

**CODE-SWITCHING USED BY STUDENTS
IN A SPEAKING CLASS ACTIVITY
(The Case at Dian Nuswantoro University Semarang)**

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ABSTRACT

This study is aimed to investigate which types of code switching, to figure out some functions of code switching and to reveal the factors that cause an increasing use of code-switching used by the students. The study belonged to a descriptive qualitative research. The result indicated that the total occurrences of code-switching generated by the 13 students are 73 times. For intra-sentential code-switching, it was found 39 utterances or 53.42% and for inter-sentential code-switching, it was found 34 utterances or 46.58%. The most significant function of code-switching is that to emphasize the message which totally holds the highest percentage: 32.05%. The most significant factor of code-switching is that repetition used for clarification which totally holds the highest percentage: 34.25%. Finally, it can be concluded that repetition used for clarification was the most significant factor which causes the occurrence of code-switching. This factor was likely to happen because it was generated to avoid misunderstanding and to add emphasis.

Key Words: Code-switching, speaking

INTRODUCTION

Language becomes a crucial device for the creation of situations and objects. By using the language, people are able to create reality by naming and giving meaning to aspects of experience from a particular experience. It can be said that language belongs to human kind and it could be one of the major distinctions between human kinds and other living creatures in the world. For its importance, language will forever exist and forever used in our daily lives and activities.

In a community, people seldom speak only one language. It is like what we encounter in our very own country,

Indonesia. Indonesia is known for its rich and variety of cultures and traditions. Having thousands of islands inhabited by different kinds of ethnic groups and society, it makes Indonesia indeed as a very rich of local customs and languages country.

Referring to the statement above, it can be said that Indonesia is a bilingual or multilingual country. Since the people are able to speak more than one, two or even three languages at once. According to Bloomfield (1933:55) the term of bilingualism means 'native-like control of two or more languages'. While Weinreich stated that bilingualism is 'the practice of

alternately using two languages' (1953:1). It is absolute that to be able to use both languages, one should master both languages well. First, one should master his/ her mother-tongue language or the first language (L1), and the second one is the other language to be the second language (L2).

As we all know that nowadays English plays a very important role in the world in many fields such as politics, business, trade and diplomatic circle. As stated by Crystal (1997) "English is undoubtedly the dominant global language of business, science, and tourism and, as a result, those who speak English can benefit from globalization.

While the socio-cultural settings of English language classrooms in Indonesia are bilingual /multilingual and multicultural, for both learners and teachers bring their multiple identities into the classroom. In classrooms where teachers have realized and accepted this fact and legitimized the use of the first language (L1), these identities and practices are empowered and explored as 'resources.' In classroom where this is not the case, they are positioned as 'problems.' Unfortunately, in Indonesia classrooms, the latter is the most common (Zacharias, 2006: 47).

We sometimes encounter the phenomenon of code-switching, the mixing of more than one language within one sentence or between sentences in a single conversation in English classrooms. Conversation itself constitutes a major part

of human interaction. It is through language and conversation that children begin to communicate information through a variety of speech registers and style switching (Ervin-Tripp 2001, cited in Iliana Reyes, 2004: 77).

From the sociolinguist's point of view, code switching (CS) is studied to understand why people who are competent in two languages alternate languages in a particular conversation or situation. Code-switching may involve a word, a phrase, a clause, or a few sentences.

This paper itself aims to understand the dynamic of multilingualism and globalization among students of English department in the context of Indonesia, a multilingual developing country of the global South East Asia. Set in Semarang, Central Java, the paper will investigate the code-switching use of Javanese (a local language), Bahasa Indonesia or BI (the national language) and English by the students of English Department in a speaking class activity.

The focus of this study is to investigate how the students from different backgrounds switch between two or three different languages, English and Bahasa/ local language at a speaking class of English department, and draw on features of each language to accomplish their conversational goals. In particular, interaction among the students was analyzed to explore how students make use of their L2 (English) in classroom interaction context. Moreover, the writer

intends to reveal the types, functions and factors causing the occurrence of code-switching.

In this study, the writer intends to (1) describe the types of code-switching occurring in the classroom activity; (2) explain the functions of code-switching occurring in the classroom activity; (3) describe the factors that cause an increasing use of code-switching used in the classroom activity.

The study investigates and closely examines the types and functions of code-switching used in a very limited and defined environment. Since code-switching is used in various and different situations, this paper will focus on the classroom activity context and factors causing the use of this alternation of different linguistic codes.

