



CODE SWITCHING FOUND IN SUKA DAMAI PLAY GROUP OF KOTAKEO

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ABSTRAK: Penelitian ini bertujuan untuk menemukan jenis dan faktor yang mempengaruhi pengalihan bahasa yang digunakan oleh anak-anak dan guru di suka damai play group di Kotakeo yang terletak di desa Kotakeo, Kecamatan Nangaroro, Kabupaten Nagekeo. Dalam penelitian ini menggunakan metode kualitatif dalam menganalisis alih kode yang ditemukan di taman kanak-kanak suka damai. Untuk mengetahui tipe alih kode penulis menggunakan teori Wardhaugh (2002) dan untuk mengetahui faktor yang mempengaruhi terjadinya alih kode penulis menggunakan teori Holmes (2001). Hasil dari penelitian ini yakni ditemukan dua tipe alih kode: kode situasi dan intra-sentential alih kode. Faktor yang mempengaruhi alih kode yakni: status dan topik. Keunikan dari penelitian ini yakni ditemukan salah satu dari kedua alih kode yang sangat dominan yakni kode situasi yang dipengaruhi oleh topik dalam penggunaan dua bahasa oleh anak-anak di taman kanak-kanak Suka Damai di Kotakeo.

Kata kunci: *code switching, bilingualism*

ABSTRACT: This research aimed at finding out the types and influencing factors of Code Switching in Bilingual Children Found in Suka Damai Play Group of Kotakeo. It was conducted in Kotakeo village, Nangaroro sub-district of Nagekeo regency. This study used descriptive qualitative method in analyzing the Code Switching Found in suka Damai Play Group. The theory of Wardaugh (2002) was used to discuss the types of code switching and the Holmes' theory (2001) used to discuss the influencing factors. The result of this study indicates that were two types of code switching: situational code switching and intra-sentential code switching. The influencing factors of code switching were status and topic. The uniqueness of this research were found one of the two types of code switching which very dominant was situational code switching that influenced by topic in bilingual children found in Suka Damai Play Group of Kotakeo.

Keywords: *code switching, bilingualism*

INTRODUCTION

Language is an important part of human life. They cannot interact with one another without language. And also they cannot interact well and easily if they cannot know language of one person and other persons. On the other hand, language is very important in the daily life and serves of communication that is used as a medium for human beings to communicate and interact with each other particularly in social relationship.

Besides most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of the people having



more than one code or language is called bilingualism or multilingualism (Cantone, 2007:20). To clarify the term bilingualism or multilingualism, Spolsky (1998:45) argues that bilingualism as “a person who has some functional ability in the second language”. This may vary from a limited ability in one or more domains, to very strong command of both languages. Referring the statement of Spolsky bilingualism is a person who can speak more than one language fluently. Furthermore, Spolsky said that in everyday interaction, people usually choose different codes in different situation. They may choose a particular code or variety because it makes them easier to discuss a particular topic, regardless where they are speaking. When talking about work or school at home, for instance, they may use the language that is related to that field rather than the language used in daily language communication at home.

On the other hand, language is a tool of communication that is used as a medium for human beings to communicate and interact with each other in the world particularly in social relationship. In other community in the world, some people are able to use more than one language, which is called bilingual or multilingual speaker. Therefore so people can change language when they interact with one another, and the phenomenon is called code switching. The term of code switching has become a part of our daily conversation strategy, especially in multi-ethnic societies as Maunori, Boawae or Kotakeo itself and other village near by Kotakeo. People may select a code and switch back and forth from one code to another code. This phenomenon occurs within a social situation. There are some obvious changes in situation, such as the students talk to the teacher or among the students themselves. In the reality a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with addresses. (Holmes, 2001) said that people switch codes when they interact with others in a situation. Despite the fact that mixing and switching are often stigmatized in the communities in which they occur, they often serve such important functions as marking ethnic and group boundaries.

It is also said that code switching is alternative use of two languages and has become an increasingly topical important field of research. Code switching seems to serve important communicative and cognitive functions. Code switching also brings together contributions from a wide variety of sociolinguistics setting in which the phenomenon is observed. It addressed not only the structure and function but also the ideological values of such bilingual behavior.

