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THE ANALYSIS OF FACTORS AND CONTEXT THAT INFLUENCE STUDENTS TO USE CODE SWITCHING IN DELIVERING UTTERANCES IN ENGLISH CLASS

Abstract
Code switching is a phenomenon where people speak using more than one language. The phenomenon happened also in class activity. This research aimed to identify the context and factor that influenced students using code switching. This was qualitative descriptive research. The subject of this research was involved six students of SMK Negeri 4 Samarinda. Students who participated are the 11-grade of acutance class academic year 2021/2022. The data collection in this research was using observation and audio recording. In analyzing the data, the researcher used a modified transcription. Based on the data analysis, this study found that code-switching was occurred in several contexts. The most happened was in the context of question and answer, another context was making comment, and also the opening discussion. The result also found that language ability and the topic of conversation were the factors that influence student to use code switching. In conclusion, the factors code switching was found in this research are language ability and topic of the conversation. Both of that were found in the contexts of question and answer, making comment, and open discussion.
Keywords: Code Switching, English Language Teaching, Students, Sociolinguistics

Abstrak
Alih kode merupakan fenomena dimana orang berbicara menggunakan lebih dari satu bahasa. Fenomena tersebut juga terjadi pada aktivitas kelas. Penelitian ini bertujuan untuk mengidentifikasi konteks dan faktor yang mempengaruhi siswa menggunakan alih kode. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini melibatkan enam siswa SMK Negeri 4 Samarinda. Siswa yang ikut serta adalah siswa kelas 11 akutansi tahun ajaran 2021/2022. Pengumpulan data dalam penelitian ini menggunakan observasi dan rekaman audio. Dalam menganalisis data, peneliti menggunakan transkripsi yang dimodifikasi. Berdasarkan analisis data, penelitian ini menemukan bahwa alih kode terjadi dalam beberapa konteks. Yang paling banyak terjadi adalah pada konteks tanya jawab, konteks lain adalah memberi komentar, dan juga pada pembukaan diskusi. Hasil penelitian juga menemukan bahwa kemampuan berbahasa dan topik pembicaraan merupakan faktor yang mempengaruhi siswa menggunakan alih kode. Kesimpulannya, faktor alih kode yang ditemukan dalam penelitian ini adalah kemampuan berbahasa dan topik pembicaraan. Keduanya ditemukan dalam konteks tanya jawab, memberi komentar, dan diskusi terbuka.
Kata Kunci: Alih Kode, Pengajaran Bahasa Inggris, Siswa, Sosiolinguistik

INTRODUCTION

Linguistics means the study of language. The word linguistics comes from the Latin word lingua which means language. People who are experts in linguistics are called linguist (Muliastuti, 2014). Linguistics is often also called general linguistics. Some of the terms became the terms used in linguistics. Inside the book called Cours de linguistique generale the terms are langue, language, and parole by Saussure (1916), Langue means certain language as in the Indonesian phrase, Bahasa Indonesia Java, and so on. Language means language in general, like

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contained in the sentence humans have language, animals do not have language. While parole is a language in its form which real, concrete, that is in the form of speech. Langue refers to a particular language system that exists in the mind of a person called "competence" by Chomsky. Wardhaugh (2006) said that linguistics focuses on explaining on linguistic parts like sounds, syllables, words, sentences, and language. In addition, linguistics can also be classified by purpose such as pure linguistics and applied linguistics. Pure linguistics studies language in general purpose to provide a description of the language in order to get an idea about aspects of language such as phonology, morphology, syntax and semantics. the code switching is an act of inserting a word, phrase, or passage into a long conversation into another language (Brown, 2007). From those statements can be conclude that code switching is part of the linguistic.

People develop their ability to speak foreign language by practicing the language. When learning language, people still need to use their first language to learn. Using two languages can make them switching words or phrases from different language together during speaking or writing. This phenomenon can trigger people to use code switching (Romagoknim, 2015). The reasons of using code switching are conducting the influence of linguistic diversity in a community of people who intermix to form of language mixture that they understand (Fachriyah, 2017). Scholars have considered that code switching is an unqualified use of language in 1940s and 1950s (Junaidi & Majid, 2019). However, more scholars were approved code switching to be a normal and natural result from bilingual and multilingual language users in 1980s. With theory of linguistic, code switching can occur in form of word, phrase, and sentence (Zainuddin, 2016).

