

CHAPTER 1

INTRODUCTION

This chapter describes background of the research, statement of research problems, objectives of the research, significance of the research, the scope and limitation of the research, the definition of key terms and organization of the study.

A. Background of the Research

In daily interaction, people use a language or more either written or spoken to do their communication. People like to switch their language from one language to other language. People speak several languages in several places and several purpose. It may be at home, work place, school and other places. People use it for contact with the outside world of wider social or political organization. It is a common activity in bilingual and multilingual society.

Bilingual and multilingual are normal in many parts of the world. When people socialize, they meet with different situation and different culture. So, they have to study, adapt, and choose language that they want to be used when they talk to other people. Because of that, people tend to change their language from one to another when they conduct some communications with other people fitting to the situation and their needs.

Indonesian has one national language. Besides that, Indonesian also use other language in their communication. It can be local dialects or international language (English). They use local dialect, as their local identity, Indonesian language, as national language and foreign language like English. Thus, Indonesians speak two languages or more in one speech, so Indonesian can be called as bilingual or multilingual society. The analysis is focused on the speech performed by discuss in the classroom based on code switching which he used.

If we talk about multilingualism, we will find a phenomenon called as code switching. Hoffman (1993:110) says that the most general description of code switching is that it involves the alternate use of two language or linguistic varieties within the same utterance or during the same conversation. Spolsky (1998:46) says that have a repertoire of domain-related rules of language choice meaning that bilinguals are able to choose which language that he is going to use. This situation may be the basic reason why people do code switching in their speech.

Usually people speak with some language and switch from one to another, either it is done consciously or unconsciously, it still contains certain purposes. That people switch their language because every word that has been spoken owns certain meaning. It is purposed to convey message or information from speaker to listener directly and to make a good communication among them.

A person who communicates well and has good speaking skills does not necessarily use big words and elaborate jargon. In fact those things can serve to turn a listener off. They feel patronized, inadequate and frustrated if someone is using fancy language. The point of communicating is to convey information, to share with others and to have a two-way exchange.

Communicating, to whatever size of audience requires the speaker to encourage people to listen, engage, take on board what is being said and process that information with a view to doing something with it. People will only listen if they feel that the speaker is talking to them, interested in them, is speaking their language.

Speech community is a concept in sociolinguistics that describes a more or less describe group of people who use language in an unique and mutually accented way among themselves. Socio cultural understandings and presupposition with regard to speech.

However, although bilingual speakers claim that code-switching is an unconscious behavior, research has also shown that it is not a random phenomenon. As attested by Li Wei (1998:156). Bilingualism and multilingualism are normal in many parts of the world.

Code switching is potentially the most creative aspect of bilingual speech. It is a change by speaker from one language or language variety to another one. Code-switching is, thus, seen as a purposeful activity, that is, there are functions and intentions assigned to this behavior. Based on this

assumption, this paper investigates how code-switching is used as a device to achieve the communicative intents and serve certain functions in a conversation.

According, to the seminar thesis class that researcher take, it uses discussion teaching method. In discussion teaching method, the students will participate the presentation. Commonly the students as the audience give the question for the presenter in presentation, the presenter will switch among languages to explain the audience and make clear the explanation.

Before doing research, the researcher did observation to know the situation of discussion process in seminar thesis in TBI 6 A class at IAIN Tulungagung.

Firstly, when the researcher comes into the class, the class situation was very noisy. Some students were gossiping, using HP, etc. Three minutes later the lecture started the discussion, the students namely MZ started doing presentation, she presented her thesis proposal in front of her friends. Some of them paid attention to the presenter, the others didn't.

The students looked active while the discussion question and answer session. The lectures gave responses and critics to the presenter. Before discussion was closed the lectures respond about any questions in the discussion gave critic and suggestion to improve students' ability.

The discussion has closed. MZ closes the presentation and she went to her bench. Then the lecturers evaluate the presentation. Finally the lecturer closed the meeting.

Finally, based on the background above, the researcher should carry out a research under title “*Code Switching Performed By Sixth Semester Students in Classroom Discussion At IAIN Tulungagung*”.

B. Statement of Research Problems

Based on the background of the study in preceding discussion the following research problems are formulated :

- 1) What are the types of code switching used by students?
- 2) What are the factor of code switching used by the students?

C. Objectives of the Research

Based on the research problem above, the research objectives are as follows :

- 1) To find out the types of code switching in sixth semester by students of IAIN Tulungagung
- 2) To describe the students factor of code switching in sixth semester by student of IAIN Tulungagung

D. Significance of the Research

The significance of the research is formulated as follow:

- a. For the students

The students know that study English is important and use code switching can help the students to exchange the language.

b. For the reader

expected to give valuable contribution to the theoretical use of code switching

c. For the researcher

expected to broaden the knowledge of language learners, especially English student, to respect to the phenomenon of code switching used in the classroom.

E. Scope and limitation of the Research

The research is intended to analyze the phenomenon of code switching from Javanese to Indonesian or English or the other way around, found in classroom by student of IAIN Tulungagung.

F. Definition of Key Terms

From the research problem above, this study focuses on code switching by students of IAIN Tulungagung. In order to avoid ambiguity and misunderstanding, some of key terms used in this research are need to be defined as follows :

1. Code: is a way to distinguish elements of a system from elements that do not belong to the system. (Ritzer and Goodman, 1997: 328)
2. Code switching : is a change by speaker (on written) from one language or language variety to another one.

