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Language Choice in Multilingual Classroom: A Case Study of Code-Switching and Code-Mixing at Gontor VII Riyadhatul Mujahidin, Indonesia

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Abstract: The objective of the study is to investigate the language choice in the multilingual classroom. The research questions formulated are: (1) what type of code do the students switch and mix in the multilingual class at Gontor VII Riyadhatul Mujahidin? (2) why do the students switch and mix their language during learning process? The subject consists of 39 students of the 6B class in the academic year 2016-1017. The subject was taken purposively because the students of 6B are frequently using code-switching and code-mixing. Based on the data gained through observation, mostly the student did code-switching in the form of tag and code-switching in the form of inter-sentential. While in the form of code mixing, the students mainly mixed their language into intra-sentential and extra-sentential. The result of interview reveals that the purpose of the students switched and mixed their style is for ease expression, for translation of the new, unfamiliar words and phrases, repetitive function and the last is socializing function. These findings suggest that using code switching and code mixing during learning process brings positive effect for the student performances.

Keywords: language choice, multilingual, Gontor.

1. Introduction

In a language contact situation, the process of code mixing, code switching and interference often take place. Code mixing is the intra-sentential switching whereas code-switching is the inter-sentential switching. Language contact sometimes occurs when there is an increased social interaction among people who are living in the neighbourhood and have traditionally spoken different languages. However, more frequently it is initiated by the spread of languages of power and prestige.

In Gontor categorized as multilingual classroom situation, the students turnover of language with another language when they are communicating each other. It usually happens and causes various types of conditions that are faced by the communicator. Besides, the language turnover may occur and it leads to topic or material turnover during teaching or discussion process. In the learning process, the students can switch and mix their language to comprehend the material. In a language situation, the process of code-mixing, code-switching and interference can take place. Faltis states that language contact sometimes occurs when there is an increased social interaction among people who are living in the neighbourhood and have traditionally spoken different languages. However, more frequently, it is initiated by the spread of languages of power and prestige.

Commonly, mixing and switching languages in Indonesia occur between mother tongue and foreign language. In this context, mother tongue is Bahasa Indonesia, whereas the international language is English. Many people speak in Bahasa Indonesia. However, the different situation happens in Darussalam Islamic Boarding School "Gontor VII Riyadhatul Mujahidin" whereas many students speak English and kind of switch it with Arabic and English. Applying English and Arabic into daily conversation especially in Indonesia will engendering the codes because Indonesia has a lot of languages it's call dialect, for example, Javanese, and Sundanese in Java and Buginesse or Tolakinesse in Sulawesi. Gontor has a lot of students coming from every corner of Indonesia. The studies on code switching and code mixing are ubiquitous, such as a study done by Abdullah, a research conducted by Wahab, and an analysis research conducted by Kurniasih and Zuhriyah.

2. Method

This study is a descriptive qualitative research. The focus of this research is to investigate the type of code that students produce and to explore the reason why do the students generate the code. The data used in this study were cited from students' daily conversation during teaching and learning process. Therefore, classroom observation must be used in gathering the data. However, to reveal the reason why students mix or switch the code, the researcher conducted an interview with the students. The result of observation and interview are analysed by using content analysis.

3. Findings and Discussion

3.1 Type of Code Used by The Students

The results of the study reveal that first kind of code used by the students was code-switching in the form of tag. This tag switching inserted at some points in an utterance. Nababan maintains that code-mixing often occurs within one sentence. In code-mixing sentences, pieces of one language are used while a speaker primarily using another language. In addition, code-mixing is found mainly in informal interactions. In a casual situation, the speaker tends to mix it because there is no correct idiom in their native language, so it is necessary to use words or idioms from another language. The following example was taken from the conversation between the teacher and the student of 6B class Darussalam Gontor VII Riyadhatul Mujahidin – English tag code-switching:

Data 1		
T	:	satisfaction of his morality. What's the meaning itu?
S	:	Moral
T	:	no, it's like motivation
S	:	Dorongan
T	:	Nah, dorongan moral

Another illustration occurred when a conversation took place between students in which it describes the reality of the language use among them which can be categorized as code-switching. The following conversation is as follows:

Data 2		
T	:	السلام عتيكم اخى.What do you do after dluhur prayer?
S	:	I prepare my afternoon lesson. وفد اغسل ملابسي . So what do you do?
T	:	I am going to the kitchen for lunch. You don't lunch?
S	:	No, thanks. لانني صيام هذ اليوم
T	:	Oh, I am sorry.

The form of the conversations above indicates that both students switch and mix two languages; Arabic and English. From this conversation, they can use the languages by turns. The example has been mentioned above can cause code-switching. Code-switching occurs when the language use change according to the situations in which the conversant find themselves. From the example above, we see that the conversation between students and the teacher in the form of tag-switching which used by the teacher to emphasize the word of "morality" while to make sure that the students understood of his purpose by adding word "*itu*" at the end of the sentence as a little tag expression. The second finding is code-switching in the form of inter-sentential- switching. Intersentential-switching represents switching at the clause, phrase level, or at wordlevel if no morphological adaption occurs and the mentioned above criteria for the different code-switching and borrowings which are observed. Therefore, this switching occurs between sentences. It switches at a clause or sentence level.The sample of inter-sentential can be seen from the interaction of teacher and the students below:

Data 3		
T	:	*oke. Oleh karena itu*, the child asks the mother, *Eeeapanamanya.*. The change of the mother, *Segala perubahan yang sssshhh… dilakukan Ibu itu tetapkan… kita? Apa?*
S	:	*Hormati*

From the example above, it can be seen that the 1st language is Indonesian and the 2nd language is English. It is the example of code-switching in the form of sentences because it is the change of language that occurs between sentences. The phenomenon above is called as code-switching in the sentence because the teacher changed the language between sentences.

