

## **Code-switching Habits in Group Discussions by Students of English as Foreign Language**

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### **Abstract**

This study investigated the habit of code-switching by EFL students at Bulukumba Senior High School in English Group Discussion. It focused on exploring types of code-switching used by EFL students in English Group Discussion, and the dominant type of code-switching used by EFL students in English Group Discussion. The researchers applied mixed-method, which was a combination of qualitative and quantitative. This study took one class of EFL students as the research subject. The data was gathered through classroom recording by using a video recorder, interview, and field notes. The data analysis showed that students used five code-switching types, namely situational code-switching, metaphorical code-switching, intra-sentential code-switching, inter-sentential code-switching, and tag switching. The dominant type used by EFL students in English Group Discussion was inter-sentential in situational code-switching. In addition, the dominant type occurred in metaphorical code-switching was intra-sentential. The research result indicated that students used code-switching because it was needed in the classroom interaction like English Group Discussion.

### **Keywords**

code-switching, group discussions, metaphorical, situational

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## **INTRODUCTION**

One of the most popular languages used and learned by most people in the world is English because it is an international language uttered by people all over the world. It becomes a necessity for all people. The existence of English becomes essential to be known and learned. It is used not only to communicate but also to share some knowledge about technology, politics, social life, culture system, etc. For this reason, learning English is very important especially in all countries.

Besides English as a foreign language, there is, of course, a national language in every country and local languages for its provinces. For example, Indonesia has the Indonesian language; South Sulawesi province has the Buginese style. The existence of national, local languages, and foreign languages in Indonesia makes most Indonesians bilingual and multilingual. Due to this fact, many Indonesians are capable of switching one language to another language. It is commonly found an utterance beginning with one language, but in the middle, it changes into another one. As an effect of this, it seems that there is such a fixed sentence pattern of the language used.

The phenomenon above is called code-switching in sociolinguistics. Therefore, the event of code-switching happens not only between local languages and Indonesia but also among local languages, Indonesia, and English. This code-switching had been investigated in different context of life (Halim & Maros, 2014). In some previous studies, it was not only known as linguistics phenomena but also code-switching was used as a strategy in doing communication in a multilingual or bilingual area (Sumarsih, Siregar, Bahri, & Sanjaya, 2014). Code-switching does not only occur in daily life situations, but it also occurs in the classroom during the process of teaching and learning (Simasiku (2016); Ansar (2017); Novianty and Haristiani (2020); Sahib, Ukka, Nawing, and Sari (2020)).

In the English classroom, the teachers and students usually use English in the teaching and learning process, and sometimes switch to Indonesia. But one of the problems faced in the school is unsupported circumstances. The students still feel difficulties in learning English because it is not used in their daily life. Many learners still feel strange when using it. Many strategies can be used by students and teachers to minimize this problems; one of them is using code-switching in their classroom. Code-switching means the students switch their language during the teaching and learning process, whether from Indonesia to English or from English to Indonesia. It is supported by Doiz and Elizari (2013) and Sahib (2019) who explained in their research that translanguaging is a new term of code-switching that explored the use of more than one language becomes a pedagogic strategy by the teacher and students in the classroom.

Students always use code-switching unconsciously. This case means that the students are not still aware of the function and outcomes of the code-switching process. Therefore, in some cases, it may be regarded as an automatic and unconscious behavior, as stated by Gardner-Chloros (2010) that people who live in bilingual communities are generally aware of the existence of code-switching. In fact, they sometimes switch their level of awareness of their code-switching behavior. It seems to lag far behind their

practice when recording the code that changes conversations to the subject involved. Studies that were conducted by Limberg (2015) and Kholiq (2017) summarized that using code-switching in teaching is not considered as a sign of defect in the teacher or students. Instead, it is a careful strategy used by the teacher or students and is allowed whenever necessary, with some learners' specific situations.

