

## Research article

# Code Switching by English Students in Class Presentations

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**ORCID**Ida Ayu Panuntun: <https://orcid.org/0000-0003-2711-3294>**Abstract.**

For Indonesian students, learning English is learning a second language. Learning a second language is not easy for students, including those at Pekalongan University. They often become bilingual learners, inserting Indonesian into English conversations. This happens when they are involved in class presentations. The aim of this study was to describe the type of code switching used by English students in class presentations. The research design was descriptive qualitative. The data included 15 utterances from the speaker of each group in the class presentations. It was found that there were three types of code switching used by English students in class presentations. These were intrasentential (26.6%), intersentential (40%) and extrasentential (33.3%). Among the three types above, intersentential was the type of code switching most used by English students.

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## 1. Introduction

Learning language is the most important thing to make our life meaningful in social community. Language is used to express our idea to others. It is like a way that should be taken to achieve the aim of communication.

As second language learners, practicing English language always done through implementing the language in a conversation. The easiest way is to train the English students to communicate in English in the classroom or ask the students to join in the presentation class.

Presentation class is the learning model which motivate the students to speak more in English. This model is chosen to understand the learning material and facilitate the students to master in English speaking skill.

In fact, there are many speakers in each presentation group who use more than one language. In this case, they should use English language all the time. Yet, many of them

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used English and Indonesian language in the same presentation. In the other words, those students are bilingual learners.

There are several factors which underlying bilingual process. One of them is their own first language, Indonesian. According to Hoffman [1], there are three reasons why someone becomes bilingual, namely membership, education and administration. Based on that Hoffman's statement, it can be concluded that bilingual process occurs because the actors of communication belong to a different community.

The research was aimed to describe what types of code switching used by the English students of Pekalongan University in presenting Discourse material.

## 2. Literature Review

### 2.1. Bilingual

Bilingual is kind of the model of communication which combining two or more languages. Yuliana, et al. [2] states the use of code switching and code mixing frequently occur in conversations of bilingual speakers and they may arise at the same time but they are used in a different context. It can be concluded that bilingual generally happened when several people are involved in the same conversation and they combine different languages in the same utterance. For example:

A: Do you understand it?

B: *Ya*. The topic is about Discourse. Discourse *itu wacana*.

That part of conversation between A and B used two languages or bilingual in order to convey the meaning of conversation. Actually in that conversation based on the A's question, the answer should be in English. Yet, in B's answer, he had combined English and Indonesian language. It is influenced by the original place where they are from. In their place, they usually use Indonesian language in daily activity. Therefore, they accidentally insert Indonesian into their English conversation.

Rahardi [3] states that the changes in the use of language are motivated and determined by the situations and conditions faced by the speaker in the speaking actions. Meanwhile, Setiawan [4] states the insertion of English words into Indonesian language is used for a number of reasons, one of which is to provide a solution to the complexity of translating English into Indonesian language. Those statements can be meant that bilingual conversation, for example, the insertion of English to Indonesian happens because of it is influenced by the effect of situation and condition, such as culture.

## 2.2. Sociolinguistics

Sociolinguistics is a branch of the study in language learning. This connects between social science and linguistics one. According to Trudgil [5], sociolinguistics is part of linguistics which is concerned which language as a social and cultural phenomenon. According to Chaer and Agustina [6], sociolinguistics is branch of linguistics.

## 2.3. Code switching

Code switching is the use of two or more languages in the same conversation. Code switching is a phenomenon when there are two or more languages exist in a community and it makes speakers frequently switch from one language to another language [7]. According to Adi [8] in multilingual language country the ability to switch from one language to another language is accepted as quite normal. The other statement is delivered by Gal [9]: code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligation. Chad [10] states code switching occurs because of the use of different languages in the conversation or utterances.

Meanwhile according to Mahootian [11], code switching is a linguistic phenomenon commonly occurring in bi- and multilingual speech communities. Based on the above statements, it can be concluded that code switching is a strategy which actually used by the people in the conversation using more than one language to destroy group of people with the different background to create a new community.

According to Poplack [12] types of code switching is divided into three. Those are:

a) Intrasentential

Intrasentential is inserting single words using different language in the utterance or sentence in conversation. This insertion not only in the form of single words, but also it could be in the form of phrase.

b) Intersentential

Intersentential is inserting an entire phrase from the secondary language into a conversation using the other language [13]. It can be said that intersentential is a type of code switching which switch more than one language, such as in English conversation, the speaker inserts Indonesia. It occurs between sentences or utterances.

c) Extrasentential

Extrasentential is a type of code switching which involved situation in which a bilingual attaches a tag from one language to an utterance in another language. The examples of extrasentential are “Darn!”, “Hey!”, “Well!”, “Look!”

