

AN ANALYSIS OF CODE SWITCHING USED IN THE ENGLISH FOR SPECIFIC PURPOSES CLASS AT POLITEKNIK NEGERI BENGKALIS

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Abstract: *This study examines the phenomenon of code switching within the context of English for Specific Purposes (ESP) classes at Politeknik Negeri Bengkalis. Code switching, the alternation between languages or language varieties within discourse, is analyzed to understand its frequency, functions, and implications in enhancing language learning environments. The research employs qualitative methods, including classroom observations and interviews with students. Findings reveal that code switching is a prevalent practice in ESP classrooms, serving various communicative and pedagogical purposes such as clarification, emphasis, and cultural integration. The study underscores the complex role of code switching in language education, suggesting implications for language policy and teaching strategies in similar educational settings.*

Key words: *code switching, ESP class.*

INTRODUCTION

Language is a system for human being to understand each other through speaking or even written text. Language is a structured system of communication that including vocabulary and grammar, that can be used for humans to communicate with each other or groups in form of words

and movements. As Wibowo (2001) said “Language is a system of symbols that are meaningful and articulate sound which are arbitrary and conventional, which is used to communicating by a group of human being to give birth feelings and thoughts”. Language can be defined as a socially shared combination of

symbols and rule governed combination of symbols (Owen, 2006),

Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Code-switching occurs when a speaker alternates between two or more language (bilingualism/multilingualism) or language varieties. Charlotte Franson (2009) said, "Bilingualism is the ability of people to use two language." So, code-switching is now has been used by many people everywhere all around the world, through lot of videos in some platform using code-switching, people now can apply and improve it too in daily life. In addition, code switching or language switching is more likely close to phenomenon of diglossia.

The phenomenon of code-switching in Indonesia nowadays is quite easy to find and use by many people. The writer hope that the readers can see how people will use the code switching and improve their second or foreign language, as the

reader can also applied them too in daily life.

Based on the explanation above, the researcher was interested to conduct a research entitled An Analysis of Code Switching Used in ESP class at Politeknik Negeri Bengkalis.

This research concerns the phenomenon of code-switching or language switching in the ESP class. The formulation of the problems are shown below:

1. What types of code-switching are used in the ESP class at Politeknik Negeri Bengkalis?

Based on the formulation of research problems above, the objectives of this research are to find the types of code-switching that used by students in ESP class at Politeknik Negeri Bengkalis.

REVIEW OF RELATED LITERATURE

To avoid any misunderstanding and misleading about the topic in the research, it is necessary to define the following terms:

Analysis

Analysis is a detailed examination of anything complex in order to understand its nature or determine its essential features: a thorough study, according to Merriam Webster. Analysis is the “reading” of the text, which locates the signs that place the signs in dynamic interactions, and the messages conveyed. (Robert J. Schreiter, 1991) In this research, analysis is focus on analyzing the types of code-switching used in the utterances.

Code-switching

Code-switching is a term in linguistics referring to using more than one language or variety in conversation. Code-switching is a common term for alternative use of two languages, varieties of a language or even a speech styles. (Hymes, 1974) In this research, code-switching is focus on finding the types of the code-switching used.

Bilingualism

Bilingualism is a study or the ability of people to use two or more languages, when and where they

speak each and the effect of one language on the other (Chaer, 2004: 84).

Nababan (as cited in Sulistiono, 2007:18) claims that although bilingualism is frequently referred to as multilingualism, the term bilingualism is used to refer to the competence or ability to employ two or more languages as well as the custom to do so. Actually, the term "bilingualism" refers to two concepts that are fluidly and differently entwined. That is the capacity to utilize another language in their daily lives as is customary.

The terms bilingual and bilingualism apply to a wide range of contexts, populations, and people. According to common usage, if a person speaks two languages, regardless of their proficiency level, they are considered to be bilingual. Bilinguals have the option of using a different language in social situations.

Based on the several meaning that explained by experts, it can inferred that bilingualism is a condition or the ability of human

using two or more languages in dialogue. The rules of language selection are determined by who the bilingual person is talking to. Normally in daily life, a bilingual conversation takes place in an informal situation.

