


# EXPLORING THE PRACTICE OF CODE SWITCHING IN PROFESSIONAL SPEAKING CLASS AT ENGLISH EDUCATION STUDY PROGRAM

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## Abstract

This study investigates the practice of code switching in Pattimura University's Professional Speaking courses for the English Education Study Program Ambon Indonesia. There were three research questions: first, Types of Code Switching that occurs during interaction in class; Function of Code Switching that occurs during the interaction in Class; and factors causing Code Switching. The study employs a mixed-methods explanatory approach, integrating qualitative semi-structured interviews with quantitative classroom observations, to examine the types, purposes, and contributing factors of code switching between lecturers and students. According to the data, the most common type of code switching was intra-sentential (63%), followed by inter-sentential (31%) and tag switching (6%). The primary functions that were found were emphasis and explanation, which facilitated understanding and encouraged class discussion. According to the results of the interviews, code switching was influenced by several factors, including a limited vocabulary, grammatical challenges, interlocutors, speakers' proficiency, psychological states, and the need for emphasis or clarification. According to these results, code switching serves as a pedagogical and communicative technique that helps students understand, overcomes language barriers, and creates an engaging learning environment in multilingual classrooms.

**Keywords:** Code switching, EFL Classroom, Communicative Strategy



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## INTRODUCTION

Language core of communication serves as a bridge to connect between individual and groups in society. According to Mona (2024), code switching is a linguistics phenomenon that happens when a speaker alters two or more language within single conversation. It denotes that code switching is a phenomenon that happens when speakers are proficient in both languages and, they are able to use more than 2 languages simultaneously.

The existence of code switching in English as foreign learner class, raises different perspectives. Sometimes it is able to facilitate learning process supported by Yolanda (2020) she stated that code switching is viewed as an advantage to acquire a language because, it is able to fill the gap furthermore, it is able to reinforce students understanding towards target language. Despite code switching offers advantage, it also comes with the drawback as underlined by Nurhamidah et.al (2018) they stated the existence of L1 overshadow and influence teaching L2 process. Based on preceding statements, it indicates that code switching

can give advantages while it also can be a potential threat towards the acquisition of a language thus, a further investigation about code switching phenomenon is necessary to reveal how code-switching affects language learning.

Numerous researchers have been conducted about code switching phenomena in English foreign learner class. Shandy M. (2020) examined teacher purposes and frequencies of code switching in senior high school 5 Ambon the result revealed that it was used to prevent misunderstanding and enhance learning effectiveness in the classroom. Another study by Souhuka (2018) was aimed to understand how students perceived and performed in relation to code switching the study revealed that student had positive view as it is able to reinforce their comprehension. Nahuway (2021) examined the types, advantages, and meanings of code switching as seen by students in English classroom activities. This survey study included 87 students from the 2017–2019 school year, employed a quantitative methodology. Surveys and interviews were used to gather data. The findings demonstrated that all students viewed code switching was beneficial since it improved their ability to communicate and learn in the classroom. These studies offer insightful information; however, they mostly focus on teacher-centred interactions, general classroom practices, or perceptions.

Present study adopts mixed method approach to provide more comprehensive understanding about code switching practices. In addition, preceding researchers have not examined university level specifically Professional speaking class where interaction is based heavily on English and students' oral ability. Although, interaction is based on English, students and lecturer are Indonesian who simultaneously use Bahasa Indonesia and English nevertheless, code switching occurs naturally during learning process. Therefore, the purpose of this study is to investigate the several types, purposes, and contributing factors of code switching in this setting. The study improves knowledge of code switching's function in facilitating language acquisition in multilingual EFL settings by examining how lecturers and students use it as a communicative strategy. The study's findings could influence teaching strategies and support an accurate evaluation of the educational advantages of code switching in higher education.

## METHODOLOGY

In this research mixed method approach was utilized to answer the objective of the researchers that have purposed above. According to Cohen et.al (2018) mix method research incorporates quantitative and qualitative approach within a study to create a robust understanding about a phenomenon specifically mixed method explanatory design was utilized as defined by Leavy (2017) Explanatory sequential designs start with quantitative methods and progress to qualitative methods that explain the quantitative findings in depth.

