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An Analysis of Code Switching on English Language Learning

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Abstrak

Bahasa merupakan alat komunikasi yang penting dalam proses pembelajaran yang terjadi di dalam kelas. Salah satu bahasa yang diajarkan di sekolah adalah bahasa Inggris, tetapi bahasa Inggris adalah bahasa asing bagi siswa. Akibatnya, beberapa guru menggunakan alih kode di kelas untuk membantu siswa belajar bahasa Inggris. Sehubungan dengan kejadian tersebut, tujuan penelitian ini adalah untuk mendeskripsikan 1) macam-macam alih kode yang terjadi dalam kegiatan kelas; (2) fungsi alih kode yang terjadi dalam kegiatan kelas; (3) faktor-faktor yang berkontribusi terhadap peningkatan penggunaan alih kode dalam pembelajaran bahasa Inggris; dan (4) dampak alih kode terhadap pembelajaran bahasa Inggris. Penelitian ini menggunakan metode penelitian kepustakaan. Studi kepustakaan dapat menjadi strategi pengumpulan informasi dengan melakukan studi tinjauan terhadap buku, literatur, catatan, dan laporan yang ada hubungannya dengan masalah yang sedang dipecahkan. Dalam penelitian ini, teknik studi kepustakaan digunakan untuk mengumpulkan data teoritis. Alih kode memberikan dampak positif pada pembelajaran bahasa Inggris. Itu membuat perbedaan pelajar untuk mendapatkannya aspek-aspek sulit dari pelajaran yang diajarkan dan dengan demikian mampu mengambil setelah pencerahan yang diberikan. Ketika guru mengklarifikasi apa yang dinyatakan dalam bahasa ibu atau bahasa pertama, itu mendorong siswa untuk memperhatikan, terutama mereka yang kesulitan dengan bahasa Inggris. Selain itu, alih kode membantu siswa dalam mengekspresikan ide-ide mereka ketika mereka tidak dapat melakukannya dalam bahasa Inggris. Selanjutnya, alih kode membantu tidak hanya siswa tetapi juga guru dalam mengelola kelas.

Kata kunci: *code-switching, Pembelajaran Bahasa Inggris*

Abstract

Language is an important communication tool in the learning process that occurs in the classroom. One of the languages taught in schools is English, but English is a foreign language for students. As a result, some teachers utilize code switching in the classroom to assist students learn English. With respect to this occurrence, the purpose of this research is to describe 1) the sorts of code-switching that occur in class activities; (2) code switching function that happen in class activities; (3)) the factors that contribute to the increased usage of code-switching in English learning; and (4) the impact of code-switching on English language learning. This research uses library research method. Literature study could be an

information collection strategy by conducting a review study consider of books, literatures, notes, and reports that have to be do with the issue being solved. In this paper, literature study technique is used to collect theoretical data. Code switching gives a positive impact on English language learning. It makes a difference learner to get it the difficult aspects of the lessons being instructed and thus able to take after the enlightening given. When the teacher clarifies what is stated in the native language or first language, it encourages students to pay attention, especially those who struggle with English. Moreover, code switching aids students in expressing their ideas when they are unable to do it in English. Furthermore, code switching aids not only students but also teachers in managing the classroom.

Keywords: *Code switching, English Language Learning.*

1. Introduction

Language is a means used by humans to gain understanding and knowledge, language has allowed humans to communicate with each other and understand what is around them, and lead humans to have knowledge and expertise. Language is an instrument that bridges individuals to individuals or bunches of individuals in society (Radford et al., 1999). Language becomes an important tool for the creation of situations and objects. By using language, people are able to create reality by naming and giving meaning to certain aspects. It can be said that language is the property of mankind and can be one of the main differentiators between the types of humans and other living things in the world. Because of its importance, language will always exist and be used forever in our daily lives and activities.

In a community, people rarely speak only one language. As we have seen in our own country, Indonesia. Indonesia is known for its richness and diversity of culture and traditions, and this makes Indonesia a country rich in local customs and languages. Referring to the explanation over, it can be said that Indonesia can ended up a bilingual nation since people can talk more than one, two or indeed three languages at once.

