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UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' LANGUAGE ATTITUDE TOWARD ENGLISH-INDONESIAN CODE-SWITCHING IN ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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Presented as a partial fulfillment of the Requirements of the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program

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ABSTRACT

AN ANALYSIS OF THE STUDENTS' LANGUAGE ATTITUDE TOWARD ENGLISH-INDONESIAN CODE-SWITCHING IN ENGLISH EDUCATION STUDY PROGRAM AT STATE ISLAMIC COLLEGE OF JURAI SIWO METRO

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The study of language attitude toward English-Indonesian code-switching plays an essential role in the language learning. In the classroom instruction, some students use English-Indonesian code-switching, because they find it difficult to explain the material by using English. However, the attitude toward English-Indonesian code-switching can be positive or negative. The attitude is a vital decision for the result of language learning. Therefore, this study is to investigate the students' language attitude toward English-Indonesian code-switching in the classroom instruction.

This is qualitative in nature, which is typically case study. This study uses purposive sampling technique. The participants in this study are 6 students of English Education Study Program of STAIN Jurai Siwo Metro at fourth semester who use English-Indonesian code-switching in the classroom instruction. In collecting the data, this study applies observation, interview, and semantic differential scale.

This study shows that the students use English-Indonesian code-switching in the learning process. The main reason of English-Indonesian code-switching is as a communicative strategy, because code-switching can facilitate learning and they get a better understanding by using English-Indonesian code-switching. Moreover, their language attitude toward English-Indonesian code-switching is positive. It can be known that 50% positive, 33% between positive and negative, and 17% negative. It can be inferred that English-Indonesian code-switching can help their language learning.

ABSTRAK

ANALISIS SIKAP BAHASA MAHASISWA TERHADAP ALIH KODE BAHASA INGGRIS-INDONESIA DI PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SEKOLAH TINGGI AGAMA ISLAM NEGERI JURAI SIWO METRO

OLEH: DWI FEBRYANTO

Kajian sikap bahasa terhadap alih kode bahasa Inggris-Indonesia berperan penting dalam pembelajaran bahasa. Dalam pembelajaran kelas, beberapa mahasiswa menggunakan alih kode bahasa Inggris-Indonesia, karena mereka mengalami kesulitan dalam menjelaskan materi dengan menggunakan bahasa Inggris. Akan tetapi, sikap terhadap alih kode bahasa Inggris-Indonesia dapat menjadi positif atau negatif. Sikap tersebut merupakan keputusan yang sangat penting untuk hasil pembelajaran bahasa. Oleh karena itu, penelitian ini bertujuan untuk mengkaji sikap bahasa mahasiswa terhadap alih kode bahasa Inggris-Indonesia dalam pembelajaran kelas.

Penelitian ini bersifat kualitatif dengan jenis studi kasus. Penelitian ini menggunakan teknik *purposive sampling*. Partisipan dalam penelitian ini adalah 6 mahasiswa Program Studi Pendidikan Bahasa Inggris STAIN Jurai Siwo Metro pada semester 4 yang banyak menggunakan alih kode dalam pembelajaran kelas. Dalam mengumpulkan data, penelitian ini menggunakan observasi, interview, dan skala semantik differensial.

Penelitian ini menunjukkan bahwa mahasiswa menggunakan alih kode bahasa Inggris-Indonesia dalam proses pembelajaran. Alasan utama alih kode bahasa Inggris-Indonesia dalam proses pembelajaran adalah sebagai sebuah strategi yang komunikatif, karena alih kode dapat memudahkan pembelajaran dan mahasiswa dapat memperoleh pemahaman yang lebih baik dengan menggunakan alih kode bahasa Inggris-Indonesia. Selain itu, sikap bahasa mahasiswa terhadap alih kode bahasa Inggris-Indonesia adalah positif. Hal tersebut dapat diketahui bahwa 50% positif, 33% antara positif dan negatif, dan 17% negatif. Dapat disimpulkan bahwa alih kode bahasa Inggris-Indonesia dapat membantu pembelajaran bahasa mahasiswa dalam pembelajaran kelas.

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Sudah kami setujui dan dapat diajukan kejurusan untuk dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

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APPROVAL PAGE

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RATIFICATION PAGE

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MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ ۝٧

"Therefore, when thou art free (from thine immediate task), still labour hard".
(Q.S Alam Nasyrah: 7)

"Never put off till tomorrow what you can do today"
(Thomas Jefferson)

"The future depends on what you do today"
(The Writer)

DEDICATION PAGE

"I highly dedicate this undergraduate thesis to my beloved family

(Parents: Mr. Tukimin and Mrs. Diyanti, then my beloved sister Felawati),

and all whom I love"

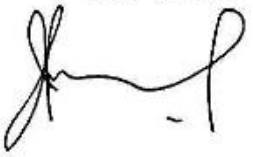
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In the name of Allah the most gracious and the most merciful. He is fashioner of shapes who has given me the guidance and assistance in such a way that I could accomplish this research. May sholawat and salam always be with our prophet Muhammad S.A.W who has guided us to the right path.

I would like to convey my gratitude to my parents and family for supporting both financially and physiologically. It is also my best honour to my advisors: Dedi Irwansyah, M.Hum and Syahreni Siregar, M.Hum for guiding me sincerely on my research proposal in title with "An Analysis of the Students' Language Attitude toward English-Indonesian Code-switching in English Education Study Program at State Islamic College Jurai Siwo Metro". Moreover, I would like to give my best regard to my college (STAIN Jurai Siwo Metro), all lecturers and all my friends who have supported me to compile this research.

The constructive criticisms and suggestions for revising this research are highly expected. I am hopefully this research can give the contributions on the teaching and learning process of English education study program.

Metro, June 30, 2014
The Writer



DWI FEBRYANTO
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CHAPTER I
INTRODUCTION

A. Background of the Study

In recent years, researchers have become increasingly interested in code-switching; it plays an essential role in language instruction. In bilingual phenomenon, code-switching is an inevitable consequence, because when someone has bilingual ability it cannot be denied that he will alternate one language to another language.

In the context of university level, lecturers have been instructed to teach high quality English in the learning process. Students in English classroom come from different English proficiency; every language classrooms should be in the target language to ensure that the intended learning was successful. Explaining the materials through the target language is not easy and it needs much time, especially for the students who have low English proficiency. Moreover, the students also find it difficult to understand the materials delivered by the lecturer when using full English in the learning process. As a result, both students and lecturers frequently use code-switching as the medium to communicate and to enhance the students' understanding.

However, the existing researches have tended to focus on English-Tagalog code-switching rather than English-Indonesian code switching. The present study is to explore students' language attitude toward English-Indonesian code- switching. In the educational context, most of the students and lecturers perceived code-switching negatively, because code-switching was considered as a failure to learn the target

language or linguistic incompetence, embarrassment, social manner, and so forth. It will be an obstacle for them to learn the target language and it will give bad impact for the students' academic performance, because the individual's attitude toward code-switching can determine the result of language learning.

In this case, the researcher intends to analyze about the students' attitude toward English-Indonesian code-switching. The researcher had conducted a pre-survey on January 03, 2014 in STAIN Metro and got the data from Syahreni Siregar, M.Hum as the sociolinguistics lecturer in STAIN Metro and 3 students of English Education Study Program that was being interviewed. They argued that most of the students and lecturers use English and Indonesian to communicate in teaching and learning process in the classroom.

Based on the above data, it shows that most of students and lecturers code-switch during the learning process in the classroom. The alternation between English and Indonesian has the purpose of helping the students communicate in the classroom instruction.

B. Focus of the Study

This is an exploratory study which focuses on the students' attitude toward the use of English-Indonesian code-switching and their reason of using English-Indonesian code-switching in the classroom instruction. In this regard, the researcher will analyze the students' language attitude toward English-Indonesian code-

switching in English Education Study Program at STAIN Metro in academic year 2013/2014.

1. Problem Limitation

Code-switching plays an essential role in English teaching and learning, because code-switching is as the medium of communication. Code-switching is often perceived negatively in the language learning such as a failure to learn the target language, the linguistic incompetence, embarrassing, and social manner.

In order to obtain the focus of conducting the present study, the researcher limits the scope of the study only to explore the students' attitude toward English-Indonesian code-switching and their reason of using English-Indonesian code-switching in the classroom instruction at English Education Study Program of STAIN Jurai Siwo Metro in academic year 2013/2014.

2. Problem Formulation

In this research, the writer tries to answer the research question as follows:

a. What is the students' language attitude toward English-Indonesian code-switching in English Education Study Program?
b. What are the reasons of the students' English-Indonesian code-switching in the learning process?

