An Analysis of Functions of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP

THESIS

Submitted as Partial Fulfillment of the Requirements for the Bachelor Degree of Education (S.Pd) in English Language Education Program

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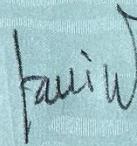|	
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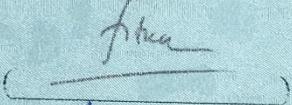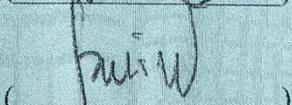dengan judul

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ABSTRACT

An article entitled "An Analysis of English Teachers' Code Switching and Code Mixing in Classroom Instructions at SMA Pembangunan Laboratorium UNP" aims at determining codes mostly used by the English teachers and the functions of classroom code-switching and code-mixing. To meet the need of this research, the subject of this research was 3 English teachers at SMA Pembangunan Laboratorium UNP. The data of this research was the English teachers' utterances which contain code-switching (CS) and/or code-mixing (CM). The instrument used was an audio-video recorder which recorded the classroom conversation. To know the codes mostly used by the English teachers, the data were analyzed to see the what codes occur in teachers' utterances. Moreover, the data were analyzed using 3 categories of functions of classroom CS and CM proposed by Ferguson (2003) to determine the functions of classroom CS and CM. The results showed that the code mostly used by the English teachers in delivering lesson was Bahasa Indonesia. Then, the other dominant codes were English, switching and/or mixing English – Bahasa Indonesia, and switching and/or mixing Bahasa Indonesia – English. In addition, the functions of classroom CS and CM were for curriculum access, classroom management, and interpersonal relation, in which classroom CS and CM for curriculum access was dominantly found in the teachers's CS and CM. The finding of this research was the English teachers mostly speak by switching and mixing their languages in classroom compared to English as target language. Also, the classroom CS and CM attempts were related to course content.

Key words: classroom code-switching and code-mixing, teachers' codes, functions of classroom code-switching and code-mixing

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CHAPTER 1

INTRODUCTION

A.   Background of the Study

Classroom code-switching (CS) and code-mixing (CM), which are the result of bilingualism and multilingualism phenomenon, are receiving considerable research attention for decades. Classroom code-switching involves simultaneous use of two languages including a target language (L2) such as English and students' first language (L1) such as Bahasa Indonesia for classroom interaction. In Indonesia, English is learnt in foreign language context in which teachers teach English to students in country where English is not the native language. Furthermore, learning and teaching English only occurs frequently in classrooms, rather than in daily life. In other words, English may be only taught in formal education in which English is mostly learnt for examination purpose rather than for active communication device in community.

Moreover, in an EFL context, students usually get limited exposure of English, so classroom may become the only place they have opportunity to use English. Also, English is mostly taught twice a week or four teaching hours which causes less exposure of English. Therefore, teachers' explanations and instructions are probably the only sources of English exposure for the students. Since the students have less opportunity to use English outside the classroom, the language used by the teachers is important. It is supported by Sulistiyo (2016) who said that it is beneficial for students if a teacher speaks English well in an

EFL teaching context. In addition, he mentioned that teachers' competence is essential to facilitate successful English exposure and learning during classroom. Meanwhile, students have different English ability, thus the teachers need to switch or mix English with the students' native language, Bahasa Indonesia, in order to facilitate EFL learning.

In EFL context, the students do not use English in their daily life for communication device. It causes most students lack of English ability. If the teachers give explanations and instructions in full English, the students will face difficulties in understanding the language. Thus, the teachers need to switch or mix their languages with the students' native language. Even though the students need more English exposure, doing code-switching and/or code-mixing in classroom can be considered important to help the students comprehend the target language and the lesson easier. Additionally, Moore (2002) said that switching or mixing languages is beneficial for the students if the learning purpose is to transmit subject content. While, the use of target language, English, should be emphasized to develop students' linguistic skills. Therefore, it may be important for the teachers to do classroom code-switching and code-mixing wisely and know the functions of doing it in teaching English as foreign language.

Furthermore, in doing code-switching and code-mixing in classroom, the teachers still can give English exposure to the students without getting the students face difficulties in understanding English. Then, sometimes the teachers translate their English utterances to Bahasa Indonesa to improve the students' understanding about the explanations without ignoring the target language

exposure the students should get. Thus, the students with limited English competence can keep on with the lesson easier.

It has been stated above that doing code-switching and code-mixing in EFL teaching classroom can be considered important. The reason why it is important is that the students are helped to understand the lesson by the teachers' code-switching and/or code-mixing in classroom. Then, the teachers can gain students' attention to give contributions to the classroom activities. The students with limited English ability may be motivated to do the task given if the Teachers switch and/or mix their languages, so the students can comprehend the instructions better. So that, the teachers can manage classroom easier. Last, the teachers can lessen social distance with the students by switching their language to local language which the students share. Since praising or scolding using local language will be more perceived genuinely rather than in foreign language, the teachers can put it into consideration to use code-switching and code-mixing. Briefly, classroom code-switching and code-mixing functions for curriculum access, classroom management, and interpersonal relation (Feruguson, 2003).

