CODE SWITCHING

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Abstract

This paper describes about the code switching. In multilingual society, peoples tend to use more than one language or a veriaty when they communicate to each other. They choose certain language to us in particular condition of situations. Code switching can be defined as the employment of more than one code or language in one sentence. In code switching one language may be more dominant than other. It happens when a speaker uses one language mostly than the other in a discourse. The dominant language is termed as "matrix language" while the subdominant one is "embedded language". Thus, for example the speakers of Indonesian-English code switching use Indonesian more than English, then Indonesian is the matrix language (ML) while English is the embedded language (EL).
Keyword: Code Switching, Multilingual Society.

A. Definition of Code Switching

When two or more languages exist in community, the speaker frequently switches from one language to another. This phenomenon is known as code switching. (Sridhar in McKay and Hornberger, 1996:56). Similariy, Valdes-Fallis in Yassi (2003:34) defines code switching as the use of two languages simultaneously or interchangeably.

As a matter of fact, there are two main streams of sociolinguists. Firstly, the ones that distinguishes code switching from code mixing, such as Bhatia and Ritchie; 1989, Bokamba; 1988, Kachru; 1992, Sridhar and Sridhar; 1980. They point out that code mixing is a common form of code switching that is the switching of languages within sentences. Importantly, Romaine'in Yassi (2003:38) points .out that, one criterion that is usually used in distinguishing code switching from code mixing is that the grammar of the clauses determines the language chosen. Based on this criterion, it is said that when one employs words or phrases of another language, he then will be said to have performed code mixing rather than code switching. In contrast, when a clause possessing grammatical structure and then it is constructed in the grammatical system of another language, this phenomenon will be categorized as code switching. Secondly, the ones treat the two terms as a continuum. This concept is in line with Hill and Hill (1980:112), in their study on language choice between Spanish and Nahuatl language,Mexican-Indian group. They conclude that there is no use to try todistinguish between code switching and code mixing, as in the following:

"The index counts the first occurrence of each Spanish item for a speaker, regardless of whether it is a hispanish within an otherwise thoroughly Nahuatl context or is a Spanish vocabulary

item in what might be judged a switch from Nahuatl into Spanish: we find there is no satisfactory way to draw a neat boundary between the two phenomena".

Based on the explanation above, the writer would prefer to consider code mixing and code switching as a continuum; it means that the two terms are inseparable things, meaning they are regarded as a similar concepts.

In code switching one language may be more dominant than other. It happens when a speaker uses one language mostly than the other in a discourse. The dominant language is termed as "matrix language" while the subdominant one is "embedded language". Thus, for example the speakers of Indonesian-English code switching use Indonesian more than English, then Indonesian is the matrix language (ML) while English is the embedded language (EL). Myers Scotton as found in Bentahila and Davies (1998:30) define the matrix language as "the higher frequency of morphemes in a discourse".

B. **The Difference of Code Switching and Borrowing**

Another aspect of language choice is borrowing. The term borrowing is given by Todd and Hancock (1996:85) that is "items are taken into one language from another without permission and with no prospect.of return". They further explain that borrowing can be defined as adoption or adaptation of the processes by which words and phrases from outside sources are taken into English and modified to conform to English patterns of phonology and morphology.

Borrowing is distinguished from code switching. According to Sridhar in Mc Kay and Hornberger (1996:58):

1. Borrowing may occasionally involve a few set phrases but is usually restricted to single lexical items. Code switching, however involves every level of lexical and syntactic structure, including words, phrases, clauses and sentences.
2. Borrowed words can occur even in the speech of monolinguals, whereas code switching presupposes a certain degree of bilingual competence.
3. The set of borrowed expressions in a language typically represents semantic fields outside the experience of borrowing language, whereas the expressions that occur in code switching may duplicate existing expressions.
4. Borrowings represent a restricted set of expressions with some creativity in the margins, whereas code switching draws creatively upon practically the whole of the vocabulary and grammar of another language.
5. Borrowings represent mostly nouns and marginally a few adjectives and other categories, whereas code switching draws on every category and constituent type in grammar.

