

**CODE SWITCHING USED BY THE ENGLISH TEACHER IN
TEACHING AND LEARNING PROCESS FOR THE SECOND
GRADE STUDENTS AT SMAN 2 RENGAT**

THESIS

*Intended fullfill one of the requirements for the Award of sarjana Degree In
English Language Teaching Education Faculty Islamic university of riau*



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ABSTRACT

Karennisyah Erista(2020) : "CODE SWITCHING USED BY THE ENGLISH TEACHER IN TEACHING AND LEARNING PROCESS FOR THE SECOND GRADE STUDENTS AT SMAN 2 RENGAT

Keyword : Code Switching, Teaching English

Code switching is the practice of moving between variations of languages in different contexts. Everyone who speaks has learned to code-switch depending on the situation and setting. In an educational context, code-switching is defined as the practice of switching between a primary and a secondary language or discourse

As in the researcher's preliminary observation at SMAN 2 Rengat The researcher had an opportunity to meet some English teachers and had conversation with them. They often switch their language in their utterances when they were speaking either in formal situation (in the classroom during the teaching and learning process) or informal situation. They didn't know that their utterances were a language phenomenon namely code switching. Therefore the researcher is interested in conducting a study on code switching that used by the English teachers in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The use of language in a classroom has a greatly important role in the teaching and learning process” (Asrifan, 2017, p.106). In English classroom situation, the teacher and the students are encouraged to use more than one language. It is English and Indonesian language. “Teachers use it when they give instructions, ask questions, give feedbacks to pupils and manage the class. On the part of pupils, language is used to interact with their teachers and other classmates” (Asrifan, 2017, p.106). People who speak two or more languages are called bilingual or multilingual. “The using of two or more languages can be categorized into bilingual or multilingual” (Kurnia, 2015, p.13).

The fact that people can use more than one language encourages them to switch these languages whenever they speak. Using two or more languages or language varieties, in the context of a single conversation or utterances is what it calls code switching (Amelia, 2013).

Code switching appears not only in society but also in the class situation (Aulia, 2017). It means code switching also appears in formal situation (in the classroom). A classroom is a space

where students from different linguistic backgrounds meet, communicate in two (or more) different languages and try to understand and know and what they are doing. Students are constantly engaged conversation among themselves and teachers. In this case, the languages that are used are Indonesian as the formal language and English as the target language.

English is often heard everywhere because English is an international language. For example in electronics such as cell phones, computers, even children who play games on mobile phones, and we also often hear in classroom, students and teachers often use code switching in the process of teaching and learning. Students and teachers often use code switching in teaching and learning process. It is something natural when it happens in teaching and learning process, because the teachers and the students are Indonesian people while English is a new or foreign language for them. Because of the language contact among people happened by hearing and seeing, English is able to be switched whether spoken or written. Code switching used by the English teachers is one of an example of language switching.

The study about code switching in language classroom has become an interesting topic to be investigated. There have been several studies, among them are: A descriptive analysis of English Indonesian code switching spoken by the teacher in the first grade of

MTsN Model Makasar (Aliyah, 2016), code switching in EFL instruction practiced by the English lecturer (Mujiono, 2013) and description of using code switching and code mixing in conversation by English literature students of 9th semester year 2014/2015 State University of Semarang (Kurnia, 2015). Therefore the researcher is interested in conducting a study on code switching that used by the English teachers in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat.

As in the researcher's preliminary observation at SMAN 2 Rengat and the researcher's experience as a PPL teacher there, the teachers and the students at SMAN 2 Rengat, they often switch their language in their utterances when they were speaking either in formal situation (in the classroom during the teaching and learning process) or informal situation.

As in the researcher's preliminary observation at SMAN 2 Rengat The researcher had an opportunity to meet some English teachers and had conversation with them. They often switch their language in their utterances when they were speaking either in formal situation (in the classroom during the teaching and learning process) or informal situation. They didn't know that their utterances were a language phenomenon namely code switching. Therefore the researcher is interested in conducting a study on code switching that used by the English teachers in Teaching and

Learning Process for the Second Grade Students at SMAN 2 Rengat.

Based on the problem and the theories above, this research will conduct to observe this phenomenon more deeply. The study focuses about code switching phenomenon in teaching and learning process. So in this study entitle "Code switching in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat Identification of the problems

Based on the background of the problem, the problems were identified into the following identifications:

1. What are the reasons that the teachers have to use code switching in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat?

1.2 Limitation of the Problem

The first, this research is limited to what types of code switching: Inter sentential switching, intra sentential switching and tag switching that used by the English teachers in teaching and learning process for the second grade students at SMAN 2 Rengat. The researcher considers this because it usually happened in teaching English by the English teachers at SMAN 2 Rengat. The teachers usually used two or more languages in one sentence of communication that different from the words or languages. The last, this research is limited on what are the reasons that the

teachers have to use code switching at SMAN 2 Rengat.

1.3 Formulation of the Problem

1. What are the reasons that the teachers have to use code switching in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat?

1.4 Objectives of the Problem

Based on the problem statements above, the researcher aims:

- a. To find out the reasons that the teachers have to use code switching in Teaching and Learning Process for the Second Grade Students at SMAN 2 Rengat?

1.5 Assumption

The research will be conducted on the basis of the assumption: The teachers at SMAN 2 Rengat often use code switching while teaching English in the classroom.

1.6 Significance of the Research

- a. For the readers / English learners, this study could become the resources that will be very helpful in understanding the

theory of code switching and code mixing.

- b. For English department students, this study will very useful for those who are interested in doing a further research related to this study.

1.7 Definition of the Key Terms

1. **Code switching** is using two or more languages or language varieties, in the context of a single conversation or utterances (Amelia, 2013). It is the practice of moving between variations of languages in different contexts. In this study means that variety of the use of language in people communication.
2. **Teacher** is a person who teaches, especially in a school. In this study means that the teacher is a person who teach English at SMA Negeri 2 Rengat.

