

## CHAPTER IV

### FINDING AND DISCUSSION OF RESEARCH

In this chapter, the researcher presents the finding and discussion of study. The data obtained from the observation, interview and documentation which are discussed on the theory and concept from the preceding chapter. This chapter covers the types and the college students' perception of Code-switching that used by English lecturer in English for Specific Purpose subject.

#### A. Research Finding

In this research, the researcher is going to show the finding of the study based on the research focus, what are the types of Code-switching that used by the English lecturer in English for specific purpose class at the fifth semester of English department at IAIN Madura and what are the college students' perception towards their English lecture that use Code-switching in English for specific purpose class.

This part explain the finding of Code-switching relating with process in teaching and learning. The researcher does some steps to explain the finding. The first one, the researcher present the types of Code-switching. There are four types of Code-switching that used by English lecturer, namely inter-sentential switching, tag switching, intra-sentential switching and intra-word switching. The second one, the researcher present the students' perception of Code-switching. The researcher want to know the students' perception positive or negative perception

The researcher conduct the research start from October 1<sup>st</sup> 2020 until October 15<sup>th</sup> 2020 in B class. In this part, the researcher used observation to collect a data that related and needed in this research. The researcher conduct the observation three times, the first observation was conduct on Thursday October 1<sup>st</sup> 2020, the second observation was on Thursday October 8<sup>th</sup> 2020 and the last October 15<sup>th</sup> 2020 at B class of the fifth semester of TBI IAIN Madura.

In analyzed this research, the researcher not only did observation but also conduct an interview to get the data that the researcher need. The researcher took all of the students in B class as respondents. The researcher interviewed some of students in different time by used WhatsApp application.

### **1. Types of Code-switching that used by the English lecturer in English for specific purpose class at the fifth semester of English department at IAIN Madura**

The researcher have found types of Code-switching in lecturer's utterances. In the previous chapter there was a session about the types of Code-switching by Tom McArthur, namely tag switching, inter-sentential switching, intra-sentential switching and intra-word switching. The classification of tag switching were 17 data, the classification of inter-sentential switching were 17, the data of intra-sentential switching were 35 and the data of intra-word switching was 0 (see **appendix 2**). So, from the data above the researcher know that the types that the most used by English lecturer is intra-sentential switching and the type that never used by English

lecturer is intra-word switching in lecturer's utterances during teaching learning process.

**a. Tag switching**

Tag switching in which tags and certain set phrases in one language are inserted into an utterance otherwise in another<sup>1</sup>. It means that people can put or add a language tag to the sentence while the people speak. The finding represent that the data of tag switching were 17 data from 69 data. Some examples of tag switching are follows:

1. Well before you answer what kind of grammatical feature in this picture, I hope everybody here can prepare a book or may be a pen **ya**

Here, the lecturer speaks in English and then she puts an Indonesian word “**ya**”. The lecturer used tag “**ya**” to emphasize the students to do not use a phone only in teaching by using online class.

2. **Makanya** I share the example the kind of sentences that you can choose either here traditional grammar which one is structural and which one is transformational and all of you can guest it just now.

---

<sup>1</sup> McArthur, 'The Oxford Companion to the English Language (1992)', 228.

The lecturer used Indonesian word in the beginning sentence. Lecturer uses this tag “**makanya**” to show the reason why the lecturer gives the example to the students

3. **Baik**, need analysis here has a relationship with the students need that we have studied at previous meeting namely in students need here.

Here, the lecturer used an Indonesian word previous to she speaks English and the lecturer used this tag to give more explanation to her students

#### **b. Inter-sentential switching**

Inter-sentential switching in which a change of language occurs at a clause or sentence boundary, where each clause or sentence is in one language or the other<sup>2</sup>. It means that people can change their language when they speak from Indonesian to English or from English to Indonesian. Here, several findings as follows:

1. **Jadi nanti kalau anda ngajar ke siswa** with some formulas you can take conclusion, you can distinguish which one is better

Here, the lecturer changed her language from Indonesian into English. First the lecturer uses Indonesian sentence after that the lecturer changes her language into English

---

<sup>2</sup> McArthur, 229.

2. It depend on the situation of the students **tergantung dari situasi siswanya masing-masing.**

In this utterance, firstly the lecturer used English and she repeated her utterance with other language namely Indonesian. The lecturer used this code to give understand more to the students by using translate her utterance

3. **Jadi pengalaman pertama dalam mengajar seumpamanya** this is effective or not for the teaching method it will became the experience for the next meeting to be develop or to be change that's personal information of the learner

The lecturer used Indonesian and then she changes to English. She used Indonesian and then she changes her language into English and happened in teaching learning process.

