

# Students' Social Language as the Bridge to Build Up a Dialogue by Using English in the Classroom

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**Abstract:-** Social Language is the language which is usually used by the students in their daily activities. They could gather any ideas to speak up without having barriers. This study investigated on the use of social language as the bridge to build up a dialogue by using English in the classroom in order to have natural communications. Researchers formulated the research questions; how did the students switch the language from their Social Languages to English? This research used a descriptive qualitative by purposive sampling to get the data analyzed by using checklist instrument to classify them based on the theoretical framework. The result showed that the students switched their social language to English by implementing the basic patterns of sentence structures. This way changed the students' performance in delivering a dialogue by using English naturally. So, it could be concluded that students' social language could become a bridge to use English for communication. It's hopefully beneficial for English Lecturers in teaching English in the classroom referring to English for Specific Purpose.

**Keywords:-** Social; Language; English; Dialogue; Student.

## I. INTRODUCTION

Students in Politeknik Perkapalan Negeri Surabaya (PPNS) learned English to be used for communication. The challenge is to be able to make them active users of English Language. The role of English for students in PPNS is really essential to create the competent graduate profile in order to face the globalization era. PPNS has three departments covering the shipbuilding, marine engineering, and electrical engineering. The graduate students are hoped to be active for English because there are many companies are coming to offer the job referred to maritime sectors. One of the tests given to the students is interview by using English. Preparing the recruitments, they are given English lectures since the first semester to the fifth one. Additionally, the students in some of study programs are asked to use English in presenting their research proposals in the seventh semester. One of the challenges is about the students are multilingual. They come from different city, province, even different island. Students come from Javanese dominantly because Politeknik Perkapalan Negeri Surabaya is located in Surabaya, East Java, Indonesia. The students get social interactions by using Indonesia dominantly to be understood among others, but some of them could not avoid the use Javanese sometimes as their social language.

Fanani, A., & Ma'u, J. (2018), Kamal et al. (2022) have mentioned on the types of code switching and its function as a part of multilingual process conducted in the classroom. They clarified the phenomenon happened in the classroom because of speaking habits done by the students. The phenomenon became the unique thing to investigate.

Indonesia and Javanese Languages become their social language because they are used in their daily activities. Students who come from Jakarta, Batam, Sulawesi, and others out of Java Island use Indonesia Language to have interactions. The biggest community is coming from Javanese. When they have awareness to the friends coming from far away, they use Indonesia. They switch their language from Indonesia to Javanese when they meet friends coming from the biggest community. Unintentionally the use of Javanese could not be avoided although they are in forum which is attended by other students coming various places. There is no other way to listen only to the speaker and try to understand what the speaker means. In a short period of time, it is really difficult to understand when the speaker uses Javanese Language, but period by period the students coming from everywhere could understand what the meanings of Javanese speakers are. Additionally, they could imitate to use Javanese as well to respond although that phenomenon could not be followed by others. At least, the students coming from out of Javanese such as Madura, Jakarta, Batam, Sulawesi, and others give the respond by using Indonesia Language.

Based on the background above, the social language used by students studying in PPNS are Indonesia and Javanese. Both Languages are used by the students for their social interactions. Although many students come from Madura Island where is closed to Surabaya, they do not use it in daily interactions. The phenomenon above stimulated the researcher to have the research about the role of social language to help them use English in their performance in front of the class. English in Polytechnic tends to be practical learning than theoretical one. Their English should be stimulated every time the English Lecture comes. So, the researcher stated the research problem; how did the student switch the language from their social language to English? The objective was to describe the ways how the students switched their social language to English to build up a dialogue or conversation in front of the class.

## II. REVIEW OF RELATED LITERATURE

Students of Polytechnic coming from various district to learn practical materials to have good competent. Politeknik Perkapalan Negeri Surabaya is the polytechnic which focuses on the ship manufacture. It is the one and only polytechnic which refers to specific field about the ship. There is no other way to get the knowledge and competent except students use the language as a tool to communicate. It means that Indonesia Language could become the bridge to understand each other when other language such as Javanese and Madurese could not be understood. That phenomenon stimulates the code switching and code mixing in their communication.

