

Code Switching in Bilingual Classes: A Case Study of Three Lecturers at Bunda Mulia University

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Abstract: *This study aims at describing code switching used by the lecturers in the bilingual classes at Bunda Mulia University. The data is collected by recording the classes. The research questions are formulated as follows: (1) What are the types of code-switching used by the lecturers in the bilingual classes at Bunda Mulia University? (2) What motivates the lecturers to code switch in the bilingual classes at Bunda Mulia University? The recording is transcribed to identify the types of code switching and the motivations for code switching. The objectives of the research are the following: To find out the types of code switching used by the lecturers in the bilingual classes at Bunda Mulia University and To find out the motivations of the lecturers to code switch between the languages in the bilingual classes at Bunda Mulia University. The result of this study is expected to contribute some knowledge about code switching in classroom setting to the students of language. The information comprises of code switching types usually produced by the lecturers in the process of teaching and learning activity in the bilingual classes. The data is analyzed in terms of Poplack's framework in Hammers (1980), Hoffman's (1991), and Saville Troike's (1986). The result of the study revealed that the lecturers mostly used the intersentential code switching. The reasons for code switching are to make the students understand more easily the content of course, to clarify the content and to quote somebody else's words or to quote an idea from a source of reference.*

Keywords: *Code, Switching, Bilingualism*

I. INTRODUCTION

Most Indonesian people are able to speak more than one language in their daily lives. Bahasa Indonesia is usually used besides a mother tongue, such as Chinese, Sundanese, Javanese, Batakese, or many others-there are more than 250 spoken languages all over Indonesia. Some Indonesian learners are bilinguals, in the sense that they can speak either Indonesian or English alternately. In some universities in Indonesia, English is used as a means to transfer the knowledge for the students in the classroom. Since English is a foreign language in Indonesia, sometimes the lecturers in the bilingual classes or EFL (English Foreign Language) classrooms switch the language from English to Indonesian in the teaching and learning activity. This is called as code switching. Code switching usually occurs in a bilingual or multilingual community as a strategy in communication.

Poplack (1980) mentions there are three types of code switching namely: extrasentential, intersentential, and intrasentential. Code switching involves the insertion of words, phrases, and sentence level from one language into another, i.e. English into Indonesian. There are some reasons why the lecturers switch the languages in the bilingual classes. Code switching is a way of the lecturers or teachers to deliver a subject to the students in a bilingual classroom to enhance understanding. In Indonesia, code switching is the feature of the learners' language use in the

classroom during the teaching and learning process. Holmes, J (2001: 34) says that there are four social factors which influence one's language choice such as: participants, setting or social context of the interaction, topic of the discussion, and function (why they are speaking). Nunan and Carter (2001: 275) describe code switching as "a phenomenon of switching from one language to another language in the same discourse". In a classroom setting, this 'discourse' refers to the 'students' and 'teachers' naturally occurring language uses in the classroom.

Before considering what a code-switching is, first of all, let us define what a code is. Richards and Schmidt (2002: 79) state that code is "a term which is used instead of language, speech variety, or dialect, it is sometimes considered to be a more neutral term than the others". Then Richards and Schmidt (2002: 79) mentions "People use code when they want to stress the uses of language or language variety in a particular community". For example, a Puerto Rican in New York City may have two codes: English and Spanish. He or she may use one code (English) at work and the other code (Spanish) at home or when talking to others. Code switching is "a change by speaker (or writer) from one language or language variety into another" (Richards and Schmidt, 2002: 81). Code switching can take place in conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking in one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence.

Although there have been many researchers who have done studies about code-switching, a little research has been conducted in the teaching and learning activity which investigates code-switching used by lecturers or teachers in the bilingual classes. This research is conducted in three bilingual classes at Bunda Mulia University where English is a medium used by the lecturers during the teaching and learning activities. In Bunda Mulia University, bilingual classes are all the teaching and learning activities use English and Bahasa Indonesia as the medium to deliver the knowledge. The lecturers teach content subjects such as Knowledge Management, Enterprise Resource Planning and Business Concept mainly in English. This research is an attempt to find out (1) the types of code-switching used by the lecturers who teach content subject in the bilingual classes at Bunda Mulia University and (2) the motivations why the lecturers use code switching in the bilingual classes.

II. THEORETICAL REVIEW

2.1 Bilingualism

The definition of bilingualism often refers to people who have knowledge and are able to use more than one language. Some linguists have varied the definitions of bilingualism. It is important first of all to distinguish what bilingualism and bilinguals are. Generally, Haugen (1953), Fishman (1971) as quoted by Platt (1975: 88), Hammers and Blanc (1987: 6), Spolsky (1998: 45), Johnson and Johnson (1999: 29), Hammers and Blanc (2000: 368), Grosjean (2001), Richard (2002: 51), Spolsky (2002: 45-46), Swan et al (2004: 27), Myers-Scotton (2006), state that "bilingualism is who have the ability to speak more than two languages in their speech community". Bilingual is a person who can speak at least one language in addition to the first language.

Spolsky (1998: 45) defines a bilingual as "a person who has some functional ability in the second language". This ability may vary from one bilingual to another. To a very strong

command it is sometimes called balanced bilingualism. He also describes that bilinguals have a repertoire of domain-related rules of language choice. In other words, bilinguals can vary their choice of language to suit the existing situation and condition in order to communicate effectively. This leads them to alternate two languages within the same utterance or commonly called, code switching. Johnson and Johnson (1999: 29) it is stated that “the starting point of bilingualism is the meaning of the term bilingual and its derivatives”. It mentions that “bilingual is as a person who speaks two languages equally well; so-and-so is bilingual in French and English means that they use two languages with equal ease”. Hamers and Blanc (2000: 368) again redefine bilingualism as “the state of an individual or a community characterized by the simultaneous presence of two languages”. Meanwhile, bilinguality is “the level of proficiency in both languages, thus ignoring non linguistic dimensions”. Furthermore, it is extended that bilinguality is “a psychological state of the individual who has access to more than one linguistic code as a means of social communication: this access varies along a number of dimensions”.

