The Context of Using Code Switching between Students and Lecturers at Islamic Education Management Study Program: A Sociolinguistic Study

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Abstrak- In general, the use of code switching often occurs among the community. But in this case, the context of the use of code switching used by students and lecturers in the Islamic education management study program has characteristics and uniqueness that can attract someone's attention. This study aims to describe the form and context of the use of code switching between students and lecturers in the Islamic education management study program. The method used in this study is a descriptive qualitative research. The data in this study are sentences containing code-switching utterances, while the data source is the utterances of students and lecturers in the Islamic education management study program. The data were obtained from interviews with students and lecturers by voice recording and field note-taking. In addition, the researchers also used the reflective-introspective method. The collected data were then transcribed into a written form of orthographic transcription. The method applied for analyzing the data is equivalent and distributional method. Meanwhile, the methods used for displaying the results of data analysis are informal and formal steps. The results showed that there were 3 forms of code switching in speech between students and lecturers, namely 1) code switching from EL to IL; 2) code switching from ML to IL; and 3) Code switching from AL to IL. The context of its use is motivated by multilingual factors, speakers, speech partners, topics of conversation, atmosphere of conversation, weak language, lack of vocabulary, just prestigious, and wanting to make it easier for the speech partner to understand the message conveyed.

Keywords: Context of Using Code Switching, Sociolinguistic Study

I. INTRODUCTION

Humans are referred to as social beings because they cannot live without the help of others. One of the tools to make it easier for humans to interact is language. Language has an important role in life because besides being used directly or orally, language can also be used as a written communication tool and used by humans to convey thoughts, ideas or feelings. Language has its own uniqueness and peculiarities according to the scope of each area. Thus, language has several different variations, so that in everyday life, a speaker will insert a code-switching or code-mixing utterance.

If a speaker uses two or more languages alternately, it can be said that the speaker is in a state of code switching. Code switching is the process of switching or changing the language

code from one language code to another. Code switching occurs because of the desire of speakers who want a different language change. For example changing the language code from Indonesian to English. Suwito (1983) Code switching is switching from one code to another, so if a speaker first uses code A (for example, Indonesian), and then switches to using code B (for example, Javanese). In addition, Ohoiwutun (1997) Code switching is the switching of the use of language or dialect of another language or dialect.

Furthermore, Aslinda and Leni (2002) code switching is a symptom of a shift in language use that occurs due to situations and occurs between languages and between varieties within one language. Meanwhile, according to Apple (in Chaer and Agustin (2010) suggests that code switching is a symptom of language switching that involves more than two languages used in acts of communication. Based on the explanation above it can be concluded that, Code switching is the process of switching or changing the language code from the code one language to another language code caused by certain things in accordance with existing conditions, for example the transition from Madurese to Indonesian.

In teaching and learning activities students in the Islamic Education Management Study Program often use code-switching to practice their language skills and practice using a certain language in discussing a matter. Students of the Islamic Education Management Study Program often use code-switching in English lessons due to several factors. like students who can not speak English and students who only understand but don't know how to pronounce in English. The use of code switching in the Islamic Education Management Study Program also occurs in learning Arabic, namely the use of Indonesian and Arabic. This occurs because students do not know what Arabic they want to convey.

So far, researchers have never found similar research, but there are several studies that have similarities with this study. The researches about code-switching was conducted by Murniarti, Munaris & Ariyani (2015); Thesa (2017); Lubis, Surya & Muka (2017); Eyato (2018); Sundoro, Suwandi & Setiawan (2018); Munandar (2018) Akhir, Rahayu & Wulandari (2018); Fanani & Ma'u (2018); Marni, Harliyana & Rahayu (2020); Sundoro (2020); Umami & Ghazani (2021); Muta'allim, Nawawi, Alfani, Ghaffar & Wafi (2022); Zolkapli, Mohamad, Mohaini, Wahab, & Nath (2022); Nahak & Bram (2022); Nerdi, Utami & Skolastika (2022) and Pratama (2022).

