CODE SWITCHING IN THE STUDENTS' INTERACTION IN SPEAKING CLASSROOM AT STATE UNIVERSITY OF JAKARTA A CASE STUDY

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ABSTRAK

Marietta Ester Siahaan. **Alih Kode Bahasa Dalam Interaksi Mahasiswa Di Kelas Speaking Universitas Negeri Jakarta: Studi Kasus**. Fakultas Bahasa dan Sastra Inggris, Universitas Negeri Jakarta 2010.

Penulisan ini bertujuan untuk mengetahui, memahami serta menganalisis fenomena tentang alih kode bahasa yang terjadi di antara mahasiswa/i ketika berkomunikasi dalam bahasa Inggris dikelas terutama dalam aktivitas berbicara pada mata kuliah Speaking II. Dalam penelitian ini, penulis juga ingin mengetahui seberapa sering "Code Switching" digunakan pada mahasiswa/i dikelas speaking. Penelitian ini dilaksanakan di jurusan Bahasa dan sastra InggrisUniversitas Negeri Jakarta mengambil 3 kelas Speaking II. Studi ini dilaksanakan dari bulan Febuari sampai Mei 2010. Data dikumpulkan dengan menggunakan istrumen observasi kelas, angket, wawancara.

Penelitian ini menemukan 3tipe dari alih kode bahasa yang sering digunakan oleh Mahasiswa/i didalam kelas, diantaranya; alih dalam kalimat, alih antar kalimat dan alih buntut kalimat. Dari hasil observasi semua kelas dan semua pertemuan, peneliti menemukan bahwa yang paling sering digunakan yaitu alih dalam kalimat yang sering muncul sebanyak 71%, yang kedua yaitu buntut kalimat sebesar 15%, dan tipe terakhir yang jarang terjadi dikelas yaitu alih antar kalimat sekitar 14%.

Disamping itu penelitian juga menemukan ada 4 fungsi alih kode dari sudut pandang Mahasiswa/i yaitu fungsi kesetaran, kelancaran komunikasi, pengulangan dan pengendalian konflik. Studi ini menunjukan adanya beberapa keuntungan dan kelemahan menggunakan alih kode bahasa, diantaranya mahasiswa merasa lebih rileks didalam kelas, berinteraksi dan berkomunikasi dalam bahasa Inggris dengan teman sekelas menjadi lebih nyaman, disisi lain mereka merasa bahwa menggunakan alih kode bahasa ketika berinteraksi kemampuan bahasa Inggris mereka tidak bisa meningkat dan hanya membuang waktu. Dapat simpulkan bahwa code switching tidak bisa dihindari pada saat berbicara dalam bahasa Inggris dan code switching sebagai salah satu srategi untuk berinteraksi didalam kelas tujuannnya untuk mengerti maksud yang disampaikan secara jelas, akan tetapi penggunaan alih kode bahasa harus diminimalkan untuk meningkatkan kemampuan berbicara untuk Mahasiswa/i di jurusan bahasa Inggris.

ABSTRACT

Marietta Ester Siahaan. **Code Switching In the Students' Interaction in Speaking Classroom at State University of Jakarta: A Case Study**. English Department of Art and Language Faculty, State University of Jakarta 2010.

This study was aimed to know, understand and analyze the current phenomenon of code switching used among students when they communicated in English classes, especially in daily conversation and as a tool for the students' interaction, particularly in the Speaking II class. In this study, the researcher would like to know how often code switching was used by students in speaking class. This research was conducted at the English Department of State University of Jakarta by having three speaking classes in six meetings in each class. The units of analysis were conducted from February to May 2010. The data were collected by using class observation, questionnaires and interview.

This study found three types of code switching which was often used by students in the classroom, namely: Intra-sentential switching, Inter-sentential switching and Taq-switching. From all classrooms and meetings that have being observed, the researcher knew that code Switching types which mostly used by the students in the classroom are Intra-sentential switching around 71%. The next type of code switching occurred was Taq-Switching around 15% and the last type of code switching which rarely occurred was Inter-Sentential Switching around 14%.

