

Code Switching Phenomenon in Early Childhood at PJ Global Kids Bilingual School: Causal Factors and Impacts

Diah Nur Hadiati¹
Universitas Airlangga

Corresponding Author: Diah Nur Hadiati: diahnurhadiati@gmail.com

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ABSTRAK

The phenomenon of code switching in early childhood at the PJ Global Kids bilingual school is an interesting topic to study, considering the importance of mastering more than one language in the context of modern education. This study aims to identify the factors that cause code switching and its impact on children's language development. Qualitative research methods were used to explore data through in-depth interviews with teachers, parents, and direct observation in the classroom. The results showed that code switching occurs as a response to the social environment and children's communication needs. Factors such as peer influence, situational context, and language habits at home contribute significantly to this phenomenon. The impact of code switching is seen in children's increasingly developing language skills and their increasing social skills. However, there are also challenges that arise related to the consistency of language use that can affect overall language learning.

INTRODUCTION

Code switching in early childhood in bilingual schools can be understood from several perspectives. First of all, it is important to understand that children at this age are in a stage of rapid cognitive development (Purandina, IPY (2022). Code Switching in Early Childhood English Introduction. They learn to recognize and use two or more languages simultaneously (Gutami, IK,. (2021).

In the context of PJ Global Kids, where instruction is conducted in both English and Indonesian, children may feel the need to switch between the two languages depending on the communication context. Factors causing code switching include children often being exposed to various social situations that influence their language use (Iswidharmanjaya (2014).

For example, if they play with friends who speak a particular language, they tend to adapt to that environment. Situations or topics of conversation can also trigger code-switching. For example, when discussing a particular topic that is more familiar in one language than another, children may prefer to use that language.

Interaction with teachers and parents also plays an important role. If the adults around them use code switching consistently, children will imitate the behavior as part of the learning process. The level of mastery of each language is also a determining factor. Children may feel more confident using one language than another based on their learning experiences (Rahman, MM (2013).

The use of code switching may be a way for children to express their cultural identity. In the context of bilingual schools, children may want to show their affiliation to a particular community through the choice of language they use (Artini, LP (2011).

The impact of code switching on language development code switching can enrich children's linguistic mastery and understanding because they learn concepts between two or more languages (Riyanti, A. (2020). Through code switching, children learn how to navigate different social situations and adapt to their audience, improving interpersonal communication skills.

On the other hand, too frequent code switching without a clear understanding can cause confusion in the use of correct grammar and sentence structure in each language. The code switching process can also help children build their identity as bilingual and multicultural individuals (Setiawan, B. (2023).

In the context of formal education, the use of code switching can be seen as a sign of communication that is not well managed by educators. Thus, the

phenomenon of code switching in early childhood in bilingual schools such as PJ Global Kids is the result of a complex interaction between social, psychological, and linguistic factors that influence each other.

The phenomenon of code switching, or code switching, is a linguistic phenomenon that often occurs among bilingual speakers, including young children (Widodo, YH (2001). In bilingual schools such as PJ Global Kids, where two languages are taught simultaneously, children often switch from one language to another in everyday interactions. This phenomenon not only reflects their language abilities but is also influenced by various social and psychological factors.

METHOD

Research Method To investigate this code-switching phenomenon in PJ Global Kids, qualitative research method. Sukmadinata (2009) defines a qualitative research approach as an analysis that aims to describe and analyze social actions, events, perceptions, attitudes, and incidents both separately and together. Even though the group is known to have social or personal problems, a collection of techniques known as "qualitative methods" are used to study and understand the experiences of a small number of people in more detail Creswell (2015) can be applied through: 1) Participatory Observation observing daily interactions between students during teaching and learning activities and play. 2) In-depth interviews Conducting interviews with teachers and parents to gain perspectives on how code-switching occurs and its impact on child development. 3) Linguistic Data Analysis analyzing transcripts of conversations between students to identify patterns of code-switching use and its context.