While, the researches about sociolinguistic and politeness was conducted by Garayev & Martynov (2019); Brand, Budiarta & Susanthi (2022); Rosyiidah & Hikmah (2021); Munirah, Thaba & Yusuf (2021) and Karimi, Jalilifar & Bagheri (2021); and the researches about the language was conducted by Muta'allim, Sofyan, & Haryono (2020); Salikin, Muta'allim, Alfani, Hosaini, & Sayfullah (2021); Muta'allim, Alfani, FMahidin, Agustin & Wicaksi (2021); Susanthi, Warmadewi, & Claria (2022); Sofyan, Yudistira, Muta'allim, Alfani & Ghaffar (2022); Dahlman (2022); Craig & Xiong (2022).

Based on several previous studies, researchers have not found consistent research, but there are several studies that have similarities in this study. The similarity of the research conducted by the researcher and the previous research lies only in the research subjects, namely they both examine code switching. While the difference lies in the research object which includes location, informants, type of research, research model, methodology, informants and others. In addition, previous research has not discussed the context of the use of code switching in Islamic Education Management Study Program classes and has not examined variations in code switching in classes which include code switching from EL to IL, ML to IL, and AL to IL. Thus, apart from being something new, it is also something that is very unique and has never been studied before. Therefore, researchers are very interested in researching it.

There are several reasons that prompted researchers to conduct this research, including (1) there is often a difference in the use of language between lecturers and students in the Islamic Education Management Study Program; (2) the forms of code switching used are very varied; (3) the context of the use of code switching used by lecturers and students varies greatly based on the context; (4) there are several factors behind it; and (5) the context of using code switching has a positive impact. Thus, the researcher formulated the problem, namely how to form and use code switching between students and lecturers in the Islamic Education Management Study Program? To answer the problem formulation, researchers need code switching theory.

Code switching is a transition of speech from one language to another. For example, lecturers or students use Indonesian when

speaking and then switch to Madurese, Arabic, English or other languages. For example, when a lecturer communicates in English, students respond in Indonesian or another language. Apple (1976) says that code switching is a symptom of a shift in the use of language due to changing situations. Hymes (1973) argues that code switching does not only occur between languages, but can also occur between varieties or styles contained in one language.

Jendra (2001) revealed that code-switching is a situation where code-switching is carried out for certain reasons. Poplack (2004) emphasized that "Code switching tends to be speech, in an unintegrated form, with elements of language from two or more languages, with no change of speech partner or topic". Furthermore, Muharram (2008) states that "code-switching is not a coincidence or happens haphazardly, nor is it a disorder of language use as many people say, but is determined by social and situational circumstances and social meaning. Soewito divided the types of code switching; Among them are internal code switching and external code switching.

II. RESEARCH METHODS

This research uses descriptive qualitative research. Salikin (2017) states that qualitative research is an umbrella term that encompasses various kinds of philosophical orientations associated with interpretive terms. Often, a qualitative research is also called ethnographic research, case study, phenomenology, educational criticism or various other terms. Moleong (2000) states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words about certain characteristics.

Furthermore, Strauss and Corbin (2007) state that qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of computation. That is, qualitative research is research that is not in the form of calculations, namely discussing life, communication, stories, novels, poetry related to texts. The data in this study are sentences containing code-switching utterances, while the data source is the utterances of students and lecturers in the Islamic education management study program.

The data were obtained from interviews with Students and Lecturers by voice recording and field note -taking. In addition, the researchers also used reflective-introspective method. The collected data were then transcribed into written form of orthographic transcription. The method applied for analyzing the data are equivalent and distributional method. Meanwhile, the methods used for displaying the results of data analysis are informal and formal steps.

III. RESULTS AND DISCUSSION

The results showed that there were 3 forms of code switching in speech between students and lecturers in the Islamic Education Management Study Program, namely 1) code switching from English to Indonesian; 2) code switching from Madurese to Indonesian; and 3) Code switching from Arabic to Indonesian. The context of its use is motivated by multilingual factors, speakers, speech partners, topics of conversation, atmosphere of conversation, lack of vocabulary, just prestigious, and wanting to make it easier for the speech partner to understand the message conveyed.

