

CODE SWITCHING IN THE CLASS ROOM

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ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui tipe code switching yang digunakan oleh mahasiswa bahasa Inggris di dalam kelas. Sampel dari penelitian ini terdiri dari 10 orang mahasiswa bahasa Inggris universitas graha nusantara Padangsidempuan. Sampel diambil berdasarkan teknik cluster random. Metode penelitian yang digunakan adalah analisis kualitatif. Instrumen penelitian terdiri dari rekaman video, jaringan wifi dan laptop. Data penelitian ini berupa ujaran-ujaran mahasiswa bahasa Inggris yang mengandung code switching di dalam kelas. Ditemukan bahwa ada beberapa tipe code switching yang mahasiswa gunakan yaitu 1) Situational code switching, 2) Metaphorical code switching, 3) Tag switching. Alasan menggunakan code switching adalah 1) Participant, solidarity, and status, 2) Topic. Dapat disimpulkan bahwa hasil penelitian ini sejalan dengan teori code switching.

Kata Kunci : code switching, Sociolinguistik

ABSTRACT

The aim of this research is to know the types of Code switching of English students in class room. The samples of this research consists of 10 English students of Graha Nusantara University of Padangsidempuan. The sample was taken from the population by the cluster random sampling technique. The research method used is qualitative analysis method. The instrument used is researcher, videos recorder, connection wifi and laptop. The data of this research is English students's utterances containing code switching in the classroom. It is found that there are some types of code switching that is used by students, they are: 1) Situational code switching, 2) Metaphorical code switching, 3) Tag switching. The reasons of using code switching are 1) Participant, solidarity, and status, 2) Topic. It can be concludes that the result finding of this research is in line with the theory of code switching.

Keywords: code switching, Sociolinguistics

I. INTRODUCTION

Language uses by human to communicate in daily life which always changed time to time based on the development of era and all things on it. Language is very

dynamic aspects to be changed follow the human needs in all aspects. The other aspects which changed a language such as, politics, educations, economic, technology and so on. These aspects that already taking place in human life in social activity bring a big effect to

the development of language. The interrelation one and another very close and can not be separated in the term of language development in society relates to the users or speakers of language. Later on, language become one of discipline that learned by students in academic or school because language issues are present in every aspect of human experience, they are of interest not only to language specialists, but to practitioners of all social sciences. This wide relevance of language issues as objects of study is evidenced by the attention they have received, first and foremost on the part of sociologists.

Bahasa batak is also used as code to say something mixed with Indonesian Language. While in academic field there are some code switching are occurred that used by teacher in teaching process. This phenomenon leads to the emergence of code switching of Indonesian-Bahasa Batak. Code-switching is considered as a sociolinguistic phenomenon, linguistic product of language contact, determined in various ways by the social circumstances in which it occurs. Code-switching is now considered to be a normal and natural product of interaction.

Mesthrie (2001: 145) who states that “a common assumption of the reason to switch language is because of gaps in their personal vocabulary”. Switching is considered functional in the sense that speakers are motivated by various factors to switch at particular points in the discourse. In addition, Holmes (1992: 35) argues that “people sometimes switch code within a domain or social situation. When there is some obvious change in the situation, such as the arrival of a new person, it is easy to explain the switch”.

Previous studies about code switching had been done by many researchers Mukenge (2012) studied about A Discourse Analysis of the Use of Code Switching in the Film Yellow Card. He finds one additional function of code

switching as politeness strategy to do language avoidance.

The problem of this study is to provide answers to the following questions:

- 1) How are the types of code switching used in the class room?
- 2) Why do students in the classroom use code switching ?

II. THE THEORITICAL FRAMEWORKS

Sociolinguistics

Human being use language to communicate each other. All the topics are talk in various situations and meet with different addresser in every single day of life. It is nature to make language become more complicated and vary. the language phenomena also often occur in social life of human being. Examining the way people use language in different social contexts provides a wealth of information about the way language works, as well as about the social relationships in a community, and the way people convey and construct aspects of their social identity through the language.

As Holmes (1992: 2) states that “sociolinguists are also interested in the different types of linguistic variation used to express and reflect social factors”. Linguistic variation can be happen in monolingual and multilingual communities. Vocabulary or word choice is one of the linguistic variations type. Sometimes we can say same things with different words. But linguistic variation occurs at other levels of linguistic analysis too: sounds, word-structure (or morphology), and grammar (or syntax) as well as vocabulary. Within each of these linguistic levels, there is variation which offers the speaker a choice of ways of expression. Choices may even involve different dialects of a language, or quite different languages, as we shall see, that usually happen in monolingual communities. While in

multilingual communities, Holmes (1992: 131) states that "people often use a language to signal their membership of particular groups and to construct different aspects of their social identity. Social status, gender, age, ethnicity and the kinds of social networks that people belong to turn out to be important dimensions of identity in many communities".

Bilingualism

According to Bloomfield (1935: 55) bilingualism may occur as "the result of society dynamism. It is 'native-like' control of two languages. People who are bilingual do not necessarily have exactly the same abilities in the languages. Being bilingual, one may switch from one language to another or using elements of one language while using the other". Bilingualism is one of the sociolinguistics' topic, which is related to the use of two languages mastered by someone, and it may or may not be equal.

Code Switching

Code switching is a sociolinguistic phenomenon in which two or more language varieties are used in a speech community. Meyerhoff (2006) argues that "people are generally aware of the differences in the strength of the languages that they use, especially people who speak more than one language, or who have control over more than one variety of any language". Code switching occurs when a bilingual speaker uses more than one language in a single utterance above the clause level to appropriately convey his/her intents. Fishman (1972) suggests that "language or code choice in communities where bilingualism or multilingualism is the norm should be analyzed in the context where the speech is produced".

