CODE SWITCHING AS A COMMUNICATION STRATEGY

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Abstrak

Tulisan ini mencoba melihat bentuk-bentuk alih kode yang digunakan oleh mahasiswa program S.3 dari universitas Hasanuddin Makassar yang berjumlah 14 orang, berasal dari berbagai disiplin ilmu yang berbeda yang mengikuti program Sandwich di Universitas Griffith-Brisbane Australia selama tiga bulan. Temuan menunjukkan bahwa alih kode berfungsi sebagai strategi berkomunikasi, apabila pembicara tidak bisa mengungkap dalam bahasa Inggris, maka dia harus menggunakan bahasa Indonesia atau bahasa daerah. Jenis alih kode yang paling sering muncul adalah kosa kata atau prase dalam dalam kalimat itu sendiri.

Key word: Code switching, communication and strategy.

I. Introduction

Code switching means the use of two or more languages within the same utterance or conversation. Switching may occur between speaker turns, between utterances in a single turn, or within a single utterance or sentence. Code-switching speech is an utterance containing two or more languages. Usually, the switching linguistic unit is in word, clause and sentence levels.

In this writing, the writer focuses on the use of code switching as communication strategy. The main aim of this writing is to investigate the Indonesian students who took Sandwich program in Griffith University in 2009 to 2010. They were staying in Australia during three months. They sometimes use code switching in communicating among Indonesian students, whether formal or informal situation.

Formal situation when they present their research proposal in the classroom, and informal situation when they communicate with their friends in cafeteria, at home, in the bus or in the picnic area. They always use code switching in order not to break communication keep going.

Before explaining in detail of this writing, the writer is going to describe the samples where I got some data of code switching. When we were sent to Griffith University-Australia by DIKTI. In the group, there are 14 persons in different tribes, of course they have different native languages. 5 persons are

from Buginese tribe and their native language is Buginese, but, they can also communicate by using Makassarese. 3 persons are from Makassarese, but they also can speak Buginese 3 persons are from Ambon, they cannot speak both Buginese and Makassarese, 2 persons are from Java, one of them can understand a little Makassarese as well as Buginese and 1 person is from Papua.,she speaks Papuanese and Javanese, because she was born in Java butshe grew up in Pappua.

Code switching is a strategy to communicate with our interlocutor. To begin gaining control of your communication code, start becoming aware of the codes you use casually around the house, at the office, or entertaining friends. Notice when people switch codes and what happens as a result. You will be amazed at how significant these shifts can be in moving talk in very different directions. I like to say that, "Code is King." Respect the King, and he will be kind (Donohue, 2004:7).

When we were in Australia, all of us must use English to communicate each other. But honestly, .only a few of them can speak English well. Therefore, code switching is an alternative way to keep our conversation running.

II. The concept of Code switching

To have a clear definition about the concept of code switching, it is necessary to show the definition given by Duran**,** (1994:1) about code-switching and its related concepts such as language transferring and language borrowing. Furthermore, he explains about developing bilinguals, and code switching (including mixing, transferring, and borrowing) with the middle and later phases of bilingual acquisition. However, while inter language is the language constructed before arriving at more ideal forms of the target language, code switching may occur during and after the inter language phase. It may happen with children who are simultaneously developing two (or three) languages from infancy, and inter language and code-switching may be less distinguishable or less discernible one from the other. In any cases, both seem to be a natural cross linguistic outgrowth of becoming or having become bilingual. In the bilingual interaction, it is needed language alternation.

Language alternation can be divided into two linguistic categories of code-switching   and   code-mixing   (Kamwangamalu,   1992).   Language alternation across sentence boundaries is known as inter sentential code-switching, while language alternation within a sentence is known as code-mixing and has been referred to as intra sentential alternation (Grosjean, 1982; Torres, 1989). In code- switching, the teacher may say,'*sudah selesai'* means (are you finished?). *Cidong* (Makassarese) means (Sit down). *Kupurai* (Tae Language) means (I like it). Thus, the transition from the Indonesian, Makassarese, and Tae

language commands to the English informative sentence of "The time is up" constitutes an inter sentential, code-switched language alternation. Embedded words, phrases, and sentences from two languages also can be found within sentences forming an intra sentential, code- mixed language alternation. For example, the teacher may incorporate words or phrases into English from his or her other language. He or she may say, "What language is *tenamo* (Makassarese)? Do you know what "*tenamo" mean?* (No more). (See Brice, et al. 2008:10).The term code switching (or, as it sometimes written Code-Switching or Code switching) is broadly discussed and used in linguistics and a variety of related field. A research of the linguistics and Language Behavior Abstracts database in 2005 shows more than 1.800 articles on the subject published in virtually every branch of linguistics (Chad, 2006:1).

