

## THE TYPES AND FACTORS OF CODE SWITCHING IN “ENGLISH TIME” COURSE

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### ABSTRACT

In multilingual country, code switching is common in Indonesia. Code switching is the process of switching from one language into other language. Code switching also often appears in the English as foreign language (EFL) classroom. In learning English as EFL, the students in English course tend to switch their language. This research focuses on analyzing types of code switching and factors that cause the students to switch code by using sociolinguistic approach. The purpose of this study is to find out the types of code switching and factors that cause it in “English Time”. This research is a descriptive qualitative research in which the data are taken by observation method, specifically experimental observation, and involved conversation observation technique. The findings of the research reveal that there are three types of code switching occurred in “English Time”; tag-switching, intra-sentential switching, and inter-sentential switching. Moreover, there are eleven factors that cause the students to switch code; to emphasize a point, easy to convey a message, habitual experience, repetition to clarify a message, intimacy, affected with the addressee, to continue a pronouncement, easy to convey an idea, lack of vocabulary, to show different event, and to give explanation.

**Keywords:** *Code Switching, Factor, Type*

### 1. INTRODUCTION

Code Switching is the process of switching from one language into other language. It is when a speaker moves from one domain into another, and changes their code as a result (Stockwell, 2003). In other words, code switching is when someone switches

their language with another language in the utterance. It is common in bilingual or multilingual country, such as Indonesia. Indonesia is a multilingual country which has a lot of languages, including the local languages and the national language itself. In the result of

being a multilingual country, the phenomena of code switching in Indonesia has occurred since a long time ago, especially the switching from the local language into the national language. However, the phenomena of code switching in Indonesia have improved. People do not only switch their language between Bahasa and their local language, but they also switch their language into the foreign language, especially English. The switching from Bahasa to English, or vice versa, is one of the effects from globalization. Globalization itself is a worldwide phenomenon which leads the improvement in any sectors, including language. Because it is a worldwide phenomenon, people need to develop their language in order to be able to communicate with one another around the world. Then, English has been set as the international language. Consequently, there are many people who are able to speak English nowadays. There are also many people who learn English, especially in the country where English is not as their first language. In Indonesia, English is even used as the foreign language. However, it is not rare to find people speaking English in Indonesia. So, it also leads Indonesian tend to easily switch their language between Bahasa and English.

Code switching is also more often found in the classroom where English is taught as foreign language. The researcher found the phenomena of code switching in an English course "English Time". The students who are learning English tend to switch their language between Bahasa and English in the classroom. They switch their

language both consciously and unconsciously. Code switching in "English Time" has been experienced by the researcher herself. It makes the researcher interest to do the research about code switching in "English Time" to reveal more about it.

The phenomena of code switching have previously been investigated by some researchers. The title of the study is "Code Switching in English as Foreign Language Instruction Practiced by the English Lectures at Universities" (Mujiono, Poedjosoedarmo, Subroto, & Wiratno, 2013). They revealed that English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for linguistics factor, continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, create humor, repetition used for clarification reiteration of a message, strengthen request or command, make questions, give advice, balance the addressee's language competence, make it easier to convey speaker's message, and discourse marker.

Another study related to this research is "Intra-Sentential and Inter-Sentential Code Switching in Turkish-English Bilinguals in New York City, U.S" (Koban, 2013). This study examined the patterns of intra-sentential and inter-sentential code switching that are manifest in the speech of Turkish-English bilinguals in New York City, U.S. and investigated the influence of language proficiency on intra-sentential code switching. The study revealed that intra-sentential code switching occurred at a higher rate than inter-sentential code

switching and speakers dominant in both Turkish and English used more intra- sentential code switching than inter- sentential code switching.

Different from previous researches, the researcher wanted to do the same research with different source. The previous researches investigated about code switching used by English lectures in university of Malang, and code switching used by Turkish who live in New York City. This research investigated code switching used by the students in "English Time". Moreover, the researcher also wanted to investigate the types and the factors of code switching that used by the students in "English Time".

