

AN ANALYSIS OF CODE-SWITCHING IN STUDENTS' VOICE CHAT AT GRADE XI IN SMAN I BANGUN PURBA

Wirda Jannatul Janah, Ike Betria

Universitas Pasir Pengaraian

wirdajannatuljannah@gmail.com, ikebetria@upp.c.id

ABSTRACT

The purpose of this research was to find out of code switching in students' voice chat at grade XI of SMAN I Bangun Purba. The research is focused on the utterances of Indonesian - English code switching in voice chat. This study uses descriptive qualitative that emphasizes on describing the detail of code switching in students' voice chat. The instrument of this study was observation that was gathered from students' conversation. The researcher used the sample with total sampling technique. The findings of the research showed that: the students tended to use inter-sentential switching (32,85%), and intra-sentential switching (67,14%).

Key Word: Code Switching, Voice Chat, Qualitative

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui alih kode menggunakan voice chat siswa di kelas XI SMAN I Bangun Purba. Penelitian ini difokuskan pada ucapan-ucapan dari Indonesia - kode bahasa Inggris beralih di voice chat. Penelitian ini menggunakan deskriptif kualitatif yang menggambarkan penekanan pada detail alih kode di voice chat siswa. Instrumen penelitian ini adalah observasi yang dikumpulkan dari percakapan siswa. Peneliti menggunakan sampel dengan teknik total sampling. Temuan penelitian menunjukkan bahwa: siswa cenderung menggunakan antar-sentential switching (32,85%), dan intra-sentensial switching (67,14%).

Kata Kunci: Alih Kode, Voice Chat, Kualitatif

INTRODUCTION

Communication is an important aspect in society today. People need each other to communicate in order to convey their needs and to share what they feel even if they come from different areas and have their own language. In spite of the differences that they have, they try to learn how to establish and maintain a good relationship in communicating each other. When people interact with others in society at anytime and anywhere, they must use a language. Without a language, people will find some troubles when they do their activities. In the world with different languages, people learn and use two or more languages in order to be able to interact with others.

Language is required by people to fulfill their need as an individual creature and as part of communication. Through language, people can express their ideas, mind, feeling, desire, and emotion to another or can get information from other. Language has a social function as a tool to make a connection between human beings. Everyone knows a language. Which means of communication between individuals. In other word people consider that language is the most important means of communication in human life. They cannot communicate in any real sense without language. As a communication, language has

sounds, gesture, or marks having understood meaning.

According to Coulmas (2005) code switching is regarded as controllable strategy, differing from both ordinary borrowing of individual lexical items and unavoidable interference. Moreover, Wardaugh (2006:104) describes two kind of code switching: situational and metaphorical code switching. It means code switching use two or more language in speaking.

Language becomes a tool of communication. It can be seen in many activities of human life. The researcher observed that the particular dialect or language one chooses to use on any occasion is a code, a system used for communication between two or more parties (Wardhaugh, 1986:100). People speak with each other to convey some information and to tell something in conversational activity. Beside common use, language is also used for specific purposes. Skills and language development are not only owned by people like those mentioned above, but also can be owned by people who like to surf in cyberspace, as in the virtual world we can be friends with anyone and anywhere. They are also free to communicate either directly (video call) or indirectly by chatting or via email. Social

networking sites that are currently used and the global busy is voice chat.

Voice chat is a media, communication over the internet. Voice chat is used to facilitate students learning computer in school. Voice chat facilities are yahoo messenger, MSN messenger, google talk, voice call in blackberry messenger, and skype. When the teacher introduce voice chat in senior high school in bangun purba to students, they were very interested in learning about voice chat. They were very enthusiastic in learning computer about voice chat.

One evidence about students' interest in learning by using voice chat is their frequency in using it. They often use it outside of school. The students like voice chat because it can be used through network. Voice chat used wifi network only, but also mobile phone network. In terms of cost, voice chat is not expensive, because they are many providers set it freely.

