

The Efficiency of Code-Switching in English Class for Engineering Students

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ABSTRACT

Language has a big role in creating communication. The more students master the language, the easier it is for them to conduct and get some information from others. As an international language, English is a must language to master. Different from English-speaking-country, Indonesia still manages English as a foreign language where it is not used in daily basic activities. It is a big problem for students to be able in using English well in class. In this study, the researcher tries to find the efficiency of code-switching used by the lecturer and the students during learning class activities. The languages switched were Indonesian Language and English to communicate by giving job instructions, giving information, and also making evaluations. The qualitative descriptive method was proposed by taking the data through observation and data transcriptions. The result shows that the use of code-switching is efficient to use in English classes for Engineering students because the students are easier to understand what the lecturers asked to do and easier to convey and get some information during the class.

Keywords: *code-switching; English; learning*

INTRODUCTION

Language has a big role in creating communication. The more students master the language, the easier it is for them to conduct and get some information from others. As an international language, English is a must language to master. Different from English-speaking-country, Indonesia still manages English as a foreign language where it is not used in daily basic activities. According to (Kachru, 1986) Indonesia sees English as a foreign language (EFL) because Indonesia belongs to Expanding circle in which the people use English primarily for international purposes. English as a foreign language itself can be seen as one of the language barriers for the students to make good communication. (Ibrahim, 2019) said that Language barriers can create problems of miscommunication such as misunderstanding, misinterpretation of messages, distorted messages, misinformation, confusion, mistrust, uncertainty, frustration, weak and wrong feedback, aviation and marine accidents and disasters, deaths, tension, conflict, and violence among people. There are some barriers to learning a language. (Nifrizza & Yenti, 2021) mentioned that understanding language is the most common barrier faced by students, followed by language anxiety, adaptation struggle, diversion of attention to the other side, technical issues, cost of online education implementation, technological competence and the least barrier faced is computer literacy. While (Stakanova, 2018) said that the language barrier may cause by issues of motivation that comes from the individual. (Harina, 2019) also said that individual barriers; nervous, lack of vocabulary, feeling unable to speak precisely, grammar errors, underestimation in presenting information in order, and lack of confidence. To break the language barriers in order to get good communication in the process of teaching and learning, the use of code-switching is seen as one of the efficient ways to conduct. Cited in (Waris, 2012), (Hymes, 1974) code-switching is “a common term for alternative use of two or more languages, varieties of a language or even speech styles” while (Bokamba, 1989) defines code-switching as the mixing of words, phrases, and sentences from two distinct grammatical (sub) systems across sentence boundaries within the same speech event. The subject in this study also had a problem comprehending materials and building good communication when it was delivered fully in English. There were some conditions affected, one of

them is their language capability that drove to a lack of self-confidence. Thus, the researcher wanted to know how efficient code-switching is when it is used in EFL classes for engineering students.

METHODS

A qualitative descriptive method was used in conducting this study. The present study is conducted at the National Institute of Technology Malang, Indonesia. The use of code-switching to be observed is done by both the lecturer and the 60 students during the teaching and learning process. The data was taken from 10 meetings. This research was conducted at the end of the COVID-19 Pandemic era when the class was still conducted online/virtually by using the ZOOM application. The researcher recorded all the meetings for more and less than 90 minutes in each meeting and used them as observation data. She then conducted data transcription from the data taken to see how many times and on what occasion the lecturers and the students were using code-switching. The researcher will see how efficient code-switching usage is in communication during the teaching and learning process.

RESULTS AND DISCUSSION

During the online class, the lecturer recorded all the activities and interpreted them to get the data. Not all the communications are being interpreted, just the part mostly used code-mixing in the process of communication. The lecturer always opens the class by using English to stimulate the students. It is important to remind them to think in English.

First, code-switching was used when the lecturer delivered the material, especially to give important information. Like:

“... So the main idea is the most important part in a paragraph because it can help the writer to make coherent sentences, and help the reader to understand the paragraph easily.”

