

## AN ANALYSIS OF CODE-SWITCHING IN SPEAKING FOR ACADEMIC PURPOSES CLASS AT PGRI WIRANEGARA UNIVERSITY

Barotun Mabaroh<sup>1\*</sup>, Shima Putri Firdausi<sup>2</sup>, Dewi Masitho Istiqomah<sup>3</sup>

<sup>1</sup> Universitas PGRI Wiranegara Pasuruan, Indonesia

<sup>2</sup> Universitas PGRI Wiranegara Pasuruan, Indonesia

<sup>3</sup> Universitas PGRI Wiranegara Pasuruan, Indonesia

\* Pos-el: barotunmabaroh@yahoo.com

### ABSTRAK

Berbicara adalah keterampilan paling penting yang harus dikuasai oleh mahasiswa jurusan pendidikan bahasa Inggris. Mengingat bahasa Inggris merupakan bahasa asing, maka praktik alih kode dapat terjadi selama proses pembelajaran baik oleh dosen maupun mahasiswa. Dalam penelitian ini, peneliti menggunakan metode kualitatif deskriptif yang bertujuan untuk mengetahui jenis dan fungsi alih kode yang digunakan oleh dosen dan mahasiswa di kelas Speaking for Academic Purposes. Hasil penelitian ini menunjukkan bahwa ada tiga jenis alih kode yang terjadi di dalam kelas sesuai dengan teori Poplack, yaitu tag-switching, intra-sentential switching, dan inter-sentential switching. Peneliti menemukan 33 data tag-switching, 102 data intra-sentential switching, dan 32 data inter-sentential switching. Sedangkan fungsi alih kode meliputi (1) mengisi bagian yang kosong agar terdengar lancar dalam berbicara, (2) memfasilitasi interaksi, (3) menyampaikan materi dengan lebih mudah, (4) Mengulangi kata-kata yang tidak diketahui, dan (5) mengurangi kesalahpahaman. Kesimpulan dari penelitian ini adalah alih kode sering terjadi di kelas Speaking for Academic Purposes dan penggunaan alih kode memiliki beberapa fungsi yang memudahkan dosen dan mahasiswa dalam proses pembelajaran.

**Kata kunci:** akademik, alih kode, berbicara.

### ABSTRACT

*Speaking is the most important skill that must be mastered by students majoring in English education. Considering that English is a foreign language, the practice of code-switching can occur during the learning process by both lecturer and students. In this research, the researchers applied a descriptive qualitative method which aimed to know the types and functions of code-switching used by the lecturer and students in the Speaking for Academic Purposes Class. The result of this study showed that there are three types of code-switching that occurred in the class in accordance with Poplack's theory, including tag-switching, intra-sentential switching, and inter-sentential switching. The researchers found 33 data of tag-switching, 102 data of intra-sentential switchig, and 32 data of inter-sentential switching. While, the code-switching functions included (1) filling in the blanks to sound fluent in speaking, (2) facilitating interaction, (3) conveying materials easier, (4) restating unknown words, and (5) reducing misunderstandings. The conclusion from this study is that code-switching often occurred in the Speaking*



*for Academic Purposes class and the use of code-switching has several functions that make it easy for lecturer and students in the learning process.*

**Keywords:** *academic, code-switching, speaking.*

## **A. INTRODUCTION**

Linguistics is the study of language. As everyone knows, language is a communication tool where everyone can convey information or anything they want to say. (Sirbu 2015) stated that language has a meaning as a means of human communication to convey something. In social life, language is an important aspect of social interaction. Therefore, it is very important to learn about language, in this case, it is called sociolinguistics. Language also has a function as a tool for self-expression, it means that everyone can express their feelings or opinions using the language they have mastered. In addition, language can be used as the identity of a society, because people can be identified where they live just by knowing the language they use.

In the real use of language, people around the world can use two or more language as a tool of communication. Because of this case, bilingualism or multilingualism often occurs when people use more than one language in speaking. The researchers mention bilingualism or multilingualism since both concepts are very complex and widely used multidimensionally hence both can confluence or overlap with the other definitions (Bakhyt & Magdolna Mandel, 2019). Although, the researchers here adapt definition of bilingualism as the ability of people who have more language knowledge and can use two languages (Hutauruk, 2016) while multilingualism is the ability to use three or more languages, either separately or in various degrees of code mixing for different purposes and competence (Biseth, 2009).

