

**AN ANALYSIS OF CODE-SWITCHING IN *BULAN TERBELAH  
DI LANGIT AMERIKA* NOVEL AND ITS IMPLICATIONS TO  
ENGLISH LANGUAGE TEACHERS' INSTRUCTION IN  
BILINGUAL CLASS**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Degree of Education Bachelor  
in English Education



**By**

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**2019**



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is definitely my own work. I am completely responsible for the content of this thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

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*Assalamu'alaikum Wr. Wb.*

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Title : **An Analysis of Code-switching in *Bulan Terbelah di Langit Amerika* Novel and Its Implications to English Language Teachers' Instruction in Bilingual Class**

Name : Aisatul Maghfiroh Birrul Walidain

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Department : English Language Education

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## ABSTRACT

**Title** : **An Analysis of Code-switching in *Bulan Terbelah di Langit Amerika* novel and Its Implications to English Language Teachers' Instruction**

**Name** : **Aisatul Maghfiroh Birrul Walidain**

**Student Number** : **1403046096**

Code-switching is a strategy in switching one code to another code used by bilingual or multilingual to get clear point of varieties of language. This phenomenon is commonly found either in spoken or written utterances. Written code-switching can be found in a novel. One of the novels containing code-switching is *Bulan Terbelah di Langit Amerika* novel. In the novel, some of the characters switch one language to another language based on social context. Thus, the researcher thought that code-switching utterances in the novel are interesting to be analyzed. The problems of the research are (1) what types of code-switching that occur in *Bulan Terbelah di Langit Amerika* novel, (2) what are the functions of code-switching that occur in *Bulan Terbelah di Langit Amerika* novel, and (3) what are the implications of the analysis to English language teachers' instruction. This study was aimed at describing code-switching types uttered by the characters, figuring out their each function and explaining the implications of the analysis to English language teachers' instruction. This research was classified as descriptive qualitative research. The researcher used documentation in collecting data. The research findings show that there are three types of code-switching in the novel based on Poplack's theory. They are tag switching, inter-sentential switching, and intra-sentential switching. Furthermore, the researcher found six functions of code switching in the novel, i.e. quotation, address specification, interjection, reiteration, message qualification, and personalization. Meanwhile, the implication of the analysis to English language teachers' instruction is that teachers are easier to convey understandable instruction to the students in a bilingual class. Besides, the students can receive their teachers' intentions well. By switching one code to another code, it may decrease misunderstanding between teachers and students.

**Keywords:** Code-Switching, novel, bilingual class, instruction.



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## MOTTO

خَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

*"The best of human beings is the most beneficial to others."*

(Hadith narrated by ath-Thabrani)



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## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas, and negotiating with the others.<sup>1</sup> People use language as a code to convey their idea so that the goal of communication to get messages clearly is achieved. To anticipate misunderstanding during communication, people must consider the circumstance of interaction such as situational and cultural.

In the Quran, there are many verses which command people to conduct good and clear communication. One of them is QS. An Nisa verse 63.

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا

*“These are they, the secrets of hearts Allah knows well. So turn away from them an effective word concerning their own selves.”<sup>2</sup>*

That verse above tells that the language used by people in communication must be clear and to the point. It can be seen to the

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<sup>1</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), P.1.

<sup>2</sup> Maulawi Sher Ali, *The Holy Qur'an*, (UK: Islam International Publication LTD, 2004), P.93.

last word قَوْلًا بَلِيغًا in which shows that conveying clear utterance to other people with proper language based on the context is important, either in spoken or in written expression.

Along with the rapid development of globalization, interaction among people from all over the world is automatically increases. The speakers should not use their native languages in conducting communication, but the other language. They may change or borrow their language to other languages because interlocutors do not understand with the utterance. As a consequence, mastering more than one language is a requirement for them in order to obtain the goal of communication.

In education field, bilingual class use varieties in teaching learning activity by changing one language to the other language, either in a single utterance or in sentence. The purpose of teachers borrowing the form of a word from another language is to resolve difficulties when they are applying instruction in teaching learning process. Students who are not familiar with teachers' instruction may misunderstand of the material delivered by teachers.<sup>3</sup> As a result, the teachers use code-switching as a conversational strategy to decrease the problem in communication during teaching learning process, especially in instruction.

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<sup>3</sup> Lulut Widyaningrum, *Instructional English: English for the Practical Day-to-Day Classes Management*, (Semarang: Karya Abadu Jaya, 2015), P.3.

Code-switching is one of varieties of language that all of people in the world apply it. Indonesia with heterogeneous people who have many kinds of ethnics, cultures and languages can be sure that they use code-switching as an alternative way to make interlocutors understand with what they speak. As an example, the first language of Indonesian people is Indonesian language, while English is the second language that must be learned by them either in daily conversation or in the class. Of course, they often use code-switching to select both two languages in one and the same speech act in conveying their thought. Thus, there is a sense that a person is capable in using two languages in one conversation.

McArthur said that code-switching occurs to some extent in speech of all bilingual.<sup>4</sup> It is used by people because of language outside of the situational language features, those are speaker, hearer, the change of situation because of third person and the change of topic conversation.<sup>5</sup> It means that switching languages between interlocutors is common within many forms.

The implementation of code-switching is not only in spoken but also in written form. A conversation in daily life is one of example of spoken code switching. Meanwhile, written code-

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<sup>4</sup> R. Bunga Febriani, "The Role of Language Shift in English Language Teaching", *Jurnal Vision*, (Vol. 6, No.1, 2017), P. 62.

<sup>5</sup> Wenny Yuliani, "An Analysis of Code Switching in the Novel *9 Summers 10 Autumns*", *A Journal Research*, (English Department, Faculty of Humanities: Andalas University), P. 2.



switching can be found in literary work, such as a novel. When a novel tells about another country, the author may change its language of dialogue based on the target language due to the different place and context. Hence, the readers do not only understand the message containing in the novel but also know the utterances of code-switching used by the characters in dialogues.

One of novels that is containing utterances of code switching is *Bulan Terbelah di Langit Amerika* novel. The authors of this best seller novel serve rich of words, phrases, clauses and sentences in Indonesian-English code-switching of the dialogues based on interlocutor and social context. They present dialogues in direct quotations as if commonly used by bilingual people in real life. It is important for teachers and students who want to learn more about code-switching in spoken text form. Nevertheless, the teachers can apply code switching in direct expression during teaching learning process in order to help the students accepting and comprehending what teachers instruct. Thus, the researcher interested in analyzing this novel since it has some utterances of code-switching used by the characters.

Based on the explanation above, the present study attempts to analyze more about the types and the functions of code-switching contained in *Bulan Terbelah di Langit Amerika* novel. The researcher only focuses on the dialog of the novel since it has code-switching utterances and implications for English teachers of bilingual class to

instruct their students by conducting a research entitled “**An Analysis of Code-switching in *Bulan Terbelah di Langit Amerika* Novel and Its Implications to English Language Teachers’ Instruction in Bilingual Class**”.

## **B. Research Questions**

The problems of this research are:

1. What are the types of code-switching that occur in *Bulan Terbelah di Langit Amerika* novel?
2. What are the functions of code-switching that occur in *Bulan Terbelah di Langit Amerika* novel?
3. What are the implications of the analysis to English language teachers’ instruction in bilingual class?”

## **C. Objectives of the Study**

The objectives of the study are:

1. To describe the types of code-switching that occur in *Bulan Terbelah di Langit Amerika* novel.
2. To figure out the functions of code-switching appearing in *Bulan Terbelah di Langit Amerika* novel.
3. To explain the implications of the analysis to English language teachers’ instruction in bilingual class.

#### **D. Pedagogical Significances**

The result of this study is expected to give two kinds of benefits as follow:

1. Theoratically

The result of the study can be used as additional knowledge in improving the ability of code-switching. It will influence students to study sociolinguistics, especially about code-switching. Besides, this study gives additional knowledge that code-switching can be found in a novel or another media and in bilingual class.

2. Practically

The writer wishes that this study gives benefits for:

- a. Student

Hopefully, this study can be an additional reference and information for students in applying code-switching either in writing or speaking.

- b. Teachers

The result of this research is expected to improve English language teachers' competence in using code-switching during the lesson as a tool in teaching learning process. For this purpose, the students will not misunderstand with the utterances instructed by teachers.

c. The Future Researcher

The writer hopes this research will be beneficial for future researchers as their guiding in conducting research about code-switching in other languages and other field cases.

## E. Previous Studies

There are many previous researches that relevant to the present study:

1. Undergraduate thesis entitled “*English-Indonesian Code-switching Used in Pondok Pesantren Darul Falah Besongo Semarang*” by Umu Habibah, Islamic Education and Teacher Teaching Faculty, Walisongo State Islamic University, Semarang. This study aims to uncover code-switching of student’s daily conversation in an Islamic boarding house. It needed to be recorded to get the utterances of the students. In her study, she used Hoffman’s opinion in analyzing the types and the reasons of code-switching. The writer found six of ten reasons are usually used by the students. Meanwhile, all of the three types of code-switching were used by students. In collecting the data, the writer used observation and interview technique because the subject of the research is students of *Pondok Pesantren Darul*

*Falah Be-Songo*.<sup>6</sup> Those techniques are suitable for gathering the data since the subject of the research was human. Although the researcher only found six reasons, she showed that the use of code-switching is very beneficial for students of the Islamic Boarding School to help their communication in English language. The next researchers may add a number of bilingual students of Islamic boarding school as participants that may fulfill all of the reasons in using code-switching based on Hoffmann's theory. Furthermore, readers will be rich of factual utterances of code-switching which occurs in daily communication.

This previous research is different from the present study. This study used interview and observation as method of data collection. While the present study uses document as method of collecting data. Besides, the object of the previous study is daily conversation in an Islamic boarding school and the object of my study is spoken dialogue in the novel. The similarity of the research above and this research is to analyze code-switching in utterances of the characters. Additionally, both of the researches are using descriptive qualitative as research method.

