

A STUDY ON THE CODE SWITCHING ON COVERSACTIONS BETWEEN THE SECOND YEAR STUDENTS OF JUNIOR HIGH SCHOOL IN NGADA REGENCY

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STKIP Citra Bakti Ngada
ennynoge@gmail.com**Abstract**

This research aimed at finding out: (1) whether the students use code switching in conversations; (2) the types of code switching used in conversations between the second year students of Junior High School; (3) the reasons why the students switch their language during the conversations. This research used descriptive method. Subject of the research was the second year students of SMPS Yos Soedarso Jerebuu. The result of this research was: (1) the students used the code switching in conversations (2) two types of code switching occurred during the conversation, there were: Intra-sentential Switching (IntraS) which is which occurred 7 times and Inter-sentential Switching (IntrS) which is the most frequently used (8 times) by the students during the English conversation, and (3) the reasons of students switched his or her language were: talking about particular topic which occurred 2 times, being emphatic about something which occurred 5 times, intention of clarifying the speech content for interlocutor which occurred 5 times, to soften or strengthen request or command which occurred once and because of lexical needs which occurred 4 times.

Keywords: code switching, conversations

Background

A language is a system of signs, such as: speech sounds, hand gestures, letters, used to communicate message. Of all kinds of languages, the most developed, used, and studied is undoubtedly human spoken language. It is a communication tool which is very important in our daily life. Without language, we cannot understand and automatically there is no communication. Hence, language is an important thing to connecting the people around the world. It is used to communicate ideas from one active mind to another. In the other definition, language can be said as a means of communication and interaction that we use in social life.

Language has an important role in our life. The scope and diversity of human thought and experience place have great demands on language. Because of communication is not restricted to a fixed set of topics, language must do something more than just to provide a package of ready-made messages. Brown (2000) adds that language also enables man to pass on his experience to other generation. Each individual does not have to rediscover all the knowledge accumulated by other members of his species, as do other animals. Fuller and Jacobs (in Douglas, 1973) state that: "language is the major media of social interaction". By using language, individuals come to share meanings. Language does not only allow individuals to share meanings; but it also plays a major role in how individuals organize and create reality. Then, the ability to use language becomes a subset of interactional competence, the general ability to understand and construct an infinite number of behaviors from a finite set rule of rules and categories.

Realizing the importance of language, human being started to study the language. The scientific study of language is called linguistics (Aitchison, 1972; Lyons, 1981). Linguistics covers a wide field with different approaches and different areas of investigation i.e. sound system (phonetics, phonology), sentence structure (syntax), and meaning system (semantics, pragmatics, functions of language). In recent year, new branches of linguistics have developed in combination with other disciplines e.g. anthropological linguistics, psycholinguistics, and sociolinguistics (Richard et al., 1985:167).

As we know that English is one of the most language widely used in the world. It becomes an international language which is used in all aspects of human life such as communication, education, technology, economy, politics, etc. for example, in communication aspect, the people nowadays use English in their daily conversations and Indonesia also study to use the language. Therefore, the students are expected to master the language in their conversations. In fact, they cannot use English well. It is caused by some reasons among the following: the

students not really know to use the language correctly and completely, so that they share more than one language, use these two languages (Indonesian and English) and switch them systematically. It happens because the students have trouble to pronounce the language and miss some words when conversation take place. Because of that, then they use two languages, Indonesia as first language and English as second language.

There are so many other things and phenomena as well being studied in sociolinguistics. Code switching is one of them based on the problems that stated before. Code switching helps the students to continue their conversation. Hymes (in Aeyomoni, 2006: 91) defines code switching as “a common term for alternative use of two or more languages, varieties of a language or even speech styles”. Besides Crystal (in Skiba, 1997) suggests that code, or language switching occurs when an individual who is bilingual alternates between two languages during his or her speech with another bilingual person. A person who is bilingual may be said to be one who is able to communicate, to vary extents in second language. This includes those who make irregular use of a second language, are able to use a second language but have not for some time (dormant bilingualism) or those who have considerable skill in a second language.

Multilingual, people who speak more than one language sometimes use elements of multiple languages in conversing with each other. Code switching is syntactically and phonologically appropriate use of more than one linguistics variety. In English classroom, teachers tend to switch code. It is the reason they have delivered to the students in order to make sure that the students accept and understand the transmitted knowledge. In learning English, the students sometimes switch code to fill the linguistic gap. On the other hand, the students practice code switching when they are each fluent in both language. They use either language to denote the same practice, and code switching to denote the actual, spoken language usages by multilingual persons.