Suka Damai Play group is a group of children who can speak two languages such as Indonesian and Kotakeo language, in everyday life, especially in school they always interact to each other by switching two languages; they are Indonesian and Kotakeo language. Based on the preview explanation to help reveal the code switching types, the writer decides to conduct a study in Suka Damai Play Group. For the study, the writer chooses Suka Damai Play Group of Kotakeo as the subject. The code switching that occurs in the Suka Damai Play Group, code switching that occurs between two languages are Indonesian as the national language and the Nagekeo language especially Kotakeo language as the local language. Suka Damai Play Group is located in the Kotakeo, the authors conducted research on code switching in the learning process in Suka Damai play Group. The writer chooses Suka Damai Play Group as a place of research. The Purposes of the Study to describe the types of code switching used by children and teacher in Suka Damai Play Group, and to describe factors influencing code switching is usually used by children and teacher in Suka Damai play group.



LITERATURE REVIEW

Bilingualism

We know that monolingual only knows one language. But, we can see in our society almost people are bilingual and multilingualism. According to Grosjean (2008:10) the term of bilingualism is the regular use of two or more languages (or dialects), while bilinguals are those people who use two or more languages (or dialects) in their everyday lives. According to Ball (2005:37) simple way to define bilingualism is the situation where people ability to speak more than one language. It can be described that a person who competence in more than one language and can be approached either at an individual or a social level can be called a bilingual. The situation of bilingualism is where two languages occur at ones in that society. Bilingualism is a point when the speaker of one language can produce complete meaningful utterances in another language. People who have more than one language can express their languages in their daily utterances. Ayeomoni (2006) express that bilingualism is a worldwide phenomenon. Most nations have speaker of more than one language. Individual bilingualism requires two different speech communities. In societal bilingualism on the other hand there are two different languages or language varieties that are used in a community as a means of communications. It is the contention of Wardaugh (2006:96) that bilingualism is seen as a personal and social problem, not something that has strong positive confrontation. From bilingualism phenomenon, a speaker should learn another language to communicate and has society in their relationship. In bilingual situation can produce the effect on one or more of language involved.

According to Heller (2007) bilingualism is a term which is used to describe the speaking and understanding of more than one language but can also include knowing many languages. It means that a person who is bilingual is someone who speaks at least two languages. Ball (2005:40) underscores three types of bilingualism, naming them compound, coordinate, sub-coordinate. Compound bilingualism stands for an individual who learns two languages in the same context and situations, so that two words have one common and representations in the brain, thus creating an interdependence of the two languages. Coordinate bilingualism state an independency between the two languages: the individual learns the two languages in different context, so that each word has its own specific meaning. Sub-coordinate in the one language is stronger and faster than the other one, which result in establishing one meaning, namely the one of the language which has been acquired first. Another phenomenon occurs in bilingualism is people are bilinguals also switch their language to another. Spolsky (2003:46), claims that bilinguals often switch between their two languages in the middle of a conversation. These code switches can take place between or even within sentences, involving phrases or words or even parts of words.

According to Cantone (2007:2) a bilingual is speaking to another bilingual, both languages will be activated. But if a bilingual is in a monolingual context, the state of activation of the two languages will differ. A language is said to never be fully deactivated in a bilingual. It can conclude that language mixing is said to occur when the bilingual is in a bilingual situation, hence when



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interacting with other bilinguals. In this situation, both languages will be fully activated and will therefore lead to language mixing, for example, code switching, or borrowing.

Code Switching

The term of code switching is broadly discussed and used in linguistics and a variety of related fields. Lowi (2005:1393) asserts that Code Switching as a field of study has a rich and varied literature encompassing research based on various theoretical models and research methodologies. The dominant perspectives in the study of code switching have been either sociolinguistics or grammatical in nature. The sociolinguistic approach has examined languages in contact in bilingual or migrant communities and concerns itself with the social and political motivations for its use.

Wardhaugh (2006:98) confirms that most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and there by create a new code in a process known as code switching. It is the contention of Wardhaugh (2006:101) that code switching can occur in conversation between speakers' turns or within a single speaker's turn. It can occur between sentences (inter sentential) or within a single sentence (intra-sentential) in the next case. Code switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Mesthrie (2002) claims that code switching is a linguistics term denoting the concurred use of more than one language, or language variety, in conversation. It means that multilingual people, who speak more than one language, sometimes use elements multiple languages in conversation with each other. Thus code switching is the synthetically and phonologically appropriate use of more than one linguistics variety. The motivation of switching is basically stylistic and that code switching is to be treated as a discourse phenomenon which cannot be satisfactorily handled in terms of the internal structure of sentence of sentence. In the latest book, (Mesthrie, 2009) confirms that code-switching studies are interested in the language use of individual speakers and how this is associated with certain aspects of speaker identities, and the contexts in which conversations take place. it allows speakers to feel their way and negotiate identities in relation to others. According to Auer (2002) code switching is the phenomena where elements from at least two linguistic systems are used in the same speech situation. It means that code switching is going happen because of the differences of language between an individual and community of speech where is happening around. Code switching is the change of code using (even language or variety of language) to the other code (language or variety of language) because of specific reason. It can be describe that the conclusion of the explanation above is code switching can be define as the alternation in the use of two languages (or even more) in the same discourse. The switch can happen within words, clauses, or sentences. However, there is only a switch in the language, not an integration of the word, clause or sentence into the other language.