### 2.1 Data collection Procedures

To obtain quantitative data, the classroom observation was done to accumulate the types of code switching that occurred during the classroom and function of code switching in the classroom Types of code switching that occurred in the classroom was observed based on the poplacks (1980) theory which is Intra sentential, Inter sentential and Tag Switching as for the function of code switching, it is based on theory purposed by Fachriyah (2017) the observation was done in both class A&B In class A the researcher observed "Photovoice project" and Group Discussion Project while in class B Photovoice project and Ted Talk. Professional speaking A consists 41 students while professional speaking B consists 47 students. There researcher was carried out within 3 months from September until November 2024

To gather qualitative data the researcher utilized semi structured interview to according to Cohen et.al (2018) semi structured interview topics and questions are provided in semi-structured interviews, but the questions are open-ended, and the wording and sequence may be tailored to each individual interviewee and the responses provided. Random sampling was utilized to select participants resulted 5 students and 2 lecturers to be interviewed it was done to obtain a comprehensive understanding about factors that contribute to code switching from the perspectives of lecturers and students.

## 2.2 Data Analysis Process

Next process that needs to be taken is analysis process; to produce data, the researcher used several procedures. After the data have been accumulated, the next process is to analyse the data. First the researcher calculated the types of code switching occurred during the learning process using the formula porposed by Sudjana (1992) bellow the formula:

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

P = percentage

F = frequency

N= Total data

$$\text{Example } 63 \% = \frac{111}{176} \times 100$$

To analyse qualitative data procured during interview sessions, a thematic analysis was utilized as a method to construct the results of interview into several themes. Thematic analysis is one method of analyzing data with the goal of detecting patterns or themes in data collected by researchers. (Braun & Clarke, 2006). This process consists several steps that must be undertaken by the researcher. Data familiarization is the beginning of thematic analysis procedure. In this process the research will read the data which has been gathered before. Next process that needs to be undertaken is the next process is identifying the pattern inside the data. In this process, the research identified the pattern inside the data that has been gathered before. During this process, the research must carefully identify the pattern. Pattern in this process is a data which has similar meaning. The next process is Coding process it is a process to give a label based on the pattern which has been given before. Coding helps researcher to identify the pattern based on the code which has been determined before and the last process are re-checking and Reporting is the final process of thematic analysis technique, the research will report the result based on theme, coding and pattern

## RESULT AND DISCUSSION

### 3.1 Result

#### 3.1.1 Result about types and function of code switching

##### 3.1.1.1The Types of Code Switching occurred in Professional Speaking

Table 1 explain the dominant types of code switching that occurs in the professional speaking A & B is intra sentential code switching with the percentage 63%.

Table 1. Types of Code Switching Occur in the classrooms

No	Types of Code Switching	Total Utterance	Percentage	Example of excerption
1.	Intra Sentential	111	63%	how you mengatasi this kind of children?
2	Inter Sentential	55	31%	Chunking in Bahasa Indonesia means pengalan pengalan kalimat
3	Tag Switching	10	6 %	get my point ya so it's quite clear, ya
Total		176	100%	

### 3.1.1.2 Function of Code Switching in Professional Speaking Class

Aside with the types, the researcher also conducted the observation to document the function of code-switching bellow the result of observation

Table 2. Table Function of Code Switching

Function Of Code Switching	Total of each type	Percentage
Explain	78	45%
Emphasis	47	26%
Asking	40	22 %
Clarify	7	4%
Interjection	4	3%
Total	176	100%

Table 2 presents the function of code switching in the classroom it was found that the dominant functions of code switching are to provide explanation and emphasis these functions mainly occurred due to achieve better comprehension in the classroom

### 3.1.2 Result of Interview

Further investigation was done through interview to reveal the factors that contribute towards the occurrence of code switching. The interview was done directly with the students and lecturers bellow the result.

#### 3.1.2 1 Lack of Vocabulary

First factor revealed with the interview was lack of vocabulary. Several students argue that there were several concepts of words that they felt difficult to say them in English as results they switched into Bahasa Indonesia to overcome this problem.

*“There are some words and sentences that are so unfamiliar and I don't know how to say in English.” (P2)*

*“The second aspect is generally vocabulary, where if I don't know what English means, I spontaneously switch form English to Indonesian”. (P3)*

### 3.1.2.2 Grammar

One of the students revealed that grammatical aspect became the factor that contribute with the occurrence of code switching. She stated that she knew how to speak with properly but without proper grammar she would switch into Bahasa Indonesia grammar to deliver her utterances.

