

FORMAL CODE-SWITCHING IN EFL SPEAKING COURSE

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Abstract

This study aims at determining the types, functions, and frequency of formal code-switching use in EFL Speaking course classrooms by second-year students of English Language Education Study Program students at Universitas Katolik Indonesia Santu Paulus Ruteng. The researcher used Hoffman's theory to find the types of code-switching and Gumperz's theory to find the functions of code-switching. This research was done through the descriptive mix method, using observation, documentation, and recording to collect data. This research result showed five types of code-switching used by second year students, particularly in formal interaction setting speaking class. The use of those five types of code-switching has shown different percentages. 21% Intra-sentential switching has been used, 32% inter-sentential switching has been used. Moreover, 5% establish continuity with the previous speaker has been used. 37% emblematic switching was used, and a change in pronunciation features was only 5%. Furthermore, based on the data findings, the researchers found that students frequently used emblematic switching in formal interaction when speaking.

Keywords: *bilingualism; code switching; efl classroom; formal interaction; speaking course*

1. Introduction

English is increasingly utilized in various programs, and textbooks are frequently published in English. English as a foreign language (EFL) denotes the process of acquiring and utilizing English as a supplementary language in a country where English is not the primary language, such as Indonesia. Marsella (2020) asserted that the use of Indonesian in EFL instruction is indispensable. It executes functions in the classroom that facilitate the development of students' knowledge and enhance class management efficiency. Simultaneously, the languages utilized in teaching and learning align with community interactions. In certain contexts, a speaker may alternate languages to indicate group affiliation and shared ethnicity with the listener; this code-switching can occur both deliberately and inadvertently. According to Bruin et al. (2021) bilingualism or multilingualism is characterized by the use of two or more languages by an individual during communication with interlocutors in a conversation.

Code-switching is prevalent in various contexts, including educational settings. Zuhri et al. (2022) indicates that code-switching in educational settings has garnered significant interest from scholars in the Indonesian EFL context over the past decade. Code-switching is

a multifaceted phenomenon influenced by various factors that drive speakers to participate in it. Therefore, it is essential to investigate the particular motivations behind its utilization. Code-switching plays a crucial role in English teaching and learning. Low proficiency students found code-switching in their EFL classes beneficial for enhancing comprehension, particularly in terms of providing equivalent understanding and clarifying classroom procedures. This indicates its applicability as a pedagogical approach for instructing English as a foreign language. Alsied (2018) found that the use of L1 in English classrooms does not have a detrimental effect on teachers or students. He further articulated that "utilizing learners' first language can serve as a tool to facilitate effective and beneficial foreign language acquisition.

The attitudes of students towards code-switching in ESL or EFL classrooms are predominantly positive or neutral (Hamid, 2016). Their belief was that the use of L1 by teachers to clarify challenging concepts could enhance understanding and facilitate greater learning. Additionally, both teachers and students view code-switching as advantageous for classroom communication and the use of code-switching refers to the practice of alternating between languages in a conversation. Code-switching occurs to mitigate the risk of incorrect pronunciation. In the context of English as a communication language, individuals may be more inclined to engage in code-switching between English and other languages to address these deficiencies.

Previous research indicates that code-switching occurs within the Indonesian EFL context, specifically involving the use of the Indonesian language alongside English by teachers during the learning process. Furthermore, the aforementioned research highlights code-switching as a strategy employed by teachers to assist students in the classroom, which is effective for attaining the objectives of learning English as a foreign language. This research examined code-switching as a response to vocabulary limitations, students' backgrounds, bilingualism, and translation challenges encountered by students in the English language education program when speaking for academic and other purposes. The present study focuses on code-switching within formal interaction settings in a Speaking Course, involving second-year students from the English Language Education Study Program at Universitas Katolik Indonesia St Paulus Ruteng.

The phenomenon of code-switching warrants discussion and continues to be a relevant topic, having been the subject of research for the past five years. At Universitas Katolik Indonesia Santu Paulus Ruteng, particularly within the English language education study program, there is a notable lack of research on code-switching, especially regarding its application in formal interaction settings during speaking courses, as existing data predominantly relies on oral utterances. The researcher is therefore focused on the preliminary studies conducted by previous researchers in sociolinguistics, particularly regarding the linguistic phenomenon of code-switching. This study investigates the use of code-switching among students in the English Language Education Study Program during formal interactions in speaking courses. It examines the types, functions, and frequencies of code-switching occurrences in these contexts.