3. The type of code switching :

There are six types of code switching according Hoffman:

- a. Intra-sentential switches, it contains switch occurs within a clause or sentence boundary.
- b. Inter-sentential switches, the switch occurs between a clause or sentences boundary where each clause or sentence is in one language or the other.
- c. Establishing continuity switches, this kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also.
- d. Emblematic switching. In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.
- e. Intra-lexical code mixing
This kind of code mixing which occurs within a word boundary
- f. Involving a change of pronunciation
This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

4. Classroom discussion : the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas.

G. Organisation of the study

The organisation of this thesis is given in order to understand the content of this thesis as follow :

Chapter I : Is introduction. This chapter deals with the describes background of the research, statement of research problems, objectives of the research, significance of the research, the scope and limitation of the research, the definition of kay terms and organization of thesis.

Chapter II : Is underlying theory presented in review of related. This chapter also concerns with the theories of code switchig and topics related, definition of code switching, bilingualism and multilingualism, diglossia, code, types of code switching, classroom discussion, sosial factors of language switching.

Chapter III : Is research method. This chapter consist of the research design, subject of the study, data and data source, the research instrument and collecting method and data analysis.

Chapter IV : It includes research finding.

Chapter V : It includes discussion.

Chapter VI : It presents the conclusion of this research and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will show the review of related literature of the present study. The review comprises : Definition of Code Switching, Language, Speech Community, Bilingualism and Multilingualism, Diglossia, Code, Classroom Discussion, Types of code switching, and Sosial factors of language switching.

A. Definition of Code Switching

Code switching is potentially the most creative aspect of bilingual speech. It is a change by a speaker from one language or language variety to another one (Longman, 1992:58). Code switching can take place in a conversation when one speaker uses one language answer in different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of a sentence. Romaine (1994:55) says that code switching is utterances draw to differing extents on items. Hoffman adds that the feature of bilingual speech as interference, code mixing and code switching are normal phenomenon because bilinguals often find it easier to discuss a particular topic in one language rather than another (Hoffman, 1991:109).

Living with more than two languages is normal in many parts of world. It is in line write Wardhough's opinion that the ability to shift from one language to another is accepted as quite normal. He furthers adds

that: Most speakers command several varieties of any language they speak, and bilingualism, even multilingualism, is the norm for many people throughout the world rather than unilingualism. People are usually required to select a particular code whenever they choose to speak, and they may also decide to switch from one code another or to mix codes. Even within sometimes very short utterance and thereby create a new code in a process known as code switching.

To get clear understanding of code switching , the researcher starts this review of related literature by explaining some definition of code switching is it involves the alternate use of two languages of languages linguistics varieties within the same utterances draw to differing extents on items which come from than one languages and which are combined in differences ways. On other hand, Gall as reports in Wardhaugh defines code switching based on the purpose of code switching by saying that code switching is conversational strategy used to establish, cross or destroy group boundaries; to create, evoke or change interpersonal relations with their right and obligations.

Actually it is not always easy to notice the differences between borrowing, code switching and Blanc state that borrowing is talking, over linguistics form usually (usually lexicon items) by one language from another. These words are called loan words. Loan word can be assigned to the “ *langue* ” as described by Mackey as reported in Hoffman on the other hand, who gives definitions of code mixing based on three sources. First, He

concludes from Poplack (1980), McLaughlin (1984), and Apple and Muysken (1987) that is;

Switches occurring at lexical levels within a sentence (intra-sentential) are referred to as “code mixes” and “code mixing”. On the other hand, change over phrases or sentences are called “code switches” and code switching”

Second, Schyter (1980) proposes that code mixing happens when one uses words or sentences in a wrong language, in a clearly monolingual situation. Then, the last definition is cited from Redlinger and Park (1980) who define code switching as the combination of elements from two languages in a single utterance.

McLaughlin, as quoted by Hoffman, emphasizes the difference between code switching in the sense that code switching in the sense that code mixing takes place within sentence and usually involves single lexical items while code switching is a language change occurring across phrase or sentence boundaries.

From the description of code switching by some sociolinguistics above it can be concluded that code switching is a linguistics term denoting the concurrent use of more than one language or languages variety in conversation. Code switching is sometimes used to refer to relatively stable informal mixture of two languages, such as English or Indonesian, or to dialect or style-shifting they move from formal to less formal setting or around it.

In a study of code switching within Chinese-English families in tyneside, England Li (1995) and Li and Milroy (1955) shw how effective a switch from the unmarked variety, in this case Chinese, to the marked variety, iin this case English, can be when a mother asks her 12-year-old son in english is the preferred language of the boy, but Chinese that of this mother and the unmarked choice in parent-child talks. As Li and Milroy (p.257) say, ‘the mother knows that by choosing the preferred language of the child instead of her own preferred language, she is turning a simple question into an indirect request for the child to do his homework before playing with the computer.’ Moreover, the child correctly interprets the question as a request (Wardaugh,2006:111).

B. Language

The above definitions give understanding that language is quite significant for people as a means of communication. There must be close relationship between language and people who use the language. People need language when they are motivated to express their ideas, feeling and thought or when they interact one another. Finocehiaro states that language is a system of arbitrary vocal symbol which permits all people in a given culture, or another people who have learned the system of that culture to communication or to interact.

Language is a signaling system which operates with symbolic vocal sound, and which is used by group of people for the purpose of

communication. Social interaction either daily communication are constantly liked to others via the facilitation of language. We use language to “carry on” love and to “carry out” hate. We use language to reveal or conceal our person identity, our character and our background often wholly unconscious that we are doing so (Chaika, 1982:2). Hornby states that language is a system of sound, words, pattern used by human to communicated thoughts and feeling (Hornby, 1989:700).