In Indonesia, various language differs in each region, but there is also a national language, namely Indonesian, where this language is the unifying language used by people to communicate with people from other regions. It makes Indonesian people have the ability to use two or more languages to be able to communicate with others. More languages here are noticed that people in Indonesia may use Bahasa Indonesia, the local tribe language like Javanese, and foreign language i.e English. For this reason, the researchers claim that they will concern on multilingualism because of this contextual possibility. Furthermore, a person's ability to master more than one language makes them often use language switching when they speak. (Upa 2014) stated that the deeper mastery of the language people have, the more often they are switching from one language code to another when speaking because it has been embedded in their minds. It can be defined as code-switching.

Studying about code switching functions as evaluating the language embedded in the people's mind. Discovering the students' code switching will not only evaluate the language embedded in their mind but also become objective information for the lecturer and students to make a betterment of teaching and learning process. Therefore, this research can fulfill gaps of previous researches which mostly concern on informal code switching. In the context of formal setting to discover code-switching, Speaking for Academic Purposes Class at Universitas PGRI Wiranegara is more interesting to analyze because it would measure how the



lecturer and the students interacted in a more situated nuance. Both the lecturer and the students are expected to be able to use formal language in various academic settings so surely it requires more preparation and concentration even though as mentioned before, people who interact with more than one language will make code switching no matter in the formal or informal setting. Therefore, this research would validate this statement and discover the typical of code switching based on Poplack's theory which includes tag-switching, intra-sentential switching, and inter-sentential switching.

## **B. THEORETICAL FRAMEWORK**

Code-switching is a transition from using one language (L1) to another language (L2) that is used when speaking. (Shafi, Kazmi, and Asif 2020) stated that code-switching is defined as the use of more than one language in turn in one sentence or discourse. Moreover, code-switching can also be interpreted as a switch from using one language code to another language code. For example, if someone first uses the language code of English, then switches to the language code of Indonesian, then such switching of usage is called code-switching. Code-switching is divided into several different types. According to Poplack as cited in (Wibowo, Yuniasih, and Nelfianti 2017), code-switching is divided into three main types Tag switching, Inter-sentential switching, and Intra-sentential switching.

Code-switching is used in various fields, especially in education field. In education, code-switching is mostly a natural part of language-classroom interaction. In the process of learning English, the usage of code-switching makes teachers switch their language either from English to Indonesian or vice versa. According to (Modupeola 2013), teacher applies code-switching in class as a means to facilitate communication with students and enhance students' understanding. Moreover, English is a foreign language that is not easy for Indonesian students to master, so switching from English to Indonesian or vice versa can be a communication strategy for teachers and students in English classes. In learning English, four skills must be mastered by English learners, one of them is speaking skill.

Speaking is the ability that everyone has in conveying words to express feelings or state their opinions. According to (Harahap, Antoni, and Rasyidah 2022), "Speaking is a symbol of words that someone said as his/her ability to express something through conversation. Communication will run well if each other can speak well. In Speaking learning, English teachers must be able to convey learning appropriately and make students able to master the target language. Therefore, most English teachers applied code-switching in delivering their learning. The utilization of code-switching is intended to assist communication between teacher and students during the English learning process in class because some students do not master a lot of English vocabulary and students cannot directly digest what the teacher is saying. However, this research focused on the Speaking for Academic Purposes class. Speaking for Academic Purposes which is a foreign language class that learns how students can show their speaking ability, especially in formal situations such as during presentations, seminars, speech, even during teaching and learning, and making students with low abilities to understand



languages that they do not master. This makes the lecturer set the right learning strategy, one of which is by using code-switching in the classroom. It can also be seen that the use of code-switching is needed in the process of learning English, especially in the speaking class.

Among many theories about code switching, a number of counterexamples have been offered to each. To evaluate code switching from other types of language mixture, Poplack had fixed at least two methodological problems; 1) language phenomena and 2) the real bilingual behaviour (Poplack 2001). Due to this reason, the researchers had chosen Poplack's theory about code switching with tag-switching, intra-sentential switching, and inter-sentential switching.