1.8 Grand Theories

1. **Code switching** researchers have given clear definition of code switching and its difference from other terms. Among them is Mujiono (2013) "Using two or more languages within an utterance is called code switching"(p.48). code switching is Combination between daily language and foreign language (Kurnia, 2015). Code switching is using two or more languages

or language varieties, in the context of a single conversation or utterances (Amelia, 2013).

1.9 Research Method

1.9.1 Research Design

This study is a qualitative research. "Qualitative research is a study that depends on the observations in humans in its own region and in touch with these people in a language and its own" (Sumarsih, 2014, p. 79). Qualitative research uses qualitative method that is observation, interview, or document (Moleong, 2015). Therefore, the writer will use qualitative method of the Indonesian-English code switching. The writer will analyse the type of code switching and the reason of using code switching by English teachers in teaching and learning process for second grade students at SMA N 2 RENGAT.

1.9.2 Source of the data

The subject of this research is as a source of data, they are teachers who teach English subjects. The writer chose the subject of this research intentionally. In other words, the writer chose who will be the subject of this research intentionally. When the writer observed an English

teacher in SMAN 2 Rengat, there were three teachers who taught English. As the subject of this study, the authors chose two teachers from SMA N 2 RENGAT

1.9.3 Instrument of the Research

1. Observation sheet

In this study, researchers will use observation sheets to observe teachers during the teaching and learning process.

2. Recorder

In this study, the recorder will be used to record the speech of the teacher. This will be activated to record what the English teacher says when they teach English, to get the tags interchange, inter sentential and intra sentential involved when they use code switching. The data from recording will be analyzed. The author will measure or analyze switching speech.

3. Guided interview

Guided interviews will be used by researchers to interview teachers at SMA N 2 Rengat. This is an instrument to get data on the reasons teachers use code switching at SMA N 2 Rengat

1.9.4 Data collection technique

To gain the data about analysis of code switching by English teachers at SMA N 2 Rengat ,the writer will do observation during class. Observation that will be used in this research is non participant observation. In non participant observation, the researcher has one function, is as an observer (Moleong, 2015). In this observation, the writer conduct direct observation to get the data. The researcher will ask permission to join in the class and the researcher will observe the class. The observer is known exist by the subject (Moleong, 2015). During observation, the researcher will record the utterance of the teachers by using a video recorder and voice recorder.

To gain the data about the reason of English teachers using code switching in teaching English atSMA N 2 Rengat, the researcher will interview the teachers directly. Interview means a conversation with some purposes (Moleong, 2015). In this study, the researcher will use unstructured interview in the other word that the researcher use unstructured interview guide. In unstructured interview, thec subject has knowledge and deep understanding about the situation, and they know the information that needed more than anyone (Moleong, 2015). The researcher will give one question to the

teachers. The question for unstructured interview guided is “what is your reason for using code switching in teaching English?”. To gain the list of the teachers, the researcher asked the teacher directly to get the official document.

1.9.5 Data Analysis Technique

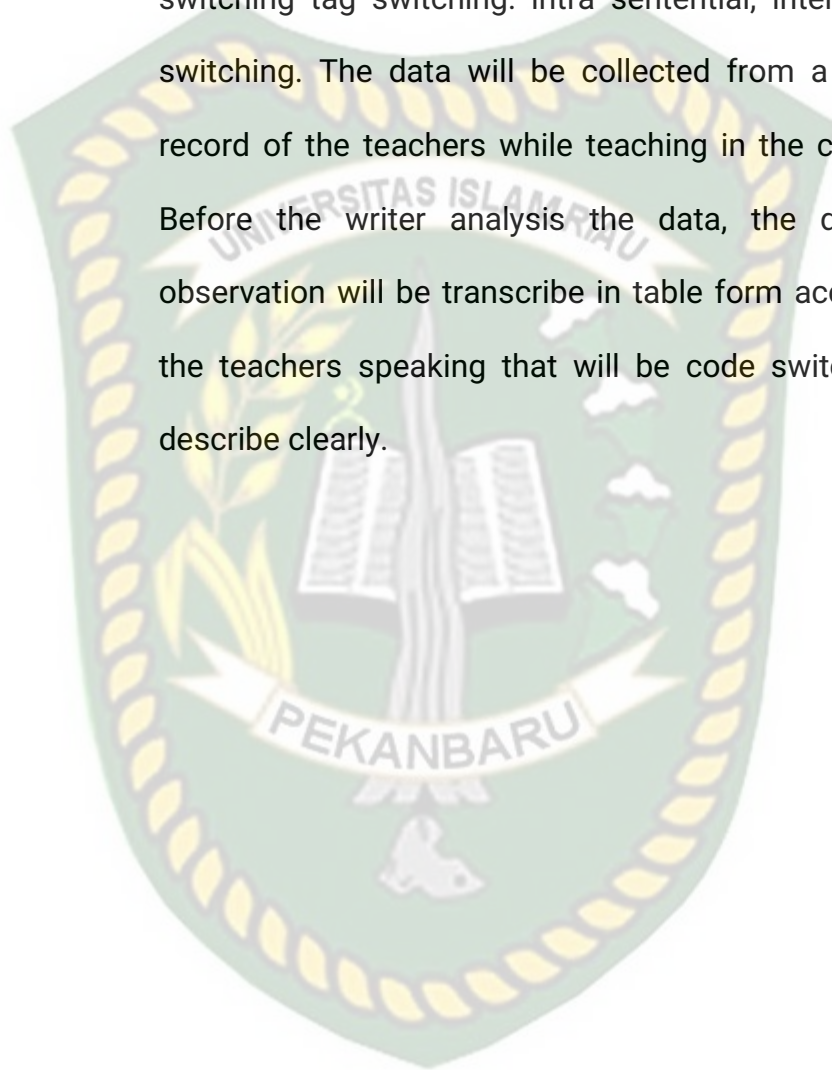
There are some procedures in data analysis technique.

The descriptions are as follows:

1. The writer will record and collect the data from the research subject.
2. The writer will transcribe the data in the written form systematically.
3. After that, the writer will interview the teachers. The question for interview guided is “what is your reason for using code switching in teaching English?”.
4. The writer will describe the reason in using code switching based on the interview with the English teachers.
5. Repetitions of the recording of the sample speeches will be also required to look after the reliability and validity of the data.
6. Finally, the result of analyzing the data will be drawn in

conclusion.

