THE USAGE OF INDONESIAN-ENGLISH CODE SWITCHING BY THE EIGHTH GRADE ENGLISH TEACHER AT JUNIOR HIGH SCHOOL

THESIS

By:

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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 the Degree of S1 at
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2020

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MOTTO

"Before God We Are All Equally Wise And Equally Foolish."

(Albert Einstein)

DEDICATION

This thesis is honorably dedicaed to:

1. My beloved parents Bambang Supriady and Didit Dyah

2. My beloved brother: Guruh Ari Pratama
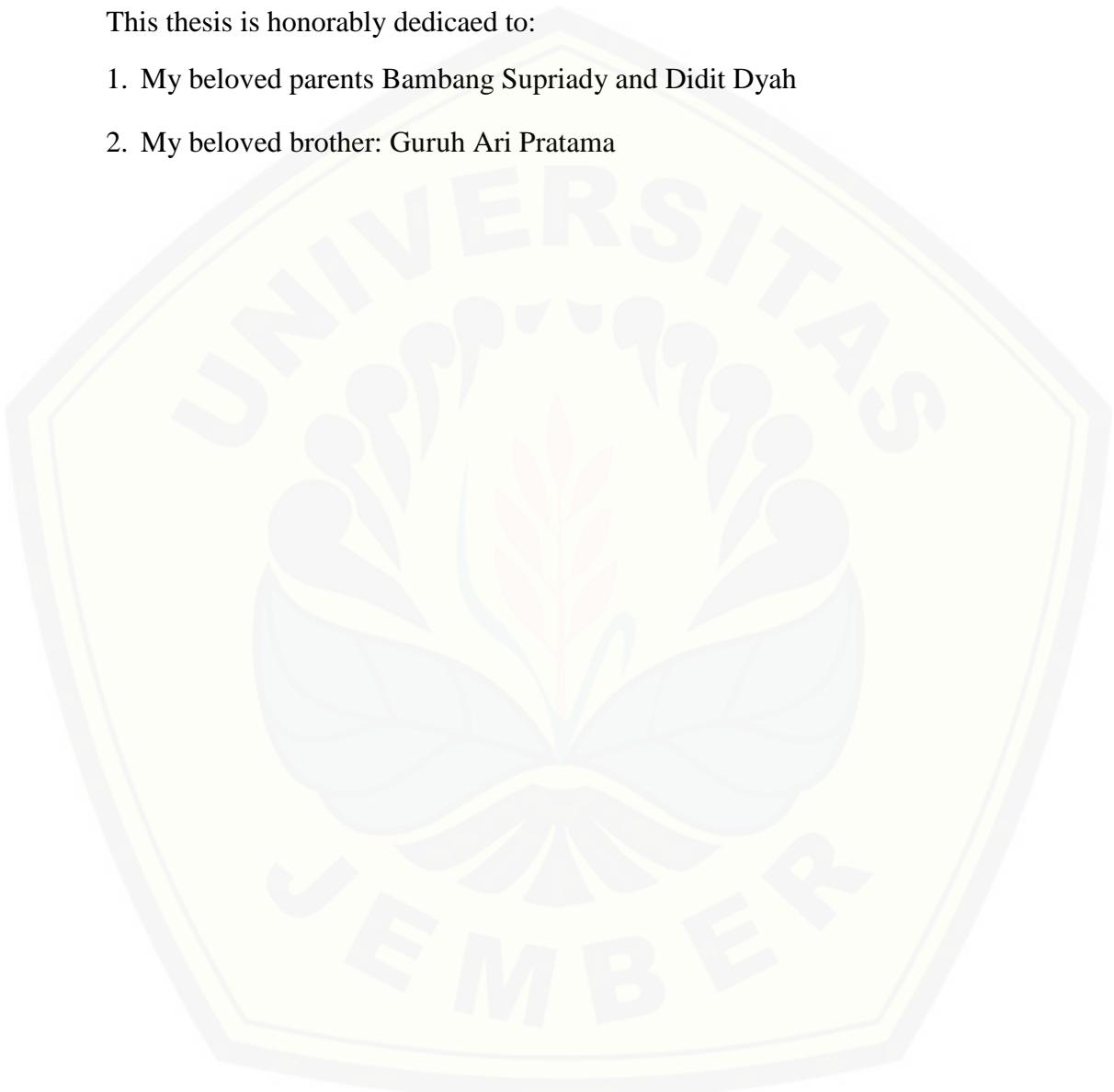
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I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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The writer,