At last, through this study of code-switching, the researchers explained more about types of code-switching, and the dominant type of code-switching used by EFL student in English Group Discussion. The result of this study hopefully becomes one of references for teachers and students in using languages in the teaching and learning process. Furthermore, this study will give information to the students about the benefits of code-switching during the teaching and learning process.

## **LITERATURE REVIEW**

### **Code-switching**

A person who is able to speak one language is called monolingual. However, in modern society today, people will be considered unsociable if he/she is unable to communicate with others in different languages. As a result, people today tend to learn two or more languages to speak appropriately. A person who is able to speak two varieties of languages is called bilingual and multilingual for the one who masters more than two varieties of languages. In order to do the code-switching, a person needs to be bilingual or multilingual (Holmes, 2001).

Some of the definitions of code-switching had been introduced by experts. Crystal (1987) argues that code-switching is the process of communication in which people speak more than one language with native or Near-native fluency. In line with that, Hudson (1996) states that code-switching is a condition in which a single speaker uses different varieties at different times. Another opinion proposed by McKay (1996) that code-switching interns of a theory of rights and obligations and members of a multilingual speech community are aware of the range of codes that would be appropriate for the particular type of conventionalized exchange. They assign meanings to choices based on such expectations. In addition, Spolsky (1998) code-switching is changing from a language to another language in the mid of an utterance.

### **Situational code-switching**

Blom (1972) argued in situational code-switching, a speaker switches languages according to the change of the situation in which conversant find themselves, for example: when a new participant enters the scene or to a change in the setting. Besides that, Holmes (2001) pointed out that situational code-switching is a condition when people switch from one code to another code for reasons. One may speak English in the classroom, switch to Indonesia when her husband calls her, and she then turns to English to continue teaching.

### **Metaphorical code-switching**

Metaphorical code-switching is another kind of code-switching. Metaphorical code-switching is a powerful mechanism for signaling social attitudes and claiming

group membership or solidarity (Spolsky, 1998). Saville-Troike (1990) stated that metaphorical code-switching occurred within a single situation. In metaphorical code-switching, speakers switch language to achieve a special communicative effect. Lee McKay and Hornberger (1996) also stated that metaphorical code-switching has a stylistic or textual function, for example: to signal a quotation, to mark emphasis, to indicate the punch line of a joke, and to signal a change in tone from the serious to the comic. Metaphorical code-switching occurs when a replacement for a topic requires a difference in the language used.

In the process of switching the code from one language into another language, it can deny that there will be full switching and part switching. Furthermore, Saville-Troike (1990) introduced intra-sentential (part switching) and intersentential (full switching). Intrasentential switching is a change that occurs within a single sentence, while intersentential switching is the changing of codes between sentences. This study also bases its categorization of code-switching types or models: intra-sentential switching, inter-sentential switching, and tag-switching, which is also called extra sentential switching (Saville-Troike, 1985). Each type of code-switching will describe in the following section.

### **Inter-sentential switching**

This kind of code-switching occurs between clause or sentence boundary, where each clause or sentence is in one language or other, as when an adult Spanish-English bilingual says: '*Tenizapatos blancos, un poco*, they were off-white, you know' (Hoffman, 1991).

Here is an example of intersentential switching done by Manohara (a model) gotten from Conscience (2009):

M: *Itu semua benar*. I got physically abused, mentally abused, sexually abused, and sexually raped. *Itu semua memang benar*.

(M: It is true. I got physically abused, mentally abused, sexually abused, and sexually raped. All of that is true.)

It is also an example of inter-sentential switching because Manohara inserted full switching in the English language, 'I got physically abused, mentally abused, sexually abused and sexually raped.'

### **Intra-sentential switching**

Intra-sentential switching is a type of code-switching that occurs within a clause or sentence boundary. It occurs in the middle of a sentence. An example of intra-sentential code-switching: "You *harus tahu bahwa pendidikan* very important for our live."

