

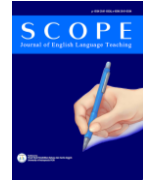


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Article

An Analysis of the Use of Code Switching in the Students' Conversation

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KEYWORDS

Code-Switching;
English Students' Conversations;
Sociolinguistics.

ABSTRACT

This present study aims to analyze the use of code switching in English conversation. This study focuses on the types of code switching that are often used by students in English conversation. The present study employed qualitative descriptive method. The participants were two first semester students of the English education program at Wiralodra Indramayu University. Before making observations, the writer first provided a conversation topic to make it easier to analyze the types of code switching used by students when speaking English. In this step, the writer observed the participants' conversation using a recording device, then analyzed the results of these observations and conducted interview with students to find out the contributing factors of using code switching in their English conversation. The results of study point out that the first student uses the types of code-switching of inter sentential, intra sentential, and tag switching, while the second student uses the types of inter sentential and intra sentential code switching. Several contributing factors in doing the code switching are identified as nervousness, lack of vocabulary, and forgetting when speaking. Moreover, it is also defined that the use of code switching when speaking English is aimed to facilitate the participants' conversational fluency.

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INTRODUCTION

Language as a symbol of sound produced by human speech tools is a natural phenomenon, but language as a tool of social interaction in human society is a social phenomenon, a cultural product whose mastery needs to be studied because language is also a cultural product. Rabiah (2018) states that language is a means of expression for humans, besides that human language can organize the forms of its expression. Language as belonging to society is also stored in each individual, as we know each individual can act in the form of language, and the behavior of these individual languages can have far-reaching effects on other members of the language

community. The individual remains bound by the rules of games that apply to all members' society.

As a communication tool and a means of interaction that only humans have, language can be studied internally and externally. The study is only carried out on the internal structure of the language, such as its phonological structure, morphological structure, or syntactic structure. This study will only present descriptions of the language without any connection to other problems outside the language. Language is not just a physical substance that is an object of science only, but its essence is broader because language cannot be separated from human

experience. The general function of language is a tool of social communication because in society there is communication or interrelation between members. Thus, every society is ensured to have and to use these social communication tools. It can be understood that language is a means of communication used by humans in everyday life, because through our language, we can interact with other people we can also find out the information that we need.

Language is developing in the society because there is an interaction between individuals in a society. Therefore, that language is so useful in our lives through the cultural language of a nation. It can be fostered and be developed to future generations, therefore we must know the principles of language use both from its grammatical elements and character values generated from the language and other things related to language. Almost all of the above opinions state that language is a means of communication and interaction that is arbitrary, conventional, and a symbol of sound. Language is an important thing for humans to do because it will directly preserve and make an inventory of the language.

By studying and conducting studies on language, it will prevent humans from language extinction. Nowadays the development of the use of language in society is already growing rapidly whereas some people use the English language in daily activity. As we know that English has been studied in the school, and it has to be a course in the university, although in the fact that some of the students still confuse and find some difficulties to use English in the teaching and learning process. There are some difficulties faced among students in studying English, one of them is that they lack mastery of vocabulary knowledge. Also, the pronunciation and dialect of English difference is also influenced although some of the students use code-mixing and code-switching when they use English in teaching and learning process as well as in the English conversation.

Al-Azzawi, et. al. (2018) affirms that code-switching is a transition event from one code to another in a speech event. For example, speakers using Indonesian switch to using regional languages. Code-switching is one aspect of language dependency in a multilingual society, where each language still tends to support its function and each function according to its context. There is a transition from one language clause to another language clause, then the event that occurs is known as code-switching. However, if in a speech event, the clauses or phrases used to consist of hybrid clauses, hybrid phrases, and each clause or phrase no longer supports its function, then the event that happens is code-mixing and it is not code-

switching. According to Al-Azzawi, et. al., (2018), people who speak more than one language, or who have commanded over more than one variety of any language, are generally very sensitive to the differences in the vitality of the languages they use and they are equally aware that in some contexts one variety will serve their needs better than another. Thus, for language and especially speech that draws to differing extents on at least two languages combined in different ways, for Example, “This morning I berikan my task to Dosen English”.

