

# Analysis of Indonesian-English Code-Switching Performed by the English Lecturers in PNUP (Politeknik Negeri Ujung Pandang)

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**Submission date:** 08-May-2023 11:24PM (UTC-0400)

**Submission ID:** 2088204192

**File name:** B-1\_Asian\_EFL\_Journal\_2019.pdf (2.95M)

**Word count:** 7047

**Character count:** 36099



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(Politeknik Negeri Ujung Pandang)**

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**Abstract**

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This research is intended to find out the characteristics of Indonesian-English Code-Switching in the conversation of the English lecturers. The code switching performed by the English lecturers of PNUP (Politeknik Negeri Ujung Pandang) are in three aspects; the switched segments, the switched points and types of code-switching. The study also attempts to identify the reasons for the lecturers switched their codes. The method used were both qualitative and quantitative where code-switching phenomena are identified, analyzed and classified into the structure evolved by Poplack (2004) and Hoffman (1991). The data are taken from the conversations of the English lecturers when they were chit-chatting at SPUP (State Polytechnic of Ujung Pandang). The findings showed that the noun phrase and single noun as the most switched segments occurred in the conversations which comprised of 64,28 %. In terms of switch points, the points where the switches occur are Indonesian preposition and the English Noun Phrase consists of 40% of the data. Concerning with the types of code-switching, it is found intra-sentential switching as the most type occurred in the lecturers' conversations, which comprised of 43,75% of the data. Relating to the reasons for code-switching taken from questionnaires indicated that most of the lecturers switched their codes because of English is simpler and more practical as 60% of the data. Since English is more or less to be used in the environment, it affects the lecturers when communicated to each other.

**Key words:** Code switching, switched segments , switch points and types of code switching

## Introduction

Language as a communication medium plays a very important role in human activities to communicate meaning, to exchange ideas, feeling or wishes. Using language humans can convey ideas to other people, also as one aspect of total communication behavior by which a number of societies can interact with each other. Language is always changing. It is flexible. There are many thousands of languages in this world. People used many of them to communicate among others. Of those languages, a person may acquire one or more. The acquisition of various languages, two or three or four brings out language choices to be used in a community.

In the era of globalization nowadays, English is used as one of the most important languages as well as international language which is used to communicate with people around the world to share knowledge, opinions, and ideas through the medium of the internet which provide social networking system. The acquisition of two or more languages may make a community become bilingualism and multilingualism.

One of the phenomena which are happened in bilingual community is code-switching, that is the way of speaking that combines two languages in the same sentence or discourse. It is a natural process that often occurs between multilingual speakers who share two or more languages in common. Code-switching is not a strange thing for Indonesian people now, especially in big cities. This phenomenon can be much found in an electronic medium such as in television, radios, some people like leaders or politicians, entertainers, business executives, teenagers or even housewives frequently combine Indonesian and English when they are talking.

In natural conversation among English lecturers at PNUP (Politeknik Negeri Ujung Pandang), the writer has observed this phenomenon. The lecturers frequently switch their codes in chit-chatting, without being aware of it. This seems to happen naturally because the teachers habitually speak English in teaching. That habit could be influencing their way of speaking in conversation. The following example is taken from one of the teachers' conversation observed by the writer.

1. Lecturer 1: Sis A, besok jadikah kita *visit* Pak M?

Lecturer 2: Jadi, mungkin kita bisa berangkat *after the class* yah at 12 .

Lecturer 1: Ok, nanti kita saling *contact* saja yah.

2. Lecturer 1: Laparma! *I'm so starving*.

Lecturer 2: *Let's eat then*. Kantin Bu Acha kayanya enak disitu.

Based on the background explained previously, the researcher proposes to identify and evaluate: 1) The switched segments the lecturers' code switch, 2) The point where the switch occurs 3) The types of code-switching used by the lecturers in conversation, and, (4) the reasons for the lecturers switched their codes.

The significance of the research are; 1) The findings will give some information for Indonesian people, especially for teachers and sociolinguists in concerning the phenomenon of code-switching. 2). The findings will provide a description of the pattern of Indonesian-English code-switching, especially those who switch their code from Indonesian to English. 3). The study will reveal a natural phenomenon of language development in the society.

### Literature Review

There have been several studies on bilingualism and code-switching. Arifin (2018) states that although most of the studies now have shown the bi/multilingual advantage over their monolingual counterparts, there are also studies that find no coherent evidence of this advantage.