3. Objectives and Benefits of the Study

a) Objectives of the study

The objectives of this study is :

1) To know the students' language attitude toward English-Indonesian code-switching in English Education Study Program.
2) To explore the reasons of the students' English-Indonesian code-switching in the learning process.

b) Benefits of the study

The benefits of this study are:

a) Theoretically

Theoretically, the result of this study is to enrich the interdisciplinary research in the field of sociolinguistics at English Education Study Program of STAIN Metro. The present study is also to enlarge the linguistic researches in the study of attitude toward language in the language teaching and learning. In the context of English Education Study Program, the study of attitude is practically related to the English-Indonesian code-switching is not frequently conducted.

b) Practically

This study is practically contributing to the students, lecturers, and researcher.

1) For the students

Students will be able to understand the importance of English-Indonesian code-switching in the classroom instruction.

2) For the lecturers

By realizing the importance of code-switching, lecturers are able to give the opportunity to the students to use English-Indonesian code-switching in the classroom instruction.

3) For the further researcher

This study contributes for the researcher as the reference to underlie or support the later studies.

C. Prior Research

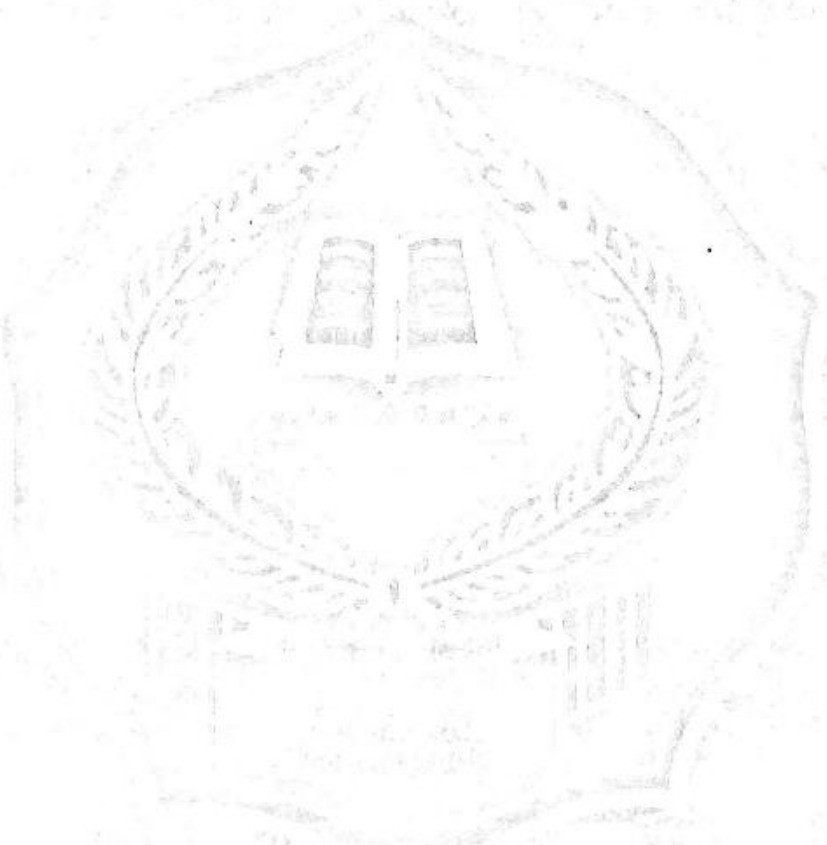
There has been the study that analyzes code-switching in English instruction. The first, the study that was proposed by Yao in 2011 explores teachers' code-switching in EFL (English for Foreign Learner).[1] The study describes the teachers' and students' attitude toward code-switching in local secondary school by using questionnaire and interview. The result of the study showed the teachers were rarely to switch in Chinese to discipline and praise the students, or comment on the students' responses. In this case, the teachers' and the students' attitude toward the teachers' code-switching is positive, but the use of code-switching in EFL classroom should be adapting to the practical teaching.

[1] Mingfa Yao, "On Attitudes to Teachers' Code-switching in EFL Classes", *Word Journal of English Language Vol. 1*, (April, 2011), p. 19-28.

The second, the study that was conducted by Badrul in 2009 which analyzed the teacher's code-switching on the students' learning process in Malaysia. By using questionnaire on 257 students, the study showed that teacher's code-switching served various functions in the classrooms, code-switching also help the students' learning, and they also support the teacher's code-switching for a better learning.[2]

Based on the previous researches, the researcher investigates the students' language attitude toward English-Indonesian code-switching in the learning process. In this case, Indonesian is as the second language and English is as the foreign language. It will be various reasons for the students' code-switching. The researcher also explores the students' code-switching in their utterances.

[2] Badrul Hisham Ahmad, "Teacher's Code-switching in Classroom Instructions for Low English Proficient Learners", *CCSE Vol. 2*, (June 2009), p. 49-55.



CHAPTER II

REVIEW OF THE LITERATURE

A. Bilingualism

Terminologically, the word 'bilingualism' is derived from the word 'bilingual'. Fishman defined that bilingual is anyone who has ability to use more than one language.[1] Based on the above definition, there are several factors when defining a person as bilingual. Those factors are internal and external factors. External factors involve the socio-political status of the languages, attitude toward language mixing, the language community around the speaker (whether it could be bilingual setting or individual bilingualism), and the function of speech in a particular situation. Internal factors involve language proficiency, interaction between the languages, the degree of formality and intimacy, the content of the message, and other factors toward grammatical development of the two languages.[2]

In line with those above factors, an individual's bilingual competence cannot be measured by merely looking at the external factors, but also by including the internal factors, such as interaction between the languages because those factors play an essential role in a person's bilingual.

There are two perspectives in defining bilingualism. Firstly, it is proposed by Bloomfield, he assumes that bilingualism is a speaker's ability to use two languages

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[1] Katja F. Cantone, *Code Switching in Bilingual Children*, (Germany: Springer, 2007), p. 2.

[2] *Ibid.*, p. 3.

as well. He also adds that the ability both L1 and L2 are in same degree.[3] In line with this statement, a speaker is able to master L1 and L2 both verbal and written. A speaker can understand L2 from the society, it could be from the language use in daily communication in his society.

Secondly, Weinreich argues that bilingualism is ability to alternate two languages in minimal competence in the second language.[4] He also suggests that bilingualism start with the competence to make complete and meaningful utterances in second language. Earlier definition shows that bilingualism emphasizes on equal ability to master two languages, while later ones allow on much greater variation competence.

It means that bilingualism is not only restricted on the equal ability to use L1 and L2, but also a greater competence on L1 or L2. For instances: A speaker who may be able to understand spoken English and Indonesian, speak Indonesian fluently but English only haltingly, read in Indonesian at age of seven and read in English at age of nine, write poorly in English while not at all in Indonesian. Based on the example above, it shows that there are a great number of elements in language skills, it is impossible to master equally in elements of L1 and L2. It also does not follow that strength in one mean in another.

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[3] Abdul Chaer and Leonie Agustina, *Sosiolinguistik*, (Jakarta: Rineka Cipta, 2010), p. 85-86

[4] Tej K. Bhatia and William C. Ritchie, *The Handbook of Billingualism*, (United Kingdom: Blackwell Publishing, 2006) , p. 8.

In line with Weinreich's statement, Macnamara also strengthens that bilingualism is an ability to master a minimal competence in only one of four element language skills such as: listening, reading, speaking, and writing in a language rather than his mother language.[5] This means that a person who has good proficiency at least in one language skill in the second language can be called a bilingual.

In bilingualism, there is also the bilingual's attitude toward the use of two languages. Grosjean states that to analyze it by looking at the context and the addressee of the language use.[6] It shows that the attitude can be analyzed from whom and for what of the two languages used. It means that bilinguals have the possibility to choose which language they want to speak. Of course, this choice is naturally limited to the addressee's language competence, if the addressee is monolingual, the bilingual must use combined language. If the addressee is bilingual, both of the speakers can freely switch between two languages.

Based on the definitions above, it can be concluded that bilingualism is an ability to use two languages. Both of languages are used in particular situation whether the function of those languages used or the hearer's language competence.

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[5] Josiane F. Harmers and Michel H. A. Blanc, *Bilinguality and Bilingualism*, (Cambridge: Cambridge University Press, 2004), p. 6.

[6] *Ibid.*, p. 3.

