

CHAPTER IV

FINDING

This chapter present and discuss the finding of the research based on the data collected that related to the research problems. The data from observation is utterances from the lecturer that contains code switching occur in dialogue or sentence by the lecturer during the teaching and learning process at speaking class in IAIN Tulungagung. They are then analyzed and classified based on the theories in chapter II.

A. Data Presentation

The research findings of this study was collected from observation on teaching learning process at May 25th, 26th, 27th, 2016 at speaking class in IAIN Tulungagung.

1. Observation 1

The researcher started the research at 14.40 p.m. in speaking class on May 25th, 2016. The researcher was doing research in IAIN Tulungagung. The researcher came after the lecturer entered the class. After that, researcher prepared video recorder to record the teaching and learning process. The lecturer started the class and checked the students who were absent. In this occasion the lecturer did not use the code switching because the students was

familiar with what the lecturer said. When one student was absent, they answered by saying “sick”.

After the checking attendant list, the lecturer started the lesson with discussed the schedule of final examination. The lecturer said the form of final examination is oral interview. Because some students were surprised, the first code switching happened. The lecturer said “*the form of final examination will be interview. And then don't worry. Kalian kan sudah biasa berbicara pastinya*”. The code switching still happened when the lecturer decided the date for final examination. It caused by the lecturer talked about the important date, so to make it more clear the lecturer switch the language from English to Indonesia.

After discuss final examination, the lecturer started the lesson with explained the rules of debate. Here, the code switching also happened. In this case the lecturer said “*Now we need 3 of you to representative, to be representative of the groups. So, there are 3 students here from each group. Hanya ada 3 orang yang maju tetapi yang lain tidak diam*”. The lecturer switch to Indonesian because she wants the students understood about the rules.

During the debate the code switching happened 5 times. The lecturer switch the language gave feedback to students and explain again about the debate's rules. For example “*Is it bad thing or good thing? If it is bad thing in*

what case? Fokusnya didalam apa? From the disadvantage group please explain more clearly.”

After the debate finished, the lecturer gave overall feedback for students. Here, the code switching happened so many times. The lecturer gave comment about the students’ performance in debate. Started from students’ pronunciation, grammar, and then about the students’ way delivered the arguments. For example *“And then there is common mistake “I ever heard” is it right? Artinya apa sih? Ini kata kerja ke berapa?”*. The lecturer switched the language from English to Indonesian. During the lesson, the lecturer often used code switching and it can be seen in detail on appendixes.

2. Observation 2

The second observation was on May 26th, 2016. As usually the lecturer opened the class by pray together and checked the students’ attendant list. Before started the debate, lecturer asked to students about news or information at class last week and about previous class. The first code switching happened when the lecturer asked about information at class last week and the students was silent, *“Is there any information about your class last week? Is there any problem or any news? Ada masalah minggu kemarin.”*

When the lecturer asked who will be the debaters and sit in the front of class, the students don’t understand. Here, the lecturer repeated to ask and switch to Indonesian by saying *“So now do you have your reference to come*

forward? Apakah ada yang ditawarkan 3 orang untuk maju kedepan? Ataukah ada yang ingin menawarkan diri?" By using the Indonesian the students understood and discussed with their group to decide who will be the representative.

In the end of debate the lecturer asked to the time keeper. Here the lecturer gave feedback when the time keeper was wrong in delivered the time by switch her language. For example “*2 minutes, 7 second gitu saja, jangan panjang – panjang*”. The next code switching happened when the lecture used Indonesian tag question in the last sentence, “*Point of interruption, ya?*”. This word used to convince in asking something.

Before the lecturer closed the lesson, the lecturer gave feedback to students. For example the students made a mistake when they delivered their arguments, “*But if you have paper with you then you read it, you will insecure. Even you know everything inside the book. Ketika kalian bawa kertas pasti kalian baca karena kurang PD. Takut nanti ada salah tapi jika kertas itu ditaruh kalian akan lebih PD. Paling tidak ketika anda sudah mempersiapkan*” the lecturer gave feedback in English and then translate to Indonesian. The purpose is the students know the wrong and right. Until the end of the class, there occurred 25 times code switching. It can be seen in detail on appendixes.

3. Observation 3

The third observation was on May 27th, 2016 at 07.30 a.m. As usually the lecturer entered the class and opened the class by pray together. Here the first code switching happened. The lecturer said “*Lets pray! Ok, berdoa dulu*”, it caused by the students did not listen her and they were still busy with their book.

The next code switching when the lecturer motivated the students “*Are you ready? For the first group, green or yellow group? Who will be the first presentation? C'mon, Jangan khawatir.*” The lecturer asked to the both group, who will be the first. To motivate them the lecturer switched the language to Indonesian.