*“I have difficulty even though I know the vocabulary but not the right grammar, therefore I switch to Bahasa Indonesia. Even I know how to talk, if my language is unorganized, the interlocutor will not comprehend (P2)*

### 3.1.2.3 To provide the explanation

The next factor is to provide the explanation both lecturer and student describe that they tend to do this practice to provide the explanation to their interlocutor. they stated that switching to Bahasa Indonesia aided them in delivering their utterances in addition switching to both Bahasa Indonesia and English enabled them to effectively described concept, and made their interlocutor understand about their explanations because providing explanation with English only would lead the interlocutor in bewilderment.

*“The main reason I do code switching in intermediate level speaking class for EFL learners is to explain complicated and challenging concepts, and to motivate students with weak English-speaking skills to participate in the learning process and to overcome students' confusion in understanding” (L2)*

*“I think the most I do when presenting then for during the presentation when I read the points, I will automatically use English then when elaborated I will use Indonesian because it will be easier for friends to understand and to explain spontaneously, I will use English and Indonesian” (P4)*

### 3.1.2.4 Role of Interlocutor

Interlocutor becomes another factor that contributes towards the occurrence of code-switching bellow the excerptions

*“Using language where there may be friends who do not understand as well, therefore switching of language can be applied to clarify” (P3)*

*“It might be in class or out of class, depending on who I'm speaking with and there are other factors to consider, one of which is the interlocutors. (P2)*

These excerptions describe that the existence of code switching in the conversation these students use code switching as a tool to bridge between them and the speaker. Since not all of them understand English, code switching is used to make them understand about their utterances.

### 3.1.2.5 Speakers' ability

*“In my opinion, I tend to switch from English to Bahasa Indonesia because I haven't really mastered English so if there is a term that I find difficult, I will usually switch to Bahasa Indonesia.” (P5)*

The result above state that due to speakers' ability, code switching emerges to fill the gap of communication between the speaker in addition the speaker does code switching due to ability if there is an unknown term in English, she will switch to Bahasa Indonesia.

### 3.1.2.6 Psychological Factor

*“For example, we are in a stressful situation we don't know what to say anymore we have to speak which is the language we have just learnt so we don't know what to say as a result we switch to Indonesian” The factor is nervousness most of us are blank (P2)*

Based on the interview above the student stated that due to stressful situation and nervousness also due to blank factor caused by the pressure from the surroundings as the result her psychological is disturbed and she feels blank. Due to result of pressure from the surroundings, her psychological is disturbed and her brain cannot think proper sentence as result she switches into L1 to overcome this problem

### 3.1.2.7 To Give Clarification and Emphasis

*“In the form of providing clarification a little more using English but also switch to Bahasa Indonesia for certain points if it disturbs their understanding a little sir uses Bahasa Indonesia to further clarify what sir means there so sir uses English but then also uses Bahasa Indonesia to clarify what sir means so that they can understand” (L1)*

**Lecturer 2:** *Clarification, asserting and clarifying the understanding of certain concepts especially when explaining complicated concepts in the target language, code-switching can serve as a means of providing clarification.” (L2)*

Based on the explanations above Lecturer 1 mentions that he tends to switch between Bahasa Indonesia and English when interacting with students to clarify about the material that is being taught to them in order to make the students understand about material the Lecturer 1 also utilizes Bahasa Indonesia to provide emphasis about command and instructions that will be done by the students so that Lecturer 2 also does code switching to provide clarification about learning material especially when explaining about material and new concepts

## 3.2 Discussion

### 3.2.1 Types of code switching that occurs on the professional speaking class

The observations documented by the researcher reveal that the dominant types of code switching that emerge in professional speaking class was Intra sentential type. This reflects the tendency of bilingual speakers to insert word from another language into grammar of another language as Gilang (2023) describe that the switching occurs when the speaker is attempting to maintain the flow of communication by inserting word or lexical item from another language into grammar of first language. In addition, the result of interview also revealed that lack of vocabulary leads students to switch into Bahasa Indonesia which relevant with the occurrence of this type.

Muthusamy et.al (2020) describe that the occurrence of code switching is caused by linguistic reason relate with this term is vocabulary in addition Elridge (1996) explain that one of the reasons why this kind of code switching tend to switch it is due to equivalence, due to lack of equivalence, students and lecturer tend to switch into native language in this case Bahasa Indonesia sometimes they don't know how to say it in English thus to fill the gap, they use native language. Relate with next function, Elridge (1996) also purposed another reason, the reason is floor holding he describes that this occurs to make communication happens smoothly.

