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CODE SWITCHING AS TEACHING STRATEGY IN ENGLISH AS A FOREIGN LANGUAGE CLASS AT THE SECOND GRADE OF MTSN BABAKAN CIWARINGIN

A THESIS

Submitted To The English Education Department of Tarbiyah Faculty of Syekh Nurjati
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Degree of Islamic Education (S.Pd.I)



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ABSTRACT

R R Cony Astya Pradita. 14111310157. Code Switching as Teaching Strategy in English as a Foreign Language Class at the Second Grade of MTSN Babakan Ciwaringin.

The difficulty of students in MTsN Babakan Ciwaringin in English teaching learning process is understanding the material of lesson when the teacher explain the material using full English. From the data the teacher use code switching as teaching strategy to make students easier in understanding English material. The teacher use code switching is speaking more than one language in the English teaching learning process. The aim of the research is to know more learning strategy use code switching. This research seeks to analysis code switching that use by the teacher in English teaching learning process. The researcher has done this research to find out the function of code switching, students' attitudes toward to the teacher use code switching as teaching strategy in the English teaching learning process, and types of code switching in English teaching learning process at the second grade of MTSN Babakan Ciwaringin. The method in conducting this research is done qualitatively. Qualitative research is done by depth observing and interviewing. The participants of this research are 3 classes and 3 English teachers. The instruments this research are field note and document. The validity of data are credibility, transferability, dependability, and confirmability. Descriptive qualitative is data analysis of this research.

The result show that In the use of code switching, the highest number is in give instruction and the lowest number is in give feedback on written work.

The students attitudes toward to the teacher's code switching in English teaching learning process is totally agree in the 6 points. They are translation is an effective learning strategy for many learners, students less anxious, relation between learning English and students' own language, learn cooperatively, saving time and likeness.

Types of code switching which commonly found in the English class during teacher teaching English material at the second grade of MTsN babakan ciwaringin is inter-sentential code switching. The highest number is inter-sentential code switching 60 cases.

Code switching as teaching strategy in MTsN Babakan Ciwaringin is appropriate with the theory of Hall and Cook. It is proved by the result of the data in this research.

Key words: code switching, types, functions, students' feedback, classroom



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RATIFICATION

This thesis entitled "Code Switching as Teaching Strategy in English as a Foreign Language Class at the Second Grade of MTsN Babakan Ciwaringin" written by R R Cony Astya Pradita, student number 14111310157, has been examined on 26th August 2015. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

This chapter tells about code switching as teaching strategy in an English foreign language class. This chapter consists of background, formulation of the problems, aim of the research, benefits of the research, theoretical foundation, significance of the research, research method and literature review.

A. Research background

There are many language which spoken by human in the world. As Sridhar (1996: 47) said hundreds of millions of people in the world over routinely make use of two or three or four languages in their daily lives. For example in Indonesia, Indonesia have many kind of languages, in every region in Indonesia has the vernacular language. It causes many people of Indonesia to be bilingual and multilingual speakers. Bilingual speaker is the speaker who uses two languages, while the multilingual speaker is the speaker who uses more than two languages (Chaer & Agustina, 2004: 120). As stated by Haugen (Chaer and Agustina, 2010: 86) “know two language or more means bilingual“ according to Haugen “the bilingual speaker do not need to actively use both languages, but enough if you can understand it.” phenomena that occur in a bilingual or multilingual society is code switching. According to Mackey (Chaer and Agustina 2010: 87), said unequivocally that bilingualism is the practice of alternating the use of language, from one language to another language, by a speaker.

Humans being cannot be separated from language. Evident from its use for everyday conversation, of course there is the role of language can make communicating with each other, each point across. According to Hudson (Wardhaugh, 2006: 13) that Sociolinguistics is the study of society in relation to language. Language is used each person to communicate. Language related to factors that are in the community. Language is dynamic, in accordance with developments in society (Pateda, 1987:77). Meanwhile according to Walija (Wibowo, 2011) said that language is communication tool that most complete and effective to convey an idea, message, aim/intention, feelings and opinions to

others. Thus the researcher can conclude that language is a communication tool which used by the humans to convey any information to others verbally and language cannot be separated from our life. As stated by Sulistianti (2012: 1) that humans cannot be separated from language because the function of language for human is very important.

Bilingualism and multilingualism community with a wide variety of language or style definitely frequent code switching in their daily life. According to Hymes (Chaer and Agustina, 2010:107) said “code switching has become a common term for alternate use of two or more language, varieties of language, or even speech styles”. Code switching usually happened in around us. Code switching occurs suddenly in a sentence when we talk with others. According to Spolsky (Offiong, 2013: 899) said that code switches can take place between or even within sentences, involving phrases or words or even part of words. Not only in the community, in the learning process code switching common among teachers with students or students with students in the conversations. As we have discussed language is communication tool, learning in the classroom also requires communication, especially in language classes. According to Cook (2008:179) asserts that code switching may be integrated into the activities used for the teaching of a second language. L1 can facilitate the students to understand the material of L2. According to Skiba (Offiong, 2013: 900) the strategy of code-switching can be useful tool in assisting English language teaching and learning process. Code switching helps the senders transfer the information to receive effectively. Based on above arguments, “code switching could be a strategy used by teachers to help learner.”