2. Thesis of Fransiska Badrarini Prabaningtyas, *Study of Code-switching in the Sequel of 99 Cahaya di Langit Eropa Movies*,

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<sup>6</sup>Umu Habibah, "English-Indonesian Code Switching Used in *Pondok Pesantren Darul Falah Be-Songo Semarang*", *Thesis*, (Semarang: Walisongo State Islamic University, 2015).

Sanata Dharma University Yogyakarta, 2016. This research focused on the code-switching case in two Indonesian movies entitled *99 Cahaya di Langit Eropa* and *99 Cahaya di Langit Eropa 2*. The researcher analyzed the types and the reasons of code-switching in the movies because movie is the implementation of human life which uses code-switching in their daily communication. The finding showed that there were 116 code-switching cases in the sequel of the movies. The most frequent code-switching types in the sequel are situational and conversational-word code-switching. The most frequent reasons in both movies were habitual expressions.<sup>7</sup> To support the data analysis, the writer combined theory of McCormick and Holmes's in her research. This way can help the readers in getting additional information that they did not know before. Besides, the writer integrated the two approaches: qualitative and quantitative approach due to want to total how many code-switching uttered by the characters of two movies. Consequently, she presented the result of the research not only in word, but also in numbering.

Meanwhile, there are many similarities and differences in the previous research. The similarity to the research above is clear up to analyze code-switching. Both of the researches are

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<sup>7</sup>Fransiska Badrarini Prabaningtyas, "Study of Code Switching in the Sequel of *99 Cahaya di Langit Eropa* Movies", *Thesis*, (Yogyakarta: Sanata Dharma University, 2016).

using document or content analysis in gathering data. The difference of the research above with my research is in approach of the research. The study above used qualitative and quantitative approach and in my study only uses qualitative approach. The other difference is the object of this present study is code-switching in the written dialogue of a novel, while the object of the previous study was code-switching of spoken dialogue in a movie.

3. Another previous study related to code-switching was done by Inganatun Nafi'ah from State Islamic College (STAIN) Tulungagung, in July 2013. The study entitled *An Analysis of Code-switching in the Novel Miss Pesimis by Alia Zalea* intends to find out the types and the reasons of code-switching used by characters in the dialogues in the Miss Pesimis novel. She used qualitative approach in conducting the study and used table to assist her in analyzing the data. From the analysis, the writer assumed five types of code-switching and seven reasons of language switching are found in the dialogue of the novel.<sup>8</sup> The synopsis of the novel she presented supported her study in analyzing the dialogues. But, this previous research will be better if the writer mentions specific effect in her title of applying code-switching in educational field or in daily communication.

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<sup>8</sup>Inganatun Nafi'ah, "An Analysis of Code Switching in the Novel Miss Pesimis by Alia Zalea", *Thesis*, (Tulungagung: State Islamic College (STAIN), 2013).

These previous and present studies have difference and similarity. The difference is the study above only represents the types and the reasons of code-switching in the novel. In present study is having addition about the implication of the analysis to English language teachers' instruction in bilingual class. Then, the similarity between the previous thesis and my thesis is in choosing the dialogue which contains of code-switching in a novel as object of the research. Both of them use same data collection method that is documentation.

## **F. Research Method**

Methodology of the research is divided into several sub chapters:

### **1. Type of Research**

The type of this research is library research which is the researcher collects and analyzes the data from sources in library, such as books, journals, thesis, etc. Considering to the data and the aims, this research is included to qualitative research. In conducting this study, the researcher uses descriptive qualitative approach since the data are analyzed using sentence. The writer describes and analyzes each code-switching dialogue in narrative based on social phenomenon in the novel.

### **2. Data and Source of Data**

The researcher considers the dialogues of characters which is containing code-switching in novel *Bulan Terbelah di Langit Amerika* as research data, either in word, phrase, clause,



or sentence form. Meanwhile, source of data in this research is *Bulan terbelah di Langit Amerika* novel. Besides, secondary source of data are books, thesis, journals, articles, internet resource, etc. The reason of the researcher choosing the novel as source of data is since the authors usually write the novels in more than one language.

### **3. Focus of Research**

In conducting this research, the writer did not take all of the content in *Bulan Terbelah di Langit Amerika* novel to be analyzed. The researcher only focused on the dialogues which are containing code-switching uttered by all of the characters. Furthermore, she only used 3 types of code-switching based on methaphorical classification such Poplack's theory to classify the types of code-switching. Then, she chooses Gumperz's opinion to figure out the functions on code-switching in the novel. In the end of the chapter, the writer shows the implications of the analysis to English teachers' instruction in bilingual class.

### **4. Methods of Collecting Data**

The most common data collection methods used in qualitative research is observation, interviewing, and documentation. Because the researcher collected data through a novel which represent story in many languages based on the context, she considered documentation as a method of collecting data. Besides, the writer used some books such as references,

thesis, and lecturers' research that are related to the study. The procedure of collecting data as follows:

- a. Choosing an appropriate novel which contains code-switching dialogues. In this present study, she chooses *Bulan Terbelah di Langit Amerika* novel written by Hanum Salsabiela Rais and Rangga Almahendra. In the novel, there are many utterances of code-switching either in word, phrase, clause, or sentence.
- b. Reading the novel until the end. In the same time, the reader is selecting the code-switching utterances. In this step, she uses a pen as supporting instrument to give sign the selected dialogues.
- c. Documenting by taking notes of the result by rewriting the data from the novel into a note taking checklist column.
- d. Classifying the utterances based on the types and functions of code-switching by giving checklist in the note taking checklist.

## **5. Instrument of Research**

In this qualitative study, human is the key instrument for planning, conducting, gathering and analyzing of data. It means that the primary instrument is the researcher herself. Besides, the writer used a note taking checklist to assist the data gathering in determining the types and the functions of code-switching utterances in the novel.

The followings are note taking checklists for types and functions of code-switching, following with abbreviations.

- a. A note taking checklist for code-switching types

No	Utterances	Page	Type		
			T	IE	IA

Note:

T : Tag Switching

IE : Inter-Sentential Switching

IA : Intra-Sentential Switching

- b. A note taking checklist for code-switching functions

No	Utterances	Page	Function					
			Q	AS	I	R	MQ	P

Note:

Q : Quotation

AS : Address Specification

I : Interjection

R : Reiteration

MQ : Message Qualification

P : Personalization

## 6. Methods of Analyzing Data

In analyzing this study, the researcher used content analysis as a method of data analysis because she analyzed written utterances of the novel. The writer analyzed the data according to Creswell's theory as cited by Donald Ary: familiarizing and organizing, coding, and interpreting and representing.<sup>9</sup> These are clear explanation about process of data analysis:

### a. Familiarizing and Organizing

The researcher should become familiar with the data by reading code-switching utterances that found in the novel. She must be immersed in the data. In this step, the writer must read repeatedly the selected data to understand the content, context, and situation when the characters in the novel do the dialogues. Then, she organizes them by classifying the selected data by encoding those, clause or sentence into the types and the functions of code-switching.

### b. Coding

Coding is the process of segmenting and labeling text with codes to form descriptions and broad theme in the

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<sup>9</sup> Donald Ary, et all., *Introduction to Research in Education*, (USA: Wadsworth, 2010), P. 481.

data.<sup>10</sup> After classifying the data, the researcher gives codes based on its category in order to recognize the differences and similarities of the data. After coding the data, the utterances that have same code are placed in the same category.

c. Interpreting and Representing

Lastly, the researcher interprets the data by providing examples of the types and the functions of code-switching utterances used by the characters in the novel. Then, she represents the data by reporting them through detail description. The written data presented by utterances was found in *Bulan Terbelah di Langit Amerika* novel is delivered by words as research finding. After that, the writer gives a conclusion based on the result of the analysis. Furthermore, she draws the implications of the analysis to English language teachers' instruction in bilingual class that usually use code-switching during teaching learning process.

## 7. Validity

In this study, the researcher employed data validation to check the accuracy of research finding. It is implemented in the form of triangulation. Triangulation is defined as checking data

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<sup>10</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson, 2012), P. 243.

from various sources, methods and times.<sup>11</sup> The triangulation used in this study is source triangulation. The researcher got the data from different sources with the same method. In this study, the researcher considered the experts on code switching, i.e. Sociolinguistics lecturer and advisor to check the data validity.

## **G. Organizations of the Research**

Organizations of the research are as follows:

The first chapter is introduction. The researcher presents background of the study, research questions, objectives of the study, pedagogical significances, previous studies, research methods and organization of the research.

The second chapter is review of related literature. The writer explains bilingualism, code code-switching, types of code switching, functions of code switching, instructional language in teaching learning process, and switching as instructional english language

The third chapter is overview of *Bulan Terbelah di Langit Amerika* novel. It consists of description of the novel, biography of the novel and synopsis of the novel.

The fourth chapter is research finding and discussion. In this chapter, the researcher presents analysis of utterances of code-switching in *Bulan Terbelah di Langit Amerika* novel based on the types and the functions. Furthermore, she shows the implications of

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<sup>11</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2009), P. 372.

the analysis to English language teachers' instruction in bilingual class.

The fifth chapter is closing. This last chapter consists of conclusion and suggestion. In the end of the thesis, the writer attaches references and appendices.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Bilingualism**

Bilingualism or even multilingualism is a normal requirement for daily communication and not a sign of any particular achievement.<sup>12</sup> According to Karahan, bilingualism is competence in more than one language that can be thought at either an individual or social context. Baldauf Jr and Kaplan state that bilingualism represents the achievement of a single person immersed simultaneously in two or more language communities. The competence of using the alternative language could be acquired in formal context, such as education (at class) or in social context.<sup>13</sup> According to the definitions above, it can be concluded that bilingualism is an ability of using two different languages during conversation with interlocutors based on the social context by turning languages.

Weinreich proposes that there are three types of bilingualism. They are compound, coordinate, and sub-coordinate.

1. Compound bilingualism. It stands for an individual who learns two languages in the same context and situation in order to get one common meaning and representation in the brain.