2. Literature Review

2.1 Code Switching

According to Scotton (2006) in Armiya & Christina (2022), code-switching is "the simultaneous use of two language varieties of conversation." Code-switching is the

employment of two or more languages in the communication process between a bilingual and another bilingual to ensure that the interlocutor understands what the speaker is attempting to say. For the communication process to work correctly, code-switching is also implemented. Code-switching is the process of transitioning from one language to a completely different language. Code-switching is the phenomenon that occurs when people employ code A (such as English) and subsequently switch to code B (Indonesian). As a result, people tend to interchange terms in utterly distinct languages. According to Wardhaugh (1992) and Eyato (2018), "code-switching is a conversational method used to establish, cross, or destroy group borders; to create, evoke, or alter interpersonal relationships with their rights and responsibilities." This demonstrates that in code-switching activities, there is a rationale for interpersonal interactions in which a person switches languages in a discussion based on a fact or a necessity. Moreover, the focus is primarily on the phenomenon of code-switching in bilingual and multilingual settings. Code-switching is a characteristic of bilingualism, as is shown by the statement. However, people usually avoid code-switching in formal communication, particularly when they have no standard variables in social interactions, language allegiance, or form. From the statements above, it can be concluded that code-switching happens when someone alters or turns using one language to another in the same discourse, which is using two different grammatical systems. However, it does not integrate the word, clause, or sentence into another language.

2.2 Types of Code Switching

Hoffman (1991) in Andriani (2023) states that there are many types of code-switching. Each type is described as follows:

1) Intra-Sentential Switching

This code-switching occurs within a sentence or clause boundary; someone might alter one language to another in a sentence, utters Hoffman (1991, p. 111).

2) Inter-Sentential Switching

The inter-sentential switching is the alternation between two languages that occurs between sentences. The switching is mostly in sentences in a passage or conversation. Here are some examples of this switching.

3) Establish continuity with the previous speaker

This code-switching aims to establish the continuity of the previous speaker's utterance. This type clearly shows how we respond or answer to the speaker by using the same language he or she uses. For example, the first speaker is an Indonesian who speaks English, and the second speaks in English in response to the first speaker's utterance. However, then he alters to Bahasa Indonesia once it has been done.

4) Emblematic Switching

Tags, exclamations, fillers, interjections, and specific set phrases in one language are inserted as an emblem of a bilingual character in an utterance. People often use this switching as it is easy to use, and it is not necessary to have a good understanding of the language we use. Emblematic switching occurs when things such as tags, fillers, interjections, or exclamations are inserted into an utterance. Furthermore, emblematic switching is also a

kind of code-mixing called tag switching. Tag switching is code-switching with sentence tags where the speaker precedes or follows a sentence. This involves the insertion of a tag in one language into an utterance that is otherwise entirely in the other language. Moreover, in this research, the researcher only focuses on emblematic switching, that kind of code-switching.

5) A change in pronunciation features

This type occurs at the phonological level, for example, when the speaker changes the pronunciation patterns from one language to another. It sometimes happens around us, like when Indonesian people try to speak an English word, but it ends by modifying it to an Indonesian phonological structure.

2.3 Functions of Code Switching

Gumperz (1982) in Abdullah Alaiyed (2020) suggests several speech functions of code-switching as follows:

a) Quotation

It occurs when the speakers quote other people's speech in a different language, like proverbs or saying mostly famous ones. The switching is identifiable as a direct quotation or reported speech.

b) Addressee specification

It is used to direct messages to one or several possible addressees. Its function is to draw attention to the speaker by inviting the addressee to participate in a conversation. The speaker switches from English to Bahasa Indonesia to direct the message to the addressees, who might be Bahasa Indonesia speakers. So, instead of using English, the speaker uses Bahasa Indonesia to show that he or she has a relationship and solidarity, that they are close to the addressee.

c) Interjection

The code switch serves to mark an interjection or sentence filler; it can be in the form of words or certain expressions. The function of this switching is to gain some attention from the addressee, to show strong emotion, or to express surprise. The commonly used interjection is: Hey!, Look! Dude!, Darn!, Watch Out! This switching is commonly used in speaking discourse more than in writing.

d) Reiteration

Reiteration is a synonym for repetition. The switching is used to repeat, amplify or emphasize the message from one language to another. The repetition can be in the form of a repeated or modified one. Repetition can also act as a clarification to ensure that the listener understands the discussed topic.

e) Message Qualification

The switching function is to qualify the message to the main message conveyed in another code. Primarily, the topic of the utterances is introduced in one language, and in the commented part, the speaker switches to another code.

f) Personalization versus Objectivization

This speech function is related to the distinction between the talk about action and the talk as the action. This speech function can show the degree of the speaker's involvement in a conversation he or she does; showing the distance between the speaker and the addressee and conveying the message in an utterance whether it reflects the speaker's personal opinion or knowledge or it might be referred to specific instances or has the authority of generally known fact.