Code switching also has different kinds of type and levels. Code switching may practice at any level of linguistic structure, such as sentence, constituent, and word (Poplack, 2001). The types are tag switching, inter sentential switching, and intra sentential switching. Factors of code switching that associated with students specially bilinguals and multilinguals are the individual characteristics of the speakers, their language environment, the social status of their languages as well as the everyday usage of them (Anastassiou & Andreu, 2017). The influence of code switching for students are significantly helping in learning language. Helping students understanding the language lesson, by teachers using mother tongue can improve students' participation even for those who have trouble in catching up the language lesson (Memory et. al., 2018). Code switching has positive influence to the users. Support the communication between multilingual or bilingual, and not developed language person. Code-switching's also occurs into classroom context where could be found in most of the subjects in an English class. The student interaction is also a part of classroom context which the activities are answering and asking questions, making comments or response and conducting open discussion in the class Jarvis & Robinson (1997). It means that all those contexts can be found in classroom interaction from both are the teacher and students.

Code-switching in the classroom must be found in the process of studying foreign language or second language (Maulidiyah et. al., 2020). English language teaching classroom is one of the places to practice code switching. Code switching is used by both the teachers' and the students' discourse in ELT classroom (Sert, 2005). Quality of English can also enhance economic, social and educational fields in global relationship. Students in ELT needs involve vocabulary, grammar and language skills-based teaching covering reading, writing, listening and speaking as well as pronunciation (Ulum, 2015). This Research aimed to find out the factors and context in using code switching for students. Also, this research is interested in conducting analysis on the result of the factors & context that influence students using code switching in English language teaching classroom. Furthermore, this research will focus on related studies about the contexts of code switching used by students in English classroom and the factors of students by using code switching in English classroom.

Students was hoping to know more about code switching. In this research students can be aware on things that improve them in learning English when using code switching. Because of this research, teachers and administrators able to understand the changes in students using code switching when they learning English. This research was beneficial to the future researchers to collect required information.

METHOD

Qualitative research focus on understanding a research inquiry as an idealistic or humanistic approach. The use of qualitative method is to understand people's beliefs, experiences, attitudes, behaviours, and interactions. It generates non-numerical data (Pathak, et. al, 2012).

The participant of this research involved grade 11 in SMK Negeri 4 Samarinda. School year of 2021-2022 represented the population. Six students were participating in this research, the researcher chose 11 grade of accountant class to be recorded and observed during learning activity.

Considering with the research design and the research, the researcher used observation list as an instrument of his research with an audio recorder as a complement. For analysing the data, the researcher conducted transcription symbols, which generally used in a conversation analysis, and based on the system which is has been modified by (Mauliddiyah et al., 2020).

Researcher conducted data reduction, data display, and draw conclusion. Credibility of this research proved by using a credible method from previous research, observing and audio recording. The result was exanimated several times. The dependability of the data was depended on the stability of the condition of the research. The researcher was consistent on the neutrality of the findings, also only from the researcher perspective. Observation is used by researchers to find out what factors and contexts that influence students to use code switching. Audio recordings are used for supporting the main data and documentation from observations. The researcher specified the data to reduce the unnecessary data by using observation list. The subjects of this research were 6 students from 11th grade class of accountancy academic year 2021/2022. Three male students and three female students were participating in the class. The data of each student are M1, M2, M3, F1, F2, F3. Teacher (T) utterance was conducting to support the main data. All the following context from the observation list were found in the conversations during English classroom.

RESULTS AND DISCUSSION

Students were more answering questions that given from the teacher. This happened in both question & answer context. Only view students use code switching in context of giving commentary and open discussion. The first context was question and answer. Code switching both student and teacher used code switching in this context to provide their communicative purpose. This happened in questioning, answering, and both. The first context was question and answer. Code switching both student and teacher used code switching in this context to provide their communicative purpose. This happened in questioning, answering, and both.

T: Aldi, writing a personal letter begin with

M^1: *Aduh apa ya,* is it dear sir?

T: that's correct, masih ingat ya

The teacher was asking M^1 about the beginning of personal letter. He answered it correctly by using both Bahasa Indonesia "Aduh apa ya" means he try to remember, then using English "is it dear sir". Code switching was used in his answer.

Next context was making comment. Students often to make or giving comment in conversation during English classroom. Code switching were practiced in supporting their commentary.