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<sup>12</sup>Hoffmann Charlotte, *Introduction to Bilingualism*, (New York: Routledge, 1991), P.3.

<sup>13</sup> Didik Santoso and Pirman Ginting, *Bilingual Education Program*, (Jakarta: Prenada Mediagroup, 2015), P.18.



2. Coordinate bilingualism. It is an independency between two languages. An individual learns two languages in different contexts to obtain each word that has own specific meaning.
3. Sub-coordinate. In this case, one language is stronger and faster than the other one, which results in establishing one meaning, the one of the languages which has been acquired first. Whenever the weaker language is used, the representation recalled will be that of the stronger languages.<sup>14</sup>

In education field, bilingual has become a prestige for a number of educational institutions in Indonesia. There are many schools that use a bilingual system in teaching and learning activities. Department of National Education has launched a bilingual program in which several subjects such as Math, Chemistry, Biology, and Physics are taught in English. This program is intended to accelerate the students in studying English as a foreign language in facing the development of science and technology in the global era.<sup>15</sup> Hence, a school which has applied bilingual education must be able to prepare teachers who have competence in mastering English well as a target language in Indonesia during teaching learning process due to English is a medium of instruction.

According to Salkind, bilingual program in education is described as instruction that uses two languages as media of

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<sup>14</sup> Katja F. Cantone, *Code-switching in Bilingual Children*, (Netherland: Springer, 2007), P.5.

<sup>15</sup> Didik Santoso, *Bilingual Education Program*,..... P .3.

instruction in teaching and learning process. The two languages are source language and target language. The source language is a language that is usually used by the learners, while the target language is a language that is to be learned by learners. As a media of teaching and learning process, teachers have to convey and deliver knowledge at least two languages to instruct the students.<sup>16</sup> As a consequence of society with heterogeneous languages and dialects, people as bilinguals have applied to turn or switch or mix their language along conversation to reach the goal of communication. Naturally, this phenomenon does not only occur in society but also in education field.

## **B. Code-Switching**

Every people need a code to convey their intention in a communication. Sometimes, speakers use communicative codes as their effort to communicate with other language users. Listeners use their own codes to make sense of the communicative codes of they interact with. Both of speakers and listeners may switch or mix their codes in order to signal a change in conversation. Those phenomena can be called by code-switching and code mixing. It can be occurred during a conversation, either from word to word, phrase to phrase, or sentence to sentence. They can decide to switch or mix from one code to another code whenever and wherever they choose to speak depend on the speakers' social environment.

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<sup>16</sup> Didik Santoso, *Bilingual Education Program*,..... P. 5.

Several scholars have attended to define code-switching. For instance, Pietro defines code-switching as the use of more than one language by communicants in the execution of a speech act.<sup>17</sup> Code-switching does not only occur between languages, but also occurs between a varieties or styles contained in one language. As Hymes said that code-switching has become a common term for alternate use of two or more language, or varieties of language, or even speech style.<sup>18</sup>

Furthermore, Maisel states that code-switching is an ability to select the language according to the interlocutor, the situational context, the topic of conversation, and to change language within an interactional sequence in accordance with sociolinguistic rules and constrained by grammatical rule.<sup>19</sup> In other opinion, Gal says that code-switching is a conversational strategy used to establish, to cross or destroy group boundaries; to create, to change interpersonal relations with their rights and obligations.<sup>20</sup>

Very often, the expression of code-switching is used synonymously with code mixing since both of them involves two languages or more. Code-switching refers to a transition from one code to another because of changes in situations that may occur

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<sup>17</sup> Made Iwan Indrawan Jendra, *Sociolinguistics; The Study of Societies' Languages*, (Yogyakarta: Graha Ilmu, 2012), P.74.

<sup>18</sup> Made Iwan, *Sociolinguistic....*, P. 74

<sup>19</sup> Cantone, *Code-switching in Bilingual Children....*, P. 57.

<sup>20</sup> Ronald Wardhaugh, *An Introduction to Sociolinguistics: Fifth Edition*, (United Kingdom: Blackwell Publishing, 2006), P.101.

between languages, varieties or speech styles.<sup>21</sup> Meanwhile, code mixing is the use of two or more languages by entering one language elements into one language into another, where the elements of language or variations that insert in other languages no longer have their own.<sup>22</sup>

An Indonesian bilingual switches utterance from Indonesian to English, e.g. *Jangan lupa ya, **it's really hot and absolutely gorgeous.** Kamu pasti puas.*

An Indonesian bilingual mixes utterance from Indonesian to English, eg. *Kalian nanti **check in** lagi di Boston.*

From the explanations above, it can be said that code-switching is an ability to exchange one language to another language as an approach or strategy in achieving understandable utterances in a conversation due to a number of reasons based on the situational context.

There are many causes of using code-switching. According to Fishman, factors that influence speaker in using with code-switching such as speaker, listener, changes in situation with the presence of a third person, changes from formal to informal and changes in topic. Different from Fishman, Kachru has other reasons why people switch two or more languages in a conversation. It is indicated by some characteristics as follows:

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<sup>21</sup>Fathur Rokhman, *Sosiolinguistik: Suatu Pendekatan Pembelajaran Bahasa dalam Masyarakat Multikultural*.(Yogyakarta: Graha Ilmu, 2013), P.38.

<sup>22</sup> Fathur Rokhman, *Sosiolinguistik.....*, P.39.

1. Code-switching for each language still supports its own functions exclusively depends on the context.
2. Code-switching occurs when the speaker feels that the situation is relevant to the transition of the code.

### C. Types of Code-Switching

Code-switching can occur between speakers' turns or within a single speaker's turn. Based on Poplack's theory, types of code-switching are divided into three. They are tag switching, inter-sentential switching, and intra-sentential switching.

#### 1. Tag Switching

Tag switching is inserting a tag short phrase in one language into utterance that is otherwise entirely in another language. Tags include interjections, fillers, and idiomatic expression.

Example: *"It's okay, no problem, **ya nggak?**"*

#### 2. Inter-Sentential Switching

This type involves switching at sentential boundaries where one clause or sentence is in one language and the next clause or sentence is in the other. It happens when there is a complete sentence in a foreign language uttered between two sentences in a base language.

Example: *"Ini lagu lama, tahun 60an. **It's oldies but goodies, they say.** Tapi masih enak kok didengerin."*

### 3. Intra-Sentential Switching

This last type of code-switching is found when a word, a phrase, or a clause of a foreign language within the sentence in a base language.<sup>23</sup>

Example: Bulan depan koran ini akan muncul dalam format *full service newspaper*.

## D. Functions of Code-Switching

Gumperz claims that each individual can choose a speech style according to discourse strategy. He categorizes conversational code-switching into six main function, they are quotation, addressee specification, interjection, reiteration, message qualification, and personalization.<sup>24</sup> The followings are explanation of the function:

### 1. Quotation

A quotation served as a proof that what people were saying were facts and the addressees had to believe them. Simply, people do code-switching to state a slogan or a maxim either from themselves or others directly or indirectly.<sup>25</sup>

For example:

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<sup>23</sup> Niemma Hamad Al Heeti and Ammar A. Al Abdely, "Types and Functions of Code-Switching in the English Language Used by Iraqi Doctors in Formal Setting", *International Journal of Advanced Research and Review*, (Vol. 1, No.8, 2018), P.11-12.

<sup>24</sup> Cantone, *Code-switching in Bilingual Children*, P. 59.

<sup>25</sup> Umu Habibah, "English-Indonesian Code Switching....", P. 34.

- a) *Ku kan sudah bilang ke kamu Yeni.* “Yen, you tell Silvi that if she brings the letter to the house, I’ll play her there”.

## 2. Address Specification

Addressee specification recognizes not only the interacting members of the speech events but it also recognizes that their language behavior more than merely a matter of individual preference or facility, but also a matter of role relation.<sup>26</sup>

Example: “*Ladies and gentlemen*, mohon maafkan kami.”

## 3. Interjection

Interjection or sentence filler is words or expressions, which are inserted into a sentence to convey surprise, strong emotion, or to gain attention. It is a short exclamation such as: Hey!, Well!, Look!, shit!, etc.<sup>27</sup>

For example:

- b) “*Shit!* Aku ketinggalan ujian.”

## 4. Reiteration

Reiteration is a synonym of repetition. The function of this switching is to repeat the message from one language to another language, either literally or in somewhat modified form.<sup>28</sup>

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<sup>26</sup> Sayyidatul Fadlilah, “Teacher’s and Learner’s Use of Code Switching in the EFL Classroom”, *Research Report*, (Semarang: IAIN Walisongo, 2014), P.19.

<sup>27</sup> Umu Habibah, “English-Indonesian Code Switching....”, P. 27.

<sup>28</sup> Wenny Yuliani, “An Analysis of Code Switching in the novel 9 *Summers 10 Autumn*”, *Journal Research*, (English Department, Faculty of Humanities: Andalas University), P. 3.

For example:

c) Aku kan sudah bilang, “You speak in Indonesia”. Pakai bahasa Indonesia.

## 5. Message Qualification

Another large of group of switches consists of qualifying construction such as clauses, sentences, and phrases. A considerable amount of switching under this category in meant to express the time concept. The subject generally switched from Indonesian to English whenever they specified the time.<sup>29</sup>

For example:

Ali : Saya kemarin di sini.

Ismail : Tapi, Anda kok tidak ada?

Ali : Saya kemarin di sini. Friday? Saya di sini.

Lukman : Not this Friday, Before this Friday. Itu hari janji kita.

## 6. Personalization

Cited from Elizabeth Marasigan, in a very large group or instance function is somewhat more difficult to specify in purely descriptive term. The code contrast here seems to relate to such things as: the degree of speaker involvement in, or distance form, a message or an addressee; whether a statement reflect a personal

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<sup>29</sup>Sayyidatul Fadlilah, “Teacher’s and Learner’s Use of Code Switching....”, P. 20.



opinion, feeling or knowledge; whether it refers to specify instance, or whether it has status of generally known fact.<sup>30</sup>

Example: “Dan...terakhir, *what’s right with Islam is what’s right with you.*”

All of those Gumperz’s theories will be used by researcher to figure out the functions of code-switching in the novel.