By using voice chat, students feel relaxed in the study. They felt enjoy in speaking. Students were free to talk about everything. They also invited the other friends to use voice chat. Students used the language they want. One of which they used English, but in something they use code switching between English, indonesian, local language.

Meanwhile, multilingual individual can be defined as a person who can use more than two languages. Scotton (1993) cited in Mesthrie (2008) argues that multilingual speakers may switch languages according to situations in a way that monolingual speakers switch styles of the same language natively. Since people are involved in multilingual communication, it is possible for them to code switch their speech. They who live in a bilingual or multilingual community have a tendency in using code switching in their speech towards the conversation in order to make a good communication each other.

Nowadays, switching languages is commonly used because it often occurs in daily conversation such as on the radio, on the television, and even on the internet (voice chat). Regarding the explanations above, the study is conducted to explore some important issues by conducting the use of code switching in voice chat. This study observes the types of code switching, the languages used, and the reasons of using code switching in communication shown on voice chat. The result of the study is expected to give valuable knowledge in code switching and to enrich the literature collection of the related theories employed in the present study.

METHODOLOGY

This research is qualitative research. Qualitative research is a set of research techniques in which data are obtained from a relatively group of respondents. The most important qualitative

research techniques are the narrative and the visual research, which is still often neglected.

The instrumentations of the study are conversation recorded and observation. Arikunto (2002 : 126) said that human instrument is the only primary instrument that is possibly use to collect the data needed. And than the instrumentation will be used in this research are observation and recording.

The procedure of this research, as follow :

1. Telling the students that their conversation would be recorded.
2. While students do the conversation, the researcher observed their attitude.
3. Analyzing the recording and observation the data.
4. Drawing conclusion.

According to Arikunto (2010:224) data collection techniques are the most strategic step in the study, because the main goal of the research is to obtain the data. To collect the data for this research, the researcher used recording students' conversation. The data of research were collected through recording. Students were given free to talk.

After gaining and collecting the data, the researcher analyzing the data based on criteria from Cambridge in 2001.

- 1) The researcher recorded of students' conversation in the class.
- 2) The researcher transcribed the recorded data as accurate.
- 3) The researcher classified the data which contained code-switching and each functions. The data which contained code-switching would be used as the data of investigation.
- 4) Then the researcher divided it between intersentential and intrasentential.
- 5) Then the researcher analyzed the data, after that the researcher got the finding.

FINDING AND DISCUSSION

1. Description of code switching

This section describes the results of observations researcher when do the research. The researcher got the data about code switching with observation and recorded. The firts, the researcher came to the class with English teacher. The researcher wrote students' conversation in the class. Second, the researcher ask to students what are the factors the use of code switching.

2. Analysis

This section related to the explanation of the data analysis. It involved the students' skill in term of two types of code switching, the students' voice chat and the factors which affect the students do code switching. Based on the data, there are two types of code switching found in students'

conversation using voice chat, namely *inter-sentential code switching*, and *intra-sentential code switching*.

Table I Presentage of Intersentential

No.	Intersentential	Frequency	Percentage
1.	Student 1	3	15%
2.	Student 2	1	5%
3.	Student 3	1	5%
4.	Student 4	1	5%
5.	Student 5	2	10%
6.	Student 6	-	-
7.	Student 7	-	-
8.	Student 8	-	-
9.	Student 9	1	5%
10.	Student 10	1	5%
11.	Student 11	1	5%
12.	Student 12	2	10%
13.	Student 13	-	-
14.	Student 14	1	5%
15.	Student 15	2	10%
16.	Student 16	-	-
17.	Student 17	3	15%
18.	Student 18	1	5%
19.	Student 19	2	10%
20.	Student 20	1	5%
Total		23	100%

The table 1, shows the frequency of intersentential switching from students' conversation. The from students' conversation, the researcher got the frequency was 23 times students used intersentential code switching. They were students number 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, and 20 calculazed.

