

Sociolinguistic Phenomenon of Indolish (Indonesian-English) Code switching by Lecturers to Students in Classroom Teaching Activities at Universitas

Bumigora

By Diah Supatmiwati

Sociolinguistic Phenomenon of *Indolish* (Indonesian-English) Code switching by Lecturers to Students in Classroom Teaching Activities at Universitas Bumigora

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Abstract

The current issue of research is aimed at finding the forms and function of code-switching by the lecturers of Computer science, and management. The appropriate method used in this research is qualitative by involving two approaches: linguistic constraints and sociolinguistic functions. The data were taken through observation and interview. The findings indicate that the linguistic constraints used by the lecturers are mostly imperative sentence in the form of the words, phrases, and sentences, the functions are as the warning and commanding. While quotations in the forms of words, and phrases which function as actualizing the terms used in the book and article to ease the students to comprehend. The linguistic function found was the speech from lecturer to students in classroom whilst teaching to ease the comprehensions of the students. Hence, the writers conclude that; 1) linguistic constraints that covers form of code-switching in the interaction, are: a) imperative sentences in the forms of positive and negative that function as warning, and commanding, b) quotation that mainly the expressions are originally from the sources (book/article) and extended to the students, it functions as actualizing the terms used from pure sources. 2) sociolinguistic constraints that deals with, who speaks what language to whom, when, where and to what end. Overall, the speech event was spoken by the lecturer to students in classroom whilst teaching to ease the comprehensions of the students.

Keywords: *Sociolinguistic, Indo-lish, code switching, teaching*

1. INTRODUCTION

Language is an identity of its users. Through the language they use for daily life, the speakers tend to create self-image to the interlocutors. During the interaction, language takes crucial role to transfer the idea among the speakers. Despite having a unifying national language, language users often insert foreign expressions from English into their interactions, (Keraf, 1990). Overall, the code switching phenomenon in today's life happens not only at outdoor but also indoor. Outdoor activities that require the speakers to switch the language for instance, in social community. While in indoor, the speakers switch the language in classroom activities, for instance, teaching activities. In the prior article published by (Avicenna, 2017), it was said that there were three types of code mixing found among students of SMKN 5 Bulukumba, namely: Inner code switching, and outer code switching. However, the most code switching used was inner codemixing in terms of word, event it was still found another form of code switching like phrases and clauses. Another article about code switching and mixing was also written by (Yassi, 2001, 2003, 2006).

Many experts believe that language is a social phenomenon, for the language, creates, raises, and develops amid the society. With language, people interact to the others, without it communication cannot occur. It emphasizes that language posses' crucial rule in our live. Considering this then plenty of people learn another language to communicate. Similar idea was also exposed by (Boey, 1975), in her book she explains that language bridges social phenomenon to happen, and it is important means of communication.

Through the explanations in the prior paragraph, the researchers assume that switching the language whilst interaction is considered important. It's proved across some facts which are illustrated by some researchers in their works. The code switching has long been established with most analysis about the forms of code switching. However, still plenty of approaches have not been discussed. Hence, the current research tries to scrutinize the code switching phenomenon of lecturers to the students during the process of teaching and learning activity in classroom at Universitas Bumigora. Through temporary observation, it was found that the lecturers switch the language in teaching activity. Thus, in the current research, the researcher focused on finding out the forms of code switching used by the lecturers. The used of code switching is believed as convergence model to accommodate the idea into the class in teaching activities. The idea of accommodation in terms of convergence is as a strategy of communication to harmonize the conversation, and to ease the conversant to understand the idea. The main theory used in

the current research is code switching proposed by (Poplack, 2001), and the similar idea about convergence was also published by (Muhid, 2019; Muhid & Ningsih, 2021). Here, the researchers use two approaches to see the sociolinguistic phenomenon in terms of code switching, namely, 1) linguistic constraint, and, 2) Sociolinguistic function.

