THE PHENOMENA OF CODE-SWITCHING IN SOCIOLINGUISTICS CLASS AT ENGLISH DEPARTMENT STUDENTS STAIN KEDIRI

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Abstract

In sociolinguistics field, one of the most popular language contact phenomena is the phenomena of Code-Switching. Code-switching is a kind of sociolinguistics phenomenon occurs when two or more languages exist in a conversation. A sociolinguist says that Code-Switching, that is switching back and forwarding between languages, even during the same utterances.

This research conducts a sociolinguistics research especially in Code-Switching Phenomena to answer the following questions:

What kind of Code-Switching in terms of utterance unit (words, phrases and clauses) used by the students in the eighth semester of Sociolinguistics Class at English Department STAIN Kediri?

Why do the students use "Code-Switching" in Communication?

The researcher chooses this method is based on some characteristics of descriptive qualitative research methods that are appropriate for this research. The subject of the research is the students in the eight semester especially the students who join Sociolinguistics Class at English Department STAIN Kediri. They have to speak English in learning process. It can not be seen only from the case speaking but also how to speak English well and correctly.

Keywords: *The Phenomena, Code-Switching, Sociolinguistics*

Sociolinguistics Class consists of three classes, A which held every Wednesday at the first and second period (07.00-08.40), B held on Tuesday also at the first and second period and C class which held on Thursday in the fifth and sixth period (10.20 – 12.00). Beginning on Wednesday, two classes A and C are joined because A just consists of 12 students. So, the researcher just observes two classes: A and B. The lecturer is Mr. Chotibul Umam, M.Pd.

The result are Most students in Sociolinguistics Class at the eight semester of English Department STAIN Kediri use code-switching when having presentation and discussion in the class. When speaking English, they often switch into Indonesian or Javanese. The students' code-switching utterances occur in three levels: words (32 code-switching), phrases (37 code-switching) and clause (9 code-switching). It can be concluded that the students use code-switching mostly in level of phrases. There are six reasons why the students use code-switching in communication: because of forgetfulness, lack of vocabulary, spontaneity, emphasizing, ignorance of the correct pronunciation and special case. It can be concluded that many students use code-switching mostly because of forgetfulness.

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[1] Dosen STAIN Kediri

In sociolinguistics field, one of the most popular language contact phenomena is the phenomena of Code-Switching. Code-switching is a kind of sociolinguistics phenomenon occurs when two or more languages exist in a conversation. A sociolinguist says that Code-Switching, that is switching back and forwarding between languages, even during the same utterances.[2]

When two or more languages exist in a community, speakers frequently switch from one language to another. It commonly happens in a real conversation where two speakers know both languages, they may switch between the two as part of a negotiation of their relationship. Indeed, they may switch between languages within a single sentence.[3] That is as the process of keeping their relationship in order to avoid a misunderstanding.

This research conducts a sociolinguistics research especially in Code-Switching Phenomena to answer the following questions:
1. What kind of Code-Switching in terms of utterance unit (words, phrases and clauses) used by the students in the eighth semester of Sociolinguistics Class at English Department STAIN Kediri?
2. Why do the students use "Code-Switching" in Communication?

The purposes of the study are: to reveal and describe kind of Code-Switching in terms of utterance unit (words, phrases and clauses) used by the Students in the eighth semester of Sociolinguistics Class at English Department STAIN Kediri and to reveal and describe why the students use "Code-Switching" in communication.

When we talk about language and society, it concerns with a close relationship between the ways we communicate and interact to people. Any discussion of the relationship between language and society should begin with the definition of each term.

According to Ronald Wardraugh, there are four varieties of possible relationship between language and society.[4] The first one is social structure may either influence or determine linguistic structure and/or behavior. Certain evidence may be adduced to support this view, young children speak differently from older children, in turn, and children speak differently from mature adults. The second possible relationship is directly opposed to the first linguistic structure and/or behavior may either influence or determine social structure. The third possible relationship is that bi-directional language and society may

[2]Rajend Mesthrie, Joan Swann, Andrea Deumert and William L.Leap, *Introducing Sociolinguistics* (Great Britain: Edinburg University Press, 2000), 148.

[3] David Graddol, *The Future of English* (London: British Council, 1997), 12.

[4] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, New York: Basil Blackwell, 1988.

influence each other. The fourth possibility is to assume that there is no relationship at all between linguistic structure and social structure and that each is independent of the other.

Based on the all theories above, the researcher concludes that there are some correlation studies between language and society. People in a society can communicate and interact each other by using a language as the mean of communication.

According to Abdul Chaer, if a group of people or a community has the same verbal repertoire and perception toward the norm of the applied language used in their community, it can be said that this community is a speech community.[5] Based on the definition above, it can be said that speech community is not only a group of people which speak same languages but also a group of people which has the same norms in using some languages.