Yusuf, Y.Q, et al.,(2018) investigated the types of code-switching between Indonesian and English and vice versa in an Indonesian novel Antologi Rasa. The results showed that the most frequently used code-switching type in the novel was inter-sentential switching (62.3%), followed by intra-sentential switching (20.9%), tag switching (12.4%), and establishing continuity with the previous speaker (4.4%). Inter-sentential was presumed to be used the most because this type of code-switching signals bilingual proficiency and the novel does focus on readers who are adults and live in the metropolitan area. These readers are believed to be fluent speakers of both Indonesian and English. Establishing continuity with the previous speaker was the least frequently used code-switching type in the novel. This type of switching is mostly affected by social distance whereas, in the novel, most of the characters had a close relationship with each other, perhaps explaining this low frequency.

Yassi (2003) found 20 patterns of socio-pragmatic functions of Indonesian-English code-switching, such as message repetition, desire to play with a well known English expression, quotation, lack of a set Indonesian word, message neutralization etc. Yassi (2003) also found 5 strategies, which

mainly function to harmonize the sentences and utterances whenever the speakers code switch such as: to naturalize the utterances, to avoid repetition, to transform the syntactic function, etc.

Zirker (2007) conducted research on <sup>35</sup>Intrasentential Vs Intersentential Code-switching in early and late bilinguals. The result shows that 26 early and late Spanish-English bilingual speakers made acceptability judgments on intra and intersentential switches. The results also indicate <sup>15</sup>that there is no statistical difference between early and late bilinguals when responding to whether a mix was good or bad, and how good or bad a mix was. There were, however, trends in the results which indicate that early bilinguals may respond faster to code switches than late bilinguals, suggesting that early and late bilinguals may process language differently.

Meanwhile, Iqbal (2011) shows the findings from Urdu/English code-switching corpus, collected from universities of Lahore city, are presented and analyzed. It is investigated that while making use of code-switching, there is frequent use of different linguistic features of code-switching between Urdu and English by university teachers. It is found that intra-sentential codeswitching (37.15%) is the leading code-switched area, and code-switching at word (31.21%), clause (21.54%), and phrase (6.42%) level, being a part of inter-sentential code-switching, are the successive areas. On the other hand, inter-sentential code-switching (3.66%) makes the least of it.

A basic concept in sociolinguistics is the speech community. It can be defined as a group of people who habitually interact with each other linguistically (Hudson 1987:25). Further explanation is given by Shridar in <sup>10</sup>McKay and Hornberger (1996:49) speech community is a community sharing knowledge of the rules for the conduct and interpretation of speech. Such sharing consists of knowledge of at least form of speech and knowledge of its patterns of use.

State Polytechnic of Ujung Pandang (SPUP) is one of the famous vocational campuses in Makassar. In this institution, there are a lot of people get along together. They are coming from different backgrounds. For the English lecturers in SPUP also come from different backgrounds. They are university graduates. They also come from different areas. Some are from Bugis, Toraja, Makassar, and the others are from areas outside South Sulawesi. These different origins give an impact to their interaction through language. For instance when they are talking, sometimes they use vernaculars.

Outside the classroom, the lecturers always meet and chat with each other. At SPUP, there is no strict rule that all English Lecturers must speak English all the time. However, the lecturers possess an awareness that they teach English and it means they have to always use the language. Therefore,

when they are in a conversation, they never forget to use English. They mix it with Indonesian or even vernaculars. It happens very often. Beside this awareness, this phenomenon probably can be happened because of the frequent use of English in the classroom. When the lecturers are outside the classroom, consciously or unconsciously they use some expressions from the lesson in their classroom in their conversations.

Code-switching may be defined as follows: the use of more than one language by two people engaged in a speech act (Poplack, 1980; Lipski, 1985; Gonzales-Velásquez, 1995; Myusken, 2000 cited in Zirker, 2007, p. 7). It can occur between the speakers involved in a conversation or within a speech turn of a single speaker. Code-switching involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation (Hoffmann, 1991, p. 110). Redlinger and Park (1980, cited in Hoffmann, 1991, p. 105) say "Language mixing refers to the combining of elements from two languages in a single utterances." According to (Wardhaugh, 1990, p. 103) code-mixing occurs when conversant uses both languages together to the extent that they change from one language to the other in the course of a single utterance.