B. The Concept of Language Attitude

1. The Definition of Language Attitude

Gardner states that attitude consists of cognitive, affective, and conative components. Cognitive components encompass an individual's knowledge or idea about the world in the mentalist's view, for example: a Japanese national may believe that learn English in Japan will lead to increased employment opportunities. Affective components include emotional responses (good or bad evaluation and like or dislike) which is related to the phenomena, for example: a love of English literature. Conative components embrace beliefs, emotional reactions, and behavioral predispositions related to the object of attitude, for example: attending or not attending English language classes.[7] It means that attitude related to the responses to the object with emotional and rational reaction. When a speaker has a good assessment toward the object, then, he or she has positive attitude.

In relation to Gardner's definition, Bohner and Wanke also define that attitude is a resume of person's evaluation towards an object or idea.[8] It means that attitude plays an essential role on a person's evaluation object because the evaluation will determine his perspective to the object. Attitude is also linked to a person's perceptions and beliefs to courage or discourage to make a choice in an activity. Therefore, attitude is used to underlie a person's activity.

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[7] Lee Sandra McKay and Nancy H. Hornberger, *Sociolinguistics and Language Teaching,* (Cambridge : Cambridge University Press, 2009), p. 5.

[8] Robert M. McKenzie, *The Social Psychology of English as a Global Language; Attitudes, Awareness, and Identity in the Japanese Context,* (London: Springer, 2010), p. 19.

The definition above is also supported by Myers-Scotton, she says that attitude is defined as subjective evaluations of language selections and speakers' of the languages whether it is held by individuals or communities.[9] If the evaluation is a subjective evaluation, this means that the evaluation bases on the person's judgement towards the language itself. The speaker's perceptions toward the languages are based on the facts which decide to a value of the language use.

Based on Longman Dictionary of Language Teaching and Applied Linguistics, language attitude is the speaker's attitude of language varieties have toward his own languages or other's languages. The attitude has positive or negative feelings toward a language which reflect on the feelings of linguistic difficulty or simplicity, ease or difficulty of learning, degree of significance, sophistication, and social status.[10] It means that language attitude is also reflected from the speaker's feelings. It also gives some effects towards the speaker's second language or foreign language learning.

Further definition is explained by Rosenberg and Hovland, they state that language attitude is tendency to respond with speakers' language behavior to their specific languages and language setting.[11] It shows a closed relationship on attitude toward behavior, because there is direct link between attitude and language behavior.

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[9] Carol Myers-Scotton, *Multiple Voices; An Introduction to Bilingualism,* (United Kingdom: Blackwell Publishing, 2006), p. 135.

[10] Jack C. Richards And Schmidt Richard, *Longman Dictionary of Language Teaching and Applied Linguistics,* (London : Longman, 2002), p. 286.

[11] Ulrich Ammon, *et al., Sociolinguistics,* (Berlin: Walter de Guyter, 2005), p. 1319.

Indeed, a given language serves as indicators of the attitude toward the use of language.

In the context of language learning, attitude toward languages plays an important role toward the language learning result. De Bot, Lowie, and Verspoor point out that a positive attitude toward a second language and language community will help second language learning.[12] Dealing with the definition above, a positive attitude will prompt a learner to develop his proficiency in learning second language. Therefore, when a learner has a negative attitude toward a second language, it can be an obstacle for a learner in mastering the second language.

Furthermore, attitude does not merely give the impact to the second language learning but also for the other languages. In the context of language instruction, it will be a successful language learning if there is positive attitude between a lecturer and a learner toward the target language. Moreover, In the classroom instruction, a bilingual lecturer should develop the language learning with positive attitude so that the intended language learning will be successful.

The changes toward attitude in students belonging to a bilingual group that can be possible if there is lecturer's consciousness on the essence of students' language background. It means that lecturer can change students' attitude toward the use of language with the lecturer's experience, whether the attitude will be positive or negative. The existence of a language in the classroom is also based on the lecturer's

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[12] Azizeh Chalak, "Motivation and Attitudes of Iranian Undergraduate EFL Students towards Learning English", *GEMA online Vol 10* (2010), p. 37-56.

language teaching. Indeed, in order to maintain the language use in the classroom the lecturer should give the opportunity to the students to use it.

This statement is also supported by the research of Liu and Zhao.[13] Their research on language attitude of Mainland Chinese students of university shows that students' attitude toward English may be more positive since they have more access to the language and they have more opportunity to use it.

Based on the above definition, it can be concluded that language attitude is cognitive and affective evaluation which is related to the responses of the speaker's own language or the other's language. The language attitude also has positive and negative attitude toward the languages, it will affect to the language learning. In the context of language instruction, there is lecturer's attitude and students' attitude toward the language learning that will determine the language use in the classroom. The lecturers also play an important role to change the students' attitude to the languages. Therefore, in order to make the intended learning will be successful, the lecturers and the students have to bring a positive attitude toward the language teaching and learning.

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[13] Meihua Liu and Shan Zhao, "Current Attitudes on Mainland Chinese University Students", *Academy Publisher* 2 (September, 2011), p. 963-968.

2. The Characteristics of Language Attitude

Baker mentions the main characteristics of attitude as follows:[14]

a. Attitude consists of cognitive and affective aspects.

b. Attitude has dimension rather than bipolarity.

c. Attitude encourages a person to act, but attitude do not have a strong relationship towards actions.

d. Attitude is learned, not genetically possessed.

c. Attitude can be changed by experience.

Furthermore, Garvin and Mathiot define language attitude into three characteristics:[15]

a. Language loyalty

In which encourages an individual or community to maintain a language and prevent the language from the influence of the other languages.

b. Language pride

Language pride encourages the speaker to develop his or her own languages and use it as his or her identity and membership of a community.

c. Awareness of the norm

It prompts the speaker to use the language carefully and politely, it has the main factor in influencing to the language use.

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[14] G. Nancy Nava Gomez, "The Impact of Regional Differences on Elementary School Teachers' Attitudes towards Their Students' Use of Code Switching in South Texas School Distirct", *Profile Vol 14* (April, 2012), p. 67-78.

[15] Abdul Chaer and Leonie Agustina, *op.cit*, p. 152.

Corresponding to the above characteristics, those are positive attitude toward a language. When an individual or community does not have those characteristics, as a result negative attitude toward the language will occur in the individual's or community's attitude.

Meanwhile, Gardner mentions that there are two categories of language attitude: (1) integrativeness reflects the students' willingness and interest to acquire the L2, in order to both meet and communicate with the students within the L2, (2) attitude toward the learning situation, refers to the students' evaluation of formal language instruction.[16] These types of attitude play an important role in the students' foreign language learning.

C. The Concept of Code-switching

1. The Definition of Code-switching

In the context of university, language classroom gives the students an opportunity to study of language use where code-switching has a part in sociolinguistics. Code-switching encourages the students to the classroom various ways of using language. In the field of sociolinguistics, code-switching has a central role for the students' language to the language use. In sociolinguistics phenomenon, code-switching is an inevitable consequence. It means that a speaker will switch one language to another language in certain situation. In line with the above statement, Grosjean states that code-switching is a phenomenon which uses some languages in a

[16] Robert M. McKenzie, *op.cit,* p. 29.

particular situation.[17] It means that code-switching is when a person alternates his language into another language for another reasons such as the use of languages in certain situation and the hearer's of language competence.

In line with the definition above, Milroy and Musyken define that code-switching is an alternative which is used by a bilingual to use two or more languages in the same conversation.[18] This shows that code-switching refers to the changing of some languages in a single conversation, because in a single conversation a speaker tends to another language if he wants to change the topic of the conversation or the existence of the third speaker.

Another definition is proposed by Gumperz, in that he defines code-switching is a juxtaposition of the exchanging two different grammatical systems or subsystems in same speech passages.[19] It means that in code-switched discourse, there is also alternation in language's grammatical systems to other language grammatical systems.

In agreement with Gumperz's definition, Bokamba strengthens that the alternation consists of the mixing of words, phrases, and sentences.[20] In this case, Wardhaugh argues that code-switching can be called as a phenomenon when speaker

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[17] Sabzevar Amir Qahfarokhi, "The Impact of Task Difficulty and Language Profeciency on Iranian EFL Learners' Code Switching in Writing", *Theory and Practice in Language Studies Vol 2* (March, 2012), p. 572.

[18] Kamisah Ariffin and Misyana Susanti Husin, "Code-switching and code-mixing of English and Bahasa Malaysia in Content-Based Classrooms; Frequency and Attitudes", *The Linguistic Journal Vol 5* (June, 2011), p. 224

[19] *Ibid.*, p. 258.

[20] Ayeomoni, "Code-switching and Code-mixing; Style of Language Use in Childhood in Yoruba Speech Community", *Nordic Journal of African Studies Vol 15* (2006), p. 90-99.

decides to switch from one code to another or to mix codes within sometimes short utterances.[21]

The above definition shows that code-switching occurs when a person switches two or more languages in the same utterances, as illustrated as follows:

1) Tomorrow *ayahku dan ibuku akan pergi ke* market.