## **E. Instructional Language in Teaching Learning Process**

Teaching instruction is the language produced by teachers while teaching.<sup>31</sup> It is always verbalized in many different ways and interactions. Teachers’ language teaching consists of command, request, suggestion, and question.<sup>32</sup> The use of command emphasizes the teachers’ position of authority, request entails the notion of equality, and suggestion and question may allow students for freedom and choice.<sup>33</sup>

### **1. Command**

Imperative is the simple form of command. The imperative maybe is the form of simple instruction. It is uses verb to form command, such as “Open the window!” and “Close your book!”.

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<sup>30</sup>Sayyidatul Fadlilah, “Teacher’s and Learner’s Use of Code Switching....”, P. 20.

<sup>31</sup>Lulut Widyaningrum, *Instructional English...*, P.1.

<sup>32</sup>Lulut Widyaningrum, *Instructional English...*, P.21.

<sup>33</sup>Gyls S. Hughes, *A Handbook of Classroom English*, (Oxford: Oxford University Press, 1981), P. 14.

The negative form of it constitutes prohibiting, for instance “Don’t look at the answer!”. In addition, imperative can also be personalized to specific person which show specific agent to do something.

Personal imperative may also in the form of negative. For example: “Ahmad, you read question number two!”, “Come on everybody”, “You say it, Nisa”, and “Don’t anybody move”.

The emphatic form of imperative may be used to express annoyance and frustration such as “Do be quite now!”, “If you don’t be quite, you can disturb your friends”, and “Just pass me that book, Firman”.<sup>34</sup>

## 2. Request

The form of request can be determined by the use of intonation. Its use will determine what kind of form it would be. A command usually is falling intonation and it can be changed into a request by using a low rising intonation.

Example: “Try it again, Ihsan (low rising intonation)

The word ‘Please’ is also the most common and frequent form of request. It can be placed in either beginning or end of the request with low rising intonation such as “Please put your pencil down” or “Put your pencil down, please”.

Request can also be personalized by mentioning the name of students. For example: “Budi, come here, please”.

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<sup>34</sup> Lulut Widyaningrum, *Instructional English...*, P.22.

The word 'please' can also be used when some students put their hands up to answer and teachers want to select particular student. For example: "Number 1, Yes, Fatimah, please".

The commonest form of request in English usually uses a modal auxiliary. For instance: "Can you read it again?", "Would anybody like to be the class reader?"

The polite form of request can also be expressed such as "Would you be so kind enough to lend your copy?".

In addition, there are expression with request meaning but expression despair, anger, or frustration such as "I wish you would listen!"<sup>35</sup>.

### 3. Suggestion

Suggestion appears frequently and become the commonest language used in the classroom. In its use, it may imply persuasion that persuade other people to do something. For example: "Let's start now!", "Let's not waste any more time", and "Don't let's bother with number 6".

Another way to make suggestion is by using 'how about' which is followed by noun or gerund such as: "How about reading a novel?".

To form of direct suggestion, the phrases 'I suggest, I would suggest, May I suggest, My suggestion is' can be used. For example: "I would suggest starting with an adverb", "I

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<sup>35</sup> Lulut Widyaningrum, *Instructional English...*, P.23.

suggest that you check your work carefully”, “My suggestion is for you to finish number 6-10 at home”.<sup>36</sup>

#### 4. Questioning

The questions asked by teachers to students may be aimed to two types. The first type is question which the answer can be provided by the teachers although the students are initially expected to supply it. For example: “Is it right?”, “What is the answer to number 3?”, “What is Mrs. Fatimah doing in picture 1?”.<sup>37</sup>

Those linguistic interactions are absolutely needed for the success of teaching and learning process. Therefore, there are many considerations that should be taken into account when a teacher performing the instructional language not only trainee teachers but also teachers in the field. The trainee teachers should consider it in how to work systematically with the materials taught and apply directly what have been prepared in lesson plan in actual demonstration lesson. The accurate, authentic, and idiomatic classroom phrases will be valuable for their professional career in teaching. Meanwhile, the teachers in the field usually have acquired certain level of teaching competence through experience. However, the need to use proper instructional language in other language may become barriers for some teachers that finally lead to drive to unwillingness to use it. On the other hand, teaching event usually

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<sup>36</sup> Lulut Widyaningrum, *Instructional English...*, P.26.

<sup>37</sup> Lulut Widyaningrum, *Instructional English...*, P.29.

develops with more spontaneous and unpredictable situations that must be handled by teachers. This will force teachers to effectively use the instructional language in their teaching.<sup>38</sup>

In structure-based instructional environment, the language is thought to group of second of foreign language learners. The focus is on the language itself, rather than on the message carried by the language. The teachers' goal is to see to students' learning of vocabulary and grammatical rules of the target language. Some students in structure-based classes may have opportunities to continue learning the target language outside the classroom; for others, the classroom is the only contact with that language. In some cases, the learners' goal may be to pass an examination rather than to use the language for daily communicative interaction beyond the classroom.

Communicative, content-based, and task-based instructional environments also involve learners whose goal is learning the language itself. But the style of instruction places the emphasis on interaction, conversation, and language use, rather than on learning about the language. The topics that are discussed in communicative and task-based instructional environments are often of general interest to the learner, for instance how to reply a classified advertisement from a newspaper. In content-based instruction, the focus of a lesson is usually on the subject matter, such as history or

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<sup>38</sup> Lulut Widyaningrum, *Instructional English...*, P.1.

mathematics, which students are learning through the medium of the second language. In these classes, the focus may occasionally be on the language itself, but the emphasis is on using the language rather than talking about it. The language that teachers use for teaching is not only selected solely for the purpose of teaching a specific feature of the language, but also to make sure learners have the language they need to interact in a variety context. Students' success in these courses is often measured in terms of their ability to 'get things done' in the second language, rather than on the accuracy in using certain grammatical features.<sup>39</sup>

In any case, talking to students becomes crucial when teachers give them instruction, it would be wasting time if the students do not understand what they are supposed to do. When teacher gives instruction, it is important for them to check that the students have understood what they are being asked to do.<sup>40</sup> The ability to communicate with students is fundamental requirement for teachers. Communication skill supports the interaction and deepens understanding among students and teacher. Such skill is crucial since teaching is not only knowledge transfer through lesson sequence and

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<sup>39</sup> Pasty M. Lightbown and Nina Spada, *How Language are Learned*, (New York: Oxford University Press, 2006), P. 110.

<sup>40</sup> Jeremy Harmer, *How to Teach English*, (England: Ocelot Publishing, 2007), P. 37.

activity but also relationship building and interaction maintenance through daily post-class activity.<sup>41</sup>

## **F. Code Switching as Instructional English Language**

Instructional English refers to the English language containing useful English words and phrases that are often used by teachers during lesson in the classroom. As a language instruction, English may be used not only in English lesson but also in other lessons especially those use it as major communication tool. In this setting, students will have direct practice on how to use English during their interaction either with their peers or teachers. Consequently, teachers have no excuse not to use classroom English in their daily interaction.<sup>42</sup>

The use of classroom English as instructional language can be used as a beginning step in encouraging students to feel comfortable in a foreign language and to begin to think in that language. This use can be continue to the out-class setting such as office, laboratory, etc. The ore time they use and practice the phrases, the more familiar and comfortable they will be.

Students who are not familiar with the classroom instruction may lead to misunderstanding and frustation moments. Such condition will make them uncomfortable in drawing attention and

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<sup>41</sup> Lulut Widyaningrum, *Instructional English...*, P. 12.

<sup>42</sup> Lulut Widyaningrum, *Instructional English...*, P.3.

understanding the material delivered by teachers. This condition will also effect to students interaction in the classroom.

In sum, instruction from the teachers may difficult to be understood by students easily since many obstacles in obtaining the meaning. Some of them have same language but not all. Furthermore, the teachers need an appropriate strategy to make sure that their students understand to the instruction. In this situation, code-switching has important role to reduce the problems of misunderstanding which usually occurs in interaction between teachers and learners. The use of code-switching depends on the conditions in language classroom that can help them compare and contrast the two linguistic systems.

A study was conducted by Soodeh Hamzehlou et al. under the title “Code-switching as a Medium of Instruction in an EFL Classroom” approved that students had positive views towards the application of code-switching used by the teacher.

The teacher and the students used code-switching because of some reasons as follows:<sup>43</sup>

- a. Expressing some ideas which are easily in native speaker  
Example: “*Delete* semua angka yang tertera dalam kolom pertama”
- b. Asking for clarification

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<sup>43</sup> Soodeh Hamzehlou Moghadam, et al, “Code Switching as a Medium of Instruction in an EFL Classroom”, *International Journal*, (Vol. 2, No. 11, 2012), P. 2219.



Example: “Silakan kerjakan halaman dua puluh tiga! Lima soal saja. *Number one to five only. No others.*”

- c. Socializing due to the lack of vocabulary knowledge

Example:

Teachers: “All of you may collect your test at least Saturday at 8 am. Kirim *Softfile*-nya juga via *e-mail*, ya!”

An instruction given to English language teachers can help the learners enjoying the learning in assisting English language teaching and learning activity. The purpose of this way is to less stressful and to improve their ability in comprehending the teachers input. The students are able to focus and participate in classroom practice and activity due to clear instruction and interesting clarification in their own native language.

However, code-switching instruction has negative effect in English language teaching. A research in Nigeria proposed by Olagunju Robert stated a situation where the teachers give instruction and repeat same in another language within the same period of the time will slow down the rate of learning of the target language. Learners who have mastered this pattern of teaching may not take seriously to what is being taught.<sup>44</sup>

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<sup>44</sup> Olagunju Robert Modupeola, “Code-Switching as a Teaching Strategy: Implication for English Language Teaching and Learning in a Multilingual Society”, *IOSR Journal of Hunaity and Social Science*, (Vol. 14, No. 3, 2013), P.94.