Classroom code-switching and code-mixing which are considered important in EFL classroom context can cause some problems if the teachers do not use it wisely. It has been mentioned above that the use of classroom code-switching and code-mixing should be adjusted with the purpose of the teaching and learning. Classroom code-switching and code-mixing should be used more when the teaching purpose is to deliver knowledge about subject content. A problem may be raised when the teachers mostly speak in English while transmitting the

theories about subject content, such as grammar and generic structure. Thus, the students will face difficulties to understand the teachers' explanation due to language barrier. Similarly, there will be a problem when the teachers use more code-switching and/or code-mixing rather than target language, English, if the lesson purposes to enhance the students linguistic skills. Meanwhile, target language use should be emphasized when the teaching purpose is to enhance students' linguistic skills. For example, the students of a speaking class may face difficulties to master the skill if the teachers use less target language, thus the students will get less exposure to English. In conclusion, the teachers should know the teaching purpose and the functions of classroom code-switching and code-mixing in order to be able to use it wisely and positively to help the students learn English easier in EFL context.

In educational situation, teachers doing code-switching and code-mixing in classroom may be common. Suganda (2012) studied teachers' CS and CM from English, Mathematics, Physic, Chemistry, and Biology classes at SMA Kusuma Bangsa Palembang which is categorized as RSBI (*Rintisan Sekolah Bertaraf Internasional* – School with International Standard). The study aimed to know the factors of doing classroom CS and CM and students' perception toward teachers' CS and CM in classroom. Also, Abaa (2016) has conducted similar research which aimed to identify the type of code-switching and the reasons for using classroom code-switching at English Department in Sanata Dharma University in Yogyakarta. Abaa studied classroom CS and CM from six lecturers who taught

Introduction to English Test, English Structure, Stylistics, Language Research Methodology, Pragmatics, History of Modern Thought, and Interpreting.

Furthermore, after doing an observation in which the researcher observed English teaching and learning process of XI IPS 4 at SMA Pembangunan Laboratorium UNP in February 2017, it is shown that the teacher did code-switching and code-mixing in the classroom. This phenomenon leads the researcher to be interested in doing a research about English teachers' code-switching and code-mixing in EFL classroom context at SMA Pembangunan Laboratorium UNP. In addition, today's study is different with the previous ones in some aspects. The researcher will analyze English teachers' code-switching and code-mixing in a high school. Meanwhile, the previous studies focused on classroom CS and CM done by teachers of content subjects at a RSBI high school and lecturers who taught different lectures in English Department.

B. Identification of the Problem

Classroom code-switching and code-mixing are considered important in EFL context. While, there will be three problems if they are not used wisely and positively. The first problem is that the teachers use more code-switching and code-mixing when the teaching and learning's purpose is to improve the students linguistic skills. The second problem is that the teachers use English frequently rather than code-switching and/or code-mixing when the teaching and learning's purpose is to deliver knowledge about subject content. The last problem is that the

teachers may not aware the functions of classroom code-switching and code-mixing.

C.   Limitation of the Problem

This present study is limited to investigate the functions of classroom code-switching and code-mixing used by English teachers at SMA Pembangunan Laboratorium UNP.

D.   Formulation of the Problem

This presnt study is aimed to answer a question: What are the functions of classroom code-switching and code-mixing used by English teachers at SMA Pembangunan Laboratorium UNP?

E.   Research Questions

The formulation of the problem above is further elaborated in the following research questions:

1.   What codes are mostly used by the English teachers in teaching and learning process at SMA Pembangunan Laboratorium UNP?

2.   What are the functions of classroom code-switching and code-mixing used by the English teachers in teaching and learning process at SMA Pembangunan Laboratorium UNP?

**F.	Purpose of the Study**

The purposes of this research are:

1.	To find out the codes mostly used by English teachers in classroom.

2.	To find out the functions of classroom code-switching and code-mixing used by English teachers.

**G.	Significance of the Study**

This study may provide further insight and information about classroom code-switching and code-mixing used by English teachers at SMA Pembangunan Laboratorium UNP. Secondly, this study can be useful for the English teachers to raise awareness concerning the importance of classroom code-switching and code-mixing in teaching English as foreign language, so they can provide various languages switching to improve students' English ability. Lastly, it is expected that the results of the research can give a contribution to EFL teaching and learning.

**H.	Definition of Key Terms**

The key terms of this study are:

1.	Classroom code-switching: the language switching which occurs over sentences done by teachers in classroom.

2.	Classroom code-mixing: the language switching which occurs within sentences done by teachers in classroom.

CHAPTER V

CONCLUSION AND SUGGESTION

A.   **Conclusion**

The present study was designed to investigate English teachers' languages which contain code-switching and code-switching in classroom instruction at SMA Pembangunan Laboratorium UNP with the main goals to determine the codes mostly used by the teachers and the functions of classroom code-switching and code-mixing. After collecting and analyzing the data through the guidance of Ferguson (2003), the finding revealed that the codes mostly used by the English teachers of SMA Pembangunan Laboratorium UNP are Bahasa Indonesia, English, English – Bahasa Indonesia, and Bahasa Indonesia – English. Another results showed that the teachers' code-switching and code-mixing in classroom function mostly for curriculum access, while the least one for interpersonal relation. Through this study, it can be concluded that English teachers do switching and mixing their language in classroom to help students understand English as their foreign language.

B.   **Suggestion**

Based on the findings of the research, some suggestions are proposed to the English teachers for using code-switching and code-mixing wisely. The English teachers should know the focus of their teaching and learning activities –for language skills acquisition or for knowledge transmission–, so they can make best decision to the proportion of the languages used in the class. In other words, it can

be adjusted to the students' English ability. Therefore, the students can get benefits from the teachers' code choices. Furthermore, future researchers are suggested to study more about the language used by the teachers in case for better English as foreign language teaching and learning.

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