### **C. RESEARCH METHOD**

This research is qualitative research that aims to understand a problem that occurs in social life by observing the focus of the problem being studied. The research method applied in this study is a descriptive qualitative method. Descriptive qualitative is research that describes a specific phenomenon or event experienced by individuals or groups of individuals (Lambert, 2012). In this study, the data related to the use of code-switching by lecturer and students were described in detail and connected it to Poplack's theory, which is in accordance with the research conducted.

The subjects of this study were fourth semester students in the academic year 2022 – 2023 who took the Speaking for Academic Purposes course with the amount of 31 students which consists of 5 males and 26 females, and an English-speaking lecturer at PGRI Wiranegara University. Data collection techniques in this study were carried out during four meetings by using two instruments, namely observation and documentation. Observation was carried out with a focus on observing code-switching used by lecturer and students where the data was collected by using field notes. Meanwhile, documentation is done by recording the utterances of the lecturer and students by using an audio recorder. This aimed to find out if there is missing information from the data of observation.

The researchers collected data of code-switching on multilanguages used by the lecturer and the students. This is due to their possibility of using English, Indonesian, and Javanese at once. The data that has been obtained were then analyzed qualitatively. According to Strauss and Corbin, as cited in (Iqbal 2015), qualitative data analysis aims to find a general opinion about the research theme by exploring, describing, and building theory. The data from the observation was analyzed by typing up field notes, reading the results of the field notes, and identifying the data to find the types of code-switching used by the lecturer and students in the Speaking for Academic Purposes class. The data from documentation was analyzed by listening to the audio recording, transcribing the audio recording, classifying the result of transcribing the audio recording to find code-switching used by lectures and students during learning, and analyzing the code-switching found. The data from observation and documentation were analyzed by connecting all of the data, equating data from documentation obtained to find out if there is missed information from the data of observation, and making conclusions after the data obtained is completely valid.



## **D. RESULTS AND DISCUSSION**

### **1. Findings**

Based on the results of observation and documentation, it was found that speaking lessons carried out by the lecturer and students in the English education study program often applied code-switching during learning Speaking for Academic Purposes. The code-switching used by the lecturer and students helps both in the learning process. As (Siniša 2016) states, using code-switching in the learning process can strengthen the interpersonal relationship between teacher and students and increase understanding between the two so that this can help them in the classroom.

In the Speaking for Academic Purposes Class, the lecturer applied more code-switching than the students. This happened because, in the four meetings, the lecturer explained more material to prepare for speaking practice, that is debating practice. Meanwhile, students carried out debate practice requiring full English, so they applied a little code-switching. However, during the learning process, the lecturer and students did a lot of conversations in which code-switching often occurred. Thus, the use of code-switching was widely found.

The code-switching found during the Speaking for Academic Purposes class has three types. The three types of code-switching included tag-switching, intra-sentential switching, and inter-sentential switching. In this case, it is similar to Poplack's theory which discussed the classification of the types of code-switching. The data found amounted to 167 code-switching occurred in the Speaking for Academic Purposes class for four meetings. The following are some of the results of an analysis of the types of code-switching, which could include an explanation of all the data found.

#### **a. Tag-Switching**

Tag switching is inserting short expressions (tags). It is like a discourse marker from a different language that is added to a sentence to show strong feelings or just as a guide to the direction of the conversation. It means that someone freely moves words that could be inserted in a sentence without fear of violating any grammatical rules. Tag switching also has several other functions. According to Poplack's theory, tag-switching functions include fillers, interjections, tags, idiomatic expressions, and quotations.

In the Speaking for Academic Purposes class, there were 33 tag-switching data. In addition, the tag-switching functions found include fillers, tags, and interjections. First, as fillers, tag-switching functions to fill in the blanks in sentences so that both lecturer and students still sound fluent when speaking. This function of tag-switching is the most often used by everyone who implements tag-switching in their utterances. According to (Yunita and Suryani 2019), fillers occur when someone speaks, and then he/she forgets the next sentence to be said, so fillers are present to fill in the blanks of the sentence. The following are some examples of tag-switching as fillers that occurred in the Speaking for Academic Purposes class.

*EY : Ya, word – word.*

The tag-switching in the sentence above is "ya" which means "yes" or "yeah" in English. Compared to the word "ya?" previously, the word "ya" does not have tags,



so it functions as a filler. The meaning of the word "ya" here refers to a statement of agreement. The student said the sentence above when he agreed to the statement made by the lecturer by saying "ya".

