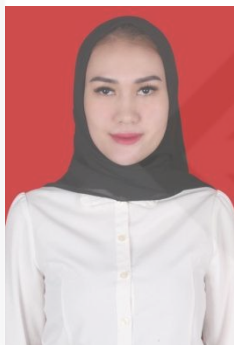


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THE USE OF LECTURER'S CODE SWITCHING AS A COMMUNICATION STRATEGY IN THE LEARNING PROCESS OF ENGLISH SPEAKING CLASS AT STIBA PERSADA BUNDA PEKANBARU

THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau
In Partial Fulfilment of the Requirements for the Degree of
Magister in English Education



By :

SHENIA GLADYAN RULYTA

SRN: 21790125737

**POST GRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY OF
SULTAN SYARIF KASIM RIAU**

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
 كلية الدراسات العليا
THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs. (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Lembaran Pengesahan

Nama : Shenia Gladyan. R
 Nomor Induk Mahasiswa : 21790125737
 Gelar Akademik : M.Pd (Magister Pendidikan)
 Judul : The Use Of Lecturer's Code Switching As a
 Communication Strategy in The Learning Process Of
 English Speaking Class At Stiba Persada Bunda
 Pekanbaru

Tim Penguji:

Dr. Andi Murniati, M. Pd
 Penguji I/Ketua

Dr. Rusdi, MA
 Penguji II/Sekretaris

Dr. Bukhori, S.Pd.I., M.Pd.
 Penguji III

Drs. H. Promadi, MA., Ph.D
 Penguji IV

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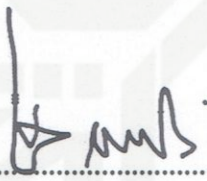
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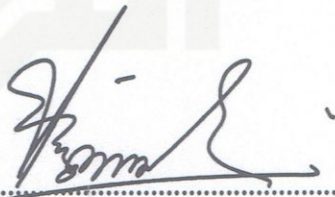
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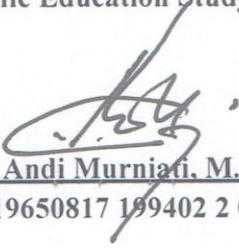
Supervisor I
Dr. Hj. Helmiati, M.Ag
NIP. 1970022 199703 2 001


Date : July 15th , 2020

Supervisor II
Abdul Hadi, MA, Ph.D
NIP. 19730118 200003 1 001


Date : July 15th , 2020

Acknowledge by :
Head of Islamic Education Study Program


Dr. Andi Murniati, M.Pd
NIP. 19650817 199402 2 001

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Name : Shenia Gladyan Rulyta
Student Number : 21790125737
Program of Study : Islamic Education
Field of Study : English Education

Has been approved to be defended in the final exam to be held by Postgraduate Program UIN Suska Riau

Date: Juneth, 2020

Supervisor I

Digitally signed by Dr. Hj. Helmiati, M.Ag
Date: 2020.06.23 03:40:40 +08'00'

Dr. Hj. Helmiati, M.Ag
NIP. 1970022 199703 2 001

Date: Juneth, 2020

Supervisor II



Abdul Hadi, MA, PhD
NIP. 1973011 820003 1 001

Acknowledged by:

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NIP. 19650817 199402 2 001



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Dr. Hj. Helmiati, M.Ag
The Lecturer of Postgraduate Program
State Islamic University
Sultan Syarif Kasim Riau

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Reference: The Thesis of Shenja Gladyan Rulyta

To: Director of Postgraduate Program
State Islamic University Sultan
Syarif Kasim Riau
Pekanbaru

Assalamu'alaikum wr.wb

Having read, analyzed, corrected, and revised, the thesis of:

Name : Shenja Gladyan Rulyta
Student Number : 21790125737
Program of Study : Islamic Education
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Has been approved to be examined at a thesis seminar of Postgraduate Program State
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Supervisor I,

Dr. Hj. Helmiati, M.Ag
NIP. 1970022 199703 2 001



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Abdul Hadi, MA, Ph.D

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Program of Study : Islamic Education
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Has been approved to be examined at a thesis seminar of Postgraduate Program State
Islamic University, Sultan Syarif Kasim Riau.

Pekanbaru, June 8th 2020

Supervisor II,

Abdul Hadi, MA, Ph.D
NIP. 19730118 200003 1 001

STATEMENT OF ACADEMY INTEGRITY

I, the undersigned,

Name : Shenia Gladyan Rulyta
Student Number : 21790125737
Place of Birth : Pekanbaru
Date of Birth : January, 22nd 1994
Program Study : Islamic Education
Field of Study : English Education

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Pekanbaru, June 23rd 2020

SHENIA GLADYAN R.
SRN. 21790125737

UIN SUSKA RIAU

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ABSTRAK

Rulyta, S. G. Penggunaan dari Code Switching Dosen sebagai Strategi Komunikasi pada Proses belajar Kelas English Speaking di STIBA Persada Bunda Pekanbaru, 2020

Bahasa adalah alat yang mempermudah kita untuk berkomunikasi. Namun, lebih dari ratusan bahasa ada di dunia ini. Itulah sebabnya, Bahasa Inggris telah ditetapkan sebagai suatu bahasa internasional, sehingga kita bisa berkomunikasi dengan seluruh orang di seluruh dunia dengan hanya satu bahasa. Diangkatnya Bahasa Inggris menjadi jurusan perkuliahan tentu saja untuk membuat seseorang mahir dalam Bahasa Inggris. Skil yang paling banyak diperlukan dalam berkomunikasi adalah berbicara. Oleh karena itu, para dosen menggunakan strategi terbaik dalam mengajar murid-muridnya untuk membuat mereka memahami dan menggunakan Bahasa Inggris dengan baik khususnya dalam berbicara. Salah satu strategi yang sering digunakan adalah code switching. Penelitian dengan judul “The Use of Lecturer’s Code Switching as a Communication Strategy in the Learning Process of English Speaking Class at STIBA Persada Bunda Pekanbaru” memiliki rumusan masalah jenis dan fungsi dari code switching yang digunakan dosen, serta alasan menggunakan code switching itu sendiri. Tujuan penelitian ini adalah untuk menganalisa jenis dan fungsi code switching yang digunakan dosen dan juga alasannya sebagai strategi mengajar Bahasa Inggris di kelas English Speaking Persada Bunda. Penelitian ini menggunakan metode deskriptif kualitatif di mana data utama bersumber dari rekaman audio dan kamera berlangsungnya pelajaran di kelas English Speaking dan rekaman dari wawancara mendalam kepada dosen. Kemudian data dianalisis menggunakan content- analysis dimana metode deskriptif kualitatif digunakan untuk mendapatkan hasil data secara terperinci, sistematis dan jelas. Hasil dari penelitian ini menyatakan bahwa ada 158 ucapan code switching yang digunakan oleh dosen pada pertemuan pertama dan kedua, yang mana jumlah dari Tag Code Switching adalah 14 ucapan, Inter-Sentential Code Switching adalah 73 ucapan dan Intra-Sentential Code Switching adalah 71 ucapan. Berdasarkan fungsinya, ada 119 ucapan code switching dari 158. Ada 6 fungsi di dalam proses belajar mengajar Bahasa Inggris, yaitu: Quotations muncul 11 kali, Addressee Specification muncul 6 kali, Interjections muncul 7 kali, Reiterations muncul 7 kali, Message Qualification muncul 80 kali, dan Personalization or Objectification muncul 8 kali. Alasan dosen menggunakan code switching tersebut adalah untuk mempermudah proses belajar, khususnya ketika dosen member instruksi dalam Bahasa Inggris kepada murid yang memiliki pemahaman Bahasa Inggris masih sangat rendah. Dengan menggunakan code switching dosen dapat membuat murid-murid menjadi nyaman dan senang dalam belajar Bahasa Inggris.

Kata Kunci: *Code Switching, Strategi Mengajar, Berbicara*

ABSTRACT

Rulyta, S. G. The Use of Lecturer's Code Switching as a Communication Strategy in the Learning Process of English Speaking Class at STIBA Persada Bunda Pekanbaru, 2020

Language is a tool for us to communicate easily. However, more than hundreds of languages exist in this world. Therefore, English language is determined as an international language, thus we can communicate to people around the world with only in one language. By appointing English Language as a major in the college is certainly to make someone master in English. The most necessary skill needed is speaking. Therefore, the lecturers use the best strategy in teaching their students to make them understand and use English well especially in speaking. One of the strategies often used is code switching. The research entitled "The Use of Lecturer's Code Switching as a Communication Strategy in the Learning Process of English Speaking Class at STIBA Persada Bunda Pekanbaru" has the formulations of the problems the types and the functions code switching used by the lecturer and the reason in using the code switching itself. The purposes of this research are to analyze the types and functions of the code switching used by the lecturer and also its reason as English teaching strategy in English Speaking class Persada Bunda. This research used qualitative method, where the principal data source based on the camera and audio recording of learning process in English Speaking class and the recording of depth interview to the lecturer. Then, the data was analyzed used content-analysis, where the qualitative method used to get the result in detailed, systematic and clear. The result of this research stated that there are 158 utterances of code switching used by the lecture at first and second meeting, which the number of Tag Code Switching is 14 utterances, Inter-Sentential Code Switching is 73 utterances and Intra-Sentential Code Switching is 71 utterances. According to the functions, there are 119 utterances of code-switching from 158. There are 6 functions in English teaching learning process, they are: Quotations appeared 11 times, Addressee Specification appeared 6 times, Interjections appeared 7 times, Reiterations appeared 7 times, Message Qualification appeared 80 times, and Personalization or Objectification appeared 8 times. The lecturer's reason used the code switching itself was to make the learning process easier, especially when the lecturer gives instruction in English to the student who has lack of English comprehension. By using code switching, the lecturer could make the students feel comfort and joyful in learning English.

Keyword : *Code Switching, Teaching Strategy, Speaking*

روليتا س.نج. استخدام تبديل رمز المحاضر كاستراتيجية التدريس في عملية التعلم لفصل التحدث باللغة الإنجليزية في جامعة علوم اللغة الأجنبية فرسادا بوندا بكنبارو ، 2020

اللغة هي أداة التي تسهل علينا التواصل. ومع ذلك ، يوجد أكثر من مئات اللغات في هذا العالم. لهذا السبب ، قرر اللغة الإنجليزية كلغة دولية ، حتى تتمكن من التواصل مع جميع الناس في جميع العالم بلغة واحدة فقط. إن تعيين اللغة الإنجليزية كلقسم في الجامعة هو بالطبع لجعل شخص استيعاب اللغة الإنجليزية ماهرًا. المهارة الكثيرة التي تحتاج إليها للتواصل هي مهارة الكلام. لذلك ، يستخدم المحاضرون أفضل استراتيجية في تعليم طلابهم لجعلهم يفهمون اللغة الإنجليزية ويستخدمونها بجد ، خاصة في الكلام. إحدى الإستراتيجيات التي يتم استخدامها عادة هي تبديل الرمز. البحث العلمي بموضوع " استخدام تبديل رمز المحاضر كاستراتيجية التدريس في عملية التعلم لفصل التحدث باللغة الإنجليزية في جامعة علوم اللغة الأجنبية فرسادا بوندا بكنبارو" يحتوي على المشكلة نوع ووظيفة تبديل رمز الذي يستخدمه المحاضر ، و أسباب استخدام تبديل الرمز. الغرض من هذه الدراسة هو تحليل نوع ووظيفة تبديل رمز الذي يستخدمه المحاضر وكذلك أسباب استخدامه في تدريس اللغة الإنجليزية لفصل اللغة الإنجليزية في جامعة علوم اللغة الأجنبية فرسادا بوندا بكنبارو. تستخدم هذه الدراسة أسلوبًا وصفيًا نوعيًا. البيانات الرئيسية وجدت من التسجيلات الصوتية والكاميرا من خلال التعليم في فصل التحدث باللغة الإنجليزية والتسجيلات من المقابلات المتعمقة مع المحاضر. ثم تم تحليل البيانات باستخدام تحليل المحتوى حيث استخدام الأساليب الوصفية النوعية للحصول على نتائج بيانات مفصلة ومنهجية وواضحة. النتائج من هذه البحث أنه كان هناك 158 نطقًا تبديل رمز الذي يستخدمه المحاضر في اللقاء الأول والثاني ، حيث كان عدد تبديل رمز الوسم 14 منطوقًا ، وكان تبديل رمز بين الإدارات 73 منطوقًا وكان تحويل رمز داخل الجملة 71 منطوقًا. استنادًا إلى وظيفتها ، هناك 119 من رموز تبديل الرمز من أصل 158. هناك 6 وظائف في عملية تدريس اللغة الإنجليزية وتعلمها ، وهي: الاقتباسات تظهر 11 مرة ، تظهر مواصفات المرسل إليه 6 مرات ، تظهر التدخلات 7 مرات ، تظهر التكرار 7 مرات ، يظهر تأهل الرسالة 80 مرة ، ويظهر التخصيص أو التجسيد 8 مرات. سبب استخدام المحاضر تبديل الرمز هو لتسهيل عملية التعلم ، خاصة عند ما يعطي المحاضر تعليمات اللغة الإنجليزية للطلاب الذين يفهمون اللغة الإنجليزية منخفضًا جدًا. يمكن أن يستخدم المحاضر تبديل الرمز لكي يكون الطلاب مريحين وسعدين في تعلم اللغة الإنجليزية.

الكلمات الرئيسية: تبديل الرمز ، استراتيجيات التدريس ، التحدث



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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language has a very important role as a means of communication in human's daily life. Everyone needs a language to deliver his or her message. It means that the purpose of speaking a language is to transfer informations and to convey thoughts, feelings, and ideas from speaker to listener. Good communication or good language is very influential in the quality of what someone is talking about. Language can builds a strong bond between people who share the same language and make people appreciate other people's languages. Language makes our lives easier in communication.

Language is seen as a vehicle of communication. Speakers transmit their news and messages to reach the targeted individuals through any language they are comfortable with. In a multilingual and multicultural society, speakers are at liberty to use more than one language to accomplish their communicative goals. According to Crystal (2008, p. 119), multilingualism is an "ability of an individual speaker or a speech community to utilize multiple languages when they interact with one another. In some cases, speakers may manipulate languages by switching from one language to another in the same utterance in the conversation.

As we know, there are more than hundreds of languages used around the world, but the English language is the second most spoken language in the world after mother tounge. The English language in the globalization era is used as an



international language. Globalization makes the using of the English language wider and famous. Moreover, in modern times like now, mostly people have an ability in communicating English. For example, in our country Indonesia, most people here can recognize the English language when someone speaks English even they probably do not really understand the language. In some companies, having speaking and writing skill in English is a requirement to get the job. Therefore, it is a truism that the English language is one of the most important tools which is necessary for our bright future. By mastering the English language, people can easily communicate with other people around the world in every aspects their jobs. Without knowing the English language, people probably will not be able understand other foreigner's willingness, needs, or intentions. Life without the English language probably could be very difficult for most people.

Some people can speak English fluently, while others only can speak English passively. Therefore, in increasing the skill in speaking, writing, and listening to English, many people take a course or even take a major in college to master the English language. Thus in the process of learning English, there are moments when the language changes from English to the native language of the lecturer and the students. It can be an evidence that people in Indonesia are bilingual. When people master more than one language, they are called bilingual or multilingual (Hofmaan 1996).

Nonetheless, after many years of studying English, not all the students can communicate fluently and accurately. Based on pre-observation, most of Indonesian students who learn English still use Indonesian language a language of

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unity. That is why Indonesians become bilingual. Thus, it also happens in the teaching-learning process in the classroom. For Indonesian students who have English as a foreign language, it will be difficult to use and understand English when they study the English subject.

Therefore Indonesian students sometimes use code-switching—a phenomenon that may happen in the teaching process of speaking class in which the lecturer determines the code choice to be used for communication. The selection of the code can influence several things such as the students, the material, and the lecturer. During communication in the teaching process, it is available that the lecturer uses two codes, namely English and Indonesian. The lecturer selects the code to be used in communication. Generally, this case is stated as code-switching.

Bilingual education is an educational program which involves the use of two languages of instruction at some point in the schooling process (Brisk, 2006; González, 2008). This program involves the first language (L1) and one second or foreign language (L2) which is the target language of acquisition as the medium of instruction (Baker, 2001). In terms of the use of two languages in the classroom, a bilingual program is determined by the aims of the program. The bilingual instruction in the Indonesian education environment is commonly intended to improve the quality of the human resources, especially their English proficiency.

In this circumstance, bilingual classes need proficient lecturer who can teach the subject matter in English well even though they can use their native



language to explain a certain concept when it is difficult to do so in English. Nevertheless, the bigger proportion of use of English language is preferable. However, in a bilingual (or even multilingual) situation like in Indonesia, the mastery of both English and Indonesian can be imbalanced. This imbalance may be caused by the teacher's less proficiency of one language and may result in problems in explaining a concept. To solve the problems, a lecturer may apply several different code-switching strategies in order that they can elucidate their linguistic difficulty (Auer, 1999; Bolander, 2008).

Code-switching happens when, for example, a lecturer shifts from one language to another, whether it is a sentence, clause, word, utterance and even one sentence or some conducted particularly in switch between two languages in the teaching process. Wardaugh (2006) states code is a language or variety of a language. Modupeola (2013, p. 92) defines code-switching as "a means of communication which involves a speaker alternating between one language and another in communicative events". Code-switching has become an interesting phenomenon to study in particular language usage in society because it is part of the development process using multiple languages.

One phenomenon of code-switching that potentially takes place is in communication between a lecturer or teacher and students in the process of teaching speaking skill in English. It can be caused by internal and external factors. The internal factor can be that the lecturer knows that some of his/her students have low ability to talk only in English all the time, and the external factor can be that the students have the low ability in speaking English as a result

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 of having limited vocabularies, feeling nervous when talking in English, or feeling
 confused in arranging sentences grammatically.

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of having limited vocabularies, feeling nervous when talking in English, or feeling confused in arranging sentences grammatically.

In the classroom, the interaction between a lecturer and students is very influenced by students' effectiveness in speaking English. Since English is a foreign language for Indonesian, bilingualism will occur involving the use of Indonesian and English language. It may happen when someone communicates with others. In an act of communication, specifically communication of the teaching and learning process in the classroom, the lecturer has communication strategies for teaching it, one of which is to use code-switching in the classroom to make students understand more about the lessons. As we know, in Indonesia, many students find some difficulties to understand English because they think English is not really important, and it is only a foreign language. Thus, the process of speaking instruction in Indonesian colleges and universities requires innovation which can help the students feel at ease and enthusiastic in the process of learning.