Accordingly, the study of language may merely not concern with the linguistic aspect, but also the social and situational aspects, such as the value system, the norms of behavior of the society applying the language. Hence, sociolinguistic, as a branch of linguistics, studies the relationship between language and society. Concerning with the meaning of sociolinguistics, some linguists give explanation such as Hymes defines that sociolinguistics in the study of verbal behavior in terms of the social characteristics of speaker, their culture background and ecological properties of the environment in which the interact (Fisman 1975-15).

C. Speech Community

Language in both an individual possession and a social possession. We would expect, therefore, that certain individuals would behave linguistically like other individuals. They might be said to speak the same language or the same dialect or the same variety, i.e., to employ the same code and in that respect to be members of the same speech community.

People are social being who belong to a certain community. It is very existence of language critically depends on availability of social group who claim availability as their own, from the varieties spoken by it's neighbors. Claim a variety as their own maintains its distinctiveness from the varieties spoken by its neighbors.

The search for a "true" definition of the speech community, or for the "true" boundaries around some speech community, is just a wild goose chase. We will indeed discover that just as it is difficult to define speech community, and for many of the same reason. It remains so even we decide that a speech community is no more than some kind of social group whose speech characteristics are of interest and can be described in a coherent manner (Wardhaugh : 116-117).

According to Bloomfield a group of people who use the same system speech signals is a speech community (Bloomfield, 1964: 29). He also adds that, a speech community is a group of people who interact by means of speech. All the so called higher activities man-our specifically human activities-spring from the close adjustment among individuals which we call society, and this adjustment, in turn is based upon language: the speech community, therefore, is the most important kind of social group (Bloomfield, 1964:42).

Each language defines a speech community, the whole set people who communicate with each other, either directly or indirectly, via the common language (Hoceket, 1958:8). in mainly speech community is

formed because of mutual intelligibility, especially there are gather ness in linguistic code (in many aspect : phonetic syntax and sematic) (Alwasilah, 1985:43). on the other hand, according to Gumperz a speech community is any human aggregate characterized by regular and frequent interaction by means of a shared body of verbal sign and set off from similar a of social aggregates by significant differences in language usage. Gumperz adds that a speech community has a set of rules or system, including their verbal behavior or language. Because of the system, he further explains that the language of speech community can be analyzed both within the context of language it self and also within the boarder contexts of social behavior (Munfarida, 2010:13-14).

Alwasilah adds that there is not definite related linguistic similarity with part of speech community (Alwasilah, 1985:44). in a mutual intelligibility, there a social psychology dimension that subjective, he said that from this can take one comprehensive approach that there are tree kind of speech community.

- a. Same language and mutual unintelligibility
- b. Same language but not mutual unintelligibility
- c. Different language but mutual unintelligibility

According Troike (1986) in Cahyanti (2009: 13) part of the difficulty we have in defining speech community must be attributed to the differential scope which community has different criteria.

- a. It is any group within a society which has anything significant in common (including religion, ethnicity, age, deafness, sexual, orientation or occupation, but not eye color or height).
- b. It is a physically bounded unit of people having a full range of role opportunities.
- c. It is a collection of similarly situated entities that have something in common (such as the western world, developing countries).

From these descriptions above, it can be conclude of that speech community is a group of people who use more than one language or dialect in their conversation and interaction in order to have a convertible setting. From the characteristics of speech community it can be inference of that people who use code switching in their conversation are membership in speech community.

D. Bilingualism and Multilingualism

Weinrich (cited I chaer, 2003:65) describes bilingual as “ the use of two languages by someone by turns”. Bloomfield (cited in Chaer, 2003: 65) asserts that “bilingual is mastery of two language by someone”. Pateda (cited in Panduwardhani, 2009: 17) asserts “multilingual is a person who has the ability to speak three or more languages”. Nowadays, there are many people who are able to speak more than one language, especially it is common for people who live in bilingual and multilingual society. A person is called as bilingual if the person could speak two different languages, and

a person who can speak same languages or more than two different languages is called as multilingual.

Most people as speakers usually occupy more than one code and require a selected code whenever they choose to speak with other people. The phenomenon of people having more than one code (language) is called bilingualism or multilingualism, Wardaugh(1986:101).

To clarify the term bilingual and multilingual, Spolsky (1998:45) defines a bilingual as “a person who has some functional ability in the second language.” This may vary from a limited ability in one or more domains, to very strong command of both languages. According to Bloomfield (in Rahardi, 2001:13), bilingualism is a situation where a speaker can use two languages as well.

Related to speech community, Hamers and Blanc (1987 : 45) define bilingualism as “the state of a linguistic community in which two languages are in contact with the result that two codes can be used in the same interaction and that a number of individuals are bilingual”. In addition, Gumperz (1971 : 222) also mentions that bilingual people usually use their own idioms for in-group communication and the common language for their interaction and communication with outsiders. In this case, the bilinguals have a repertoire of domain-related rules of language choice (Spolsky, 1998 : 46) meaning that bilinguals are able to choose which language that he is going to use. In many countries and communities, bilingualism is a normal

requirement for daily communication and not a sign of any particular reason (Hoffman, 1991 : 3).

