

Analysis of Code-Switching in Japanese Language Classroom

Dian Dwi Novianty, Nuria Haristiani
 Department of Japanese Language Education
 Universitas Pendidikan Indonesia
 Bandung, Indonesia
 nuriaharist@upi.edu

Abstract—This study aims to describe the forms of code-switching and the causes of their occurrence in Japanese language classrooms. The object of this study includes nine Japanese language learners with level 4 Japanese Language Proficiency Test (JLPT N4) in a language training institution in Bandung. The data were collected using tapping techniques in the form of conversations during a 90-minute class. The results of the study showed that there are two forms of code-switching found from the data, namely internal code-switching, and external code-switching. Internal code-switching includes formal and informal language. External code-switching mainly occurred as inter-language switching between Japanese-Indonesian, Indonesian-Japanese, and Japanese-English. Meanwhile, the code-switching occurred influenced by the factors such as speakers' language skills, speech partners, the presence of third person, participation of the audience, and the topic of the conversations. The results of this study imply that code-switching is beneficial to a bilingual learner as shown in Hymes' speech skill assessment sheet.

Keywords: *bilingualism, code-switching, speaking, speech components*

I. INTRODUCTION

Based on several decades of research on bilingual interaction, it is clear that code-switching—defined here as the systematic alternating use of two language or language varieties within a single conversation or utterance—is a characteristic feature of bilinguals' speech rather than a sign of a deficiency in one language or the other (Li, 2000). Code-switching is a symptom of switching language use due to changing situations. Moreover, it can occur between languages, inter-variant, inter-register or inter-group (Warsiman, 2014). People sometimes switch code within a domain or social situation, when there is some obvious change in the situation, such as the arrival of a new person (Holmes, 2013). In an interactional contexts, code-switching has been shown to serve both discourse-related function, which organize conversation by contributing to the interactional meaning of a particular utterance, and participant-related function, which are switches corresponding to the preferences of the individual who performs the switching or those of coparticipants in the conversation (Aurer, 1995, 1998).

A. Code-switching

Anyone who speaks more than one language is able to choose between the languages they acquired according to the circumstances. The first consideration mostly based on which language will be comprehensible to the person they are talking with; generally speaking, speakers choose a language that the other person can understand (though interesting exception arises for example in religious ceremonies). In multilingual communities, different languages are always used in different circumstances, and the choice is always controlled by social rules (Hudson, 1996). Code-switching may also indicate a change in the other dimensions, such as the status of the relations between people, or the formality of their interaction. Different kinds of relationships are often expressed or actively constructed through the use of different varieties or codes (Holmes, 2013). Moreover, Nababan (1984) states that the concept of code-switching also occurs when we change a variety of functions of a language (e.g. casual or informal variety) to other types (e.g. official or formal variety), or from one dialect to another, and vice versa. These indicate that the code-switching phenomenon basically conducted by an individual who acquired at least two languages (mother tongue and language learned). Appel (in Chaer and Agustina, 2014) defines code-switching as a symptom of switching language usage because of changing circumstances. Then a different opinion was presented by Hymes (in Rokhman, 2013), who stated that code-switching does not only occur between languages but can also occur between various types of styles in one language.

B. Types of Code-switching

Soewito (1982) distinguishes code-switching into two types, internal code-switching, and external code-switching. Internal code-switching is switching between one language to a different language that still from speakers' cognate language, such as from Indonesian to Javanese, or vice versa. While external code-switching is switching between native language to the foreign language, such as switching from Indonesian to English, or vice versa.

C. Factors that Cause Code-switching

Aslinda and Syafyahya (2007) mention several factors that cause the occurrence of code-switching including those who speak, in what language, to whom, when, and the speaking

purpose. In the various linguistic literature, the causes of code-switching generally include speakers, listeners, the situation with the presence of third people, formal form to informal form or vice versa, and the topic of conversation. On the other hand, Moore (2002) claims that the factors that cause code-switching are related to the role of L1 in second language acquisition, such as the use of L1 and it's a role in L2-negotiations or L1 and attention-seeking.

