The occurrence of code-switching in English as foreign language Classroom: An analysis of teacher's and students' conversations

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A B S T R A C T

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Code-switching is an exciting phenomenon in the English classroom, especially in multilingual settings. While it is being practiced, several types of it have appeared. Dealing with the previous phenomenon, this research is intended to describe the types of code-switching used by the English teacher while conducting English classrooms. Descriptive research was used as the framework of this study to cope with the earlier goal. In collecting the data, the audio recording was used to record the classroom conversation and then transcribed into written form. After that, the data was analyzed. Furthermore, the findings highlight that the teacher uses three types of code-switching: tag-switching, inter-sentential switching, and intra-sentential switching. Also, this study reclassified the tag-switching into tag-switching with tag-phrase at the initial and the end of the sentence. Then, it regrouped inter-sentential switching into inter-sentential switching between clause and sentence and inter-sentential switching between two sentences. Last, it recategorized intra-sentential switching into intra-sentential switching with embedded words and intra-sentential switching with the inserted words. By describing the previous findings, it is hoped that types of code-switching can be clearly understood.

1. INTRODUCTION

How many languages do you speak? This question is often directed to an Indonesian who can mostly speak more than two languages. The individual ability and competence to use more than two languages are defined as multilingualism (Clyne, 2017). The occurrence of multilingualism is not only observable in daily conversation but also in the educational setting, especially in English classrooms (Fachriyah, 2017). Daily conversation involves around cultural aspect. Thus, cultural characteristics brings influences on multilingual learners' English writing (Fitriana, 2023) and it shows how language and culture is inseparable (Parangu et al., 2020).

Based on the researcher's observation of the practice of multilingualism in one of the English classrooms, several languages were commonly found, such as Indonesian, English, and the local languages. Both teachers and students were capable to perform and speak the languages mentioned before. The highly frequent use of various languages created an interesting phenomenon called code-switching. When the practice of code-switching appeared, sometimes the teacher spoke Indonesian first and suddenly changed to using English in the middle of the sentence. On another occasion, the teacher spoke in the local language in one sentence and then continued the second sentence in English.

Based on its unique phenomenon, as explained in the previous paragraph, several researches have been accomplished in recent years. According to a study conducted by Moetia (2018) on a teacher and 28 students, it was revealed that teacher and students used three types of code switching in their classroom interaction. Those are inter-sentential, intra-sentential and

extra-sentential. Slightly different from the previous study, Murtiningsih et al., (2022) proved through their study that there are three types of code-switching appeared which are inter-sentential, intra-sentential, and tag-switching. Further, Rahmawati and Rohmana (2023) revealed that the most interference occurred was interlingual interference.

Seeing this interesting fact about the type of code-switching in the English classroom, this research is intended to look further at it. Unlike the previous research, this study will have a deeper explanation about the types of code-switching and re-categorize them into several group based on the pattern of its occurrence. By so doing, it is expected that the types of code-switching can be described well.

2. REVIEW OF LITERATURE

The term code-switching is defined as the use of English in a mother language circumstance done by people that speak more than one language occurs in a single conversation (Ulfah et al., 2021). Hamid (2016) states that code-switching is considered an alternative teacher's language used in conversation in bilingual or multilingual classes. During conversation in speaking practices, factors such as lack of confidence and embarrassment can cause speaking anxiety for bilingual students (Setyana et al., 2022). Those classes cause interlanguage phenomena happens, where students L1 creates interlanguage variations in English acquisition process (Octaberlina, 2022). Syahruzah (2023) found that students have positive perception about the use of bilingualism in EFL classroom. Based on the previous statements, code-switching can be defined as a language phenomenon that occurs in a bilingual or multilingual environment used as an alternative language in conversation.

Concerning code-switching practices, experts provide a typological framework for this phenomenon (Jingxia, 2010). Code-switching can be divided into several categories which are tag-switching, inter-sentential switching, and intra-sentential switching (Fanani & Ma'u, 2018). Standing on the same viewpoint, Muysken (2020) stated that based on grammatical aspects, code-switching is classified into the same types has been mentioned before. In sum, most experts agree that there are three types of code-switching which are first, tag-switching; second, inter-sentential switching; and third, intra-sentential switching.