Based on the researcher's experiences, code-switching is one of the communication strategies in the learning process used by lecturers. Most of the students during the learning process communicated bilingually. In the learning process, the lecturer should focus on reaching the aim of teaching English based on the curriculum, that is to enable students to achieve the functional level in the sense that they can communicate in spoken or written form (Mujiono, 2013). In fact, the students are still not confident and comfortable to speak English because they still use their mother tongue in daily life. This is natural when it happens in the teaching and learning process. Therefore, the lecturer believes that code-



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switching may help them to deliver the materials to the students, thus the students understand the materials. By using the code-switching, the lecturer makes learning easier for the students, and it probably makes an effective English learning process in realizing the aims of English learning itself. Finally, these all will create confidence and motivation for students to speak English.

In addition, according Trudgill (2000) code switching can be used for self-expression and it is a way of modifying language for the sake of personal intentions. It is also used to establish a sort of intimacy among members of a bilingual community. The dynamic and constantly changing nature of education and specifically in the delivery of material in the classroom may perhaps warrant re-evaluation of the manner in which the teacher and the learner interact. More important to this interaction is the language medium used to foster an environment in which both stakeholders are fully able to have a close approximate to effective communication (Holmes, 1992).

For a real example of lecturer code-switching in the English class, please see below:

Lecturer: “Good Morning class, before we start our activities, let’s pray first. Bismillahirrohmanirrohim. Who is absent in today's class? Ok baiklah , today we would like to discuss about Sociolinguistics branch, it is Code-switching". Based on Trudgill (2000), he said that code-switching is switching from one language variety to another when the situation demands. Speakers can switch completely from one language to another. It means that people who speak using two or more languages in certain



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situations. Nah jadi code-switching ini sudah banyak digunakan di kehidupan kita sehari-hari, termasuk dalam proses belajar mengajar, dan code-switching terjadi karena beberapa alasan dan faktor, for example, tergantung kondisi dan audience kita sendiri. Any question so far guys?

Please raise your hand. I will open the floor for questions, suggestions.

Thank you.

All students: I think enough (some students say understood)

In the example above, the lecturer used code-switching in his speech to make all students understand more about the topic. In the beginning, the lecturer used the English language in explaining the lesson, then suddenly the lecturer changed his language into Indonesian language to make sure the lesson was delivered well to all the students. After that, the lecturer used the English language for the rest.

The explanation above indicates that there are some reasons why it is really interesting and important to explore this phenomenon in the researcher's final research project as a master's student. The First, code-switching is something unique and very helpful in daily life. As someone who has had experience as an English student, the researcher knows that code-switching is the ability to use two or more languages to communicate with another person. The people sometimes switch code caused of the region where they stay. The Second, code-switching is not really strange in our daily life. People know and do code-switching in their life, especially when they speak English. In reality, the more someone uses code-switching, the more it gives benefits related to his or her



language's development. It obviously can be one of the strategies that we can apply in the learning process to enhance the conversation material.

The third, there are participants who speak English better than us. Therefore by practicing code-switching, it will train one self to speak English fluently. Sometimes people find it difficult to find vocabulary that is equivalent to or appropriate for the sentence they are composing. That is why code-switching is needed to make it is easier. Another reason is by doing code-switching people surely know that they have limited knowledge, understanding, and abilities in English. Thus, they will be aware and do self-development to improve their English speaking skill.

The researcher knows that there are only few students or researchers who understand and investigate code-switching (Linguistics) in Pekanbaru – Riau. For the researcher, understanding linguistics is a very important part, because linguistic knowledge can offer some job opportunities like language teacher or lecturer, journalist, public relations professions, copy writer, marketing staffs, etc. The researcher is sure that there is always something new that can be found when using code-switching. Therefore, this research is conducted to investigate the types of code-switching, the functions, and the reasons use code-switching as a communication strategy by the lecturer.

This research was conducted at one of the private colleges in Pekanbaru, namely at STIBA Persada Bunda. Based on the researcher's observation at STIBA Persada Bunda, the phenomenon of code-switching exists in its teaching and learning activities. The phenomenon occurs when an English lecturer gives

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lesson in a class at STIBA Persada Bunda. The language applied during the lesson is English, for a course on English Speaking skill. As the lecturer is not a native speaker of English, he usually faces problems to deliver the lecture materials to the students fully in English.

Besides, the students often get difficulties in understanding what the lecturer said. Therefore, the lecturer presents the lesson not only in English but also in Bahasa Indonesia. In this case, the lecturer switches from English to Indonesian, Indonesia to English depending on the situation in the class. Code-switching happens in daily language such as in entertainment, business, politics, education, and also in daily conversation. This research focuses only on Education. Because education is an important asset for the next generations.

People try to adjust their style of communication to others in order to gain approval, increase communication efficiency, and maintain positive social identity with their interlocutor(s). The two first goals can be considered convergent since they seek an effective communication. Both speaker and listener share a cooperative behavior which leads them to convergence in their communication. For instance, in a classroom situation, the teacher may code-switch to a language that will lead the learners to understand a given concept. Sert (2005) states that there are two opposing sides on the issue of code switching in language classroom setting. On one side, there are the teacher who prefer to adhere to the formal rules of second language learning which compels students to speak only in the target language and practice communicative strategies in order to master the language well. Maintaining a positive social identity is seen as divergent, because the



speaker wants to keep an identity with a reference group. In this situation the interlocutors behave competitively diverging from each other by emphasizing the differences in their communication. For instance, if a lecturer code-switches in order to discipline or to show authority, convergence is seen as expressing a desire for social integration; divergence, as serving the function of promoting social distance.

The third approach to the communication accommodation is over accommodation, where one attempts to overdo efforts in regulating, modifying or responding to others. One of the ways of over accommodating is through sensory where people tend to over adapt to others who are perceived as limited in their abilities. For instance, a teacher is explaining a question or a concept to a weak student may be forced to over accommodate to enhance understanding.

Sert (2005) states that code-switching may occur in English as a Foreign Language classroom during the interaction between lecturer and students in the classroom. Gulzar (in Widati, 2016) specifically classifies that code-switching which can be found during classroom discourse is named as educational code-switching. Gulzar confidently claimed that code-switching can cater to the needs of students. It is strongly recommended that the use of code-switching as a strategy should be introduced for teaching English in the bilingual classroom discourse but keeping in view the level of the students. Students are often confused if they are given some materials or instruction stated in English. The lecturer should repeat or switch the materials or instruction into Bahasa to make it clear for the students. By using both English and Bahasa in the teaching and

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learning process will give more understanding for students about what the lecturer are trying to convey. Therefore the lecturer use code-switching as a communication strategy in the English learning process to make sure all audience (students) in the class understand. This is why this study consider in exploring code-switching as a communication strategy.

The whole background above indicates that it is important to explore the issue more more deeply in a reseach entitled *“The Use of Lecturer’s Code-switching as a Communication Strategy in the Learning Process of English Speaking Class at STIBA Persada Bunda Pekanbaru”*.

1.2 Statement of the Problem

This study helps map out learners' views on the effective usage of code-switching in certain lecturer’ classroom practice. As the lecturers are not native English speakers, they usually have a problem to deliver the materials to their students fully in English. Besides, the students often get difficulties in understanding what the lecturer said. Therefore, when a lecturer is giving the lesson in classroom activity, they often change from one language to another in presenting the lesson. In this case, the lecturer switches from English to Indonesian. In other word the lecturer perceives that code-switching plays an important role in ESL classrooms as it helps learners to understand more and focus to the target language they are learning. The lecturers believe that code-switching is a strategy in the teaching-learning process that can help students to understand the material.



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Code-Switching is no strange in our daily life. People know and use code-switching into their life, let alone in teaching and learning English as a foreign language, In reality, using of code-switching can give a useful impact to students' language development. Obviously, it is one of the communication strategies we can apply in the teaching-learning process to enhance the conversation material.

In Pekanbaru, there are not many students or researchers who understand and investigate about code-switching (Linguistics). Eventhough, understanding linguistics is a very important part because linguistics can support many aspects of our life, including in communication and education. The researcher believes that code-switching can create a conducive class, work up how the students feel in the class, and establish a good interaction with students. Therefore, this research is conducted to investigate the types of code-switching, the functions, and the reasons to use code-switching by the lecturer. This research focuses only on the use of code-switching in education. This is because education is an important thing for the next generation in the world. This research was carried out when the English speaking class was taught by the lecturer.

1.3 Scope of the Study

When we are talking about code-switching, of course, people will directly remember about linguistics branch that talks about using two or more languages. It includes language learning process in the class. In this research, the researcher focuses on the problem of the lecturer who uses code-switching in the teaching and learning process in the classroom. This research explored the interaction between lecturers and students in the classroom in term of occurrence of code-



switching. In fact, many students have difficulties in understanding the English material delivered by the lecturer who only uses English in presenting all the course materials. Therefore, it is argued that a lecturer needs to use code-switching in English speaking class to facilitate the students to understand the material taught by the lecturer. This research was conducted to explore the occurrence of code-switching between a lecturer and his students at STIBA PERSADA BUNDA, a private foreign language college in Pekanbaru. To delimit the investigation of the research, the research is focused on the followings:

1. Classification of the types of the lecturer's code-switching as a communication strategy that was used in the learning process of English speaking skill at STIBA Persada Bunda.
2. The functions of the lecturer's code-switching as a communication strategy that was used in the learning process of English speaking skill at STIBA Persada Bunda.
3. The reasons why the lecturer used code-switching as a communication strategy in the learning process of English speaking skill at STIBA Persada Bunda.

1.4 Research Questions

Based on the scope of the study above, the researcher formulated three research questions as follows:

1. What are the types of lecturer's code-switching as a communication strategy in the learning process of English speaking skill at STIBA Persada Bunda?



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2. What are the functions of lecturer's code-switching as a communication strategy in the learning process of English speaking skill at STIBA Persada Bunda?

3. Why did the lecturer use code-switching as a strategy in the learning process of English speaking skill at STIBA Persada Bunda.

1.5 Purpose and objectives of the study

In general, this study aims to generate better understanding of the potential of code-switching as a communication strategy in teaching English speaking skill to college students learning English as a foreign language. More specifically, this study has the following objectives:

- (1) to explore the types of code-switching employed by the lecturer while teaching English speaking skill,
- (2) to explore the functions of the lecturer's use of code-switching in teaching English speaking skill, and
- (3) to explore the reasons why the lecturer used code-switching as a strategy in teaching English speaking skill.

1.6 Significance of the study

The significance of this study lies in its relevance to contribute to knowledge and research in the area of code-switching both theoretically and practically. This study is projected to generate the following significance:



Theoretical significance

This research is expected to be a benefit for learning English in Indonesia and beyond. The benefits of the research are highly expected to provide contributions to knowledge and research in the field of Sociolinguistics. Specifically, the phenomena of code-switching used by English lecturers discussed in this research will help students and other researchers who have the same interest in the field of Sociolinguistics (code-switching is a part of Sociolinguistics). They can use this thesis as a reference to do other research or further research about code-switching from the other points of views. After reading the research, the researcher hopes the readers can broaden their knowledge on the issue being investigated and understand more about Sociolinguistics, especially code-switching.

Hudson (2006, p. 53) points out that “code-switching is the speaker’s use of different varieties of the same language at different times and in different situations which seems to refer more to a diglossic situation”. The research can be used to generate insights to support the process of English teaching and it can become one of the sources of consideration for future researchers to choose a better approach in investigating code-switching. Lin (2013) defines code-switching as the use of two languages by either teachers or students in classroom setting. Code-switching is commonly found during teaching and learning process. Perego & Boyle (2013) argues that L1 facilitates both teaching and learning in ways that may increase students’ confidence, security, motivation and friendship. The use of L1 in EFL classroom gives students more comfortable setting in which

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they are able to speak freely with no strict rule of English-only policy. This situation has motivated the affirmative to believe that code-switching is very helpful for both teachers and students in classroom.

Practical significance

The result of this study is expected to give more information and knowledge to every reader who reads this thesis, especially to the researcher herself, to the students, and also to the lecturer. For English learners, findings from this study can be shared to help them comprehend lessons in which the lecturer adopts code-switching as a communication strategy during the teaching and learning sessions. This research can provide insights to help increase students' knowledge, motivation and practice in using English for communication in their daily lives or in the classroom. For English lecturers, the result of this research is expected to be useful for the lecturers teaching English as a foreign language in colleges and universities in Riau and beyond. The lecturers will be able to make further investigation and strategies regarding code-switching in a speaking class, or in other classes in the English department. The researcher also hopes that this research can add knowledge and find something new for education.

1.7 Definition of key terms

To avoid misunderstanding and misinterpretations in reading this thesis, key terms used in this study are defined as follow:



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1. Code Switching

Trudgill (2000) refers to code-switching as switching from one language variety to another when the situation demands. Speakers can switch completely from one language to another. Furthermore, Hudson (2001, p. 56) states that “code-switching is a mixed-up language together in a conversation”. Code-switching can occur in the form of Classroom Code-Switching. As mentioned by Lin (2007) in her study, classroom code-switching can be defined as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students.

2. Speaking

According to David Nunan, (1991:39), speaking is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. Another explanation goes to Cameron (2001, p. 40) who defines speaking as “the active use of language to express meanings so that other people can make sense of them. Speaking can also be recognized as “an interactive, social and contextualized communicative event”.

3. Communication Strategy

Although the traditional view toward code switching indicates that it is a random process that is marked by interference, today, it is described as “a rule-governed behavior and as a communication strategy” (Shafei & Nejadi, 2008, p. 74).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews relevant theoretical and empirical literature related to code-switching. It presents more detailed discussion about code-switching, classroom Code-Switching and Communication strategies for Teaching Speaking Skill. The theoretical descriptions provide explanations of underlying theories related to the types of code-switching, the functions and reasons of code-switching. The last section of this chapter presents about related studies and conceptual framework of the study.

2.1 Code-switching

According to Macaro (1997), the switching to L1 necessarily serves some basic functions which may be beneficial in the foreign language learning environment. It means that code-switching is a technique or method used as a strategy in learning process to change one language into another language which is intended to deliver the real message. Thus the listener or the reader can understand better what actually the speaker's or writer's intention is. Therefore, code-switching can be found in utterance, sentence, clause, and word. More details about code-switching are presented in the following sections.

2.1.1 Definition of Code Switching

Before we discuss about code-switching, we have to know what code is. Code refers to any form of speech whether named or unnamed that the society in question differentiates from other forms. People in the bilingual and multilingual



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situation often change language or variety of languages. This is dependent on the situation or the need for communication. This phenomenon is called code-switching. According to Wardhaugh (1992:102) code is the particular dialect or language one chooses to use on any occasion. In the other word, code is variant of language which is used by language society depends on backround of speaker and listener and also depends on the situation and condition. The code can be fickle. It can be code-switching and code-mixing. When someone used Indonesian, then changed it into English to continue his speaking, it is called code-switching. For example, student says, “ Materi ini sangat sulit. I don’t understand ”.

Code switching is a sociolinguistics phenomenon in which two or more language varieties are used in a speech community. Everyone who speaks has learned to code-switch depending on the situation and setting. The issue of linguistic switch in foreign language teaching was not a major subject of scientific study in the past. But recently, code switching has attracted a considerable amount of attention. Fundamentally, traditions of language alternation became known with the ban on the use of the learners’ first language (L1) in foreign language teaching (L2) and it was introduced with direct method at the end of the nineteenth century (Cook, 2001).

Code-switching is categorized into two parts. They are “situational switching and metaphorical switching”. Wardhaugh (1986:102-105) he speak that when there is a change in the social setting, which is defined by the speakers mutual rights and duties, situational switching happened. On the other hand, metaphorical switching is caused by a change of topic, which in turn alters the



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identities of the speakers. In daily life, we can find that code-switching is used by bilingual persons. For instance, in bilingual situation, we often see a person use switch a language depending on aspects in the bilingual community such as business friends, agency association, pegeant, social gathering etc.

Lewis (2013) stated that code-switching is believed as the practice of using different language variations in a single conversation. Moreover, instead of having these local languages, they need to be able to use English as an international language to be able to communicate with foreign people and broaden their social networks. Therefore, in most cases, it is common to have them switch language they know while communicating with others.

Wardaugh (2006, p. 101) states that:

people are usually required to select a particular code whenever they choose to speak and they may also decide to switch from one code to another or to mix codes even within sometimes very short utterances and thereby create a new code in a process known as *code-switching*.

Code-switching can arise from individual choice or be used as a major identity marker for a group of speakers who must deal with more than one language in their common pursuits. Moreover, Trudgill (2000) states that code-switching is switching from one language variety to another when the situation demands. Speaker can switch completely from one language to another.

According to Hudson (2001), code-switching is the speaker's use of different varieties of the same language at different times and in different situation which seems to refer more to a diglossic situation. Code-switching is the use of



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more than one language by communicants in the execution of a speech act. In other words, it can be stated that code-switching is the phenomenon of moving from one language variety to another language orally or in written form to adapt the different situation. Code-switching can happen because someone has good understanding of some languages and these variations. Therefore, people who have no good understanding of language absolutely cannot switch the code of language. Most of code-switching, however, is spontaneous and goes largely unnoticed. Today, code-switching is also a prominent feature of the discourse in many schools.

When a conversation happens among bilingual people, a dominant language play an important role in accessing the information or topic being discussed. For example, there are two English department students who are in a conversation about grammar lesson. As students of English department, they know how to speak Indonesian and English. When they are talking, they can switch the language from Indonesian to English or from English to Indonesian during their speech in order to get better understanding about Indonesian language rather than English as a second language they study.

As a communication strategy among bilinguals, code-switching affects communication in different ways. First of all, an exposure to the English language by some bilinguals affects communication in such a way that it (English) becomes a barrier of communication among speakers. A group of speakers who are not competent enough in the second language find it difficult to communicate with other groups who are competent enough in the second language.



Another explanation for code-switching is defined by Nomura (2003). She said that speakers may not be aware that code-switching has occurred in their communication or be able to report which language they have used during a particular topic after the conversation. However, research has shown that the phenomenon does not happen without a purpose.

From review of literature above, the researcher concluded that code-switching can be described as the linguistic phenomenon which has alternation of two or more languages used by people whether in speaking or writing. For example:

Lecturer : Morning Class, how are you today?

Students : Morning miss, I'm fine.

Lecturer : Before we start our activities, let's pray first. After that please submit the assignment that I gave to you yesterday and prepare your presentation for today.

Students : Ok miss, berapa lama waktu untuk presentasinya miss?

Lecturer : Seven minutes.