### **Tag switching**

Tag switching is an insertion of a tag in one language into an utterance which is entirely in another language (DiCerbo, Anstrom, Baker, & Rivera, 2014). This switch can be inserted anywhere, which does not have too many syntactic limits. In Spanish-English switching, one could say, "*Éles de México y así los criaron ellos*, you know." ("He's from Mexico, and they raise them like that, you know.")

## **RESEARCH METHOD**

The researchers used mixed-method. Mixed-method research design combines quantitative and qualitative approaches by mixing quantitative and qualitative data in a single study (Gay, Mills, & Airasian, 2006). The type of mixed method that the researcher used in this study was the Qual-quant model, which is also known as the exploratory mixed methods design. The qualitative data is collected first and is more heavily weighted than the quantitative data. The validity of the qualitative results can be enhanced by quantitative results obtained from the second phase. In this study, the qualitative used to describe what kinds of code-switching used by the students in the English classroom during the teaching and learning process. At the same time, the quantitative data is used to support the dominant type of code-switching used by students in English Group Discussion.

The participants of this study were purposefully selected. A class consisting of 39 students was taken as the subject. They are the second degree students at a senior high school in Bulukumba Regency. The data was obtained by video recording, interviewing, and field notes. The researchers used video recordings to record the process of classroom observation during two meetings and to record the operation of the interview some students.

This study primarily uses qual-quant mode to analyze the data. Initially, the data were transcribed and selected based on the purposes of this study. Then, the data were interpreted and analyzed in the forms of extracts. In the excerpts, relevant data identified and discussed. Secondly, in the analysis of quantitative data, the researchers analyzed the transcript to obtain accurate results about kinds of code-switching (situational, metaphorical, intrasentential, intersentential, and mostly tag switching) used by students. Then, the researchers analyzed the dominant type of code-switching from the utterance in the table. The dominant type of code-switching is shown in the table by percentage. The percentage got by using a formula introduced by Sudjana (1999):

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

Note:

P = percentage

F = the frequency of words

N = total of words

## **FINDINGS AND DISCUSSION**

### **1. Types of code-switching**

There are three types of code-switching used by students in English Group Discussion, as follows: intra-sentential, inter-sentential, and tag switching. Each type is described based on situational and metaphorical code-switching.

a. Situational code switching

In this study, the researchers found some types used by students in situational code-switching. The data of 39 students was divided into 6 groups. The researchers found ten examples of code-switching from three types based on situational. The researchers described the kinds of code-switching in situational using percentage, as shown in the table below.

**Table 1. The Percentage of Situational Code-switching**

Group	Inter-sentential		Intra-sentential		Tag Switching	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
I	1	14%	1	50%	-	-
II	1	14%	-	-	-	-
III	-	-	1	50%	1	100%
IV	1	14%	-	-	-	-
V	2	29%	-	-	-	-
VI	2	29%	-	-	-	-
Total	7	100%	2	100%	1	100%

Table 1 shows some types used by students in a situational viewpoint. There are intersentential with seven utterances, intra-sentential with two utterances, and tag switching with one utterance. There are ten utterances divided into three types. They are intersentential, intra-sentential, and tag switching used by students based on situational.

Here is the example of situational code-switching types used by students from some groups.

(1) Inter-sentential code-switching

In this case, As is a member of Group-IV. She asked about the best facilities in their hotel. The data is presented below.

Extract 1

---

As : And about the facilities, *apa yang ada di hotel anda? Apa yang bisa dibanggakan di hotel anda?*  
(And about the facilities, what is in your hotel? What makes me proud of your hotel?)

---

The extract above shows that a student asked about facilities that a hotel in smart city has. She switched her code to Indonesia because of the condition. When she asked the question, she will make clear the meaning of her issue with changing her language into full Indonesia. It made there was a change of condition when she switched her code.

(2) Intra-sentential code-switching

In the situational code-switching, there is also intra-sentential code-switching. This type is another example of situational code-switching that found in the data used by students in English group discussion.

Sy as the leader of Group-III in English Group Discussion is talking about the advantages of her hotel to the audience. And the audience is a member of another group that become the audience in the group-III's presentation.

