

The Analysis Of Type Of Code Switching Used By Students On English Class

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Abstract

Code switching is common activity that occurs in society with many different languages. It is not only happen in daily conversation between two people but also occurs in English class in Indonesia. The activities in English class between teacher and students contain a lot of code switching. The purpose of this study was to analyze the level and of code switching used by students in delivering utterances during the activity in English class. The research used recording and note-taking to collect the data. The subjects in this study were 6 students in class XI accounting at SMK N 4 Samarinda. The results of the research was found that the students used tag code switching as many as 50%, intra sentential code switching 15% and inter sentential code switching 35%.

Keywords: Types Of Code Switching, English Class, Sociolinguistics

Abstrak

Alih kode adalah kegiatan umum yang terjadi di masyarakat dengan banyak bahasa yang berbeda. Hal ini tidak hanya terjadi dalam percakapan sehari-hari antara dua orang, tetapi juga terjadi di kelas bahasa Inggris di Indonesia. Kegiatan di kelas bahasa Inggris antara guru dan siswa banyak mengandung alih kode. Tujuan dari penelitian ini adalah untuk menganalisis tingkat dan alih kode yang digunakan siswa dalam menyampaikan ucapan selama kegiatan di kelas bahasa Inggris. Penelitian ini menggunakan pencatatan dan pencatatan untuk mengumpulkan data. Subyek dalam penelitian ini adalah 6 siswa kelas XI akuntansi SMK N 4 Samarinda. Hasil penelitian ditemukan bahwa siswa menggunakan tag code switching sebanyak 50%, intra sentential code switching 15% dan inter sentential code switching 35%

Kata kunci: Jenis alih kode, kelas bahasa Inggris, sosiolinguistik

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Received 20 December 2022, Accepted 26 Desember 2022, Published 30 Desember 2022

INTRODUCTION

Code switching is a transition process from one code to another. Code switching is common in society with many different languages. Cook (2008) defines code switching as the process of “moving from one language to another in the middle of speech when both speakers know the same language”. Code switching becomes a dependent aspect of the language used in everyday life. Language switching can also be interpreted as code switching. Code switching can also be interpreted as the use of two or more languages in the same speech or conversational voice. Switching can occur between speakers' turns, between utterances in one turn, or in a utterance or sentence. Junaidi and Majid (2019) mentioned transcode contains two or more languages that are usually units of language in the form of word, clause and sentence levels, again they said that code switching is one of the strategies used to communicate with the interlocutor to start mastering the communication code, by paying attention to the language switching code used in communicating in everyday life, at work, and at school. The changes that occur in the language transition greatly affect the outcome or meaning of the word and it is important to switch the language change to shift the conversation in a different

direction. Blom and Gumperz (2000) revealed code switching functions can be analyzed in terms of situational redirects and metaphorical redirects. Situational turnover occurs when there is a change of participants, settings, or topics. The change in the speaker's code reflects social norms and consensus among the participants. In contrast, a metaphorical switch occurs when the speaker uses code to convey not norm-based meanings but symbolic connotations, such as the degree of engagement, objectivity, or power struggle. While situational switching reflects conventional linguistic expectations and community use, metaphorical switching allows speakers to leverage the contextual meaning of a code to convey a slanted message. Junaidi and Majid (2019), based on the definition of switching code switching, namely the transition between different languages, the transition between different dialects, and the transition from formal to informal. In its use there are three types of code switching in sentences, they are:

1. Tag switching, is a type of element that is freely contained in the language of a question sentence or statement that is usually located at the beginning or end of a sentence.
2. Intra-sentential Switching, where the switching occurs inside the clause or sentence limit. Occurs when there is one full sentence in another language flanked by sentences in the main language.
3. Inter sentential switching, where language changes occur in clauses or sentence limits, where each clause or sentence is in one language or another.

