

**THE CODE SWITCHING OF THE TEACHERS AT  
I 2 C CHILDREN ENGLISH COURSE**

**A THESIS**

**As Partial Fulfillment of the Requirements**

**For the Sarjana Degree in English Language Teaching Faculty**



by:

**CHRISTINA SULISTYOWATI**

**1213098204**

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
JURUSAN PENDIDIKAN BAHASA DAN SENI  
PROGRAM STUDI BAHASA INGGRIS**

**May, 2005**

## APROVAL SHEET

(1)

This thesis entitled THE CODE SWITCHING OF THE TEACHERS AT I 2 C CHILDREN ENGLISH COURSE prepared and submitted by *Christina Sulistyowati* has been approved and accepted as partial fulfilment of the requirement for the Sarjana Pendidikan Degree in English Department, Education and Teacher Training Faculty by the following advisors:



Dr. Patrisius Istiarto Djiwandono  
First Advisor



Drs. Hendra Tedjasukmana, M.Hum  
Second Advisor

# APPROVAL SHEET

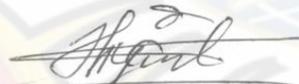
## (2)

This thesis has been examined by the committee on Oral Examination with grade of \_\_\_\_\_ on May 29 ,2005

Approved by:



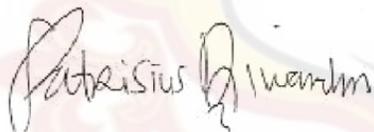
Dr. Agustinus Ngadiman  
Chairman



Dr. Ignatius Harjanto  
Member



M.G. Retno Palupi, M.Pd  
Member



Dr. Patrisius Istiarto Djiwandono  
Member



Drs. Hendra Tedjasukmana, M.Hum  
Member



Lia Agus Santi Widiati, M.Pd  
Dean of Teacher Training Faculty  
Of Widya Mandala Catholic University



Susana Teopilus, M.Pd.  
Head of Teacher Training Faculty  
of Widya Mandala Catholic University

## ACKNOWLEDGEMENTS

I would like to thank Jesus Christ for giving me the strength to finish my study at Widya Mandala Catholic University and for guiding me for the accomplishment of this thesis.

The writer would like to express her gratitude to:

1. Dr. Patrisius Istiarto Djiwandono, my first advisor, who has spent his valuable time in helping and guiding me to finish this thesis.
2. Drs. Hendra Tedjasukmana, M.Hum, my second advisor, who has willingly spent his time to help the writer in correcting the grammar on this thesis.
3. Dr. Ignatius Harjanto, my academic advisor who has spent his time to listen to my difficulties in finishing this thesis and to give his advice to the writer.
4. The writer's family: Mami, Ye-i, D-dy, and especially her father, who spiritually supported the writer in finishing her thesis. My cece and koko: Lydia and Yonathan who always accompany the writer when doing the thesis.
5. The writer's friends: Rika Chu, Elsie, Ms. Cheloy, Christine, Isa who have encouraged and helped the writer in finishing the thesis, also Silvia who supported the writer with her prayers and her personal participation.

The writer

## TABLE OF CONTENTS

APPOVAL SHEET (1).....	ii
APPOVAL SHEET (2).....	iii
ACKNOWLEDGEMENTS.....	iv
TABLE OF CONTENTS.....	v
ABSTRACT.....	viii
CHAPTER I: INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Statement of the Problems.....	3
1.3 Objectives of the Study.....	4
1.4 Significance of the Study.....	4
1.5 Scope and Limitation of the Study.....	4
1.6 Definition of the Key Terms.....	5
1.7 Organization of the Thesis.....	6
CHAPTER II: REVIEW OF RELATED LITERATURE	
2.1 Language.....	7
2.2 Multilingualism.....	8
2.3 Language Choice.....	11
2.3.1 Reasons for choosing a language.....	12
2.3.1.1 Participants.....	12
2.3.1.2 Setting.....	13

2.3.1.3 Topic.....	14
2.3.1.4 Function.....	15
2.4 Principle in Teaching Linguistically Diverse	
Students.....	15
2.5 Code Switching.....	16
2.5.1 Reasons for switching a language.....	18
2.5.1.1 Situation.....	18
2.5.1.2 The topic.....	19
2.5.1.3 The function.....	19
2.6 Code Mixing.....	20
2.7 The Previous Studies.....	21

### CHAPTER III: RESEARCH METHODOLOGY

3.1 The Research Design.....	23
3.2 Technique of Collecting the Data.....	25
3.2.1 Observation.....	25
3.2.2 Tape Recording.....	25
3.2.3 Semi-Structured Questionnaires.....	26
3.3 Data of the Study.....	27
3.4 Participants.....	27
3.5 Instruments.....	28
3.6 Procedures of collecting Data.....	29
3.7 Data Analysis Technique.....	30

## CHAPTER IV: THE FINDINGS AND THE DISCUSSION OF THE

### FINDINGS

4.1 The Findings.....	31
4.1.1 The Pattern of Code Switching used of the Teachers.....	31
4.1.2 The Reasons why the teachers use Code Switching.....	33
4.2 The Discussion of the Findings.....	37
4.2.1 The Pattern of Code Switching used by the Teachers.....	37
4.2.2 The Reasons why the teachers used Code Switching.....	37

## CHAPTER V: CONCLUSION AND SUGGESTION

5.1 Conclusion.....	40
5.2 Suggestion.....	42

## BIBLIOGRAPHY

### APPENDIX I

### APPENDIX II

### APPENDIX III

### APPENDIX IV

## ABSTRACT

Sulistiyowati, Christina 2005. **The Code Switching of the Teachers at I 2 C Children English Course**. Thesis. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Katholik Widya Mandala Surabaya.

Advisor: Dr. Patrisius Istiarto Djiwandono  
Drs. Hendra Tedjasukmana, M. Hum

In this thesis, the writer formulates two research questions. She conducts the study to find out the pattern of code switching used of the teachers in I 2 C English Course while teaching in the classroom and the reasons why the teachers use code switching.

The participants were the three teachers at I 2 C Children English Course. The writer collected the data by recording and observing the teaching learning process in the classroom. After transcribing the data from the recording, she asked the teachers to fill the questionnaires with the transcription enclosed.

In analyzing the data, the writer made the table comparison of code switching to show the pattern of code switching. Every teacher has her own percentages and reasons in using the code switching when teaching English in the classroom.

The results indicate that the patterns of Code Switching used by the teachers are Indonesian-English and English-Indonesian. The reasons why the teachers used code switching are divided into two parts based on the functions of code switching: the Indonesian-English functions and the English-Indonesian functions. In the findings the reasons why the teachers used either the Indonesian-English functions or the English-Indonesian functions are: controlling students' behavior, checking students' progress, eliciting answers, facilitating understanding, focusing on the material, helping students to recall, making students used to English sentence, refreshing the students, solving students problem, supporting students, and telling the condition.