Hamers and Blanc (2000) say there are two types of bilinguality, they are: Compound bilinguality and Coordinate bilinguality. Compound bilinguality is a state of bilinguality in which two sets of linguistic signs have come to be associated with the same set of meanings; this type of bilinguality is usually linked to a common context of acquisition. Coordinate bilinguality, a state of bilinguality in which translation equivalents in two languages each correspond to a distinct set of semantic representations; this type of bilinguality is usually linked to different context of acquisition. Dominant bilinguality, a state of bilinguality in which competence in one language is superior in the other. In the bilingual language mode as what Grosjean in Mesthrie (2001) says, bilinguals interact with one another. First, they adopt a language to use together, what is known as the ‘base language’. This process is called ‘language choice’ and is governed by a number of factors:

1. Interlocutors.

It is involved for example their usual language of interaction, their language proficiency, language preference, socioeconomic status, age, sex, occupation, education, kinship relation, and attitude toward the language.

2. The situation of the interaction.

As for example is location, presence of monolinguals, degree of formality and degree of intimacy.

3. The content of discourse. It includes topic and type of vocabulary needed.

4. The function of interaction.

This function can be to communicate information, to create a social distance between the speakers, to raise the status of one of the interlocutors, to exclude someone, to request something. Once a base language has been chosen, bilinguals can bring in the other language in various ways. One of this ways is to code switch that is to shift completely to the other language for the word, a phrase or a sentence.

Richard (2002: 51) states bilingual refers to “a person who uses at least two languages with some degree of proficiency”. This means that in everyday use a bilingual usually means a person who speaks, read or understand two languages equally well but a bilingual person usually has a better knowledge of one language than another. In addition, Swan et al (2004: 27) mentions that bilingualism is “the use of two or more languages (the latter is sometimes also called multilingualism) by an individual or by a speech community”. It means that bilingual is the

individual who can speak more than one language, but who do not necessarily live in a bilingual or multilingual community. On the other hand, Myers-Scotton (2006) explains that we shall say bilingualism is the ability to use more than two or more languages sufficiently to carry on a limited casual conversation. It means a person who is called bilingual if he or she is able to use the language in short conversation. When that person just because studied Spanish for two years in secondary school or at college or university and he can read some Spanish, he is not considered as bilingual based on Myers' definition unless he can use Spanish in a short conversation.

Myers Scotton (2006: 45) states that bilingualism is "the result of contact between speakers speaking different languages, especially different first language".

Haugen (1953) proposed "the point where a speaker can first produce complete meaningful utterances in the other language". We can summarize some characteristics of bilingualism as follows:

1. A bilingual is a person who can carry on at least casual conversations on everyday topics in second language acquisition.
2. There are some bilinguals equally proficient in both languages that they speak.
3. The reasons which promote bilingualism are that the conditions under which they acquire or learn the languages often differ, and where and the extent to which they currently use both languages often differ.
4. There are two major headings under factors promoting bilingualism: proximity and physical displacement (physical or psychological).

Proximity means where people live, what kind of work they do, and whether there are speakers of second language in their family circle.

While physical displacement includes migration as a prime reason for a person to become bilingual. Wars and subsequent colonialism and change in government also are major factors promoting bilingualism because of displacement.

2.2 Bilinguals on Code Switching

Code switching is one of the characteristics of a bilingual (a person who knows and uses more than one language) or a multilingual (a person who knows and uses more than three or more languages community speech behavior). Code switching or the alternate use of two or more languages in the same utterance or conversation is quite common occurrence in bilingual classrooms. In the case of bilingual, code switching frequently occurs in the speech community. When bilingual speakers code switch, they stop speaking one language and begin to speak another or they insert unadapted patterns of one language into the patterns of the other. Valdes Fallis (1978), Grosjean (1982), and Ramirez and Mailk (1986) report that a widely held belief about code switching is that bilinguals engage in it as a coping strategy, a way of dealing with specific deficiencies in both linguistics systems. Hoffman (1991: 113) states that bilinguals, particularly older ones are normally able to control the amount of code switching they do. There are many contextual, situational and personal factors influence of the speaker. Code switching in bilingual community might occur when speakers, who have known each other, talk in an informal situation.

2.3 Code Switching

In the beginning, Gumperz (1982) analyzed code switching as ‘*situational code switching*’ or ‘*metaphorical code switching*,’ A situational switch involves a change in participants and/or strategies, whereas metaphorical code switching involves a change in topical emphasis (Gumperz and Hymes, (1972:409). These switches appear to be motivated by speaker-external factors, according to Gumperz. Situational code switching occurs when there is a change of topics discussion or communicative situation. For example: “Navajo teacher usually switches into English to the students when talking about families, rodeos and other community”. Metaphorical code switching occurs in the example of conversation between India and Nepal. A woman who talks in Nepali as the official language switches into English language with a guard who also talks in Nepali accent. This code switching happens as a verbal strategy in the communication and to show ethnic identity and appeal to solidarity. However, Gumperz (1982) mentions the six majors for conversational code switching namely: (1) Quotation (2) Addressee specification (3) Interjection (4) Reiteration (5) Message qualification (6) Personification / objectification