People who are bilingual or multilingual do not necessarily have exactly the same abilities in the language in fact that kind of parity may be exceptional. Multilingualism involving balanced. Native like command of all the language in the repertoire is rather uncommon. Typically, multilingualism has varying degrees of command of the different repertoires. The differences in competence in the various languages might range from command of a few lexical items, formulaic expressions such as greetings, and rudimentary conversation skills all the way to excellent command of the grammar and vocabulary and specialized register and styles. Multilingual develop competence in each of the codes to the extent that they need it and for the contexts in which each of the languages is used. Context determines languages choice. In a society in which more than one language (or variety) is used you must find out who uses what, when and for what purpose if you are to be socially competent. Your language choices are part of the social identity you claim for yourself , Wardhaugh (1986:95).

E. Diglossia

In the few years that have elapsed since Ferguson (1959) first advanced it, the term diglossia has not only become widely accepted by sociolinguist and sociologist of language, but it has been further extended and refined. Initially it was used in connection with a society that

recognized two (or more) languages for intrasocietal communication (Fishman 1975:73). A diglossic situation exists in a society when it has two distinct codes which show clear functional separation, that is one code is employed in one set of circumstances and the other is an entirely different set. Ferguson (1959:336) has defined diglossia as follows:

Diglossia is a relatively stable language situation in which, in addition to the primary dialects of the language (which may include a standard or regional standards), there is very divergent, highly codified (often grammatically more complex) superposed variety, the vehicle of a large and respected body of written literature, either of an earlier period or in another speech community, which is learned largely by formal education and is used for most written and formal spoken purposes but is not used by any sector of the community for ordinary conversation.

By Ferguson's definition we get the meaning that one language is normally used for matters such as government, religion, and education and another for everyday concerns. Diglossia can occur with dialects as well as when speakers always use one dialect in some situations and another dialect in other situations. The typical examples in the English-speaking world are American Blacks and British regional speakers. Diglossia is actually an extreme case of style switching, one in which an entire dialect or language is used as the marker of style (Chaika 1982:241).

Diglossia is defined in terms of two characteristics based on the functions. That is, it is used in one set of circumstances and the other in an entirely different set, for example, the H varieties may be used for delivering sermons and formal lectures while L varieties may be used in

giving instructions to workers in low prestige occupations. On occasion, a person may lecture in an H variety but answer question about its contents or explain parts of it in an L variety so as to ensure understanding. In this case the H variety is the prestigious and powerful variety while the L variety lacks prestige and power. It can be look at fact that the H variety is also like to be learned in some kind of formal setting, e.g: in classroom or as part of a religious or cultural indoctrination. To that extent, the H variety is “taught” where as the L variety is “learned” (Wardough, 2006:89-91).

Diglosia occurs is many situations. It is evidence in shout west Spanish speakers who feel inhibited about speaking Spanish in Anglo situations. In Paraguay the Indian use Guarani for intimacy and other matters relating to social solidarity, but Spanish for education, religion, government, and High-culture (Chaika, 1982:241).

F. Code

Code is a term which refers to a variety. Thus code may be an idiolect a dialect, a socialist, a register or a language (Marjohan, 1988:48). In the other sources, I find that the term like dialect, language, style, standard language, Pigdin and Creole are inclined to arouse emotions but the neutral term of code, taken from information theory can be used to refer to any kind of system that two or more people employ for communication (Wardough, 2006:89). In this study, I choose code a language. We have observe that the particular dialect or language one chooses to use on any

occasion is a code, a system used for communication between two or more parties (Wardaugh, 2006:99). We have also indicated that it is unusual for a speaker to have command of, or use, only one such code or system.

Most speakers command several variation of any language they speak, and bilingualism, even bilingualism, is the norm for many people throughout the world rather than unilingual. In a multilingual situation, the use of different codes depends on the variability of the specification of their uses as agreed upon by the people or as reinforced by the government (Marjohan, 1988:49). People then are usually force to select a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix code (Wardaugh 2006:100). In general, however when you open your mouth, you must choose a particular language, dialect, style, register or variety that is a particular code. You cannot avoid doing so, moreover you can and will shift, as the need arises from one code to another.

G. Classroom Discussion

Engel and Ochoa as cited in Larson and Keeper (2002) state that classroom discussion is an important teaching strategy because of its relation to the development of participatory citizenship, critical thinking and classroom community. Based on Oxford Dictionary (1999) the word discussion means the action or process of talking about something in order to reach a decision or to exchange ideas. Discussion is particularly relevant in social studies education because of the mandate to prepare students for

participatory democracy. Weike and Mangram as cited in Larson and Keeper have examined the distinctive nature of discussion it self. Those Studies indicate that there are various types of discussion that vary in purpose content and format.

Discussion is thought to be a useful teaching technique for developing higher order thinking skills, skill that enable students to interpret, analyze and manipulate information, students explain their thoughts and ideas rather than merely recount and recite, memorized facts and details.

H. Types of Code Switching

Wardhaugh (1998:103) classify code switching into two types. The first is situational code switching and the second is metaphorical code switching. Situational code switching occurs when the languages used change according to the situations in which the conversant find them : they speak one language in one situation and another in a different one. No topic change is involved. When a change of topic required change in the language used we have metaphorical code switching. The interesting point here is that some topics may be discussed in either code, but the choice of code adds a distinct flavor to what is said about the topic. The choice encodes certain social values.

According to Hoffman (1991:112) there is some types varieties of code switch, as follows:

1. **Intra-sentential switches**, it contains switch occurs within a clause or sentence boundary, where each clause or sentence is in one language or other.

a) A Spanish-English bilingual

I started going like this. Y luego decia (and then he said).

Look at the smoke coming out of my fingers (Valdes Failis 1982:220).