Tomorrow my father and my mother will go to market.

2) *Suami saya dulu* slim and trim *tapi sekarang* plump like drum.

Before my husband was slim and trim, but now he is plump like a drum.

Corresponding to the above utterances, code-switching can occur when a speaker has a certain intention to switch or mix his own language to the one's language or vice versa in a single conversation.

In the professional contexts (for example, the workplace), code-switching can be interpreted as reflecting negatively on the speakers' cognitive abilities, social manners, and so on. Moreover, in the some societies, code-switching is considered as taboo, embarrassing, and ridiculous.[22]

In the educational setting, there have been various attitudes toward code-switching in the classroom, code-switching may be perceived as a form of semilingualism among bilingual students and efforts have been taken to eradicate code-switching from the classroom. The switching between the languages indicates

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[21] Ronald Wardhaugh, *An Introduction to Sociolinguistics*, (United Kingdom: Blackwell Publishing, 2006), p. 101.

[22] Barbara E. Bullock and Almeida Jacqueline Toribio, *The Cambridge Handbook of Linguistic Code-switching*, (Cambridge: Cambridge University Press, 2009), p. 11.

either a failure to learn the target language or an unwillingness to do so.[23] That is the phenomena of code-switching which is voiced negative attitudes toward code-switching. On the other hand, some researches show positive attitudes toward code-switching. Koziol and Gribbon point out that code-switching has been attributed to communicative strategy which is perceived as a resource for effective communication and social prestige which is brought by the value of the languages used.[24] It means that attitude itself is not perceived as the linguistic incompetence but it is considered as the resource for effective communication and the value of language.

Taner reports on the linguistic usage of code-switching in a small group of graduate students and their families living in the United States. Some of these students know nine different languages, with closely everyone knowing Indonesian (Bahasa Indonesia), Javanese, Dutch, and English. They tend to discuss their academic work in English use Indonesian for most other common activities. The students also use Dutch, but mostly as a resource, for example, for vocabulary. Local language like Javanese tends to be used only with intimates when fine shade of respect or distance is necessary, primarily when in the presence of important older people.[25]It means that there has been some why the students who live in the United States switch among the languages; it is mostly based on the different context of language use.

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[23] Mingfa Yao, "On Attitudes to Teachers' Code-switching in EFL Classes", *Word Journal of English Language Vol. 1,* (April, 2011), p. 19-28.

[24] Kamisah Ariffin and Misyana Susanti Husin, *op.cit,* p. 226.

[25] Ronald Wardhaugh, *op.cit,* p.102.

In line with the above definition, those can be inferred that code-switching is the alternation between one language and another language in the same utterances, code-switching includes the mixing of words, phrases, clause or sentences from two distinct grammatical systems or subsystems. Code-switching occurs for other reasons such as, a certain situation, the existence of interlocutor or the hearer's language competence, and the topic of the conversation.

2. The Reasons of Using Code-switching

Generally, code-switching is bilingual proficiency to alter between two languages. Then, code-switching is studied as the variety of reasons. Code-switching is understood as an individual phenomenon wherein a speaker chooses when, why, and how to alternate between languages. There are some possibilities of the reason of speaker's code-switching, as follow:

1) Prestige

Code-switching is a speech form which permits for the expression of their membership in two cultures: the dominant and the minority. Within some strata of bilingual communities, code-switching carries overt prestige. For example, Kyuchukov describes that in Bulgaria, trilingual Muslim Roms who have the ability to use Romani, Bulgarian, and Turkish will alter into Turkish, as it has higher prestige than the other languages they have.[26] It means that code-switching is used as the marker of group membership and solidarity. It can be assumed that code-

[26] Barbara E. Bullock and Almeida Jacqueline Toribio, *op.cit*, p. 10.

switching has *interactional* function.[27] It can be inferred that the switching is used for getting along with the speaker's social solidarity in his communities, maintaining, and preserving his relationship with his language groups. In this regard, prestige will show the value of language in the classroom instruction.

2) Topic of the conversation

In this reason, the speaker thinks that the feeling that some topics are more appropriate to one language than another, it makes the speaker switches to another language. These pertain to the speaker's communicative intentions. For example Mexican Americans, prefer to talk about money in English rather than in Spanish, 'La consulta era (the visit cost) eight dollars.'[28] In Indonesia, sometimes most of the students prefer to express their romantic feelings in English than Indonesian, 'Dengarkan aku (Listen to me), *I love you.*' Referring to the previous explanation, Meisel strengthened that code-switching occurs when a speaker switch one language to another language according to the interlocutor, the situational context, the topic of the conversation and so forth.[29] In this regard, its function as *representational* or it would have better called "informative", it means that code-switching is referred to specifically to the use of language for transmitting an information.[30] Corresponding to the statement above, the use of code-switching in the classroom is recognized as a communicative strategy.

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[27] M.A.K. Halliday, *The Language of Early Childhood*, (London: Continuum, 2003), p. 4.

[28] Vivian Cook, *Second Language Learning and Language Teaching*, (London: Hodder Education, 2008), p. 176.

[29] Katja F. Cantone, *op.cit*, p. 57.

[30] M.A.K. Halliday, *On Language and Linguistics*, (London: Continuum, 2003), p. 309.

3) Reporting someone else's speech or marking a quotation.

The reason to switch the languages is to report what someone has said. In this regard, it has *imaginative or entertaining* function. It means that a language is used to convey the someone's thoughts, ideas, and feelings, either it is true or imaginative. It could be from the works (poem, story, fairy tale, and joke) for the speaker's or the listener's pleasure.[31] For example, when a girl from Papua New Guinea who is telling a story switches from Tok Pisin to English to quote what the man said: 'Lapun man ia cam na tok, "Oh yu poor pussiket" (The old man came and said, 'you poor pussycat').[32] Whenever a speaker uses quotations from other languages, it is code-switching. It always happens in the language classroom when some students insert one language into another language as the quotation.

4) Highlighting particular information

The next reason for code-switching is to use markers from one language to emphasize something in another. For example, the Japanese or English 'She *wa* took her a month to come home *'yo'* uses *'wa'* to signal what is being talked about, its function in Japanese. A Japanese–English bilingual speaks Japanese to introduce the discourse topic, 'Yano-san-wa (As for Mr. Yano, he was speaking all in English.'[33] The function above shows that it is devoted to analyze bilingual speech and ascribe some particular functions to specific language alternations. It also has *heuristic*

[31] Abdul Chaer and Leonie Agustina, *op.cit*, p. 17.
[32] Vivian Cook, *op.cit*, p. 174.
[33] Barbara E. Bullock and Almeida J. Toribio, *op.cit*, p. 10-11.

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function, which means that the language is used to explore and investigate particular information.[34] It can be said that students code-switch to one language to emphasize and explore the certain information.

5) The interlocutor's language competence

Sometimes the reason for code-switching is through the choice of language to select which language they want to speak. It means that the switching is based on the hearer's language competence, if the hearer is monolingual, the bilingual must use the shared language. If the hearer is bilingual, they can switch the languages. For example, a Kenyan man who was serving his own sister in a shop started in their Luiyia dialect and then switched to Swahili for the rest of the conversation, to signal that he was treating her as an ordinary customer.[35] Bilinguals often use fillers and tags from one language in another, as in the Spanish or English exchange, 'Well I am glad to meet you', 'Andale pues and do come again' (Ok swell..). The major factor underlying these examples is the speaker's assumption that the listener is fluent in the two languages. It means that this reason is based on the hearer's competence.