Extract 2

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Sy : Ok, in the hotel, have *a keunggulan yang* superb. [Laughing] (1)

A : Advantage (2)

Sy : *Apa Kak?* (3)

A : *Keunggulan* is the advantage (4)

Sy : Ok, the hotel has an amazing advantage [Laughing]

A : Advantage

Sy : What's brother?

A : *Keunggulan* is the advantage

---

From the extract above, the student (Sy) talked about the advantages of their hotel from the infrastructure side. It is a type of situational code-switching because the student switched English into Indonesian in a single conversation. First, in line 1, the students switched English into Indonesia. And then, in line 2, the audience helped by giving the English of *keunggulan* word. Then, in line 3, the student directly asked back to the audience with the Indonesia language "*Apa Kak?*" (What's Brother?). In line 4, the audience answered by Indonesia and switched to English.

(3) Tag switching

A student (Sy) as a member of Group-III has made sure about the meaning of peace.

Extract 3

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Sy : Ok, because of peace, *damai toh?* Peace and calm.

(Ok, because peace, *damai*, right? Peace and calm.)

---

The extract above shows a case of tag switching. The student switched her code from English into Indonesia and then using tag "*toh.*" (*toh* means right).

b. Metaphorical code-switching

In metaphorical, the researchers found some types used by students. From data of 39 students divided into six groups, the researchers found 26 examples of code-switching from three types based on metaphorical. The researchers described the types of code-switching in metaphorical using percentage as shown in the table below.

**Table 2. The Percentage of Metaphorical Code-switching**

Group	Inter-sentential		Intra-sentential		Tag Switching	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
I	6	66.66 %	11	73.33%	2	100%
II	1	11,11 %	-	-	-	-
III	-	-	2	13.33%	-	-
IV	1	11.11%	-	-	-	-
V	-	-	1	6.66%	-	-
VI	1	11.11%	1	6.66%	-	-
Total	9	100%	15	100%	2	100%

The table 2 shows some types used by students in a metaphorical viewpoint. The intersentential was nine utterances, intra-sentential was 15 utterances, and tag switching was two utterances. There are 26 utterances divided into three types. They are Inter-sentential, intra-sentential, and tag switching used by students based on metaphorical.

Here is the example of types in metaphorical code-switching used by students from some groups below.

(1) Inter-sentential code-switching

Student (St) is a member of Group I. She was talking about her expectation for her country in the future.

Extract 4

St : Because we want, this is my country, this my dream city. And I want my dream city, *bagaikan negara impian. Ada Lagi?*  
 (Because we want, this country, this dream city. And I want my dream city. It seems like a utopian country. What else?)

The extract shows the inter-sentential switching based on metaphorical and it occurs in the second sentence. The first full English language and then in the second sentence switched from English into Indonesia.

(2) Intra-sentential code-switching

The following extract shows a student (Sy) talking about the national language used in Islamic city.

Extract 5

St : In the country, have a national language, *umm....*Indonesian and English. Ok, my friends, *emm...* my country have a road position *ee...luas sekali-luas sekali. Oo...OK.* In my country, has a road position unlimited  
 (In the country, have a national language emm Indonesian and English. Ok, my friends emm.. my country have a road position ee broadest. Oo Ok in my country has a road position unlimited)

The student switches English into Indonesia in the mid of his utterance to talk about a particular topic. She changes into Indonesia “*luas sekali-luas sekali*” (“Broadest”).

(3) Tag Switching

SP is a member of Group I. She was made sure that it is the only map. The translation presented in brackets.

Extract 6

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SP : Yes, this is *kan cuma peta?*  
(Yes, this is only a map, right?)

---

The above extract shows tag switching. The student (SP) switches her code from English into Indonesia and the using tag “*kan*” (right?).

**2. The frequency of code-switching occurrences**

The data was taken from both the frequency table of students’ comments from 6 groups. Thus, the results aim to find the dominant type of code-switching that occurred in English Group Discussion. The table shows the kind of code-switching would be the most frequent or dominant type.