“Jadi class, main idea merupakan bagian terpenting dalam sebuah paragraph karena akan membantu penulisnya untuk membuat paragraph yang koheren, dan juga membantu para pembaca untuk dapat mengerti paragraph tersebut dengan lebih mudah”.

Here, the lecturer used reiteration in code-switching because it was the main of the material delivered that day. She wanted to make sure that the students did not get misinformation. From the screen, it showed that some students nodded their heads as a form of their understanding.

Second, the lecturer also used code-mixing to give (pre) instructions to the students. For example:

Lecturer : *So.. mmmm.. here. Semuanya sudah bisa melihat ya? For the share screen, sudah bisa dilihat? Di handphone or laptop masing-masing?*
 Students : *Yes. Right.*
 Lecturer : *So, here you go*

The lecturer used code-switching and it showed that all the students understood what to do. Or

Lecturer : *Fridolin, please read for the unity.*
 Student : *hmmm (still thinking what to do)*
 Lecturer : *unity itu apa sih..(Switch to use Indonesian Language to give a clearer message to the student)*
 Student : *hm.. unity is.....*

By doing code-switching, the student knew what to do as per the instruction. Third, the lecturer tended to use code-switching every time she wanted to give an example because examples have an important role in the material giving.

“for example. Contohnya we make four sentences, but one or two are not at the same boat. “

“jadi seperti contohnya kita membuat empat kalimat, tapi ternyata satu atau dua diantaranya tidak nyambung begitu.....”

Or

“ternyata dari sekian kalimat yang anda build disana, ada satu saja you are talking about disadvantage, tentang kekurangannya justru, dari social distancing, so, your paragraph will be less good.....”

Last, to make an evaluation or conclusion.

“Ok. After we discussed, kita telah berdiskusi bagaimana membuat kalimat anda terasa lebih bagus, selain you harus tahu kalau harus punya topic, ternyata selain itu, ketika you are arranging your sentences into a good paragraph, jangan lupa tidak boleh ada satupun one of your kalimat yang out of the topic.”

The lecturer felt the importance to use code-switching in some crucial parts of the communication in order to give the students a complete understanding of the materials and good communication in the class.

For the students, they like to use code-switching in order to transfer their meaning clearer. For example:

Student : .. *bmm.. can you hear some..*

Lecturer : *bmm?*

Student : *aa.. Apa Namanya. Berisik bu disini.*

Lecturer : *oh ok. A bit crowded. Where are you?*

Student : *in the class, miss..*

What the lecturer did is the same as (Waris, 2012) that code-switching can be used in a form of tag code-switching, Intrasentential switching, in which switches occur within a clause or sentence boundary, Intersentential switching, in which a change of language occurs at sentence levels, and Intra-word switching, in which a change occurs within a word boundary.

Different from the lecturer that used reiteration in the use of code-switching, or switch some words in the sentences during communication, students tend to use fully code-switching from English to the Indonesian language when they thought that they could not describe what they want to say in English well.

The use of code-switching is found efficient in EFL classes because by using it, the students are more focused on the learning process and understand what the lecturer delivered and wanted them to do. Besides, no one was lost in doing the assignment given that showed the communication was transferred very well.

CONCLUSION

The result shows that the use of code-switching in the class EFL for engineering students is efficient. The students tend to understand what the lecturer wants to transfer during the class and it makes both the lecturers emerge into good communication. The code-switching used by the lecture was mostly

using reiteration in a form of giving job instructions, giving information, and also making evaluations. While the students used code-switching when they feel unsure about what they have said to the lecturer or their friends. It needs to note that in making code-switching, the lecturer must see the condition of the class, and whether it needs to do or not.

The limitation of this study is the class was conducted online, so there might be some aspects that can limit their language use and choose to use code-mixing. Future researchers may conduct this research in offline classes to use whether the result will be the same or different. Not only that, some students switched off their cameras which barriered the researcher to see their response or understanding during the class.

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