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[34] Ronald Wardhaugh, *op.cit*, p. 250.
[35] *Ibid*,. p. 176

3. The Types of Code-switching

There have been two perspectives in defining the types of code-switching, Bloom and Gumperz classify code-switching into two types, as follows:[36]

a. Situational Code-switching

Situational code-switching is the switch associated with the response to a change in the perception of social situation.[37] Situational code-switching occurs when different varieties are associated with the changes in interlocutor, context, or topic.[38] It shows that situational code-switching is based on the social situation that occurs in the conversation. For example, when there is a Javanese joins to the conversation, or to change the topic of the conversation. A main case will occur at the end of an official transaction, when he switches from Indonesian to his mother language to inquire about family matters.

b. Metaphorical Code-switching

Metaphorical code-switching is a strong mechanism to signal social attitudes or stating group membership or solidarity.[39] The switch also has a stylistic or textual function.[40] It is also when there is a change in the topic it will require a change in the language used.[41] It means that metaphorical code-switching has interpersonal dimension, metaphorical code-switching can be a way of marking distance and

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[36] Lee Sandra McKay and Nancy H. Hornberger, *op.cit,* p. 56.
[37] Herbert Schendl and Laura Wright, *Code-switching in Early English,* (Berlin: Walter de Guyter, 2011), p. 284.
[38] Barbara E. Bullock and Almeida Jacqueline Toribio, op.cit, p. 106-107.
[39] Bernard Spolsky, *Sociolinguistic,* (New York: Oxford University Press, 1998), p.50.
[40] Sandra Lee McKay and Nancy H. Hornberger, *op.cit,* p. 56.
[41] Ronald Wardhaugh, *op.cit,* p. 104.

proximity not only between people but also between speakers and their words. The speaker changes the codes as he redefines the situation such as, formal to informal, official to personal, serious to humorous, and politeness to solidarity, for instances to give signal of a quotation, to mark the emphasis, and to indicate the strong line of a joke.

Another perspective is proposed by Poplack. According to him, there are some types of code-switching, as follows:

1) Tag-switching

Tag-switching is an insertion of a tag in one language into an expression or utterance which is in the other language.[42] For instances, *you know, I mean,* etc., to give some English examples. The tags above can be illustrated in Indonesian/English code-switching as follow: *Persentasi kita hari ini berjalan dengan lancar, isn't it?*[English Tag]. The tags are subject to minimal syntactic limitations, it will not be hard to insert some ideas in monolingual utterance with avoiding disturb the syntactic rules.

2) Inter-sentential Switching

Inter-sentential switching includes the switching in a clause or sentence area, they are in one language or another language.[43] The following example is illustrated in English/Indonesian code-switching: 'Reading is a good habit *dan bermain*

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[42] Suzanne Romaine, *Bilingualism*, (United Kingdom: Blackwell Publishing, 1995), p. 122.

[43] *Ibid.*, p. 122.

sepakbola adalah olahraga yang menyenangkan.' It means that one clause is being in one language, the other clause is in the other language.

3) Intra-sentential Switching

Intra-sentential switching is the switch of different types arises in the clause or sentence boundary, including within the word boundary. The following is an example of intrasentential-switching: *kio ke* six, seven hours *te* school *de fic* spend *karde ne,* they are speaking all the time ('Because they spend six or seven hours a day at school, they are speaking English all the time').[44] The above example shows that this type of switching can occur in the word, clause and sentence boundary, it has the greatest risk and it can be avoided by all but the most fluent bilinguals.

Furthermore, the above three types of code-switching may be found in one and the same discourse, because most bilinguals will tend to switch in word, clause or sentence boundary.

The language attitude toward code-switching will determine the use of code-switching in the classroom. Baker's research sees using code-switching in the classroom as a "legitimate strategy" and no matter how it would be disruptive in the conversation to the hearer, it still provides an opportunity for the students' language development.[45] In the most language classrooms, code-switching is still acceptable because code-switching connects students' language to the other's language in

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[44] *Ibid.*, p. 123.

[45] Abdullah A. Alenezi, "Students' Language Attitude towards Using Code-switching as A Medium of Instruction in The College of Health Sciences ; An Exploratory Study", *ARECLS Vol 7,* (2010), p. 25.

language learning. Then, a positive or negative attitude toward using code-switching in the classroom also will affect to their language learning.

D. Language Shift

Many people recently have become troubled by the extinction of language. It is started with the shifting of some languages in the society. Fasold states that a speech community for any reason gives up its language and adopts a new language.[46] Fishman adds that the process of language shift refers particularly to speech communities whose mother languages are threatened because their intergenerational continuity is proceeding negatively.[47] It means that the fewer users or uses on their native languages in every generation, for example the national effort to revive the use Irish in Ireland, a nationalistically inspired to revive Irish in Western area. Continuing the poverty in the area led Irish users to move to the cities for immigration, and then they resorted to switch to English for economic development primarily looking for job.[48] It can be said that language shift is a gradual process of movement from the use of one language to another, either by an individual or group.

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[46] Lee Sandra McKay and Nancy H. Hornberger, *Sociolinguistics and Language Education,* (Bristol : Multilingual Matters, 2010), p. 118.

[47] *Ibid.,*.

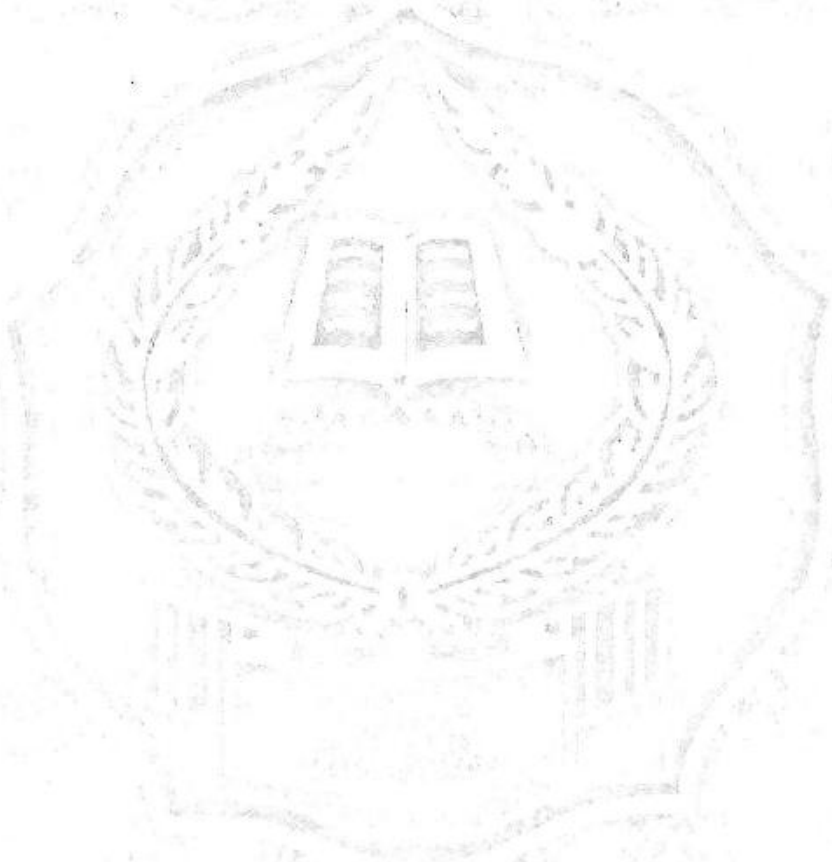
[48] Bernard Spolsky, *op.cit,* p. 56.

E. Language Maintenance

When an individual or a community have loyalty and love with their native language, the language will be long life in use, although their language has a minority status in the society. Language maintenance *(language loyalty)* refers to the attachment of one's mother language. In line with the statement above, Bright points out language maintenance as a concern to revive the use of a language or the traditional form of a language, when the existence of the language is under threatened.[49] For example, groups which isolate themselves both linguistically and culturally from the language shift, two groups were isolationists Mennonite Christian groups (primarily Hutterian and Old Order Amish) and the ultra-orthodox Hassidic Jews, both of them ignored not just the language but also the dress and social behavior of their new country.[50] It means that language maintenance shows the power of the language itself. Then, it can be concluded that language maintenance is the ability of the speakers of a language, to maintain and preserve from the pressure of more powerful languages, even the language has been a minority language.

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[49] Lee Sandra McKay and Nancy H. Hornberger, *op.cit*, p. 123.
[50] Bernard Spolsky, *op.cit*, p. 55



CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of the Research

The present study uses qualitative in nature. Qualitative research is fundementally interpretative. It means that the researcher makes an interpretation of the data. It includes developing a description of an individual or setting, analyzing data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further question to be asked.[1] The type of this qualitative study is a case study, in which the researcher explores in depth a program, an event, an activity, a process, or one or more individuals. In this regard, the researcher will explore the students' utterances on the using English-Indonesian code-switching in the classroom instruction of English Education Study Program at STAIN Metro.

B. Data Source

In the present research, the data source is devided into primary and secondary data. The primary data of this research is the students' utterances and semantic differential scale. It means that the students' utterances and the use of semantic differential scale as the main data to obtain the information of students' attitude

[1] John W. Creswell, *Research Design-Qualitative Quantitative and Mixed Methods Approaches,* (USA : Sage Publication, 2003), p. 182.

toward their code-switching in English instruction. The secondary data is obtained from the students' interviews, books, articles, journals, and English dictionary (Dictionary of Language Teaching and Applied Linguistics) which are relevant to this research. It is used to get a comprehensive description to determine the students' attitude. It is also used to analyze the students' code-switching in classroom instruction.