Based on conversation above, the example of code switching shows that the lecturer mostly use English and suddenly the students switched into Indonesian language. According to the explanation above, we can conclude that the characteristics of code-switching process are:



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1. Every code of language has the appropriate function to the language context.
2. Every code of language is appropriate to the situation.
3. The code-switching is mostly concerned with sentences.

2.1.2 Types of code-switching

The code-switching has different types. There are many experts in the field who determine the types of code switching. Wardaugh (2006) describes two kinds of code-switching: situational and metaphorical. Similar types of code-switching had been proposed by Hudson (2001). He has categorized types of code-switching into situational code switching and metaphorical code switching. However, he proposed additional type, called conversational code-switching. Those are some types of code switching based on social element which has been proposed by many experts.

Poplack (2004) also proposed types of code-switching. The classification of code switching by Poplack is based on scope of switch. Poplack was the first researcher who showed that the three types of code-switching occur in different portions in every speaker from different capability levels. Based on the thought above, the researcher used Poplack's theories for this research. There are three types of code-switching : tag switching, inter-sentential, intra-sentential.

1. Tag Switching

The first type of code-switching is called tag switching. Tag switching is at bottom of the scale. This includes interjections, fillers, tags, and idiomatics



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expression. Tags are separated words or phrases that are not related syntactically to the rest of the utterance. The occurrence of a tag does not break any grammatical role.

2. Inter-Sentential Switching

The second type of code-switching is called Inter-Sentential Switching.

The inter-sentential code-switching happens on the sentence level- on a boundary between clauses or sentences. Therefore, the switched units are larger part. Poplack (2004) also explains that to produce this kind of switches more knowledge of language is required.

3. Intra-Sentential Switching

The third type of code-switching is called Intra-Sentential Switching. This type of code-switching is, maybe, the most complicated type among the three. The type combines the grammar of each language. It occurs in the middle of a sentence within a clause or sentence boundary.

2.1.3 The Reasons of Using Code-Switching

In this section, the researcher discusses reason of using code switching. As we know, sometimes there are many aspects that lead to why people use code-switching in their daily life communication. People do the code-switching within their speech and writing, however, Hoffman (1991) classifies seven reasons the peoples switch their language. They are as follow:



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a. **Talking About a Particular Topic**

Sometimes, people prefer to talk about particular topic in one language rather than in another. A speaker feels free or more comfortable to express emotions, excitements, or even anger in a language that is not his/her everyday language.

b. **Quoting somebody else**

In fact, many Indonesians nowadays are good at using English. Those famous expressions or sayings can be quoted intact in their original language. Hoffman (1991:116) suggested that “people sometimes like to quote a famous expression or saying of some well-known figure”

c. **Being Emphatic about Something**

Usually, when someone who is talking using a language that is not his native language he suddenly wants to be emphatic about something (Hoffman,1991). He, either intentionally or unintentionally, will switch from his second language to his first language. Or, on the other hand, the switches come from his second language to his first language because they feel more convenient to be emphatic in his second language rather that in his first language.

d. **Interjection (Inserting Sentence Fillers or Sentence Connectors)**

Hoffman (1991:116) suggested that “people sometimes can mark an interjection or sentence connector in language switching and language mixing among bilingual or multilingual”. It may happen unintentionally or intentionally.



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e. Repetition used for clarification

When a bilingual or multilingual person wants to clarify his speech so that it will be understood better by the listeners, he can sometimes use both of the language (codes) that he masters to say the same message. The message is said repeatedly.

f. Intention of clarifying the speech content for interlocutor

For this reason, Hoffman (1991) proposes there will be lots of code-switching and code-mixing that occurs when a bilingual person talks to another bilingual. It would make the content of his or her speech work well and can be understood by the listeners.

g. Expressing group identity

Code-switching can also be used to express group identity. The communication's strategies of academic people in their disciplinary grouping are obviously different from other groups.

Karen (2003) listed in her article a few conditions for code-switching.

Some of the conditions are:

- a. lack of one word in either language
- b. some activities have only been experienced in one of the languages
- c. some concepts are easier to express in one of the languages
- d. a misunderstanding has to be clarified
- e. one wishes to create a certain communication effect
- f. one continues to speak the language latest used because of the trigger effect
- g. one wants to make a point



h. one wishes to express group solidarity

i. one wishes to exclude another person from the dialogue

From the list above, Karen suggests that it may be possible to predict while condition act on a particular sociolinguistic context for codes-switching. For example, when an Indonesian student has to present an English presentation, but he or she is lack of word in English due to the limited vocabulary, the student may switch the English language into his or her first language. Therefore, the function here is to overcome the language barrier to meaning-making. The function of switching the language in this case is to establish goodwill and rapport. The condition can be established for the phenomenon of code-switching depending on the social context.

In addition, Malik (1994), in his book, *A Study of Codeswitching*, lists ten reasons why people do the code-switching:

1. **Lack of facility:** According to Malik (1994), bilinguals or multilinguals often explain that they code-switch when they cannot find an appropriate expression or vocabulary item or when the language of conversation does not have the particular word needed to carry on the conversation smoothly. He offers the example of “*Charan Sparsh*” (touching feet) that does not convey the same meaning in the speaker’s code as it does in Hindi. The reason why the speaker switch language is probably culturally conditioned.

2. **Lack of register :** When speakers are not equally competent in the two languages and when the speakers do not know the term in the two languages, then code-switching occurs. For example, English college students often use code-



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switching by changing the language from Indonesian into English. In fact, the students use code-switching to interact when they speak to their lecturers, audience in the class, native speakers, etc.

3. Mood of the speaker: Malik (1994) claims that usually when bilinguals are tired or angry, code-switching takes place with a new dimension. This means when the speakers is in the right state of mind, he or she can find the appropriate word or expression in the base language.

4. To emphasize a point :Code-switching is also used to emphasize a point. Gal (1979) reports several instances, in which at the end of an argument, do not only help to end the interaction but may serve to emphasize a point.

5. Habitual experience: According to Malik (1994), code-switching often occurs in fixed phrases of greeting and discourse markers.

6. Semantic significance: Gumperz in Malik (1994) stresses that switching at a particular moment conveys semantically significant information. It is a communicative resource that builds on participant's perception of two languages. Lexical choice conveys meaning during code-switching.

7. To show identity with a group: Di Pietro (1997) reports that italian immigrants would tell a joke in English and given the punch line in Italian, not only because it was better said in Italian but also to stress the fact that they all belong to the same minority groups with shared values and experiences (cited in malik 1994).



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8. To address a different audience: Malik (1994) states that code-switching is also used when the speaker intends to address people coming from various linguistics background. For example, in India the television announcer uses Hindi as the national language, but the announcer often switches Hindi into English. The announcer also often repeats the news which he or she said before in Hindi into English for people in the south India, because people there mostly do not know Hindi.

9. Pragmatics reasons: Sometimes the alternation between two languages is highly meaningful in terms of the conversational context (Malik, 1994). Gumperz (1970) also notes that switching may emphasize varying degree of speaker's involvement.

10. To attract attention: Malik (1994) shows that in advertisement (in both written as well as in spoken) in india, code switching is used to attract the attention of the readers or listeners. For example, when the non English reader reads a newspaper, his or her attention automatically drawn to the language background where he or she originates from. A similar situation prevails in advertisements that involve audio and video output.

2.1.4 The Function of Code Switching

Gumperz (in Romaine 1995, p. 162-164) gives the functions of code-switching namely quotations, addressee specification, interjections, reiteration, message qualification, and personalization or objectification.



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1. Quotations

The function of code-switching as quotation means that switching is used to draw a stretch of direct speech in other language which is different from the main narrative. The function is as quotation mark when bilinguals report and present a direct speech by using its original language.

2. Addressee specification

Code switching can also be used to specify an addressee as the recipient of the message. The function of code-switching is to draw attention to the fact that the addressee is being invited to participate in an exchange.

3. Interjections

Code-switching serves to mark interjection or sentence filler. Here, a piece of sentence from one language is inserted or injected to the other. Gumperz (in Romaine, 1995, p. 162) cites the leave-taking of two Chicano professionals as seen in the following:

One says: Well, I'm glad I met you.

The other replies: Andale pues [OK swell] and do come again. Mm?

4. Reiterations

Code-switching sometimes reiterate what has just been said (Gumperz in Romaine, 1995, p. 162). Frequently a message in one code is repeated in the other code either literary or in somewhat modified form. It means to clarify what is said or to emphasize a message.



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5. Message Qualification

In this function, the speaker simply tries to demarcate a distinction between two parts of the discourse. A topic is introduced in one language and then commented or further qualified in the other.

6. Personalization or objectification

The function of code-switching can be used to mark personalization or objectification. Gumperz (in Romaine, 1995, p. 164) says that this contrast relates to things such as the distinction between talk about action and talk as action, the degree of speaker involvement in, or distance from a message, whether a statement reflects personal opinion or knowledge, whether it refers to specific instances or has the authority of generally known fact. As an example, Gumperz cites a conversation between Slovenian German bilinguals concerning the origin of certain type of wheat.

A: Vigələ ma yə sa america. [Wigele got them from America.]

B: Kanada pridə. [It comes from Canada.]

A: Kanada mus i son nit. [I would not say Canada.]

Gumperz interprets the switch from Slovenia to German in A's final statement as a way of lending more authority to his rejection of B's dispute about what A has said about the origin of the wheat.

2.2 Classroom code-switching

The phenomenon of code-switching is consequently present in second language classroom. For instance, during an English lesson in a school, English



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and first language or mother tongue are frequently switched. In EFL classrooms, code-switching comes into use either in teachers' or students' discourse. Although it is not favored by many teachers, one should have at least an understanding of the function of switching between the native language and the foreign language and its underlying reasons. This understanding will make the teachers say their language with a heightened awareness of its use in classroom discourse and will obviously lead to better of instruction by either eliminating it or dominating its use during the foreign language instruction.

Lin (2007) in her study, defines classroom code-switching as the alternating use of more than one linguistic code in the classroom by any of the classroom participants such as teacher and students. Lin (2013) defines code-switching as the use of two languages code by either teacher and students in classroom setting. Code-switching is commonly found during teaching and learning process. If we are to refer to the concept of conversational and situational switching proposed by Gumperz (1982), classroom code-switching would be considered as a form of situational code-switching. However, in the real situation within the class, conversational code switching might take place in classroom situations. Merrit et al. (1992) argue that determining the choice of language to be used in classrooms is necessarily more complex than can be legislated by language policy on medium of instruction in classrooms (Martin Jones, 1995).

Peregoy & Boyle (2013) propose that L1 facilitates both teaching and learning such as confidence, security, motivation and friendship. The use of L1 in EFL classroom gives students more comfortable setting in which they are able to



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speak freely with no strict rule of English-only policy. This situation has motivated the affirmative to believe that code-switching is very helpful for both teachers and students in classroom.

2.2.1 Functions of classroom code-switching

In the previous explanation, we have discussed a view of the functions of classroom code-switching. The teachers's use of code-switching is not always performed consciously, which means that the teacher is not always aware of the functions and outcomes of the code-switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behavior. Nevertheless, either conscious or not, it necessarily serves some basic functions which may be beneficial in language learning environment. The followings are some the functions of code-switching:

a. Explanation

Explanation usually occurs when the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand the instruction. According to Canagarajah (1995, p. 186), there are different strategies for explaining the issues being taught: remention repetitions, reformulation, clarification, and exemplification as such strategies.

b. Requesting help

When the students are faced with a problem or question during the lesson, they usually resort to use code-switching to find the way to their problem. One common function of code-switching is requesting help. The students request help when they do not know where they are supposed to do in the book (for example



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wanting to know about line numbers in a chapter) or when they do not know how to pronounce a word or when they need a word translation or when they want to ask something to another student.

c. Students helping each others

The previous function dealt with the communication between students and teacher, where a student requests a help from the teacher who provides an answer to the question the teacher asked. In EFL classrooms, there are also a few instances where students help each other when doing an activity which involves the whole class. Usually this function of code-switching occurs when the teacher asks student something in English, and the student cannot understand, then the other students help the first student by translating the teacher's question or instruction into Indonesian. Cook (2001) sees this as positive way of using mother tongue in the classroom. By translating the teacher's utterances, the student is helping the first student to understand what is the teacher's question or instruction. The teacher probably can translate his or her question or instruction directly into Indonesian, but he or she let the situation invited other students to help the first student who does not understand the English instruction by translating what the teacher's saying. Moreover, by letting the students help each other and solve the problem among them, the teacher creates a more natural communication situation.

d. Self-corrections

Apart from being used to help out others, students also use code-switching in self-correction. This function of code-switching is quite common in EFL



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classroom. The students employ self-correction in their utterance by beginning it in English but inserting one word or a couple of words in Indonesian in the middle of their utterance. When self-correction occurs, a student is usually producing an answer to the teacher's question. When he or she realizes that a mistake has occurred in the answer, he or she corrects it by inserting an Indonesian word and then continuing the answer with a more correct answer.

The use of self-correction may indicate that student wants to keep separate the exercise and the need to correct something in answer. The students know that if the teacher asks them a question in English, they are required to answer it in English too. However, if they find that they have said something wrong in their answer, they resort to Indonesian to make it obvious to the hearers that now they want to change something in their answer. In the other hand, self-correction may occur when a student does not initially remember a word in English and says it first in Indonesian and then after remembering the word, he or she repeats it in English, continuing the answer in English.

e. Moving from one activity (topic) to another

The previous three functions of code-switching (requesting help, students helping each other and self-corrections) have been employed by the students. However, as the function of explanation has showed, teacher also uses code-switching. The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson; furthermore, the teacher employs this function quite often. This marking of activity shift in the lesson happens when the teacher moves from one topic to another, for example from discussing an exercise



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then teaching grammar, from learning grammar then looking at a chapter, from giving instructions then doing a listening comprehension.

f. Code-switching in clearing misunderstandings

There are some instances where a misunderstanding occurs during a lesson and in order to clear it, code-switching is employed. This function of code-switching is visible in EFL classrooms. When there is a need to clear a misunderstanding, it is usually the case that students have misunderstood something and the teacher corrects them by using Indonesian language.

g. Not knowing the English Counterpart

There are instances when a student or a teacher inserts an Indonesian word into an otherwise English utterance. Sometimes, if the student has inserted an Indonesian word, the teacher usually reacts to that by trying to find the correct translation but not always.

h. Checking for understanding

Part of the foreign language learning process is to learn new words and expressions. There is material to help this process. The students have chapters to read and exercises to do which teaches them new vocabulary. For example, at the teaching situation when the class is doing an activity in English, the teacher should make sure that all students know all the words in that activity. If there are new words or expressions, the teacher can ask the students what the new words means in Indonesian. In other words, the teacher does not have to translate everything, by asking the students the teacher let them participate more actively to



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the lesson. Code-switching occurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian.

i. Unofficial interactions

According to Canagarajah (1995, p. 185), interactions that are not demanded by the lesson are called unofficial interactions. In his study he discovered that it was the mother tongue that was used in speech. He described the unofficial interactions as cases of student to student interaction, for example in group activities where procedural matters are discussed. However, sometimes the teacher employs this function as well, for instance, to discuss extra pedagogical matters such as happenings in the town. All in all, this function of code-switching occurs when either the students or the teacher are talking about issues not related strictly to the lesson.

j. Students' Comment

The previous category of functions dealt with unofficial communication occurring at the same time as the lesson was going on. The unofficial interaction that took place had little to do with the present lesson content. The function of students' comments differs from the function of unofficial interactions in that the comments made by students are linked with the situation at hand. For example, a teacher is thinking about on asking a question to one student by throwing ball game. At the same time, the student is commenting on the situation in Indonesian.

The student has not been asked a question yet and he or she thinks that he or she will not catch the ball when the teacher throws it to him or her. Although



his or her comments are not necessarily meant for the whole class to hear, one can argue that it is different from unofficial interactions where the discussion is about out-of-content issues. The student uses code-switching to comment on the situation, Indonesian is a natural choice since the mother tongue is his or her stronger language. The student is able to express his or herself better in Indonesian.

k. Students initiation

Some examples where students have initiated code-switching was previously explained. However, these switches were motivated by, for instance, a wish to request help or to clear a misunderstanding. In students initiation function students' code-switching from Indonesian to English is followed by the teachers switch to English as well. For example, from the beginning of the lesson, the teacher has taught the students how to form a clause using the present verb forms because they will need that information in the verb test they will have in a couple of minutes.

This discussion that takes place in Indonesia, however, causes code-switching to occur when one student arrives late. When a male student enters the classroom he apologizes in English for being late, a manner they have probably been taught earlier. He, off course, does not know what language the teacher has spoken before he came. Here the teacher, however, starts a conversation in Indonesian and she responds the student in English. This means that students code-switching has led the teacher to code-switch as well. This is a good example of a situation where the teacher encourages student to speak English as the teacher



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starts a conversation with the student. Student also keeps up the conversation in English although the student could answer in Indonesian to the teacher. Maybe the student wants to show the teacher that she or he can speak English, or that the student wants to speak English. This example is interesting since the change is so clear, the code-switching to English is caused by the student and the teacher continues the code-switching.

l. Teacher admonitions

The name for this category comes from Canagarajah's (1995) article dealing with functions of codeswitching. Canagarajah (1995, p. 183) explains this function as one that is used when the teacher is disappointed with the students, and she uses the mother tongue to express this anger or frustration. For example, when the class is starting to check their homework, the students have had three exercises to do at home and the teacher goes around in the classroom checking the students' books to look if they have done these exercises. The teacher uses English when talking about the exercises. The teacher replies to the students mostly in English, when the students tell him or her how many exercises they have done. However, as the teacher goes around the classroom and hears the students say about the way they have done the homework, it is becoming clear that some of them have not done their homework and this leads to the teacher employing code-switching from English to Finnish.

m. Grammar Translation

As was pointed out in the previous page, in the EFL classroom, one theme in the lessons is grammar. Furthermore, grammar is usually taught in Indonesia.



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However, teaching English cannot be separated from teaching English grammar because English and its grammar is a unity when we want to master English.

There is bound to be a lot of code-switching which is unconscious. There are two functions of code-switching in teaching grammar: grammar translation and grammar explanation. The explanation of these functions will be separated and treat each of them as individual functions. The first reason is that the language is treated differently in explanations when teaching grammar. When a teacher uses code-switching which has function as explanation, it occurs that the language serves as a means for communication. In teaching grammar, the language is treated as an object.