In code-switching, one language may be more dominant than others. It happens when a speaker uses one language mostly than the other in a discourse. The dominant language is termed as "matrix language" while the subdominant one is "embedded language". Thus, for example, the speakers of Indonesian-English code-switching use Indonesian more than English, then Indonesian is the matrix language (ML) while English is the embedded language (EL). Myers Scotton, 1993, cited in Halim, (2004, p. 15) define the matrix language as "the higher frequency of morphemes in a discourse".

In terms of the grammar of code-switching. Poplack's study (2004) cited in Jacobson (1998, p. 54) proposed that a model of grammar, which is governed by two constraints, could generate Spanish/English code-switching. Firstly, the free morpheme constraint, where the switch may not occur between a bound morpheme and a lexical form unless the lexical form has been phonologically integrated into the morpheme. Secondly, equivalence constraint. This constraint predicts that code switches will tend to occur at points where the juxtaposition of elements from the two languages does not violate a syntactic rule of their language. In addition to grammatical constraint of code-switching, Gumperz (1998, p. 87-89) proposed permissible switch points, syntactic relationship (Spanish-English code-switching) as in the following examples (the segments under consideration are in italics) :

1. Switching is blocked between subject-predicate construction:

- My uncle sam *is the most Americanized*
- 2. Switching is blocked between noun complement construction:
  - That's the book *the one that was lost*
- 3. Switching is blocked between verb-verb complement constructions:
  - You should *go to the field*
- 4. Conjoined phrases
  - Jhon stayed at home *because his wife was at work*
- 5. Switching is blocked between verbs of proportional attitude
  - I think he went to the field

From various study of code-switching in the world. Shoji azuma (1998, p. 117) concluded, the words that can be easily code switched are those that can meaningfully stand-alone. Among them are open class words or content words such as noun, verb, and adjective.

Other segments that easily switched are conjunctions, tags and various phrasal categories (Azuma, 1998, p. 114-6) as shown in the following examples:

1. Conjunction (lingala /French )
  - A-li-tu-ambia, THEN tu-ka-enda
  - (he told us, THEN we left)
2. Adverb (Malay/English)
  - Where did you go PETANG INI, Zam?
  - (where did you go this afternoon, Zam?)
3. Adverb and tag (Japanese/English)
  - Soredakara, ANYWAY, asokode smoked salmon, katta no yo
  - (so, anyway we bought smoked salmon there)

For Indonesian, the English language is a foreign language. Therefore, English is not widely and daily used in the community. The people still have the Indonesian language and vernaculars to be used every day. English is just used in certain situations and by certain personalities.

According to Poplack (2004) and Esen (2016) classified types of code-switching into three categories, they are Inter-Sentential code-switching, which the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers. For example: *If you are late for the job interview, ise alnmazsm..* the second is intra-sentential code-switching, the shift is done in the

middle of a sentence, with no interruptions, hesitations or pauses indicating a shift. The speaker is usually unaware of the shift. Different types of switch occur within the clause level including within the word level. Some researchers call it also code mixing. For example: *You are sleepy çoğu zaman because you spend a lot of saat in your bed..* The last type is extra-sentential, that is there is an insertion of a tag from one language into an utterance that is in another language. For example: Turkish students use some boundary words like *ama* (but) or *yani* (I mean) while speaking English. The present study supports those studies in terms of grammatical constraints by Poplack (2004), Azuma (1998) and Gumperz (1998). Dealing with the reason for code-switching, the present study in line with Hoffman (1991, p. 116) and Halim (2004, p. 77) and Tajudin (2013, p. 106) mentioned several reasons for code-switching such as; The reasons are the need to talk about a particular topic, the necessity of quoting somebody else, being emphatic about something, the essential of using interjection, the need to use repetition for clarification, the necessity of intention in clarifying the speech context for interlocutor, and the need to express group identity, desire to use English, use popular word, show tendency to use the integrated words, to show respect, and as habitual action.

### Methodology

This research used a descriptive qualitative method. In this research, the writer provides a description on Indonesian-English code-switching phenomenon in order to disclose the code-switching used in terms of grammatical categories, such as, the switch segments of switching takes place, the switch points where they occurred, the types of code-switching, and the reasons of the lecturers switched their codes in the conversations at PNUP (Politeknik Negeri Ujung Pandang). The conversations were on various topics such as daily life and career.

