Code Switching For Male And Female Students Of Smpn 37 Bandar Lampung

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Abstract: This study was to find out which students (male or female) use more communication strategies especially code switching for the students of SMPN 37 Bandar Lampung when they described names of animal. The participants were eight persons of eight grade. The researcher took eight grade because eight grade has better English ability compared to the first grade. The Data which was taken was from audio recording. The findings showed that male students use more code switching compared to female students when they were having English conversations describing names of animal.

Key word: Communication strategy, and code switching

I. Introduction
Speaking is a productive skill. It means if we want to master this skill, we must actively use this skill. It is important skill in English language learning that the students have to master. There are four skills in English. They are listening, speaking, reading, and writing. Chaney (1998, p. 13), explain the concept of speaking. Speaking is someone's ability to use symbols both verbal and non-verbal in different contexts to build and share the meaning.

Speaking is also a means of communication. When we want to talk also when we want to express our ideas to our friend or other people we use our speaking ability. The students need to master speaking ability because the students successful in learning a language when they are able to use the language in a real communication (Nunan, 1999). That is why it is important for students to learn speaking. The person can be assumed successful in language learning when he/she is able to speak in the target language. Therefore it is a must for students to learn speaking.

However, the students ability in speaking are still limited. Huang (2010) stated that students' problem in speaking because they seldom practice their English. It happens because of many reasons. The main reason is the students are reluctant to practice because they are shy to practice in English.

If non-native English speakers talk in English, they might find some difficulties to express what they mean. It happens because speaking English in their environment is still not their habit. Therefore, they use some strategies in their speaking. Muho and Kurani (2011), The students of foreign and second language learners will use strategies in their speaking. This strategy will help them to communicate to other people.

According to Oxford (1990), the students must have strategies in their learning. So the students can improve their competence, intelligence, confidence. Nunan (1989), also stated about the how important language learning strategies are. The students must realize what their best way to learn language. So they can master the target language.

Communication strategies, on the other hand, as Maleki (2007) points out are referred to as individuals' attempts to find some techniques to close the gap between their communication objectives and the current linguistic resources.

II. Literature Review
a. Communication strategy
Selinker (1972) proposes the concept of communication strategies to address certain classes of errors made by first/second language learners. The students are difficult to communicate because the students do not learn the target language seriously. Tarone (1980) offers a concept of communication strategies as mutual efforts between two speakers who agree on a meaning in situations where the same meaning is not shared.
Table 1: The classification of the most common communication strategies adapted from Tarone (1977), Faerch and Kasper (1984), and Willems (1987)

<table>
<thead>
<tr>
<th>Avoidance or Reduction Strategies</th>
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<tr>
<td>1 Message Abandonment: the interlocutors start their talk but fail to keep talking because of language difficulties, so they give up.</td>
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<tr>
<td>2 Topic Avoidance: the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons.</td>
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<th>Achievement or compensatory strategies</th>
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<tr>
<td>3 Lateral translation: the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2.</td>
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<tr>
<td>4 Codeswitching: the learners use an L1 word or phrase with an L1 word</td>
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<td>5 Foreignizing: the learners use the word in native language but pronounce it like English.</td>
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<tr>
<td>6 Approximation: the learners use an alternative term (ship) to express the meaning of the target word as closely as possible, the learners use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speaker (e.g. &quot;pipe&quot; for &quot;water pipe&quot;)</td>
</tr>
<tr>
<td>7 Word coinage: the learners coin a non-existing L2 word by overgeneralization</td>
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<tr>
<td>8 Circumlocution: the learners describe or exemplify the action or object instead of using the right L2 structure or item</td>
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<tr>
<td>9 Use of all-purpose words: the learners use a general word to fill the vocabulary gaps.</td>
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<tr>
<td>10 Self-repair or restructuring: the learners establish a new speech plan when their first attempt fails.</td>
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<tr>
<td>11 Appeals for assistance: the learners turn to partners for assistance (e.g. Do you understand? Can you speak more slowly? What do you call?).</td>
</tr>
<tr>
<td>12 Stealing or time-gaining strategies: the learners employ such hesitation devices as fillers or gambits to gain time to think.</td>
</tr>
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</table>

2.2 Code Switching

2.2.1 Definition of Code Switching

Code switching is "the language which bilingual use in the conversation as the alternative languages in the conversation" (Milroy & Muysken, 1995: 7). That’s why when speakers have a problem in a conversation, they use code switching. By using this code switching, this one will help learners to understand each other. For Gumperz (1982: 59), code switching is as the juxtaposition within the same speech or exchange of passages of speech belonging to different grammatical systems or sub systems. Milroy and Muysken also states that code switching has important aspect in bilingual speech.

Poplack (1980, 53) view code switching as "the alternation of languages within a single discourse sentence or constituent." Myers-Scotton also see it as the selection by bilinguals or multi-linguals of forms from different languages in the same conversation.

As a conclusion, code switching is the alternation between languages, where the speakers use to switch between two or more languages for many reasons and contexts.
III. Method

3.1 Research Design

This research is an interlanguage study, in which the data will be collected from students’ utterances when they are communicating in the target language (English). This study is designed to find out which students (male or female) that use more communication strategies especially code switching for the students of SMPN 37 Bandar Lampung when they describe names of animal.

Selinker (1972) states that “in interlanguage research, the data can be taken from the utterance recorded during the research.” (p. 749).

3.2 Research Participants

The participants were eight persons of eighth grade of SMPN 37 Bandar Lampung. The researcher took eight grade because eight grade students have better English ability compared to the first grade.

3.3 Instruments

One type of research instrument was used in research. Data was collected through the audio recordings to record their dialogue.

IV. Findings

More male students use code mixing and code switching compared to female students.

The data as follows:

Group 1: Name of animal: buffalo
Male: it is di sawah
 It has body kuat

Group 2: Name of animal: Cow
Male: this animal memproduksi milk
This animal putih putih

Group 3: Name of animal: Tiger
Female: this animal is big
It is big cat
It eat deer

Group 4: Name of animal: elephant
Female: this animal has long nose
This animal has big ear
This animal has big body

V. Conclusion

Male students use more code switching compared to female students when they were having English conversations describing names of animal.

Reference


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