C. **Type of Code Switching**

Poplack in Yassi (2001:237) classifies code switching into three categories, they are: tag switching, intrasentential switching, and intersentential switching. Tag switching involves the insertion of a tag in one language, e.g.: you know, I mean, etc.The second is intrasentential switching, referped to the types occurs within the clause or sentence boundary. The last type is intersentential switching. This switching involves switch at a clause or sentence boundary, where each clause or sentence is in one language or another. The example of tag switching in Panjabi/English is taken from Poplack in Yassi (2003:43), the example of intrasentential switching in Japaneese/English is taken from Nishimura (1993:37), and the example of intersentential in Malay/English is taken from Jacobson (1998:70).

1. Tag Switching
   I MEAN, UNCONCIOUSLY, SUBCONCIOUSLY, kari jane,
   YOU KNOW (English tag) per I WISH, YOU KNOW (English tag)
   ke me pure 1 Panjabi bol seka.
2. Intrasentential code switching
   Kodomotachi LIKED IT.
   (The children liked it)
3. Intersentential code switching
   Apa Li cakap dengan emak? FLIGHT ON SUNDAY?
   (What did Li talk about with her mother? Flight on Sunday?

Another examples of code switching between Indonesian and English found by Yassi (2001:239) used by the Indonesian students in Australia; they are intraphrasal and intralexical. Intraphrasal is the switching which occur within phrase, as in "Saya RELY sepenuhnyapada informasi, kalau- saya RELY pada diri saya susah", while intralexical is the switching which takes place within word boundary, asin "Minggu depan mas Fahim akan mengORGANIZE barbeque".Gumperz in Li Wei (1998:156) divided code switching in terms ofthe change of the situation into two; situational code switching andmetaphorical code switching. In situational code switching, the switch of language is caused by the change of situation. This type of codeswitching is supported by an assumption that only one language exist in a community is suitable for a particular situation. Therefore, when the situation changes the speaker needs to change the language in order to continue the appropriateness. This type would take place at the end of an official transaction, when a speaker might switch from the standard language to the local dialect to ask about family matters (Sridhar in McKay and Hornberger, 1996:156). On the contrary, metaphorical code switching conveys particular communicative goal, such as to mark quotation, to emphasize, to mark a punch line of joke etc.

In relation to levels of code switching Wei (1998:154) adopted a CA style (Conversational Analysis style) sequential approach; she proposed three different levels of code switching. According to her, in a given piece of conversation, we can find two speakers using different languages in consecutive turns (Level A).

This type of contrastive choices of language by two different speakers at turn boundaries are frequently found in conversational interaction involving participants of differing language abilities and-attitudes and they are often seen to signal special social as well as discourse meaning. Within a turn, a single speaker may switch code at sentence utterance boundaries (Level B). The third level of code switching refers to different constituents within a sentence utterance being encoded in different languages (Level C).

Here the writer quotes some examples of different levels of code switching taken from Wei (1998:155) as follows:

Level A:
Mother : You want some, John?
Child : Ngauw m yiu "I don't want"
Mother : M yiu "you don't want?"

Level B:
Mother : Nay, silk mut-ye a? "WHAT DO YOU WANT TO EAT?"
Child : Just apples
Mother : JUST, JUST APPLES? Dim gou m sik YOGHURT a?
WHY NOT HAVE SOME YOGHURT?
Child : No yoghurt
Mother : May-ye? WHAT?
Child : Nay wa m silk "it.
YOU SAID I AM NOT ALLOWED TO HAVE IT

D. Types of Code Switching

Beside the switch points, we will also consider the types of code switching employed by the teachers in conversation (see table 4). The teachers at Manels mostly prefer to make intrasentential switching since it is the most dominant of other types. It comprises of 78% of the data. The second larger intersentential code switching comprises of 12% of the data. It is then followed by intralexical 9%, and tag 1% of the data. The intrasentential switching is the most dominant probably because the teachers found this is easier and more practical. Yet, they can make other switching because they are English teachers, which have at least good knowledge in English.