In other words, code-switching in explanation takes place because someone does not understand the teacher's English words; in contrast, when the teacher is teaching grammar in Indonesian, code-switching occurs because of a necessity as the examples are in English. The second reason is, in both of grammar translation and grammar explanation. The teacher and the students employ code-switching, whereas in explanation only the teacher employs code-switching. Grammar translation and grammar explanation should be treated as occurrences of code-switching since the language changes quite a lot during the teaching of grammar. These switches are conscious as the aim is to teach English grammar in Indonesian.

It may be argued that there is no code-switching when grammar is being taught; however, here we would remind that Grosjean (1982, p.145) defined code-switching as "the alternate use of two or more languages in the same utterance or



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conversation". Grammar explanation and grammar translation fit into this definition as the languages, English and Indonesian, are being used in the same utterance or teaching situation. Grammar translation means that while teaching and learning grammar there are instances when a clause is uttered both in Indonesian and English for the purpose of studying grammar. Grammar translation may occur either when the teacher asks the students in Indonesian to translate for instance a sentence into English, or when the teacher gives an example by himself or herself and says it both in Indonesian and in English.

n. Grammar explanation

Grammar explanation differs from grammar translation in that during teaching grammar in Indonesian, the teacher uses English words which are not translated by him or her. The base language is Indonesian, English is used because the teacher is teaching English grammar; thus the examples are in English. Code-switching is almost mandatory when teaching grammar in an EFL classroom. As the students and the teacher share a mother tongue, it is easier to use that as the mode of instruction. The students have learned grammar in Indonesian lessons, which means that the students know the Indonesian terminology. In EFL classroom the purpose is to learn English grammar which explains the English examples and translation used when teaching the grammar.

o. Lapses

Lapses are instances where the teacher is speaking Indonesian but says a word or a couple words in English or English into Indonesian. These English words are spoken almost accidentally, since they are not required. It is



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understandable that lapses occur in the teachers' speech since they are used to speaking English as they teach English during a lesson and they may slip an Indonesian word sometimes spontaneously.

According to Trudgill (2000), speakers use code-switching for manipulation or influential purposes. Also, interlocutors switch codes to define the situation as they wish and convey the intended meaning and personal intention. According to Sert (2005), during a conversation in the target language, the students fill the stopgaps with the use of the native language. Nevertheless, the students performing code-switching for floor holding face a problem in recalling the appropriate target language structure or lexicon. This mechanism affects negatively on learning a language because it leads to loss of fluency on the long run. He further suggests that communication strategy is a strategy to render the intended meaning. In this case, code-switching is used to avoid misunderstanding.

In addition, code-switching can be used for self-expression and it is a way of modifying language for the sake of personal intentions. It is also used to establish a sort of intimacy among members of a bilingual community. The dynamic and constantly changing nature of education and specifically in the delivery of material in the classroom may perhaps warrant re-evaluation of the manner in which the teacher and the learner interact. More important to this interaction is the language used as a medium to foster an environment in which both stakeholders are fully able to have a close approximate to effective communication



2.3 Communication Strategy

The concept of Communication Strategy was first introduced by Selinker (1972) in his paper called “Interlanguage” where this strategy are one of the five central processes involved in second language learning. This strategy was then studied by some researchers, such as Tarone (1980), Faerch & Kasper (1983), Corder (1981), and others. Tarone (1980:419) defines a communication strategy “as a mutual attempt of two interlocutors to agree on a meaning in situation where requisite meaning structures are not shared.” In this definition Communication Strategy are used when there is an interaction between the interlocutors who are negotiating the meaning.

Faerch& Kasper (1983, p. 81) defines communication strategy as “potentially conscious plans for solving what an individual presents itself as a problem in reaching a particular communicative goal”. Faerch and Kasper look at communication strategy as a result of conscious planning which may occur to solve potential communicative problems and to produce communication smoothness and fluency.

A communication strategy is defined as “a systematic technique employed by a speaker to express his or her meaning when faced with some difficulty” (Corder, 1981, in Dornyei, 1995, p. 56). Communication Strategies help the learners to keep on using the language in communicating with others. According to Dornyei (1995), there are twelve (12) types of communication strategies:

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1. Message abandonment: the strategy of leaving message unfinished because of language difficulties. For example: a learner says “he took the wrong way in mm...” (He/she does not continue his/her utterance).
2. Topic avoidance: the strategy where learners try not to talk about concepts which they find it difficult to express. For example, a learner avoids saying certain words or sentence because he/she does not know the English terms or forget the English terms.
3. Circumlocution: the strategy used by learners in which they describe or paraphrase the target object or action. For example: if a learner does not know the word corkscrew, he/she replaces it by saying ‘the thing that you use to open the bottle’.
4. Approximation: the strategy in which a learner uses an alternative term to express the meaning of the target lexical item as closely as possible. For example: ship for sail boat; pipe for water pipe.
5. Use of all-purpose words: This is the strategy when learners expand an empty lexical item to context where certain words are lacking. For example: the overuse of the words thing, stuff, make, do, what-do-you call-it, what-is-it.
6. Word coinage: a learner creates an L2 word based on his/her knowledge of morphological rules. For example: vegetarianist for vegetarian. (vegetarianist is not stated in the dictionary).



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7. Use of nonlinguistic means: a learner uses non-linguistic resources such as mime, gesture, facial expression, and sound imitation to help him/her in expressing the meaning. For example: a learner uses his/her hands and acts like flying to refer to birds.

8. Literal translation: the strategy in which learners translate a lexical item, an idiom, or a structure from their L1 to L2. For example: do not enter sign for no entry sign.

9. Foreignizing: learners use L1 word by adjusting it to L2 phonologically. For example: a learner does not know the word tap, he/she uses the L1 word, that is kran but with L2 pronunciation, so he/she says kren.

10. Code-switching: the strategy in which learners use their L1 word with L2 pronunciation. For example: if a learner does not know the word baki, he/she will say 'baki' with L2 pronunciation.

11. Appeal for help: the strategy where the students ask other students or teacher for help because they do not know or forget some words, structures, or idioms. for example: a learner may ask his/her friend by saying 'What do you call.....?'

12. Use of fillers/hesitation devices: a learner may use filling words to fill pause and to gain time to think. For example: well, as a matter of fact, now let me see. Wajnryb (1987) added the examples of fillers such as I think, you know, you see, um, mm.



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Being in multilingual peoples, speakers are exposed to many languages which are spoken in the country. This creates an opportunity for the speakers to switch between languages they are exposed to, to make their communication a success. This results into speaking of more than one language by the residents.

Consequently, an opportunity is created for speakers in multilingual societies to switch between languages they are exposed to in order to make their communication easier and possible. Code-switching as a communicative strategy which helps speakers in multilingual to express their knowledge in the learning process. Thus, the learning objective can be achieved effectively dan effenciently.

Code-switching as communication strategy can help students take more responsibility for their own learning and enhance the process of teaching for learning. The key is to create learning environment that must be interactive, to integrate technology where applicable into the learning experience, and to use collaborative learning strategies when appropriate. The lecturer has to apply the strategy to balance between the method which the teacher used and the way the teacher used to apply the material.

2.3.1 Code-switching as communication strategy

Since the code-switching used by lecturers in English speaking class as communication strategy, there are some experts' statements to emphasize that code-switching is indeed used by lecturers as a communication strategy. Mouton (2007, p. 71) believes that code switching does not only serve as a strategic device for communication, but can also contribute to language interference in a multilingual society. With these discussions, it is evident that the prevalence of



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code-switching serves as a benefit to many speakers in a multilingual societies and a detriment to other people as well. Therefore, code-switching and its application among the multilingual communities benefit some and at the same time detriment others in their communication.

Although the traditional view toward code-switching described is a random process that could be explained by interference, today it is described as a rule-governed behavior and as a communication strategy (Shafei & Nejati, 2008, p. 74). Code switching (CS), as abbreviated by Myers- Scotton (1993), is regarded as an interesting communication strategy in bilingualism. She believes that code-switching is a common method of communication in any bilingual or multilingual community (Myers-Scotton, 1993).

Skiba (1997) regards code switching as a supplementary speech strategy which facilitates speakers who are unable to express themselves to attain their communication goals. Moreover, Skiba (1997) believes that code switching provides a continuum in a conversation rather than being language interference. Alternatively, in order to express more difficult content, they rather used code-switching to ensure that their partners understood them. Hence, the situations in which asking for clarification as students relied more on common vocabulary that had been learned in class to express themselves (Magnan2008, p. 171).

As a communication strategy among bilinguals, code-switching affects communication in different ways. First of all, an exposure to the English language by some bilinguals affects communication in such a way that it (English) becomes



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a barrier of communication among speakers. Students who are not competent enough in the second language find it difficult to communicate with other groups or lecturers who are competent enough in the second language. This situation has motivated the affirmative to believe that code-switching is very helpful for both lecturers and students in classroom. The switching to L1 necessarily serves some basic functions which may be beneficial in the foreign language learning environment. Therefore, using code switching in English learning process as strategy specially in Speaking is necessary to both students and the lecturer.

2.4 Speaking

2.4.1 Definition of Speaking

Speaking is a skill which is used by someone to communicate in daily life, whether at school or outside the school. The skill is acquired by much repetition in learning to speak, especially for foreign language students who have difficulties in expressing their ideas. They often make mistakes while trying to communicate in English. According to Brown, speaking is an interactive process of constructing the meaning that involves producing, receiving, and processing information (Brown, 1994), and “Performance, denotes the production of actual utterances as a result of certain psychological processes”.

Speaking is one of the macro skills of English language teaching and learning. It is not easy to define what is meant by terms such as *speaking skill* since it has been defined in various ways in different disciplines. In language teaching and learning itself, many definitions of speaking have been made regarding to some experts. According to Nunan “[s]peaking is the single most



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important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language” (1991, p. 39). Moreover, Brown (1994) and Burns and Joyce (1997) define speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information.

Cameron (2001, p. 40) says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances (Martinez Flor, 2006, p. 139). In brief, learners need to know how to use the language in context. Finnochiaro and Brumfit (1983, p. 400) propose that speaking means giving oral expression to thoughts, opinions and feelings in terms of talk or conversation.

In daily life, speaking is a common tool to communicate. Speaking is an activity of delivering message. It occurs between speakers and listeners orally. In other words, the main point of speaking activity is that speakers communicate their message to the listeners. In this case, speakers and listeners should be able to understand each other. The speakers can produce the sounds that involved the messages and the listeners can receive, process, and respond to the messages.

Speaking is the productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes



considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple (Nunan, 2003, p. 48). As we can see, there are many reasons why people speak to each other. One primary use of language is to establish and maintain social relationship. We say “hello” to people when we meet them, exchange small talk about the weather, work, education, sport and family relationships.

In social interaction, speaking is an important part in our everyday lives, in any life aspect, either our social or personal interaction. The ability to speak has been one of significant element of interaction process. Speaking effectively supports how far our interaction going and how well relationship can be achieved. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

From the explanation above, the researcher concluded that speaking is a process to convey and sharing ideas and feelings orally. At the functional level, speaking is making oneself understood. At a more refined level, speaking requires the correct and idiomatic use of the target language. In other words, people who speak has the same meaning and goals to express what they want directly and others can give responses in a short time, and also it needs the correct utterances, expression and idiom. Speaking involved the use of some language elements such as vocabulary, pronunciation, accuracy and fluency. Students need to master all

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of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people can understand what the others said when they use a foreign language too.

2.4.2. The Importance of Speaking

As one of communication system, speaking plays an important part in our everyday lives. In any life aspect, either our social or personal interaction, the ability to speak has been one of significant elements of interaction process. Furthermore, in language teaching and learning, speaking is an important part of curriculum (Luoma, 2004).

In social interaction, the ability to speak effectively supports how far our interaction goes and how well relationship can be achieved. Then, in workplace or career lives communication skill is one of main keys for career success. For instance, a leader needs communication ability to deliver information, influence, and direct others to take actions. Personally, we also need communication skill to show our ability and capability. Our personality, self-image, knowledge of the world, and our ability to reason and express our thoughts is all reflected in our spoken performance in the target language (Luoma, 2004).

2.4.3 Function of Speaking

According to Richard (2008), the mastery of speaking skills in English is priority for many second and foreign language learners. Several language experts have attempted to categorize the functions of speaking in human interaction. According to Brown and Yule there are three functions of speaking, "...three part



version of Brown and Yule's framework (after Jones 1996 & Burns 1998): talk as interaction, talk as transaction, talk as performance. Each of these speech activities is quite distinct in term of form and function and requires different teaching approaches.”(Richards, 2008, p. 24)

1. *Talk as interaction*

Talk as interaction refers to what we said as conversation. It is an interactive communication which is done spontaneously by two or more persons. This is about how people try to convey his message to other people. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

2. *Talk as transaction*

In talk as transaction, the focus is more on message that is conveyed and on making others understand what we want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or talking what their way to understand rather than interaction.

3. *Talk as performance*

In this case, speaking activities focus on monolog rather than dialog. The function of speaking as performance happened at speeches, public talks, public announcements, retell story, telling story and so on.



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2.4.4 Factors influencing speaking performance

There are many factors which have impact on language learning. These factors are divided into internal and external factors:

1. Internal Factors

Internal factors refer to factors that come from learners themselves. This includes psychological aspects and learners language competence (**ability**).

a. Psychological factors

Burns and Joyce as cited in Nunan (1999), Schwartz (2005), and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors that commonly hinder students from speaking. Furthermore, Brown (2002) claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity.

Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in the class because they have a low self-esteem. For example, the researcher found that many students fail to join in the English discussion or presentation because of their vocabulary problems and fear of making mistakes



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resulting in their inability to speak English well. It means that the students who speak English have to go through a stressful process, especially if they have to perform something using English.

Moreover, motivation is also an important factor in language learning success. Brown (1980, p. 112) defines motivation as “an inner drive, impulse, emotion or desire that moves one to a particular action”. It is known to all that proper motivation will draw learners’ attentions and arouse their interests to learn, thus they are more likely to succeed in language learning (speaking).

b. Language competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical ones.

According to Wikipedia, the term linguistic performance was used by Chomsky in 1960 to describe the “actual use of language in concrete situation”. It is used to describe both the production as well as comprehension of the language. In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects include fluency, intonation, vocabulary, pronunciation, and grammar.

c. Topical knowledge

Topical knowledge is defined as knowledge structures in long term memory (Bachman & Palmer, 1996). In other words, topical knowledge is the



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speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance.

2. External factors

a. Performance condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions which include time pressure, planning, the standard of performance, and the amount of support.

b. Learning environment

In their research, Minghe & Yuan (2013) mention that external factor of students speaking performance is affects on the lack of good language learning environment apart. English is a language used in communications, so a good language environment can effectively promote learning. But for most Indonesian students, English is a foreign language they learn at school, and mostly, students communicate in Indonesian their everyday life.



2.4.5 Types of speaking performance

Nunan (in Brown, 2001, p. 250), states that generally there are two types of spoken language, namely:

a. *Monologue*

Brown states that monologue is the speaking where one speaker uses spoken language for any length of time, such as in speeches, lectures, reading, news broadcasts, and the like, then the listener has to process the information without interruption and the speech will go on whether or not the listener comprehends what the speaker means. Monologue consists of planned and unplanned ones. In planned monologues, as opposed to the unplanned ones, they differ considerably in their discourse structures.

b. *Dialogue*

Dialogue is different from monologue. Nunan says that dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker says. Dialogue consists of interpersonal and transactional dialogues. Dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

2.4.6 Classroom speaking activities

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get



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involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. Brown (2001:272) also provides 5 basic types of classroom speaking. They are:

a. Imitative speaking performance

In this type of speaking performance, the ability to imitate a word, phrase, and sentence pronunciation is main criteria being tested and assessed. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form. The example of imitative speaking test is word repetition task.

b. Intensive speaking performance

Intensive speaking goes one step beyond imitative and includes any speaking performance that is designed to practice some phonological or grammatical aspect of language, Brown (2001:273). Examples of intensive speaking performance includes dialogue and sentence completion, reading aloud, directed response tasks, and picture-cued task.

c. Responsive speaking performance

Responsive speaking performance tasks include interaction and comprehension test but somewhat limited level of very short conversations, standards greeting and small talk, simple requests and comments, and the like. The example of responsive speaking task include: paraphrasing, giving directions and instruction, and question and answer.



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d. *Interactive speaking performance*

Interactive speaking is similar to responsive one, the differences between them is the length and complexity of the interaction which sometimes includes multiple exchanges and or participants. According to Brown (2004:142), he states that interaction can take two forms of transactional language which carried out for the purpose of conveying or exchanging specific information and interpersonal exchanges which carried out more for the purpose of maintaining social relationship than for transmission of facts and information. These include, for instance, interviews, role plays, games, discussions.

e. *Extensive (Monologues)*

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and "formal for extensive tasks, but we cannot rule out certain informal monologues" such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie. The activities can be realized in form of Oral Presentation, Picture Cued Storytelling, Retelling A Story, New Event, and Translation of extended prose. (Brown, 2004).

2.5 Related studies

There are a number of studies related to this research. These studies were based on research conducted by other researchers around the world:



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The first study by Ngugi (2015) who conducted a research on “Code-switching as a communication strategy in secondary schools: A case study of ST Girls High School Mang’u”. She used qualitative method and quantitative method. The study investigated the effectiveness of code-switching as a communication strategy, whether code-switching facilitates interpersonal communication, how it is used to overcome communication difficulties and finally how it is a pedagogically useful communicative resource in schools. The study was conducted in St. Francis Girls’ Mang’u and used convenience sampling to get the participants. The data was conducted was through audio recordings, Focus Group Discussions, observations and questionnaires. Statistical analysis was conducted for the collected data. Both Ethnography of Communication and Communication Accommodation Theories were used to analyse the data. In this study, it was found out that code-switching is an effective communication strategy for both students and teachers for several reasons. These include that (1) it aids in addressing their various needs, (2) it facilitates interpersonal communication for both students and teachers, and (3) it was used as a communication strategy by both students and teachers to overcome communication difficulties, therefore, a pedagogically useful communicative resource. This means that code-switching is an effective tool to ease communication between teachers and students, and thus, makes learning much easier and enjoyable, enabling both the teachers and learners to express themselves freely in class.

The second similar research was conducted by Muin (2011) entitled “Code Switching As A Communication Strategy”. This research was conducted in the



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Department of English Language and Humaniora at UIN Alauddin Makassar. The researcher attempted to look at code-switching used by S3 Program students from Hasanuddin university of Makassar. The subject of the research was 14 English students. In this research there are two speaking issues the writer investigated including factors affecting English speaking performance of language students and problem they encountered in speaking English. In order to collect the data, observation and questionnaire were used. The result of this research revealed that there are various factors affecting students performance and problems students encountered in speaking. These factors and problems refer to the internal and external factors which include psychology (anxiety, shyness, and lack confidence), linguistic competence (lack of vocabulary, poor grammar knowledge), topical knowledge, performance conditions (time pressure, planning, amount of support, etc), and learning environment.

