

ABSTRACT

Gina Malia Risa (2018). Exploring Teacher's Code-switching Practice at Bilingual Classroom (A Descriptive Research at Bilingual Classroom of Mathla'ul Huda Islamic Boarding School)

Code-switching is inevitable phenomenon in bilingual society including Indonesia. Opened speech community in Indonesia use two or more language to communicate in any setting including classroom. Non-native English teacher practicing code-switching at bilingual classroom is the main focus of this present research. Exploring types and functions of the teacher's code-switching comes as the two research questions. Moreover, the last research question is about presenting students' attitudes towards the teacher's code-switching practice.

In this research, the types of teacher's code-switching practice are analyzed by Poplack (1980) and Sert (2005) theories. Moreover, the functions of teacher's code-switching practice are analyzed by several theories proposed by Apple & Musyken (2006), Holmes (2001), and Mattson & Burenhult (as cited in Sert, 2005). In addition, this research also discusses the students' attitudes towards the teacher's code-switching practice that is analyzed using questionnaire designed by Alenezi (2010).

This present research uses both qualitative and quantitative methodologies. The qualitative methodology is used to discuss the two research questions, exploring the types and the functions of teacher's code-switching practice. However, the quantitative methodology is used to reveal students' attitudes towards the teacher's code-switching practice. Non-participant observation, non-structured interview, and modified questionnaire are used in collecting the data.

The result of this research shows that the teacher at bilingual school used inter-sentential and intra-sentential switching types. Furthermore, the teacher also employed five functions of code-switching practice; referential, phatic, poetic, affective, and repetitive functions. In addition, the students gave positive attitudes towards the teacher's code-switching practice.

In conclusion, the use of inter-sentential and intra-sentential switching types by the teacher bring some beneficial results such as giving constructed examples of certain sentence due to increase students' speaking skill and fulfilling the teacher's lack of vocabulary by code changing, code mixing, insertion of the equivalence existence, and congruent lexicalization. Moreover, the use of teacher's code-switching functions such as referential, phatic, poetic, affective, and repetitive functions bring the academic and social supports for the students. In addition, the practice of code-switching by the teacher is viewed positively by the students since it has beneficial impact for their learning progress.