Moreover, there were four functions of code switching used by the student's perspectives that were such as Equivalence, Floor holding, Reiteration, and Conflict control. This study also showed some advantages and disadvantages in using code switching in the speaking class. Students felt more relax in the classroom, and they had a good interaction by using English between the class members. The other side, they felt the use of code Switching did not improve their English language, and only wasted time. It could be concluded that code switching could not be avoided when speaking in English and code switching became one of strategies to interact in the class which extended to understand what students said clearly, but the use of code switching must be minimized to improve English Department students, in particularly English.

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CHAPTER I

Introduction

1.1 Background of the study

Speaking is an important part in our life of modern society and it's also a part of skills for the students to interact with each other and for communication. Gower, Philips and Walters (2005:113) noted that speaking is more important than other skill. Sometimes, speaking is a difficult skill to master for the learners. As stated by Richards (2004:303), the difficulty becomes even more pronounced if their language proficiency is weak. However, there are still many learners who learn English in order to be able to communicate correctly and fluency because they have difficulties in expressing their ideas and sometimes they become afraid of making mistake while they try to communicate in English. The successful of language learning is measured by learner's fluency in speaking the foreign language. As stated by Broomly (1988: 282) "Speaking is an expressive language skill in which the speaker uses verbal symbol to communicate."

Most of students in University are an autonomous learning. So, the students are required to extend their knowledge and their skills, which is very different when they were still at school. One of the important aspects that can improve their language skill is by speaking. By speaking, students can express their language, confident to communicate and to interact each other or with foreigner. Speaking skill is learned in more complex area in University, since students in university have difficulties in expressing their idea. Many of English Department students in State University of Jakarta devoted considerable

time to studying and practicing English only in the classroom, much of this time was spent more on receptive activities such as listening and reading, rather than speaking. ED students are rarely to speak English out of class and even in their community itself. The students must be able speak English and apply it to their community not only in front of the class and the lecture. Students have a tendency to focus on private rather than public on activity which is not involved in face-to-face. It is stated in *Satuan Acara Perkuliahan*, for speaking that "*Mahasiswa mampu mendemontrasikan keterampilan berkomunikasi dalam bahasa Inggris dengan lancar, benar, dan baik secara lisan, dalam wacana formal dan informal, agar mampu berinteraksi secara efektif dalam berbagai konteks social dengan penutur dari berbagai latar belakang bahasa dan budaya yang berbeda pada tataran dasar"*.

Interaction is a tool to communicate, their aim can be to pass the time, amuse each other, share opinions or get something done and the point of interaction is that they do these things together. As stated by Allwright and Bailey (1991) "The interaction is meaningful communicative behaviors, how to talk with others and how to negotiate meaning in shared context based on the needs of both of a speaker and a listener". It means that consideration among the students should be done since interaction plays an important part in improving learners' speaking. A key factor in foreign language development is the opportunity given to the students to speak in the language-promoting interaction (Richard and Renandya, 2002). The interaction helps students to develop language learning and also social skills.

A student in the university level is considered as the highest level in formal learning, the students can be considered as adult learners. As students learning English,

they have been equipped with words of vocabularies and basic knowledge of English that they may have got in their prior educations. The students majoring in English Department at the University are expected to have the competencies and the skill of using English both written and oral. Students in the University is common for Indonesian to use more than two languages, Bahasa Indonesia and English, when the students interaction with their friends in the classroom. The use of both languages alternately is called Code switching.

Code switching happened when the students speak English or explains word of target language. As stated by Boztepe (2003), Code Switching nevertheless a highly stigmatized forms of conversation. Code switching is a widely observed phenomenon especially seen in multilingual and multicultural communities. Code switching process considered as one of linguistic phenomenon. The code switching itself is a system used for communication between two or more parties and as a strategy to eliminate boundaries that often occurs when we communicate with others (Crystal, 1987). The code switching is occurring frequently in the middle of the learning process in the speaking classroom.

