Article

Code Switching Used By English Lecturers During Teaching As Found In Padang State University

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A B S T R A C T

This research focuses on the study of the types of code switching and the reasons for lecturers to use the code switching that is based on Wardaugh's theory and supported by Gumperz. The data was collected by using field method, with several steps, namely: following the lecturer, recording techniques, field recording, and interviews. From several data were examined, it was found three types of code switching. Conversations type is a type of code switching that often appear, followed by the type of situational and metaphorical. In addition, it was found seven reasons for the use of code switching in teaching and learning, namely the influence of students who first use the Indonesian language, ignorance of the students to the lecturers' explanation , the emphasis on the previous statement, search the attention of the students because they make noise in the classroom, liquefaction the tense atmosphere with a little joke, forgetfulness some of the terms in English, and no equivalent word in English when giving an example of a lesson.

I. INTRODUCTION

Nowadays, the phenomenon of code switching is not a strange thing for Indonesian people, especially for those who live in urban area. It is caused by the progress of era and human being's life, including the language that people use. Recently, it can be seen that Indonesian people not only speak their own language, but also foreign languages such as French, Japanese, and particularly English.

It is proven when people mix or switch their language into another language such as in certain places, like: trading market, work place, business place, and even at school or campus. This phenomenon happens of some motivations. Some of them are: to express his / her feeling in order to compensate for deficiency, to express solidarity with a particular social group, and to convey his/her attitude to the listener (Crystal (1987) in Skiba, 1997: p.1).

The phenomenon of using two languages in their conversation can be defined as bilingualism and the person who involves in it is considered as bilingual. This idea is supported by Mackey in Hoffman's book

(1996:p.16), "bilingualism is considered as an alternative of using two languages by the same individual." He also confirms that anyone who has ability to use two languages in his/her conversational is called bilingual.

Related to this phenomenon, Kachru (1982: p.26) states that bilingualism can be distinguished on the basis of code switching and code mixing. Both of them are the branches of bilingualism which are often considered overlapped. It is proven by a definition proposed by Hoffman (1996: p. 112-113). He states that, "switches occurring at the lexical level within a sentence *(intra-sentential)* are referred to as 'code mixes' or 'code mixing', meanwhile, if the changes occur over phrases or sentences (*inter-sentential*), including tags and exclamations at the end of the sentence, they are called 'code-switches' or code switching'." It means that intra-sentential code switching similar with code mixing in which it occurs within a sentence.

The phenomenon of code switching mostly happens in daily conversation such as in advertisement, broadcasts, TV programs and even in teaching processes. Mostly, the phenomenon of code switching in Indonesian happens between English-Indonesia. In this case, the writer investigates the code switching phenomenon between English-Indonesian which is found in teaching process of the third year students of English Department of Padang State University.

The focus is given to the teaching process of sociolinguistics, psycholinguistics, cross cultural understanding, and history of British and American civilization. Those subjects are taken based on the observation in which there are about ten lecturers who teach in the third year students. Some of the lecturers teach two or three subjects, thus the writer only takes four lecturers who teach different subject to represent the data. In this case, the writer chooses Padang State University because this University is one of the Universities with the best accreditation in West Sumatera.

The writer also chooses English Department because in English Department the lecturers are expected to use English when they are talking to their students. Of course, the lecturers have certain motivations to do code switching during teaching. Therefore, in this research the writer investigate the types of code switching uttered by the lecturers and the motivations of using it. Actually, the importance of this study is to disclose or to investigate the lecturers' motivations to use code switching.

The focuses of this research are formulated in the following question, they are (1) what are the types of code switching phenomenon found in the teaching process of the third year students of English Department of Padang State University?; (2) what are the motivations of the lecturers to use code switching during teaching? Actually, the purposes of this research are to identify the types of code switching which are found in the teaching process of the third year students of English Department of Padang State University and also to uncover the motivations of the lecturers in using code switching during teaching.

II. RESULT

This chapter deals with the analysis of the data, which have already been collected by conducting field research in English Department of Padang State University.

Data 1

Description:
The lecturer is explaining the lesson. The situation is quite serious because most of the students pay attention to the lecturer's explanation.

Lecturer : What about novelty?

One of the students comes late.

Student : Misi Pak. Boleh Saya masuk?
Lecturer :Silahkan, *nggak apa- apa. Jangankan terlambat, tidak masuk aja boleh.*

[*Okay, please! Never mind.* You may come late and even you are allowed to miss this class.]