The researcher uses purposive sampling in conducting this study as the sampling technique. In purposive sampling also refers to as judgement sampling. It means that sample elements judged to be typical, or representative, are chosen from the population. The participants of this study are 6 students in English Study Program at STAIN Jurai Siwo Metro in academic year of 2013/2014 who mostly use English-Indonesian code-switching in the classroom instruction.

C. Data Collection Technique

In the present research, the researcher uses the instruments as follow:

1. Observation

In the present study, the researcher applies observation to obtain the natural setting about the students' utterances in using English-Indonesian code-switching in the classroom instruction. By using clandestine recording, the researcher will analyze the students' code-switching surreptitiously in the classroom instruction. It is used to determine the participants in this research and to explore the students' English-Indonesian code-switching in the classroom.

2. Interview

In this study, the researcher applies interview to gather data from the students' reasons, behaviours, opinions, beliefs, and feelings toward the use of English-Indonesian code-switching. Furthermore, 6 participants are being interviewed. Unstructured interview is a conversational type of interview in which the questions arise in the situation.[2]Using the who, what, when, where, why, and how categories are generally enough guidance for the researcher to follow in asking questions. By using the interview, the researcher will be able to know the students' reason in using English-Indonesian code-switching.

3. Semantic Differential Scale

Semantic Differential scale is attitude rating scale that presents the participants with generalizing evaluative beliefs, which the participants are asked to rate. By this, it will be used to measure and to determine the students' language attitude toward their English-Indonesian code-switching in the classroom instruction.

D. Data Analysis Technique

The data analysis technique of the present study in the following ways:[3]

1. Organizing and preparing the data for analysis. It involves transcribing students' interviews, optically scanning the materials, typing up fieldnotes, or sorting and arranging the data into different types depending on the sources of

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[2] Donald Ary, *et.al.*, *Introduction to Research in Education*, (USA: Wadsworth, 2010), p. 438
[3] *Ibid.*,P. 191-195

information. It means that the researcher will rewrite the field notes, interviews, videos and recordings toward the phenomena of students' English-Indonesian code-switching in the classroom instruction.

2. Reading through all the data. In the present research, the researcher obtains the general sense of the information and reflects its meaning. After transcribing the data, the researcher reads the data to gain the comprehensive description.
3. Analyzing with coding process. At this stage, the researcher describes and classifies the data according to the categories of data sources. The researcher will classify the students' utterances according to their attitude or behavior on the using English-Indonesian code-switching in the classroom instruction.
4. Interpreting meaning of the data. This is the final stage of analyzing the data. It means that the researcher's interpretation couched in the students' utterances that it is brought to the meaning which is comprehensible and acceptable as the result of tha data analysis.

E. Approach

In this qualitative inquiry, there has been some steps in conducting this research, as follow: (1) Selecting a problem, the first step is to select the phenomena to investigate. In this case, the researcher investigate the phenomena of the students' English-Indonesian code-switching. (2) Reviewing the literature on the problem, the researcher review the relevant literature to gain more understanding and insight into the phenomena of the students' attitude toward English-Indonesian code-switching.

(3) Designing the research, the design is the rsearcher's plan, which includes the method to be used, what data to be gathered, where, how, and from whom. (4) Collecting the data, the next step involves executing the research plan. This study embrace observation and interview to obtain the comprehensive data. (5) Analyzing the data, in analyzing the data the researcher takes the form of words (descriptions, observations, interviews, and the recordings) to be organized and categorized. (6) Interpreting the findings and stating conclusions, the researcher presents the interpretations and the explanations in narrative form. (7) Reporting results, this is the last step in which the researcher reports the procedures, findings, and conclusions in this research.



CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Research Setting

1. A Brief History of STAIN Jurai Siwo Metro

STAIN Jurai Siwo Metro was established on April 23-25, 1997 based on Presidential Decree No. 11 dated June 30, 1997. Three faculties which have been programmed in STAIN Jurai Siwo Metro are Tarbiyah, Syari'ah, and Dakwah. STAIN Jurai Siwo Metro has been classified as the most favorite university in Metro. It can be seen through the new student recruitment on 2013, the data describes that STAIN Jurai Siwo Metro, at the level of Islamic college, nationally have the most registrants among other colleges in Indonesia.

As the central of Islamic studies, STAIN Jurai Siwo Metro is founded to graduate students who have quality in improving Islamic religious science and general science. It is illustrated in its motto "always preaching the truth".

2. The Profile of English Education Study Program

English Education Study Program (PBI) Strata 1 (S1) in STAIN Jurai Siwo Metro was established in 2007, it is one of the most favorite Study Program in Tarbiyah Faculty. STAIN Jurai Siwo Metro formerly was English Education Study Program Diploma 3 (D3) which was established in 2000. In response to the stakeholders, Diploma 3 was appropriately required for higher level education. Thus,

it was converted to S1 degree of English Education Study Program based on Directorial Decree of College for Islamic Studies No: Dj.I/220.C/2007 on May 28, 2007.

PBI STAIN Jurai Siwo Metro has vision which is implemented into several missions, such as: (1) English Education Study Program strives for students' personality by exploring knowledge, understanding, and mastery of Islamic values to be implemented in religious and national context, (2) English Education Study Program creates humanistic, democratic, and modern academic atmosphere, (3) English Education Study Program stimulates professional ethic of basic science theoretically and practically, (4) English Education Study Program applies an integrated educational system to give an eligible contribution of its educational development.

In line with the above statement, English Education Study Program always tries to develop the quality in the teaching and learning process. By this, STAIN Jurai Siwo Metro is taught by some lecturers which is qualified as follows: 4 lecturers are Strata 3 (S3), 19 lecturers are Strata 2 (S2), and 3 lecturers are Strata 1 (S1). However, the students of PBI STAIN Jurai Siwo Metro in academic year 2013/2014 are 820 students. It can be seen that the comparison between the number of the lecturers and the students are 1:21. Meanwhile, in order to improve the academic quality, PBI frequently develops conducive academic atmosphere. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in PBI STAIN Jurai Siwo Metro.

B. The Students' Language Attitude toward English-Indonesian Code-switching

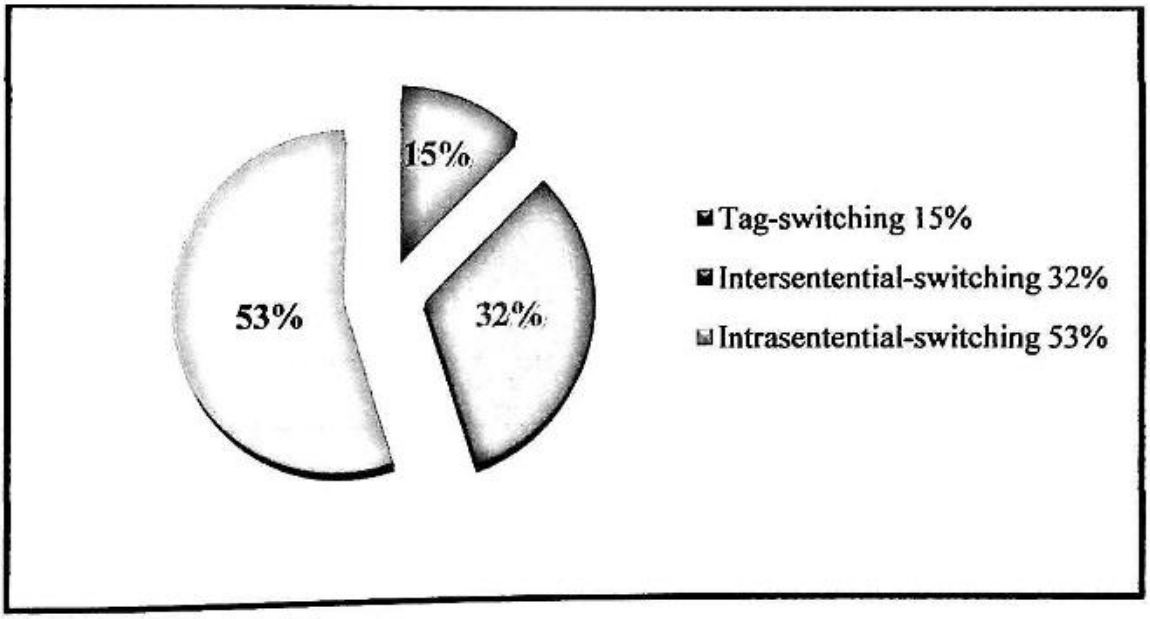
Code-switching is an inevitable consequence in bilingual phenomenon. It occurs when there is changing in the situation. In educational setting, there are various attitudes toward the use of code-switching. The attitude toward code-switching can be positive or negative. As a result, it will affect to the language learning.