2. **Inter-sentential switches**, the switch occurs between a clause or sentences boundary where each clause or sentence is in one language or the other.

a) An adult Spanish-English bilingual

Tenia zapatos blancos, un poco, they were off-white, you know.” (Silva-Corvalan 1982:181).

3. **Establishing continuity switches**, this kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also.

Speaker 1: I can't get leave him 'coz I love him so much...

Speaker 2: Correct! You got the point! Kata 'banget' itulah letak permasalahanmu sekarang ini.

4. **Emblematic switching**. In this kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another.

a) An adult Spanish-American English says: "...Oh! Ay! It was embarrassing! It was very nice, though, but I was embarrassed!" (Silva-Corvalan 1982:181).

5. **Intra-lexical code mixing**, This kind of code mixing which occurs within a word boundary, such as *inshoppã* (English shop with the Panjabi plural ending) or *kuenjoy* (English enjoy with the Swahili prefix *ku*, meaning 'to').

6. **Involving a change of pronunciation**, This kind of code mixing occurs at the phonological level, as when Indonesian people say an English word, but modify it to Indonesian phonological structure.

I. **Sosial factor of language switching**

So far, there have been several linguists who has some outlined reasons for code switching. Suwito in Susanto (2007:7) classifies the factors into six points:

a. The Interlocutors

The presence of interlocutors may motivate speaker as the members of social interaction to change from their use of one language to the languages use by the interlocutor. From this point, the interlocutors may be categorized into two groups:

a) The interlocutors who from some ethnic and have identical habitual use of language with the speakers.

b) The interlocutors who come from different ethnic and have different habitual use of language from speakers.

b. The Speakers

Having position as speakers may motivate the members of social interaction to convey his crucial personal purposes. This can be cooperate with Chaika's statement saying that in all interaction, each person means what or she says and is speaking with a purpose (Chaika, 1982:71).

c. The Topic Discussion

Topic discussion comprised formal and informal topic. It may be operated by changing from one language into another or from one style of language into another.

d. The Presence of the Participants

Sometimes two speakers who participants in speech interaction have to change their language, for reason of the presence of participants who come from different language group.

e. Humorous Usage

Language switching may also applicable when people have initiative to convey humorous expression. It can be shown from the lane switching operated by clowns, jokers, etc.

f. Prestigion Usage

Naturally, some members of social community want to be regerded as intellectual people, low class group. They tend to show their

identification by operating language switching which is done by changing from common language to scientific language though is just term.

On other hand, Hoffman (1991:116) adds the number of reasons for bilingual and multilingual person to switch or mix their language. Those are:

a. Talking about a Particular Topic

People something prefer to talk about a particular topic in one language rather than in another. Sometimes, a speaker feels free and more comfortable to express his/her everyday language.

b. Quoting Somebody Else

A speaker switches code to quote a famous expression, proverb, or saying of some well-known figures. The switch involves just the words that the speaker is claiming the quoted person said. The switch like a set of quotation marks. In Indonesian, those well known figures are mostly from some English-speaking countries.

Then, because many of the Indonesian people nowadays are good in English, those famous expressions or sayings can be quoted intact in their original language.

c. Interjection (Inserting sentence fillers or sentence connectors).

Interjection is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention.

Interjection is a short exclamation like: Darn!, Hey!, Well!, Look!, etc. they have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing.

Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally. The following are examples of the usage of interjection in sentences:

1. Indonesian_English

Taskuketinggalan di bus! Shitt!

(My bag was left in the bus!)

2. Spanish_English (Gumperz, 1982:77)

Chicano professionals saying goodbye, and after having been introduced by a third speaker, talking briefly:

A : Well, I'm glad to meet you.

B : Andale pues(O.K.Swell). And do come again.

Mm?

d. Expressing group identity

Code switching and code mixing can also be used to express group identity. The way of communication of academic people in their disciplinary groupings, are obviously different from the other groups. In other words, the way of communication of one

community is different from the people who are out of the community.

e. Being emphatic about something

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, he either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, he switches from his second language to his first language because he feels more convenient to be emphatic in his second language rather than in his first language.

f. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by listener, he can sometimes use both of the language (codes) that he masters to say the same message. Frequently, a message in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

For example :

English_Hindi (Gumperz, 1982:78)

Father calling his small son while walking through a train compartment, "Keep straight.Sidhajao" (keep straight).

g. Intention of clarifying the speech content for interlocutor

When bilingual or multilingual person talks to another bilingual/multilingual, there will be lots of code switching and code mixing occurs. It means to make the content of his speech runs smoothly and can be understood by the listener. A message in one code is repeated in the other code in somewhat modified form.

h. To soften or strengthen request or command

For Indonesian people, mixing and switching Indonesian into English can also function as a request because English is not their native tongue, so it does not sound as direct as Indonesian. However, code mixing and code switching can also strengthen a command since the speaker can feel more powerful than the listener because he can use a language that everybody cannot.

i. Because of real lexical need

The most common reason for bilingual/multilingual person to switch or mix their languages is due to the lack of equivalent lexicon in the languages. When an English Indonesian bilingual has a word that is lacking in English, he will find it easier to say it in Indonesian. And vice versa, when he has a word that is lacking in Indonesian, he will use the English term. If it put into Indonesian, the meaning will be hazy / vague, and sometime it would not be used. For example, in Indonesia, the technical topics are firmly

associated with English and the topic itself can trigger a switch or mix to/with English.

- j. To exclude other people when a comment is intended for only a limited audience

Sometimes people want to communicate only to certain people or community they belong to. To avoid the other community or interference objected to their communication by people, they may try to exclude those people by using the language that no everybody knows.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher presents the research method of the study. The review comprises: Research Design, Data and Data Sources, Technique of Data Collection, Technique of Data Verification and Data Analysis.