The subjects of this research are English Lecturers in PNUP. There are 10 (ten) English lecturers from 15 (fifteen) who are selected randomly. In order to observe the code-switching which happens around the lecturers, the researcher listens and records tentatively to the conversations carried especially when they have finished teaching and go chit-chatting, in their daily conversations with others. There are 50 samples of dialogue that contain switches, the researcher randomly draws 26 switches as the sample of the data, and 6 switches taken for explaining the reasons for the lecturers to switch their codes.

The questionnaire as another instrument is also used to investigate the reasons for the lecturers switched their codes in conversations. It is needed to support the finding which is analyzed textually. There are 15 respondents ( all the English lectures) who have filled out and returned the questionnaires.



In analyzing data, the researcher presents the illustration of the general patterns of syntactic features namely switched segments, switch points and types of Indonesian-English code-switching found in the lecturers' conversation. The data were analyzed by transcribing and sorting out the code-switching discourse, then putting them in a tabulated form, consisting of switch segments, switch points and types of code-switching as well as the reason for switching the codes. The frequency of occurrences then counted and described.

### Findings and Discussion

- Switched Segments of Indonesian-English Code Switching among the Lecturers in Conversation

After analyzing the data, it is found 42 switched segments employed by the lecturers in conversation. It is found ten types of switched segments indicated by the data in lectures's conversation. See table 1, the table details this feature.

Table 1. Switched Segments

No.	Switched Segmnets	Samples Code										Total	%
		1	2	3	4	5	6	7	8	9	10		
1	Single N	3	1	1	2	0	2	0	0	1	2	12	28,57
2	NP	2	2	3	0	1	2	1	1	2	1	15	35,71
3	Indep Cl	0	1	0	0	1	1	0	0	0	1	4	9,52
4	Verb P	0	0	1	0	0	0	0	0	1	0	2	4,76
5	Dep Cl	0	0	0	1	0	0	0	0	0	0	1	2,38
6	Conjunction	1	0	0	0	0	0	0	0	0	0	1	2,38
7	Minor Cl	0	0	0	0	1	0	0	0	0	1	2	4,76
8	Adj P	0	1	0	0	0	0	1	0	0	0	2	4,76
9	Idiomatic Exp	1	0	0	0	0	0	0	0	0	0	1	2,38
10	Prep. P	0	1	1	0	0	0	0	0	0	0	2	4,76
Total												42	100

As can be seen from the table above, the data show that single Noun and Noun Phrase as the most frequent switched segment comprising 64,28% of the data.

1. A: Posisi HEADSTAND itu berat sekali, kak. (Headstand position is quite difficult, sis.)

B: Iya yah..... (No 1, Sp 2-9)

In this example above lecturer A is talking about a kind of sport that is yoga. The word HEADSTAND is one of the pose which becomes famous and widely known, since they became the exercise used

in yoga, breakdancing and acrobatics. Even the people who have a very limited English or not at all have used and known the word. The word is rather awkward if it is translated to Indonesian “kepala diatas”, so people prefer to use the former than use the translation.

2. A: Saya orangnya “SIMPLE” dan tidak suka menyusahkan orang lain”. (I’m a simple person and don’t like to make troubles with others)

B: AWESOME .... (No 2, Sp 3-4)

Here, the conversation is taking in a meeting of English Lecturer. Lecturer “A” is talking about herself to lecturer B. In example no 2 the word SIMPLE has been integrated into Indonesian. This word is written and pronounced “simple”, a little bit different from the English word. The lecturer switch their codes into English when they come to such an expression because the subjects have been familiar enough with those integrated words. The word “awesome” is then mentioned by lecturer B indicates that she feels amazed and as compliment to her friend’s personality.

3. A: Saya suka SELF CONFIDENCEnya, mau tampil ke depan kelas .... ( I like his self confidence for coming in front of the class) (No 3, Sp 1)

In the example above lecturer A is talking about one of the student in her class, switching occurs in Noun Phrase as SELF CONFIDENCE since it is known that English is more practical rather than explain them in long word (Weinrich in Tjalla, 2003:59), therefore she probably prefers to switch them.

4. A: Ke Jepang saja (Just go to Japan)

B: Tapi kayanya mahal itu Kak, I’M AFRAID WE CAN’T AFFORD IT. (but it seems quite expensive, sis) (No 15, Sp 2-1)

5. A: JUST IN CASE dikau lupa kunci lab, ada di lemari saya simpan. (Just in case you forget the lab key, I put it in the cupboard) (No 16, Sp 5).