RESULTS AND DISCUSSION

a. Factors Causing Code Switching

There are various factors that can influence the occurrence of code switching in speech. One can trace the history of code flipping by examining how a discussion relates to the context and linguistic circumstances. As stated by Chaer and Leoni (2007), "the background factors of the speaker, the interlocutor, the presence of people, third, changes in the situation and changes in the topic of conversation are the background for code switching." Then as stated by Aslinda and Leni (2007), "changes in the situation, who speaks, in what language, to whom, when, and for what purpose, are factors that cause code switching." Meanwhile, Wijana and Rohmadi (2019) stated that "There are various reasons why code flipping can occur, including the writer, the reader, and the intention of the utterance or situational.

Switching between language variants is a natural way for bilingual speakers to adapt to their environment. For example, some individuals speak one language completely before switching to another language variety in different circumstances. Code switching can be defined as the ability of speakers to communicate in two languages they master without experiencing difficulty,

according to Lapasau & Zaenal (2016). Wijana and Rohmadi (2019) provide a more nuanced view and state that "code switching is an event of preservation or transition from one code to another." Meanwhile, Apple states that "code switching is a symptom of the preservation of language use due to changes in speech situations" (Chaer and Agustina, 2014).

Children who attend bilingual schools like PJ Global Kids are often exposed to more than one language in their daily lives. An environment rich in interactions in multiple languages encourages them to switch between languages according to the social context and communication situation. Interactions with peers who are also bilingual can trigger code-switching. Children tend to imitate the linguistic behavior of their friends, so if their friends use two languages interchangeably, they will do the same. In certain situations, children may feel more comfortable using one language than the other. For example, when talking about a particular topic that is more familiar in one language, children tend to switch to that language to express their ideas more effectively.

Based on the views of the experts above, it can be concluded that code switching refers to a speech event where the language used changes without having difficulty adapting to the situation or job.

b. Code switching

The phenomenon known as "code switching" refers to speech involving a shift in dialect or linguistic usage. The event where a code is changed from one code to another is called code switching. According to Suandi (2014). "Etymologically, code switching is an event of transition from one language to another," the statement continued. Choosing a language for a speech event is not easy. Of course, someone who is bilingual will consider which language to use when interacting with people at an event. "Code switching is a symptom of language use transition that occurs due to a situation that occurs between languages and language varieties," according to Munandar (2018).

Can reflect the child's social and cultural identity. They may use one language to show affiliation with a particular group or to express themselves in a particular cultural context. The level of mastery of each language also plays an important role (Azhim, SA (2002)). Children may switch to a language that they feel is stronger or easier to use when they have difficulty conveying thoughts in another language.

Code switching can broaden children's understanding because they learn to use words from both languages simultaneously (Putri, SN (2018). This helps them understand the nuances and contexts of each other's language use. By getting used to code-switching, children become more flexible in their communication and are able to adjust their speech according to the audience and situation.

This phenomenon can also improve children's social skills as they learn how to navigate social interactions in different cultural and linguistic contexts.

Despite its many benefits, code switching can also cause confusion for some children, especially if there is no clear understanding of when to use each other's language (Kalangit, RF (2016). In some cases, code switching can be viewed negatively by adults or the wider community as a sign of a lack of good language skills in one or both languages.

Based on the views of the experts above, it can be concluded that code switching refers to a speech event where the language used changes without having difficulty adapting to the situation or work.

CONCLUSION

The phenomenon of code switching in early childhood in bilingual schools such as PJ Global Kids is the result of various interrelated causal factors, including multilingual environments, peer influence, situational context, socio-cultural identity, and language proficiency levels. The impacts vary; from the development of communication skills to the potential for linguistic confusion and social stigma.

By understanding this phenomenon in depth, educators and parents can provide appropriate support for the linguistic development of bilingual children to remain optimal without neglecting other important aspects of bilingual learning.

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