

**TEACHER'S CODE SWITCHING IN ENGLISH TEACHING
ACTIVITY IN 11TH GRADE AT SMA NEGERI 2 PALEMBANG**

A THESIS

BY

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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APPROVAL

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DECLARATION

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Certify that thesis entitled "Teacher's Code Switching in English Teaching Activity in 11th Grade at SMA Negeri 2 Palembang" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The undersigned,



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DEDICATION

This thesis is dedicated to my beloved family; my father Syamsul Bachri AR., my mother Asmawati, My brother Asri Septiawan, my sister in law Puput Putri, and my two beautiful nieces Kirana, and Keyra and the writer himself.

MOTTO

Sesungguhnya, Ruh “jiwa kita ini” akan selalu bersedih selamanya,
apapun yang dimiliki olehnya, sebab dunia ini bukan tempat
tinggalnya.”

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ABSTRACT

TEACHER'S CODE SWITCHING IN ENGLISH TEACHING ACTIVITY IN 11TH GRADE AT SMA NEGERI 2 PALEMBANG

ABSTRACT

English has become one of the major subjects taught in schools in Indonesia, so teachers are expected to create an enjoyable learning experience when teaching it. As a multicultural country, English teachers in Indonesia have the option to use first and local languages as an approach to make English more understandable by incorporating code switching into teaching and activities. This study aims to explore the usage of English Teacher's code switching in teaching activity in 11th grade at SMA Negeri 2 Palembang, which includes (1) the types of code switching, (2) the functions, and (3) languages involved in the process. The study used descriptive qualitative method with observation and interview as data collection methods. The data were later analyzed using Mattson and Burenhult's theory. The result shows that the teacher used all types of code switching proposed by Poplack which includes Inter-sentential switching, Intra-sentential switching, and Tag switching. Based on the data, all of the three functions of teacher's code switching proposed by Mattson and Burenhults, which are topic switch, affective function, and repetitive function were all found inside the learning activity. There were four languages involved which being English, Bahasa Indonesia, Bahasa Palembang, and Arabic.

Keywords: *Sociolinguistics, Teacher's code switching, English teaching activity*

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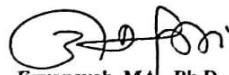
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CHAPTER I

INTRODUCTION

This chapter introduces: (1) the background of the study, (2) the problems of the study, (3) the objectives of the study and (4) the significance of the study.

1.1. Background of the Study

In this recent era, it is a common thing to have more than one language to master which is called multilingualism. Multilingualism is a part of the human behavior, which is a linguistic behavior with the usage of more than one language involved (Khairiah & Walid, 2020). The first language which came to contact and mastered by a person is called their mother tongue or their native language. Many people nowadays use more than one language in their daily activities, whether it is formal or in informal situation. This is a common thing that happens to a multicultural country people like Indonesian who are easily being multilingual. Indonesian people commonly master their local language and the official language of Indonesia which is Bahasa Indonesia.

Indonesia is a plural, compound, and multicultural nation which consisted of approximately 750 local languages, with the population of 270.203.917 lives according to Statistics Indonesia (Badan Pusat Statistik, 2020). Indonesia also has thousands of ethnics with their own local language and dialect which can be distinctively different. Additionally, in the educational circumstances whether it is private or public school, Indonesian has Bahasa Indonesia as the national language to be maintained. Indonesian also have some other language to learn based on the curriculum that the school has prepared for them in order to maximize the learner competence for example, English.

Multilingualism is a worldwide phenomenon which is commonly seen because there are some experts who mentioned that two thirds of the world population are estimated, to speak two or more languages (Hidayati, 2020). English is

estimated to be the first language of around 360 million people worldwide. English is one of the most widely spoken languages globally and serves as the primary language in various countries. Many individuals around the globe learn English as a second language to enhance their career prospects, access educational opportunities, and participate in the global community. English has become the lingua franca of business, science, technology, and diplomacy, facilitating communication between people from different linguistic backgrounds. English proficiency is often seen as a valuable skill in today's interconnected world.

In teaching activity where English is not the official language of teaching, code switching is commonly used in hope to make students get the point of what the material that the teacher is currently explaining about. According to Fanani & Ma'u, (2018), code switching refers to the switching process of involvement of one language or dialect into another language or dialect which usually comes in oral communication situation. Fischer (1972: 85 as cited in Harya, 2018) also stated that code switching occurs in a conversation where more than one language in a single utterance is used by a bilingual speaker in order to appropriately convey the intentional meaning of the speaker. Thus, code switching is an important tool used by bilinguals especially in the field of education as happened in the English teaching activity in the classroom.

Moreover, Code switching using English is commonly used in teaching activity by the English teacher who taught the students with low vocabulary mastery. Commonly, the first thing the teacher does is to explain the material in English and then repeat the main point with their first language. One of the code-switching functions are to deliver the learning material in case the students do not follow the half or even the entirety of the explanation given by the teacher. As stated by Bullock & Toribio (2009, pp.1-2 as cited in Fanani & Ma'u, 2018), the meaning of code switch is the ability to utilize, replace, and switch two different languages in use. In aforementioned case, the speaker at least has the mastery of the second language vocabularies in addition from the first language, so the speaker can switch from the

first language to the second language or another way round. It also implies that the teacher uses the code switching as the mean to enhance students understanding and control the flow of the classroom by mean that there is no need to find the simplest word for avoiding any misunderstanding for the students.