Research in the area of Sociolinguistic has touched about code switching and various languages. There are some area code switching like on the novel (Rohmani, 2013), on the broadcasting (Kumalasari, 2008) and the last in the learning process (Murdani, 2011). The research of code switching on the novel is conducted by Rohmani (2013) in this cause the researcher wants to know what the form of code switching and code mixing on novel. In another case is code



switching on the broadcasting by Kumalasari (2008) the researcher want to know what the kinds and function of code switching on the broadcasting TV program “Empat Mata” talk show, and the last code switching in the learning process by Murdani (2011) the researcher want to know types of code switching that used in conversation in the learning process. In other hand, some researcher has examined the various languages. Various languages between Javanese to English (Hakim, 2011, Nozawa 1996) the researcher want to know pronunciation of Java students in the English learning process. In various language this researcher (Bian, 2013) examines the differences between Chinese and English stress.

Students' understanding of the English language material deemed to be difficulties, a lot of students who are learning the English language was included in the category of the most frightening lesson in addition to chemistry and mathematics. Because they do not understand the English language itself, weakness mastering the English language is one factor the difficulties faced by the students in English class. Maybe if the first language used in the English class will facilitate the learning of English. As stated by Cook (2008: 174) that there may be someone who is not native speaker can master the material with a second language. As the existing problems faced by students when faced with learning the English language that might be considered difficult to understand, the teacher can use the first language to convey the content to be studied. According to Cook (2008: 181) that teacher's language can be the main model for the actual communicative use of a second language.

In sociolinguistic issues about the difficulty of understanding the English class researchers wanted to examine how the impact that occurs when a teacher wearing a first language to support ease of communication between teachers and students in class. To learn a second language, the teachers can use the first language to facilitate the students understanding the second language. This way as it is also suggested by Cole (Offiong, 2013: 900) “a teacher can exploit students' previous L1 learning experience to increase their understanding of L2.”



Babakan is a village in the district Ciwaringin, Cirebon, West Java, Indonesia. The village is also called a village boarding school, because in this village there are more than 40 boarding school complex is well-known in Indonesia. Most people using two languages in there, *bahasa Indonesia* dan *bahasa Jawa*. They more often use *bahasa Jawa* rather than *bahasa Indonesia* in daily conversation. Even they use *bahasa Jawa* more than *bahasa Indonesia*, they still called as bilingual. As stated by Solehudin (2009: 11), A person can be called bilingual speaker do not have to actively mastery the two languages, it suffices to know the two languages passively. In this area there is one the largest MTSN in western Java namely MTSN Babakan Ciwaringin, after observing at the time of PPL were conducted in January - April some English teachers use Code Switching strategy in English presenting the material in class. Many students do not understand English by well, the teacher uses Code Switching aims to facilitate students in the English language to understand the material presented. According to cook (2008: 179) assert that code switching may be intergrated into the activities used for the teaching of a second language.

B. The identification of problem

After observing using interview with students in English class of MTSN babakan Ciwaringin., that many students have difficulty for understanding the English language material presented by the teacher who uses English language to explain all natural subject matter. Therefore the teacher uses one strategy using Code Switching in English classes in order to facilitate the students understand the material being taught by teachers.

C. Main Problem

Students' understanding of English in second grade class of MTsN babakan Ciwaringin very low, they are difficult to understand the English language material when teachers deliver the material using full English in the English learning process. They face difficulties because they do not understand English



very well. So, the teacher use code switching as teaching strategy to make students easier to understanding English material in the classroom.

D. The limitation of the problem

The research focused on Sociolinguistic. Specifically, it discuss about code switching that used by teacher of MTSN Babakan Ciwaringinas teaching strategy in an English foreign language use. Teacher in MTSN Babakan Ciwaringin use code switching as teaching strategy to make easier the learner in the English learning process.

E. Formulation of the problem

The researcher considers that it is very important to make the statement of problem before conducting the research as this following:

1. What are the functions of code switching as teaching strategy used by teacher of MTSN Babakan Ciwaringinin the class?
2. What students' attitudes toward to the teacher use code switching as teaching strategy in the classroom?
3. How is code switching as teaching strategy in English foreign language class of MTSN Babakan Ciwaringin?

F. Aim of the research

The purposes of the research code switching as teaching strategy in an English class are:

1. To determine function of teacher's code switching as teaching strategy used by teacher of MTSN Babakan Ciwaringin as strategy in the class.
2. To determine the students' attitude towards to the teacher use code switching as teaching strategy in the classroom.
3. To determine how is code switching as teaching strategy in English foreign language class of MTSN Babakan Ciwaringin.



