

**Codeswitching by English Teachers in Classroom  
Instruction and Its Impact to Students: A Study at the X<sup>th</sup>  
TKJ Class of SMKN 3 Mataram in Academic Year  
2015/2016**



**AN ARTICLE**

**Submitted as a Partial Fulfillment of the Requirements for Sarjana Degree in  
English Department Faculty of Teacher Training and Education  
Mataram University**

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**E1D 011 013**

**ENGLISH EDUCATION PROGRAM  
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MATARAM UNIVERSITY**

**2016**

## RATIFICATION

The article entitled "CODESWITCHING BY ENGLISH TEACHERS IN CLASSROOM INSTRUCTION AND ITS IMPACT TO STUDENTS: A Study at the X<sup>th</sup> TKJ Class of SMKN 3 Mataram in Academic Year 2015/2016" written by Baiq Ilda Karwayu, has been approved to achieve Sarjana Pendidikan (S.Pd) in English Education Program, Faculty of Teacher Training and Education, Mataram University.

Mataram, May 2016

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**CODESWITCHING BY ENGLISH TEACHERS IN CLASSROOM  
INSTRUCTION AND ITS IMPACT TO STUDENTS:  
A Study at the X<sup>th</sup> TKJ Class of SMKN 3 Mataram in Academic Year 2015/2016**

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**ABSTRAK**

Tujuan dari penelitian ini adalah (1) untuk menemukan tipe-tipe alihkode yang digunakan oleh guru Bahasa Inggris dalam menginstruksi siswa di kelas, (2) untuk mengidentifikasi alasan guru melakukan alihkode, dan (3) untuk mengidentifikasi dampak dari alihkode tersebut terhadap siswa. Penelitian ini menjadikan kelas X TKJ dan para guru Bahasa Inggris di SMKN 3 Mataram sebagai objek, dan disampaikan dengan metode kualitatif deskriptif. Di dalam data akan ditemukan tipe-tipe alihkode sebagai berikut, Intrasentential Codeswitching, Intersentential Codeswitching, and Tag Codeswitching. Setelah data terkumpul, dipilah, dan dianalisis, ditemukanlah hasil (1) intrasentential codeswitching muncul sebanyak 50%, intersentential sebanyak 49%, dan tag codeswitching sebanyak 1%; (2) ada tiga alasan guru Bahasa Inggris dalam melakukan alihkode, sebanyak 71.42% dikarenakan siswa tidak mengerti instruksi guru dalam bahasa Inggris, 14.28% dikarenakan alihkode adalah metode kesukaan guru dalam mengajar, dan 14.28% dikarenakan guru harus mengatur kelasnya dari suasana tidak kondusif; (3) ada enam dampak yang terjadi akibat alihkode, yakni siswa lebih memahami instruksi guru dalam Bahasa Inggris, siswa belajar pelafalan lebih baik, siswa mampu mengurangi rasa gugupnya, Bahasa Inggris tidak lagi dianggap sebagai mata pelajaran yang mengerikan, dan guru membutuhkan waktu lebih lama untuk menjelaskan pelajaran melalui instruksi tersebut.

*Kata Kunci: alihkode, belajar Bahasa Inggris, instruksi kelas*

## **ABSTRACT**

This research is aimed at (1) to find out the types of codeswitching English teacher use in classroom instruction, (2) to identify the teacher's reasons for doing codeswitching, and (3) To identify the impacts of teacher's codeswitching in classroom to students. The research subjects were the X<sup>th</sup> TKJ class students and seven English teachers of SMKN 3 Mataram. This research uses qualitative research with content analysis method. The data of this research are three types of codeswitching in teacher's instruction; Intrasentential Codeswitching, Intersentential Codeswitching, and Tag Codeswitching. After collecting, computing, and analyzing the data, it is identified that (1) intrasentential codeswitching occurs 50%, intersentential occurs 49%, and tag codeswitching occurs 1%. (2) There are three reasons for doing codeswitching by English teacher. 71.42% is students do not understand what their teacher said/instruct, 14.28% is codeswitching is teacher's favorite way in teaching English, and 14.28% is teacher needs to manage the class when the situation is unhandled. (3) There are six impacts of teacher's codeswitching from students' and teacher's perceptions, viz., students understand more about English instruction (and vice versa), students learn pronunciation better, students get less nervous, English is no longer a horrible lesson, and teacher's need longer time to explain instruction.

*Keywords: codeswitching, English learning, classroom instruction*

## BACKGROUND OF STUDY

English is not only learnt as a compulsory subject at school, but also becomes a foreign language. At school, for example, it is proven by school's requirement of English teacher. Even though English is not being a second language in Indonesia, but the importance of learning English as the global language is realized. Syahdan (1996:30) has pointed out in daily life using more than one languages is regularly happened in social communities. Moreover, "the official language is used in schools, ..." (1996:30). The official language in this context is Indonesian which means it is used in daily conversation, at schools, government, and trade in Indonesia. Therefore, in learning English at school especially in class, Indonesian sometimes occurs from teacher or students.