The third similar research was conducted by Mastura (2013) entitled “The role of code-switching as a communicative tool in an ESL teacher education classroom”. This research sought to investigate how code-switching functions as a communicative tool in an English as a second language teacher education class at a tertiary institution in Malaysia. Surveys, observations, and interviews were carried out to gather relevant data. Qualitative data was collected using an observational framework. The findings revealed that three types of code-switching known as tag switching, inter-sentential switching, and intra-sentential switching were predominant in classroom communication between students and between students and the instructor. The study was also able to ratify several systematic



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and predictive reasons for code-switching in the classroom. The study also found that English was the dominant language of communication while code-switching was used to convey ideas in specific situations and to enhance solidarity in the first language.

The fourth similar research was conducted by Hikmah (2015) entitled “Code-switching used by lecturers in the study program of English Literature of Universitas Brawijaya”. This study was aimed to find out the code-switching used by lecturers in the study program of English Literature of Universitas Brawijaya. There are three research questions of the study namely: (1) what are the types of code-switching used by lecturers? (2) what are the reasons of code-switching used by lecturers? and (3) what are the students’ perspectives toward the code-switching used by lecturers? This study used qualitative approach since the data being analyzed were in the form of the lecturers’ utterances when explaining the lesson in the classrooms. In realizing the purposes of the study, the writer applied theories of types and reasons of code-switching by Hoffmann (1991). The writer found four types of code-switching used by the lecturers such as intra-sentential (78.1%), inter-sentential (16.7%), emblematic switching (4.4%), and establishing continuity with the previous speaker (0.7%). In addition, there were six reasons of code switching used by the lecturers found which include intention of clarifying the speech content for interlocutor (59.4%), talking about particular topic (23%), interjection (7.5%), being emphatic about something (4%), expressing group identity (3.3%), and repeating used for clarification (2.8%). The writer also found two reasons based on the results of interview. First, there are some terms which



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are easier to be explained in English. The second is to make the discussion in the classroom run smoothly. Moreover, the lecturers' switching give positive effects. According to the students, they can enhance their understanding of the material taught through the lecturers' code-switching. The researcher suggests the next researchers who want to conduct a study about code-switching to use different theories and objects. The next researchers are also expected to investigate code-switching phenomenon by combining with other theories such as gender. Then, the writer suggests the lecturers to use code-switching as a useful strategy in teaching since it gives positive effects to the students' understanding.

Then, another similar research was conducted by Ningrum (2014) entitled "An analysiso code-switching in Intermediate Speaking class of English Education Department of Muria Kudus University in Academic Year 2012/2013". The research aims to analyze the types of code-switching used by the lecturer and the students. The lecturer here was the lecturer of Intermediate Speaking class D in academic year 2012/2013. The students were the students who in Intermediate Speaking class D in academic year 2012/2013. This research analyzed and then described the types of code-switching based on Lipski (1985) and the reasons of code-switching suggested by Hoffman (2010). This research use descriptive qualitative research. The data are words, phrases, and clauses of code-switching that occur in Intermediate Speaking class. The result showed that the types of code-switching used by the lecturer and the students are relatively the same. They are intersentential code-switching and intrasentential code-switching, but the students used it in a lot of frequency. The findings also showed the reasons of



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code-switching in their performances are different. The most dominant reason appeared in the lecturer's code-switching is repetition used for clarification. The lecturer often repeats in order to clarify her speech or the student's speech so that it will be understood more by the students.

Another similiar research conducted to Zulfa (2016) entitled "Code-switching in English teaching learning process of English as A Foreign Language (EFL) classroom (A descriptive qualitative research at the tenth grade of MA Darul Amanah Sukorejo in the academic year of 2015/2016)". The researcher analyzed the use of teacher's and students' code-switching. The data collection instruments were observation, documentation and interview. The result of the study shows that the details of code-switching used by the teacher and students. In English teaching learning process within 2x45 minutes, there are 79 utterances in English teaching learning process which were pronounced by teacher and students. There are three types of code-switching (tag code-switching, inter-sentential code-switching, and intra-sentential code-switching). According to the type, there are 24 utterances of code-switching (30.7%). The number of tag code-switching are 6 utterances (25%), inter-sentential code-switching are 12 utterances (50%), and intra-sentential code-switching are 6 utterances (25%). Besides the types, the researcher also analyzed the function of code-switching. According to the functions, there are 47 utterances of code-switching from 79 utterances (60%). There are 9 functions in English teaching learning process. They are explanation function—appearing 9 times (19.1%), students helping each other function—appearing 1 time (2.1%), moving activity or topic function—appearing 2 times



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(4.2%), not knowing English counterpart function—appearing 4 times (8.5%), checking for understanding function—appearing 2 times (4.2%), teacher admonitions function—appearing 1 time (2.1%), grammar translation function—appearing 7 times (14.8%), grammar explanation function—appearing 7 times (14.8%), and lapses function—appearing 13 times (27.6).

The next similar research was conducted by Murtafiah (2017), her title is “**An Analysis of Teacher’s Code Switching in The Process of Teaching English at SMAN 2 Padang Cermin (Academic Year 2016/2017)**”. The result of this thesis is that teachers practiced code-switching in order to help them in delivering materials. In the process of code-switching, the teachers practiced more Bahasa Indonesia than English and sometimes practiced their local language. The aims of this research were to investigate the types of code-switching, the functions of teachers’ code-switching, and the languages involved. This research was conducted through descriptive qualitative method. The researcher used purposeful sampling technique to determine the research subject. The researcher decided to choose two English teachers as the research subjects. In collecting the data, the researcher used observation and interview. The researcher used data reduction, data display and conclusion drawing or verification in analyzing the data. The findings from the data analysis indicated that the types of code-switching were found in three types: inter-sentential code-switching, intra-sentential code-switching, and tag-switching. The functions of code-switching used by English teachers were found for three functions: topic switch, affective function, and repetitive function. Moreover, there



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were four languages involved in the process of code-switching: English, Bahasa Indonesia, Arabic, and Sundanese.

The Eighth similar related study was conducted by Dyeh (2017) entitled “Analysis of code-switching used by English teacher of the eleventh grade Students of MAN 2 Sukoharjo in the academic year of 2016/2017”. This study was carried out at MAN Sukoharjo from February until July 2017. The researcher used descriptive qualitative study to conduct this research by observation, interview and recording to gather the data in the use of code-switching in the classroom. The subject of the study is the English teacher of the eleventh grade students. After collecting the data, those data were analyzed through some stages, namely transcribing the recorded data into written data, classifying the data based on the types of code-switching, giving code for each datum, analyzing the data and interpreting them to answer the research questions. This research showed that: (1) there are three types of code-switching used by English teacher of the eleventh grade students of MAN Sukoharjo. The most common type which occurred in the teacher’s utterance is inter-sentential switching with 59 data, the second common type which occurred in teacher’s utterance is intra-sentential switching with 41 data, and the least common type which occurred in teacher’s utterance is tag switching with 25 data; (2) there are six functions of code switching used the English teacher. The most common function which occurred in teacher’s utterance is reiterations with 35 data, the second common function which occurred in teacher’s utterance is message qualification with 29 data, the third common function which occurred in teacher’s utterance is personalization or



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objectification, addressee specification and interjections have the same data which occurs in teacher's utterance with 18 data. Then the least common function which occurred in teacher's utterance is quotations with 3 data.

The next study was conducted by Hapsari (2003) entitled "The study on code-switching done by lecturers at the English department, faculty of Letters and Fine Arts, sebelas maret university of Surakarta". She employed a sociolinguistic study with descriptive method to explain types of code-switching and the discourse functions of the code-switching employed in lecturing activities. The samples were taken by using purposive sampling technique. The results of the research indicates that there are two types of code-switching employed by lecturers in the lecturing activities. They are situational code-switching and metaphorical code-switching. Code-switching employed in lecturing activities has several discourse functions namely addressee, example, interjection, inquiry, joke, message qualification, personalization versus objectivization, quotation, and reiteration.

The last related study was conducted by Indahsari (2014) entitled "Analysis of code-switching used by the teacher for teaching-Learning English in the first grade of SMPN 2 Sumbergempol in the academic year of 2013/2014". The result of the study showed that, in educational setting, the use of code-switching becomes a trend of English teachers when they are involved in English teaching and learning process. It happens because they are familiar with at least three languages, namely Indonesian, English, and Javanese. The teacher can use English first and then switch to Indonesian to explain more about the material in



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explaining material. The teacher used some languages in explaining one material or in one topic. Code-switching could be a strategy used by the teachers to help learners. Not only in part of explaining material, switching code can be used in doing communication in class between teacher and students too. The students are sometimes difficult to understand the material because they don't know the meaning of some difficult words. So it would be solved by using code-switching used by the teacher. Based on the explanation above, the researcher decided to conduct a research about code-switching used by the teacher in teaching English material at SMPN 2 Sumbergempol with the following research questions: 1) What are the types of code-switching used by English teacher of first grade at SMPN 2 Sumbergempol? and 2) Why did English teacher of first grade students at SMPN 2 Sumbergempol use code-switching in teaching and learning process? In this research the researcher used descriptive analysis. Descriptive analysis can be used to identify and classify the elements or characteristics of the subject. The data sources of this study were the teacher and the students' use of code-switching in teaching and learning English process. So, this research was focused in utterances that were used by the teacher and students in teaching and learning process of English. In this research, the researcher used observation and interview to collect the data. The researcher gathered some data from the observation and interview. From this data, the researcher found two kinds of code-switching used by the teacher. They are inter-sentential switching and intra-sentential switching. However, the researcher didn't find tag switching. The teacher used inter-sentential switching mostly because she switched a whole sentence. The teacher



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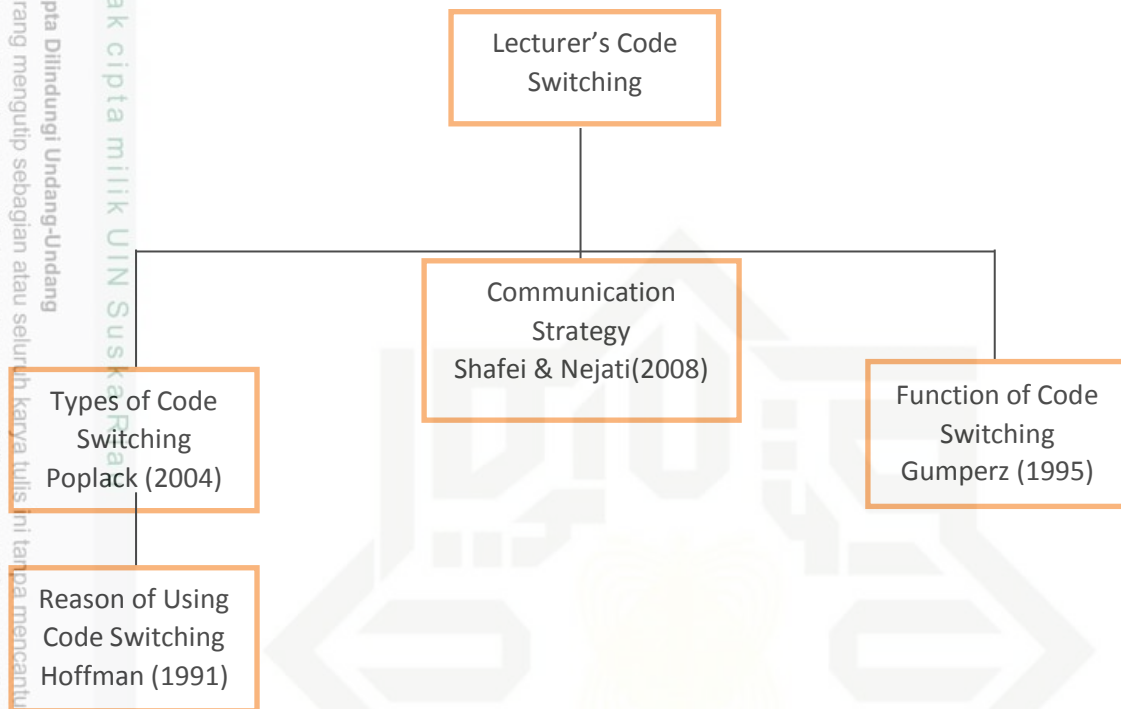
rarely switched a word or clause that is usually called intra-sentential switching. From the researcher's interview, she found some reasons why the teacher used code-switching. The first is to make the students understand more of the lesson. Second, it has some advantages to help the students improve their speaking and listening ability and to make them use English in simple contexts such as praying, asking permission, etc.

2.6 Conceptual Framework

It has been mentioned in the previous sections that code-switching is the switch from one language variety to another language based on situation. Most lecturers used code-switching as a communication strategy in English learning process. In order to avoid misunderstanding and misinterpretation in this research, for this section, lecturer's code switching as a communication strategy is illustrated. In this research, the researcher just focused on types, functions, and the reasons why lecturer used code-switching as a communication strategy in the classroom.

A lecturer is generally known as a person whose expertise is in his or her major and teaches knowledge to students at university or college level. All the lecturers have the same job, that is to deliver and explain some materials to the students. English become foreign language that is applied in formal education. English lecturer, helps the students to improve their capability in all aspects of English, such as listening, speaking, reading, and writing.

Conceptual Framework



The conceptual framework above tells that the code-switching used by the lecturer as the communication strategy has its types and functions. The types of code-switching appeared based on the reasons why the lecturer needed to use the code-switching itself. The researcher used the conceptual framework above to conduct this analysis. At first, the researcher needed to understand the lecturer's code-switching used as the communication strategy. Then, the researcher will find out the types and the functions of code switching used by the lecturer. The last, the researcher found the reasons of using the code switching by themselves.



CHAPTER III RESEARCH METHODOLOGY

This chapter presents how the research was conducted in order to find out the findings of this study as the answers of the research questions presented in Chapter 1. This chapter includes discussion of research design, place and times, population and sample, and data Collection Technique. The chapter ends with presentation of the technique to analyze the data.

3.1 Research Design

The researcher used qualitative case study research design in conducting this study. Considering the purpose of this study, qualitative research is deemed suitable to serve the overall purpose of this research. The researcher aims to investigate a lecturer's code-switching in terms of types, functions, and reasons as a communication strategy in the English Speaking Class at STIBA Persada Bunda Pekanbaru.

According to Creswell (2009, p. 22), qualitative research is defined as:

a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.”

According to Creswell (2007), qualitative research begins with assumptions of the possible use of theoretical lens, and the study of research problems inquiring into the meaning in individuals or groups ascribing to a social



or human problems. Meanwhile, Berg (2007, p. 8) says that qualitative research are “most interested in how humans arrange themselves and their settings and how inhabitants of these settings make sense of their surroundings through symbols, ritual, social structures, social roles and so forth”.

In addition, Gay (2000) stated that qualitative research, in the collection of extensive narrative data on many variables, is carried out over an extended period of time in a naturalistic setting in order to gain insights. This is not possible to do using other types of research. On the other hand, Parmjit (2006, p.118) stated that “qualitative research is useful for describing is useful for describing and answering questions about participants and contexts”. In other words, qualitative research typically requires researchers to have face-to-face or observational interaction with the participants over a period of time at the site where they directly experience the problem under study.

This study purposes about code-switching and how code switching used by lecturer as a communication strategy in English learning process. This research approach was qualitative research and the design was case study. Based on Robert k, Yin (2014, p. 16) case study is defined as “an empirical inquiry that investigates a contemporary phenomenon (the ‘case’) in depth and within its real-world context”. He argues that the case study research process as a “linear but iterative process” (p. 22) and provides practical and technical discussions on each of the six elements of case study research: the plan, design, preparation, data collection, analysis and reporting. This meant that this research involves things in natural setting with the phenomena happens. This research just focus on lecturer’s



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code switching as a communication strategy in the English Speaking Class At STIBA Persada Bunda to achieved communication goals between lecturer and students.

3.2 Place and time

This research was conducted at STIBA Persada Bunda. The researcher chose this place as the reeseach site because the researcher graduated from STIBA Persada Bunda. The researcher conducted the fieldwork for this study in Februari 2020.

3.3 Participants of the study

The participants of this study were selected from a population students and lecturers at STIBA Persada Bunda. The population itself is the group to which the result of the study were intended to apply. Ricards (2002, p. 46) states that the population is “all members of any well defined class of people, event, or object”. The participants of the study cover all students and lecturers in teaching and learning process in the classroom at STIBA Persda Bunda.

Sample is the small group of the population which is observed. According to Cohen (2000, p. 109), sample is “a set of data and a unit of analysis selected or collected from the population used for the purpose of a research”. Since it is not feasible and time-efficient to collect the information from all existing population, the researcher limited the number of participants to a small number of samples. After some careful consideration, the researcher chose one lecturer and his students in an English speaking class as participants of this study.



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3.4 Data collection techniques

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According to Hancock (2009, p. 16), methods of data collection in qualitative research are comprised of:

1. Interviews, in which researchers conduct a one-to-one conversation with each interviewee using a set of pre-determined questions.
2. Focus groups, in which researchers conduct an interview with a group of participants, for instance, eight interviewees at one sitting. Researchers adopting this technique of data collection must engage all the participants in expressing their ideas and must cope with the added problem of preventing more than one person speaking at a time.
3. Observation, in which researchers observe an object systematically and use all their senses to examine people in natural settings or naturally-occurring situations.
4. Collection of documented material, in which researchers collect and document a wide range of materials such as diaries, letters, and photographs in order produce qualitative information.
5. Collection of narrative, in which researchers record or take account of participants' narrative description regarding their life history.
6. Open-ended questions in questionnaires, in which a set of printed or written questions are distributed to the participants.

Based on the explanations above, it can be concluded that the most suitable data collection technique for this particular research was direct



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observation (natural setting) by video recording and interview. The steps of data collection are described below :

1. Observation

Observation is necessary to be done in almost every qualitative approach. Observation is one of primer data collection technique. The researcher chose in-depth observation to get the data. In the process of conducting in-depth observation, the researcher observed the code-switching utterances that were used by the lecturer as communication strategy in the English teaching and learning process at STIBA Persada Bunda. The researcher employed direct observation at STIBA Persada Bunda in English class during English learning process in the classroom. To get data from learning process, the researcher can use field note and audio or visual recording. In STIBA Persada Bunda, there are 3 lecturers who teach speaking class, which unfortunately taught at the same time. Therefore, the researcher chose only one lecturer who taught English Speaking lessons in the classroom and conducted a direct observation which was video-recorded. The researcher observed all the lecturer instruction during learning process, what languages he used and how he made the students understand the material by switching the languages.

