

ANALYSING CODE SWITCHING USED BY STUDENTS AT SECOND GRADE LANGUAGE CLASS OF SENIOR HIGH SCHOOL IN ENGLISH LEARNING

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ABSTRACT

This research is presented to know about code switching. Code switching is the use of more than one language by communicants. The aim of this research is to describe types and reasons of code switching used by second grade language students during English learning at senior High School of Muhammadiyah 3 Sidoarjo in Academic Year of 2018/2019. This research used descriptive qualitative as research method. The researcher collected the data from recording and interview. The findings of this research showed that there are 40 data of code switching found during teaching and learning process. There are 21 data which are classified as inter sentential code switching, followed by 5 data which are classified as intra sentential code switching found in their speech, 5 data are establishing continuity with previous speaker, 3 data are intra lexical, 3 data are involving a change pronunciation and the last is tag switching, there are 3 data. Beside that, the researcher found the situational code switching during observation. It has 1 data of situational code switching. From interview result the researcher found that from students' perspective lacking of vocabulary is the most dominant reason they switched their language. Another reasons are: teacher, create understanding, convey opinion easily, grammar competency, unconfident, and students identity. The implication of this reserach is code switching can be used as an effective strategy to teach students who have low English proficiency.

Keywords : Code Switching, English Learning, Second Grade Language Class

ABSTRAK

Penelitian ini disajikan untuk mengetahui tentang alih kode. Pengalihan kode adalah penggunaan lebih dari satu bahasa oleh komunikan. Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis dan alasan alih kode yang

digunakan oleh siswa kelas dua saat belajar bahasa Inggris di SMA Muhammadiyah 3 Sidoarjo pada Tahun Ajaran 2018/2019. Penelitian ini menggunakan deskriptif kualitatif sebagai metode penelitian. Peneliti mengumpulkan data dari rekaman dan wawancara. Temuan penelitian ini menunjukkan bahwa ada 40 data alih kode yang ditemukan selama proses belajar mengajar. Ada 21 data yang diklasifikasikan sebagai alih kode antar sentensial, diikuti oleh 5 data yang diklasifikasikan sebagai alih kode sentensial yang ditemukan dalam pidato mereka, 5 data membangun kesinambungan dengan pembicara sebelumnya, 3 data adalah intra leksikal, 3 data melibatkan ubah pelafalan dan yang terakhir adalah penukaran tag, ada 3 data. Dari hasil wawancara, peneliti menemukan bahwa dari sudut pandang siswa, kurangnya kosa kata adalah alasan paling dominan mereka beralih bahasa. Alasan lain adalah: guru, membuat pemahaman, menyampaikan pendapat dengan mudah, kompetensi tata bahasa, tidak percaya diri, dan identitas siswa. Implikasi dari penelitian ini adalah alih kode dapat digunakan sebagai strategi yang efektif untuk mengajar siswa yang memiliki kemampuan bahasa Inggris yang rendah.

Kata Kunci: Alih kode, pembelajaran bahasa Inggris, jurusan bahasa

INTRODUCTION

Code switching is the alternate usage of two different languages which involve in bilingualism as a common characteristics of those who speak two or more languages. Code switching is closely related with linguistic and social where the communication run well. Code switching according Hoffman (1993) that involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. In addition, code switching is common term for changing use two or more languages, or varieties of language, or even speech style. Thus, Code switching according Hoffman is the usage more than one languages by communicants in practice of a speech act.

In this case especially in language class. Most of second grade language class students used Indonesia and English during English learning in the classroom. Sometimes, students also used Java language, their origin language during English discussion. The students often to switched English and Indonesia when teacher interacted with them in English. In fact, students in language class are not supposed to speak in Indonesia during English lesson because they get a lot of English lessons including compulsory English, specialization English and English literature. From various types of English subjects are expected that students have mastered English because they have more time to practice their English with friends and teachers. This relates with the aim of learning English that students should have English ability.

The second language students actually must avoid to switch Indonesia or Java language during English lesson. It will also affect their examination because examination require them to

answer in English. Not only affecting their examination but also students who do code switching are claimed that they are actually not competent in English, even they are from language class.

On the other hand, according to Butzkamm (1998) that someone who do code switching and code mixing indicates the speakers ability acquire a high level of proficient in two languages. It is also emphasized by Auer (1996) that speakers who use code switching and code mixing show a higher level of linguistic competence since it needs processing of the rules of both languages. Of course this is big problem if second language students tend code switching in English lesson.

The process of students switched the languages in English teaching learning at second language class became a big attention. The researcher analyzed the kind of code switching used by students of second language class because the researcher wanted to identify kinds of each utterances. The researcher also analyzed the reason of code switching used by students of second language class deeply. The researcher wanted to know the base of students of language class did code switching in English lesson. Hence, the researcher wanted to make sure whether code switching was best strategy in English learning through their reason. Thus, the researcher hoped that code switching could affect students for mastering English.