G. Usefulness of the research

Theoretically, this analysis adds information about code switching used by teachers as a strategy to teach English in class, the types of code switching that used by teacher in English class and this analysis supports the advancement of linguistic knowledge, particularly in the area of sociolinguistics.

Practically, this analysis can be useful for readers and to provide information to people who are interested in studying the field of sociolinguistics, especially code switching. In the other hand, code switching is also often founds in the bilingual and multilingual communities. Language cannot be separated from humans. Language is communication tool. People are able to express their feeling, ideas, opinion to the others by using language.

H. Theoretical review

In this section, the writer will discuss several theories related to the topic of this thesis, which is code switching. The writer also will quote some theories of several experts in code switching.

1. Bilingualism and multilingualism

Frequent occurrence in the community language contact between two different linguistic groups are cause bilingualism community. According to Grosjean (1982: 1) today most people bilingualism because there is no separate language groups from other language groups.

A bilingual is communicates using the language by means of alternating from one language to another language. As said Mackey (1962: 12) bilingualism is the people use language by alternating from one language to another language by a speaker, the same statement by Weinreich (1986: 1) that the practice of using two languages alternately called bilingualism.

In other hand an individual who has and mastered many languages called as multilingual speaker (Rahardi, 2010: 6). Multilingual is an individual who uses and mastery more than two languages in interaction



with other. According to Chaer & Agustina (2004: 120) that Bilingual speaker is the speaker who uses two languages, while the multilingual speaker is the speaker who uses more than two languages.

2. Code

Bilingual or multilingual societies almost always faced with selecting the appropriate code when they speak. when someone starts to speak bilingual society or multilingual choose a language , dialect , certain of a language as stated by Wardaugh (2006: 8) when someone opened his mouth to start talking , one must choose the language , dialect , style , register , or early variety and Wardaugh said that is a particular code. Sometimes people need to choose one code for talking and people may also decide to switch from one code to another code even within sometimes very short utterances (Wardaugh, 2006:11). So, the switch codes are required for bilingual and multilingual people.

3. Code switching

Code switching is a linguistic phenomenon commonly occurring in bilingual and multilingual speech communities (Mahootian, 2006: 511). Bilingual and multilingual people certainly need to do the code switching. It also adds by Sridhar (2009: 56) that when two or more languages exist in a community, speakers frequently switch from one language to another.

Sometimes people need to choose a specific code for talking, and they can also switch from one code to another code, even in short sentences and create a new code. This event is called code switching. Code switching can occur in conversation between speakers' turns or within a single speaker's turn (Wardhaugh, 2004: 101).

Code switching occurs when people decide to switch from one code to another while they speak even within sometimes very short utterances and thereby create a new code (Wardaugh, 2014: 101). Code switching mean changing from language to language in the middle of the utterance (Spolsky, 2004: 49). For (Cardenas-Claros & Isharyanti, 2009: 68), code switching



occurs when a bilingual speaker uses more than one language in a single utterance above the clause level to appropriately convey his/her intents.

Code switching also often occurs when the learning process, teachers often do code switching so that students understand what she's saying. According to Cole (Offiong, 2013: 900) "a teacher can exploit students' previous L1 learning experience to increase their understanding of L2."

Cook (2008: 174) gives an example of code switching. To illustrate code switching, here are some sentences recorded by Zubaidah Hakim in a staffroom where Malaysian teachers of English were talking to each other:

'*Suami saya dulu slim and trim tapi sekarang plump like drum*' (Before my husband was slim and trim but now he is plump like a drum).

'*Jadi I tanya, how can you say that when... geram betul I*' (So I asked how can you say that when... I was so mad).

'*Hero you tak datang hari ni*' (Your hero did not come today).

One moment there is a phrase or word in English, the next a phrase or word in *Bahasa Malaysia*. Sometimes the switch between languages occurs between sentences rather than within them. It is often hard to say which is the main language of such a conversation, or indeed of an individual sentence.

4. Code switching and code mixing

The phenomenon of bilingualism results in the occurrence is not only code switching but also code mixing. It happens when a speaker needs a particular code for mixing one code to another. As stated by Meyerhoff (2006: 120) that code mixing generally refers to alternations between varieties, or codes, within a clause or phrase. A switch of codes within a simple utterance without any associated topic change called as code mixing (Wardough, 2004: 108).

Many researchers are debating about differences between code switching and code mixing. It is approved by Cardenas-Claros & Irshayanti (2009: 68) that the distinction between code switching and code mixing is one of the most puzzling debates in the study of code alternation. Some



researchers have used the term ‘code mixing’ (also ‘code mixing’ and ‘code-mixing’) to refer specifically to intra-sentential switching (Mahootian, 2006: 512). Wardaugh (2004: 108) also adds that sometimes code mixing called intra-sentential code switching. thus, code mixing is including code switching.