However, the result of this study contradicts with the result of study by Anastasia (2022), Anggraini et.al (2023) in these researches, inter sentential was the dominant type of code

switching that occurred in the classroom. This denotes that the occurrence of code switching is influenced by activities and context that requires fluency in classroom activities.

### 3.2.2 Function of Code Switching

The observation found that code switching mostly utilized to provide explanation and emphasis statement it is proven that code switching is served as pedagogical implication in the classroom. These statement means that code switching is used as a way to deliver crucial materials in addition it is utilized to stresses the crucial information towards the students making the information can be comprehend optimally this statement also underlines the benefits of code switching as an effective communication strategy in delivering a crucial information towards the listener. According to Rulyta (2020) one of the functions of code switching is to provide explanation. In addition, Yanti (2022) explains that Code-switching activities are repeated in classroom settings. lecturer code explains the meaning in the mother tongue, stressing the significance of foreign language information for the best comprehension.

The next function is to clarify Rulyta (2020) mentions function of code switching is to clarify in this function, clarification with L1 is essential in English foreign learner as clarify with L1 helps the learner to grasp or to comprehend materials furthermore it allows the learner to acquire new terms that are unfamiliar with them based on the observation above lecturer tended to do clarification with the aim to translate unknown terms. Relate with the clarification it is functioned to clarify error that is done by lecturer or students. Asking function was one of the functions that emerged in the classroom according to Rulyta (2020) and Farciyah (2017) asking function is utilized to clarify and measure other comprehension relate with clarification before asking function is used to clarify whether the students understand about materials given by the lecturers or not.

Interjection function was also documented according to Ramadan et.al (2020) interjection was done to show the emotion in the classroom in addition it was done to get attention from the students.

### 3.2.3. Factors that contribute towards the occurrence of code switching

There were several factors that contribute towards the occurrence of code switching they were, lack of vocabulary, interlocutor, grammar, provide explanation, speakers ability, psychological factor and To Give Clarification and Emphasis.

First factor is about lack of vocabulary and grammar, lack of vocabulary allows students to alter language to their first language this relevant with the Elridge (1996) and Muthusamy et.al (2020) Rulyta (2020), that argue the occurrence of code switching is due to limited linguistic competency and lack of equivalence in target that makes student to switch to their first language Interlocutor and Speakers ability become next factors that contribute towards the occurrence of code switching it is relevant with the statement by Budjana (2022) and Lela et.al (2023) they stated that code switching is used due to language proficiency. Due to different language proficiency, code switching is used to adjust based on the interlocutor and on the speaker's ability as it is able to support the speakers and to fill gap in the communication

Psychological Factor also contributes towards the occurrence of code switching such as nervousness cognitive overload this is relevant with the findings by Williams et.al (2020) who found that due to cognitive overload nervousness, the speaker tends switch into first language to aid him in delivering speech.

Pedagogical aspect such as Give Clarification and Emphasis was also identified this is relevant with Al-Qaysi (2018) who argued that code switching is used to emphasize the message or information by switching to the L1 language to achieve better comprehension and to fulfill objective of study

## CONCLUSION

The study finds that the most common type of code switching used in Professional Speaking classes is intra-sentential code switching, which fulfils crucial educational and communicative functions. Code switching facilitates communication, helps learners and educators handle comprehension issues, and improves comprehension of challenging content. The frequency of it is influenced by linguistic and psychological elements, such as the need to stress or explain information, language limitations, grammar, interlocutor influence, and emotional strain. All things looked at, the results show that code switching is a useful tool that facilitates efficient communication and learning in EFL contexts rather than something that should be regarded negatively.

## ETHICAL STATEMENTS

This study was conducted in strict compliance with established ethical principles, encompassing informed consent, the protection of participants' confidentiality, and due respect for local cultural values. Special attention was afforded to individuals from vulnerable groups to ensure their safety, comfort, and equitable participation. The research received no external funding, and the authors declare that no conflicts of interest exist. All data and information were collected using rigorous research methods and subsequently verified to ensure their accuracy and reliability. The application of artificial intelligence (AI) was confined solely to technical assistance in writing refinement and language editing, without exerting any influence on the scientific content of the study. The authors wish to acknowledge with gratitude the valuable insights provided by the participants and the constructive feedback offered by anonymous reviewers on an earlier version of this manuscript. The authors accept full responsibility for the content and conclusions presented here

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