Mackey (1970: 569), Di Pierto in Paradis (1978:275), Kumar in the article of Anthropological Linguistics (1986: 195) shared that code switching is alternating more than one language by inserting words, phrases and sentences other than the first language. Then, Hammers and Blanc (1987, 1990), Crystal (1987); Berthold, Mangubhai and Barthorowics (1997), Gal (1988: 247) state code switching is a conversational strategy in bilingual community. Hoffman (1991: 111), Holmes (1992: 44), Myers Scotton (1993:1) describe the types of code switching. In code switching, people usually alternate from one language into another language. For example, in bilingual classroom teachers or lecturers might switch the language from English to Bahasa Indonesia in delivering the subject to the students. It also happens in English as a foreign language classroom where the teachers or the lecturers switch one language into another language. Code switching can occur because the speaker has an intention to switch the language. Code switching can be approached from some theoretical view definitions. Code switching is “the use of more than one language by communicants in the execution of speech act” (Di Pierto in Paradis 1978: 275). There is no claim to comprehensiveness in the definition. Code switching occurs by inserting a lexical word, phrase, and sentence. There are many examples of data presented switching by inserting lexical word for example (Oksaar 1974; Mkilifi 1978; Grosjean 1982; Aguirre 1985). Oksaar in Hoffman (1991: 110) gives examples in the case of an Estonian—Swedish bilingual and Estonian—America.

Code switching is the combination of elements from two languages in a single utterance. Another definition comes from Kumar in Anthropological Linguistics (1986: 195) who proposes the meaning of code switching as “which is influenced by extralinguistic factors such as topic, interlocutors, setting, etc is the alternate use of lexical items, phrases, clauses, and sentences from the non-native language into the system of the native language.

Some other examples are also presented by Gunarwan in Saville Troike (1982: 51) from an informal conversation among Bahasa Indonesia (I), Dutch (D), and English (E) trilinguals. The example is a code switching of a noun phrase into Dutch ‘*van avond*’ which means this evening. We can also see another code switching at word level as in. This code switching inserts the single word Indonesian in ‘*yok*’ which means ‘*let’s*’. The word ‘*yok*’ is usually said for ‘*ayo*’ in Indonesian. Then occurs by switching the suffix of Indonesian ‘*-nya*’ which is equivalent to ‘*the*’ in English. Code switching also commonly occurs at the sentence

level such as in 'Jam berapa'? Code switching is an important strategy for communication. As Gal (1988: 247) says: "code switching is a conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their rights and obligations". Victoria and Rodman (1998) explain that code switching is a term in linguistics as "using more than one language or dialect in conversation". Code switching can be distinguished from other language contact phenomena such as loan translation, borrowings, transfer and interference. The difference between borrowing and code switching or code mixing is in terms of their writing. For borrowing, since the loan word is already adapted into the native language, it is written in regular word for example the word 'seksi'. Whereas, for code switching or code mixing, since it still follows the morphological aspect of the borrowed-language, it is written in italics: 'sexy'. For the emphasis of the difference, code switching and code mixing follow the rule of the native language.

Gumperz (1982) states that borrowing refers to terms that have passed from one language to another and have come to be used by monolinguals. For example in Indonesian terms, the words 'bank' and 'mall' are borrowings. It is suggested that one should not confuse code-switching with code-mixing. Code-mixing like code-switching, is a language-contact communication strategy, but the speaker of Lx transfers elements or rules of Ly to Lx at all linguistic levels of Lx, otherwise they would be considered as loans (in other words, code-mixing is a phenomenon of parole, not langue). In code-mixing, there is necessarily a base language and it is possible to distinguish in an utterance monolingual chunks in the base language which alternate with chunks calling upon the rules of both languages. For example, in Chiac (a mixed French-English vernacular of New Brunswick) 'je vais back venir' is a French sentence comprising a French phrasal verb 'Je vais venir' and English morpheme 'back' which is prepositioned to the verb according to a French rule unacceptable in English. Typical utterance of code-mixing and code-switching might be schematized as in the following (quoted from Hammers and Blanc, 1990:149).

Code-mixing	/Lx/(LxLy)/Lx/(LyLx)/Lx/etc.
Code-switching	/Lx/Ly/Lx/Ly/etc.

Code-mixing is a communication strategy used by bilinguals in which the speaker of one language Lx transfer elements or rules of different language (Ly) to Lx (the base language); unlike borrowing, however, these elements are not integrated into the linguistic system of Lx. Borrowing is the taking over of linguistic forms (usually lexical items) by one language from another; such borrowing are known as loan words. Now, let us see two examples of code mixing quoted from (Suara Pembaruan, 7/9-2006) as in follow:

- (1) Pada setiap pertandingan sepak bola internasional, **fair play** selalu dikampanyekan.
(*In every International soccer competition, fair play is always campaigned.*)
 - (2), tidak semua usulan **haircut** bisa disetujui....
(*....., not all of the proposal of haircut can be approved...*)
- From the examples, it can be seen how two English words are used in Indonesian.

2.4 Types of code switching

Blom and John Gumperz identified two categories of code switching namely: (1) situational code switching and (2) conversational code switching. Situational code switching

occurs when there is a change of topic or situation, while conversational code switching occurs where there is no change (Hoffman, 1991).

Then Hoffman (1991:112) shows there are many types of code switching based on the juncture or the scope of switching where the language takes place as in the following:

1. Emblematic switching.

It is tags or exclamation. In this kind of code switching, tags and certain set phrases in one language are inserted into an utterance otherwise in another.

