



THE UTILIZATION OF CODE-SWITCHING AMONG STUDENTS IN THE ENGLISH DEPARTMENT

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ABSTRACT

This study aimed to investigate and analyze the application of code-switching by students enrolled in the English Department. The research employed a quantitative descriptive methodology, utilizing a questionnaire to collect data from students who actively incorporated code-switching in their daily interactions on campus. Results indicated that students in the English Department employed code-switching in various communication contexts, including informal class conversations, campus interactions, and social engagements beyond the campus boundaries. The primary motives behind the use of code-switching were identified as the need for self-expression, enhanced comprehension, and adaptation to social and cultural settings. Furthermore, the research findings highlighted that the prevalent code-switching pattern involved shifts between English and Indonesian languages, particularly emphasizing the use of specific phrases or words lacking direct equivalents in the target language. This research contributes to a more profound comprehension of the code-switching phenomenon among English Department students, shedding light on its implications in social, cultural, and educational domains. Recommendations derived from this study emphasize the importance of adopting a more creative approach to language learning that accommodates the diverse linguistic backgrounds of students.

Keywords: Code-Switching, Linguistics, Multilingualism, Code-Mixing

1. INTRODUCTION

The occurrence of language switching is a common phenomenon in our country, particularly among individuals proficient in two or more languages. This switch often takes place spontaneously, catching individuals off guard. A prevalent instance observed in the public domain involves the fluid transition between English and Indonesian languages, garnering significant attention and sparking varied perspectives from onlookers. Some view it as peculiar, while others perceive it as a positive practice that enhances self-confidence and speaking abilities.

Language serves as a vital tool for communication and social interaction within a community. Additionally, it plays a crucial role in defining the identity of a society, as the language one possesses becomes intricately linked to their identity. It is evident that language holds a multifaceted function, acting as both a means of communication and a marker of societal identity.

In the broader context, language functions as a cornerstone for social life, facilitating communication, interaction, and connection among individuals. Brown (2007) emphasizes the indispensability of language in human life, asserting that it serves as a medium for daily needs and social communication. Consequently, every society is inherently intertwined with language, making it an inseparable aspect of communal existence. Essentially, no society exists without a language, and conversely, there is no language devoid of people utilizing it.

This implies that language serves as a means of communication for people in their daily lives, allowing them to engage with others to acquire necessary information. The emergence and evolution of language are products of interpersonal interactions within a society. Numerous individuals often employ a combination or interchange of their primary language with their mother tongue, particularly when communicating with those who comprehend different languages. In English teaching sessions, the practice of code-switching has become prevalent in both teacher and student conversations. Typically, individuals whose first language is Indonesian utilize it regularly and only delve into the second language during classroom learning.

Moreover, during their interactions in English classes, individuals frequently engage in code-switching and code-mixing, blending both Indonesian and English languages. There are instances where they might not even be aware that they are employing these language-shifting techniques in their conversations. This tendency is not exclusive to students; teachers, too, demonstrate a similar behavior. Whether intentionally or unintentionally,



educators often switch and blend languages while delivering lessons. Code-switching and code-mixing are recognized characteristics of the typical bilingual speech patterns found in various human societies globally, where the utilization of these practices is notably widespread across different languages.

One of the authors originates from a region where the prevalent mode of communication is commonly observed, particularly in Jakarta. However, it is worth noting that the impact of this phenomenon may extend beyond the local area, largely due to the widespread influence of social media, which has contributed to its viral nature. Typically, this trend is noticeable among today's teenagers, often referred to as the millennial generation. Consequently, the authors aim to investigate a comparable phenomenon within the university setting, specifically focusing on linguistic terms such as Code-Switching and Code-Mixing.

As per Basnight-Brown, D. M., & Altarriba, J. (2007), code-switching involves the incorporation of words, expressions, or segments of an extended conversation from one language into another. This occurrence serves as the foundational concept prompting the authors to undertake research on code-switching, aiming to explore the intricacies of the issues it presents. Code-switching is a frequent phenomenon in communication and language utilization, and individuals in the process of language acquisition commonly encounter it. In general, code-switching occurs when students face unfamiliar words or phrases during communication, prompting them to interject a language they find more familiar.