There have been many attempts to give a typological framework to the phenomenon of code-switching. One of the most frequently discussed is that given by Hoffman. Hoffman's theory about code switching identified six different types of switching occurred, namely tag, inter-sentential, intrasentential switching, Establishing continuity with the previous speaker, Intra-lexical and Involving a change of pronunciation.

Intra-sentential switches occurs within a clause or sentence boundary, where each clause or sentence is in one language or other. Inter-sentential switches happen when there is a complete sentence in a foreign language uttered between two sentences in a base language. Establishing continuity with the previous speaker 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 also. Yet, that speaker can also switch again to Bahasa Indonesia. Emblematic switching or Tag Code Switching set phrases in a clause of two languages are inserted into an utterance. For example: It's okay, no problem, ya nggak?. Intra-lexical occurs within a word boundary. It is involving a change of pronunciation This kind occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure. It likes telephone is spoken *telpon*, television is spoken *televisi*.

There have been several linguists who has some outlined reasons for code switching. Suwito in Susanto (2007) classified the factors into six points: **The Interlocutors** is the presence of interlocutors may motivate speaker as the members of social interaction to change from their use of one language to the languages use by the interlocutor. **The Speakers** is having position as speakers may motivate the members of social interaction to convey his crucial personal purposes.

The Topic Discussion is topic discussion comprised formal and informal topic. It may be operated by changing from one language into another or from one style of language into another. **The Presence of the Participants** when two speakers who participants in speech interaction have to change their language, for reason of the presence of participants who come from different language group. **Humorous Usage** when language switching may also applicable when people have initiative to convey humorous expression. **Prestigion Usage** is naturally, some members of social community want to be regarded as intellectual people, low class group. They tend to show their identification by operating language switching which is done by changing from common language to scientific language though is just term.

This research focused for analyzing students of second language class utterances which involved code switching in it. In analyzing the data, it uses sociolinguistics analysis and applies Hoffman's theory of code switching to analyze types of code switching and the reasons of code switching used by second grade language class in english learning process. According to Hoffman (1991) there are six types of code switching, such as : intra-sentential switching, intra-lexical switching, involving a change of pronunciation, inter-sentential switching, emblematic switching and establishing continuity with the previous speaker.

METHOD

This research aims to identify the forms and reasons of code switching used by second grade language class students in english learning in the classroom interactions. The researcher observes one of class of second grade students. The number of students are 30 students. The researcher chose second grade language class because language students were an important focus for measuring the achievement of English. Students of second grade language class also used english, indonesia and java during communicated in english learning. Therefore, the subject of students were observed to get the types and the reasons of code switching used in English learning process.

The researcher uses descriptive qualitative method. Techniques of collecting data are observation and interview. The observation was conducted on one class of second grade language class. The main purpose is to find out the types and the reasons of code switching that are used by the students' conversations in classroom interactions. After recording the teacher and the students' activities, the researcher makes video transcripts, then analyzes the types and the reasons of code switching. The interview is recorded by using video recorder. Then the researcher listens and transcribes it. The researcher analyzes the result of transcribing process to find out the students reasons for doing the code switching in making conversations with their students and drawing the conclusion from the English teacher's answers. The interview in this research took purposive sample because the researcher determined the sampling by specific characteristics that fit the

purpose of the study so that it was expected to answer the research problem. Hence, the researcher took 9 students as interviewees to gain rich data regarding the purpose of this research and the sample those that representative and get represent of population. The kind of interview in this data was semi structure interview. Semi structure interview according to Walliman (2011) is a type of interview in which the interviewer asked only a few predetermined questions while the rest of the questions were not planned in advance.

RESULTS AND DISCUSSION

The findings of this research, the researcher focused on the types of code switching which was produced by second language students. It was done to answer the first question of this research. The the researcher described the reasons of code switching, it was done to answer the second question of this research. The researcher found that the phenomenon of code switching was employed by students in English learning activities. The findings were relevant with Hoffman's theory. There were six types of code switching, namely intrasentential code switching, inter sentential code switching, continuity the previous speaker, intra lexical, change a pronunciation and tag code switching. beside that, the researcher also found one type that was not included Hoffman Theory. It was situational code switching. In this data delivered 1 data of situational.

The researcher did interview to gain information for using code switching during english learning in the class. The researcher involved 8 students of language class. They had been chosen because they often used English and Indonesia during English learning and part of them who were using English only during English learning. Because of purposive sample that the metode of interview in this research. Thereby, the students who have been chosen regarding the purpose.