The example of intrasentential and intersentential code switching exemplified in 20 and 21. (The segments under consideration are underlined).

20.   A: Ada LOCAL TEST bulan desember ini .....
B: Iya, selalu ada (No 86, Sp 6-4).
21.   A: Pak, masih ada buku SPEAKING satu?
I WANNA BORROW
B: Oh..di rumah . (No 27, Sp 3-11)

Intralexicel and tag switching are exemplified in 22 and 23.
22. A: Mana UMBRELLAmu, Ta?
B: Di belakang pintu. (No 7, Sp 7-15).
23. B: Saya sudah beritahu teman-teman guru,

supaya ikut bagi-bagi brosur di sekolah.
A: Itu bagus, <u>YOU KNOW</u> siswa kita sekarang DROP,
turun.. (No 59, Sp 9-1).

This finding implies that most teachers are more likely to code switch into English in smaller constituent such as phrase and clause rather than major one. This phenomenon is caused by the reality of low intensity of English used in a daily interaction in Indonesia since English is a foreign language (Yassi 2003:156).

Table 4. Types of Code Switching

No	Types of code switching	Sample codes																				Total	%
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	Intra sentential	25	30	13	5	7	12	5	11	16	9	2	16	11	8	11	2	20	3	3	2	209	78,3
2	Inter sentetial	1	10	-	-	-	6	-	1	-	-	1	-	1	2	1	3	4	-	1	-	31	11,61
3	Intra lexical	2	-	3	-	2	2	-	2	1	-	-	1	4	1	1	-	5	-	-	-	24	8,99
4	Tag	-	-	-	1	-	-	-	-	1	-	-	-	-	-	-	-	1	-	-	-	3	1,12
	Total	28	40	26	6	9	20	5	14	18	9	3	17	16	11	14	5	30	3	4	2	267	100,00

E. Conversational Function and Reasons of Indonesian-English Code Switching

In this research, it is found several function of code switching used by the teachers in Manels English Conversation Course in their conversation (see table 5). The function such as to repeat the message, to show perfect, desire to use English, to signal quotations, to show tendency to used intergrated words, to neutralize expression, and to qualify the message. This means that the variety of functions can be said exhibit the different use of English among those teachers. They have different knowledge, situation, and intention. Moreover, they have certain purposes in delivering their messages. Even though they are in the same

environment, that is Manels, and the same background, that is English. These differences emerge. Each function and reason will be explained further individually.

1. To Repeat the Message

In code switching repetition is used to clarify what is said or to emphasize a point (Gumperz 1988:78). In their conversation, the teachers in Manels use 5,28% of switches to clarify or emphasize their messages through repetition. The examples are as follow:

24. B: Emm.. kita bagi dua saja, pak. TWENTY FOR EACH CLASS. Untuk SMP, JUNIOR HIGH SCHOOL, jangan di gabung dengan
SD, ELEMENTRY. (No 2,Sp 1-2)

25. A: IT'S CALLED BREADFRUIT, buah roti, ya? Lucu kalau...
(No 32,Sp 13-15).

Since the people involve in the conversation have good basic of English, it is okay for them to use a repetition to be more understood.

It is also found that some switches belong to the repetition from English into Indonesian as in example no 26, 27, and some which belong to the repetition from Indonesian into English as in example 28 and 29.

26. B: I DO MANY DIFFERENT THINGS IN MY LIFE, banyak hal yang saya   kerjakan (No 39, Sp 1-2).

27. B: ..padahal saya selalu tekankan pada siswa
SELF MOTIVATION,   motivasi diri itu yang penting.
(No 36, Sp 2-17).

The teachers say something in English to their partners, and to make it clear also to avoid misunderstanding, they repeat the English expression in the indonesian's equivalences.