In a prior study akin to the present research on code-switching, Ajiza.M (2022) contends that language plays a crucial role for students, serving as a fundamental tool for communication. The proficiency in multiple languages facilitates students in both understanding and expressing information more effortlessly. While English stands as an international language imperative for mastery, the situation in Indonesia differs from some other countries. In Indonesia, English is considered a foreign language and is not commonly used for daily communication but is restricted to specific domains like education. This limited integration poses a distinct challenge for students seeking proficiency. To address these challenges, the researchers have adopted the code-switching method. In the course of learning two languages, English and Indonesian, code-switching is employed selectively. Unlike its application in other classes, code-switching here is restricted to instances when the lecturer provides instructions, when students share ideas or information, and during the evaluation process.

Ajiza (2022) employed a qualitative descriptive method in their research, gathering data through observation and transcription. The findings of Ajiza.M's study indicate a positive impact on English learning, with students demonstrating improved understanding of lecturers' instructions and enhanced ability to express and communicate their ideas in the classroom.

In a concurrent study, Novedo & Linuwih (2018) asserted the frequent utilization of code-switching and code-mixing in discussions within social circles, encompassing interactions with friends, family, and others. They underscored the diverse functions of each phenomenon, illustrating their points through examples from the Sarah Sechan talk show. The objective of their research was to identify the specific types of code-switching and code-mixing employed by Sarah Sechan and Cinta Laura during the Sarah Sechan Talk Show, with a primary focus on instances of discourse featuring these language phenomena.

Novedo & Linuwih (2018) conducted their research using a descriptive qualitative approach to analyze the conversations. Their findings revealed the presence of four types of code-switching, three types of code-mixing, and six reasons underlying the use of these linguistic phenomena. These reasons included discussing particular topics, expressing emphasis, interjecting, using repetition for clarification, intending to clarify speech content for the interlocutor, and expressing group identity.

Due to the prevalence of this phenomenon, this project is designed with the purpose of investigating students' views regarding the utilization of code-switching in social interactions. The primary focus is on understanding the students' opinions about the use of code-switching in these contexts. Through a thorough examination of this phenomenon within a university setting, the authors aim to contribute significantly to students' perspectives on code-switching. This research holds potential implications for teachers, students, and readers of this project, offering techniques to enhance English language proficiency. Ultimately, understanding this language phenomenon in the context of learning can lead to more engaging and effective teaching and learning strategies.



2. METHODS

2.1. Research Design

The research adopted a descriptive quantitative methodology, selected to acquire a comprehensive insight into the application of code-switching among students in the English department. By employing this approach, the author could systematically analyze the context, reasons, and patterns associated with the use of code-switching in the daily interactions of students. Descriptive quantitative methods prove to be well-suited for exploring intricate phenomena and contextual aspects within a higher education setting, as advocated by Merriam (2009).

2.2. Data Source

This research encompassed participants from several institutions, namely the University of Muhammadiyah Aceh, Bina Bangsa Getsempena University, Iskandar Muda University, IAIN Takengon, University of Islam 45 Bekasi, and University of Bhayangkara Bekasi. Cross-cultural communication skills are vital for students within academic settings. The authors are motivated to share this study primarily due to the observed lack of enthusiasm among students when it comes to completing the provided questionnaire, as well as to optimize the efficiency of the research process.

The writer selected a subset from the total population of currently enrolled students specifically majoring in the English Department. The sample for this study comprised 33 respondents, chosen through a random selection process from the aforementioned population. Utilizing a sample size of 33 respondents is deemed adequate for the thorough exploration and analysis of students' opinions regarding the use of code-switching.

2.3. Data Collection

To collect the data the authors were asked to the participants to fill out a online questionnaire by them selves. The online questionnaire would be provided by the author via Google Form and shared to the respondents via the WhatsApp Messenger group. The data collection techniques has been carried out by collecting and make some conclusions from the results of the answers of students who have answered the questionnaire. Because to obtaining varied descriptive information directly from the sources studied, the authors used a questionnaire for more specific data.

