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An Examination of Code-Switching in FEC Classes

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Abstract

This research analyzes the code-switching used by the tutor, Siti Murtasia, in an FEC (English course) class from a sociolinguistic perspective. The study aims to identify both the types and functions of the tutor's code-switching, as well as to explore the reasons behind her use of code-switching.A qualitative approach is used for data analysis. Myers-Scotton's (2006) framework for identifying code-switching types is applied to classify the instances of code-switching in the tutor's speech. Additionally, Flyman-Mattson and Burenhult's (1999) theory of code-switching functions is employed to explain the motivations behind the tutor's code-switching. The data analysis follows Spradley's method, including domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis.The results show that there are 68 instances of code-switching, divided into two types: inter-sentential switching, which is the most common with 40 occurrences, and intra-sentential switching with 28 instances. Furthermore, five functions of code-switching are identified, with the most prominent being the topic switch function (23 instances), followed by affective functions (19), repetitive functions (16), and socializing functions (10). Notably, the absence of the linguistic insecurity function suggests that this factor did not play a role in the observed code-switching. Overall, the tutor's speech in the FEC class frequently involves inter-sentential switching, with topic switching being the primary function in her interactions with students.

Keyword : Code-switching, Function, FEC, Types

Introduction

In today's modern world, with fast-growing technology, knowing English is important to keep up. This means learning English is a must. Now, people can learn it on their own through social media or with help from teachers, either in school or through private lessons.

Switching between two or more languages or dialects is common in many bilingual communities and is called code-switching. This happens when people who speak more than one language switch between them during a conversation or even in a single sentence. It affects almost everyone who uses more than one language or dialect to some extent (Chloros-Gardner, 2009).

In today's competitive job market, candidates with strong foreign language skills, especially in English, are highly valued. Proficiency in English offers a significant advantage during personal evaluations. As the world becomes more globalized, the demand for English language skills continues to grow, driving the rise of institutions focused on teaching it. These institutions aim to help students develop effective communication skills, both in speaking and writing, tailored to their specific needs. One example is the Favorite Education Centre (FEC), which specializes in English instruction.

FEC is an English course based in Situbondo with several impressive achievements. For example, Althario Ihsan won the Provincial English Olympiad at the elementary level, and Nur Dini Dea Syamilah took first place in the district TOPAZ English competition as a second grader. To support these successes, FEC tutors use a range of teaching methods, including code-switching. This approach is used mainly because most of the students are elementary school-aged. Tutors also switch between languages when explaining materials with specific terms to help students understand the content more easily.

The study of code-switching has been a research topic for a long time, with various studies looking at different subjects and theories. One early study by Cahyani, Utami, and Ardiantari (2022) titled "The Use of Code-Switching Found in Podcast Ruang Sandi by Sandiaga and Cinta Laura" analyzed the types and reasons for code-switching in that podcast. Another study by Sahrawi and Anita (2019), called "Analisis Penggunaan Code Switching," focused on the types of code-switching used by students during academic presentations. A third study by Mutmainnah (2022), titled "Types and Factors of Code-Switching in Deddy Corbuzier's Podcast," looked at the types of code-switching and the factors that influence it in a conversation between Deddy Corbuzier and Agnes Monica on YouTube. These studies showed some gaps: Cahyani, Utami, and Ardiantari focused on types and reasons for code-switching, Sahrawi and Anita concentrated on types only, and Mutmainnah explored both types and influencing factors.

The researcher noticed that many previous studies focused on code-switching in podcasts, while this one looks at how it happens in classrooms. Instead of just exploring the reasons and methods behind code-switching, this

research emphasizes identifying the different types of code-switching and their specific functions.

Review of Literature

Myers-Scotton (2006) explains that when people mix two languages in one sentence, each language can affect different parts of the structure. In classic code-switching, though, only the grammar of one language controls how the sentence is put together. This means that while words from both languages might be used, the overall grammar comes from just one. In genuine code-switching, you use words or phrases from one language while following the grammar rules of another. The "Morphosyntactic Frame" includes all the grammatical elements needed to create a correct sentence, like word order and endings (Myers-Scotton, 2006).