*Lecturer: **Lah** you are in the class, impossible if I choose everybody outside? Diva stand up and Eva next meetings sit in front ya, so you don't sleep.*

The word "lah" in the sentence above also shows tag-switching with a function as filler. The word "lah" does not have a fixed meaning when translated into English because this word is only a discourse maker. In this sentence, the word "lah" is spoken by the lecturer to show an emphasis on telling a fact that happened in class. In addition, the sentence above also contains the word "ya" which has the same meaning as the sentence previously explained.

*NPH: Okay, thank you Ratna, but we also need time to refreshing. **Umm**, so we not boring and not stress at house.*

In this situation, students are carrying out debates and responding to opinions expressed by their debating partners. The student inserted the word "umm" when she wanted to express her opinion because she was a little confused about starting a conversation, so to fill the time lag, the student said the word. The word "umm" as in the sentence above, does not have a fixed meaning when translated into English. Actually, the word "umm" is just an additional word to fill in the blanks when the speaker is about to continue the sentence. Therefore, the word "umm" is classified as tag-switching with a function as a filler because it is only used as an additional word without a specific meaning.

*Lecturer: **Nah**, support ya.*

There are two words that are classified into tag-switching in the sentence above, including "nah" and "ya". In English, the word "Nah" could be interpreted as "so", while the word "ya" has the same meaning as the word in the sentence that has been analyzed previously. The word "Nah" functions as a filler. Its use is only as an additional word or a sentence filler. In this situation, the lecturer informed the students about a student who would be participating in the debate competition, and the lecturer asked all students in the class to support their friends. Thus, the lecturer said "nah" to confirm what she said.

*AS : Hello, my name is Achmad Syarwany. I will disapprove the opinion of brother Lordes, **oh** sister Lordes.*

The sentence above was expressed by one of the students when he was rebutting his friend's opinion while practicing the debate. The student slipped a short word "oh," which the word was classified into tag-switching that function as a filler. In English, the word "oh" has no fixed and specific meaning because the word is only an additional word used by the speaker as a short expression. The word "oh" in the sentence above is said by students as a form of justification that the sentence



that was said before was wrong, so he said "oh" and continued the correct sentence.

Second, as tags, the function of tag-switching in the learning process is to emphasize student understanding and ensure that students understand the learning material by using short expressions in the sentences that are expressed. The following are some examples of tag-switching as tags that occurred in the Speaking for Academic Purposes class.

*Lecturer : We will not practice all six but I will mix debate and discussion, MC and moderator, and broadcasting and news anchor because we don't have much time, ya?*

The tag-switching in the sentence above is "ya?" which in English could be interpreted as "right?". The word "ya?" shows the tag-switching function as tags. It means that the word refers to the question. The sentence above is said when the lecturer confirms something to the students. The lecturer gave a statement which was then confirmed by a question of whether the statement uttered was true or false by adding the word "ya?".

*All: Ha? On the spot?*

In this situation, all students said the sentence together because they were surprised by the lecturer's statement about the technicality of the debate practice to be carried out, so they confirmed it by saying the sentence. The word "ha?" in the sentence above means "what?" if translated into English and classified into tag-switching with the function as a tag.

The last, as interjections, the function of tag-switching is to clarify the instructions the lecturer gave to students so that students understand what the lecturer asked for. The following are some examples of tag-switching as interjections that occurred in the Speaking for Academic Purposes class

*Lecturer: Eva, ayo va! stand up va!*

The lecturer said the sentence above when she asked a student to speak up and express her opinion immediately. The word "ayo!" in English means "come on!". The word is classified as a tag-switching which has the function of an interjection because it has the aim of ordering or inviting. Even so, lecturer and students often use both "ayo!" or "come on!" in daily conversations.

*Lecturer: And then, you have to debate to argue your arguments, halo!*

The tag-switching in the above sentence is "halo!" which means "hello!" in English. The word "halo!" in this sentence refers to greetings that provoke conversation. In this situation, the lecturer awakens students' daydreams by greeting them back by saying "hello!" so that students are provoked to respond to what the lecturer says. The lecturer also used the meaning of the word "halo!" to ensure that students listened and understood what was being conveyed. Thus, the word "halo!" could be classified into tag-switching, which functions as



interjections.