Knowing two languages is referred to as bilingualism (Valdes & Figueora, 1994). Weinreich (1953) also states that bilingualism is the hone of utilizing two languages interchangeably. So, it means bilingualism is

one's ability to use two languages. This ability makes it easy for someone to understand what other people say in oral or written form. The use of bilingualism can grow and increase self-confidence in a person, because by mastering two languages, a person is more daring to communicate and still feels safe in an environment that uses two languages that he understands.

If you need to use both languages then there are two things to be aware of. First, being able to master the mother tongue or first language. Second, the other two languages become a second language. As we all know that as of now English is a worldwide language additionally plays an awfully critical part within the world in different areas. Therefore, education in Indonesia requires teachers to use language to explain and give direction or instructions to students. Teachers will be able to provide accurate information to students and will be able to assist students to grasp the topic being taught if they use clear and precise language. As a result, language becomes increasingly important in the learning process.

In teaching English, the teacher must ace English to carry out learning exercises. In any case, English isn't the mother tongue or first language of students so that within the usage of learning some of the time students have trouble understanding the material described. Some students tend to have difficulty understanding English because the teacher fails to explain

further about the topic to be taught, and this affects both the teacher and the students. Because the students are unable to communicate in English and the teachers are unable to interpret into their native tongue, the students will struggle to grasp the subject. Code switching is typically done by teachers and students in this manner. They switch from English to Indonesian during the lesson.

In sociolinguistics, speakers use terms to display language styles called "codes". Teachers also use codes when they want to emphasize the use of language or language variations in teaching in the classroom. A person can use several languages in a communication to understand the understanding of others. According to (Kultsum & Syamsudin, 2021) code is a language variant used by the community in communicating depending on the background of the speakers and listeners and depending on the situation and conditions. They also assert that code is mutable. If someone who uses Indonesian can change it to English to continue the conversation, it's called code switching.

Code switching is a common occurrence in multilingual society, such as Indonesia. When speakers go from one language to another, whether it's a word, an articulation, or even a phrase, code switching occurs (Holmes, 1992). Despite the notion that code switching is discouraging, nothing is known about whether it has a beneficial or bad effect on English language development.

As a result of the widespread use of code switching in language learning, the author proposes to analyze code switching in English language learning. The goal of this study is to determine the factors that influence code switching usage and to investigate the impact of code switching on English language learning. The writer proposed to (1) describe the different types of code switching that occur in class activities; (2) clarify the function of code switching that occurs in class activities; (3) describe the factors that contribute to the

increased use of code switching in English language learning; and (4) describe the impact of code switching on English language learning.

Code-switching

The term code-switching is an elective to utilizing two languages both inside and between sentences (Clyne, 2000). Code switching can happen in the classroom throughout the teaching and learning process. This occurs to guarantee that students comprehend the teacher's directions when discussing the subject matter. Willis (1996) claims that a few teachers as it were permit the mother tongue or first language to be talked in case:

- A student has a question but is unable to articulate it in English.
- The teacher' inquire about the pronunciation of a word or phrase in the students' mother tongue or first language.
- Teachers need to explain something quickly and precisely to students when teaching.
- Students compare the target language which in this case is English with the use of their mother tongue or first language.
- Students work on an assignment to translate the target language text into their mother tongue or first language.

Cook (2001) state that teachers can utilize the primary language to clarify learning exercises so that these exercises are useful for students. He too said that the utilize of the learner's first language would permit a much better understanding of the assignments required. He, too, argues that people may learn their mother tongue or first language without having to rely on any imperative language facts. He also believes that students should see their primary and second languages as two distinct entities.

Several researches have been done across the world to investigate the rationale and

purpose of code switching. Strupek (2006) did a study on code switching, and the findings of his research suggest that Hmong students are the most likely to use English. Nearly a quarter of students used their first language, and the largest code switching was observed during play and for off-task inquiries. He recommended that students be allowed to use their first language since it allows for better knowledge acquisition as well as the development of self-confidence and social character.

A study related to code-switching was also conducted by Tien & Liu (2006) on observational ethnography in two EFL

2. Research Questions

Here are the research questions for this study:

1. What is the role of code switching in English Language Learning?
2. What is the impact of code-switching on English language learning?