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CONSULTANTS' APPROVAL

THE USAGE OF INDONESIAN-ENGLISH CODE SWITCHING BY THE EIGHTH GRADE ENGLISH TEACHER AT JUNIOR HIGH SCHOOL

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1. The Dean of the Teacher Training and Education Faculty, Jember University.

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, January 2020

The Writer

SUMMARY

The Usage of Indonesian English Code Switching by The Eight Grade English Teacher at Junior High School; Dwi Kurniawan Khairul Esa, 120210401085; 2020: 37 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Language is an important aspect in the world since language becomes media for all people to communicate. Milanowski, in Doughty (1974:32) states that language is the link in concerted human activity. Language can be used by the people to express their feelings and desire. There are so many languages in this world. Every country has a different language. People from different countries use international language to communicate each other. In Indonesia, students learn English as a foreign language. English has been recently taught in elementary level as a local content subject. Crystal (2003:108) states that English is spoken in approximately on third of world's population. It means English widely used by many people.

In Indonesia, English teachers tend to combine Indonesian and English in order to make the students understand the materials more easily. This phenomenon shows that the teacher uses code switching in teaching the lesson when the student cannot understand the meaning of the word. English as a foreign language classroom in Indonesia, the usage of language takes an important role since it is used as communication between teacher and students. The teacher uses more than one languages to communicate with their students to make the students understand in the classroom. Bilingualism can be regarded as the ability to communicate in two languages. But with greater skills in one language. The people who have ability to speak more than one language it call as polyglot.

People in Indonesia tend to mix between two or more languages during conversation. In this case, code mixing occurs when people inability to find word to express what they want to say in certain language. Mayers-scotton (2001) says "code switching as the alternation between two or more language of a language in

the same utterance or dialogue" it is phenomenon that happens on a daily basis both in school and outside of the school.

At the final, this research provides some suggestions in educational area, typically in language teaching learning process and for future researchers should get better understanding about code switching theory.

