

Exploring the Functions of Code Switching in the Context of Teaching and Learning Activities

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ABSTRACT

Indonesian society can be said as a bilingual and multilingual society. They are able to use two or more languages in communicating, such as local language, national language, and even foreign language. The ability to use two or more languages allows them to switch from one language to another while communicating. In sociolinguistics, the phenomenon of language switching is known as code-switching. The aim of this research was to determine the functions of code-switching in teaching and learning activities. This study used library research data collection techniques. This qualitative research was conducted by recording and collecting data and information from library sources, such as books and articles related to the topic of this research. The results of this study showed that there are various codes switching functions that occur in education field, which is in teaching and learning activities. In general, code switching carried out in teaching and learning activities had an academic function. Code switching was carried out in teaching and learning activities to avoid misunderstanding and misinterpretation in delivering and receiving subject matter

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1. INTRODUCTION

Indonesia has various languages. The various languages are local languages and national languages, namely Indonesian. Indonesia has various local languages. Local language in one region to another is different. These language differences are united by the national language, namely Indonesian. In everyday life, Indonesian people can use different languages, both local languages, national language which is Indonesian, and even foreign languages, such as English. In Indonesia, the local language is the mother tongue or the first language for the Indonesian people. Meanwhile, the national language or Indonesian is their second language. These language differences make Indonesian people a bilingual or even multilingual society.

The terms bilingual and multilingual are terms for someone who is able to use two or more languages in communicating. Indonesian society is considered as a bilingual society because of their ability to use two or more languages. This allows them to switch from one language to another language when communicating. In sociolinguistics, the phenomenon of language switching is known as code switching. Code-switching is a phenomenon where a person switches one language into another language.

The phenomenon of code switching could be emerging in any various situations. As mentioned above, code switching is related to bilinguals and multilingual. This phenomenon may occur in people who can use more than two languages interchangeably. Therefore, any activity that involves the use of two or more languages allows for switching the code. One example of the use of code switching can be found in teaching and learning activities in bilingual class. It is undeniable that teaching and learning activities in this class often find code switching.

Code switching in certain situations has its own functions. The novelty of this research is the researcher find out the functions that encourage language switching or code switching in the context of education, which is in teaching and learning activities in bilingual class. Through the research library,

this research will investigate and review library sources related to the research topic. The library sources referred to books, articles, and all forms of other library sources. Then, the questions from this research could be answered.

Code Switching

When a person switches a language into another language in a communication, the phenomenon is known as code switching. According to (Gardner & Chloros, 2009), code switching refers to the use of several languages or dialects by bilingual people in the same conversation or sentence. When doing language switching, a person doesn't just understand how language is organized in the brain. Yet, bilinguals also understand how language is understood and produced in the brain by switching the language (Gardner & Chloros, 2009). When communicating in a community with a different language often causes problems, such as misinterpretation. With code switching, it allows language users to decipher the meaning of the words or sentences to be spoken to make them clearer. Code switching acts as a guide indicating where problems can occur and paving the way for a better understanding of grammar (Gardner & Chloros, 2009).

Code switching is closely related to all people who are able to use more than two or more languages interchangeably or also known as bilingual and multilingual. Functionally, bilingualism often transfers variations to convey something beyond the narrow meaning of a word ((Gardner & Chloros, 2009). (Gardner & Chloros, 2009) explain that bilinguals have a unique way of integrating language into a particular community. They will display group identity as a distinct accent, both the language itself and the sociological environment influencing the patterns that emerge. They will often switch their language to form an identity rather than the bilinguals. This is where code switching plays an important role for bilinguals to form their identity in a particular community.

As social beings that live in a living community that uses more than one language, bilingual and multilingual people must be able to choose the language to be used. The choice of language is determined by the context (Wardhaugh, 2006). It means that bilingual and multilingual people must be able to recognize and know the situation, time, goals, and objectives of the community. Social identity that is claimed for one is part of the choice of language used (Wardhaugh, 2006).

