

**CODE SWITCHING USED BY ENGLISH LECTURERS DURING
TEACHING AS FOUND IN PADANG STATE UNIVERSITY**

A Thesis

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ABSTRAK

Skripsi ini adalah kajian tipe-tipe alih kode dan alasan-alasan dosen menggunakan alih kode tersebut yang didasarkan pada teori Wardhaugh dan didukung oleh Gumperz. Data dikumpulkan dengan menggunakan metode lapangan, dengan beberapa langkah, yaitu: mengikuti perkuliahan, teknik perekaman, pencatatan lapangan, dan wawancara. Dari dua puluh data yang dikaji, ditemukan tiga tipe alih kode. Tipe konversasi merupakan tipe alih kode yang sering muncul, diikuti oleh tipe situasional dan metaforis. Di samping itu, ditemukan tujuh alasan penggunaan alih kode oleh dosen dalam proses belajar-mengajar, yaitu pengaruh mahasiswa yang lebih dahulu menggunakan bahasa Indonesia, ketidakpahaman mahasiswa terhadap penjelasan dosen, penekanan terhadap pernyataan sebelumnya, pencarian perhatian dari mahasiswa dikarenakan mereka membuat keributan di kelas, pencairan suasana yang tegang dengan sedikit gurauan, lupanya beberapa istilah dalam bahasa Inggris, dan tidak adanya padanan kata dalam bahasa Inggris saat pemberian contoh pelajaran.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Nowadays, the phenomenon of code switching is not a strange thing for Indonesian people, especially for those who live in urban area. It is caused by the progress of era and human being's life, including the language that people use. Recently, it can be seen that Indonesian people not only speak their own language, but also foreign languages such as French, Japanese, and particularly English. It is proven when people mix or switch their language into another language such as in certain places, like: trading market, work place, business place, and even at school or campus. This phenomenon happens because of some motivations. Some of them are: to express his/her feeling in order to compensate for deficiency, to express solidarity with a particular social group, and to convey his/her attitude to the listener (Crystal (1987) in Skiba, 1997: p. 1). The phenomenon of using two languages in their conversation can be defined as bilingualism and the person who involves in it is considered as bilingual. This idea is supported by Mackey in Hoffman's book (1996: p. 16), "bilingualism is considered as an alternative of using two languages by the same individual." He also confirms that anyone who has ability to use two languages in his / her conversation is called bilingual.

Related to this phenomenon, Kachru (1982: p. 26) states that bilingualism can be distinguished on the basis of code switching and code mixing. Both of them are the branches of bilingualism which are often considered overlapped. It is proven by a definition proposed by Hoffman (1996: p. 112-113). She states that, "switches occurring at the lexical level within a sentence (*intra-sentential*) are referred to as 'code-mixes' or '*code mixing*', meanwhile, if the changes occur over phrases or sentences (*inter-sentential*), including tags and exclamations at the end of the sentence, they are called 'code-switches' or '*code switching*'." It means that intra-sentential code switching similar with code mixing in which it occurs within a sentence.

The phenomenon of code switching mostly happens in daily conversation such as in advertisements, broadcasts, TV programs and even in teaching processes. Mostly, the phenomenon of code switching in Indonesia happens between English-Indonesia. In this case, the writer investigates the code switching phenomenon between English-Indonesia which is found in the teaching process of the third year students of English Department of Padang State University. The focus is given to the teaching process of sociolinguistics, psycholinguistics, cross cultural understanding, and history of British and American civilization. Those subjects are taken based on the observation in which there are about 10 lecturers who teach in the third year students. Some of the lecturers teach two or three subjects, thus the writer only takes four lecturers who teach different subject to represent the data. In this case, the writer

chooses Padang State University because this University is one of the Universities with the best accreditation in West Sumatra. The writer also chooses English Department because in English Department the lecturers are expected to use English when they are talking to their students. Of course, the lecturers have certain motivations to do code switching during teaching. Therefore, in this research the writer investigates the types of code switching uttered by the lecturers and the motivations of using it. Actually, the importance of this study is to disclose or to investigate the lecturers' motivations to use code switching.

1.2 Identification of the Problem

The focuses of this research are formulated in the following questions:

1. What are the types of code switching phenomenon found in the teaching process of the third year students of English Department of Padang State University?
2. What are the motivations of the lecturers to use code switching during teaching?

1.3 The Objective of The Study

In general, the purpose of this research is to get further information about the application of code switching by the English lecturers of Padang State University. Specifically, the purposes of this research are to identify the types of code switching

which are found in the teaching process of the third year students of English Department of Padang State University and also to uncover the motivations of the lecturers in using code switching during teaching.

1.4 Scope of The Study

In this research, the writer focuses on the types and motivations of using code switching as found in the teaching process of the third year students of English Department of Padang State University, based on Wardhaugh's (1988) theory and supported by another theory, like Gumperz's (1976) and (1982); and David Crystal's (1987). In this case, the code switching occurs from English to Indonesian.

1.5 Method of The Study

In this research, the writer uses field observational method. It means that, the writer observes the language phenomenon based on its relationship to the context of situation. The writer relates the utterance of the lecturers which consists of code switching to the Wardhaugh's theory (1988: p. 106) about the types of code switching which is supported by Gumperz's theory in Hudson's book (1980: p. 56-57). The aim of this research is to describe the phenomenon of code switching found in the teaching process of the third year students of English Department of Padang State University. The writer also identifies and analyzes the motivations of the lecturers in

CHAPTER IV

CONCLUSION

In this study, the writer has analyzed the types of code switching used by the English lecturers of Padang State University. As the result of the analysis, the writer finds twenty data which are classified into three types of code switching, they are: metaphorical, situational and conversational code switching. Based on the result, it is found that the common types of code switching that the lecturers used during teaching is conversational code switching. It happens because most of the lecturers switch their language without changing the topic and the situation at that time. Besides, the lecturers use this switch in order to reiterate his message or to make the explanation clearer. Then, it is followed by situational code switching that is caused by the language used change according to the situation that the lecturers find, and the last types is metaphorical code switching which caused by the topic and the situational change requires the change of language used by the lecturers.

Meanwhile, there are some motivations which cause the switch of the language that used by the lecturers. Firstly, the lecturer has been influenced by the student. The lecturer switches his language because the student has switched his/her language to another language first. Thus, the student is considered as interruption to the lecturer. In addition, the interruption disturbs the lecturer's concentration in using English when the lecturer is explaining something. Secondly, the lecturer wants to

give a clearer explanation to the students, because the students seem confused about what the lecturer has explained before. Besides, the switch occurs because there is no equivalent for the English term, for example: *surat kekah*. Then, the lecturer switches his language because he wants to make a joke or sense of humour in order to make the situation in the class become informal one. Thus, the students can relax and enjoy studying. Fifthly, the lecturer switches his language because he wants to get the attention from the students and the students make noise when the lecturer is explaining the lesson.

Another reason of the lecturer switches his language because he wants to emphasize the students' answer in order to make the students feel comfortable with their answer. Not only that but also to stress his/ her utterances toward the students. Besides, the lecturer switches his language because he wants to compensate for deficiency, for example: the lecturer forgets some English term, therefore, to fill that blank he uses Indonesian language. Sometimes the lecturer wants to bring the students under his/her consideration in order to make the students easier catch the main point of the lesson. Finally, the lecturer switches his language because he wants to express his feeling to the students.

There are many other possible reasons why the English lecturers use code switching during teaching. Basically, the occurrence of the switch depends on his/ her own motivation and the situation at that time.

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