criteria for the distinguishing code-switches and borrowings are observed. This involves a switch at a clause or sentence level in different languages. The switching either at clauses or between sentences in one language conforms to the rules of the other languages.

3. **Tag Switching**

The last type of code-switching that analyzed in the study is tag switching. Regarding this type of switching involves the insertions of tag in one language into one sentence or utterance in another language. These tags can be inserted anywhere, which are in other language.

These three categories of code switching are used as the basis for analyzing the data. The frequency of each type was then calculated and compared in terms of percentages to answer the second research question. While to answer the last research question, the researcher described all the possible reasons that make the students do code switching focus on theories given by Hoffman (1991) that had classified the reasons why people get used to do code switching. There are seven points as follow:
a. Talking about a particular topic

People sometimes prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker prefers to talk specific topic in in a language that is not their everyday language to feel more comfortable delivering their emotions, excitement, or even anger.

b. Quoting somebody else

Regarding this reason, Hoffman (1991) suggested that “people sometimes like to quote a famous expression or saying of some well-known figures”.

c. Being emphatic about something

Usually, when someone who is talking using a language that is not his native tongue suddenly wants to be emphatic about something, as Hoffman (1991) stated “he/she, either intentionally or unintentionally, will switch from his second language to his first language.

d. Interjection (Inserting sentence fillers or sentence connectors)

Regarding the reason, language switching and language mixing among bilingual or multilingual, people can sometimes mark an interjection or sentence connector which is suggested by Hoffman (1991). It probably happens unintentionally or intentionally.

e. Repetition used for clarification

This reason related to a condition when a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is said repeatedly) based on Hoffman (1991).
f. Intention of clarifying the speech content for interlocutor

In bilingual conversation, it was mentioned that there will be lots of code switching and code mixing that occur as suggested by Hoffman (1991). It means making the content of his/her speech runs smoothly and can be understood by the hearer.

g. Expressing group identity

Code switching and code mixing are used to express group identity. Hoffman (1991) said that the way of communication of academic people in their disciplinary groupings, are obviously different from other groups.

Those are some theories termed used in this research to classify the data gathered in the field. From this classification by Hoffman, the researcher described the details possible reasons happened in students’ speaking.

C. RESULTS AND DISCUSSION

After analyzing the students’ utterance in speaking test, the researcher found that the subjects of this research had done code switching in their speaking, which were identified into three types of code switching; intra-sentential switching, inter-sentential switching and tag switching. Here is the percentage of students in doing code switching in their speaking. It is displayed in the Table 1 below.

<table>
<thead>
<tr>
<th>Kinds of code switching</th>
<th>The frequency</th>
<th>The percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intra-sentential switching</td>
<td>41</td>
<td>69.49</td>
</tr>
<tr>
<td>Inter-sentential switching</td>
<td>16</td>
<td>27.12</td>
</tr>
<tr>
<td>Tag switching</td>
<td>2</td>
<td>3.39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 1 indicates the findings of types of code switching appear in the students’ speaking. The findings show that 64.49% of the data which is code-switching done by the students goes to intra-sentential switching. By observing the process in the field,
this is because mostly the students being in doubt to mention a word where they used to say it in L1. However, the students that is being tested in this research have basic English. They can speak English for basic conversation so that in some cases or topics they got difficulty in mentioning some words only not the whole sentence.