The similarity between code-switching and code-mixing is that these two events are common in multilingual societies in using two or more languages. However, there is a significant difference, namely that code-switching occurs in each of the languages used and still has its autonomy, carried out consciously and intentionally, for certain reasons. Meanwhile, code mixing is the main code or basic code that is used to have functions and autonomy, while other codes involved in the use of the language are only in the form of pieces or only in the form of clauses, without function and autonomy as a code. If in code-switching two autonomous languages are used alternately, in code-mixing an element of another language is only inserted or inserted into a language that becomes the main code or basic code. Meanwhile, code-switching is more related to situational aspects.

There are some researches about code-mixing and code-switching as have been done by Merilia and Adinda (2020) who investigate the use of code switching by English lectures of English department that focuses on analyzing code-mixing and switching in communication learning language. Additionally, Octavita (2017) has analyzed about code-switching in Novel *The Devil Wears Prada* By Laurant Weinberger: A Sociolinguistic study. This research focuses on the use of code-mixing and code-switching on radio announcer. Depending on these researches, the writer is interested to develop research on code-mixing and code-switching. The writer will focus on the analysis of the use of code-switching on the students' conversations, because so far there are still many students who use code-switching and code-mixing in speaking English. The writer aims to analyze the types of code-switching or code-mixing that are often used by students more deeply as well as to identify the factors that contribute to the use of code-mixing and code-switching on the conversation.

There are several types of code switching which are commonly investigated by some scholars, namely: inter-

sentential, intra-sentential and extra-sentential or tag switching. In inter-sentential code-switching, the language switch is uttered at sentence boundaries in words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers. The following type is intra-sentential where the switch occurs in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift. Lastly, extra-sentential or tag switching, this is the switching of either a single word or a tag phrase (or both) from one language to another. This type is common in intra-sentential switches. It involves the insertion of a tag from one language into an utterance in another language.

There are many phenomena on the use of code switching when speaking in English, this is the reason of the writer to develop research related to code switching in English conversation. The writer will focus on analyzing the use of code switching in students' conversations in the first semester of the English education study program. This study will analyze the types of code switching that are always used by students and also the factors that influence students in doing the code switching in the conversation.

METHOD

The method of this present study employed a qualitative descriptive design that is aimed to analyze the problems deeply. This descriptive study is used to identify and to classify the elements or characteristics of the subject as well as to describe the subject or to get information about the current condition of a certain object. According to Johnson (2019), descriptive research is used to explore the phenomena by conducting the interview, focus group, and participants' observation, shortly this study is more flexible. In other words, in descriptive research, the information is obtained by an in-depth interview with the participants. It means that the qualitative descriptive is a widely cited research tradition and has been identified as important and appropriate for research questions focused on discovering the who, what, and where of events or experiences and gaining insights from informants regarding a poorly understood phenomenon. It is also the label of choice when a straight description of a phenomenon is desired or information is sought to develop and to refine questionnaires or interventions. This present study recruited two (2) students in the first semester of the English department at Wiralodra University as the participant and then the writer gave the topic of conversation. The writer observed the

participants' conversation using a recording device, then analyzed the results of these observations to map the types of code-switching used by students. After that, the writer conducted interviews with students to find out the contributing factors of using code-switching in English conversation.

RESULTS AND DISCUSSION

Nooyen (1999) asserts that language is closely related to the people of an area as the subject or the actor of language as a means of communication and interaction between groups with one another. This science is a contextual study of variations in the use of people's language in natural communication. The variation in this study is a major problem that is influenced or affects differences in socio-cultural aspects in society. Sociolinguistics is the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change and change one another within a speech community.

Some researchers analyze the use of code-mixing and code-switching. The number of studies related to the use of code-switching and code-mixing in the use of the English language indicates that this research is very important along with mapping English language skills to students, so the writer will examine the types of code-switching that are often used by students in English conversation. Because it is important as an effort to evaluate English learning in the future, the writer argues to conduct a study by using the other respondent that will emerge another problem which can be developed as a term of research in Sociolinguistics.