2.4 Code-switching in Formal EFL Context

Rolin-lanziti, Jeanne and Varshney, Rachel (2008) suggested several functions of code switching in the classroom. They are translation, metalinguistic use, and communicative uses, which include managing the class, teachers 'reaction towards students' requests, and teachers expressing their state of mind. Below are the explanation and examples drawn by Herlina (2007).

The translation function is considered when the speaker switches the code from one language to another language in order to make input comprehensible. In teaching and learning context, it occurs when the teacher uses students' first language to give a certain order, so the student can understand it clearly.

Metalinguistic Function describes the use of code switching when the speaker switches the code from talking in a foreign language (FL) to talking in students' native language (NL) about the foreign language that is being learnt. Communicative functions are considered when the teacher uses code switching to communicate with the students or when the students talk to each other. It includes motivating, giving feedback, joking, checking comprehension, and expressing their state of mind.

3. Research Method

This study employed descriptive research utilizing a mix-method to analyze data and address the research questions. This refers to a method derived from a theory, concept, comprehension, or insight based on experience. Mackiewicz (2018) defined that mixed methods provide a comprehensive way to understand a research problem because it combines the strengths of both approaches. Moreover, the study's subject or data source is crucial in research, as it pertains to the variables under observation. Cresswell defines a research subject as an individual who is the focus of the research study. This study involved third-semester students from the English Language Education Study Program at Universitas Katolik Indonesia Santu Paulus Ruteng, specifically from classes 2023A and 2023B. Each of the two courses, 2023A and 2023B, comprised 56 students. The determination of this research subject is based on the consideration of the same culture and location.

Consequently, each interaction involved the use of a distinct linguistic identity, potentially influencing their communication, especially in a formal context. The researcher conducted observations of two classes in an English as a foreign language setting, with a primary focus on speaking skills. The researcher focuses exclusively on the use of code-switching in formal interactions among students within academic and other purpose courses. Furthermore, purposive sampling was employed, as the researcher had sufficient time to engage during classroom interactions. In order to get the data, the researcher needs some procedures and those procedures were observation, documentation, and recording. The researcher utilized observation sheets to monitor interactions among third-semester English language education students during lectures. The researcher utilized a voice

recorder to document the formal interactions among students in the speaking for academic and other purposes course during their learning process. The researcher conducted observations and gathered data in structured interaction settings within speaking courses. Code-switching in the classroom is not obligatory; however, it occurs spontaneously among students facing challenges in English communication due to vocabulary constraints, diverse backgrounds, bilingualism, and translation difficulties.

The researcher identified various types and purposes of code-switching employed by students during the teaching-learning process. This was achieved through data collection from documentation, voice recordings, and observation sheets of English Language Education Study Program students in formal interaction settings, specifically in speaking courses for academic and other purposes at Unika St Paulus Ruteng. Additionally, data analysis involves the examination, interpretation, and classification of data. Abubakar (1998: 149) in Dawis et al., (2023) defines quantitative data analysis as a method for arranging, organizing, and interpreting numerical data. Quantitative data refers to numerical information obtained through counting or measurement. The Statistical Package for the Social Sciences (SPSS) version 26 was employed for data analysis in this study, specifically to calculate the percentage of statistical data. The quantitative data obtained from the observation checklist were analysed using SPSS for ordinal data to evaluate the percentage of types and functions of code-switching employed by second-semester students in the English Language Education Study Program at Universitas Katolik Indonesia Santu Paulus Ruteng. The statistical analysis utilized quantitative data pertinent to the study's objectives. The qualitative data categorized as the data cannot be measured numerically, but is descriptive, describing the quality or characteristics of something. This data is often in the form of words, descriptions, or symbols, and is used to understand phenomena in depth, not just quantitatively. Thus, qualitative data in this research were obtained from the results of documentation and recordings taken based on expressions that contain code switching.

The validity in this study was guaranteed through data triangulation techniques, by comparing quantitative data obtained from documentation such as the students' recording with qualitative data collected through observations. The validity of the quantitative data was strengthened by ensuring that the source documents came from official works and had high accuracy. In addition, analysis was conducted systematically using SPSS to minimize calculation errors. Furthermore, the reliability of quantitative data was maintained by using objective and consistent documentation data. Each data point was analyzed using the same procedure using SPSS, including the calculation of percentages, thus ensuring repeatability of the analysis process. To ensure consistency, the data was randomly retested by the researcher at the final stage of processing to see if the results were consistent. On the qualitative side, reliability was strengthened by applying credibility tests such as member checking and peer debriefing. The study avoided sensitive topics and was designed not to cause emotional distress to the students. Furthermore, the researcher emphasized that participation was voluntary and would not affect their grades or relationship with the lecturer. The researcher was also not the main teacher in the class to avoid any conflict of interest.

