

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the research finding and discussion of the findings. The presented data related to the proposed present questions covering: (1) the type of code switching practiced by lecturer of multilingual class, and (2) frequency of type of code switching practiced by lecturer of multilingual class.

A. Findings

This sub-heading presents the finding related to the type of code switching practiced by lecturer of multilingual class in IAIN Tulungagung.

1. Types of Code Switching Practiced by Lecturer of Multilingual Class

In this part, the researcher analyzes the type of code switching. The type of code switching analyzed by the researcher such as: tag switching, inter-sentential code switching and intra-sentential code switching. From some different aspects, there are some types of language switching: intern language switching and extern language switching. The classification of code switching used in the present study follows the view that code switching can be classified into three types: tag switching, inter-sentential code switching and intra-sentential code switching. Five types of code switching include tag switching, intersential switching, intrasential switching, intern language switching and extern language switching, which each of is presented as follows:

a. Tag Switching

Tag switching involves the insertion of a tag from one language into an utterance, which is otherwise entirely in the other language. For example, ‘you know’, ‘I mean’. Tag switching is subject minimal syntactic restriction; therefore, tags may be easily inserted at a number of points in a monolingual utterance without violating syntactic rules. The first type of code switching used is tag switching in conversation by lecturer and learner. Please see the following excerpt.

[1]

T: Arbitrary language is arbitrary.*oke, let me know.* (1) What is it in English?

S: Marker

T: In Indonesian?

S: Spidol

T: *Spidolya*, what is in English? (2)

S: Table

T: In bahasa Indonesia?

S: Meja

The context of this dialog can be described as follow. Mr. S explains about arbitrary, that language is arbitrary. He gives question to student. The data number (1) can be included into the characteristic of tag switching, and the lecturer brings a marker. In data number (2) he repeats the student’s answer, “spidolya”, with a construction *noun + ya*, that it is the characteristic of tag switching in a phrase. Besides being found in phrase tag switching can occur in clause. See the data below!

[2]

T: Use for communication and then another nature of language is tak hapus ini sudah. ***Silahkan ditulis sendiri lho ya!*** (3)

S: Iya.

T: Please make note by yourself, okay? Language is productive. What number this one; number 5 or 4?

S: 6

The context of the dialog above can be given as follow. Mr. S moves to the next material. He cleans the whiteboard, and then he says in number (3). He gives instruction to students for making note by them. Data (3) can be included into the characteristic of tag switching. This is the characteristic of tag switching in clause. The character switches from English to Indonesia and uses *question tag*. Therefore, the data is qualified as tag switching.

The next type of tag switching besides being found in phrase tag switching can occur in clause. See the data below!

[3]

T: This is the example. Language is productive. From limited sentence pattern we can develop, we can create, we can right, we can construct unlimited sentences very wonderful language. ***Gitu ya percayakan sekarang*** language is productive? (4)

S: Yes

The context of the dialog above is that Mr. S asks for student and gives example about language that is productive. He explains in detail to student to make tag switching as in number (4). He crosschecks the explained material to his students that believed or not

language is productive. In data number (4), the character switches from English to Indonesia and uses *question tag*.

In the data, analysis of tag switching has two variants namely language variant, context variant. Language variant in the type of tag switching occurs on the utterances above. Context variant in type of tag switching occurs in the dialog between not only teacher and student, but the research finding shows the dialog between student and teacher.

[4]

S: Biasanya sample itu diambil berapa persen *ya, Bu?* (5)

T: Okay, how to take sample? I will not teach because study this more data in quantitative methodology report I will not teach sample technic.

The context of the dialog above is that student gives question to Mrs. N about sample, and he uses code switching when he asks question to Mrs. N. In data number (5) student asks question using *question tag*.