Table 2 Percentage of Intrasentential

No.	Intrasentential	Frequency	Percentage
1.	Student 1	3	6%
2.	Student 2	4	8%
3.	Student 3	4	8%
4.	Student 4	4	8%
5.	Student 5	5	10%
6.	Student 6	4	8%
7.	Student 7	1	2%
8.	Student 8	-	-
9.	Student 9	-	-
10.	Student 10	2	4%
11.	Student 11	4	8%
12.	Student 12	4	8%
13.	Student 13	3	6%
14.	Student 14	2	4%
15.	Student 15	2	4%
16.	Student 16	1	2%
17.	Student 17	-	-
18.	Student 18	1	2%
19.	Student 19	4	8%

20.	Student 20	2	4%
Total		47	100%

The table 2, shows the frequency of intrasentential switching from students' conversation. The from students' conversation, the researcher got the frequency was 47 times students used intrasentential code switching. they were students number 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,19, and 20 calculazed.

After analyzing the data, the researcher categorized the use of intersentential and intrasentential code switching. It can be seen in table 3:

Table 3 Types of code switching in students' conversation using voice chat

No.	Types of code switching	Frequency	Percentage
1.	Intersentential	23	32, 85%
2.	Intrasentential	47	67,14%
Total		70	100%

From table 3, the using of intersentential code switching seemsto be more frequency two types of intersentential and intrasentential code switching most the percentage 32, 85% compares to 67, 14%. This numbers show that many voice chat in students' conversation appeared to use inter-sentential switching.

1. Intersentential Switching

Intersentential switches occur within a clause boundary. In other words, intra-switching represents switching at the clause, phrase level, or at word level if no morphological adaption occurs and the mentioned above criteria for the distinguishing code-switches and borrowings are observed.

It was defined that "inter-sentential switching involves a switch at a clause or sentence level in different languages". The switching either at clauses or between sentences in one language conforms to the rules of the other languages. From the study, the researcher found that some students prefer to use code switching between clauses and at the level of sentences.

The study found that the tables shows that it is recorded inter-sentential switching, meaning it is in the first place of the frequent type of switching occurred in the students' conversation.

Example of intersentential from record about students conversation, as follow:

- 1) Students' conversation between student 1 (A) and student 2 (B)
A: Hy bro.....
B: Hy, why you look happy today?

A: Hahahaa, *I am happy because we are the winner.* Dalam pertandingan sepak bola kemaren.

B: Owh yang itu. *I watch fight yesterday.* You kelihatan sangat bagus dalam permainannya.

A: Thanks you for pujiannya bro.

Intersentential code switching involves switching at sentential boundaries, where the first clause is in one language, and the next clause is in the other language. For example:

a. Hahahaa, *I am happy because we are the winner.* Dalam pertandingan sepak bola kemaren.

So, the students most make in English, *in a soccer game yesterday.*

b. Owh yang itu. *I watch fight yesterday.* You kelihatan sangat bagus dalam permainannya.

Actually, the students most make in English is *You look very nice in the game.*

2) Students' conversation between student 3 (A) and student 4 (B)

A: Hi, how are you friend?

B: I am fine, and you?

A: I am fine too

B: Hey, what do you think? You kelihatan busy now.

A: Yes, you alright. *I am busy now.* Karena saya sedang berpikir dimana ya saya can find my favorite novel.

B: Owh.. . do you like reading novel?

A: Yes, my hobby is reading novel.

From the conversation above, the students change the language from English to Indonesian. Example above: You kelihatan busy now most change to English is *You seem busy now.* The second code switching is Karena saya sedang berpikir dimana ya saya can find my favorite novel, the students most change to *because I was thinking where I found my favorite novel.*

3) Students' conversation between student 5 (A) and student 6 (B)

A: Hello friend, why do you bring a magazine to school?

B: ohh, hy friend, I bring a magazine to school for di baca

A: What do you mean?

B: yeah, my hobby is reading magazine. *Makanya saya bawa ke sekolah untuk saya baca di waktu luang.*

A: owh, but you do not know peraturan sekolah tidak boleh membawa majalah kesekolah.

B: Yeah, I know about it.