A. Research Design

In this study, the researcher uses qualitative approach. Ary et.al (2010: 424) assert that in qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data. Here the researcher analyzes the discuss class seminar thesis into the type of code switching used by students.

Ary et.al (2010:425) state the qualitative inquirer deals with the data that are in the form of words, rather than number and statistics. Here the data of the research does not in the form of number, but in the form of word. Meleong (2006:6) find the following: qualitative research is a research which has the purpose to understand the phenomenon about what have been experienced by the subject of the research for instance behavior, perception, motivation, action, etc. holistically, and using descriptive method in the form of words and language, in a natural specific context and using some natural methods.

The type of study which is used by researcher is descriptive qualitative. The research design used in this research is generated into qualitative method and specified into descriptive qualitative research design. The same notion as descriptive qualitative research design is proposed by Ary et.al (2010:453 and 454) under the term basic qualitative studies. As well as descriptive qualitative research, basic qualitative studies attempt to provide rich description, which accounts to understand a phenomenon, a process or a particular point of view from insiders' perspective. Since the researcher analyzes the discuss by students in class seminar thesis IAIN Tulungagung.

B. Subject of the study

The subjects of the study are students in process teaching and learning in IAIN Tulungagung. In this study researcher choose seminar thesis subject, it is the subject of sixth semester.

C. Data and Data Sources

a. Data

Data in this study were needed to answer the researchers' questions. Data which was collected in this study was qualitative data. In this research, the researcher got data in the form of students' utterances' containing code switching and interview responses.

b. Data Sources

The data sources of this study are the transcript of conversation in classroom discussion.

D. Technique of Data Collection

To conduct the method of collecting data, the researcher uses several techniques. For the first techniques, the researcher uses observation techniques because the researchers have to collect the utterance containing code switching in the classroom discussion. While observing classroom discussion, the researcher also records the discussion using audio-camera. Then, the researchers make a conversation transcription from the record. After getting the data by observing discussion the researcher interviews the students in the classroom to know the students' reasons why to used code switching.

E. Technique of Data Verification

In this study, the trustworthiness of the data analysis is necessary to be checked in order to reduce the research's biases and prejudices. In this study the technique used was triangulation to check the trustworthiness of the data analysis. According to Bungin (2007:141) , "Triangulation is a technique of investigation the validities of data which gives advantages to others that need verification or become standart for data.

Moreover Denzin's quoted in Miles and Huberman (1994) states that triangulation is the use of multiplesources to support finding in qualitative research. Besides that, he also adding that triangulation has identified several types, includes: (1) triangulation of data sources (2)

investigator triangulation (3) theory triangulation and (4) methodological triangulation (Miles and Huberman, 1994:267).

Among those four triangulation types, one of them was employed in the study: it was data methodological triangulation. The researcher uses techniques of data collecting observation, interview and documentation.

In this study the verifications of data can be check by employ different method of collecting data. The researcher not only conducted interview but also did but also observation and coversation transcription so that by using those method, the same data could be gotten.

F. Data Analysis

Data analysis is a process where the researcher systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others (Ary et.al 2010:481). According to them, data analysis consists of familiarizing and organizing, coding and reducing, interpreting and representing.

In analyzing the data, the researcher used some steps as follows:

1. Familiarizing and Organizing

The first stag in analyzing qualitative data involves familiarization and organization so that the data can be easily retrieved (Ary et.al 2010:481). So that we should be familiar with the data by reading previous source and making transcription conversation directly to avoid potential bias then arrangin in good organitation. In the context

of this research, familiarizing and organizing refers to rereading the transcripts, reviewing video and listening repeatedly to audiotapes that the researcher gotten.

2. Coding and Reducing

Coding is about developing concepts from the raw data. The most common approach is to read and reread all the data and sort them by looking for units of meaning—words, phrases, sentences, subjects' ways of thinking, behavior patterns, and events that seem to appear regularly and that seem important (Ary et al 2010:483). So, we should group the data based on the types. In the context of this research, coding and reducing refers to of video transcript consisting the students' utterances and selecting those utterances to categorize based on the types of code switching.

3. Interpretation and Representation

Interpretation is about bringing out the meaning, telling the story, providing an explanation and developing plausible explanations. Representation involves how the data are presented (Ary et al 2010:490). So that interpretation and representation are reflecting about anything of the research that important to understand about the data. In the context of this research, interpretation and representation refers to conclusion about the understanding the result of data.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents the finding of my research such as: 1) Data Presentation 2) Classification types of code switching 3) Factor of the student's reason in using code switching

A. Data Presentation

Data presentation here consists of the result of observation, documentation and interview. The first is observation. Observation techniques apply by the researchers to collect the utterance containing code switching in the classroom discussion. While observing classroom discussion, the researcher also records the discussion using audio-camera. Then, the researchers make a conversation transcription from the record. After getting the data by observing discussion the researcher interviews the students in the classroom to know the students' reasons why to used code switching. Here, the researcher gets the data which the researcher need. After getting the data by interviewing the students, the researcher makes documentation. Here the researcher collects the students transcript discussion. Then the researcher analyzed the transcript of code switching by divided into the categorize of code switching based on the types.