The writer only focus on the types of code switching tag switching: intra sentential, intersentential switching. The data will be collected from a series of record of the teachers while teaching in the classroom. Before the writer analysis the data, the data from observation will be transcribe in table form according to the teachers speaking that will be code switching and describe clearly.



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CHAPTER II

RELATED THEORIES

1.1 Sociolinguistics

Sociolinguistics is a quickly developing branch of linguistics. "Linguistics is an academic pursuit that models the structure of the human language, explores how language develops in human beings and examines the intricacies involved in processing different kinds of usages" (Khan, p. 2018, p.3) . Sociolinguistic is a brunch of Linguistic. According to Refnaldi (2017) "sociolinguistics means the study of language in relation to society (p.10)". "Sociolinguistics is the branch of linguistics that deals with the study of language in relation to society" (Unnisa, 2019, p. 2) According to Aliyah& Fitriyani (2016) "Sociolinguistics includes every aspect of language which is related to social context or interaction, social class, education, immigration and bilingualism, nationalism, language planning, and varieties of language" (p.84).

Here, the researcher can also conclude that sociolinguistics is study of language phenomena or language variety in relation to society. It is the study of what society do with their language, it is their attitude. These following components above relate to sociolinguistics: as a branch of

linguistics, study about language and the use of language and in social and cultural context.

1.2 Bilingual and Bilingualism

“A bilingual person is someone who speaks two languages” (p.1). It is “Individuals who are able to communicate in two different linguistic contexts” (Robert, 2017, p.6). Bilingualism refers to the use of two languages by individual or a speech community. If a speaker is fluent in two languages, they are said to be ‘bilingual’. Commonly, bilingual person is able to use two languages from birth because of cultures or environment. It is not necessary for them to be equally fluent, but at least they should be very competent in the second language. “ Bilingualism basically defined as having been brought up with two languages and being more or less equally competent in using both languages” (Cem, 2016, p.72). Margana (2016) states “Bilingualism refers to the use of two or more languages in a series of communicative events (spoken and written form) which may or may not be equal on the grounds that a bilingual may perform better in one language compared to another language” (p.367).

Other bilinguals get their ability when they were in adulthood. They get it as the product of education. They get

their second language after their first language. For example are the English teachers at SMAN 2 Rengat. On the other hand, since the teachers or participants of a bilingual community, they have to be able to set a condition where they can communicate effectively. This condition leads them to do code switching.

1.3 Code Switching

There are many experts have given clear definition of code switching. Mujiono (2013) have also argued that "Using two or more languages within an utterance is called code switching"(p.48). Malek have also noted "Code switching is the use of two or more languages in the same conversation or utterance occurs in many bilingual or multilingual communities (Malek, 2015, p. 1). According to Retnawati (2015)" Codeswitching may also be defined as the alternation between two or more languages in a speaker's speech, occurs naturally in the scheme of bilinguality" (p. 30).

The meaning of code switching above can be concluded as two or more languages or codes uttered by speaker in conversation or discourse. In this study, the meaning of code switching is the use of two languages in an utterance or conversation. It is because the researcher observes the use of code switching during the lesson. In this case, the languages

that are used are Indonesian as the formal language and English as the target language.

1.4 Types of Code Switching

There are four types of switching or scope of switching where language takes place. Amelia (2013) and Aulia (2017) state different types of switching, they are tag switching, inter sentential switching, intra sentential switching and intra word switching. While Aliyah (2016) states different types of code switching, which are tag switching, inter sentential switching, intra sentential switching.

First, it is tag switching. "Tag switching is the switching of either a tag phrase or a word, or both from one language to another"(Amelia, 2013, p.32). For example "Common English tags such as "you know", "I mean", and "right" are some of the examples that fit into this category"(Yusuf, 2018, p.1).

Second it is called inter sentential switching. "Inter sentential switching is characterized by a switch from one language variety to another outside the sentence or the clause level" (Koban, 2012, p.1175). While Yusuf states "The language switch occurs at sentence boundaries"(Yusuf, 2018, p.3). It means it happened on the sentence level on a boundary between clauses or sentences. For example "Student : We try

Miss ... we only present the example of strategy in our daily life, *bukankah begitu yang harus dilakukan, Miss ?*"(Kusati, 2014, p. 178).

Third, it is called intra sentential switching. "This switching occurs in the middle of a sentence within a sentence"(Yusuf, 2018, p.4). For example "I think ' *ndak mangarati do buk !*, I have asked my friends" (Kusati, 2014, p. 178).

The researcher analyzed the types of code switching (Inter sentential switching, intra sentential switching and tag switching) that used by the English teachers at SMAN 2 Rengat. The writer considered this because it usually happened in teaching English by the English teachers at SMAN2 Rengat.

1.5 The Function of Code Switching

In this part, the researcher will discuss the function of switching codes. There are many functions of code-switching in the teaching-learning process. According to Fachriyah they are some functions of code switching:

"Clarification, reiteration or repetition, explanation, asking, translation, checking for understanding, emphasizing of a language element, making inferences, developing vocabulary, class discussions of student' tasks, giving feedback, aiding memorization, class management, and

entertainment and general communications”(Fachriyah, 2017, p.151).

The teachers' use of code switching is not always performed consciously; which means that the teacher is not always aware of the functions and outcomes of the code switching process. Therefore, in some cases it may be regarded as an automatic and unconscious behaviour. In topic switch cases, the teacher alters his/her language according to the topic that is under discussion. This is mostly observed in grammar instruction, that the teacher shifts his language to the mother tongue of his students in dealing with particular grammar points, which are taught at that moment. In these cases, the students' attention is directed to the new knowledge by making use of code switching and accordingly making use of native tongue.

However, the function of code switching given by Rosyidha (2017), they are as follow:

1. Quotation

Quotation is the evidence should be believed by the addressees (Rosyidha, 2017). In addition, quotation is a truth and used to maintain the authenticity of the message.

2. Addressee Specification

Addressee specification is done in order to directly send

the message to someone even though the message is overtly posted by mentioning that name (Rosyidha, 2017)..