As usual, the lecturer used code switching to give feedback. It happened in the form of clause, phrase and sentence. For example “*as we know in Indonesian means seperti yang kita tau*”. It happened when the students used Indonesian style in their speaking. Before the lecturer closed the class, she gave announcement that next week will held the debate with the new motion and with the new rules. Until the end of the class, there occurred 28 times code switching. It can be seen in detail on appendixes.

B. Data Finding

The data about the utility of code-switching in the classroom which had been gathered showed all the types of code-switching proposed by Poplack (1980), namely inter-sentential code-switching, intra-sentential code switching, and extra sentential code switching, simply occurred in the classroom. The first one implicated the switching fillers are discourse makers or verbal formulation for the class management or material instruction, this type is extra sentential code called switching. The second type is intra-sentential code-switching or the translation or the substitution of a word or phrase within a single sentence. Whereas, the last is inter sentential code-switching. These types will be explained specifically as following.

a. Extra sentential code switching.

This kind of code switching appeared 3 times. The data as follows:

Datum 1

Line	Lecturer/Students	Utterances with code switching
1	Student	Jalil mam.
2	Lecturer	<i>Point of interruption, iya?</i>
3	Student	Yes

It is a code switching because the utterance shows that the lecturer switches from English (*Point of interruption*) into Indonesian (*iya?*). This code switching existed in the last sentence with an insertion of a tag phase. So, these utterances can be classified to extra-sentential code switching.

In this context the lecturer ensuring that the one of students raise his hand to interrupt the debate. The lecturer wanted to emphasize her sentence by adding Indonesia tag-phrase “*Iya*” (Line 2) in her sentence.

Other reason is the statement “*Point of interruption, iya?*” can be changed in full English as like “*Point of interruption, right?*”. This reason also strengthens that the utterances above include into extra-sentential code switching.

Datum 2

Line	Lecturer/student	Utterances with code switching
1	Lecturer	<i>Today we will do debate, ya?</i> And now use
2		your identity. Yellow for negative team
3		and green for affirmative team.
4		Yes Mam.

It is a code switching because the utterance shows that the lecturer switches from English (*Today we will do debate*) into Indonesian (*ya?*). This code switching is existed in the last sentence. It is an insertion of a tag from one language into an utterance which is entirely in another language. So, these utterances can be classified to extra-sentential code switching.

The lecturer used tag switching “*Ya*” (Line 1) to emphasize her sentence. In this context the lecturer switch a tag phrase to ask the students what will they do in that day.

Other reason is the statement “*Today we will do debate, ya?*” can be changed in full English as like “*Today we will do debate, right?*”. This reason also strengthens that the utterances above include into extra-sentential code switching.

Datum 3

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	Ok give applause for us. And then I will
2		give you some feedback especially for
3		your pronunciation and the use of some
4		debate expression and utterances. <i>The</i>
5		<i>first it is very common to us to say “as</i>
6		<i>we know”, ya kan?</i>

It is a code switching because the utterance shows that the lecturer switches from English (*The first it is very common to us to say “as we know”*) into Indonesian (*ya kan?*). This code switching is existed in the last sentence. It is an insertion of a tag phase “*yak an?*” (Line 6) from one language into an utterance which is entirely in another language. So, these utterances can be classified to extra-sentential code switching. In this context the lecturer used question tag to ask the students to agree with her argument.

Other reason is the statement “*The first it is very common to us to say “as we know”, ya kan?”* can be changed in full English as like “*The first it is very common to us to say “as we know”, isn’t it?”*. This reason also strengthens that the utterances above include into extra-sentential code switching.

The use of discourse sign or interactional fillers from the two codes was frequently used by the lecturer also. These fillers are occurred one after another between English into Bahasa Indonesia or vice versa. So that, there was often found the Indonesia fillers “*ya*” used within English sentences

b. Intra sentential code switching.

This kind of code switching appeared 26 times. All the data had something in common, It has a mixing word in each utterance. It can be at first, in the middle or at the end of each utterance. In this part the researcher presents some samples of intra-sentential code switching from 26 intra-sentential code switching that was found by the researcher.

This type of code-switching was done by the lecturer to switch the two codes within a single sentence. The purpose of this type was to assist the students to understand the meaning of certain words which is considered as difficult words in English. Yet in the case of language

used as the instruction is the mother tongue of the students and lecturer then the reason using this switching was easily observed for the sake of ease of access into those words which was been discussing or the words which was connected to the topic which was been rising.

Datum 4

Line	Lecturer/Student	Utterances with code switching
1	Student	Bisa Mam. Jam berapa dan dimana Mam?
2	Lecturer	<i>Yang penting</i> <i>a half of you have to come</i>
3	Lecturer	<i>Here hari jumat dulu.</i>
4	Student	Yes Mam

It is a code switching because the utterance shows that the lecturer switches from Indonesian (*Yang penting*) into English (*a half of you have to come here*), and into Indonesian again (*hari Jumat dulu*).