Code Switching is one of natural condition owned by the student who has been able to master more than one language. He or she could be indicated as the multilingual student. According to Beatty et al (2020) Code Switching is a part of cognitive process. Commonly, the student use Indonesia to have interactions each other if they have awareness about the friends who come from far away such as Batam, Sulawesi, Jakarta, or others. However, they sometimes use other language to express a specific condition easily. When they switch the language from Indonesia to Javanese, it's called by Code Switching. Nurvadhilah et al (2022) showed the result of personalization and objectification became the main point to stimulate the code switching in descriptive approach. In this study, the change of languages are used in the form of utterances. After they know the language which are used could not be well understood by others, they are back to use Indonesia Language to communicate.

Code Mixing is a part of phenomenon in doing interactions. It happens because the user of language could master more than one language to communicate. Code mixing is the change of language which is dominantly used but it is changed to other language in the part of words or phrase. It usually happens when the students use Indonesia and then do a code mixing to express the special condition in Javanese to have more detail definition, condition, or others. Mahmoud & Amjad (2021) have conducted a research in an-Najah National University, Palestine about the code mixing by using the quantitative study. They mentioned on that phenomenon because of speech topic delivered by the students. Another phenomenon sometimes happens when the students use Javanese Language and they find a specific condition which they want to express in order to be understood by the receiver of information in the part of words or phrases in Indonesia Language. Shista (2018) mentioned that the use of English around the world stimulated the code-mixing phenomenon to the users in the part of words and phrases to the other languages on the otherhand Nazri (2022) did a literary study about this phenomenon and the result showed that language style became one of factors this phenomenon occurred.

Code Switching and Code Mixing are the phenomenon of language happen naturally because the giver and receiver of information are able to use more than one language. In a children case, Yow et al. (2018) showed that Code Switching strongly referred to the linguistic competent. This issue was supported by Poplack (2001) that the code mixing was a part of code switching. In the classroom, it happens as well especially when they learn about English. Students are stimulated to use English in the classroom to communicate between the teacher and students. These interactions sometimes are difficult to hold in the long period of time because the students seem to be confused to what the teacher says by using English. So, the teacher switches the language from English to Indonesia or to students' Social Language such as Javanese. This situation becomes so excited to analyze on the language use because English, Indonesia, Javanese, or other language have big possibilities to use in the classroom. It was clarified by Sumarsih (2014) in her research showed that this phenomenon about Code Switching and Code Mixing done by Indonesian happened in the level of word, phrase, and sentence class.

## III. RESEARCH METHODOLOGY

This study used a descriptive qualitative. It investigated on the role of social language to the students' performance by using English for their conversation in front of the classroom. According to Mirhosseini (2017) qualitative research belonged to small stream relatively rather than a major one in Language Education. That's why, the data taken by using purposive sampling were in the form of utterances used by the students in creating the dialogue by using English. The data were collected through their writings talking about the topic which was usually described by using the students' social language. The students were given the topic by the lecturer who gave the freedom to determine the utterances or substantial vocabularies even the sentence patterns. The lecturer asked the student to think about the way how to communicate by using their social language based on the given topic. The students could write their utterances and tried to perform by using the natural gesture. After knowing the performance could be well presented, the lecturer helped them translate what they have performed by using their social language in order to have the natural performance by using English as well as the social language. Then, the students practiced how to use English by delivering the way how to perform by using the social language. In teaching and learning process, the lecturer did a code switching and code mixing based on the situation owned by the students. Code Switching was used by the teacher/lecturer when the students started to have the barrier in understanding what the lecturer said. It really helped the student to make the condition better. Code Mixing was used by the lecturer to find the proper vocabulary from the social language to English. In teaching and learning process, the implementation of Code Switching and Code Mixing could not be avoided. The data in this study were all the process of Code Switching or Mixing from the social to English in order to make the students' performance better and better. The Data was analyzed by using theoretical process of code switching and mixing in order to answer the research questions.