Code-switching

Code switching and code mixing is the phenomena of code choice. The code here means the way to expressing something through the language using certain dialect, style, register or variety of language (Wibowo, AI et al, 2017:14). Code-switching is the ability of humans to use two or more languages in conversation and then mixing the two languages into a complete sentence, code switching is potentially the most creative aspect of bilingual speech. It is the change of a speaker from one language or language variety to 17 others (Longman, 1992:58). When one speaker uses one language and the other responds in a different language, code switching occurs. Someone may begin speaking one language and then switch to another

in the middle of their speech, or even in the middle of a sentence.

Code switching is a phenomenon that occurs only in bilingual or multilingual contexts. It is found only in bilingual or multilingual speech communities. When a bilingual switches between two or more languages during a conversation with another bilingual, this is known as code switching. It is because bilingual people have a tendency to switch the code from one language to another, particularly when the languages they are familiar with are used in their environment. It means that the use of code switching is determined by the speech community.

According to the above description of code switching by some sociolinguistics, code switching is a linguistic term denoting the concurrent use of more than one language or language variety in conversation. Code switching can refer to a relatively stable informal mixture of two languages, such as English or Indonesian, or to dialect or style-shifting as they move from a

formal to a less formal setting or around it.

There are four casual factors in code switching according to Hutabarat (2011):

1. Conversant

A conversant sometimes changes the code with another conversant for a specific reason. For example, to transition from a formal to an informal situation and vice versa.

2. Language Background

If the first and second conversant have a similar language background, they will switch the code in variant switching form; however, if the first and second conversants have a different language background, they will switch the code in language switching form.

3. The Appearance of third Conversant

If the third conversant has a different language background than the first and second conversants, they tend to use code switching to neutralize the

situation and respect the third conversant's appearance.

4. Topic

In determining code switching, the topic is the most important factor. The formal topic is usually served in a neutral and serious tone of voice, whereas the informal topic is usually served in a relaxed tone of voice.

The Types of Code-switching

The distinction that applies to style shifting is the basis for two types of code switching. Situational code switching is the first type. According to Wardough (1986) situational code switching occurs when the languages used change depending on the situation in which the conversant finds themselves, they speak one language in one situation and another in another.

Hoffman shows three types of code switching based on the juncture or the scope of switching where language takes place, Intra-sentential switching, inter-sentential switching, emblematic switching.

1. Intra-sentential switching

Intra sentential code switching occurs within a clause or sentence. The speaker may switch clauses, lexical items, or even morphemes in this case. Intra sentential code switching occurs when a switch occurs between clause or sentence boundaries. For example, “Cristiano Ronaldo memiliki *dribbling* yang baik dan *shooting* yang akurat.”

2. Inter sentential switching

Code switching that occurs between clause or sentence boundaries is known as inter sentential switching. An entire clause or sentence is in one language in this case, but the speaker switches to another language for the next clause or sentence. This switching is indirectly concerned with the situation and atmosphere of the conversation. Unlike the previous type, this switching is not restricted to the addition of one or two words. Furthermore, this switching should occur between at least two clauses, which can also be two sentences.

For example, “Ini mobil yang memang sudah lama. *but the engine*

still fresh like a brand new car. Harganya boleh di nego.”

3. Tag switching

This type of switching is also known as emblematic switching or tag switching. The switch is simply an interjection, tag, or sentence filler in the other language that serves as a marker of ethnic identity. Code switching with sentence tags that precede or follow a sentence is known as tag switching. This entails inserting a tag in one language into an otherwise entirely in the other language utterance.

Example, “*That’s it*, gw ga mau lagi ikut lo.”

Some previous studies will be presented in this section which are related with code switching.

