

**EFL TEACHERS' CODE-SWITCHING AND STUDENTS' ATTITUDES
TOWARDS IT AT VIII GRADE MTSN AGAM**

THESIS



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ABSTRACT

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This research focused on types, function and students' attitudes towards teachers' code-switching in teaching English language at VIII grade MTsN Agam. This research aimed to: 1) find out the types of code-switching used by the teacher in teaching English at VIII grade MTsN Agam. 2) find out the functions of code-switching used by the teacher in teaching English. 3) find out the students' attitudes towards teachers' code-switching in learning English. The researcher used descriptive qualitative research. The participants of this study were students at VIII grade and English teachers. The instruments of data collection were recoding, interview, and questionnaire. The result found that all the teachers in two schools MTsN 6 Agam and MTsN 7 Agam used code switching English to Bahasa Indonesia and Bahasa Indonesia to English in classroom learning. The total data 506 code-switching occurred, 134 times for teacher A, 145 times for Teacher B, 107 times for Teacher C, and 120 for teacher D which the total types of code switching were 131 for inter-sentential switching, 316 for intra-sentential switching and 59 for tag-switching. Meanwhile, the total functions performed by four teachers were 12 for quotation, 95 for addressee specifications, 104 for repetitions, 49 for interjections, 114 for message qualifications, and 52 for personalization vs objectivization. This research also found that the students' attitude towards teachers's code-switching categorized a positive attitude. It was from the questionnaires that were given to students. The result showed that teachers use code-switching in classroom learning using English-Bahasa Indonesian or vice versa. The teachers' goals in using code-switching were varied based on their own reason and function. Furthermore, there were some situations in which they were consent in using code-switching.

Keywords: Code-switching, types, function, students' attitudes

ABSTRAK


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Penelitian fokus pada jenis, fungsi dan sikap siswa terhadap alih kode guru dalam pembelajaran bahasa Inggris di kelas VIII MTsN Agam. Penelitian ini bertujuan untuk 1) mengetahui jenis alih kode yang digunakan guru dalam pembelajaran bahasa Inggris di kelas VIII MTsN Agam. 2) mengetahui fungsi alih kode yang digunakan oleh guru dalam pengajaran bahasa Inggris. 3) mengetahui dan menganalisis sikap siswa terhadap alih kode guru dalam pembelajaran bahasa Inggris. Peneliti menggunakan penelitian kualitatif deskriptif. Partisipan penelitian ini adalah siswa kelas VIII dan guru bahasa Inggris. Instrumen pengumpulan data adalah observasi, wawancara, dan angket. Hasil penelitian menemukan bahwa semua guru di dua sekolah MTsN 6 Agam dan MTsN 7 Agam menggunakan alih kode Bahasa Inggris ke Bahasa Indonesia dan Bahasa Indonesia ke Bahasa Inggris dalam pembelajaran di kelas. Total data 506 alih kode yang terjadi, 134 kali untuk guru A, 145 kali untuk Guru B, 107 kali untuk Guru C, dan 120 untuk guru D yang jenis tipe alih kode adalah 131 untuk *inter-sentential switching*, 316 untuk *intra-sentential switching* dan 59 untuk *tag-switching*. Sedangkan total fungsi yang dilakukan oleh empat guru adalah 12 untuk *quotation*, 95 untuk *addressee spesification*, 104 untuk *repetition*, 49 untuk *interjection*, 114 untuk *message qualification*, dan 52 untuk *personalization vs objectivication*. Penelitian ini juga menemukan bahwa sikap siswa terhadap alih kode guru termasuk dalam sikap positif. Hal ini terlihat dari angket yang telah diberikan kepada siswa. Hasil penelitian menunjukkan bahwa guru menggunakan alih kode dalam pembelajaran di kelas menggunakan bahasa Inggris-Bahasa Indonesia atau sebaliknya. Tujuan guru dalam menggunakan alih kode berbeda-beda sesuai dengan alasan dan fungsinya masing-masing. Selain itu, ada beberapa situasi di mana mereka setuju dalam menggunakan alih kode.

Kata Kunci: Alih kode, tipe, fungsi, sikap siswa

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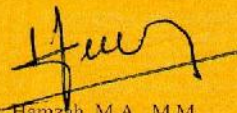
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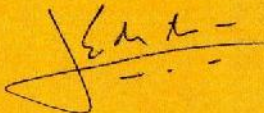


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Maratus Shalihah

LIST OF ABBREVIATIONS

Inter	: Inter-sentential switching
Intra	: Intra-sentential switching
Tag	: Tag- switching
Q	: Quotation
AS	: Addressee specification
I	: Interjection
R	: Repetition
MQ	: Message qualification
PVO	: Personalization versus objectivization

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a key of communication to express thoughts, ideas, feelings and knowledge. Communications happen between speaker and hearer in part of the world, such as particularly in educational aspects. The classroom is one of the main sources of education. In the learning process, a teacher serves the English language as a medium of instruction to the students. The teacher may choose a particular code because it makes them easier to discuss the material. When the code mixes or switches, it can be classified as bilingualism.

