

ENGLISH TEACHERS' INSTRUCTION FOR THE SENIOR HIGH SCHOOL PAREPARE STUDENTS USING CODE MIXING AND CODE SWITCHING

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Abstract: Language means of communication that is very important for human life. By language people are very easy to understand whether mean and purpose it. In this case language as medium which has function to give information for other people including English. So, English is one of the important elements to communicate with other people both teachers and students. The researchers use qualitative research as design of this research. Qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data. The findings show that in the teaching and learning English code switching and code mixing is very important because code switching and mixing can help the students do the English teacher's instruction. Besides, most of students are difficult to understand the material because they are lack of vocabulary. The students need instruction between Indonesia and English or bilingual.

Keywords: *instructional process, code mixing, code switching*

INTRODUCTION

Language means of communication that is very important for human life. By language we are very easy to understand whether mean and purpose it. In this case language as medium which has function to give a information for other people include English. So that, English is one of the important elements to communicate with other people both teachers and students. In the classroom learning activities English is used to communicate between teachers and students even though they combine between English and Indonesia. So that, English in the school is used to equip the students' knowledge with related the four basic language skills in English, such as : listening, speaking, writing, and reading.

To make the students understand or mastery the four skills in English, in English teaching activities the English teacher should be more creative and fun in creating interesting of English teaching method and comfortable classroom. So, before teaching a teacher always chooses some method and strategies that will be applied in the classroom to increase the English skills of the students. But the reality now, there are a lot of English teachers lack of methods, strategies to increase the students' skills because they only focused on the course the book. To teach the four basic language skills in English, the teachers have to integrate the all skills.

REVIEW OF THE LITERATURE

Moyer (1998) Code switching as a field of study has a rich and varied literature encompassing research based on various theoretical models

and research methodologies. The dominant perspectives in the study of code switching have been either sociolinguistic or grammatical in nature. The sociolinguistic approach has examined languages in contact in bilingual or migrant communities and concerns itself with the social and political motivations for its use. For example, code switching as a conversational strategy has been investigated in Gibraltar, where Spanish and English have been in contact for several hundred years.

Heller (1988) Code switching is also viewed as a bilingual/multilingual practice that is used not only as a conversational tool, but also as a way to establish, maintain and delineate ethnic boundaries and identities. As a social process, code switching has been understood to provide multilingual with “a resource for indexing situation ally salient aspects of context in speakers’ attempts to accomplish interactional goals.

METHODOLOGY

In this research, the researchers use qualitative research as design of this research. Qualitative is the collection, analysis, and interpretation of comprehensive and visual (non numerical) data. Source of data of this research is all of SMU Neg. in Parepare. There are 5 Schools. From the 5 Schools, the researcher took SMU Neg.2. There six English Teachers, two teachers teach in the first class, two teachers teach in the second class, and two teachers teach in the third class. In this research it was used purposive sampling. Purposive sampling referred to as judgment sampling is the process of selecting sampling that is believe to be preventatives of given population. In order words, the researcher select source of data using his experience and knowledge of the group to be of source of data (Gay 2006). In this case, and based the explanation about purposive. The source of data is All the English teachers of SMU Neg. in Parepare as sample. There are six English Teachers.

In collecting the data, the researchers do observation and interview for the six English

teachers in SMU Neg.2 Parepare. In doing interview the researchers use structure interview and unstructured interview. Structure interview, the researchers has set of specific question that elicit specific information from the respondents while unstructured interview is little more than causal conversation. Beside that the researchers record what the English teachers say in learning English process. Record the voice of the English teacher is the main part of this research because the researchers will analyze it.

In this research, the research do observation to see the learning activities in the classroom and to hear the English teachers instructional in giving material for the students while the researcher do interview to know the reason of the English teachers use code switching and code mixing in giving material for the students.

In analyzing the gathered data, the researchers give description data that derive from the researchers’ observation and the researchers’ interview. In doing observation the researcher explain more detail the chronological notes about what the researchers sees, hears. And data derive from the researchers’ interview is analyzed to give description about the reason of the English teachers do code switching and code mixing in giving material for the student.

Beside that, to analyze the data the writer also use histogram to give percentage the English teacher do code switching and code mixing. From the diagrams it can be seen the percentage of the English teacher do code switching and code mixing in every extract or in the learning process in the class.

FINDING AND DISCUSSION

Teacher one

Teacher one in the extract one, the English teacher teach the students about writing. The teacher explain more detail about the writing material for the students. After explaining the material, In this case the English teacher give instruction for the students how to do the exercise. The English teacher’s instruction it can be seen the statements below:

Extract One

Listen your name pleas

Good morning students

You bring your test narrative

Ok, now you must find the text organization or your generic structure of the text. Do you know, what do you do

You find the orientation, complication, and resolution.

On your test narrative, may be, there is reorientation. And fine the orientation in the last paragraph. Do you know orientation. Yaitu memperkenalkan kembali siapa siapa tokohnya. Itu reorientation namanya Rina, Re.....artinya memperkenalkan kembali. Sekaran kerja.

After doing the exercise, the English teacher inform to the students about the subject next meeting. The English teacher ask to the students to study because in the next meeting the English teacher will ask to the students to retell the story because next meeting is speaking subject. The students have to prepare their selves.

Extract 2

Teacher one in extract two ask to the students to prepare their selves because according to their English teacher that next is meeting is speaking material. The English teacher give instruction for next meeting and the students retell the story and make summary. In giving

instruction the English teacher use two languages. The statements of the English teacher it can be seen as follow:

For next meeting on Saturday, pertemuan berikutnya hari sabtu kita masuk pada speaking. Retelling your strory, menceritakan kembali apa yang ada ditesi itu, kamu simpulkan and make summary and retelling for Saturday, lalu kau hapal. Jadi I tell you, saya Tanya memangki. On Saturday you must ready to speak. Yang saya nilai in your speaking adal your gesture, and your eye contact.

CONCLUSION

Based on the findings of this research teaching English in the learning process using code switching and code mixing is very important because code switching and mixing can help the students do the English teacher's instruction. Besides, most of students are difficult to understand the material because they are lack of vocabulary. The students need instruction between Indonesia and English or bilingual.

Bilingual or code switching and mixing can improve the students' vocabulary because the students direct to know the meaning of the words because the English teacher speak English and the English teacher change his speaking to Indonesia. In this case the students can catch the information from the English teacher.

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