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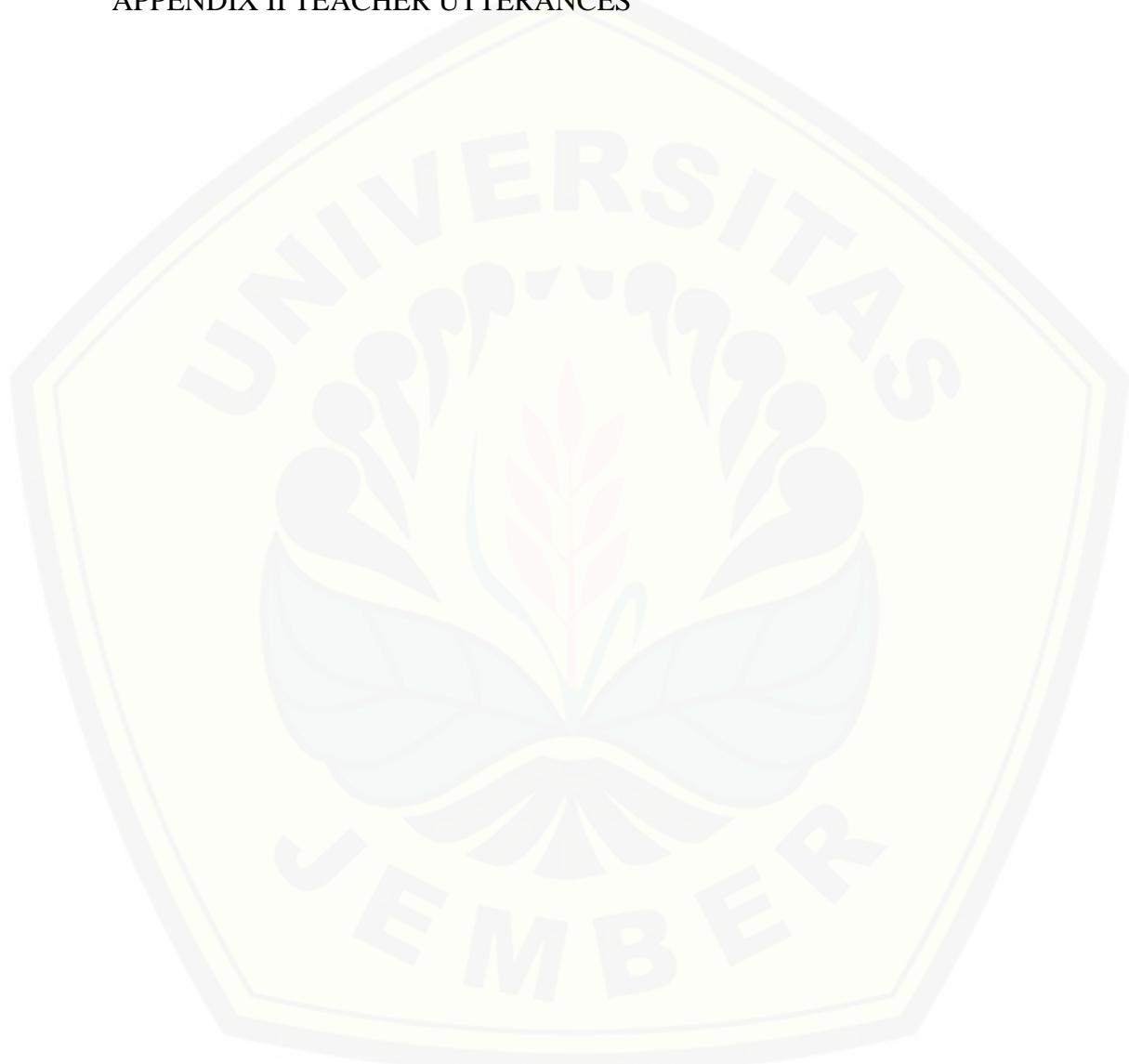
CHAPTER 1

INTRODUCTION

This introductory chapter gives information about the research topic, the issue being investigated, the importance of investigating the issue, the position of this research in relation to the related previous studies, the research focus, and the research contributions.

1.1 Background of the Research

Language is an important aspect in the world since language becomes media for all people to communicate. Milanowski, in Doughty (1974:32) states that language is the link in concerted human activity. Language can be used by the people to express their feelings and desire.

There are so many languages in this world. Every country has a different language. People from different countries use international language to communicate each other. In Indonesia, students learn English as a foreign language. English has been recently taught in elementary level as a local content subject. Crystal (2003:108) states that English is spoken in approximately on third of world's population. It means English widely used by many people.

In Indonesia, English teachers tend to combine Indonesian and English in order to make the students understand the materials easier. This phenomenon shows that the teacher uses code switching in teaching the lesson when the student cannot understand the meaning of the word. By knowing more about code-switching, the English teacher can use this method as a strategy in teaching English.

The findings of previous studies on teaching and revealed that, most teachers faced some problems in teaching (Mujiono, 2013; Poedjosoedarmo, 2013; Subroto & Wiratno, 2013). The use of code switching in English as a foreign language instruction by the English lecturers can assist the students in understanding English materials due to their lack of English proficiency. Switching from English to Indonesian or other languages can also be employed as communication strategy in English classroom instruction. (Ariffin & Husin, 2013). Lack of English Language competence both on the parts of instructors and students has been claimed as the major motivating factor for the Code swithcing occured.

