

**TEACHER'S CODE SWITCHING IN ENGLISH TEACHING AND
LEARNING PROCESS AT SMP IBA PALEMBANG**

A Thesis

By

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

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DEDICATION AND MOTTOS

This thesis is dedicated to:

My Father and my Mother

MOTTOS

“Technologies are invented to make our lives easier -- not our choices”

-Adam Jensen-

“We all make choices in life, but in the end our choices make us.”

- Andrew Ryan-

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Finally, I hope this thesis will be beneficial for the future researchers and the readers. However, I realize that this thesis is not perfect. Therefore, any suggestions for the improvement of this thesis are highly appreciated.

Palembang, Nov 2020

The Writer,

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TEACHER'S CODE SWITCHING IN ENGLISH TEACHING AND LEARNING PROCESS AT SMP IBA PALEMBANG

ABSTRACT

Code switching is a phenomenon that happen in multilingualism. It also happens in school situation when the teachers teach English subject. This study aimed to investigate Teacher's Code Switching in Teaching and Learning Process at SMP IBA Palembang includes (1) the types of code switching, (2) the functions, then (3) what language are involved in teaching and learning process. The participant of the study was VII.1 & VIII.1 class and their English teacher of SMP IBA Palembang. This study used the descriptive qualitative method. In gathering the information, the writer utilized observation and interview. Data reduction, data display and conclusion drawing or confirmation were used in this study in examining the information. The aftereffect of this examination there are absolute of switches in the informational index: 68 between inter-sentential exchanging, 82 intra-sentential exchanging, and 24 tag switching rehearsed by the instructors or teacher. For the functions of code-switching, it was discovered that there were 76 times speaks to topic switch, 27 times were classified as affective function, and 71 times as repetitive function. There were four Languages engaged with the cycle of code-switching practice by the teacher. They are English, Bahasa Indonesia, Arabic, and Palembangnese. In brief from the interview and observation, the teacher used code switching as a strategy to teach the students in teaching English and deliver the material effectively.

Keyword: code switching, English teaching process

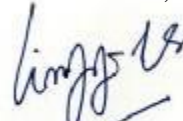
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CHAPTER I

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

There are so many people who master more than one language nowadays. According to Hoffman (1996), people who use two or more languages are called bilingual or multilingual. Languages which are usually mastered well by people are their mother tongue or native. Many people in the world routinely use two or more languages in their daily life. This casually happens to the multicultural country such as Indonesian people who are multilingualism. Indonesian people master at least the Indonesian language which is Bahasa Indonesia, and their local language.

Indonesia is the nation comprised of a majority of ethnic gatherings societies, and dialects where individuals have a language they obtained from their quick climate after birth. The securing of two languages from birth is additionally a significant subject in the investigations of bilingualism. Additionally, in a conventional circumstance like at schools or establishment, Indonesian individuals likewise have Bahasa Indonesia as solidarity language to be utilized. Indonesian individuals are additionally having an interest to ace and learn foreign language, for example, English.

Around 380 million people use English as their first language while over a billion people use it as an additional or a second language to communicate mainly with people coming from diverse linguistic and cultural backgrounds consequently, English has become the language International Language (Clyne & Sharifian, 2008). People who are not English speakers in every country want to learn it as a second or foreign language in order to face the global world. People

should have ability in English to face modern era to access more knowledge from another country. That is why people try to learn this language from various ways whether from the formal institution such as in the school or from other source such as internet and other media. English is important for them in order not only to just communicate with others from another country but also to get more knowledge. Beside to face the globalization era, learning English language requires people to be able to compete not only with people in the range of their own country but also in the entire country.

In teaching English especially in unspoken English country, code switching is often used in order to make students get what the teacher explain about. According to Fromkin, Rodman, & Hyams (2011), code switching is a term in linguistics referring to using more than one language or dialect in conversation. According to Bloomberg (2004), code switching is a broadly observed phenomenon especially in bilingual or multilingual communities, from single family unites to large social group. Lowi (2005) also adds code switching is also viewed as a bilingual or multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities. Code-switching is an important tool of bilingualism or multilingualism. Especially in education as happened in the process of learning English in the classroom.