There are two types of code switching according to (Wardhaugh, 2006). The two types of code switching, including: (1) Situational Code Switching (Wardhaugh, 2006) explains that Situational Code-Switching is a type of code switching that occurs because of a situation where the speaker uses one language for one situation, and uses another language for another situation and does not involve a change in topic. In situational code-switching, switching from one code to another can occur instantly. Even in some cases, this type of code switching often occurs subconsciously. People may not realize they've switched to code. When the situation changes, people will suddenly switch one code to another based to the situation. (2) Metaphorical Code Switching. (Wardhaugh, 2006) explains that Metaphorical Code-Switching is a type of code switching that occurs due to a change in topic that affects differences in code usage. In contrast to situational code-switching, metaphorical code-switching experiences changes in the codes used due to changes or changes in topic. In other words, metaphorical code-switching occurs because of a change in topic that results in a shift in the language used but does not result in a change in the situation.

According to (Appel & Muysken, 2006), the types of switches can be divided into three types textually. The three types of switches, including: (a) Tag-switches. This is a type of switch that serves to symbolize bilingual characters by involving tags, such as exclamation points, marks, or brackets in languages other than other sentences. (b) Intra-sentential switches. This is a type of switch that occurs in the middle of a sentence and is also known as code mixing. (c) Inter-sentential switches. This is a type of switch that occur between sentences. With the suggested functional model, (Appel & Muysken, 2006) mention that there are six functions of code switching. Code switching functions according to (Appel & Muysken, 2006), including: (1) Referential function. This is a type of code switching that involves a lack of knowledge or facility in a language. According to (Appel & Muysken, 2006), these functions of switching occurs because certain subjects are considered more appropriate to be discussed in one language. In this case, speakers cannot find certain concepts or words in the language that make them do code switching. This is a transitional function related to the topic and occurs with the awareness of bilingual speakers. (2) Directive functions. This is a code-switching function that involves directly involved participants. This is a code switching function that aims to include or exclude certain people

who are present in some conversations. In the middle of an interaction, someone may join in. This transfer is carried out using language which is well-known or unfamiliar to the person. (3) Expressive function. This is a code switching function that speakers use to emphasize identity by using two languages on the same topic in a conversation. (4) Phatic function. This is a code switching function where code switching is used to indicate a change in tone and emphasize important parts of a conversation. (5) Metalinguistic function. This is a code switching function that is used to comment on other languages, either directly or indirectly. (6) Poetic function. This is a code switching function which involves switching Words, puns and jokes in one language to another for entertainment or entertainment purposes.

2. METHOD

To get an in-depth explanation to answer research questions, this research is using qualitative research method with library research technique (Sugiyono, 2018). Library research is a technique of collecting data to solve a problem by reviewing books, reports, and other related literature sources (Nazir: 1988 as cited in (Sari & Asmendri, 2018). What distinguishes library research from other types of qualitative research is the way data collected. Library research is a type of research that obtains research data by utilizing library sources (Zed, 2014). In contrast to field research, which obtains data from research conducted directly in the field and involved participants, library research activities are limited to collecting data and information sourced from library materials, including books, journals, encyclopedias, documents, dictionaries, and other types of literature.

One of the reasons for doing library research is because this type of research can still be relied on to answer problems in a study. According to (Zed, 2014), researchers who conduct library research can collect data using empirical data and information from books or reports that have been done by others. The data and information obtained from the library sources are collected, recorded, and then processed.

Data Collection and Analysis

The data and information collected in this study followed the data collection techniques in the research library. First, researchers will seek information and data from library sources. The library sources used in this research are books and articles related to the topic of this research. The data and information obtained from various library sources are then recorded and collected. All forms of these findings are then combined and analyzed to answer the questions of this study.