In bilingual and multilingual societies, it's common for people to use multiple languages. Those who speak more than one language often choose which language to use when they communicate. They may also switch between languages during conversations, usually for a short time. This is called code-switching, as noted by Wardhaugh in Mutmainnah (2022).

Code-switching involves switching between two or more languages or dialects during a conversation or discourse. This linguistic practice can happen at different levels of language structure and fulfills various communicative purposes. There are mainly two types of code-switching.

1. Inter-sentential switching

    This type of code-switching occurs at the boundary between sentences, where each sentence is fully formed and understandable in one language before switching to another for the following sentence. For example:

    "I need to buy some groceries. Nataka kununua mboga" (English-Swahili).

2. Intra-Clause switching

    This type of code-switching occurs within a single sentence, often between clauses. It is more intricate as it combines elements from different languages within the same grammatical framework. For example:

    "Estoy feliz because I passed the exam." (Spanish-English).

    In both forms of code-switching, speakers smoothly transition between languages depending on the context, conversation, or sociolinguistic influences. In

this chapter, instances of code-switching will be emphasized in bold to make them easily recognizable (Myers-Scotton, 2006).

Flyman-Mattsson and Burenhult (1999) identify five functions of code-switching, which include: linguistic insecurity, topic switch, affective functions, socializing functions, and repetitive functions.

1. Linguistic Insecurity

   In everyday conversations, both bilingual and monolingual people may switch between languages when they're unsure about their language skills. Bilingual speakers often use different languages in specific situations, with some words more common in one language. Teachers, however, approach language differently. Since they teach a foreign language, it's important for them to avoid words that might lead to switching languages, as this could make students feel less confident. To handle this, teachers might steer clear of unfamiliar words or change how they structure their sentences. This view comes from not finding clear examples of linguistic insecurity among the teachers in this study.

2. Topic Switch

   Code-switching when changing topics is common in the classroom. Typically, grammar lessons are taught in the students' native language, even if the teacher speaks a different one. Most discussions happen in the target language, likely because students may struggle to understand the terms needed for grammar lessons. Teachers often think it's important to use the students' first language to explain the rules of the foreign language. Our findings support this, as teachers often switch languages within a sentence when discussing grammar concepts.

3. Affective Functions

   People who speak both a standard language and a more informal dialect often switch between them to express emotions. Those who speak only one language usually stick to that language for expressing feelings. It makes sense that teachers use their native language to express emotions in the classroom, as it helps highlight their message and reinforce what they expect from students.

4

4. Socializing Functions

Socializing functions, which are similar to affective functions, happen when a speaker uses the listener's native language to show friendliness and support. This often occurs with people who are less proficient in a second language. In our classroom data, we noticed that teachers switched languages to create a friendly connection with their students.

5. Repetitive Functions

As mentioned earlier, one of the main reasons teachers switch to the students' first language is to ensure understanding. While they could do this without using the target language, code-switching is more commonly used to repeat sentences that were just spoken.

Methodology

The data for this research comes from Siti Murtasia, a tutor at FEC (English Course). Her instructional activities, interactions, and communications with students provide the primary context for data collection. The research specifically examines her utterances that involve instances of code-switching. To ensure a thorough and accurate analysis, the data collection process is methodically structured into several key steps:

First, a video is recorded during the tutor's classes to capture their teaching and interactions with students. This video is the main source of data for later analysis. Next, the video is watched several times to closely examine the tutor's speech, making sure no instances of code-switching are missed. Finally, the focus is on identifying specific moments when the tutor switches languages, helping to understand how and when this happens. This step-by-step process aims to provide a clear picture of code-switching in the tutor's teaching.

The researcher used Spradley's (1980) model from *Participant Observation* to analyze the data. This model has four main steps: domain analysis, taxonomic analysis, componential analysis, and cultural theme analysis. By following these steps, the researcher wanted to better understand how code-switching was used in conversations in the FEC Class.

Findings and Discussion

Findings

Datum 1 (03-56)

"What is the example of this situation, contohnya dimana?"

