



INNOVATIVE: Journal Of Social Science Research  
Volume 3 Nomor 2 Tahun 2023 Page 15000-15008  
E-ISSN 2807-4238 and P-ISSN 2807-4246  
Website: <https://j-innovative.org/index.php/Innovative>

## Code Switching Analysis In Efl Classroom Interaction Of Collage Student At Iain Palangka Raya: A Sociolinguistic Study

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### Abstract

This research aims to analyze the types and functions of code-switching that are used by teachers and students in EFL classroom interaction at IAIN Palangka Raya. The instrument of this research are observation, interview and documentation. The observation is conducted 3 times while interview was done to English lecturer and some students of class management to know the use of code switching in EFL classroom. The result shows that the teacher mostly used code-switching especially in explaining material to students. There are three types of code-switching based on Poplack theory which was used by the lecturer; tag switching, intrasentential switching and intersentential switching. Meanwhile, there are three functions of lecturer code-switching accomplished based on Sert. They were topic switch, affective function, and repetitive function. Besides, there are two functions of students code-switching accomplished. These functions are equivalence and reiteration.

Keywords: *Code-switching, Classroom Interaction, EFL*

## Abstrak

Penelitian ini bertujuan untuk menganalisis jenis dan fungsi alih kode yang digunakan oleh guru dan siswa dalam interaksi kelas EFL di IAIN Palangka Raya. Instrumen penelitian ini adalah observasi, wawancara dan dokumentasi. Pengamatan dilakukan sebanyak 3 kali dengan wawancara kepada dosen Bahasa Inggris dan beberapa mahasiswa manajemen kelas untuk mengetahui penggunaan alih kode di kelas EFL. Hasilnya menunjukkan bahwa guru banyak menggunakan alih kode terutama dalam menjelaskan materi kepada siswa. Ada tiga jenis alih kode berdasarkan teori Poplack yang digunakan oleh dosen; pengalihan tag, peralihan intrasentensial, dan peralihan intersentensial. Sementara itu, ada tiga fungsi alih kode dosen yang dilakukan berdasarkan Sert. Mereka adalah pergantian topik, fungsi afektif, dan fungsi repetitif. Selain itu, ada dua fungsi alih kode yang dilakukan siswa. Fungsi-fungsi ini adalah ekuivalensi dan pengulangan.

Kata kunci: *Alih kode, Interaksi Kelas, EFL*

## INTRODUCTION

Every community in the globe, including Indonesians, strives to be able to speak the language in daily conversation. The Indonesian government mandates that English be taught as a required subject from junior high school through university (Yulia, 2014). Language is learnt or socioculturally acquired, not genetically transmitted. As a result, the language that is used in society can be utilized to level the playing field for interpersonal interactions between members of society.

The majority of social interactions take place in schools. The students connect with one another to share thoughts, ideas, and empathy. Teachers and students may switch languages while speaking to one another since they are both school personnel.

The use of code flipping in society can be explained using a sociolinguistic perspective. Code-switching is the employment of multiple languages within a communication process, according to Kaschula and Anthonissen (1995). According to Sumarsono (2004), code-switching, code-mixing, and variations within the same language are the three types of language use that are examined in sociolinguistics. In bilingual and multilingual society, this kind of phenomena is highly likely to happen. There are various tribes in IAIN Palangka Raya, including the Indonesian tribe and some of the majority tribes, especially the Banjarese and Javenese. In this situation, we are seeking for code switching. This circumstance has caused EFL interaction language to be chosen by teachers and students. They must be able to speak in a way that corresponds to their speech partner. To choose the language that will be used for communication, they make linguistic decisions. Whether it is between the classmates, the teachers, or the students.

## METHOD RESEARCH

This research is of the descriptive variety and employs a qualitative methodology. According to Heigham and Croker (2009), qualitative research entails gathering and predominantly employing interpretative analysis on text-based data. The forms and purposes of code switching used by teachers and students are identified and gathered utilizing a qualitative research methodology in this study.

## RESULT AND DISCUSSION

The researcher employed observation, interviewing, and documenting to get the data. The researcher chose one instructor who underwent three rounds of observation during the third semester at IAIN Palangka Raya; the first observation took place on November 17, 2022, the second on November 24, 2022, and the third on December 1, 2022. The type and purposes of code-switching employed by teachers and students during EFL classroom interaction are the focus of this study. Following the observation, the researcher had an interview with the teacher and a few pupils, asking each of them five questions. Additional information was collected from the paperwork, which was also utilized to support the findings. The recording is the documentation. Audio recordings of every encounter and conversation in the classroom are kept. It would be nice to record some of the teacher and students' conversations when they are teaching and learning.