*Lecturer: Okay, group one. Get ready Evi and Ratna, Kusuma and Nanda. Give applause, yok!*

The lecturer said the sentence above when group one was about to start practicing the debate, and he asked students from other groups to give applause. So, the lecturer said "yok!" as a form of an invitation to applause. The word "yok!" is a short form or synonym of the word "ayo!" which in English means "come on!". So, in the sentence above, the word "yok!" is also classified into tag-switching, which functions as an interjection. Even so, the word "yok" is a slang word often used in daily conversation.

In addition, in the Speaking for Academic Purposes class, lecturer and students naturally often used tag-switching in the form of short expressions, commonly used in daily conversation. However, all the short expressions used are Indonesian. Although, the use of tag-switching did not affect the sentence structure spoken by both of them. As said by Roamine in (Nurrohmah 2020) that tag-switching is only in the form of short expressions that are easily inserted in utterances, so it does not affect syntactic rules.

#### **b. Intra-Sentential Switching**

Intra-sentential is exchanging one language to another language within a sentence or a clause. Intra-sentential commonly occurs in a word, phrase, or clause, and people suddenly use it. (Nurrohmah 2020) states that intra-sentential switching often occurs in the learning process even though the teacher is fluent in two languages. The data showed that the total use of intra-sentential switching that occurred during the four meetings was 102 data.

In Speaking for Academic Purposes, both the lecturer and students switched their languages when they spoke, either from Indonesian to English or vice versa, even the lecturer and students sometimes switched their language to Javanese. In addition, both lecturer and students often used intra-sentential switching by words and phrases. According to (Gultom and Naibaho 2021), intra-sentential switching is often found when someone speaks a foreign language and then there are several words or phrases in their first language, or vice versa. In this case, they did not switch the language in whole utterances but only in a few words or phrases that they think are necessary to change into a language that was easy for one another to understand.

First, intra-sentential switching by words means switching several single words in utterances. the switched word can usually be a part of speech such as a noun, adjective, verb, adverb, and others. The following are some examples of intra-sentential switching by words that occurred in the Speaking for Academic Purposes class.

*EMMP: Tidak pernah Miss. (Never Miss)*

The intra-sentential switching in the sentence above occurred by word. In that sentence, the student used the word "Miss" as a form of respectful address to the lecturer. The word "Miss" in Indonesian is defined as "Bu". In this case, every



student majoring in English education should call female English lecturers "Miss" or "Ma'am" and call male English lecturer "Sir".

*DM: I think the government is not yet. Actually for reduce is **penggunaan** motorcycle or vehicle but in Indonesia is **tidak bisa**.*

*(I think the government is not yet. Actually to reduce is the use of motorcycles or vehicles but in Indonesia it is not possible).*

In this situation, students gave their opinion regarding the topic being discussed. The student used more foreign languages, in this case, English than Indonesian. In that sentence, the student inserted several words in Indonesian, including "*penggunaan*" in English means "*The use*" which is classified into intra-sentential switching by word, and "*tidak bisa*" in English means "*not possible*" which is classified into intra-sentential switching by phrase. The use of Indonesian in between English is because the student does not master much vocabulary, so to continue her sentence, she uses Indonesian to complete the sentence.

Second, intra-sentential switching by phrases means switching languages in the form of phrases within sentences. The following are some examples of intra-sentential switching by phrases that occurred in the Speaking for Academic Purposes class.

*Lecturer: Tadi dia bilanganya **only zero point zero one percent**. Air yang bisa digunakan hanya 0.01% yang **fresh water** bisa diminum dari seluruh dunia ini. Oke Ana sepertinya sudah berpikir keras, silahkan **stand up, say your opinion**.*

*(Earlier he said that only zero point zero one percent. The water that can be used is only 0.01%, which is fresh water that can be drunk from all over the world. Okay, Ana seems to have thought hard, please stand up, say your opinion.)*

The lecturer held discussions with students regarding the topic of learning about "*Top 10 Global Issues*". In this situation, the lecturer reviewed one discussion point and asked one student to express their opinions. Meanwhile, the use of the Indonesian language is found in sentences "*Tadi dia bilanganya...*", "*Air yang bisa digunakan hanya 0.01% yang....*", "*bisa diminum dari seluruh dunia ini....*" are used to clarify existing opinions. The researchers believe that the lecturer had done this switch to clarify so the students can focus what to reconfirm of their statement before. If the lecturer used all words in Indonesian, somehow the students could not get the point of clarification directly. This is based on the result of field notes. Then, in the sentence "*Oke Ana sepertinya sudah berpikir keras, silahkan...*", the use of Indonesian is used to clarify the lecturer's instructions to students. The utterance above is classified into intra-sentential switching that occurs in phrases.