The data analysis involved the process of coding, categorization, and searching for thematic patterns in the data obtained from the questionnaire document analysis which has been answered by the participants. So, the author can identified emerging themes from the collected data and drawn descriptive conclusions to strengthen the validity of the findings. The data obtained from this questionnaire instrument were then analyzed with the stages of data reduction, data presentation, and drawing conclusions.

3. RESULTS & DISCUSSION

3.1 Result

This study was chosen to be conducted at the university to comprehend the phenomenon of code-switching in the general use of English and its application as a tool for interaction to enhance the English skills of students. English department students are well-acquainted with the practice of code-switching. The intention is for code-switching to serve as a tool enabling students to grasp the context under discussion. The research aims to scrutinize the use of code-switching among students, particularly those in the English department who frequently utilize English in diverse situations.

Furthermore, the authors gathered data from participants who responded to a questionnaire comprising 10 questions designed by the authors. Through the simplification of the collected data, the authors identified the prevailing responses to each question provided online. Participants expressed a range of opinions, including positive, negative, and neutral responses. Some opted for a neutral stance, particularly when questions did not necessitate detailed explanations, but only brief answers. The subsequent table presents a condensed summary of responses from students who completed the questionnaire, detailing the obtained data:



Table 1. Research Result

No	Questions	Dominan Answer	Percentage	Responses		
				Positive	Neutral	Negative
1.	Do you know about code-switching code-mixing are?	C. I know a little bit	51,5%	√	-	-
2.	How did you get the knowledge about code-switching and code mixing from?	D. Through the media (internet, television, radio)	36,4%	-	√	-
3.	How often do you use code-switching and code-mixing in your daily conversations?	C.Sometimes	60,6%	√	-	-
4.	What is your main reason for using code-switching and code-mixing in your conversations?	C. Adjusts to social situations	39,4%	-	√	-
5.	In an academic context, how often do you use code-switching and code-mixing in campus activities?	C. Sometimes	63,6%	√	-	-
6.	What is your opinion of the use of code-switching in the campus environment?	A. Code-switching is an accepted and common practice among university students	66,7%	√	-	-
7.	What do you think about the use of code-switching and code-mixing affects to your English language skills?	A. To improve understanding and mastery of English	78,8%	√	-	-
8.	Do you feel dependent on code-switching and code-mixing when communicating in English language?	A. No	45,4%	-	-	√
9.	How do the lecturers respond to the use of code-switching and code-mixing by students?	A. Encourage the use of code-switching as a supporting tools	81,8%	√	-	-
10.	In the use of code-switching, which switch or	A. Indonesian-English	66,7%	-	√	-



	mix of languages do you often to use?					
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The information presented above illustrates the outcomes of condensing the predominant responses from participants for each question. Through the simplification of this data, the authors were able to articulate the research findings, outlined as follows:

Understanding of code-switching and code-mixing: Derived from the data collected from 33 participants, a significant majority (51.5%) acknowledged having limited knowledge about code-switching and code-mixing. This implies that most participants possess a fundamental or modest grasp of these concepts. While they may have a general awareness of the practices of code-switching and code-mixing in everyday conversation, their knowledge might not extend to a comprehensive understanding of the associated terminology and underlying linguistic principles. The term "limited knowledge" encompasses a broad understanding of the use of mixed languages in daily discourse or direct exposure to such language blending, without a profound comprehension of the theoretical or linguistic aspects involved. This indicates a potential avenue for further research into the perceptions and comprehension of code-switching and code-mixing among a more diverse range of students, along with its implications for everyday language usage.

Students gained awareness of code-switching and code-mixing: The data reveals that a significant portion of respondents (36.4%) obtained their understanding of code-switching and code-mixing through various media channels, including the internet, television, and radio. This highlights the pivotal role of mass media in spreading information about language and linguistics to the broader public. With easy access to diverse media platforms, individuals have the opportunity to learn about different aspects of language, such as code-switching and code-mixing. Mass media can wield considerable influence in shaping the perspectives and comprehension of the public, particularly English language students, regarding language and communication. This is achieved by presenting instances of mixed language usage in real-life scenarios or through informal education. The reliance on media as a knowledge source for code-switching and code-mixing signifies a shift in how individuals acquire information, increasingly leaning towards technology and digital platforms. Nevertheless, it is crucial to acknowledge that information garnered from media may not always be precise or comprehensive, prompting individuals to supplement their understanding with additional sources like scholarly literature or firsthand experiences. Moreover, the pivotal role of educational institutions and linguistic professionals in imparting knowledge about code-switching and code-mixing is essential to ensure a thorough and accurate comprehension of these linguistic phenomena among students.

