CHAPTER IV
FINDING AND DISCUSSION

A. Research Finding

1. MOB English Course Pare

MOB is an institution of English course which is located in Jl. Cempaka 25, Tulungrejo, Pare, Kediri, East Java 64 212, Indonesia. MOB was built in 2010 by Muhammad Yazid, S. Pd. Learning in Kampung British MOB English Course Pare. MOB gives priority to students who are unfamiliar with English or students with a basic level of English. The motivation is to provide quality English language education for all people without having to burden students with an expensive cost.

By the intention of preparing generations of the nation in the face of global era that requires people to speak mainly English as International language, then it becomes Main of Basic English Course which is located at Dusun Tegalsari Tulungrejo Pare Kediri, East Java by vision and mission:

VISION:

Contribute to the development of human resources competitiveness of Indonesian society through good English skills and International standards.

MISSION:

Being English language colleges competent and Indonesia's

leading teaching system through effective and efficient with emphasis on needs and personal approach.

At the beginning, this course has only two classes, speaking and grammar. The class building was used interchangeably because it was not enough to accommodate all the students. The facilities were only simple classroom and white board. The tutors taught with explanation and sometimes used games in the learning process.

Currently, MOB opens 5 to 10 classes each month with the number of students on average 100-150 people per month. Various programs have been prepared for students who will follow MOB English Course Kampung Inggris Pare Kediri. Learners just choose the program those best suits they needs, such as: speaking, grammar, vocabulary, pronunciation and grammar in use.

a) Flash Speaking Program

It is a program designed specifically for students who want to learn to speak English intensively and structurally. Learning system will be provided in the program is English Full Conversation, where students are encouraged to learn to speak English with ease and in a fun way.

b) Grammar Program

It is a program that teaches students how to learn grammar in a simple, easy and fun. Each day, learners

will receive exercises as benchmarks understanding of the material that has been given. The program will be given intensive, because the study of English grammar needs thinking and practice more.

a) **Tutor and Learners of MOB English Course Pare**
   1) Tutor

There are more than 100 Institutions of English Course in Kampung Inggris Pare, and Founder of institutions such courses are almost all immigrants from other areas such as Bandung, Jakarta, Surabaya, Makassar, Kalimantan and other areas. Similarly, the Founder Institute courses, tutors also almost all immigrants.

There are twelve tutors in MOB course. Muhammad Yazid is the director and tutor and Muhaimin, Ubaidillah Hanif, Umi Kulsum, Isna Kholila, Manda Madusaranti, Muhammad Zamzami, Subhan Abidin, Irkham Abdurrohim, Anis Purwaningtyas, Naufal Fikri, Zainur Rosyid as the tutors.

M. Zamzami is the teacher of Speaking class tried to make the students be active in the classroom by giving some questions, answering the questions and discussions. Sometimes, the use of Indonesian can connect some difficult words to reduce misunderstanding. But he tried to minimize the use of

Indonesian language because he wanted her students to speak English. So, he didn't deny that it played important in teaching learning process.

2) Learners

Almost all the students of MOB English Course are graduation of senior high school, but there are also some teachers and students of university who study there. All of them come to learn about English and some learners have a goal to learn about the method and strategy of teaching learning. In the school holiday, MOB often receives learners from some schools that are purposeful to send their students to learn about English.

In English teaching learning process they responded, asked, answered, asked permission, asked helping to other students or tutor, and the other activities using English although sometimes they use Indonesian. From the brief information which related to the research, it can be concluded that code-switching is done in teaching English in speaking class by tutor and learners. The teacher believed that the mother tongue played an important role in teaching English in a classroom.

B. Discussion

1. Types of Code Switching

After having observed and recorded English learning and teaching process in speaking class of MOB English course Pare Kediri, the researcher found three types of code switching used by tutor and learners from the data below:

The types of code-switching analyzed here is according to the grammatical classifications. There are three types of code-switching: tag code-switching, inter sentential code-switching, and intra sentential code-switching. In this research, the researcher limited the code-switching only on English-Indonesian code-switching. The classification can be described as follows:

a) Tag code-switching

Tag code-switching, happens when a bilingual inserts short expression (tag) from different language at the end of his /her utterances.[1] From the observations, there are some utterances of this type, they are:

1) Tutor   : One tissue for one student, *Satu tisu ya!*.
2) Tutor   : You know jaw? *Rahang ya?*
3) Tutor   : Oh, you have had a tissue. *Adek ini?*
4) Learner   : And then I go to... *mmm apa itu ?*

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[1] Made Iwan Indrawan Jenda, *Sociolingiostics, The study of Societies" Language*, (Yogyakarta: Graha Ilmu, 2012), p. 75.