D. Previous Studies about Code-switching

There are several previous studies related to code-switching. A research conducted by Liebscher and O'Cain (2005) were conducted to describe patterns of language changes in the classroom. The research results showed that the relationship between learners' code-switching in content-based foreign language classrooms, is in line with the interactional model of code-switching suggested by Aurer (1995, 1998). They also explained that allowing students to switch codes in non-class bilingual interactions not only provided comfort during the learning but also gave them the freedom to experience two languages use like bilingual. Other research related to code-switching and learning in the classroom was carried out by Moore (2002). This research addresses the issue of code-switching in the classroom, and the ways in which the alternate use of codes is related to learning processes, whether linguistic or not. The research analyse the roles and the functions of the first language (L1) in the second language classroom (L2), at the elementary level in two educational contexts: a French school in Spain, and a bilingual program in French and Italian in the Aosta Valley in Italy. The result shows that the availability of more than one language is a part of a total communicative resource (Moore, 2002). Switches display communicative patterns in which all the communicative resources of bilingual repertoire are profitable. However, the study on code-switching by Japanese language learners in the classroom and their cause are still limited. Thus, this study aims to analyse the forms of code-switching and the factors that cause code-switching during the learning process in the Japanese language classroom.

II. METHOD

This study is a qualitative descriptive study in the scope of sociolinguistic studies. The qualitative descriptive design in this study used to describe the forms of code-switching and the causes of their occurrence in the Japanese language classroom.

A. Participants

The participants of this study were 9 Japanese language learners in one of the training and employment institutions in Bandung. The participants' average age was 23 years old.

B. Data Collection

The data in this study were collected through tapping techniques which when speaking learning takes place, the data retrieved using recording tools as the instrument. The data were collected one time in the form of conversations during a 90-minute class.

C. Data Analysis

The data in this study were analysed by transcribing the data recording during speaking learning takes place, and the transcript was classified into several categories according to the forms of code-switching (internal code-switching and external code-switching). Moreover, the causes of code-switching occurrences also analysed based on indicators that have been made.

III. FINDINGS AND DISCUSSION

The findings of the study showed that there are five forms of code-switching used by the students which are formal-informal, informal-formal, Japanese-Indonesian, Indonesian-Japanese and Japanese-English. This study also discovered that there are four factors influencing the occurrence of code-switching, namely speakers' language skills, speech partners, the presence of third person, participation of the audience and topic conversions which will be explained comprehensively as follows.

Internal code-switching: From Informal form to Formal form

The examples below are included in the internal code-switching category. The conversation occurs in the classroom after two participants did their presentation. T is short for 'Teacher', while S is for 'Student'. The conversation can be seen in Excerpt 1.

Excerpt 1

- T : はい、オケですね。まあ、そう (文法) だけわね。あっちこっちわね、頭のなかいっぱいです。あとは何だっけ microwave ですね。
Hai, ok desu ne. Maa, sou (bunpou) dake wa ne. Acchi kochi wa ne. Atama no naka ippa desu. Ato wa nandakke microwave desu ne.
That's ok. Just Sou (grammar). I think your head was full of grammar. What's next? Microwave, right?
- S1 : 私はわからない。
Watashi wa wakaranai.
I don't understand (nonformal).
- S4 : 分かりません。
Wakarimasen.
I don't understand (formal).
- S1 : 分かりません、あのう (microwave) 日本語は何ですか。
Wakarimasen, anou (microwave) nihongo wa nandesuka.
I don't understand (formal), hmm what is the Japanese of microwave?

Excerpt 1 shows that code-switching happened from informal Japanese language to formal Japanese language. At first, the teacher starts the conversation by commenting on the results of presentations made by S3 and S4. In the first sentence, it appears that the teacher inserts informal variations on the sidelines of his conversation and makes S1 influenced to answer the teacher's questions with informal form. We can see in the second sentence S1 answer the teacher's question with the word

wakaranai which is an informal form of *wakarimassen*. In the third sentence, S4 realizes that S1 provides answers using informal form, even though the speech partner is a teacher. S4 reformulates the answers given by S1 by changing the language variety (changing *wakaranai* to *wakarimassen*). In the fourth sentence S1 agreed to reformulation given by S4. In this case we know that S1 reformulates the words that he has said by following S4. Reformulation carried out by S4 indicates a lack of speaker's knowledge of the situation where speech events take place. In addition, the presence of a third person (teacher) who is a respected person in the speech event strengthens the reason for code-switching in Excerpt 1. Moreover, Excerpt 1 showed that the variety used by interlocutors influence one another.

Internal code-switching: From Formal form to Informal form

Excerpt 2 below is included in the internal code-switching category. The conversations occur in the classroom during the presentation of two participants. The conversation can be seen in Excerpt 2.