Most speakers command several of any language they speak and bilingualism even multilingualism are the norm for many people throughout the world rather than unilingualism.[6] People finally are forced to select a particular code whenever they choose to speak. They may also decide to switch from one code to another. To make it clear, let's see some definitions about 'code'. When two or more people communicate with each other in speech, we can call the system of communication that they reply as a *code*. In most cases, code will be something we may want to call a language. [7]

Based on the definition above, it can be said that the term 'code' has the same meaning as 'language'. In other word, code is a system used for communication. This explanation is support by Yan Haryanto sated in his book, "Code is a term used as the replacement of the term 'language, variety of language and dialect'." [8]

There is also another definition given, Code refers to any kind of system the two or more people employ for communication (it can also be used for a system used by a single person, as when someone devises a private code to protect certain secrets).[9]

Based on the quotation above, it can be seen that 'code' is kind of communication systems used by a person to communicate with others. In other word, we can say that a code refers to a language system used by two people or more in communication.

People are always faced with code choices when they speak. In general however, when they open mouth they must choose a particular language that is a particular code. We cannot avoid doing so. Moreover, we can shift from one code to another.

In a multilingual country like Singapore, the ability to shift from one language to another is accepted as quite normal. Singapour has four official languages: English, Mandarin, Tamil and Malay. However, the majority of its

[5] Abdul Chaer dan Leone Agustina, *Sosiolinguistik Perkenalan Awal*, Jakarta: Rineka Cipta, 1995. 46-47.

[6] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 100.

[7] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 1.

[8] Yan Haryanto, dkk., *Sociolingiustics*, Jakarta: Departemen Pendidikan dan Kebudayaan, 1996. 29.

[9] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 86.

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population is native speakers of Hokkien, a variety of Chinese. National policy promotes English as a trade language, Mandarin as the International 'Chinese' language, Malay as the language of the region and Tamil as the language of one of the important minor ethnic group in the republic. The linguistic situation in Singapore offers the people to choice among those languages with the actual choice made on a particular occasion determined by the kinds of factors.[10]

The use of Code-Switching has been studied by many researchers working in bilingual communities all over the world. In the study of language use in Oberwart, Susan Gal found in contexts in which speakers could use either Hungarian or German, they sometimes switched between languages. Such switches often conveyed a particular meaning associated with the habitual use of the two languages in the community.[11]

Bilinguals and multilingual often switch between their two or more languages in the middle of a conversation. These code-switches can take place between or even within sentences, involving phrase, words even parts of words. One bilingual individual using a word from language A in language B is a case of switching. [12]

According to Blom and Gumperz, quoted by Sandra Lee Mckay, there are two kinds of Code-Switching.[13]

1. Firstly, Situational Code-Switching**.** In situational Code-Switching, the switch is in response to a change in situation. For example, when a participant enters the scene, or to a change in the topic of conversation or the setting. In this case, the usage of code switching is relative depends on the situation where the speakers are. According to Gumperz's, quoted by Nikolas and Adam Jaworski, situational code-switching could be regarded as changes in language choice rather than code-switching proper; it refers to language switches which coincide with a change of interlocutor, setting or topic. [14]

2. Secondly, Metaphorical Code-Switching. In Metaphorical Code-Switching, the switch has a stylistic or textual function. For example, to signal a quotation, to mark emphasis, to indicate the punch line of a joke, or to signal a change in tone from the serious to the comic. According to Bernand Spolsky**,** Metaphorical switching is a powerful mechanism for signaling social attitudes or claiming group membership or solidarity.[15] In this case, the usage of code switching intentionally set and planned for a special purpose. According to Nikolas and Jaworski, metaphorical code-switching is the situation where a switch carries a particular evocative purposes, for example, speaking about a place in the variety which is used there.[16]

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[10] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, 100.
[11] Rajend Mesthrie, Joan Swann, Andrea Deumert and William L.Leap, *Introducing Sociolinguistics*, 165.
[12] Bernand Spolsky, *Sociolinguistics*, NewYork: Oxford University Press, 2004.49.
[13] Sandra Lee Mckay and Nancy H.Hornberger, *Sociolinguistics and Language Teaching*, 56.
[14] Nikolas Coupland and Adam Jaworski, *Sociolinguistics a Reader and Coursebook*, 361.
[15] Bernand Spolsky, *Sociolinguistics*, 50.
[16] Nikolas Coupland and Adam Jaworski, *Sociolinguistics a Reader and Coursebook*, 361.

Dwight Bolinger describes in his book about some purposes for people use code-switching, they are: facilitate the communication, solidarity, social distance, prestige, concealment and so on.[17]

Besides, there is also a special motivation of code-switching. According to Donn Byerne, switches motivated by the identity and relationship between participants often express a move along the solidarity/social distance dimension, such as the status relations between people or the formality of their interaction.[18] It shows that different kinds of relationships, which sometimes involve status differenced too, such as doctor-patient or administrator-client, are often expressed in variety of code.

Recent developments in psycholinguistic research has focused on how code-switching is a natural product of the interaction of the bilingual's two languages. Other psycholinguistic research is concerned with identifying some of the factors influencing the comprehension of code-switched words. Research shows that bilinguals comprehend code-switched words faster when there is phonological overlap between the two languages, for example Chinese-English bilinguals take longer to recognize English code-switched words in Chinese sentences.[19]

Finally, based on the explanation above, it can be concluded that code-switching may be indicative of difficulties affected by a combination of language use (how often the first-language is used) and word frequency (how much a particular word is used in the language). The importance one is that people use code-switching when they communicate with other to get the better understanding of the listener or the people they speak to.