It has been discussed by some experts that sociolinguistic covers two knowledge that depicts about language used amid the societies. These two terms are inseparable, for the Language and Society are one unit that supports the interaction and continuity of life. Hence, it is well known as interdisciplinary knowledge that focus on scrutinizing the relationship between society and language development. See how the expert illustrates the language that recounts to society, deeper elaboration has also been exposed by (Chaer & Agustina, 2004). In accordance with the concept above, sociolinguistic does not point out the rule of language, however it only focuses on the use of language and the function of it. The similar idea about language and society have also been illustrated by (Pateda, 1991).

The researchers in early put forward about code switching from several experts, however, here we would give a brief elaboration about it. It deals with variety in conversation not limited to bilingual or multi-linguals. Doing code-switching is functioning to smoothen the conversation whilst interacting among others in the societies. Alike ideas were also discussed by (Coupland, 1980; Gumperz & Hymes, 1972) they enlightened that code-switching is required for those are likely to have more than one empathetic on languages and use them in turn or as an alternative in conversation.

The easiness for speakers to alter from one language to other languages in conversation mostly caused by the ability of them to access more than language. Another crucial belief that leads the speakers to switch the language is the existence of language contact. This ideas were in line with the judgments of the two experts (Pateda, 1991; Thesa et al., 2017).

As quoted from (Suwito, 1983) that he divided the causes of code-switching into four: 1) relax, 2) simple, 3) popular, and 4) prestige.

2. RESEARCH METHOD

The appropriate method that suits the current work is qualitative since it tries elaborating the social phenomenon in terms of using code switching in the classroom. The lecturers that have been interviewed are non-English lecturers who still active teaching at Universitas Bumigora. The argument that researchers point out in the recent work as has been mentioned above are the *linguistic constraints* of code switching such as the form of switching, and *sociolinguistic function* that deals between speakers

and the interlocutors. The data were collected through observation and interview which are addressed to lecturers of Universitas Bumigora, especially for the lecturers of non-English. The point asked in both observation and interview are about the use of code switching while teaching the students in classroom.

Despite many literatures have been scrutinized in terms of code switch, however, few of the works are exposed about the use and function of it. It is quite different from literature that has been researched by (Tay, 1976), she explained a lot on code mixing. However, the researchers believe that the existence of codes witching in communication is as strategy of communication.

3. FINDINGS AND DISCUSSION

Firstly, the researchers noted that the lecturers who are becoming respondents in this research are non-English lecturers, but they have learned English in advanced. However, they are not fluent, they just know English to communicate by means they do not use it much in their communication. Secondly, from the records of interviews they spontaneously exposed some dictions in English whilst explaining the materials to the students. Third, the lecturers believed the use of English is just alternation.

All examples which are addressed in the following elaboration is taken from little observation, and interview with the lecturers.

Table 1. lecturers of Computer Science

No	Switch	Conditions
1Ok, selanjutnya	Whilst lecturer confirmed to students about the attendance
2	Of course	To emphasize and confirm the students' answer
3	<i>Be calm please</i> , ibu mau mulai nih.	Asking students to calm, the teaching is about to begun
4	<i>Ayo, Come on!</i>	The lecturer asks student to answer the question
5	Baik,... sudah semua?... <i>Back to laptop</i>	To warn the students to continue studying
6	<i>Don't make noise, please</i> nanti yang lain terganggu loh	Reminding the students not to trouble the class
7	Ada <i>question</i> lain?	Reconfirming, whether students want to ask more questions
8	Computational thinking	Introducing new term of techniques in teaching.
9	Usually,	Appears during the lecturing explaining to students.
10	Penting supaya mahasiswa tidak bosan, krn	

Referring to the data recorded and observed, the researchers point out that there found many of insertion of English language during teaching hours. However, only some examples are used as the discussion. Data 1 no.3 *Be calm please, ibu mau mulai nih*, no.5) Baik,... sudah semua? ..*Back to laptop*, no.6) *Don't make noise, please* nanti yang lain terganggu loh,

From data 1 no.3 depicts that the existence of switching the language from Indonesian to English; *Be calm please, ibu mau mulai nih*. The lecturer usually accentuates the phrase when she is about to start teaching, and to ease her to lead the students then she switches the language. Through the response from the lecturer when interviewed, it indicates that the lecturer was very serious to remind the students to be silent. Besides, the language sounds more prestige (Sukrisna, 2019; Suwito, 1983), the lecturer also wanted to show that she could access the foreign dictions.