2. Intrasentential switching.

This kind of switching occurs within a clause or sentence boundary.

3. Intersentential switching.

This kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other.

4. Intra-lexical code mixing.

This kind of code mixing which occurs within a word boundary, such as in ‘*shoppa*’ (English shop with the Panjabi plural ending) or ‘*kuenjoy*’ (English with the Swahili prefix ‘*ku*’, meaning ‘to’).

5. Establishing continuity with the previous speaker.

This kind of code switching occurs to continue the utterance of the previous speaker as when one Indonesian speaker speaks in English and then the other speaker tries to respond in English.

6. Involving a change of pronunciation.

This kind of switching or code mixing occurs at the phonological level, as when Indonesian speaker says an English word, but modifies it to Indonesian phonological structure.

For example the word in the following is pronounced Hoffman (1991: 112), strawberry’ is said ‘**stroberi**’ by Indonesian speaker. This above example in (12) is an example of occurrence which commonly used pronounced as in English word.

Code mixing is a part of code switching which can be included in the type of code switching: “involving a word within a sentence” because according to Poplack (1980), Mclaughlin (1984), and Appel and Muysken (1987), code mixing is switches occurring at the lexical level within a sentence.

Further, Poplack (1980, cited in Hamers, 2000: 259) identifies three types of code switching in terms of what part of a speech act is switched into another language:

1. Extra sentential code switching which involves the insertion of a tag.

You know..., I mean..., *mutta en ma viitinyl*, **no way** (English tag) ‘But I am not bothered, **no way!**’ The example is Finnish/English whereas code switching occurs by inserting the tag such as ‘*no way*’ into a clause or sentence.

2. Intersentential code switching which involves a switch at clause/sentence boundary.

It means that one clause in one language and the other is in other language. For example: We need to repeat the example if you don’t understand. For example, ‘**kalau dalam Bahasa Indonesia, tolong ulangilagi. Maaf saya belum mengerti**’. (We need to repeat the example if you don’t understand. For example, in Indonesian please repeat. Sorry I have not understood yet) This example is taken from data in bilingual classes at Bunda Mulia University when the lecturer is delivering the subject to the students. The lecturer switches into Indonesian at a

sentence level *'kalau dalam bahasa Indonesia tolong ulangi lagi maaf saya belum mengerti'* in order to make sure whether the students understand or not.

3. Intrasentential code switching which involves switches of different types occurring within the clause boundary, including within the word boundary. For examples:

Shoppa 'shops' *dimark-upmemvaluekan*

2.5 Code Switching and Code Mixing

This study uses code switching to refer to both switching and mixing phenomena resulted from language in contact. In a dictionary of sociolinguistics by Swann (2004: 40-41) code switching refers to "instances when speakers switch between codes (languages or language varieties) in the course of a conversation". A formal distinction is sometimes made between intra-sentential code switching, where switches occur within a sentence and inter-sentential code switching where a switch occurs at the end of a sentence. Hamers and Blanc (2000) say that one of the most common and original strategies used by bilingual speakers among themselves is code switching. Grosjean (1982:145) in Hamers and Blanc (2000) states that a general definition is 'the alternate use of two or more languages in the same utterance or conversation'. Hoffman (1991: 110) says that it might be argued that code switching is potentially the most creative aspect of bilingual speech. It has also been considered as a sign of linguistic decay, i.e. evidence that bilinguals are not capable of acquiring two languages properly or keeping them apart. Furthermore, he says that the most general description of code-switching is that it involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation.

In the case of bilingual speaking to each other, switching can consist of changing languages; in that of monolinguals, shift of style. McLaughlin (1984) in Hoffman (1991: 110) emphasizes the distinction between mixing and switching by referring to code-switches as language changes occurring across phrase or sentence boundaries, whereas code-mixes take place within sentences and usually involve single lexical items.

Richard (2002:81) also defines code switching as "a change by a speaker (or writer) from one language variety to another one". Code switching can take place in a conversation when one speaker uses one language and other speaker answers in a different language. A person may start speaking one language and then change to another one in the middle of the speech, or sometimes even in the middle of a sentence. In addition to that, Hamers and Blanc (2000) say that code-switching differs from other phenomenon because the latter involve deformation or replacement of parts of the grammar or lexicon of the languages concerned, whereas code-switching leaves both intact; furthermore, they say unlike the other phenomena, which refer to specialized functions, code-switching in our sense is used for a wider range of functions and situations and obeys socially determined norms prevalent in certain multilingual communities. In code-switching two languages are present in the discourse, chunks from one language alternating with chunks from the other. A chunk can vary in length from a morpheme to an utterance.

2.6 The Reasons of Code Switching

In bilingual classrooms, there are many reasons why the teachers or lecturers switch from one language into another language while they are delivering the subject to the students. One of the essential reasons is actually to ensure that students with limited and varied English proficiency understand the teaching points while achieving the considerable efficiency. Let us

take an example in the situation of bilingual classrooms at university level; the lecturers' code switching has been identified in both academic and non-academic content. Another reason to code switch within a sentence is when the speaker, while speaking on language, wishes to quote directly what someone has said in the other language. Speakers also code switch of a phrase or an utterance. Likewise, the simple prior use of an item or phrase in the other language can cause the speaker to switch momentarily from one language to the other language and back again. Other switches are triggered by the presence of a lexical element embedded latter in the sentence which is untranslatable in the language of the first portion of the sentence. Then conversational factors also have an effect of code switching, lexical code switching. This kind of switching involves word switches of nouns, verbs, adjectives and set phrases.

