An Analysis of Code Switching as a Communication Strategy among the Students in Pandemic Era

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ABSTRACT
This research is aimed at finding out the types of code switching used by English Language Students at Lampung University as their communication strategy. Moreover, the writer uses descriptive qualitative method by collecting the selected data for the research. In determining the types of code switching, the writer paid attention to the student's conversation during the presentation. In collecting the data for the research, the writer followed some steps. Firstly, the writer observed the student's activity in the class room and recording the activity and also the conversation. Secondly, the writer watched again the recorded data which contains of codes language that used by the students. Thirdly, the writer chooses the utterances that consisted of code switching. Forthly, the writer wrote down the data into table. The final step is to analyze the data based on the types and the factors of code switching.Finding reveal that there are two types of code switching used by the students, inter and intra sentential code switching.

Keywords: *Code Switching, Communication Strategy, Descriptive Qualitative, Codes Language.*

INTRODUCTION

In daily life, people use language as a communication tool for making an interaction each other, either as an asking question tool, giving information to other, and expressing their idea. Language is not only a means of communicative information about something, but also to maintain relationship and make a friend. Because human is social creature who cannot live alone and need many information to support their live, thus language is important thing in connecting human being. Language is defined as an arbitrary vocal symbol used by human being for communication and interaction each other, based on culture and situation get involved (The American linguists Bernard Bloch and George L. Trager).

In conversation, there are many people who speak one language also called as monolingual that they have had since they were born, it is also called mother tongue. Now, many people all over the world speak more than one language this so called bilingual even mergered. Many countries are also practicing bilingual or multilingual. It means that people who are living in these countries communicating using at least two different languages.

English is increasingly needed because most countries have been globalizing and it will continue to happen. Recently, it is easy to find bilinguals in such traditionally monolingual and bilingual countries as Indonesia as well on account of this globalization. Also, it is noticeable for them to speak different languages at the same time. In Indonesia, most people are bilingual, because they speak Bahasa and their mother tongue. Now, many Indonesian people speak more than two languages beside Bahasa Indonesia and their mother tongue. Most language students use two languages in classroom interaction. Students in language class faced with the problem of code choice (Ibrahim, 2013). It means that when the student wants to speak, they must consider and select codes that are intelligibly spoken by both sides. So, the speaker and listener know each other about the conversation being talked. The choice of codes includes the choice of dialect, style, or variety depending on the situation context.

When people are fluent in two or more languages, they often code switch, which is to alternate the speaker to speak one then another language. Nowadays, code switching has become part of our daily communication strategy, especially in multi-ethnic societies such as Jakarta, Bandung or Lampung. Speaker may switch for many reasons, forgotten or doesn't know the word in the language being spoken, the topic of conversation and their audience. Sometimes, politeness issues are determining the choice of language.

This phenomenon of code switching, occurs within a domain or social situation. There are some obvious in situation, such as the students talk with the teacher. It is easy to explain to the switch. A speaker may similarly switch one language to another language as a signal of group membership and share ethnicity with an addressee.

This fact to code switch not only happens in an informal community but also inside the class room. Many students do code switch in their class especially in presentation session. The use of both languages alternately called Code switching. When the students have difficulties to express the idea, they will switch the code to another language to make their friends understand to what they said.

Rona Dela Rosa (2016) found that the core factor on why students resort to code-switching during classroom presentations is due to a limited English vocabulary. Other factors were explored in the study. These results will provide information and understanding of students' learning motivation by looking into factors that contribute to code-switching during classroom presentations. Another previous research found that the factors influencing the code switching are maintain privacy; to make it easier to speak in their own language than to speak in English; to avoid misunderstanding; being unfamiliar with similar words in English. However, code switching can be a useful strategy in classroom (KrisnaBrista, 2010). interaction if the aim is to make meaning clear and to transfer the knowledge to students in an efficient way.

1. To help revealing the code-switching strategy, the writer decides to conduct research in a formal education. For the study, the writer chooses English

language students of Lampung university as a participant in this research. Sometimes the students in English language class switch Indonesian and English or vice versa as their style and character when they have presentation session.The writer is interested to analyze the types of code swi Communication Strategy.

When problem occurs in communication, it should be overcome by using communication strategy. There are some definitions of communication strategy that have been presented by some experts. In Littlewood (1984) said that communication strategies are the ways used by the students deals with the situation and also to get the meaning across. The students may have communication problem and needs communication strategy because the lack of vocabularies in their second language and some other problems. Therefore, they should find the alternatives to overcome their problem.

Another definition comes from Ellis (1997), she states that every student who want to communicate in their second language will face the problem because of their inadequate knowledge. In order to overcome the problem, the learner needs some alternatives to make their communication better.