The first type of code-switching is tag-switching. It appears when there is an insertion of a tag phrase that is involved in one language toward an utterance entirely in a different language (Hamers & Blanc, 2000). Besides, the inclusion of tags such as these words: you know, I mean, right in a sentence becomes the marks of tag-switching (Rinda & Lestari, 2014). In this type of code-switching, violation of grammatical rules is very limited since the process of switching does not occupy an enormous control of the two languages involved (Jalil, 2009). In other words, the presence of tag-phrase in tag-switching does not bring any significant influence on the grammatical systems of the sentence followed.

The second type of code-switching is inter-sentential switching (Muysken, 2020). It occurs under the circumstance when one sentence is in one language and then the next clause or sentence is formed in another language. Moreover, inter-sentential switching is described as the existence of a phrase or sentence level staying after a sentence from another language . In other words, inter-sentential switching occurs when the switch is made across the sentence boundary. Since the process of inter-sentential switching is more complex than tag-switching, it requires greater fluency of speakers and listeners and both concur with the rules of the matching languages that are spoken (Zirker, 2007).

The third type of code-switching is intra-sentential switching. It comes up inside the sentence boundary (Hamers & Blanc, 2000). Intra-sentential switching is determined to be the most complex one (Zirker, 2007). This statement can be accepted as a truthful fact since in intra-sentential switching, great knowledge of knowing grammar in both languages used becomes the prior requirement. More specifically, seeing from its grammatical principles, Bhatia & Ritchie (2004) in Kim (2006) define intra-sentential switching as code-mixing. In intra-sentential switching, two participating grammatical systems mix within one sentence. The grammatical system of the first language is used first, it is followed by the second language, and it is switched back to the first rule.

3. METHOD

This study was conducted in an English classroom where one English teacher and 40 students were involved in the process of teaching and learning. Both teacher and students were the research subject of this study chosen by purposive sampling method. They previously known could speak more than one language which are Indonesian, English, and local language. By having those participants, it was expected that the phenomenon of code-switching would be observable. Then, to cope with the goal of this study which is to describe the types of code-switching used by the teacher, classroom observations using video recording were accomplished to collect the data. During the observations, there was no changing setting and treatment given to the students. It relied on a naturally occurring setting. The results of the recording then transcribed into written form and classified based on its type: tag switching, inter-sentential switching, and intra-sentential switching. Moreover, the teacher's interviews, the researcher's field notes, and students' focus group discussions were used to triangulate and verify the data collected previously.

4. RESULTS AND DISCUSSION

This section presents data based on the three different types of code-switching that were identified: tag switching, inter-sentential switching, and intra-sentential switching.

4.1 Types of Code-switching

4.1.1 Tag-switching

In the classroom recording during the observations on the presence of multiple tag phrases acquired from another language, the existence of tag-switching was visible. Tag-switching found was divided into two categories based on the occurrence of tag-phrase which are at the beginning and the end of the sentence. In [1], the first pattern was discovered:

[1]T   : What are the couple doing?
Ss   : Ehm . ..(thinking)
T   : What are the couple doing? Okay, *apa yang dilakukan oleh pasangan itu?*

As part of an activity in teaching narrative literature, the teacher invited the students to observe the provided picture in their books. First, the teacher conveyed his question in English. Nonetheless, the students neither answered the questions nor gave any response. Looking at this situation, the teacher switched his language to Indonesian by saying the underlined sentence. But then, before speaking his sentence in Indonesian, there was a particular word that preceded it. It was the word okay grouped as an English tag phrase. The presence of the word okay represented the existence of tag-switching.

The second pattern of tag-switching was found in [2]:

[2]T   : *Oh, iya*. John said that he was feeling. . .What do you think about your friend's work? <u>Do you think that this is true?</u> *<u>Betul?</u>*

S16   : Yes, true.

