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 eigth 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. Thefindingsshowed that male students use more code switching compared to female students when theywerehavingEnglishconversations describing names of animal.*

Key word: *Communcationn strategy, and code switching*

I. Introduction

Speaking is a productive skill. It means if we want to master this skill, we must actively use ths 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 somenone's ability to use symbol both verbal and non verbal in different context to build and share the meeanig.

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 communcation (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 thatstudents'problem in speaking beacuse 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 speakerstalk in English,theymight find some difficulties to express what they mean.It happens because speaking english in their environtment still is not their habbit. 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 ther learning. So the students can improve their competence, intelligence, cofidence. Nunan (1989),also stated about the how important language learning strategies are. The students must realize what their best way to learn lnguage. 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 startegy

Selinker(1972) proposesthenotion of communication strategies to address certain classes of errors made byfirst/second language learners. The stdents are difficult to communicate because the students do not learn the target langue seriously. Tarone(1980) offersa concept of communication strategiesas mutualefforts 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)

Avoidance or Reduction Strategies		
1	Message Abandonment: the interlocutors start their talk but fail to keep talking because of language difficulties, so they give it up.	Avoidance
2	Topic Avoidance: the learners refrain from talking about the topics which they may not be able to continue for linguistic reasons.	
Achievement or compensatory strategies		
3	Literal translation: the learners literally translate a word, a compound word, an idiom, or a structure from L1 into L2. Transate	Interlingual Strategies (strategies
4	codeswitching; the learners use an L1 word or phrase with an L1	

5	Foreignizing: the learners use the word in native language But pronuce it ike English.	that involve transfer from L1 to L2)
6	Approximation: The 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. "pipe" for "water pipe")	Intralingual strategies (strategies that involve L2)
7	Word coinage: the learners coin a non-existing L2 word by Overgeneralization	
8	Circumlocution : the learners describe or exemplify the action or object instead of using the right L2 structure or item	
9	Use of all-purpose words: the learners use a general word to fill the vocabulary gaps.	
10	Self-repair or restructuring: the learners establish a new speech plan when their first attempt fails.	
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?).	
12.	Stealing or Time-gaining strategies: the learners employ such hesitation devices as fillers or gambits to gain time to think.	

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 undertsand 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 aninterlanguage study, in which the data will be collected from students'utteranceswhentheyare communicatingin the target language (English).thisstudy isdesignedto 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 ResearchParticipants

The participants were eight persons of eigth grade of SMPN 37 Bandar Lampung. The researcher took eight grade because eight grade students have better english abiliy compared to the first grade.

3.3 Instruments

One typeofresearchinstrumentwasused in research.Datawascollected through the audio recordings to record their dialogue.

IV. Findings

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

The data as follows :

Group 1: Name of animal : buffalo

Male   : it is di sawah

                     Pakai hewan ini untuk membajak

                     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 studentswhen theywerehavingEnglishconversations describing names of animal.

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