5. Types of code switching

Many variations of the language around us, there are national language, local language and other language. Therefore often mixing the language foreign language with local language or vice versa. According to Gardner (2009: 1) that code switching is the mixing of one language with another language, usually mixed with local dialect. Code switching is divided into several kinds. According Waldaugh (2006: 104) code switching is divided into 2 metaphorical and situational.

a. Metaphorical code switching

Metaphorical code switching is when a language changes according to the situation. Someone speaks one language in one situation and in different situations changed their language. Instances when a person speaks in a meeting at the office wearing a formal language, but when someone is out of the office wearing informal language or dialect they use. In addition, Wardaugh (2004: 104) also adds that metaphorical code switching is a strategy to change the code as the speaker redefine formal to informal, official to personal, serious to humorous, and politeness to solidarity. Metaphorical code-switching occurs when there is a change in perception, purpose, or topic.

b. Situational code switching

Situational code switching is aware of code where someone is using a language in certain situations. In this code switching does not change the topic a bit. There are also several types of code switching.



In other hand, Mahootian (2006: 512) explored three types of code switching. They are inter-sentential code switching, intra-sentential code switching and tag-switching.

a. Inter-sentential code switching

Inter-sentential code switching is described as the switch between sentence boundaries, where one sentence is in one language and the other in another. The example of Inter-sentential code switching *semangat trus saya bisa melakukannya, I can do it!*.As stated by Tatsioka (2008: 130), Inter-sentential switching is described as the switch between sentence boundaries, where one sentence is in one language and the other in another.

b. Intra-sentential code switching

Intra-sentential code switching is the second type of code switching. Intra-sentential code switching occurs when a single word or phrase inserts within in a sentence. According to Mahootian (2006: 512) intra-sentential code switching is switches within a clause involving phrase, a single word or across morpheme boundaries are intra-sentential switches. For example *Aku suka your veil* (I like your veil).

In other hand according to Wardaugh (2004: 101), intra-sentential code switching occurs within a single sentence. So, intra-sentential code switching described as the switch occurs inside the clause or sentence involving a phrase, a single word or across morpheme boundaries.

c. Tag switching

Tag switches involve the insertion of tag forms from one language into an utterance of another language. For example, *our schedule are very crowded, iyakan?*.Holmes (2001: 35) states that tag switching called emblematic switching where the switch is simply an interjection, sentence filler in other language that serves as an ethnic identity marker. So, tag switching is the simplest type of code switching.



Another code switching is according to Soewito in Chaer & Agustina (2004: 144) there are two types of code switching Internal and External code switching.

a. Internal code switching

Internal code switching is code switching that take place between their own language. For example, Bahasa Indonesia to Bahasa Sunda and vice versa.

b. External code switching

External code switching is code switching that occur between their own language and foreign languages. For example Indonesian to English and vice versa.

6. Function of Code Switching in the Classroom

Code switching has 9 functions in the classroom according to Hall and Cook. They are explain vocabulary, give instructions, explain grammar, develop rapport and a good classroom, correct spoken errors, explain when meanings in English are unclear and give feedback on written.

a. Explain vocabulary

Explain vocabulary when the students have problems in understanding the vocabulary when the teacher explains about the material. The teacher explain the vocabulary so that the students can understand what the teacher means. When vocabulary presented by well, so the understanding of the English language will also be better.

b. Give instruction

This function of code switching find when the teacher uses code switching to give instruction to student like moving from one activity to another activity or change topic of lesson from discussing an exercise to teaching grammar.

c. Explain grammar

Explain grammar finds when teacher uses code switching to teach grammar to the students. When the students face difficulties in



understanding grammar, so the teacher explain grammar use code switching in order to easier students in understanding English material in the classroom.

d. Develop rapport and a good classroom

This function of code switching occurred when the teacher develop rapport with the students in the class. Communication is very important in the classroom teachers to students or students with other students. Code switching can facilitate to easier communication in the classroom.

e. Correct spoken errors

When the students study uses foreign language, sometimes in the lessons occur spoken errors. The teacher uses code switching to correct spoken error.

f. Explain when meanings is English are unclear

When a class was going through a new lesson, there were usually new words and expressions in foreign language that the teacher wanted the students to understand. Sometimes the teacher uses code switching to explain meanings is English are unclear.

g. Give feedback on written work

This function of code switching occurwhen the teacher give opinion to the students exercises and the teacher use code switching to correct students' written work. In order to students understand what the teacher means.

h. Test and assess learners

This function of code switching occurred when the teacher give test and assess the students. When teacher use English the students don't understand what the teacher means, but when the teacher use code switching it is can be tool to easier the students.



i. Maintain discipline

When the teacher talk with the students to make discipline in the class code switching occur in order to make students understand what the teacher means.