Other students laugh. After that, the lecturer continues the lesson by giving the next explanation.

Lecturer : Okay, Lets come to our topic. *Baharu itu adalah sesuatu yang menunjukkan sifat.*
[Renewed is something that indicates adjective. Novelty is creating a new thing]

The utterance *silahkan... nggak apa-apa. Jangankan terlambat, tidak masuk aja boleh* is uttered by the lecturer after the first statement comes from a student who comes late. The situational change is caused by the end of the lecturer's utterance. In this case, the situation change from formal to informal one. The formal situation occurs when the lecturer explains the lesson to the students and the students pay attention to the lecturer's explanation.

Meanwhile, the informal situation happens when the students laugh after the lecturer utters *jangankan terlambat, tidak masuk aja boleh* to the student who comes late. That utterance makes the students are not serious to study anymore. Besides, another posibility may happen. If the lecturer only said *silahkan... nggak apa-apa* to the student who comes late, it would not make the other students laugh. It means that, if it happened, the situation would still bbe the same that is explaining the lesson in fromal situation.

Meanwhile, the topic changes from explaining the lesson to answering the student's question. In this case, the arrival and the utterance of the student who comes late are considered as an interuption for the lecturer. In addition, the interference disturbs the lecturer's concentration in using English when explaining the lesson. Thus, suddenly the lecturer switches his language and gives a response to the student by using Indonesian language because Indonesian language is his mother tounge.

Based on the explanation above, the type of this switch is metaphorical code switching. As Wardaugh (1988, p. 106) confirms that if the switches occur when there is a topic and situational change, then it requires the change of language, it can be categorized As metaphorical code switching. In this case, the change of topic occurs from explaining the lesson to giving the answer for the student's question. Then, the situation changes from serrious to rlaxed one in which the students firstly are so serious with the lesson, then suddenly they are disturbed by the lecturer's utterances that makes them laugh.

The occurrence of Indonesian sentence *Baharu itu sesuatu yang menunjukkan sifat* is uttered by the lecturer when there is no topic and situational change. It can be seen in the situation iin which the utterances happens. The situation keeps in the same situation that is the formal one. The formal situation happens when the students are so serious with their lesson and they are paying attention to lecturer's explanation.

Meanwhile, the topic is also the same topic that is the lecturer is exxplaining the lesson to the students. In this case, this switch happens because the lecturer's consideration on the subject. He considers that this subject (psycholinguistics) is a subject which is full of the important concept that must be understood by the students. Thus, he switches his language spontaneously without being influence by any topic and situational change. Therefore, it can be said that the kind of this switch is conversational code switching. As Gumperz (1976) in Hudson's book (1980, p. 57) explains that if the swithches occur without topic and situational change, it means that this switch refers to conversational switching. In this case, the topic keeps focusing on one thing, that is the explanation of the lecturer about the lesson to the students in the classroom and the situation is still the same (formal) that is the seriousness of the students during the study.

After interviewing the lecturer, personally, the lecturer switches his language because the arrival of the late students is considers as interference for the lecturer's concentration. It means that the late student breaks up the lecturer's concentration in using English during lecturing. Thus, when the lecturer wants to answer the student's question, he directly speaks Indonesian language as his mother tongue.

Switching in the level of Indonesian sentence *Baharu itu sesuatu yang menunjukkan sifat* is personally done by the lecturer when he considers that the subject that he teaches is conceptual one. He confirms that, psycholinguistics is the subject that full of concept in which the students must understand it. He also considers that every student has different intelligence in catching the lesson that the lecturer explains. Therefore, he switches his language during lecturing in order to make the students more understand the lesson.

Data 2
Description:
> *The lecturer is giving an explanation about the fundamental language abilities in speaking. The students pay attention to his explanation. They enjoy studying with him.*

Lecturer: Okay. Let's come to adequacy. Adequacy is fair, enough. As I said before we have four fundamental language abilities in speaking.

> *Jadi, kita punya empat dasar kemampuan dalam berbahasa.*
> [therefore, we have four fundamental language abilities in speaking].
> *The students nod.*

The utterance *Jadi, kita punya empat dasar kemampuan dalam berbahasa* is uttered by the lecturer when the topic and situation at the time are still the same with the first condition. It can be seen from the setting of the utterance. The lecturer switches his language without any topic and situational change. Actually, the topic is still about the lecturer's explanation about the lesson to the students and the situation is also still formal situation because since the class begins until the lecturer switches his language, the students keep their attention to the lecturer's explanation.