Unlike [1], the tag phrase *<u>betul</u>* taken from Indonesian was located at the end of the English sentence. The English sentence was spoken first and then followed by the tag-phrase. The teacher used [2] to conduct a discussion about the language feature contained in narrative text after the students presented their written works.

Instead of using tag phrases <u>okay</u> and *<u>betul</u>*, there were other tag phrases stated in both English and Indonesian found in the recording which are <u>come on</u>, <u>so</u>, *<u>ayo, jadi, ya, kan,</u>* and *<u>nah</u>* located at the initial part of the sentence and <u>right</u>, *<u>ya, apa, nah, sudah</u>* and *<u>benar</u>* placed at the end of the sentence.

4.1.2 Inter-sentential switching

The second type of code-switching revealed was inter-sentential switching. The existence of phrase or sentence level stayed before or after a sentence from another language became the mark of inter-sentential switching. Based on the location of the sentence spoken in a different language, inter-sentential switching was classified into first, inter-sentential-switching between sentence & non-sentence and second, between sentence & sentence. The example of the first pattern was provided in [3]:

[3]Ss   :Imperative.

T   :<u>How to distinguish them, Sir?</u> *Bagaimana?*According I the first table, table *pertama Anda, itukan Anda belajar tentang perubahan* tense, *berapa* tense *itu?* How many tense?

The example [3] was revealed when the teacher gave the example of direct and indirect sentences. Students were asked to observe the example given. The teacher explained how to distinguish between direct and indirect sentences. First, he spoke in English by implementing full sentences and it was followed by *<u>bagaimana</u>* taken from Indonesian. This phenomenon occurred when the teacher guided the students to give attention on the new material delivered.

The second pattern of inter-sentential switching was found in [4]:

[4]T   : Okay, everyone, focus with the picture. Please observe the picture. *Amati gambar itu.* So, the first question is what are the couple doing? <u>So, what are the activities of them?</u> *<u>Apa aktivitas mereka?</u>*

S5   : Em . . .They . . .

T   : Anybody wants to respond? *Apa?*

S5   : They . . .

The teacher led the students to look closely at the picture provided. He delivered his sentence stated in full English and then after that, the Indonesian followed. Here, the existence of inter-sentential switching between two sentences was seen.

4.1.3 Intra-sentential switching

The third type of code-switching found was intra-sentential switching. It was marked by the switching of language used within the sentence or clause boundary. There were two patterns of intra-sentential switching found which are first, intra-sentential switching with the embedded words and second, with inserted words. They were examined in [5] and [6]:

[5]T : (Looking around his book). Okay, everyone prepare your book fifty two. Read the text and study each text structure then listen and answer based on the text. Of course Mr. Teo will give you some questions. But the most important here is you should understand the contain of the story and also, the structure of the text. <u>Ellin, would you like to read *bagian orientasinya.*</u>

  S3   : Me, Sir?
  T   : He emph.
  S3   : (reading the orientation part of the text).

In [5], Student 3 was asked to read the orientation part of the text given. To ask the students, the teacher utilized intra-sentential switching with embedded words taken from a different language. First, he spoke in English, and then it was switched to Indonesian: <u>*bagian orientasinya.*</u> Because it embeds words spoken in another language, [5] became ideal evidence to prove the existence of the first pattern of intra-sentential switching.

  The second pattern of intra-sentential switching was stated in [6]:

  [6]T : Oh, are you sure? In the narrative, the most important in narrative is everyone who reads the text should have a new moral value in the text<u>. *Kalau Anda membaca* narrative *diharapkan Anda bisa memetik pesan moral.*</u> What did you get? What did you learn? *Apa yang Anda petik? Apa yang kamu pelajari?* Do you think that people in the village work by his or herself?

  S18 : No.

In [6], when the teacher tried to guide the students in discussing the moral value contained in the text given, intra-sentential switching was used. The word <u>narrative</u> spoken in English was inserted in the middle of the sentence stated in Indonesian. Based on [6], the occurrence of the second type of intra-sentential switching was observable.