7. Students attitude toward when teacher use code switching in the class

Students' attitude toward when the teacher use Code switching has 6 students attitude toward according to Hall and Cook. The students feel more comfortable when the teacher use code switching in the English learning process.

a. Translation

Translation is an effective language learning strategy for many learners.

b. Students less anxious

Own language use makes learners less anxious, the students less anxious when the teacher use code switching in the teaching English process.

c. Relation between learning English and students' own language

Learners can relate new English language knowledge to their existing own-language knowledge.

d. Learn cooperatively

Own language use help learners work together, when the teacher use code switching in the teaching English can help students to work together.

e. Saving time

Conveying meaning through the learners own language is useful because it saves time. The students can understand what the teacher mean so the students no need more time to understand what the teacher means.

f. Likeness

Learners like to use their own language in class. When the teacher use code switching in the class the student can understand what the teacher means different when the teacher use full English in the English learning process.



I. Significance of the Research

Students' understanding of the learning material provided by the teacher is very important. Especially English lesson, most students do not understand what the teacher meant when teacher using English language in the classroom. Use of code switching in the classroom can be very helpful understanding of students. According to Skiba (Offiong, 2013: 900) the strategy of code-switching can be useful tool in assisting English language teaching and learning process. There have been little data about the use of Code Switching in language learning. The use of own language in teaching English has been claimed not sufficient (Hall & Cook, 2013: 7). In this context, focus on own language use as teaching strategy in an English foreign language class. This research aims to overcome the problem of difficulty understanding the English language material experienced by students and also could be one useful resource for teachers on one of the teaching strategies in the teaching English.

J. Research Methods

The purpose of this research is to find code switching as teaching strategy in English foreign language class. In this part explains about research objective, research setting, research system, validity of data and data analysis.

1. The objective of the research

The objective of the research is to find out code switching as teaching strategy in English foreign language class, function of teacher's code switching as teaching strategy in English foreign language class, relation of teacher's code switching and learners' affective support, and types of code switching are commonly used by teacher in English foreign language class at the second grade students of MTSN Babakan Ciwaringin.

2. Research setting

This research is qualitative that will seek information that related to research in the fieldwork of sociolinguistic, the use of code switching in the classroom is usually used by English teachers in the English classes. This



research will be held in the school in the area Babakan-Ciwaringin. After interview, the teachers used code switching as teaching strategy in EFL class, the teachers used English, Bahasa and Javanes to help students understand about material of lesson. This research will take time from January to April 2015.

3. Informants/source of data

The informants in this research are teacher and students of MTSN Babakan Ciwaringin, data taken from the learning process when the teacher use code switching as teaching strategy in EFL class. The data get from three classes the sample taken by purposive sample from ten class and just took in three classes are VIII A is excellent class, VIII D is middle class, and VIII J is low class and three teachers in the second grade. Every class consists of 40 students so the informant of the data is 120 students and 3 English teachers she is Mrs.Nani, Mrs.Mery and Mrs.Nuri. The study is conducted because in the English learning process use code switching as teaching strategy in an English class that aims to facilitate students' understanding of English material.

Table no 1.1 Data of students as informants

Class	Female	Male	Count
VIII A	40	-	40
VIII D	-	40	40
VIII J	-	40	40
Number			120

Source: MTSN BabakanCiwaringin, May 2015

The research is qualitative research. According to Lodico et al (2010: 142) that Qualitative research focus on the study of social phenomena and giving voice to the feelings and perceptions of the participants under study. As stated by Moleong (2007: 6) qualitative research is research subjects, such as behavior, perception, motivation, action, etc., and qualitative research produces



descriptive data in the form of words in a natural specific context by utilizing a variety of scientific methods.

The design of the research is descriptive qualitative research. Descriptive qualitative research provides a systematic, factual, and accurate description of situation of area (Issac and Michael, 1987: 42) in (Cakrawati, 2011: 13). The research is carried out in descriptive qualitative research because the result of data analysis is in descriptive phenomenon.

There are some reasons of the researcher used descriptive qualitative. Firstly, the researcher wants to analyze teacher's code switching that used as teaching strategy to communicate with the students. Secondly, the researcher collecting the data by audio-recording and the researcher transcribed the data. Thirdly, the researcher analyzed the types that used by teacher as teaching strategy.

K. Research System

1. Steps of the Research

This section the researcher discusses about the steps of the research. The step in this research has three steps. As stated by Moleong (2007: 248) that step of research has three stage, (1) Pre-field step, (2) Field step, and (3) Post-field analysis results step.

1. Pre-field Step

There are six steps which have to do in this stage. They are:

- 1) Develop the draft research,
- 2) Choose the field of research,
- 3) Care the licensing,
- 4) Explore and assess the field,
- 5) Select and utilize the informants, and
- 6) Setting up the research equipment.