There are many definitions of code. Experts define code from their own point of views. Richards et al. (1985:42) state that code is “a term, which is used instead of language, speech variety, or dialect”. People also use “code” when they want to stress the uses of a language or language variety in a particular community or in a conversation. On the other hand, Wardaugh (in Mu'in, 2008) defines code as, “the particular language, which has been chosen to use on any occasion”. It can be used to refer to any kinds of system that two or more people employ for communication. Skiba (1997:5) states that code switching is not language interference on the basis that is supplements speech. Where it is used due to an inability of expression, code

switching provides continuity in speech rather than presenting interference in language. Moreover, code switching allows a speaker to convey attitudes and other emotive using a method available to those who are bilingual and again serves to advantages the speaker, much like bolding or underlining in a text document to emphasize points. Code switching is defined by experts in many ways. Milroy and Muysken (in Boztepe, 2001:4) define code switching as the alternative use by bilinguals of two or more languages in the same conversation. According to Bloomerg (2006), code switching refers to, "alternating between one or two different grammatical systems or subsystems". It also occurs within a particular language. We use different forms of expression depending on the person we are speaking to and where we are speaking to that person. While, Zeller (2004) defines code switching as the ability to differentiate between appropriate and inappropriate behavior based on the immediate surroundings of the environment. There are types of cod switching according to Romaine (in Brenzinger, 2005):

This study focused on the using of code switching in conversations between the second year students of SMPS Yos Soedarso Jerebuu. It is conducted to answer the following questions: (1) Do the second year students of SMPS Yos Soedarso Jerebuu use the code switching in their conversations?; (2) What are the kinds of code switching used in conversations between the second year students of SMPS Yos Soedarso Jerebuu?; and (3) What are the probable reasons so the second year students of SMPS Yos Soedarso Jerebuu switch their language during the conversation? The objectives of the study were: (1) to know whether the students use the code switching in conversations or not; (2) to know the types of code switching used in conversations between the second year students of SMPS Yos Soedarso Jerebuu; and (3) to know the reasons why the students switch their language during the conversations.

The significances of the study are actually the usefulness or the benefit of a study for people and the students themselves. The significance of this study was presented in following: (1) for the teacher of English; the study can be a good input for English teacher that code switching is helpful in the students' foreign language acquisition process by make a conversation. The teacher can create communicative competence of foreign language with the students. (2) for the writer; this study will improve and enrich the writer's knowledge about code switching when they make a research and use it properly. This study is about using more than one language continuously and interchangeably by the students in conversations. The writer limits her analysis especially in code switching. It consists of the types of code switching and the reasons why those code switching are used.

Research Method

The research design of this research is descriptive. Descriptive research determines and reports the way things are. It describes code switching which occurs during the conversation between the second year students of SMPS Yos Soedarso Jerebuu and the reasons why the students switches from one language to another language (from English into Indonesia). In doing this research, the second year students of SMPS Yos Soedarso was taken as the subject of the research. The total number of the students is 12. In this research, 6 students taken as the sample and they are divided into three groups. The instruments of the research are conversation and camera video as a main tool to record the data. The writer gave the students three topics, that is: introduction, daily activity, and favorite food.

In collecting the data, the writer recorded 3 pairs of students in which the conversation took place. They are assumed to contain code switching. The recording started when the students did the conversation. The writer recorded their conversation starting from pair one until three and they have 5 minutes to do the conversation depending on the topics.

After all the data have been collected, the next step is data analysis. The data analysis has some process. The processes are stated as follows: (1) transcribing the data by using transcription convention proposed by Gumperz (1982); (2) classifying the data into types of code switching based on types of code switching given by Romaine and the reason of code switching as given by Saville-Troike; (3) discussing and concluding the findings. In this step, the writer showed how many types of code switching were used by the students in their conversations. In addition, the writer presented the probable reasons of language switching found during the conversation by the second year students of SMPS Yos Soedarso Jerebuu; (4) reporting the result of the research.

Result and Discussion of Research

The Result of Research

Identification and Classification of Code Switching in the Students' Conversation

The followings are the data of code switching found in the students' conversation. the writer classifies the data based on the categories on types of code switching and the reasons why the students switch their language during the conversation.

1.1. Students Code Switching and the Types

1.1.1. Intra-sentential Switching 7 times

Students Code Switching is as follows:

Sentence 1: I'm fine. What is your activity e::em **setiap hari?**

Sentence 2: What are you doing e::em **–setelah itu?**

Sentence 3: **Saya berasal dari Ende** #name of regency# -and *how about you?