RESEARCH METHODS

The method in this research is selected by considering its appropriateness with the research object. In this part, the writer will discuss a research approach, population and sample, unit of analysis, method of collecting the data, method of analyzing the data and method of presenting the data.

The study is descriptive and qualitative in nature. Methodologically this research uses qualitative approach and particularly I use a case study to get the research data. It tries to describe the data into words form. The data is based on the classroom activity in a form of delivering a

presentation done by the English department students at Dian Nuswantoro in the classroom to achieve the goal of describing the feature of certain phenomena of any individual in the classroom which will be identified. The key instrument of data collection is the researcher herself.

The data in this research were taken from 13 Students. They are the students of the sixth semester of 3 different classes at Dian Nuswantoro University. The selection criterion for the subjects is based solely on their Bahasa/Local language – English bilingualism. Techniques of data collection were by transferring the data from audio-visual recording into transcriptions. The transcription of each student's presentation is divided into excerpts based on the unit of idea. These excerpts are in the forms of words, phrases, clauses or sentences for unit of analysis that contains code switching. This way, the data analysis of the recordings is expected to be able to be used in order to verify how the use and the functions of code-switching vary in this particular students' presentation.

Hence, to get an effective analysis by analyzing the transcription, the study is conducted into five main steps. The steps are (1) Identifying and categorizing the types, the functions and the factors of code-switching found in the transcription; (2) Coding; (3) Tabulating; (4) Interpreting and concluding.

At last, the writer concluded her finding by describing the types, the functions and

the factors of code-switching found in the transcription.

RESULTS AND DISCUSSION

Types of Code-switching

As it has mentioned before that there are two types of code-switching proposed by are investigated in this study, by Poplack and Hoffman. The types are inter-sentential code-switching, intra-sentential code-switching and tag-switching or emblematic code-switching. But I will only

investigate two out of those three types, they are inter-sentential code-switching and intra-sentential code-switching.

Therefore, the data obtained would be classified into those two types of code-switching. In the previous chapter, Table 1 shows the frequency and percentage of occurrence of inter-sentential code-switching and intra-sentential code-switching found in the speech generated by those 13 students. Table 1 can be seen on the next page (p.6).

Table 1
Types of Code-switching in Students' Speech

No.	Reference	Types of Code-switching &Frequency of Occurrence	Percentage of Occurrence (%)	Types of Code-switching &Frequency of Occurrence	Percentage of Occurrence (%)
		Intra-sentential Code-switching		Inter-sentential Code-switching	
1.	Student 1	4	10.26	1	3.03
2.	Student 2	1	2.56	2	6.06
3.	Student 3	4	10.26	2	6.06
4.	Student 4	3	7.69	1	3.03
5.	Student 5	4	10.26	7	21.21
6.	Student 6	4	10.26	4	12.12
7.	Student 7	2	5.13	2	6.06
8.	Student 8	5	12.82	2	6.06
9.	Student 9	2	5.13	2	6.06
10.	Student 10	-	-	3	9.09
11.	Student 11	2	5.13	4	12.12
12.	Student 12	6	15.38	2	6.06
13.	Student 13	2	5.13	1	3.03
TOTAL		39	100%	33	100%

As we can see from the findings that the occurrence for each type of code-switching are various. The total

occurrences of code-switching generated by the 13 students are 73 times. For intra-sentential code-switching, it was found 39

utterances or 53.42% and for inter-sentential code-switching, it was found 34 utterances or 46.58%. For intra-sentential code-switching, most frequently occurred generated by student 12: 15.38% and for the inter-sentential code-switching found in student 5: 20.59%

Functions of Code-switching

As it has mentioned before in Chapter II that in analyzing the functions of code-switching, the theory used was proposed

by Gumperz, Sert and Holmes. Those functions are changing topic, emphasizing the message, repetition, expressing feeling, joking, quotation, showing solidarity, translation, equivalence, and interjection.

Table 2 shows the frequency and percentage of occurrence of function of code-switching found in the speech generated by the 13 students. The table can be seen below:

Table 2
Functions of Code-switching in Students' speech

No.	Functions	Frequency of Occurrence	Percentage
1.	Changing topic	1	1.27
2.	Emphasizing the message	25	31.65
3.	Repetition	24	30.38
4.	Expressing feeling	14	17.72
5.	Joking	1	1.27
6.	Quoting someone or something	1	1.27
7.	Showing solidarity	2	2.53
8.	Translation	10	12.66
9.	Equivalence	-	-
10.	Interjection	1	1.27
TOTAL		79	100 %

The most significant function of code-switching is that to emphasize the message which totally holds the highest percentage: 32.05%. It was generated by the 13 students. The second position is repetition with the total occurrence 30.77%. On the third position is expressing feeling with 17.95%. The highest percentage of function of emphasizing the

message is mostly realized through intra-sentential code-switching.