### **CHAPTER III**


#### **OVERVIEW OF *BULAN TERBELAH DI LANGIT AMERIKA* NOVEL**

##### **A. Description of the Novel**

*Bulan Terbelah di Langit Amerika* novel is one of Indonesian novels written by Hanum Salsabiela Rais and Rangga Almahendra. The novel presents the writers' journey to look for islamic values in Amerika. They try to reveal the fact of World Trade Center (WTC) tragedy in September 11, 2001 in Washington DC, New York that makes a split between Islam and Amerika.

The story of the novel is a combination of various dimensions of the genre such as drama, historical facts, scientific, traveling, spiritual, and fiction. In beginning, the story is about true event that she got from interview result with converts and trusted sources when she was a reporter there. Besides, the writers insert some fictive story that was inspired from what they look in media network, online news, and you tube. All of historical fact, buildings, and tragedy that writers present are adapted from true events.

Here is detail description of physical appearance of *Bulan Terbelah di Langit Amerika* novel.

	
Title	Bulan Terbelah di Langit Amerika
Written by	Hanum Salsabiela Rais and Rangga Almahendra
Publisher	PT. Gramedia Pustaka Utama
Publication Year	Juni, 2014
Thick	344 pages

## B. Biography of the Authors

The authors of *Bulan Terbelah di Langit Amerika* novel are Hanum Salsabiela Rais and Rangga Almahendra.

### 1. Hanum Salsabiela Rais

Hanum Salsabiela Rais is the second daughter of Muhammad Amien Rais and Kusnasriyati Sri Rahayu. Hanum was born in Yogyakarta, April 12, 1982. She finished her education from elementary school to Bachelor Degree in Yogyakarta. Hanum got a title as a Dentist from UGM FKG.

Then, she started her career as a journalist and presenter on Trans TV. Besides, she is author of fiction and nonfiction books such as *Menapak Jejak Amien Rais*, *99 Cahaya di Langit Eropa*, *Bulan Terbelah di Langit Amerika*, dan *Berjalan di atas di Langit*.

Hanum began her experience in Europe with her husband who received a scholarship from the Austrian government for S3 at Vienna. She lived in Austria with her beloved husband Rangga Almahendra for 3,5 years. Hanum had been worked on the executive Academy podcast video project at Vienna for 2 years. She was also listed as a correspondent of detik.com for European region.

In 2010, Hanum published her first book *Menapak Jejak Amien Rais*. It is a biographical novel about leadership, family, and living pearls. She dedicated it to her beloved father. In 2013, Hanum published a book entitled “99 Cahaya di Langit Eropa”. It was a novel about Islamic history in Europe written by Hanum and Rangga.

## 2. Rangga Almahendra

Rangga Almahendra is the husband of Hanum Salsabiela Rais. He was born in Cilacap, January 25, 1981. He is a lecturer of Economic and Business Faculty in Universitas Gadjah Mada (UGM). He was graduated from Institut Teknologi Bandung (ITB). Then, he got a doctor degree from S2 in UGM. Both of Rangga and Hanum are graduated cumlaude.

Rangga got opportunity to get adventure with his wife to explore Europe because he won a scholarship from the Austrian government for S3 at WU Vienna. In 2010, he completed his study and got a doctorate in the field of International Business and Management. Currently, he is not only as a lecturer in UGM but also in Johannes Kepler University. Previously, he worked at PT Astra Honda and ABN AMPO in Jakarta.

### **C. Synopsis of the Novel**

This novel was inspired by the journey of Hanum and Rangga from Europe to America in conducting their duties. The story begins when Hanum get assignment to America by Gertrud Robinson. He is Hanum's boss in the Austrian *Heute ist Wunderbar* newspaper. Gertrud instructs Hanum to write an ordinary article about the victims of World Trade Center (WTC) building in 11 September 2001. This tragedy judged Moslem is as terrorists. The theme of the article is "Would the World be Better without Islam?". There is only one Moslem reporter in Gertrud's company. He wants Hanum as a muslim who wrote it objectively. According to Gertrud, Hanum is the right reporter because she is a Muslim that would say 'No' for the article.

Initially, Hanum refuses this job. As a Muslim, she wants not to do something that defames her religion. However, Gertrud forces her to conduct the job to safe her company. She could also try to

think that it could be her opportunity as a good Muslim agent. Finally, she accepts the Gertrud's job.

At the same time, Rangga get a duty from professor Reinhard to attend a conference and present the result of his paper in Washington DC. The conferences would be attended by Philipus Brown. He is a wealthy philanthropist who likes to give away his wealth to children victims of the war in Iraq and Afghanistan. So, Hanum and Rangga fly to the United State with their own jobs and their plan to have fun together.

Hanum cover a demonstration at the construction of the mosque in Ground Zero. She tries to meet to meet Jonas, the leader of the demonstration. Suddenly, the demonstrators are unmanageable by police. Hanum is in the middle of riot. She is injured and her cell phone destroys. Meanwhile, Rangga is still waiting Hanum. Rangga cannot contact her. Then, Hanum meets Julia Collins, acurator of the September 11 Museum. She asked Hanum to stay in her home. This point is the beginning of miracle for Hanum. In fact, Julia Collins is a Moslem descendent of the Melungeon. Hanum is surprised she is one of the 11/9 victims that Hanum looks for.

Julia has an Islamic name, namely Azima Hussein. Her mother does not like the name. His name is changed since she married with Ibrahim Hussein (Abe). Especially when her father as a pastor is dead, her mother becomes increasingly angry with Julia. Since Abe's dead, Julia's mother wants Julia to return as a Christian

and put off her veil. However, Julia claimed herself to be Christian in front of her alzheimer's mother. She remained as a Moslem in her heart. She wears a wig to cover her head as an effort to cover her genital on her head and always wears closed clothes.

Initially, Julia does not want to be an interviewee for Hanum. After rethinking, finally she accepts it. In fact, by becoming an interviewee, what she has been looking for so far to become a curator at 11/9 museum she finds it.

Abe become a hero for Philipus Brown, a famous and wealth people in Amerika. He is boss of Joanna, Jones's wife. Joanna recommended Abe as a new employee at the Brown's company. This is where the story of WTC building goes. On September 11, 2001, Brown, Joanna and Abe tried to get down and get out of the company to safe themselves from the tragedy. People rushed out. Abe proposed them to use an alternative way by using an elevator. But, only Brown could safe.

At that time, Brown found new ways and views. The wealth he had been earning for all the time is endless if he obeys his desire. Finally, he becomes a philanthropist for people who need it, especially for Middle East society. Although Brown is not a Muslim, Abe is able to change Brown's perspective to Islam as well as the life he lived.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the result of research. It is divided into three sections. The first section focuses on the types of code-switching in *Bulan Terbelah di Langit Amerika* novel. The second section discusses the function of code-switching in the novel. The last section is implications of code-switching in the novel to bilingual class.

#### **A. RESEARCH FINDING**

##### **1. Types of Code-switching**

After reading *Bulan Terbelah di Langit Amerika* novel, the researcher found three types of code-switching used by the characters. They are Tag Switching, Inter-Sentential Switching, and Intra-Sentential Switching. All three types that based on Poplack's theory would be analyzed one by one including the examples of the novel. The expressions that contain code switching are italic.

##### **a. Tag Switching**

Tag switching occurs when a tag short phrase inserts in one language into utterance that is otherwise entirely in another language. Including of tag switching are interjection, filler, and idiomatic expression. The followings are the examples of tag switching.



## 1) Interjection

- a) “*Sssst, guys!* Aku dapat ide untuk paper-ku yang kedua.” (P. 33)
- b) Pergilah selagi ada kesempatan! *Go away!!! Go away!!! Leave me, Sir!*” (P.303)

From the excerpts, the utterances of 1) and 2) are included to interjection because there are strong emotions of speakers by switching Indonesian into English language in order to instruct interlocutors as soon as possible. Usually, the characteristic of interjection is using strong or sudden emotion and followed by exclamation mark (!).

## 2) Idiom expression

There is only one idiom expression contained in novel as follows:

- a) “Kasihani sekali, *what a poor girl.*” (Page 24)

The example above shows that the speakers use idiom expression as sympathetic feeling to interlocutors. As a bilingual, the speaker switches one code to another code in order to express with smooth utterances to the listener.

According to the data, there is no utterance that indicates filler or idiom expression of tag

switching in the novel. The researcher only found interjection of tag switching type in the novel.

#### b. Inter-Sentential Switching

Inter-sentential switching occurs when a speaker uses one language in one clause or sentence and uses another language in the next clause or sentence. For examples:

- 1) “*Admission is free.* Tidak dipungut biaya.” (P. 85)
- 2) “Pasti ada jalan ke arah yang benar. *So long my Dear.*” (P. 114)

The examples above interpret that the speakers of the novel switch Indonesian to English language by using one sentence in English and one sentence in Indonesian language. It happened because the characters want to make interlocutors understand deeply. As a bilingual, it is very helpful for them when the speakers use both of language in different sentence or clause without changing the topic of conversation. Thus, the listeners get the point of the speakers.

#### c. Intra-Sentential Switching

The researcher classifies intra-sentential into 3 word classes. They are word, phrase, and clause.

##### 1) Word

Example:

- 1) “Aku bisa memberimu cuti lebih dari seminggu, *allowance* dari bagian keuangan yang lebih dari

lumayan, belum lagi bonus, jika kau bisa mengerjakan ini...” (P. 56)

Based on the example, the speaker switches Indonesian into English word is because she thought that the English word is special and full of meaning for the interlocutor. Although the interlocutor is from Indonesia, switching the word into English pointed that her wish would be fulfilled.

## 2) Phrase

Example:

2) “Ah... Gertrud tidak akan suka profil-profil *success story* seperti itu” (71)

The use of switching Indonesian to English phrase above indicates that the speakers is easier to speak in English phrase for that phrase than in Indonesian because it is commonly uttered in her daily conversation in America.