1. Form of Code Switching

Code switching is an event of switching from one code to another. For example, speakers using Arabic switch to using Indonesian. Fishman in (Chaer and Agustina, 2010) states that the language context can affect a person's code switching, depending on who speaks, in what language, to whom, when and for what purpose.

Code Switching from English into Indonesian Context: On Monday afternoon, Mr. Alim. Mr. Alim is one of the humorous lecturers at the Education College of Togo Ambarsari Bondowoso. As usual, if Mr. Alim enters the class he always greets and does not forget to greet students. Thus, the students replied as follows:

Mr. Alim : *<Good afternoon, students>*
'Good afternoon, students'
Students : *<Selamat sore juga pak>*
'Good afternoon, Mr'
Mr. Alim : *<Bagaimana kabar kalian semua?>*
'How are you?'
Students : *<I'm fine, thanks, and you?>*
'I am Fine, thanks, and you?'
Mr. Alim : *<Alhamdulillah, I am fine too>*
'Alhamdulillah, I am fine too'

The speech above is a code switching speech from English to Indonesian. It is said so, because when Mr. Alim said *<Good afternoon,*

students>, the students answered *<Selamat sore juga, Pak>*. Conversation between Mr. Alim and students are categorized as code-switching because at first, Mr. Alim greeted students in English, namely *<Good afternoon, students>*, however, students did not answer in English but they answered in Indonesian, namely *<Selamat sore juga, Pak>*. In addition, when Mr. Alim used Indonesian with the *<Bagaimana kabar kalian semua?>*, instead the student answered in English, namely *<I'm fine. Thanks, and you?>*. Seeing this, Mr. Alim also did code switching, namely when an English student said *<I'm fine. Thanks, and you?>*, then Mr. Alim uses Indonesian sentences, namely *<Alhamdulillah, Baik juga>*.

The context of using the code switching above was carried out by students at Mr. Alim because they invite jokes. This is done because they think that Mr. Alim is a humorous lecturer, which during class learning, he always decorates with entertainment, jokes and so on, so that students are very happy during teaching and learning activities in class. In addition, when students use English, Mr. Alim responds by using Indonesian even in learning English. This shows that Mr. Alim responds to the jokes of the students with humor. The use of code switching is not due to errors in language, but because there is an intentional element with the aim of making entertainment in the class.

Code Switching from Madurese Language into Indonesian
Context: On Wednesday, at noon to be precise, female students on behalf of Alifathur Rohmah (AR) and Siti Munawwaroh (SW) were gathering in class and chatting about their final project in the form of a scientific article. Thus, the two of them asked each other about the progress of the final project, as shown in the conversation below:

AR :*<Eh, bekna la mareh ngerjaaghin tugas se pak Ghasi?>*
  'Eh, have you finished doing Mr. Ghasi's assigment?'
SM :*<Iya, sudah selesai tadi malam. Kalo kamu?>*
  'Yes, it was finished last night. How about you?'
AR :*<kalo punya aku masih ada yang belum selesai, soalnya ada yang tidak aku pahami>*
  'I have something that hasn't been

finished yet, because there's something I don't understand'
SM :*<Sekemma se bekna tak paham, marah ebelekna>*
  'which part is not understood, let me help'
AR :*<tentang Metodologi itu>*
  'about the Methodology'

The conversation above is code switching from Madurese to Indonesian. It was said that, because during the chat, AR spoke using Madurese, namely *<Eh, bekna la mareh ngerjaaghin tugas se pak Ghasi?>*, but SM replied using Indonesian, namely *<Iya, sudah selesai tadi malam. Kalo kamu?>*. During the conversation, SM had switched the code to Indonesian, where AR initially asked to use Madurese.