Bilinguals usually explain when they code switch it is because the lack facility in one language when they are talking about particular topic (Grosjean, 1982:150).

- (1) Spanish—English language: La consulta era (the visit cost) **eight dollars**.
(*The visit cost eight dollars*) (2) Kikuyu—English language
Atiriri angle niati **hasinadegree eighty**; nayo **this one** ina mirongo itatu.

The above examples represent code switching occurrences between Spanish and English and from Kikuyu in Nairobi into English when a particular topic is discussed in the conversation that is 'money' in (11). The speaker switches into English because probably most activity of selling and buying are used English. Then in example (12) it is a code switching because of they discuss geometry. This may happen because the speaker learned about geometry in English. This occurrence happens because they cannot find an appropriate words or expressions when the language is being used.

Members of community do code switching regularly when a particular topic is discussed Grosjean (1982: 153) adds some reasons of code switching as in the following:

- (1) Fill a linguistic need for lexical item, set phrase, discourse marker or sentence filler.
- (2) Continue the last language used (triggering), (3) Quote someone, (4) Specify addressee.
- (5) Qualify message: amplify or emphasize ("topper" in argument), (6) Specify speaker involvement or personalize message, (7) Mark and emphasize group identity, (8) Convey confidentiality, anger, and annoyance (9) Exclude someone from conversation (10). Change role of speaker: raise status, add authority, and shows expertise.

2.7 Previous Studies

2.7.1 Myers Scotton's finding

There has been a large number of research works about code switching. Scotton (1982) examined the possibility of code switching motivation among African communities. Scotton found that a major reason for maintaining more than one language in the same speech community is that switching between codes is a major source of conversational implicature. The subjects in the research are from a multilingual African speech community. The data is taken from natural conversation among members of the Luyia speech community in Kenya. Luyia language group includes 17 dialects (Angogo 1980) which are spoken natively in Western Kenya and Eastern Uganda by million speakers. Based on Scotton's findings, community: first code switching is to implicate identities as the unmarked choice. It means in order to affirm or establish the composite in a conversation, the speakers do code switching. Second, code switching as a marked choice.

2.7.2 Yoon's findings (1992)

Following Yoon's research on code switching: a study of Korean-English switching (1992), he conducts further research in order to determine code switching of Korean-English bilingual speaker. The data collected from tape recorded natural conversations by 20 Korean-English bilinguals. These subjects were selected on basis of length residence in the United States and their competence in both Korean and English. The age range about 40-55 years upper middle class college graduates which had lived in the United States more than 15 years and have high level competence in both languages. From 20 subjects, 16 were professionals (medical doctors, scientists, economists, international business traders, teachers and accountants) who used English in social interaction dominantly. The subjects are informed before the researcher wants to record the data. The study was to investigate ways in which Korean-English bilinguals alternate the two languages in social interactions. There are nine taped sessions 30 minutes of conversation, a half hour taping took place in three context with three different groups of subjects: after dinner conversations of three sets of couples, after dinner conversations of three sets of three male acquaintances and after lunch conversations of three sets of three female acquaintances.

The result of the research has shown that from 1364 clearly audible utterances, there are 589 intrasentential occurrences of switches and 775 occurrences of intersentential. There are two interesting code switching phenomena were found: a change of the part of speech in the process of making small nonequivalence 'constituents' switches and an introduction of Korean "operating verbs," which are inflected to indicate the degree of respect to the interlocutor. The size of 'constituent' constraint says that higher level constituents that are large size 'constituents' such as clause tend to switch more frequently than lower or smaller size 'constituents' such as one word categories, nouns, verbs. From the total number of intrasentential switches, the large size 'constituent' is 84 occurrences and 505 occurrences for small size 'constituents'. The small size 'constituents' refer to switched constituents found in simple sentences or in clauses while large size 'constituents' refer to complex or compound sentences that consist of two clauses; one clause in the first language (L1) and the other clause in the second language (L2). The third category refers to sentences that contain code switching errors.

III. RESEARCH METHODOLOGY

3.1 Subject of the Study

The subjects for this research were the lecturers who teach content subject in bilingual classes at Bunda Mulia University in Jakarta. It is located on Lodan Raya Street no 2 in North Jakarta. There were three lecturers observed in their classes at Bunda Mulia University for this research. Two lecturers were teaching at the Faculty of Information System and the other one was at the Faculty of Management. The three lecturers were coded as A, B, and C. There were actually five lecturers who teach the content subject in the bilingual classes but three lecturers agreed to be the subject in this research. It was not easy to ask permission from the lecturers to record them while delivering the subject in the classroom because the lecturers had never been asked before for recording their voice during teaching. I obtained permission from the head of the faculty to do the research in bilingual classes. Finally, I was allowed to observe and take data in the bilingual classes. Of all five lecturers, there were only three lecturers who allowed me to do the research in their classes.

In Bunda Mulia University, there were about 12 classes considered as bilingual classes. Why the lecturers in the bilingual classes at Bunda Mulia University was chosen to be the participants because I have been working there since 2007. So it will be easier for me to have permission in doing the research. I collected the data from February until April in 2009. All the lecturers who taught in the bilingual classes were selected based on their English proficiency. The content subjects that are taught by the lecturers in the bilingual classes are Knowledge Management (three credit hours), Marketing Management (three credit hours), and Enterprise Resource Planning (EPR) (four credit hours). The lecturers used English to deliver the subjects in the classes.

All learning materials, such as power point slide and the books, are in English. The students had been prepared for the English instructions by attending the English classes from the first semester. This class is called Bahasa Inggris Umum or General English. There are about 40 up to 50 students in one bilingual class.