Bilingualism is the ability of a speaker to use two languages equally well related to the knowledge of two languages (Bloomfield 1933; Lado 1964 in Sumarsih, et al., 2014). It can be concluded that bilingualism is the use of two languages by a speaker in the interaction to other language. Bilinguals often swap from one language to the other language. The usage of languages occur in the same setting, followed by functional and grammatical principles (Heredia & Altarriba, 2001). They probably are choosing the right and appropriate language or switching the code. A phenomenon of switching from one language to another in the same discourse is defined as code-switching (Numan & Carter, 2001 in Sert, 2005).

Code-switching has big advantages especially for the teacher in order to give the knowledge of foreign language to the students. Therefore, due to teaching and learning a new language, the teacher who has the ability to change a code during

the teaching process commonly tends to use code-switching in their language for a variety of causes and purposes. Thus, some of the research about bilingual and code-switching in teaching and learning had been done thoroughly, the report shows that code-switching is a common phenomenon in Indonesia and abroad.

Bilgin and Rahimi (2013) found that the reasons foreign language teachers utilize code-switching as a strategy was not the same. This case has seen the teachers' point of view of attitude, manner, reasons, and contributions of code-switching to the process of English language teaching. The result analysis showed some commonalities and differences in their attitudes towards the inclusion of this concept in language teaching classes. Since foreign language learning requires a fluent practice of target language, some ELT teachers do not approve of the frequent use of code-switching.

Kustati (2014) claims that code-mixing and switching in the process of clarifying issues. It purposed to switch the topic, and to persuade or motivate students to be to promote relationships with students and more interested in learning English. However, the students mix and switch their language to cause by lacking of knowledge of English. They admitted used Indonesian or mother language due to their inability to communicate in English. As a result, they argued that they were not being able to engage communication in English event the fact they are English students.

Fachriyah (2017) The research showed the functions of code-switching by a lecturer to the students during interactions on learning of English. The method was ethnography of communication which the research result code-switching

facilitated interactions when learning was taking place. Meanwhile it was only focusing on one class, and one lecturer and her students.

Meanwhile from the previous research, Rahimi stated that this view was from the teacher's perspective and attitude towards the use of code-switching. Then another researcher, Kustati (2014) did not add other side of student attitudes taught by teachers using code-mixing and code-switching. She only focused on teacher's attitudes. Meanwhile, in Fachriyah (2017) research, she describes the type of code-switching by a teacher in the class that she taught. Furthermore, there is only 1 teacher and 1 class as the participants of the research. However, in this discussion the researchers described the code-switching in their own problem. Besides, the researchers want to fill in the spot which included a discussion of students' views, that is attitudes towards the use of code-switching.

Code-switching helps teachers and learners by allowing them to use their local language while also using the target language. This issue already proven and avowed by previous study. The first language or local language is also used in communicating and conveying material in Indonesian education setting, since Indonesia is bilingual society. One of goal teacher sets in using code-switching due to many misinterpretations of sentences' structure and meaning. (Deria, 2018). The language used is the local language (mother tongue) as the first language that a person acquires in the association. Next the second language is Bahasa Indonesian which is obtained by someone after gain the social environment and school level. Bahasa Indonesia is the language of instruction in the world of education and is used in teaching and learning activities in school.

Futhermore the foreign language is the target language studied at school. Related to the use of the language learning English in the classroom. It can not be avoided that teacher use of two or more languages in teaching English. But, this research only describes events code-switching only in the form of utterances from English into Bahasa Indonesia or vice versa in classroom setting. The limitation of this research problem is carried out, so that the discussion of the code-switching event in domain can be carried out more detail and comprehensively.

Seeing the occurrence of code-switching in teaching Foreign languages in Indonesia what are the students' attitudes toward this phenomenon. Perhaps the use of code-switching is regarded as necessary due to the lack of words in the target language (English). For decades, bilingual teaching has been dominated by the principle that teachers should use only the target language and avoid using local languages. However, reports from previous research and experts indicated that code-switching is a common phenomenon both in Indonesia and abroad. Thus, it is meaningful to study students' attitudes towards this phenomenon to make this study more effective.