RESEARCH METHOD

Based on the title of the research, the researcher describes and analyses Code-Switching Phenomena at English Department Students STAIN Kediri. The researcher decides the most suitable research design for the study is a descriptive qualitative research. The researcher chooses this method is based on some characteristics of descriptive qualitative research methods that are appropriate for this research.

"Descriptive qualitative research studies are design to obtain information concerning the current status of phenomenon. They are directed toward determining the nature of a situation, as it exists at the time of the study. There is no administration or control of a treatment as it found in experimental research. The aim is to describe "what exists" with respect to variables or condition in a situation".[20]

Based on the explanation above, it can be seen that Descriptive Qualitative Research involves collecting data in order to answer the questions

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[17] Dwight Bolinger, Donald A. Sears, *Aspect of Language*, 149.
[18] Janet Holmet, *An Introduction to Sociolinguistics*, 36.
[19] Roberto R.Heredia and Jeffry M. Brown, *Code-Switching*, Accessed on October 1, 2009.
[20] Donald Ary, *Introduction to Research in Education,* (USA: Holl Rinehart and Wiston, 1979), 295.

concerning the subject of the study and assessing attitudes or opinions towards the students.

The subject of the research is the students in the eight semester especially the students who join Sociolinguistics Class at English Department STAIN Kediri. They have to speak English in learning process. It can not be seen only from the case speaking but also how to speak English well and correctly.

Sociolinguistics Class consists of three classes, A which held every Wednesday at the first and second period (07.00-08.40), B held on Tuesday also at the first and second period and C class which held on Thursday in the fifth and sixth period (10.20 – 12.00). Beginning on Wednesday, two classes A and C are joined because A just consists of 12 students. So, the researcher just observes two classes: A and B. The lecturer is Mr. Chotibul Umam, M.Pd.

In the course, the students study language from a societal perspective as well as explore the educational consequences of linguistic and cultural diversity. They will learn the topics noted in the meeting schedule through some activities. Class sessions will take the form of lecturing, catechizing, independent learning and class discussion and students' presentation based on the course outline.
The researcher uses three instruments to obtain the data:

1. The Researcher

   The researcher is the main instrument who does all the way to do, finish and spend the day to observe, collect, analyze and describe the data.

2. Participant Observation

   The second instrument used to obtain the data is participant observation. It is one in which the researcher takes part in the action, saying or doing something to observing the reaction.[21] Participant has the same meaning as member. So, the researcher participates or takes part as the member in the sociolinguistics class to observe the real phenomena of "Code-Switching" spoken by the English Department Students STAIN Kediri. The observation is intentionally prepared and systematically planned. The researcher uses a note book to help the observation.

3. Semi-Structure Interview

   Interview is a well-established method of data collection, which, because of some unique qualities is still widely used.[22] The questions are arranged and well-prepared in concept. The researcher must follow those arrangements but later after the students answer the first question, she can give a feedback by asking another question which is not available in the concept or list of question prepared before. It happens because different students will have different answer from the question. That is, what we call as semi-structure interview.

   By semi-structure interview, the researcher explores more information about the students' reasons using Code-Switching in sociolinguistics class. The researcher interviews the students whenever she needs to obtain the data. The researcher uses type recorder to record the interview.

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[21] Ellaine Chaika, *Language the Social Mirror*, (New York: New Bury House Publisher, 1982), 23.
[22] Donald Ary, *Introduction to Research in Education*, 174.

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Data sources are important to know because from the data sources, we know where our data obtained from. Firstly, the researcher obtains and collects the data from observation of the students' speaking in Sociolinguistics Class at STAIN Kediri. The writer does not determine or chose which students will be observed but overall she looks at the phenomena happen in Sociolinguistics Class directly. The second data got from the semi-structure interview towards the students who exactly use Code-Switching in their communication. In this case, the interview related to the students' reasons using Code-Switching when communicating with others in presentations and discussions. Those are the sources where the all complete data obtained.

The procedures of collecting data are:

1. The researcher always attends and joins Sociolinguistics Class twice a week.
2. The researcher observes the students' speaking in presentations and discussions activities during learning in the classroom. The observation is only focus in kind of Code-Switching in terms of utterance unit (words, phrases and clauses) used by the students in the Eighth Semester of Sociolinguistics Class at English Department STAIN Kediri.
3. The researcher takes a note directly from students' speaking focuses on code-switching.
4. The researcher interviews the students who have already done "Code-Switching" about their reasons switching into Indonesian and Javanese when speaking English. The interview is recorded with the tape recorder.

After all data are collected, they are analyzed clearly involved the working data, organizing them, discovering what is the important and finding the result.[23] The researcher analyzes the data as the process of systematically searching and arranging the field notes to build and increase clear understanding about the data that was collected before.

The researcher uses the data analysis as follows:

1. Categorizing students' code-switching utterances based on level of words, phrases or clauses.
2. Categorizing the situation when the utterances occur.
3. Categorizing the utterances based on types of code-switching: intersentential switching, intra-sentential switching, tag-switching or intra-word switching.
4. Describing systematically the students' reasons use code-switching in communication.
5. Categorizing the students' utterances based on their reasons use code-switching.
6. Classifying the students' reasons based on the Eldridge's theory of code-switching functions.

FINDING AND DISCUSSION

The writer presents and analyses the data which consist of code-switching utterances (words, phrases and clauses), the situations when code-switching occur and the types of code-switching based on the theories. There are four types in the theories of code-switching. They are:

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[23] Donald Ary, *Introduction to Research in Education*, 295.