1. Lecturer A

Lecturer A has been teaching in bilingual classes at Bunda Mulia University for two semesters. He has a bachelor degree in Chemical Engineering and hold Master of Business Information degree. He has commonly taught in bilingual classes for example in SUPRA company and Bunda Mulia University. However, there were different kinds of content subjects that he taught for the bilingual classes such as Statistics for Business and Economics, Marketing Management, Operation Research, Retail Management: Promotions and Advertising, Service marketing, Operation management. He taught Marketing Management in the bilingual classes which consisted of three classes (morning and evening classes) at Bunda Mulia University.

In relation to his English background, he has lived in some English speaking countries such as Singapore, Sidney (Australia), Melbourne, Rochester (USA), Petaling Jaya (Malaysia), and Bangkok (Thailand) for working and studying. This experience definitely can make him familiar to discuss his subject in English. He usually uses English when he is teaching in the bilingual class, working with colleagues at office, in a meeting, talking to a friend or best friend and to foreigners.

2. Lecturer B

Lecturer B is the second subject in this research. He has been teaching in the bilingual classes for six semesters. He graduated from Management Information System from Universitas Indonesia which locates in DEPOK, Jakarta. He also obtained master degree in Commerce, Information System and Business Communication from BINUS (Universitas BINA NUSANTARA) which locates in Jakarta. He has been teaching in bilingual classes since 2007 at Bunda Mulia University. The lecturer told me in the interview that English is used to deliver the subject in the bilingual classes. He said that all the lecturers who teach in bilingual classes must use English when teaching the course.

He taught two subjects in bilingual classes, i.e. Knowledge Management and Business English. He used English when teaching. He sometimes talks in English with friends at the office. There were two classes that I observed for B; one in the morning class and other in the afternoon. So, there were two recorded data collected from B.

3. Lecturer C

Lecturer C is the third subject in this research. He is a Bachelor in Computer System Information and his master degree is also in the same background, i.e. System Information of Computer. He has been teaching in the bilingual classes since last year. The subjects he taught were Decision Support Systems, Management Informatics System, Enterprise Resource Planning, and System Analysis and Planning. I recorded the data from the Enterprise Resource Planning class data. There were two recordings that I collected from the class.

Based on the information in questionnaire, he lived abroad for a long time to have business work. He lived in Germany for 6 months and in Den Haag (Holland) almost for a year. Moreover, he usually speaks English when teaching in the bilingual classroom, working with colleagues at the office, in a meeting, talking to friends.

3.2 Methodology

The data for this research is code switching in the lecturers' speech. They teach in bilingual classes and use English to deliver the content subjects to the students in the teaching learning context. The data was collected by using audio recording Sony MP3. The recording was taken about two-half hour for each meeting. There were six meetings that I recorded. After the data was recorded (2,5 hours x 6 meetings), I transcribed all the utterances in the recording. After completing the transcription, I analyzed the data.

In addition, I also distributed questionnaire to the three lecturers in order to get some additional information such as the lecturers' language background and interviewed the three lecturers to get more information about their bilingual classes and asked them why they switch the language while delivering the subject to the students in the class.

3.3 Procedure

To investigate code switching produced by the lecturers in the bilingual classes at Bunda Mulia University, I followed some steps to collect the data. First, I observed the bilingual classes at Bunda Mulia University after obtaining the permission from the head of the faculty in order to collect more information about the lecturers in the bilingual classes and about the learning situation in the classes. To be honest, it is not easy to get the permission from the lecturers to do the research in their classroom particularly to record their lecture because they told me that they had never been recorded before during teaching in the classroom. In the beginning, the lecturers did not want to be observed their class to be my research. After explaining to the lecturers what I need in the research, they agreed.

Second, the data were collected by observing and recording all the lecturers when the selected subject was delivered in bilingual classes at Bunda Mulia University. I sat in and joined in the classroom with the students for two meetings in order to take notes and to see the natural situation of bilingual classroom. All the recordings for this research were made with Sony MP3 audio recording. There were six recordings collected from the three lecturers.

I took two recordings for each lecturer in two meetings since February until April in 2009, three times in a week. All the data collected consists of 3 credit hours lectures. The recorder was placed on the lecturer's table in order to get the voice clearly. Sometimes the lecturers also attached the recorder on their neck so their voice could be recorded more clearly. There were six recorded data collected from the three lecturers in this research. During the observation, I took notes about the situation in the classroom.

After the data had been collected then I transcribed all the recorded lectures. Listening to the recording and transcribing the data were not easy work because the I needed to listen carefully to the lectures. Fourth, I classified the data in terms of the types of code switching. Finally, the data was analyzed based on the theories in order to answer the research questions.

3.4 Data

The analysis of the data is divided into two parts: first to find out types of code switching made by lecturers at Bunda Mulia University and the second is to find the reasons why the lecturers switches the language from English into Bahasa Indonesia. The data was classified according to the types of code switching.

The writer analyzed the data based on the code switching occurrences from English into Bahasa Indonesia. After classifying the types of code switching, I analyzed the reasons why the lecturers used code switching in the bilingual classes while delivering the subjects. The analysis was based on the context of the code switching, i.e. the topics or events which triggered the code switching.

IV. RESEARCH FINDINGS

4.1 Types of Code Switching

This chapter focuses on the data analysis. The data which contain code switching will be analyzed in terms of their types in order to find out what types of code switching that was used in the lectures in the bilingual classrooms. In general, all the types of code switching can be classified into three types, namely:

- (1) extrasentential code switching,
- (2) intersentential code switching and
- (3) intrasentential code switching.