3. RESULT AND DISCUSSION

Through the research, the author determine several functions of code switching in teaching and learning activities. Some of these findings would be described in detail in the explanation below:

Code switching function in teaching and learning activities

The phenomenon of code switching often found in teaching and learning activities that involved the use of two languages. In a study conducted by (Reyes, 2004) with the title "*Functions of Code Switching in Schoolchildren's Conversations*", researchers found several varied code switching functions used by children at school. The following are the most common code switching functions found in the research conducted by (Reyes, 2004). Some of the code switching functions, including: (a) Topic shift. In this case, code switching is used to shift a topic and change it to another topic of conversation. According to (Reyes, 2004), topic shift is the most frequently used code switching function by all groups of children. Children are able to spend their time talking about various things, ranging from talking about general social issues, to those that are private. (b) Emphasis. In this case, code switching functions in giving emphasis to a certain command. Code switching function as an emphasis here is followed by a code switching function as a clarification. The function of code switching as emphasis and clarification are interrelated to make the messages and ideas conveyed clearer and well received. (c) Clarification. In this case, the function of code switching is as a clarification which provides more information needed to clarify an idea or message. Through this research, it is known that speakers who are older children have been able to adjust their speaking skills with the language skills of their peers. The switching code used by the older children indicates that they

are older who have been able to develop bilingual communication skills and are aware of the language skills of their listeners. (d) Turn Accommodation. In this case, code switching serves as turn accommodation where switching the code occurs between speaker turns. When the older speaker realizes the language ability of the other person and performs codes switching by providing clarification so that the ideas and messages to be conveyed can be well received, at this time the speaker also accommodates his peers in interacting. The ability to accommodate peers during interactions indicates higher bilingual communicative skills (Reyes, 2004).

A similar code switching function was also found in a study conducted by (Fachriyah, 2017) entitled "*The Functions of Code Switching in an English Language Classroom*". In this study, several code switching functions were found in teaching and learning activities in the English language classroom between the lecturer and her students. Some of the code switching functions mentioned in this study including: (a) Clarification. Similar to the code switching function found in the research by (Reyes, 2004), in this research, code switching also serves as a clarification. In this case, code switching is carried out by lecturers and students to provide clarification on all forms of conveying ideas and questions in order to avoid misunderstandings or misinterpretations conveyed from English ((Fachriyah, 2017). Code switching function as clarification is used as a means to confirm and make clear the meaning of the communication. (b) Repetition. In language teaching, lecturers often switch the code by repeating the phrases or sentences that are conveyed. The repetition of this sentence or phrase aims to adjust the meaning in the two languages with the aim that students get a good understanding of what is conveyed by their lecturers (Fachriyah, 2017). (c) Explanation. In the explanation function, the lecturer performs code switching in order to further explain the lessons delivered. This code switching function is carried out when it is felt that the material originally explained in one language needs to be given further explanation in another language. In this study, (Fachriyah, 2017) found that lecturers used the explanation function to re-explain material that had previously been delivered in English into Indonesian. (d) Asking Questions. Next functions, code switching usejunaid in asking questions. As (Fachriyah, 2017) has observed, the code switching function is used in asking questions, where the lecturer who originally explained in English did code switching when the students asked in Indonesian. Lecturers do code switching to answer these questions. (e) Translation. The next function of code switching is to translate. This is a code switching function that is quite widely used when ideas or questions cannot be understood in one language and need to be translated into another. (Fachriyah, 2017) suggests that this form of code switching is carried out by speakers by translating questions or statements from English to Indonesian in order to make it easier for listeners to understand what is being conveyed and avoid misinterpretation. (f) Check Understanding. The next code switching is done to check understanding. The function of code switching in this case is to determine the level of students' understanding of the material that has been studied (Fachriyah, 2017). As (Fachriyah, 2017) has observed, researchers found a code switching function for checking understanding carried out by lecturers to their students. Lecturers do code switching to Indonesian to review the material that has been studied but still use the basic English codes in mentioning some basic terms in the course. (g) Emphasizing Elements of language. The code switching function in this case serves to emphasize the elements of language. (Fachriyah, 2017) states language switching is needed when explaining elements of language because elements of language are theoretical. Therefore, code switching is carried out in order to provide a better understanding to students. (h) Making Inferences. In a study conducted by (Fachriyah, 2017), researchers revealed the function of code switching, namely making inferences or conclusions. When teaching lessons, lecturers use English codes. Yet, in giving conclusions, lecturers use Indonesian codes. (i) Developing Vocabulary. This function is used by lecturers when discussing or studying vocabulary. The function is performed when the vocabularies being discussed need to be interpreted and translated into the first language (Fachriyah, 2017). (j) Discuss Assignment. This code switching function is carried out when the lecturer wants to discuss the task that has been given to the students. This code switching function is carried out so that students and lecturers understand each other's instructions when discussing assignments ((Fachriyah, 2017). (j) Giving Feedback. The next function of code switching is to provide feedback. In this case, code switching is carried out with the aim of knowing the level of students' understanding of the material they have learned ((Fachriyah, 2017). This helps the lecturer in measuring and knowing the parts of the material that have been mastered by students and those that have not been mastered and need improvement. (k) Memorizing or Remembering. The function of code switching in this case is to help remember or memorize.