Students' attitudes towards learning English have been done in different areas in some research. Most students are not aware of the importance of English in their studies and in future career development (Burgos & Pérez, 2015). Gömleksiz (2010) stated on his evaluation reaserch, the students' attitudes towards English differed in terms of gender and grade level. The result was the students' high level tendency towards learning English was higher than low level. Female students had more positive attitudes, interest, self-confidence, usefulness

and teacher subscales. More, the researcher's recommendation to further studies with qualitative studies and interview want to find out more about their attitudes towards learning English.

Zulfikar, et.al (2019) found that focus on students' belief on English and on students' attitude, feeling and behavior on learning English. It was indicated that English department students showed positive attitude and attention during learning English. There are three aspects of the students' attitude, cognitive, emotional, and behavioral for learning English. It also states the findings, students learn better if they are taught by effective teachers.

As mentioned in the research above on attitudes from Gömleksiz and Zulfikar they focused on students' attitudes towards English. They discussed gender and class level. It also discussed 3 aspects of attitude such as cognitive, emotional, and behavioral. Those studies have discussed comparing the attitudes toward learning English during the past. Indeed, there is one point that researcher want to fill in previous research about the student attitude toward the use of language switch in learning English. These previous studies also related to the students' attitude on learning English can be an additional source to support this research.

Several researchers have already investigated undergraduate or high school students. The discussion about students' attitudes is one of the still less explored on Junior High school students. The previous researches did not direct enough to find out attention to the teacher's reason to use code-switching in form types and function learning English. Hence, the present research aims to fill this gap and also to explore whether there is a significant attitude aspects among students

toward teacher's code-switching. Moreover, from previous research, much attention has been drawn on University students, but not much study discusses the Junior High phenomenon in Indonesian schools.

As to the arguments above, the researcher has done preliminary observation on 19th and 20th February 2020 at MTsN 7 Agam. The teacher changes the language from English into Bahasa Indonesia or local language (Bahasa Minang) to deliver the materials.

B. Identification of the Problem

Based on the background of the problem above, the researcher found code-switching is used in many ways, one of them in teaching English. Students as the receiver teacher explanation in English may give different attitudes. The problems are what the types and functions of code-switching and the students' attitude on it. The research analyzed the students' attitude toward teachers' code-switching, then types and functions behind the teachers' code-switching in teaching English at VIII grade MTsN Agam.

C. Limitation of the Problem

Dealing with the background and identification of the problem elaborated above, the problem of the research was limited on the type and function of code-switching by the teachers' and students' attitudes towards teachers' code-switching in teaching English. It was limited to the teachers' utterances containing the type and function of code-switching in teaching English at classrooms in two

Islamic Junior High Schools. The form of code-switching study only in the form of utterances from English into Bahasa Indonesia or vice versa in classroom setting. Then, the attitude were from the students who taught by those teachers. the students were in the second grade of Islamic Junior High School 6 and 7 in Agam. In brief, the participant of the research was teacher and student.

D. Formulation of the Problem

In accordance with the limitation of the problem above, the problem of this study is formulated into the question “what are the teacher code-switching and students’ attitudes towards it in teaching English at VIII grade MTsN Agam?”

E. Research Questions

In accordance with the formulation the problem, there are research questions to be answered as follow:

1. What are the types of code-switching used by the teacher in teaching English at VIII grade MTsN Agam?
2. What are the functions of code-switching used by the teacher in teaching English at VIII grade MTsN Agam?
3. What are the students’ attitudes towards teachers’ code-switching in learning English at VIII grade MTsN Agam?

F. Purposes of the Research

Based on the research questions formulation of the problem above, the research intended:

1. To find the types of code-switching used by the teacher in teaching English at VIII grade MTsN Agam
2. To find the functions of code-switching used by the teacher in teaching English at VIII grade MTsN Agam
3. To find and analyze the students' attitudes towards teachers' code-switching in learning English at VIII grade MTsN Agam

G. Significance of the Research

The results of this research are expected to contribute on the types and functions of code-switching and the students' attitude toward teachers' code-switching related to teaching English as foreign language in Junior High School. It hopes to give beneficial contributions theoretically and practically. First in theoretical, this research is expected to give valuable information the specific knowledge o in the sociolinguistic especially in code-switching. Second, this research is expected can give contribution to the teachers, by knowing the students' attitude toward the code-switching in the classroom, and the function of code-switching. Moreover, it is hoped that the finding of this research can give awareness to the teachers, thus they can use this research as their evaluation in the classroom teaching to support the language learning opportunities. Therefore, the

teaching process will be more interactive and effective as well as give good input to the students.

H. Definition of Key Terms

1. Attitude is an evaluative reaction to some referent or attitude inferred on the basis of the individual's beliefs or opinions about code-switching
2. Code-switching as the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation