

## Code-Switching in the Frequently Used English Vocabularies among College Students of Non-Native Speaker

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### ABSTRACT

Code-switching is a common linguistic phenomenon that occurs because of the need for two or more languages when communicating directly in general or specific expressions in the world's multilingual society. The research aimed to find out and to describe code-switching in the frequently used English vocabularies among college students of non-native speaker. The research used qualitative focuses on phenomenological research. The research involved the first until third-year students of the English Language Education Department of STKIP PGRI Trenggalek in the 2021/2022 academic year as the subject. The research instruments were questionnaires and documentation was analyzed using Likert scale and qualitative descriptive way. Research findings show students mostly agree with the use of code-switching in their daily communication and their social media such as WhatsApp, Facebook, and Instagram. From 95 vocabularies presented in the questionnaire, 85 vocabularies are the most frequently used in students' daily communication. Moreover, given the findings, discussions, and conclusion elaborated above, it is suggested for college students, lecturers, college and next researchers may find benefits in this research.



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## 1. INTRODUCTION

People use code switching to see all of their languages and express themselves as fully as possible. Bhatti et al (2018) state that code-switching is a worldwide phenomenon between two languages in a bilingual community where two or more languages require direct communication. Furthermore, Zeng et al (2019) define code-switching as a linguistic phenomenon in which a speaker's utterance involves a different language in a particular utterance or between utterances that are common to regions around the world. Thus, code-switching is a common linguistic phenomenon that occurs because of the need for two or more languages when communicating directly in general or specific expressions in the world's multilingual society.

Vocabulary is a crucial component and the first step for those learning a new language. Basuki et al (2018) define vocabulary as the first step for new language learners, where vocabulary acts as the essence of a difficult language. Then, Susanto (2017) states that vocabulary mastery is an important aspect of foreign language learners because limited vocabulary in a second language hinders successful communication. Further, Mukti and Basuki (2020) also state that vocabulary is the first requirement needed by someone to learn other skills and language components in a language. Therefore, vocabulary is an important aspect and the first step for new language learners that can support successful communication and support learning skills and other language components in a language.

People who learnt a language and are not native speakers are considered non-natives. Walter (2006) defines a non-native speaker as someone who has learned a certain language as a child or adult rather than as

an infant. Then, Dewaele (2018) states that a non-native speaker is a term used to express a strong monolingual bias. Furthermore, Walkinshaw and Oanh (2014) explain that the only lasting difference between native and non-native speakers of a language is childhood acquisition. Thus, non-native speakers are people who have learned a particular language as a second or third language outside of their mother tongue or the language they acquired as children who express a strong monolingual bias.

Law 2 of 1989 article 1 paragraph 1 states that college students are students at the higher education level. Then, Government Regulation of the Republic of Indonesia No. 30 of 1990 defines college students as students who are registered and studying at certain universities. Furthermore, Knopfemacher in Kurniati and Baroroh (2016) states that college students are prospective undergraduates who in their involvement with universities are increasingly integrated with the community, educated, and expected to become intellectual candidates. Therefore, college students are students who are enrolled and learning at the higher education level who are educated, integrated with the community, and expected to become intellectual candidates.

As a matter of fact, among college students in their daily communication, they frequently use some English vocabulary. Students combine two languages to communicate, such as Javanese and English or Indonesian and English. For example, when they are going to some place, they say “*Aku sek OTW*” instead of “*Aku sek neng dalam*”. Which is, in that sentence, there are two languages mixed, where “*Aku sek...*” is Javanese and “*...OTW*” is an abbreviation of “on the way”. Meanwhile, when they congratulate someone, they say “*Congratulations, sekarang udah jadi sarjana nih, bro*”. Where, “*Congratulations...*” in English, “*...bro*” is short for “*Brother*” and “*... sekarang udah jadi sarjana nih, ...*” is Indonesian. Usually, they use some English vocabulary when they communicate and provide information in everyday life face-to-face or virtual using social media such as WhatsApp, Instagram, Facebook, etc.

Based on the description above, the researcher is interested to analyze the code-switching focuses on the frequently use English vocabulary among college students of the non-native speaker in their daily communication under research entitled “*Code-Switching in the Frequently Used English Vocabularies among College Students of Non-Native Speaker*”

## 2. RESEARCH METHOD

The research design used in this research is qualitative and focuses on phenomenological research. Wyse in Danganan and Gamboa (2019) characterize qualitative research as an exploratory examination since it is utilized to acquire a comprehension of reasons and gives bits of knowledge into an issue. It is utilized to reveal patterns in considerations and feelings. Danganan and Gamboa (2019) add that under qualitative research it is delegated a phenomenological study. Schuemann in Danganan and Gamboa (2019) states that phenomenological portrays an agreement and disclosure of information dependent on the genuine encounters of the members.

The subjects are English Department students in the first until third-year STKIP PGRI Trenggalek 2021/2022. Nasution (2017) defines the population as the whole of all the data studied, while the sample is the data that is considered to represent all the data. The total population of the first until third-year STKIP PGRI Trenggalek 2021/2022 is 102 students from 4 classes. The researcher use snowball sampling to conduct this research. Etikan and Bala (2017) express that snowball sampling is an example of choice interaction of sample which is normally done utilizing an organization or network. Therefore, in this research, the researcher takes 10 students from each class, with the total sample being 40 students who represent the population. Then, the primary data is a questionnaire filled out by 40 English Department students in the first until third-year STKIP PGRI Trenggalek 2021/2022 and documentation data from data sources, voice records, and photos of subjects.

The researcher used a mixed questionnaire which consist of 50 questions using Likert Scale. Syofian et al (2015) states that Likert Scale mostly has five-point scale to express the level of agreement with the following statement: strongly disagree, disagree, neutral, agree, and strongly agree. The questionnaire used to find out information related to code-switching carried out by college students of non-native speaker in daily communication. The researcher used subjects' private documents such as screenshots of their social media. The researcher uses documentation to support the information obtained related to code-switching carried out by non-native speaker students in daily communication.

### 3. RESULTS AND DISCUSSION

In this section, it is explained the results of research and at the same time is given the comprehensive discussion.

#### 3.1. Result

The result on students' perceptions about code-switching based on the questionnaire data and documentation data.

##### 3.1.1 Result of Student's Perceptions Through Questionnaire

Based on the results of questionnaire data it can be found that: First, from question number 1 to 5 students agree that code-switching does exist and they use it in everyday life. Second, from the 95 vocabularies presented, 85 of them are the most frequently used vocabularies in students' daily communication. There are share, OTW/On the way, congrats/congratulation, nervous, holiday, ILY/I love you, sorry, done, HBD/Happy birthday, HWD/Happy wedding, good bye, guys, GWS/Get well soon, I miss you, Thank you, BTW/By the way, see you, WYATB/Wish you all the best, yes, no problem, deadline, ready, bestie/best friend, good luck, insecure, sad, FYI/For your information, upload, download, HP/Hand phone, random, list, offline, online, story, refresh, problem, weekend, good night, Happy new year, OK/Okay, nice/good, me too, no/nope, follow, fallback/follow back, please, IDK/I don't know, boring, bad mood, browsing, challenge, COD/Cash on delivery, enjoy, hi/hello, I see, map, mood, miscall, miss, noted, off, subscribe, sir, so, send, unboxing, up to you, VC/Video call, vibes, wait, why, chat, PO/Pre order, translate, filter, SS/SC/Screen shoot/Screen capture, Background, wallpaper, viral, Flash disk, loading, update, laptop and trending.

The top reason why students use code-switching in their daily life is that the vocabularies are familiar, simple, easy to pronounce, habitual, shorter, understandable, comfortable, commonly used, used to, and efficient than the Indonesian version.

Question number 39 is the top score of vocabulary that is always used by students with a total score of 197 to 200. The vocabulary is handphone. Because it has become a habit for everyone who has a handphone, fun, not too formal, simple word, easier, efficient, shorter, comfortable, familiar and become a daily vocabulary. While question number 6 becomes the lowest score with a total score of 116 of 200, the vocabulary is bro. Because, it is easier to talk just to close friends, relatives, people who are younger than, to people who are already close, when during non-formal events, and students have to choose the right person to talk to use "bro" and it doesn't seem polite to people who just known.

##### 3.1.2 Result of Student's Perception Through Documentation

The researcher observed the social media of all samples over and over, then afterward search some elements of their social media that contain code-switching inside it, and get the following results.

First, students use code-switching in their social media, such as Facebook, Instagram, and WhatsApp. Students use code-switching when they make captions about promoting their business, reply to comments on their social media, make captions to the Instagram story, make captions to Instagram posts, make captions to Facebook posts, make a description about a video on their Instagram account, and when they chatting to their friends in WhatsApp.

Second, students use code-switching when they make captions about promoting their business. Here is one of the use code-switching when students make caption about promoting their business is caption.

###### Example

FA's Facebook account, who writes:

*"Monggo yang minat **banana boat** nya langsung **keep aja area** Kampak bisa **cod/do** hanya 15k **topping suka suka dan untuk minumannya Cuma 6k ready** Rabu ya..."*

From the caption, we can conclude that students on their social media use code-switching by mixing the word that they write in the caption. There are Indonesian and English. The words "banana, boat, keep, area, cod, do, topping, ready" are English, then besides that 8 words of English are Indonesian.

Third, Students use code-switching when they reply to comments on their social media. Here the use of code-switching when students reply to comments on their social media.

