Classroom Discourse Analysis in Code Switching Used by the Lecturers at IAIN Parepare

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Abstract
Most of the lecturers in IAIN Parepare uses two or more languages in explaining some topics. This research was conducted to find out the types of code switching that the lecturers produce in the teaching process, and to find out the reasons of the lecturers in using code switching in teaching. The researchers applied descriptive qualitative research. The subject of this research was the lecturers of English Department at IAIN Parepare consisted of 2 male and 2 female lecturers. The data of this research were collected by observation checklist and interview. The obtained data were analyzed in three major phases namely data reduction, data display, and data verification. The result of this research shows that the types of Code-Switching used by the lecturers (both male and female lecturers) of English department are Situational Code-switching and Metaphorical Code-switching. About the factors or reasons, they use Code-switching because of many reasons namely: lack of knowledge, attending of a person that do not know the language, Stylistic device, and to impress another people. Besides the four factors, English lecturers also use Code-switching based on the other three factors that freshly identified by the researchers they are: to regain the students' attention/focus, to clear up the explanation, and to create a different learning atmosphere.
Keywords: *Classroom Discourse Analysis, Code-switching, Types and Factor of Using Code-switching*

1. Inroduction

English as a tool for global communication is used by the people from various background of linguistic. An effective communication on a global scale is really supported by English proficiency. By English language, some people can collaborate across borders and cultures. Even, some empirical evidence suggests a good correlation between English proficiency and academic achievement. The students with high English skills tend to well-perform in international assessments and have increased access to higher education opportunities.

English is a language that teach in almost every country in the world as a part of knowledge in education field, According to Oxford "Education is a process of teaching, training, and learning especially in schools or colleges to improve knowledge and develop skills". Education is a learning process for each individual to reach the knowledge and understand higher about the certain and specific object.

Indonesia is one of the countries that do not use English in daily communication, absolutely it is a challenge for every lecturer to teach a language that absolutely foreign for their students. Male or female lecturers may face a same problem in teaching process but their reaction to that problem may be different as their gender. It is not impossible thing that the teacher combined some languages as a communicative strategy whether they use bilingual or even multilingual in the class to achieve the goal of learning process. This shift from one language to another in a single speech turn in known as *code-switching* (Gumperz, 1957). The sociolinguistics believes that code-switching is spontaneous as well conscious language strategy to be used to gain various social function including identity construction (Farida, 2018).

English language department in IAIN Parepare is a field to study English and to provide the students to be future teachers. Based on the researcher experiences in teaching, the teaching and learning process of strongly influenced by the ability of lecturers to deliver English material that sometimes also delivered in bilingual or even multilingual in teaching process to make students easier to understand the material.

The previous study by (Sihite, 2016) shows the findings of the analysis are as follows; first, from six types of code mixing based on Suwito's theory, there are only 4

types code mixing used by the lecturers, they are the insertion of word (29), the insertion of phrase (47) the insertion of hybrid (16), and the insertion of idiom (3). Meanwhile there are two types of code switching; they are metaphorical code switching (6) and conversational code switching (112). Second, there are ten influencing factors used in analyzing why the lecturers switched and mixed their language but only eight reasons were found in this study. Those were clarifying the speech content for interlocutor (94), using real lexical need (81), using repetition for clarification (17), softening or strengthening request or command (8), talking about particular topic (7), quoting somebody else (4) being emphatic about something (2) and expressing of group identity (1).

According to (Wardhaugh, 2006), there are two kinds of code-switching: Situational and Metaphorical. A Situational Code-switching appears when there is a change in the situation that causes the bilingual switches from one code to the other. In the changing situations involved could be the settings, the participants, or the norms of interaction. A Metaphorical Code-switching happens when there is a change in the perception, or the purpose, or the topic of the conversation. In reference with the factors, this type of switching involves the Ends, the Act Sequence, or the Key, but not the situation. Bilinguals that code-switch metaphorically perhaps try to change the participants' feeling towards the situation.