This illustrates intra-clause switching, where code-switching occurs within a single sentence, particularly between clauses. In this instance, the switch happens between English and Indonesian:

- "What is the example of this situation" (English)

- "contohnya dimana" (Indonesian)

The transition within the same sentence integrates elements from both languages within a single clause.

Datum 5 : (10.41)

"lanjut aja yuk, are you excited?"

This demonstrates inter-sentential switching, where code-switching occurs between segments of Indonesian and English, with each segment representing a complete thought in its own language.

Datum 9 (30.33)

"okay, happy itu kan selalu berpasangan dengan sad, let's talk about sad!"

The code-switching in this sentence serves a Topic Switch function. The speaker begins in Indonesian to talk about the connection between happiness and sadness ("happy itu kan selalu berpasangan dengan sad") and then shifts to English to transition to a specific topic ("let's talk about sad"). This switch signals a shift in focus, allowing for a more detailed exploration or discussion of the concept of sadness.

Datum 3 : (05.03)

"coba miss pengen challange Fardan bilang kalimat ini dalam nada marah, 'I angry ate you''

The code-switching in this instance serves an Affective Function. The speaker starts in Indonesian to introduce a challenge or instruction and then switches to

English to express a strong emotional statement with an angry tone. This language switch highlights the emotional intensity of the English phrase, demonstrating how changing languages can enhance or modify the emotional effect of a message.

Datum 5 : (10.41)

"lanjut aja yuk, are you excited?"

The code-switching in this instance serves a Socializing Function. The speaker begins in Indonesian to invite or encourage further participation ("lanjut aja yuk!") and then switches to English to inquire about excitement ("are you excited?"). This switch fosters a friendly and engaging atmosphere, aiming to connect with the listener on a more personal level and ensuring shared enthusiasm or involvement in the conversation.

Datum 6(13-21)

"apalagi perasaan yang dirasakan manusia! do you is remember?"

The code-switching in this sentence serves a Repetitive Function. The speaker starts in Indonesian to inquire about human emotions and then switches to English with a question, likely to reinforce or clarify the earlier point. Using both languages helps ensure the listener comprehends the question, especially if they might not fully understand the Indonesian part.

Code Switching Type	Frequency	F1	F2	F3	F4	F5	Total
T1	28	0	6	11	6	9	32
T2	40	0	17	9	5	7	38
Total	68	0	23	19	10	16	70

Notes :
T1 = Intra-Clause Switching   F4 = Socializing Functions
T2 = Inter-Sentential Switching   F5 = Repetitive Functions
F1 = Linguistic Insecurity
F2 = Topic Switch
F3 = Affective Functions

7

Discussion

Type Intra Clause Switching (T1) comprises about 45.71% of total code-switching instances, while Type Inter Sentential Switching (T2) makes up roughly 54.29%, indicating a slight preference for T2. Function Topic Switch (F2) is the most common, with 23 occurrences (32.86%), followed by Function Affectif Functions (F3) at 19 occurrences (27.14%). Function Repetitive Functions (F5) appears 16 times (22.86%), and Function Socializing Functions (F4) is noted 10 times (14.29%). Function Linguistic Insecurity (F1) is absent, suggesting it doesn't influence the code-switching behavior.

In summary, T1 and T2 display different functions of code-switching, with F3 being the most frequent in T1 and F2 in T2. The absence of F1 in both types indicates it is not relevant to the observed behavior. This analysis emphasizes the diverse reasons and frequencies for code-switching across contexts.

In conclusion, inter-sentential switching is often preferred because it provides clearer context for new concepts and helps students understand complex ideas by relating them to a familiar language. Although topic switch is the most common form of code-switching, inter-sentential switching adds variety and engagement to the learning experience.

This study builds on Cahyani (2022) by emphasizing the functional aspects of code-switching in communication. While Cahyani highlights the role of code-switching in meeting linguistic needs and clarifying messages within various contexts, this study focuses more on how switches are used specifically to fill linguistic gaps and enhance clarity. In contrast to the balanced and diverse application of code-switching observed in the Ruang Sandi Podcast, which employs multiple types and reasons simultaneously, this research underscores a more targeted, function-oriented approach. Together, these studies illustrate the complexity and adaptability of code-switching in different communicative settings, enriching our understanding of its role in effective communication.