Analysis: of 4 variants of tag switching in every sentence occur in sentence, question tag, phase, and clause that these show language variant. The researcher finds two contexts variant namely the dialogs between T-S and S-T. The similar of the 4 variant mentioned is tag switching. This statement involves in question tag.

b. Inter-sentential Switching

The second type of code switching is called inter-sentential switching. As the term indicates, the switch involves movement from one language to the other language between sentences. This situation may also include a switch from a whole sentence or more than one sentence that produced entirely in one language into the other language(s) in the conversation. Inter-sentential CS is requires speakers to have greater fluency in both languages than, merely to have an ability to tag-switch, because the major portion of the utterance has to conform to the rules of both languages. In this case the researcher found the inter-sentential switching such as the following data:

[5]

T: For example, Thailand language maybe, it is learning the same way with bahasa Indonesia. So, let me ask you. *How did you learn bahasa Thailand? Bagaimana saudara belajar bahasa Thailand? Apa dengan cara apa? Dulu belajarnya gimana coba? (6)*

S: Kokai

T: Ndak kok bisa belajarnya itu dengan cara gimana? Cara belajarnya kaya apa?

S: Sekolah

The context of the dialog is that Mr. S gives example of Thailand language that it has same way with Indonesia language. In the data number (6), he explains the material then switches English to Indonesian. He moves the language by using *question*. He uses code

switching as in number (6). This is the character of inter-sentential switching.

The next type of inter-sentential switching is typically shows the position in the outset of an utterance. The position of sentence uses English after that uses Indonesian language for explaining the statement.

[6]

T: *So, language is acquired in much the same way. Itu ciri-cirinya ternyata bahasa itu banyak di dunia ini banyak sekali tetapi dia mempunyai keistimewaan. Bahasa itu di pelajari hamper semuanya banyak kemiripan cara yang sama itulah artinya.*(7)
Paham ya maksudnya saya ya. Oke beda dengan yang lain itu bahasa sendiri. So, do you get the idea? Paham ya maksudnya.

S: Yes

The context of the dialog is that Mr. S says the utterance as in the number (7). He uses code switching when explaining language that is acquired in much the same way. He switches the language with more explanation and example. This is characteristic of inter-sentential switching.

The next type of inter-sentential switching is typically shows the position in the outset of an utterance. The position of sentence uses English after that uses Indonesian language for explaining the statement.

[7]

T: Oke, number one, your group please! *What did your purpose? Apa tujuannya belajar bahasa ya sembarang apa ndak punya tujuan?* (8) Your group please!

S: Survive

T: Survive

S: For communication

T: To communicate, number 5 your group

S: To produce

The context of the dialog shows that after students discuss with their group, Mr. S gives question to each group. In the data number (8), he moves English to Indonesian. The students answer according to their group respective. The lecturer uses inter-sentential switching.

The next type of inter-sentential switching is typically shows the position at the outset of an utterance. The position of sentence uses English after that uses Indonesian language for explaining the statement.

[8]

T: *jadi hypothesis muncul di tengah-tengah ketika kita menganalisa data ya kemudian kalau quantitative hipotesis itu dimunculkan **at the outset** ya diawal. Ya apa lagi kalo quantitative tadi after hypothesis?* (9)

S: Generalization

The context of the dialog is that Mrs. N explains about hypothesis. She uses code switching when she explains because it makes student easy to understand. In the data number (9), she

switches the language from Indonesian to English, and back to Indonesia.

Analysis: of 4 variants above, those are the type of inter-sentential switching. In every sentence occurs switching in the sentence, question and phase. This variant is type of inter-sentential switching. He uses code switching namely inter-sentential switching because he switches Indonesia more than one sentence in Indonesian.

c. Intra-sentential Switching

The final type of CS is intra-sentential switching. Intra-sentential switching concerns on language alternation that occurs within a sentence or a clause boundary. Sometimes includes mixing within word boundaries. Because this type of CS involves the greatest syntactic risk, a less bilingual may avoid using it. In my data the researcher found the inter-sentential switching such as the following data:

[9]

T: What did discuss last week?

S: Emmm

T: The nature of language?