From the conversation above, the students change the language from English to Indonesian. Example above: most change to English is *Makanya saya bawa ke sekolah untuk saya baca di*

waktu luang, most be *so, I take it to school to read inmy spare time.* The second code switching is peraturan sekolah tidak boleh membawa majalah kesekolah, the students most change to *school rules may not bring a magazine to school.*

4) Students' conversation between student 7 (A) and student 8 (B)

A: What is your hobby?

B: My hobby is reading book.

A: Why you like reading book?

B: Because reading book make me happy. And you what your hobby?

A: My hobby vollyball

B: Why you like vollyball

A: Because is vollyball *sangat menyenangkan.*

From the conversation above, the students change the language from English to Indonesian. Example above: most change to English is *Because is vollyball sangat menyenangkan.* Finally, the students only one code switching do. The sentence of *sangat menyenangkan* that, most be change to *Because the vollyball was very pleasant.*

5) Students' conversation between student 9 (A) and student 10 (B)

A: What are you doing?

B: I chatting with you

A: You hobby chatting?

B: No, my hobby badminton

A: How about you?

B: I like singing

A: Why you like singing?

B: Because I like singing because I like singing dangdut, *bisa menghilangkan stress.*

From the conversation above, the students change the language from English to Indonesian. Example above: most change to English is *bisa menghilangkan stress.* Finally, the students only one code switching do. The sentence of *bisa menghilangkan stress*, most be change to *can relieve stress.*

Based on the classification of the data, the researcher explain about the example of intersentential. The researcher found that some students to do code switching between words and at the level of sentences. The study found that the table (see table 4.1 in the appendix) shows that it is recorded (100%) inter-sentential switching, meaning it is in the first place of the frequent type of switching occurred in the students' conversation.

2. Intra-sentential Switching

One of the types of code-switching that appeared in students' conversation is intra-sentential Switching. This type, as suggested by Poplack (1980), involves the switch that occurs at the level of words within sentences. The switching can be in the middle of sentences, clauses, or even words.

The present study shows that there are 47 conversation(67,14) categorized into the intra-sentential switching. The intra-sentential switching seemed also to be the most frequent type of switching used in bilinguals society. The followings are some of the recorded data of intra-sentential switching.

- 1) Students' conversation between student 11 (A) and student 12 (B)
A: What do you feel today?
B: I feel very-very happy.
A: Why?
B: Because tomorrow I want to aek martua *sama teman-teman*.
A: Who is your father?
B: I go and my friend in this class.

Intrasentential code switching takes place within the clause boundary, such as:

- a. Because tomorrow I want to aek martua sama teman-teman (change to *with friends*).
- 2) Students' conversation between student 13 (A) and student 14 (B)
A: How are you?
B: I am fine thanks.
A: Sebentar lagi liburan sekolah bro.
B: Yes. Apa *plan* kamu diliburkan sekolah ini?
A: Saya tidak punya rencana diliburkan ini. Bagaimana dengan kamu?
B Saya berencana ke Sumbar.
A: Apakah kamu pergi dengan *family*?
B: Yes, kamu benar sekali.

Intrasentential code switching takes place within the clause boundary, such as:

- a. Sebentar lagi liburan sekolah bro (change to school holiday soon, bro).
 - b. Apa plan kamu diliburkan sekolah ini?(change to what is your plan in this holiday?)
 - c. Saya tidak punya rencana diliburkan ini. Bagaimana dengan kamu? (change to I don't have plan in this holiday. How about you?)
 - d. Saya berencana ke Sumbar. (change to I have a plan to Sumbar)
 - e. Apakah kamu pergi dengan family? (change to what did you go with your family?)
 - f. Yes, kamu benar sekali. (change to yes, you alright).
- 3) Students' conversation between student 15 (A) and student 16 (B)
A: Where do you go next week?
B: I go to aek martua
A: Who is your friend?

B: I go to aek martua with friends. How about you?

A: I just stay at home

B: Kenapa kamu dirumah saja?

A: Because I am *lagi capek*

B: Ohh, oke.