Code-switching then occurs in the form of clauses, i.e independent Cl, dependent Cl, and minor Cl comprising 4,76 % of the data. It is exemplified in 4 (indep Cl), and 5 (minor Cl).

In example no 4, the speakers are talking about general topic; taking vacation. Switching occurs in the form of independent clause, then followed by minor clause in example no 5. It is understandable that they are English lecturers they always use English, they sometimes forget the Indonesian version. It might be happen since they rarely use the language.

The other switched segments which also show a high of occurrences are adjective, prepositional P, and verb P. It is exemplified in sentence 6 (adj), 7 (prep P) and 8 (Verb P).

6. A: Mereka ENTHUSIASTIC banget ikut lomba..... ( They are very enthusiastic in joining the competition). (No 5, Sp 7)
7. A: Kalo saya begitu metodenya, DURING THE CLASS mereka tidak hanya speaking, tapi ada listeningnya juga. ( I use the kind of method, during the class they're not only speaking but also listening) (No 6, Sp 3)
8. A: Jangan makan kuenya, SMELLS BAD..... ( don't eat the cake, it smells bad).( No 9, Sp 9).

The data found to support the previous researchers in which a single noun and noun phrases are the most popular switches segment (Tjalla, 2003, Halim 2004). In addition to a single noun and a noun phrase, it is also found clauses. The tendency of the speaker to switch in larger constituents such as clauses probably caused by their habits. Since the subjects of the research are English lecturers, they have a good ability of English. It is proper when they switch to clauses. Another reason for the lecturer to switch their code in smaller constituents such as noun, noun phrase, adjective, adverb, and verb phrase because they found it more convenient, much easier and free to switch rather than in large constituent like a sentence. It also shows that noun, adjective, adverb, and verb are the easiest parts to be switched since they are the basics lessons in English vocabulary. Therefore, the lecturers probably also have good ability in those word classes above.

It is also found the switch of an English idiom which is shown in the following example:

9. A: Ahhh, YOU DON'T BEAT AROUND THE BUSS lha, tak usah bertele-tele. Ada gosip apakah? (you don't beat around the buss, okay? what's the news?) (No 10, Sp 1)
- B: Ada deh! Sabar yah, nanti saya cerita detailsnya.

In this example above the conversation occurs between the two lecturers which ask about the news. She is curious about what happened so here the the code-switching occurs by using idiom, then it is translated to bahasa Indonesia, for clarifying and emphasizing on the important point she wanted to focus on.

- Switch Points of Indonesian-English Code Swiching among the Lecturers in Conversation

The study has found six combinations of Indonesian-English Code-switching used by the respondents. See table 2, the table details this feature.

Table 2 Swich Points

No.	Switch Points	Samples Code										Total	%
		1	2	3	4	5	6	7	8	9	10		
1	Prep+NP	0	1	0	1	1	0	0	1	0	0	6	40,00

2	Eng Free Morp+Indo	0	0	1	0	1	0	1	0	0	0	3	20,00
3	Prep+V	0	0	0	0	0	1	0	1	0	0	2	13,33
4	Verb+NP	0	0	0	0	0	1	0	0	0	1	2	13,33
5	Aux+verb	0	0	0	0	0	0	0	0	1	0	1	6,67
6	Tag+Interrogative Cl	0	0	0	0	0	0	0	0	0	1	1	6,67
Total												15	100

In this combination the switch occurred between Indonesian preposition and noun phrase is the most frequent switch point, comprising 40% of the data. It is shown in 10 (the segments under consideration are underlined).

10. A: Di Malino bagus UNTUK OUTDOOR .... (It's better to have outdoor in Malino,....)  
 B: Tadi kakak bilang .... (No 5, Sp 2-1)

In the example above, the speaker tends to code switch only the noun rather than preposition "untuk" because it belongs to closed class items, eg determiners, quantifiers, helping verbs, auxiliaries, and tense, cannot be switched.

The other combination of switch point is between English free morpheme and Indonesian bound morpheme, and between preposition and verb, comprising 20% and 13,33%. It is shown in 11, 12, and 13.