*Lecturer: Thank you group one. Review-nya jadi satu saja. **Silahkan** group two. Ergi and Maria, pro. Edo and Amak, contra. What is your motion?*



*(Thank you group one. The review has become one. Please group two. Ergi and Maria, pro. Edo and Amak, contra. What is your motion?)*

The lecturer informed the groups that had practiced debating that a review of each debate appearance would be given after all groups had finished. Then, the lecturer invited the next group to practice debating. The lecturer inserted a few Indonesian words in English to reduce any misunderstanding of what she uttered. The utterance above is classified into intra-sentential switching by phrase.

In addition, there also found the intra-sentential switching function used by lecturer and students during Speaking for Academic Purposes learning. Intra-sentential switching was presented when the lecturer and students experienced stuck when speaking, so they switched their language to Indonesian to complete their utterances. In addition, intra-sentential switching is also presented when students lack vocabulary that is appropriate to the topic of conversation. Responding to this fact, (Mujiono and Diputri 2018) state that the reason students apply intra-sentential switching is that they have less vocabulary, so they switch their language into their first language to make it easier for them to interact and express their ideas to the listener. Intra-sentential switching is also very functional for teachers, namely to make it easier to interact with students and make it easier to convey learning material so that students can understand what is conveyed. Similar to (Gultom and Naibaho 2021), who says that the teacher switches the language to the native language to make sure that the students understand what is conveyed. Thus, the presence of intra-sentential switching in learning makes it easy for both lecturer and students.

### **c. Inter-Sentential Switching**

Inter-sentential is switching from one language to another between sentences. In this situation, the person may switch from a whole sentence or more than one sentence thoroughly in one language. The sentence referred to inter-sentential switching could be in the form of single or compound sentences.

Inter-sentential switching is the least used type of code-switching by both the lecturer and students. The data showed that there were 32 data of inter-sentential switchings that occurred during the four meetings. The lecturer and students used inter-sentential switching by switching their language in complex sentences, in this case, they used English at the beginning of the sentence, then replaced it with Indonesian at the end, and vice versa. Or even they also switched their language in the middle of their speaking. Although inter-sentential switching also occurred because lecturer and students switched their language between sentences they spoke. As Myres-Scotton's opinion in (Puspitasari 2016) says that inter-sentential switching can occur when there is a switch from one language to another between the sentences spoken by the speaker.

In Speaking for Academic Purposes, inter-sentential switching is mostly used when the lecturer explained the learning material and debating practice. In this case, the lecturer talks more than the students. So, inter-sentential switching is used more by lecturers than students. This happened because lecturer needs the use of inter-sentential to achieve learning targets. Meanwhile, students were only caught several times using inter-sentential switching. This happened because students spoke more



only during debate practice and used full English. The following are some examples of inter-sentential switching that occurred in the Speaking for Academic Purposes class.

*Lecturer: **Jangan yang ini ya.** I have prepared two videos.*

*(Not this one, okay. I have prepared two videos)*

In the first meeting, the lecturer explained the learning contract and gave a warm-up in the form of a video which would be discussed together. In the sentence above, the lecturer said, "*Jangan yang ini ya*", which in English means "*Not this one, okay*", where the sentence refers to the first video played by the lecturer, but the sound from the video could not be heard. Then, the lecturer said, "*I have prepared two videos*", which means the lecturer prepared two videos to be played, so the lecturer held discussions with students using the second video. The lecturer changed the language from Indonesian to English in the sentence above. As argued by Poplack, where the switching occurs after a sentence in the first language has been completed and the next sentence starts with a new language become the prominent characteristic of this type code switching. In this case, the sentence is classified as inter-sentential switching because language switching is used in sentence boundaries.