On the other argument that code switching means when the speaker is able to use more than one language (e.g., bilinguals) is known the ability to use code-switch or mix in his/her languages during communication. This phenomenon occurs when bilinguals substitute a word or phrase from one language with a phrase or word from another language. To illustrate, consider this sentence, I *want a motorcycle VERDE.* In this sentence, the English word "green" is replaced with its Spanish equivalent. The Spanish adjective "verde" follows a grammatical rule that is observed by most bilingual speakers that code-switch. Thus, according to the specific grammatical rule-governing sentence above sentence. *I want a VERDE motorcycle* would be incorrect because language switching can occur between an adjective and a noun, only if the adjective is placed according to the rules of the language of the adjective. In this case, the adjective is in Spanish; therefore, the adjective must follow the Spanish grammatical rule that states that the noun must precede the adjective (Heredia & Brown, 2008:1).

There are a number of possible reasons for the switching from one language to another based on Crystal's opinion (1987). First, there is the notion that a speaker may not be able to express himself/herself in one language so he or she switches to another language to compensate for the deficiency. As a result, the speaker may be triggered into speaking in the other language for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted in some manner. Second, code switching commonly occurs when an individual wishes to express solidarity with a particular social group. Rapport is established between the speaker and the listener when the listener responds with a similar switch. This type of switching may also be used to exclude others from a conversation who do not speak the second language.

The definitions above indicate that code switching in Spanish is similar to the case of switching in Indonesian, for example, saya suka rumah besar (I like house big. Instead of I like big house such as in English). In Indonesian adjective must be put after noun, while in English an adjective describes noun.

In Indonesian, noun describes the position of adjective. That is why the Indonesian learners sometimes get difficulties in learning English, because they always compare between Indonesian and English in making sentence.

Code switching may involve Indonesian and a vernacular or Indonesian and foreign language (English), or more rarely a vernacular and a foreign language. This code switching is however a phenomenon only among the more educated people (Llamson in Nababan, 1979:208). It means in Indonesian context, when the people speak Indonesian they sometimes switch into English or local language, but when the people speak using local language, it is rarely they switch into foreign language.

It is similar opinion given by MacKey (1997:56) that code switching happens when two or more languages exist in a community, the speakers frequently switch from one language to another one when they master at least more than two languages, besides that, the speakers should know also that their interlocutor can understand if they switch to another language.

Unlike MacKey, Lehiste Auer (1998:76) argues that code switching is a perfect bilingual may switch from one language to other language during conversation takes place. Therefore, the output of code switching often bears a significant resemblance to the patterning of mixed languages. A number of scholars have proposed as a theoretical possibility that code switching could have a mixed language as an outcoe as the patterning is conventionalized by language learners. Bakker (2003:129) however claims that 'mixed languages' do not arise from code switching. The general opinion has been that there are no documented examples of such a process (McConvell, 2008:1).

Code-switching, a natural phenomenon that consists of alternating two or more languages in bilinguals' discourse has traditionally been examined in its oral production. Much attention has been devoted to its form, meaning, and grammatical patterns (Alcla, 2007:1)

Code switching means a change by a speaker (or writer) from one language variety to another one. It can take place in a different language, a person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Gal (1988: 247) says, "Code switching is a conversational strategy used to establish, cross or destroy group boundaries, to create, evoke or change interpersonal relations with their rights and obligations (Li, Fangfang, 2005:1)

Blom and Gumperz (1972) first proposed that the functions of code switching could be analyzed in terms of *situational switching* and *metaphorical switching*.

Situational switching occurs when there is a change of participants, settings, or topics.

A speaker's change of codes reflects societal norms and a consensus among participants. In contrast, metaphorical switching is entailed when speakers

use a code to convey not norm-based meaning but symbolic connotation, such as degree of involvement, objectiveness, or power struggle.

Whereas situational switching reflects the conventional linguistic expectations and usage of a community, metaphorical switching allows speakers to tap into the contextualized meaning of a code in order to convey an oblique message.

Based on the definition of code switching, it mainly includes three types: switching between different languages, switching between different dialects, and switching from formal to informal. People may employ different kinds of code switching for different purposes. Code switching has several types in the sentences.