The utilization of code-switching and code-mixing in everyday discussions: Findings reveal that a majority of respondents (60.6%) incorporate code-switching and code-mixing into their daily conversations, albeit infrequently. This implies that these linguistic phenomena are prevalent in the participants' day-to-day communication. The inclusion of code-switching and code-mixing in routine conversations might mirror the linguistic and cultural diversity encountered in everyday life, where individuals frequently engage with people from diverse cultural and linguistic backgrounds. The reasons behind the occasional adoption of code-switching and code-mixing can vary significantly.

Motivations for employing code-switching and code-mixing: A notable portion of participants (39.4%) indicated that they engage in code-switching and code-mixing to adapt to social contexts. This suggests that contextual factors, such as social norms, the desire for inclusion in a group, or the pursuit of more effective communication with others, often influence the use of these linguistic strategies. Other reasons contributing to the adoption of code-switching and code-mixing may include the expression of cultural or linguistic identity, the strengthening of social connections with specific groups, or the bridging of language gaps among conversational partners. It is crucial to recognize that these motivations can vary among individuals and are contingent on the specific circumstances of the conversation or situation. The employment of code-switching and code-mixing as a means of social adaptation underscores individuals' linguistic adaptability in navigating diverse communicative scenarios..



The utilization of code-switching and code-mixing in an academic setting: Data reveals that a majority of participants (63.6%) employ code-switching and code-mixing in their campus activities, albeit sporadically. This indicates that the phenomena of code-switching and code-mixing are prevalent in academic environments. The incorporation of mixed languages in academic contexts encompasses scenarios like classroom discussions, presentations, or interactions with peers and professors. The reasons behind employing code-switching and code-mixing in academic settings may vary, including the desire to simplify complex concepts in more accessible language, adapting to group communication preferences or norms, or enhancing engagement and comprehension in the learning environment.

Students' perspectives on code-switching in the campus environment: A majority of participants (66.7%) view code-switching as a common and accepted practice among students. This reflects a positive perception of code-switching in both academic and social settings on campus. The opinions expressed by these students suggest that code-switching is considered a normal and acceptable practice, particularly within English language departments. This recognition highlights the understanding that language is a flexible and dynamic tool adaptable to the needs and preferences of speakers and communicative situations. The favorable view also indicates an attitude of tolerance towards linguistic and cultural diversity among students. However, it's essential to note that attitudes towards code-switching can vary among individuals and depend on specific contexts. Some individuals may hold more critical or skeptical views regarding its use in communication, while others see it as a feature that enriches and expands the expressive possibilities of language. By grasping students' perspectives on the use of code-switching in campus environments, higher education institutions can develop more responsive approaches to their communicative needs and support the cultivation of flexible and diverse language skills among students.

Impact of Code-Switching on English Language Skills: The majority of survey participants (78.8%) express the belief that employing code-switching and code-mixing can positively contribute to the comprehension and proficiency of the English language. This optimistic perspective underscores the notion that code-switching allows speakers to draw upon knowledge and vocabulary from both languages, thereby enriching and broadening their grasp of the English language. In the realm of higher education, the utilization of code-switching can grant students access to a more extensive array of resources and information in English, such as academic literature or online learning materials, ultimately enhancing their understanding of the subjects studied. Nevertheless, it is crucial to recognize that relying solely on code-switching does not guarantee an enhancement in English language proficiency, especially if used as a substitute for more in-depth efforts to grasp and apply English accurately and effectively. Moreover, an excessive dependence on code-switching may impede the development of comprehensive and advanced English language skills.