Types of Code Switching

Situational code switching

Situational code switching is related to the factors of code switching that are participants, solidarity and status. Situational code switching occurs when the language used changes

according to the situation in which the conversation find them. They speak one language in one situation and in different one. Situational code switching because the switches between language

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always coincide with changers from one external situation (for example, talking to member of family) to another (for example talking to neighbors).

Situational code switching described about arrival of a new person and status relation between people or the formality of their interaction. For example, some new switches from English to Maori to greet his or her friend. The Maori's greeting is an expression of solidarity. So a code switch may be related to a particular or addressed.

Metaphorical code switching

Metaphorical code switching occurs within a single situation, but adds meaning to such components as the role relationship, which is being expressed. Metaphorical code switching is where the choice of language that determines the situation. Bloom and Gumperz give an example that arose out of their research in a town in Northern Norway, hemnesberget, where there is a diglossic situation. In the course of a morning spent at the community administration office, we notice that clerk used both standard and dialect phrases, depending on whether they were talking about official affairs, or not. Likewise, when residents set up to a Clerk's desk greeting and inquiries about family affairs tend to be exchanged in the dialect, while the business part of the transaction is carried on in standard. Furthermore, Wardhaugh says metaphorical code switching is a change of topic requires a change in the language used we have. The interesting point here is that some topics may be discussed in either code, but the choice of code adds the distinct flavor to what is said about the topic

Intra-sentential switching

Intra-sentential switching involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation. An example of this is "sometimes I'll start a sentence in English y termino en es panol" (italics added), (sometimes I'll start a sentence in English and finish in Spanish).

The Factors Influencing Code Switching

Participants

The participants that use code switching to his or her partners because they have certain will and goal. If a group of people are talking in one language and a non-speaker enters, they will switch code or topic or both. Viewing from the personality of the participants, there are will and goal of code switching such as the speakers who wants to change situation without any information in time and space.

Solidarity (affective function)

A speaker may similarly to another language as a signal of group membership and shared ethnicity with an addressed. Even speaker who is not very proficient in a second language may use brief phrases and words for his purpose.

Status

A switch may also reflect a change in the other dimensions, such as the status relationship between people or the formality of their interaction. More formal relationship, which sometimes involve status differences too, such as doctor-patient, administrator-client, or teacher- student. Friendly relationship involves minimal social distance, such as neighbor or friend.

Topic



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According to Holmes (2001:41), people may switch code within a speech event to discuss a particular topic. Bilingual often find it easier to discuss particular topic in one code rather than another. For many bilinguals certain kinds of referential content are more appropriately or more easily expressed in one language than the other.

METHODS

Qualitative research is used for research in this study. It has purpose to describe phenomena found in the source of data. The process of research involves emerging questions and procedures; collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. In this study, the process of research involves collecting data in the participants' conversations, analyzing the data inductively and making interpretations of the meaning of the data. One of the most important parts of a research is the research design. The research design of this study was case study with qualitative research. Qualitative method was used to describe phenomena. There was a kind of source of data in this research that is the conversation spoken by the students and the teacher in Suka Damai Play Group of Kotakeo. The conversations that contain code switching are the data of the study. In this research, data collection is conducted at natural setting, source of primary data, and data collecting technique stressed at conversation of students and teacher. Observation method is direct observation, so observation can the writer does by using sight, sense of smell, sense of hearing, organ of touch, and sense taste (Arikunto, 2010:199). Data analysis is the process of systematically searching and arranging the interview transcript, field note and other materials that the researcher accumulates to increase own understanding of them and to enable her presented what she has discovered to other.

