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Code-Switching in Hindu Religious Preaching

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Abstract

The research is aimed at analyzing sort of code-switching which are frequently used done by religious preachers, the reasons w they code-switched to other languages, and meaning of code-switching they did. The data for analysis was obtained by recordir for the naturally occurring data and taking note to avoid data which are vaguely pronounced. There were a number of theories o sociolinguistic particularly that of code-switching used to analyze the data, such as Hymes (1972), Grosjeans (1982), Suwito (19 and Romaine (1995). Result of analysis showed that religioe preachers tended to code switch for two reasons, such as interna and external factors. There were a number of types of code-switching found, such as internal code-switching, inter-language co-switching, intra-language code-switching, external code-switching, and tag code-switching. External and tag code-switching wer less frequently done. There was a new finding on code-switching done by the preachers, such as Indonesian to Balinese, Javar Sanskrit and English code-switching, verbal and non-verbal code-switching. As Balinese language has speech levels, there wer four types of Indonesian code-switching used, such as Indonesian to honorific Balinese language, common Balinese, low Baline and rough Balinese. Upon analysis with theory of ethnography of communication and context of situation, a number of meaning CS overtly conveyed can be drawn, such as affirming, reminding with a common way, being angry, showing intellectuality, warm up, respecting, showing intimacy, and making jokes.

Keywords

code-switching, Indonesian language, Hindu religious preaching.

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CODE-SWITCHING (CS) IN ENGLISH LECTURE IN POLITEKNIK NEGERI BALI (PNB)

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I. INTRODUCTION

1.1 Back Ground and Problem

It is undeniable that bilingual or multilingual society is the very possible area in which Code-switching and/or Code-Mixing occur, here in after is referred to as CS as CM. In bilingual situation, competition between speakers of one language with that of other languages may frequently takes place, consequently interference between the speakers of those languages will occur, in terms of the use of languages items, such as words, clauses, or sentences. In addition, the situation will also results in any Borrowing (B) of lexicon even in the wider scope, such as expressions of one language to the other. The language phenomena usually takes place in both in formal setting (for instance in daily interaction) or formal one (for instance at school).

For some reasonable goals, English lecturers teaching at Politeknik Negeri Bali (PNB) tend to code-switch to other languages in communicating their ideas in other for the students to easily comprehend it. The strategy is considered to be commonly applicable to reach the goal of English learning, since communication is the process by which information is exchanged between two or more speakers by implementing some elements so that it is comprehensible for the interlocutors. Hunt (in Rosyada, 2004:84) states there is a number of main communicating elements the speakers frequently deal with in communication, such as message, communicative goal, resource and media. In the class room context, the message delivered is the teaching materials with some instructions during learning process, assignment, as well as activity plans related to the process. Its communicative goal is the students whom the lecturers interact with, and

message resource is the lecturers, while communicating media is the language used during the interaction.

The type communication taking place between the speakers (lecturers and students) in class room can be broadly broken down into two, verbal and non verbal communication. The former, which is done either orally or in writing, definitely occurs more frequently than the later since it is more efficient and effective. However, the communication type has weak point since not all words used are concretely meaningful. It is considered an effective communication in case of use of common words that the messages delivered by the lecturers are well comprehensible. This will conversely be a non effective communication in case of use of uncommonly applicable words by both speakers.

Lecturers, factually, often find it difficult for student to comprehend the lesson during the instructional activities even though it is conducted with the international communicating media. In certain departments which facilitate their students with greater amount of English learning hour, students seem to be more competent at comprehending lecturers' words. However, many students still possess low English competence which is not sufficient to help them comprehend their lecturer's instruction. As a result, English lecturers try some effective strategies in order to solve this dilemma. Translating their English words, phrases, or clauses into students' commonly-used-languages is one of the easy strategies done for the problem. Code-mixing (CM) and code-switching (CS) are often the simple solution they try to implement. These language phenomena may occur in a formal situation, including a serious talk, speech, lecture, or an in formal situation, including in formal daily talks, talks with close friends, or interaction which takes place in relaxed situation (Pridge, 1971:4). To some extent, there are certainly a number of reasons why the lecturers code-switch. The situation is certainly influenced by some factors, for instance setting (including place and time), situation, topic, and function of interaction) Ervin-Tripp (in Grosjean, 1982:127).

The code-switching applied tend to vary being seen from some perspectives, such as number of languages used, language family, textual and its distribution in sentences. The strategies are effective enough to help students comprehend the message delivered