53

5) Tutor   : This is third meeting of our pronunciation lesson. *Pelajaran apa tadi?*

6) Tutor   : Oke, listen! C - O - U - L - D. *Bacanya adalah??*

7) Tutor   : Everybody, please stand up and line up! *bikin barisan!*

8) Tutor   : Make 2 lines! face to face! *berhadap-hadapan ya!*

9) Tutor   : One step forward! S*atu langkah ke depan!*

10) Tutor   : So, you come her after breakfast. *Seperti itu ya?*

11) Tutor   : Oke, finished? *Sampai mana?*

b) Inter Sentential Code-Switching

Inter-sentential code-switching happens when there is complete sentence in a foreign language uttered between two sentences in a base language.[2] From the observations, there are some utterances of this type found, they are:

1) T   : Good, but you have to learn more! *Lho ini kok kayak medhok jawa?…..* English Kediri sir... haha

2) L   : You have to move your mouth to the left! …. *Sariawan pak! ... hahaha …. jangan gitu dong! Ayok ikutin!*

3) T : Why?? *Duduk dulu aja!*

4) T : *Ini ada berapa ini?* ... One. ... Okay alright, thank you.

5) T : *Kata apa sebenarnya dia?* ... noun... Yes correct man!

6) L : No sir, I'm not wrong. *wong bener tadi kok hehe*

7) L : *Saya tidak salah sir.* Oh, what a day!

8) T : Okay, *lihat ya ini contohnya.* What is it?

9) L : He is a fluent speaker of English. *Kok beda ya sir, aku bacanya?*

10) T : To make it better, you should practice again and again! *Jadi, kalau pengen bene2 bisa cepat ya, jadi harus banyak praktek.*

11) T : You should practice English anywhere and anytime. *Jika ada kesulitan, tanya ya, ok? Speak up!*

12) L : This is my daily activity? *divideo jadi salting. Hehehe*

13) L : and then I have breakfast. *Biasanya itu apa miss*? ..... Usually.... yes usually I have breakfast with milk.

14) L : Then I have dinner..... With whom? .... *itu sama Tata.*

15) T : Okay, finished? Close! *Tutup dulu dong, baru duduk.*

16) T : *Pokoknya harus berpasang-pasangan!* You have to have a couple.

55

17) L   : do you get up early, *apa artinya miss?*

18) T   : *Butuh waktu sebenarnya*, we just need a time

19) T   : *Coba bayangkan ketika anda masih kecil*, when you were baby

20) T   : In listening for basic, *anggap saja anda adalah anak – anak.*

21) T   : *ketika mempelajari sebuah bahasa yang* that is new, *anggap saja anda masih baby.*

c) Intra-sentential code-switching

An intra-sentential switching is found when a word, a phrase, or a clause, of a foreign language is found within the sentence in a base language.[3] From the observations, there are some utterances of this type found, they are:

1) T   : *Ya, benar- benar.* Okay thank you Mr. Een, What is you ambition?

2) T   : *Pelayaran?* oh.. So this is your step to *pelayaran?*

3) T   : Okay, thank you very much. *Sekarang yang kedua sekarang.*

4) T   : Edo, come one wake up! *wudlu, subuh! Ayo - ayo bangun!*

5) T   : *Ayok persiapan!* Prepare for class!

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[3] Made Iwan Indrawan Jenda, *Sociolingiostics, The study of Societies" Language*, (Yogyakarta: Graha Ilmu, 2012), p. 76

6) L   : I take a bath. *habis itu, ...* After that.... Yes after that I go to course.

7) L   : In the afternoon, I have *makan siang, apa miss? ...* Lunch. Yes I have lunch.

8) L   : *Habis itu*, I have class again until 3 pm.

9) L   : When do you get up *dan pergi ke kursusan?*

10) T : At least, *anda akan tahu*

From the result above the researcher knows that the types of code switching which is used according to the grammatical classifications in teaching English, the dominant type of code-switching is inter-sentential code switching which is occurred 21 times.

2. Functions of Code Switching

After having interviewed and observed the learning process between tutors and learners of MOB English course Kediri, the researcher wants to discuss the research finding which found. Besides getting data from interviewee, the researcher also got data from the observation. Some interviewed learners and tutors informed that from fifteen reasons the researcher asked, there are some reasons usually used by almost learners and tutors, but there are some reasons do not used at all.[4]

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[4] Interview from 6th -17th October 2016.