Nevertheless, in fact students have difficulties to speak English in the classroom activities. The students have difficulties to express the idea especially in speaking. They use Bahasa Indonesia to make their friends more understand to what they speak of their mind. Code switching is found in speaking class at the English Department of the State University of Jakarta. This condition triggered the writer to conduct research of the code switching which often occurred in the process of learning in the speaking classroom at English Department of State University of Jakarta. Speaking class as the subject of this study is required more effective communication among students because speaking class

provides good curriculum by using communicative approach to encourage students for speaking English fluency and confidently.

The study of Code switching is already being studied by Nazmuddin(2008)and Roisah(2009). Nazmuddin founds that: There were four types of code switching occurred in the classroom during the observation; 1. Intra-sentential code switching. 2. Inter-sentential code switching. 3. Tag switching. 4. intra-word switching. There were two functions of code switching that was taken as the purpose for the lecturer in using code switching in the classroom, those are: the affective function and the repetitive function. There were three positive result of the use of code switching in the classroom revealed in this study. Roisah founds that: There were three types of code switching occurred in the classroom during the observation; 1. Intra-sentential code switching. 2. Inter-sentential code switching. 3. Tag switching. From the three types of code switching, what the highest percentage of types is used by the teacher when teaching in the classroom.

Based on the result above, we can notice that the code switching is used recently in teaching and learning process. However, they found the code switching only focused in teacher center. Therefore, the writer would like to analyze the code switching occur frequently in the classroom among students' interaction, the practice of Code switching in the speaking classroom, and the reason of students use code switching in speaking classroom.

1.2 Problems Formulation

Based on the background above the writer formulates the research questions as follows:

1. What types of code switching do the students use in speaking class?
2. Why do the students use the Code Switching in the speaking classroom?

1.3 Scope of the Study

The study is focused on the use of code switching in speaking classroom among students' interaction. This study doesn't focus on grammatical mistakes used by students during the class.

1.4 Purpose of the study

The purpose of the study is to analyze the types of code switching occur frequently in real condition speaking class, and to know the students reason used code switching in the speaking class.

1.5 Significance of the study

The result of the study is expected to give information for English Department students to gain their speaking ability in order to decrease the use of Code Switching in speaking classroom. Therefore, the students can have a good speaking and interaction in English.

CHAPTER II

Literature Review

In this chapter, the researcher will be discussing about: Speaking, nature of speaking, speaking activities, code switching, the function of code switching, the type of code switching, code switching of students' interaction.

2.1 Speaking

2.1.1 Definition of Speaking

Speaking is a productive skill. Speaking is considered to be the hardest to achieve. In speaking process, students also keep in touch with the other components. According to Harris (1977) "speaking is complex skill requiring the simultaneous use of different abilities which often develop at different rate. Five components are generally recognized in analyzing of speech process". However, it means that speaking is not easy. Speaking is difficult since there are five components that students have to deal with the produce utterances. The five components are pronunciation, grammar, vocabulary, fluency and comprehension. As stated by Brazil (1993:31) that for each occasion on which we speak, there certain requirements that lies behind purposeful utterances, we pursue a purpose that is in some sense imposed upon by our reading of the present situation face to face our listener, and listener's perception of that situation provided a framework

within with to interpret what we say. Moreover, he claimed that the way of interpreting utterances depends on the situation and condition in time of speaking.

Based on two expert statements above speaking skill occurs depending on the situation and condition is going different requirement. Different requirements depends on the purpose. Speaking is an ability that combines different abilities such as listening, writing and pronunciation simultaneously. So, speaking is called a complex skill. As stated by Broomly (1988:282) that speaking is an expressive language skill in which the speaker uses verbal symbol to communicate. While another expert, Byrne (1992:20) said that speaking is two-way process. From both statements, the writer said speaking is a process of an expressive language skill in two-way communication activity in using verbal symbol to communicate.