Sentence 4: -Are *you **siswa baru di sekolah ini?**

Sentence 5: *Johny.. I really.. /like **nasi goreng** and **bakso**/

Sentence 6: **Hmmmmm berbeda dengan saya/** *I prefer **nasi ayam** than **nas –nasi goreng** or **bakso**/

Wah –Pondok Bambu aa... is... -is a fam.. –is a famous **warung** in Bajawa

1.1.2. Inter-sentential Switching 8 times

Sentence 1: I'm cooking and washing the plate/ **Bagaimana dengan *kau?**

Sentence 2: **Mmm.... *kalau saya setelah saya bangun pagi saya menimba air untuk *mandi/**

Sentence 3: no, I am not/ **Saya mandi dan langsung pergi ke sekolah/**

Sentence 4: I'm from Aimere/ **-Di mana kamu *tinggal?**

Sentence 5: **Di warung Tenda Biru/**

Sentence 6: **Kamu sendiri bagaimana?**

Sentence 7: **O:oh *kalau saya di warung Pondok Bambu/**

Sentence 8: **Bolehkah sekali... -sekali-kali saya makan di Pondok Bambu?**

Table 1. Frequency of Occurrences of the Types of Code Switching Used by the Students during the English Conversation

No	Types of Code Switching	Frequency
1	Tag Switching	0
2	Intra-sentential Switching	7
3	Inter-sentential Switching	8
	Total	15

1.2. Students Code Switching and the Reasons

The following data are whole of students' code switching in the conversation and the reason of code switching. There are nine possible reasons of using code switching in the conversation. They are as follows:

1. Talking about particular topic 2 times

2. Quoting somebody else
3. Being emphatic about something 5 times
4. Interjection (inserting fillers or sentence connectors)
5. Repetition used for clarification
6. Intention of clarify the speech content for interlocutor 5 times
7. Expressing group identity
8. To soften or strengthen request command 1 times
9. Because of lexical need 4 times
10. To exclude other when a command is intended for only a limited audience

Table 2. Frequency of the Occurrences of the Reasons of Code Switching used by the Students during the Conversation

No	Reasons of Code Switching	Frequency
1	Talking about particular topic	2
2	Quoting somebody else	0
3	Being emphatic about something	5
4	Interjection (inserting fillers or sentence connectors)	0
5	Repetition used for clarification	0
6	Intention of clarify the speech content for interlocutor	5
7	Expressing group identity	0
8	To soften or strengthen request command	1
9	Because of lexical need	4
10	To exclude other when a command is intended for only a limited audience	0
Total		17

Discussion

Data Analysis

1.3. Types of code switching

Based on the data, it found that there are only two types of code switching used in conversation by the second year students of SMPS Yos Soedarso Jerebuu. The types are (1) intra-sentential switching and (2) inter-sentential switching. Tag switching (TS) is not used by the students during the conversation.

1.4. Reasons of code switching

Based on the data, it found that there are 5 reasons of code switching based on Hoffman (in Wahdani, 2008) and Saville-Troike (in Wahdani, 2008) used in conversation by the second year students of SMPS Yos Soedarso Jerebuu. The reasons are:

1. Talking about particular topic 2 times
2. Being emphatic about something 5 times
3. Intention of clarify the speech content for interlocutor 5 times
4. To soften or strengthen request command 1 times
5. Because of lexical need 4 times

While other reasons that is not used by the second year students in SMPS Yos Soedarso Jerebuu during the conversation are:

1. Quoting somebody else
2. Interjection (inserting fillers or sentence connectors)
3. Repetition used for clarification
4. Expressing group identity
5. To exclude other when a command is intended for only a limited audience

Conclusion

Based on the data analysis, the writer found that the second year students of SMPS Yos Soedarso Jerebuu produced only two types of code switching, that is: Intra-sentential Switching (Intra-S) with the frequency of 7 times, Inter-sentential switching (Inter-S) with the frequency of 8 times, and Tag Switching (TS) is not used by the students in conversation. Regarding reasons of code switching, the writer found that there are five reasons of code switching occurred, they are: talking about particular topic which occurred 2 times, being emphatic about something which occurred 5 times, intention of clarify the speech content for interlocutor which occurred 5 times, to soften or strengthen request command which occurred 1 time, and because of lexical need which occurred 4 times. The reasons of the students' code switch in conversation being emphatic about something and intention of clarify the speech content for interlocutor are the most frequently committed.

It is suggested that the second year students of SMPS Yos Soedarso Jerebuu should be more active to learn and speak English in conversation by talk active, listening and study more about vocabulary to enrich their ability. For the future researcher, since this research just

focused on the types of code switching in students conversation, it is hoped that the future researcher could do another types and reasons of code switching.

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