Sometimes, the English teacher uses code switching in teaching when the students cannot understand the meaning of some words of phrases spoken by the teacher. By knowing more about code switching, English teacher can use it as a strategy in teaching.

1.2 Research Questions

Based on the background of the research, the research questions are formulated as follows:

1. What are the types of code-switching used by the teacher?
2. What are the functions of code-switching used by the teacher in the classroom?

1.3 Significance of the Research

The significance of the research will be useful for the English teachers and the other researchers.

1. The English Teachers

The result of this research is expected to be useful for the English teachers espesially at SMPN 1 Jenggawah as addiotional information or an input about the code-swicthing theory in the english teaching and learning process.

2. The Other Researchers

The result of the research can be used a reference and input to the other researchers to conduct another research to dealing with code switching in different focus.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of related literature related to the probems of the research. It cover bilingualism ang bilinguality, the definitions of code-switching and the classification of code-switching.

2.1 Bilingualism and Bilinguality

In the English as a foreign language classroom in Indonesia, the usage of language takes an important role since it is used as communication between teacher and students. The teacher uses more than one languages to communicate with their students to make the students understand in the classroom. The English teacher can use more than languages since they are bilingual who can alternate between two different languages during and learning process.

Bilingualism can be regarded as the ability to communicate in two languages. But with greater skills in one language. The people who have ability to speak more than one language it call as polyglot.

There are opinion dealing with the definition of bilingualism and bilinguality that are propose by expert. Nababan (1993:27) differentiate bilingualism and bilinguality. According to him, bilingualism is a habit to use two language to interact with other people. Bilinguality is an ability to use two language.

2.2 Code Mixing

Most people in Indonesia tend to mix between two or more languages during conversation. In this case, code mixing occurs when

people inability to find word to express what they want to say in certain language.

Wardhaugh says, "code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of single utterance." The example of code mixing:

Speaker: "mereka akan *married* bulan depan"

Based on the example above, there is a code mixing between English and Indonesian. It happens in the word "married".

2.3 Code-switching

Defining code-switching, code itself refers to a language or a variety of language (Wardhaugh 2006:88). Defines code-switching as a switch process from one code to another code or to mix codes even within sometimes very short utterance.

There some definition of code-switching proposed by some experts, Mayers-scotton (2001) says "code switching as the alternation between two or more language of a language in the same utterance or dialogue" it is phenomenon that happens on a daily basis both in school and outside of the school.

In the other words, the speaker that use code-switching are usually bilingual. They have ability to alternate between two languages in classroom. Code switching may occur and the teacher usually uses code switching to make the students easier to understand the information.

2.4 The classification of code-switching

There are some classification of code switching Blom and Gumperz, in Hudson (1996:52) explain the kind of code switching

namely situational code switching and metaphorical code switching. Poplack classifies code switching into three, they are: inter sentential code switching, tag switching and intra sentential code switching.

2.4.1   Code Switching Classifitaion by Gumperz

Blom and Gumperz, in Hudson (1996:52) they are two types of code switching. They are called situational code switching and metaphorical code switching.

    a. Situational code switching

In situational code switching, the language switch is in response to change in situation. Hudson (1996:52) argues that situational code switching occurs when the languages used by the people changes accordingly the situation in the conversation takes place.

    b. Metaphorical code switching

Metaphorical code switching occurs when the choice of the language determines the situation. In metaphorical code switching, the speaker play a vital role to choose the language used to that situation in communication can be easily understand.