The teachers' use of code switching is not always performed consciously: which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior.

According to Scotton in (Cakrawati, 2011) there are four reasons for occurring of code-switching:

1. Because of lack of skill or knowledge of one language or lack of facilities in using that language on a certain subject or situation.
2. Because of the attending of certain persons from apportion of conversations. It is known that those persons do not know the language used for switching.
3. Because of stylistic device to indicate a shifting in the tone of his conversation.
4. To be an attempt to impress another people with his great skill in a language or more, at least in one prestige language.

Based on the statements above, the researcher interested in carrying research to find out what were the types of code switching that the lecturers produce in teaching? And what were the reasons of the lecturers in using code switching in the learning process?

There are at least two differences between this research and the previous research, the former was the previous research tried to find the code mixing and the code switching, whereas this research totally focus on code switching. The latter was the previous research only found the type of code switching, nevertheless this research not only found the type of code switching but also the reason of doing code switching.

2. Method

This research applied descriptive qualitative research that produces descriptive data in form of words written or spoken of people and/or images. The subject of this research were only 2 males and 2 females lecturers of English Department at IAIN Parepare because the data gained was already saturated. The instrument of this research was Interview.

Data analysis technique that researcher used for observation and interview based on Miles and Huberman in (Girsang, 2015). The concept is interactive model that classify data analysis into some steps namely data reduction, data display, and data verification.

3. Result

In the process of transferring knowledge, some lecturers chose to use more than one language (Code switching). The lecturers used some types of code switching with various reason. The illustration of the interview can be seen below.

3.1 Finding

Question 1: Do you ever use code switching because of a particular situation?

> *"yes.. I ever.. I ever do it because aa in that situation I have to do it in order to make the situation more understandable".*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"I ever do it because aa in that situation I have to do it in order to make the situation more understandable"* The remarks were categorized into code switching used because of particular situation.

Question 2: Do you use code switching when you want to change the topic of your material in the learning process?

> *"Yes,I always use that, a code switching to make the students address the moving time, I mean when I explain something and I want to end yet, sometimes I used.. aaa I always use code switching".*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that "*Yes, I always use that, a code switching to make the students address the moving time, I mean when I explain something and I want to end yet, sometimes I used.. aaa I always use code switching"* The remarks were categorized into code switching used when she wants to change the topic of her material in the learning process.

Question 3: Have you suddenly doing code switching in the middle of two sentence with unaware?

> *"aaam… what is it?, it's suddenly happen and I don't know how to explain it, but I do yet, perhaps it's because of the habit, so.. aa.. but sometimes I do it when I realize that aa you know about the English and you also know about Indonesian, this is not to aa… friends and relatives in the village especially, no. I don't know it's automatically made me realize that oke. I'm in this academic, so I'm using code switching. But not in my village... It's automatically just like that ehehe".*
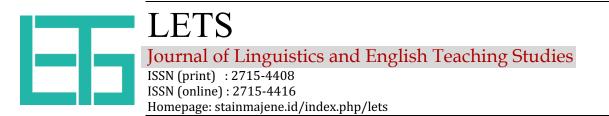
The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that "*it's suddenly happened and I don't know how to explain it, but I do yet, perhaps it's because of the habit"* The remarks were categorized into code switching used because she has suddenly done code switching in the middle of two sentence unconsciously.

Question 4: Do you often switch your language in the last of your sentence to tag a particular word?

> *"Oke number four, yes I often switch my language in the last of my sentence to tag a particular word".*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"yes I often switch my language in the last of my sentence to tag a particular word"* The remarks were categorized into code switching used because she often switches her language in the last of her sentence to tag a particular word.

Question 5: Do you ever use code switching because don't know the English of that word or sentence?

"and number five eeee Yes I use code switching too because sometimes I don't know how to say in English that word or sentences".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"Yes I use code switching too because sometimes I don't know how to say in English that word or sentences"* The remarks were categorized into code switching used because don't know the English of that word or sentence.