S: Yes

T: Oke what are the nature of language, what of them is?

Language is kira-kira apa? Yang terakhir apa? (10)

S: Definition pak to express

The context of the dialog: this morning lessons start in class TBI_2E. After greeting, Mr. S reviews the last material, which

concerns on language. He uses code-switching language to make students get good understanding about last material. In the data number (10), the character switches from English to Indonesia.

The next type of intra-sentential switching can also occur in the expression the utterances and to clarify. The characteristic is in phrase. Please see the following excerpt.

[10]

T: Number 6. System arbitrary vocal symbol used to communicate and then number 6 languages is productive. Language has characteristic that realize productive what is the meaning of productive?

S: Produk

T: Productive what is the meaning of productive?

S: Menghasilkan

T: **Menghasilkan** what does **menghasilkan** mean?(11)

S: Memproduksi

T: What does **memproduksi** mean?(12)

S: Hasil dari esuatu

The context of the dialog: Mr. S asks question to student about *productive* that he expressed as *what is the meaning of productive?* Student answers. Than lecturer asks question again, the student answers in Indonesian language. Then lecturer clarifies the student's answer. In data number (11) and (12), the code switching repeats the students' answer. This is the character of intra-sentential switching.

The next type of intra-sentential switching can also occur in phrase of expression. Please see the following excerpt.

[11]

T: *Keindahan oke **good** keindahan, keindahan bahasa itu biasanya dinikmati di mana? Where can you enjoy the esthetical aspect of language?(13)*

S: Sastra

The context of the dialog: Mr. S explains the purpose of language. The purpose language such as: theoretical purpose, practical purpose, esthetical purpose and philological purpose. In the data number (13), intra-sentential switching occurs within in the sentence. He gives question to student of what the meaning of esthetical purpose is. Student answers, “keindahan”, and then he clarify as in (13). This is intra-sentential switching, and then student answers “sastra”.

The next type of intra-sentential switching besides being found in phrase intra-sentential switching can occur in phrase and clause. See the data below!

[12]

T: *Apalagi **weigh** apa **weigh**?(14)*

S: Berat badan

T: ***Berat badan weigh** to female student this one is very sensitive topic.(15)*

S: Hahahaha

T: Berat badan adalah masalah sensitive jangan Tanya tapi bapak-bapak kurang sensitive karena bapak-bapak itu suka sekali ngomong masalah berat badan.

The context of the dialog: Mrs. N gives example about variable. In the data number (14), intra-sentential switching occurs within the sentence because she makes example variable “weigh”. She asks question to student on what the meaning of weigh is. In the data

number (15), intra-sentential switching occurs within the sentence because she explains and makes joke in the explanation.

Analysis: all data types are intra-sentential switching. In every sentence occurs code switching in the sentence or the clause boundary. The 4 variants of intra-sentential switching are different from the others. The type of code switching is different from language when he or she switched. Intra-sentential switching concerns on language alternation that occurs within a sentence or a clause boundary.

d. From some Different Aspects

If it is viewed from some different aspects, there are some types of language switching:

1) Intern Language Switching

For this type, it is participants of two or more regional languages in one national language, or two or more dialects in one language, even different style in one variant. For example, language switching between BahasaSunda and Bahasa Indonesia or BahasaSunda and Bahasa Madura. There are the findings of the data.

[13]

T: In bahasa Thailand?

S: Napha

T: Napha, *ya wes* this is the meaning of arbitrary. *Apa berarti?*
What is arbitrary?(16)

S: *Persamaan*

T: What is the meaning of arbitrary?

S: Perbedaan

The Context of the dialog, the lecturer gives question about forehead in Thailand language, then student answers. The lecturer clarifies as in number (16). The lecturer uses intern language switching by combining the Indonesian and Javanese language.

The next type of intern language switching can occur in sentence. Besides that, the researcher found the position of characteristic intern language-switching in the end of the sentence.

See the data below!