3. Repetition

A message is repeated in the other code aimed to clarify what the speaker said, strengthen or emphasize the message (Rosyidha, 2017). Moreover, repetition intended to make the message is clear and understandable to the members of the speech.

4. Interjection

Interjection used to change the interaction from the “we” to the “they” code or from the “they” to the “we” code (Rosyidha, 2017). It means that the speakers switch or mix the code in order to utter the interjection.

5. Message Qualification

Message qualification is to qualify a previous message which the speaker believed would be better understood in other language. In addition, message qualification occurs when a topic introduced in one language and followed by an amplification or qualification in another language. Thus, the message gives clear explanation to be understood (Rosyidha, 2017).

6. Personalization and Objectivization

Personalization and objectivization are objective marks that the speaker gives about the fact and subjective argument from the speaker as personalize marks (Rosyidha, 2017).

7. Facility of Expression

“Facility of expression is a function “where the shift ... can only be interpreted as difficulty in finding the right words at the time of speaking or 40 writing or merely as a sign of the subject“s lack of familiarity with the style he is using” (Rosyidha, 2017, p. 39). In the other word, it is used due to an inability of expression.

1.6 Reason for Code Switching

Code switching may come up for a number of reasons. For example, some bilinguals switch their languages when they cannot find proper words or utterances or some bilinguals switch their languages because they want they listeners to understand. According to Yuliana (2015) “There are some reasons why people make code-mixing. Firstly, in code-mixing, bilingual speakers seem to apply some words or phrases from foreign language (pieces of one language smaller than clause),

while the other language (code) functions as the base language” (p. 48).

Eunhee (2016) stated there are three reasons or factors for using code switching: Participant Roles and Relationship, Situational Factors, Message-Intrinsic Factors.

1. Participant Roles and Relationship

Participant roles and relationships play a very critical role in bilinguals' unconscious agreement and disagreement on language choice (Eunhee, 2016, p. 48). That is, whether bilinguals code-mix or not depends on whom they talk to

1. Situational Factors

Some languages are viewed as more suited to particular participant/social groups, settings or topics than others (Eunhee, 2016, p. 48). It differentiates social variables such as class, religion, gender, and age. It can influence the pattern of language switching.

2. Message-Intrinsic Factors

There are some factors which generate code-mixing such as quotations, reiteration, topic-comment/relative clauses, hedging, interjections and idioms (Eunhee, 2016, p. 48). For example a bilingual who mixes two languages through a

quotation.

1.7 Relevant Research

There are some researchers that have studied about the code switching analysis. They are Aulia, F. A.(2017), Aliyah, N. and Fitriyani (2016), and Mujiono (2013).

Aulia, F. A, (2017) have conducted a study entitled “Code Switching and Code Mixing in Teaching- Learning Process” in her study, it was found that some various English words wereswitch into the sentences in Indonesian. The most commonly used parts of speech in the sentences is noun, adjective, verb and interjection form. In this research, there are four types of code switching, they are: tag switching, inter sentential switching, intra sentential switching and intra word switching. The writer also found the reason of using code switching, they are: To convey his / her attitude, talking about particular topic, quoting somebody else, being emphatic about something, interjection, repetition used for clarification, intention of clarifying the speech content for the interlocutor, expressing group identity, be triggered into speaking in the other language for a while, well known/ popular English expression, lack of good

equivalence of meaning in Indonesian, emphasize the message, inject humor, arousing attention, hedging, showing respect and expressing opposition.

Meanwhile, Aliyah, N. and Fitriyani (2016) in their study entitled "A Descriptive Analysis of English Indonesian Code Switching Spoken by the Teacher in the First Grade of MTsN Model Makasar" have showed that there are two types of code switching based on its aspect, they are grammatical aspect and sociolinguistic aspect. The grammatical aspect of code switching are extra sentential/ tag switching, inter sentential switching and intra word of code switching. Sociolinguistic aspects of code switching are situational and metaphorical switching.

The last is the study has conducted by Mujiono (2013) "Code Switching in English as Foreign Language Instruction Practiced by the English Lecturers at Universities ". The findings of the study revealed that the English lecturers used English, Indonesian, Arabic, interchangeably. The English lectures made switching for linguistics factor, to continue speaker's pronouncement, addressee specification, information clarification, intimacy, affected with the addressee, unpleasant feeling, to create humor, repetition used for clarification reiteration of a message, to strengthen request or command, to

make questions, to give advice, to balance the addressee's language competence, to make it easier to convey speaker's message and discourse marker.



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Chapter III

DATA ANALYSIS

The title of this research is code switching used by the English teacher in teaching and learning English process at SMAN 2 RENGAT so due to the disaster experienced by the community now there is the Corona virus or Covid'19 so i cannot make observations in the classroom so this research I did it directly to ask the English teacher at SMAN 2 RENGAT this research was conducted to find out what are the reasons the teacher having using code switching I took this data using a video recorder by asking the teacher's reasons using code switching

The teachers did not only use English as the only one language for communication but also the other languages, it is Indonesian. The teachers often switched code (Indonesian- English) in teaching and learning process.

The researcher asked 2 English teachers At SMAN 2 Rengat and from that question the researcher found several reasons why the teacher use code switching

The Reasons of the English Teachers Use Code Switching

1.The Reasons of the English Teachers Use Code Switching by teacher one

A.The ability of students in english is very weak

The reason the teacher uses code switching is because the ability of students in English lessons is very weak compared to other lessons, the use of code switching by the teacher is very helpful for the teaching and learning process so that students understand what the teacher says, the inability of students in compelling English lessons. The teacher must use code switching because if the teacher does not use code switching, the teaching and learning process will not reach the core of the material that will be conveyed. understand too much when the teacher explains in full English, the teacher is forced to use code switching in the classroom in the teaching and learning process, especially for schools on the outskirts that do not use English in daily conversations, unlike the case. international schools British schools in cities. Therefore, the teacher uses code switching in the learning process in the classroom because of the weak knowledge of students in English lessons

“Result of interview on october 2020”

