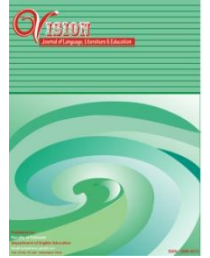




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**CODE SWITCHING IN ENGLISH AS A FOREIGN  
LANGUAGE (EFL) CLASSROOM**

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Keywords	Abstract
<i>Keywords: Code, Switching, Foreign Language, Classroom</i>	EFL is a foreign language abbreviation for English. This is mainly used to talk about students (whose first language is not English) learning English while living in their own country. In the EFL classroom, the teacher usually switches the code to make students understand what the teacher is saying. The aim of this article is to present the use and functions of code switching in the classroom of the EFL. The subject of this study was English for a nursing class with 30 students and an English lecturer at Sultan Agung University Semarang. The activity was recorded in this EFL classroom for about 90 minutes and the code switching functions were analyzed on the basis of Hyme's (1962) framework. The study suggests that the use of code switching and mother tongue would facilitate the learning of foreign languages. Mother tongue could therefore be an important and useful element to help learners learn a foreign language during the learning process.

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## **INTRODUCTION**

Code-switching is a widely observed phenomenon from single family units to large social groups, especially in bilingual or multilingual-like communities. Code-switching alludes to two languages being interchanged while communicating together (Bloomberg, 2004). Many researchers have argued that code switching can be an important element in contributing to the teaching and learning process of English languages (Ahmad & Jussof, 2009). Some see code-switching as an opportunity for language development as it enables the senders to effectively transfer information to the receivers (Skiba, 1997). Tien and Liu (2006) pointed out that low-skill students considered code-switching in their EFL (English as a Foreign Language) classes as beneficial for gaining better understanding, particularly when providing equivalent understanding, as well as providing classroom procedures. In other words, it can be used as a teaching method for second language teaching, or it can ease the development of the language (Cook, 1989; 1991). Although the development of language is seen as minimal and slow, code-switching is still perceived as a positive indication of the progress of learning.

This present study aims to describe code switching in Sultan Agung University Semarang which is used by English language lecturer in An English for nursing class. Everywhere in the world where two or more groups with different languages and low language skills interact with each other, Code-switching starts by providing a means to communicate with each other, creating a third space where both languages can be mixed to clarify meaning. By doing so, it may lead to changes in the use of its native speakers of both languages, thereby leading to language variations (McArthur, 1998).

### **English As a Foreign Language (EFL) Classroom**

EFL refers to English for students whose English is not their first language. EFL can occur either within the state school system or privately in the student's own country. In EFL classrooms the learner learns the language in an environment where there is little natural use of the language; in addition, with his homework and tests, the foreign language is treated equally with the other school subjects. The latter is true of Indonesia where English is taught as a foreign language. In Indonesia's EFL classrooms, the teacher's goal is to teach English to the students while the students' goal is to learn English through written listening, speaking, reading and doing. The teaching language is usually English. There are however occasions in which the language shifts from English to Bahasa Indonesia. This phenomenon is called code switching.

## **Teaching Adult**

Adult students have a maturity and a goals awareness that many younger students don't. According to Knowles (1976), "the need and ability to be self-directed is a primary characteristic of adulthood." In the other words, adults will, to some extent, "direct" their own learning agendas. If the learning environment does not match cultural expectations and perceived needs to some extent, the self-direction may take the form of challenging the syllabus teacher in the classroom, filtering out what they perceive as non-essential, simply leaving the classroom and searching for some other way of learning, or entirely abandoning the business. This difference between adult and child learners is so crucial that Knowles and Kelvins (1975) argue that the term pedagogy should not apply to adults because the world literally taken from its roots means leading children, the implication being that the learner is guided in pedagogy is that most teachers have only known how to teach adults as children.

## **Code Switching Use in Class**

Code switching is the use of two languages simultaneously or interchangeably, including mixing, transferring, and borrowing (Valdes Fallis, 1977). Code switching is also a common phenomenon people use to convey an entire idea. When students are unable to formulate a appropriate word in a short period of time, code switching helps them to express themselves more fluently in certain cases (Weinreich, 1970). As we know, there are copies of research studies that argue that a code switching strategy can be a useful tool to assist in the teaching and learning of English. Code switching lets the senders efficiently pass the information to the receivers (Skiba, 1997). Thus code switching has a positive effect on processes of learning. On the other hand, Ellis ( 1994), Cook (2001), and Richards and Rodgers (2001), who are specialized in second-language acquisition, have argued that although exposure to target language (L2) may help learners to achieve success, this exposure may not always work effectively in every context. There are still a lot of factors affecting the success of learning. For example, English-only classrooms will contribute to dissatisfaction and anxiety, as learners cannot get adequate and comprehensible feedback. On the basis of the above arguments, code switching could be a strategy used by teachers to help learners. Various positive functions of code switching, such as explaining new vocabulary , grammar, new concepts and relaxing learners, would improve comprehension for learners (Ahmad&Jusoff,2009).