Regarding English learning, teachers have to be capable in applying teaching method. Celce-Murcia (1991:22) state that a few of learning methods must be known by teacher. Moreover, Chomsky (in Ellis, 1997) stated that learning English as a second or a foreign language has many methods. But all of the methods cannot be used in every meeting of class. In applying methods, teacher produces instruction to make students understand what he or she aims at.

The instruction in English class is supposed to use full English as a medium of teaching to stimulate "English atmosphere". But English is a foreign language in Indonesia so it cannot be practiced easily. It is not common to observe people speak in English and switch to Indonesia in their daily exchanges. So it is the case in the English classroom. Teachers teach English with English as a medium of instruction but may switch to Indonesian or to mother tongue for particular purposes. In short, teachers of English might speak in English and change into Indonesian to describe something so that the students could understand it clearly. In this case, Richard and Richards (2010) consider that codeswitching by saying, "Codeswitching is a change by a speaker (or writer) from one language or language variety to another one".

People who learn a foreign language (in this case English) got difficulties when they tried to find another alternative vocabulary, or clause, as their first language in English and suddenly the clause or vocabulary in the first language was appearing. In the class, to minimize this phenomenon, students learnt from textbook, dictionary, and another sources of English. But those sources were not communicative because the students did not get any feedbacks. Let us compare with teacher's instruction in the class as one of sources in learning English. Students get feedbacks they need, for example, in practice speaking English

students need interlocutors who had a higher understanding about English learning than them. Therefore, English learning is more effective if teacher guided students to learn English by a mean instruction i.e. codeswitching.

Thus, the researcher is interested in conducting research on codeswitching by teacher in classroom instruction since the most communicative source of knowledge in class was the teacher. Also the researcher thought that codeswitching must have the impact to students as the learners of English.

## **RESEARCH METHOD**

This research is a descriptive research in which primary purpose is to describe codeswitching phenomenon in classroom. Moreover, population or the participants of this research are all of X<sup>th</sup> students in SMKN 3 Mataram academic year 2015/2016 in which about 552 people. But, the researcher focused on the smaller population; X<sup>th</sup> TKJ Class academic year 2015/2016. Thus, the researcher also takes all of English teachers in SMKN 3 Mataram in which about seven people.

The aim of taking all English teachers is to strengthen the codeswitching data because the researcher assumed that the data of perceptions of producing codeswitching in classroom instruction could not be valid if only conducted from one English teacher. Thus, took all English teachers is the best way in conducted valid data. However, in this research only note-taking and anecdotal-record are employed.

Data collection is conducted through observation which uses a recording and note-taking technique during learning English to ensure the appearance of codeswitching phenomenon. Second, the questionnaires are completed by X<sup>th</sup> TKJ class students and the English teachers who teach them to conduct more data. Then, analysis procedure is conducted through identification the types of codeswitching, classification of codeswitching and explanation of the data.

## **FINDINGS AND DISCUSSION**

After identifying the types of codeswitching from the data, the researcher classified the data into three parts. Those are found 18 sentences that belong to intrasentential codeswitching, 17 sentences belong to intersentential codeswitching, and four sentences belong to tag codeswitching. Moreover,

through questionnaires, the researcher found a number of reasons of doing codeswitching by English teacher and its impacts to students.

### 1. Types of Codeswitching

From the collected data, the researcher classified the codeswitching into three categories, i.e., intrasentential codeswitching, intersentential codeswitching, and tag codeswitching. To understand the data, the researcher made a table of those types that occurred in English learning process.

**Table 4.1. Classification of Codeswitching**

No.	Types of Codeswitching	Samples
1.	intrasentential codeswitching	(4), (10), (13), (16), (20), (23), (35), (36), (42), (74), (101), (109), (112), (129), (142), (143), (148), (149)
2.	intersentential codeswitching	(12), (21), (24), (41), (50), (51), (63), (72), (81), (86), (88), (97), (110), (127) (140), (146), (153)
3.	tag codeswitching	(98)

The data are collected in four weeks. Then, the data are analyzed as follows.

- 7) Teacher : “Is he sick?” (asking to other students)
- 8) Student 3 : “He lie, Ma’am!”
- 9) Teacher : “He lies?”
- 10) Eki : “*I am not lie, Bu.*”  
*I am not lie, Ma’am.*
- 11) Student 4 : “Yes, he is a liar.”

This conversation is considered as intrasentential codeswitching because characteristics of its type of codeswitching exist in a conversation above. Teacher keeps using English during learning process but sometimes students are unconsciously switch their language from English to Indonesian. At this conversation shows that Eki as one of students do intrasentential codeswitching.

It has a correlation with Poplack’s codeswitching theory that both of languages influence each other through sentences people produce. The researcher indicates that Eki has to understand English

but the habit of calling a teacher “Bu” makes him switched the language unconsciously. In short, in this case English is dominant that it is influenced by Indonesian.

## 2. Teachers’ Reason for Doing Codeswitching

The researcher has done opened questionnaires to seven English teachers and the result is explained as follows.