## 3) Clause

Example:

3) “Gagasan “*Would the world be better without Islam?*” itu berkesempatan dijawab TIDAK, dengan aku sebagai penulisnya.”

The English clause that is uttered by the character above states that it may not change into Indonesia

meaning because the clause is the topic of the paper that will be written by the speaker. Thus, she has to insert the pure English clause into Indonesian utterances.

## 2. Functions of Code-switching

Code switching is used as a conversational strategy to express social meaning, namely quotation, address specification, interjection, reiteration, message qualification, and personalization. All kind of the code-switching functions appeared in the novel would be analyzed one by one.

### a. Quotation

These are switching for quotations that are uttered by some characters:

- 1) “*My brothers*, tema paper berikutnya: ‘*The Power of Giving in Business*’.” (Page 34).
- 2) “*Ladies and gentlement*, saya hanya ingin mengatakan: *The more you give your dollars to the needy, the more dollars God the Almighty give you, with charm. The more you don’t give... maybe the more God the Almighty gives you too, but He gives pain within your dollar.*” (Page 214).

In example 1) the speaker quotes the title of the paper theme in English language in order to retain the authenticity of the message. Besides, the speaker (Rangga)

may not change into Indonesia language because he must write the paper in America which the formal language is English.

The function of the speakers switches Indonesian into English as excerpt 2) because he hopes that the audiences believe in him.

b. Address Specification

The utterances of address specification are as follows:

- 1) “*Ladies and gentlemen*, mohon maafkan kami.” (P. 149)
- 2) “*Oh, Young Lady*, siapa namamu? Kau ikut turun?” (238)
- 3) “Ayo, *Brother*. Jangan menyerah! Hanya kurang 9 lagi!” (P. 302)

The function of using code switching in the three examples is address specification. The interlocutors in this case are speech to different language. Besides, the speakers speak to interlocutors directly without going through other people and make eye contact as well.

c. Interjection

The examples of interjection used by the characters as below:

- 1) “*Sssst, guys!* Aku dapat ide untuk paper-ku yang kedua.” (P. 33)

- 2) “Please *lower your poster! Lower the poster! Your provocation won’t do good here. Everybody is in deep mourning. Put it down!* Tolong turunkan posternya! Turunkan posternya! Gambar itu terlalu provokatif. Semua sedang berkabung. Turunkan!” (P. 98)
- 3) “Pohon itu terlalu jauh jaraknya, Jo. *IMPOSSIBLE!*” (P.290)

The function of implementing code switching of those excerpts is as interjection. In example 1), the speaker shows that he wants to gain attention and convey surprise to others. While the function of utterances in example 2) and 3) are to show strong emotion to the interlocutors.

d. Reiteration

Below examples are reiteration functions that can be found in the novel.

- 1) “Kasihan sekali, *what a poor girl.*” (P. 24)
- 2) “Jadi aku pikir, aku juga harus mencari angle dari dua sisi, *cover both sides*” (P. 71)
- 3) “Apalagi aku masih muda dan baru. *But time heals, waktu menyembuhkan.*” (P. 100)

It can be seen that those examples have the same meaning but in different language. The function of code

switching used by characters is to emphasize the message. By switching the codes, the interlocutors will understand more to the speakers.

e. Message Qualification

The examples of message qualification function:

- 1) “Bulan depan koran ini akan muncul dalam format *full service newspaper*.” (Page 43)
- 2) “*No, I know your name*. Aku sudah menulisnya di kulit tanganku ini ketika di *van*” (P. 107)

The examples above indicate that the time influences their language. The speakers use code switching refer to message qualification to express the time concept.

f. Personalization

Here are the examples of personalization.

- 1) “Dan...terakhir, *what’s right with Islam is what’s right with you*.” (P. 211)
- 2) “Pasti sakitnya yang sedikit itu akan mereda. *Please, Azima*”

The function of code switching in examples above is to personalize herself or another people. The speakers want to express their wish to the other. They do not only express their wish but also have feeling involvement in it.

### 3. Implications of the Analysis to English Language Teachers' Instruction in Bilingual Class

Code-switching can be one of strategies that may be applied by teachers when they want to give instructions to the students. They can switch native language of Indonesian to target language of English in order to get same meaning of intentions.

In teaching learning process, there are 4 expressions of instruction that is found in *Bulan Terbelah di Langit Amerika* novel as follows.

#### a. Command

One of the teachers' ways in controlling the students' behaviour or competence is using command. The examples of code switching of command expression are found in the novel are below:

- 1) “*Okay okay, guys. Diskusi sampai di sini*”
- 2) “*Please lower your poster! Lower the poster! Your provocation won't do good here. Everybody is in deep mourning. Put it down!* Tolong turunkan posternya! Turunkan posternya! Gambar itu terlalu provokatif. Semua sedang berkabung. Turunkan!”
- 3) “Ayo, *Brother*. Jangan menyerah! Hanya kurang 9 lagi!”



- 4) “*Come on*, Getrud...ini bukan saat yang tepat untuk narsisme.”

The example of 1) shows that the speakers (Rangga) asks her friend to finish the discussion. The utterance like this may occur when the teachers give command to complete the students’ assignment in discussion or to stop all activities in the class since the time is up.

The second example tells about a momentous demonstration. One of the demonstrators asks to lower the posters that provoke the others. In classroom, the teachers usually give instruction to the students like that when the students are noisy and rather difficult to control the class.

The other characteristic of command is an emphatic form of imperative. It can be seen on the third and fourth examples. The utterances express that the speaker want not their friend give up to out from the burned building. Sometime, the teachers giving support to their students like the excerpt in order to not stopping their effort in solving every problem either in the class or out of the class.

In sum, those excerpts of the utterances of code switching in the novel give implications to the teachers' instruction by using command to make students understand what teachers' intend to.

b. Request

Instruction can also happen when the speakers request to others. The followings are the examples of request used by the characters in the novel.

- 1) “*Ladies and gentlement*, perkenalkan saya menceritakan sekelumit cerita tentang arti kekayaan bagi saya.”
- 2) “Pasti sakitnya yang sedikit itu akan mereda. *Please, Azima*”

The first example is a request uttered by one of character in the novel namely Philipus Brown to audiences in a conference. He is famous philanthropist in America that want to tell about his reasons become a philanthropist. To gain the audiences' attention, he must mention to whom he will give speech. This Brown's way is usually practiced by teachers when they explain the lesson and want students to listen to the teachers' explanation. In some utterances, the students do not

understand what the teachers' said. Thus, English teachers may apply code switching in giving instructional request to the English language learners.

Meanwhile, the example 2) shows that a provocative request of Hanum to Azima to accept her offer. One of the characteristics of request is the existence of 'please' word. The word can be placed either in beginning or ending of word. In teaching learning process, 'please' word is commonly used by teachers when some students put their hands up to answer and teachers want to select particular students.

c. Suggestion

Instructional suggesting offers choice and freedom to the people who are talking to or with. Usually, the utterances contain persuasion that persuades other people to do something. The examples of utterances of suggestion in the novel are as follows:

- 1) "Aku bisa memberimu cuti lebih dari seminggu, *allowance* dari bagian keuangan yang lebih dari lumayan, belum lagi bonus, jika kau bisa mengerjakan ini..."

- 2) “Jadi aku pikir, aku juga harus mencari angle dari dua sisi, *cover both sides*”

According to the excerpts, both of them are included to the instructional suggestion. The excerpts are conversational between Hanum and her boss. Her boss suggests her to make an extraordinary article. Meanwhile, the second excerpt is a suggestion to get informant of 9/11 tragedy victims. If Hanum agree to the offer, she will get allowance and furlough for more than one week.

Giving a reward is not only found in the daily communication, but also in the class as well. When students have a great achievement, the teachers usually give something or some compliment words as appreciation of the effort.

#### d. Questioning

Another instructional English language is question. Questioning and asking are two things that are commonly used in the classroom, while questioning instructs to be answered. Questions of the characters that implicate teachers' instruction are below:

- 1) “Baguslah, *My Brother*. Indonesia itu negara muslim yang damai, kan?”
- 2) Tapi apakah kau menjadi filantropi karena percaya pada *the power of giving*?”
- 3) “Aduh, aku lupa lagi, siapa namamu, *Young Lady*?”

The samples above have the same functions that are answering each question. Sometime, the answer of the question is actually has provided by the teachers, but some of other questions should be answered by the students themselves. Excerpt 1) which can be answered by everyone that Indonesia is peaceful nation, while Suriah as Souleyman nation is often occurring war. In excerpt 2) and 3), the interlocutors have to answer as a person who more understand than the speakers.

Based on the analysis above, instructional language by using code switching for command, request, suggest, and question are found in the novel. Those instructional language utterances not only often finds in daily communication but also in teaching learning process especially in bilingual class. Because bilingual class should use English as a target language, of course it has implications to English language teachers when they give

instruction in the class. The teachers may switch language as a strategy in teaching certain lesson for bilingual class because not all of the students mastering English language fully, so that the students will not misunderstand the teachers' utterances. The excerpts in the novel give example of code switching of instruction in daily communication. It can be improved by teachers to students in the classroom.

## B. DISCUSSION

In this section, the researcher discusses the findings to answer the research questions stated in chapter 1. To provide a complete explanation, some data from the appendices are taken as the examples. The first part is related to the types of code switching contained in *Bulan Terbelah di Langit Amerika* novel. The researcher chooses Poplack's theory that classifies the types grammatically. Those types are tag switching, inter-sentential switching, and intra-sentential switching. Total of using code switching types can be illustrated in the table below.

No	Types of Code-switching	Frequency	Percentage
1	Tag Switching	4	15,5 %
2	Inter-Sentential Switching	13	22,4 %
3	Intra-Sentential Switching	36	62,1 %
Total		58	100 %

According to the table, all of code-switching types based on Poplack's theory are found in the *Bulan Terbelah di Langit Amerika* novel. There are 9 of 58 utterances are containing tag switching. There are 13 inter-sentential utterances used characters of the novel. Meanwhile, intra-sentential switching are 36 utterances found in the novel. It can be concluded that the last type dominates all of the utterances. While the less is tag switching type.