2. Field Step



In this step is divided into three parts. First, understand the background research and prepare ourselves. Second, enter the field, and the last is participates while collecting data.

3. Post-field Analysis Result Step

Data analysis begins by reviewing all available data. Then make a summary of the core, process, and the statements that need to be maintained. Then, arranged in units and categorized them. These categories are created while doing coding. Final stage of data analysis is examining validity of the data.

2. Techniques and Instruments of Collecting Data

The instrument of this research is the researcher herself. The researcher used herself as main instrument by observing, interviewing, and marking or underlying types of code switching and also finding the reasons and function of the code switching as teaching strategy in English class at the Mandirancan-Kuningan junior high school.

The researcher gets the data of the research in analyzing code switching as teaching strategy in English class trough depth observation and depth interview.

a. Depth Observation

This research used depth observation as one of techniques of qualitative research. According to Ary, at all (2009: 431) that depth observation is the basic method for gaining the data in qualitative research, depth observation is a primary data collection procedures in depth conducted by researchers with the means to see, observe and record the behavior and speech research subjects using observation guidelines. This research need to see the event of code switching as teaching strategy occurs in the English teaching learning process directly. To get data from learning process the researcher can use field note and audio or visual recording. As stated of Lodico et al (2010: 114) that qualitative research data by using observation are often



collected through some combination of field notes and audio or visual recording (See Appendix II and Appendix III).

Depth observations are useful in providing the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and actions within a particular context (Mackey & Gass, 2005: 175-176). Another benefit of using depth observation according to Guba & Lincoln (1981: 191-193) in Moleong (2007: 174-175) are: first, depth observation based on direct experience and the researcher can have direct experience of the events. Second, depth observation possible to see and observe it directly, then record the behavior and events based on the actual events. Third, depth observation allows researcher record events in a situation related to the proportional knowledge, even the knowledge which obtained directly from the data. Fourth, allows the researcher capable to understand the complex situations. Fifth, in certain cases other communication techniques is not possible, depth observation can be a very useful tool.

In the process of depth observation, the researcher observed the code switching phenomenon that used by teacher as teaching strategy in the English teaching learning process at the Second grade of MTSN Babakan Ciwaringin. In taking the data, researcher will use video recording of Samsung ACE 3 for recording code switching that occurs in the class. And researcher also used field notes for recording the data. The depth observation takes place during the English teaching learning process of the eight classes. The depth observation will begin when the teacher enter the class and stopped when the researcher has found the data repetition. After did the depth observation, collecting data forwarded by doing interview and documentation.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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Participants of this study are teacher and students in second grade. The researcher will observe the code switching that used by teacher as teaching strategy in EFL class.

b. Depth Interview

The second technique of collecting data for this research is depth interview. The researcher used depth interview to find the reasons and function of code switching which used by teacher as teaching strategy in EFL class. Depth interview often associated with survey-based research, as well as being a technique used by many qualitative researchers (Mackey & Gass, 2005: 173-174). The depth interview is one of the most widely used for obtaining qualitative data (Ary et al 2010: 438). Depth interview is a primary data collection procedures in depth which is done by holding face-to-face interviews with participant using interview guideline.

Depth interview conducted by the researcher to get data by giving some questions to the interviewer. There are some benefits in using depth interview to collect data. According to Mackey (2005: 173-174). First, depth interview can allow researchers to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes. Second, researchers can elicit additional data if initial answer are vague, incomplete, off-topic, or not specific enough. Third, another advantage of depth interviews is that they can be used to elicit data from learners who are not comfortable in other modes. And the last one is depth interviews can also be conducted in the learner's L1, thus removing concerns about the proficiency of the learner impacting the quality and quantity of the data provided. The researcher will use video recording of Samsung ACE 3 for recording code switching when do depth interview.

In the depth interview process, the researcher has prepared core questions for the all of students that observed to find the reasons why



code switching used as teaching strategy in the class. This interview takes place for about a week in second class of the second grade junior high school of MTSN Babakan Ciwaringin(See Appendix IV).

c. The Validity (trustworthiness) of Data

The research must have a trust of people who read the study. According to Lincoln and Guba (1985:290) qualitative researcher must have four aspects of the validity of the data in the study, namely credibility, transferability, dependability and confirmability.

1. Credibility

Credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies:

a. Prolonged engagement

Spending sufficient time in the field to learn or understand the culture, social setting, or phenomenon of interest.

b. Persistent observation

Identify those characteristics and elements in the situation that are most relevant to the problem or issue being pursued and focusing on them in detail.

c. Triangulation

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions.

There are four basic types of triangulation:

- 1) Data triangulation: involves time, space, and persons.
- 2) Investigator triangulation: involves multiple researchers in an investigation.