There are four major types of switching as follows:
1. Tag-switching, in which tags and certain set phrases in one language are inserted into an utterance otherwise in another, as when a Panjabi/English bilingual says: It's a nice hana? (hai na) isn't it?
2. Intra-sentential switching, in which switches occur within a clause or sentence boundary, as when a Yoruba/English bilingual says: won on arrest a single person (won o they did not).
3. Inter sentential switching, in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other, as when Spanish/English bilingual says: Sometimes I'll start a sentence in English Y termino en espanol (and finish it in Spanish). This last may also occur as speakers take turns.
4. Intra-word switching, in which a change occurs within a word boundary, such as in shoppa (English shop with the Panjabi plural ending) or kuenjoy (English enjoy with the Swahili prefix ku, meaning 'to').

The present study analyzed the functions of CS in the speech of peers, for the primary purpose of exploring the relation between code switching functions and development of people bilingual communicative competence. In this study, communicative competence refers to the speaker's knowledge of when to speak and when not to speak, and what to talk about with whom, when, where, and in what manner (Hymes, 1974 in Reyer, 2004:79-80).

Code switching has some functions. First, it has a referential function in the sense that it can be used to facilitate communication and overcome the lack of some lexical items or expressions in a language. Therefore, code switching may compensate for a linguistic deficiency. For example, some topics are discussed in a particular language, and, then, their introduction may provoke a switch. In this case, when two people switch from English to Indonesian to discuss a certain topic, such as research proposal, because they cannot express by using English totally.

Second, code switching can serve a directive function when it involves the addressee only. This function aims either at excluding other people from the conversation or at including an individual by using her/his language. This is the case, for example, of a young couple who resort to the use of a foreign language when they do not want their monolingual parents to understand what is being said.

Third, code switching has a phatic function which is called "metaphorical switching" by Gumperz (1977) since it helps the speaker to change his/her tone throughout the conversation.

Fourth, code switching serves a metalinguistic function in the sense that it is used to show one's linguistic skills. This is the case when two speakers switch languages to impress the audience and show their mastery of the languages concerned. Examples of this can be encountered among sales people, tourist guides, politicians, etc.

Fifth, code switching has an expressive function; when two individuals express themselves in two languages in the same conversation, they express their mixed or multiple identities (Poplack, 1981:81).

Sixth, code switching may have a solidarity function in that it may express solidarity with a particular group. When the speaker understands that his/her interlocutor can speak certain language and the speaker uses in order to make solidarity.

Seventh, it can also be used for the sake of clarification, to elucidate and clarify a concept. It means, when the speaker says something and he/she uses another language, in order to clarify the meaning of utterances.

Based on previous research, we know that monolingual speakers have the capacity to switch between a variety of linguistic registers (e.g., Gumperz, 1967; Ervin-Tripp, 1964, 2001). Similarly, bilinguals also have these communicative registers that monolinguals have, but in addition they have two linguistic codes that they can alternate as a resource for sociolinguistic strategies during conversation (Ibid: 82).

Based on the research had been done by Poplack (1980) with adults and by Zentella (1982,and 1997) with children showed that those speakers who are more fluent and balanced in both languages tend to be better at alternating and switching languages. Based on these previous findings, a relation between CS and the number of years children have been exposed to their L2 was expected. The working hypothesis from a developmental perspective is that CS increases in bilingual children as they have more exposure to the L2, and it is used as a resource to extend communicative competence. A sociolinguistic theory of CS acquisition by bilingual children is necessary to understand the development of communicative competence when learning an L2 and becoming bilingual (Ibid:83).

According to (Crystal 1987 in Shan-shan, 2009:58) that there are some reasons why someone switches from one language to another. The first reason is the nation that a speaker cannot express herself or himself in one language, so he/she switches to another language to compensate for the deficiency. As the result, the speaker may be stimulated into speaking in other languages for a while. This type of code switching tends to occur when the speaker is upset, tired or distracted to some extent. Secondly, code switching commonly occurs when speaker whishes to express solidarity with particular social group. Rapport is established between the speaker and interlocutor when the interlocutor responds with a similar switching. This type of code switching may also be used to exclude others who do not speak the second language from a conversation. For instance, a conversation between two speakers in an elevator communicating in a language other than English, we exclude others from the conversation. From the speakers of different language, a degree of comfort would exist between those who have knowledge of language being spoken. The final reason, why the speaker uses code switching, because someone whishes to convey his/her attitudes to the listener. Monolinguals, for example, can adjust the tone of their language to match a perceived level of formality, thereby communicating their attitudes. Bilinguals, on the other hand, can use code switching to achieve the same effect and give their speech extra effect. Instead of interfering with language, code switching makes up for a lack of language by providing linguistic advantages.