Excerpt 2

- S2 : えっと、Toyipさん、えっとToyipさん いつ家 にいますか。
Eto, Toyip san, eto Toyip san itsu uchi ni imasuka.
Umm, Toyip, umm Toyip, when you're at home?
- S1 : 今晚の7時です。
Konban no shiciji desu.
7 o'clock, tonight.
- S2 : 私は...
Watashi wa...
I...
- S1 : どうして?
Doushite?
Why?
- S2 : 私は車を借りてもいいですか。
Watashi wa kuruma o karite mo ii desuka.
Can I borrow you're car?

Excerpt 2 shows that code-switching occurs because of the influence of the speech partner. Code-switching takes place from informal Japanese variety to Japanese formal variety. Speech events occur in class during presentations. At the beginning of the dialogue both S1 and S2 use a formal form, but in sentence four, S1 switched the speech form into informal form, marked with *doushite* which is uttered by S1 as an answer to the S2 statement. S1 directly switches the code into informal form because he realizes that the relationship of the speech partner is a close relationship (friend) that usually uses informal forms in daily life.

The code-switching in Excerpt 2 is influenced by a speech partner and the habitual factors that occur during the training. Researchers often find speech events like the example above in the classroom in the learning process. Both speakers and hearers often mix formal and informal form in a conversation in the same situation.

External code-switching: Transition from Japanese to Indonesian

Excerpt 3 below is a dialog that occurs after S1 and S2 presentation is finished. S4 tries to give questions related to the contents of the presentation.

Excerpt 3

- S4 : えっと、Toyipさんは電気パワーで一年間働きましたね。
etto, Toyip san wa Denki Pawaa de ichinenkan hatarakimashitane.
hmm, Toyip has worked for one year in Denki Pawaa.
- S1 : はい。
hai.
yes.
- S4 : えっと、Jabatan apa sensei? (jabatan bahasa jepangnya apa sensei?)
hmm, what is Japanese of position?

Excerpt 3 shows an example of reformulation in bilingual learning as stated by Alfonzetti (in Liebscher & O'Cain, 2005). The student improved his answers with more information to reformulate the first response. In sentence three, S4 questions by changing the code from Japanese to Indonesian. He asked the question because he doesn't know the Japanese word that he wants to ask. Therefore, students change the code into Indonesian with the consideration that the teacher and the other students understand Indonesian. The factor of code-switching in this excerpt is due to the speaker, speech partner and third person who understand Indonesian. Moore (2002) states that switches also contain their own feed-back mechanism, in the sense that they shed light on the functioning of the L1 as well as on that of the L2. They indicate potential learning, the ability to integrate and differentiate and to grow in complexity as well as flexibility. Code-switches could, therefore, be considered as part of an adaptation process as seen in Excerpt 3.

External code-switching: Transition from Indonesian to Japanese

The situation in Excerpt 4 is still in the presentation situation, especially when the question and answer session is finished.

Excerpt 4

- S5 : Jabatan?
Position?
- T : まあ、その会社で...
maa, sono kaisha de..
Well, at that company. . .
- S5 : Eeh atasannya apa sensei? Atasan gimana sensei?
What kind of boss is Sensei? What is the boss, sensei?
- T : atasan? どういう意味? っていうこと?
atasan? *Dou iu imi? tte iu koto?*
Atasan, What does it mean?
- S5 : **Supervisor gitu, maksudnya sensei.**
I mean supervisor, sensei.
- T : 何かな、社長、部長、課長...
nani kana, sachou, buchou, kachou...
Something like, president, department manager, section manager. . .

S5 : ああ、社長はどうですか。
aa, sachou wa dou desuka.
Oh, what about the president?

Excerpt 4 shows that code-switching occurred because students do not understand the correct Japanese vocabulary, so students ask for Japanese vocabulary related to the position using the Indonesian language marked with "position, what is meaning of position, sensei?". The teacher tries to answer by asking about the clue from the student, and lastly the student reverts to Japanese guess the right answer as in the last utterance marked with *sachou wa dou desuka*. In Excerpt 4, students did not stop after saying a word or sentence in L1 (Indonesian) but instead continue to produce it again in Japanese. Code-switching is an alternative in situations where students cannot easily find a word. This can happen when speakers want to avoid misunderstandings. Aurer (in Liebscher & O'Cain, 2005) revealed that reformulation, as seen in Excerpt 4 is an indication of a lack of language competence.

External code-switching: Transition from Japanese to English

S1, S2 and S3 are Japanese learners who also have knowledge of English. Code-switching in Excerpt 5 took place when the question and answer session is completed after a presentation.