1. Intersentential switching occurs outside the sentence or the clause level (i.e. at sentence or clause boundaries).
2. Intra-sentential switching occurs within a sentence or a clause.
3. Tag-switching is the switching of either a tag phrase or a word, or both.
4. Intra-word switching occurs within a word, itself, such as at a morpheme boundary.

The writing of types in the column below is based on the types of code-switching theories stated above. The writing will be noted in number only: 1 (Intersentential Switching), 2 (Intra-Sentential Switching), 3 (Tag-Switching) and 4 (Intra-Word Switching). The data will be presented in three tables.

TABLE 4.1
KIND OF CODE-SWITCHING IN LEVEL OF WORDS

No	Utterances	Situation	Types
1	Okay, we are from the first group, today we… we will….. <u>membahas</u>…. discuss about Language Prestige and Language Ideologies. The first topic will be presented by Surya. Time is yours.	As a moderator when opening the presentation.	2
2	Is it Possible for Indonesian becomes the first language in Indonesia? We <u>mampu</u> or not? And what is the effect?	Asking a question to the presenter.	2
3	I think it is very difficult because of some reasons. It will <u>bertentangan</u> with...	Giving the addition of explanation to answer the questions from the audience.	2
4	It is stated that Indonesian is the national language in Indonesia. If we change our national language, it will change <u>isi</u> from...	Giving the addition of explanation to answer the questions from the audience.	2
5	My question is how to <u>mengaplikasikan</u> a language attitude in our life?	Asking a question to the presenter.	2
6	Do you think language attitude is like this? <u>Kayak</u>… like we say, "It's none of your business".	Asking a question to the presenter.	2
7	Every area has a minority language. Every <u>provinsi</u> has a minority language. In Java, has a Javanese, and so on.	Giving a conclusion from the discussion.	2
8	Because if Indonesians choose Melayu as the national language, I will <u>cemburu.</u>	Answering the question from the lecturer after presentation.	2
9	I will jealous because I am <u>orisinil</u> from Java.	Answering the question from the lecturer after presentation.	2

10	Can we say that <u>kenyamanan</u> language or the value of language influence language prestige?	Asking a question to the lecturer.	2
11	Okay class, this morning we are from the first group would like to present <u>opo</u>?	As a moderator, opening the presentation.	1
12	Okay, I want to answer the question from <u>mbak</u> Ririn.	Answering the question from audience.	2
13	A nurse in Australia asks her patient who is an American. The Australian speaks with Australian English "Are you going home today?" the patient <u>pahamnya</u> "are you going home to die?"	Asking a question to the presenter.	2
14	If you speak Javanese, automatically <u>ada</u> some <u>ikatan</u> between Javanese and its culture.	Answering the question from the audience.	2
15	Why English becomes the international language in the world? <u>Maksudnya</u> why not Arabic, the language of Adam…	Asking a question to the presenter.	2
16	Sorry, I have a comment, I mean I want to <u>menyangkal</u>. I disagree	Denying the presenter's statement.	2
17	Multilingual is a person who can speak more than two languages. For example, English, Arabic, <u>Jawa</u> and so on.	Answering the question from the audience.	2
18	Is there any multilingual community in deaf people? How is their way to <u>mengadaptasi</u> another language?	Answering the question from the audience.	2
19	British English, we know is different from Australian English as like in "Good Day" e… <u>menjadi</u> I mean becomes "Gidday" as in page 3.	Explaining the topic to the audience.	2
20	A certain lexical and phonological differences in English can be classified as upper class <u>tinggi</u>.	Explaining the topic to the audience.	2
21	Please, explain again about <u>aksen</u> and then <u>dialek</u>. It is influenced by regional language?	Asking a question to the presenter.	2
22	Okay, thank you for the explanation. The next explanation will be presented by <u>sopo</u>? And the last presentation will be continued by Putri. Time is yours.	As a moderator, telling the presenter to explain the topics.	1
23	<u>Dulu</u>, there was no word <u>loe</u>, <u>gue</u> but because of the development of <u>zaman</u> so <u>munculah</u> the word loe, gue as Indonesian slang.	Answering the question from the lecturer in the middle of discussion.	2

24	So, the conclusion language is <u>dinamis</u>.	Giving a conclusion from the presenter's explanation.	2
25	I think language can be used in all <u>kalangan</u> like Indonesian. For example, in Nganjuk and Surabaya people….	Answering the question from the audience.	2
26	For example, in Nganjuk and Surabaya people speak Indonesian but the <u>dialek</u> is different.	Answering the question from the audience.	2
27	Pidgin is a group of people who speak a new language. Example, people from <u>Jepang</u> and they come to America but cannot speak English fluently…	Explaining the topic to the audience.	2
28	<u>Menyanggah</u>. Last time, Mr.Udin explained about Ebonics…	Denying the presenter's statement.	1
29	First, I want to ask about Patoit and Argot in chater 2, page 4. <u>Uwes</u>?	Asking a question to the presenter.	2
30	Are Patoit and Argot are only in English? The last is in page 4. <u>Judul eh</u> the title is "adverb" in Page 4.	Asking a question to the presenter.	2,3
31	I want to answer the question from Mila. Actually, <u>sebenarnya</u> if a pidgin is a group of people……	Answering the question from the audience.	2
32	According to David Crystal theory, some essential characteristics of Modern Standard English one is : not a matter of pronunciation. Can we call her argument as ungrammatical Indonesian or not based on <u>EYD</u>?	Asking a question to the presenter.	2