As the researcher explained before, from fifteen reasons based on Hannah Yletyinen opinion, there are some reasons dominate and there are some reasons do not. All kinds of reasons are found in this research will be analysed one by one.

a) **Explanation**

   Explanation occurs when (usually) the teacher wants or sees a need to repeat what has been previously said in another language in order to help students understand her.[5] From the observation, there are 11 utterances of this function that found. It is in the samples as follows:

1) T   : One student, one tissue. *Jangan lebih - lebih! Satu tisu ya*! One tissue for one student.

2) T   : edo, come one wake up! *wudlu, subuh! Ayo - ayo bangun!*

3) T   : *Ayok persiapan*! Prepare for class!

4) T   : To make it better, you should practice again and again! *Jadi, kalau pengen bener-bener bisa cepat ya, jadi harus banyak praktek.*

5) T   : You should practice English anywhere and anytime. *Jika ada kesulitan, tanya ya*, ok? Speak up!

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[5] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.53

6) T : Everybody, please stand up and line up! *bikin barisan!*

7) T : make 2 lines! Face to face! *berhadap-hadapan ya!*

8) T : *Pokoknya harus berpasang-pasangan!* You have to have a couple.

9) T : One step forward! *satu langkah ke depan!*

10) T : We just need a time, *butuh waktu sebenarnya.*

11) T : *Coba bayangkan ketika anda masih kecil*, when you were baby

From the result above, it can be concluded that the tutor repeated what he said by Indonesian language to explain for making learners understand. From the result of interviewing tutor, tutor often switchs the code to make students understand more.

b) **Requesting Help**

When pupils are faced with a problem or question during the lesson, they usually resort to codeswitching to find an answer to their problems.[6] From the observation, there are 4 utterances of this function that found. It is in the results as follows:

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[6] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.58

1) L   : and then I have breakfast. *Biasanya itu apa miss?* ..... Usually.... yes usually I have breakfast with milk.

2) L   : In the afternoon, I have *makan siang, apa miss?* ... Lunch.... Yes I have lunch.

3) L   : And then I go to. *apa itu miss* ... dormitory.

4) L   : do you get up early, *apa artinya miss?*

From the result above, it can be concluded that the learners switched the code for asking to the tutor about the English of the words which they do not know. While from interviewing learners, they said that learners often ask the English of the words that they do not know yet.

c) **Helping Each Other**

It occurs when the teacher asks students something in English but student cannot understand and the other student helps by translating the teacher's question.[7] In this function, the researcher did not find the learners use it. But from interviewing them, they said that they seldom switch based on this function.

d) **Self-Correction**

The pupils employ self-correction in their utterance by beginning it in English but inserting one word or a

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[7] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.61

couple of words in Finnish in the middle of the utterance. When self-correction occurs, a pupil is usually producing an answer to the teacher's question and when (s)he realises that a mistake has occurred in the answer (s)he corrects it by inserting a Finnish word and then continuing the answer, but now with a more correct answer.[8] In this function, the researcher only found one utterance about self-correction by learner.

1) L   : I take a bath. *habis itu*, after that, yes after that I go to course.

From the result above, it can be concluded that the learner switched for correcting her utterance after she knew the English of the word. Then from interview result, learners said that they seldom switch based on this function.

e) Moving from One Activity (topic) to Another

The function of moving from one activity to another is employed by the teacher to mark a shift in the lesson.[9] Here was found 1 utterance according to this function:

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[8] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.63

[9] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.66

1) T   : Okay, thank you very much. *Sekarang yang kedua sekarang.*

From the result above, it can be concluded that tutor use code-switching for moving the topic. Then from interviewing tutor, he said that the tutor seldom switchs based on this function.

f) Clearing Miss Understandings

When there is a need to clear a misunderstanding it is usually the case that the teacher has misunderstood something and the pupil corrects her by using the embedded language.[10] Here was found 1 utterance according to this function:

1) T   : So, you come here after breakfast. *Seperti itu ya?*

From the observation result, the tutor switched the words for clearing misunderstanding. Then from interview result, both tutor and learners seldom use code-switching based on this function.

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[10] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.70

g) Not Knowing the English Counterpart

There are instances when a student or a teacher inserts an Indonesian word into an otherwise English utterance.[11] Here was found 7 utterances of this function:

1) T   : *Pelayaran?* Oh.. So this is your step to *pelayaran?*

2) L   : No sir, I'm not wrong. *wong bener tadi kok hehe*

3) L   : *Saya tidak salah sir.* Oh, what a day!

4) L   : He is a fluent speaker of English. *Kok beda ya sir, aku bacanya?*

5) L   : When do you get up *dan pergi ke kursusan*?

6) T   : In listening for basic, *anggap saja anda adalah anak – anak.*

7) T   : *ketika mempelajari sebuah bahasa yang* that is new, *anggap saja anda masih baby.*

From observation and interview result, This code-switching is triggered the fact that the English counterpart was unknown at that moment. Then from interview result, they often switch the code based on this function.

