

**CODE-SWITCHING USED BY THE INSTRUCTORS
AT THE INDONESIAN-AMERICAN LANGUAGE INSTITUTE
(LBPP-LIA) BUKITTINGGI**

Thesis

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ABSTRAK

Di dalam skripsi ini, penulis membahas tentang perubahan penggunaan bahasa yang disebut dengan alih kode. Tulisan ini difokuskan pada tipe, alasan yang memotivasi penutur dalam menggunakan pengalihan bahasa, dan jenis alih kode yang paling dominan digunakan oleh penutur. Salah satu bentuk alih kode terjadi di lembaga pengajaran bahasa asing, Lembaga Bahasa Pendidikan Profesional LIA (LBPP-LIA) Afiliasi Bukittinggi khususnya pada kelas level pertama, kelas English for Teenager. Pada kelas tersebut pengalihan bahasa Inggris sebagai bahasa asing ke Bahasa Indonesia sering terjadi.

Dalam menganalisis data, penulis menggunakan teori Wardaugh pada tipe-tipe alih kode yang digunakan sedangkan untuk alasan yang memotivasi penggunaan alih kode penulis menggunakan teori Hoffman. Proses pengumpulan data yang digunakan yaitu metode observasi kelas, teknik perekaman (*recording technique*), pencatatan (*note taking technique*) dan wawancara.

Dari hasil analisis terbukti bahwa terdapat beberapa tipe alih kode yang digunakan oleh staf pengajar di lembaga tersebut yaitu *situational code switching*, *metaphorical code switching* dan *conversational code switching*. Kemunculan yang ditemukan dalam bentuk *situational code switching* sebanyak 45%, dalam bentuk *metaphorical code switching* sebanyak 35% dan dalam bentuk *conversational code switching* sebanyak 20%. Maka *situational code switching* adalah tipe alih kode yang paling sering terjadi selama proses pembelajaran berlangsung. Selanjutnya faktor-faktor penyebab penggunaan alih kode yang ditemukan yaitu disebabkan oleh faktor situasi (*situational factor*) dan faktor perseorangan (*personal factor*). Sedangkan faktor konteks (*contextual factor*) tidak ditemukan dalam analisis ini.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In communication, there is the term known as bilingualism, which is used to describe situation in which two languages are involved. A bilingual person is anyone who has the ability to use two different languages in their conversation, such as English and Indonesian. Bilingual speaker also mixes languages, or frequently switches between them. This alternation from one to another language is linguistically called code switching. It is supported by Wardaugh (1985:5) opinion that "The language we use in everyday living is remarkably varied". No matter what gender, age, social status and occupation they have, people do not always use the same variety or style of language.

Bilingual means a person who may be said to be the one who is able to communicate, to varying extents, in a second language (Crystal in Skiba, 2006). Sometimes he speaks in his mother tongue but in other time he uses his second language. To clarify the subject, John Gumperz and Eduardo Hernandez (in Trudgill, 1983:123) give an example, a speaker who switches Spanish and English in discussion on giving up smoking:

'I didn't quit, I just stopped. I mean it wasn't an effort I made *que voy a dejar de fumar porque me hace dano o* [that I'm going to stop smoking because it's harmful to me] this or that. I used to pull butts out of the wastepaper basket. I'd get desperate, *y ahi*

voy al basurero a buscar, a sacar, [and there I go to the wastebasket to look for some, to get some], you know?

The phenomena of code switching also happen between English and Indonesian language. This situation has become common phenomenon since English has been growing fast in Indonesia. Indonesian-English bilingual speakers sometimes speak Indonesian language and sometimes they switch into English at the same situation. This phenomenon also occurs in certain places. One of them is in The Indonesian-American Language Institute (LBPP-LIA) Bukittinggi. Foreign language learning is like second language learning in that the material and methods is designed to give a practical command of the language. Whereas the second language learner needs the language for use within his own community, the foreign language learner needs it so that he can form contacts with a community other than his own.

Since the participants of the course are commonly Indonesian people, the emergence of the code switching cannot be avoided. Code switching can be one of the tools in teaching process for the instructors to make the language learning process more effective and understandable. In addition, English language instructor who teaches in monolingual environments have for a very long time been concerned about reducing or even abolishing student use of the mother tongue in the language classroom.

CHAPTER IV

CONCLUSION

According to the data analyzed in the previous chapter, code switching appears to be natural and purposeful phenomenon which facilitates both communication and language learning process. A language classroom is a social group, so that the instructors, who are in favour of applications of communicative technique in the language learning process, oppose any form of native language use during classroom instructions. The using of code switching cannot be avoided in the foreign language classroom, because code switching can be one of strategy that yields short term benefit to the foreign language learning process. In this case, the instructors at the Indonesian-American Language Institute (LBPP-LIA) Bukittinggi in first level (beginner) class sometimes not performed code switching consciously. It is means that the instructors are not always aware of the occurrence of code switching process, especially while the instructors expressing their emotional attitude like angry and remind the students who not pay attention to the lesson at the time.

The instructors switch their languages from English to Indonesian when the topics, the situations, or both of them are altered at the time. The types of code switching found during the language learning process in the Indonesian-American Language Institute (LBPP-LIA) Bukittinggi are situational code switching (situation changes, no topic changes), metaphorical code switching (situation changes, topic changes) and

conversational code switching (no situation changes, no topic changes). There are many possible reasons in use of code switching by the instructors who teach in first level (beginner students) class at the Indonesian-American Language Institute (LBPP-LIA) Bukittinggi. Those are can be identifies as:

1. To get attention from the student
2. To warn the student and to create friendly and intimate with her student
3. To re-clarify the meaning of the situation from formal to informal
4. To show the politeness and solidarity
5. To make an easier communication
6. To admonish the student
7. To express emotional attitude
8. To address, greeting and remind the student who not pay attention
9. To re-state the remind
10. To keep attention of the student
11. To give better and clearer explanation
12. To hold the noisy situation because of student confusion
13. To make a joke
14. To reduce the formality in the class
15. To give deeper explanation
16. To re-clarify the previous explanation

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