- 3) Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.
- 4) Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, questionnaires, and documents.

d. Referential adequacy

Referential adequacy is a method used to store raw data in records to examine later and compare to other future studies to show the credibility of data.

e. Peer debriefing

Peer debriefing is used to help make sure none of the researchers are using their biased opinion.

f. Member checks

Members checking are used for participants to review the data, analytic categories, interpretations, and conclusions tested with the participants. This allows qualitative researchers to examine the overall accuracy of the study, and verifying data results.

2. Transferability

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to get at generalizability. Qualitative researchers use this method to provide a detailed description of the study's site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize.

3. Confirmability

Confirmability is a method used by qualitative researchers to establish trustworthiness. Confirmability includes an audit trail that



includes raw data, such as electronically recorded materials, written field notes, documents, and records. This method is used for another researcher to be able to verify the study when presented with the same data.

4. Dependability

Essentially it is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.

L. Data Analysis

After collecting data, the researcher analyzes data. The researcher use descriptive qualitative data as the method in qualitative data. According to Lodico at all (2010: 180), steps of analyzing data of qualitative research are:

1. Prepare and organize the data
2. Data transcription
3. Review and explore the data
4. Code data into categorize
5. Construct thick descriptions of people, place and activities
6. Build themes and test hypotheses
7. Report and interpret data

The steps of analyzing data above are the steps must be doing by the researcher. Firstly, the researcher must prepare and organize the data which are collected from the field. In collecting the data, the researcher analyzed every word that is used by teacher in the learning process and in the conversation. When learning process occur code switching by the teacher or the students the researcher will make different mark in writing every language. English use bold words in



writing the data, Bahasa Indonesia use italic words in writing the data, vernacular language use underline words in writing the data.

Secondly, the researcher review and explore the data. After the researcher gets the data, the data must be review and explore. After finding the data, the researcher code data into categorize, the researcher categorized the data into its type of code switching under the Waldaugh and Soewito theory. The researcher gives code for the participants who speak out the utterance during the English teaching learning process at the second grade of MTSN Babakan Ciwaringin. S for the students, T1 for the first teacher, T2 for the second teacher and T3 for third teacher. if there is conversation that consists of some students, and also S_o for another class students who enter the conversation during the English teaching learning process.

The examples of code switching data analysis :T : Today we will learn about degrees of comparison , *hari ini kita belajar tentang tingkat perbandingan*. The data is the teacher (T) utterances which contain two languages, English and Indonesian. Data above is one of kinds of code switching. The data includes in to inter-sentential code switching. Next step is Construct thick descriptions of people, place and activities. After construct thick descriptions the researcher built themes and test hypotheses. The last steps are reporting and interpreting data, the researcher make description of the data. The researcher giving the explanation about the conversation which is code switching, whether it is inter-sentential, intra-sentential, tag-switching, situational, or metaphorical switching in order to the reader feel clearly.

M.Literature Review

Earlier researchers have researched about code switching. They are Rohmani (2013), Murdani (2011) and Kumalasari (2008). They studied the code switching on Novel, broadcasting, and in the class.

This research which conducted by Rohmani (2013) aims at (1) describing the form of code switching and code mixing, (2) the factors causing code



switching and code mixing and, (3) the functions of code switching and code mixing in *Negeri 5 Menara* novel by Ahmad Fuadi. The analysis was a descriptive qualitative research with the conversation utterances. The sampling technique used was random sampling. Technique of collecting data used was document analysis. Technique of analyzing data used was flow model of analysis. This studied focused on causes of code switching and mixing and function of code switching in *Negeri 5 Menara* novel. Based on the result of data analysis concluded that the author *Negeri 5 Menara*, Ahmad Fuadi involving eight languages: Indonesian, Arabic, English, French language, and the language of the region consisting of the Sundanese language, Minang language, Javanese and Batak language. From the eight languages, Arabic and English is the language most influence domain. This is due to the demands of the use of foreign languages (Arabic and English). That became one idea of the story. The function of code switching and code mixing in *Negeri 5 Menara* novel by Ahmad Fuadi are to explain, to command, to pray, to ask question, and to confirm the intention.

In another case, the researcher conducted the study to determine from of code switching in teaching English (Murdani, 2011) to the third grade students of SMP Karitas Ngaglik, this research was conducted to analyze the types of code switching, the reasons for code switching, and the effects of code switching in teaching English. The research was descriptive qualitative research. In order to accomplish the research objectives, the researcher used some instruments in his research there were observations sheet, questionnaire, and interview. As the result, Murdani categorized the cases into the types of code switching. Three types in the code switching, they were single word code switching, integrated loanwords code switching, and conversational code switching which had three smaller types, namely phrase code switching, whole sentences code switching and clause code switching.