The collected data centered on the following research questions: the types of code-switching, the purposes of code-switching, and the frequency of code-switching occurrences in formal interaction settings within speaking courses for academic and other purposes,

utilized by second-year students of the English Language Education Study Program at Universitas Katolik Indonesia St Paulus Ruteng.

4.Result and Discussion

4.1 Result

4.1.1 Types of Code-Switching

The researcher attempted to determine the frequency of occurrences, types, and functions of code-switching used by second-grade English department students at Unika St Paulus Ruteng. Data presented below are analyzed using the formula $5\% = x \times 100\%$. This formula divides the frequencies by the total code-switching that occurred in formal interaction on speaking for academic and other purpose courses.

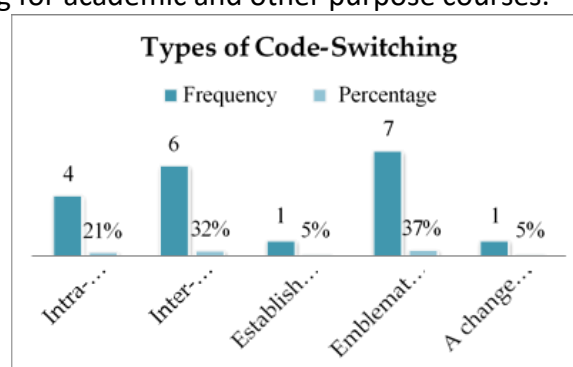


Table 1. Types of Code Switching

The table above presents the frequency types of code-switching in formal interaction on speaking for academic and other purposes courses used by second graders English department students at Universitas Katolik Indonesia Santu Paulus Ruteng. It can be seen from the data presented above that emblematic switching is one of the most frequent types of code-switching used by second graders English department students in formal interaction on speaking for academic and other purposes courses at Universitas Katolik Indonesia St Paulus Ruteng, in the frequency types of code-switching used by second graders English department in speaking classes at Universitas Katolik Indonesia St Paulus Ruteng. Emblematic switching occurs seven times and has a percentage of 37%.

4.1.2 Function of Code Switching

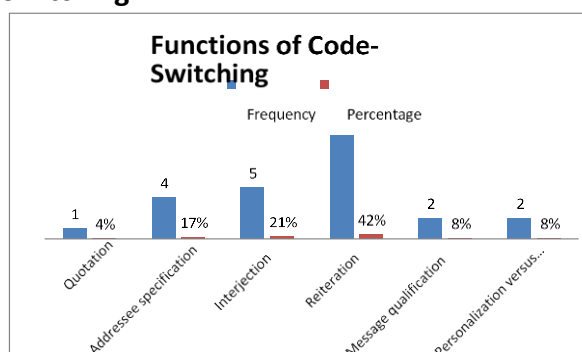


Table 2. Function of Code-Switching

The table above presents the frequency functions of code-switching used by second graders English department students in a formal interaction setting on speaking for academic and other purposes at Unika St Paulus Ruteng. From the six existing code-switching functions, reiteration is the most frequently used in a formal interaction setting on speaking for academic and other purposes courses by second graders English department students at Unika St Paulus Ruteng. Reiteration occurs ten times and has a percentage of 42%.

4.2 Discussion

In line with its stated goal, this study intends to examine code switching's applications in educational settings. You might call this a formal situation. This is the setting in which the researcher was able to investigate code switching in a Speaking for Academic Purposes and Other Purposes class at the English Education Department of Santu Paulus Ruteng Catholic University in Indonesia. Students whose major is English Education are expected to be able to communicate well in English while participating in extracurricular activities. Nevertheless, this study's findings show that students still frequently employ code switching in their talks. Unquestionably, our culture does not always utilize English as a foreign language in everyday discourse. Our department truly expects you to speak English as a student. You can see code switching in action here, not just in the type percentage but also in the functions.

Hoffman (1991) in Novianti, (2013) named five types of code switching: switching within and between sentences, establishing continuity with the previous speaker, emblematic switching, and a change in pronunciation. All of these are communication strategies that are used in Speaking for Academic and Other Purposes classes. Each category has a unique percentage amount. The most commonly used type is emblematic switching, which occurs 37% of the time. In addition to the iconic type, inter-sentential switching is a common occurrence in discussions, appearing 32% of the time. Furthermore, intra-sentential switching was used 21% of the time in these learning activity talks. These three forms are the most common in formal classroom discussions. However, the other two types, such as a change in pronunciation qualities and establishing continuity with the preceding speaker, have appeared, although their percentages are very modest, at 5% and 1%, respectively.