“Kesimpulannya code switching atau kode switching itu adalah penggunaan lebih dari satu atau dua bahasa yang

digunakan dalam satu bentuk percakapan nah katakanlah disini guru bahasa Inggris dalam proses belajar mengajar di dalam kelas ,dia idealnya harus menggunakan all in English semuanya dalam all in english penjelasan semuanya itu harus dalam bahasa Inggris namun ada kalanya depend of student righ tergantung juga dari siswanya kalau siswanya katakanlah kemampuan mereka sudah terbiasa dengan bahasa Inggris atau surrounding mereka sekitar mereka sudah terbiasa dengan bahasa Inggris mungkin fine cukup dengan Inggris saja tidak masalah, cukup dia paham dengan bahasa Inggris saja, tetapi seperti kita yang tinggal di pedesaan daerah-daerah atau di kampung one language itu sulit untuk proses belajar mengajar”

Translate in english

“Result of interview on october 2020”

In conclusion, code switching is the use of more than one or two languages that are used in one form of conversation, let's say here the English teacher in the teaching and learning process in the classroom, he should ideally use all in English everything in all in english, explain everything. It must be in English but there are times when the depend of student righ depends on the student if the student says it

their ability is familiar with English or their surroundings, they are

familiar with English, maybe it's fine enough with English, it doesn't matter, it's enough that they understand English alone, but like us who live in rural areas or in that one language village difficult for the teaching and learning process "

B.The proses of teaching and learning english in village schools is very difficult

English lessons include subjects that are very difficult to understand by students in rural schools, students are very foreign when learning English because they think English is very difficult to understand because it is not the everyday language they use when they speak both in class and outside the classroom is different from schools in urban areas such as international schools or British schools, they already use English as their daily language so that when the teacher explains and the teacher uses English or teaches English they are very easy to understand because of their daily activities. days they already use English, therefore they are no longer awkward when learning English, while in rural schools they prefer the teacher to teach them using Indonesian because when the teacher explains the learning method uses Indonesian or mixed like Indonesian and

English, students understand better the core or material that the teacher will teach these students. The English teacher at SMAN 2 RENGAT also said that if students use full English when they speak in class or outside the classroom, maybe they don't use code switching when they teach in class but they can use full English because students already understand. what they say. However, the situation forces SMA N 2 Rengat teacher to use the switching code so that students can understand the material taught by SMA N 2 Rengat teacher, so the point is that schools in villages such as one-language SMA N 2 Rengat students are very difficult for the teaching and learning process. it's the teacher using code switching

"Result of interview on october 2020

"dia idealnya harus menggunakan all in English semuanya dalam all in english penjelasan semuanya itu harus dalam bahasa Inggris namun ada kalanya depend of student righ, tergantung juga dari siswanya kalau siswanya katakanlah

kemampuan mereka sudah terbiasa dengan bahasa Inggris atau surrounding mereka sekitar mereka sudah terbiasa dengan bahasa Inggris mungkin fine cukup dengan Inggris saja tidak masalah, cukup dia paham dengan bahasa Inggris saja, tetapi seperti kita yang tinggal di pedesaan daerah-daerah atau di kampung one language itu sulit untuk proses belajar mengajar one language itu sangat sulit bagi siswa untuk memahami nanti siswa banyak bertanya dan kebingungan seperti "apa sih mem

ni " "mem ini ngomong apasih " "oke mem sori mem " jadi agak memudahkan untuk menyampaikan apa yang ingin dijelaskan oleh guru ,itu tentu digunakan bahasa daerah atau bahasa Indonesia minimal kalau umpamanya kita orang Melayu mungkin bisa kita menggunakan bahasa Melayu atau dia Minangnis dia bisa menggunakan bahasa Minang ya at least bahasa Indonesia lah"

Translate in english

"Result of interview on october 2020"

"Ideally he should use all in English, all in all in english. The explanation must be in English, but sometimes it depends on how well the student is, it also depends on whether the student says it.

their ability is familiar with English or its surroundings, they are familiar with English, maybe quite good with English, no problem, they just understand English, but like us who live in the countryside or in a language that is a village Difficult to process learning to teach one language, it is very difficult for students to understand it, then students ask a lot and are confused like "what the heck is this" "mem, what do you say" "okay memory memory mem" so it's rather easy to convey what the teacher wants to explain. Of course, the local language or Indonesian that is used is minimal. For example, if we are Malay, maybe we can use Malay or if he is minangnis he can use Minang, right?

C.Full english cannot anticipate and neutralize learning objectives

The third reason the teacher changed the code in English

lessons was to anticipate and neutralize which made it easier to achieve the goals of learning English in the classroom. He also said that if the teacher uses full English in the classroom then the child will be confused and ngango, as has happened before. children are not interested in learning English because they do not understand what the teacher said and what the point of the material was conveyed by the teacher, because they do not understand what the teacher said, many children become bored, sleep, talk here and there with their friends, and not focus on learning and studying so to anticipate and neutralize it to make it easier to achieve learning goals, therefore teachers use code switching such as 70% English and 30% Indonesian or 50% English 50% Indonesian so that children better understand the points conveyed by the teacher

“Result of interview on october 2020”

“tujuannya untuk siswa lebih memahami apa yang disampaikan guru apa poin yang dijelaskan guru itu tujuannya seperti itu , kalau melulu bahasa Inggris ya ya ngango nanti anak itu bingung anak itu nanti, palingan nanti anak itu blongo aja dan bingung , jadi untuk mengantisipasi dan menetralsir yang memudahkan tercapainya nya tujuan pembelajaran yaitu guru

menggunakan code switching, jadi balance lah, katakanlah bahasa Inggrisnya 70% ya mungkin bahasa Indonesianya 30% atau 50% bahasa Indonesia bahasa Inggrisnya 50%

Translate in english

"Result of interview on October 2020"

"The aim is for students to better understand what the teacher said, what points explained by the teacher, the goal is like that, if it is only in English, yes, the child will confuse the child later, the next time the child is confused and confused, so to anticipate and neutralize the makes it easier to achieve the learning objectives, namely the teacher uses code switching, so the balance is, say the English is 70% yes maybe 30% Indonesian or 50% Indonesian is 50% English