Additionally, Sahrawi (2019) provides further insight into code-switching in academic presentations, showing that code-switching is employed for clarification and emphasis. While Sahrawi's study offers a broader overview of code-switching

across various types, the FEC class study offers a more detailed analysis of the specific types and functions of code-switching.

The study by Mutmainnah's (2022) study on code-switching in the Daddy Courbuzier Podcast complements the findings of the FEC class analysis. Both studies show a high frequency of F2 and F3 functions, though they differ in distribution and prominence. The FEC class demonstrates a wider range of functions, while F2 emerges as the most dominant in the podcast. Notably, F1 is absent in both contexts, suggesting its minimal role in the observed code-switching behaviors.

This research closely mirrors previous findings on code-switching. Cahyani (2022) identified inter-sentential switching as the most common type, comprising 46% of the data, largely due to the fluency of Sandiaga Uno and Cinta Laura in both Indonesian and English. This study similarly recorded inter-sentential switching at 54.29%, emphasizing its effectiveness in classroom settings like FEC (English Course). Sahrawi (2019) also found inter-sentential switching to be predominant, with 48 instances out of 103 data points. In contrast, another study identified three types of code-switching but lacked specific data points; this research found only two types: Intra-Sentential and Inter-Sentential Switching.

A key similarity between this research and previous studies is the frequent use of inter-sentential switching. This type of switching helps speakers emphasize points and provide relevant context for bilingual or multilingual audiences, making communication more effective. In informal settings like podcasts, it creates a relaxed atmosphere. Tutors often employ this strategy by switching languages to help students understand complex concepts, ensuring clarity after discussing topics in a foreign language. In English lessons, code-switching highlights language differences and similarities, aiding vocabulary expansion and comprehension of the new language's structure.

The most common function of code-switching identified in the data is Topic Switch, which allows speakers to transition between topics quickly and clearly. By switching to a more suitable language, they can present ideas in a way that is easier for the audience to understand. In podcasts, this technique helps engage diverse listeners and broaden the audience reach. Tutors also use code-switching

to clarify difficult concepts in a language that students are comfortable with, enhancing communication and comprehension in the classroom, ultimately improving student engagement.

Conclusions and suggestions

Conclusions

In conclusion, this study shows that code-switching functions differ between Intra-Clausal and Inter-Sentential Switching. While both types use various functions, their reasons and frequencies of use vary. Topic Switch and Affective Functions are the main motivations for code-switching, with Topic Switch being most prevalent in Inter-Sentential Switching, while Affective Functions are more common in Intra-Clausal Switching. The absence of Linguistic Insecurity indicates that not all functions are relevant in every context. Overall, the findings highlight that code-switching is a complex behavior shaped by speakers' goals, social settings, and conversational needs.

This research shows that tutor Siti Murtasia frequently uses inter-sentential code-switching to explain complex concepts in two languages, accommodating students who may be more comfortable in one language. This technique enhances student engagement, clarifies instructions, and bridges the language gap, allowing for better comprehension of the lesson material.

The most common code-switching function she employs is Topic Switch, which helps her transition smoothly between topics. This function allows her to adjust the language based on the context, making it easier for students to grasp complex material while maintaining their attention and engagement, even as topics and languages change.

Suggestions

To enhance the effectiveness of code-switching in teaching, several recommendations emerge from the study. First, teachers should receive training to understand the effective use of code-switching, improving classroom management and student interactions. Second, teaching materials should be designed to facilitate code-switching functions, such as "Topic Switch" for introducing new concepts and "Affective Functions" for strengthening relationships and boosting motivation.

Additionally, further research is needed to explore the absence of "Linguistic Insecurity" in this study to determine if it is irrelevant in this context or influenced by other factors. Finally, developing clear guidelines for teachers on when to use code-switching can enhance teaching practices, providing examples for employing "Topic Switch" and "Affective Functions."

Finally, future researchers should investigate the long-term effects of code-switching in the classroom. Specifically, studying how regular use of code-switching influences students' language proficiency and academic performance over time could offer valuable insights for educators and policymakers.

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