Moreover, English Switching is done by English teachers toward their students who still have a few vocabularies. Usually, teacher explain first with English then reexplain with the first language. The code switching would help so much in the teaching and learning process to deliver material if the student doesn't understand with the language as one of its function "to understand and be understood when language skills are lacking" (Skolverket, 2011). The teachers employ code switching strategy as a means of providing students with opportunities to communicate and enhance students understanding. It further helps to facilitate the flow of classroom instruction since the teacher do not have spent so much time trying to explain to the students or search for simplest words to

clarify any confusion that may arise. The teacher use code switching by starting the lesson in the English Language and may move into the second language and back. This ensures that the lesson is as communicative as possible. These functions are listed as topic switch, affective functions and repetitive functions by Mattson and Burenhult (1999).

According Blom and Gumperz (1972), cited in Eldin (2014), claim that there are two types of CS: situational and metaphorical. Poplack (1980), from another viewpoint, proposed a wellknown framework that identifies three different types of switching which are tag-switching, intersentential and intra-sentential, same as Romaine (1994) states that there are three types of code switching. Code switching is a strategy of switching the words or sentences from one language to another in order to make interlocutor understand. It is the situation when two people understand the language and use code switching to consider the interlocutor. In code switching the speaker have the purposes to the listener.

Before the study, the writer did the preliminary observation while did the English Teaching Practice at SMP Negeri 9 Palembang. It aims to know the fact of a code switching and how the way it happens in general. The writer found that the English teacher often switch the language, English to Bahasa Indonesia or conversely or sometimes to their local language which is Palembang in the teaching process as a strategy to work on their difficulties in teaching English. For example, of code switching in the class such as “Hari ini we are going to learn about the kartu undangan, Invitation card.” Another example is “Contoh dari invitation cards are undangan pernikahan, undangan ulang tahun dan undangan pesta.” She believed it may help in delivering materials because using English instructions during the language teaching process was not supported well for the students and the lack of the teachers in English itself. As the result of the interview, the teacher believed that switching the language may appropriate in junior high school considering to the students knowledge of English was still lack and it is helpful for them in comprehending the materials. Thus, for these reasons, the teacher at SMP Negeri 9 Palembang frequently switched Bahasa Indonesia

and English or another alternative language interchangeably at times to make the students understand the subject matter. Subsequent to the preliminary observation, the writer deduced that the teacherswitched the language on purpose.

However, it is a natural phenomenon that this activity brings the teachers to a very dilemmatic situation. In the process of teaching English, the use of code-switching makes the teachers overly contented to use Bahasa Indonesia or native rather than English and the teaching was still directed to the "teacher-centered" and it made the students be incompetent in some English skills. Majority the 2nd grade students of the junior high school in SMP Negeri 9 Palembang still have a lack of spoken and written skill of English. They still confuse to speak the English words in correctly pronunciations. In written also, there is a lot of miss-writing on the English word. The focus of the teacher is only on the material comprehension, but not in the skill aspects such as speaking and writing in this case. Not only in those skills, it may also impact to others skills such as reading and listening. The lack of experience of student to get used to listening English language and practice it directly, it brings them to uncomprehend to all of the English skill.

Based on the situation above, the writer was interested in conducting a study to analyze the use of code switching used by English teacher in another school, such as in SMP IBA Palembang and wanted to see the types of code switching, the functions, and what languages are involved in the practice of code-switching by the teacher. Therefore this study entitle "Teacher's Code Switching in English Teaching and Learning Process at SMP IBA Palembang".

1.2 Problems of the Study

In relation to the background, the problems are formulated in the following questions:

1. What types of code switching are found in teaching process of English class?
2. What are the functions of teacher code switching in teaching process of English class?
3. What languages are involved in the practice of code-switching by the teacher?

1.3 Objectives of the Study

Based on the problems, the objectives of this study are:

1. To find out types of code switching are found in teaching process of English class.
2. To find out the functions of teacher code switching in teaching process of English class.
3. To find out the languages that involved in the practice of code-switching by the teacher.

1.4 Significance of the Study

The result of this study is expected to give some contribution for teaching process in classes as follows for teachers, student, and the future researcher.

1. For Teachers

The result of this study is expected to be useful for English teacher in every school. The teacher will be able to investigate regarding to code switching in class. They also can use this result of the study as the consideration about when and how they use code switching.

2. For the Student

The study is expected to be useful for every student which learns the English language and especially in this study for the students of SMP IBA Palembang. This study can make them be aware to the language that they used and they listen every time. The result also can be consideration whether the student needs code switching and understand it or not.

3. Future Researcher

The result of this study is hoped to give the answers of the writer's research questions as stated in problem statement, thus the writer will be able to obtain many new findings related to code switching and sociolinguistics field, then hopefully will be able to give the benefits for the future researchers.

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