This study focuses on how the Indonesian students interact with their friends during living in Australia during 3 moths. When they want to communicate with Indonesian's students. Actually, this study was done in three places, first, when we met in the apartment, second, when we had course class as formal situation, and the third, when we went to anyplace by using public transportation (Bus).

A. Level of Code Switching

Talking about level of code switching, the writer is going to use (Li Wei's theory in Yassi, 2003:42-43). Li Wei had investigated code switching among British-born Chinese in Tyneside, New Castle, England, she proposed three different levels of code switching which refer to the sequential position of language alternation in the turn by turn organization of conversation.

According to her, in a given piece of conversation, we can find two speakers using different language in consecutive turn (Level A). This type of constructive choices of language by two different speakers at turn boundaries are frequently found in conversational interaction involving participants of different language abilities and attitude. The second level or (level B), when a single speaker may switch code at

sentence-utterance boundaries. The third level or (Level C) of code switching refers to different constituent within a sentence-utterance being encoded in different language.

To make the point clearer, she shows some examples of the three level of code switching between English and Chinese as follows:

Level A

Mother:	You want some, John?
Chil :	Ngaw m yiu 'I don't want'
Mother:	M yiu u 'don't want?

Level B

Mother:	Nay sik mut-ye a? 'what do you want to eat'
Child :	Just apples.
Mother:	Just (n) just apples? Dimgai m sik Yoghurt a? Why not have some yoghurt?
Child :	No yoghurt
Mother:	May-ye 'what?

Level C

a. So it means kuedei gong do di yinggmen lo'they speak more English'.
b. Danhai at least ngau men kuei gogo ji dim ' but at least I understand what he says (Yassi, 2003: 42-42).

From the examples above**,** Yassi elaborates that 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 which is delivered in English using Chinese. In level B, the code alternation is marked by mother's question which is delivered in English first. In level C. indicates that the code alternation occurred within a sentence or a clause, intra sentential.

Based on the examples above, the writer concludes that code switching can be divided into three levels. First level, when two speakers communicate each other in a conversation, they sometimes use different language, but they understand one another, it is very relevant with some data were found in this research. The teacher spoke English and the students responded by using their native language. In the second level, the teachers and students sometimes use intra sentential switching in one conversation. While in the third level, they sometimes use equivalent language, it means they speak English first after that they made equivalent with another language. On the other hand, they translate into another language.

B. Data Finding and Discussion

In collecting data, the writer used **note taking** by writing the conversation where code switching occur, but the writer kept the ethic of exposing the data by not mentioning the names who express the conversation.

1. **Data at home**

Speaker:	Where are you?
Interlocutor:	I am sorry *my body is not delicious* (data.1)
Speaker:	Apa yang *dicook*?(data.2)
Interlocutor:	*Why ki*? You look not happy (data.3).
Speaker:	*What time now?* (data.4)
Interlocutor:	You *want go* to the market? (data.5)
Speaker:	Who *giliran* cook today ?(data.6)
Interlocutor:	me.
Speaker:	Thank you *bangat* dot.com. (data.7)
Interlocutor:	Yes, I will call you *ya*. (data.8)
Speaker:	*Gimana* weekenya? happy *toh*.(data.9)
Interlocutor:	Sorry *ces saya makan fishnya tadi*.(data.10)
Speaker :	Ok *deh*,Icall you later.(data.11)
Speaker :	*Mau minum apa pak,* tea or coffee?(Data.12)

Data no.1 showed that the speaker did not realize that she used code switching '*my body is not delicious*'. This is called unconscious code switching, because she used English, but Indonesian style. The word delicious commonly used for something can be eaten.

Data no.2 showed the speaker used Indonesian and mixed borrowing in the word 'dicook' means (is cooked). This is called morphological switching, because he combined Indonesian prefix (di) and English free morpheme (cook), even thouh he cannot make passive sentence.

Data no.3 showed that the speaker used English and Makassarese dialect 'whyki'. The speaker used the word in order to make intimacy. Based on Gumperz's theory that when the speaker meets his/her village mate in the certain place, he/she tents to use his/her local language to make solidarity or intimacy among them.

Data no. 4 showed that the speaker used English, but Indonesian style '*what time now?*' should be 'what is the time now?' or 'what time is it now?'. According to Chad, 2006 that when speaker uses non standard language that may be called code switching from standard form. It is the same case of data no.5. The speaker used non standard language in question 'You *want go* to the market? We can use affirmative sentence as question if we use rising

intonation, for example, you understand?, but this sentence should be 'you want to go to the market? Or the standard one' do you want to go to the market?