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[11] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.72

h) Checking for Understanding

This function occurs when the word or expression is translated into Indonesian, or when the teacher asks about the new vocabulary in Indonesian.[12] In this research, the researcher found 5 utterances they are:

1) T : Okay, This is third meeting of our pronounciation lesson. *Pelajaran apa tadi?*

2) T : We have to practice our mouth, our tongue, our jaw. You know jaw? *Rahang ya?*

3) T : *Ini ada berapa ini?* ... One. ... Okay alright, thank you.

4) T : Oke, listen! C - O - U - L - D. *Bacanya adalah??*

5) T : *Kata apa sebenarnya dia?* ... Noun... Yes correct man!

In that situation the teacher should make sure that all students had known all the words. When there were new words or expressions, the teacher asked the students what he meant in Indonesian. Then from interviewing result, tutor often uses code-switching based on this function.

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[12] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.75

i) Unofficial Interaction

According to Canagarajah, interactions that are not demanded by the lesson are called unofficial interactions.[13] In this function, there are three utterances.

1) T : Good, but you have to learn more! *Lho ini kok kayak medhok jawa?.....* English Kediri sir... haha

2) L : You have to move your mouth to the left! .... *Sariawan pak!* ... hahaha

3) L : This is my daily activity. *divideo jadi salting.* hehehe

In this function, tutor and learners used Indonesian language in unofficial condition. Then from interview result, tutor and learners said that they seldom use code-switching based on this function.

j) Pupil's Comment

The function of pupils' comments differs from the function of unofficial interactions in that the comments made by pupils are linked with the situation at hand. In the present data the pupils mainly comment on the exercises or activities, or events relating to the

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[13] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.80

exercise.[14] In this function, the researcher did not find the utterance which is used by tutor or learners. Then from the interview result, learners never use code-switching based on this function.

k) **Pupil's Initiation**

In students' initiation function, student's code-switching from Indonesian to English is followed by the teacher's switch to English as well. When he enters the classroom he apologizes in English for being late, a manner they have probably been taught earlier. He of course does not know what language the teacher has spoken before he came. Here the teacher, however, starts a conversation in English.[15] From observation and interview result, students didn't switch the code based on this function at all.

l) **Teacher Admonition**

This function is as one of the functions that is used when the teacher is disappointed with the students.

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[14] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.83

[15] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.87

Then, he uses the mother tongue to express this anger or frustration.[16]

1) T   : Why?? *Duduk dulu aja*!

2) T   : Okay, *lihat ya ini contohnya*! What is it?

3) T   : Okay, finished? Close! tutup dulu dong, baru duduk!

In this function, tutor was using Indonesian language in admonition. Then from interview result, tutor and learners said that they seldom use code-switching based on this function.

m) **Grammar Translation**

Grammar translation means that there are a clause is uttered both in Indonesian and English for the purpose of studying grammar.[17] From observation and interview result, students didn't switch the code based on this function at all because they are in speaking class. They said that they use code-switching based on this function when they are in grammar class.

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[16] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.89

[17] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.91

n) Grammar Explanation

Grammar explanation differs from grammar translation in that during teaching grammar in Indonesian, the teacher uses English words which she does not translate. In this case, the teacher explains the material uses Indonesian language. English is used because the teacher is teaching English grammar; thus the examples are in English. In the other words, teacher might explain using Indonesian, but the example should be in English.[18]

From observation and interview result, students didn't switch the code based on this function at all because they are in speaking class. They said that they use code-switching based on this function when they are in grammar class.

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.[19]

These English words are spoken almost accidentally, since they are not required. In this research, there were

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[18] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.94

[19] Hana Yletyinen, *The Function of Codeswitching in EFL Classroom Discourse* (Finlandia : University of Jyvaskyla, 2004) p.95

6 utterances of lapses function. It would be described by the samples as follows:

1) T : *Adek ini?* Oh, you have had a tissue.
2) T : *Ya, benar- benar.* Okay thank you Mr. Een, What is you ambition?
3) L : *Habis itu*, I have class again until 3 pm.
4) L : Then I have dinner..... with whom? .... *itu sama Tata.*
5) T : Oke, finished? *Sampai mana?*
6) T : At least, *anda akan tahu*

From the result above, it can be concluded that the tutor and learners switched the code for lapses. While from interviewing tutor and learners, they said that they often use code-switching based on this function.

In the functions of code switching which are used in the teaching learning process, the dominant function of code switching is explanation which occurred 11 times. It means the code switching which occured in the speaking class of MOB English course is a technique to solve classroom problems.