### c. **Intra-sentential switching**

Intra-sentential switching in which switches occur within a clause or sentence boundary<sup>3</sup>. It means that people could switch their language from their first language to foreign language. Here, several findins as follows

---

<sup>3</sup> McArthur, 228.

1. **Jadi dalam** transformational grammar we study the grammar by using surface structure and deep structure **nya kan sama-sama ada disitu.**

From the data above, it can be seen that the lecturer used intra-sentential switching. The lecturer used Indonesian and she switches her language into English in the middle of utterance and she switches again into Indonesian

2. And the next one language variation or register analysis register means not **pendaftar bukan tetapi disini** the language user, the English user, **pengguna bahasa disini** register **itu**

Here, the lecturer used intra-sentential switching to avoid of misunderstanding by the students. Here, the lecturer explains about the meaning of register analysis in English for Specific Purpose

3. **Jadi kalau** verb **itu bukan bukan** more understand **tapi** understand more **kalau kata sifat misalkan lebih cantik itu** **berarti ditaruh diawal kata sifat jadi** more beautiful **seperti itu jangan tertukar ya jadi kalau lebih** **memahami berarti** understand more **lebih mempelajari** **berarti** study more **jangan** more study **gitu kalau untuk** **kata kerja ini saya hanya mengingatkan saja**

From the data above, the researcher known that the lecturer used intra-sentential switching. Firstly, the lecturer used Indonesian and then switches to English and she switches again to Indonesian. Here. The lecturer switches her language for several times in one utterance

## **2. The college students' perception towards their English lecturer that use Code-switching in English for specific purpose class at the fifth semester of English department at IAIN Madura**

This section the researcher would like to know the perception of the students when their lecturer used Code-switching in process of teaching and learning. The researcher did interview to the students in English for Specific Purpose class that focus on English department at fifth semester B class. There are thirty four students in B class that I have interviewed.

The researcher would like to present some result of perception the students in English for Specific Purpose class. There are two types of perception, namely positive perception and negative perception. In this case the researcher would like to explain about the students' perception of Code-switching used by English lecturer in English for Specific Purpose class. The following are some perception of the students

“In my opinion it might be better, because not all of students know or understand what the lecturer said, so the lecturer needs to change the language in Code-switching terms in teaching and learning process”<sup>4</sup>

---

<sup>4</sup> Ahmad Fuadi, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020

From the data above, it can be seen that Fuadi give his perception to their English lecturer that the English lecturer used Code-switching has a reason namely the English lecturer knows that not all of the students understand or proficient in English.

“I think not all students in one class are proficient in English so I think when the teaching and learning process the lecturer switching the language it will be more helpful because it will make it easier for the students to understand what the lecturer explain.”<sup>5</sup>

In this case, based on the interview that the researcher did, Septia gave her opinion about the lecturer that used Code-switching. At the previous chapter there was session about positive and negative perception. It can be seen that Septia’s perception is included in positive perception because positive perception is a good view will produce good perception of an object that is observed.<sup>6</sup> It related with Septia’s perception, he said that when the lecturer switches her language it can be helpful to make students more understand to the material because not all of students proficient in English.

Based on the interview on Sunday at 18<sup>th</sup> October 2020 the researcher found the data not only the students above that said when their English lecturer used Code-switching their can help them to understand more about the material but also all students in TBI B class. They are Nur Aini, Aliyatul Mafakhroh, Jamilah, Kurnia Fitri, Hauf Manahaban, Ahmadi, Rudiyanto,

---

<sup>5</sup> Septia Laila Islami, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

<sup>6</sup> Hidayat, Tanduklangi, and Badara, ‘Teachers Perception Of Instructional Technology Integration Into English Language Learning’, 6.



Zainal, Burhanuddin, Rizqi, Alfiodita, Aliya rizkiya, Fuazah, Hubby, Khairatul, Khoiratul, Lailatul, Meita, Mila, Navilatul, Nova, Nur Afifah, Siti Komairoh, Syarifatul, Uswatun, Vioneta, Ya Homairoh, Yanti and Zulfatul. The following data are some their perception.

