

**AN ANALYSIS OF LANGUAGE CODE USED BY THE TEACHER AT
SENIOR HIGH SCHOOL**

THESIS

*Submitted as Partial Fulfillment of the Requirements
to Obtain Bachelor Degree of Education (B.Ed) in English Education Program*



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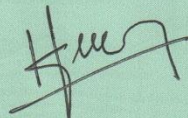
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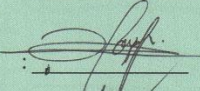
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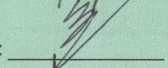
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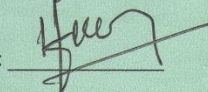
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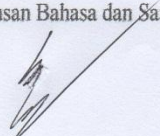
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ABSTRAK

Putri, V.Y.O. 2020. *An Analysis of Language Code Used by the Teacher at Senior High School*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Penelitian ini bertujuan untuk menemukan bagaimana penggunaan alih kode dan campur kode yang terjadi karena variasi bahasa guru, faktor apa saja yang mempengaruhi penggunaan alih kode dan campur kode, dan bagaimana persepsi siswa terhadap penggunaan alih kode dan campur kode yang dilakukan oleh guru. Penelitian ini bersifat kualitatif dengan 9 partisipan yang berasal dari guru Bahasa Inggris di SMA N 7 Padang dan SMA N 8 Padang. Data dikumpulkan melalui rekaman suara dan kuisioner. Hasil dari penelitian ini menunjukkan bahwa: (1) Bahasa Inggris adalah bahasa yang paling sering digunakan oleh guru dalam penyampaian materi kepada siswa; (2) guru cenderung lebih sering menggunakan campur kode; (3) *Metaphorical Code Switching* dan *Conversational Code Switching* merupakan tipe dari alih kode sementara *Intra Sentential*, *Intra Lexical*, dan *Change of Pronunciation* merupakan tipe dari campur kode yang ditemukan dalam penelitian ini; (4) siswa memiliki persepsi positif terhadap penggunaan alih kode dan campur kode yang dilakukan oleh guru.

Key words: Code Switching, Code Mixing, Perception

ABSTRACT

Putri, V.Y.O. 2020. *An Analysis of Language Code Used by the Teacher at Senior High School*. Skripsi. Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni, Universitas Negeri Padang.

This study aimed to find out how the use of code switching and code mixing in English classroom which occurred because of the teachers' language variations, what factors influenced English teachers to use code switching and code mixing, and how the students' perception towards code switching and code mixing used by the teachers. This study was qualitative with 9 participants from English teachers at SMA N 7 Padang and SMA N 8 Padang. The data were collected through an audio recorder and questionnaire. The findings of this research indicated that: (1) English was the most language used by teachers in delivering English materials to the students; (2) teachers tend to do code mixing rather than code switching; (3) Metaphorical Code Switching and Conversational Code Switching were the types of code switching while Intra Sentential, Intra Lexical, and Change of Pronunciation were the types of code mixing found out from this study; (4) students have positive perceptions towards their teachers' code switching and code mixing.

Key words: Code Switching, Code Mixing, Perception

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Padang, 07 February 2020

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents eight sub-chapter related to this study. Those include background of the problem, identification of the problem, limitation of the problem, research questions, purpose of the research, the significance of the research, and definition of key terms.

1.1 Background of the Problem

Language is the most effective communication system to express thought, both oral and written in the form of ideas, discoveries, opinions, inspiration, and feelings. The existence of language makes humans can interact, socialize, and communicate with each other so that they are able to become part of the community. As a means of communication, language plays an important role in the process of social interaction. By using the language, people will understand what are meant and what are talked about. Therefore, people can communicate and interact easily with their environment by using the language.

In education, as the main supporting tool in teaching and learning process, language plays a central role. The main tool in teaching and learning interactions between students, teachers, and the subject matter is language. Therefore, it will be very useful if we are aware of the patterns of language use in teaching and learning interactions. The use of good language patterns can increase the efficiency and effectiveness of teaching and learning process.