11. A: Itu bapak SENSE OF HUMOURnya tinggi sekali, hahahhaa, saya ketawa terus dengar ceritanya. (that man has a high sense of humour, hahaha, I kept laughing after listening his stories). (No 7, Sp 5)  
 12. A: Apa ENGLISHnya ini perkedel jagung, yah? (What do you call perkedel jagung in English?)  
 B: Ohh itu kalo tidak salah corn patty, namanya. (ohh If I'm not mistaken, it's called corn patty). ( No 16, Sp 5-10).  
 13. B: Kayanya susah kalau suruh orang lain yang handle itu. (It's rather difficult if we asked the other person to handle it).  
 C: Kenapa tidak DIORGANIZE sendiri saja, Kak. (No 14, Sp 8-9)

As can be seen from the example above the switching occurs between English free morpheme humour and Indonesian bound morpheme -nya, which functions as possessor. According to Yassi, 2003 cited in Halim, 2004, p. 17 this is called naturalizing strategy. The suffix *-nya* plays a crucial role in the sentence in terms of both meaningfulness and naturalness of the sentence. It is arguable that the exclusion of such a suffix from the sentence of the noun phrase will risk the meaning and the naturalness of the sentence.

There are also examples which are similar to Gumperz's study found in the data they are proposed constraint; conjunction must be in the same language as the conjoined sentence and the other proposed constraint; switching is blocked between auxiliary and verb. Gumperz in (Yassi, 2003:198-199). They are exemplified in 14 and 15 below.

14. A: Kenapa itu Jalil sudah dua hari absent dan tidak ada kabar?

B: oh iya, ibu S wali kelasnya toh?

C: Sebaiknya perhatikan kembali RULEnya, WHENEVER A STUDENT DOESN'T COME TO CLASS, HE SHOULD INFORM TO THE CHAIRMAN OR AT LEAST TEXT THE LECTURER. (No 20, Sp 1,3,7)

In the example above the switching WHENEVER functions as the subordinator conjunction. It is support Gumperz' view who states that the conjunction must be in the same code as the conjoined sentence, which means after the subordinator conjunction must be followed by the same language.

15. A: Harusnya kau bilang dulu kalau mau datang, biar kita bisa PREPARE-PREPARE makanan gitu deh...

(You should tell me first if you want to come, so that we can prepare the food) (No 19, Sp 9).

In example no 15 the switching occurs in the form of verb, the English verb is pluralized in the code-switching. This also means the matrix language is dominant in Indonesian – English code-switching. In communication strategy, this is called compromising strategy as Sebba, 1998, cited in Halim, 2004, p 82. In order to achieve the goal of communication, the switching occur although the structure is ungrammatical according to the rules of grammar of one of the languages involve in the case of Indonesian – English code-switching. Yassi (2003:230) states that the speakers to compromise the Indonesian grammatical system used in the English words regardless of the fact they infringe the grammatical system. This is because the speakers do not have many alternatives to avoid such a violation. The speakers would not switch the code of the plural marker because it belongs to segment that cannot stand alone. As Azuma 1998, cited in Halim, 2004, p. 67) explains, the segment that stand alone cannot be switched.

- Types of Code-switching

The data also shows the types of code-switching used by the lecturers at SPUP (State Polytechnic of Ujung Pandang), see table 3.

Table 3 Types of Code-switching

No.		Samples Code	Total	%
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	Types of Code-switching	1	2	3	4	5	6	7	8	9	10		
1	Intrasentential	3	2	1	2	1	2	0	0	1	2	14	43,75
2	Intersentential	1	0	1	1	1	1	1	1	0	1	8	25,00
3	Tag	0	1	0	0	1	0	1	0	0	1	4	12,50
4	Intralexical	1	0	1	0	1	0	0	1	1	1	6	18,75
Total												32	100

The English lecturers mostly prefer to make intrasentential switching since it is the most dominant of other types. It comprises of 43,75% of the data. The second larger is intersentential code-switching consists of 25% of the data. It is then followed by intralexical 18,75% and tag 12,50%. The intrasentential switching is the most dominant probably because the lecturers found this is easier and more practical also they have at least good knowledge in English.

The examples of both intrasentential and intersentential code switching can be seen below in 16 and 17. (The segments under consideration are underlined).