This research was important to be done because code switching was very common in this society. Code switching also will not make the students improve in learning new language. Moreover, people tend to switch code because they lack of vocabularies, either the speaker or the listener. By analyzing more depth about code switching used by the students in "English Time", especially the types and the factors, the researcher expected the reader can get information about what are the factors people switch their languages in order that they are expected to improve the negative factors and they can switch code wisely and properly in the society.

## **2. THEORITICAL REVIEW**

### **2.1. Code Switching**

Code Switching is the process of switching from one language into another language. When bilingual speakers switch from one variety to another, they do code switching (Pardede & Kisno, 2012). Code

switching is also defined as when a speaker moves from one domain into another, and changes their code as a result (Stockwell, 2003). It is common in the country that used more than one language in the daily conversation or in bilingual communities. People who are able to speak more than one language have the ability to switch or mix their language during the communication. "Code" in code switching represents all variation characterized in language (Pardede & Kisno, 2012). Milroy and Gordon (1991) stated that code switching is a range of language (or dialect) alternation and mixing phenomena whether within the same conversation, the same turn, or the same sentence-utterance (Trilestari et al., 2012). Code switching is the process whereby bilingual or dialectal speakers switch back and forth between one language or dialect and another within the same conversation (Trudgill, 2003). Then, Grosjean (1982) defined code switching as the shifting that occurs between two or more languages simultaneously or interchangeably within one conversation (Azlan & Narasuman, 2013). So, it can be concluded that code switching is commonly used by bilingual speakers when they switch their language from one to another whether in the same conversation, turn, or sentence-utterance.

Commonly code switching is defined as "the use of more than one language during a single communicative event" (Mesthrie, 2011). The choice of code itself is communicatively meaningful, as well as the actual content of what is said. Code switching is also defined as such speakers who shift back and forth

between some varieties, depending on such factors as who they are talking to, where they are, and what are they talking about (Trask, 2007). Moreover, there are three different types of code switching (Romaine, 1989).

## 2.2. Types of Code Switching

Tag-switching is the switching of either a tag phrase or a word, or both, from one language to another (Wei, 2000). A tag in one language is inserted into an utterance which is otherwise entirely in other language. The insertion of a tag to an utterance has virtually no ramifications for the rest of the sentence (Shanna Poplack, 1980). This is because tags have no syntactic constraints, they can be moved freely, and they can be inserted almost anywhere in a discourse without violating any grammatical rules. The example of tag-switching is "*Bunganya bagus, isn't it?*" There is a tag word in English which is inserted into Bahasa sentence. In other words, tag-switching can be defined as a switching that occurs when someone inserts short expressions or tag in other language than the main language in the utterance.

Another type of code switching is called intra-sentential code switching. Intra-sentential switching is the switching occurs within a sentence or a clause (Wei, 2000). It switches at the clause, phrase or word level if no morpho-phonological adaptation occurs (Mujiono et al., 2013). It may consist of a lone content word or be part of a multiword fragment (Shana Poplack, 2015). Intra-sentential switching is the most complex type of code switching in which the speakers are able to control two linguistic

systems simultaneously (Shanna Poplack, 1980). For example, "*Kamu pasti tau I like the pink one.*" The switching from Bahasa to English occurs in a sentence.

The last type of code switching is called inter-sentential switching. Inter-sentential switching is the switching occurs outside the sentence or the clause level (Wei, 2000). This switching involves a switch at a clause or sentence boundary where its clause or sentence is in different languages (Romaine, 1989). Inter-sentential switching may also occur between speaker turns (Mujiono et al., 2013). The example of inter-sentential switching is "*Tugasku sudah selesai. I'm going to sleep now.*" This switching occurs in different sentence. In other words, inter-sentential switching is when a speaker switches his language from one to another in different sentence or after the turn-taking with another speaker.

## 2.3. Factors of Code Switching

The switching from one language to another language is common in bilingual country as well as in EFL classroom. The use of code switching is to serve better in English immersion setting where they provide clarification when a word or phrase is not known (Mujiono et al., 2013). Auer (1998) stated that the factors such as extra-linguistic features like topic, setting, relationships between participants, community norms and values, as well as societal, political and ideological developments, influenced speakers' choice of language in conversation (Halim & Maros, 2014).