In English classroom, English teachers are required to use English as long as the students understand about their speech in teaching and learning process.

Philipson (1992) in Miles (2004: 8) states that it would be better if English is used more often in the classroom during lesson. There are two ways that can be done by the teacher in order to manage the use of English language in delivering the materials. They are 'foreign talk' and 'language exposure'. Foreign talk refers to a simplified kind of language used by many native speakers with foreigners who cannot speak their language, such as "*this, money* (with exaggerated pointing gestures)" for "*how much does it cost?*". Meanwhile language exposure refers to contact outside the classroom. It can be said that language exposure is several activities that the students can do outside the classroom in order to increase their English ability such as watching English program and movies on Youtube or TV, traveling to English speaking country, talking face to face with English native speakers, etc.

In English classroom, in order to encourage students to speak English, English language should be used more often by the teachers when classroom activities are taking place. However, in reality, it is still difficult for the teacher to manage their English language in the classroom. In teaching and learning process, there are times when teachers use more than one language or are known as language variation. According to Yuliana, Luziana, and Sarwendah (2015: 47), a language variety is called code mixing and code switching.

Code-switching is different from code-mixing. Holmes (1992) suggests that code mixing occurs when the speaker combines their codes randomly. Gumperz (1982: 104) adds that the code mixing is the intentional mixing of two languages without the associated change of subject. Holmes (1992) states that the

way people talk are influenced by the social context which they are talking. Furthermore, she also states that code switching and code mixing as part of sociolinguistic phenomenon are concerned with the relationship between language and the context in which those are used. Code mixing can be caused by the lack of knowledge to describe an object while switching occurs when there is a change from one clause language to another clause language.

There are several previous studies focusing on the use of code switching and code mixing in educational scope. Yet, in this study, the writer only reviews two of them. First, a study conducted by Weng and Shi (2012) entitled “Code-switching as a strategy use in an EFL classroom in Taiwan”. This study indicated five functions of code switching which are expressive, directive, metalinguistic, poetic, and referential functions. In addition, from the findings, it can be seen that most students have positive attitude to the teacher’s code-switching use in this EFL classroom. Second, a study about Indonesian-English code switching and code mixing by Kustati (2014) entitled “An Analysis of Code-Mixing and Code-Switching in EFL Teaching of Cross Cultural Communication Context”. The finding showed that tag-switching, intra-sentential, inter-sentential, and intra-word were commonly used by EFL teachers and students in classroom. In addition, it was also found that the teachers used code-mixing and switching in the process of clarifying certain issues to make them more comprehensible to students. Moreover, from the students’ point of view, students mix and switch their language in order to overcome their lack of knowledge of English.

In society scope, there are several previous studies related to the use of code switching and code mixing. Firstly, a study conducted by Wandira (2013) entitled “An Analysis of Code Mixing and Code Switching in Indian Song Chammak-Challo by Akon Ft. Hamsika Lyer”. This study finds several types of code mixing that occur in this song lyric named alternation mixing, congruent lexicalization, and inter-sentential switching. Secondly, a study by Likhithongsathorn and Sappapan (2013) about English-Thai code mixing and code switching entitled “Study of English Code Mixing and Code Switching in Thai Pop Songs”. The findings show the occurrence of English units used in Thai pop songs mostly took place at the level of words, followed by sentences, phrases, and clauses, respectively. Thirdly, a study entitled “Code Switching Found in a Malaysian Serial Movie ‘Cuti-Cuti Cinta’ (A Sociolinguistic Study)” by Adlis (2011) which analyze English-Malay code switching. This study finds three types of code switching which are conversational, metaphorical, and situational code switching. In addition, this study indicated five social factors which influence the characters of code switching. Fourthly, a study conducted by Mardiana (2013) entitled “Analysis of Code Mixing and Code Switching in Korean Song Lyric Angel by Super Junior”. This study finds several types of code mixing and code switching that occur in this song lyric, they are intra-sentential mixing, inter-sentential switching and establishing continuity with the previous speaker.