Furthermore, the researcher analyzed functions of code switching uttered by characters of the novel. She used Gumperz's theory in figuring out the functions. All of the functions are found in the selected dialogues. The functions are quotation, address specification, interjection, reiteration, message qualification, and personalization. The following is a summary table of code-switching functions contained in the novel of *Bulan Terbelah di Langit Amerika*.

No	Functions of Code-switching	Frequency	Percentage
1	Quotation	2	3,44 %
2	Address Specification	21	36,2 %
3	Interjection	12	20,6 %
4	Reiteration	8	13,7 %
5	Message Qualification	6	10,3 %
6	Personalization	11	18,9 %
Total		58	100 %

According to the table, the most dominant of code-switching functions used by speakers of the novel is address specification. It is 21 of 58 utterances contained code-switching of the novel. While the less of functions is quotation which only 2 data.

Related to the types and the functions of utterances of code switching in the novel, bilingual class in Indonesia is one of educational field that need a strategy in making teaching learning success. In some subjects such as math, social, and science are using English language in conveying the lesson. Both of teachers and students should use English language during teaching learning process. Thus, this novel can be a resource to improve an ability of switching one language to another because there are some utterances of code switching are contained in the novel. The existence of code switching in the novel has implications to help teachers' ability in instructing students. Furthermore, miscommunication between teacher and students will decrease.



## CHAPTER V

### CLOSING

In this chapter, the researcher presents the conclusion and suggestions of this study.

#### A. Conclusion

According to the analysis, the researcher found some results of the study. Types of code-switching contained in *Bulan Terbelah di Langit Amerika* novel are tag switching, inter-sentential switching, and intra-sentential switching. All the types of code-switching are used by the characters. The whole data found in the novel are 58. There are 9 utterances of tag switching. It is the fewest of the types. Inter-sentential switching is 13 utterances. The highest dominant type used by the characters is Intra-sentential Switching with 36 utterances of code-switching.

Meanwhile, there are 6 functions of code switching uttered by characters in the novel. They are quotation, address specification, interjection, reiteration, message qualification and personalization. The researcher found 2 quotations, 21 address specifications, 12 interjections, 8 reiterations, 6 message qualifications, and 11 personalizations. The functions of switching code by the characters are dominant in address specification, while the lowest number of the function is quotation.

The present research has implications to English language teachers' instruction. Teachers may apply code switching in the class

when giving command, request, suggestion, and questions to the students in order to decrease misunderstanding between them. Code switching also helps teachers to choose appropriate vocabularies in order to decrease misunderstanding. Hence, the students understand the teachers' intentions when the teachers instruct them.

### **B. Suggestions**

According to the result of the research as has been described, the researcher would like to give some suggestions. Firstly, the result of the research may helpful for the students and teacher to know that novel can also be learned as media in developing ability to switch one code to another when conversation occurred. Secondly, this study can be a reference to the next researcher in other field study of code-switching. It had better if she or he takes a discussion in other media.

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## APPENDICES

### Appendix 1

**A Note Taking Checklist of Code Switching Types**

No	Utterances	Page	Type		
			T	IE	IA
1.	<i>“Hello Captain, apakah sebaiknya kami menunda melayani ini....”</i>	9			V
2.	<i>“Azima... nice, nice,. Apa arti Azima?”</i>	17		V	
3.	<i>“Kasihan sekali, what a poor girl.”</i>	24			V
4.	<i>“Di negaraku, My Brother, oh juga di negara Ranga kukira, perempuan boleh jadi presiden.”</i>	31			V
5.	<i>“Oh, My Brother, kalau tidak diatur, aku pasti dengan senang hati ke kampus untuk menghadiri sidang disertasi nanti dengan celana renang saja.”</i>	32			V
6.	<i>“Ssst, guys! Aku dapat ide</i>	33	V		

	untuk <i>paper</i> -ku yang kedua.”				
7.	“ <i>Okay, okay, guys.</i> Diskusi sampai di sini.”	34		V	
8.	“ <i>My brothers</i> , tema <i>paper</i> berikutnya: ‘ <i>The Power of Giving in Business</i> ’.”	34			V
9.	“Bulan depan koran ini akan muncul dalam format <i>full service newspaper</i> .”	43			V
10.	“Dewan redaksi ingin Heute ist Wunderbar menulis artikel perdana dalam format full service-nya dengan topik ‘ <i>Would the world be better without Islam?</i> , Akankah dunia lebih baik tanpa Islam?’”	44			V
11.	“Engkau pernah menulis tentang Natascha Kampusch, Richard Lugner, dan juga tentang fenomena <i>clash of civilization</i> di Eropa dengan	47			V

	tokohmu itu-siapa namanya-ehm...”				
12.	“Gagasan “ <i>Would the world be better without Islam?</i> ” itu berkesempatan dijawab TIDAK, dengan aku sebagai penulisnya.”	51			V
13.	“ <i>Srategic Management Society</i> akan mengadakan konferensi tentang strategi bisnis dalam lingkungan yang tidak pasti, <i>Srategy in an Uncertain World.</i> ”	54			V
14.	“Aku bisa memberimu cuti lebih dari seminggu, <i>allowance</i> dari bagian keuangan yang lebih dari lumayan, belum lagi bonus, jika kau bisa mengerjakan ini...”	56			V
15.	“Ah... Getrud tidak akan suka profil-profil <i>success story</i> seperti itu”	71			V



16.	“Jadi aku pikir, aku juga harus mencari angle dari dua sisi, <i>cover both sides</i> ”	71			V
17.	“ <i>Admission is free.</i> Tidak dipungut biaya.”	85		V	
18.	“ <i>Please lower your poster! Lower the poster! Your provocation won’t do good here. Everybody is in deep mourning. Put it down!</i> Tolong turunkan posternya! Turunkan posternya! Gambar itu terlalu provokatif. Semua sedang berkabung. Turunkan!”	98	V		
19.	“ <i>Hey your name is also Mohammed, Officer! Are you a muslim? You don’t belong to the United States of America! Go away!</i> Pergilah kembali ke negaramu Arab sana! Kau membuat ulah saja di sini.	98	V		

	Lihat berapa banyak orang yang kau buat mati!”				
20.	“Baguslah, <i>My Brother</i> . Indonesia itu negara muslim yang damai, kan?”	100	V		
21.	“ <i>Good, good</i> . Di suriah, orang muslim saling panah dan bunuh padahal mereka sama-sama orang muslim”	100		V	
22.	“Apalagi aku masih muda dan baru. <i>But time heals</i> , waktu menyembuhkan.”	100			V
23.	“Aku tak bisa memahami orang-orang yang mencatut nama Islam lalu mengebom dan menabrakkan pesawat, <i>My Brother</i> .”	100			V
24.	“Eh, kau tertarik tinggal di Amerika, <i>My Brother</i> ?”	101	V		
25.	“... Ku pikir kamu lupa kamu harus ke DC! <i>This is Markus Reinhard speaking</i> .”	107		V	

26.	“Pasti ada jalan ke arah yang benar. <i>So long my Dear.</i> ”	114		V	
27.	“Aku harus pergi sekarang. <i>I am leaving now.</i> Salaam.”	119		V	
28.	Pembelajar itu multidisiplin dan peraih <i>summa cumlaude.</i> ”	143			V
29.	“ <i>Ladies and gentlement,</i> mohon maafkan kami.”	149			V
30.	“Tapi apakah kau menajadi filantropi karena percaya pada <i>the power of giving?</i> ”	197			V
31.	“Aku harus pergi sekarang untuk meeting sebelum <i>keynote speech</i> konferensi.”	199			V
32.	“Aduh, aku lupa lagi, siapa namamu, <i>Young Lady?</i> ”	201	V		
33.	“Sebuah keyakinan bahwa Amerika Serikat, diwakili para <i>founding fathers,</i> meletakkan dasar negara yang berkeadilan dan memegang teguh prinsip	209			V

	persamaan hak manusia,.....”				
34.	“Jika tokoh-tokoh ini, termasuk di dalamnya Nabi Muhammad, telah menginspirasi rakyat Amerika dan para <i>founding fathers</i> , kau takkan perlu menanyakan kembali keteguhanmu berislam.”	211			V
35.	“Dan...terakhir, <i>what’s right with Islam is what’s right with you.</i> ”	211			V
36.	“Dia ingin tahu <i>the power of giving in business.</i> ”	212			V
37.	“ <i>Ladies and gentlement</i> , perkenankan saya menceritakan sekelumit cerita tentang arti kekayaan bagi saya.”	212			V
38.	“ <i>Ladies and gentlement</i> ,saya hanya ingin mengatakan: <i>The more you give your dollars</i>	214			V

	<i>to the needy, the more dollars God the Almighty give you, with charm. The more you don't give,...maybe tho more God the Almighty gives you too, but He gives pain within your dollar."</i>				
39.	"Kau harus rekam <i>keynote speech</i> dari Brown pagi ini."	215			V
40.	" <i>Oh, Young Lady</i> , siapa namamu? Kau ikut turun?"	238			V
41.	"Hanum, <i>bin's</i> Getrud."	242			V
42.	"Baiklah kalau begitu. Kita berpisah di sini, <i>Sister</i> ."	253	V		
43.	"Melungeon memang ada di mana-mana, <i>Young Man!</i> "	254	V		
44.	" <i>No, I know your name.</i> Aku sudah menulisnya di kulit tanganku ini ketika di <i>van</i> "	255		V	