The third code used is code switching and code mixing in the form of intra-sentential. This type of code represents switching at the word, a phrase, or the clause of a foreign language. In other words, it refers to instances where the switch occurs between words or phrases (it may also occur within the same word). The following conversation between the teacher and student represents the intra-sentential type.

Data 4		
T	:	**ok okok enough enough**, artinya gini, ssst... I am sorry I said in Indonesian language, *intinya gini, eee ssssttt...* (the student's are noisy) *kalau semuanya itu nggak sadar, demi kebaikan itu, apa namanya? […] Anaknya itu, ibunya nggak sadar maka susah , makanya yang paling pertama yang harus sadar itu adalah orang tu... tu...*
S	:	*orang tua*

Code mixing in the form of inter-sentential is an act of inserting single word or phrases into clause within a single sentence or utterance. Following utterances reveal another inter-sentential.

Data 5

T	:	معناه*perlahan-lahan* sir
S	:	*Sifat yang*حقيقي

In the first example, the researcher sees that the English language is as the base language which is mixed into Arabic and Indonesian for the multilingual situation. The student inserted the words "معناه" and "*perlahan-lahan"* in the sentence or clause. So, if we put the complete sentences in one English language might be the meaning is "slowly sir". The second example also forms code-mixing in the form of intra-sentential mixing of words. Here we can see that those utterances are code mixing in the form of intra-sentential code-mixing. From the second example above, the student uses the Arabic word "**حقيقي**" in his sentence because he wants to show that the real meaning of "truthfulness" is *"hakiki"* in Arabic and Indonesia, so that the students use Indonesian as the first language for communication.

Code mixing in the form of extra-sentential was the last type of code found by the researcher. The following examples are the students' utterance of code-mixing in the form of extra-sentential or phrase to show in the classroom interaction.

Data 6

T	:	What is the meaning of frequently?
S	:	Secara, frequency
T	:	No, in the dictionary said *acap kali*
S	:	*Berulang-ulang* sir

The conversation above shows that the first language is English and the second language is Indonesian. The word "*berulang-ulang"* comes from an Indonesian phrase that the students used in his code mixing. The student uses the word "*berulang-ulang"* meaning of the repetition in English because the student sees that the teacher said the clause in another example but it uses Indonesian too in the clause of "*acap kali".* So the students conclude that the same meaning is the "repetition".

3.2. The Students' Purpose Switched and Mixed Their Language

For the first reason of students switch and mix the language is that to ease the expression. In code mixing example, when the teacher asks them about the meaning of the words or clause, the students immediately answer by different language such as *"T: what is the meaning of, therefore?"* and the students answer *"maka dari itu".* In this case, the students' may switch their language for ease of expression when an English word or expression finds its equivalent in several language terms or when its equivalent is not easy to retrieve. One of the reasons for code mixing and codeswitching usage is because of the need for specific terminology or expression.Moreover,it can make the message clearer or make the communication easier to understand.

The second reason is that for translation of new and unfamiliar words and expressions. In this case, when the students are not sure what the meaning of the language word or expression in question given by the teacher, it is common for them to offer their native language translation for clarification. For example:

Data 7		
T	:	What's the meaning of possible?
S	:	*mungkin.* Maybe

From the example above, it reveals that the students used the code for translating the unfamiliar words.

The Third reason is that repetitive functions. Code-switching done by the students indeed for clarification or emphasis in the learning language process often happens. It can be done in either language or both. In many cases, the student's conveys the same message in both languages for emphasis or clarity. By code-switching, the students repeat what has been said by the teacher in the different language, usually in the form of translation or approximate translation. For example, the students said"فِرَاسفِرَاس *bed"*. The example above shows that the students repeated the different language in one meaning that says "*kasur"* in Bahasa. This phenomenon resembled the second point's reason of the code-switching and code-mixing used for translation of new and unfamiliar words and expressions. According to Hofman, repetition is used for clarification. When a bilingual wants to clarify his/her speech so that it will be understood more by the listener, he/she can sometimes use both of the languages that he masters saying the same utterance (the utterance is repeatedly said).

Lastly, code switching is for socializing functions. The students of 6B KMI Gontor VII graduate may switch to their native language for interpersonal, rapport building purpose. This is traditionally termed as 'we code''. In the course of instruction, teachers and students sometimes switch and mix code from English to their native language to develop or maintain solidarity or friendship between teacher and students. Sometimes these phenomenons happen by the teacher for example "if I call your name, please say "yes I am here" *yang ngantuk-ngantuk kedengaran itu"*. In this case, the teacher switched the code for the social implication to the students. This indicates that there is a purpose to exclude other people when a comment is intended for only a limited audience. Similarly, Barnet and Lewis point out that a code mixing is used to express group identity. In which the way of communication of one community is different from the people who are outsiders.

4. Conclusion

The researchers had administered certain material to the students of Darussalam Gontor VII Riyadhatul Mujahidin who were doing the code-switching and code-mixing. If they understand they do not need to use the code as a connector when communicating each other, but because they are lack of the words or vocabulary, they translate the words into other words or sentences, but if they are still lack of vocabulary, they switch to the different languages for understanding. The students also use code-switching and code-mixing for the learning process purposes such us explaining the meaning of vocabulary and materials, conveying the sense, and creating intimacy.

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