Data no.6 showed that the speaker used code mixing 'Who *giliran* cook today? It seemed that the speaker does not know the word 'turn'. Therefore, she used 'giliran'. This happened, because of language deficiency or language disability.

Data no.7 showed that the speaker used Javanese ' bangat' actually he wanted to say 'thank you very much'. It seemed that the speaker tried to build social formality between interlocutors, because he knew that his interlocutor is form Java. Therefore, he used Javanese word.

Data no.8 showed that the speaker said' Yes, I will call you later *ya'*. The word 'ya' in Indonesian is similar to 'yes' in English, but the speaker did not realize that she spoke English at the time. On the other hand, actually, she knows the word 'yes , but her Indonesian interfered with her native language. It includes unconscious switching.

Data no.9 showed that the speaker's sentence as such '*Gimana* weekendnya? happy *toh.* Gimana is Indonesian word, instead of 'how' weekend' is English, but the speaker used possessive 'nya' indicated that he combine free and bound morpheme. So that he continued by saying 'happy toh' the particle 'toh' is the same meaning with 'isn't it? In English, It looked the questioner asked agreement to the speaker. This is called 'tag switching'.

Data no.10 showed that the speaker used full combination; he used the word 'sorry and fish', but in the fish he added possessive' it means Sorry friend I ate your fish in the past. In the data.11 showed that the speaker mixed 'deh'. The word 'deh' sometime has no meaning, but has emphatic meaning. The last data showed that the speaker offered two choices of drinking, but she could not express in English 'Mau minum apa pak?', what do you want to drink Sir, tea or coffee?. This switching included language disability.

2. Data in the campus

Setting: The student presents his paper in front of class.

Student A: This is my *topik*.(Data.13)
Students B: *Am I asked you ?*.(data.14)
Teacher: Yes, you may ask him.
Student B: No I mean, you don't understand?
Student A: Thank you *saran-saranya semua* (data.15).

The dialogue above indicated that one of the students from Indonesia presented his paper in front of class. Firstly he made code switching by saying 'topik' see data.13 (Indonesian word) instead of '**topic'.** When another student wanted to ask, she said that 'am I asked you?'(data.14). it showed that she didn't use standard English. Actually she meant that 'could I ask you?' or might I ask you? At the time the teacher responded by saying' yes you may ask him. After the student B explained his material, the student B responded that 'No I mean, you don't understand'. She wanted to say, I disagreed with your explanation. No I mean is very Indonesian style.

The last, he combined English and Indonesian. He wanted to say 'thank you for all your suggestions.

3. **Data in bus**
    Setting Indonesian students met with Indian in the Bus.
    Indian: do you know South Bank place? (data.16).
    Indonesian: Yes, we want to go South Bank too.
    Indonesian: We *turun* together here. (data.17).
    Indian: Thank you see you, bye, bye.
    Indonesian: bye see you.
    Indonesian A: We have *salah* bus (data.18).
    Indonesian B: Today I have *conversion* ticket (data. 19).

    The group of Indonesian students met with Indian in the Bus. Indian asked one of the people who sit near her. 'Do you know South Bank place?' she replied that, yes, we want to go South Bank too. But at the time, both of them did not communicate a lot. The sentence she said, 'yes we want to go South Bank too. Honestly, the Indonesian forgot who to say 'get off' instead of she said, we *turun* together here. What made the Indian understood her sentence, because she used body language. She stood up, probably, the Indian paid attention only the phrase 'together here'. When the Indonesian A, spoke with Indonesian B by saying 'we have salah bus. Instead of 'wrong bus'. But the Indonesian B made code switching by saying '**conversion**' he wanted to say '*concession*'. It means the ticket must be used only one way. He was given ticket for returning (go and back).he should pay 2 dollar. 40 cent. The bus deriver took his money only 1 dollar 20 cent.

E. Conclusion

After analyzing the content of this paper, the writer concludes that code switching can be used as communication strategy, because if the speaker cannot express his/her idea the in target language, he/she may

combine to another language in order to keep the conversation going on. There are three kind of code switching according to Poplack and Romaine's theories: Tag switching, intra sentential switching, and inter sentential switching.

Tag switching is used to ask agreement of the interlocutor, for example, it is right, kan?. Intra sentential switching, the speaker may switch in the initial or middle of the sentence, whether, words or phrase. This kind is very frequently used by the speakers. The last is, inter sentential switching, it means speaker makes sentence and then he/she make equivalent language. On the other hand, he/she translates into another language. This kind of code switching very seldom occurs at the time. The writer predicted, because most of the learners try to practice their English in that country.

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