Furthermore, Malik (1994) developed ten communicative

functions of code switching (Azlan & Narasuman, 2013). These functions are, then, used as a framework of motives for code switching in a communicative event in the classroom. The functions are lack of facility, lack of register, mood of the speaker, to emphasize a point, habitual experience, semantic significance, to show identity with a group, to address a different audience, pragmatic reasons, and to attract attention.

There are also the other fifteen more factors of code switching. They are linguistics factor, to continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, to create humor, repetition used for clarification reiteration of a message, to strengthen request or command, to make questions, to give advice, to balance the addressee's language competence, to make it easier to convey speaker's message, and discourse marker (Mujiono et al., 2013).

### 3. METHOD OF RESEARCH

The design of this research used qualitative descriptive analysis with assessment and description about the problems in this research. This method is used to describe the facts then follow with analyzing those facts (Ratna, 2009). Moreover, this method was used because this kind of research cannot be obtained with statistics or other ways that related with quantitative (measurement). The data of the qualitative method is in the form of words or pictures, with the result that it does not emphasize on numbers

(Sugiyono, 2012). Since the data in this research was in the form of sentence that was qualitative data as well as the need of description, so the researcher used qualitative descriptive analysis.

In the process of collecting data, the researcher applied observation (*simak*) method. Observation (*simak*) method is a method which is used to find the data by observing the use of the language (Sudaryanto, 1993). This research specifically applied experimental observation which is an observation that is done to the subject of the research in an experimental setting or the created condition (Gall, Gall, & Borg, 2003). The situation was set according to the purpose of the research, so that there were no other factors affected the situation. In the observation method, the technique used was involved conversation observation technique. This technique means that the researcher also participates in the conversation while observing. Besides observing the subjects of the research, the researcher was also involved directly in the conversation.

There were six instruments used in the observation; video recorder, voice recorder, field notes, laptop, speaker, and an animated short movie by Alyce Tzue entitled "Soar". The movie was chosen because *Soar* is the proud 2015 Gold Winner of the 42nd Student Oscars and Best Student Animation Winner at Palm Springs. Also, this was a movie that has no dialogue in it which was very suitable to be used in this research. By doing an observation, the researcher got better understanding about the data context in all social situations and the whole comprehensive data.

#### 4. RESULT AND DISCUSSION

From twenty-eight data that had been analyzed, there were three types

of code switching found in “English Time”, as can be seen from the figure below:

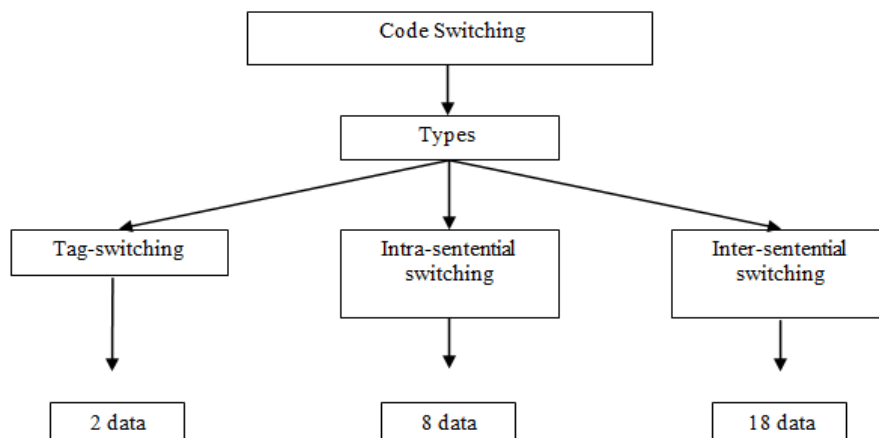


Figure 4.1 The types of code switching in “English Time” .