TABLE 4.2
KIND OF CODE-SWITCHING IN LEVEL OF PHRASES

No	Utterances	Situation	Types
1	Is it <u>ada kemungkinan</u> for Indonesian becomes the first language in Indonesia?	Asking a question to the presenter.	2
2	<u>O iyo deng</u> is it possible for Indonesian becomes the first language in Indonesia?	Asking a question to the presenter.	1, 3
3	I mean, If English as a second Language in Indonesia, it <u>bisa dijadikan</u> the first language or not?	Asking a question to the presenter.	2
4	<u>Na itu</u> IMF and many other examples.	Answering the questions from the audience.	1,3

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5	Iyo yo how to apply a language attitude in our life?	Asking a question to the presenter.	1,3
6	Actually, Language attitude is used to…sebuah penghormatan, to respect another people according to language attitude theory. I think you can read by yourself in my paper.	Answering the questions from the audience.	2
7	We say "it's none of your business" means we don't have language attitude ngono kan?	Asking a question to the presenter.	2
8	Wo ho'o, from the back, I mean from the last question that every area has a minority language.	Giving a conclusion from the discussion.	1,3
9	Okay, I wanna make a conclusion from… belakang i opo?	Giving a conclusion from the discussion.	1,3
10	Walah yo I will jealous because…	Answering the question from the lecturer after presentation.	1,3
11	Only in German, most of Germany speak or use bahasa Jerman. Those are the example of minority language.	Answering the question from the audience.	2
12	I try to answer the question from Yasin. As I said that there are many pemunculan dialek or styles in one language. For example, Australian English, British English and American English.	Answering the question from the audience.	2
13	I have one example in a sentence diambil dari anecdote	Asking a question to the presenter.	2
14	…. that is nggak sesuai dengan nurse's meaning. How to minimalize misunderstanding between two different cultures?	Asking a question to the presenter.	2
15	It can… bisa dilihat from the context. So, the usage of language depends on the context.	Answering the question from the audience.	2
16	You know penjajahan itu happened for many many years.	Giving own statement after denying the presenter's statement.	2
17	There are voluntary migration atau sukarelawan and involuntary migrations.	Explaining the topic to the audience.	2

18	The second is cultural contact, <u>kontak budaya.</u>	Explaining the topic to the audience.	2
19	How if a person who has abilities in speaking? He <u>termasuk opo wi</u> includes multilingual also?	Asking a question to the presenter.	1,3
20	Siti explained about deaf people, sorry <u>hanya sekilas</u> understand. Is there any multilingual community in deaf people?	Asking a question to the presenter.	2
21	There are two kinds of deaf people. People who cannot listen totally and people who have only <u>gangguan pendengaran</u> or hearing impact like in Irma's thesis.	Giving the addition of explanation to answer the questions from the audience.	2
22	British English, <u>sangat berbeda eh</u>, we know is different from Australian English as like in "Good Day"…	Explaining the topic to the audience.	2,3
23	Every language has a same … <u>tujuan yang sama</u> I mean but usually the pronunciation is different.	Explaining the topic to the audience.	2
24	A certain lexical and phonological differences in English can be classified as middle class <u>kelas menengah.</u>	Explaining the topic to the audience.	2
25	…and low class <u>paling rendah</u>.	Explaining the topic to the audience.	2
26	… it is influenced by regional language? I mean <u>apakah dialek itu</u> influenced by regional language?	Asking a question to the presenter.	2
27	I answer the question from Fauzi. Sometimes, we…<u>alah anu gak sadar</u> we don't realize that sometimes we have a special accent in our language.	Answering the question from the audience.	1,3
28	Okay, thank you for the explanation. The next… <u>opo wi penjelasan</u> the next explanation will be presented by…	As a moderator, telling the time of another presenter to explain the material.	1,3

29	<u>Sebuah bahasa eh</u>… language is developed every time….	Answering the question from the lecturer in the middle of discussion.	2,3
30	He said what is the example of language relatively, <u>seperti itu</u> and the answer <u>sudah dijawab</u> by Fauzi.	Giving a conclusion from the discussion.	2
31	Do the… I mean <u>Apakah penggunaan</u> the word "you" in English is different? And why?	Asking a question to the presenter.	2
32	I want to answer the next question. In your paper, there is...<u>tanda kosong..</u> it is <u>salah ketik.</u>	Answering the question from the audience.	2
33	Pidgin is a group of people who speak a new language. People from Jepang and they come to America but they cannot speak English fluently so, they speak a new language. <u>Pembuatan bahasa baru gitu lo.</u>	Explaining the topic to the audience.	1,3
34	Okay, the more explanation will… <u>akan dijelaskan</u> by P.Umar. Okay, Mr. Andik, is it enough?	As a moderator, giving a feed back to the questioner after the presenter explained.	2
35	… last time, Mr.Udin explained about Ebonics. Is it <u>sama dengan bahasa gaul?</u>	Asking a question to the presenter.	2
36	The last is in page 4. The title is "adverb". <u>Apa hubungannya</u> adverb with the first topic, ebonic?	Asking a question to the presenter.	2
37	Please explain again the different between pidgin and creol because I don't <u>bener-bener paham.</u>	Asking a question to the presenter.	2
38	I think it is very difficult because of some reasons. It will bertentangan with <u>sumpah pemuda.</u>	Giving the addition of explanation to answer the questions from the audience.	2
39	It is stated that Indonesian is the national language in Indonesia. If we change our national language, it will change isi from <u>sumpah pemuda.</u>	Giving the addition of explanation to answer the questions from the audience.	2