*Lecturer: You have to know the consequence of sleeping. From the ten global issues. **Ndelok video kok turu, mau videone Malin Kundang ta kok nggarai turu?***

*(You have to know the consequence of sleeping. From the ten global issues. The video has been shown but you sleep, was it the video of Malin Kundang that made you sleep?)*

In this situation, the lecturer reprimanded the student who was asked to express her opinion, but instead, she fell asleep. In this sentence, the lecturer changed the language from English to the local language, in this case, Javanese. The lecturer said, "*Ndelok video kok turu, mau videone Malin Kundang ta kok nggarai turu?*" which in English means, "*The video has been shown but you sleep, was it the video of Malin Kundang that made you sleep?*". From this sentence, the researchers could say that in the Speaking for Academic Purposes class, the lecturer also used the local language, in this case, Javanese, as the language that helped the lecturer to communicate with students so that students are able to understand what the students are saying clearly. The sentence above is classified as inter-sentential switching because language switching is used in complex sentence units. This finding also confirms the contextual possibility that people in Indonesia may use more than three languages and make code-switching among them.

*Lecturer: Hello, I will repeat. One group pro or contra consist of two members. **Nah kalian bingung.** Hello, one group, one pair of pro and one pair of contra. **Saya tulis dulu anggota kelompoknya, satu tadi sudah.** Number two? Three? Four?*



*(Hello, I will repeat. One group pro or con consisting of two members. Well you are confused. Hello, one group, one pair of pros and one pair of cons. I wrote down the members of the group first, I already wrote one earlier. Number two? three? Four?)*

The sentence above is classified as inter-sentential switching because there is a language switch that occurs in the middle of a complex sentence. In the sentence above, the lecturer said, "*Nah kalian bingung*" which in English means "*Well you are confused*" and it refers to repeating the explanation about the division of groups for debate practice because the students are still confused with the previous explanation. In addition, the lecturer also said, "*Saya tulis dulu anggota kelompoknya, satu tadi sudah*" which in English means "*I wrote down the members of the group first, I already wrote one earlier*", and it refers to the assertion that the lecturer would like to write down the group members first before going back to explaining the technicalities of debating practice. In this situation, the lecturer used two languages alternately, starting from English, then Indonesian, and so on. The researchers evaluate that this alternation is done to ease the students understand about the debate practice because they seemed confused when she explained in full of English.

## **2. Discussion**

Based on the data found, it is obvious that the code-switching still occurred even though in the formal setting which required the speakers (the lecturer and students) to be able to provide more preparation and concentration before the class. This is natural as mentioned by Modupeola (2013) that code-switching occurs various fields, especially in education to facilitate students' enhancement of understanding because foreign language that is not easy for Indonesian students to master.

The three types of code-switching proposed by Poplack as cited in Wibowo, Yuniasih, and Nelfianti (2017) were found uniquely since it had shown code-switching among English to Indonesian and or to Javanese. The three types of code-switching were done with certain objective or function. The function of code-switching varies. The tag-switching is most often used by the lecturer and students in this case, the lecturer and students inserted short expressions to fill in the blank in their utterances so that they still sound fluent when speaking. This supports the study by (Kasim et al., 2019) that because tags in language alternation have no syntactic constraints, so they can be inserted almost anywhere as a filler in a discourse. It can also be moved freely without violating any grammatical rules.

Furthermore, the present research result also supports (Rahmani et al., (2022) study. They argued that several functions of intra-sentential switching used by the lecturer and students are including repetition for clarification and focusing the Intention of clarifying the speech content for the interlocutor. Also, intra-sentential switching found had helped both the lecturer or students got stuck when speaking. In addition, the use of inter-sentential served to reduce the existence of misunderstanding both between lecturer and students and between students in the learning process. The lecturer used inter-sentential switching to avoid misunderstanding in conveying learning to students and to confirm something that



has been conveyed. According to (Fachriyah 2017), inter-sentential switching is often used by teachers in learning because sometimes some materials require more explanation, so to reduce misunderstanding, the teacher uses English as the target language and repeats it in the native language, in this case, Indonesian. Likewise with students, they used inter-sentential switching to reduce misunderstanding in conveying something during discussions or when interacting with the lecturer and other students.