Here are some examples of intra-sentential switching that the researcher found in the sample:

- a) He give aa he gave aa yatim piatu? (3)
- b) I think he is still strong aa walaupun? (4)
- c) And he choose ..choose mentri? (6)

From the Table 1, it shows that there is 27.12% goes to inter-sentential switching. The students switched the language at a clause or sentence level in different languages. The switching either at clauses or between sentences in one language conforms to the rules of the other languages. There are the examples that were found by the researcher:

- a) Tunggu kak ini susah, cari yang lain (1)
- b) Kasian sih kak, kak tika aja (2)
- c) kaya gimana? (3)

The last is tag switching. From the Table 1, tag switching only pops up twice with the percentage 3.39%. There are two tag switching that were found by the researcher:

- a) Deri ya? (1)
- b) Story telling yah? (2)

Those are the examples of code switching based on each type. This numbers show that intra-sentential switching is the most type of code switching which employed by the students with the percentage 69.49%. This result is contrary difference from the previous research of Yuliana (2015) which stated that intra-sentential mostly used and
the followed by inter-sentential. This might be because of the different background of the students used as the sample in the research.

Answering the third research question, this section discusses reasons for the students to do code switching in their speaking. In this case, the present study uses theories given by Hoffman (1991) that concerned about the reasons for code switching. Based on the analysis of the researcher. There are 7 criteria of reasons students do code switching according to Hoffman. The researcher had classified it into the table below.

<table>
<thead>
<tr>
<th>The Reasons to Do Code Switching</th>
<th>The Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking about a particular topic</td>
<td>-</td>
</tr>
<tr>
<td>Quoting somebody else</td>
<td>1) Syahrini become for like <em>manja manja manja</em>….. (12)</td>
</tr>
<tr>
<td></td>
<td>2) <em>Jambul katulistiwa</em> and what is that (37)</td>
</tr>
<tr>
<td>Being emphatic about something</td>
<td>1) Do not come late, bla bla bla, <em>udah</em> (10)</td>
</tr>
<tr>
<td></td>
<td>2) And then… <em>udah</em> (19)</td>
</tr>
<tr>
<td>Interjection (Inserting sentence fillers or sentence connectors)</td>
<td>1) <em>Deri ya?</em> (1)</td>
</tr>
<tr>
<td></td>
<td>2) Story telling <em>yah?</em> (2)</td>
</tr>
<tr>
<td>Repetition used for clarification</td>
<td>1) <em>Ee perempuan</em> girl? (25)</td>
</tr>
<tr>
<td></td>
<td>2) Recently he have one <em>cucu satu cucu</em> (27)</td>
</tr>
<tr>
<td></td>
<td>3) And it is thin <em>tirus</em> (32)</td>
</tr>
<tr>
<td></td>
<td>4) If I do debate so what ……<em>kaya gimana?</em> (5)</td>
</tr>
<tr>
<td></td>
<td>5) <em>Apa yah banyak banget</em> Many places (13)</td>
</tr>
<tr>
<td>Intention of clarifying the speech content for interlocutor</td>
<td>1) because he give aa he gave aa <em>yatim piatu</em>? (3)</td>
</tr>
<tr>
<td></td>
<td>2) I think he is still strong aa <em>walaupun?</em> (4)</td>
</tr>
<tr>
<td></td>
<td>3) And he choose ..choose <em>mentri?</em> (6)</td>
</tr>
<tr>
<td></td>
<td>4) he must to try be <em>sabar</em> (7)</td>
</tr>
<tr>
<td></td>
<td>5) Prepare <em>bentar</em> (8)</td>
</tr>
<tr>
<td></td>
<td>6) Yes today I am finish the SBMPTN <em>tadi pagi</em></td>
</tr>
<tr>
<td></td>
<td>7) And <em>baru baru ini?</em> (26)</td>
</tr>
<tr>
<td></td>
<td>8) If he talk is <em>medok jawa</em> (28)</td>
</tr>
</tbody>
</table>
9) I say tirus because mmm (33)
10) In Indonesia we say carper (35)
11) And then many the other place kuliner Food gitu (38)
12) Mana sih? (16)

Expressing group identity
1) Assalamualaikum (3)
2) Walaikumsalam (4)
3) Astaghfirullahalazim (6)

There are some reasons why students employed code switching. Beside those reasons, the researcher found that there are some codes switching which cannot be classified to those reasons such as:

a) But I think Kak aul already told you right? (9)
b) Prepare bentar (8)
c) Langsung yah? (8)

Based on the analysis, besides the classification by Hoofman in the table above, the researcher found some other possible reasons why the students did codes switching which are not classified in that table. There are some reasons that motivate students did code switching based on the researcher’s observation, they are:

1) Students are afraid making mistakes so they prefer to use their first language.
   For example:
   a) Langsung yah? (8)
   b) Danu gak ada, danu sama Manda (10)

Here, the student’s utterance in giving information to the teacher before the speaking test had started. The student tended to use L1 because he felt safer than used L2.