28. B: Biar umurmu panjang, LONG LIFE (No 50, Sp 3-13-14)

29. A: Eh.. itu artinya naik-naik ke puncak gunung
B: Ya, CLIMB UP CLIMB UP TO THE HIGHEST MOUNTAIN.
(No 98, Sp 6-14).

The teachers say something in Indonesian but, in order to emphasize their intentions, they repeat the message in English. If they speak to people who have limitations in English, or do not know anything about it, they must be in big trouble. However, since they talk to their partners/co-workers at course, it is understandable and could be more appropriate, assuming that they all have good basic in English. Of 14 switches that contain repetition, 7 of them are from Indonesian to English, the rest is from English to Indonesian.

2. Desire to Use English

Actually, it overlaps with the reason but, it can be said that reason emerges the function. As a matter of fact, the majority of switches found in this research are using to show/express the speakers' desire to use English comprising 56% of the data. This function is then divided into two sub-functions. They are to use

popular words among teachers (internally) and to use English words/expressions in daily life.

3. To Use Popular Words

Manels is an English course. Therefore, English is more or less in the environment at Manels. The reality affects the people, especially the teachers. After doing their jobs and getting in touch one another for several month or years, the teachers seem to possess several English words wich are very well know among them. The words are about their jobs, their friends, even their boss. These exemplified in 30, 31 and 32.

30. B: Iya, LEVEL ADULT itu hanya punya waktu satu jam....
31. B: sudah ikut PLACEMENT TEST? (No 4, Sp 12-15).

Through this expression, the speaker showed his unsatisfaction about the service at his office. The speaker used MINERAL WATER instead of "air putih" because it sounds better and the speaker did not want to hurt the feeling of the person who provides it.

43. A: Trus bagaimana sekarang? <u>ARE YOU HAPPY WITH   HIM?</u>
    B: Ya, saya cukup....(No 104, Sp 5-8).

The expression ARE YOU HAPPY WITH HIM seems to represent the speaker's doubtness about the addressee's condition. But the speaker cannot express it directly because it may hurt the addressee's feeling. Therefore, the speaker used the interrogative form in English.

4. To Show Tendency to Use the Integrated Words

Of all switches there are 7,86% which function to show tendency to use the integrated words. In this case, some English expressions have been either phonologically or morphologically integrated into Indonesian language (Yassi 2003:255). The fact is that any foreign words that are used intensively and widely by the people in a community, these words will eventually be integrated into the native language.

44. A: kenalki temanku di....
    B: Iya, Anti anaknya baik, <u>SIMPLE</u>... (No 6, Sp 2-12)
45. A: Apalagi yang bisa diEXPOSE, ya?
    B: Saya kira kita...... (No 23, Sp 3-5).

In example no 44, the word SIMPLE has been integrated into Indonesia. This word is written and pronounced "simple", a little bit different from the English word. The same case is the word EXPOSE in no 45. This word has also integrated into Indonesian become "ekspos". This word usually is used in mass media Indonesia. The teachers switch their codes into English when they come to such an expression because the subjects have been familiar enough with those integrated words.

46. A: kenapa <u>HANDPHONEta</u>, selalu tidak aktif?
    B: oh, saya ganti nomor, pak (No 78, Sp 3-5)

Nowadays, the word HANDPHONE is very famous and widely known, since they became the commonest telecommunication tool. Even the people who have a very limited English or not at all have used and know the word. Actually, this word has equivalence in Indonesian that is "telepon genggam". Yet most of the people prefer to use the former.

5. To Qualify message

Some speakers also use code switching to qualify their messages. In this case, they make their message clearer by specifying them. The general messages can be either in English or in Indonesian, and the specific ones are in English.

47. A: kenalki temanku di…..
    B: iya, Anti anaknya baik skali.
    SIMPLE, FRIENDLY, emm SMART juga (no 6, sp 2-12).

In the example above, the speaker tells about the girl. The speaker likes the girl because of her good things. The general message of her being good is made clearer by telling what makes her good therefore, her simplicity, her friendliness, and her intellingence are considered as good things of the girl.