In accordance with Poplack (2004 as cited in Sahrawi et al., 2019), he stated that there are three types of usage of code switching which are inter-sentential, intra-sentential, and tag-switching. There are many linguists who share the same opinion such as Romaine, (1995), (Appel & Muysken, 2006). The code switching itself is a way of plan to switch one or some words in a sentence from one language using another language in a single utterance to make the listener grasp more of the main point of the talk. In order for code switching to occur, there should be some level of understanding between the first language with another.

Before conducting the study, the writer did the preliminary observation while also did the practical field experience (PLP) program at SMP Negeri 1 Palembang. The purpose of doing so is to know that the fact of code switching could happen in general. From the preliminary observation, the writer found that the English teacher especially the mentor teacher commonly switched language when teaching activity is conducted from English to Indonesian as well as the local language of Palembangnese as a way to enhance the understanding of the students in a certain material, and to decrease the difficulty in teaching English. Some of the examples of the code switching which has done by the teacher are “Who’s absent today? *Ada yang tidak masuk?*” and “*Jadi, karno kemaren sudah ambek nilai greeting card, kito masuk ke materi selanjutnya yaitu simple present tense.*” The teacher did this in hope for a good approach to the students so they would respect the teacher more and position the teacher as their friend not only their teacher and also because of the students imbalance English vocabularies due to their various background. As a result of this preliminary observation, the teacher implicitly said that switching language is needed when necessary, for example when we want to get along and making the class tension not too tense, plus to add some understanding to the students regarding the material

which is currently being taught. Thus, for these reasons, the teacher at SMP Negeri 1 Palembang uses code switching frequently from English to Indonesian and local language sometimes. The writer also makes the conclusion that the teacher uses code switching on purpose.

Nevertheless, it is natural that eventually by doing code switching too much, it would bring the teachers into a predicament. When English teaching activity is conducted, it should be noted that the teacher should not too reliant in using another language such as Bahasa Indonesia or a local language rather than English. Such act might lead the teachers into using Bahasa Indonesia and local language too frequently when compared with English at class. Even though the majority of the 8 and 9 graders students of SMP Negeri 1 Palembang uses the students centered learning as a way of teaching, the teacher should also make a habit of using English inside the class so that the students could also imitate on how they say or pronounce things the right way. The shortage of experience given by the teacher would later lead to the incompetence of the students to speak in English confidently and to listen to each of the English language words correctly.

From several studies about code switching, the writer has found some results regarding this topic. The research by SusyLOWATI et al., (2019) aimed to know the patterns of code switching done by the female students in some Islamic boarding schools in Indonesia. The result of this study indicated that there are three patterns of code switching used by the female students, with dominantly use the inter-sentential switching. A study conducted by Song & Lee, (2019) aims to know the relative effect of teacher code switching of preschoolers around five to six of age in Republic of Korea. The result of the study indicated that the usage of code switching proofed to be effective rather than only English instruction. Moreover, (Fanani & Ma'u, 2018; Sahrawi et al., 2019; Kultsum & Syamsudin, 2021) conducted what are the types of code switching done by the teacher and the students in the classroom and its functions while conducting English learning process. Based on the result of these studies, the types of code switching used are inter-sentential, intra-sentential, and tag switching,

and the function is to quote, specific the addressee, reiteration, qualification of the message, and to personalize the message. Nevertheless, the writer tried to find out more about what are the types of code switching being used by observing and to know the functions of doing code switching by conducting an interview with the teacher.

Based on the background above, the writer is interested in doing a study to inspect the use of code switching used by English teacher in another level of school than junior high school, such as in SMA Negeri 2 Palembang and wanted to see the types of code switching used, the functions of it, and the languages involved in the practice of doing code switching while teaching activity is conducted by the teacher. Therefore, the study is entitled “**Teacher's Code Switching in English Teaching Activity in 11th Grade at SMA Negeri 2 Palembang**”.

1.2. Problems of the Study

- 1.) What types of code switching are found in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang?
- 2.) What are the functions of teacher code switching in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang?
- 3.) What languages are involved in the practice of code switching by the teacher in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang?

1.3. Objectives of the Study

- 1.) To find out the types of code switching which are found in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang.
- 2.) To find out the functions of teacher code switching in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang.

- 3.) To find out the languages involved in the practice of code switching by the teacher in teaching process of English teaching class of 11th Graders at SMA Negeri 2 Palembang.

1.4. Significance of the Study

- 1.) For teachers, the result of the study is expected to help the teachers especially those who teach with one or more language of the usage of code switching inside classroom. The result of the study also can be a consideration of the amount the teacher use code switching in a certain extent of educational level.
- 2.) For students, the result of the study is expected to help the students especially those who were taught with one or more languages by using code switching inside classroom. The study also can make them aware when the teacher uses code switching, and the functions of the code switching.
- 3.) For research, the researcher expects that the study will be useful for reference for any future research related to the study especially code switching and sociolinguistics field.

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