In this context the lecturer and students discussed the schedule to do final examination. Because it was an important point, the lecturer switched to Indonesian to make clear.

The data showed that this type of code-switching was dominated by the sentence which is its language matrix is the mother-tongue of the students and the lecturer (Bahasa Indonesia). Whereas the use of sentences which had the English words as the language matrix was simply limited.

“*Yang penting*” (Line 2) and “*hari Jumat dulu*” (Line 3) are an Indonesian phrase. In this case the phrase “*Yang penting*” (Line 2) has meaning necessary or great value. The phrase “*hari Jumat dulu*” (Line 3) has meaning the students should come on Friday and about time and place, it will discussed later.

This code switching occurs within the clause boundary, including word boundary. So, these utterances can be classified into intra-sentential code switching.

Datum 5

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>From the advantage group siapa yang mau</i>
2	Lecturer	<i>Jadi leader?</i>
3	Student	Jalil. Desi.

It is a code switching because the utterance shows that the lecturer switches from English (*From the advantage group*) into Indonesian (*siapa yang mau jadi*), and into English again (*leader*).

The lecturer switches the language is used to give information if she will decide the leader. She did not switch the word *leader* because it is a familiar for the students.

“*siapa yang mau jadi*” (Line 2,3) include in Indonesian sentences, because of too many Indonesian words, so the researcher

does not explain all meaning of each word. “*from the advantage group siapa yang mau jadi leader?*” can be changed in full English as like “*from the advantage group, who want to be the leader?*”.

This code switching occurs within the clause boundary, including word boundary. So, these utterances can be classified into intra-sentential code switching.

Datum 6

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	Sorry <i>tadi</i> from the disadvantage group
2		decrease face to face communication
3		belongs to disadvantages, bad thing.

It is a code switching because the utterance shows that the lecturer switches from English (*sorry*) into Indonesian (*tadi*), and into English again (*from the disadvantage group decrease face to face communication belongs to disadvantages, bad thing*).

The words “*tadi*” (Line 1) include in Indonesian word. This word is used to something that happens from a short time ago. This code switching occurs within the clause boundary, including word boundary. So, these utterances can be classified into intra-sentential code switching.

In this context the lecturer repeat the disadvantage group's argument. The lecturer used the word "*tadi*" it indicate that the disadvantage group delivered his argument a short time ago.

Other reason is the statement "Sorry *tadi* from the disadvantage group decrease face to face communication belongs to disadvantages, bad thing." can be changed in full English as like "Sorry as the disadvantage group have discussed earlier, decrease face to face communication belongs to disadvantages, bad thing." This reason also strengthens that the utterances above include intra-sentential code switching.

Datum 7

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>In danger is bahasa yang terancam punah</i>
2		<i>not bahasa yang berbahaya.</i>

It is a code switching because the utterance show that the lecturer switches from English (*In danger is*) into Indonesian (*bahasa yang terancam punah*), and into English (*not*), and into Indonesian again (*bahasa yang berbahaya*).

In this context the lecturer purpose to switch the language is to clarify about the meaning of "*In danger*". Here "*in danger*" has

meaning the possibility that something bad will happen not the possibility of harm.

This code switching occurs within the clause boundary, including word boundary. So, these utterances can be classified into intra-sentential code switching.

Datum 8

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>From the negative team tadi kayaknya</i>
2	Lecturer	<i>Ketika dijelaskan direbut about plagiarism.</i>
3	Student	<i>Jalil</i>

It is a code switching because the utterance show that the lecturer switches from English (*From the negative team*) into Indonesian (*tadi kayaknya ketika dijelaskan di*), and into English again (*rebut about plagiarism*).

In this context the lecturer switch the clause “*tadi kayaknya ketika dijelaskan di*” (Line 1,2) because she did not certain when the students did debate there was an interruption. She did not switch the clause “*rebut about plagiarism*” because those are common words.

c. Inter sentential code switching.

This kind of code switching appeared 28 times. All the data had the similarities in their utterances. In this part the researcher

presents some samples of intra-sentential code switching from 29 inter-sentential code switching that was found by the researcher.

This type of code-switching was usually occurred in the classroom likely for two objections. First, it would help the lecturer to convey the information and lubricated the information or instruction become easier to be understood by the students. Another possibility was that some lecturer attempted to get respond from the students about the information or the instruction which had been told.

Datum 9

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>I will explain the rule. For the leader you</i>
2		<i>have the chance to change the members here</i>
3		<i>for twice. If you think the member confuse,</i>
4		<i>you may change the member. 2 kali boleh.</i>
5		<i>Jadi kok kayaknya pusing boleh diganti.</i>
6		<i>Dan yang sudah didepan tidak boleh</i>
7		<i>dimasukkan lagi.</i>

It is code switching because the utterance shows that the lecturer switches from English (*For the leader you have the chance to change the members here for twice. If you think the member confuse, you may change the member*) into Indonesian (*2 kali boleh. Jadi kok kayaknya pusing boleh diganti. Dan yang sudah didepan tidak boleh dimasukkan lagi*).

