



Lecturer's Code-Switching in the EFL Classroom of Arabic Language and Literature

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Abstrak

In teaching and learning languages, it is common to use code-switching. Code-switching help speaker and hearer share the ability to speak more than one language. This research was focused on the code-switching that was done by the lecturer, the most common type that appeared in the classroom interaction and the function of the code-switching found in the analysis. Descriptive qualitative research was applied in this research which the data got from the interaction of the lecturer and students in the classroom in teaching and learning English for Arabic students. Based on the analysis, in the classroom interaction, the three types of code-switching was found; tag-switching, inter-sentential switching and intra-sentential (Romaine, 1995). The most common type found in the interaction was intra-sentential switching. The used of code-switching in the classroom interaction was to improve language skills, give clarification, emphasis the topic, and make good relation with interlocutor that was the Arabic students. Both teachers and students in this situation hold positive attitudes in doing code switching.

1. INTRODUCTION

Language is used to communicate. Language can deliver what we think to be understood by others. English is one of the international

languages that many countries use this language. People learn English to communicate with others around the world. English is used in many fields like businesses, politics, entertainment, economy, media,

safety and also education. In Indonesia, English is most known as a foreign language. Nowadays, Indonesian people learn English from Junior High School however many people take a course to learn English and want to speak English fluently. There are also many courses that offer many opportunities in mastering English. Many languages that people learn sometimes they switch from one language to another.

Switching the language from one to another is called code-switching. Code means a language while the switch is changing. People do code-switching because they actually have more than one language that they know or master. Code-switching is commonly practiced by the bilingual or multilingual societies who are learning the languages from their surroundings (Ulfah et al., 2021). Code-switching is used to enrich the skill of communication. Wardhaugh (2006) stated that people who speak and also decide to switch from one language to another language and to mix language even in the short utterances and they also create a new language in the process known as code-

switching. Based on some definition above, it can be conclude that code-switching is the way people speak in two or more languages and switch the language from one to another even in the short utterances.

The bilingual society generally practices code-switching to conceal their second language deficiency and to express their attitude and feeling toward the interlocutor; these intentions could appear in the language classroom too. Code-switching is the ability on the part of bilinguals to alternate effortlessly between their two languages (Bullock & Toribio, 2009). According to Holmes (2001), code-switching is a switch that occurs when the speakers shift from one language to another and the speakers have a genuine choice about which words or phrases they will use in which language.

There are three types of code switching, they are tag-switching, Inter-sentential and Intra-sentential (Romaine, 1995). Tag-switching or final code switching usually occurs at the end sentences. Tag-switching is type belonging to the unit of independent elements contained in the language of a language a question or statement sentence

that is usually located at the beginning or end of a sentence. Inter-sentential, i.e. code-switching occurs between sentences. Intra-sentential code switching occurs when speakers insert linguistic elements in the form of words or phrases from one language into another language. While, intra-sentential, namely code switching that occurs in sentences. Inter-sentential code switching occurs when the transition of linguistic elements exceeds the sentence limit. Holmes (2001) states that code switching occur due to several factors, namely: situation, participant, solidarity, status and topic. While Chaer & Agustina (2010) stated that code-switching can be occurred cause by the speaker, interlocutor, the presence of the third person, situation, and topic

Code-switching usually happen in direct communication even in the classroom interaction. Code-switching helps the speaker to improve their language skills because they know more than one language to speak. They realize that the interlocutor will understand if they switch the language. People do code-switching because they are influenced by their environment. Previously, (Ansar, 2017) focused

on the teaching-learning process and how teachers make code-switching a part of the learning process. He found that it can help students transfer knowledge in an efficient way, but it can also prevent them from fully understanding target language.