Speaking is an important skill for students' interaction in the classroom. Sometimes students have difficulties in order to express their ideas when they want to speak. Students are often to make mistakes while trying to communicate in English with each other. In learning speaking the students have to master certain aspects, which can help to achieve their speaking ability. According to Finocchiaro and Bonomo (1983:41) that speaking is even more complex since the learner will have to:

a. Decide what he/she wants to says
b. Choose the pattern he/she is going to use
c. Select the words that fit into the pattern and convey his/her meaning
d. Use the correct arrangement of sounds voice, pitch and format
e. Place his/her tongue and lips in certain position to produce the sounds

Related to the statement above in a process of speaking a speaker has a concept thinking to express what they want to say. It means that they should have sufficient vocabulary in their mind and good understanding of the structure of the language. To convey their meanings and ideas in a certain situation, they have to use appropriate pattern and choose the correct words that fit in to it.

2.1.2 Nature of Speaking

Speaking is the verbal language to communicate with others (Fulcher 2003: 23). Halliday (1985) adds that speaking nevertheless, differs from written language in a number of respects. As Coffey (1987:2) explains that writing, like speaking is an important means of communication. Furthermore, Fulcher (2003:24) points out that speaking usually less formal in the use of vocabulary, uses fewer full sentences as opposed to phrases, contains repetition, repairs and has more conjunction instead of subordination. O'Malley and Pierce (1996:58) similarly claim that the characteristic of spoken language are quite different from those of written language.

2.1.3 Speaking activities in the classroom

Ur (1991:20) states that the classroom activities that develop learners' ability to express themselves through speech would therefore seem an important component of a language course. As Cook (2004:114) added that it is also important to see speaking as a means of communication – a way of getting ideas across – and to encourage fluency and communicative impact. However, Ur

(1991:20) also points out the characteristics of successful speaking activities as follows:

a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.
b. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.
c. Motivation is high: learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute achieve a task objective.
d. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.

2.2 Studies on Code switching

Code switching is used in sociolinguistic refers to the shifting adopted by speaker between one variety or dialect or language and another. According to Hymes (1962) “Code switching is a common term for alternatives use of two or more languages, varieties of a language or even speech styles”. Moreover, it means that code switching as an alternation between people who have more than one language in common.

Based on the influence of its occurrence, code switching is divided into two types. The first type is situational code switching, Wardhaugh (2002) defines it as code switching which occurs when language change according the situation. The second type is metaphorical code switching which Wardhaugh (2002) defines as code switching which is caused by topic change. Metaphorical code switching let the language choice determines the situation (Blomm & Gumperz, 1971 in Hudson, 1996).

Code switching used in student's interaction is an understanding function of switching between the native language and the foreign language and its underlying reason. Sometimes the students are difficult to express their ideas because of the lack of vocabulary they have or they don't have enough glosary of words in English. Therefore, students prefer to switch their target language with their mother tongue to deliver their message or ideas. As stated by Harding-Esh and Riley (2003) that Code Switching occurs in bilingual situation only where bilinguals speak each other and use their full communication skills in both languages. It indicates that bilingual find that easier to talk a particular topic by using one language than other (Holmes, 2008)

As says by Wales (2001:63) "Code switching is used in sociolinguistics to refer to the shifting adopted by speakers between one variety or dialect or language and another". However, it means that code switching a common term for alternative use of two or more languages and varieties of a language.

Hamers and Blanc (2000) distinct two function of code switching, whether the first one is called 'former bilingual's communicative competence, like just

have discussed above, meanwhile the other one is called ‘latter restricted code switching’ which occurs because of lack of competence in the target language. The latter restricted code switching often occurs in the bilingual class situation. The code switching commonly happens when speakers can’t find correct words in the target language they are speaking because they don’t remember it or there are no satisfactory ways to express particular idea (Harding-Esh & Riley, 2003).

According to Crystal (1987) cited by Skiba (1997) comments that the reason why people do the code switching and presented some of the reason, there are:

1. Perception that a speaker may not be able to express compensate for the deficiency. It means this may trigger the speaker to speak in the other language for while.
2. Code switching mainly occur when an individual want to express solidarity with a particular social or cultural group, with the group is established when the listener respond with the similar code. Type of code switching may also be used to exclude others and who do not speak the same language from the conversation or interaction.
3. The reason is that the alternation may occur when the speaker wishes to convey particular attitude to the listener. The code witching allows the speaker to increase the impact of their speech and used it in an effective manner.