Since English is taught in school as a foreign language make students to use English during the English class, because the expected outcome in teaching English is that students are able to use and understand English. English can be an added point in getting a job, especially for vocational school students where the aim of the school is to equip students with skills that are useful in entering the world of work. On the other side, students are lack confidence in using English because students are afraid of mispronunciation and they feel they do not master the vocabulary in English. However, the English teacher asks students to try to use English as much as they can, with the aim of making the class more active, the phenomenon that occurs is that students try to do activities using English and Indonesian because of the limited vocabulary of the students. The phenomena is called code switching. Metila (2009) explains that the pedagogical and communicative functions of class code switching justify its use in the context of teaching and learning. Based on that case, researcher was interested to identified the types of code switching used by students. This research aims to determine the type of code switching that is most widely used by students. In addition, to identify the reason of students in using code switching. There are many reasons why students prefer to mix Bahasa Indonesia and English. There are seven reasons of using Code Switching based on Hoffman (1991) theory, they are (1) Talking About Particular Topic, (2) Quoting Somebody Else, (3) Being Emphatic about Something (Express Solidarity), (4) Interjection (Inserting Sentence Fillers or Sentence Connector), (5) Repetition Used for Clarification, (6) Intention of Clarifying the Speech Content for Interlocutor, and (7) Expressing Group Identity.

The previous study about code switching was done by Bhatti et.al (2018). Bhatti et.al (2018) was doing research about code switching from L2 to L1 used by students in English class. The result of the study was shown that there were a code switching form L2 to L1 in speaking class meanwhile the instruction of the teacher used English (L2). Another research was done by Junaidi and Majid (2019), they found that students who were allowed to do code switching in the classroom were better able to communicate their knowledge about the subject to their classmates and teachers. In immersion programs that do not allow or understand code switching, children often stop in the middle of a sentence or say that they do not know the answer to a question (when they may know the answer but do not have an English vocabulary). In short, if the goal is to clarify the meaning and provide knowledge to students more effectively, code switching can be a useful strategy in class interactions. The other study was done by Sahrawi, et al. (2019), found that there were three types of code

switching used by students, they were inter-sentential code switching. The speaker uses this type to clarify previous talks. While the second type is intra-code switching. This type is used by students in communication where the purpose of using this type is to limit the sentences delivered. The last type is switching tags where the use of this type is the type that appears the least in research. The speaker uses this type to perform the emphasis of the spoken sentence. The other study which was done by Amaliani (2020) found that results of research implications for Indonesian learning in high school can be used in Indonesian learning in high school on the speaking material conveying offers and approvals in the negotiation text, because conveying offers can use their own language or use two languages they master, so that code switching and mixing codes can be applied in it.

METHOD

The method in this study was the listening method, where the listening method was the method used by listening to the used of language using recording techniques and note-taking technique (Sudaryanto, 1993). The subjects of this study were 6 students in class XI Accounting which consisted of 3 female students and 3 male students. The research was conducted in an English class.

This technique was carried out by listening to the information heard by recording and note-taking the information obtained. The recording technique was a data collection technique by recording information in conversations, related to the problem to be studied with consideration, of the data in the form of oral data with planning, and systematically. The note-taking technique was a technique by writing data related to the problem that was researched, filtered and then concluded.

According to Sugiyono (2012) the process of data analysis in qualitative research was carried out before entering the field, while in the field, and after completion in the field. Analysis was performed on data from preliminary studies, or secondary data, which be used to determine the focus of the study. In this study, data were collected by systematically analyzing objects and subjects measured from observations in code switching in English class. Data was collected by classifying by type of code transfer in the class by using the following data analysis table:

Table 1. Grammatical types of code switching

Name	Type of CS		
	Tag	Inter.	Intra

After the data was obtained, the next stage, Miles and Huberman (1992), in the process of data collection consisting of the first four stages in the study, namely:

1. Data collection was an integral part of data analysis activities.
2. Data reduction was the work of summarizing data and then grouping them into specific conceptual units, specific categories, and specific topics.
3. Data presentation was the activity of collecting information, making it possible to draw conclusions and take action.

Researcher in the field were constantly working to draw conclusions. From the very beginning of data collection, qualitative researcher look for meaning in things, noting regularity in patterns (in theoretical notes), explanations, possible configurations, causal paths, and propositions.

FINDINGS AND DISCUSSION

The findings of this research was there were some utterances of students which contains code switching. All of the types of code switching (inter sentential code switching, intra sentential code switching and tag code switching) were used by students with certain reasons. It was found that tag code switching is the most type of code switching that is used by students during the class activity.