This chapter also discusses the reasons for switching the language from English into Indonesian and vice versa. Below is the table of code switching types from A, B, and C.

Lecturers	A	B	C	Numbers	Percentage
Extrasentential	0	17	1	18	13,43%
Intersentential	24	53	7	84	62,69%
Intrasentential	7	20	5	32	23,88%

It is interesting to see which types of code switching mostly occur in the data. There are 134 occurrences of code switching found in the data from 395 utterances. The intersentential switching is commonly found in the data, that is 84 occurrences and the percentage is 62,69%. Of all intersentential types of code switching in the data, there are only 7 occurrences of intersentential switching used by C. The number and percentage distribution of intersentential shows us that the lecturers code switch at a clause or sentence boundary. As a bilingual class, the lecturer must use English as a means of instruction but, in fact, some students do not understand all of the terms in the content. Then, the lecturers often switch into Indonesian to make the students understand more about the content of the material.

On the other hand, the extrasentential type has a few occurrences the data that is 18 occurrences. B did nearly all the switches between the languages. It is surprisingly to see that B has many occurrences both intersentential switching and intrasentential switching type. Lastly, the intrasentential switching has (twenty-three point eighty-eight percent, out of one hundred percent. All of the participants commonly insert the single verb, adjective, noun, and adverb. There are 32 occurrences of intrasentential code switching in bilingual classes at Bunda Mulia University which were found from the data. Lecturer A has 7 occurrences, while lecturer B has 20 occurrences, and lecturer C has only 5 occurrences. In summary, the intersentential switching is usually found in bilingual classes at Bunda Mulia University then the intrasentential switching.