2.4.2   Code Switching Classification by Poplack

They are three types of code switching, namely inter sentential code switching, tag switching and intra sentential code switching.

  a.   Inter sentential code switching

The first type is inter sentential code switching according to Poplack, inter sentential code switching occurs at the sentence level. The switch occurs at a clause or sentence boundary where each clause or sentence in different language. The example of inter sentential code switching:

Speaker: *ini film lama, tahun 2000an.* It's oldies but goodies. *Tapi, masih seru kok ditonton.*

b. Tag switching

Second type is tag switching is simply an identity maker. According to Poplack, tag switching involves the insertion of a tag in one language into an utterance which is otherwise entirely in other language. Poplack argues, the insertion of a tag to an utterance does not hace an effect for the rest of the sentence. Tag switching has no syntactic border, they can be move freely, and they can be inserted almost anywhere in a discourse without violating any grammatically rules. The example of tag switching:

Speaker: it's okay, *jika saya meminjam novel mu*?

(It's okay, if I borrow your novel?)

c. Intra sentential code switching

Third type is Intra sentential code switching, occurs within a sentence. It requires a lot integration and it is usually associated with the most fluent bilinguals. Poplack (1980:589) refers to this type of code switching as a more intimate type than inter sentential since both the code switched segment and those around it must adapt to the underlying syntactic rules of the two languages. In this case, the speaker need to master two grammar to avoid ungrammatical utterance. The example of intra sentential code switching.

Speaker: we will go to Kuta beach, *itu tempat kita biasa berjemur,* and we are singing dan having fun, ok

2.5   The Function of Code Switching

Yletyinen (2004:53) suggest 4 function of code switching that are used by the teacher. They are:

1. Code switching for explaining
2. Code switching for moving from another activity
3. Code switching for clearing misunderstanding
4. Checking for understanding

In this research the researcher only focuses on the four functions, they are explaining, code switching for moving from another activity, clearing misunderstanding, and checking for understanding.

The first, code switching for explaining occurs when the teacher want to repeat about the subject explanation in another language in order to help student understand teacher explanation. Code switching for explanation is important to be used by the teacher since most of students incompetent in English language.

The second, code switching for moving from another activity. This code occurs when the teacher moves from one activity to another. When the teacher give instruction in English, thus students need more efforts to understand the teacher instruction. So, the teacher uses Indonesian to clearing the instruction.

The third, code switching for clearing misunderstanding. Misunderstanding between teacher and students happens when teaching learning proses. For example, when the teacher gives instruction in English, lot of student still confuse because not mastered in English, so the teacher need to repeat instruction in Indonesia to clearing the understanding.

The fourth checking for the students understanding. The teacher can use code switching to check the students understanding. For example, when teacher explaining something, the teacher can check the student understanding by asking the student about the explanation.

CHAPTER 3

RESEARCH METHODS

This chapter discusses the research design, the research context, the research participants, the data collection method and its procedures, and the data analysis method and its procedures.

3.1 Research Design

Based on the objectives of this research, the research design is a descriptive study. McMillan (1992:144) states that a descriptive study simply describes a phenomenon and it particularly valuable when an areas is first investigated.

This research describe the usage of Indonesia-English code switching that use by Eighth grade English teacher in the classroom. This research focuses on the usage of Indonesian-English code switching that use by the English teacher.

3.2 Research Context

The present study will be conducted in a junior high school in Jember after the headmaster and the English teacher give access to me to conduct classroom observation in this school. The observation may take one times 45-minute period. To record teacher activity in class.

3.3 Research Participant

In this research the researcher use purposive method to determine the research area. Arikunto (2009:139) states a purposive method is choosing the research area based on a certain reason. This research conducted at SMPN 1 Jenggawah, from the informal interview with the

teacher, the researcher found the phenomenon about the usage of Indonesian-English by the English teacher in the classroom.

3.4 Data Collection Methods

In this research, there were two method use in order to collect the data. The researcher use observation and interview to get data.