16. A: Ayomi kita SAVE MONEY TO MAKE OUR DREAMS COME TRUE.... ayo nabung yuk yuk...(Let's save money then, to make our dream comes true). (No 18, Sp 1)

17. A: Itu di Pancious enaknya es krimnya. IT'S VERY TEMPTING. (At Pancious the ice cream is so delicious. It's very tempting)

Here the switchings occurs in the form of independent clause. According to Gumperz (1988:78) code-switching repetition is used to clarify what is said or to emphasize a point. to make it clear also to avoid misunderstanding, so she repeats the English expression in the indonesian's equivalences.

The followings are intralexical in no 18, while tag switching are exemplified in 19 and 20.

18. A: Ehh ada PRINCESSnya Kak S datang! Sama siapa nak? ( Ehh here comes the princess of Kak S! With whom do you come, dear? (No 17, Sp 10)

Here the speaker uses switching in the form of Noun. In Indonesian the word princess sometimes is used for calling the daughter. The speaker tends to qualify the message and specified it by addressing her friend's daughter.

19. A: Barusan datang ke pesta makanannya habis. Pestanya petinggi di sini lagi. (I've just come to a party and they ran out of the food.

B: Ahh REALLY? ARE YOU KIDDING ME? (No 23, Sp 2-3)

The conversation in no 19 is about going to party, here the speaker seemed to be annoyed because she came to the party and did not have some meals there, the lecturer B then replied by switching at the form of idiom which referred to surprising that she could not believe the situation happened at the party.

20. A: YOU KNOW, mereka sebenarnya tahu kondisinya begitu, tapi mereka diam saja. (You know, they actually realize the condition, but they just keep silent) (No 25, Sp 10).

Here the switch occurs in the form of simple clause. The verb phrase *You know* is as filler which also means that the speaker has some kind of shared knowledge with his/her interlocutor.

- 4 The reason for the Lecturers to code-switching

The distribution of reasons for code-switching can be seen in the following table.

Table 4. Reasons for code-switching among lecturers at PNUP

No	Reasons for code-switching	The number of respondents	Percentage
1	English is more practical and simpler	7	47
2	The good proficiency of English	8	53
3	Lack of Indonesian expression	5	33
4	Just habit	7	47

It is found several reasons for code-switching among lecturers at PNUP. The finding is based on the questionnaire given to the respondents. Most of the respondents relate to the second reason, the good ability of English because English can be said as their environment. The reasons are English is more practical and much simpler, the good proficiency of English, and the lack of Indonesia expression. The variety of reasons can be said to show every lecturer's difference with their use, target, and development in English. But, they have something in a foundation. They can overcome the problem of the limited Indonesian expression by this. Therefore, good proficiency in English is the most dominant reason.

### 1. English is More Practical and Simple

It is said that the use of English for the words that have on single correspondence in the matrix language is more practical than explain them in long words as Weinrich,

1998 cited in Tjalla 2003, p. 59. Therefore eight respondents consider this as their reason for code switching. They probably think that they had better express their concept in English because it is shorter and their addressees are likely to understand since they are all English lecturers. Besides, if they say in Indonesian, it would sound awkward, also it is considered that the English expressions are more explicit, as far as meaning is concerned, and simpler from the view point of the word numbers. Therefore, some lecturers prefer to switch into English when they arrived at a certain word expression. Some examples can be seen as following:

1. Kalau mau jadi pengusaha, sebaiknya punya jiwa ENTERPRENEURSHIP yang bagus (if you want to become a businessman, you should have a good ENTERPRENEURSHIP skill). (No 40, sp 5)
2. Ayo jalan-jalan ke Mall MP yuk, sudah lama tak SHOPPING (Let's go to MP mall, we haven't go shopping for a long time). (No 35, sp 6-8)
3. EVENT bagus seperti itu jangan dilewatkan. (Such a good event, shouldn't be missed). (No 34, sp 6-8)

In examples above, English expressions such as ENTERPRENEURSHIP and SHOPPING used in the code-switching belong to the words specially used in business and tourism, in other words these expression are strictly technical terms, and as such they are more explicit in specifying the things or phenomena that they refer to compared with their Indonesian equivalence. For instance, the word EVENT in 3 refers to specific events such as cultural ceremonies, dances and any other cultural performing arts that are usually performed for the sake of tourism and benefit. However, when the word is translated into Indonesian, the meaning will then indicate something in more general such as sport event, accidents, fires, robbery, and the likes. Consequently, the real actual or meaning that speaker intend to convey seems to be unclear, and such as, it may create a misunderstanding. Therefore, in order to avoid such a misunderstanding between the speakers and the addressees since the message is a bit unclear, the speaker decide to use the English expression EVENT rather than its Indonesian translation by switching their code into English.