T: Next meeting giliran yang lainnya yah, jadi yang sudah maju gausa. Who want to go first tomorrow?

M3 : *Agung mau* sir, he wants to go first.

M2   : No sir, he is lying. *Jangan gitu lah.*

Teacher was asking for student who wanted to go first in the next meeting. Student M^1 recommended student M^2 to go first in the next meeting. Student M^2 commenting in English "No sir, he is lying" then Bahasa Indonesia "jangan gitu lah". Student M^2 telling the teacher he didn't wanted to go first, and told student M^1 to don't recommending him.

The last context that found in this research was in open discussion. The result of this research, showed that code-switching also happened in this context. How the students conducted the discussion by switching their language.

T: You can give a personal letter to your friend. Amel can you give your friend?

F2: Yes, sir. Dear Rahma this morning very sunny and I hope your day is also bright our friendship. *Aduh malunya saya Pak.*

T: It's okay. Kalimat yang bagus.

The teacher asked student F2 is she can practice personal letter. Student F2 did her personal letter in full English, and then ended with Bahasa Indonesia "aduh malunya saya pak" which means she was shy because of her personal letter to student F1. he researcher found two factor that included in table 4 the total of code-switching usage. Language ability and topic of the conversation were more visible factors that influence students to use code switching. Factors behind the occurrence of special transfers in the realm of education, namely: the language skills possessed by the interacting parties and the topics presented (Margana, 2015). The first factor that found was in language ability of the students. During the English classroom activities researcher find the difference of language ability among the students. Each students have different ability and it can be seen in how many times students were interacting or involved in conversation using English. Student who less involved in conversation using English were rarely using code switching. Because of the lower ability in English, these students only use Bahasa while in a conversation.

Researcher found that one student often uses Bahasa Indonesia than English. According to result of code-switching usage in table 3, Student (F1) rarely use English in the overall conversations. She only used code switching five times among 49 usages of code switching from all the students. Compare to student F2 who used the most codeswitching than other students. She used 13 codes switching in delivering utterance. The researcher conclude language ability can be one of the factors that influence students to use code switching in English classroom. The other factor was in the topic of the conversation. The topic of the conversation could be one of the factors that influence students to use code switching. The students can be attracted in learning English according to the topic. Interesting topic in a conversation can provoke students to use English frequently. The frequent uses of English in conversation trigger students to practice code switching more often. Topic of discourse become obvious to play significant behaviour in code switching because it would motivate bilinguals to code-switch and code-mix (Kim, 2006).

There were two topics that discussed in English classroom there are personal letter and family tree. According to the number of the conversation in table 3, there were more conversation with code switching happened in discussing personal letter (topic 1) rather than discussing family tree (topic 2). 27 conversations use code switching in discussing personal letter (topic 1) and only 22 in discussing family tree (topic 2). This significance different ensure the researcher that the topic of the conversation can be one of the factors that influence students to using code switching in English classroom.

The result of the observation by the researcher did find any factors from the previous study by (Anastassiou & Andreu, 2017). The prevous study objective was to review the theories regarding the code mixing and the code-switching that the multilinguals employ when they use more than one language during their speech productions, as well as the factors that may affect these subconscious choices on behalf of them. The researcher found only two factors that influece students to use code switching by observing students conversations. Language ability of the each students is one of the factors was found by the researcher. Students with less English usement are rarely use code swithing rather than students that use English more frequient. The topic of the conversation is the other factor that influence students. Student who less involved in conversation using English were rarely using code switching. Because of the lower ability in English, these students only use Bahasa while in a conversation. The lack of vocabulary knowledge is one of the factors of code-switching Muthusamy et. al. (2020). This happened when the use code switch with their mother language or first language. With an instresting topic students were more attracting to make a conversation using code switching. The researcher found there are more conversation happened in the topic of personal letter than family tree.

CONCLUSION

Based on the result and discussion that have been presented, the researcher concluded that there were three contexts of code switching that used by students. The most used context was question and answer. Only few conversations used code switching in the contexts of making comment and open discussion. esearcher found factors that influence students to use code switching were language ability and topic of the conversation. Students with less English usage were practicing code switching rarely. However, students with most English usage were frequently practicing code switching. Topic of the conversation was also influencing student to use code switching. From all of the conversation, students were using code switching more in topic of personal letter rather than family tree.

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