**Table 4.2. Reasons for Doing Codeswitching**

No.	Reasons	Percentage (%)
1.	Students do not understand what their teacher said/instruct.	71.44%
2.	Codeswitching is his/her (teacher) favorite way in teaching English.	14.28%
3.	Teachers need to manage their class when the situation is unhandled.	14.28%

There are three reasons of doing codeswitching by teachers as shown in the table above. 71.44% state that most of their students do not understand what teachers said or instruct to students. It commonly happened when the researcher observed the classroom learning activity. Since English is a foreign language which does not be used in daily activities, it could not be a conscious medium in communication, even though in a classroom.

Then, teachers tried to switch English into Indonesian when their instructions did not affect to students. Moreover, students ought to give feedbacks in teacher’s instruction is the main reason of this percentage. That is why it becomes the most chosen reason by English teachers. More, this is shown in the data as follows.

*Teacher* : “What did you do in Jakarta?”  
*Student 7* : “Haah?”  
*Teacher* : “Di Jakarta ngapain aja?”

Based on the data above, the teacher repeated her question to student 7 because the student said “Haah?” which means a signal that the student did not understand a question by the teacher.

## 3. The Impacts of Teacher’s Codeswitching

The impacts of teacher’s codeswitching are discussed through the conducted questionnaires data.

**Table 4.3. The Impacts of Teacher's Codeswitching**

No.	Impacts	Sources
1.	Students understand more about English instructions by their teacher.	Teacher's perception
2.	Students learn the pronunciation better than without codeswitching by English teacher.	Teacher's perception
3.	Students get less nervous.	Teacher and students' perception
4.	Students are easy to understand the teacher's instruction.	Students' perception
5.	English will not be a horrible lesson anymore.	Students' perception
6.	Teacher needs longer time to explain their instruction to students (repeating instruction twice or more times)	Teacher and students' perception

Based on the observations and the questionnaires, those six impacts are the most dominant. To illuminate the findings, the researcher divided it into two perceptions, namely, from students' perception and teacher's perception.

Based on teacher's perception, students understand more about English instructions by their teacher is stated by teacher's perception. Actually, it is similar to students' perception that students are easy to understand the teacher's instruction.

The researcher makes a note other than questionnaires about students' understanding when teacher codeswitched. Students usually emotionally ask, get confused, or express their less understandable to tell the teacher. Thus, teacher realized about that phenomenon so she begins to switch her instructions into Indonesian. Besides, the examples are found in the types of codeswitching.

Moreover, students learn the pronunciation better than without codeswitching by English teacher takes from teacher's perception. This finding belongs to impacts because the researcher noted some of students, in their pronunciation, had learnt about it from their teacher. Indirectly, the teacher teaches them how to say the correct pronunciations. Before switching from English into Indonesian, teacher commonly repeats her instructions by English more than two

times. Students might learn how to pronounce better from its phenomena.

Related to the perception above, students have a perception that English will not be a horrible lesson anymore. It is because in general students are afraid of practicing speaking English. The shyness of incorrect pronunciations, spelling, and speaking becomes the reason why students are afraid of. Moreover, by codeswitching by their teacher, a lesson could be building a new point of view that English is not a horrible lesson.

And, students get less nervous because of codeswitching by English teacher in this class belongs to students' and teacher's perception. It is proven by the notes that before teacher switch the English into Indonesian; students have no desire enough listening teacher's instruction. In contrast, students had begun to pay attentions when teachers change the language. The researcher noted the phenomena more than five times in each meeting. Then, once more, it has a correlation with perception that English is not a horrible lesson.

Furthermore, one more finding which derive from students' and teacher's perception is teacher needs longer time to explain their instruction to students. It means in doing codeswitching carefully and effectively, repeating instruction twice or more times is needed. With the result that, sometimes, teacher have to prepare a lesson plan wisely to minimize unbeneficial material so the time of learning process could be useful.

In short, all of impacts, whether from students' perception or teachers' perception, have strong correlations each other to improve English atmosphere in classroom activity.

## **CONCLUSIONS AND SUGGESTIONS**

Having finished the research of the data observed, the researcher finally comes to conclusions that (1) here are 50% of intrasentential codeswitching, 49% of intersentential codeswitching, and 1% of tag codeswitching; (2) there are three reasons for doing codeswitching, viz., 71.44% stated that students do not understand what their teacher said/instruct, 14.28% is codeswitching is his/her (teacher) favorite way in teaching English, and 14.28% is teachers need to manage their class when the situation is unhandled; (3) There are six impacts of doing codeswitching by English teacher to students, viz., students understand

more about English instructions, students learn the pronunciation better, students get less nervous, students are easy to understand the instruction, English will not be a horrible lesson anymore, and teacher needs longer time to explain their instruction to students.

Then, based on the research findings the researcher aims that the research about codeswitching could be an advanced knowledge in teaching English in classroom. Further research in another places and aspects is needed to give contributions for English education. Then, the researcher hopes the findings could be references for the next researcher.

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