In this research, recording of the classrooms sessions were conducted when the learning process was ongoing. The researcher collected the data by camera recording. The researcher recorded the data which include words, phrases, sentences from the lecturer and students' conversation during English learning process by using camera. The researcher also analyzed and took a note of the data



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based on the research questions. The researcher directly did video-recording in every meeting in the English speaking classroom. By recording the video, the researcher was able to, not only listen to their speech, but also to analyze their expression that might give the researcher more clue of what he or she tried to say.

It is easy for the researcher to analyze the data based on the research questions.

2. In-depth Interview

To gather the data for the second and third research questions, the researcher chose in-depth interview. In-depth interview was conducted by the researcher to get data by asking some questions to the interviewees. It is aimed to cross-check between the data obtained from recording and detailed information that the researcher got. The researcher conducted interview with one lecturer in STIBA Persada Bunda who taught students to improve their speaking skill in English in the classroom. The interview was conducted in order to understand the lecturer's utterances that contained code-switching in the classroom. Therefore, the researcher could gather data about the functions and the reasons of the lecturer's code-switching as a communication strategy.

The following table shows the in-depth interview questions the researcher asked to the lecturer to know more details about the types, the functions, and the reasons of his code-switching.



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Table 1.1
The Interview Guideline

No	Problem	Interview Question	Probing Questions
1.	The types of code-switching used by the lecturer in the learning process of speaking class at STIBA Persada Bunda.	What are the types of code-switching you used as a teaching strategy in the learning process of speaking class at STIBA PersadaBunda?	NO QUESTIONS
2.	The functions of code-switching used by the lecturer in the learning process of speaking class at STIBA Persada Bunda.	What are the functions of your code-switching as a teaching strategy in the learning process of speaking class at STIBA Persada Bunda?	<ol style="list-style-type: none"> 1. According to you, what are the functions of you switching the language in the classroom during English learning process? 2. What are the languages you often use besides English as a target language taught? 3. What do you think about using other languages in English lesson? 4. Do you think it is good or not for English learning process? 5. What are the purposes of code-switching in the English Learning process? 6. What kinds of responses do the students have when you use code-switching in the English lesson? 7. Why do you think using



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<p>3. The reasons of code-switching used by the lecturer in the learning process of speaking class at STIBA Persada Bunda.</p>	<p>What are your reasons to use code-switching as a strategy in the learning process at STIBA Persada Bunda?</p>	<p>code-switching is the most effective?</p> <p>8. What do you feel about doing code-switching while you are explaining the lesson to the students?</p> <p>9. Do you find difficulty in English Lessons?</p> <p>10. Have you ever taught using full English in the classroom? If ever, is there a difference in understanding the material by students?</p> <p>11. Are there obstacles or difficulties in English lesson when using full English?</p> <p>12. How do you overcome students' difficulties understanding an English lesson?</p>
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3.5 Data analysis technique

After all the data were completely collected, the writer started to process them. The researcher examined the recordings and interview transcripts. The researcher analyzed the data obtained from the observation and interview. The data were analyzed by qualitative method. The data were transcribed into written transcript, and then the data were identified, selected and also classified. First, the researcher carefully examined and took notes of the lecturer code-switching happening in the English Speaking class in the video recording. After that, the



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researcher examined the code-switching found there. Then, after completing the video analysis, the researcher analyzed the answers from the interviews. And in the end of the research, the researcher made summarizes and conclusion. The researcher had made good communication with the lecturer, thus lecturer was welcome and helpful during the research.

According to Miles and Huberman (1994, p. 12), there are three major phases of data analysis: Data reduction, data display, and conclusion drawing.

1. *Data reduction*

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In data reduction, the mass of the data has to be organized and meaningfully reduced or reconfigured. In this case, the data from the observation was transcribed into the written transcript. Then the transcript was identified based on research questions.

2. *Data Display*

After reducing the data, the next activity was displaying the data to be meaningful. Data display can be done by table, narrative form, graphic and etc. Through the presentation of these data, the data became organized and arranged in a pattern of relationship. Thus, it would be more easily understood.

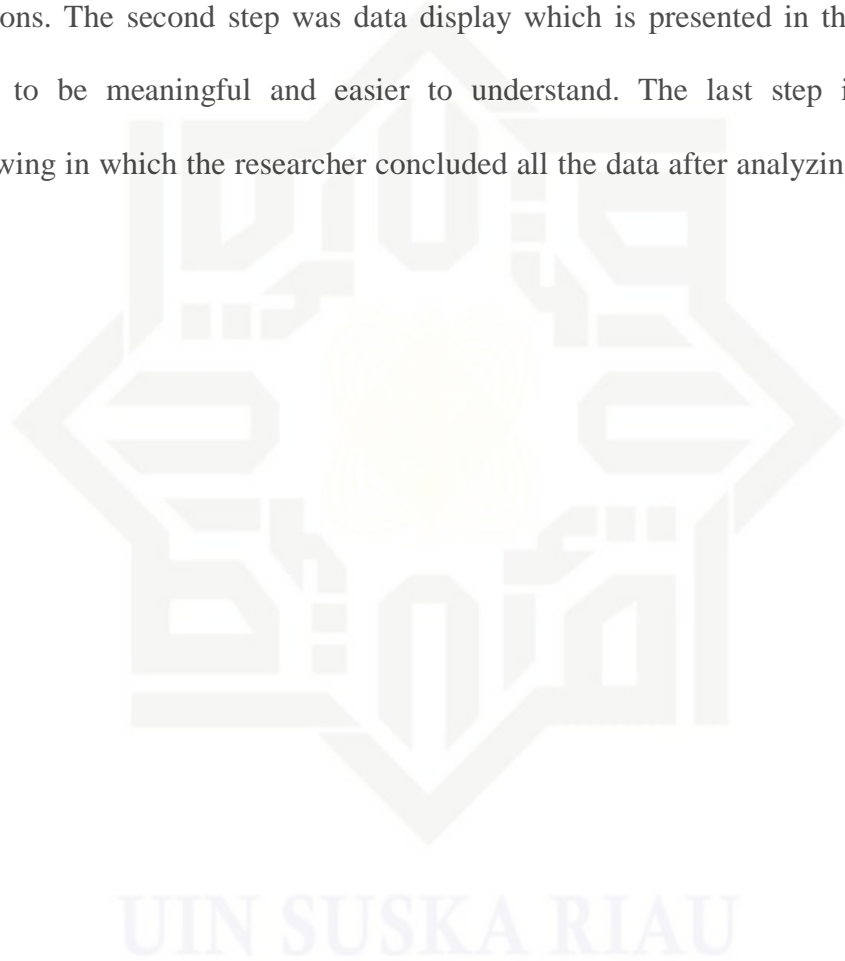
3. *Conclusion Drawing*

The last step of analyzing the data is conclusion drawing. After analyzing the data, the researcher made the conclusion about the lecturer's code-switching

as a communication strategy in English Speaking Class. It could be concluded that to analyze the data using qualitative research have three steps to reporting the result. The first step was data reduction. It includes the researcher summarizing the data, selecting the key points and focusing on important things based on research questions. The second step was data display which is presented in the table in order to be meaningful and easier to understand. The last step is conclusion drawing in which the researcher concluded all the data after analyzing them.



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CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusions and the recommendations of this study. The conclusions were deduced from the study's findings and discussion. The recommendation is addressed to the English Speaking lecturers, the students and the future researchers who are going to conduct a research with similar interest.

5.1 Conclusions

This study has shown that code-switching has many advantages when it is used as communication strategy in learning process. Students do code-switching especially when they cannot find any vocabulary when they speak English. In reality, the more someone use code-switching, the more it gives a positive impact to his or her language development. It obviously can be one of the strategies that we can apply in the teaching process to enhance the conversation material.

Using code-switching can train students to speak English fluently. That is why code-switching is needed to make it easier. Another reason is by doing code-switching people surely know that they have limited knowledge, understanding, and abilities in English, so that they will be aware and do self-development in English speaking skill.

The result of this research showed that code switching can be the way to make a good communication between lecturer and students in English Speaking class. The learning process can be effective and understood well by the lecturer



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and students. The researcher also found the benefit of using code-switching in English Speaking class as a strategy. Code-switching can be beneficial for class members who have lower level of ability in using English for communication. The lecturer can always use code-switching in different languages spoken by members of the class.

From the findings presented in the previous chapter, the researcher found that there are 158 utterances of code-switching used by the lecturer with the number of tag code-switching 14 utterances, inter-sentential code-switching 73 utterances, and intra-sentential code-switching 71 utterances. These numbers of utterances show that inter-sentential code-switching is the most frequent used as the teaching strategy than only using English. This is because this type of code-switching combines the two languages where one clause or sentence is in English and the next clause or sentence is in the Indonesian language or vice versa.

The lecturer did not only use Bahasa Indonesia but also local dialect/languages like Minang, Nias, Batak, Malay, and Javanese. The lecture used the code-switching when the students did not understand what the lecturer said. It could probably because the students had inadequate English proficiency, particularly due their limited vocabularies and difficulty in listening to English words. The code-switching was not only used by the lecturer, but also used by the students themselves. This research shows us that code-switching is an important part of English Speaking class at STIBA Persada.



According to the functions of code-switching, there are 119 utterances of code-switching out of a total of 158 utterances. There are 6 functions of code-switching that occurred in English teaching learning process at STIBA Persada Bunda, namely: quotations 11 times, addressee specification 6 times, interjections 7 times, reiterations 7 times, message qualification 80 times, and personalization or objectification 8 times. These findings show that the most function of code switching used by the lecturer itself was message qualification, which means to qualify a previously mentioned statement. Therefore, the lecturer could make a statement or instruction he or she said before clearer and understood better by the students. The strategy of code-switching itself was used in English Speaking class to help the students understands the lesson well.

The lecturer's reason to use code-switching was to make the learning process easier, especially when the lecturer gave instruction in English to the students who had lack of English proficiency. The code-switching can be beneficial to ease the students who cannot understand English, make them understand the lecturer's intention, overcome their confusion, help them improve their vocabulary, and encourage them to be accustomed to talking in English. By undergoing this process, the students would be empowered to speak English, and they feel enjoyable and fun in the classroom.

In addition to code-switching having its advantages in English Speaking class, another reason why the lecturer used code switching includes making the learning process easier, especially when the lecturer gave instruction to students who lacked English competence and did not understand what the lecturer meant.



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Sometimes the lecturer also made a joke in many local languages to make students feel comfortable and joyful in learning English.

5.2 Recommendations

After conducting this research, the researcher made some recommendations. These recommendations can be considered by the English Speaking lecturers, college English students, and future researchers who have the same interest to conduct similar research.

5.2.1 For the Lecturers

- a. Lecturers must be aware how to use code-switching in English Speaking class, when and where the code-switching must be used in the class.
- b. Lecturers must use code-switching wisely. Although code-switching can help students understand but yet the use of code-switching excessively is involved to risk to English learning process.
- c. Lecturers must use English more often than other languages in the class in order to increase the students' ability not only in speaking skill but also in listening skill of English.

5.2.2 For the students

- a. Even students are permitted to use code-switching in English Speaking class. However, they also need to practice more of their English in order to increase their English speaking skill. They must be able to speak up their opinions in English because they are students of English Major.



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b. The students must increase their level of vocabulary by reading and listening anything about English. By increasing their vocabulary, the students can avoid misunderstanding and miscommunication in interpreting English.

5.2.3 For other researchers

- a. Based on the result of this study, it is suggested to the next researchers who are interested in Sociolinguistics (code-switching) to conduct another research with a broader scope of sociolinguistics, especially code-switching, than this study by using a different method of analysis to get more accurate findings. Besides, the researcher hopes that other researchers are interested in analyzing sociolinguistical phenomena in other classification to make this study better.
- b. The researcher hopes that the result of this research will inspire other researchers to get more details about code-switching. The findings of this study can help readers or other researchers to know that code-switching should be matched with the situation and condition.



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APPENDICES

APPENDIX 1. TRANSCRIPT INTERVIEW WITH LECTURER STIBA PERSADA BUNDA

Interviewer	Shenia Gladyan Rulyta (the Researcher)
Interviewee	The Lecturer Speaking Class at Stiba Persada Bunda, Afrizal S.Pd., M.Pd
Day/Date	Tuesday, 11 February 2020
Place	ESDM Office Pekanbaru-Riau

Interviewer : Selamat sore, pak. Terimakasih untuk waktunya. Sebelumnya saya sudah pernah menyampaikan mengenai saya akan mewawancarai bapak untuk penelitian saya. Saya mempunyai beberapa pertanyaan yang berkaitan dengan penggunaan Code Switching di kelas English Speaking. Kebetulan dari info yang saya dapat di semester ini hanya bapak yang mengajar speaking dikarenakan beberapa dosen yang mengajar English Speaking lagi mengambil study di luar daerah. Kalau boleh saya tahu sudah berapa lama bapak mengajar Bahasa Inggris?

Interviewee : Baik, saya mengajar Bahasa Inggris dimulai dari saya semester 5 pada tahun 1995 disebuah sekolah swasta. Tahun 1995-2003 saya bekerjasama dengan native speaker dari US, 2010-2012 saya mengajar di Universitas Islam Riau, 2012 sampai sekarang di UNRI, Persada Bunda sampai, Alhamdulillah.



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Interviewer : Untuk di semester ini Cuma bapak yang mengajar Speaking di Persada Bunda?

Interviewee : Sebenarnya tidak, karna ada beberapa lecturer yang lagi kuliah di luar daerah, dan untuk sementara di semester ini saya yang menghendalnya. Speaking itu terbagi atas: Speech, MC, Phonology, Phonetic dll,

Interviewer : Kalau boleh saya tahu, berapa bahasa yang bapak kuasai selain bahasa Inggris?

Interviewee : Ada 10 dialect bahasa daerah yang saya kuasai, karna saya penggemar bahasa.

Interviewer : Nah saya sudah melihat dan mengikuti beberapa kali kelas Speaking yang bapak ajar, bagaimana tanggapan bapak mengenai penggunaan code switching di English Speaking Class?

Interviewee : Oke, ini sebenarnya hal yang aneh. Ada beberapa teori dari sociolinguistics. Code switching sebenarnya bisa saja kita lakukan, tidak hanya dalam mengajar tapi juga kita lakukan dalam kehidupan sehari hari. Jadi ada beberapa alasan kenapa dosen menggunakan code swiching salah satunya adalah agar konsep pemahaman dalam belajar sampai ke mahasiswa dengan baik.

Interviewer : Berarti code switching termasuk ke strategi pembelajaran yang digunakan dosen atau guru di dalam mengajar ya pak?



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Interviewee : Yah, benar sekali termasuk kedalam salah satu strategi. Ada beberapa istilah (language terminology) yang terkadang tidak bisa dipahami oleh mahasiswa, oleh karna itu kita harus menggunakan code switching.

Interviewer : Nah apakah ada fungsi tertentu dari bapak, menggunakan code switching di dalam kelas khususnya kelas Speaking?

Interviewee : Sebenarnya saya jarang menggunakan code switching, tapi biasanya saya menggunakannya di beberapa pertemuan saja. Di pertemuan 13 kemarin saya menggunakannya, dan respon yang sangat bagus (positive) dan juga menarik karna mereka sudah mulai berani bertanya, more speak up dan berargumentasi. Bisa dikatakan ini salah satu strategi yang sangat menarik dan efektif dalam kelas speaking,

Interviewer : Selanjutnya sir, yang saya lihat bapak tidak hanya menggunakan Bahasa Indonesia di dalam kelas tapi sesekali bapak menggunakan bahasa daerah, apakah ada manfaat yang lebih saat bapak menggunakan bahasa lain selain bahasa Inggris di dalam kelas?

Interviewee : Karena kelas yang saya ajar ini adalah Heterogen, jadi penggunaan dialect terkadang saya sesuaikan dengan beberapa dialect bahasa daerah. Karna mereka bermacam-macam suku, ada batak, jawa, nias, minang dll. Ini juga bias membuat mereka



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tertawa di dalam kelas. Jadinya kelas tidak boring. Jadi tujuannya untuk mengubah chemistry kelas itu sendiri.

Interviewer : Menurut pendapat bapak sendiri, apakah strategi penggunaan code switching di dalam kelas ini bagus atau tidak? Karna ada beberapa pendapat yang mengatakan bagus dan ada juga yang mengatakan tidak.

Interviewee : Oke, Berdasarkan pengalaman saya bersama native speaker dia mengatakan kepada saya “Only if English is yours walk teaching” tapi karna sebagian mahasiswa ada yg tidak ESP, mau tidak mau kita harus menggunakan code switching. Ada beberapa menurut ahli itu tergantung dengan konteks, kadang orang sering menggunakan code switching alasannya agar lebih di pandang, Show off, dalam sosmed, itu tergantung konteks agar konsep penyampaian itu sampai dengan baik, tergantung konteks siapa, dimana dan kapan.

Interviewer : Apakah yang menjadi tujuan penggunaan code switching di English Speaking Class?

Interviewee : Salah satu tujuannya agar konsep pembelajaran itu nyambung, ada beberapa hal kata kata yang tidak dipahami oleh mahasiswa, karna tidak semua memahami, apalagi dalam memahami kata kata, kadang mahasiswa menggunakan google translate, sudah pasti di artikan satu satu artinya berbeda/rancu, mereka juga bingung ingin



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merespon apa yang saya katakan. Dan pada kesempatan itulah terkadang saya menggunakan code switching.

Interviewer : Yang saya lihat kemarin bapak juga menggunakan dialect daerah, Bagaimana respon mahasiswa saat bapak menggunakan code switching di dalam kelas?

Interviewee : Sampai saat ini yang saya lihat terkadang mereka kaget, tapi mereka happy, lebih banyak interaksi, apalagi saat saya menggunakan dialect daerah, mereka bisa tertawa,

Interviewer : Apakah penggunaan Code Switching efektif atau tidak terutama di kelas Speaking ?

Interviewee : Bagi saya bisa dibilang efektif, karna sangat membantu saat mahasiwa tidak paham, agar mereka terlatih speak up, berani mengemukakan pendapat, tapi ada juga strategy lain selain Code Switching untuk pemahaman kata, seperti suffixes.

Interviewer : Pertanyaan selanjutnya, Kapan dan dalam situasi seperti apa bapak menggunakan Code Switching di kelas speaking?