(Fachriyah, 2017) explains that this function is to remind students of the material they have learned. (l) Manage the Class. The next function of code switching is to help manage classes. In contrast to the above code-switching functions, which are carried out to provide explanations and confirmations regarding the lessons they have learned. In this function, code switching is performed to manage and manage classes. For example, in a study conducted by (Fachriyah, 2017) where lecturers switch the codes to Indonesian codes to streamline time when managing the class. (m) Entertainment and General Communications. The last code-switching function is also slightly different from other functions of the code switching described above. The function of code switching here is to eliminate boredom and tension from the learning atmosphere. Code switching by lecturers aims to build a fun learning atmosphere and get used to each other. (Fachriyah, 2017) found that in this code-switching function, lecturers and students threw jokes at each other by switching into Indonesian codes because they felt that jokes would be better in Indonesian.

Discussion

From explanation about the functions of code switching above, most of the code switching in the classroom is done for academic purposes. Misunderstanding and misinterpretation are problems that can occur when delivering material in bilingual classes. Students may catch different interpretations when they do not have a good understanding of the target language they are studying. Therefore, most teachers and lecturers will do code switching to minimize misunderstanding and misinterpretation of the materials explained. Therefore, the lesson can be accepted and understood well by the students.

The function of code switching in learning activities is further described by (JUNAIDI, 2019) and (Ansar, 2017). (JUNAIDI, 2019) with his research entitled *"The Communicative Function and The Benefit Of Code Switching Within Bilingual Education Program Or Multilingual Children In Learning English"*. In this study, (JUNAIDI, 2019) found out the communicative function of code switching used in classroom activities. Further research was carried out by (Ansar, 2017) with the research title *"Code Switching and Code Mixing in Teaching-Learning Process "*. The two studies above showed similar results regarding code switching functions in the classroom. The two researchers described the function of code switching in the classroom into two, namely the Functions of Teachers' Code Switching and The Functions of Students'. (1) The Functions of Teachers' Code Switching. JUNAIDI (2019) reveal that the code switching carried out by teachers was not only done consciously, but also unconsciously. It shows that the functions and results of code switching carried out by teachers are not always realized. Therefore, such behavior is considered as behavior that is automatic and subconscious. From the results of research conducted by (JUNAIDI, 2019) and (Ansar, 2017), there are several code switching functions used by teachers. These functions consist of topic switch functions, affective functions, and repetitive functions. (a) Topic Switch Functions. In this case, code switching is done according to the topic being discussed. The speaker will switch from one language to another so that the topic discussed can be understood by the other person. In learning activities, the teacher switches the language to suit the topic. From these observations, JUNAIDI (2019) found that when it comes to grammar, the teacher will switch the language to the students' mother tongue. In this case, code switching is likened to a bridge to deliver content from a native language that is well known to the foreign language content that is not known well (Ansar, 2017; JUNAIDI, 2019). (b) Affective Functions. Next is code switching has an affective function. (JUNAIDI, 2019) explains that code switching is used to build solidarity relationships between teachers and students (Ansar, 2017; JUNAIDI, 2019). The code switching carried out by the teacher aims to support the environment in the classroom by using the appropriate language for the classroom environment. (c) Repetitive functions. This is a code switching function that is quite widely used by teachers when delivering learning materials. Teachers need to do code switching to clarify knowledge to students by emphasizing what is important in the foreign language content (Ansar, 2017; JUNAIDI, 2019). However, the repetition function followed by providing translations like this has an effect for the learners. This allows students to lose interest in listening to instructions in the target language. (2) The Functions of Students' Code Switching. Not only teachers who do code switching in learning activities, code switching can also be done by students. From the results of research conducted by (JUNAIDI, 2019) and (Ansar, 2017), researchers found some functions of Students' code switching in the class. Some of these functions are equivalence, floor-holding, reiteration, and conflict control function. (a) Equivalence Functions. In his research, (JUNAIDI, 2019) found that this code switching function occurs when students use the original language with certain lexical items found in the target