According by Scotton (1993:6), code switching is “Alternations of linguistics varieties within the same conversation”. However, it means that the code switching as the umbrella of studies the different forms of bilingual, include

differences in a conversation. It can be concluded that code switching could be defined as a phenomenon of alternating code, could be as dialect, language registers, styles, or language. Code switching is mostly occurred during conversation and conveyed in some particular reasons. Therefore, types of code switching will be explained more detail in the next sub chapter.

2.2.1 The type of Code Switching

Types of code switching have three types which are commonly occur in English-Bahasa Indonesia code switching. As Poplack in Romaine (1999) and Stockwell(2002) identified some types of code switching, and Lumintang *available at (http:www.ialf.edu/kipbipa/abstract/)* stated " wujud linguistik alih kode yang lazim muncul itu adalah:

1. Ahli kode Intrakalimat (Intra-sential switching)

   This type of code switching often occurred when the learners discussed anything about, the learners to use both languages to speak. There were some mixed codes during the discussion. For translation of unfamiliar words and expression is more likely to involve this type. For example: "the next pharagraf nanti diulang lagi ya"

2. Alih kode buntut kalimat (Tag-switching)

   This type of code switching may occur along with the other types of code switching especially in an interrogative form. Sometimes the learners used the Indonesia tag when they speak or conversation in English. For example: "kind of sport, apa lagi ya?", "for special price, juga.."

3. Ahli kode antarkalimat (Inter-sentential witching)

This type of code switching mostly occurred when the learners want to speak. The learners sometimes repeated the words in different code in Bahasa Indonesia. So, repetitive functions more likely involved this type. For example: “thousand island, kepulauan seribu..tau kan”, “ in the past, waktu yang lalu”.

2.2.2 The function of Code switching in classroom interaction

There are many functions of code switching especially which occurs in social practice. Moreover, the functions discussed in this research will be limited in the function of code switching in classroom practice.

Eldridge (1996) in Sert (2005) found that some function of using code switching or comes up with its finding from students’ used code switching in the classroom perceptions, which are as the following:

1. Reiteration

   The students try to repeat the message, which has been transmitted in the target language by using their native tongue. They use the repetition technique either because they may not have transferred the meaning clearly in the target language or because they want to make sure the listener clearly understand it. For example: A: what do you mean by absorption?

   B: absorption is the process of taking something in to another substance, atau process sesuatu dari zat lain.

2. Equivalence

The learners use the native language to find the equivalence of the lexical item or word from the target language. The use of code switching may appear as a bridge of communication resulting from incompetence of the target language. Students in classroom code switch and use their first language to find equal words to target language, and then them as code switching. It occurs mainly caused by students' vocabulary lack of target language. For example: The driver is *ditilang*, because he doesn't have a driving SIM.

3. Conflict control

The learners use code switching to avoid the potentially conflictive language used by them. They tend to avoid the misunderstanding or tend to utter words indirectly for specific purposes misunderstanding among students can raise conflict. The use of first language by code switching can prohibit misunderstanding and control the conflict that possible to happen. For example:

A: Budi you move to group C and Ani you are in group E

B: I want to be in the same group with Ani

A: But you have too

B: But…….

A: *kamu dan Ani sama pintarnya jadi harus dipisah supaya seimbang. Oke*

B: Oh…ok

4. Floor holding

The learners use the native language to fill the language gap during the conversation in the target language. This is to avoid the gaps in communication, which may result from the lack of fluency in the target language. The learners perform code switching for floor holding mainly because they have the same problem in recalling the appropriate target language structure. For example:

A: What do you prefer living in the city or didesa gitu?

B: Well the city is crowded

A: I agree the city *tidak teratur and semeraut.*

B: *ehm*... I think so that.

From the explanation above, it can be inferred that the use of code switching in English language may occur for some purposes especially in an English classroom, which the learners is not a native language of English. The learners may have some advantages from code switching in the middle of learning process. Hence, the phenomenon of code switching and its occurrence cannot be neglected in a non-native class of English language classes.