Attitude toward code-switching will determine the using of code-switching. In this case, attitude can be analyzed through the students' English-Indonesian code-switching in their utterances and their perception toward English-Indonesian code-switching in the classroom instruction. The researcher analyzes the students' language attitude toward English-Indonesian code-switching by using observation which applies clandestine recording, semantic differential scale, and interview. By this, the researcher records the students' learning process surreptitiously in semantics and translation subject, it is expected that the participants switch between English and Indonesian naturally in the learning process and it is to gain the participants that will be analyzed in this research. The use of semantic differential scale is to obtain the students' attitude toward code-switching and interview is used to explore the students' reason in using English-Indonesian code-switching in the classroom instruction.

By using observation, the participants in this study are 6 students of English Education Study Program at fourth semester from two classes. The students use

English-Indonesian code-switching during the learning process in the group presentation. Based on the result of observation, there are 34 code-switching which is uttered by the students. The switching is categorized into three types, such as 5 tag-switching, 11 intersentential-switching, and 18 intrasentential-switching, which are described in the following chart:

***Figure I.** The Types of English-Indonesian Code-switching*



Based on the above data, it can be described that:

a. LAA

She uses 4 tag-switching and 14 intrasentential-switching in her utterances. This is one of tag-switching which is uttered by the first student "*The first, our material is about, apa sih?* [Indonesian Tag]". It is categorized as tag-switching, because there is Indonesian tag '*apa sih*' in the English utterance. She inserts Indonesian tag '*apa sih*' into English utterance when she asks about the topic of the material that will be presented. She mostly uses tag-switching to ask some

information to her friends or to express an interrogative statement. By this, she gets response from her friends by using such code-switching.

Then, another type of code-switching is illustrated as "*O iya, ada kesamaan antara adjective derivation sama verb inflection itself, kayak we know about the example of...*" [Intrasentential-switching]. The above code-switching is classified as intrasentential-switching, because the switching occurs within phrase, noun, and clause boundary in a sentence. In this case, she explains about the similarity between adjective derivation and verb inflection by giving some examples. It is an English subject where all students should use English as the learned language. Nevertheless, the students come from different English proficiency; some of them have low English proficiency.

It will be difficult to explain the material by using full English in her utterance. In order to avoid misunderstanding between the presenter and the audience, she switches between English and Indonesian in her explanation, because the main priority of the learning in this subject is the students are expected to be able to understand the content of material.

In the SD scales, she states that using English-Indonesian code-switching in the English classroom instruction is very beneficial, very helpful, between prohibited and allowed, between ineffective and effective, and very needed. Using English-Indonesian code-switching in her communication is rather embarrassing, rather infrequent, very acceptable, and very communicative. Then, her language attitude toward English-Indonesian code-

switching is between positive and negative. In this case, code-switching can be positive when the presenter finds it difficult to explain the information to the audience in order to avoid miscommunication between the presenter and the audience. Code-switching can be negative when they use code-switching frequently in the learning process, because it shows that there is not more effort from the students to learn the target language. Indeed, it will influence to their language learning.

b. LF

She only utters 1 intersentential-switching and 1 intrasentential-switching during the learning process. It is the switching which occurs between English and Indonesian sentence (intersentential-switching), as follows "*In grammar, an adjective is a 'describing' word, maksudnya disini kata sifat yaitu menjelaskan kata-kata*". The switching is categorized as intersentential-switching, because the speaker switch from English clause into Indonesian clause.

Then, the following is an English-Indonesian intrasentential-switching in which she says in her group presentation "*Adjectives are one of the traditional eight English parts of speech, although linguists today distinguish adjectives from words such as determiners that formerly were considered to be adjectives. Adjective ini adalah salah satu dari part of speech yang ke 8, kata dari determiner ini bisa dianggap sebagai adjective*". It is classified as intrasentential-switching, because her code-switching occurs in clause, phrase, and word boundary. She uses English to explain the definition of adjective and switches to Indonesian to ensure that the point of the information can be understood by the students. This code-switching has

heuristic function. In this regard, she uses intersentential-switching and intrasentential-switching for highlighting particular information of adjective.

In the SD scales, she states that using English-Indonesian code-switching in the English classroom instruction is between beneficial and not beneficial, between helpful and not helpful, very allowed, between effective and ineffective, and rather needed. Using English-Indonesian code-switching in her communication is prestigious, frequent, rather acceptable, and communicative. Furthermore, her language attitude toward English-Indonesian code-switching is positive. She perceives that code-switching is positive, because it can be a helpful way for the speaker to explain the information to the hearer without any halting and obstacle.

c. NFN

She uses 1 tag-switching, 1 intersentential-switching, and 1 intrasentential-switching. The following English-Indonesian tag-switching is illustrated as "*In here, the example for –ful; 'joyful' the first word 'joy' is noun and + -ful become 'joyful' and then 'hopeful', 'helpful', 'meaningful', dan lain-lain*". This code-switching is classified as tag-switching, because she inserts '*dan lain-lain*'(Indonesian tag) into English sentence. She inserts an Indonesian tag '*dan lain-lain*' into English utterance, because she does not know the word in English. She uses such tag-switching when she has limited vocabulary.

Then, another type which is categorized intersentential-switching as "*Ok friends, I would explain about adjective derived from noun. Kata sifat yang terbentuk dari kata benda*". The above utterance is categorized as intersentential-switching,

because she switches from English into Indonesian sentence boundary. She switches from English to Indonesian sentence to explain the meaning of the topic that will be delivered. She believes that by switching to Indonesian sentence, the students will understand the meaning of the topic before she explains about the further information.

The next switching is intrasentential-switching which is described in the utterance "*And then, In here can you read ya, okay? Kamu bisa baca sendiri, gak usah dibacain lah, okay thank you*". It is classified as intrasentential-switching, because she switches '*ya*'[word switching] and '*Kamu bisa baca sendiri, gak usah dibacain lah*'[Sentence switching] in English utterance, these two different types occur in one utterance. She uses such code-switching to end the explanation; she thinks that the audience already understood about the material.

In the SD scales, she assumes that using English-Indonesian code-switching in the English classroom instruction is rather beneficial, rather helpful, rather allowed, between effective and ineffective, and needed. Using English-Indonesian code-switching in her communication is between prestigious and embarrassing, rather frequent, acceptable, and communicative. Then, her language attitude toward English-Indonesian code-switching is positive. This is her opinion related to positive attitude toward code-switching:

> *"I think code-switching is positive, because when we do not understand about the material, we can use code-switching with other friends in teaching and learning process. Code-switching can be helpful and communicative, for example in my group presentation. We can explain more and clearly to my friends and they can understand about the material".* (NFN. 12928XX)

Based on the statement, it means that code-switching is a helpful and communicative way for both the students and the lecturers in the teaching and learning process.

d. NA

She speaks in 1 English-Indonesian intersentential-switching and 1 intrasentential-switching. In this regard, her switching on intersentential-switching described as "*Okay friends, I want to explain about adjective derived from word. Jadi penjelasannya sama kayak Novia*". She switches from English to Indonesian sentence to persuade the other students that there is similarity between her explanation and another presenter's explanation. By this, the other students will be able to understand the material easily.

Moreover, she also switches on intrasentential-switching from English into Indonesian utterance, which is illustrated as "*Tapi ini dari adjective derived from verb and Novia is from noun. Soalnya suffix imbuhannya cuma –able, -ive, -ant, and –ent, for example adjective derived from verb –able, verbnya 'adapt' to be 'adaptable', and do you read in the paper, yes?*". She does not speak a lot to explain the material, but her switching of some words in her utterances show that she does not know the word in the target language, so she inserts some Indonesian words to make easy in explaining the material.

In the SD scales, she states that using English-Indonesian code-switching in the English classroom instruction is very beneficial, very helpful, allowed, effective, and very needed. Using English-Indonesian code-switching in her communication is

rather prestigious, rather frequent, acceptable, and communicative. Moreover, her language attitude toward English-Indonesian code-switching is positive. She states that code-switching can facilitates learning especially in the discussion or group presentation when the speaker finds difficult in explaining the material through the target language.

e. RS

She switches 8 English-Indonesian intersentential-switching in her utterances. The following is one of her intersentential-switching in the learning process, which describes as "*Have you ever trouble remembering where you just left your keys? A new research suggests that humor can improve short-term memory in adults. Apakah anda pernah mengalami kesulitan dimana anda meninggalkan kunci-kunci anda? Sebuah penelitian baru memberi kesan bahwa kelucuan dapat meningkatkan memori jangka pendek pada orang dewasa*". The switching is categorized as intersentential-switching, because it occurs in sentence boundary.