The figure indicated that there were three types of code switching that occurred in “English Time”. The first type was tag- switching which was represented by two data. One of the data which showed the tag- switching can be seen in data (3) from student (6). The sentence was “*Oh ya, take a star in the sky.*” It was a tag-switching because the student inserted one tag Bahasa word into the English utterance. The second type was intra-sentential switching which was represented by eight data. One of the data which showed the intra-sentential switching can be seen in data (2) from student (1); “*Waktu sudah berhasil, so the tiny man is joining the group.*” It was an intra-

sentential switching because it occurred within the sentence level. Moreover, the most Commonly used of type of code switching in “English Time” was the third type which was inter-sentential switching. This type of switching was represented by eighteen data. One of the data can be seen in data (1) from student (3); “*Jika ada seseorang yang kesusahan atau gugup untuk membuat sesuatu, kita harus membantunya. We have to help them.*” It was an inter-sentential switching because the switching occurred outside the sentence level. Inter-sentential switching in “English Time” did not only occur at a sentence boundary, but also between the speaker turns.

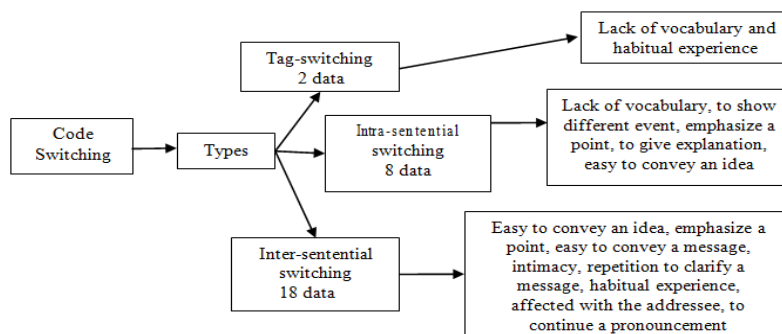


Figure 4.1 The types of code switching in “English Time”



The figure indicated that the three types of code switching occurred because of several factors. Tag-switching occurred because of the lack of vocabulary and habitual experience. Intra-sentential switching occurred because of the lack of vocabulary, to show different event, to emphasize a point, to give explanation, and easy to convey an idea. Meanwhile, inter-sentential switching occurred because of easy to convey an idea, to

emphasize a point, easy to convey a message, intimacy, repetition to clarify a message, habitual experience, affected with the addressee, and to continue a pronouncement.

Moreover, based on the ten communicative functions and fifteen factors of code switching that were proposed by some experts, there were only seven factors found in “English Time”, as can be seen from the figure below

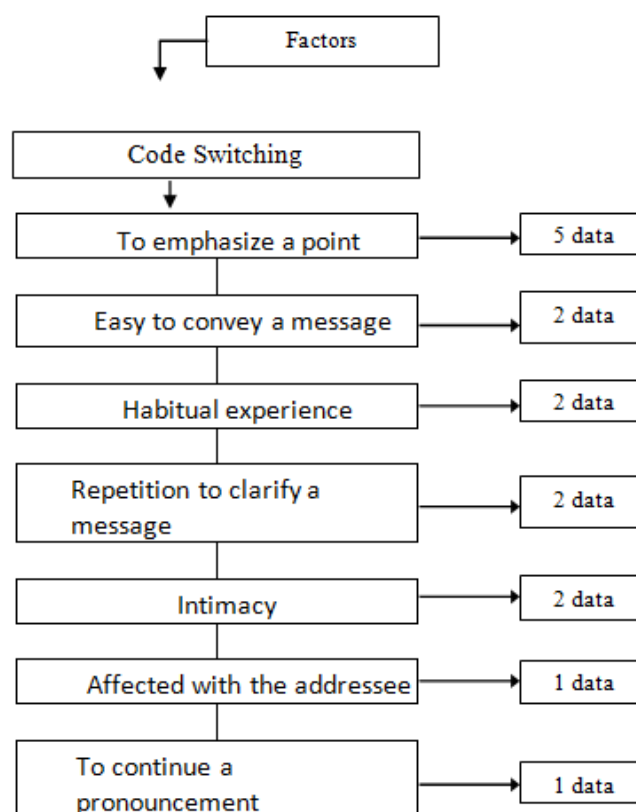


Figure 4.2 The factors of code switching in “English Time”

The figure indicated that the occurrence of code switching was influenced by only seven factors out of twenty five factors that proposed by some experts. The factors were to emphasize a point, easy to convey a message, habitual experience, repetition

to clarify a message, intimacy, affected with the addressee, and to continue a pronouncement. However, the researcher also found the other four factors of code switching in “English Time”, as can be seen from the figure below:

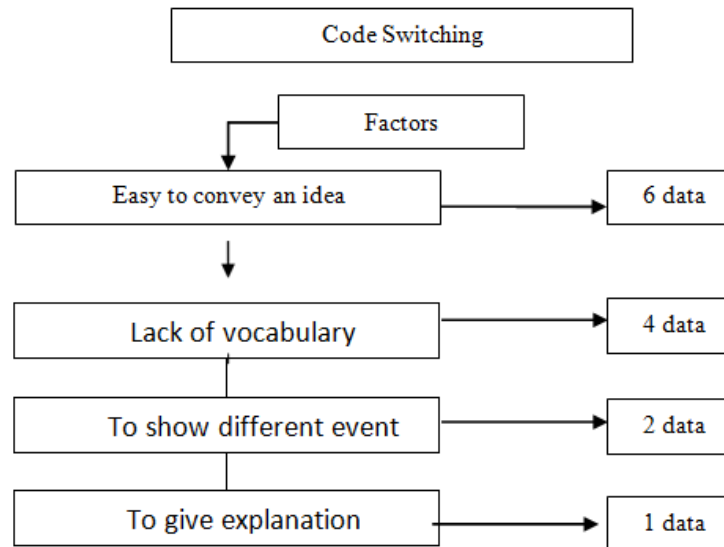


Figure 4.3 The factors of code switching in “English Time”

The figure above indicated that there were the other four factors of code switching found in “English Time”. The factors were easy to convey an idea, lack of vocabulary, to show different event, and to give explanation. The researcher developed the factor ‘easy to convey a message’ become ‘easy to convey an idea’. Previously, there was just ‘easy to convey a message’ which became a factor of code switching. Meanwhile, from the data that had been found and analyzed in this research, it was not only in the form of message that the students try to convey, but also their ideas, as in data (2) from student (4) “And they are wanted to make an airplane together. *Lantas terpikir oleh si perempuan tadi, dan dia berfikir dia ingin membuat pesawat itu untuk si manusia kecil itu.*” Also, ‘easy to convey an idea’ became the most commonly used as the factor of code switching in “English Time”.

‘Lack of vocabulary’ also became one of the factors of code switching in “English Time”. The researcher distinguished the factor ‘lack of vocabulary’ from ‘lack of facility’ and

‘lack of register’. The reason was because there were four data that show the student lacked of one vocabulary in their second language and it affected them to switch their language, not only mixing it, as can be seen in data (1) from student (1) “So, that plane is *berhasil gitu.*”

The factor ‘to show different event’ was only represented by two data which were intra-sentential switching, as can be seen in data (1) from student (4) “She want to make an airplane and *dia ketemu seorang manusia kecil.*” The student tends to switch his language in one sentence to show a different event. For example, the event in English utterance will be different with the event in Bahasa utterance even though it is still in one sentence. In other words, the switching indicated that there was a different event occurred. Finally, ‘to give explanation’ is also one of the factors of code switching in “English Time” which was represented by one data, as in data (3) from student (4) “I think this – I think the film is good because there is a – a girl *yang – yang bercita-cita ingin membuat pesawat terbang.*”. This factor was done



whenever the students wanted to give more explanation about something and it was in the form of the first language.

## 5. CONCLUSION

Based on the research that had been done, the researcher made a conclusion that the phenomena of code switching in "English Time" found and used by the students. The types of code switching in "English Time" . referred to the types that were proposed by some experts. The data was collected through observation to find out the types and factors of code switching in "English Time". and the collected data were analyzed in depth. From the process analysis of the data, it can be concluded; (1) there were three types of code switching found in "English Time" tag-switching which was represented by two data, intra-sentential switching which was represented by eight data, and inter-sentential switching which was represented by eighteen data, and (2) there were eleven factors that caused the students to switch code – to emphasize a point, easy to convey a message, habitual experience, repetition to clarify a message, intimacy, affected with the addressee, to continue a pronouncement, easy to convey an idea, lack of vocabulary, to show different event, and to give explanation.

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