3.4.1 Observation

Observation is essential in conducting a research. It use to collect data about the phenomenon that are going to research. Macmillan (1992:128) states that observation allows the description of behavior as it occurs naturally. In this research, observation is use to get primary data about the usage of Indonesian-English code switching. While doing the observation, researcher record the subject by using audio recorder and took a note about the situation in the classroom.

3.5 Data Analysis Method

Data analysis method is the method that use to process and analyze the data obtain from observation and interview. The collected data will be analyze by using descriptive, because the main objective in this research is to describe the usage of Indonesian-English.

The process of the analysis can be describe in the following. First, the data in the form field note from observation and interview written descriptively. Second, is coding the field note. In coding the field note, the situation of the usage of Indonesia-English code switching are used as a guide in determining the types and the function. The types of code switching were classified into inter-sentential switching, intra-sentential, and tag switching; and the function of code switching is classified into: explanation, moving from one activity to another, clearing misunderstanding, checking for understanding. The next step is analyzing the data:

1. Selecting the code switching expressions in the form of utterances spoken by the teacher.

2. Coding the data according to the types of code switching based on Poplack's theort:

   a. Inter sentential switching   (Labeled Inter-S)

   b. Tag switching   (Labeled TS)

   c. Intra sentential switching   (Labeled Intra-S)

3. Coding the data according to the fucntions of code switching based on Yletyinen's are categorized as follows:

   a. Explanation   (Labeled E)

   b. Moving from one activity to another   (Labeled MfO)

   c. Clearing misunderstanding   (Labeled CM)

   d. Checking for understanding   (Labeled CfU)

4. Labeling the data according to the types of code switching based on Poplack's theory and the functions of code switching based on Yletyinen's.

5. Tabulating the teacher's utterances to count the frequency of the types and the functions of code switching.

6. Making summary of the data based on the result of coding and labeling.

7. Discussing the phenomenon of code switching in classroom made by the teacher.

8. Drawing a conclusion to answer the research problem.

   Below is an example on how to analyze the data

Situation: the teacher is explaining about expression of asking and giving opinion to the students/

T   : "expression of asking an opinion is an expression that is used to know someone idea. Do you get it?

S   : "No, mom"

T   : "expression of asking an opinion *adalah expresi that is used untuk mengetahui ide orang lain tentang sesuatu*"

The teacher's switching utterance:

"Expression of asking an opinion *adalah expresi that is used untuk mengetahui ide orang lain tentang sesuatu*"

The example above is the code switching done by the teacher. The teacher tries to explain about asking an opinion expression to the students but the student cannot understand the teacher explanation. The teacher firstly speak in English and then switches to Indonesian to make students understand the explanations. The utterance above is identified as intra setential code switching (Intra-S) the utterance consist of two different languages in one sentence.

Then, based on the function, that utterance is identified as explanation (E). The utterance above, the teacher switches English to Indonesian to make students understand the explanation.

Here is the example how to tabulate the English teacher's utterance to count the frequency of the types and the functions of code switching based on example above

Table 3.1 Classification types and function of code switching.

NO	The teacher utterances	The types of code switching			The function of code switching			
		Inter-s	TS	Intra-S	E	MfO	CM	CfU
1	Expression of asking an opinion *adalah expresi that is used untuk mengetahui ide orang lain tentang sesuatu*			√	√			
Total				1	1			
Total all types of cs		1			xxxxxxxxxxxxxxxxxxxxxxx			
Total all functions of cs		xxxxxxxxxxxxxxxx			1			

CHAPTER 5

CONCLUSION AND SUGGESTION

The final chapter provides the conclusion from data analysis and suggestions proposed to the university students and other researcher

5.1 Conclusion

Based on the research results and discussion in chapter 4, it could be concluded as follows:

5.1.1 The types of code switching

The types of Indonesian English code switching that were used by the teacher while teaching are inter sentential, intra sentential, and tag switching

From utterance that contained Indonesia English code switching, there were 16 utterances identified as inter sentential, there were 4 utterance identified as tag switching, and there were 5 utterance identified as intra sentential.