D. students do not understand if the teacher explains full english

The fourth reason why teachers use code switching in the classroom in the learning process is because the intake of students in rural schools such as SMA 2 Rengat is very minimal, because the conversation conducted by students at SMA 2 Rengat uses Indonesian or local languages instead of using English, unlike schools in the city, the teacher also mentioned that if the child uses full English, the child will not understand

the material or the objectives presented because our school is not an international school that uses English for daily conversation but uses Indonesian or village languages and in There is also no English corner here, so English lessons are very difficult if the teacher explains it in full English

“Result of interview on october 2020”

“Iya kalau semua bahasa Indonesia juga salah karena kita ni kan bahasa Inggris nih,ya tentu anak itu harus paham dalam bahasa Inggris idealnya memang harus bahasa Inggris, speaking and writing itu memang harus usingenglish idealnya memang seperti itu tetapi karena melihat surrounding konteks siswa yang di dalam kelas itu bagaimana, katakanla kalau sekolah sekolah di kota ,sekolah-sekolah favorit itu memang harus menggunakan bahasa Inggris ya, tapi memang mereka begitu,mereka sudah memahami dan punya basic punya skill untuk listening, reading writing, speaking mereka sudah ada skillnya disitu artinya mereka sudah katakan lah disitu mereka punya skill, intek mereka sudah bagus tapi daerah seperti kita daerah daerahan sudah di kampung mungkin agak sulit, jadi memang harus menggunakan code switching and then code switching itu memang betul betul sangat membantu ya , terutama untuk memahami apa yang disampaikan oleh guru sebenarnya intinya pada peserta didik dulu ,lihat dulu peserta didik nya bagaimana

seperti yang dikatakan tadi lingkungan sekolahnya memang sekolah yang internasional sekolah yang oke sekolah yang bagus sekolah yang di kota mereka sudah terbiasa ya bahkan ada english corner memang harus wajib berbahasa Inggris ,wajib harus menggunakan berbahasa inggris ,di sekolah wajib menggunakan bahasa Inggris gitu, mereka diwajibkan mungkin harus berbahasa Inggris tapi kalau untuk sekolah sekolah di pinggiran ya sekolah sekolah yg mungkin kita tidak mengatakan sekolah itu jelek ,mungkin masyarakatnya pendidikannya ,intek dari siswanya itu tidak seperti yg di kota jadi mungkin memang harus menggunakan code switching,terutama mem sendiri kan mem mengajar di daerah ni, Indragiri hulu, di SMAN 2 RENGAT ya tentu,ya menggunakan code switching tapi mem menggunakan kadangkala ya 50% bahasa Inggris 50% bahasa Indonesia ,

Mem pernah menerapkan full bahasa Inggris di kelas , ketika mereka ingin memberi pertanyaan, ketika mereka ingin pergi ke kamar mandi, untuk melatih atau untuk membiasakan anak untuk berbahasa Inggris tapi tidak berjalan dengan lancar”

Translate in english

“Result of interview on october 2020”

"Yes, if all Indonesian is also wrong because we speak English, yes, of course the child must understand English, ideally it should be English, speaking and writing should be using English. Ideally it is like that, but because you see the surrounding context of the students in English. How about in the classroom, say if the school is in the city, favorite schools must use English, yes, but they do, they already understand and have basic skills for listening, reading writing, speaking, they already have skills there, that means they have said that there they have the skills, their intrigue is good but areas like us, the areas already in the village may be a bit difficult, so you have to use code switching and then code switching is really very helpful, especially to understand what is being said by the teacher actually the point is to students first, look at students first n yes, how, as said earlier, the school environment is indeed an international school, a good school, a good school, a school in a city where they are used to it, even there is an English corner, they must speak English, they must use English, they must use English at school they are obliged, maybe they have to speak English, but for schools on the outskirts of the school that maybe we don't say the school is bad, maybe the community is educated, the intellect of the students is not like the one in the city so maybe you have to use code switching, especially by yourself You teach

in this area, Indragiri Hulu, at SMAN 2 Rengat yes of course, yes, you use code switching but sometimes you use 50% English, 50% Indonesian,

Mem never applies full English in class, when they want to ask questions, when they want to go to the bathroom, to train or to get children used to speaking English but it doesn't go well "

E. learning objectives are not achieved

The reason for the 5 teachers using code switching in the learning process in the classroom is that the teacher used to apply full English in the classroom but it did not run smoothly and was not implemented properly, all the rules that have been made and also the sanctions that have been made to improve abilities The students' English skills are all violated by the students and it cannot be done properly even though they have been given a penalty if someone violates, it turns out that students violate not because they do not obey the rules but because students really do not understand and cannot express or say English and have a conversation using English because of their lack of knowledge skills about English so that when the teacher explains in full English, the students do not understand so that the learning objectives are not achieved.

"Result of interview on october 2020"

Mem pernah menerapkan bahasa Inggris full di dalam kelas, betul-betul bahasa Inggris full seperti mau bertanya seperti mau permisi ke kamar mandi ke toilet, semuanya diterapkan menggunakan full bahasa Inggris yang sederhana, tapi untuk penjelasan yang agak kompleks mungkin bahasa Inggris dulu nanti dijelaskan lagi pakai bahasa Indonesia sering juga menerapkan dan mem laksanakan dengan siswa-siswa SMA negeri 2 rangat di dalam kelas, tapi karena itu semua tidak berjalan lancar apa yang diharapkan tidak sesuai dengan yang terjadi banyak siswa yang melanggar walaupun sudah kita kasih panishmen jadi penerapan itu tidak terlaksanakan dengan baik, pernah mem tanya sama anak didik mem kenapa tidak menerapkan full bahasa Inggris hanya di jam pelajaran nih saja pun tidak bisa terlaksanakan, mereka menjawab bahwa mereka tidak tahu kosakata apa yang ingin mereka keluarkan, mereka tidak bisa berbicara menggunakan bahasa Inggris tersebut sehingga mereka jika ingin berbicara penting itu mereka melanggar peraturan yg telah di buat, dan karena inilah full bahasa Inggris yang menerapkan di dalam kelas itu tidak terlaksanakan dengan baik dan jika mem bicara menggunakan full bahasa Inggris anak tersebut pun tidak mengerti apa yang disampaikan sehingga tujuan pembelajaran itu tidak tercapai kita dalam penerapan metode pembelajaran.

“Translate in english”

“Result of interview on october 2020”

Mem has ever applied full English in the classroom, really full English is like asking questions like if you want to excuse me from going to the bathroom to the toilet, everything is applied using simple English, but to explain a bit complex, maybe English used to be used again later. Indonesian often also applies and implements it with students of SMAN 2 RENGAT in the classroom, but because of that everything does not go smoothly what is expected is not in accordance with what happened many students who violate even though we have given panishmen so the application is not carried out properly , have asked students why they don't apply full English only in class hours, they can't do it, they answered that they don't know what vocabulary they want to get out if they can't speak English so they want to talk important it violates the rules It has been made, and because of this, the full English that is implemented in the classroom is not carried out properly and the analysis is that if the members speak in full English the child does not understand what is being said so that the learning objectives are not achieved by us in applying the learning method

1. The Reasons of the English Teacher Used Code Switching by Teacher 2

a. Students have low level in English

The reason from the second teacher why use code switching in the learning process which stated that why we have to use two languages in the classroom because speaking in English he thought that all of his students did not understand what he said or what he said so to make students understand the teaching material, he must use two languages in the classroom, he must speak in English because the learning material is English not Indonesian but if using full English the students will not understand the material presented, therefore he uses two languages, namely English and Indonesian, in the past he had applied to use full English but the first time it did not matter to a child who could not but maybe later on he hoped that the child would understand what he was saying, it didn't happen smoothly, The child does not understand the material presented so that the learning method cannot be achieved if we use full English what we will convey will not mean we will get a failure in learning but if we use automatic language something is caught conveyed to the child so that if we use transfer the code the child understands better what we say

“Result of interview on october 2020”

According is our problem, why we use two language in our class because if we use,speak full in english i think all of my student didn't understand what i mean so to make the student understand about this our material i must use two language bahasa indonesia dan bahasa inggris ,for the first time to the beginning of the study in english ,i must speak english because our materi is english not is bahasa indonesia but we must speak english,but if the student dont understand i must speak in bahasa ,

I ever use full in english but for the first time, i am is no problem the student dont understand,but mybe for the next time the student will familiar what did i say .

Tapi yang terjadi anak tidak mengerti atau tidak paham dengan materi yang disampaikan sehingga metode pembelajaran tidak tercapai , oke kalau kita menggunakan full bahasa Inggris apa yang akan kita sampaikan tidak akan tercapai berarti kita akan mendapatkan kegagalan dalam pembelajaran tetapi kalau kita menggunakan dua bahasa otomatis ada nanti yang ter tertangkap tersampaikan ke anak sehingga kalau kita menggunakan code switching itu anak lebih mengertitapi nanti

kalau intake anaknya itu bisa menggunakan bahasa Inggris
angka lebih baik kita menggunakan full bahasa Inggris dalam
kelas



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BAB IV

CONCLUSION AND SUGGESTION

A. Conclusion

As clearly stated in the title, this research focused on the use of code switching used by English teachers of at SMAN 2 RENGAT in process of teaching English. This research attempted to make contributions to be a better understanding in the use of code switching by the teachers in teaching English.

After deliberately analyzing the data, the writer concludes that there are five reasons that the English teachers have in using code switching at SMAN 2 Rengat Students have low level in English, students barely understand the materials, English-Indonesian is more effective, to make students interest and know English more and the last to make students speak English.

B.Suggestion

Based on conclusion stated above, the writer has some suggestions to the readers, especially English teachers in the classroom interactions where code switching is unavoidable it is suggested that the English teachers paraphrase their explanations, instructions or questions before they translate them into Indonesian.

In addition, in the classroom interaction with the students of low English proficiency, it is suggested that the teachers switch into Indonesian in teaching. In that English is matrix language and Indonesian is the embedded language.

In relation with the finding in this research, it is suggested for the next researcher to continue the research about the process of code switching

APPENDIX 1

Result of interview teacher 1

Apa alasan ibu menggunakan bahasa Inggris – bahasa Indonesia atau kode switching pada saat mengajar di dalam kelas ?

Pertama Kesimpulannya code switching atau kode switching itu adalah penggunaan lebih dari satu atau dua bahasa yang digunakan dalam satu bentuk percakapan nah katakanlah disini guru bahasa Inggris dalam proses belajar mengajar di dalam kelas ,dia idealnya harus menggunakan all in English semuanya dalam all in english penjelasan semuanya itu harus dalam bahasa Inggris namun ada kalanya depend of student right tergantung juga dari siswanya kalau siswanya katakanlah kemampuan mereka sudah terbiasa dengan bahasa Inggris atau surrounding mereka sekitar mereka sudah terbiasa dengan bahasa Inggris mungkin fine cukup dengan Inggris saja tidak masalah, cukup dia paham dengan bahasa Inggris saja, tetapi seperti kita yang tinggal di pedesaan daerah-daerah atau di kampung one language itu sulit untuk proses belajar mengajar

“dia idealnya harus menggunakan all in English semuanya dalam all in english penjelasan semuanya itu harus dalam bahasa

Inggris namun ada kalanya depend of student righ, tergantung juga dari siswanya kalau siswanya katakanlah

kemampuan mereka sudah terbiasa dengan bahasa Inggris atau surrounding mereka sekitar mereka sudah terbiasa dengan bahasa Inggris mungkin fine cukup dengan Inggris saja tidak masalah, cukup dia paham dengan bahasa Inggris saja, tetapi seperti kita yang tinggal di pedesaan daerah-daerah atau di kampung one language itu sulit untuk proses belajar mengajar one language itu sangat sulit bagi siswa untuk memahami nanti siswa banyak bertanya dan kebingungan seperti "apa sih mem ni " "mem ini ngomong apasih " "oke mem sori mem " jadi agak memudahkan untuk menyampaikan apa yang ingin dijelaskan oleh guru ,itu tentu digunakan bahasa daerah atau bahasa Indonesia minimal kalau umpamanya kita orang Melayu mungkin bisa kita menggunakan bahasa Melayu atau dia Minangnis dia bisa menggunakan bahasa Minang ya at least bahasa Indonesia lah"