###### Example 01

MAHI's Instagram account ever comments on his post. He writes:

*"... **share the happiness** kepada yang lebih membutuhkan bang"*

There is an Indonesian mix with English which means code-switching. The word "kepada yang lebih membutuhkan bang" is Indonesian, while "share the happiness" is in English.

Example 02

A's Instagram account ever comments on her post. She writes:

"... *Terimakasih sir*..." and "...*Terimakasih Ma'am*..."

There is code-switching of Indonesian and English. The word "*terima kasih*" in Indonesian and "sir, ma'am" in English.

Fourth, Students use code-switching when they make captions to the Instagram story. Here the use of code-switching when students make a caption for Instagram story.

Example 01

JHPY's highlight Instagram account, there is one highlight story that uses caption as follows:

"*halo mau cek bio ig random wonogiri kemarin*"

The caption is code-switching that consists of "*halo mau cek ... ig ... wonogiri kemarin*" as Indonesian and "bio, random" as English.

Example 02

MUMM's highlight Instagram account, there is one highlight story that using caption as follows:

"*Tugas deadline besok jam 7 a.m*"

The caption is code-switching that consists of "*Tugas ... besok jam 7 ...*" as Indonesian and "deadline, a.m" as English.

Fifth, students use code-switching when they make caption to Instagram post. Here is one of example the use of code-switching when students make an Instagram post.

Example

NC's Instagram account post. She writes the caption using code-switching:

"*foto ini di upload dengan tangan yang belum pernah digenggam mark lee*".

She mixes the language that she uses in her caption by using Indonesian and English. The words "*foto ini di ... dengan tangan yang belum pernah digenggam mark lee*" is Indonesian and "upload" is English.

Sixth, students use code-switching when they make captions to a Facebook post. Here is one of example the use of code-switching when students make a Facebook post.

Example

R's Facebook post. She writes the caption using code-switching:

"*saya menunggu jawaban kamu guys*".

She mixes the language that she uses in her caption by using Indonesian and English. The words "*saya menunggu jawaban kamu ...*" is Indonesian and "guys" is English.

Seventh, students use code-switching when they make a description of a video in their Instagram accounts. Here is one of the use of code-switching, when students make a description about video in their highlight video stories of an Instagram account.

Example

M's highlight Instagram account:

"*Waktu lagi asik maskeran pas kelas online*"

The description is code-switching that consist of "*Waktu lagi asik maskeran pas kelas ...*" as Indonesian and "online" as English.

Eighth, students use code-switching when they chat to their friends. Here are the use of code-switching when students chat to their friends.

Example 01

YMNU's WhatsApp chat use code-switching by saying:

"**Thank you** *infonyaaa*".

Which is a mixing language that she uses to reply researcher's chat. The words "Thank you" in English and "*infonyaaa*" in Indonesian.

Example 02

E's WhatsApp chat use code-switching by saying:

"*Iya mbak intann siapppp, maaf yaaa mbak... aku lupaaaa ketimbun chat groupnyaaaa*".

Which is use code-switching of Javanese, English and Indonesian. The words "*Iya ... intann siapppp, maaf yaaa ... aku lupaaaa ketimbun ... nyaaaa*" as Indonesian, "*mbak*" as Javanese, and "chat, group" as English.

### Example 03

HCA's WhatsApp chat use code-switching by saying:

*"Insyaallah jam 10 selesai mba, semoga tak molor yee... Kalau ga bisa gapapa nanti di share inponya..."*.

Which is use code-switching that consist of Arabian, Javanese, Indonesian and English. The words *"Insyaallah"* as Arabian, *"mba"* as Javanese, *"jam 10 selesai ..., semoga tak molor yee... Kalau ga bisa gapapa nanti di ... inponya..."* as Indonesian and *"share"* as English.

### Example 04

PW's WhatsApp chat use code-switching by saying:

*"Shintia sek otw"*.

Which is code-switching that consists of *"Shintia"* as an Indonesian person's name, *"sek"* as Javanese, and *"otw"* as the abbreviation of on the way.

In conclusion, students' code-switching in the frequently used vocabularies is included in the good category that agrees, this result is supported by the number of students who agree with the questions given. Then, students' code-switching in the frequently used English vocabularies is not only used in daily communication but also used on students' social media. Then, Intra-sentential code-switching is the type of code-switching that is frequently used by students. It occurs when a word or phrase or clause in a foreign language is located within a sentence in the first language. This result is supported by the number of code-switching found on students' social media

## **3.2. Discussion**

According to the results of the questionnaire and documentation, the students realize and agree about using code-switching in daily communication. It can be assumed that the students who have been participating in the questionnaire accepted the items given to them. Then, it was proved by the result of the questionnaire with a total score of 16.428, which was interpreted as the agreement from the students. Based on the questionnaire results, showed that items number 39 gained the most top responses.