Nur Aini stated:

“It is very good because when our lecturer switches language it can be more understand about material”.<sup>7</sup>

Aliyatul Mafakhiroh stated:

“According to me in learning when using the mixed language is more very understandable for me funs also other friends”.<sup>8</sup>

Jamilah stated:

“I think this is good because in my opinion not all students who learn, let alone learn English, know all the vocabulary that their teacher teaches. Therefore, the teacher must mix Indonesian and English to further improve students understanding in learning”<sup>9</sup>

Kurnia Fitri stated:

“That’s oke because for some students is more easy to understand when the teacher use switches”<sup>10</sup>

Dini Majidah stated:

“I think its okay for them switch their language in teaching learning process it make their students easy to understand what they are explaining about. Sometimes although in English class the students cannot understand every English word, because English our target language. We are still learning it”

---

<sup>7</sup> Nur Aini, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

<sup>8</sup> Aliyatul Mafakhiroh, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

<sup>9</sup> Jamilah, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

<sup>10</sup> Kurnia Fitri, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

From the some result above, it can be seen that all of students have positive perception to their lecturer exactly when teaching learning process. There was a student namely Salman that said Code-switching is a method that can helped his friends to learn English.

“I think its normal because some of my friend can understand about English, so this method will make them more easy to get the point”<sup>11</sup>.

As can be seen from the Salman’s opinion, Salman not only focus on himself but also he cares to his friends that showed in his utterance that said “its normal because some of my friend can understand about English”. So, he totally agreed if his lecturer used Code-switching in process of teaching and learning.

## **B. Discussion of Research**

In this part, the researcher discussed all of the data that had witten above. Within the data that was found by the researcher conducted the study. In describing the researcher wanted to give an understanding to the reader about the types of Code-switching used by English lecturer in English for specific purpose subject at the fifth semester of English department at IAIN Madura.

The researcher presented findings based on research focus. The researcher would like to describe the types of Code-switching used by English lecturer in English for Specific Purpose subject at the fifth semester of English

---

<sup>11</sup> Salman Alfarizi, The Students of TBI “B” Class fifth Semester, WhatsApp Interview, October 18, 2020.

department at IAIN Madura and to know the college students' perception towards the use of Code-switching by their English lecturer in English for Specific Purpose subject

1. Types of Code-switching that used by the English lecturer in English for specific purpose class at the fifth semester of English department at IAIN Madura

In the section types of code-switching the researcher found 69 data from four types of code-switching that used English lecturer during process teaching and learning. The researcher used Tom McArthur theory to group the types of Code-switching. Tom McArthur argues the types of Code-switching. Those are tag switching, inter-sentential switching, intra-sentential switching and intra-word switching<sup>12</sup>. From the observation the researcher found three types of code-switching that used by the English lecturer namely the first is tag-switching, and the second one is intra-sentential switching and the last one is inter-sentential switching.

The researcher found that the most used type by English lecturer in English for Specific Purpose is intra-sentential switching with 35 data.<sup>13</sup>. The finding is appropriate with the theory in previous chapter that shown the lecturer switches her language many times. This types mostly happen naturally on lecturer's utterances when the lecturer explaining the material

---

<sup>12</sup> McArthur, 'The Oxford Companion to the English Language (1992)', 228–29.

<sup>13</sup> McArthur, 228.

The second types used by English lecturer in English for Specific Purpose is inter-sentential switching with 17 data. She used English utterance and then she repeat again her utterance in Indonesian. It is suitable with Tom McArthur theory, inter-sentential switching happen when lecturer gives explanation to the students by using repetition the utterance by using another language or she translates her utterance to clarify what she explain about.

The last types of Code-switching used by English lecturer in English for Specific Purpose is tag switching with 17 data. the lecturer used this type to give more attention to her students. This findings is appropriate with Tom McArthur theory that the lecturer inserts a tag or phrase in her utterance.

2. The college students' perception towards the use of Code-switching by their English lecture in English for specific purpose subject at the fifth semester of English department at IAIN Madura

The second discussion is the college students' perception towards the use of Code-switching by their English lecturer. Based on the findings the researcher knew that all of students have difference perception, difference opinion or difference point of view but they are have an aim. All of students in TBI B class totally agreed when their lecturer used Code-switching because they argue when they lecturer uses full English in teaching learning process it is not helpful to them because not all of students understand when their lecturer uses full English during teaching learning process. This is

occur for some factors such as the students do not know all of the vocabulary in each lesson and English is not their first language.

From the findings above, the researcher knows that all of students in TBI B class have positive perception. As stated before in Chapter II, positive perception is a good view will produce good perception of an object that is observed.<sup>14</sup> It means that positive perception is a good feeling that people feel. People have positive perception because they get advantages from others.

From the finding and discussion of research, the researcher know that code-switching will be happen in society. Although it is helpful to the students in teaching and learnig English, so the English lecturer has enough consdideration to use Code-switching correctly and properly.

---

<sup>14</sup> Hidayat, Tanduklangi, and Badara, 'Teachers Perception Of Instructional Technology Integration Into English Language Learning', 6.