Discussion

The three types of code-switching found in this study are in line with the previous classifications delivered by Muysken (2020). The first type of code-switching found is tag-switching. Its existence is marked by the English and Indonesian tag-phrases. To practice it, the teacher often inserted tag-phrases at the beginning or at the end of the phrases or sentences spoken in another language. The teacher seemed to locate the tag-phrases freely when he used tag-switching. This phenomenon did not only appear when the teacher performed code-switching from English to Indonesian but also from English to Javanese. This observable fact can happen since the tag-phrases do not bring any significant changing to the linguistics rules of the phrases or sentences that follow (Poplack, 1980). Their presence does not affect the rules of the two languages involved. As a result, the teacher can use it freely without violating the grammatical rules of the first and the target languages. Therefore, tag-switching is considered the simplest type of code-switching. Besides, this study finds a new classification of tag-switching based on the location of tag-phrases used by the teacher which are tag-switching with tag phrases at the initial part of the phrases or sentences and tag-switching with tag-phrases at the end of the phrases or sentences

The second type of code-switching found is inter-sentential switching which takes between sentences where each clause or sentence is in one language or another (Jingxia, 2010). It was marked by the occurrence of clauses or sentences inserted in the sentences spoken in another language. Compared to tag-switching, in inter-sentential switching, the teacher did not insert the clause or sentence to another language freely as tag-switching. The teacher finished his clause or

sentence in English or Indonesian first then switched to another sentence spoken in a different language. During the practice of inter-sentential switching, the teacher's awareness of the two grammatical rules of the two languages was required to avoid linguistic violation of the English and Indonesian rules. According to Susilo (2015), this phenomenon can occur since inter-sentential switching obliges greater fluency in both languages than tag-switching. Consequently, when inter-sentential is used, the teacher also practices the two grammatical rules of English and Indonesian at the same time. Due to this fact, it can be concluded that practicing inter-sentential switching requires a higher level of proficiency in English and Indonesian compared to tag-switching. Moreover, this study reveals two classifications of inter-sentential: inter-sentential between sentence & clause and between two sentences.

The third type of code-switching found is intra-sentential switching. It takes place within the clause or the sentence boundary (Jingxia, 2010). The teacher practiced intra-sentential switching in two ways. First, the word was embedded in another phrase or clause spoken in a different language, and second, the word was inserted in the middle of another phrase or clause spoken in a different language. To practice it, the teacher seems to have the ability to switch his language back and forth in a very short time without any single pause. Sometimes the Indonesian rule appeared then suddenly it was changed into English rule, then, before the teacher finished his sentence, it was switched back to Indonesian rule. The process looked more difficult than the use of tag-switching and inter-sentential switching. According to Jingxia (2010), since the practice of intra-sentential switching is complex, the violation of the grammatical rules is at high risk. Because intra-sentential switching is a multifaceted process of switching language, it is considered the most difficult type of code-switching. Besides, this study classifies intra-sentential switching into two forms: intra-sentential switching with embedded words and inserted words.
Additionally, the three types of code-switching distribution can be used to identify the teacher's language proficiency especially related to the grammatical rules (Poplack, 1980). The higher teacher's language proficiency is, the more intra-sentential switching will be used and the less tag-switching and inter-sentential switching will be used. Besides, the lower teacher's language proficiency is, the less intra-sentential switching will be used and the more tag-switching and inter-sentential switching will be used. For this study, the number of intra-sentential switching dominates the other two types. It can be concluded the teacher has a high level of English proficiency.

5. CONCLUSION

Based on the findings, there are three types of code-switching used by the teacher which are tag-switching, inter-sentential switching, and intra-sentential switching. Also, this study reclassified the tag-switching into tag-switching with tag-phrase at the initial and at the end of the sentence. Then, regrouped inter-sentential switching into inter-sentential switching between clause and sentence and inter-sentential switching between two sentences. Last, recategorized intra-sentential switching into intra-sentential switching with embedded words and intra-sentential switching with inserted word. For future research studies, it is highly suggested that the study of code-switching is not only focusing on the types of it but also on how each type roles in the English for Foreign Language Classroom.

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