45.	“Sudahlah, Mas. <i>I know you really are such a loving and caring husband. Thanks.</i> ”	258		V	
46.	“Jadi Jones merasa <i>there is nothing to lose</i> sekarang.”	259			V
47.	“Tapi rasanya belum bisa menjawab ‘ <i>Would the world be better without Islam?</i> ’”	260			V
48.	“Pasti sakitnya yang sedikit itu akan mereda. <i>Please, Azima</i> ”	268		V	
49.	“Hanum, Rangga, <i>such a pleasure to know you.</i> ”	271			V
50.	“Kemarin, saya memberikan pidato tertutup di pembukaan konferensi terbatas tentang <i>Strategy in Uncertain World</i> yang menghadirkan saya sebagai <i>keynote speaker.</i> ”	278			V
51.	“Pohon itu terlalu jauh jaraknya, Jo.	290		V	

	<i>IMPOSSIBLE!</i> ”				
52.	“Kawan, <i>My Brother...Hassan</i> , kugendong kau!”	302			V
53.	“Ayo, <i>Brother</i> . Jangan menyerah! Hanya kurang 9 lagi!”	302		V	
54.	“Pergilah selagi ada kesempatan! <i>Go away!!! Go away!!! Leave me, Sir!</i> ”	303	V		
55.	“ <i>Come on</i> , Getrud...ini bukan saat yang tepat untuk narsisme.”	309			V
56.	Ya, Hanum, <i>this is really</i> Wunderbar!	310			V
57.	“Bahwa membuat berita sensasional tak harus membuat agenda jahat pada yang lain! <i>Good news is always great news. Bad news is always bad news!</i> ”	310		V	
58.	“Aku akan mengaktifkan <i>speaker phone</i> . Sebentar.”	311			V

59.	<p><i>“Ladies and gentlement,</i> saya ingin mengundang Nyonya Azima Hussein, Sarah Hussein, dan Nyonya Collinsworth untuk naik ke panggung.”</p>	316			V
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## Appendix 2

### A Note Taking Checklist of Code Switching Functions

No	Utterances	Page	Function					
			Q	AS	I	R	MQ	P
1.	<i>"Hello Captain,</i> apakah sebaiknya kami menunda melayani ini...."	9		V				
2.	<i>"Azima... nice,</i> <i>nice,. Apa arti</i> <i>Azima?"</i>	17						V
3.	<i>"Kasihan sekali,</i> <i>what a poor girl."</i>	24				V		
4.	<i>"Di negaraku, My</i> <i>Brother, oh juga di</i> negara Ranga kukira, perempuan boleh jadi presiden."	31		V				
5.	<i>"Oh, My Brother,</i> kalau tidak diatur, aku pasti dengan senang hati ke	32		V				

	kampus untuk menghadiri sidang disertasi nanti dengan celana renang saja.”							
6.	“ <i>Ssst, guys! Aku dapat ide untuk paper-ku yang kedua.</i> ”	33			V			
7.	“ <i>Okay, okay, guys. Diskusi sampai di sini.</i> ”	34		V				
8.	“ <i>My brothers, tema paper berikutnya: ‘The Power of Giving in Business’.</i> ”	34	V	V				
9.	“Bulan depan koran ini akan muncul dalam format <i>full service newspaper.</i> ”	43					V	
10.	“Dewan redaksi ingin Heute ist	44			V			

	Wunderbar menulis artikel perdana dalam format full service-nya dengan topik <i>'Would the world be better without Islam?'</i> Akankah dunia lebih baik tanpa Islam?"							
11.	"Engkau pernah menulis tentang Natascha Kampusch, Richard Lugner, dan juga tentang fenomena <i>clash of civilization</i> di Eropa dengan tokohmu itu-siapa namanya-ehm..."	47					V	
12.	"Gagasan <i>"Would the world be better without Islam?"</i> itu	51						V

	berkesempatan dijawab TIDAK, dengan aku sebagai penulisnya.”							
13.	“ <i>Srategic Management Society</i> akan mengadakan konferensi tentang strategi bisnis dalam lingkungan yang tidak pasti, <i>Srategy in an Uncertain World.</i> ”	54				V		
14.	“Aku bisa memberimu cuti lebih dari seminggu, <i>allowance</i> dari bagian keuangan yang lebih dari lumayan, belum lagi bonus, jika kau bisa mengerjakan	56					V	

	ini...”							
15.	“Ah... Getrud tidak akan suka profil-profil <i>success story</i> seperti itu”	71						V
16.	“Jadi aku pikir, aku juga harus mencari angle dari dua sisi, <i>cover both sides</i> ”	71				V		
17.	“ <i>Admission is free.</i> Tidak dipungut biaya.”	85				V		
18.	“ <i>Please lower your poster! Lower the poster! Your provocation won’t do good here. Everybody is in deep mourning. Put it down!</i> Tolong turunkan posternya! Turunkan posternya! Gambar	98				V		

	itu terlalu provokatif. Semua sedang berkabung. Turunkan!”							
19.	<p>“<i>Hey your name is also Mohammed, Officer! Are you a muslim? You don’t belong to the United States of America! Go away!</i> Pergilah kembali ke negaramu Arab sana! Kau membuat ulah saja di sini. Lihat berapa banyak orang yang kau buat mati!”</p>	98			V	V		
20.	<p>“Baguslah, <i>My Brother</i>. Indonesia itu negara muslim yang damai, kan?”</p>	100		V				

21.	“ <i>Good, good.</i> Di suriah, orang muslim saling panah dan bunuh padahal mereka sama-sama orang muslim”	100						V
22.	“Apalagi aku masih muda dan baru. <i>But time heals</i> , waktu menyembuhkan.”	100				V		
23.	“Aku tak bisa memahami orang-orang yang mencatut nama Islam lalu mengebom dan menabrakkan pesawat, <i>My Brother.</i> ”	100			V			
24.	“Eh, kau tertarik tinggal di Amerika, <i>My Brother?</i> ”	101			V			

25.	“... Ku pikir kamu lupa kamu harus ke DC! <i>This is Markus Reinhard speaking.</i> ”	107					V	
26.	“Pasti ada jalan ke arah yang benar. <i>So long my Dear.</i> ”	114		V				
27.	“Aku harus pergi sekarang. <i>I am leaving now.</i> Salaam.”	119				V		
28.	Pembelajar itu multidisiplin dan peraih <i>summa cumlaude.</i> ”	143						V
29.	“ <i>Ladies and gentlement</i> , mohon maafkan kami.”	149		V				
30.	“Tapi apakah kau menjadi filantropi karena percaya pada <i>the power of giving?</i> ”	197		V				



31.	“Aku harus pergi sekarang untuk <i>meeting</i> sebelum <i>keynote speech</i> konferensi.”	199		V				
32.	“Aduh, aku lupa lagi, siapa namamu, <i>Young Lady?</i> ”	201		V				
33.	“Sebuah keyakinan bahwa Amerika Serikat, diwakili para <i>founding fathers</i> , meletakkan dasar negara yang berkeadilan dan memegang teguh prinsip persamaan hak manusia,.....”	209		V				
34.	“Jika tokoh-tokoh ini, termasuk di dalamnya Nabi Muhammad, telah	211		V				

	menginspirasi rakyat Amerika dan para <i>founding fathers</i> , kau takkan perlu menanyakan kembali keteguhanmu berislam.”							
35.	“Dan...terakhir, <i>what’s right with Islam is what’s right with you.</i> ”	211						V
36.	“Dia ingin tahu <i>the power of giving in business.</i> ”	212		V				
37.	“ <i>Ladies and gentlement</i> , perkenalkan saya menceritakan sekelumit cerita tentang arti kekayaan bagi saya.”	212		V				

38.	<i>“Ladies and gentlemen, saya hanya ingin mengatakan: The more you give your dollars to the needy, the more dollars God the Almighty give you, with charm. The more you don’t give,...maybe tho more God the Almighty gives you too, but He gives pain within your dollar.”</i>	214	V					
39.	<i>“Oh, Young Lady, siapa namamu? Kau ikut turun?”</i>	238		V				
40.	<i>“Baiklah kalau begitu. Kita berpisah di sini, Sister.”</i>	253						

41.	“Melungeon memang ada di mana-mana, <i>Young Man!</i> ”	254			V			
42.	“ <i>No, I know your name.</i> Aku sudah menulisnya di kulit tanganku ini ketika di <i>van</i> ”	255					V	
43.	“Sudahlah, Mas. <i>I know you really are such a loving and caring husband. Thanks.</i> ”	258						V
44.	“Jadi Jones merasa <i>there is nothing to lose</i> sekarang.”	259						V
45.	“Tapi rasanya belum bisa menjawab ‘ <i>Would the world be better without Islam?</i> ’”	260						V
46.	“Oh ya, Brown menitipkan 5	267		V				

	<i>barcode ticket</i> untuk masuk ke arena.”							
47.	“Pasti sakitnya yang sedikit itu akan mereda. <i>Please, Azima</i> ”	268						V
48.	“Hanum, Rangga, <i>such a pleasure to know you.</i> ”	271		V				
49.	“Kemarin, saya memberikan pidato tertutup di pembukaan konferensi terbatas tentang <i>Strategy in Uncertain World</i> yang menghadirkan saya sebagai <i>keynote speaker.</i> ”	278					V	
50.	“Pohon itu terlalu jauh jaraknya, Jo. <i>IMPOSSIBLE!</i> ”	290			V			

51.	“Kawan, <i>My Brother...Hassan</i> , kugendong kau!”	302			V			
52.	“Ayo, <i>Brother</i> . Jangan menyerah! Hanya kurang 9 lagi!”	302		V				
53.	“Pergilah selagi ada kesempatan! <i>Go away!!! Go away!!! Leave me, Sir!</i> ”	303				V		
54.	Ya, Hanum, <i>this is really</i> Wunderbar!	310						V
55.	“Bahwa membuat berita sensasional tak harus membuat agenda jahat pada yang lain! <i>Good news is always great news. Bad news is always bad news!</i> ”	310			V			

56.	“Aku akan mengaktifkan <i>speaker phone</i> . Sebentar.”	311		V				
57.	“ <i>Ladies and gentlemen</i> , saya ingin mengundang Nyonya Azima Hussein, Sarah Hussein, dan Nyonya Collinsworth untuk naik ke panggung.”	316		V				

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