The data indicates that the five recognized types of code switching, despite varying percentages, all possess the potential to manifest in formal conversations, including learning activities such as this. The researcher examined both the types of code switching and the percentage of each codeswitching function utilized by the students. Gumperz (1982) in Toomaneejinda & Saengboon (2022) identified six functions of codeswitching: quotation, addressee specification, interjection, reiteration, message qualification, and personalization versus objectivization. The results of this study indicate that each expression generated from student discourse during class learning activities accommodates these six functions, albeit with varying percentages.

Reiteration constitutes a significant code-switching function, accounting for 42% of occurrences. The purpose of students repeating words or sentences is to clarify or emphasize the conveyed information. Additionally, interjection emerges as a function, comprising 21% of students' conversations. It is utilized to clarify or interpret prior statements, emphasize specific meanings, and convey feelings or emotions. Another function that emerges is address specification, which accounts for 17% of usage, as it is employed to direct the interlocutor's attention to the intended message. Other functions that infrequently occur include personalization versus objectivization at 8%, message

qualification at 8%, and quotation at 1%. The variations observed can be attributed to the distinct purposes and functions of the expressions conveyed by each student.

The findings indicate that code switching is not limited to casual interactions; it also manifests in formal contexts, including educational settings within the classroom. Code switching, as it manifests, serves a distinct purpose. The data reveals that English Education students, while primarily utilizing English for communication, still resort to Indonesian to underscore specific meanings. This conclusion is corroborated by the research conducted by the prior scholar Ezech et al., (2022) who discovered that the students used code switching to make it easy to speak English and easy to understand what they want to say. Switching from English to Indonesian or other languages can also be employed as a communication strategy in the English conversation classroom. Another study conducted by Marsanto (2010) & Ma, J. (2014) found that the reason of the code mixing due to talking about a particular topic. Previous study findings unquestionably bolster the current research's results. See below for explanations of the many forms of codeswitching and the functions they serve, backed by examples gathered from this research.

4.2.1 Types of Code-Switching

The researcher defined the categories of code-switching. These are Intra-Sentential Switching, Inter-Sentential Switching, Establish continuity with the previous speaker, emblematic switching, and a change in pronunciation features

1. Intra-Sentential Switching

This type of code-switching occurs within a sentence or even a clause boundary; it means that someone may transition from one language to another in the utterances of a sentence speaker. Intra-sentential switching occurred in formal interaction on speaking for academic and other purposes courses at Unika St Paulus Ruteng. The following are some data on Intra-Sentential Switching used by second graders English department students in a formal interaction setting on speaking for academic and other purposes courses that were obtained during the observation activities. "Apakah operasi plastik itu menjadi salah satu **culture** dari orang-orang korea?"

- ❖ *Pendapat yang anda sampaikan menurut saya tidak terlalu **clear**, bisakah anda menjelaskannya kembali?*
- ❖ *Jadi, recount text disini untuk menggambarkan rangkaian peristiwa secara terstruktur dan untuk memberikan **theoretical sequence**. Bagaimana menurut anda teman ervano?*
- ❖ *Pak, untuk tugas kelompoknya kami nanti kami kumpulkan dalam bentuk **hard file or soft file**?*

Intra-sentential switching typically occurs in the middle or end of a sentence and involves words and phrases within a clause or sentence. It was intended that listeners grasp the meaning and intent of the words spoken, even in a different language. As seen from the utterance, intra-sentential switching occurred in the middle and at the end of the sentence. The beginning of the sentence was in Indonesian and followed with English in the middle or at the end. In the sentence, the students switched to English several times and then switched to Indonesian again. The students used the word' **culture, clear, theoretical sequence and hard file or soft file**' because they were easy to understand by the listeners or other students in the class.

2. Inter-sentential Switching

Inter-sentential Switching is switching between two languages simultaneously, where substantial chunks of the utterance must correspond to the laws of both languages. This changeover type needs more fluency in both languages than tag switching and often occurs during classroom activities. The data on inter-sentential switching in formal interaction setting on speaking for academic and other purposes courses utilized by second graders English department students at Unika St Paulus Ruteng are as follows:

- ❖ *Bagaimana dengan teman-teman lainnya? **Do you have any question, or do anyone want to give us suggestion based on what we have presented in our material?***
- ❖ ***It's about the script we have been writing one week ago. So,** ketika kami disuruh oleh pa untuk menulis script kami telah menulisnya satu minggu yang lalu.*
- ❖ ***So sir, we use plastic bag,** untuk menyimpan makanan.*
- ❖ ***Okey, good afternoon everybody, so we want to present our group task.** Langsung saja saya memberikan kesempatan kepada teman eby untuk memulainya*
- ❖ ***For further explanations I will give chance for other friends maybe,** teman-teman ingin menambahkan penjelasan lanjutan dari apa yang telah kami lanjutkan sebelumnya*
- ❖ *Saya akan menjelaskan tentang **differences between English culture and Indonesian culture***