[14]

T: Oke language is actually arbitrary, what is arbitrary?

S: Mana suka

T: Mana suka everything is best on the agreement. What the meaning of agreement. What the meaning of agreement, conventional among the language users Javanese bahasa jawa the uses are Javanese people orang jawa setuju bahwa ini namanya “Blabak” setuju oke setuju if we agree that they want change this one. *Ini dinamakan tipi ya ndak papa oke ini berubah namanya tipi silahkan dihapus ya tipinya!*(17)

S: Hahahah

The context of the dialog: Mr. S explains and gives example that is Bablak in Javanese language. The language user of Javanese agrees that Blabak means *whiteboard*. In the data number (17) is found intern language switching because he uses Indonesian and Javanese language.

The next type of intern language switching can occur in sentence. Besides that, the researcher found the position of

characteristic of intern language-switching in the middle and final of the sentence. See the data below!

[15]

T: In your culture your community may be differently with my culture those come from Trenggalek will different from come Tulungagung. *Di Thailand ada gak slametan gitu genduren gak ada, ada sajiannya apa? Overingnya apa? Wes gini aja culture di rumahmu ada gak orang hamil ditingkepi?(18)*

S: Ada

T: Desanya siapa yang tidak ada? Sama ya semua sama ya.

The context of the dialog: Mr. S asks about culture. Culture in Tulungagung and Trenggalek are different. As in the data number (18), he uses code switching in questioning. This is character of intern language switching because he uses Javanese and Indonesian.

The next type of intern language switching can occur in sentence. Besides that, the researcher found the position of characteristic intern language-switching in the final of the sentence. See the data below!

[16]

T: Oke paham ya maksudnya wes silahkan diulangi coba diulangi! apa maksudnya what is means theoretical purpose apa tujuan belajar bahasa dari sudut pandang theory? Maksudnya apa?

S: Bahasa secara theory itu mengetahui tata caranya seperti, bingung.

T: Bingung berarti *ndak paham to berarti(19)*

The context of the dialog: Mr. S gives instruction to student for reviewing the explanation. He uses code switching. In the data

number (19), he uses code switching for two languages; Indonesian and Javanese language.

Analysis: of 4 variants of intern language switching such as: variant of intern language switching uses Javanese, and Indonesian and another events are different style in one variant.

2) Extern Language Switching

This type of language switching participates mother tongue of speakers and foreign language. For example, language switching between Bahasa Indonesia and English, Arabic and English and so forth. Please see the following below!

[17]

T: Symbolize the next go on go on please *baca hayo(20)*

S: Symbol that is character

T: Repeat, repeat.

S: Language is of system communicating the symbolic that is character (not clear)

T: Oke stop udah oke last week we discuss as language consist of system.

The context of the dialog: Mr. S asks question about what definition of language is, than student answers. He gives instruction to student as number (20). In the data number (20) is found the characteristic of extern language switching that uses English and Indonesian language.

The next type of extern language switching can occur in sentence. Besides that, the researcher found the position of

characteristic of extern language-switching at the outset of the sentence. See the data below!

[18]

T: So, that the key that the idea of arbitrary. So what is arbitrary?

S: Sewenang-wenang

T: Sewenang-wenang atau sesuka-sesuka?

S: Sesuka-sesuka

T: *Sesuka-sesuka arbitrary mean mana suka. So language is actually is best on the agreement between the users of language.*(21)

The context of the dialog: Mr. S asks question about arbitrary. What the meaning of arbitrary is. He uses code switching in the meaning of arbitrary. In the data (21), there is a switch from Indonesian language to English, and Indonesian back to English. This is the character of extern language switching.

The next type of extern language switching can occur in sentence. Besides that, the researcher found the position of characteristic of extern language-switching in the final of the sentence. See the data below!

