

STUDENTS' CODE-SWITCHING IN EFL CLASSROOM

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Abstract

This study deals with students' code-switching in EFL classroom. The research method was the qualitative research method and the aims at collaborating the students' code-switching types. The data were taken from 35 sheets from randomly students' writing. The result shown that from 64 code-switching instances, 28 ones (51.57%) belong to the tag-switching which far the most frequent form. Inter-sentential switching make up the next more frequent form (43.75%), and intra-sentential switching is ranked the third. The reasons were the students used CS 'to quote someone' and 'to emphasis meaning'. The students emphasize the meaning of their ideas by put the Indonesian sentence in brackets as the reason the reader will more understood the meaning of sentence.

Keywords: Code-Switching, Students, EFL Class

Introduction

Language has a main part in human life. It is used to communicate or transfer information. In transferring information the informant should consider the language that the listener used. The language that the listener used will be called as target language (TL). If the listener cannot understand the information, the informant must switch the language into the source language (SL).

Grosjean (1982) states that code-switching is generally defined as the shifting that occurs "between two or more languages simultaneously or interchangeably within one conversation". It is seen as a common feature of those who speak two or more languages. Linguistic and social are the two different perspective but they relate each other in interaction. The social context of language supports to explore the phenomenon of code-switching. The code switching is usually

applied by bilingual or multilingual learners who use English as a Second Language or English as a Foreign Language. One of the reasons for learners use code-switching are they met some obstacles in the target language conversation. The learners are not only difficult to speak, but also deliver their ideas in writing. The worst, they will keep blank their paper when they were asked to write. Finally, they will apply code-switching to overcome the problems.

Based on the explanation above, the writer is interested in investigating the students' code switching in EFL classroom in writing essay and the students' reasons in using code-switching?

Review of Literature

Code switching is the alternate use of two (or more) languages within the same utterance. Scotton (1995) general definition of code switching is “the use of two languages varieties in the same conversation”.

All people certainly have a good control of more than one language. The first one is of course the mother language that has been taught since childhood, and the other one is the national language which unites the entire nations in the country. Although there are some people who have good control of more than two languages, but at minimum, they have two linguistic repertoires.

Linguistic repertoire can be described as the different variety of languages that someone can use fluently. That is the high level and low level of the language. For example the high level of Indonesian language is the official Indonesian language with the perfect spelling (EYD: *Ejaan Yang Disempurnakan*), and the low level of Indonesian language is the dialect of the Indonesian language itself, such as dialect of Javanese, Sundanese, Bataknese, and other region dialects. The choice of the code depends on the situation and the participants involved in the interactions. Typical situation, settings, interaction, and topic will use typical pattern of the code which will describing the social context of the talk. For example, a typical family interaction would be located in the setting of home, typical participants will be the members of the family member, and typical topics would be family activities. These factors will also influencing the speaker to code switch (Holmes and Wilson,2017).

A person who is able to speak one language is called monolingual. However in the

modern society today, people will be considered unsociable if he/she unable to communicate with others in different languages. As a result, people today tend to learn two or more languages to speak appropriately. A person who is able to speak two varieties of languages is called bilingual and multilingual for the one who master more than two varieties of languages. And in order to do the code switching, a person needs to be bilingual or either multilingual (Hudson,1996).

Wardhaugh (2010) found out that it is unusual for a speaker to have command of, or use, only one code or system or variety of language, whether it is a dialect or style. This would appear to be an extremely rare phenomenon. Most speakers mastered in several varieties of any language they speak. Usually, people are required to select a particular code whenever they want to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code. Code switching also is a conversational strategy used to establish, cross or destroy group of boundaries; to create, evoke or change interpersonal relations with their rights and obligations (Gal, 1988, as cited in Wardhaugh,1998).

Three Levels of Code Switching by Poplack(1980) are the Intrasentential, intersentential, and tag switching. Holmes (2001) gives some reasons why people tend to code switch between the languages in the society, they are expression of solidarity, ethnic identity marker, changing of the topic, to quote someone, for effective functions, and to emphasis meaning.

Methodology

This study applied descriptive qualitative research design in an effort to obtain accurate outcomes and sufficient information from the speakers. The data of this study was taken from the students' writings which are written by the students. The sample contained 35 answer sheet from one class out of 5 classes who voluntarily participated in the study. This sample was chosen based on random sampling.

Findings and Discussions

Types of Code-Switching

After the analysis of the data, a total of 64 sentences were identified from the students' essay. Then, they were classified according to their forms. Four levels of CS were extracted from the data. They are then presented in table 1.

Table 1. Code-Switching Forms

CS Forms	Number of Instances	% of All of CS
1. Inter-sentential	28	43.75
2. Intra-sentential	3	4.68
3. Tag	33	51.57
4. Intra-word	-	0
TOTAL	64	100

Table 1 shows the frequency of the CS forms. Four forms are identified in the CS sentences. Hence, it is interesting to note that out of 64 CS instances, 28 ones (51.57%) belong to the tag-switching which far the most frequent form. Inter-sentential switching make up the next more frequent form (43.75%). and intra-sentential switching is ranked the third. Some examples are given below for further clarification:

Table 2. Phonetics Code-Switches

Phonetics Code-Switches	Standard English Orthography
Ablity	ability
Viktor	Victor
Andestand	understand
Friger	freezer
Example	example
Punishment	panismen

Agein	again
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Table 3. Syntax Code-Switches

Syntax Code-Switches	Standard English Orthography
very far from her house	underground
want learn read	Want learn to read
sound other	Other sound
a bad child	bastard
A children not good	A weird child

The Reasons of Code switching

Code switching is the using of two languages together alternating in one conversation or speech. CS is not only applied in conversation or speech, but also in writing. Usually, people are required to select a particular code whenever they want to speak or write, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances or sentences and thereby create a new code. People, who lived in a community where two or more languages are consequently being used in their daily lives, tend to switch between the languages.

In this research, the students used code switching for some reasons. First, the students used CS ‘to quote someone’ it can be seen from the student’s writing, such as to call *a weird child* with ‘a children not good’. Second reason is ‘to emphasis meaning’. The students emphasize the meaning of their ideas by put the Indonesian sentence in brackets as the reason the reader will more understood the meaning of sentence. It can be seen as follow:

When a assistant (*pembantu*) cry because her father dead.

Isable was a bad child (*anak haram*)

The words '*pembantu*' and '*anak haram*' are used to emphasize meaning of the previous that words.

Conclusions

This research concerned on code switching in EFL students. It was aimed at describing the EFL students' code switching in writing essay and the reasons. Based on the analysis, the conclusions are started as follow:

- 1) From 64 Code Switching instances, 28 ones (51.57%) belong to the tag-switching which far the most frequent form. Inter-sentential switching make up the next more frequent form (43.75%). and intra-sentential switching is ranked the third.
- 2) The students used code switching for some reasons. First, the students used CS 'to quote someone' it can be seen from the student's writing, such as to call *a weird child* with 'a children not good'. Second reason is 'to emphasis meaning'. The students emphasize the meaning of their ideas by put the Indonesian sentence in brackets as the reason the reader will more understood the meaning of sentence.

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