48. A: bagus bunyi RING TONEnya MISS E. tidak sama dengan punyaku. Lebih stereo.
    B: Ini namanya POLYPHONIC RING TONE, pak.
    (No 29, Sp 2-12).

The ring tone has several kinds. One of them, the best one is polyphonic ring tone. The speaker A tells about ring tone in general and speaker B gives response by telling about one of ring tone. Speaker B specifies the topic from speaker A.

49. A: I MEAN banyak hal…
    B: THAT'S LIFE, mana ada orang yang terus hidup enak.
    THERE MUST BE LAUGHTER AND THE PAIN
    (No 112, Sp 4-6)

In the example above, LIFE is general concept and THE LAUGHTER AND THE PAIN as the specific one. It is very obvious that the speaker tells what a person will get within life. The is a specified message. Of those switches, there are 12 or 4,5% which functioned as qualifying the message.

6. To Show Respect

Among the teaches at Manels, they always call one another with certain addresses like "mister" for a man, "miss" for unmarried woman, name. it shows their respect upon one other. For the reason, it was are talking in Indonesian. It comprises of 10,11% of the data. Let's consider of following example

50. A: <u>MISTER A</u>, LEVEL berapa sore ini?
    B: LEVEL tiga…..(No 1, Sp 9-1)

Even though speaker A is talking in Indonesian when the speaker is addressing anoyher speaker, the speaker calls him MISTER.

51. A: kapan <u>MISS</u> rencana selesai ?
    B: Mudah-mudahan bisa ...(No 67, Sp 1-17)

Here, speaker A is talking to an unmarried female teacher. The use of MISS in this instance is not correct since the word stands alone and not followed by name. However, speaker A has shown the respect to speaker B, since the speaker uses MISS to call her.

  a. SO IT MEANS kuedei gong do diyingmen lo
     (they speak more English)
  b. Danhai AT LEAST ngaw meng kuei gogo jidim
     (But at least I understand what he says)
  c. Ngaw we SOLVE di PROBLEM
     (I will solve that problem)
  d. Nei FEEL do nei you mo gwukga a ?
     (Do you feel you do not hava a country?)

As can be seen from the example above, in level a the code alternation occurred at the speaking turn boundary, i.e. the child's turn who responses to the mother's offer wich is delivered in enghlish. First , "just, apples? And then switch to Chinese, dimgai m sik YOGHURT a? WHY NOT HAVE SOME YOGHURT "? Thus the code alternation within a sentence or a clause , intersententially. In this data, it is found that level B and C which accured intersententially and intersententially in this study.

7. Grammatical Constraints of code switching

In terms of gammar of code switching. Poplack's study in Jacobson (1998:54) proposed that a model of grammar, which is governed by two constraints, could generate Spanish/English code switching. Firstly, the free morpheme constraint, where the switch may not occur between a bound morpheme and a lexical form unless the lexical form has been phonologically integraed. Into the morpheme. Secondly, the aquivalence constraint. This constraint predicts that code switches will tend to occur at points where the juxtapositiom of elements from to the two languages does not violate a shyntatic rule of their language. In adittion to grammatical sonstraint of code switching, Gumperz (1998:87:89) proposed permissible switch points, syintactic relationship (Spanish-english code switching) as in the following examples (the segments under consideration are in italics) :

1. Switching is blocked between subject-predicate construction:
   - My uncle sam *is the most Americanized*
2. Switching is blocked between noun complement construction:
   - That's the book *the one that was lost*
3. Switching is blocked between verb-verb complement constructions:
   - You should *go to the field*

4. Conjoined phrases
   - Jhon stayed at home *because his wife was at work*
5. Switching is blocked between verbs of proportional attitude
- I think he went to the field

From various study of code switching in the world. Shoji azuma (1998:117) concluded, the words that can be easily code switched are those that can meaningfully stand-alone. Among them are open class words or content words such as noun, verb, and adjective.