Besides him, there are some researchers did research on ESL/EFL classroom interaction (Adriosh & Razi, 2019; Bravo-Sotelo, 2020; Hussein et al., 2020; May & Aziz, 2020). Mauliddiyah et al. (2020) analyzed the used of code-switching of First-Grade at Junior High School students. It revealed that the interaction of teachers who always encourage and help students by doing code-switching in certain contexts of the classroom made code-switching in English class a success. The students used code-switching to facilitate communication and to explain easily to the teacher or to their peers in another language. While, Puspitasari & Dewanti (2020) did research on one of the talk show on TV. They analyzed code switching used in the talk show. Code switching done by the presenter and the guests showed the comfortable of using English than Bahasa, and also to show the function of doing code-switching that was to show the

speakers' emotion and solidarities. Based on the background and research that has been done previously, the researcher interested in analyzing lecturer's code switching at the EFL Class of Arabic Language and Literature.

2. Methodology

The researcher chose analysis of code-switching to find out what types of code-switching occurred, how often the code-switching types did occur and the function of using code-switching in the teaching and learning process. The research design was descriptive analysis research. The researcher wanted to analyze the lecturer's code-switching in teaching English. Gay, L.R. & Airasian (1992) stated that descriptive analysis research involved collecting data in order to answer the questions, it determines and reports the way things are. The object of the study was English lecturer who taught English in Arabic Language and Literature Program.

3. Result and Discussion

Analysis was done by the researcher that was to analyze the used of code-switching by the

lecturer at the EFL Classroom while teaching English in Arabic Language and Literature students in term of the types, the frequency and the function of using code switching.

Table 1. Types of Code-switching

Type	Total
Tag-switching	14
Inter-sentential switching	11
Intra-sentential switching	16

Table 1 showed that in teaching English in the Arabic class, lecturer had done tag-switching, inter-sentential switching and intra-sentential switching. The lecturer changed her language from English to Arabic. Tag-switching was used 14 times, inter-sentential switching 11 times and intra-sentential switching 16 times.

Begin with tag-switching, the lecturer did tag-switching in her classroom interaction with Arabic students. The lecturer used discourse markers like "فَهَيْتُمْ؟" . In teaching English for EFL class, we cannot deny that we are common in switch the language. The used of tag-switching is to give confirmation to the topic that they discussed. Examples of tag-

switching in this classroom interaction like are “You can submit your task in the Google classroom, صَبَّاحَ الْخَيْرِ، فَهَمُّكُمْ؟ Everyone!”. The lecturer gave emphasis to the question that she wanted to ask to the students.

Inter-sentential switching was used 11 times. Inter-sentential switching happens when a bilingual person or multilingual switch the language in different clause or sentence with real different language. The lecturer switched her language in different clauses and sentences. She used English first and changed to Arabic in the next clauses or sentences. Inter-sentential switching example was “Good morning, class. كَيْفَ حَالُكُمْ هَذَا الْيَوْمَ؟ Compound sentence has 2 independent clauses. كَيْفَ ٠ complex sentence?”. She switched her language to improve language skills, emphasis the topic, and make good relation with interlocutor.

The most dominant one that appears was intra-sentential switching in the form of words and phrases involved in the clause, and sentences. Intra-sentential switching appeared in the classroom interaction like “كَيْفَ حَالُكُمْ, are you okay?, Question number one, مَنْ مِنْكُمْ تَسْتَطِيعُونَ أَنْ تُجِيبُوا؟ , In compound sentence,

there are seven conjunctions, اُنْذِرُوا! ”.

4. Conclusion

The result of this research was the used of code switching helps students and lecturer build good communication. English and Arabic are the second language for both of them. Teaching English for Arabic students should use both of the language. Lecturer used code switching to give clarification to get attention to both of the languages. The used of code switching can improve their language skills besides to emphasis the topic that they discussed. Both teachers and students in this situation hold positive attitudes in doing code switching. Based on the result, the most prominent type of code-switching was intra-sentential. The lecturer did intra-sentential switching to combine and engage the students to aware to both of the languages.

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