Dependency on Code-Switching and Code-Mixing: A majority of participants (45.4%) assert that they do not feel reliant on code-switching and code-mixing when communicating in English. This suggests that most participants feel self-assured in their ability to communicate in English without resorting to mixed language usage. This confidence may stem from their belief in using English independently and competently, coupled with the recognition that code-switching is not always necessary in certain communication contexts. However, a minority of participants may find comfort or familiarity in employing code-switching in English communication, whether due to habit, personal preference, or situations that necessitate mixed language use. Overreliance on code-switching in English communication serves as a signal for individuals to expand and deepen their English language skills while bolstering their confidence in communicating solely in English. It is imperative to tailor the use of code-switching to the specific communication context and goals, emphasizing its role as a complementary tool rather than a substitute for independent and effective English language use.

Lecturers' Responses to the Use of Code-Switching and Code-Mixing: A significant majority of respondents (81.8%) express feeling supported by their lecturers in utilizing code-switching as a communication tool. This indicates that most students perceive their lecturers as endorsing the use of code-switching and code-mixing as valid communication strategies within an academic setting. This favorable perception may underscore lecturers' inclusive and adaptable attitudes towards students' limitations in expressing themselves in English in class. It also reflects an acknowledgment of the value and utility of code-switching in aiding students' comprehension and active participation in the learning process. Supportive responses from lecturers contribute to



fostering an inclusive learning environment and facilitating diverse conversations in both English and other languages. However, it is essential to recognize that lecturers' responses to students' use of code-switching and code-mixing may vary based on specific contexts and learning objectives. Some professors might encourage consistent English use to strengthen language skills, while others may prioritize contextual appropriateness and flexibility in mixed language usage. Lecturers' role in supporting students' utilization of code-switching and code-mixing may encompass providing constructive feedback on language use and offering additional resources to enhance students' language proficiency.

Languages Preferred in Student Code-Switching: The majority of respondents (66.7%) tend to employ a blend of Indonesian and English when engaging in code-switching. This suggests that Indonesian and English stand out as the most frequently used languages in code-switching conversations among the participants. This language usage pattern may mirror the sociolinguistic context prevalent in the campus environment or participants' daily lives, where Indonesian and English play significant roles as official languages, languages of instruction, or languages in daily activities. The preference for an Indonesian-English combination in code-switching may also signify communication habits developed through interactions with diverse social groups or various communicative situations.

3.2 Discussion

The author conducted a study to explore students' opinions on the use of code-switching in social interactions. The collected data revealed that students perceived code-switching as a valuable tool for improving their English language proficiency, not only in academic settings but also in social interactions.

The observed phenomenon, as indicated by the gathered data, suggests that students do not feel dependent on code-switching as an internal phenomenon. It appears to be a spontaneous and unplanned practice for them. In terms of external factors, such as the perspectives of lecturers on students employing this method, the findings show strong support from lecturers, considering code-switching as a beneficial supportive tool for students.

The study's results align with a previous study that also emphasized the positive impact of code-switching on enhancing English language skills, particularly in adapting to individuals with multiple languages. However, notable differences exist between this study and previous research, including variations in research methods, locations, and sample selection. This research represents the latest exploration of code-switching among students in the English Department, contributing fresh insights to the existing body of knowledge on this topic.

4. CONCLUSION

The analysis of the gathered data indicates that nearly half of the 33 participants had limited knowledge about code-switching, with their primary source of information being classroom lessons. Participants reported occasional use of code-switching and code-mixing in their conversations, primarily to adapt to various social interactions. Similarly, in academic contexts, participants sometimes employed these methods when interacting with their lecturers, and code-switching was perceived as an accepted and common practice among university students. According to participants, using code-switching was deemed effective in enhancing their understanding and proficiency in the English language. However, about half of the participants did not feel dependent on this method. The response from lecturers was supportive, encouraging students to use code-switching as a helpful tool. The analysis revealed that code-switching was most frequently observed between Indonesian and English, with variations in the use of other languages and specific combinations based on individual needs. Several limitations were identified in this study. The small sample size of 33 participants from six universities may limit the generalizability of the results beyond the scope of the study. Future research with a larger and more diverse participant pool is recommended for more accurate insights. Additionally, the diversity in individuals' learning styles and experiences with code-switching may have influenced the research outcomes. Longer-term studies are suggested to comprehensively explore the lasting impacts of code-switching on language development, providing a more nuanced understanding of its usage over time.



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