

**CODE SWITCHING IN EFL CLASSROOM INTERACTION
OF ENGLISH EDUCATION DEPARTMENT
OF UNIVERSITAS ISLAM RIAU**

THESIS



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ABSTRAK

Fran Setyawan Benny Azman. 2016. Alih Kode Bahasa di Kelas Bahasa Inggris Sebagai Bahasa Asing (*EFL Classroom*) di Jurusan Pendidikan Bahasa Inggris Universitas Islam Riau. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Alih kode bahasa dalam berbicara merupakan suatu fenomena bahasa yang sering terjadi di kelas yang memiliki dua bahasa atau lebih. Fenomena ini merupakan situasi dimana pembicara mengalihkodekan satu bahasa ke bahasa lain ketika berbicara. Penelitian ini dilakukan untuk menemukan dan menganalisis alih kode bahasa yang terjadi di dalam kelas. Penelitian ini tergolong dalam penelitian deskriptif kualitatif. Penelitian ini difokuskan pada terjadinya alih kode bahasa dalam berinteraksi di kelas yang dilakukan oleh Dosen dan Mahasiswa Pendidikan Bahasa Inggris semester 5 di Universitas Islam Riau. Data dikumpulkan melalui observasi, rekaman video, dan wawancara. Penelitian ini bertujuan untuk mengidentifikasi frekuensi, tipe, proses, dan penyebab terjadinya alih kode bahasa di dalam kelas. Temuan penelitian ini menunjukkan frekuensi alih kode bahasa jarang terjadi. Tipe alih kode bahasa dianalisis berdasarkan tipe yang dikemukakan oleh Poplack dan Model yang dikemukakan oleh Myers-Scotton. Alih kode bahasa terjadi dalam 4 cara, dari bahasa Inggris ke Indonesia, Indonesia – Inggris, Inggris – Indonesia – Inggris, dan Indonesia – Inggris – Indonesia. Penyebab alih kode bahasa terjadi dikarenakan kurangnya kosakata bahasa Inggris yang diketahui, karena ingin menjalin komunikasi dengan siswa, memberikan penjelasan, kebiasaan, karena ingin memberikan penekanan terhadap kata-kata yang diucapkan, istilah yang digunakan, pengaruh emosi, dan karena ingin memberikan kenyamanan kepada siswa. Kesimpulannya, alih kode bahasa yang terjadi pada interaksi di dalam kelas dikarenakan kondisi-kondisi dan situasi-situasi yang ada disekitar pembicara.

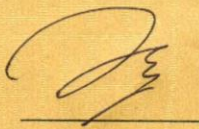

ABSTRACT

Fran Setyawan Benny Azman. 2016. Code Switching in EFL Classroom Interaction of English Education Department of Universitas Islam Riau. Thesis. Graduate Program of Padang State University.

Code switching is one of language phenomena that mostly occur in bilingual classroom. It is the situation where the speakers switch their language from one language to another. This research was conducted to find out and analyze the code switching occur in classroom interaction. This research was classified into descriptive qualitative research. This research was focused on code switching occur done by lecturers and students in classrom interaction in the fifth semester of English Education Department of Universitas Islam Riau. The data of this research were the lecturers' and students' code switching in classroom interaction. The data were collected through observation, video recording, and interview. This research investigate the frequency, types, occurrences, and the causes of code switching occur in classroom interaction. The finding shows that the frequency of code switching occurred was rarely occurred. The type of code switching that analyzed was based on Poplack's types of code switching and Myersss-Scotton's Model. The occurrences of code switching were found in four ways, they are English – Indonesian, Indonesian – English, English – Indonesian – English, and Indonesian – English – Indonesian. The causes of code switching occurred in classroom interaction were lack of vocabulary, establish the contact with the learners, giving explanation, pariticipants' habit, to emphasize, terminology, lecturers' emotion, and to make the students relaxed. In conclusion, the code switching in EFL classroom interaction of fifth semester of English Education Department of Universitas Islam Riau occurred due to the conditions and situation around the speaker.

PERSETUJUAN AKHIR TESIS

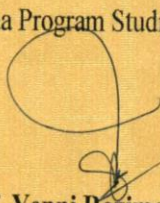
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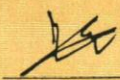
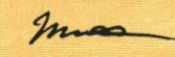

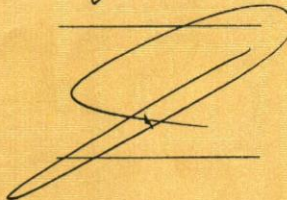
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CHAPTER I

INTRODUCTION

A. Background of the Problem

English as a foreign language in Indonesia is learned at schools from elementary to university level. It is an obligatory subject at school or university, however it depends on curriculum that is being applied. Based on curriculum 2013, English as an obligatory subject is applied from Junior high School until university level. Meanwhile, English is an optional subject at elementary school.

Since English is a foreign language in Indonesia, there are some phenomena related to bilingualism in English teaching in the classroom. The phenomena could be related to the strategies used in teaching, the explanation of material, or the interaction that occurs in the classroom. According to Myers and Scotton (2006:3), “being bilingual” doesn’t imply complete mastery of two languages. Furthermore, speakers are rarely equally fluent in two languages. It means that the speakers’ English proficiency may affect the language used in the classroom. Due to this condition, bilingualism phenomena may occur in English teaching in the classroom.

One of the bilingualism phenomena that may occur in classroom interaction is code switching. It is the situation where the speakers switch their language from one language to another. This phenomenon may occur in various situations and because of several reasons.

The code switching in classroom interaction may occur in several situations. As data, in explaining the lesson in the class, the teachers sometimes uses English in his explanation, then, they switches to Bahasa Indonesia and also mixes English and Bahasa Indonesia. It especially happens when they have to explain a certain concept in English. Then, the students sometimes also switch their language in answering the question or giving opinion about the lesson.

The code switching occurs because of several reasons depend on the speakers who switch the language. For data, the teachers may switch their language in explaining the lesson in order to give clear explanation so that the students can understand it. As Holmes (2013:37) states that it is easier for some people to discuss a particular topic by switching to another code. Moreover, the students switch their language because of their lack of competence in English. Sometimes they find hard to express their ideas in English, therefore they switch their language to Indonesia.

Related to code switching phenomenon that occurs in the classroom, the researcher observed the classroom interaction and interviewed two English lecturers and four sixth semester students of English Teaching Department of FKIP Universitas Islam Riau, on February, 10th and 11th 2015. Based on the observation, the researcher found that the code switching occurred when the lecturers explained the material or/and the students gave presentation in front of the class. For the reasons, the lecturers said that they found some difficulties in explaining some specific terminologies. The lecturers also felt

that their students got difficulties in understanding concepts if they were explained all in English. Meanwhile, the students said that they switched their language because of lack of vocabulary in expressing the ideas in English.

For EFL classroom, there is no need to give all explanation in full English. The teachers or lecturers sometimes need to use first language in giving explanation about the lesson. Switching the language is needed to make a successful communication in EFL classroom, especially in S1 degree, whether it is conscious or not.

Code switching is a phenomenon that mostly occurs in bilingual classroom. This phenomenon occurs because the teacher or lecturer wants to make a successful communication or interaction with their students. The teachers or lecturers have known their students capabilities in English. They try to make an interaction or communication understandable base on their students' capability. By this case, code switching is used as a way to make it happen.

Related to phenomena above, it was worthy to study more about code switching in interaction or communication, especially in English Foreign Language (EFL) classroom. The reason of choosing EFL classroom was because the code switching happens in the classroom interaction. Both of the lecturers and students switch their language. The occurrences of code switching done by them are not discovered yet. There are also several possible reasons why they switch their language. That is why the researcher needed to

do further research about this phenomenon in EFL classroom of English Teaching Department in FKIP UIR.

The situation in the classroom can be seen in this research whether the lecturers or students use full English or switch the language to Indonesian in EFL classroom interaction. This research can be used as one of the references for the lecturer or other people who will teach in EFL classroom. They can pay attention and understand the phenomenon that happens in the classroom, especially code switching. In this research, how code switching occurs, what are the types and functions that mostly appear in the classroom interaction was studied. The lecturers or the teachers can recognize the code switching and justify their uses of English and mother tongue in the classroom. An addition by Riehl (2005), it is certainly an interesting issue to investigate when and why a speaker chooses one linguistic variety rather than another: this can be explained by stylistic or metaphorical motivation, where factors such as the interlocutor, social role, domain, topic, venue, medium, and type of interaction play an important role.

B. Identification of the Problems

Based on the background, the problems identified were related to code switching that occurs in classroom interaction. The first problem identified is the frequencies of code switching occur in the classroom interaction. The code switching may occurs frequently or rarely. The next one is the types of code switching used by the lecturers and students. The third one is the occurrences of code switching in classroom interaction. The occurrences of code switching

are related to the situation when the code switching occurs. The last one is the functions and reasons of code switching done by the lecturers and students. The lecturers switch their language to give understandable explanation for the students. The students sometimes get difficulties in expressing their idea in English. Their limited vocabulary makes them have to switch their language to their mother tongue. In sum, there are several problems related to code switching phenomenon that occurs in classroom interaction.

C. Focus of the Study

Based on the problem identified above, the focus of this research was on code switching that occurs in classroom interaction used by lecturer and students of English Education Department of Universitas Islam Riau. Then, there was an analysis on the types, the functions, how and why code switching occurs in the EFL classroom interaction.

D. Formulation of the Problem

The problem of this research was formulated in the following question: “How does code switching occur during EFL classroom interaction and what are the causes at English Education Department of Universitas Islam Riau?”