There is another research which has been done by Kumalasari (2008) that also researching code switching, but the researcher studied in other context. Code switching on broadcast TV program *Tukul Arwana "Empat Mata"* in Trans 7. In



analyzing the kinds and functions of code switching in “Empat Mata” talk show. The researcher combines both qualitative and quantitative methods. The researcher wants to know the kinds of functions of code switching in “Empat Mata” talk show. The researcher found that there are four kinds of code switching and also find functions of code switching in “Empat Mata” talk show. In “Empat Mata” talk show that English is the language which most frequently used. Based on the result of broadcast Tv program Tukul Arwana “Empat Mata” by Kumalasari (2008). The researcher found four kinds of code switching in “empat Mata” talk show, such as *situational*, *metaphorical*, *intersentential*, and *intrasentential* code switching. In addition, the researcher also finds that the functions of code switching in “Empat Mata” talk show are to express participant’s solidarity and status, topic switch, and affective functions. The result shows that English is the language, which most frequently used. The host and some other conversant often into English incorrectly in order to create an amusing situation. In addition, they also switch into English by inserting some English words in the middle words in the middle of an Indonesian sentence to cover their inability in speaking English.

From previous studies, many causes that lead to code switching occur. Depending on what we will examine. Other students have researched some events of code switching in different contexts, several contexts that have examined are, a novel, a broadcast TV program, and in learning process. Among the few studies that have been done and the researcher interested in education aspect. As research conducted by Murdani (2011) he examines code switching in a conversation between teachers and students. But he did not examine the benefits for students when teachers use code switching as strategy in teaching English. According to Musta’in (2010: 7), education is the key to the formation of the students who are competent in building nation. There are many causes which make the occurrence of code switching. There are also several types of code switching. According to Soewito in Chaer & Agustina (2004: 144) there are two types of code switching. They are internal and external code switching.



As the previous review above, the researcher chooses the education aspect especially in learning process at school. Cook (2008: 179) asserts that code switching may be integrated into the activities used for the teaching of a second language. L1 can facilitate the students to understand the material of L2. According to Skiba (1997) in Offiong (2013: 900) the strategy of code-switching can be useful tool in assisting English language teaching and learning process. Code switching helps the senders transfer the information to receive effectively. Based on above arguments, “code switching could be a strategy used by teachers to help learner.” The researchers interest to find the benefits of code switching it that use as teaching strategy in English foreign language class. In this study, the researcher explores the function of code switching and advantages to be obtained by students. The researcher interested in examining this issue because other researchers usually examine code switching that occurs in the classroom is not a teacher teaching strategies.

The researcher selected code switching research in the field of teaching, different from others in the field of broadcasting and novel. The other differences are the techniques of collecting data and data analysis. Previous studies using random sampling in making the data while this research using purposive sampling. Previous researchers used random sampling means they choose random informant without weigh levels in the population, in contrast to this study using purposive sampling is a sampling technique based on the specific objectives with regard traits and characteristics of the population. The other differences in collecting technique using document analysis prior data while this study adds other techniques in addition to document analysis are using depth observation and depth interview.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the result data analysis, it can be seen that the teacher of MTsN Babakan Ciwaringin use code switching as teaching strategy in an English foreign language to make students easier in understanding English material.

1. The function of code switching English teaching learning process at the second grade of MTsN Babakan Ciwaringin include the 9 points of Hall and Cook: Explain vocabulary, Give instruction, Explain grammar, Develop rapport and a good classroom, Correct spoken error, Explain when meanings in English are unclear, Test and assess learners and Maintain discipline. In the use of code switching, the highest number is in give instruction and the lowest number is in give feedback on written work.
2. The students attitudes toward to the teacher's code switching in English teaching learning process is totally agree in the 6 points. They are translation is an effective strategy for many learners, students less anxious, relation between learning English and students' own language, learn cooperatively, saving time and likeness.
3. Types of code switching which commonly found in the English class during teacher teaching English material at the second grade of MTsN Babakan Ciwaringin is inter-sentential code switching. The highest number is inter-sentential code switching 60 cases and the lowest number is methaphorical code switching no cases in English teaching learning process.

B. Suggestion

Based on the experience of researcher who has experienced during the preparation process of this paper, the researcher gave suggestions to the parties who are related.



1. For the teacher

So far code switching in the teaching learning process implementation are required to support English language subject. they should be creative in teaching, since English is not easy subject for some students. Teacher should know what the students need to understanding material of English lesson so they could create such enjoyable learning activity. And the teacher needs to know the students like and dislike dealing with the teaching strategy.

2. For the students

They should keep in mind that mastering English is very important. Besides, they should be able to think critically to decide what to do dealing with any problem they got. And the researcher suggests the students to sort out the word the students want to speak when they will do the code switching. They should pay attention to people they are talking with.

3. For further research

College students who will conduct research on code switching, it is worth to add formulation of the problem to be studied such as types, causal factors, or patterns. In addition, research on code switching is more interesting when the data are taken from more than one source of data for comparison.



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