In this case, she switches from English into Indonesian. She uses code-switching to translate from English to Indonesian sentence in translation subject. In this subject, the lecturer allows the students to use English-Indonesian code-switching and the students cannot avoid using code-switching in the learning process, because it is in translation subject where the students are required to be able translating the sentence well.

In the SD scales, she assumes that using English-Indonesian code-switching in the English classroom instruction is beneficial, very helpful, rather

allowed, very effective, and between needed and not needed. Using English-Indonesian code-switching in her communication is between prestigious and embarrassing, rather frequent, very acceptable, and between communicative and uncommunicative.

In this regard, her language attitude toward English-Indonesian code-switching is between positive and negative. She says that code-switching can be positive and negative. It will be positive when the students use it to facilitate learning especially when the students find difficult in explaining the material. Moreover, it will be negative when the students often use code-switching in their language learning, because the students will always rely on code-switching.

f. RA

He utters 1 intrasentential-switching in the learning process. The switching occurs in the various different types of switching, which is uttered as "*I think in English to Indonesian, on the ... on the seventh group, eh paragraph, the last paragraph disebut 'sebuah' maybe, I think 'sebuahnya' dicoret, which is called 'gamma frequency', I think disebut 'sebuahnya' dicoret aja.*" The above utterance is classified as intrasnetential-switching, because it occurs in word and phrase boundary. He inserts an Indonesian word '*sebuah*' to mention an Indonesian translation and *'sebuahnya dicoret aja'* to emphasize and to explain to the presenters that there are some mistakes in their translating. By this, he finds it difficult to speak English in revising the translation, so he inserts some Indonesian words and phrases to help him explain the material.

In the SD scales, he states that using English-Indonesian code-switching in the English classroom instruction is between beneficial and not beneficial, rather helpful, between allowed and prohibited, rather ineffective, and not needed. Using English-Indonesian code-switching in his communication is very embarrassing, rather infrequent, rather unacceptable, and between communicative and uncommunicative. Then, his language attitude toward English-Indonesian code-switching is negative.

He means that code-switching should not be used in the target language learning especially in speaking subject, because it tends to be embarrassment or a failure to learn the target language and an unwillingness to learn the target language. In fact, he uses code-switching in his utterance, although he perceives code-switching negatively. It shows that he resorts to alter between English and Indonesian when he finds it difficult to convey the information, even though he thinks that the switching is embarrassing.

C. The Reason of the Students' English-Indonesian Code-switching

The data show that most of the students use English-Indonesian code-switching in the learning process, the switching is classified into three types of code-switching, such as tag-switching, intersentential-switching, and intrasentential-switching. Based on the data of students' interview, there have been various reasons of such using English-Indonesian code-switching in the classroom instruction. Concerning with the result of interview, most of the students assume that when the speaker explains some material by using full English in the learning process is

difficult to be understood by the other students. As a result, they do not understand what the speaker said; sometimes it can also make misunderstanding among the students. The following statement is one of the participants' opinions in using English-Indonesian code-switching in the classroom instruction:

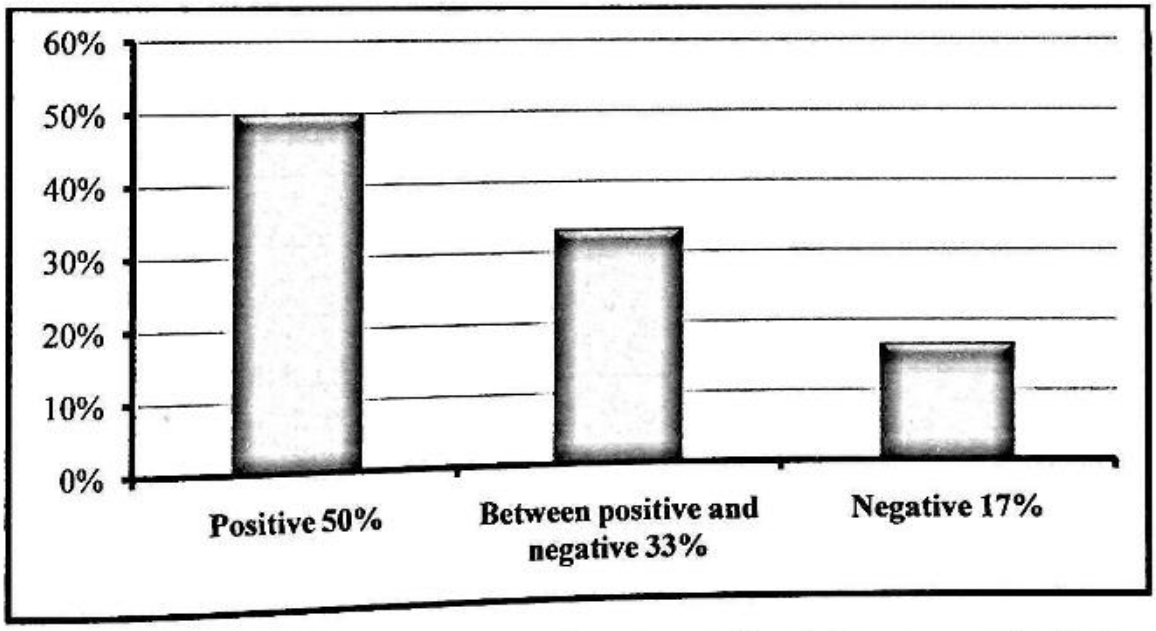
> *"I will use code-switching when the audience or my friends cannot understand about the material from my explanation. We can use code-switching to overcome misunderstanding between presenter and audience"*. (RS. 12931XX)

In line with the above statement, most of the students argue that code-switching is an effective way to explain the material in the learning process. Furthermore, when they explain the difficult material by using English, it will be a long explanation and it will take a long time to explain it, because they have limited English vocabulary and some students have low English proficiency. Consequently, they switch from English to Indonesian to avoid miscommunication in the learning process. Moreover, they argue that code-switching can facilitate learning and they can get a better understanding by using English-Indonesian code-switching in the classroom instruction. They also argue that code-switching should be only prohibited in speaking subject, because this subject require the students to be able to use the target language or speak English well. The students believe that code-switching is a communicative strategy in the learning process. It is the main reason for the students in using English-Indonesian code-switching in the classroom instruction.

D. Discussion

The result of the analysis describes that the students use 34 English-Indonesian code-switching which appear in the classroom instruction. It is 15% tag-switching, 32% intersentential-switching, and 53% intrasentential-switching. The following chart is the students' language attitude toward the using of English-Indonesian code-switching in the classroom instruction:

Figure II. *The Students' Language Attitude toward English-Indonesian Code-switching*



Based on the chart, it shows that the students' language attitude toward English-Indonesian code-switching is positive, which is described as follows: positive attitude toward English-Indonesian code-switching is 50%, between negative and positive attitude toward English-Indonesian code-switching is 33%, and negative attitude toward English-Indonesian code-switching is 17%.

Although not all the students code-switch between English and Indonesian in the learning process, there are some students use English-Indonesian code-switching for some reasons. The main reason of such English-Indonesian code-switching is the students believe that code-switching can facilitate their language learning and they can gain a better understanding when they use English-Indonesian code-switching. It means that code-switching as the communicative strategy in the learning process. The students also believe that the lecturers are expected to allow the using of English-Indonesian code-switching in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis of the students PBI STAIN Jurai Siwo Metro, the researcher concludes that:

1. Most of the students use English-Indonesian code-switching in the classroom instruction. The switching is categorized into three types which consist of tag-switching, intersentential-switching, and intrasentential-switching. The students' language attitude toward English-Indonesian code-switching is positive. It can be analyzed that 50% positive attitude, 33% between positive and negative attitude, and 17% negative attitude toward English-Indonesian code-switching in the classroom instruction.
2. The main reason of such English-Indonesian code-switching is as a communicative strategy, because code-switching can facilitate language learning and the students can get a better understanding by using English-Indonesian code-switching in the classroom instruction.

B. Suggestion

In this study, the researcher offers suggestion for:

1. The students are expected to construct their positive attitude toward English-Indonesian code-switching in their learning process. It means that the students can learn effectively by using English-Indonesian code-switching in the classroom.
2. The lecturers are supposed to give an opportunity for the students to use English-Indonesian code-switching in the classroom instruction, because the students use English-Indonesian code-switching as the communicative strategy.

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PERPUSTAKAAN STAIN JURAI SIWO METRO