

Code-switching as the Positive Politeness Strategies in Indonesian 4th Grade Students' Conversation

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Abstract

Code-switching has become a common phenomenon in bilingual community. Switching from one language to another can be different based on the speakers' need. Those who have learned second language from young age tend to switch their language than others who haven't. Therefore, the background of the bilingual people also influences the use of code-switching. On the other hand, code-switching isn't always become the phenomenon in bilingual community, somehow it can be the strategy of the speakers to get closer with the hearers. In this paper, the present writers try to analyze the use of code-switching in Indonesia 4th grade students to reflect their positive politeness strategies in their conversation. The switching from Indonesian to English will show how the students' utterances are used as the tool of positive politeness strategies. The strategies are somehow will impact to the conversation, because the main purpose of the use of code-switching as the positive politeness strategies is to get a smooth conversation and get the same understanding. The research is using sociolinguistics and pragmatics studies to get the better analysis.

Keywords: Code-switching, Indonesian, Elementary Students, Positive Politeness.

1. Introduction

In bilingual community code-switching is something common. The speakers tend to change their languages to get the goals from the conversation. In this research, the Indonesian 4th grade students are enrolled in international school where English is used as the instruction language. Even though they are using English most of the time, there is Indonesian subject where the students have to speak in Indonesian. The fact that they are using English more often than other language, code-switching is always existing in this case. Students who are speaking both languages, Indonesian and English, tend to switch them in Indonesian class, especially Indonesian students. The use of code-switching in Indonesian 4th grade students is not only to make easier in understanding the subject, but also to stay close with the classmates by throwing jokes or sometimes small talks.

According to Abbas et al (2013) on their journal about the function of code-switching in classroom, they proposed that teacher often use code-switching to create a friendly environment. Sometimes, teachers need to switch their codes when they are quoting something or else. On the other hand, this research tries to show that the term of code-switching is also done by the students to create a friendly environment too. By changing their codes, they are trying to get closer with the hearers.

Code-switching is not merely about the switching of two languages or more. It has more than that. Code-switching is the impact of the ability of the speakers who able to speak more than one language or bilingual. Bilingual will seize the use of their language based on the situation, as long as the conversation runs well and meaningful "...the choice of code is determined by the domain in which speakers perceive themselves to be. This means that the choice of code itself is communicatively meaningful, as well as the actual content of what is said." (Stockwell, 2002). It is also can be said that code-switching will be different in every needs but the purpose is the same, to get the conversation meaningful.

The term of code-switching can be linked with many kinds of subjects. In this research, positive politeness strategies is one of the approaches that linked with code-switching. Yule (1996) proposed that there are two kinds of politeness strategies, positive and negative politeness. The present writers focus only on positive politeness strategies. The strategies are about to get the common goal and even friendship. It has the similar purpose with code-switching. Basically, positive politeness performs by face saving act, but in this research the present writers engage the use of code-switching as the positive politeness strategies. As Brown and Levinson (1987) stated that positive politeness can accommodate the linguistic behavior between the speakers and hearers.

This research conducted to analyze the use of code-switching which contain positive politeness strategies. The

Indonesian 4th grade students' utterances in the conversation are used as the data. The utterances in English from the students that use code-switching are regarded as the positive politeness strategies.

2. Literature Review

As the product of the language contact in community, code-switching becomes an interesting topic to be analyzed. Code-switching becomes one of phenomenon in multilingual community. People who are having abilities in more than one language tend to switch their codes as the matter of certain functions and reasons. It is also appear when the speakers using more than language in a conversation, "...code-switching is that it involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation" (Hoffman, 1991). Talking about code-switching will always attaches with code-mixing, but here, the present writers are agree with Holmes (2001) that code-switching and code-mixing are the same. When the speakers are changing the language, the speakers are using code-switching and code-mixing in one time.

In her arguments about code-switching, Holmes (2001) also proposed that code-switching can be motivated by participant, "people sometimes switch code within a domain or social situation, when there is some obvious change in the situation." (Holmes, 2001). The hearers of the utterance can be the main factor when code-switching occurs. It happens to make the conversation runs well and the message of the utterance can be delivered perfectly. Sometimes, the arrival of another hearers in the conversation will also make code-switching occurs. In this case, the use of code-switching is to make the participants of the conversation realize that they need to change the code so it makes something easier to be explained.