Switching languages is commonly used because it often occurs in daily conversation such as home, school, office, market and other

social community. Switching from one language to another provides different ways in conveying messages.

5 Criteria of Types of Code Switching

Each of code switching types have own criteria to decide the code switching that find will include to which types. The criteria can be seen in the table below.

Table 2.1 Criteria of Types of Code Switching

No.	Types of Code Switching	Criteria of Types of Code Switching
1.	Situational code switching	a. No topic change involves b. Change according to situation (solidarity, domain or social situation)
2.	Metaphorical code switching	a. Requests b. Denials c. Topic shifts d. Elaboration or confirmation e. Rhetorical skill (metaphor)
3.	Tag switching	a. An interjection or linguistic tag b. Ethnic Identity marker
4.	Intrasentential code	a. Can be a word or

	switching	a phrase
		b. Sometimes break the grammatical rules
5.	Intersentential code switching	a. Consist of two clauses minimal.
		b. Consist of two different languages in each clause.

2.3.2 Reasons for Code Switching

Holmes (1992: 35) states that there are some reasons people switch the language in conversation.

Table 2.2 Criteria of Reasons for Code Switching

No.	Reasons	Criteria
1.	Participant, solidarity, and status	a. a signal of group membership and shared ethnicity
		b. social reasons (distance and situation)
		c. solidarity marker
		d. changing formal into informal situation
		e. official to personal situation
		f. serious to humorous situation
		g. politeness to solidarity situation

2.	Topic	a. Borrowing terms of foreign language
		b. When a speaker quote someone's words.
		c. Proverb quotation
3.	Affective function	a. Getting affective message or purposes
		b. Amusement
		c. Dramatic effect

III. METHODOLOGY OF THE RESEARCH

This study will apply qualitative analysis method. Qualitative research is a system of inquiry which seeks to build a holistic, largely narrative, description to inform the researcher's understanding of a social or cultural phenomenon. This study will be conducted as a case study. As Burn (1995) said that a case study will be preferred strategy when "how, why and what" questions are being asked, or when the investigator has little control over events, or when the focus is on a contemporary phenomenon within a real life context.

The writer conducts the research at Graha Nusantara University . The data in this study will be taken from English students utterances containing code switching while in the learning process in the classroom. The data of this study will start from 10 -20 April 2019. the samples of the study consist of 10 English students which taken by radom sampling.

The technique of data collection is documentary technique. The data is the videos of student's conversation in learning process in the classroom. The data will be analyzed by

using Miles and Huberman (1984) with the three phases of data analysis. The phases are (1) data reduction (the process of classifying, arranging, or organizing the data), (2) data display (the step to show or make the visual of the data in the form of chart, diagram, matrix or graphic), and (3) data verification or conclusion drawing.

IV. RESULT OF THE RESEARCH

After collecting the data of code switching in the classroom., it is found that there are some types of code switching that is used by students in the classroom, they are: 1) Situational code switching, 2) Metaphorical code switching, 3) Tag switching. It's also found that the reasons of using code switching are 1) Participant, solidarity, and status, 2) Topic. It means that the result of this study is in line with the code switching theory.

Table 1
Code switching in the classroom

N o	Utterances	Types of code switching	Reasons
1.	Pengertiannya sudah dijelskan tadi. <i>ido maksudna</i>	Situational code switching	Topic
2.	Iya bu, kadang pemikiran orang nggak bisa ditebak. <i>ulu do narap lom-lom</i>	Metaphorica l code switching	Participant, solidarity, status
3.	Gimana maksudnya tadi? <i>ulangi jolo, bisa do kan?</i>	Tag switching	topic
4.	Kenapa bisa seperti itu ya? padahal sudah ada	Situational code switching	Topic

N o	Utterances	Types of code switching	Reasons
	antisipasinya. <i>inda bisa terhindarkon be rakku. makana lek terjadi</i>		
5.	Mungkin bukan maksud <i>nia.</i> begitu kan kawan?	Tag switching	Topic

DISCUSSION

Based on the research findings, the writer found that there are some types of code switching that is used by students, they are: 1) Situational code switching, 2) Metaphorical code switching, 3) Tag switching. The reasons of using code switching are 1) Participant, solidarity, and status, 2) Topic. It's showed that the findings are still in line with the linguistics theory of code switching phenomena. The location of this language phenomenon is in the class room while teaching and learning process.

The occurrence of code switching in class room is not merely with all types as in theory. Te reason of this occurrence also showed in two reasons only. While in the theory there are more than two reasons. It means that the difference of the place, case and situation can be as a factor of different result.

V. THE CONCLUSIONS

Conclusions

From the data analysis it can be conclude that, as follows:

- a. There are some types of code switching that is used by students, they are: 1) Situational code switching, 2)

Metaphorical code switching, 3) Tag switching.

- b. The reasons of using code switching are
1) Participant, solidarity, and status, 2) Topic

Implications

Based on the conclusions above, as the implication of the research, the writer hopes the result of the research can be implicated in teaching learning process, the teacher realize the occurrence of code switching in English students of Graha Nusantara University of Padangsidempuan. The students are bilingualism which used Bahasa Indonesia as their mother tongue and Bahasa Batak as local language.

Suggestions

The last, the writer would like to give some suggestions as follows:

1. For the English teacher and readers can used this research fiding as a n addition of knowledge and become understand about code switching in students bilingualism situation of Bahasa indonesia and Bahasa batak
2. Other researchers who want to research in the same language phenomena with more large scope and different addressee, place

and situation. This research finding can be used a source.

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