2) Students do not know some words so that they ask the word by using L1.
   There are some examples:
   a) and she … lebay, apa sih ms? (18)
b) can help **membangun apa?** Will.. (5)
Since she did not get used to use this word in L2 so that she asked in L1 to make sure the correct one the she repeated it after knowing the right one.

3) Students get used to use L1 so sometimes they use L1 in expressing their feeling. There are examples:
   a) When I feel fat and **hilaf** I do it (30)
   b) **Kasian sih kak, kak tika aja** (2)
There are some words in L1 that the student used in expressing his feeling because the speaker did not know how to say it in L2.

4) Students are influenced by their culture so that they mix their L1 in speaking L2. There are the examples:
   a) But I think **Kak** aul already told you right? (9)
   b) Hello **Kak** Nisa (36)
In this case, the student used the culture in addressing someone like the older one by using “Kak”.

**THE PERCENTAGE OF THE STUDENTS' REASON DO CODE SWITCHING**
In the chart above, it can be seen that the largest part comes to the reason classified by Hoffman that students do code switching mostly because of their intention of clarifying the speech content for interlocutor. In observing the students speaking while conducting this research, the researcher found that students felt not confident enough so that they almost all the time making clarification when they did not know some words in L2.

From the finding, it can be interpreted that code switching happened because of several reasons. In the other hand, by doing code switching, the students felt easier to express their idea by using both L1 and L2. The problem then from this finding, it could be found that even though in speaking test, the students tended to use L1 than tried to find the closest meaning word in L2 to deliver their idea.

This is in line to the finding of previous research which has stated that the factors that caused the occurrence of code-switching were quoting texts, clarifying certain details, and giving instructions to students while the factors that caused the occurrence of code-mixing were being influenced by the first and the second language in the speaking habit, being unable to find established equivalence, and attaining the impression of being present-day people (Fanani & Ma’u, 2018).

The explanation above describes that code-switching happens in some reason and mostly because of the effect from their L1 so it is becoming the habit and also because the speaker feels more comfortable in telling some topics in their L1. This can be good and also not based on the context of the speaker taking place in speaking. However, for the English teacher, the concern from this topic is about the evaluation in making a good progress in students’ fluency of speaking English that probably a good topic for the further researcher.
D. CONCLUSION AND SUGGESTION

In conclusion, English course students did code switching in their speaking. The data presents that all the three types named tag switching, intra-sentential and inter-sentential switching, appeared in their speaking. From the data, it is suggested that among all the three types of code switching, it appears that intra-sentential switching tends to be the main type of switching, followed by inter-sentential switching. Different from those two types, tag switching seems to occur the least frequent type of switching that appeared in the comments (3.39%). From these research findings, it gives another sight to the teacher, especially English teacher, as the evaluation in teaching since the students mostly tend to do code-switching than use the other words in the same language, in this case is English, to replace the difficult words. Probably by treating more negotiation meaning or describing words can help them later to lessen doing code switching in speaking.

Besides, for further studies that will discuss code switching, it is suggested that further studies can analyze the functions in each type of code switching in motivating or maybe improving students’ fluency. Moreover, since there is still a small number of researches on code switching in writing, therefore, it could analyze other written literary works, e.g. novels, poetry or even drama scripts. This can be useful for teacher in using this as the evaluation of teaching English especially in writing.

E. REFERENCES


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