[19]

T: *This is what is mean by esthetical purpose. That's why this idea can be use whenever you are ask by someone else paham ya itu ya* (22)

S: Paham

The context of the dialog: Mr. S explains about esthetical purpose. In data number (22), he uses extern language switching because he uses the English language and Indonesia language. The backside of sentence uses Indonesia language.

The next type of extern language switching can occur in sentence. Besides that, the researcher found the position of characteristic of extern language-switching at the outset and the middle of the sentence. See the data below!

[20]

T: *High tinggi badan ada weigh ada high so this one (23)the example of variable oke my explanation last week example Communicative Approach ya communicative apa kemarin?(24)*

S: The effectiveness

T: The effectiveness of Communicative Approach in listening skill nah ini variable this one is also variable Communicative Approach here is method of teaching this one is method of teaching.

The context of the dialog: Mrs. N in the data number (23) and (24) states the code switching that it occurs within sentence. She explains about variable and uses two languages namely Indonesia and English.

Analysis: all the types of extern language switching finding have 4 variants of extern language switching that use English and Indonesian language. These types of language switching are from mother tongue languages of the speakers and foreign language.

2. The frequency of data finding

The frequency of type of code switching practiced by lecturers in multilingual class of IAIN Tulungagung is presented in the form of the percentage which can be seen in table 4.1.

Table 4.1 frequency of occurrence of type code switching

Type of code switching	N	Percentage
Tag switching	102	0.35%
Intra-sentential switching	102	0.2%
Inter-sentential switching	102	0.06%
Intern language switching	102	0.11%
Extern language switching	102	0.28%
Total	102	100%

Based on the table 4.1, it is found out that highest frequency found by lecturers is tag switching. Because lecturers always interact to students when explaining the material. The lecturers give question and example to students. And the lowest percentage is inter-sentential switching because lecturer seldom uses it when explaining the material. Tag switching occurs in the result 0.35%, intra-sentential switching 0.2%, inter-sentential switching 0.06%, intern language switching 0.11% and the last extern language switching namely 0.28%.

B. Discussion

In discussion, the researcher would like to interpret the findings previously presented. The researcher describes the reason of findings as the answer of research problem. To answer the question number one. The first problem in this study is” What type of code switchching in practiced by lectures of multilingual class?” Based on the data analysis, the researcher

found five types of code switching occurring practiced by lecturers in multilingual class of IAIN Tulungagung. The researcher used the type of code switching based on two theories; they are Susanto theory and Suwito theory. Based on Susanto, the type of code switching are tag switching, inter-sentential switching, and intra-sentential switching. The next view is based on Suwito that the types of code switching are; intern language switching, and extern language switching.

In this discussion, the researcher discussed about generalization of tag switching firstly. The researcher found some utterances by lecturer, as “oke let me know” and “spidol ya”. These utterances occur when the lecturer, Mr. S, explains about arbitrary, that language is arbitrary. He gives question to student. The utterance “oke let me know” can be included into the characteristic of tag switching, and the lecturer brings a marker. The next utterance “spidol ya”, he repeats the student’s answer, “spidol ya”, with a construction *noun + ya*, that it is the characteristic of tag switching in a phrase. This is the category of tag switching. Based on Susanto (2008:47), tag switching involves the insertion of a tag from one language into an utterance which is otherwise entirely in the other language. For example ‘you know’, ‘I mean’.

The second is inter-sentential switching. The researcher found the utterance ”Oke, number one, your group please! *What did your purpose? Apa tujuannya belajar bahasa ya sembarang apa ndak punya tujuan?* Your group please!” These utterances occur when the lecturer gives question to learner

what the purpose of studying language was. Lecturer moved one language to other language to make the learner easy to understand about the explanation. This is the category of inter-sentential switching. Based on Romaine in Susanto (2008:48), it requires speakers to have greater fluency in both languages than.