The data showed that the students repeated the statement from English to Indonesian to ensure the listeners understood. The utterance was characterized as inter-sentential switching since it required moving from one language to another between sentences; the students began the statement in English, followed by Indonesian. Other than that, the students began the phrase in Indonesian and then switched to English. In a whole sentence, the speakers switched to Indonesian. In this case, the speaker used inter-sentential switching to ensure that the listeners understood what the speaker was trying to convey. Hoffman (1991:112) supports this by stating that inter-sentential switching is the alternation of two languages that occurs between sentences.

3. Emblematic Switching

Emblematic switching used by second graders English department students in formal interaction setting on speaking for academic and other purposes is described below.

- ❖ ***Well,** penampilan yang sangat luar biasa!!*
- ❖ ***Yeah...** saya harap teman-teman sekalian sudah paham dengan apa yang telah saya sampaikan pada presentase hari ini.*
- ❖ ***Actually,** ini adalah salah satu topik pembicaraan yang menarik untuk kita diskusikan bersama*
- ❖ ***Umm..** membahas tentang perbedaan antara budaya asing dan Indonesia akan sangat menarik*
- ❖ ***I think that,** apa yang telah disampaikan oleh anda sudah benar.*
- ❖ ***Literally,** budaya kita sebagai orang Indonesia dan budaya turis mancanegara sangat berbeda.*

❖ *I guess that sama seperti yang dimaksudkan oleh kelompok satu.*

The bold words "**Well, Yeah, Actually, Umm, I think that, Literally, I guess that**" are an example of emblematic switching used by second graders English department students in formal interaction setting on speaking for academic and other purposes courses at Unika St Paulus Ruteng. This type is so common that anyone can use it freely, either at the beginning, middle, or end of a sentence, without knowing the meanings of the tags they use. The use of tags, exclamations, fillers, interjections, and others is this type's main focus because its role is an 'emblem' in a sentence.

4. A Change in Pronunciation Features

The following are some data of a change in pronunciation features switching used by second graders English department students in formal interaction setting on speaking for academic and other purposes courses at Unika St Paulus Ruteng:

❖ *Selamat pagi teman-teman sekalian. Pada kesempatan kali ini, **group** kami akan mempresentasikan materi yang bertemakan tentang "The difference between Indonesian culture and foreign culture".*

This type was shown by the speaker through the use of the word "*group*" to refer to people who gather and have some relation. The word 'group' in that example showed us that a change of pronunciation feature might happen in the speaker's utterance. '*Group*' can be pronounced in Bahasa Indonesia and English, as that word is also adapted to Bahasa Indonesia. Therefore, instead of pronouncing the word as /*groop*/ in English pronunciation, the speaker might pronounce it as /*grup*/ in Bahasa Indonesia pronunciation.

4.2.2 Functions of Code-Switching

The second discussion is about the function of code-switching used by second graders English department students in a formal interaction setting on speaking for academic and other purposes of the courses at Unika St Paulus Ruteng. The researcher classified the functions of code-switching based on Gumperz's theory. Gumperz (1982:75-81) gives the functions of code-switching: quotations, addressee specification, interjections, reiteration, message qualification, and personalization versus objectification. The researcher found that reiteration is the most common function of code-switching used by second graders English department students in a formal interaction setting when speaking for academic and other purposes courses at Unika St Paulus Ruteng.

1. Quotation

Some utterances are categorized as a quotation when the speakers quote other people's speech in a different language, like proverbs or saying mostly famous ones. The switching is identifiable as a direct quotation or reported speech. This aspect also uttered by the students in their formal communication occurred in the classroom.

The following is some data on quotation switching in formal interaction setting on speaking for academic and other purposes courses that second graders use English department students at Unika St Paulus Ruteng.

*Well, friends, to respond to the argument from your group, I will tell you about the famous manggaraian saying "**muku ca puu neka woleng**"*

curup". It means that, in manggaraian culture, we always work cooperatively as people. It is different from western culture.

From the data above, a student responded to a question from another group, stating that the fundamental difference between western and Manggaraian cultures is that of the Manggarai people, but in terms of daily habits. It can be seen that the students tried to respond to the statement by quoting a Manggaraian proverb to describe the fundamental differences between the two cultures, namely western culture and Manggaraian culture, which are the differences, especially in terms of daily habits by saying, *"muku ca puu neka woleng curup"* it means that unity and cooperation that has been united with the people of Manggarai since ancient times. He chooses not to change it to another code and the direct quotation to emphasize to give definite meaning to the message he wants to convey.