language. This has something to do with students' competence in the linguistic competence of the target language. When students do not have adequate target language competence, especially in terms of lexical terms, the students will switch their language to their mother tongue which they already know the lexical items for. Equivalence functions in code switching act as defense mechanisms when students have gaps in the target language so that students can communicate (JUNAIDI, 2019). (b) Floor-holding Functions. In this case, code switching occurs when speakers who are having conversations in the target language temporarily enter their native language. The function of this code switching is to prevent miscommunication due to lack of target language skills by speakers. According to (JUNAIDI, 2019), this code switching function can occur because the speakers' ability to remember the structure of the target language is still low. If it continues, code switching like this can make the speaker's ability and fluency in the target language become obsolete or even lose in the long term. (c) Reiteration Functions. (JUNAIDI, 2019) found that students used repetition and reiteration techniques by repeating messages conveyed in the target language in their mother tongue. Several possibilities of this code switch function are, 1) unable to deliver the meaning of the message correctly with the language, 2) to show the interlocutor that the message conveyed has been understood. (d) Conflict Control Functions. In this case, (JUNAIDI, 2019) explains that the function of code switching is as a strategy to avoid potential conflicts in the language used by students when delivering messages. There are several varied reasons on which the use of this code-switching function is based. This reasoning is in accordance with the needs, goals, and objectives of students. In general, this function of code switching used to avoid misunderstanding ((Ansar, 2017).

4. CONCLUSION

From the various functions discussed above, it is known that code switching has various functions. In teaching and learning activities, each teacher and lecturer uses different and varied code-switching functions. Overall, the various functions of code switching are carried out so that the subject or lesson can be conveyed and received well by students. This will help students understand the material delivered using the target language, where the language is not familiar to students. The most common function in performing code switching is the clarification function. Most of the function of code switching is to clarify and confirm ideas, questions, or messages that the speaker wants to convey by switching from one language to another. Teachers and lecturers will perform code switching based on the code-switching functions that are deemed necessary, such as translating, emphasizing, providing explanations, and more. These code-switching functions are carried out so that the interaction between the two parties can run well and the purpose of the interaction can be well received. Code switching is often done by teachers and lecturers in learning and teaching activities in bilingual classes. Teachers and lecturers must ensure that their students can understand the subject matter given into all forms of instruction and interaction in the classroom. This is because each student has a different level of understanding of the target language used in class. While explaining material or giving instructions, teachers and lecturers occasionally switch their language or their codes from the target language to the mother tongue of the students. Various functions of code switching are carried out so that learning materials can be understood and accepted well by students. Code switching in bilingual class is also done to avoid misunderstanding and misinterpretation. In learning activities, students also often do code switching. Most code-switching functions carried out by students are intended so that messages can be conveyed properly. Students have different abilities towards the content language or target language being studied. So that they can still communicate in class, they will do code switching from the target language to the mother tongue. They can still communicate and convey their ideas. Code switching can occur consciously or unconsciously. Code switching students do in class can also have effects such as a loss of interest and fluency in learning the target language or content language.

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