### Discussion

In the course of the debate, the researcher provided details on the types and purposes of code-switching employed by the teacher and students in the EFL classroom at IAIN Palangka Raya. The researcher wants to discuss the results of observations in this section.

#### 1. The Type of Code Switching

The researcher used Poplak's hypothesis to explain the findings on different sorts of code-switching. Tag swapping is the name of the first kind. It entails adding tags or predefined words from one language into translations of other language utterances. Inter-sential switching is the second. It happens at the terminus of clauses or sentences, which is in between sentences. The third type is switching words or phrases inside a single sentence, often known as translation or replacement. The explanation that follows discusses the outcomes:

### a. Tag Switching

This kind of code-switching entails employing English fillers like alright and good and Bahasa Indonesia fillers like oke to introduce tag phrases or phrases (like utterance makers or fillers from one language) into utterances in another language that are not currently being used during the session. These fillers appeared sequentially between English and Indonesian. The illustration is shown below:

(1) *Oke, now we will get to another example.*

(2) *Good, ada lagi yang lain?*

(3) *Okay, jadi itu tadi materi kita pada hari ini*

The aforementioned examples demonstrate how a tag can be code-switched like a switch (in English Indonesian). This indicates that tag switching occurs when the teacher adds a brief phrase (or "tag") from a different language at the beginning or conclusion of an utterance. The results were pertinent to those of earlier studies. In example 1, the instructor switched to English and added the brief expression (tag) "oke" at the beginning. However, in example 2, the teacher utilized Indonesian in the statement that came after inserting the brief expression (tag) "good" at the beginning of the sentence. In example (3), the teacher added a brief phrase (a "tag") after the word "okay" was said. After speaking in English, she began speaking in Indonesian.

### b. Intra-sentential Switching

When each word, phrase, or sentence is in a different language, there is an intra-sentential switching that occurs within the clause borders of the sentence or even within the word boundaries. It is regarded as the most intricate type of switching. The pattern is displayed below:

(1) *Jadi standard kalau di dalam auxiliary verb itu kalau making interrogative form we usually put the auxiliary at the front on the interrogative.*

(2) *We put it at the front kalau kita membuat sebuah pertanyaan.*

Intra-sentential switching was demonstrated in example 1 by using Bahasa Indonesia in an effort to illustrate the various terms for creating the interrogative form of an auxiliary verb. In example 2, the instructor employs intrasentential switching, using both Indonesian and English in a single statement.

### c. Inter-sentential Switching

It is possible to characterize inter-sentential switching as requiring a higher level of fluency in both languages used in the utterance. This kind of code-switching was common for two reasons.

The materials or the instructions were intended to be simpler for the students to understand in the first place because it may assist the teacher in conveying the knowledge and instruction. Second, it might have come up while teachers were trying to get feedback from the pupils on the knowledge or teaching that had been explained. In the following illustration, there was intersentential switching:

(1) *It still categorizes as an auxiliary verb, ini masih kategorinya auxiliary verb.*

(2) *How do we utilize those of auxiliary. Bagaimana kita memanfaatkan ini?*

(3) *Because half of you doing mistakes. Karena separuh dari kalian ini melakukan kesalahan.*

Because the teacher uses two languages in a single phrase, the practice is known as intersentential flipping. First, the instructor spoke in English before switching to Indonesian. In example 2, the teacher uses English in the first line and Indonesian in the second to flip between languages as she explains the content to the pupils. In the final illustration from number 3, the instructor switches from using English to Indonesian.

## 2. The Functions of Teacher's Code Switching

Through interviewing and observing teachers, the researcher learns how their code-switching works. Three functions of the teacher's code-switching were seen in the interactions in the EFL classroom. The function of code-switching in teacher classroom discourse will be introduced with three aspects: subject switch, emotive functions, and repetitious functions. This is based on the theory of Sert (2005). the initial topic change. Most of it concerned grammatical instruction. The second is emotive functions, which the teacher used to foster a sense of community and closeness among the students. The last is repetitious functions, which the instructor used to impart the knowledge that the students needed in order to understand. The following explanation goes into greater detail:

### a. Topic Switch

In topic switch, the instructor modifies his or her terminology according to the subject under discussion. This function is largely conformed in grammar introduction, according to Sert (2005). The teacher adapts his or her language to the second language of the students while teaching specific grammar topics. The researcher discovered that during the delivery of materials relevant to a certain topic, the teacher changed their coding. The following are some examples of subject switching:

- (1) Did itu digunakan ketika membuat pertanyaan, kalau kemarinkan do ya namun itu untuk present tense, kalau ini past tense.
- (2) This is the function of have/has in the sentence and later we will explain have in the form of past tense, have tapi bentuk past tense-nya.