Intrasentential code switching takes place within the clause boundary, such as:

- a. Kenapa kamu dirumah saja (change to Why are you stay at home?).
- 4) Students' conversation between student 17 (A) and student 18 (B)
A: Hy Atma?
B: Hy juga
A: How are you today?
B: I am fine and you?
A: I am fine to
B: Where do you go next week?
A: I go to aek martua.
B: Who is your father?
A: I go to aek martua with my friend. How about you?
B: Hmm, I stay at home
A: Why?
B: *Because* saya tidak punya waktu luang.

Intrasentential code switching takes place within the clause boundary, such as:

- a. Because saya tidak punya waktu luang (change to i do not time).
- 5) Students' conversation between student 19 (A) and student 20 (B)
A: Hy how are you?
B: I am fine
A: Kamu kelihatan excited banget hari ini.
B: Yes because saya akan pergi liburan
A: Where do you go?
B: I go to my mother house with my family.
A: Kamu pergi dengan *family* mu? Itu sangat menyenangkan.
B: Yeah, how about you?
A: I just at home

Intrasentential code switching takes place within the clause boundary, such as:

- a. Kamu kelihatan excited banget hari ini (change to you looked very excited today).
- b. Yes because saya akan pergi liburan. (change to Yes, because I will go on vacation).
- c. Kamu pergi dengan family mu? Itu sangat menyenangkan (change to you go with your family? That is very fun).

Based on the classification of the data, the researcher explains about the example of intrasentential. The researcher found that some students to use code switching between words and at the level of sentences. The study found that the table (see table 4.2 in the appendix) shows that it is recorded (100%) intra-sentential switching,

meaning it is in the first place of the frequent type of switching occurred in the students' conversation.

b. The factors of code switching occurrences

Answering the second question from the statements of problem, this section discusses reasons for students' voice chat to do code switching in their conversation. In this case, the present study uses theories given by Saville-Troike that "concerned about the reasons for code switching." Based on the responses from the observation from 20 students, this study found out that there are 5 criteria of reasons according to Hoffman and Saville-Troike that frequently chosen by respondents. The explanation about the five reasons for students' voice chat to switch code are as follows:

Table 4 The factors of Code Switching

No.	Factors	Frequency	Percentage
1.	About the speakers	8	40%
2.	About Patners	9	45%
3.	Present of 3 rd person	1	5%
4.	The topic	1	5%
5.	A sense of humor	1	5%
Total		20	100%

So, it is followed by talking about a speaker (40%) A speaker is sometimes a conscious effort to switch the code to your opponent for a purpose he said. For example, if a subordinate is facing his boss at the office (in formal situations), they should speak Indonesian. However the reality is not the case, when an employer uses the Indonesian language and subordinates suddenly switched codes with regional languages. It intends to turn the situation into informal official. With the situation expected informal issues under discussion will be more easily solved. From the reseacher observation, the reason' students do code switching because of speaker.

Then, the numbers show that the most frequent reason used by mostly students to use code switching is because of talking about partners (45%). Partners can cause to do code-switching, for example, a speaker wants to balance the partner's language skill. Partners can be an individual or a group. The partners can influenced speaking students use code switching.

Present of the 3rd person which comes from different backgrounds from the speaker can cause to code-switching because the 3rd person status also determine which language that shall be used,since there was one user voted it (5%).

Subject or topic is a dominant factor in determining which includes the transfer code. Usually delivered with no standard language, with little emotional and versatile style arbitrarily. If a speaker at first to talk about things that are formal,

and then turn to the issues informally, then the transition will coincide also with the code of the standard language, style-neutral and language is not serious to the raw, emotional or stylish little humor, since there was only one user voted it (5%).

Code switching frequently utilized by students, chairing a meeting or a comedian to evoke a sense of humor. For students evoke a sense of humor is in need to refresh the atmosphere began to feel lethargic (for example at last lesson). Meeting leaders need a sense of humor to deal with tensions that began to arise in solving a problem or slowdown because it has been long enough to exchange ideas and so on, since there was only one user voted it (5%). The students can do code switching because the happen about one topic to the other topic.