3. Research Methodology

The method of library research is used in this study. A literature review is a method of gathering information by going over a list of books, literary works, notes, and reports that have something to do with the problem being handled (Nazir, 2003). Journals, relevant materials and data to be collected, examined and surveyed, and a reference source are all used in this study. This study employs the library research approach. A literature review is a way of obtaining information that involves reading over a list of books, literary works, notes, and reports related to the subject being addressed (Nazir, 2003). This study makes use of journals, relevant materials and data to be collected, evaluated, and assessed, as well as a reference source.

4. Finding and Discussion

The sorts of code-switching that happen in classroom activities

classrooms in Taiwan. This consider aims to discover the hidden message behind the event of code switching in EFL courses. In their investigate, there were four fundamental capacities of code switching detailed, for directions methods, common understanding, cognition affirmation and socialization impacts. The results of the consider demonstrate that code switching encourages the instructing and learning of EFL. Code switching is given significant acknowledgment for its viability. In any case, teachers are exhorted to embrace the method carefully in each person setting so that change can be checked and the teacher can do an evaluation.

According to Hoffman (1991), there are three forms of code switching that permit the scope of language switching where the language takes place: intra-sentential switching, inter-sentential switching, and symbol switching.

1) Intra sentential Switching

Code switching within a clause or phrase is known as intra sentential switching. The speaker can substitute sentences, lexical objects, and even morphemes in this scenario. Code switching within a sentence occurs when there is a movement between clause or sentence boundaries. Here's an example from a native English speaker who also speaks Spanish and has spent a lot of time in Spain: "I spoke ando with John last day." Instead of the English 'ing,' the speaker employs the Spanish continuation morpheme 'ando.' In both English and Spanish, the grammatical limit for this is comparable, therefore code switching 'works.'

2) Inter-sentential Switching

Code switching that happens between phrase or sentence boundaries is known as inter-sentential switching. The entire phrase or sentence is always in one language inside this example, but the speaker shifts to another for the next clause or sentence. Indirectly, this shift is linked to the conversation's context and mood. With the exception of the earlier transition, this one doesn't need inclusion of only one or two

words. This transition must also take place between at least two clauses, which could be two sentences. This sort of code-switching has the following number of instances: "... I went shopping with my sister last week. That's why I haven't returned home." Poplack's article title, "Sometimes I will start a statement in English and finish in Spanish," is a typical example. (Occasionally, I will begin a phrase in English and end it in Spanish). This can happen in a single statement or simply a phrase. "You should locate a *kalo pedi* (a lovely person) and marry him," for example, the speaker generally doesn't realize the shift until after the occurrence.

3) Tag Switching

Tag switching or symbol switching are terms used to describe this sort of reroute. In another language, a switch is merely an interjection, tag, or sentence filler that acts as a sign of ethnic identity. Code switching using sentence tags that before or follow a sentence is known as tag switching. It entails inserting tags from one language into speech from a completely other one. 'True' is an example of a frequent tag in English. "I'm a nice buddy, eh?" is a Japanese-English example. The Japanese particle 'neh' ('no?' or 'isn't it?') is used to lend a mocking tone to the phrase. "Now we move on to more essential matters, Engari," X says. (Change the language to Maori or English.) Ming: "Dà gài [maybe] Confiscated by Customs" (Change from English to Mandarin Cantonese).

Functions of code switching that occur during class activities

Teachers do not always use code switching consciously, implying that the teacher is not always aware of the processes functions and results. As a result, in certain cases, it may be considered an automatic and unconscious behavior. It does, however, have certain fundamental features that may be beneficial in a language learning setting, whether we recognize it or not. According to Mattson and Burenhult (1999), code switching in the classroom serves

three purposes: subject switching, emotional function, and repetition function.

At first, think of code switching as subject switching. According to Sert (2005), teachers alter their language depending on the issue at hand. He also noted that code switching serves as a bridge between the native language and new foreign language content, allowing fresh information and meaning to be transferred.

Second, code switching has an emotive component that allows emotional expression (Sert, 2005). He also claimed that professors employ code swapping to foster student solidarity and intimacy. According to a research conducted by Ahmad in 2009, code flipping in the classroom can assist learners enjoy their studying by improving their capacity to grasp teacher feedback. They will feel less anxious and more at ease learning if they receive clear feedback. Students can focus and engage more successfully in classroom practices and activities if they feel at ease in the setting and are free of needless worry (Ahmad, 2009).