Interviewee : Baik, pertanyaan yang sangat menarik, apabila terjadi semacam ketidaktahuan, kebingungan dari mahasiswa, bengong, so mau gak mau saya harus meswitch bahasa to another language, bahasa Indonesia atau 10 dialect bahasa yang saya kuasai.



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Interviewer : Apa yang bapak rasakan saat mengajar menggunakan Code Switching?

Interviewee : Karna kelas yang saya ajar ada 2 macam, ESP dan Full English, jadi saya menggunakannya tergantung keadaan dan pemahaman siswa didalam kelas, tapi sejauh ini saya lebih sering menggunakan full English. Tergantung sama tingkat pemahaman mahasiswa didalam kelas yang saya ajar dan di beberapa pertemuan tertentu.

Interviewer : Berarti bapak menggunakan Code Switching sesuai keadaan dan di beberapa pertemuan saja?

Interviewee : Ya benar sekali

Interviewer : Apakah ada perbedaan pemahaman mahasiswa saat bapak menggunakan Code Switching dan Full English didalam kelas ?

Interviewee : Saya sangat paham sekali jika mahasiswa tidak paham, mereka bengong, saya tahu terkadang mahasiswa saya tidak mengerti sama apa yang saya katakan, tapi saya berusaha terus use English, kecuali emang benar benar urgent sekali mau tidak mau saya menggunakan Code Switching.

Interviewer ; Apakah ada kesulitan didalam kelas saat bapak mengajar menggunakan full English dikelas Speaking?

Interviewee : Jelas, pasti ada, pertanyaan yang sangat menarik, untuk dikelas pagi semester ini yang saya ajar, saya mempunyai kesulitan dengan



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beberapa mahasiswa yang tidak mempunyai dasar bahasa Inggris, ada beberapa orang yang tidak tau basic. Dan saya harus menggunakan Code Switching di kelas.

Interviewer : Apakah bapak nyaman menggunakan bahasa lain dikelas Speaking ?

Interviewee : Pastinya saya nyaman, Yah penggunaan bahasa lain itu atau dialect bahasa lain itu terkadang saya gunakan juga saat kelas sudah mulai loyo, atau chemistrynya sudah mulai hilang agar mereka tidak ngantuk.

Interviewer : dan ini masuk ke pertanyaan terakhir ni pak, bagaimana bapak mengatasi kesulitan pemahaman siswa didalam kelas?

Interviewee : untuk kelas speaking ini?

Interviewer : Iya kelas speaking sir, karna yang saya lihat didalam kelas ada beberapa yang fasih menggunakan English dan ada yg tdk bisa berbahasa inggris, terlihat dari mimik wajahnya yang kebingungan, they still confused what you speak. pastinya setiap mahasiswa mempunyai kemampuan berbahasa masing masing.

Interviewee : Dalam sebuah buku Dr. Brown Principal for Teacher Speaking, peranan dosen atau guru adalah sebagai motivator / fasilitator, jadi dosen mengurangi indirect correction. Walaupun mahasiswa salah dalam berbicara kita tidak boleh mengoreksi secara langsung, kemudian menggunakan teknik yang berbeda tidak hanya teori tapi



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saya suruh mereka praktek secara langsung seperti di bus kota, kantin, hutan kota dan segala macam, mereka praktek dengan video supaya mereka lebih confidence.

Interviewer : Supaya mereka lebih merasa feel free ya pak?

Interviewee : Yaa benar sekali.

Interviewer : Nah baik terimakasih untuk waktunya, terimakasih sudah mengizinkan saya meneliti dikelas bapak, semoga apa yang saya dapatkan bisa bermanfaat. Thankyou somuch. Sampai ketemu lagi.

Interviewee : Baik sama sama ya

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APPENDIX 2. LECTURER'S UTTERANCES TRANSCRIPT

Day / Date	Thursday, February 06th 2020
Meeting	First Meeting
Class	Fifth Semester
Name of Lecturer	AfrizalS.Pd., M.Pd

Lecturer : Assalamualaikum wr.wb, how are you? Siapa yang tidak hadir hari ini?

Students : Fine, No absent today, sir.

Lecturer : By the way, how many percent the level of your understanding about English words, sentences, expressions or anything about in English?

Student 1 : How many percent, sir? I think Fifty percent.

Students : Yaaah, fifty percent, sir.

Lecturer : Hmmm, fifty percent? So how about the fifty? Maksud saya untuk sisa lima puluh persennya lagi bagaimana?

Students : All students laughing (hahahaha)

Student 1 : You are very different today, sir. You are so funny.

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Lecturer : Apa yang terjadi tadi malam, ya? Kenapa Afrizal bertingkah aneh hari ini?

Students 1 : Because today you have the bodyguard, sir. It's very different, that is very funny, we think.

Lecturer : Funny? Really?

Students : Yes, Sir. (All students laughing)

Lecturer : Please, don't tell me like this, okay.

Student 1 : You keep on sir.

Lecturer : Keep it until finish, right?

Students : Yaah, all right.

Lecturer : I don't believe it.

Student : Why, sir? Believe us, we are your students.

Lecturer : Okay. Okay. Wait the minute, forget it. How about Mr Wanda? Tidak salah pertemuan minggu kemarin beliau membahas Code Switching and Mixing.

Student : Yes, sir. All about Code Switching.

Lecturer : Saya mau bertanya kepada kalian secara scientific study. You know scientific study? Dibahas secara ilmiah. Now, in English our dialect, kenapa kita menggunakannya dalam kehidupan sehari hari, terkadang di sosmed, why do you use this?



- Students : Hhhmmm (some students look confused in answering the lecturer question)
- Lecturer : For delivered. Maka dari itu kalian menggunakan bahasa switch.
- Student : Yah, because interesting to know a lot of more languages. Change one language to another language.
- Lecturer : Okay. Apa contohnya?
- Student : When I want to post the caption on social media. I am interesting to use local language to English language, because English is interesting to use.
- Lecturer : Hmmm, Can you tell me the example? Another example.
- Students : What, sir? Perdon me. (the students confused)
- Lecturer : What is another example you all used another language? Apakah ada alasan lain? Did you have another reason? You get my point?
- Student : Untuk lebih memahami. More friendly.
- Students : (students hanya terdiam sambil menggelengkan kepala)
- Lecturer : Okay. Okay. Baiklah. Pay attention, please. For the first thing, you have to know about the situation and condition.
- Students : (Confused) hhhmmm...



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Lecturer : Okay. Baiklah. Saya kasih contoh yang simple. Saat kamu pulang kampung, hmmm sebentar, di mana kampung kamu? (sambil menunjuk 1 siswa perempuan).

Student : Inhu, sir.

Lecturer : Indragiri Hulu, ya? Okay. Saat kamu bersama orang tua di kampung jangan sekali kali mencoba berbicara seperti iniya “Mama Kepo dang” atau “Papa bikin baper loh”. You get my point?

Students : No, sir.

Lecturer : Terus kenapa seseorang bangga menggunakan bahasa itu?

Student 1 : Mungkin karna bangga mempunyai bahasa baru.

Student 2 : Maybe mau show off, sir.

Student 3 : I think more like for language social environment

Lecturer : Okay, saya kasih contoh lagi ya. Ada dua orang yang sedang berbahasa batak, kemudian saya berasal dari Riau. Nah, agar saya tidak tersinggung sama apa yang mereka bicarakan, what Should you do? Maksud saya apa yang anda lakukan?

Students : hmmmmmm

Lecturer : Siapa yang orang Batak disini? How many?

Students : Saya, sir (two students raise their hands)

Lecturer : Okay. Coba kalian berdua berbicara bahasa Batak.

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- Students : (students are laughing) hahahaha
- Lecturer : Macam mana nya kau ini (using batak dialcet). By the way, can you speak Batak?
- Students : (Student are laughing)
- Lecturer : Nah begini, saya datang, ada dua orang yang sedang berbicara batak, apa yang harus kamu lakukan terhadap orang yang datang ini?
- Students : Mungkin logatnya saja, pak. Contoh “Darimana kau?” atau “Dongho mekel mekel.”
- Lecturer : Mekel mekel? Apa itu mekel mekel?
- Students : (Students are laughing)
- Lecturer : Oh, maksud kamu Micheal Jackson?
- Students : Noooooo, sir.
- Lecturer : Okay forget it, can you speak Chinese?
- Student 1 : No, sir heheh (tertawa)
- Lecturer : Kalau Hokian?



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- Student 1 : Hokian is differences with Chinese, sir. We can't to speak but we understand.
- Student 2 : It is different's dialect, sir.
- Student 3 : Like Indonesia and Malay, sir.
- Lecturer : Okay. Contohnya apa? Give me an axample. Only one word. Satu contoh saja.
- Student : Shui and Fan
- Lecturer : Okay, thank you. In the last week we discuss about your life story, right? Did you still remember?
- Student : Masih dong, sir. Kami masihmengingatnya.
- Lecturer : Good Job. Before it, please back to material yang tadi. To help and avoid miss understanding, yang saya tahu semua dosen di Persada Bunda menggunakan alih kode di dalam kelas bahasa Inggris, khususnya sastra. Dulu saya kuliah di Padang dan dosennya menggunakan bahasa minang dikarenakan dosennya orang minang.
- Lecturer : Guys, apakah bahasa Inggris nya kendala? Ada yang tahu?
- Student 1 : Trouble, sir.
- Student 2 : Distraction or Struggle, sir.



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Student 3

: Mari kita lihat aplikasi google sir hahahaha

Lecturer

: No, no, semuanya salah.

Student

: Problem, sir?

Lecturer

: No, no, bukan problem.

Student

: Problem itu kesalahan bukan? (ada yang menyangkal)

Lecturer

: No, no, jangan sesekali kalian mengandalkan aplikasi. In Brithis, kendala itu “obstacle” oke. Kesulitan, masalah, ataupun halangan kenapa itu semua bisa terjadi? Why it happen? Because? Because karena? hahahaha

Students

: (they are laughing)

Lecturer

: Kenapa banyak orang yang salah dalam mengartikan kata kata, karna mereka using google application. Ingat google bukan segalanya, bahasa Inggris itu tidak bisa diartikan satu-satu. Contohnya, “sekali menempuh dayung, dua atau tiga pulau terlampaui.” Apa itu maksud nya?

Student

: Idiom, sir? Atau pribahasa, sir ?

Lecturer

: Pribahasa itu Bahasa Indonesia, yang saya tanya dalam bahasa Inggris. Apa bahasa Inggrisnya Pribahasa?

Student

: Proverb, sir.



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- Lecturer : Good job! So, jangan sekali kali kalian semua using google translate or google application untuk mengartikan kata-kata. Dengar baik-baik, ya! Dalam mempelajari kata itu ada sepuluh indikator. Itu bisa kita pelajari dalam Vocabulary Instruction. Ten indicators, ya. Sekarang saya mau kasih penjelasan tentang indikatornya. First one, we have to know about Morphology, you know Morphology?
- Students : hhhmmm
- Lecturer : Morphology ? Opo itu Morphology?
- Students : We don't know sir because kami belum pernah mempelajarinya.
- Student 1 : Sir, a story about language words?
- Students 2 : A study about language sir
- Lecturer : Ada lagi?
- Student : Word form or word formation process
- Lecturer : Yah, that right!! Word formation process. You have to know that, kalau enggak, kalian sampai kapan pun tidak akan bisa berbicara bahasa Inggris. Kenapa banyak orang yang tidak berani speak English? Yah karna mereka tidak ada vocabs, kurangnya pengetahuan tentang kata-kata. By the way, how long you learn English? Sudah berapa tahun?
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- Students : Twelve, sir.
- Lecturer : Sudah berapa banyak kata kata yang kalian ketahui, ada gak 200 kata?
- Student : More than, sir.
- Lecturer : Jadi kenapa kalian takut ngomong menggunakan bahasa Inggris?
- Student : Because, kami no practice sir hahaha
- Lecturer : Nah, itulah alasannya kenapa banyak siswa atau orang yang tidak bisa speak English. Sekarang ada yang tahu the second indicator?
- Lecturer : Maksudsaya, apa indicator yang kedua? It'sall about linguistics. Morphology is a scientific study about morphom, like morphem, free morphem. Ya begitulah bahasa Inggris. Ponek awak sama Bahasa Inggris n imah, paniang awak yo.
- Students : all students are laughing
- Lecturer : Okay, forget it. The second one opo?
- Students : Phonetics, sir.
- Lecturer : Mana Bisa ditebak-tebak hahaha. Indikator yang kedua adalah Spelling. Spell the words. You know spelling?
- Student : Ejaan, sir.



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Lecturer : Seperti contoh bahasa batak tadi, Mengkel. How do you spell the word?

Student : M-E-NG-K-EL

Lecturer : Okay, good. The next yang ketiga adalah... Morphology sudah, Spelling sudah and the next one is.....

Student : Meaning, sir. (A student answered spontaneously)

Lecturer : That's Right! Bagus sekalinya kau! Paten bana! great!!! Yah meaning, apa ranah meaning dalam dunia linguistics?

Student : Hmmm apa ya sir, Lexical sir?

Lecturer : No, no. Big no. No, Lexical Meaning in Bahasa apa?

Student : Arti, sir.

Lecturer : No, salah itu, bukan itu yang benar. Meaning artinya makna ya. Saya beri contoh ya, "What do you mean?", apa maksud nya?

Students : hmmm

Lecturer : Apa yang anda maksud, bukan apa artinya. Meaning is a semantics. What is semantics?

Students : A structure about language, sir

Lecturer : Bagaimanalah kalian ini kenapa tidak ada yang tahu? Hello, hello, what is semantics? (pointed a student)



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- Students : I don't know, sir.
- Lecturer : Nanti saya akan masukkan pembahasan ini ke dalam ujian, ya.
 This is the part or examination.
- Students : Oke, sir. Good (The Students laughing)
- Lecturer : So back to the topic, what it is Semantics? Any body knows?
- Students : Hmm no answer about the question.
- Lecturer : Semantics is a scientific study of language about meaning. Oke,
 alah tigo tu mah, yang keampek lai gengs. The next isapa? The
 forth is Pragmatics.
- Student : Pragmatics? Ooh I know, sir.
- Lecturer : What is Pragmatics? Apakah kalian sudah mempelajarinya?
- Students : Yah of course, Sir. Countly, sir.
- Lecturer : Semester ini yah? Did you still remember?
- Student : Yaah of course, sir. Pragmatics is about coherence and implaid
 meaning, ooh sorry implicature, sir.
- Lecturer : Implicature? Apa itu implicature? Can you explain? Indak ngarati
 ambo.
- Student : Implicature like a technical term to the meaning
- Lecturer : For Example?



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Student : I want to say, I wach to teather last night, and I bring some popcorn there, so that the expression means like, yah he runs to the teather last night and eating popcorn there. He got the popcorn in the teather.

Lecturer : My question adalah what is Pragmatics? What does pragmatics mean? Nah, baru saja minggu kemarin kalian mempelajarinya sudah lupa. What does of pragmatics means, no what is the meaning of Pragmatics?

Student : Sign and Symbol.

Lecturer : Apa itu sign and symbol? Coba jelaskan!

Student : Kami bingung, sir. Forget about it

Lecturer : Ambo makin paniang dibueknyo. Baru saja minggu kemarin kalian mempelajarinya sudah lupa. Any body knows? Come on!

Student : (Tertawa)

Lecturer : Siapa yang suruh kalian tertawa?

Student : Sorry, sir.

Lecturer : Take it easy, okay. Pragmatics is scientific study about language use speaker and listener.

Student : It is like a flow about text. Flow, sir. Flow.



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Lecturer

: Flow? Apa itu flow?

Student

: Maksud saya alur cerita, sir. If we translate some texts or conversation, so we have to know about context of text or conversation.

Lecturer

: Apakah bisa kita gunakan dalam kehidupan sehari-hari? Contohnya dalam sosmed atau chat?

Student

: Sangat Sering, sir.

Lecturer

: Please give me an example!

Student

: hmmm apa yah, sir.

Lecturer

: Kalau tidak bisa menjawab dalam bahasa Inggris gak apa-apa, buat pening saja, gunakan saja bahasa Indonesia. Sekarang gini ya, kenapa saya harus menerangkan sedetail mungkin, apa yang dimaksud dengan implied meaning? Tapi kalian sudah belajar ini minggu kemarin? Come on! Kenapa kalian tidak tahu?

Student

: That I know implied meaning is makna tersirat sir, bener gak?

Lecturer

: Nah, itu dia maksud saya. Itu perkataan, but not directly. Itulah yang dimaksud dengan implied meaning. Okay next, sudah 4 indikator dari 10 yang sudah saya jabarkan. Jika seseorang disebut dengan master vocabulary, apa artinya? You know master?

Student

: Tahu sir, artinya ahli kata kata.



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Lecturer : Great!!! Jadi jika kamu menguasai suatu bahasa, itu namanya kamu ahli dalam bahasa tersebut. Tidak hanya mengerti tapi bisa menggunakannya. You get my point?

Students : All right, sir.

Lecturer : Oke selanjutnya Phonology. Do you know Phonology?

Student : A study of hhhmm..... (beberapa students raguakanmenjawab)

Lecturer : Phonology is about tone, pronouncation, what else? Nah, ini dia salah satu problem yang terjadi, kenapa dosen tidak menggunakan full bahasa Inggris, karna dikhawatirkan some students don't understand about what people said.

Lecturer : Boleh kita menggunakan bahasa Indonesia dalam kelas bahasa Inggris, tapi ada strategi dan syaratnya. Contohnya, I wanna say kata kata yang jarang atau belum pernah anda dengar sebelumnya, for example: "ESELON". You know ESELON?

Student : Hmmm. We don't know, sir.

Lecturer : Maksud saya eselon 1,2,3,4, seperti Sekda, Kadis, Sekwan, itu istilah di dalam pemerintahan. Pernahkah kalian mendengar kata Eselon?

Student : Tidak pernah, sir.



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Lecturer : Nah, itu dia maksud saya, kata kata yang tidak pernah kalian dengar dan kita boleh menjelaskannya atau men-switch ke bahasa lainnya.

Lecturer : Apakah ada orang jawa di sini? Apa bahasa jawanya membawa?

Student : Mikul, nanju, jinjing, bopong, dll sir

Lecturer : Those all these berbeda pronoun, tapi artinya sama. Sama-sama berarti membawa. Wait the minute, jadi kalian harus pinter-pinter memilih atau menggunakan kata agar kalimat dan grammatical-nya benar. How do you say membunuh?

Students : Kill, Murder, destroy, butcher and scupper.