From the example above, the lecturer switched their code to make the explanation or instruction comprehensible for the students. Thus, the students were expected to be able to understand the teaching material or instructions better, and then they were also expected to be able to do the instruction correctly.

The sentence “*2 kali boleh. Jadi kok kayaknya pusing boleh diganti. Dan yang sudah didepan tidak boleh dimasukkan lagi*” (Line 4 until 7) include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word. The lecturer meant the leader from each group has twice chance to change the members.

It is considered to be inter-sentential code switching because it occurs at clause/sentence boundary when one clause is in one language, the other clause is in the other.

Datum 10

Line	Lecturer/Students	Utterances with code switching
1	Lecturer	Excuse me. <i>Tolong dengarkan saya.</i>

It is code switching because the utterance shows that the lecturer switches from English (*Excuse me*) into Indonesian (*Dengarkan saya*).

The sentence “*Tolong dengarkan saya*” (Line 1) include in Indonesian. In this case the lecturer tried to give instruction to the students. The lecturer switched a whole sentence because the students didn’t listen her. She switch the language to attract the students’ attention.

It is considers to inter-sentential code switching because it is occurs at clause/sentence boundary when one clause being in one language, the other clause in the other.

Datum 11

Line	Lecturer/Students	Utterances with code switching
1	Lecturer	<i>From negative team want to give</i>
2		<i>interruption, is it right? Tadi ada yang</i>
3		<i>mau interupsi ya?</i>

It is code switching because the utterance shows that the lecturer switches from English (*From negative team want to give interruption, is it right?*) into Indonesian (*Tadi ada yang mau interupsi ya?*).

The sentences “*Tadi ada yang mau interupsi ya?*” (Line 2, 3) include in Indonesian. In this case the lecturer switched a sentence to ask the students to make the students more understand what she asked about.

It is considered to be inter-sentential code switching because it occurs at clause/sentence boundary when one clause is in one language, the other clause in the other.

Datum 12

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>But if you have paper with you then you</i>
2		<i>read it, you will be insecure. Even you know</i>
3		<i>everything inside the book. Ketika kalian</i>
4		<i>bawa kertas pasti kalian baca karena</i>
5		<i>kurang PD. Takut nanti ada salah tapi jika</i>
6		<i>kertas itu ditaruh kalian akan lebih PD.</i>
7		<i>Paling tidak ketika anda sudah</i>
8		<i>Mempersiapkan.</i>

It is code switching because the utterance shows that the lecturer switches from English (*But if you have paper with you then you read it, you will be insecure. Even you know everything inside the book*) into Indonesian (*Ketika kalian bawa kertas pasti kalian baca karena kurang PD. Takut nanti ada salah tapi jika kertas itu ditaruh kalian akan lebih PD. Paling tidak ketika anda sudah mempersiapkan.*).

Feedback is an essential part of effective learning. It helps students to understand the subject being studied and gives them clear guidance on how to improve their learning. The activity in speaking

class was debate, so the lecturer gave feedback when the debate was done.

In this case the lecturer switches the language because it is an important note and the students need to fully understand the point. The lecturer gave feedback about the students' performance and also gave motivation to be confident.

The sentences "*Ketika kalian bawa kertas pasti kalian baca karena kurang PD. Takut nanti ada salah tapi jika kertas itu ditaruh kalian akan lebih PD. Paling tidak ketika anda sudah mempersiapkan*" (Line 4 until line 8) include in Indonesian, because of too many Indonesian words, so the researcher does not explain all meaning of each word.

It is considers to inter-sentential code switching because it is occurs at clause/sentence boundary when one clause being in one language, the other clause in the other.

Datum 13

Line	Lecturer/Student	Utterances with code switching
1	Lecturer	<i>The way to convey the argument as long as</i>
2		<i>you got the data, your play to support the</i>
3		<i>data. Jadi tidak mengarang.</i>

It is code switching because the utterance shows that the lecturer switches from English (*The way to convey the argument as*

long as you got the data, your play to support the data.) into Indonesian (*Jadi tidak mengarang*).

The sentence “*Jadi tidak mengarang*” include in Indonesian. In this case the lecturer tried to make conclusion of the feedback by using Indonesian sentence “*jadi tidak mengarang.*” (Line 3).

The lecturer can switch the language because it is an important note and the students need to fully understand the point. When the lecturer gave feedback to the students, code switching often happened. By using code switching the students more easily to understand what the lecturer meant.

It is considers to inter-sentential code switching because it is occurs at clause/sentence boundary when one clause being in one language, the other clause in the other.