B. Classification Types of Code Switching

In the daily communications, sometime students switch the language from Indonesian into English or from English into Indonesian. The code switching which occurs among them falls into varieties of type. The type of code switching can be classified as follows:

1. Inter sentential switching

Inter sentential switching occurs between a clause or sentence boundary where each clause or sentence is in one language or the other. The researcher found 4 utterances inter sentential switchings of students in classroom discussion, the Intersentential switching can be show as follows:

Data 1

Lines Students' Utterances

- 1 Why I here choose that student, I hope dapat merasakan
- 2 kontribusi dari penelitian ini, because her student is a object.

Utterances in lines 1 up to 2 included into inter sentential switching because the change often occurs within a clause or sentence boundary. The switching happened with no change situation. It switch because the speaker wanted to give emphasis about her proposal in determining the title.

Data 2**Lines Students' Utterances**

- 1 When English principle that is yang sekarang sedang digunakan
- 2 oleh beberapa sekolah at Tulungagung

Utterances in lines 1 up to 2 are included into inter sentential switching, the switching occurred with no change situation. The word has been familiar, to the audiences because sixth semester class of IAIN knew the meaning.

Data 3**Lines Students' Utterances**

- 1 I will be analyze sebesar apa kontribusi atau penggunaan design
- 2 of literature narrative in practically to the student

Utterances in lines 1 up to 2 are included into inter sentential switching, the switching happened with no change the situation. The change often occurred within a clause or sentence boundary. The students used this switching to give strengthen of her meaning to the audience. This utterance often used in general conversation.

Data 4**Lines Students' Utterances**

- 1 The first this is curriculum skill new and it must be masih
- 2 dipraktekkan, maksudnya semua belum Digunakan, jadi ini
- 3 masih baru dipraktekkan disekolah Karena kurikulum disini
- 4 based on two thousand and thirteen curriculums

Utterances in lines 1 up to 4 are included into inter sentential switching because the utterance is consider switching with change the situation from formal to informal it showed in line 2 the word is indonesian language that use in daily life.

2. Intra sentential switching

Intra sentential switching occurs within a clause or sentence boundary, where each clause or sentence is in one language or other. The researcher found 4 utterances intra sentential switching students in classroom discussion the intra sentential switching can be show as follows:

Data 5

Lines Students' Utterances

- | | |
|---|--|
| 1 | That it is applied in junior high school, senior and elementary |
| 2 | school, but I hear select junior high school, about a the of the |
| 3 | Research because that have long <i>penjelasan</i> |

Utterances in lines 1 up to 3 are included into intra sentential switching, because it occurs in a word or without a sentence. In this case the student use switching bacause they had to plays much as possible the code switching in the classroom lesson in english class.

Data 6

Lines Students' Utterances

- | | |
|---|--|
| 1 | I choose for research use the book under title <i>bahasa inggris</i> |
|---|--|

Utterances in line 1 are included into intra sentential switching, because it did not occur in boundary sentence. It had been familiar to the listeners specially in the class, that is almost all the listener or student recognize its meaning. The speaker doesn't have to change word in to english because in the fact the listeners naturally understood.

Data 7

Lines Students' Utterances

- | | |
|---|---|
| 1 | Dosen atau kita sebagai calon <i>lacture</i> itu harus mengetahui |
| 2 | tentang budaya ini |

Utterances in lines 1 up to 2 are included into intra sentential switching without change situation. This sentence is formal situation because the word "lacture" in line 1 was useal in formal discussion.

Data 8

Lines Students' Utterances

- | | |
|---|--|
| 1 | Kita disini bukan membahas tentang kebudayaan tapi assessing |
| 2 | dalam penilainya |

Utterances in lines 1 up to 2 are included into intra sentential switching without change situation. This sentence is formal situation because the word "assessing" in line 1 was useal in formal discussion.

3. Emblematic switching

Emblematic switching is the kind of code switching, tags, exclamation and certain set phrases in one language are inserted into an utterance otherwise in another. The researcher found 4 utterances emblematic switching students in classroom discussion. the emblematic switching can be show as follows:

Data 9

Lines Students' Utterances

1 Oke something like that, *langsung saja* any questions?

Utterances in line 1 are included into emblematic switching, because the Emblematic switching often takes place in tags of sentence. In this utterance the tags switching is in question sentence.

Data 10

Lines Students' Utterances

1 Audience : Repeat again, *ulangi!*

2 Presenter : Good use by lecture English teacher not all of teacher

Utterances in lines 1 up to 2 are included into emblematic switching, because the Emblematic switching often takes place in tags of sentence.

In this utterance the tags switching is in question sentence.

Data 11

Lines	Students' utterances
1	Teacher : <i>May be ada pertanyaan ?</i>
2	Students : Tidak ada, Sir

Utterances in lines 1 up to 2 are included into emblematic switching, take place in tag of sentence this switching happened in shape of question tag.

Data 12

Lines	Students' utterances
1	Students : Pak, <i>next week</i> libur bagaimana kalau diganti besok
2	Saja?
3	Teacher : Iya tidak apa-apa

Utterances in lines 1 up to 3 are included into emblematic switching, take place in tag of sentence this switching happened in shape of question tag, and the teacher receive student opinion.

4. Establishing continuity

Establishing continuity switches this kind of code switching occurs to continue the utterance of the previous speaker, as when one Indonesian speaker speaks in English and then another speaker tries to respond in English also. The researcher found 4 utterances establishing continuity students in classroom discussion the establishing continuity can be shown as follows:

Data 13**Lines Students' utterances**

- 1 Audience : So you will see in the picture?
- 2 Presenter : Yes I see picture narrative setting

Utterances in lines 1 up to 2 are included into establishing continuity because when the audiences ask in english the presenter was answer or give respond in english to although they are not native speaker in english.