Table 2 Code Switching of Each Student

Types CS	AS	AY	LT	SA	AA	RA
Tag	5	2	1	-	2	-
Inter	-	-	2	-	4	1
Intra	1	-	1	1	-	-

Based on the table above, it could be seen that there were 6 students in the English class consists of 3 females and 3 males. On behalf of the AS has used tag switching 5 times, intra once, and none used inter. AY has used the tag 2 times, none used inter and intra. On behalf of the LT it used tags as 1 time, inter 2 times, and intra 1 time. On behalf of SA it does not used tags and inter but used intra 1 time. On behalf of AA used the tag 2 times and used inter 4 times, but did not used intra. Lastly on behalf of RA does not used tags and intra but uses inter 1 time. The type of code switching that was most often used by students in the classroom was code switching as many as 4 students, inter-sentential as many as 3 students, and intra-sentential as many as 3 students. The used of this type of code switching greatly affects the improvement of student learning in the classroom.

Table 3 code switching

Date	Name	AS	AY	LT	SA	AA	RA
Meeting		Types Cs					
s	Meta	-	-	-	-	-	-
I-VI	Situ	-	-	-	-	-	-

Based on the table above, there are no types of code switching that are used contextually including situational and metaphorical types of code switching in the classroom. This is because students focus on the learning delivered by the teacher so that contextual communication has not been utilized by students.

Table 4 Frequency of Code Switching

Meeting	Type CS	Frequency (F)	Percentage (%)
I-VI	Tag switching	20	50%
	Inter-sentential	7	35%
	Intra-sentential	3	15%

Frequency is obtained from students who used the number of code switching in each type. How to calculate percent:

$$\frac{F \times \%}{\text{Description: F}} = \text{Results Number of subjects}$$

Description: F : Frequency

% : Percentage

Based on the table above, the types of code switching used by students in the class were switching tags with a frequency of 20 and 50% percentage, inter-sentential with a frequency of 7 and 35% percentage, intra-sentential with a frequency of 3 and 15% percentage. The results of research

conducted by researcher, in the learning process obtained student learning outcomes at SMK N 4 Samarinda with 6 subjects there are 2 students with low scores, 1 student with middle scores, and 3 students with high scores in the used of code switching. Based on 6 subjects, each student has different knowledge about the types of code switching as language switching.

1. One student was able to used tag switching and intra code switching types only.
2. One student used tag switching only and does not used other types of code switching.
3. One student was able to used all three types of code switching even if it was no more than two sentences.
4. One student only used intra code switching types without the used of other types of code switching.
5. One student was able to used tag switching and inter-sentential code switching types only
6. One student only used the inter code switching type without any addition of other types of code switching.

Based on the results of research conducted by researcher, it was found that the average student in the English class used more Indonesian during learning. This was supported by the interaction that occurs between students, obtained student learning outcomes have increased. The data that the researcher found to determine the type of code switching used by students in English class were as follows.

Table 4 determine the type of code switching

Types CS AS AY LT SA AA RA
HS
MS
LS

Based on the table above, students on behalf of the AS get a high score when viewed from table 1.4 AS using 5 tags switching and 1 intra. The used of the tags switching code switching type 5 times, the AS, was included in the category of students with a high score because it can used more than one type of code switching as evidenced by the used of intra code switching types 1 time. On behalf of AY, get a middle score when viewed from table 1.4 AY, only used 2 types of tag switching and there was not inter or intra used in communication. Students on behalf of LT get a high score when viewed from table 1.4 LT using 1 time tag switching type, 2 times inter, and 1 time intra. Students on behalf of SA, get a low score because they only used 1 intra and the absence of the used of tags switching and inter. Students on behalf of AA, get highest score because used 2 times the tags switching code type, 4 times inter despite the absence of intra used in its communication. Students on behalf of RA, get a low score because they only used the intra code switching type 1 time and the absence of the used of tag switching and inter.

Based on the data, it could be concluded that from the overall score of students on behalf of AS, LT, and AA get a high score, AY gets a Middle score, and SA and RA get a low score. The presentation that the researcher researched was a data that was calculated based on the number of words used by students in each type of code transfer and student mastery in each type of code switching. The results of the sentence type of code switching that the researcher could get were as follows.

Tag switching

T : Okay. *Hari ini kita akan belajar tentang personal letter.*

T : Nice. *Kalimat yang bagus.*

AS : *Baik*. And you Sir?

LT : *Selanjutnya*, Aldy please to give his/her personal letter to your friend!

AY : No. *Kamu aja sana maju!*

AA : No. *Pikir aja sendiri*

AS : I see. *Baru dengar pak*

LT : Allright. *Baru tau saya pak.*

AS : Do you often use code switching in learning?