DISCUSSION

Types of code switching in students and teacher's conversation

There are three types of code switching used by children in Suka Damai Play Group. They are Situational Code Switching, Metaphorical Code Switching, and Intra-Sentential Switching. The writer also codifies each type of Code Switching found in students and teacher's conversation. The codes are Situational Code Switching (SCS), Metaphorical Code Switching (MCS), and Intra-Sentential Switching (ISS). On the other hand, the data of this research shows the factors of influence the code switching in Suka Damai Play Group.

The Types of Code Switching Used by Children and Teachers in Suka Damai Play Group of Kotakeo Situational Code Switching

It is the contention of Wardhaugh (2002) said that situational code switching (SCS) occurs when the language used changes according to the situation in which the conversation find them, an example they speak one language in one situation and in different one.

Ipin : Cherly, *maju si nuka reta nia*."

The sentence above shows the example of SCS. Ipin as a student asked her friend using Indonesian language first (*maju=go ahead*) and then continue with local language

(*si=segera=soon, nuka reta nia=ke depan = to the front of the class*). It is SCS because Ipin wanted to reinforce the statement of the teacher. Here he switches using local language to make his

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friends feel comfortable, and then Ipin changes the formal situation become informal situation, when teacher came Cherly goes in front class uses Indonesian language but Ipin command Cherly uses local language.

Intra-sentential Switching

Intra-sentential switching (ISS) involves a shift in language in the middle of a sentence, usually performed without pause, interruption or hesitation (Wardhaugh, 2002). It means that this kind of code switching occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other. This last may also occur as speakers take turns.

Milan : Tanta ibu, ini benar apa tidak?
T : Aduuuh ... **Kesa** ini hanya satu saja.

The sentence above shows the example of ISS. The teacher starts to speak Indonesian language (*aduh=oh my god*) and then changes to Keo language (*kesa=tambah=add*). After that, she continues with Indonesian language again (*ini hanya satu saja=this only one*). Definitely, this is ISS because speaker switches the language in the middle of sentence.

The Factors Influencing Code Switching Used by Children and teachers in Suka Damai Play Group of Kotakeo

From the results of interviews with teacher in Suka Damai Play Group, the writer got answers of the factors which cause the occurrence of code switching between teacher and children in Suka Damai Play Group. The results of the teacher interview explained that happened the switching are: first : the emotional closeness between teachers and children, when teachers speak Indonesian language, children are usually silent and afraid to speak Indonesian language in the classroom but when teacher switches to Keo language children are not nervous or afraid of teacher. From the answer of teacher above and connected with the Holmes theory's is the status factor because according to Holmes people switch may also reflect a change in other dimension, such as the status relationship between teacher and children. Moreover another reason that makes the occurrence of code switching carried out by teacher and children is to help children understand the topic most quickly, connected with Holmes theory's is a topic factor because according to Holmes people may switch code within speech event to discuss particular topic. Besides, the writer find another reason that makes the occur of code switching from the result of interview with the teacher in Suka Damai Play Group are mother tongue of children, mother tongue greatly influences the occurrence of code switching because the language used by children in daily life is Keo language, so when children are forced to speak Indonesian language when the formal situation is in class, children will automatically mix the Keo language when speaking Indonesian. Second environments, the environment also greatly influence the occurrence of code switching because all children who live in the same environment and have the same language they will find it difficult to speak Indonesian language because in daily life children communicate using Keo language. The third is less fluent in Indonesian, so when speaking Indonesian they will be confused so they deliberately switch to Keo language. Based on the interview with the teacher in Suka Damai Play Group and from the answers of teacher connected with Holmes theory's the writer found two factors: Topic and



Status, meanwhile the other two factors namely participant and solidarity are not found because both the children and the teacher in Suka Damai Play Group the native speakers of the same language (Keo language)

CONCLUSION

Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world. People, then, are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby creates new code in a process known as code switching. In this case, students of Suka Damai Play Group in Kotakeo also use code switching in conversation during the class.

The study reveals the types of code switching in the conversation of students and teacher. The students tend to mostly use situational code switching in their conversation than other types of code switching. In this study, the writer also found two factors that influence code switching occur in the conversation are status, and topic. Therefore, the study of code switching is needed to improve the students' knowledge and will use it in their daily life conversation. The students should learn more about code switching itself. Dealing with the factors influencing the use of code switching in this study, there are only two factors that the writer found: status and topic, while participant and solidarity did not exist. Interestingly, this study also revealed that the code switching occurs in this school because the teacher and the students are homogenous native speakers of Keo Language, and they tend to switch codes between Indonesian Language and Keo Language in order to preserve the local language of Keo.

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