Another theory of code-switching is proposed by Stockwell (2002). On his theory, he argues that there are two kinds of code-switching: situational and metaphorical code-switching. First, situational code-switching occurs when the speakers move from one domain to another and they change their codes. From this point of view, it can be said that code-switching also occurs based on the domain or place where the conversation takes place. The situation of the conversation can motivate the speakers to change their codes. Especially when they are moving from one place to another. Second, metaphorical code-switching is the type of code-switching that occurs when the speaker can deliberately change codes in the middle of a situation, in order to indicate to the hearer that they consider a new domain to be 'in operation'. This type of code-switching needs the speakers' consciousness when there is someone who run in the middle of conversation. The changing of the code in this type of code-switching will affect the conversation, it is somehow to make the conversation more clear so all the participants can involve in the conversation.

Besides the explanation above, code-switching also has another function. Holmes (2001) said that code-switching can be as the solidarity marker between two minority ethnic group members. In here, the speakers are switching the code to make the relationship between the speakers and the hearers closer. It has similar function with positive politeness strategies. The strategies occur by the speakers to maintain the relationship between them, to get intimate and also to share the same goals in conversation.

As Yule (1996:64) proposed there are two kinds of politeness strategy: positive and negative politeness. He said that positive politeness strategy usually leads to appeal a common goal and even friendship, and negative politeness strategy more commonly performs by a face saving act. Politeness strategy leads the present writer to choose the positive politeness strategy as the second main theory to analyze the data. The strategies in positive politeness strategy are used to emphasize the relationship between the speakers and the hearers. Practically, the use of this strategy can be seen in every speakers' utterances by using personal information, use of nicknames and sometimes even abusive terms (particularly among males) and shared dialect or slang expressions (Yule, 1996:65). On the other way, Brown and Levinson explore the politeness strategy deeper than Yule.

As it stated below, Brown and Levinson (1987) proposed the theory of politeness. They said that positive politeness accommodates the representative of the normal linguistic behavior between intimates, where interest and approval of each other's personality, presuppositions indicating shared wants and shared knowledge, implicit claims to reciprocity of obligations or to reflexivity of wants, etc. (Brown and Levinson, 1987:101). It can be said that positive politeness can make the speaker's utterance more clear about the meaning of the conversation. It helps the speakers and hearers' relationship closer to each other by understanding the goals of their conversation. Brown and Levinson (1987) proposed several strategies in positive politeness. The aim of each strategy is different according to the utterances. It is somehow to make the classification easier to understand in which way the speakers are using the strategies.

Watts (2003) said that the term politeness is acquired with polite behavior. It means that politeness is not

something ready made is someone's behavior but it is something that we have to learn in life and it will be depends on everyone. He also proposed that politeness is something that can be argued especially in linguistics, "the term politeness means something rather different from our everyday understanding of it and focuses almost uniquely on polite language in the study of verbal interaction" (Watts, 2003:10).

3. Methodology

This research takes place at Bandung International School (BIS), located in Bandung, West Java Province, Indonesia. The situation is taken in Indonesian Class where the teacher is Indonesian and consists of 13 students from many different nationalities. The students are mostly in age 10 years old. Regarding to the data, permission is addressed to the Elementary Principal of Bandung International School (BIS).

The activity was about lesson that the students need to explore their experiences about Indonesian students activities that are different with them. The research was taken from August 19th – October 3rd 2013. The present writers used recorder to record the students' conversation and also wrote some notes at the time. The teacher gave them explanations as followed by the experience from the students about the lesson. The students were very interested and shared their thoughts to others. When they were sharing and trying to help others, the code-switching occurred, because the rule in Indonesian Class was that the students have to speak in Indonesian. The use of code-switching in this situation helped the students to get a meaningful conversation and also made them to stay close each other.

The analysis is using analysis descriptive qualitative method. The description of this research is based on the process of certain phenomenon (Fanani, 2010) and focused on the words as the description than numbers (Maxwell, 2000). The descriptive qualitative analysis is about making a systematically analysis and relate the phenomenon within the characteristics.