Jelaskan

RA :No. *Apaan sih yo*

N :*Nda mau ah malu kamu aja sana*. Not me

T :Okay. *Pada pertemuan kali ini kita akan mempelajari silsilah keluarga.*

In the conversation above, the teacher's interaction with students using the type of tag switching code transfer which in the interaction sentence the teacher tells the student that learn a personal letter and the teacher asks the student what a personal letter was and the student answers the word "okay" then the student and the tag switching event occurs in this sentence.

The above sentence was included in the tag switching code switching type where the type of element was freely contained in the language of a question sentence or statement which was usually located at the beginning or end of the sentence.

Intra-sentential Switching

T :*Ya benar sekali*. This personal letter is very familiar. *Yang tujuannya untuk mengirimkan pesan ke seseorang bisa orang terdekat juga seperti orang tua, pacar, saudara, sahabat, dan lainnya.*

SA :*Hai Annisa, apa kabar?* I just wanna tell you thank you for teaching me to speak English. *Terima kasih ya*

LT :*Pak Aryo mau pak*. Where do you want to send the letter? *Cepat yo kesempatan ini!*

AS : *Saya ingin mengirim pesan ke Deswita*. Hi Deswita this morning very sunny and I hope your day is also bright our friendship. *Aduh malunya saya Pak.*

T :*Ya benar sekali*. This personal letter is very familiar. *Yang tujuannya untuk mengirimkan pesan ke seseorang bisa orang terdekat juga seperti orang tua, pacar, saudara, sahabat, dan lainnya.*

In the conversation above, it could be seen that the interaction between teachers and students used a type of intra- sentential switching code switching which occurs when one full sentence in another language was flanked by sentences of the main language as seen in the conversation. Through the conversation above, the teacher also used intra- sentential switching code switching so that students can understand. On the other hand, the used of this code transfer was considered ineffective because it has not fully trained students to speak another language in one sentence without being mixed with the main language. This code transfer was used by students because students lack confidence if they speak one sentence using other and were afraid if they speak wrong, so the need for teachers' ability to be able to train the confidence of students to speak one full sentence using other even though they were still stammering. This used of code switching was also used by students due to the lack of understanding of the fundamental vocabulary of other languages that students need to learn.

Inter-centential Switching

L :Dear Alya, I want to tell you. You are my first love.

From Aryo. *Becanda aja ya nda usah kepedean kamu.*

A :Personal letter is an unofficial letter. "*Maksudnya pesan yang dikirim secara pribadi pak.*"

T :You can give a personal letter to your friend. *Amel kamu mau kirim kesiapa?*

LT : Dear Alya, I want to tell you. You are my first love.

From Aryo. *Becanda aja ya nda usah gr.*

RA : Dear Tiria, thank you for helping me with yesterday's. *Tanpa bantuanmu aku tidak tau cara*

mengerjakannya.

AA : Up to you. *Bebas mau bilang apa aja.*

AY : *Nda mau ah malu kamu aja sana.* Don't me AA : You can do it. *Buruan bediri*

T : I'm so good today, *terima kasih sudah menanyakan*

T : *Di dalam sebuah keluarga pasti ada Ayah dan Ibu.* So if the mother and father have a son then it is called?

AA : *Apa ya yo.* What do you know? LT: I don't know, *kamu tau kah?*

In the above conversation, the interaction that occurs between students and students used an inter-sentential switching type of code switching where language changes occur in clauses or sentence limits, intercalative code switching occurs when the speaker pronounces a clause in one language, and then a person used a different clause in a different language. The utterance consists of two different sentences in two different languages. Communication between teachers and students involves interaction in the classroom. Students were able to compensate one student with another by using this type of code switching. likewise with interaction with teachers.

The findings of this study were presented to answer the formulation of problems in previous studies. The recording and note-taking method was used by researcher to found out the code switching that occurs in the English class. The interaction between student-student becomes a benchmark in research success. In practice, code switching in the English classroom could be a solution to helped students who lack confidence become more confident to be able to speak used code switching in the classroom.

CONCLUSION

It could be concluded that there was code switching students interaction in the English class using 3 types of code switching, namely tag switching, inter-sentential switching, and intra-sentential switching. Situational and metaphorical types of code switching were not found in the study. Proved from the results of the records and note-taking that researcher used in accordance with the benchmark in the success of this study was the interaction between student with student. The type of code switching that was most often used by students in the classroom was tag switching as many as 10 utterances with a percentage of 50%, inter-sentential as many as 7 utterances with a percentage of 35%, and intra-sentential as many as 3 utterances with a percentage of 15%.

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