The lecturer switches his language in order to repeat his previous sentence. Most of the students nod after that switch. It means, they understand after the language switched by the lecturer. Based on the case above, this switch can be categorized as conversational code switching. As Gumperz (1976) in Hudson's book (1980, p. 57) states that when there is no topic and situational change in the utterance but requiring the language change, it refers to as conversational code switching. As she explains before, in this case, the topic is still about the lecturing process and the situation also keeps infromal situation because the seriousness of the students still can be seen though the lecturer switches his language into Indonesian.

After interviewing the lecturer, the switch in the level of Indonesian sentence *jadi, kita punya empat dasar kemampuan dalam berbahasa* happens because the lecturer wants to restate the previous sentence in order do make thee previous explanation clearer. It can be proven by the students' reaction after the lecturer switches his language, the student's nod which indicates that they understand the lecturer's explanation. It means that, he expects that all of his students understand the concept of that lesson.

Data 3
Description:
> *Firstly, the situation in the classroom is in formal situation. The lecturer is explaining the lesson about psycholinguistics and the students pay attention to him. But, a few minutes later some of the students make noise and disturb the situation at the time.*

Lecturer : Once again. The problem of the Watson's theory is....

Some students make noise

Lecturer : Okay, *lihat halaman lima!* (Okay, see page five!). The problem of Watson's theory is that he does not enough in explaining the length of number.

The students re pay attention to the lecturer

The imperative sentence *oke, liat halaman lima!* is uttered by the lecturer after the situation changes from formal to informal one which is caused by the students. Formal situation can be described, when the lecturer gives explanation about Watson's theory to the students, and most of the students pay attention to him at the time. Meanwhile, a few minutes later, the situation become informal one.

It is proven by the noise was created by the students in the classroom and it gives influence to the lecturer to switch his language into Indonesian language. This switch commonly happens to get the attention from the students. In this case, though the situation at the time changes, but the topic is still about explaining the lesson taht is explaining Watson's theory. Therefore, based on the explanation above, the kind of this switch refers to situational code switching.

As Wardaugh (1988, p. 106) states that when the language changes according to the situation in which the participants find themselves it refers to as situational code switching. It means that when the lecturer and students are in formal situation (the students pay attention to the lesson) at the time and a few minutes later the lecturer finds a new situation (informal situation in which some of the students make noise during lecturing) and it requires the lecturer to change the language into Indonesian.

The occurrence of code switching in the form of Indonesian imperative sentence *okay, lihat halaman lima!* is uttered by the lecturer, when the lecturer losess the attention from the students. Personally, the lecturer switches his language into Indonesian language during lecturing when some of the students distturb the situation in the classroom. He switches his languages in order to get the full attention from his sudents. In fact, the students pay their attention to the lecturer after the switch happens.

Data 4

Description:
The lecturer and students are discussing the lesson. The lecturer gives some questions and the students should answer it. The questions are in psycholinguistics' book which most of the students keep it.

Lecturer: Number one, is it right or wrong?
Students: Wrong.
Lecturer: *Iya, nggak ada yang salah.* (Yes, there is no something wrong in that sentence). This sentence grammatically correct but the sentence is not relevant.

The Indonesian statement of the lecturer '*Iya, nggak ada yang salah* is uttered when there is no topic and situational change on that utterances. In this case, the topic before and after the lecturer switches his language is still about discussing the lesson. It is obvious that nothing changes in the topic of the discussion. The situation still in formal situation as well as the students' attitude. The still pay attention to the lecturer's explanation from the beginning till the end of the class. It is proven that the most of the students can answer the lecturer's question. Although there is no topic and situational change, it does not mean that it requires the change of language that the lecturer uses.

Based on the case above, the kind of this switch refers to as conversational code switching. As Gumperz (1976) in Hudson's book (1980, p. 57) explains that the change of language is not caused by the change of the topic and situation at the time. It means that the lecturer switches his language is not caused by the topic and situational change but it tends to his consideration toward the students' answer. As

we see that, the topic is still about the discussion of the psycholinguistics subject and the situation keeps in formal situation in which the students pay attention to the lecturer's explanation.

After interviewing the lecturer, he confirms that the reason of this switch is because the lecturer wants to emphasize the student's answer and makes the answer clearer. He makes the students know that they are smart students. By doing so, indirectly, the lecturer gives a new spirit to the student in order to answer the next question seriously.