Question 6: Do you ever switch your language to another language because of certain person presents in your class where it is known that those persons do not know the languages that you use previously?

" yes.. yah, definitely.. I used to do it.".

The utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"yes.. yah, definitely.. I used to do it."* The remarks were categorized into code switching used because of certain person presents in his class where it is known that those persons do not know the languages that he uses previously.

Question 7: Do you ever use code switching to impress your students?

"hmhmm.. aa especially to aa explain or motivate students. sometimes I use aa combine language aam.. to give them motivation in order to help them to really clearly understand what I'm talking about".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"especially to aa explain or motivate students.. sometimes I use aa combine language"* The remarks were categorized into code switching used to impress his students.

Question 8: Do you sometimes talk about a particular topic in one language and then switch your language when you move to another topic?

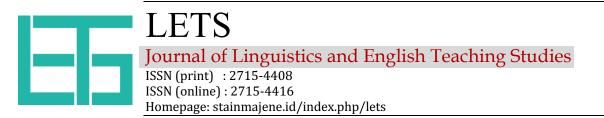*"hhmm.. yes, it's often, to give respite that we talk about something else now, right? Ehehehe...".*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that "*yes, it's often, to give respite that we talk about something else now, right*" The remarks were categorized into code switching used because she sometimes talks about a particular topic in one language and then switches her language when she moves to another topic.

Question 9: do you ever apply code witching to quote someone words?

"hhmm.. yes, ee sometimes I need to remark some expression from the person that I talk, so sometimes for example if he/she speak English I speak Indonesian to emphasize that "do you mean this?" Nahh... So sometimes like that. I cut it to make sure that what I mean is exactly like what the speaker's say... That's it".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"yes, ee sometimes I need to remark some expression from the person that I talk, so sometimes fo example if he/she speak English I speak Indonesian to emphasize that "do you mean this?" Nahh... So sometimes like that"* The remarks were categorized into code switching used to quote someone's words.

Question 10: When you want to express your empathy to your student, do you ever use code switching to make the situation more convenient?

"aa yes, yeah.. I used to do it, aa because I want my student get the message that I sent to them I want.. aa the student understands the point I'm talking about full of expression and by code switching, I think it's better to make them really easy to understand it".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case said that "I used to do it, aa because I want my student get the message that I sent to them I want. aa the student understands the point I'm talking about full of expression and by code switching" The remarks were categorized into code switching used because of he wants to express his empathy to his student, and he ever uses code switching to make the situation more convenient.

Question 11: Do you sometimes repeat your words into another language so that the students will understand your word easily?

"Yes.. yes sometime I repeat my words into another language to make my students understand well".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"yes sometime I repeat my words into another language to make my students understand well"* The remarks were categorized into code switching to repeat your words into another language so that the students will understand your word easily.

Question 12: What do you thing about applying code switching in a learning process to make the content that you talking about runs smoothly and can be understood by the students?

"that the code switching is change the one language to another language. Why we change the language because we clarify. Because the word that we use doesn't understood so the language is changed".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"that the code switching is change the one language to another language. Why we change the language because we clarify. Because the word that we use doesn't understood so the language is changed"* The remarks were categorized into code switching used in a learning process to make the content that he talking about runs smoothly and can be understood by the students.

Question 13: Do you sometimes decide to use code switching to express yourself or your group identity?

"Yes... I often did... sometimes aaa, although exactly by joking like "okay, I'm a person who looks like this..." sometimes I use code switching, switching from Indonesian to English language to give another atmosphere".

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *"Yes... I often did... sometimes aaa, although exactly by joking like "okay, I'm a person who looks like this..."* The remarks were categorized into code switching used to express yourself or your group identity.

Question 14: Do you ever use code switching to command or strengthen your request to your students?