The ability of lecturer using the foreign phrase easily because she ever learned the language in the prior time, and she proved that she easily accessing the diction during her teaching.

Data 1 no.5 Baik,... sudah semua? ..*Back to laptop* the italic phrase was spoken by the lecturer during teaching period. At that time being, she has been teaching, and reminds the students to continue the study. *Back to laptop* indicates that the students are prompted to start studying after taking breaks. The interview results elucidated that the use of this phrase was very simple and easy access. Beside that the phrase suits to be used since she is heading a class of computer, see similar idea from (Suwito, 1983). The implication of it, beside the students hurriedly focus on the materials given, they also laughed. Meaning that the use of the phrase there is a joke during teaching. However, the students become delighted and could release the tedious hours.

Data 1. no. 6 *Don't make noise, please* nanti yang lain terganggu loh. The interjection sentence illustrated that the switching phenomena uttered by the lecturer is a powerful clause. The similar pattern of clause as uttered here, usually indicating the aggravation toward the crowded situation, especially in classroom teaching activity. The reason, why she chose to alter to English was to simplify the sentence. Moreover, the sentence which is started with *don't* is quite familiar to the students. The choice to use negation at that time being was to grasp the students' attention. In accordance with the explanation, the researchers emphasizes that the imperative sentence used in the switching beside to warn, command, it is also incredibly popular and easy to understand (Hahl et al., 2016; Suwito, 1983).

Go through the overall explanations in data one the researchers conclude that the switching which are uttered by the lecturers were to address in specific ways but they possess the same function is that commanding (Gumperz, 1982).

Table 2 lecturers of Management

No	Switch	Conditions
1	Kalain tahu gak apa <i>Product knowledge</i> itu?	Menjelaskan istilah marketing
2	Ada banyak istilah penting, misalnya <i>Distribution channel</i>	Menjelaskan istilah marketing
3	That's good	
4	Ya udah aku ganti aja <i>guys</i> ya <i>Good luck</i> , ya	Whilst lecture tasking the students
5	That first,..	Sebagai pengantar bahwa akan ada lgi tugas berikutnya
6	Thanks for your attention.	
7	<i>Consumer satisfaction, International business</i>	Introducing the terms used in marketing, because the reference are in English. In order they could understand
8	<i>Marginal utility, Cost, variable cost , total cost, Curve, leadership, marketing, customer behavior, Social media marketing, Digital marketing,</i>	

Data 2 no. 1 Kalian tahu gak apa *Product knowledge* itu?. This data depicts the crucial term used in management. Through the observation and interview, it's found that the alteration from Indonesian to English especially the terms that deal with the marketing. Since the early stage, the students should be introduced to the common terms used in marketing. However, the purpose of acknowledging them to terms is to habituate them and know the terms. Data similar data also appear at no.2 Ada banyak istilah penting, misalnya *Distribution channel*. No.7 *customer satisfaction*, no.8 *Social media marketing, Digital marketing, etc.* the overall data 2 are similar to (Gumperz, 1982) that the code switching generally occurred in the form of quotation. By means that the average phrases spoken by the lecturers were originally or copied from book, and then exposed to the students, and this so-called quotation.

Referring to the enlightenment above and confirming to the lecturers, they uttered the sentence by means of actualizing the terms which are considered significant, and beneficial to the students. Since, in the following days the students are required to read a lot of references written in English. However, the researchers only scrutinize the data which support the analysis.

4. CONCLUSION

The researchers emphasize that the use of code-switching approach in communication is functioning as a strategy to meet the goal of communication. However, the sociolinguistic phenomenon which are derived in classroom activity by the lecturers is in line with the approach used. Hence, the writers conclude that; 1) linguistic constraints that covers form of code-switching in the interaction, are: a) imperative sentences in the forms of positive and negative that function as warning, and commanding, b) quotation that mainly the expressions are originally from the sources (book/article) and extended to the students, it functions as actualizing the terms used from pure sources. 2) sociolinguistic constraints that

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