

**THE USE OF CODE SWITCHING UTTERED BY MATH AND NATURAL
SCIENCE TEACHERS AND STUDENT'S PERCEPTION TOWARD
AT RSMABI 3 PADANG**

THESIS

**Submitted as a Partial Fulfilment of the Requirements to Obtain Strata One
(S1) Degree**



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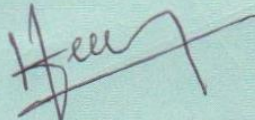
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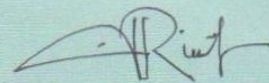
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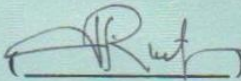
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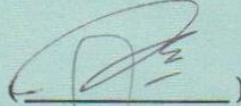
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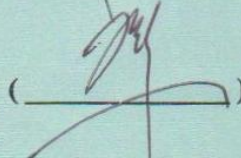
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ABSTRAK

Sari, Dewi Ayu Wulan. 2013. THE USE OF CS BY MATH AND NATURAL SCIENCE TEACHERS AND STUDENT'S PERCEPTION TOWARD IT AT RSMABI 3 PADANG. Skripsi. Jurusan Bahasa Inggris. FBS. UNP Padang.

Penelitian ini berkaitan dengan fenomena *Code switching* dari bahasa Indonesia ke bahasa Inggris yang terjadi di kelas bilingual tepatnya di RSMABI 3 Padang, Sumatera Barat, Indonesia. Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam melihat fenomena *Code switching* di kelas bilingual. Jenis penelitian yang digunakan adalah deskriptif. Sumber data dari penelitian ini adalah 8 guru MIPA RSMABI yang mengajar di kelas X dan 100 orang siswa kelas X untuk tahun ajaran 2012/2013. Data penelitian ini dikumpulkan melalui angket. Angket tersebut terdiri atas 27 item yang didistribusikan kepada 100 orang siswa. Berdasarkan hasil penelitian, ditemukan bahwa tipe *Code switching* yang paling sering di pakai guru adalah *Situasional Code switching*, dimana *Code switching* terjadi tanpa adanya perubahan topik pembicaraan. Selanjutnya, alasan utama terjadinya *Code switching* adalah untuk memperkuat pemahaman siswa. Selain itu, persepsi siswa terhadap *Code switching* yang dilakukan guru ketika mengajar adalah siswa tidak merasa terganggu apabila guru melakukan *Code switching* karena bagi siswa yang terpenting adalah isi dan konsep pelajaran.

Kata kunci: *Code-switching*; RSMABI class (Rintisan Sekolah Menengah Atas Bertaraf Internasional); *Students' Perception*.

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TABLE OF CONTENTS

PAGE OF TITLE	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	vii
LIST OF FIGURE	viii
LIST OF APPENDICES	ix

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem	1
1.2 Identification of the Problem	4
1.3 Limitation of the Problem	4
1.4 Formulation of the Problem	5
1.5 Research Questions	5
1.6 Purpose of the Research	6
1.7 Significance of the Research	6
1.8 Definition of Key Terms	7

CHAPTER 2 REVIEW OF RELATED LITERATURE

2.1 Review of Related Theories	8
2.1.1 Bilingualism.....	8
2.1.2 Code switching	9
2.1.2.1 The Definition of Code-switching.....	9
2.1.2.2 Code-switching vs Code-mixing.....	11
2.1.2.3 The Types of Code-switching	12
2.1.2.4 Reasons of Doing Code-switching.....	14

2.1.3 RSMABI class	16
2.1.4 Language of RSMABI Math an Natural Science Teacher	18
2.1.5 Students' Perception	20
2.2 Review of Related Findings	22
2.3 Conceptual Framework	25

CHAPTER 3 RESEARCH METHODS

3.1 Type of the Research.....	26
3.2 Setting of the Research.....	26
3.3 Source of the Data.....	27
3.4 Instrument	27
3.4.1 Field Note	27
3.4.2 Questionairre.....	28
3.4.2.1 The Validity and Reliability of the Instruments.....	29
3.5. Techiques of Data Collection.....	31
3.6. Techiques of Data Analysis	32

CHAPTER 4 RESEARCH FINDINGS AND DISCUSSION

4.1. Data Analysis	34
4.1.1 Types of Code Switching.....	34
4.1.2 Reasons of Code Switching	35
4.1.3 Students' Perception	36
4.2. Findings.....	50
4.2.1. Types of Code Switching Used by Math and Natural Science Teachers of <i>RSMABI</i> Negeri 3 Padang	50
4.2.2. Reasons of Math and Natural Science Teachers at <i>RSMABI</i> Negeri 3 Padang in Doing Code Switching.....	51