Data 5

Description:
The lecturer gives an explanation to the students about Skinner's theory. The students keep their attention to the lesson although the switch occurs.

Lecturer: Okay, we come to Skinner's theory. Skinner may have a good theory about our habit in speaking.

Tetapi, ada beberapa hal yang Skinner tidak bisa ungkap.
[But there are several things that he can not explain]

You can see the explanation on page...

Students still pay attention to the lesson

The utterance *tetapi, ada beberapa hal yang Skinner tidak bisa ungkap* which is uttered by the lecturer still have relevant with the previous sentences. The topic is about the explanation of Skinner theory. The lecturer explains the lesson by using English and the students keep their attention to the lesson until the lecturer switches his language into indonesian. However, the switch does not influence the students' concentration. They are still serious in listened the lesson. It means that, the situation before and after the switch happens is formal one.

Although the language changes, the topic does not change because the topic is till about the explanation of Skinner's theory. Therefore, based on the case above, it can be said that the conversational code switching happens. Since Gumperz (1982) states that if the switch occurs when the topic and situation do not change, it refers to as conversational code switching. In this case, the situation before and after the lecturer switches his language is still the same in which it still occurs in the formal situation. In this case, the students keep their attention to the lecturer's explanation in which it talks about the same topic that is discussing the Skinner's theory.

The common reason that the lecturer uses to do code switching during lecturing is that he wants to make the explanation clearer thus, the student will understand the lesson. It also happens to the lecturer who teaches the psycholinguistic class. Personally, he often uses code switching especially in this case, because he wants his students to be able to catch the main point of this lesson easier without getting confused, though this class in an English class. He also considers that psycholinguistics is one of the subjects which is conceptual one, thus he should be fair to his students by switching his language from English to Indonesian language during lecturing.

(Data 6-8 is sociolinguistics subject)
Data 6
Description:
Students have presentation about every topic in sociolinguistics' book. One of the students has already presented his material in front of his friend and the lecturer. And it is time to have the discussion session.

Presenter : Okay, that's all about my presentation today. Thanks for your attention. Assalammu'alaikum Wr. Wb.

(Wa'alaikumsalam Wr.Wb.) The lecturer and the students give applause to the first presenter

Lectururer   :   Okay, any question so far*?*

Students keep silent

Lecturer: *Jadi yang tidak ngomong rugi betul, ya!*
[so for those who do not speak are the loser].

You should be more active in every presentation class. Well, no more question?

A few minutes later, some of the students raise their hand and ask question to the presenter related to the topic that he has presented.

The occurrence of Indonesian sentence *Jadi yang tidak ngomong rugi betul, ya!* is done by the lecturer when he gets an influence from the students who keep silent when the discussion session occurs. The switch of the language changes according to the change situation. The situation changes from the seriousness of the students to the silent discussion.

We can see from the dialogue above, firstly, the situation is good enough when one of the students has a presentation. Suddenly, the students keep silent when the lecturer invites them to produce a question and asks it to the presenter. Then, after the switch is uttered by the lecturer, the situation changes soon to be a situation which is full of spirit. Step by step, the students compete to produce a question and ask it to the presenter. However, the topic is still about discussing of the sociolinguistics subject. It means that, the Indonesian sentence does not require the change of topic. Therefore, this switch can be categorized as situational code switching.

As Wardaugh (1988:p. 106) confirms that situational code switching occurs when the language used by the conversant changes according to the situation. In this case, the situation changes from a class with a quite good situation to the silent class. Meanwhile, the switch occurs without requiring the change of

the topic because the topic is still about discussing the lesson (presentation).

The personal reason that the lecturer uses to switch his language during lecturing is that he wants to get the attention from the students in order to produce a question and gives it to the presenter. He considers that the Indonesian utterance can stimulate the students to be more active than keep being silent during the discussion time. In fact, most of the students give question after the utterance uttered.

Data 7

Description:
The lecturer gives an explanation about the tradition of every province. He gives an example of the old tradition in west sumatera.
Lecturer: What happens in west sumatera? It is strongly old tradition.

Seorang laki-laki setelah menikah itu punya gelar.
[After getting married a man has a title].

Thanks Meidi for your presentation

The students keep their understanding about the example given by the lecturer.