5.1.2 The functions of code switching

The Indonesian-English code-switching functions that were used by the English teacher while teaching English are code-switching for explaining, code-switching for moving from one activity to another, code-switching for clearing misunderstanding and code-switching for checking understanding.

From the English teacher's utterances that contained Indonesian English code-switching, there were 6 belonged to the code switching for

explaining, there were 6 belonged to the codes witching for moving from one activity to another, there were 6 belonged to the code-switching for clearing misunderstanding, and there were 6 belonged to the code-switching for checking for understanding.

5.2   Suggestion

A. suggestion for university student

The university students of the English Department are necessary to get better understanding about code-switching theory. They can use this research result as an additional material in their understanding of sociolinguistic phenomena.

B. suggestion for other researcher

The other researchers are suggested to use the research result as a consideration to conduct a further research dealing with a similar problem, such as the usage of Indonesian-English code-switching by the students in the classroom.

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TITLE	PROBLEMS	VARIABLE	INDICATORS	DATA RESOURSCES	RESEARCH METHODOLOGY
THE USAGE OF INDONESIAN-ENGLISH CODE SWITCHING BY THE EIGHTH GRADE ENGLISH TEACHER AT JUNIOR HIGH SCHOOL	1. What are the types of code-switching used by the teacher? 2. What are the functions of code-switching used by the teacher in the classroom?	• The eighth grade English teacher's code switching utterances	1. Inter-sentential 2. Tag-switching 3. Intra-sentential 1. Explaining 2. Moving from one activity to another 3. Clearing misunderstanding 4. Checking for understanding	1. Research subject: • The eighth grade English teacher of SMPN 1 Jenggawah 2. Informants • The eighth grade English teacher of SMPN 1 Jenggawah	1. Research design descriptive 2. Area Determination Method : Purposive Method 3. Data Collection Methods: • Observation • Interview 4. Data analysis : Descriptive using coding labeling system

APPENDIX II

TEACHER UTTERANCE

no	Teacher Utterances	Type of code switching			Function of code switching			
		Inter S	TS	Intra S	E	MfO	CM	CfU
1	Who is absent today? Siapa yang tidak masuk?			√				√
2	Ok, your homework? Ada PR? Ada tidak?	√						√
3	Oke what page? Halaman berapa?	√						√
4	Clean white board please, yang piket	√				√		

5	Generic structurenya ada berapa?			√	√			
6	Apa pengetrian identification?			√	√			
7	Sekarang saya minta kalian menuliskan di depan, start from you, number one, please write	√			√			
8	Ayo cepat, the last, yang terakhir	√					√	
9	Please open your book on page 68 task empat ya		√		√			
10	Oke, I will read it, saya		√		√			

5

	akan membacakan							
11	Please listen carefully, tolong di dengarkan dengan baik	√					√	
12	Anggi please, the first sentence. Kalimat pertama	√				√		
13	Next ike, second sentence, kalimat kedua	√				√		
14	Next dibaca dulu			√			√	
15	Oke next, louder please,	√						√

	agak keras							
16	The last, kalimat terakhir.	√					√	
17	Tolong dikerjakan, five minute for you, ya 5 menit		√			√		
18	Oke, times is up. Waktunya habis		√			√		
19	Adi number one, please read it, dibaca dulu, number one di baca dulu	√					√	
20	Pertanyaan artinya apa? What does the	√						√

	text tell about?							
21	So the answer? jawabannya	√						√
22	Next number two, nomor 2	√					√	
23	The last number four, terakhir, nomor empat	√						√	
24	Kerjakan di rumah, halaman 69 task six			√	√			
	Total	**16**	**4**	**5**	**6**	**6**	**6**	**6**
	Total all types of code switching		**24**			xxxxxxxxxxxxxxxxxxxxxx			
	Total all function of		xxxxxxxxxxxxxxxxxxxxx			**24**			

	code switching		