E. Research Questions

Based on the formulation mentioned above, the research questions are stated below:

1. Does code switching frequently occur in classroom interaction at English Education Department of Universitas Islam Riau?
2. What are the types of code switching occurred based on Poplack's types and Myers-Scotton's Model during classroom interaction at English Education Department of Universitas Islam Riau?
3. How does code switching occur during classroom interaction at English Education Department of Universitas Islam Riau?
4. What are the causes of the code switching used by lecturers and students of English Education Department of Universitas Islam Riau in classroom interaction?

F. Purpose of the Research

Based on the research questions above, the purpose of this research are:

1. to find out the frequency of code switching occurs in classroom interaction at English Education Department of Universitas Islam Riau
2. to find out the types of code switching occur during classroom interaction at English Education Department of Universitas Islam Riau.
3. to explain how code switching occurred during classroom interaction at English Education Department of Universitas Islam Riau.

4. to explain the causes of code switching during classroom interaction at English Education Department of Universitas Islam Riau.

G. Significance of the Research

The findings of this research were expected to give contributions to the teaching and learning foreign language development. This research will support the new finding in linguistics and education. Theoretically, this research can also be used as a reference of getting information about how the meaning conveyed in the use of code switching. Besides that, this research gives information about code switching in classroom interaction especially in English Education Department in which the students are expected to be a good English teacher. The lecturer can get information about code switching used in the class that can give input as one of teaching strategies in English class.

H. Definitions of Key Terms

To avoid misconception of the readers in understanding the topic, the researcher describes some key terms involved:

- a. Code Switching: refers to linguistic behavior of a bilingual speaker who subconsciously shifts from speaking one variety to another variety of languages, usually in response to factors associated with the social situation.

- b. EFL Classroom: is where the learners learn the language in an environment where there is little natural use of the language; furthermore, the foreign language is treated equally to the other school subjects with its homework and tests.
- c. Classroom Interaction: is occurred everyday in the classroom activities between the teacher and the learners or the learners and the learners.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. CONCLUSION

Code switching can be seen based on frequency, types, occurrences, and the causes of code switching. The frequency of code switching might be different in one place with other places. The differences affected by the conditions and situations applied in that place. The speakers' English competence also make the frequency of code switching may vary. In this research, the frequency of code switching in fifth semester of English Education Department of Universitas Islam Riau was rarely occurred.

The types of code switching occurred in participants' utterances have some points that can be concluded. The three types of code switching served different functions in participants' utterances. The differences of positions between the lecturers and students also affected the types of code switching occurred. The lecturers tended to switch their language in intra-sentential and tag-switching types. Meanwhile, the students tended to switch their language in inter-sentential switching.

The occurrences of code switching in classroom interaction were affected by the participants' language or culture. The lecturers and students of English Education Department of Universitas Islam Riau only used two languages in their interaction. It made the language use only found in two languages. It might be different if the participants use more languages in the interaction. The language use could be more varied.

The causes of code switching which occurred can be discovered by looking at the reasons of code switching done by the participants. The code switching was done by the participants in order to achieve the purpose of their interaction. The audiences might get the wrong ideas if the interaction were done in English only. In order to minimize the audiences get the wrong ideas, the code switching was done by the speakers.

B. IMPLICATION

Based on the conclusion stated above, there are some implications can be drawn. Firstly, although English is a foreign language in Indonesia, however the frequency of code switching was rarely occurred in EFL classroom interaction. Code switching mostly occurred when the lecturers explain the material in front of the class. As the result, it can help teaching and learning process. It implies that code switching could help the lecturer in explaining the material or help the students to understand the lesson.

Secondly, the types of code switching occur in classroom interaction are related to the participants' purposes in switching their language. As example, the students who lack of vocabulary switch their language in intra-sentential switching or the lecturers who want to give clear explanation switch their language in inter-sentential switching. It implies that all of Poplack's types of code switching could be found in EFL teaching and learning process in Indonesia.

Thirdly, the occurrences of code switching can be seen from language used in participants' code switching. Participants' culture will affect the

language used in EFL classroom interaction. Indonesian language, mother tongue, and religion make the language used in EFL classroom in Indonesia are vary. It implies that two or more languages will be used in EFL teaching and learning process in Indonesia.

The last, the causes of code switching occur can be seen from the reasons of code switching done by the participant. Each participant has different reason in using code switching. As example, one lecturer may have habit in switching his/her languages in teaching rather than the others. It implies that the lecturers' or teachers' way in teaching English as a foreign language in Indonesia will affect the causes of code switching occur.

C. SUGGESTION

Based on the conclusions and implications above, there are some suggestions:

1. It is suggested to the lecturers to use code switching only for content material. It means that the lecturers only use Indonesian or switch their language to Indonesian when they give explanation about the material.
2. It is suggested to use English only in classroom interaction. It can help to improve the students' competence by create the English environment in the class.
3. It is suggested to the students to improve their English competence, so that they could express their ideas without problems. In other words the use of code switching could be avoided.

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