The students seemed to concern mostly on topic,style, efficiency, expression, that covered in 5 categories of reasons suggested by Hoffman and Saville-Troike to conduct their comments.

A. Discussion

From the study, it can be concluded that the most frequent type of code switching used in the selected conversation is *intra-sentential switching*. Based on the conversation, most using voice chat tend to switch at the level of words and phrases by emphasizing a certain word. Then, regarding to the result of the observation, most students' conversation uses English as their language combination. This shows the background of the respondents in English subject.

Thus, they prefer to do code switching to develop and apply their skill especially in English. They also switch into English because most of their friends use English in their voice chat so that they communicate in the same language. In this study, real lexical need seems to be the main reason that triggers students' conversation to do code switching. Based on the respondents' responses from the observation, it could be because of the lack of vocabulary so that they use another language to express things.

For further research related to this study, it is suggested that further studies may focus on the use of code switching performed by students in universitas level such as English Education Department in various semester and in different setting. It is not only in the social network setting but also in the daily conversation setting or other.

From the explanation above, it can be said that students of second year in SMA N I Bangun Purba .The use two languages or more by transferring from one language into others and vice versa; for example, from Indonesian into English from English into Indonesia in the user of voice chat without changing the meaning of sentence.

B. Limitation of the Research

The researcher has afforded to conduct a better research to reach maximum research result. However, the researcher realized that there were the limitations of the research, such as:

1. This research was only conducted in code switching in students' voice chat at second year students of SMAN I Bangun Purba.
2. This research only focused on the utterances of Indonesian - English code switching in voice chat. The emphasis of the study is the form of code switching, the kinds of code switching, and the factors influencing code switching in voice chat.

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter presents about conclusion, implication and suggestions of the research. It explains about conclusion that can be found in previous chapter, implication presents about important part of the research and suggestion presents about what suggestion that can be given to teacher or the students.

A. Conclusions

Based on the analysis of the data, the researcher would like to draw conclusion of the study concerning the use of Indonesian – English code switching in voice chat. After conducting the research, this chapter presents conclusion related to the studyingline with the statements of the problem and suggestion for further research. After analyzing the data, it comes to the conclusion that students mostly did code switching in students' conversation, the researcher also found:

1. There two types of code switching. They are intersentential and intrasentential. Code switching takes a variety of forms. It can occur within or at the end or beginning of sentences. In intersentential code switching, the language switch is done at sentence boundaries. This is seen most often between fluent bilingual speakers.
2. There are five the factors why students used code switching in this research. They are: about the speakers, about the partner, about the present of 3rd person, the topic, and a sense of humor.

B. Implications

The findings and conclusions of this research have some implications. The implications are follows:

1. To the researcher herself.

- a. She should be deeply in along the process of the research to find out the code switching in students' voice chat.
 - b. She should consider is taking the real data and condition in making the research.
2. To the teacher
 - a. This result of the research will help the teacher to know about the skill students' code switching in voice chat.
 - b. To add information to the readers who wants to observe the problem in the same scope.

C. Suggestion

Based on the result of analysis and conclusion above, the researcher would like to give suggestion not to only the English teacher, but also to all elements of education. Based on the result of this research, the researcher has the recommendations as follows:

1. Suggestion For Teacher

The teacher should give much motivation to the students to make them more interesting to study about English subject. The result of this study can be used as additional information for sociolinguistic subject. The material can be used as consideration in preparing, selecting and constructing for sociolinguistic classes. Furthermore, considering to the important function of language in society, English lecturers are recommended to get some inspirations to sociolinguistic subject.

2. Suggestion For Students

In order to make students success in learning and getting better result and learning English, the students use the time to study more active in learning English. The students must pay attention to teacher's explanation, so they do not doing code switching. The students have motivation to be more success in learning English and do not code switching do.

3. Suggestion For The Next Researcher

This research is hopeful give contribution to the teacher for improve our teaching and learning strategy. Then, the researcher hope this research can give contribution to the other research related code switching in students' voice chat. Study about voice chat is very interesting because the researcher know how to use social media.

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