**Table 3. The Occurrences of Code-switching Types**

Types	Situational		Metaphorical	
	Frequency	Percentage	Frequency	Percentage
<b>Inter-sentential</b>	7	70%	9	34.62%
<b>Intra-sentential</b>	2	20%	15	57.69%
<b>Tag Switching</b>	1	10%	2	7.69%
<b>TOTAL</b>	10	100%	26	100%

It can be seen in table 3 that types of code-switching occurred in situational was ten utterances and metaphorical was 26 utterances. The inter-sentential switching (70%) seemed to be the most frequent type of code-switching that occurred in situational switching in the English Group Discussion. The next type was intra-sentential switching (57.69%) seemed to be the most frequent type of code-switching that occurred in metaphorical switching in the group discussion. It shows that many members of the group and participants or students appeared to use inter-sentential switching because of situational, and used intrasentential switching because of metaphorical.

In the group discussions, students used all of the code-switching types. They switched languages for many kinds. And they also applied code-switching based on situational changes and topic/metaphorical changed. Based on the findings above, there are seven utterances of inter-sentential that are produced by students based on situational during English Group Discussion. They prefer to use one full language in a sentence then switch to another language in the next sentence.

It occurred accompanied by a change of situation. In the situational code-switching, the speaker switches languages according to the change of the situation. The EFL students also switched their language from English to Indonesia because of the condition of students when asked the question. They have to use code-switching to make clear the meaning of their question. The situational code-switching is a condition when people switch from one code to another code for reasons which can identify.

In the teaching and learning process through English Group Discussions, the types of code-switching also occurred based on metaphorical switching. Different types occurred in metaphorical by EFL students. They prefer the used type of intra-sentential switching during English Group Discussion. Based on the findings above, 15 utterances of intra-sentential are produced by students based on metaphorical. This study showed the different result of the type of code-switching that used by students. The students prefer to use more than one language in one sentence.

The metaphorical code-switching has a stylistic or textual function, for example: to signal a quotation, to mark emphasis, to indicate the punch line of a joke, and to signal a change in tone from the serious to the comic. Metaphorical code-switching occurs when a replacement for a topic requires a difference in the language used. So, it can conclude, the dominant types of code-switching used by students based on situational was intersentential switching. Then the dominant types of code-switching used by students based on metaphorical were intersentential switching.

The current study is different from a previous study conducted by (Nurmalia & Wigati Purwaningrum, 2019), which the most used type is tag-switching. It shows that switching done by the character of the movie. Their study explored the type of code-switching used in 50 first date movie. In contrary, this current study focuses on the code-switching used by EFL students in English Group Discussions.

Code-switching has a significant contribution to the EFL teaching and learning process. This case has been proven from various research results on code-switching in English classrooms. Code-switching remains a significant issue to research. Even now, there are different terms used by some bilingual education experts, namely translanguaging. The two terms code-switching and translanguaging are the same, referring to using the students' first language to help the students' learning the second language in the classroom.

## **CONCLUSION**

The current study explores the code-switching used by students at a senior high school in Bulukumba Regency, South Sulawesi Province, during an English Group Discussion. Based on the description discussed in this study, the researchers found some code-switching types. Those are intra-sentential, inter-sentential, and tag switching, that occurred in both situational and metaphorical used by EFL students in English Group Discussion. From the all of code-switching types used by the students, the dominant type in situational switching is inter-sentential. Furthermore, the dominant type that occurred in metaphorical is intra-sentential.

In the light of the study results and the limitations mentioned above, future studies could consider the following suggestions. Firstly, it may be worthwhile to investigate the teacher's code-switching based on situational and metaphorical. Secondly, it is practical to conduct, and it will be beneficial for the teacher and students, especially the institution or school where the researcher work. The last, explicitly investigating the benefit of teachers' code-switching in helping learners achieve all of the EFL learning aims in class can be very important.

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