" aa.. yes, I used to. And the point actually to help them more aa easier to understand what I'm command what I'm suggest to them to do aa but it's also depend on the class aa when I aa When I have the speaking class for example I

mostly use the totally English, I rare to combine in to languages actually. Well.. what next..?”.

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case explain and said that *“yes, I used to”* The remarks were categorized into code switching used to command or strengthen his request to his students.

Question 15: Have you ever found a strange word that you do not know well, so you have to express it in the other language?

> *“number, aaa yes I sometimes find a that the word I don't know how to say in English exactly so I express to Indonesia”.*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case said that “*aaa yes I sometimes find a that the word I don't know how to say in English exactly so I express to Indonesia”* The remarks were categorized into code switching used because she has ever found a strange word that she does not know well, so she has to express it in the other language.

Question 16: Do you ever find a situation where you want to communicate only to certain person, so you switch your language to the language that is not understood by the other?

> *“aamm.. maybe when we are talking about something secret, something aa personally, privately aa so the other person will not understand what we are talking about. I think I do it”.*

The underlined utterance is case of use code switching because of a particular situation. It can be seen the speaker in this case said that “maybe when we are talking about something secret, something aa personally, privately aa so the other person will not understand what we are talking about. I think I do it” The remarks were categorized into code switching used because he ever finds a situation where he wants to communicate only to certain person, so he switches his language to the language that is not understood by the other.

3.2 Discussion

In this section, the researchers present the results of the study. The researchers found that there were several types and factors of code switching used by male and female English lecturers. This finding shows 2 types of code switching and there are 7 factors in the use of code switching from 4 interviewees. The explanation as below:
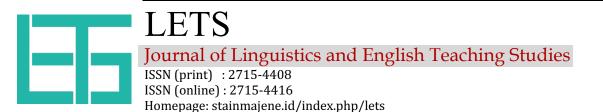
3.2.1 Types of code switching used by the lecturers:

Situational code switching

A situational code-switching happens when there is a shift in the situation that causes the speaker switches his/her code from one code to the other code (Wardhaugh. 2006). From the eight questions about this first type, all lecturers (male and female lecturers) said that they used code switching situationally.

They use code switching because of a particular situation in the learning process. Sometimes they use Code-Switching because of some students do not understand the certain language. Even, sometimes they use Code-Switching because of presence of certain students in the class. Both male and female lecturers use Code-Switching to express their empathy or their attention to the students to make the situation more relax and convenient.

As the English teacher, it is better to introduce or to express themselves by using English. So, sometimes, both male and female lecturers express themselves or their group identity by using Code-Switching. In the other situation, both male and female lecturers use

Code-Switching to give command or to strengthen the command. This condition can make the students as the target of the command really understand the goal of the command.

Code-Switching can be done by the lecturers because of finding some strange words (strange for the students or strange for the lecturers). This situation makes the lecturer use Code-Switching in communication. Beside strange words, strange people also can be the causes of using code switching, both male and female lecturers sometimes use Code-Switching because they just want to have a communication with a certain person, so they switch their language to the code that only understood by the certain person.

Metaphorical Code-Switching

A metaphorical code-switching happens when there is a shift in the perception, the purpose, or the topic of the conversation (Wardhaugh. 2006). In the other word, this type happens based on the perception, purpose, or topic of the conversation or learning process.

All lecturers (both male and female lecturers) used this type in communicating. They use Code-switching when changing the topic to make the students aware that the topic was changed. When the lecturers are really sure that the students understand and can use two or more language, sometimes they use Code-switching in the middle of learning process unintentionally.

To ensure the students' understanding, sometimes the lecturer use Code-switching to tag a particular word. By using Code-switching to tag the particular word, it can make the students aware about the most important point of the sentence or material that have been learnt. In the other case, some lecturers are doing Code-switching to impress the students. Impress the students means to get the students' attention and focus. When the students begin to loss of focus, the lecturers use Code-switching to refresh their focus and increase their spirit in learning. Even, some lecturers used Code-switching in quoting someone's word to stimulate the students' curiosities to know about the real meaning and the real purpose of the quoted word.