The third code switching has a predictable purpose. The teacher in this case employed code switching to deliver important information to the students. The teacher code explains the meaning in the native language after receiving instructions in the target language, stressing the importance of foreign language content for efficient understanding. On the other side, the need to repeat lessons in the native tongue may lead to certain negative student behavior. Because students are only exposed to limited foreign language discourse, a student who expects that foreign language education will be followed by a native language translation may lose interest in listening to earlier instruction, thus resulting in poor academic performance.

The Functions of Teachers' Code Switching

The teacher does not always use code switching deliberately, implying that the teacher is not always aware of the process's functions and results. As a result, it might be regarded an

automatic and unconscious activity in some circumstances. It does, however, have certain fundamental features that may be beneficial in a language learning setting, whether we recognize it or not. These functions are categorized as switching, emotive, and repetitive functions by Mattson and Burenhult (1999:61). To get a sense of what's going on, a quick description of each function would be helpful. When a teacher switches topic, he or she alters the language used to communicate the new topic.

When dealing with certain grammatical issues that are currently being taught, it is common to note that the instructor switches his language to that of his students' native tongue. In this circumstance, learners' attention is directed to new knowledge by using code switching and speaking the mother tongue. Cole (1998) suggests: "a teacher can use students' previous L1 learning experiences to improve their understanding of L2." It means that one could argue that a bridge is being built from the known (native language) to the unknown (new foreign language content) in order to transfer new content and meaning.

In addition to the topic switching function of code switching, this phenomenon has an affective function that allows for emotional expression. In this case, teachers use code switching to create unity and close relationships with their students. In this approach, the function of code flipping in creating a friendly language environment in the classroom may be discussed.

As previously noted, this is not always an intentional act on the part of the instructor. the same conclusion may be drawn for the spontaneous occurrence of code switching, because its intentional implementation cannot be guaranteed.

Another explanation is the repetitive nature of code-switching functions in class settings. The instructor in this case employed code switching to deliver important information to the students. The instructor code clarifies the meaning in the mother tongue after following the instructions in the target language,

highlighting the importance of foreign language content for optimal understanding. After following the instructions in the target language, the instructor code clarifies the meaning in the mother tongue, emphasizing the significance of foreign language material for optimal understanding. Because students are only exposed to limited foreign language discourse, a student who expects that foreign language education will be followed by a native language translation may lose interest in listening to earlier instruction, thus resulting in poor academic performance.

The Functions of Students' Code Switching

Students, like instructors, are often unaware of the reasons for code switching, as well as the goals and objectives. While they may subconsciously exchange codes, it serves a function, whether or not it is helpful. Eldridge (1996) calls these functions equity, floor restriction, repetition, and conflict regulation.

The student code switch's initial function is equivalence. In this situation, the student uses the original counterpart of a lexical item in the target language, and the code switches to his native tongue. Because it compels students to use native lexical items when they lack the capacity to provide target language explanations for specific lexical items, this approach may be connected to a lack of target language linguistic competence. As a result, "equality" serves as a safeguard for students, allowing them to continue interacting while overcoming the communication gap produced by a foreign language barrier.

The floor-holding function will be introduced soon. Students use their mother tongue to fill in the gaps throughout the target language dialogue. It's conceivable that this is a coping mechanism for students to avoid communication gaps caused by a lack of target language competency. Learners who utilize code-switching for floor holding usually face the same problem: they forget the target language structure or vocabulary. This type of language switching has been argued to be harmful to

foreign language acquisition since it can cause a loss of smoothness over time.

As Eldridge (1996) says, “messages are amplified, reinforced, or clarified if the message has been delivered in one code but is not understood” is a third aspect to consider in student code switching. In this scenario, the student attempts to give meaning by repetition through repeating the message in the target language in the mother tongue. The reasons for this particular type of language flipping might be twofold: first, the target language may not be able to convey meaning properly. Second, students may believe that code flipping is a better way to demonstrate the teacher that he understands the material.