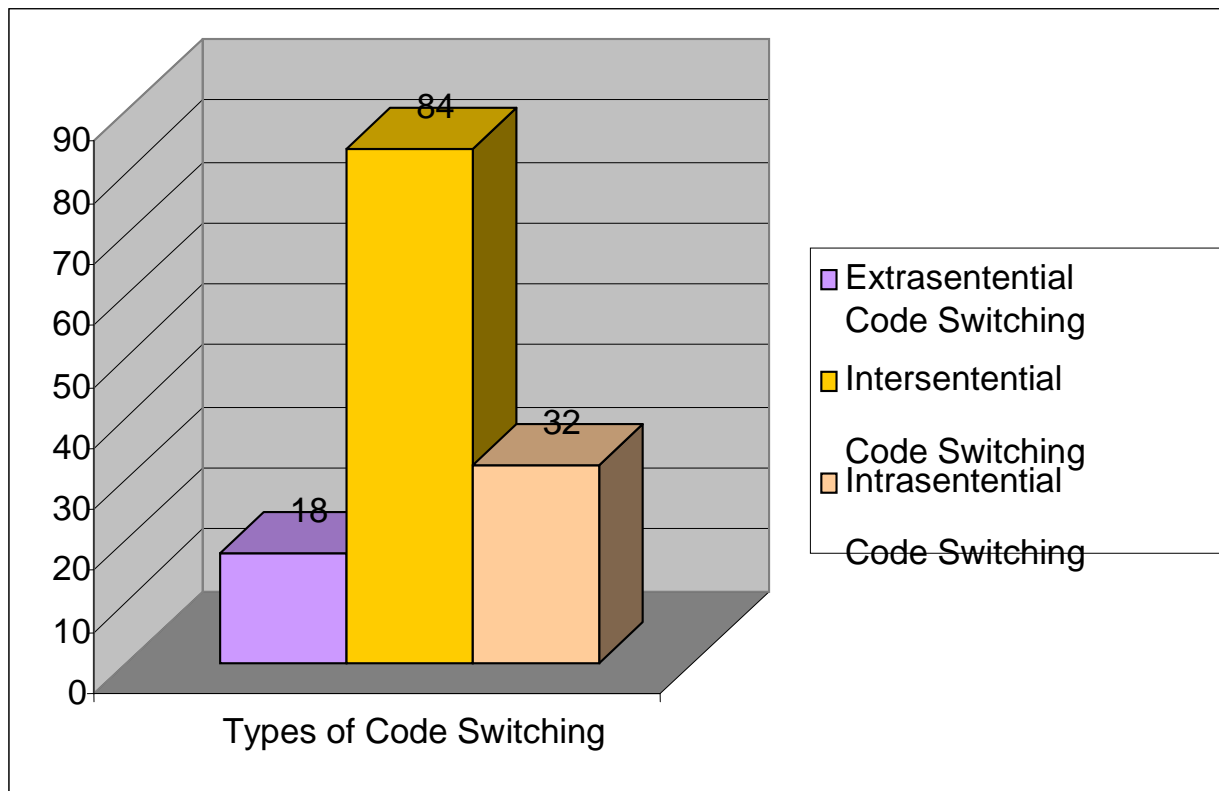


Figure 1: The Number Distribution of Types of Code Switching

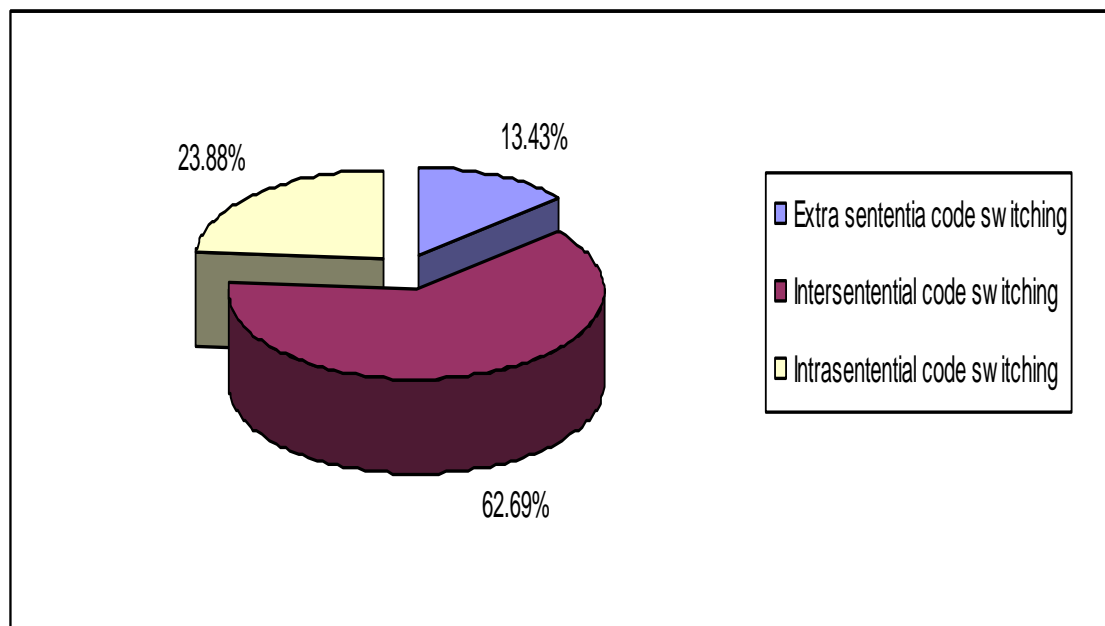


Figure 2: The Distribution of Code Switching in %

The above figure is the percentage of code switching type which occurs in the bilingual classes at Bunda Mulia University. About 62,69% of the code switchings are intersentential code switching. Next, the second type of code switching, which is the intrasentential switching has 23, 88%. Finally, the extrasentential switching only 13, 43%.

4.2 The Reasons for Code Switching in the Bilingual Classrooms

In bilingual classrooms, there are some reasons for the lecturers to switch the language into Indonesian while in the process of instruction materials to the students in the bilingual classrooms at Bunda Mulia University. One of the essential reasons for the code switching is to make students understand about the material and to ensure that students with limited and varied English proficiency understand the teaching points while achieving considerable efficiency. The code switching is also a strategy for ease of expression when an English word or expression is not easy to retrieve. In addition, the code switching is concerned with the unfamiliar words.

When the lecturers are not sure whether the students understand the meaning in the target language then the lecturers move to Indonesian by giving the translation of the meaning for clarification.

Three lecturers listed their reasons for code switching to Indonesian.

1. Lecturer A

1. To explain crucial information about the subject or terms, switches into Indonesian in order to convey the message to the students.
2. Switching into Indonesian when realizing the content is all stated in English. This switching is important to ensure the students understand.
3. To explain some mathematical operation, which usually needs to emphasize the important points, in order to make sure that his students understand or not of what he has explained.

4. To provide a guideline for a case-study that is very important for the students to understand some crucial points.
5. To explain a concept which is not familiar to the students or something those are very new to the students.
6. To tell his personal experience to the students.
7. Switching into Indonesian when the students do not understand the explanation.

2. Lecturer B

1. Switching the language when finding difficulties in using the English.
2. Switching into Indonesian when finding the students difficult to understand the explanation in English.
3. Switching into Indonesian subconsciously.

3. Lecturer C

1. Switching the language when finding the students difficult to understand the explanation in English.
2. Switching from English into Indonesian when explaining some examples from the Indonesian context. English is used to avoid misunderstanding.
3. Switching into Indonesian repeat the topic Indonesian to make explanation understandable to all the students.

V. CONCLUSION

The three types of code switching found in this study are extrasentential code switching, intersentential code switching and intrasentential code switching. We can see from the data: the total number of the extrasentential code switching type is 18 occurrences with 13, 43%, the intersentential code switching is 84 occurrences with 62, 69% and there are 32 occurrences of the intrasentential code switching with 23, 88%. So, the intersentential code switching is the highest occurrences of code switching made by the lecturers. The lecturers switch the language while delivering the subject, commonly occurred at intersentential level, because the lecturers want to ensure whether the students understand or not about the subject. Code switching used by the lecturers in the bilingual classes at Bunda Mulia University is a strategy for the lecturers to transfer the knowledge in order to make the students understand better the content subject. The intersentential code switching is used to explain the subject again based on the context. The other type is the intrasentential code switching which occurs within a phrase and a clause. Code switching occurs by inserting a single word such as noun, preposition, conjunction, adjective and suffix. Since English is a foreign language for Indonesian, the lecturers use two languages to deliver the subject in the bilingual classroom.

There are some reasons for the lecturers to switch the language in the bilingual classroom such as: talking specifically about particular topic, quoting somebody else statement, being emphatic about something, using interjection, using repetitive function in order to clarify the message and with intention of clarifying the speech content. Since the code switching is in the bilingual classroom situation and the subjects are only the lecturers and the students, there is no reasons for the lecturers to code switch in order to express group identity. Code switching is very

important in the bilingual classroom situation in order to give better explanation of the content subject to the students. This is a good strategy for teachers or lecturer to deliver the subject when the students do not understand very much about the subject. On the other hand, the lecturers also find difficulties in the vocabulary when they deliver the subject totally in English; therefore code switching is one strategy for the lecturers to deliver the subject. However, I point out that there is a limitation for this research. For the future researchers, since the study does not involve all aspect of code switching, it is hoped that they carry out more studies in depth.

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