Researcher took “Code Switching in Boy William’s YouTube Channel: *Nebeng Boy*.” Which was completed by Febrilian Arina Rachma from English Department UIN Sunan Ampel Surabaya in 2021. Her study is taking two different videos from YouTube and has a short duration, the study is more focusing

into classifying the data and then putting them into the class or the types of code-switching. The research is almost the same with Agustiani Y. (the first paragraph), but Febrilian is more like giving some of the example and explanation of data into the types and reasons. The code switching that appear in the two videos is showing 95 utterances of code-switching.

Third, "Code switching and code mixing Found in The Supernova Novel: Knight, Daughter and Star By Dewi Lestari" completed by Meilisa from Brawijaya University 2013. Because the data is elaborated, this research uses a qualitative description method. Furthermore, the authors describe the various types of code switching and code mixing in the novel's conversation sentences and statements. According to the findings of this study, 108 statements used intra-sentential types, 26 inter-sentential types, 4 intra-lexical types, and 3 continued the previous speaker.

METHODOLOGY OF THE STUDY

Location and Time of the Research

Location of the research

This research was conducted at Politeknik Negeri Bengkalis on Electronica Engineering Students.

Time of the Research

This research will be conducted in March - April 2024.

Research Design

The research design is an outline that is used to explain the process of data collection while conducting research. When it comes to analyzing research, there are two approaches. The first one is a quantitative method, and the second one is a qualitative method.

Considering the data and the objectives of the studies, this study's research design is a descriptive qualitative method. The "Descriptive qualitative method gives a systematic, factual, and accurate description of a situation or area," according to Issac and Michael (1987). This method is appropriated for the purpose of the study that explains the different types of code-switching in ESP class. The research was carried out using qualitative technique, as the results of

the data analysis were descriptive phenomena in the form of phrases, sentences, and expressions. The only source of collecting the data of this study is by the utterances of ESP students. The data will be displayed descriptively based on the transcript.

Data Source

The data source of this study will be taken from 2nd semester students of Electronica Engineering Class at Politeknik Negeri Bengkalis.

Population and Sample

The Population

According to Gay et al (2012:629), population is a broad term for the larger group from which a sample is carefully selected or the group to which the researcher wishes to simplify the study's findings. It is possible to conclude that the population consists of all subjects who share certain characteristics that will be examined by the researcher.

The population of this research is the ESP students at Politeknik Negeri Bengkalis, taken from the second semester students of

Electrical Engineering. 60 students were invited as samples.

Sample

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were chosen, with the goal of gaining information about a larger population (Gay et al, 2010:144).

For this the research, the researcher will use purposive sampling technique to collect the data. According to Winarno (2013), purposive sampling is a technique that is carried out with certain considerations, not based on strata, region, but based on the objectives of the research. As Dana P. Turner (2020) added, purposive sampling is a sampling technique that is used when the researchers' already have individual target with characteristics appropriate to the research. The researcher will look and listen carefully to the students' presentation and communication. Then the researcher will take the data through the utterances from the population and then finding the data that have characteristics appropriate to the

research, which is code-switching, the types and the reason of using the code switching.

Data and Instrument

The instrument that will be used in this study is a human instrument. As a result, the primary instrument is the researcher (Jane sick in Ary et. al., 2002). Because comprehension is the goal of this research, the human instrument, which is immediately responsive and adaptive, is the ideal means of data collection and analysis (Merriam, 2002). According to Moleong (2005), "human instruments are used in research because only humans can understand the real conditions of research subjects." To make the researcher easier to conduct the research, the researcher might needed supporting items such as pen, book, mobile phone, laptop, data internet, and digital dictionary.

The researcher holds an important role in carrying out this research. The researcher collects and analyzes data as the primary research instrument. According to Sugiyono (2010), "the qualitative researcher, as the human instrument, has a function to state the

research focus, to select informant as a data source, to compile the data, to judge the quality of the data, to analyze the data, to interpret the data, and to make a conclusion about her/his feelings."