Conflict control is the final function of student code switching that will be discussed here. Code switching is a method for transferring the intended meaning when students employ potentially contradictory language (meaning students tend to prevent misunderstandings or express things indirectly for particular objectives). The reasons for this inclination to utilize this sort of code flipping might vary depending on the student's demands, intent, or aims. Furthermore, there is a cultural gap between the mother tongue and the target language—which might result in a breach of the intended meaning transfer—could lead to code-switching for conflict control, reducing the risk of misunderstanding.

Factors that contribute to the increased usage of code switching in English learning

According to Hoffman (1991), there are a multitude of reasons for bilingual or multilingual persons to switch or mix their languages.

These are the ones: Because of genuine lexical necessity, to exclude other individuals when a statement is intended for a limited audience, interjection, repetition used for clarification, with the goal of clarifying the speech content for the interlocutor, indicating group identification, to soften or reinforce

request or command, to indicate group identification, to soften or reinforce request or command, to indicate group identification, to soften or reinforce request or command.

According to the findings of (Fitriyani, 2013) research, the most important element in code switching is repetition used for explanation, which accounts for 34.25 percent of the total. It was made by a group of 13 students. With a total incidence of 26%, the second position is function; delivering information, asking a question, expressing emotion, displaying a location name, and so on. The genuine lexical requirement, which accounts for 19.18 percent of the total, is in third place.

Furthermore, the outcomes of Rahmina and Roswita's (2016) study at MA Mu'allimaat Muhammadiyah Yogyakarta show the variables that contribute to code switching in English language acquisition. There are two types of factors: linguistic and non-linguistic. (1) Students' knowledge of English language elements is included in linguistics. (2) a lack of command of the English language as a result of code switching, (3) the correct lexical equivalent for a term, (4) language stagnation, and (5) language form the semantic characteristics of which is conveyed are more comprehensive. Non-linguistic elements include the English teachers and students' emotional states, as well as the classroom setting.

The findings of their study show that linguistic variables resulting from a lack of mastery of English are responsible for the incidence of code switching, with 83 data points out of a total of 166. This is the most common cause of code flipping in the classroom when students are learning English. Furthermore, the linguistic component has more full qualities in terms of the form of the language that is conveyed; there are 3 data from a total of 166 data. This indicates that these are the reasons that are at least somewhat responsible for code flipping in English classes at MA Mu'allimaat Muhammadiyah Yogyakarta.

The impact of code switching on language learning in English

According to (Badrul Hisham Ahmad & Kamaruzaman Jusoff, 2009) code switching allows students to communicate while also improving their comprehension. Furthermore, time is efficient since the teacher does not lose time explaining or searching for basic phrases to clear up any mistake. According to Promnath and Tayjasa (2016)'s research, code flipping is advantageous to students' comprehension. Code switching saves time when studying and makes students feel more competent and at ease. When compared to utilizing English alone, code switching allows lower-performing students to follow courses more easily. Students are less stressed since they don't have to worry about what to say because if students don't know how to say anything in English, they can switch to Indonesian. Furthermore, switching to Indonesian or local languages can aid in efficient classroom management and the integration of morals and ethics.

5. Conclusion

To summarize, code switching is beneficial to both students and teachers. This permits students to comprehend the challenging elements of the lecture while also allowing them to engage in it. It also assists students in connecting their past information. It aids with classroom management.

1. All forms of code switching, including Intra-sentential, Inter-sentential, and Tag Switching, have an impact on English acquisition. During teaching and learning activities, each form of code switching has an impact on students' knowledge of English.

2. Code-switching has several purposes, the first of which is code-switching as topic-switching, additionally, code-switching has an affective purpose that allows for emotional expression, as well as a repetitious function.

3. The use of code switching has risen in the classroom is due to a number of causes, namely interjection, repetition used for clarification, intention to clarify the content of speech to the other person, expressing identity, talking about certain topics, quoting other people, being empathetic about something (expressing solidarity), interjection, repetition used for clarification, intention to clarify the content of speech to the other person. Because of a true linguistic necessity, to soften or reinforce a request or order, to exclude others when the statement is intended at a limited audience. When students learn English, these characteristics encourage them to employ code switching more frequently.

4. Because code switching allows students to communicate and improve their comprehension, it has a significant impact on their acquisition of English. Furthermore, employing code switching might boost students' confidence when it comes to debating or expressing their thoughts on the topic presented by the teacher in class.

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