



**THE USAGE OF INDONESIAN-ENGLISH CODE-
SWITCHING BY THE SEVENTH GRADE ENGLISH
TEACHER AT SMPN 03 JEMBER IN THE 2011/2012
ACADEMIC YEAR**

THESIS

By

Dimas Yuli Rahardiyanto

NIM 070210491154

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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**Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program, Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University**

By

DIMAS YULI RAHARDIYANTO

NIM 070210491154

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Marlani and my beloved mother, Sri Aisah.
2. My beloved brother, sister, grandma, aunt and all my family that have supported me to finish my thesis. Thank you for your support.
3. My Almamater

MOTTO

*"An action speaks louder than words"*¹

~ Anonymous

¹ <http://idioms.thefreedictionary.com/Actions+speak+louder+than+words>. (July, 8th 2011)

PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dimas Yuli Rahardiyanto

NIM : 070210491154

Menyatakan dengan sesungguhnya bahwa tugas akhir yang berjudul “The Usage of Indonesian-English Code-Switching by the Seventh Grade English Teacher at SMPN 03 Jember” adalah benar-benar hasil karya saya sendiri, kecuali kutipan yang sudah saya sebutkan sumbernya, belum pernah diajukan pada institusi mana pun, dan bukan karya jiplakan. Saya bertanggung jawab atas keabsahan dan kebenaran isinya sesuai dengan sikap ilmiah yang harus dijunjung tinggi.

Demikian pernyataan ini saya buat dengan sebenarnya, tanpa ada tekanan dan paksaan dari pihak mana pun serta bersedia mendapat sanksi akademik jika ternyata dikemudian hari pernyataan ini tidak benar.

Jember, 25 Oktober 2011

Yang menyatakan,

Dimas Yuli Rahardiyanto

NIM 070210491154

CONSULTANT'S APPROVAL

THESIS

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By

Dimas Yuli Rahardiyanto

NIM 070210491154

Consultants

Consultant I

Dra. Siti Sundari M.A

Consultant II

Drs. Annur Rofiq, M.A, M.Sc

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : October 25th, 2011

Place : The Faculty of Teacher Training and Education

Bond an Examiner

The Chairperson

The Secretary

Dr. Budi Setyono, MA
NIP.196307171990021001

Drs. Annur Rofiq, M.A, M.Sc
NIP. 19681025 199903 1 001

The Members,

1. Dra. Made Adi Andayani T., M.Ed. 1.
NIP. 196303231989022001
2. Dra. Siti Sundari, M.A. 2.
NIP. 195812161988022001

Acknowledgement by

The Faculty of Teacher Training and Education

The Dean,

Drs. H. Imam Muchtar, S.H.,M.Hum.

NIP. 195407121980031005

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To tell the truth, this thesis has not slipped away from carelessness and errors, but I have tried to strive for being perfect. It is expected to be useful either for the readers or the researcher. Finally, any constructive criticism as well as the advice from those who really want to have this thesis perfect will be fully appreciated.

Jember, 2011

The Writer

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SUMMARY

The Usage of Indonesian-English Code-Switching Used by the Seventh Grade English Teacher at SMPN 03 Jember; Dimas Yuli Rahardiyanto, 070210491154;2011;47 pages; English Language Education Study Program Language and Arts Department The Faculty of Teacher Training and Education, Jember University.

Language plays an important role in the world since language becomes a means for people to communicate. People from different countries can communicate each other by using an international language. One of the international languages is English. In Indonesia, students learn English as a foreign language. However, most of Indonesian students still have problems in learning English because English in Indonesia is considered as a foreign language.

Sometimes, English teachers tend to combine Indonesian and English in order to make the students understand the materials easier. This phenomenon shows that the teacher is a bilingual due to the teacher's ability to use more than one language. In this case, code-switching phenomenon can possibly occur due to the switch of two or more languages and there is a change of languages made by the speaker.

This research was descriptive qualitative research. It was intended to analyze what types and what functions of code-switching used by the seventh grade English teacher at SMPN 03 Jember. The types of code-switching were analyzed by employing Poplack's classification. Meanwhile, the functions of code-switching were analyzed based on Yletyinen's finding in her study. In this research, observation and interview were used to get the primary data. Questionnaire was used to collect supporting data. The data were analyzed by using descriptive statistic and the result of data analysis showed that there were three the types of code-switching as well as the four functions of code-switching

Based on the observation, there were 159 utterances contained code-switching used by the English teacher. The result of data analysis showed that the types of code-switching consisted of 58 utterances were identified as intra-sentential code-switching, 39 utterances were identified as tag-switching and 62 utterances belonged to inter-sentential code-switching. The functions of code-switching consisted of 29 utterances belonged to the code-switching for explaining, 7 utterances were classified as code-switching for moving from one activity to another, 35 utterances were identified as code-switching for clearing misunderstanding and 88 utterances were identified as code-switching for checking students' understanding.

Based on the questioners that were distributed to 100 seventh grade students, it could be concluded that the students' perception about the use of Indonesian-English code-switching by the seventh grade English teacher in the classroom was good. All students (100%) agreed with the usage of Indonesian-English in the English teaching and learning process. Then 90% of the students said that their English teacher sometimes used Indonesian-English code-switching in the teaching and learning process. 94% of the students agreed that Indonesian-English code-switching could be used by their teacher for explaining the materials, 96% students said Indonesian-English code-switching could be used to start new activity in teaching and learning process. 100% students said their English teacher could use Indonesian-English code-switching for clearing misunderstanding that occurred between them.

Further, 88% students said that Indonesian-English code-switching could be used for checking their understanding, 100% said that Indonesian-English code-switching could help them to understand their teacher's explanations, and 96% said that they got some benefits when their teacher used Indonesian-English code-switching, such as: they could understand their teacher's explanations and instructions more easily.