4. Data and Analysis

The present writers present some of the data from 4th grade Indonesian students conversation that consist of code-switching and regards as the strategy of positive politeness among them. According to the data, there are several politeness strategies that are being used by Indonesian 4th grade students in code-switching to emphasize their message from their utterances. Initial 'T' is used as the 'Teacher', 'S1' for 'Student 1' and 'S2' for 'Student 2'.

4.1 Code-switching as use in-group identity markers: Contraction and ellipsis

S1: *Hey, kalau butuh pass.*

(Hei, if you need (it) pass).

S2: *Oke.*

(Ok)

The data shows that the changing is a situational code-switching where the student change his/her code from English to Indonesian because he/she feels that the changing is needed to make the message clear to the opposite who is a non-Indonesian student. Even his/her friend doesn't understand the meaning of the full sentence here, the code-switching here makes the opposite knows that he/she needs to 'pass' the thing that the speaker gives. Therefore, the switching itself helps both speaker and opposite to make a smooth conversation. In addition, the speaker conducts the switching is not only to deliver the message of his/her utterance. This is also the strategy of positive politeness by defining their identity markers using ellipsis. Without mentioning the name of the thing, both of them have the same background knowledge about the thing that they are talking about. This strategy accommodates the speaker to feel that they are in the same group.

4.2 Code-switching as presuppose H's knowledge

S: *Ibu, ini baru or not?*

(Mam, is this new or not?)

T: *Kalau mau yang baru ambil di lemari bawah sana aja.*

(If you want the new one take it from the cupboard)

This data is a metaphorical code-switching where the student talks to the teacher and he/she needs to change his/her codes because of he/she brings his/her non-Indonesian friend to ask the teacher. To make the utterance clear for three of them, the speaker needs to change the code in case that his/her friend doesn't understand the full sentence of the speaker's utterance to the teacher. Metaphorical code-switching leads the speaker's ability to make a change that someone's is come along in the middle of the conversation. It is also reflects that the speaker can place himself/herself to the event which the conversation takes place. In other way, the switching itself is also the tools for the speaker to know whether the H understands the S needs. This strategy also allows the S to share S's wants by using positive politeness strategy.

4.3 Code-switching as presuppose/raise/assert common ground: Gossip, small talk.

S1: Kemarin aku ke PVJ. Di sana sekarang ada taman, banyak burungnya tau...

(I went to PVJ yesterday. There is a park now; there are a lot of birds you know...)

S2: Burung yang ga bisa terbang namanya peacock. Aku suka peacock. They just running around. Di Inggris banyak peacock tapi mahal. Peacock bisa terbang for five minutes but then fall.

(The bird which cannot fly is peacock. I like peacock. They just running around. In England there are a lot of peacocks, but it's expensive. Peacock can fly for five minutes but then fall).

This data shows the conversation between Indonesian and non-Indonesian student. Both of them are talking about the same interest. In this utterance, the student switches his/her code when he/she is talking about the kind of bird that is peacock. He/she doesn't say it in Indonesian but in English. This is a situational switching where the opposite of the speaker is a non-Indonesian student. The speaker needs to change the code to make the conversation runs smoothly between them. In this situation, the speaker knows the situation and event where the conversation takes place. The utterance from the speaker is also the one of positive politeness strategy where the conversation is actually about the lesson in Indonesian class at first. Then, the speaker changes the conversation in to a small talk to mark their friendship and interest. By talking about something else besides the lesson in class will make their relationship closer. It is somehow one of the positive politeness strategy that the student does in class to his/her non-Indonesian friends.

4.4 Code-switching as personal-center switch: S to H

T: Ini dikerjainnya barengan yaa. Satu kertas berdua aja...

(Do it together. One paper for two...)

S: Jadi we share?

(So we share?)

The switching that occurs in this data is a metaphorical code-switching. The speaker needs to change the code because he/she involves his/her non-Indonesian friend in the conversation with the teacher. The speaker fully understands the domain of the conversation where the conversation is about something that he/she and his/her friend have to do with together at that time. Another aspect that the switching occurs here is the use of inclusive 'we' in his/her utterance. Somehow, it shows the personal-center switch. The personal-center switch occurs if S knows that H, the non-Indonesian friend, is the only H that is being referred by S. In other words, the use inclusive 'we' is to reflect 'I' and 'you' that need to work together. This is one of positive politeness strategy that is used by the student to reflect his/her reference.