## **E. CONCLUSION**

This research has raised the issue of the use of code-switching by the lecturer and students in the Speaking for Academic Purposes class at PGRI Wiranegara University. Based on the research result, it can be concluded that both lecturer and students switched their language from English to Indonesian, or vice versa, during the learning process. The lecturer and students also sometimes switched their language to Javanese. The data showed that three types of code-switching occurred in the Speaking for Academic Purposes class which was in accordance with the theory by Poplack, including tag-switching, intra-sentential switching, and inter-sentential switching, where the type of code-switching most often used were intra-sentential switching. There are also several functions of using code-switching in learning. The function of code-switching found varies according to the types of code-switching used by both the lecturer and students. They are the use of tag-switching, which functions as tags, fillers, and interjections, which are the functions most often used by the lecturer and students, namely fillers. In this case, the lecturer and students inserted short expressions to fill in the blank in their utterances so that they still sound fluent when speaking. Furthermore, the functions of intra-sentential switching used by the lecturer and students are to facilitate interaction both between lecturer and students and between students to make it easier for the lecturer to convey learning so that students can catch the learning material well. Also, intra-sentential switching was presented when the lecturer or students got stuck when speaking, so they switched their language and restated the unknown words to complete their utterances. In addition, the use of inter-sentential served to reduce the existence of misunderstanding both between lecturer and students and between students in the learning process.

## **REFERENCES**

- Bakhyt, A., & Magdolna Mandel, K. (2019). *The Concept of Multilingualism*. <https://www.researchgate.net/publication/333673766>
- Biseth, H. (2009). Multilingualism and education for democracy. *International Review of Education*, 55(1), 5–20. <https://doi.org/10.1007/s11159-007-9079-3>
- Fachriyah, E. (2017). *The Functions of Code Switching in an English Language Classroom*. 4(2), 148–156.
- Gultom, J. J., & Naibaho, E. (2021). Code-Switching By the Teacher in EFL Online Teaching and Learning Process at SMAN 7 Medan. *BAHAS*, 32.
- Harahap, S. S., Antoni, R., & Rasyidah, U. (2022). *An Analysis on Students' Speaking Skill at Second Grade SMP 8 Rambah Hilir*.
- Iqbal, W. (2015). *Analyzing Observational Data during Qualitative Research*.



- Kasim, U., Yusuf, Y. Q., & Ningsih, S. R. J. (2019). The types and functions of code switching in a thesis defense examination. *EduLite: Journal of English Education, Literature and Culture*, 4(2), 101. <https://doi.org/10.30659/e.4.2.101-118>
- Lambert, V. A. (2012). Qualitative Descriptive Research: An Acceptable Design. *Pacific Rim International Journal of Nursing Research*, 16, 255–256.
- Modupeola, O. R. (2013). Code-switching as a teaching strategy: Implication for English Language Teaching and Learning in a Multilingual Society. *Journal of Humanities and Social Science*, 14(3).
- Mujiono, M. A., & Diputri, T. M. (2018). Intra-sentential switching use in classroom activity. *PROJECT (Professional Journal of English Education)*, 1(5), 568.
- Nurrohman, N. H. (2020). *An Analysis of Code Switching Used by English Teacher in The Classroom at The Eight Grade at SMP Muhammadiyah 4 Surakarta in The Academic Year of 2019/2020*.
- Puspitasari, D. (2016). *A Study on Code Switching Used by an English Teacher in Teaching English to the English Grade Students of SMPN 2 Mlati*.
- Rahmani, S., Somad, I. A., & Erdiana, N. (2022). Code-Switching in Lecturer-Students' Interaction in Thesis Examination. *English Education Journal*, 13(4), 430–441. <https://doi.org/10.24815/eej.v13i4.27821>
- Shafi, S., Kazmi, S. H., & Asif, R. (2020). *Benefits of Code-Switching in Language Learning Classroom at University of Education Lahore*. 7(1), 227–234.
- Siniša, O. (2016). Interpersonal Relations in School. *International Journal of Cognitive Research in Science, Engineering and Education*, 4(2), 9–21.
- Sirbu, A. (2015). The significant of language as a tool of communication. *PROQUEST SciTech Journals*, XVIII (2), 405–406. <https://doi.org/10.21279/1454-864X>
- Upa, R. (2014). Code-switching Types Used by The English Teacher in English Classroom at SMA 1 Malili. *Ethical Lingua*, 1(2).
- Wibowo, A. I., Yuniasih, I., & Nelfianti, F. (2017). *Analysis Of Types Code Switching and Code Mixing by the Sixth President of Republic Indonesia's Speech at The National of Independence Day*. Xii (2), 13–22.
- Yunita, R. R., & Suryani, M. S. (2019). Tag Switching Found in Instagram: A Sociolinguistic Aproach. *Scientia Journal UP Batam*.