2.3 Code Switching in Classroom Interaction

Classroom interaction is interaction happens in the class among students. Interaction will run well if students and students are involved in the classroom interaction. When a student acts something it will arouse students' reaction to do

something, as a reply to the student's action. Then, students will react to the students' reaction that becomes a student's action. These activities happen rapidly as a part of students and learning activities in the classroom. As stated by Malamah-Thomas (1987:7) that interaction means acting reciprocally, acting upon each other and there is a constant pattern of mutual influence and adjustment.

According to Edge (1993:69) stated that using language in different interaction is as important to language learning as studying form of language. From the statement above students used different language for communication with each other, and these interactions are suitable to encourage the students' speaking ability. In every classroom activities, there must be an interaction among students whether the interaction happens to be good or bad, run smoothly or hard, or even if there is a conflict or a peaceful communication among them. Malamah-Thomas (1987:8) stated that interaction is a two-way process. Every interaction situation has the potential for co-operation or conflict. The situation actually develops on the attitudes and intentions of the people involved, and on their interpretations of each other's attitude and intentions. We can imagine what kind of class would be without interaction, because interaction is important in classroom activity. As Counihan (1998) stated that interaction involves both social and personal input, and forms the basis of the vast majority of everyday talking done by natives. Interaction involves the emotions, creativity, agreement, disagreement, and people waiting patiently to get in a word, sighing, and nodding

gesticulating and so on. Interaction is not giving a short; one-sentence answer to this question.

Classroom interaction becomes the media of the communication in these classes. The interaction among students is no longer reflects the relationship between speaker and listener only. Interaction in these classes is the main analysis object in this study. When we talk about interaction in classroom activities, it tends to communicate because communication is part of the learning process. As Nunan (1998:51) states, “learning to speak in the second of foreign language will be facilitated when learners are actively engaged in attempting to communicate”. Moreover, the statement above indicates that the students have to make active interactions in the classroom, and the students have to try to communicate to each other.

Learners’ interaction is a large opportunity for learners to practice producing the target language as autonomy learning as given to the learners. As Susanto (1994) stated that learners’ interaction with other learners in pair, small group, or large group form. The learners have more opportunities to participate and to practice the target language.

Students’ interaction is an important part of classroom, because students among students’ interaction make language development and confident when they speak in the class. As stated by Moore (1989) noted that students’ interaction is based on participants and object. Moreover, it can be classified as: first, Learner-learner (collaborative) interaction; the students interact in groups or in pairs, and they will receive feedback from each other. Second, Leaner-content

(academic) interaction: the students interact with the various kinds of learning material. In this way, this will result in the changing of students' understanding and perspective. Third, Learner-interface interaction: the students' interaction the takes place between the learner and technology. Students must use the technology to interact with the content, the instructor, and the other students. In many distance education classroom with learner-interface interaction, the other of interaction cannot take place. Moreover, it means, the two way instructions, above used most recently in learner-learner interaction to have more active roles. They do tasks that allow them to get direct feedback either from the other learners.

While, students' interaction according Harmer (2001) tells that the interactions are pair work and group work for students' interaction. First, Pair work; students' interact among students to practice the target language and to correct mistake. Second, Group work; students' interact among students in groups using the target language to communicate with each other and create the opportunity for students to participate and communicate with each other in the activities. Third, individual study; the students work individually.

This develops the autonomy of learners and their responsibility of their own learning. It can be concluded that pair work, group work, and individual study give more opportunities for learners to practice using target language.

Students' interaction gives them chances to share the idea and to facilitate the way of communication is the most important role to engage in developing students' ability in that target language. Interaction doesn't only

promote language development but it also fosters the development of social skill (e.g. politeness and respect to others) that students need to operate successfully in any culture (Howarth, 2009). To engage in that development of social skills, the negotiation among students through speaking tasks involving pairs or small group. Simultaneous group works maximize students' opportunity to speak and that practicing in as small group reduces the psychological burden of public performance (Lynch, 2003).