Both male and female lecturers sometimes use Code-switching to repeat the word in the other language. The purpose of the repetition is to ensure the students about the real goal of the word or the sentence. By using Code-switching in repeating the word, it can make the students easier to understand the word and understand the material. Code-switching is a way to support the students' understanding of the material.

3.2.2 The Reason/factors of using Code-switching:

According to Scotton in (Cakrawati, 2011), there are four reasons to use code-switching:

Lack of knowledge

In many times, Male and female lecturer switch the language to the other language unintentionally because they do not find the appropriate word to complete the sentence. When there is a specific word that they want to explain to their students but they do not know the English or Indonesian form of that word, the word will pronounce in the other language. The word that not known in a specific language will be said in the other language that easier for the lecturer and can be understood by the students.

To quote someone's words, both male and female lecture sometimes do not want to interpret the words directly before mentioning the genuine words. They use Code-switching to attract the students to interpret the words. After getting the genuine sentence (words) of the quoted words, the students get involved to interpret the words. In the other condition, finding strange words can be the reason of the lecturers to use Code-switching. Strange word can be found not only in English language but also in the other language such as in Indonesian Language.

Attending of a person that do not know the language

In this case, code switching is usually done when in a class or in the learning process there is a student who does not understand the language of the learning material so, the lecturers return to explain the material in another language that easier to be understood by the students. Even, sometimes the lecturers switch the code to the local language because the students really easy to understand the thing if it is mentioned in the local language. Both male and female lecturers use this condition as a reason to use Code-switching in the learning process.

In the other condition, the lecturers sometimes use Code-switching because of they just want to communicate with a certain person so, they use a language that can be understood only by a certain person. Sometimes, they use Code-switching to express their identity as an English lecturer or as a member of English Department.

Stylistic device

Branding our self is an important thing in this life. As an English Lecturer, the identity should be expressed well. So, both male and female lecturers use Code-switching as their style in teaching. They used Code-switching in many moments such as when moving to the other topic, repeating the word in the other language, or in the moment when they want to make the students understand the explanation well.

To impress another people

One way to increase a person's motivation to learn is to impress him/her. Therefore, the lecturers try to impress their students by showing their language skills so that students are impressed and become more active in learning.

The lecturers try to impress students by doing Code-switching to tag a particular word, to give command, or to strengthen a request. Sometimes they use Code-switching when giving an attention or motivation to the students, it is done to make the situation more relax, convenient, and effective.

The other reason/factors of using Code-switching:

In addition to the four factors (reasons) of Scotton opinion above, the researcher also found the other reasons why the lecturers use code switching especially in the learning process, they are:

To regain the students' attention/focus

Both male and female lecturers use Code-switching to refocus the students. When the students begin to be less of concentration, the lecturers try to refresh the situation by using Code-switching.

To clear up the explanation

The goal of the learning process is to make the students understand the subject. One of the ways to make the student get the material well is by using Code-switching. Sometimes, to make the material clear, the lecturers tag the most important point of the material by using the lecturers

To create a different learning atmosphere

Every student has their own potential in understanding the subject so, the need various atmosphere to get the knowledge well. Using Code-switching can create various atmosphere so, all of the students will be easy to comprehend the material.

4. Conclusion

English lecturers (both male and female lecturers) use two types of Code-switching namely Situational Code-switching and Metaphorical Code-switching. Sometimes, they use code switching because of a particular situation in the learning process and also because of the shifting of the perception, the purpose, or the topic of the conversation. About the factors or reasons, they use Code-switching because of four factors they are: *lack of knowledge, attending of a person that do not know the language, Stylistic device, and to impress another people*. Besides the four factors, English lecturers also use Code-switching based on the other three factors that freshly identified by the researchers they are: *to regain the students' attention/focus, to clear up the explanation, and to create a different learning atmosphere*.

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