Based on the examples in (1) and (2) above, the teacher alternates between speaking in Indonesian and English to clarify the content.

#### b. Affective Functions

Sert (2005) provided an emotive function that aids in emotional expression, which is used by teachers to build a personal and close bond with their students. These serve the emotive function of creating a sense of community and closeness among pupils. You may view it below:

- (1) Berarti aslinya itu dia tidak ada ed-nya yaitu realise melepas, cara membacanya gimana kalau tidak ada ed itu bacanya realise, please repeat after me! Realise
- (2) But the characteristic, in order you use this, agar terbiasa kalian menggunakan ini and hear this, mendengarkan ini, maka ikuti omongan saya, please repeat it after me

We can infer from the teacher's words that she made an effort to inspire her students. It was intended to create a fun environment for the teaching and learning process. The teacher aimed to develop a close relationship with their pupils in this way.

#### c. Repetitive Functions

Repetitive function was the next purpose of code-switching in the classroom. Students became puzzled when the teacher changed the way they clarified or explained specific things. The teacher carried out this duty by translating what she had spoken from English to Indonesian using a word-for-word replica. Consider the following instances:

- (1) Have you done your task? Apakah kalian telah menyelesaikan PR kalian?
- (2) Everyone please write it down. Silahkan dicatat!

We can infer from the aforementioned examples that the teacher made an effort to make the instruction more understandable to the students. The term for it is repeated function.

### 3. The Functions of Students' Code Switching

The study discovered that students' code-switching served two purposes during interactions in the EFL classroom. According to Sert's (2005) thesis, students' code-switching served the purposes of equivalence and reiteration. Equivalence occurs when a student uses the native equivalent of a certain lexical item in the target language, switching to his or her native tongue as a result. Reiteration, on the other hand, is described by Eldridge as "messages are reinforced, emphasized, or clarified where the message has already been transmitted in one

code, but not understood" (1996:306). More information on the following explanation will be provided:

a. Equivalence

Students are instructed to use lexical components of the target language in this function and to gradually transition to analogous components in other languages. This indicates that students frequently employ peer-to-peer interaction as a defensive strategy, primarily due to their low level of language skill in the language they are studying. This is demonstrated by the example below:

Students : *"Kalo past tense berarti menggunakan did ya pak?"*

Teacher : *"Ya kalo past tense dia menggunakan did, because the past tense must use did"*

We can observe from the aforementioned example that the pupils made an effort to ask the teacher questions in English. She began speaking in Indonesian before switching to English.

b. Reiteration

Reiteration serves as the next function in pupils' code-switching. In this instance, it illustrates how code-switching functions as a tool to strengthen pupils' comprehension through repetition, primarily by highlighting and avoiding misunderstanding what is being learnt in a different language. The roles in the English classroom are demonstrated by the example below:

Teacher : *"Ada yang tau apa itu auxiliary verb?"*

Student : *"No, tidak tau sir"*

We can infer from the exchange above that the students made an effort to ensure that the teacher understood by having him repeat his statement in Bahasa Indonesia and then switch to English. It is known as the repetition function.

## CONCLUSION

The researcher draws a few conclusions concerning code-switching in EFL classroom interactions from the description and analysis of the research. The researcher draws the following conclusions from the results of the observation and teacher interview: (1) The instructor mostly used code-switching during the teaching and learning process in the EFL classroom, notably while explaining material to students. According to Poplack theory, there are three different types of code-switching. These included (a) tag-switching, which occurred 23 times in three meetings and involved the addition of a tag word or brief statement. In three meetings,

there were 32 instances of inter-sentential code-switching (which occurs at clause boundaries within a sentence or even within a word boundary) and 36 instances of intra-sentential code-switching (which occurs at sentence boundaries when the speaker fully pronounces a sentence in one language to another).(2) According to Sert, code-switching by teachers serves three purposes. These were the topics that changed 37 times over the course of three meetings, the emotive functions that occurred 25 times over the course of three meetings, and the repetitive functions that occurred 29 times over the course of three sessions. While the two purposes were satisfied by pupils' code-switching. These activities included (a) three equivalences in three meetings and (b) three repetitions in three meetings.

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