4.2.3. Students' Perception about Teachers' Language Use in the Classroom	52
4.3. Discussion	53
 CHAPTER 5 CONCLUSIONS AND SUGGESTIONS	
5.1 Conclusion	56
5.2 Suggestion	57
 BIBLIOGRAPHY	 58
APPENDICES	62

LIST OF TABLES

Table 1. Variable and Indicators of Questionnaire	29
Table 2. The Standard Deviation of the Questionnaire.....	30
Table 3. Mean Score	33
Table 4. The Reasons of Teachers in Doing Code Switching	35
Table 5. Students' Feeling and Thinking	38
Table 6. Students' Perception about Language Use in classroom	42
Table 7. Students' Expectation	47
Table 8. Reasons of doing Code-switching.....	51

LIST OF FIGURE

Figure 1. The Conceptual Framework	2
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LIST OF APPENDICES

Appendix 1. Transcriptions of pre-observation	62
Appendix 2. Transcriptions of recording	65
Appendix 3. Questionnaire	73
Appendix 4. Validity and Reability	77
Appendix 5. Mean of each item	78

CHAPTER 1 INTRODUCTION

1.1 Background of the Problem

In Indonesia, the trend for people to speak at least two languages, known as bilingualism, is getting popular. Mostly, they become bilingual people to gain their prestige and to show their ability to speak more than one language. The foreign language that is mostly used by Indonesian is English. The phenomenon of bilingualism also occurs in educational world in which it commonly occurs in International schools. For this reason most of parents tend to send their children to *RSMABI* class to cope this trend.

RSMABI (Rintisan Sekolah Menengah Atas Bertaraf Internasional) class is a class in high school level that uses bilingual language to communicate. The general purpose of *RSMABI* (Depdiknas, 2008) is to improve the quality of national education in accordance with the mandate of *Pembukaan UUD 1945, pasal 31 UUD 1945, UU No.20* in 2003 about *SISDIKNAS* and *PP No.19* in 2005 about *SNP (Standar Nasional Pendidikan)*. Related to the principle of *RSMABI*, the curriculum used in that class is the same as the curriculum used by regular class. The main difference among these two classes is on the language use in the classroom. In *RSMABI* class, the teaching learning process is reached in two languages, namely, English and Indonesian. The subjects that use English as the medium language are Math and Natural Science (Biology,

Chemistry, and Physics). As the matter of fact, all of the *RSMABI* classes teachers have followed particular training to improve their English ability.

As English is demanded to be used as the medium language in *RSMABI* class, it is expected that the teachers of *RSMABI* deliver the content of the materials dominantly in English. In contrast to this demand, some of the teachers still tended to switch the language in delivering the material. In fact, some of the teacher tended to combine English with Indonesian or even Minangkabaunese. This is called as “Code-switching”. According to Myer-Scotton (1993: vii), code switching refers to “the use of two or more languages in the same conversation”. This is where the problems arouse.

Based on the informal interview with two teachers and some students at *RSMABI* 3 Padang, there were several problems found in relation to the language use in the *RSMABI* classroom. From students’ experience, their teachers used two languages when delivering the material, which were Indonesian and English. This fact is strengthened by the teachers’ statement about their language use in classroom. The teachers stated that sometimes they used English and sometimes Indonesian or Minangkabaunese, depended on the situation.

Furthermore, from teachers’ statements, it can be concluded that they were still afraid of confusing their students if they used English all the time in the classroom, especially to deliver Math formula and Natural Science concept. As the result, they used Indonesian in some occasion

instead of fully using English in the classroom. In other words, they switched the language used in the classroom. Moreover, from students' statements, it can be concluded that the reason the teachers combined two languages was because of teacher's habit in using Indonesian language. There was a tendency by using Indonesian instead of English as a kind of spontaneous action. As it was a habit, the teachers sometimes gave compliment or corrected student's mistakes in the classroom by using Indonesian and English or even Minangkabauese.

There have been some researches dealing with the use of code switching in educational field. The researches were conducted by Sert's (2001: 1-6), Ayeomoni's (2006: 1-10), and Hisham's (2009: 1-7). In general, those researches reveals that code switching positively help the learners to understand the lesson better. Moreover, they also concluded that code-switching could be categorized as one of the strategy on language use in the classroom.

Because of that, although some researchers state that code-switching can be used as strategy to teach bilingual classes, more studies are needed. This research discusses about phenomena that happened in *RSMABI* classes. It also discusses students' perception toward the use of code-switching as part of the language use in the classroom. Thus, this research was aimed at investigating the use of code-switching by Math and Natural Science teachers of *RSMABI 3* Padang and how the students' perception on teachers' utterances.