TABLE 4.3
KIND OF CODE-SWITCHING IN LEVEL OF CLAUSES

No	Utterances	Situation	Types
1	For example, most of Javanese use Javanese, when we speak <u>pas kita ngomong</u> often use Javanese.	Answering the question from the audience.	2
2	Why English becomes the international language in the world? Why not Arabic, the language of Adam <u>yang diturunkan pertama ke bumi</u>?	Asking a question to the presenter.	2
3	There are some reasons why English be the first language in the world. One reason because colonialism <u>yang penjajahnya kebanyakan berbahasa inggris,</u> So people…	Answering the question from the audience.	2
4	…. so people <u>yang dijajah</u> use English and English becomes popular.	Answering the question from the audience.	2
5	Maybe, if <u>yang menjajah berbahasa arab, Arab</u> be the international language in the world.	Answering the question from the audience.	2
6	I disagree. You said because colonialism, but why <u>kita yang dijajah</u> don't use English	Denying the presenter's statement.	2
7	Do you think Standard English and Modern English same? So, <u>apa faktor-faktor yang disebut sebagai</u> influence in speaking English?	Asking a question to the presenter.	2
8	I'd like to answer the question from Mila. If a pidgin is a group of people which make a new language <u>yang membentuk barisan bahasa baru</u> that has no native speaker.	Answering the question from the audience.	2
9	Pidgin and Creol are actually not perfect yet or ungrammatically perfect <u>jadi grammarnya belum sempurna.</u>	Answering the question from the audience.	2

B. The Students' Reasons to Use Code-Switching in Communication

This part presents the description of the students' reasons use code-switching when having a presentation and discussion in the class. The data were obtained from semi-structure interview towards the students in the eighth semester of Sociolinguistics Class at English Department STAIN Kediri.

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Based on semi-structure interview, there are 6 reasons students use code-switching in communication:

1. Forgetfulness

   The first reason why students in Sociolinguistics Class use code-switching when speaking English is because of forgetfulness. Many students often forget how to say the word in English although actually they once know it. It occurs because they may do not use English for long period so they loss some English words in their mind or maybe the vocabulary is rarely used in daily communication. Because of those, the students often switch into Indonesian and Javanese when speaking English.

   To solve the problem, the researcher suggests some solutions should be done by the students. The students should memorize English vocabularies they once get. There are some ways can be done in memorizing vocabularies:

   a. The students should use English vocabularies in many different sentences. They should practice creating new sentence in speaking even writing.

   b. The students should accustom to practice speaking English regularly in any occasion such as at school.

   c. They should actively join an English environment such as English Area.

2. Lack of Vocabulary

   The second reason is lack of vocabulary. When they speak English and find an English word that they do not know how to say in English, they prefer to switch into Indonesian even Javanese. They get difficulties in a certain word or the word that is rarely used in any kind of passage even conversation. In other word, it can be said that it occurs because of limited vocabulary so the students get difficulties in transferring some words from Indonesian (source language) to English (target language). In this case, code-switching becomes the best choice to solve the gap between the speaker and the listener in communication. In specific reason, they think that it is wasting time if they open the dictionary first to find out the word in English and the effect is the listeners will get bored of waiting for a long time.

   To solve the problem, the researcher suggests to the students to accustom having a good English sense. They should practice to express everything in their mind fully in English. For example, when they watch a television and find some English word that they do not know the meaning, they should write or take a note find out the meaning in dictionary.

3. Spontaneity

   The third reason of the students use code-switching is because of spontaneity. Some students are not aware when switching in communication. Suddenly they do that in reflect without awareness. After their friends remind them, they soon realize that they have already switched into another language when speaking English. Some students said that these phenomena occur as bad habit of speaking foreign language in STAIN Kediri. In many situations, they are used to switching from one language to another in speaking every language, not only English but also Indonesian or Javanese. Their habit influences them in speaking English.

   To solve the problem, the researcher suggests the students to accustom practice speaking with English sense. They should accustom

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speaking as like the English Native Speaker speaks English. They should avoid speaking using Javanese or Indonesian style. By practicing regularly, they will be able to speak fully in English.

4. Emphasizing

The next reason is emphasizing. The students intentionally switch into Indonesian or Javanese because they want to emphasize the certain word. Sometimes, this happens when they, as the presenters, explain the topic to the listeners in the class. They speak English then continually re-explain even retranslate into Indonesian or Javanese to emphasize. Some of them think that it is more appropriate to use code-switching in order to indicate that the content is clearly understood by the listener.

To solve the problem, the researcher suggests the students to speak English well and fluently so that their explanation is clearly understood by the listener so that they do not have to repeat or emphasize the explanation in Indonesian even Javanese.