A systematic technique employed by a speaker to express their meaning when they are face some difficulties can be stated as communication strategies (Dorney, 1995). Difficulty here means lack of grammar, unfamiliar topic and vocabulary in the target language. Communication strategy help students to keep on using the language to communicate with others.

2. Code Switching

Code switching is a situation in bilingual or multilingual societies where people have the opportunity to use two or more than two languages in communicating with others. When people are being ale to use more then two languages, they can do code switch to find better ways to deliver the meaning. Another definition of code switching comes from (Jamshidi&Navehebraim) stated that the alternation of two languages within a single discourse, sentence, or constituent. There are some functions of code switching based on Bullock & Toribio 2009 such as filling linguistic gaps, expressing ethnic identity and achieving particular discursive aims.

According to Cook (2014:405) it is important to allowed the students using their first language but they also have to use their second language in as many situations as possible and to observe when and why code switching should occur in communication. Code switching can contribute the risk of misunderstanding among the speaker and the listener. In classroom activity code switching can be used to make learning process more effective. In presentation session, when the presenter explains the material, it can be useful to translate or explain some material that still unclear in their first language. Code switching can also facilitate the learner in studying grammar and

vocabulary. Kumar and Arenda (2012) state that grammar instruction was the area that contained the largest amount of code switching.

Code switching can occur within, at the end or in the beginning of the sentence. There are three types of code switching. In Inter-sentential code switching, the language switch is done in a sentence boundaries, word or phases at the beginning or end of the sentence.This type of code switch is seen most often in fluent bilingual or multilingual speaker. The second type of code switching is called intra-sentential switch. The switching is focus from one language to another language. This type of switch is occurredin the middle of the sentence with no interruption, hesitation, or pause indicate a switch. This type of code switch occurs unconsciously. The last type is Extra-sentential code switch. This type od code switching of either a single word or a tag phrase (or both) from one language to another. This type is common in intra-sentential switches.

METHOD

This studied aims to answer the research question about the types of code switching used by the English language learning in Lampung University.The method of this research is qualitative. Qualitative method is used to know something intensively. Design of this research is a descriptive case study. It means that the writer wants to describe the data which are found in classroom activity about code switching used by the students between Indonesian- English or English- Indonesian. After that the writer will classify the data in order to make easier interpretation of people. The participant of this study were 7 undergraduatestudents of English Education department in Lampung University. The data was collected through the observation, recording of the classroom interaction, and interview.

FINDINGS AND DISCUSSION

In collecting the data for the research, the writer followed five steps. Firstly, the writer observed the students activity in the class room and recording the activity and also the conversation. Next, the writer watch again the recorded data which contains of codes language that used by the students. Then, the writer chooses the utterances that consisted of code switching.After that, the writer write down the data into table. The final step is to analyze the data based on the types and the factors influence code switching.

During the observation, the class was had presentation from the students. There are several conversationsthat contain code switching.For this study, the writer analyses dioalogs that use code switching. The writerchooses the dialogs randomly which are interested to be analyzed that is used by the students in classroom activity.

There are two types of code switching that occur in the conversation being analyzed.

1. Inter-sentential code switching: in this case the switch occurs outside the sentence or a clause.

    I'm not sure but I think it is aaaa one goal for one domain, eeeee if we are confuse or we can state our goal in domain. maksudnyakalomisalnyabingunginimasuk domain a, b, c, dan d.

    The speaker tried to answer the question from her friend. To make her friend understand about her explanation she adds the information by using Bahasa and to avoid misunderstanding.

2. Intra-sentential code switching: for this case, the switch occur within the sentence or a clause.

    The core competensi is sikap, in this case divided inti two attitude,spiritual and also social. So I think this is can be state as domain yaeee for core competency, sikapand thanpengetahuan and the last is keterampilan motor skill.

    From the data above, the speaker switches the code within the sentence. The switch occurred to emphasize the main topic being discussed.

    To add the information about the types of code switching, the researcher also has the interview with the participant in this research to find out the factors that influence the code switching during virtual learning. The researcher found that there are three factors influencing the code switching.

1. Not familiar with the word or topic
2. To avoid misunderstanding
3. To add emphasize

CONCLUSION

In conclusion, code switching is a phenomenon that is inevitable in bilingual communities. It occurs mostly in second/foreign language teaching and it can be used beneficially in classroom activities especially in pandemic era, because the speaker and the listener is in distance, so the speaker need strategy to make communication run well and to make the listener understand about what the speaker said. The finding of this research reveals that code switching usually occur in students' conversation in the types of inter and intra sentential code switching. The results of the study can be used by the EFL to improve their communication strategy for many purposes, not only about code switching but also for other communication strategy.

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