Code switching in the students' interaction in classroom, the learners share same languages and should be regarded as a natural component of a bilingual's behavior. The learners may decide on the spot when L1 (Bahasa Indonesia) should be used and when to switch to English is appropriate in order to enable compression and meaningful involvement of another learner or their friends.

BAB III

RESEARCH METHODOLOGY

3.1 Research Approach

This study is a case study. The case being studied was a single program in which called as within-site study (Creswell, 1997:61). This study is focused on a bounded subject the learning process including the interaction among the students in English language, where code switching occurs in natural situation. According to Yin (1984:23) quoted by Nunan (1992:76) that “a case study is an empirical inquiry that investigates a contemporary phenomenon within its real life context”. Moreover, it means case study approach this research since students and their classroom provide authentic and real situation and consist of multiple resources, the multiple methods consist of observation, interviews and questionnaires. Meanwhile, the writer will use the classroom observation, questionnaires and interview method as major tools.

3.2. Place and Time of the Study

This research is conducted at State University of Jakarta of students English Department. This research is conducted on February until May 2010 on second semester 2009.

3.3 Subjects of the study

The subjects of this study were the students on three classes in Speaking 2 at English Department of State University of Jakarta.

3.4 Data Collection

The researcher collected the data by used Observation class, Interview, and Questionnaire. The data's techniques are:

3.4.1 Observation

Classroom observation is used in this study because it is aimed to find out how the students practice or use code switching. As stated by Marshall and Rossman (1999:107) tells that behavior is purposeful and expressive of deeper values and beliefs. However, it makes the researcher can see to what happening in the classroom freely without other concerns.

The writer took the role of non-participant observer, as the writer only visited and recorded notes without becoming involved in the activities of the participant. The occurrences of code switching were recorded in the observational field notes. It included the records description of the events, activities and people. The researcher observation lasted for six meetings from two classes and four meetings from one class in speaking classroom due to the limited time that the writer had and the fit with the meeting schedule. The researcher used type recorder to record the observation. Overall, it analyzed the students' language use and the type and reason code switching they practiced.

3.4.2 Questionnaire

The questionnaire was distributed to four out for students in speaking 2 from each classes of English Department at state university of Jakarta. The election of the students was based on the availability of the students at the moment of delivering the questionnaires. The items of the questionnaires focus on the perception of the students toward the use of the code switching in their English language classroom. The questionnaires used the Likert-scale style, which provided the students with five responses option (Strong Disagree, Disagree, Neutral, Agree and Strongly Agree) that they could choose based on their factual condition or responses to the 25 (twenty five) Statements on the questionnaire. After counted the items of questionnaire there are three items not valid (drop), here the number of items:

6: I feel anxious when have to speak in English

19: Bahasa Indonesia is the dominant language in the classroom

21: To use Bahasa Indonesia in class will not be a burden to my English acquisition

NO	STATEMENTS	RESPONSES				
		SD	D	N	A	SA
1.	I know about code switching					
2.	I can speak English Fluently					
3	I practice my English with my friends					
4	I have limited vocabulary of English					
5	I enrich my vocabulary every day					

6	I feel anxious when have to speak in English					
7	I use Code switching when I speak to others					
8	I feel more comfortable combining English and Bahasa Indonesia when speaking					
9	I enjoy the situation of learning Speaking 2 in this classroom					
10	I can understand the material of Speaking 2					
11	I can express my idea well to the members of the class fully in English					
12	I prefer to look up the dictionary rather than using Bahasa Indonesia equivalent					
13	I used Bahasa Indonesia to keep the communication run well to the class members					
14	I use Bahasa Indonesia to avoid misunderstanding					
15	The learning situation in the classroom force me to speak in English					
16	I repeat the message when interaction with member's class in Bahasa Indonesia.					
17	I use Bahasa Indonesia when I get stuck English words to speak in English					
18	I use mostly Bahasa Indonesia to build solidarity with member's class.					