From several previous studies above, it can be seen that most of them only focus on analyzing the types of code switching and code mixing. In this study, the writer not only wants to find out the use and the types of code switching or code

mixing, but also the ratio of language variations used by the teachers in English classroom. The use of language variation is actually accepted as quite normal since the teachers try to make their communication run well by combining or borrowing piece of other language into their speech. It is possible to Indonesian people to be able speak more than one languages since Indonesia has hundreds of different language. On the other hand, this condition turns into a problem if the teacher uses those other languages more dominant than the use of English language itself. That's why the ratio of teachers' language variation needs to be analyzed in order to know which language that the teachers use more often in teaching and learning process in English classroom. In addition, in this study the writer also wants to find out how the students perception towards code switching and code mixing used by the teachers in the classroom.

Drive from the problems and theories above, the writer wants to know more about language variation or code switching and code mixing phenomenon. In this study, the writer takes the title "An Analysis of Language Code Used by the Teacher at Senior High School".

1.2 Identification of the Problem

Based on the background of the problem above, the identification of several problems in this study is as follows. First, English teachers are difficult to manage the use of English language in the classroom. Second, the phenomenon of code switching and code mixing in English classroom. Last, the perception of the students towards code switching and code mixing phenomenon that happened in the classroom activity.

1.3 Limitation of the Problem

Based on the identification problem above, in this research the writer focused on describing code mixing and code switching used by English teachers at SMA N 7 Padang and SMA N 8 Padang. Specifically, it focused on the utterances which spoken by the teachers when teaching in classroom since the use of code switching and code mixing will be analyzed based on recording of teachers' utterances.

1.4 Formulation of the Problem

Related to the limitation of the problem above, the problem is formulated as "How is the language code used by the teacher at English class?"

1.5 Research Question

In this research, there are three questions that would be answered as follow:

1. What is the ratio of Indonesian, English, and Minang language used in English classroom?
2. How is the use of code switching and code mixing in the classroom?
3. What are the types of code switching and code mixing used by the teacher in English classroom?
4. What are the influencing factors of English teachers at SMA N 7 Padang and SMA N 8 Padang to use code mixing and code switching?
5. How is the students' perception towards Code Switching and Code Mixing used by the teacher in English classroom?

1.6 Purpose of the Research

Considering research question above, the purpose of this research could be generalized as follow:

1. To show the ratio of Indonesian, English, and Minang language use in English classroom.
2. To find out the use of teachers' code switching and code mixing.
3. To find out the types of teachers' code switching and code mixing.
4. To find out the influencing factors why English teachers at SMA N 7 Padang and SMA N 8 Padang use code mixing and code switching.
5. To describe the students' perception on code switching and code mixing used by the teacher in English classroom.

1.7 Significance of Research

The writer hopes that the result of this research gives some benefits for the readers. Firstly, this study is expected to give contribution for the English Education, especially related to the use of code switching and code mixing in English teaching learning process. Second, this study is expected to give information to the readers about the types of code switching and code mixing for speaking or writing comprehension or for other fields of study. Next, this study is expected to give information to the readers about the differences between code mixing and code switching. Furthermore, the writer also hopes this research can give knowledge for the readers in general about code switching and code-mixing and it is also expected to be a reference for those who want to research the same cases.

1.8 Definition of Key Terms

In understanding the topic of this research easily, the writer would like to present the definition of key terms, they are:

- a. **Multilingualism:** refer to phenomenon regarding an individual speaker who uses two or more language, a community of speakers where two or more language are used, or between speakers of different language.
- b. **Sociolinguistic:** concerned with investigating the relationship between language and society with the goal of a better understanding on the structure of language and how language functions in communication.
- c. **Code Switching:** refers to alternate use of two or more language varieties in a phrase or sentence.
- d. **Code Mixing:** phenomenon where the speaker uses two or more languages in a single utterance, one language is normally more dominant and the second language is just an addition.
- e. **Perception:** ability to see, to hear, to feel, and to present or to understand what they felt about their environment.