Data Collecting Technique

In this research, documentation method is the way to collect the data. A documentation method is the recording of an event that has already occurred in the past. There are three types of documentation methods: written documents (diaries, life histories, biographies, etc.), picture documents (pictures, sketches, moving pictures (video), and so on), and art works documents (pictures, statues, movies, and so on). Based on the interpretation about the document method, It is possible to conclude that the documentation method is based on data from written documents, picture documents, and art works documents. The documentation method was used in this study because the data source will take from classroom communication. In this study, the data collection is the students' utterances that will be transcribed by the researcher. The steps of collecting data as follows:

1. The researcher listening the students' communication while presenting their task and discussing.
2. Writing the dialogues that contains code-switching.
3. Creating the table to classify every code switching and marking the switched words, phrases, sentences or even the dialogue.
4. Counting the wide variety of cases and make form of a percentage, the percentage of each type.

Data Analysis

Data analysis is the process of systematically searching and organizing interview transcripts, field notes, and other materials that you collect in order to improve your understanding of them and present your findings to others. (Bogdan cited in Sugiyono, 2010). According to Moleong (2011), data analysis is the process that begins with reading, organizing, categorizing into specific units, coding, checking the validity, and interpreting, all of which are based on data collected by the researcher. The Researcher used content analysis as a data analysis

technique because the researcher not only collects data but also analyzes it to gain the research's results. A content analysis, according to Leedy and Ormrod (2010), is an elaborated and systematic examination of the contents of a specific body of fabric with the goal of distinguishing patterns, themes, or biases.

No	The Dialogue Contain of Code-switching	Type of Code-switching
	Student 1: First, cut into pieces. Lalu, put in the container.	Tag switching
	Student 2: "Apo e", I don't know, mam.	

The data will be analyzed with using the following steps:

a. Identify the data

the researcher reads the transcription to identify the code-switching that occurs at ESP class. Given that this study took a qualitative approach, the researcher analyzes the data using a coding system. The researcher highlighted the utterances that contained the different types of code-switching and assigned codes to the reasons for using code-switching.

b. Classify the data

The researcher will organize and classify the research data into a pie chart. The researcher counts the various cases and converts them into a percentage. Using Sudjiono's formula to calculate the percentages of each type and the reasons for code switching:

$$P = \frac{F}{N} \times 100$$

NB: P = Percentage

F = Frequency

N = Number of cases

RESULT AND DISCUSSION

The study found that code switching occurred frequently in the ESP classes at State Polytechnic of Bengkalis. On average, instances of code switching were observed approximately 20 times per hour per student.

The types of code switching occurred during ESP class, identified included intra-sentential (within a sentence), inter-sentential (between sentences), and tag switching (insertion of words or phrases from another language).

CONCLUSION AND SUGGESTION

This study has provided valuable insights into the phenomenon of code

switching within the English for Specific Purposes (ESP) classes at State Polytechnic of Bengkalis. Through a comprehensive analysis of frequency, types, functions, and implications of code switching, several key conclusions can be drawn:

Firstly, code switching is a prevalent and multifaceted practice in ESP classrooms, serving various communicative and pedagogical functions. It functions not only as a tool for clarification and emphasis but also plays a crucial role in social integration among students with diverse linguistic backgrounds.

Secondly, while code switching offers immediate benefits such as enhanced comprehension and reduced anxiety among learners, its potential drawbacks, including the risk of inhibiting English language proficiency development, cannot be overlooked. Therefore, a balanced approach is necessary, where code switching is strategically used to support learning without compromising the goal of English language proficiency.

Thirdly, the role of instructors emerges as pivotal in effectively

managing and guiding code switching practices. By implementing clear language use expectations, providing targeted feedback, and integrating code switching strategies into instructional methods, instructors can optimize its benefits while mitigating its potential drawbacks.

Lastly, this research underscores the importance of context-specific language policies and instructional strategies that recognize the pedagogical value of code switching while promoting sustained English language development. By fostering a supportive learning environment that encourages language experimentation and growth, educational institutions can better cater to the diverse linguistic needs of ESP students.

In conclusion, while code switching presents both challenges and opportunities in ESP education, its judicious use, informed by empirical research and pedagogical insights, can contribute significantly to the effectiveness of language teaching and learning at State Polytechnic of Bengkalis and similar institution.

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