2. Addressee Specification

In this case, the function of switching is to draw attention to the addressee being invited to participate in the conversation. This function occurred during the learning process. The following are some analyses of how addressee specification as the function of code switching used by second graders English department students in a formal interaction setting on speaking for academic and other purposes of the courses at Unika St Paulus Ruteng.

*Well friends, **take a look in this point!!** Mohon kita perhatikan bersama penjelasan ini agar tidak terjadi salah paham.*

***Please guys!!! Pay attention here.** Mohon perhatiannya kedepan karena sebentar lagi kami akan memulai presentasinya*

***Anyone please raise your hands. Anyone who wants read this point?** adakah yang ingin membacakan materi ini?*

***My question is, could you tell us what are the fundamental differences culture between western culture and Manggaraian culture?** Barangkali teman wini bisa menjawab pertanyaan tersebut dan mohon penjelasannya agar kami mudah memahami dan tahu perbedaan yang sangat mendasar antara budaya barat dan budaya manggarai.*

Speakers pointed towards the listeners to participate or answered the previous question by saying, "Could you tell us what the fundamental differences are between Western culture and Manggaraian culture?" "Anyone, please raise your hands. The Addressee specification is used to send communications to one or more possible addresses. Its purpose is to bring attention to the speaker by inviting the addressee to engage in a conversation.

Some code-switching occurrences happened to instruct or invite the probable addressee with the speaker; this was referred to as addressee specification. Occasionally, we may change one code to another to grab someone's attention so that he or she recognizes we have invited him or her to participate in a particular conversation or issue covered. Moreover, the speaker pointed towards the listeners or other students in the class as the

addressee by saying, "Take a look at this point!!" Please guys!!! Pay attention here. ". The utterance can be characterized as an addressee specification since the speakers wanted to inform the other students in the class that they needed to pay attention. In contrast, other students gave a presentation in front of the class. It is aligned with Gumperz's theory, which states that the addressee specification is to call attention to the fact that the addressee specification is being requested to participate in the dialogue.

3. Interjection

In code-switching scenarios, 'Hey!', 'Aw!', 'Look!' and other interjections, tags, or exclamations serve to identify an interjection or sentence filler in an utterance. People use interjections in their speech to draw attention, communicate emotions, or even surprise the recipient. This function also found on the students' communication in the classroom as shown in the following examples:

Speak louder please!!! *kami tidak dengar terlalu jelas suaranya teman*

Wow, incredible. *Sangat-sangat keren*

Hufft very poor. *Maafkan kami teman-teman*

What? Are you sure? *Menurut saya, apa yang telah anda katakan mengenai kebiasaan atau budaya orang barat yang terbiasa menggunakan Pakaian vulgar itu salah.*

Woow, amazing. *Saya berharap suatu saat nanti saya bisa berkunjung ke Amerika.*

All of the data above employs an interjection to get the addressee's attention, to convey intense emotion, or to indicate surprise in English but then switches to Bahasa Indonesia for the rest of the sentence. The code switch is used to indicate an interjection or sentence filler, which can take the form of words or specific idioms.

4. Reiteration

Code switch will occasionally repeat what has just been said (Gumperz in Romaine, 1995: 162). It means that code swapping clarifies or highlights what is expressed. The findings revealed that the data of reiteration are 10 data points and a percentage of 42% from all twenty-four data points. The following are some reiteration analyses as a function of code-switching:

*Well, in English we are always known as **plastic surgery** or in Indonesian we call it **operasi plastik**.*

*Excuse me, could you tell me what does it mean? **Maksudnya arti dari pernyataan yang teman sampaikan sebelumnya***

*How to increase our understanding about literary knowledge's? I mean here, **bagaimana cara kami meningkatkan kemampuan literasi***

*As we know that, the most Korean people is lazy to learn the other language other than that their language. So my question is, maybe there are perspectives, **atau sering kita sebut dengan pandangan.***

Yang membuat orang korea malas belajar bahasa lain? Terutama dalam konteks kita yaitu bahasa inggris malas belajar bahasa lain?

All bold utterances can be classed as reiterations based on the above data. It was evident from the facts presented above. The speaker spoke something to the listeners or other students in English and then repeated it in Indonesian with the same meaning. The speaker repeated the utterance to highlight the meaning of the first speech. As a result, the listener or another student in a formal interaction setting speaking for academic and other purposes courses can quickly grasp the essential topic.