#### IV. RESULTS AND DISCUSSION

The result showed that the role of Social Language helped the students to control their barriers. The students discussed a dialogue by using their social language such as Indonesia or Javanese. They thought the conversation in the dialogue for English conversation as if they had talked in their social language. They tried to create the dialogue in Javanese or Indonesia Language to be discussed with their lecturer in the classroom. Before discussing the dialogue, the lecturer asked the students to deliver their ideas in the dialogue by using their social language in front of the class. One group consists of three to four students. The lecturer asked them to perform it as natural as possible so the gesture would be natural as well. The learning topic was about the describing place. The students were asked to remember what place they ever had to talk by using the social language or they were asked to discuss about the place which was easily described and well known by everyone such as canteen, workshop, library, or other iconic sites at their campus. The lecturer asked to create the group of students by selecting their own friends who usually had conversation intensively in order to perform the conversation easily and naturally. After having a group, the students performed the following dialogue they had discussed before;

- A(1): *Hi my friend, where have you been?*
- B(2): *Hallo, I have arrived in the campus. How about you?*
- A(3): *I visited the canteen to have my breakfast.*
- B(4): *what booth did you choose?*
- A(5): *the booth which is red is my favorite because the coffee is so nice and as well as the food.*
- C(6): *Hallo my friends, what are you talking about?*
- B(7): *We are discussing about one of the booths in the canteen whose beverages are so delicious.*
- C(8): *oh, I see, the color is red, isn't it?*
- A(9): *That's right. Let's go there together sometimes.*
- C(10): *No problem.*

The context to have dialogue above was the students walked to the classroom to have early morning class. A and B met each another close to the mosque. A had arrived early than B. A had his breakfast and told to B in their conversation while C came suddenly to A and B to join the conversation. The conversation done by A, B, and C were not arranged in English directly. They performed the conversation by using the Javanese. The utterances were simpler than English. They could perform by using the Javanese language naturally by using the gesture as if it had really happened in a certain condition. The other friends which saw their performance were enthusiasts because the conversation happened naturally. After performing the conversation about the describing place, the students discussed the utterances into English. The code switching happened in this session. The Lecturer did a code switching from students' social language to English. While having this process code mixing could not be avoided as well because of the language choice such as beverages, delicious, nice referred to the proper vocabularies used in the dialogue. Both Lecturer and Students had a code switching and code mixing

in order to analyze the grammatical perspective. After the sentence patterns had been created, the students practiced and tried to have the same performance when they performed by using their social language. The result showed the dialogue performed by the students could be natural communication. The other dialogue was about the workshop that could be seen as follows;

- A(1): *Hi, how is your project?*
- B(2): *What project is it?*
- A(3): *Our lecturer asks us to have welding process for two plates materials with the thick 3 millimeters.*
- B(4): *Oh, I remember, the lecturer gave the information that the project could be done in the welding workshop.*
- A(5): *you are right. Have you ever gone to the workshop?*
- B(6): *Sure, the workshop has a white wall with the grey gate located behind the mosque*
- A(7): *Does it have wind blower in the roof?*
- B(8): *yeah, that's true, By the way, let's go there to meet the technicians there to know the procedure.*
- A(9): *okay, Let's go On the other side of the way, they met other two friends walking in the same directions.*
- C(10): *Hallo A, and B!*
- D(11): *Will you go to the welding workshop, you are trying to complete your project, aren't you?*
- B(12): *How do you know?*
- A(13): *I think we have the same projects, right?*
- C(14): *Yes, okay let's go there together.*

