
THE FUNCTIONS OF CODE-SWITCHING

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Abstrak: Code-switching is a phenomenon that happening nowadays in daily conversation that used by teenager and adult. It's occur not only in conversation, social media and networking but also in printed media. This research attempt to know if there any code-switching that used in an english course, the function and who are the user of it. This research subject consist of 3 students and an english teacher. The data consist of audio-recordings of authentic teacher and student conversation held in the English course. From the result of the research: There is function of code-switching in an English course, the functions of code-switching in an English course are happen to change in situation and the teacher is the most participants who used code-switching in an English course.

Keywords: code-switching, language

Abstrak: *Code-switching* adalah fenomena yang terjadi saat ini dalam percakapan sehari-hari yang digunakan oleh remaja dan orang dewasa. Itu terjadi tidak hanya dalam percakapan, media sosial dan networking tapi juga di media cetak. Penelitian ini mencoba untuk mengetahui apakah ada *code-switching* yang digunakan dalam kursus bahasa Inggris, fungsinya dan siapa penggunaannya. Subjek penelitian ini terdiri dari 3 siswa dan guru bahasa Inggris. Data terdiri dari rekaman audio percakapan guru dan siswa otentik yang diadakan dalam kursus bahasa Inggris. Dari hasil penelitian: Ada fungsi pengalihan kode dalam bahasa Inggris, fungsi pengalihan kode dalam kursus bahasa Inggris terjadi pada perubahan situasi dan guru adalah sebagian besar peserta yang menggunakan kode-switching dalam bahasa Inggris. Tentu saja.

Kata kunci: *code-switching*, bahasa

INTRODUCTION

Based on the previous research about the Functions of Code-switching in a Korean Sunday School from Sun-Young Shin, the researcher attempt to research the Functions of Code-switching in an

English Course. The use of English code-switching in Indonesian has become daily conversation and it is used by teenager and adult in everyday situation such in conversation, social media and networking and in the printed media such books and magazines.

Gumperz (1982) defines code-switching as “the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or subsystems” (p. 59). Simply put, code-switching can be used as the alternation of languages. Code-switching is evidence of deficient language knowledge in bilingual speakers, a number of code-switching researchers (Auer 1998; Gumperz, 1982; Heller, 1988; Li & Milroy, 1995; Myers-Scotton, 1993; Shin & Milroy, 2000) suggest that code-switching is used as an additional resource to achieve particular interactional goals with other speakers.

Blom and Gumperz (1972) distinguish two types of code switching, ‘situational code switching’ and ‘metaphorical code switching’. Situational code-switching is related to a change in situation, for instance, when a new participant joins the activity, or a change in the conversation topic or setting. On the other hand, metaphorical code-switching is often used as a conversational strategy to enhance or mitigate conversational acts such as requests, denials, topic shifts, elaborations or clarifications.

The use of code-switching often puzzles the listeners despite code-switching practices in interaction among the students and teachers seem to contribute to motivate the learners in using English language. Then its’ create some questions such: Is there any function of code-switching in an English course? What is the function of code-switching in an English course? Who is used code-switching in an English course most?

This paper seeks to explore the functions of code-switching in an English course through an analysis of code-switching data. In this research, the researcher finds the data from an English course and the researcher will focus on the code-switching in Indonesia-English language.

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METHOD

The site of this study is an English course located in Medan, Indonesia. The data consist of audio-recordings of authentic teacher and student conversation held in the English course. I also conducted participant observation and in-depth hour-long interviews with the English course teachers. In the interviews I inquired about their attitudes, opinions and motivations towards code-switching. This research will take place in an English course and the participant is a class of course that consists of 3 students.

The steps of this research are: (1) Record the use of code-switching (student-teacher); (2) Analyze and identify the use of code-switching (student-teacher); (3) Categorize the use of code-switching (situational code switching and metaphorical code switching); (4) Classifying the use of code-switching into its functions.

RESULTS AND DISCUSSIONS

Results

The collected data were recorded the use of code-switching (student-teacher) by audio record, then analyzed and identified the use of code-switching (student-teacher) by marking the sentences. After analyzed and identified, categorized the use of code switching into situational and metaphorical code-switching was the next step. The last is classifying the use of code-switching into its functions, signaling changes in footing and directives.

1. Analyzed and identified the use of code-switching by student-teacher.

There are 25 code-switching that occurs in the conversations, they are:

- Oia, more than one week (S) m
- What are you doing in menggemukan badan? (T) m
- Ia..ia.., yes what? (T) m
- Menggemukkan badan eating something, eh kalo apa, sleep.. (S) s
- Sleep night banget lha ya, ok so after that (T) m
- Yes, bisa ontime but your friend comes late (T) s
- Oh beda kota, I know what your kota is tembung right? (T) m
- Deli serdang mam (S) m
- Ya, deli serdang mam (S) m
- Outside medan mam (S) m
- Oh gitu, so next week you'll come back to the school again (T) s
- Next week lha (S) m
- Oya by the way don't forget there is next monday, no..no..no.. next wednesday you'll get your Mid semester area (T) s
- Oh how poor y, makan2 gitu lho (T) m
- Art, udah itu (S) s
- Matematik, sosial, b.inggris, bahasa indonesia ya? how about you? owh you come from Different school ya! how many lesson do u get? (T) m
- What lesson is difficult for your CE? apa sih yang susah? (T) s