## **2. The Good Proficiency of English**

All the respondents are English lecturers. Moreover, some of them are teaching English at English courses. Therefore, it can be assumed that the respondents have a good proficiency in English. They show their abilities through their teaching and also their conversation. They talk in English or mix their natives languages, Indonesian or vernaculars with English. Even for the sake of variation,



they use Indonesian and English simultaneously. It also becomes an encouragement for them and their students to always use English.

4. A: Bagaimana VACATIONmu? (What about your vacation?)

B: THAT'S VERY EXCITED, bos. I WENT THERE WITH MY FRIENDS (No 44, Sp 3-6).

The conversation above sounds show off. Yet it is understandable, since all the speakers are quite good in English.

### **3. Lack of Indonesian Expression**

For most Indonesian people, English is a foreign language. Therefore, only a few of them know English well. For an English lecturers, he/she included in the letter group. English is his/her language; he/she must prepare himself/herself with good English ability to interact to other people. Since they always use English, they sometimes forget the Indonesian version. It might be happen since they rarely use the language. Therefore, their responses within a conversation usually in English, not in Indonesian.

5. A: Siapa namanya yang tugas di FRONT OFFICE,... ( Who is taking responsibility at the FRONT OFFICE?) (No 31, Sp 9-12).

The word FRONT OFFICE has equivalence in Indonesian, "kantor depan". Yet in this conversation, it will sound awkward and uncommon if the speakers use "kantor depan" rather than FRONT OFFICE".

6. A: berapa no HPnya Mam? (What's your phone number, mam?)

B: eh biar saya MISSCALL saja. (Let me phone you, first)  
(no 38, sp 2-1).

The word MISSCALL has equivalence in Indonesian which is rather long, "panggilan tak terjawab". But not everybody knows this. Therefore, this fact makes the word MISSCALL is known better than "panggilan tak terjawab".

For reason number 4, it relates to the respondents' ability in English. They make English as their habits. Therefore, they code-switch between Indonesian and English also habitually.

## Conclusions

First, in the discussion of the switched segments, it is found the pattern of a noun phrase, single noun, and clauses as the most frequent switched segments. The clauses are an independent clause, dependent clause, and interrogative clause. This led to the conclusion that since the subjects of this research are English lecturers, they have a good ability of the language. English is their environment, they always use to teach to the students. It is proper for them to switch to the larger constituent like clause. The more frequent the use of English will form a habitual use of English. Therefore, the speakers tend to switch words in phrases and clauses.

Second, in terms of the switch points, it is found the pattern between Indonesian preposition and English Noun Phrase and between English free morpheme and Indonesian bound morpheme. This led to the conclusion that the preposition belongs to the closed class items (structural words). This is in line with Joshi, 1985 cited in Halim, 2004, p. 69 who claims that “closed class items” eg. determiners, quantifiers, preposition, helping verbs, auxiliaries, tense etc cannot be switched.

Third, in terms of types of code-switching, it is found four types that are used by the speakers: intrasentential, intersentential, tag and intralexical switching. This led to the conclusion that probably the lecturers found this is easier and more practical. They have no doubt to use English in their conversations, especially among them. All lecturers have done code-switching, even maybe only once. It is understandable since they have to keep practicing their English and they have to encourage their students to speak English. In doing so, they can speak English all the time or they can mix English with Indonesian or even their vernaculars.

In the discussion of the reason for code-switching, it is found four reasons for code-switching; English is simpler and practical, the good proficiency of English and the lack of Indonesian expressions. This led to the conclusion that in delivering their message, the lecturers have certain purposes during the interaction. To sum up the concluding points above, the researcher synthesized that the lecturers employed Indonesian-English code-switching; they have certain grammatical features that denote certain social meaning during their interaction.

For developing the study to farther research, it strongly suggested to carry out a further study aims to find out a set of English expressions that will be classified as popular English expressions used in Indonesia. In terms of conducting a similar study in the different analysis it would be much to carry out a study on conversational code-switching by using

conversational analysis approach (CA) analysis by looking at from the analysis of conversation such as overlapping, back channel, turn taking, and adjacency pairs.

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