5. Ignorance of the Correct Pronunciation

The next students' reason use code-switching in communication is because of their ignorance to pronounce English correctly. When speaking, actually they know the word in English but cannot pronounce it correctly. They are afraid if they have wrong pronunciation, the listeners will not understand on what they are talking about.

In order to avoid a mistake in pronouncing English word, the students should practice listening regularly such as listening to English movie or English song. They can also know the correct pronunciation from dictionary. In addition, they should practice it in speaking.

6. Special Case

The last reason of switching into Indonesian or Javanese is because of special case. The students think that not every Indonesian word can be exactly translated and have the appropriate meaning in English so, it is better for them to switch into Indonesian or Javanese when speaking English. Some of them also think that if they force to use English, they are afraid that the listener will have different perception with theirs. They choose to switch into Indonesian or Javanese in order to avoid misunderstanding or to make the same perception on what the speaker means. In this case, certain Indonesian or Javanese word is intentionally used when speaking English.

The writer presents the data of students' reasons and their utterances in a column. Note that the utterances in the column below refer to the utterance in part A which consists of table 4.1, 4.2 and 4.3. Therefore, the number should be read as follow:

1.1 → Table 4.1 (level of words) – Utterance → "Okay, we are from the first group, today we… we will….. membahas...."

1.2 → Table 4.1 (level of words) – Utterance → "Is it Possible for Indonesian becomes the first language in Indonesia? We mampu or not? And what is the effect?"

2.32 → Table 4.2 (level of phrases) – Utterance → "I want to answer the next question. In your paper, there is...tanda kosong.. it is salah ketik."

3.5 → Table 4.3 (level of clauses) – Utterance → "Maybe, if yang menjajah berbahasa arab, Arab be the international language in the world."

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TABLE 4.4
STUDENTS' REASONS USE CODE-SWITCHING IN COMMUNICATION

No	Students' Reasons	Utterances
1	Forgetfulness	1.1, 1.2, 1.5, 1.6, 1.8, 1.13, 1.15, 1.18, 1.19, 1.23, 1.30. 2.1, 2.3, 2.6, 2.9, 2.13, 2.15, 2.19, 2.22, 2.23, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.34, 2.35, 2.36, 2.37. 3.7
2	Lack of Vocabulary	1.3, 1.4, 1.10, 1.14, 1.16, 1.23, 1.25, 1.28. 2.11, 2.12, 2.14, 2.16, 2.20. 3.2, 3.3, 3.4, 3.5, 3.6.
3	Spontaneity	1.11, 1.17, 1.22, 1.29. 2.2, 2.4, 2.5, 2.7, 2.8, 2.10.
4	Emphasizing	1.20, 1.31. 2.17, 2.18, 2.21, 2.23, 2.24, 2.25. 3.1, 3.8, 3.9
5	Ignorance of the Correct Pronunciation	1.7, 1.9, 1.21, 1.24, 1.26, 1.27. 2.12, 2.26.
6	Special case	1.12, 1.23, 1.32. 2.38, 2.39.

A. On the Level of Utterances

Based on the research findings presented in table 4.1, 4.2 and 4.3, it can be seen that there are 80 code-switching utterances spoken by the students. Specifically, the switching occurs in level of words (32 code-switching), phrases (39 code-switching) and clauses (9 code-switching). The students use code-switching mostly in level of phrases. In such a case, they get difficulty in arranging English structure or lexicon. They often confuse because English structure is different from Indonesian's, as like which one is modifier or head, so they switch into Indonesian or Javanese as the best solving problem.

That is different from code-switching in the level of words that occurs because of forgetfulness and the lack of vocabulary in a certain word or the words that are rarely used in any kind of passage even conversation. The last is code-switching in the level of clauses which occurs as the fewest. The students use code-switching in clauses rarely because it may consider as the interference of speaking. They will feel shy if speak Indonesian or Javanese too much.

Code-switching utterances occur in 10 situations: when asking the questions (26 code-switching), answering the questions (25 code-switching), explaining the topics (10 code-switching), giving a conclusion of the discussion

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(5 code-switching), denying the statements (3 code-switching), as moderator when opening the presentation (2 code-switching), giving the addition of answer (5 code-switching), telling the presenter to explain the topics (2 code-switching), giving own statements after denying presenters' statements (1 code-switching) and giving feedback time to the audience (1 code-switching).

Based on the data, it can be seen that code-switching utterances mostly occur when the students, as the audience of discussion, ask the questions to the presenters in the class. Code-Switching utterances also often occur in situation when the presenters answer the questions from the audiences. When the communication happens between the presenters and the audiences, the students often use code-switching as the solving problem of their difficulties in speaking English.

Based on the data about code-switching utterances in level of words, phrases or clauses, it can be seen that there are three Indonesian words often said by the students when speaking English, they are: 'jajah', 'dialek' and 'sumpah pemuda'.

The first word is 'jajah' then becomes 'menjajah', 'dijajah' and 'penjajahan'. Frequently, the different students say this word five times at the same time during speaking English in the class as stated in table 2.16, 3.3, 3.4, 3.5 and 3.6. This phenomenon occurs because of the students' lack of vocabulary. They do not know how to say 'menjajah' in English then finally they switch into Indonesian.