The conversation above happened to the other group talking about the workshop. They were asked to performed by using their Social Language to get the natural gesture and conversation before they were asked to translate into English. They enjoyed delivering the conversation. There was no barrier to express their ideas because they had ever had the real project about the welding process in the workshop. What they did in front of the classroom was the portraits of conversation they had ever done before. After the performance could be well performed, the lecturer helped them translate into English. The students' difficulties were about the ways how to identify the sentence structures coming from their Social Language to English. The utterance line (1) in their social language they uttered in the form of phrase. After it was translated in to English, the lecturer gave the explanation to put the verb in every utterance they produced to help them find the proper sentence patterns. It also happened in line 2 which had the verb "is". The lecturer asked the students to underline the verb in every line such as "asks (3), remember, gave (4), are, gone (5), has, located (6), have (7), is, go (8), go (9), go, try (11), know (12), think, have (13), and Let, go (14). The grammatical perspective really stimulated the lecturer and students to have the code switching and code mixing in the translation process. Code mixing happened when they tried to analyze about the verb, while the Code Switching was used to explain about the sentence structure which had the same structure between the social language and English. Because the students were able to perform the dialogue confidently by using the Social Language, they performed the dialogue in English confidently as well. The other dialogue was delivered by the



students about the library. They describe the library together as follows;

- A(1): *We have completed the lecturers today, any further plan?*
- B(2): *I plan to go the library to complete the homework there.*
- A(3): *why must you go the library to complete your homework?*
- B(4): *I feel comfortable and convenient there. There are many references I could find.*
- A(5): *I never go to the library in campus.*
- B(6): *are you kidding me?*
- A(7): *No, I am serious. Where is it located?*
- B(8): *It's in the second floor at J building. You will find the name tag "PPNS Library" with blue color.*
- A(9): *How is inside?*
- B(10): *there are three main rooms which are facilitated by Air Conditioner. They have different functions.*
- C(11): *Hallo my friends, nice to meet you, Let's go to the library together, I heard that many references are available to complete our homework.*
- A(12): *Don't you feel hungry?*
- C(13): *I think after completing the homework we could go to canteen then.*
- A(14): *what do you think about the library? Is it cozy?*
- C(15): *Sure, don't worry about it. Let's go*

The conversation above were delivered by using students' Social Language then they performed into English after natural communication could be well acted. The students' difficulties were selecting the proper vocabularies. They needed a guidance from their lecturer. Code Switching and Code Mixing could not be avoided while discussing. Additionally, the use of basic patterns to express about the present perfect "have completed" line (1) needed to be rehearsed to use the verb3 after "have/has". The use of question pattern by using modal such as "must" line (3) should be reminded many times to the students to be put before the subject. The students lacked of awareness to think about the sentence structure in the spoken cycle. They have arranged in written cycle well. However, after they had used English to perform in the front of the class, they were blank and they did not to know what to do. Passive Pattern in line (7) in the form of questions was explained by the lecturer to know the function of to be "is" and verb "located". The lecturer tried to change the pattern from (+), (-), (?), and (wh) in order to give more details grammatical perspective. Code Switching from English to Students' Social Language could not be avoided by the lecturer to have better understanding for students. Moreover, the lecturer changed the patterns from passive to active sentences. Subjects and verbs became the main topic to analyze the sentence patterns done by the lecturer for the students by underlying the verbs; complete (line 1), plan (line 2), go, are (line 4), go (line 5), are (line 6), am, locate (line 7), is, find (line 8), is (line 9), are, facilitate, have (10), let, go, heard, are (line 11), feel (line 12), think, go (line 13), think (line 14), worry (line 15).

## V. CONCLUSION

The use of Social Language was so essential for students to get the natural communication. While having interactions between the lecturer and Students or between student and students, the use of Code Switching and Code Mixing could not be avoided. They were used to get the better understanding in grammatical perspective. There will be no barriers for students to ask about the proper sentence patterns to the lecturer. Switching the language from the Social Language to English or on the contrary from English to Indonesia Language was excused by the lecturer. Code Switching happened when the lecturer explained about the utterances to be switched into English or vice versa and Code Mixing happened when the students or lecturer tried to find out the proper vocabularies related to the language choice. It could be concluded that Students' Social Language could become a bridge to build up the English dialogue by implementing the code switching and code mixing in teaching and learning process.

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