The utterance *Seorang laki-laki setelah menikah itu punya gelar* is uttered by the lecturer without getting an influence from the student or the situation at that time. In this case, the change of languages does not require the change of topic or even the situation. We can see that the situation is still in a formal one. It happens because before and after the switch occurs, the students still pay attention to the lecturer's explanation. Then, the topic at the time is still the same. The topic is still about the discussing the example of West Sumatera's tradition. It means that whether the switch happens or not the situation and the topic will be still the same.

It it obvious that the kind of this switch refers to the conversational code switching. Since Gumperz (1976) in Hudson's book (1980:p. 57) confirms that there is no change in the situation even in the topic happens in conversational code switching. For this case, the topic does not change and it is still about the discussion of the lesson. Similar with the topic, the situation also keep their attention to the lecturer's explanation.

After interviewing the lecturer, the personal reason of the lecturer to use code switching during lecturing is that he wants to make the students more understand and able to catch the main point of the lesson easier. He also consider that using Indonesian language when giving the example to the students, will give more sense for the students to understand the lesson than using English.

Data 8

Description:
> *The lecturer finishes the study. He feels so happy at the time because most of his students are active in discussion session. Then, next week will be held an examination. He explains the form of examination that he usually conducts.*

Lecturer: The examination with me is oral. I need you to do the improvisation. I believe you are the best.

Students smile and see each other.

Lecturer: *Saya bangga dengan kelompok ini*. (This group makes me proud). There is no group like this before. Not in majority.

Students laugh and some of them make noise

The utterence *Saya bangga dengan kelompok ini* occurs when the lecturer feels so proud of to his students. He feels so proud because the students could be the best in the discussion time. In this case, different situation makes the lecturer use different language. It means that the switch happens because there is a situational change at the time. It can be seen from the datum above.

Firstly, the situation happens in a formal situation in which the lecturer explains the way the examination with him with him will be conducted and gives suggestion to the students how to be the best one and the students pay attention to him. After that, the situation changes become informal one in which the students smile and see each other, then make the class crowded because they talk each other.

The situation requires the change of language that the lecturer uses. He repeats his praise to the students so that the situation becomes noisy. Although, the situation changes, the topic is still about discussing the way the exam will be held. Based on the case above, the kind of this refers to the situational code switching.

As Wardaugh (1988: p.106) confirms that situational code switching happens when there is situational change without requiring the change of topic. In this case, the language changes because the situation changes from formal to informal one. Formal situation describes the situation when the students pay attention to the lecturer's explanation and informal situation occurs after the lecturer praises the students who can be the best in the class. Meanwhile, some of the students make some conversation to each other and the other still pay attention to him.

The personal reason to do code switching that the writer gets after interviewing the lecturer is that the lecturer wants to make the sense of humor and to express his feeling by giving applause to his students. He is very proud of his students because they are different from others. They are more active and smarter than the others. Therefore, he switches his language into Indonesian language.

III. DISCUSSION

In this study, the writer has analyzed the types of code switching used by the English lecturers of Padang State University. As the result of the analysis, the writer finds twenty data which are classified into three types of code switching,

they are: metaphorical, situational and conversational code switching.

Based on the result, it is found that the common types of code switching that the lecturers used during teaching is conversational code switching. It happens because most of the lecturers switch their language without changing the topic and the situation at that time. Besides, the lecturers use this switch in order to reiterate his message or to make the explanation clearer. Then, it is followed by situational code switching that is caused by the language used change according to the situation that the lecturers find, and the last type is metaphorical code switching which caused by the topic and the situational change requires the change of language used by the lecturers.

Meanwhile, there are some motivations which cause the switch of the language that used by the lecturers. Firstly, the lecturer has been influenced by the student. The lecturer switches his language because the student has switched his/her language to another language first. Thus, the student is considered as interruption to the lecturer. In addition, the interruption disturbs the lecturer's concentration in using English when thee lecturer is explaining something.

Secondly, the lecturer wants to give a clearer explanation to the students, because the students seems confused about what the lecturer has explained before. Besides, the switch occurs because there is no equivalent for the English term. Then, the lecturer switches his language because he wants to make a joke or sense of humor in order to make the situation in the class become informal one. Thus, the students can relax and enjoy studying. Lastly, the lecturer switches his language because he wants to get the attention from the students and the students make noise when the lecturer is explaining the lesson.

IV. CONCLUSION

There are many other possible reasons why the English lecturers use code switching during teaching. Basically, the occurrence of the switch depends on his/her own motivation and the situation at that time. Among the common motivation are inluenced by the addresee (students), no equivalent term in Bahsa Indonesia, and to get students attention.

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