Data 14**Lines Students' Utterances**

- 1 Audience : What do you mean narrative setting?
- 2 Presenter : Narrative setting in here the explanation of text
- 3 Book or material for example in reading texts.

Utterances in lines 1 up to 3 are included into establishing continuity with previous speakers. The presenter try to give responds in english as good as possible.

Data 15**Lines Students' Utterances**

- 1 Audience : Why don't you choose teachers lecturing for
- 2 example JHS or SHS, something like that
- 3 Presenter :Oke, Because JHS or SHS you know that be for
- 4 came join in JHS or SHS, they have know that be for student
- 5 student come join JHS or SHS they have known in english

Utterances in lines 1 up to 5 are included into establishing continuity with the previous speaker. the presenter try to give responds in english as good as possible.

Data 16

Lines Students' Utterances

- 1 Audience : I think more easy understand it you directly write English
- 2 Presenter : English lecture

Utterances in lines 1 up to 2 are included into establishing continuity with the previous speaker. the presenter tried to write in english as like the audience wants.

C. Factor of the student's reason in using code switching

1. Based on the analyzing context

According to theory above there are two kinds of student's purpose after analyzing the context of dialog such as:

- a. To make repetition for clarification.

Audience : Ok you example, one of example ketika kita berjumpa dengan kawan yang berbeda dari Negara lain. What is the example, contohnya apa? Please repeat again!

Presenter : Ok of the book for example when your make my mother said good morning mom something like that.

as bersalaman it's not old the some this culture is when we meet my friend or when we as someone. for example kalau di jalan semacam nyuwun sewu atau ketika bertemu dengan teman hay or hello and asking about menanyakan kabar.

In the dialog, the audience asks the presenter to re explain about the audience explanation. This way used by audience to test presenter understanding about material of code switching in this dialog would be categorized as repetition for clarification in which this types of motivation was happened when the audience used the switching to measure the presenter understanding.

b. To show emphatic about something

Students : Pak, *next week* libur bagaimana kalau diganti besok saja?

Teacher : Iya, tidak apa-apa

In the dialog, student want to take emphatic from his teacher, this dialog had adapted in English language so the student known the meaning from even the teacher do not translate.

2. I will show the result of students interview at IAIN Tulungagung the factor student reason in using code switching.

The purpose of applying code switching in classroom discussions is to explain the material clearly to the audience and presenter. So, the audience and presenter can reach the goal in that lesson. The student uses code switching to make clear the students' understanding. The audience will understand the lesson easily. The factor of students' reason in using code switching to testing the student understanding such as: my friends can not understand my explanation, So that I switch English to Indonesian in order to explain the material clearly. Because, they do not have enough vocabulary. So, they will be difficult to understand the lesson. It is also impossible when the presenter uses Indonesian in their English class. They will know and learn English in real.

CHAPTER V

DISCUSSION

In this chapter, the researcher present the interpretation of the finding. The researcher tried to interpret the relationship among the code switching performed by presenter, toward the audiences and teacher.

In this research, the researcher observed the use of code switching performed by presenter toward the audiences and the teacher. This data were analyzed by using descriptive qualitative method which used the hoffmann theory to answer the research problem.

Based on the theory of Hoffman, the researcher found some types of code switching used by students in classroom discussion such as: inter sentential switching, intra sentential switching, Emblematic switching and Establishing continuity. This type of code switching produced by students. Inter sentential switching happened when student used code switching between sentence, intra sentential switching appeared when student used code switching within sentence, emblematic happened when student used code switching of exclamation, imperative and interrogative sentence and establishing continuity appeared when one Indonesian speaker speaks in english and then another speaker tries to respond in english also.

Code switching appeared in the discussion based on the need of presenter, audience and teacher. Inter sentential switching happened when presenter explained about something that we did not understand and use long sentence, if intra sentential switching has purposes to emphasize on certain words or difficult word to understand. generally intra sentential switching that was followed by emblematic that happened in imperative and interrogative sentence, while establishing that happened every audience who ask the presenter by using useing English.

Then researcher answer from the second research problem, according to Hoffman theory, there are many factor which cause the student's to use code switching there were two factor (1) to make repitition for clarification (2) to show emphatic about something. While by looking for the result of interview with the student.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion summarizes the result of the discussion based on the research problems. So, it summarizes about code switching and factor in code switching. While, the suggestion is the researcher recommendation based on the result of the research for having better result in phenomena of code switching in the classroom.

A. Conclusion

Based on the result on the research on the discussion, the researcher concludes that:

1. Code switching can be learned in daily conversation by interact with others. Sometimes, the students use code switching to exchange the information by use the acceptable language. During the research, there are four types found in the classroom discussion. Those are intra-sentential switches, inter-sentential switches, establishing continuity switches and emblematic switching. The function of types here is to know what are the deviation of code swithcing which used in the classroom.
2. The factor of using code switching also influence toward the students' reason to use code switching in classroom discussion. The factor are to make reptition for clarification, to show emphatic about something then to testing the students understanding. After knowing the student's reason in

using code switching, the researcher can understand about the factor which influence toward the students.

B. Suggestion

Based on the result, the researcher would like to give some suggestions as consideration, they are

1. For the students

The students should know that study English is important and use code switching can help the students to exchange the language

2. For Reader

The reader can get the information about the use of code switching in daily life and also the important of english used in having classroom discussion or daily conversation.

3. For future researcher

The next researcher it is expected that the result of this study can be used as reference to conduct a further research that is related with the using code switching in having classroom discussion.