Lecturer : Great!!! You know it. Nah, ada kata membunuh tapi orangnya tidak mati. Coba kalian cari apa istilahnya membunuh tapi orangnya tidak mati atau terluka?

Students : Slaink, sir.

Lecturer : Apa itu saya tidak tahu. Ini berbeda loh, ya. Orang yang dibunuh di sini maksudnya dia tidak mati, bisa di bilang seperti Non Job, yang dulunya ada jabatan dan maybe sekarang hanya staf biasa. Pahamkah?

Students : Attack sir or Fire?

Lecturer : No, fire itu artinya menembak. Oke pok, are you give up? Hahaha



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- Student** : Haha yes, sir.
- Lecturer** : Kalian mahasiswa bahasa Inggris masa tidak tahu, makanya kalian harus banyak membaca. Kalian simpan baik-baik ini ya, saya kasih new vocabulary untuk kalian, jadi itu bahasa Inggrisnya Assassnec, artinya dibunuh tapi tidak berdarah. Next, what is synonym?
- Student** : The same words
- Student** : The similar word of words
- Lecturer** : The meaning or Similar but the use of word is different. Ada yang tahu contoh nya?
- Student** : Aku dan saya.
- Lecturer** : Nah, saya timbul satu pertanyaan untuk kalian semua, apa sih sebenarnya kunci penggunaan kata dalam kalimat? For example, “Sir, hari Kamis bisa gak ya? Atau bagaimana dengan hari lusa, sir?”, apa Bahasa Inggrisnya? Gak mungkin “Today, I can sir, Monday how sir?” Gak mungkin gitukan?
- Student** : Maybe How about Monday, sir? It’s right.
- Lecturer** : Great! How about Monday. Tinggal kalian mengubah intonasinya jadi lebih lembut ya.
- Student** : Yes, sir. (Students repeating the words with difference intonation)
- Lecturer** : Next, Antonym. Apa itu Antonym?



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- Student : Lawan kata sir, Opposites
- Lecturer : Yah opposites. Gimana pronoun-nya?
- Students : (all students pronouncing it)
- Lecturer : Sekarang sudah berapa indicator dalam memahami bahasa yang sudah saya sampaikan?
- Students : Six, sir.
- Lecturer : Yakin?
- Student : Seven, I think (Say another student)
- Lecturer : Next, saya akan menggunakan bahasa Indonesia ya. Kalau bahasa Inggris nanti saya takut kalian tidak memahami. Next one is registered. Do you know registered? What is registered?
- Students : To know our data sir
- Lecturer : Bukan itu maksud saya, maksud saya adalah ini kata-kata registered dalam istilah kedokteran, technology and soon. Ada yang tahu contohnya?
- Students : Hmmm (confusing)
- Lecturer : Apo kecekyo? Indak ngarati hambo do.
- Students : Itu sebuah akun kampus atau rumah sakit, sir. Benerkah?
- Lecturer : Masih belum mengerti maksud saya? Bukan registrasi seperti itu.



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Students : So, sir?

Lecturer : Benar-benar kalian ini, masa tidak mengerti maksud saya. Did you know about field research? Jadi selama ini kalian tidak paham Field of study.

Students : It all about science of study, bisa juga disebut penelitian langsung ke lapangan.

Lecturer : For instance, bunga bank. Ada yang tahu di sini bunga bank dalam bahasa Inggris?

Student : Interest, sir.

Lecturer : Ya, interest. Good Job. Sampai di sini apakah sudah paham maksud saya dalam mengartikan sebuah kata?

Student : mengerti, sir. Based on context suatu kata.

Lecturer : Great one! Ya begitu mantap. So, we use the word in the context or don't use word secara terpisah atau diartikan satu per satu. Jangan dicopot satu per satu, dan jangan lupa juga perhatikan pronouncation-nya, ya. Okay, you get my point?

Students : Understood sir, thank you so much

Lecturer : Selanjutnya, idiom. In America have or use a lot of idiom, what they speak whenever, we probably, we don't understand. Jadi kita tidak akan paham. What happens?



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Student : Because, they (Native speaker) have or use so many idiom when they speak.

Lecturer : Apalagi selain idiom? Idiom, next fix expression and pronunciation. Contohnya, “I will noet the cat our bag”. Di sini saya menggunakan bahasa yang tidak biasa kalian dengar. Apakah ada yang tau dengan maksud saya itu?

Students : (Confusing)

Lecturer : Ya sudahlah kalau begitu saya coba menggunakan bahasa daerah lainnya. Ini saya menggunakan bahasa minang. Contoh, “kok disiram hambo basah, kok di baka hambo hangui”

Students : hahaha Belum sampai sepertinya ilmu kami ke idiom sir.

Lecturer : Therefore, this is cannot be translated word by words. Artinya, kata kata dari idiom tidak bisa diartikan satu persatu. You get my point?

Students : Understood sir, thank you

Lecturer : So, we have much time? How long?

Student : almost 1.5 hours, sir.

Lecturer : Wait a minute. Do you know collocation. That is about grammar, right? Saya kasih contohya, “Kiri Kanan, Makan Tidur, Sayur Mayur”. Benarkah? Apakah bisa diganti dengan kata lain?



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Student : I think no, sir. Because collocation is a grup of words which usually go together

Lecturer : Yaah great! A grup of words which usually goes together. Like Ska Mall, Mall with style, that is collocation. Sudah berapa indicator saya jelaskan?

Students : Nine indicators, sir.

Lecturer : One more, sebagai penutup I forget the last indicator, so I hutang sama you semuanya. Next time, I promise will explain to you.

Student : Are you hungry, sir ?hahah

Lecturer : No. I'm not hungry. Just kidding.

Students : Hahahaah

Lecturer : I think enough for today. Sekarang pukul nine forty three, 21:43 menit waktu Indonesia barat. Thank you for coming, so we have two times meeting more, seeyou, assalamualaikumwr.wb

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APPENDIX 3. LECTURER'S UTTERANCES TRANSCRIPT

Day / Date	Monday, February 10th 2020
Meeting	Second Meeting
Class	Fifth Semester
Name of Lecturer	AfrizalS.Pd., M.Pd

Lecturer : Assalamualaikum, how are you today? Please, check your absent.

Student : Yes, sir.

Lecturer : So, next topic today is role play about melamar pekerjaan atau job interview. Okay. This yang bertanya and this yang menjawab. Start from your self introduction, like your name, your family and whatever, and dilanjutkan dengan wawancara tentang pekerjaan, education, qualification, salary or everything about CV. Do you know CV?

Student : Yes, sir. CV is Curriculum Vitae.

Lecturer : Kalian juga bisa menyebutkan tentang IPK, self introduction like name, nick name, family name, and short name. What else?

Student : About company, reason why choose the company?

Lecturer : It all about reasons, right?

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- Student : Yes,sir.
- Lecturer : Good. Wait a minute, you know a fire.
- Student : Fire itu api, sir, atau semangat?
- Student : We don't know, sir.
- Lecturer : Aden ko maleh mengecek. Ba'a ko gak tau fire. Fire yang saya maksud dalam job interview.
- Student : Dipecat ya, sir.
- Lecturer : Nah, itu dia maksud saya. Fire yang artinya dipecat. Minggu kemarin kita sudah bahas, jangan pernah mengartikan kata satu per satu. Jangan diartikan sembarangan secara terpisah.
- Student : Sorry sir, Based on context.
- Lecturer : Okay, good. Jangan lupa lagi, forget it. Next, kamu juga harus bahas tentang achieved, skill performance, pokoknya everything about you. Now choose your friend.
- Student : Sorry, sir. Kita bahas apa tadi?
- Lecturer : Oh my God, did you understand?
- Student 1 : Job interview, guys. (some students yelling)
- Student 2 : Oke Oke thank you.
- Lecturer : Okay, all right. Supaya tidak membuang waktu kita mulai saja, ya. Are you ready? Who is the first?



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- Student : (Two students raising their hands)
- Lecturer : I want to see your expression and intonation, Okay, forget it. Can we start? Interviewee and interviewer.
- Lecturer : Sebentar saya mau kasih contoh satu lagi tentang word. Ada kata yang mengatakan si A dari kelas pagi pindah ke malam, kata pindah itu sendiri apa bahasa Inggrisnya?
- Student : Translate, sir.
- Lecturer : Good, mantap. Okay, how long waktu yang dikasih untuk practice di depan? Anda pernah dengar kata kata impromptu speak?
- Student : No, sir. Gak tahu.
- Lecturer : Impromptu itu artinya dadakan seperti kelas kita sekarang ini. Saya kasih waktu 5 menit untuk mempersiapkan diri.
- Students : Oke, sir. (Students preparing themselves)
- Lecturer : Okay, let us start.
- Dimulainya job interview.....

Conversation 1

- Interviewee : Excusme, Hello sir.
- Interviewer : Yah, sit down.



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Interviewee : This is my CV, sir.

Interviewer : Where do you get the information job?

Interviewee : I saw the requirement by instagram, social media. I just interest to apply.

Interviewer : So, What do you know about our company?

Interviewee : The company is number one in this city, it very honour for me, if I can join this company.

Interviewer : Do you have been working in other place before?

Interviewee : Related to my boss in the office or salesman job. I just want to focus to my job. It's okay. I just want to look for something new, before that, I ever to be English teacher. I do like the job, I meant like selling something, teaching someone or teaching people.

Interviewer : Oke good job

Interviewee : I am looking for new experiences like salesman, design something. I think it's my challenge.

Interviewee : Did you need big salary? And ready for willing to work here? If you salary tidakterlalubesar?

Interviewee : Ooh all right, because untuk pertama tidak apa-apa. Saya bekerja dulu dengan baik. Baru bisa menilai gimana kinerja saya. That important think is my experience and my challenge here.



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Interviewer : Oke thank you so much, I think enough. Terimakasih sudah datang. Secepatnya saya infokan kembali.

Interviewee : Baik, Thankyou, sir.

Lecturer : Okay, Thank you. Tepuk tangan yang gemuruh. Get me five Tos. Apa yang namanya tepuk tangan yang meriah?

Students : Applause, sir.

Lecturer : No, I mean orang Malaysia sering bilang beri tepuk tangan yang gemuruh.

Students : (all students laughing and giving applause)

Lecturer : Okay, the next one who?

Students : Kami, sir. (Dua orang majukedepanuntuk practice)

Lecturer : Silahkan

Conversation 2

Interviewer : Oke welcome to our company, Putra Raja Sejahtera. For the first, please introduce yourself.



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Interviewee : Oke Thankyou. My name is Wita. Iam from Medan. I'm 21 years old.

Interviewer : All right, anyway where you got the information about the requirement our company?

Interviewee : I got the information from social media.

Interviewer : What position will you want to apply in this?

Interviewee : Graphic designer, sir.

Interviewer : I'm sorry?

Interviewee : Graphic designer, sir.

Interviewer : Oh graphic designer, okeoke. Apa yang membuatkamutertarikmemilihposisi graphic designer?

Interviewee : Yaah, because I think this is my passion, my skill, my major. SoI want menempatiposisitersebut.

Interviewer : Oh yeah.It'sgreat.So what is your experience in English position? Did you have some experiences before?

Interviewee : Yes, I have in another office. I want to active in the world.

Interviewer : Oke, for salary, how much you want to get from this company?

Interviewee : About the salary? Yah, Five millions, I think.

Interviewer : Wow, five million, oh my God.



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Interviewee : Oh, no, no. Three millions.

Interviewer : But, I think what about if you got the salary di PT inikalautidaksesuaidengan yang kamuharapkan?

Interviewee :Oke. It's Okay.

Interviewer : Yeah, I just asked you. Actually, kami sangat membutuhkan Graphic Designer now, tapi kami belum bisabayar gajikamusebesar as you explain before.

Interviewee : How about two millions?

Interviewer : Okay. By the way, what is your other skill?

Interviewee : Saya bisa menggunakan computer and sing a song.

Interviewer : Wow, what is your favorite song?

Interviewee : I lovo song, anything about Justin Bieber.

Interviewer : Oh, I think enough for the interview today from our company. I need to be waiting for the information about requirement from our company.

Interviewee : Kapan aku akan mendapatkan informasi pastinya?

Interviewer : I will inform you. If you terpilih in our company, I will inform you by telephone in two next days. Just wait, Okay. Understood?

Interviewee : Yah, okay. That's all. Thank you.



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Interviewer : Thank you so much.

Lecturer : Okay, Thank you. Please back to your seat. Di dalam berbicara, banyak sekali kita yang menggunakan “Hmmm... A....” Ada yang tahu itu istilahnya apa? Dalam Terminology?

Student : Hmm, I don’t know, sir.

Lecturer : Di dalam Bahasa Inggrisnya itu namanya Fillers. In Speaking, ya. Bolehkah dalam menulis?

Student : No, sir. Tidak Bisa.

Lecturer : Bolehlah, gimana ini, di dalam sosmed atau chat terkadang kita menulis kata “Hmm” itu juga termasuk filler. Nah, selanjutnya, dalam berbicara ada empat kompetensi yang harus kita miliki. Tidak hanya in English ya, but in languages. Ada 4 dasar. Kalau gak, kita tidak bisa ngomong. First is Linguistics. You know Linguistics? Jadi, bohong besar kalau 4 bulan atau 4 tahun belajar Bahasa Inggris langsung tahu semuanya. Jelaskan tentang Linguistics? Saya kasih tau contoh: tadi saya sudah bilang seperti Phonology, Sociolinguistics, Pragmatics, Semantics, dll. Apa itu?

Students : Hmmm

Lecturer : The meaning is scientific study about language. Ilmu yang mempelajari tentang bahasa. Linguistics competent, Discorse



competent, Sociolinguistics competent and Strategic competent, itu dia seperti “hmmm” itu fillers. Understood?

Students : Yes, sir.

Lecturer : Okay, next one who? Please come!

(Two students comes to the front of the class to doing role play)

Lecturer : Wait, wait. How did you said pura-pura atau icak-icak in English?

Student : Hahahah, Icak-icak, sir? Pretending, sir.

Lecturer : Haha, Okay, Okay, Let’s say, “the floor is yours”. Jadi salah ya, kalau ada yang bilang “time is yours”. Itu salah, mengerti? Okay, are you ready?

Conyersation 3

Interviewee : Good morning, two days ago, someone invited me to come to the company for interview a job.

Interviewer : Morning. Okay, sit down, please. I check your CV first.

Interviewee : Yes, miss.

Interviewer : Please tell me about yourself.

Interviewee : My name is Mia Rawati, you can call me Mia. I was born in Pekanbaru.

Interviewer : By the way, what is your hobby?



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Interviewee : My hobby is playing basketball.

Interviewer : Dari mana kamu mengetahui tentang lowongan pekerjaan di kantor kami?

Interviewee : I read the information from google.

Interviewer : Apa yang kamu ketahui tentang perusahaan kami?

Interviewee : Yang saya tahu, ini salah satu perusahaan perdagangan terbesar dan terbaik di provinsi Riau.

Interviewer : Posisi apa yang kamu mau dari pekerjaan ini, jika kamu diterima di perusahaan ini?

Interviewee : Saya mau di posisi Admin, tapi jika tidak bisa, di manapun penempatannya saya terima.

Interviewer : Okay. Saya pikirkan lagi CV kamu. I will inform you soon. Just wait. Thank you.

Interviewee : Thank you, miss.

Lecturer : Cepat sekali interviewnya?

Student : Haha memang begitu, sir. Saya kemarin interview pekerjaan begitu.

Lecturer : Masa iya? Di mana kamu bekerja?

Student : Di pergudangan platinum, sir. Sebagai Admin.



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Lecturer

: How about the salary?

Student

: Pertama kali masuk 1.8, sir. Sekarang 2.4, sir.

Lecturer

: Wow, amazing. Okay. Thanks. Give applause!

Students

: (Giving Applause)

Lecturer

: So, I think enough for our lesson today. Yang saya lihat masih banyak dari kalian semua yang masih ragu dalam berbicara English. Masih banyak yang menggunakan filler. But it's okay. No, problem. Semua bisa karena terbiasa. Diasah terus untuk speaking-nya. Thanks for coming and see you.

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1.	20/6-2020	konultasi & Revisi Bab I		
2.	4/10-2020	Bab I		
3.	28/11-2020	Konultasi Revisi Bab II		
4.	19/12-2020	Konultasi Revisi		
5.				
6.				

Catatan :
*Coref yang tidak perlu

Pekanbaru, 20...
Pembimbing II / Co Promotor

Ade / Ade, M.D.

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1.		proposal		
2.		Teoritik framework		
3.	19/5-20	chapter IV		
4.	21/5-20	chapter IV		
5.	5/6-20	check kelengkapan		
6.	20/6-20	Apporment		

Catatan :
*Coref yang tidak perlu

Pekanbaru, 20...
Pembimbing I / Promotor

Dr. Helmiati, M.A

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Nomor : 2112/Un.04/PPs/PP.00.9/2019

Pekanbaru, 2 September 2019

Lamp. : 1 berkas

Perihal : Penunjukan Pembimbing Utama dan
Pembimbing Pendamping Tesis Kandidat Magister

Kepada Yth.

1. Dr. Helmiati, M.Ag (Pembimbing Utama)
2. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Pendamping)

di

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n.:

Nama : Shenia Gladyan Rulyta
NIM : 21790125737
Program Pendidikan : Magister/Strata Dua (S2)
Program Studi : Pendidikan Agama Islam
Semester : IV (empat)
Judul Tesis : The Use of Lecturer's code Switching As A Teaching Strategy
In The Learning Process of English Speaking Class At Siba
Persada Bunda Pekanbaru

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;
2. Penulisan hasil penelitian tesis;
3. Perbaikan hasil penelitian setelah Seminar Hasil Penelitian; dan
4. Perbaikan tesis setelah Ujian Tesis.
5. Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal

Bersama dengan surat ini dilampirkan blanku bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,
Direktur,



Prof. Dr. Afrizal M. MA
NIP. 19591015 198903 1 001



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مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلامية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Shenia Gladyan, R.

ID Number : 21790125737

Date of Birth : January, 22 1994

Sex : Female

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 59

Structure & Written Expressions : 68

Reading Comprehension : 56

Overall Score : 610

Expire Date : April 30, 2021



The Head of Language Development Center

Mahyudin Syukri, M. Ag

NIP. 19720421 200604 1 003



CLCPC
The Center of English Development Center
English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.
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شهادة الكفاءة اللغوية
اعطيت الى
Shenia Gladyan Rulyta
رقم القيد : 21790125737
الجنس : Female
المولود : January 22, 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية
الاستماع : 41
القواعد : 43
القراءة : 63
النتيجة : 490
مستعملة حتى : July 03, 2022



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