5. Message Qualification

In this function, the speaker merely attempts to draw a contrast between two portions of the discourse, introducing a topic in one language and then commenting on or qualifying it in the other. Message qualification as a function of code-switching is examined in the following ways:

*Internship artinya apa? Setiap ketemu kata susah atau kata baru seperti ini sebisa mungkin kita harus menuliskannya, **supaya kosa kata bahasa inggris kita tambah banyak***

*Honestly, I think learning English and making it the priority language to use after Indonesian is very important and mandatory. **Karena perkembangan jaman sekarang yang sangat pesat dan bahasa inggris yang menjadi bahasa internasional***

The two bold words above clearly illustrate that the main message is delivered in English, but the speakers subsequently move to another code to qualify the original statement. The utterance's role was message qualifying or the speaker merely attempting to distinguish two portions of the discourse, a topic introduced in one language and then commented on or qualified in the other. It was clear from his words. "**Supaya kosa kata bahasa inggris kita tambah banyak & Karena perkembangan jaman sekarang yang sangat pesat dan bahasa inggris yang menjadi bahasa internasional**" The speaker went on to explain the need of writing new vocabulary or difficult terms in order to expand our English vocabulary, as well as the importance of learning English. We can conclude from the preceding utterances that both qualify or convey a strong message of the preceding speech.

6. Personalization versus Objectivization

When the participant attempted to express his thoughts, code-switching data was displayed. In other words, the word expresses the speaker's viewpoint on a particular situation or item. The following are some analyses of personalizing versus objectification as a function of code-switching in formal interaction setting used by the students;

***Well.. What's next is a really tough question.** Pertanyaan tersebut akan menjadi sebuah pertanyaan yang baik untuk kita diskusikan bersama.*

***I understand it, but you explain too fast.** So it seems like, agak sedikit tidak jelas*

The prior statements indicated that the function of the utterance is objectification. The speaker's utterance, ***"Well..." What's next is a really tough question, I understand it, but you explain too fast.*** The inquiry regarding future steps presents a complex challenge, as acknowledged; however, the explanation provided is delivered at an accelerated pace.

The implementation of language shift through code-switching in speaking instruction significantly enhances classroom learning and offers numerous advantages in mastering the subject. The students were surveyed regarding their preferences for or against the language change, along with the rationale behind their choices. The students' results indicated a preference for language change in the classroom's teaching and learning process. The implementation of language change provides students with opportunities to utilize the language in which they possess greater comfort and competence. The findings indicated that students exhibiting a high degree of bilingual communicative competence were those who most frequently employed code switching as a strategy to achieve their conversational objectives and interact with their peers.

The study provides substantial evidence supporting the theory that language shift enhances the teaching and learning of English as a foreign language, particularly in the context of speaking for classroom instruction. Furthermore, it concludes that code-switching, as a form of language change, is both necessary and inevitable in language classrooms.

5. Conclusion

This study examines the instances of code-switching in formal interactions during speaking activities for academic and other purposes among second-grade students in the English Language Education Study Program at Universitas Katolik Indonesia Santu Paulus. Second-grade students in the English Language Education Study Program employ five types of code-switching: (a) intra-sentential switching, (b) inter-sentential switching, (c) continuity with the previous speaker, (d) emblematic switching, and (e) a change of pronunciation features. All types were identified in the speaking classes utilized by second-grade students in the English department at Unika St Paulus Ruteng. The analysis indicates that emblematic switching is the most commonly employed strategy in formal speaking interactions among second-year English department students at Unika St Paulus Ruteng, particularly in academic and other purpose courses. Emblematic switching occurs seven times, representing 37% of the total instances.

In the context of code-switching functions, second-grade students in the English Language Education Study Program employ six distinct types: (a) quotation, (b) addressee specification, (c) interjection, (d) reiteration, (e) message qualification, and (f) personalization versus objectivization. The data indicates that reiteration is the most commonly employed strategy in formal speaking interactions for academic and other purpose courses among second-grade English department students at Unika St Paulus Ruteng. Reiteration takes place ten times, representing 42% of the total.

Based on the findings, the researcher offers recommendations for future studies in sociolinguistics to adopt a broader scope, particularly regarding code-switching, and to utilize alternative analytical methods to achieve more accurate results than those presented in this study. The researcher anticipated that other scholars would examine sociolinguistics across various classes to further this work. Future researchers should investigate the different types and functions of code-switching, along with additional linguistic elements.

Furthermore, for individuals aiming to improve their English skills through code-switching, especially those interested in learning multiple languages, this approach can be an effective educational strategy. In daily life, individuals can adjust their language use to adapt to the new language being learned. Moreover, the use of code-switching in the formal classroom should be deliberate. Teachers should ideally use code-switching for clarification of key ideas, when responding to queries that reveal serious uncertainty, during the earliest stages of teaching a new topic. There are various possible areas for comparative or longitudinal research on the use of code-switching in formal classroom settings. These studies could look into how code-switching affects student learning, engagement, and language development in various educational environments and time periods.

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