Hence, the researcher found that students perspective for using more than one language because of lack vocabularies, teacher, create understanding, convey or tell opinion or ideas easily, grammar competency, uncnfident and students identity. According to students perspective that lack of vocabularies was the most reason they used Indonesia and English during English learning.

In this section the researcher classified and analyzed it according to the types of code switching based on Hoffman's theory that appeared in the transcribed data of second grade language students utterances during English learning. Then, the researcher discussed and gives explanation for each types used by second grade language students. It had been done to answer the first research question.

While, the researcher also provided the reasons of code switching usage during English Learning. The data of code switching reasons were obtained by interview. Hence , it had been done to answer the second research question.

Based on the explanation above that the big reason of students switched the language was lack of vocabulary. Mostly students have limitation English words. Hence, they found difficult for producing English utterances. According to questionnaire data that students were rarely speak in English. Thereby, it made them lack vocabulary because they never practiced so there were not new vocabularies which they gained. According to questionnaire that English teachers allow them to speak English and Indonesia or another language. This problem can be affected their competency in English.

According to data which has been gotten by the researcher that code switching occurred in the second language students while the English teacher used English only during English learning. According to students that code switching was best strategy for developing English competency. Vertansya said “ better use English and Indonesia because it makes easy to understand”. Hence, in language class, code switching could be used during learning process but the teacher actually has the limitation to students code switching in order students did not accustom to use two languages during English communication.

The researcher concluded that code switching is a useful tool or a strategy for learning process in English proficiency students to develop their language deficiency. Code switching in foreign language classroom was used as appropriate way or communicative strategy to teach students, especially to students who have not English proficiency. The teacher should aware for making students understand with her explanation so the students could understand. Thereby, combine or use more than one language became the best strategy for making easily understand but the teacher should have the limitation to use more than language. If teaching the foreign language but never used foreign language they will be being difficult for facing examination. The students were asked to answer in English. Hence, limitation in code switching usage was needed.

The researcher drew the reasons why second language students switched their language during English learning at Senior High School of Muhammadiyah 3 Sidoarjo 2017/2018. There were six reasons found from students' perspective such as lack of vocabulary that was found the most dominant reason. Another reasons are teacher, create understanding to their friends, convey opinion, grammar competency, unconfident and students identity. According to the interview with some students that the big reasons of code switching usage was lack vocabulary. Most of students did not know the meaning so that they combined their national language to express their idea. It was the work to teacher that students should asked vocabularies memorizing. It was done to make students have rich vocabulary. Not only memorizing the vocabulary but also teacher must invite students to communicate in English. It was evidence that teacher became the reasons of students did code switching. Teacher must speak in English. It was very essential during communication if students did not know the meaning, they would be looking for the word in order to know the

meaning. So, teacher must be active to communicate in English then English circumstance were happening.

CONCLUSION

The researcher used code switching produced by second language class students as the object of this study because the utterances included code switching. Based on the finding above, the researcher concluded this research based on the formulated research problems. First, code switching used by second grade language students did all types code switching; inter sentential, intra sentential, continuity the previous speaker, intra lexical, change pronunciation and tag code switching. there were 21 utterances of intersentential code switching, 5 utterances intra sentential code switching, 5 utterances of establishing continuity the previous speaker, 3 utterances of tag code switching, 3 utterances of intra lexical code switching and 3 utterances of change pronunciation. The researcher found 1 type is situational code switching which was out of Hoffman's theory.

Second, the reasons of code switching were affected second language class students have been classified in the finding. According to interview result the researcher found that from students' perspective the most dominant reason they switched their language is because lack of vocabulary. Another reasons were teacher, create understanding to their friends, convey opinion easily, grammar competency, unconfident and students identity. Code switching could be strategy in English learning. Through code switching the English subject could be gotten easily. Despite of, the students also understand so they could increase their English

knowledge through learning English as code switching. code switching is good strategy but teacher must limit the students for saying in code switching. If the students accustom to do code switching. They accustom to speak Indonesia and English language when they interact with foreign people. Hence, they will face difficulty for producing English language. It will be faced the students when they were having examination. In examination the students asked to answer in English. They did not allow answer in Indonesia.

The researcher expects the English teacher, students in second grade language class still lack of English proficiency. Therefore, code switching can be an effective strategy as communicative technique to teach students in the process of learning English. The teacher may do code switching but must have limitation. For second grade language students, they should be aware of and more confident in learning English, especially about English vocabulary. The researcher hopes that students can gain knowledge even they are from low level. They can develop their language skill through keep practicing and put a little effort to learn English.

For further studies, hopefully the next researcher can explore more various types, function and the reason about code switching from different theory in order to make comparison with this study. It is better if the further researcher analyze the new sides of code switching.

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