"tujuannya untuk siswa lebih memahami apa yang disampaikan guru apa poin yang dijelaskan guru itu tujuannya seperti itu , kalau melulu bahasa Inggris ya ya nganggo nanti anak itu bingung anak itu nanti, palingan nanti anak itu blongo aja dan bingung , jadi untuk mengantisipasi dan menetralsir yang memudahkan tercapainya nya tujuan pembelajaran yaitu guru

menggunakan code switching, jadi balance lah, katakanlah bahasa Inggrisnya 70% ya mungkin bahasa Indonesianya 30% atau 50% bahasa Indonesia bahasa Inggrisnya 50%

“Iya kalau semua bahasa Indonesia juga salah karena kita ni kan bahasa Inggris nih, ya tentu anak itu harus paham dalam bahasa Inggris idealnya memang harus bahasa Inggris, speaking and writing itu memang harus using english idealnya memang seperti itu tetapi karena melihat surrounding konteks siswa yang di dalam kelas itu bagaimana, katakanla kalau sekolah sekolah di kota ,sekolah-sekolah favorit itu memang harus menggunakan bahasa Inggris ya, tapi memang mereka begitu, mereka sudah memahami dan punya basic punya skill untuk listening, reading writing, speaking mereka sudah ada skillnya disitu artinya mereka sudah katakan lah disitu mereka punya skill, intelek mereka sudah bagus tapi daerah seperti kita daerah daerahan sudah di kampung mungkin agak sulit, jadi memang harus menggunakan code switching and then code switching itu memang betul betul sangat membantu ya , terutama untuk memahami apa yang disampaikan oleh guru sebenarnya intinya pada peserta didik dulu ,lihat dulu peserta didiknya bagaimana seperti yang dikatakan tadi lingkungan sekolahnya memang sekolah yang internasional sekolah yang oke sekolah yang bagus sekolah yang di kota mereka sudah terbiasa ya bahkan ada

english corner memang harus wajib berbahasa Inggris ,wajib harus menggunakan berbahasa inggris ,di sekolah wajib menggunakan bahasa Inggris gitu, mereka diwajibkan mungkin harus berbahasa Inggris tapi kalau untuk sekolah sekolah di pinggiran ya sekolah sekolah yg mungkin kita tidak mengatakan sekolah itu jelek ,mungkin masyarakatnya pendidikannya ,intek dari siswanya itu tidak seperti yg di kota jadi mungkin memang harus menggunakan code switching,terutama mem sendiri kan mem mengajar di daerah ni, Indragiri hulu, di SMAN 2 RENGAT ya tentu,ya menggunakan code switching tapi mem menggunakan kadangkala ya 50% bahasa Inggris 50% bahasa Indonesia , Mem pernah menerapkan full bahasa Inggris di kelas , ketika mereka ingin memberi pertanyaan, ketika mereka ingin pergi ke kamar mandi, untuk melatih atau untuk membiasakan anak untuk berbahasa Inggris tapi tidak berjalan dengan lancar”

Mem pernah menerapkan bahasa Inggris full di dalam kelas, betul-betul bahasa Inggris full seperti mau bertanya seperti mau permissi ke kamar mandi ke toilet, semuanya diterapkan menggunakan full bahasa Inggris yang sederhana ,tapi untuk penjelasan yang agak kompleks mungkin bahasa Inggris dulu nanti dijelaskan lagi pakai bahasa Indonesia sering juga menerapkan dan mem laksanakan dengan siswa-siswa SMA

negeri 2 rengat di dalam kelas,tapi karena itu semua tidak berjalan lancar apa yang diharapkan tidak sesuai dengan yang terjadi banyak siswa yang melanggar walaupun sudah kita kasih panishmen jadi penerapan itu tidak terlaksanakan dengan baik, pernah mem tanya sama anak didik mem kenapa tidak menerapkan full bahasa Inggris hanya di jam pelajaran nih saja pun tidak bisa terlaksanakan,mereka menjawab bahwa mereka tidak tahu kosakata apa yang ingin mereka keluarkan, mereka tidak bisa berbicara menggunakan bahasa Inggris tersebut sehingga mereka jika ingin berbicara penting itu mereka melanggar peraturan yg telah di buat , dan karena inilah full bahasa Inggris yang menerapkan di dalam kelas itu tidak terlaksanakan dengan baik dan jika mem bicara menggunakan full bahasa Inggris anak tersebut pun tidak mengerti apa yang disampaikan sehingga tujuan pembelajaran itu tidak tercapai kita dalam penerapan metode pembelajaran.

APPENDIX 2

Result of interview teacher 2

Apa alasan ibu menggunakan bahasa inggris – bahasa indonesia atau kode switching pada saat mengajar di dalam kelas ?

According is our problem, why we use two language in our class because if we use,speak full in english i think all of my student didn't understand what i mean so to make the student understand about this our material i must use two language bahasa indonesia dan bahasa inggris ,for the first time to the beginning of the study in english ,i must speak english because our materi is english not is bahasa indonesia but we must speak english,but if the student dont understand i must speak in bahasa ,

I ever use full in english but for the first time, i am is no problem the student dont understand,but mybe for the next time the student will familiar what did i say .

Tapi yang terjadi anak tidak mengerti atau tidak paham dengan materi yang disampaikan sehingga metode pembelajaran tidak tercapai , oke kalau kita menggunakan full bahasa Inggris apa yang akan kita sampaikan tidak akan tercapai berarti kita akan

mendapatkan kegagalan dalam pembelajaran tetapi kalau kita menggunakan dua bahasa otomatis ada nanti yang ter tertangkap tersampaikan ke anak sehingga kalau kita menggunakan code switching itu anak lebih mengertitapi nanti kalau intake anaknya itu bisa menggunakan bahasa Inggris angka lebih baik kita menggunakan full bahasa Inggris dalam kelas.



Dokumen ini adalah Arsip Miitik :

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