Factors Causing the Occurrence of Code-Switching

As it has described in chapter II, according to Hoffman (1991:116), there are a number of reasons for bilingual or multilingual person to switch or mix their languages.

Those are: talking about a particular topic, quoting somebody else, being emphatic about something (express solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity, to soften or strengthen request or command, because of real lexical need, to exclude other people when a comment is intended for a limited audience. I added one of four factors which influence code

switching occurrences namely the functions as suggested by Holmes (2001)

The data of the factors causing the occurrence of code-switching obtained are classified into those criteria. The following is the classification of those factors found in the students' utterances during their presentation activity. The table of factors causing the occurrence of code-switching in students' speech can be seen below.

Table 3
Factors causing the occurrence of code-switching in students' speech

No.	Factors	Frequency of Occurrence	Percentage
1.	Talking about a particular topic	-	-
2.	Quoting somebody else	1	1.37
3.	Being emphatic about something (express solidarity)	1	1.37
4.	Interjection	1	1.37
5.	Repetition used for clarification	25	34.25
6.	Intention of clarifying the speech content for interlocutor	9	12.33
7.	Expressing group identity	1	1.37
8.	To soften or strengthen request or command	2	2.74
9.	Because of real lexical need	14	19.18
10.	To exclude other people when a comment is intended for only a limited audience	-	-
11.	The function; giving information, asking something, etc.	19	26.03
TOTAL		73	100%

The most significant factor of code-switching is that repetition used for clarification which totally holds the highest percentage: 34.25%. It was generated by the 13 students. The second position is the function; giving information, asking something, showing emotion, showing a

name of a place, etc. with the total occurrence 26%. On the third position is because of real lexical need with 19.18%.

CONCLUSION

As it can be seen from the finding that the writer analyzes only two out of three that

types of code-switching. They are intra-sentential code-switching and inter-sentential code-switching. There are 73 data with the occurrences of intra-sentential code-switching and inter-sentential code-switching. The data in this research are as follows: 39 data of intra-sentential code-switching and 33 data of inter-sentential code-switching. The total occurrence of intra-sentential code-switching is 39 utterances generated by 12 students out of 13. In intra-sentential code-switching, the highest percentage was generated by student 12 with 15.38% and student 8 with 12.82%. On the other side, the lowest percentage was generated by student 2 with 2.56%. While in the type of inter-sentential code-switching, the highest percentage was generated by student 5 with 21.21% and the lowest one was generated by student 1, 4 and 13 with 3.03%. the most significant function of code-switching is that to emphasize the message which totally holds the highest percentage: 32.05%. It was generated by the 13 students. The second position is repetition with the total occurrence 30.77%. On the third position is expressing feeling with 17.95%. The highest percentage of function of emphasizing the message is mostly realized through intra-sentential code-switching and it was done because they wanted to give more explanation and emphasizes on what they mentioned before. the writer also found that there are some factors of university students switch their code. The factors are

quoting somebody else, being emphatic about something (express solidarity), interjection, repetition used for clarification, intention of clarifying the speech content for interlocutor, expressing group identity, to soften or strengthen request or command, because of real lexical need, and the function; giving information, asking something, etc. The most significant factor of code-switching is that repetition used for clarification which totally holds the highest percentage: 34.25%. It was generated by the 13 students. The second position is the function; giving information, asking something, showing emotion, showing a name of a place, etc. with the total occurrence 26%. On the third position is because of real lexical need with 19.18%.

From all of the discussion above, it is obvious that there is a general recognition of the existence of such linguistic phenomena as code-switching and the use of it in the English Department class. Based on the conclusion of the study, some suggestions are given here. Practically, code switching can still be conducted in a more interesting and challenging field for further research. The research can more concentrate on the investigation of code-switching among bilingual people who use oral language and those who use Sign Language. The research's goal is intending to identify and analyze the use of code-switching in the speech of a teacher and his/ her disable students. They interact in a bilingual

context in which the speech is generated by deaf and hearing interlocutors.

The next suggestion is addressed for those who are interested to have a further research on code-switching. It is suggested to observe in a large number of participants from different faculty. As the results of observation from different faculty, the results may be more substantial.

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