Other segments that easily switched are conjunctions, tags and various phrasal categories (Azuma ; 114-6) as shown in the following examples:
1. Conjunction (Lingala /French)
   A-li-tu-ambia, THEN tu-ka-enda
   (he told us, THEN we left)
2. Adverb (Malay/English)
   Where did you go PETANG INI, Zam?
   (where did you go this afternoon, Zam?
3. Adverb and tag (Japanese/English)
   Soredakara, ANYWAY, asokode smoked salmon, katta no yo
   (so, anyway we bought smoked salmon there)
4. Phrases (Malay/English)
   You had better tell me with whom you played badminton?).

8. Conversational Functions of Code Switching

According to gumperz in yassi (2003:47) that linguists look at code switching as a discourse mode, or a communicative option which is available to a bilingual member of a speech community on much the same basis as switching between styles or dialects is an option for monolingual speakers, switching in both cases serves an expressive function and has pragmatic meaning.

Gumpers (1988:59) devines conservational code switching as "the juxtaposition within the same speech exchange of passeges of speech belonging to two different grammatical system or subsystem". He further explains that the alternation take the form of two subsequent sentences, as when a speaker uses a second language either to reiterate his massege or to reply to someone else's statements.

Further Gumpers (1988:75) divides conversational functions of code switching into six. Concerning the function of showing quotation or reported speech, he points out that code switching in forms of quotation or reported speech is frecuently found. He gives an example of Hindi/English code switching:

I went to Agra, to *meine apne bhaiko bola ki* (then I said to my brother that), if you come to Delhi you must buy some lunch.

In terms of addressee specifications, gumpers presents Hindi/English code switching as follows:

- A group of Hindi speaking graduate students are discussing the subject of Hindi/English code switching :
  A: sometimes you you excited and then you speak in Hindi, then again you go on to English.
  B: No nonsense , it dependes on your command of English.
  B: (shortly there after turning to a third participant, who has just returned from answering the doorbell) *kan hai bai* (who is it)?

Above, the switch serves to direct the messege to one of several possible addreessees. Moreover, Gumpers finds that code switching functioned to mark interjection or sentence filler as in Spanish/English as follows:
- Spanish/English. Chicano professional saying goodbye, and after having been introduced by a third participant, talking briefly:
  A: Well, I'm glad I met you
  B: andele pues (O.K. swell). And do come again. Mm?

Dealing with the function of reiteration, gumperz (1983:78) says thet repetition is used to clarify what is said or to emphasize a messege. As in the examples as follows:
- Hindi/English. Father in india calling to his son, who has learningto swim in a swimming pool: *Baju-me jao beta, anar mat* (go to the said son not inside). Keep to the side.
- Spanish/English. Puerto Rican mother in new York calling to her children who are playing on thre street. Vena aca (come here). Come here , you.

In the sphere of messege qualification, code switching is used to qualify construction such as sentence and verb complements or predicates following a copula. The following examples illustrate this function:
- English/Spanish. The oldest one, ia grande ia de once anos (the big one who is eleven years old).
- Hindi/English. College student conservation:
  A: *Bina vet kiye ap a gae* (without waiting you came)?
  B: *Nahi* (no), I came to the bus stop *nau bis p is p r* (about nine twenty – five).

In this last, personalization or objectivization, relatively large group or instances function is somewhat more difficult to specify in purely descriptive terms. The code contrast here seems to relate to such thing as : the destinction between talk about action, the degree of speaker involvement in, or distance from, a messege, weather a statement reflects personal opinion or knowledge, weather it refers to specific instances or has the authority of generally know fact.
- Hindi / English. College girls talking about what a male friend seid:
  A: *teara nam liya, lipa kam nam liya* (he mentioned you, he mentioned lipa)

B: *aha kya kakne* (ah what should I say) she'll be flattered. Aj mei leke a rahi thina (today I was going to boring her, see).

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