In the classroom context, code-switching appears to be used both by students and teachers (Borlongan, 2009). On the one hand, teachers seem to use code switching as a tool for various language learning activities in their EFL curricula. For example, a pair code-switching activity helps students to clarify misunderstandings using their target language. The other person uses the term in his or her mother tongue as he or she changes language during their conversation. In this type of an exercise, students are engaged in practicing and explaining concepts to each other. On the other hand, code-switching may also be used by teachers during teaching to introduce the meaning of concept words when introducing a new unit (Kasperczyk, 2005). However, teachers' use of code-switching is generally performed subconsciously (Mattson & Burenhult, 1999). Therefore, teachers might not always be aware of the functions and outcomes of the code-switching process (Sert, 2005). This behaviour seems to be automatic during their in-class speech and according to Qing (2010), it is inevitable. Nevertheless, either conscious or subconscious, inevitable or not, code-switching necessarily serves some basic functions that may be beneficial in language learning environments (Qing 2010). So, Teachers' use of code-switching is generally performed subconsciously. Teachers might not always be aware of the functions and outcomes of the process. This behaviour seems to be automatic during their in-class speech and according to Qing (2010), it is inevitable. Code-switched necessarily serves some basic functions that may be beneficial in language learning environments.

## **METHODOLOGY**

The method used in this study was descriptive qualitative design. It was carried out to obtain the description of code switching that is used by a lecturer and nursing students in Sultan Agung University in English class. The subjects of this research were an English lecturer and 30 nursing students in Sultan Agung University. The source of data was taken from the observation of the teaching and learning activity in English class.

## **FINDINGS AND DISCUSSIONS**

The topic which is presented by the lecturer is about patient's admission. The explanation about patient's admission is has explained by the lecturer in the previous meeting, in this meeting the lecturer just explain briefly and ask the students to do a speaking activity by doing conversational activity about patient's admission between nurse and patient. Some code changes

are made by the professor and students in this teaching and learning activity. In 1962, the researchers applied the structure of Hymes to investigate the use of code switching in schools with verbal, simple, metalinguistic, literary and referential features.

According to Hymes (1962), the functions for the teacher's code switching are five basic functions. The writer examined the teacher's teaching on the basis of Hymes' framework in the following course.

### 1. Expressive Functions

The lecturer used code switching to express the emotions. Indonesian words are often inserted to express the true feelings.

- Lecturer : *Saya agak kecewa tadi*, I gave you assignment in the previous meeting, right?

This code switching was done by the lecturer to express his disappointment to the students, because the students did not finish their assignment yet.

### 2. Directive Functions

Generally speaking, this function is used in a situation where a speaker wants to direct someone. This function can get the listeners' attention.

- Lecturer : I need two chair, can you help me?  
.....The students help him to take two chair.....  
Lecturer : *Taruh kursinya hadap-hadapan.*
- Lecturer : Time is up, *oke waktunya sudah habis ya.*
- Lecturer : Make it simple, *di buat simple aja ya*

Those codes switching above were done by the lecturer to express his direction to his students and to get their attention.

### 3. Metalinguistic Functions

It includes the definition of terms, paraphrasing others' words, and some metaphors.

- Lecturer : Foot and Leg, *foot itu dari ujung jari sampai mata kaki, kalau leg dari bawah sampai ke atas sini.*
  
- Lecturer : How do you feel that, *bagaimana kamu merasakannya, apakah sedang sakit banget, atau sakit sekali.*

Those code switching above were done by the lecturer to express his further explanation, and to make the students understand about the words that is uttered by the lecturer

### 4. Referential Functions

The referential function has the following categories according to Chen's (2003) explanations. The first is terms which in other languages are not readily available. The second is the word missing in other languages in words that are semantically relevant. The third is those words that speakers of their mother tongue are more familiar with than in English.

- Lecturer : Come in please, *ndak papa.*
  
- Lecturer : That's right, but *lha kepiye?*

Those code switching above were done by the lecturer to express the terms that is familiar in Javanese but every single one know the meaning definitely.

## CONCLUSION

From the study above, the work showed that the instructor also uses the code to instruct students, illustrate abstract ideas and clarify complicated terms. From the point of view of the teacher, the teacher uses a wide range of code switches to make it understand what the teacher taught. Here, the teacher uses the code switching of the direct functions to control his students to ensure that students can understand the instructions and then follow the class schedule.

Moreover, the teacher used the code change to express the meaning and complex concepts of the new vocabulary, including grammar and some explanations. As a teacher students can learn with this function and then may not be confused easily What they must learn.

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