Excerpt 5

S3 : ああ、そうですか製品はどんな製品ですか。
aa, soudesuka. Seihin wa donna seihin desuka.
aa, I see. What kind of goods?

S1 : どんな製品ですか。でん、でん、電気の製品例えば電池とか、電源とか...
donna, seihin desuka. Den, den, denki no seihin tatoeba denchi toka, dengen toka...
what kind of goods? Den, den, Electric products such as batteries and power supplies. . .

S2 : ミキサー
mikisaa
mixer

S1 : ミキサーとか、microwaveとか...
mikisaa toka, microwave toka...
mixer, microwave...

Excerpt 5 shows an example of external code-switching marked by the word microwave in Line 4. It is caused by the speakers' ignorance of the word microwave in Japanese vocabulary so the speaker switches it to English. The reason why English is chosen because in daily life the word microwave is used more often than if the word translated into Indonesian. Moore (2002) states that great efforts are made to ensure the flow of conversation is maintained despite sometimes limited linguistic skills is on the learners' part. At the same time, considerable effort is devoted to check linguistic forms and encourage proficiency in the second language. Learners need to overcome communication problems as they emerge and simultaneously producing language appropriate to the situation. On the other hand, teachers need to reduce the burden for the

learners and assist them in understanding and in producing language appropriate to the situation.

The findings of this study above indicate that the forms of code-switching consist of internal code-switching and external code-switching. Based on the findings, there are two factors that can be concluded as causes of the occurrence of code-switching, namely the presence of third people, the participation of the audience and the limitations of vocabulary knowledge.

Internal code-switching becomes a sequence that often appears in speech events that take place in class for an hour and a half. Learning materials related to the use of formal and informal forms in Japanese have been thoroughly taught, but in practice students have not been able to sort out how to use formal and informal forms in a conversation. This indicates that there is a limitation in students' understanding of the concept of using and switching formal and informal forms. Hymes (in Rokhman, 2013) believes that grammar competency is not enough. For him people who can only use language according to appropriate grammar are "weird" people because he does not know whether what is he said is offensive to others or contradicts the prevailing norms. The findings of this study imply that code-switching is beneficial to a bilingual learner as shown in Hymes' speech skill assessment sheet. Code-switching in Japanese learning also plays a role in developing communicative competence. Communicative competence can not be seen only in terms of the grammatical usefulness, but rather the skill in making transitions and language changes based on the situation, conditions and background of the speech event. Code-switching, in this case, plays an important role as students' means of developing communicative abilities. It should also be noted that at the advanced level the use of code-switching must be limited while for the basic level of code-switching it can be used as a motivation of students in formulating vocabulary or sentences in Indonesian into vocabulary or sentences in Japanese.

Code-switchings also contain learners' own feed-back mechanism, in the sense that they shed light on the functioning of the L1 as well as on that of the L2. They indicate potential learning, the ability to integrate and differentiate and to grow in complexity as well as flexibility. Code switches could therefore considered as part of an adaptation process (Moore, 2002). As a bilingual learner, code-switching has an advantage in terms of developing students' ability to conceptualize L2 in a conversation.

Although it has a positive influence on the use of code-switching in learning to speak, it has a negative impact which is an occurrence of excessive habituation. The students using their mother tongue in between using target languages, like "Eh? Isn't that right, Sensei?". From this sentence we can see the positive side, which shows learner's effort in practicing target language to avoid misunderstandings, but in negative side, students tend to depend to use his/her mother tongue because it is easier. However, as explained above, the teachers' ability, environment, learning process and the duration of learning will affect the intensity of the emergence of code-switching gradually.

IV. CONCLUSION

This study aimed to analyse the forms of code-switching and the factors that cause code-switching towards Japanese learners in the classroom. Findings of this study indicate that the forms of code-switching consist of internal code-switching (formal and informal variety), and external code-switching, which include Indonesian-Japanese, Japanese-Indonesian, and Japanese-English. Based on the findings and discussion, two factors that cause code-switching are the presence of third people and the limitations of vocabulary knowledge. Further, by envisioning the classroom as a community practice, the students manifest their conception of the classroom as a bilingual space through their code-switching practice. L1 can be used when the students encountered a deficiency in their L2 learning as alternation to indicate changes in their orientation toward the interaction and toward each other (Liebscher and O’Cain, 2005). Lastly, to understand deeper about the categorization of code-switching in each language in the cross-cultural context, the indicators must be significant to be further analyzed in the next study. investigated.

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