1.2 Identification of the Problem

This research was about the phenomena of code-switching in *RSMABI* 3 Padang. Some indications showed that teachers did code-switching in their classes; they used Indonesian language and English. There were some problems that were identified to language use in *RSMABI* classes. They were: some Math and Natural Science teachers were still afraid of making their students confused if they used English all the time to present the materials, using other languages beside English is a kind of habit for the teacher which they did it sub-consciously, and the teachers tended to switch English with one or two different languages other than English; such as Indonesian or Minangkabauese, or what we previously called as code-switching.

Considering to the phenomena above, the researcher was interested to study about what types, reasons, and students' perception toward code-switching in the classroom context. Based on the pre-observation, the researcher indicated that the teachers did code switching from Indonesian language into English.

1.3 Limitation of the Problem

This research focused on what types and teachers reasons of doing code-switching in teaching Math and Natural Science. In this case, the study limited in X grade at *RSMABI* 3 Padang, West Sumatera, of academic year 2012/2013. Moreover, this research is also limited to code-switching between Indonesian-English. To justify the result of this

research, it was done by looking at students' perception about teachers utterance when delivering the material.

1.4 Formulation of the Problem

The problem of this research can be formulated in the following question:

“What are the types, the reasons and the students' perception of code-switching uttered by the Math and Natural Science teachers in X grade at *RSMABI 3 Padang* classes?”

1.5 Research Question

Based on the formulation of the problem, following research questions are formulated:

1. What are the types of code-switching done by Math and Natural Science teachers in X grade at *RSMABI 3 Padang* classes?
2. What are the teachers' reasons of doing code-switching by Math and Natural Science teachers in X grade at *RSMABI 3 Padang* classes?
3. How is the students' perception about teachers language use in *RSMABI* classes?

1.6 Purposes of the Research

Regarding to the research questions stated previously, the purpose of this research are:

1. to find out the types of code-switching done by Math and Natural Science teachers in X grade at *RSMABI 3* Padang classes,
2. to find out the reasons of code-switching done by Math and Natural Science teachers in X grade at *RSMABI 3* Padang classes,
3. to find out students' perception about teachers language use in *RSMABI* classes.

1.7 Significance of the Research

There are some significances of the research. Theoritically, it is hoped that this research gives contribution to the development of learning process in bilingual classroom. Practically, this research can give a positive contribution to the Math and Natural Science teachers in order to achieve a better performance in bilingual classroom. By considering student's perception, the teachers are expected to get a reflection of their performance dealing to code switching.

1.8 Definition of Key Terms

1. Code-switching : The change of language in an utterance due to some factors, within the same speech event.
2. *RSMABI class (Rintisan Sekolah Menengah Atas Bertaraf Internasional)* : Bilingual classes that fulfill the National Education Standard which is English as the language use in the classroom.
3. Students' Perception : The students feelings, thinking and expectations about subject during the learning process that influenced by beliefs, motives and desires.
4. Math and Natural Science : The subjects learned that are learned by student's in senior high schools that are consist of Math, Biology, Chemistry, and Physics.

CHAPTER 5 CONCLUSION AND SUGGESTIONS

5.1 Conclusion

Code switching is one of the phenomena that caused by bilingualism. Code switching is the process of changes or switches from one language or code to another, depending on the situation, audience, and subject matter. In this case, code switching happens in educational context especially in bilingual classes.

The result of this research indicated that Math and Natural Science teachers in *RSMABI 3* Padang rarely used English as the classroom language. As the matter of fact, they use English by combining it with another language, i.e. Indonesian. This phenomena is called code-switching. The common type of code switching that was used by the teachers was situational code switching. The purpose of using this code-switching by Math and Natural Science teachers were to emphasize, clarify, and to get students' attention. Moreover, based on students' perception, the result of this research shows that students' expected their teachers using English more often during teaching and learning process but also need Indonesian language as well as English in classroom. Because of that, it can be categorized that code switching is one of the strategies for teaching in bilingual classroom.

5.2 Suggestion

Based on the findings and data analysis above, there are some suggestions addressed for teachers in *RSMABI 3* Padang. As the teachers have a big contribution of the successful of teaching learning process, it is expected that the teachers can more often use English in teaching and learning process. It is aimed to stimulate students to be more active in using English for communicated so that the goals and aims of bilingual classroom can be achieved. For other researcher, it can be a referential to do the research of code switching in other setting, with other respondents, and in other curricular areas in order to find out this Sociolinguistics phenomena of the findings.

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