19	Bahasa Indonesia is the dominant language in the classroom					
20.	I use mostly Bahasa Indonesia to answer the member's acquisition.					
21	To use Bahasa Indonesia in class will not be a burden to my English acquisition					
22	I look up dictionary to find the English words before I speak in class					
23	Code switching helps me more understand to communicate in classroom.					
24	Code switching take long time to speak					
25	Code switching can't increase my English ability					

3.4.3 Interview

Interview used primer way of data collection in this study. The interview was conducted for participant (students). The researcher use forms to guide the questions will be deliver in the process of interview, which is the form of interview are different for each group of interviewee. The researcher record the interview in the forms by note and necessary comments and answers deliver by the interviewee. The interview was conducted by using their native language, English. The purpose of the interview is first to find out what the participant (students) using code switching in English Language in the classroom and what the reason using code switching. The questions of the interview covered the

students' perception and motivation in using code switching in learning process. Four students are from each class as the interview (see appendices). Here the items of interview:

Interview Students

1. Do you know about the Code Switching?
2. Did you use Code Switching in the classroom to interact with each other?
3. Did Code Switching help you in speaking?
4. How often do you usually use the Code Switching?
5. Which language is dominant in this classroom?
6. What are the benefits of using Code Switching in the classroom?
7. What are the weaknesses of using Code Switching in speaking and interacting with member class?
8. From the functions of the Code Switching which Code Switching do you often to use?
9. What the reason do you use Code Switching?
10. Do you agree to use Code Switching in classroom?

3.5 Pilot Study

To the test the validity and reliability the questionnaire was tried out to four students from each class in Speaking 2 class.

The pilot study conducted to analyze the validity and the reliability of the questionnaire. It was conducted by taking the whole respondents of the whole participants. After the researcher collected the data from the whole respondents, then the researcher analyzed the answers and related them to the formulas of validity and reliability. The pilot study used The Pearson Product Moment formula to analyze the validity of the questionnaire:

$$r = \frac{n.\sum sy - (\sum x)(\sum y)}{\sqrt{\{n.\sum x^2 - (\sum x)^2\}\{n.\sum y^2 - (\sum y)^2\}}}$$

Whereas,

n = the number of respondent

x = the score per items

y = the total score of all items

$\sum x$ = the total number in *x* distribution

$\sum y$ = the total number in *y* distribution

$\sum x^2$ = the total number of the squared scores in *x* distribution

$\sum y^2$ = the total number of the squared scores in *y* distribution

The score result of a valid item should be more than 0,576. The item is not valid if the score less than 0,576. Otherwise, if the score is more than 0,576, the questionnaire is valid. Based on the analysis of the answer in the questionnaire, and its relation with the formula above, each items in the questionnaire had averagely more than 0,576

(see appendices). The appendices showed that the items used in the questionnaire in this study are valid.

After analyzed validity of the questionnaire, the next step is to analyze the reliability of the questionnaire. To analyze the reliability of the questionnaire, the researcher used the formula of Alpha Method:

$$r = \frac{k}{k-1}\left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2}\right)$$

Whereas,

k = the total of items

$\sum \sigma_i^2$ = the total of variants

σ_t^2 = the total of variants of all items.

3.6 Research Procedure

1. Formulating research problem and finding relevant literatures. Writer formulates the problems that will be proposed in the study and finds some relevant literatures and previous researchers.
2. Choosing the research methodology and designing the instrument.

   In this stage, writer chose the methodology and instruments are best used to view the problem.

3. Collecting the data by observing the classroom activities, interviewing students and distributing the questionnaires.

   The observation, interview and questionnaires were aimed at collecting the factual data related to the study. The observation is conducted in six meetings in speaking II class in English Department. The observation is focused on the students' interaction and the code switching occurrence in the classroom. The observation data is recorded into observational field notes. Writer interview and give the questionnaires four students elected from each classes.

4. Organizing and categorizing findings.

   The observational data consist of descriptive data which was meat to display the daily events of the phenomenon understudy. The code switching occurred during the observation were categorized based on some categorization on the study such as the types and function of the code switching.

5. Analyzing and interpreting findings

   After organizing and categorizing the data and findings, the data were analyzed based on the instrument used to collect it. The result of analysis then interpreted based on current facts occur in the field of study.