Moreover, students unconsciously mix the language they use to communicate in their daily life. They feel that English is more comfortable to use than Indonesian or Javanese in certain contexts. Most of them agreed that they use code-switching in their daily communication. This is in line with Zeng et al (2019) define code-switching as a linguistic phenomenon in which a speaker's utterance involves a different language in a particular utterance or between utterances that are common to regions around the world.

The top reason why students use code-switching in their daily life is that the vocabularies are familiar, simple, easy to pronounce, habitual, shorter, understandable, comfortable, commonly used, used to, and more efficient than the Indonesian version. These findings were in line with the previous study by Fishman in Ulfiyani (2014) who suggests that the reason for using code-switching must be returned to the problem of the use of language itself in society, namely who speaks, in what language, to whom, when and for what purpose.

The most frequent vocabulary that always and often use by students in their daily communication are share, OTW/On the way, congrats/congratulation, nervous, holiday, ILY/I love you, sorry, done, HBD/Happy birthday, HWD/Happy wedding, good bye, guys, GWS/Get well soon, I miss you, Thank you, BTW/By the way, see you, WYATB/Wish you all the best, yes, no problem, deadline, ready, bestie/best friend, good luck, insecure, sad, FYI/For your information, upload, download, HP/Hand phone, random, list, offline, online, story, refresh, problem, weekend, good night, Happy new year, OK/Okay, nice/good, me too, no/nope, follow, follback/follow back, please, IDK/I don't know, boring, bad mood, browsing, challenge, COD/Cash on delivery, enjoy, hi/hello, I see, map, mood, miscall, miss, noted, off, subscribe, sir, so, send, unboxing, up to you, VC/Video call, vibes, wait, why, chat, PO/Pre order, translate, filter, SS/SC/Screen shoot/Screen capture, Background, wallpaper, viral, Flash disk, loading, update, laptop and trending. The results are 85 of 95 vocabularies of that are the most frequently used vocabularies in students' daily communication.

Then researcher conducted research using the second instrument in the form of documentation from the research subject's social media. According to the results of the documentation data, students use code-switching not only in daily communication but also on their social media, such as Facebook, Instagram, and WhatsApp. Students use code-switching when they make captions about promoting their business, reply to comments on their social media, make captions to the Instagram story, make captions to an Instagram post, make captions to a Facebook post, make a description about a video in their Instagram account, and when they chatting to their friends in WhatsApp. These findings were supported by a previous study conducted by Kalangit (2016) that revealed a caption is a form of code-switching that occurs between sentences because code-switching appears in the form of phrases after the clause limit that occurs due to lexical needs.

Then, Intra-sentential code-switching is the type of code-switching that is frequently used by students. For example, “Shintia *sek* otw”, “... share the happiness *kepada yang lebih membutuhkan bang*”, “... *Terimakasih* sir...”, “...*Terimakasih* Ma’am...”, “*halo mau cek bio ig* random wonogiri kemarin”, “*Tugas* deadline *besok jam 7 a.m*” and others. This is contradictive with Kalangit (2016) who revealed that from the 120 cases studied, 54 cases of code-switching were found including Inter-sentential Switching (code-switching that occurs between sentences), 50 cases of code-switching referred to in Intra-sentential Switching (code-switching that occurs in sentences), and 16 cases of code-switching as referred to in Emblematic Switching (symbolic code-switching). Thus, it can be ascertained that Intra-sentential code-switching is one type of code-switching that is often used.

#### 4. CONCLUSION

The objective of this research is to find out and describe code-switching in the frequently used English vocabularies among college students of non-native speaker. The researcher collected the data by distributing questionnaires, and documentation. The researcher used samples from students of the English Education Department STKIP PGRI Trenggalek from the first until the third year.

From the results of students' code-switching, the students realize and agree about using code-switching in daily communication. From 95 vocabularies presented in the questionnaire, 85 vocabularies are the most frequently used in students' daily communication. Intra-sentential code-switching is the type of code-switching that is frequently used by students. Students use code-switching not only in daily communication but also in their social media, such as Facebook, Instagram, and WhatsApp for some reasons. In conclusion, this research has been able to achieve the objective of the research which are to find out and to describe code-switching in the frequently used English vocabularies among college students of non-native speaker.

Given the findings, discussions, and conclusion elaborated above, it is suggested for the following people may find benefits in this research. First, students are suggested to increase students' knowledge of further vocabulary mastery. Second, lecturers are advised to be able to provide an overview and motivation to students about a wider range of English vocabulary to support their education. Third, the college is advised to issue policies or activities that can accommodate student interests related to mastering English vocabulary. Fourth, the next researcher is suggested to use the research findings as references to conduct further research with a similar focus.

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