The third is intra-sentential switching. The researcher found the utterance “*Berat badan weigh* to female student this one is very sensitive topic.” This utterance occurs when Mrs. N explains about variable in quantitative research. Intra-sentential switching occurs within the sentence because lecturer makes example variable “weigh”. The lecturer asks question to learner on what the meaning of weigh is, and then lecturer explains and makes joke in the explanation. This is the category of intra-sentential switching. It is also used in Susanto (2008:49) that Intra-sentential switching concerns on language alternation that occurs within a sentence or a clause boundary. Sometimes includes mixing within word boundaries.

The next is based on Suwito that the type of code switching are intern language switching and extern language switching. The first is intern language-switching. The researcher found the utterance “Di Thailand ada gak slametan gitu genduren gak ada, ada sajiannya apa? Overingnya apa? Wes gini aja culture di rumahmu ada gak orang hamil ditingkepi?” this utterance occurs when Mr.S asks about culture. Culture in Tulungagung and Trenggalek are different. The lecturer asks question to Thailand learner about “slamaetan/genduri” He uses code switching in questioning. This is the category of intern

language switching because he uses Javanese and Indonesian. For this type, it is participants of two or more regional languages in one national language, or two or more dialects in one language, even different style in one variant. For example, language switching between Bahasa Sunda and Bahasa Indonesia or Bahasa Sunda and Bahasa Madura, Suwito in Madayani (2014:37).

The last is extern language switching. The researcher found the utterance “This is what is mean by esthetical purpose. That’s why this idea can be use whenever you are ask by someone else paham ya itu ya?” this utterance occurs when Mr. Susanto explains about esthetical purpose, he uses extern language switching because he uses English language and Indonesia language. The backside of sentence uses Indonesia language. This is the category of extern language switching. This type of language switching participates mother tongue language of speakers and foreign language. For example, language switching between Bahasa Indonesia and English, Arabic and English and so forth. Suwito in Madayani (2014:37).

The researcher presented some relevant previous studies conducted by other researchers such as a thesis which was published in 2014 entitle Code Switching Performance by Sixth Semester Students in Classroom Discussions at IAIN Tulungagung written by Lutfiana Dewi Khoirun Nisa. Mohammad Hasanul Izza a student of English Department Program Islamic Education Department State Islamic Institute of Tulungagung conducted another research in 2015 entitled An Analysis of Code Switching used by English Teacher in Teaching Learning Process at Second Grade of MA Darul Hikmah

Tawang Sari Kedungwaru Tulungagung. The last research was conducted by Rahmadhani Arimasari published in 2013 entitled *An Analysis of Code Switching used in The Novel Negeri 5 Menara* by A. Fuadi.

The similarity of these three researches with this research is that they analyze the use of code switching strategies in a language. However, the difference to the first thesis is that my thesis does not use classroom discussion as object and student as subject. The second is my thesis just focuses on 2 classes and uses 2 lecturers as subject. The other difference where is the research takes place. While the differences between this research and the third thesis is that this research does not use Novel as the subject.

All the previous studies use Hoffman's theory. But the researcher does not use Hoffman theory, the researcher uses two theories; they are Roman theory and Suwito theory. First thesis and second thesis use descriptive qualitative research, the last thesis is same as the researcher who uses descriptive quantitative survey as research design.

The second problem in this study is "How is the frequency of each types of code switching practiced by lectures of multilingual class?" To answer the question, the researcher counts the frequency of each code switching practiced by lecturer in multilingual class of IAIN Tulungagung. Based on the finding above, the researcher found tag switching in high level than another. Tag switching occurs in the result 0.35%, intra-sentential

switching 0.2%, inter-sentential switching 0.06%, intern language switching 0.11% and the last extern language switching 0.28%.

In table 4.1 the researcher stated about the frequency of code switching occurred and practiced by lecturer in multilingual class of IAIN Tulungagung. The most frequency type of code switching is tag switching because the lecturer need to be active to interact with learners when the lecturer gives question and gives example in the lesson. Language used in the class is full English, so, when the lecturer does not use code switching the learners difficult to understand the material. However, inter-sentential switching is less frequent than others.