- Gak pas gitu, confused.. (S) m
 - Because of the form, lho does your teacher give the form of the exam? jadi kisi2'a? is it? (T) m
 - Ia..ia.., itu little2 (S) m
 - Maksud'a mam, mana ku tau (S) s
 - Trus masalah gitu buat gue kalo ada 2 orang di depan? no problem gitu.. (S) m
 - Terpaksa mam, kalo dah gak bisa mau gimana lagi? (S) m
 - Bahas soal, ok! is your school I mean does your school make course? seperti such as bimbel? (T) m
 - Prepare, apa yang kamu siapkan? (T) m
- #### 2. Categorize the use of code-switching between situational code switching and metaphorical code-switching.
- ##### a. Situational code-switching
- Menggemukkan badan eating something, eh kalo apa, sleep.
 - Yes, bisa ontime but your friend comes late
 - Oh gitu, so next week you'll come back to the school again
 - Oya by the way don't forget there is next monday, no..no..no.. next wednesday you'll get your Mid semester area
 - Art, udah itu
 - What lesson is difficult for your CE? apa sih yang susah?
 - Maksud'a mam, mana ku tau
- ##### b. Metaphorical code-switching
- Oia, more than one week
 - What are you doing in menggemukan badan?
 - Ia..ia.., yes what?
 - Sleep night banget lha ya, ok so after that?
 - Oh beda kota, I know what your kota is tembung right?
 - Deli serdang mam
 - Ya, deli serdang mam
 - Outside medan mam
 - Next week lha

- Oh how poor y, makan2 gitu lho
- Matematik, sosial, b.inggris, bahasa indonesia ya? how about you? owh you come from Different school y! how many lesson do u get?
- Gak pas gitu, confused..
- Because of the form, lho does your teacher give the form of the exam? jadi kisi2'a? is it?
- Ia..ia.., itu little2
- Trus masalah gitu buat gue kalo ada 2 orang di depan? no problem gitu..
- Terpaksa mam, kalo dah gak bisa mau gimana lagi?
- Bahas soal, ok! is your school I mean does your school make course? seperti such as bimbel?
- Prepare, apa yang kamu siapkan?

3. Classifying the use of code-switching into its functions

Based on previous research, the functions of code-switching use is divides into:

- Signaling Changes in Footing, in here code-switching can be used to signal changes in footing in a conversation. The teacher use code-switching to put herself in students place, such as:
 - ❖ Sleep night banget lha ya, ok so after that
 - ❖ Matematik, sosial, b.inggris, bahasa indonesia ya? how about you? owh you come from Different school y! how many lesson do u get?
- Directives in Code-switching, another function of code-switching is the use of code-switching directive forms, such as:
 - ❖ What are you doing in menggemukan badan?

❖ What lesson is difficult for your CE? apa sih yang susah?

- Avoiding Unpleasant Lexical Items and Actions is the functions that often uses code-mixing to avoid using a particular lexical item but in this data there are didn't found any avoiding unpleasant lexical items and actions that used by teacher and student.

Discussions

Comparing the similarities between the previous research and my article, there are some similarities that occur. They are:

1. Situational code switching and metaphorical code-switching that occurs in previous research also occur in my article, its mean both of this code-switching became foundation in my article, maybe another research that has been doing or will be doing, and both of this code-switching overcome my article scope where code-switching is the main topic of the research.
2. Two functions of metaphorical code-switching namely signaling changes in footing and directives in code-switching taking part in previous research and my article.
3. The theories that previous research used and me similar because I'm following previous research but I'm not taking all theories that used in this previous research.

In contrast, the differences of the previous research and my article are:

1. The setting and participants of the research. Previous research set the research in a church (a

pseudonym) that located in Korea town, Los Angeles. The researcher was conducted the research with the participants are five teachers and Six children participate (in age from six to eight), meanwhile my article taking place in an English course that located in Medan, Indonesia. The participants of mine are one teacher and three students (in their third grade of senior high school).

2. The background and the language use. Previous research taking research where the children has the ability in using both Korea and English language, where they communicate and use the language that they comfortable with. In my article, the students understand about Indonesian language best but they got to use English.
3. Theories that used in previous research more complete than in my article because of the scope that I done in my article smaller then the previous one.
4. The results of functions in previous research have more varieties than my article because of the theories that I used lesser than the previous one and the

different background of the participants.

CONCLUSION

During class, students are likely to use Indonesian language but the teacher is always using English to encourage them to use it too. However, in some situations, teachers alternate from English language to Indonesian language regardless of students' linguistic abilities.

From the research, the phenomenon of the code switching functions, it can be concluding that: first, there is function of code-switching in an English course. Second, the functions of code-switching in an English course are to change in situation, for instance, when a new participant joins the activity, or a change in the conversation topic or setting.

The use of code-switching often used as a conversational strategy to enhance or mitigate conversational acts such as requests, denials, topic shifts, elaborations or clarifications. Code-switching therefore can be a powerful tool for teachers to motivate learners in using English language and code-switching is used to contextualize a change in footing to emphasize the authority of teachers, parents and other adults. Third, teacher is the most participants who used code-switching in an English course.

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