The second word is 'dialek', said four times by different students as stated in table 1.21, table 1.26, 2.12 and 2.26. In this case, the students are not confident to pronounce this English word because they do not exactly know the correct pronunciation. Finally, they just say it in Indonesian 'dialek' which also has almost similar pronunciation as "dialect".

The third word is 'sumpah pemuda'. The student says twice in the same situation, when answering the question from audience as stated in table 2.38 and 2.39. They say this word because there is no appropriate English word can be used. It is also impossible to translate this phrase lexically into English so, it is better to use Indonesian word in order to make a clear understanding and the same perception between the listener and the speaker.

In addition, there are also some Javanese words often said by students when speaking English: 'o iyo deng', 'wo ho'o', 'ngono', and 'opo'. In many cases, the students speak Javanese words without awareness. When the students speak English and forget some English words, they spontaneously switch into Javanese.

Code-switching utterances occur in four types: intra-sentential switching (67 code-switching), inter-sentential switching (13 code-switching), tag–switching (13 code-switching) and intra-word switching (0 code-switching).

Based on the data, it can be seen that most students use code-switching inside the sentence (intra-sentential). When the students speak English, at the same time they switch into Indonesian or Javanese. In addition, the data shows us that one utterance may have more than one types of code-switching, for example: in table 4.1, the utterance in number 30: *"Are Patoit and Argot are only in English? The last is in page 4. Judul eh the title is "adverb" in Page 4."*

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The utterance consists of two types of code-switching: intra-sentential switching and tag switching.

Inter-sentential switching occurs more rarely. In inter-sentential switching, the students switch into Indonesian but more often into Javanese. In intersentential switching, the utterances mostly occur in interrogative sentence.

In addition, tag-switching is also used by the students in communication. Based on the data, it can be seen that tag-switching utterances occur in Javanese. This happens because Javanese style influences the students in speaking English. There is no utterance which includes intra-word switching. This may happen because switching inside the word is uncommonly used by the students in communication, not only when speaking English but also when speaking Indonesian or Javanese.

B. On the level of the Students' Reasons Use Code-Switching and the Theory of Code-Switching Functions.

Based on the students' reasons described in table 4.4, it shows us that the students use code-switching when communicating with other because of six reasons: forgetfulness (31 code-switching), lack of vocabulary (18 code-switching), emphasizing (11 code-switching), spontaneity (10 code-switching), ignorance of the correct pronunciation (8 code-switching) and special case (5 code-switching).

Most students use code-switching because of forgetfulness. When the students speak English and they cannot recall the English vocabulary, they prefer to switch into Indonesian or Javanese. The other reasons are because of lack of vocabulary, spontaneity, emphasizing, ignorance of the correct pronunciation and special case.

The researcher uses the theory from Eldridge about the four function of Code-Switching: equivalence, floor-holding, reiteration and conflict control.

Based on the four purposes of code-switching stated by Eldridge, it can be seen that the first function, 'equivalence' has the same as the students' reason, 'lack of vocabulary'. When the students do not have the competence for using the target language explanation for a particular lexical item, they finally switch into their native language. This function is to give the students opportunity to continue communication by bridging the gaps resulting from foreign language incompetence.

The second function, 'floor-holding' has the same as the students' reason, 'forgetfulness'. In such a case, floor-holding is recognized as the best function of students use code-switching. It is used to avoid gaps in communication because of the lack of fluency in speaking English.

The third function of code-switching, 'reiteration' has the same as the students' reason, 'emphasizing'. When the students speak English, they often repeat it or re-explain in Indonesian. That is done to emphasize the meaning of the word in order to be easier understood. In such a case, reiteration is recognized as the function of code-switching. As Eldridge said that reiteration is used to reinforce, emphasize or clarify the message where it cannot be

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understood by transmitting just in one language. Finally, the students try to give the meaning by making use of repetition technique.

The last function is conflict control. This function has the same as students' reason, 'special case'. The students use code-switching when it is impossible for them to speak overall in English. The students cannot translate the word into English because they will not find the exactly meaning. In this case, the function of code-switching, 'conflict control' is used. It is used to make same perception between the listener and the speaker in order to avoid misunderstanding. The other reasons of students use code-switching are due to spontaneity and their ignorance of the correct pronunciation.

To make the discussion easier to understand, the researcher presents it in the table below:

TABLE 5.1
STUDENTS' REASONS AND ELDRIDGE THEORY

No	Students' Reason	Eldridge
1	Lack of Vocabulary	Equivalence
2	Forgetfulness	Floor-Holding
3	Emphasizing	Emphasizing
4	Special Case	Conflict Control
5	Spontaneity	-
6	Ignorance of the Correct Pronunciation	-

CONCLUSIONS

Most students in Sociolinguistics Class at the eight semester of English Department STAIN Kediri use code-switching when having presentation and discussion in the class. When speaking English, they often switch into Indonesian or Javanese. The students' code-switching utterances occur in three levels: words (32 code-switching), phrases (37 code-switching) and clause (9 code-switching). It can be concluded that the students use code-switching mostly in level of phrases.

There are six reasons why the students use code-switching in communication: because of forgetfulness, lack of vocabulary, spontaneity, emphasizing, ignorance of the correct pronunciation and special case. It can be concluded that many students use code-switching mostly because of forgetfulness.

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