In this section of study, the writer examines two students as participants. The data are taken by using recording when the students speak English. In this step, the writer observes the participants' conversation using a recording device, then analyzes the results of these observations to map the types of code-switching used by students. The writer then conducts interviews with students to find out the factors of using code-switching in English conversation. Based on the findings of the study, the writer identifies the types of code-switching on the conversation of which the data can be seen in the following table 1.

Table 1: Types of Code-Switching in the English Conversation

No.	Respondent	Inter-Sentential	Intra-Sentential	Extra-Sentential/Tag Switching
1.	Student A	<p>1. Aku selalu mengerjakan tugas pada malam hari, supaya in the morning will be enjoy</p> <p>2. If you are late collect the task you will tidak lulus mungkin</p> <p>3. English is very important because itu bisa membantu kita berkomunikasi dengan siapapun</p>	<p>1. She did not pass in the UAS Because tidak pernah collect tugas</p> <p>2. The lecturer will not come to the class today, karena sakit so we just sign the present list</p> <p>3. The lecturer of semantic is very cool ya bisa diajak ngobrol gitu everywhere.</p>	<p>1. What?! <i>Aku tidak lulus mata kuliah Speaking</i></p>
2.	Student B	<p>1. I am so confuse in grammar assignment, because tugasnya sangat banyak</p> <p>2. Kita tidak akan lulus dalam mata kuliah grammar without collect the final assignment</p> <p>3. As we know in this semester we use sistem pembelajaran online karena pandemik</p>	<p>1. I Cannot finish the assignment quickly ya karena saya kurang memahami what should I do</p> <p>2. I think we have to finish study of bachelor in this semester akan tetapi sangat susah we have to finish some of paper to get bachelor title.</p> <p>3. In this semester, we just take 2 subject study dikarenakan kita haya mengontrak mata kuliah proposal so we have to share information about paper.</p>	

In line with the results of this study, the data shows that student A uses the type of code-switching in English conversation among others: inter sentential, intra sentential and tag switching. The followings are the three (3) types of code-switching used by **student A**:

1) Inter-Sentential:

- a) *Aku selalu mengerjakan tugas pada malam hari, supaya in the morning will be enjoy.*
- b) *If you are late collect the task you will tidak lulus mungkin.*
- c) *English is very important because itu bisa membantu kita berkomunikasi dengan siapapun.*

2) Intra-Sentential:

- a) *She did not pass in the UAS because tidak pernah collect tugas.*
- b) *The lecturer will not come to the class today, karena sakit so we just sign the present list.*
- c) *The lecturer of Semantics is very cool ya bisa diajak ngobrol gitu everywhere.*

3) Tag Switching:

What?! Aku tidak lulus mata kuliah Speaking.

While **student B** only uses inter-sentential and intra-sentential as described in the followings:

1) Inter-Sentential:

- a) *I am so confused in Grammar assignment because tugasnya sangat banyak.*
- b) *Kita tidak akan lulus dalam mata kuliah Grammar without collecting the final assignment.*

c) *As we know in this semester we use sistem pembelajaran online karena pandemik.*

2) Intra Sentential:

- a) *I Cannot finish the assignment quickly ya karena saya kurang memahami what should I do.*
- b) *I think, we have to finish a study of bachelor's in this semester akan tetapi sangat susah we have to finish some of paper to get the bachelor title.*
- c) *In this semester, we just take 2 subjects of study dikarenakan kita haya mengontrak mata kuliah proposal so we have to share information about the paper.*

Even though the two students had previously been given a topic by the writer, they still do code-switching in English conversation. The two students argue that using code-switching in English conversations is due to several factors including nervous, lack of vocabulary, forgetting when speaking, so they use code-switching when speaking English to facilitate their conversational fluency.

CONCLUSION

The results of this study indicate that the use of code-switching in English conversations between two students is different. The first student (student A) uses three types of code-switching, that is, inter-sentential, intra-sentential,

and tag switching. Meanwhile, the second student (student B) uses two types of code switching, such as inter-sentential and inter-sentential. It is defined that the reason of the two students do the code-switching in their English conversations is due to several factors, such as nervousness, lack of vocabulary, forgetting when speaking, so they use code-switching when speaking English is to facilitate their conversational fluency.

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