### 3. Research Method

In this research, the writer used descriptive qualitative as the research method. According to Cresswell [14], descriptive qualitative is a research that produced and used the descriptive data where the data will be described and interpreted based on the theory. Based on that theory, qualitative research used by the writer through finding the data and analysing them using the theory of code switching based on Poplack’s theory about the types of code switching. In analysing the data, the writer did the following steps. Those were identifying the utterances, classifying those utterances in the table and interpreting based on the theory.

### 4. Discussion

The finding of this research was the data about the types of code switching used by English students of Pekalongan University in presentation class of Discourse Analysis subject. The data was 15 utterances from 63 utterances which showed in code switching delivered from 5 speakers came from 5 groups of presentation. The following data was as follows:

Explanation of the above table:

Intrasentential: A

Intersentential: B

Extrasentential: C

The examples of analysis:

#### 4.1. Intrasentential

The examples of intrasentential code switching could be seen in the speaker 3 and 4.

S3: Spoken language *contohnya* in your conversation

In that utterance, it was found code switching (intrasentential type). That utterance actually uses English. Yet, the speaker still used Indonesian in the word of “*contohnya*.” That speaker should use English in his utterance “*contohnya*” by using “*such as*.”

TABLE 1: The Types of Code Switching Used by English Students.

No.	Speaker's Code	Utterance	Types of Code Switching		
			A	B	C
1.	S1	Any one of you that knows about Discourse, <i>ada yang tahu tentang Discourse?</i>		√	
2.	S1	Language is divided into written and spoke, <i>iya kan?</i>			√
3.	S2	What does mean of written language, <i>apa yang dimaksud dengan Bahasa tulis</i>		√	
4.	S2	We may conclude that it doesn't like that, <i>sih..</i>			√
5.	S2	It's OK, kalian pasti paham ini		√	
6.	S3	Spoken language <i>contohnya</i> in your conversation	√		
7.	S3	... you understand <i>lah</i> .			√
8.	S3	There are <i>percakapan yang mematuhi aturan</i>		√	
9.	S3	Don't forget to memorize it <i>jangan lupa dihafalkan</i>		√	
10.	S4	Any questions class <i>ada pertanyaan</i>		√	
11.	S4	There is the reason it happens, <i>to?</i>			√
12.	S4	Many activities show written language <i>di kelas</i>	√		
13.	S4	Based on your experience <i>lah</i>			√
14.	S5	I will answer your question <i>mas</i>	√		
15.	S5	Language <i>nya</i> , please	√		

S4: Many activities show written language *di kelas*

In speaker 4, there would be the same with speaker 3. In the word “*di kelas*”, it was kind of the type in code switching. It should be “*in the classroom.*”

Intrasentential can be seen in that data which inserting single word in different language as in the above “*contohnya* and *di kelas.*”

#### 4.2. Intersentential

S1: Any one of you that knows about Discourse, *ada yang tahu tentang Discourse?*

S2: What does mean of written language, *apa yang dimaksud dengan Bahasa tulis*

Intersentential type could be seen from those utterances. Based on the theory, intersentential inserts an phrase from into a conversation using the other language.

Here, in this utterance, the other language was Indonesian. Those were “..., *ada yang tahu tentang Discourse?*” and “..., *apa yang dimaksud dengan Bahasa tulis.*”

### 4.3. Extrasentential

The type of extrasentential could be shown in the following utterance:

S1: Language is divided into written and spoke, *iya kan?*

S3: ... you understand *lah.*

Extrasentential type here was shown in the utterances of “... *iya kan?*” and “...*lah.*” It involved situation in which a bilingual attaches a tag from one language to an utterance in another language. Those Indonesian tags in English utterances used to convince the hearer.

Based on the table above, it can be concluded in the Table 2:

TABLE 2: The Percentage of Each Type of Code Switching.

No.	Type of Code Switching	Percentage
1.	Intrasentential	26.7%
2.	Intersentential	40%
3.	Extrasentential	33.3%

Based on the results showed in that table, it can be seen that there were three types of code switching used by English students of Pekalongan University in class presentation. Those were intrasentential, intersentential and extrasentential. The percentage of intrasentential was 26.7%, intersentential was 40% and extrasentential was 33.3%. So, the highest percentage of those types was intersentential.

## 5. Conclusions

Class presentation is actually used by the lecturer to create the active class in discussing the material. English students of Pekalongan University had many opportunities become active students in class presentation. In presenting the material, they should use English all the time, but some of them still did code switching in their utterances. Based on the result, there were three types of code switching used in their utterances. Those are intrasentential (26.7%), intersentential (40%) and extrasentential (33.3%). So, the highest percentage of code switching used in class presentation was intersentential.

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