Apart from that, AR uses Indonesian, namely *<kalo punya aku masih ada yang belum selesai, soalnya ada yang tidak aku pahami>*. This is done by AR because SM uses Indonesian. However, when AR used Indonesian, SM responded in Madurese, namely in the sentence *<Sekemma se bekna tak paham, marah ebelekna>*. Such incidents often occur in Islamic education management study program classes. This is due to habit factors, reflexes, so that it is easy to understand, the speaker's background, class atmosphere and others.

Code Switching from Arabic to Indonesian
Context: on Thursday afternoon is learning Arabic (AL) courses. The lecturer in charge of the AL course is Ms. Dila. As usual, before starting teaching and learning activities, Mrs. Dila always greets students with the following sentences:

Mrs. Dila :*<Masaul khair>*
  'Good afternoon'
Students :*<Sore juga, Bu>*
  'Good afternoon, Mrs'
Mrs. Dila :*<Bagaimana kabarnya hari ini?>*
  'How are you today?'
Students :*<bi khoir Alhamdulillah, wa anti?>*
  'Alhamdulillah, I am fine. How are you, Mrs. Dila?'
Mrs. Dila :*<Alhamdulillah, bi khoir>*
  'Alhamdulillah, I am fine'

The speech above is a code switching

speech from AL to IL. This is known, when Mrs. Dila entered the class and greeted the students with the phrase <*Masaul khair*>. The sentence <*Masaul khair*> is a sentence of greeting or greeting that comes from AL which means 'good afternoon'. Mrs. Dila used the phrase <*Masaul khair*> in greeting the students in class because at that time it was a AL course. However, the students didn't reply with AL as well, but they replied with IL, namely the sentence <*Sore juga, Bu*>. Hearing the student's response to using IL, Mrs. Dila turned to IL as well to follow the flow of students by saying <*Bagaimana kabarnya hari ini?*>. However, not as expected by Ms. Dila, the students instead used AL when Ms. Dila used IL, namely using the sentence <*bi khoir Alhamdulillah, wa anti?*>. When students answered and asked questions using AL, Mrs. Dila immediately responded using AL as well.

The context of using code switching from AL to IL is common among Islamic boarding schools. However, in this context, lecturers and students do code switching at certain times, namely during AL learning in class. The thing that is very unique about the use of code switching is that students intentionally switch code from AL to IL and from IL to AL. Whereas Mrs. Dila initially used AL and switched to IL because she followed the flow of students. However, when the students used AL in the sentence <*Alhamdulillah, wa anti?*>, Mrs. Dila responded with BA as well, namely in the sentence <*Alhamdulillah, bi khoir*>. Thus, Ms. Dila uses code switching from AL to IB and from IB to AL with the aim of adjusting the language code used by students and wanting to balance their ability to use AL.

2. Factors Causing Code Switching at Education College of Togo Ambarsari Bondowoso

There are several factors behind the use of code switching between students and lecturers in the Islamic Education Management Study Program, namely multilingual factors, speakers, speech partners, topics of conversation, atmosphere of conversation, lack of vocabulary, weak language owned, just being prestigious, joking around, and want to make it easier for speech partners to understand the message conveyed. The form of code switching in speech between students and lecturers is code switching from EL to IL, ML to IL and AL to IL.

IV. CONCLUSION

Code switching is the process of switching or changing language codes from one language code to another. The code switching that occurs for students and lecturers in the Islamic education management study program is the language switching from EL to IL, ML to IL and AL to IL. The factors that cause language switching are multilingual factors, speakers, speech partners, topics of conversation, atmosphere of conversation, lack of vocabulary, weak language, just being prestigious, joking around, and wanting to make it easier for the speech partner to understand the message being conveyed.

The research still requires further research because it still has room for the development of findings that will enrich scientific treasures. In addition, it is hoped that the research results can be used as a reference for future researchers so that they can conduct more accurate and in-depth research, not only on code switching but on the impact on learning and the ability to practice a skill in a standard and unified language.

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