4.5 Code-switching as give (or ask for) reasons

T: Dibaca dulu isi suratnya apa baru bikin surat balesannya yaa...

(You have to read the letter first and then make the reply...)

S1: Tapi ibu I don't get it tulisannya ga jelas.

(But ma'am, I don't get it, the writing is not clear).

This data is about conversation between students and teacher. The teacher asks the student to make a reply letter

but student refuses it. In the student's utterance there is a situational code-switching where the speaker changes it because of he/she thinks that is his/her needs to deliver the message in his/her utterance. It shows that the students used to speak English with the teacher therefore he/she keeps talking in English even if the teacher is Indonesian. This data shows that switching can occur based on the speaker needs. On the other hand, the speaker isn't only changing his/her code but also this is the one of positive politeness strategy that the S needs a reason from H. By using this strategy, H will assume that S needs help without S is eve trying literally that S needs help. This is also one of strategies that H will implies the S needs.

4.6 Code-switching as seek agreement: Safe topics

T: Ada yang mau nanya? Ayo cepet dibikin suratnya. Dapet berapa surat? Kalau dua, bikin dua suratnya ya. Bikin yang sama boleh tapi dua ya.

(Any question? Let's make the letter. How many letters did you get? If it's two, then you have to make two replies. You can make the same but it has to be double).

*S: Jadi **question** yang sama tapi di-**copy** dua gitu kalau dapet dua **letter** atau beda-beda.*

(So the same question but we can copy it double if we got two letters or it has to be different?)

This data is taken place where the teacher has done explaining about the activity that should be done by the students that day. The teacher throws an offer if there is question needs to be asked for, and then the student throws one. In his/her question he/she change the code from Indonesian to English in some certain word; *question*, *copy*, and *letter*. This changing is a metaphorical code-switching where the student asks in Indonesian but he/she changes several words that are the codes for another non-Indonesian students. He/she does it because it is a question that conducts in class which it will be heard by the whole friends. In here, the speaker knows the situation and fully understands that it is necessary to change the code. Furthermore, the speaker repeats the teacher's utterance about the explanation of the activity. Somehow, it shows that the student needs to safe the topics between them. This is also one of positive politeness strategies that the speaker uses to get the same agreement between them.

5. Conclusion

The findings of this study highlight that code-switching is not merely the changing of the language but it is also one of strategies of the utterance to get the goals. As the result, this study suggests that the use of code-switching is to fill the distance between Indonesian and non-Indonesian students and also the distance between the Indonesian students with the teacher. Code-switching is not only about two languages or more that is changing but it is more than that. It is also about the strategy of the speaker's utterance especially in a multilingual community to get the same goals and agreement.

Table 1. The speakers, the hearers, and utterances

The speakers	The Hearers	Utterances
Indonesian Students	Non-Indonesian Students	<i>Hey, kalau butuh pass.</i>
Indonesian Students	Teacher	<i>Ibu, ini baru or not?</i>
Indonesian Students	Non-Indonesian Students	<i>Burung yang ga bisa terbang namanya peacock. Aku suka peacock. They just running around. Di inggris banyak peacock tapi mahal. Peacock bisa terbang for five minutes but then fall.</i>
Indonesian Students	Teacher	<i>Jadi we share?</i>
Indonesian Students	Teacher	<i>Tapi ibu I don't get it tulisannya ga jelas.</i>
Indonesian Students	Teacher	<i>Jadi question yang sama tapi di-copy dua gitu kalau dapet dua letter atau beda-beda?</i>

The table above is the list of the data which content the utterances from Indonesian 4th grade students to the hearers.

6. Acknowledgements

The research is aimed for people who are concerned and interested on the bilingual children's language use. Eva Tuckyta for always reminding me to finish this research. Mary Collins, Mary Gillece and Vini Quamilla from Bandung International School for the chance and cooperation, students in grade 4. Last but not least, my classmates in graduate school that are always giving me unlimited support.

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